

PS 4

Teaching Literature and Culture



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Teaching Literature and Culture

Course Outline

	Content	Reading
1	Intro, course overview Why teach literature? Meeting poem General ideas about reading and responding to literature Choose a young adult novel and form groups.	
2	Getting started: Story time for beginners: Using picture books: The Snugglegrollop, The Trouble with Mom. Picture books: exploring suitable tasks for beginners	Read books 1 and 2
3	Exploiting texts for language learning and vocabulary improvement Intercultural Learning: EPOSTL p. 29 and Byram (2000)	Read book 3
4	Reading diaries and reading logs Examples from lower school and upper school 10-minute free-writing response	Read your YAL novel 6 by next week.
5	Group Reading Projects and Reading circles: Setting up reading programs in lower school Designing group projects Groups work with discussion prompt cards (on novel 6)	
6	Using booklets: the pedagogy of the blank sheet How to wet students' appetite	Read another book 7
7	Ideas for creative book presentations in class and online. Groups plan presentations	8 prepare your part of the presentation
8	Group presentations for novel 6	4
9	Reading projects in upper school Modern classics More project ideas: Plays, Theme Projects, Projects for class-trips abroad	5
10	Poetry projects for different ages	
11	Using Videos: Active viewing tasks Garfield: List of video-tasks	
12	Course Roundup: tying up loose ends	



These deadlines are REALLY important!

Assessment

Course requirements and assessment	Reading	1	2	3	4	5	6	7	8	9	10
<p>Reading project in cooperation with the PH and NMS Hasnerplatz: 10p</p> <p>You have read the picture book for your group. You have prepared an appropriate task for the NMS reading project</p> <p>You have worked professionally with the NMS students on the project day</p> <p>You have written a short reflection about your observations and experiences during the project day</p>	1										
<p>Presentation in class: (groups of 4-5) 10p</p> <p>You have presented a YAL book in your group. Your presentation</p> <ul style="list-style-type: none"> • includes a wide variety of creative elements (visuals, acting...), • gives a clear picture of the main characters of the novel and the conflicts they have to solve, • actively involves the audience, • is clearly structured, • and motivates the audience to read the book. 	6										
<p>Group Reading Project: (in pairs) 50p</p> <p>You have designed a group reading project that includes a choice of 3-4 books. Your project includes the project package for the students (copiable materials) and short teacher's instructions specifying the age/level, theme/topics, materials needed and any necessary instructions or background info for the teacher .</p>	7 8 ...										
<p>Additional reading of children's books and YAL + Online Reviews: 30p (5+5+10+10)</p> <p>In addition to the book you have presented in class and the books you have read for your group reading project you have read at least <u>2 books for lower school</u> (yrs 1-3) and <u>2 YAL books for years 4-8</u> and written short reviews for them on Moodle.</p>	2 3 4 5										
<p>Active participation</p> <p>You have participated actively in class discussions, group-work and online activities.</p>											
<p>Final Grade:</p>											

The following criteria will be used to assess your project:

Use these criteria for your self-assessment. Evaluate your project in each category and write short reflections/ explanations for each category. You will find the document on Moodle. Open the file in your word processor to write your comments and evaluations. For the evaluation bars use: Table Tools/ Design/ Shading as shown in the example.

	1	2	3	4	5	6	7	8	9	10
Source text(s) or films are suitable for the age group								8		
Tasks are appropriate and appealing for the age-group and would work in an average class (difficulty of tasks, set-up...).									9	
Intercultural competence: The tasks help the learners to develop intercultural competence and language competence										
Language competence: Vocabulary expansion/ fluency and proceduralization/ developing top down reading strategies/ oral interaction and speaking to an audience/ writing skills										
The instructions are clear so the students will understand them independently and in groups.								8		
Structure and completeness: The project package is complete and well-structured. It is easy to find your way through the materials.										10
Appealing layout of materials: The package is ready for use in class. (copiable masters e.g. picture size, cards, worksheets...)								8		
Total:	43/45 (86%) good									

10=excellent, 9=very good, 8=good, 7=average, 6=fair, 5=poor, 4-0=very poor - no evidence



Tip: Keep track of your reading to make sure you finish on time.

