



#9567

THE OLD MAN AND THE SEA

DIRECT CINEMA, 2001

Grade Levels: 9-13+

25 minutes

DESCRIPTION

Santiago, an old Cuban fisherman, faces another day without a catch. He goes further out to sea, hooks a giant marlin, and struggles to bring it home. Academy Award-winning animated adaptation of Ernest Hemingway's nobel prize-winning novel. Includes an interview with creator Alexander Petrov.



ACADEMIC STANDARDS

Subject Area: World History – Era 9 – The 20th Century Since 1945: Promises and Paradoxes

- ★ Standard: Understands the search for community, stability, and peace in an interdependent world
 - Benchmark: Understands the influences on and impact of cultural trends in the second half of the 20th century (e.g., the impact of World War II and its aftermath on literature, art, and intellectual life in Europe and other parts of the world; the meaning and social impact of innovative movements in literature and the arts such as Existentialism, Abstract Expressionism, or Pop Art; ways in which art, literature, religion, and traditional customs have expressed or strengthened national or other communal loyalties in recent times) (See Instructional Goal #1.)

Subject Area: Language Arts - Writing

- ★ Standard: Uses the general skills and strategies of the writing process
 - Benchmark: Writes in response to literature (e.g., responds to significant issues in a log or journal, answers discussion questions, anticipates and answers a reader's questions, writes a summary of a book, describes an initial impression of a text, connects knowledge from a text with personal knowledge, states an interpretive, evaluative, or reflective position; draws inferences about the effects of the work on an audience) (See Instructional Goal #2.)

Subject Area: Language Arts - Reading

- ★ Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - Benchmark: Knows archetypes and symbols (e.g., supernatural helpers, banishment from an ideal world, the hero, beneficence of nature, dawn) present in a variety of literary texts (e.g., American literature, world literature, literature based on oral tradition, mythology, film, political speeches) (See Instructional Goals #3 and 4.)

INSTRUCTIONAL GOALS

1. To understand *The Old Man and the Sea* within its historical context.
2. To personally respond to the story, characters, plot, and themes.
3. To explore the symbols in the story.
4. To introduce the creation and creator of an animated film.

VOCABULARY

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|-----------------------|----------------------|
| 1. mast | 10. a draw |
| 2. square-rigged ship | 11. pin someone down |
| 3. (water) current | 12. endure |
| 4. shift | 13. method |
| 5. bait | 14. rapidly |
| 6. school (of fish) | 15. destiny |
| 7. tow | 16. trophy |
| 8. kerosene lamp | 17. format |
| 9. referee | |

BEFORE SHOWING

1. Predict what the video will be about. Consider characters, setting, plot, climax, and resolution.
2. Imagine having eighty-four bad days in a row. Brainstorm how you might feel about yourself and the future.

AFTER SHOWING

► Discussion Items and Questions

1. What is the relationship between Santiago and the boy? Why does the boy call Santiago "Old Man"?
2. What does Santiago hope that the fish doesn't know? What is similar about his battle with the fish and his arm wrestling in Casa Blanca?
3. How does Santiago feel about having to kill fish for a living? What are his feelings towards the fish?
4. How does Santiago conquer the fish? How was Santiago beat?
5. What does the Old Man bring home? What is the boy's response to Santiago's homecoming?
6. How does the story end?

► Applications and Activities

1. Compare the video with the book, *The Old Man and the Sea* by Ernest Hemingway. Write an essay considering characters, setting, plot, climax, and resolution.
2. In *A Moveable Feast* Hemingway says, "All you have to do is write one true sentence. Write the truest sentence that you know."
 - a. Write your own true sentence. Consider original sentences, song lyrics, or quotes from other material.
 - b. Describe briefly what, in your experience, has led you to this truth.
 - c. Develop a brief outline for a scene that is based on your true sentence.

3. Research marlins. Consider their physical features, habitat, and life cycle. Determine the current regulations on fishing for marlins. Write a report from the perspective of the Old Man.
4. Investigate the life and writing of Ernest Hemingway. Write a short piece citing influences from his life that show up in *The Old Man and the Sea*.

RELATED RESOURCES



- [A Day's Wait #2467](#)
- [Hemingway: A Portrait #9756](#)



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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- **THE OLD MAN AND THE SEA**

<http://www.oldmansea.com/index.htm>

This site by the video producers includes a complete lesson plan with information about Hemingway and the making of the video.



- **CLASSIC NOTES: THE OLD MAN AND THE SEA**

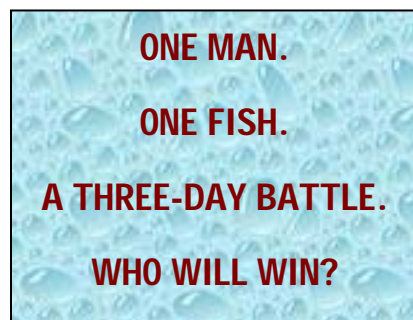
<http://www.classicnote.com/ClassicNotes/Titles/oldman/>

Summary and analysis of the entire novel. Includes author information and a forty question quiz.

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- **WEB QUEST: THE OLD MAN AND THE SEA**

<http://www.fsu.edu/~Candi/ENGLISH/webquests/oldman.htm>

Three on-line writing tasks for students related to the novel. Includes related links to help in completing each assignment.



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- **SPARK NOTES: THE OLD MAN AND THE SEA**

<http://www.sparknotes.com/lit/oldman/>



A complete on-line unit plan for teaching the novel. Includes an interactive quiz, related links, and overviews of the book's plot, characters, and themes.