



#10213 FISHERBOY

DIRECT CINEMA, 2002

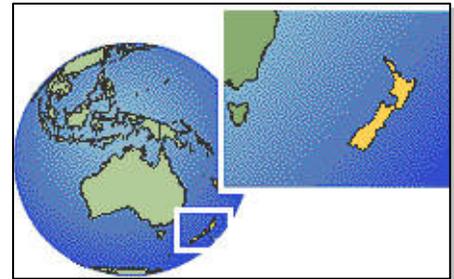
Grade Level: 3-6

8 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

The sea captures and claims a fisherboy for his slave. When the boy's mother asks for his return, the sea refuses. With great courage and effort, the mother proves her love is stronger than the sea by rolling the water away from the island until she finds and saves her son. Based on Joy Cowley's book *Tulevai and the Sea*.



ACADEMIC STANDARDS

Subject Area: Language Arts–Reading

- Standard: Uses the general skills and strategies of the reading process
 - ◆ Benchmark: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint) (See INSTRUCTIONAL GOALS 3.)
 - ◆ Benchmark: Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues) (See INSTRUCTIONAL GOALS 2.)
 - ◆ Benchmark: Understands the author's purpose (e.g., to persuade, to inform) (See INSTRUCTIONAL GOALS 5.)
- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books) (See INSTRUCTIONAL GOALS 1.)
 - ◆ 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: Understands the basic concept of plot (e.g., main problem, conflict, resolution, cause-and-effect) (See INSTRUCTIONAL GOALS 8.)

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

- ◆ Benchmark: Understands similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, character types, events, point of view; role of natural phenomena) (See INSTRUCTIONAL GOALS 6.)
- ◆ Benchmark: Understands elements of character development in literary works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme) (See INSTRUCTIONAL GOALS 6.)
- ◆ Benchmark: Makes inferences or draws conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character) (See INSTRUCTIONAL GOALS 6.)
- ◆ Benchmark: Understands the ways in which language is used in literary texts (e.g., personification, alliteration, onomatopoeia, simile, metaphor, imagery, hyperbole, beat, rhythm) (See INSTRUCTIONAL GOALS 7.)
- ◆ Benchmark: Makes connections between characters or simple events in a literary work and people or events in his or her own life (See INSTRUCTIONAL GOALS 4.)

Subject Area: Language Arts–Viewing

- Standard: Uses viewing skills and strategies to understand and interpret visual media
 - ◆ Benchmark: Understands different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters, setting, and sequence of events in visual narratives) (See INSTRUCTIONAL GOALS 1, 6, and 8.)
 - ◆ Benchmark: Understands techniques used to convey messages in visual media (e.g., animation; different tones of voice in audio productions; adjusting messages for different audiences) (See INSTRUCTIONAL GOALS 1 and 6.)

Subject Area: Life Skills: Thinking and Reasoning

- Standard: Understands and applies basic principles of logic and reasoning
 - ◆ Benchmark: Understands that some aspects of reasoning have very rigid rules but other aspects do not (See INSTRUCTIONAL GOALS 6.)

INSTRUCTIONAL GOALS

1. To present and examine the tale *Fisherboy*.
2. To make predictions about *Fisherboy* before and during the viewing of the video and then confirming and/or revising them by the end of the viewing.
3. To set a purpose to read or view the story.
4. To relate the story to personal life experiences.
5. To state the author's purpose for the story.

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

6. To use various clues and reasoning to understand the story.
7. To examine personification and similes.
8. To depict the plot of *Fisherboy*.

VOCABULARY

- | | | |
|------------|-------------------------------|---------------|
| 1. answer | 7. enough | 12. necklace |
| 2. breath | 8. failed | 13. satisfied |
| 3. canoe | 9. foam | 14. slave |
| 4. coral | 10. listen | 15. strong |
| 5. drowned | 11. look after (take care of) | |
| 6. edge | | |

BEFORE SHOWING

1. Define *tale*. Give examples.
2. Locate New Zealand on a world map, and discuss how tales from this country may be affected by its location.
3. Discuss the title of the video, *Fisherboy*, allowing the sharing of prior knowledge about fishing.
4. Review the elements of the plot of a story.
5. Predict what type of problem the boy may encounter.
6. Define and investigate the use of *personification* in literature.
7. Define and give examples of *similes*.
8. Discuss the meaning of animation and its usage in visual portrayal of surreal events.
9. Set a purpose before viewing the story. Suggested purposes for *Fisherboy* include:
 - a. The problem of the story.
 - b. Elements of the New Zealand setting.
 - c. The sequence of the plot.
 - d. Animation techniques.
 - e. The author's purpose.
 - f. Personification.
 - g. Similes.



DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Stop the video to identify and discuss the usage of personification and similes:
 - a. After the sea tries to entice the boy to jump out of the boat.
 - b. After the sea bribes the wind to help him.
 - c. After the mother attempts to get the wind's help.