Picture book for PH project	Book for yrs 1-3	Book for yrs 1-3	YA Novel for yrs 4-8	YA Novel for yrs 4-8	YA Novel for your group presentation	YA Novel for your project paper	YA Novel for your project paper
1	2	3	4	5	6	7	8

Homework after session 1

- Sign up for our Moodle course.** Any further information concerning this course will come through this Moodle platform. Students who have not signed up by next Monday will NOT be part of this course.
- Order** a copy of the YAL book you are going to read for the group reading project and **enter your choice into the book-choosing-wiki** on Moodle. Find all the books on epep.at
- Write your **"Meeting Poem"** on your name-card to present yourself to the class.
- Culture versus culture**
Read the short online article explaining the ICEBERG METAPHOR and have a look at Byram's intercultural competences and learning objectives. You will find links to both on Moodle.
Highlight the key points that you find relevant for your future teaching and **design your very own CULTURAL ICEBERG** on an A4 sheet. You can do this by hand or on the computer. Use any technique or mix of techniques you find useful for this task. The purpose of your ICEBERG is to show what English/American¹ culture means to **you**. Instead of the abstract terms in Byram's table or the keywords in some iceberg images that you might find online, **refer to concrete experiences** that you have had with the British/American culture. Add personal memories, symbols or images and be prepared to share your icebergs with the class next week.

¹ Any experiences with the cultures of English speaking countries and people. (NZ, Can, Australia.....)




1. I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).
 ⇒
2. I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc.).
 ⇒
3. I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.
 ⇒
4. I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.
 ⇒
5. I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems.
 ⇒
6. I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these.
 ⇒
7. I can evaluate and select activities which enhance the learners' intercultural awareness.
 ⇒
8. I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.
 ⇒

(Council of Europe 2007, 29)

Book choosing

for our young adult reading projects and presentations in sessions 5-7.

Book title and 	New words per page	Other comments about the book:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:

1. Getting started

The ten commandments of teaching reading

- Make reading an everyday topic. Reading is fun. Reading is cool. WE all read.
- Read stories in relaxed atmosphere. Read stories as a special treat after hard work.
- Create a class library: Good bookshops are:
<http://www.Amazon.de>

Wolfgang Steinhauser's bookshop <http://www.thebookshop.at>

- Start reading whole books (picture books, stage 1 readers) as early as possible.
- Use reading logs and reading diaries to keep track of Ss reading.
- Give credit to book reports and reading
- Invite students to present books regularly, reserve space for book recommendations on pin-board.
- Create reading circles to discuss books.
- Use books for active vocabulary expansion.
- Allow as much free choice as possible. Consider different reading tastes and reading abilities.

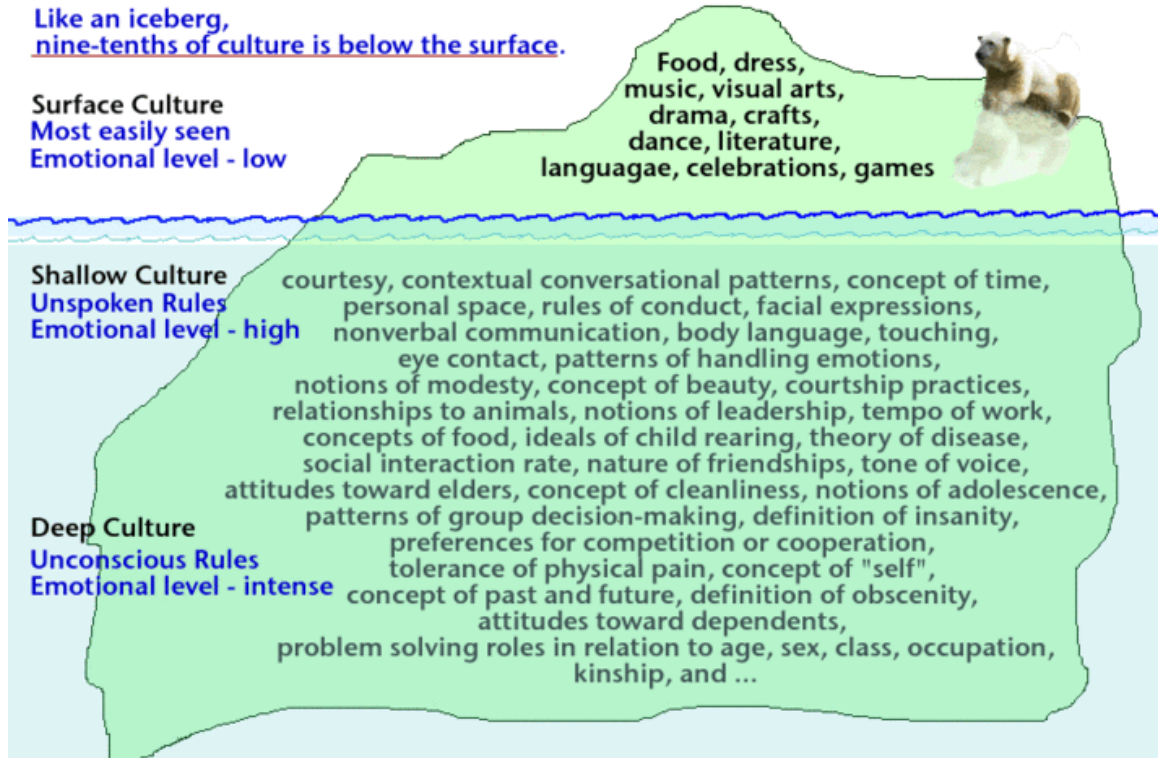
Purpose of reading

Brainstorm the multiple purposes of reading in the foreign language classroom.

