

CHURCHILL FILMS
PRESENTS A
DIMENSION FILM

RAINSHOWER

Have you ever thought of rain as something beautiful to look at? How do the colors of the sky change, as the storm approaches? What sounds can you hear on a rainy day? How are the textures and smells different from those on a dry, dusty day?

TEACHERS STUDY GUIDE

CHURCHILL FILMS PRESENTS A DIMENSION FILM

RAINSHOWER

a film for creative expression

14½ minutes

The sights and sounds, beauty and rhythm of rain. The film attempts to capture the changing moods of a day when a rainshower came to plants and animals on a farm, and to people at work in a community. It offers a rich experience in looking and listening — for the class to share, and for each viewer to explore in his own way.

THE ONLY NARRATION comes at the beginning:

"Very early one morning, a photographer took his camera out, to see what he could see. A rainstorm would be coming soon . . . and he wanted to look at it. He wanted to capture the colors of the sky, and the sounds of the wind . . . He wanted to look at everything around, and show you what he saw. Perhaps if you listen, you can hear the quiet sounds. As you look, you may be reminded of something *you* have seen, or heard, or felt . . . on a day such as this."

SEQUENCES

FARM:

Introduction; Sunrise; Dry, dusty morning; Rising wind; Hurried preparations for rain (calves into barn, clothes off the line, tractor into shed) Cloud shadows closing in; Silence before the storm; First drops; Sprinkle; Shower —

CITY:

Waking up to rain; Workers in the rain (milkman, paper boy, mailman, traffic policeman, billboard man, news vendor) The rain halts work for some (car wash, ice-cream man, construction workers)

The rain slows . . . and stops; The sun!

FARM:

The farm after the rain; water and living things.



USES "RAINSHOWER" is designed to provide practice in careful observation — to sharpen senses and awareness. Because it is a moving experience, it is especially useful for stimulating creative activity. Here are a few possibilities:

ORAL LANGUAGE Discuss how you feel on a hot, dusty day, when there has been no rain for a long time. Talk about a dry season, when the sun bakes the soil, dries the plants, and makes farm animals uncomfortable.

Recognizing main ideas What were the main parts of the film's "story?" What was the film-maker trying to tell you? Why did he choose to begin in the way he did?

Building vocabulary Think of colorful words and phrases to express moments in the film — splatter, trickle, sparkle, gloomy, splash, pouring rain, shining raindrops, rays of light. The film told a story in pictures. Tell the same story in words.

WRITTEN LANGUAGE Write imaginative stories about rain (imagine that you are a duck). Write a story telling how you feel when it is dusty and dry, when you feel the rain coming, during the rain and after.

Poetry You might like to write a class poem about rain, using words and phrases that have come out of discussion. Read some poems about rain, such as RAIN by Helen Wing or RAIN IN THE CITY by Rachel Field.



In expressing ideas and feelings...

... the film-maker did the following: put events in sequence — made important connections (hot sun and dry ground; moving clouds and waving fields; umbrellas folding and drops stopping) followed one idea a long way — the many different ways rain affects living things.

ART The film is a vivid visual experience, which can lead to further expression by the class.

The film-maker has a special way of looking at the storm and listening to it. We can use some of the same methods to look at the world about us. Some things are very beautiful when we look at them very, very closely. Some things are nice to look at from a distance, making patterns with other things around them.

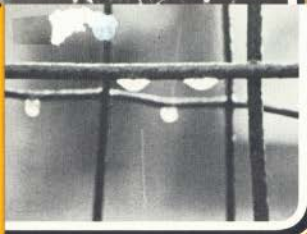
Colors What are the colors of dawn, of morning, of afternoon?

What are the colors of dryness, of wetness? What are the colors of the sky when it is calm, when a storm is coming, when it is raining?

Textures How does the ground feel when it is dry; when it is wet?

What about the skin and feathers and coats and pavement — Are they all the same when they are wet?

What about blades of grass, and metal fences and spider's webs — how do you express the different ways they look —and feel?



Light and Dark

How does the sky change during a storm? How does the light change on the hills, and on the buildings?

Pictures that tell a story

Use a series of pictures to tell a story without words.

RHYTHMS AND MUSIC

Listen to a portion of the film with the picture turned off. What sort of mood do the sounds create?

Learning to listen

Use classroom instruments to create rhythms expressive of moments in the film (light wind, distant thunder, sprinkles, downpour, animals in the rain, workers in the city).

SCIENCE

The film suggests the importance of water to life, and also shows how our lives are affected by the weather.

Rain and Living Things

What happens to the ground after a long dry season?

Why was the farmer glad to see the rain? How was the air different after the rain? Where does the rain come from — where does it go?

SOCIAL STUDIES

Rain and the Community

How does the rain affect life in the community? How does it affect policemen and firemen? What about people who drive cars and busses? How does it affect people who work at washing cars and selling ice-cream?

DRAMATIC PLAY

The children might interpret, through dramatic play, the effect of a rainstorm on a farm and a community.

APPLYING WHAT YOU HAVE LEARNED

The class might take a walk through a familiar area, this time looking at things in a special way — looking closely, looking at shadow patterns, colors, looking for things never noticed before.

Next time it rains, perhaps you will remember this film. Perhaps you will look at the rain and listen to it differently than before. What things do you think you will see and hear in new ways?

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