

# #10217 THE ORCHARD

DIRECT CINEMA, 2002  
Grade Level: 2-5  
9 mins.

## DESCRIPTION

An old man, living high on a hill above the seaside store, remains agitated after an earthquake occurs. Unable to warn the people below of what he fears is coming next, he sets fire to his house in order to get their attention. When they rush to help him, the people are saved from a tidal wave the old man knew was coming. Based on a Japanese folktale.

## ACADEMIC STANDARDS

### Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
  - ◆ Benchmark: Knows the defining characteristics of a variety of literary forms and genres (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books) (See INSTRUCTIONAL GOALS 1.)
  - ◆ Benchmark: Relates stories to personal experiences (e.g., events, characters, conflicts, themes) (See INSTRUCTIONAL GOALS 3.)
  - ◆ Benchmark: Understands the basic concept of plot (e.g., main problem, conflict, resolution, cause-and-effect) (See INSTRUCTIONAL GOALS 4.)
- Standard: Uses the general skills and strategies of the reading process
  - ◆ Benchmark: Uses meaning clues (e.g., pictures, picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behavior) (See INSTRUCTIONAL GOALS 2.)

### Subject Area: Life Skills–Self-Regulation

- Standard: Considers risks
  - ◆ Benchmark: Selects an appropriate course of action in an emergency (See INSTRUCTIONAL GOALS 5.)

### Subject Area: Behavioral Studies

- Standard: Understands that interactions among learning, inheritance, and physical development affect human behavior

## C a p t i o n e d M e d i a P r o g r a m

- ◆ Benchmark: Understands that human beings can use the memory of their past experiences to make judgments about new situations (See INSTRUCTIONAL GOALS 5.)

### INSTRUCTIONAL GOALS

1. To present an adapted Japanese folktale.
2. To use various clues to understand the story.
3. To relate the story to one's own schema or personal experiences.
4. To depict the plot of *The Orchard*.
5. To evoke personal experiences and reactions relating to emergency situations and possible human response choices.



### VOCABULARY

- |               |                     |               |
|---------------|---------------------|---------------|
| 1. calm       | 4. giant            | 7. surging    |
| 2. disguises  | 5. kerosene lantern | 8. tidal wave |
| 3. earthquake | 6. orchard          | 9. worry      |

### BEFORE SHOWING

1. Discuss the title of the video, *The Orchard*, allowing the sharing of prior knowledge about orchards.
2. Define *folktale*. Give examples.
3. Define *hero*. Give examples.
4. Define *emergency*. Give examples.
5. What is the setting of a story? Given the setting of this video, in an orchard high above a fishing village, predict the main problem, or emergency, in this story.
6. What is the meaning of sacrifice? Discuss how a person can make sacrifices for the benefit of others.



### DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Stop the video following the narrated introduction of the story (after the children enter the orchard).
  - a. Revisit predicted problems/emergencies. What prediction(s) can be made now as to possible problems or the emergency?
  - b. How could the setting of the story play an important role in the emergency?
3. Stop the video when the earthquake stops, after seeing the apples and apple boxes falling in the orchard. List the visual clues of the earthquake, such as the pop bottles shaking.
4. Stop the video after the old man sighs as he lights the fire.
  - a. Why does the old man light the fire?
  - b. What does he try to do to get the attention of the villagers at first?
  - c. What clues has the old man seen to initially alarm him?

- d. What previous experience or knowledge does the old man likely have?
- e. Why does the old man sigh before lighting the fire?
- f. What must the children be thinking as they watch the old man yelling and then setting his place on fire?

## AFTER SHOWING

### Discussion Items and Questions

1. How does the old man's orchard play an important role in this story related to:
  - a. The setting?
  - b. The old man?
  - c. The children?
  - d. The term *sacrifice*?
  - e. The old man's relationship to the villagers and vice versa?
  - f. The importance to the folktale genre?
2. Does this video need added audio script? Why or why not? (Are the visual clues or pictures adequate?)
3. How does the old man's schema or personal experience play an important role in this tale compared to the other younger villagers'? Relate this to your own experience(s).
4. Review the plot of *The Orchard*.
  - a. Are supporting details, such as the children's covert activities in the orchard, important to the plot? If so, how?
  - b. Name several important supporting details and the rationale behind their importance to the plot.
  - c. Outline the order of events. Is the order logical for the plot and meaning of the story? Why and how?
5. Explain how each of the people or groups of people respond to the emergency situations depicted in this folktale: an earthquake and a tidal wave.
  - a. The villagers.
  - b. The old man.
  - c. The children.
6. Revisit the term "sacrifice."
  - a. How do the villagers make sacrifices for the old man? (Do they put their own lives in danger when they come up to fight the fire and save the old man?)
  - b. What sacrifice does the old man make for the sake of the villagers? When do the villagers realize that the old man has saved their lives?
  - c. Would you put yourself in peril or give up something extremely important to help others?