Culture versus culture



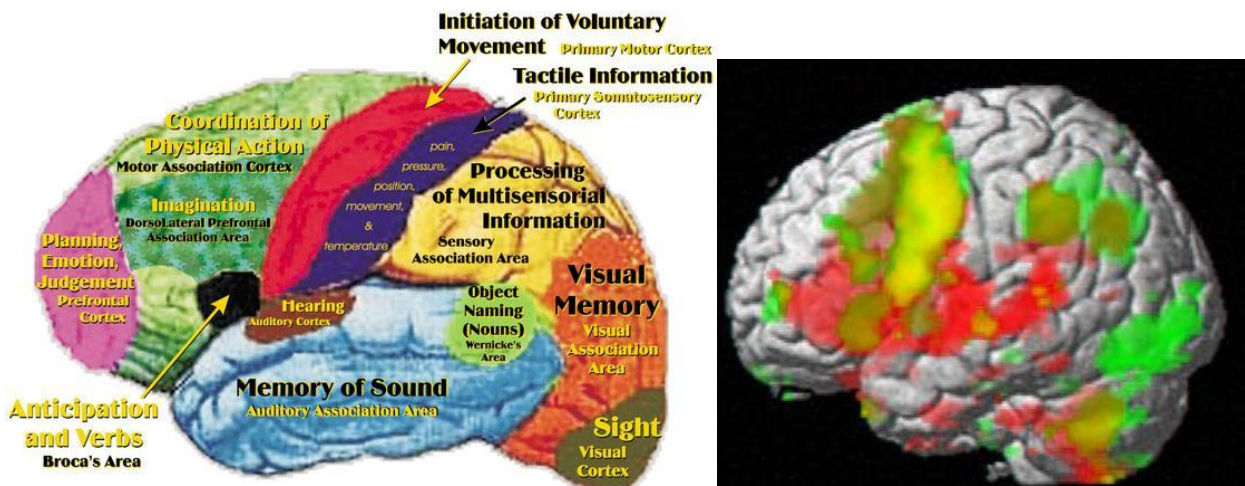
The Iceberg Concept of Culture



(Indiana Department of Education 2012)

Language: Expansion of vocabulary and grammar

Reading ACTIVELY involves the whole brain. We make connections and associations between language and concepts in our memory. Reading activities (pre- while- post –reading activities) enrich these processes and strengthen the newly developed neural networks.



How do we read?

- **Skimming:** quickly running one's eyes over a text to get the gist of it.
- **Scanning:** quickly going through a text to find a particular piece of information.
- **Extensive reading:** reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding
- **Intensive reading:** reading shorter texts to extract specific information.

NOTE: The different ways of reading are not mutually exclusive.

Example: We often skim through a passage to see what it is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for. In real life reading purposes vary constantly. Therefore, exercise types should also vary according to the text studied and the purpose of reading it. It would be highly artificial to work on a page of classified ads and propose exercises that require detailed reading of every single advertisement.

You don't have to know every single word in a text.

1. Read the text and try to understand the *general meaning* of the story. (All the words in italics are nonsense words.)
- 2.

A country girl was walking along the *snerd* with a *roggle* of milk on her head. She began saying to herself, 'The money for which I will sell this milk will make me enough money to increase my *trund* of eggs to three hundred. These eggs will produce the same number of chickens, and I will be able to sell the chickens for a large *wunk* of money. Before long, I will have enough money to live a rich and *fallentious* life. All the young men will want to marry me. But I will refuse them all with a *ribble* of the head - like this ...'

And as she *ribbled* her head, the *roggle* fell to the ground and all the milk ran in a white stream along the *snerd*, carrying her plans with it.

1. Now look at the nonsense words again. Can you guess what they might mean?

Would you feel comfortable to read a text with as many unknown words?

The 5 Finger Rule: Students read the first and second page of a book and use their fingers to count the number of unknown words that they cannot easily guess from the context. If the number exceeds 5 unknown words per page, the text is probably too difficult for joyful reading.

Improving students' confidence: Encourage "top-down" reading skills rather than focusing on every unknown word: Fast reading activities help students gain confidence and focus on content and gist.

Fast Reading:

Basically skimming, give Ss 30 seconds to "read" text, collect info on board. Give them 2 - 3 minutes to read the text again (1 page), collect inf. on board. Ask Ss to write a 50 word summary of the text (in groups). Only then allow them to read the text slowly!