AFTER SHOWING

Discussion Items and Questions

1. Review and discuss purposes set before viewing and those observed while viewing the video.

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

2. Recall the usage of personification in the story, and describe the human characteristics displayed by the sea and the wind.
3. Recall similes used in the story and their meanings: "a voice as soft as a flower" and "a voice as sweet as honey."
4. Identify the author's purpose for writing the story *Fisherboy*, giving supporting details from the story.
5. Summarize the plot of the story.
6. Revisit predictions. Confirm or revise them.
7. Discuss the problem of the story. Was it resolved? If so, how?
8. Compare the boy's "hunting fish" from the sea to the sea's "hunting" of the boy. Debate whether either has the right to do so.
9. List the animation techniques used which were meaningful to the presentation of the plot.
10. Examine the confrontation between the mother and the sea:
 - a. Identify both the physical and emotional strengths of the two characters.
 - b. Conclude the reason for the success of the mother's efforts to get her son back.
 - c. Recognize the logistics or reasoning involved as related to real life.
 - d. Rationalize how the tale depicts the mother's love as being stronger than the sea (rolling it back).
 - e. Relate this scene to personal experience.

Applications and Activities

1. Investigate and clarify these terms: *figurative* and *literal*.
 - a. Use examples like this figurative cliché: "I'm so hungry I could eat a horse!"
 - b. Create a chart to depict the logical and illogical story events, as well as personal experience examples. (See INSTRUCTIONAL GRAPHIC.)
2. Conduct character studies of the: boy, sea, mother, and wind. Use a variety of graphic organizers. Identify each character's qualities, actions, and importance to the story.
3. Make a "personification poster":
 - a. Depict an object having human characteristics or ability.
 - b. Illustrate.
 - c. Write a caption.
4. Play the game "Simile Says." Prompt cards, game board, class-generated rules, and incentives can be used.
 - a. The leader, named "Simile," says the beginning of a simile (e.g., "The girl was as quiet. . .").
 - b. Player(s) finish the simile (e.g., ". . . as a mouse.>").
5. Research the sea's timeline for its relentless hunting of the boy at the end of the story. Was it during a new or full moon?
 - a. Determine the effect of the moon upon the sea.
 - b. Explain why the moon's effect is important to the story.
 - c. Relate the animated visuals depicting this in the video.
6. Read Joy Cowley's book *Tulevai and the Sea*. Compare and contrast the book with the video *Fisherboy*. (Use a Venn diagram or other comparable graphic organizer.)

CMP RELATED RESOURCES

- *Folktales from Two Lands #2659*

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.

- **THE WACKY WORLD OF WORDS! SIMILES**

<http://www3.bc.sympatico.ca/teachwell/simpage.htm>

This Web site provides a list of interesting similes categorized by features (dark, heavy, etc.). Included are links to other types of words: anagrams, compound clues, oxymorons, and more.

- **WELCOME TO THE WORLD OF JOY COWLEY**

<http://www.joycowley.com/index.shtml>

This is the “official” Web site for Joy Cowley’s literary works. It provides listings of her publications and information for instructional guidance. Titles are listed according to levels and educational concepts, as well as shared and guided reading usage.

- **THE UK’S ANIMATION CELEBRATION**

<http://www.bfi.org.uk/features/wild/index.html>

This Web site presents information regarding the history of animation, answers to a few children’s questions, and an “Animation Gallery” where students can view child-created animation work.

INSTRUCTIONAL GRAPHIC

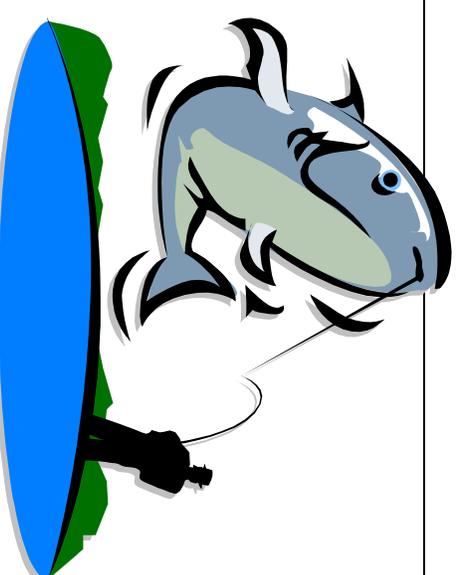
- JUST A “FISH STORY”?



Just a "Fish Story"?

Is it literally true or just figuratively speaking?

Directions: Recall events from the story Fisherboy, as well as personal life experiences. Categorize them as literal facts or figurative fiction.



Literal Fact	Figurative Fiction
(E.g.: The boy's mother loved him very much.)	(E.g.: The mother's love was bigger and stronger than the sea.)

[Captioned Media Program](#)