### Applications and Activities

1. Write an original story depicting sacrifice.
2. Write a summary of *The Orchard's* plot. Make sure to include the important parts of a good story retelling:

## C a p t i o n e d M e d i a P r o g r a m

- a. Setting.
  - b. Characters.
  - c. Problem(s).
  - d. Supporting details.
  - e. Resolution(s).
3. Write down some of the plot details on "caption clue cards," and hold them up at the appropriate times under the video screen while replaying the video *The Orchard*.
  4. Make posters depicting the old man as the village's hero.
  5. Read other stories that depict heroes and personal sacrifices such as:
    - a. *The Daring Rescue of Marlon the Swimming Pig* by Susan Saunders.
    - b. *Brave Irene* by William Steig.
    - c. *The Legend of the Blue Bonnet* by Tomie DePaola.
    - d. *Dragon Kite of the Autumn Moon* by Valerie Reddix.
    - e. *Leah's Pony* by Elizabeth Friedrich.
  6. Research a tidal wave, known in Japan as a tsunami. Discover the devastation one can cause both at sea and on land.
  7. Investigate earthquakes and the appropriate actions to take during and after an earthquake.

### SUMMARY

High above a fishing village on a hilltop, an old man lives alone. One morning, an earthquake jolts the village. Relieved that no one is hurt, the villagers turn their attention to repairing the damage. But the old man remains distressed. He tries to attract the villagers' attention, but no one notices him. Desperate, he sets fire to his house. Seeing the smoke, the villagers race up the hill to help him. Their lives are saved when the tidal wave, which the old man expected, sweeps into the village below.

### CMP RELATED RESOURCES

- [The Five Chinese Brothers #2657](#)
- [The Friends of Kwan Ming #9983](#)
- [The Legend of The Blue Bonnet #2491](#)



### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

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- **KILLER WAVES**

<http://www.frontiernet.net/~docbob/waves.htm>

This Web site has explanations and information about tidal waves: how they are formed, how big they can be, how fast they move, the damage they can cause, and whether or not they can be predicted. Included on the opening page are statistics of deaths caused by several tidal waves, going back to 1883.

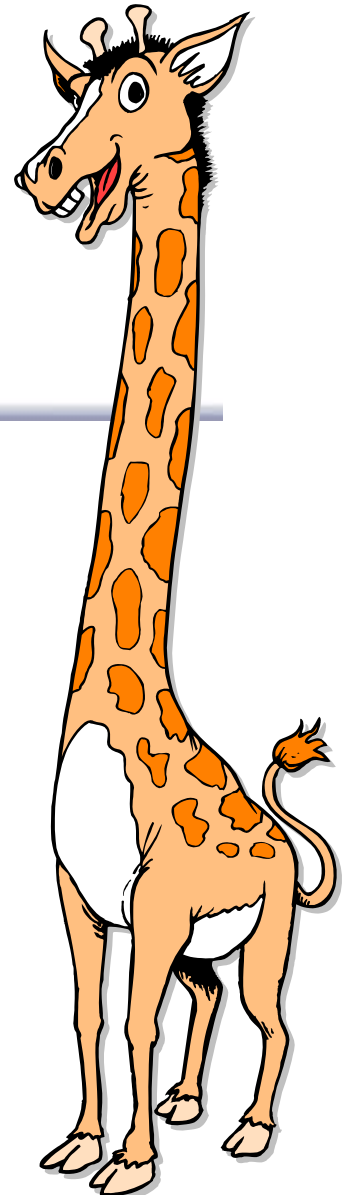


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- **JAPANESE FOLKTALES**

<http://www.pitt.edu/~dash/japan.html>

This Web site presents eight Japanese folktales as selected and edited by D.L. Ashliman, retired professor from the University of Pittsburgh. It also gives related sources, folktales, works, activities, and Web site links.



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## *Profiles of Giraffe Heroes*

- **HEROES—THE GIRAFFE PROJECT**

<http://www.giraffe.org/heroes.html>

This Web site presents men, women, and children from all over the world who “stick their necks out for the common good,” real heroes in our own communities. The opportunity to nominate a hero, or “giraffe,” from your own school or community is offered.