Try out fast-reading with following text.

The Sibille

My father walked beside me to give me courage, his palm touching gently the back laces of my bodice. In the low-angled glare already baking the paving stones of the piazza and the top of my head, the still shadow of the Inquisitor's noose hanging above the Tor di Nona, the papal court, stretched grotesquely down the wall, its shape the outline of a tear.

'A brief unpleasantness, Artemisia,' my father said, looking straight ahead. 'Just a little squeezing.'

He meant the *sibille*.

If, while my hands were bound, I gave again the same testimony as I had the previous weeks, they would know it was the truth and the trial would be over. Not my trial. I kept telling myself that: I was not on trial. Agostino Tassi was on trial.

The words of the indictment my father had sent to Pope Paul V rang in my ears: '*Agostino Tassi deflowered my daughter Artemisia and did carnal actions by force many times, acts*

that brought grave and enormous damage to me, Orazio Gentileschi, painter and citizen of Rome, the poor plaintiff, so that I could not sell her painting talent for so high a price.'

I hadn't wanted anyone to know. I wasn't even going to tell *him*, but he heard me crying once and forced it out of me. There was that missing painting, too, one Agostino had admired, and so he charged him.

'How much squeezing?' I asked.

'It will be over quickly.'

I didn't look at any faces in the crowd gathering at the entrance to the Tor. I already knew what they'd show – lewd curiosity, accusation, contempt. Instead, I looked at the yellow honeysuckle blooming against stucco walls the colour of Roman ochre. Each colour made the other more vibrant. Papa had taught me that.

'Fragrant blossoms,' beggars cried, offering them to women coming to hear the proceedings in the musty courtroom. Anything for a giulio. A cripple thrust into my hand a wilted bloom, rank with urine. He knew I was Artemisia Gentileschi. I dropped it on his misshapen knee.

My dry throat tightened as we entered the dark, humid Sala del Tribunale. Leaving Papa at the front row of benches, I stepped up two steps and took my usual seat opposite Agostino Tassi, my father's friend and collaborator. My rapist. Leaning on his elbow, he didn't move when I sat down. His black hair and beard were overgrown and wild. His face, more handsome than he deserved, had the colour and hardness of a bronze sculpture.

Behind a table, the papal notary, a small man swathed in deep purple, was sharpening his quills with a knife, letting the shavings fall to the floor. A dusty beam of light from a

Classroom procedures:

Important: Reading is a silent activity --- encourage silent reading.

Why? Work with a partner and collect arguments why students should read silently and on their own.

Can you think of any exceptions? When and where would it be meaningful to read a text aloud?

Constructing reading comprehension exercises.

Pre-reading

Purpose: Creating a reason to read (awaken interest/expectations) or give some idea of the content before the students see the text.

Prepare difficult vocabulary **before** students see the text.

While reading

Start with global understanding and move towards detailed understanding.

Don't ask too many questions - don't "kill" the text.

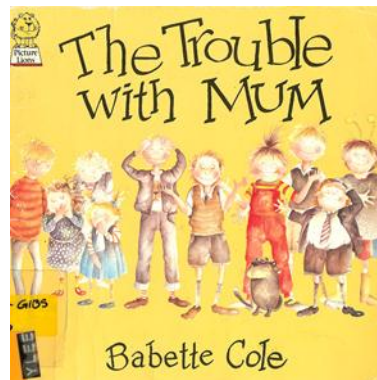
Post reading:

Design a follow-up activity. Don't separate reading comprehension from the other skills. A following oral or written activity will give the reading text a purpose.

2. Reading is fun: Story-time for beginners

How do we start?

Which of these stories would you like to hear? Ask questions to find out what they are about.



Find the teacher's notes and the student materials for these activities on www.epep.at

There you will also find other suitable picture books for beginners.

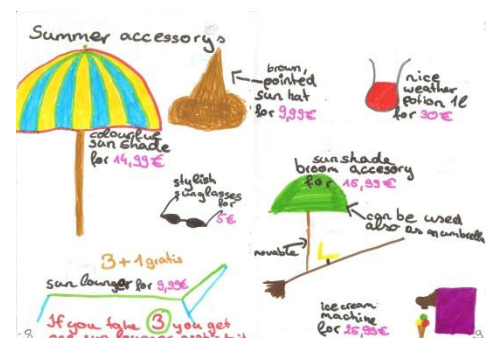
Picture books that have worked well in my classes:

Babette Cole, *The Trouble with Mom*
The Trouble with Gran
Prince Cinders
Princess Smartypants
The Smelly Book

Valerie Thomas and Korky Paul, *Winnie the Witch*

Daniel Postgate, *The Snagglegrollop*
Julia Donaldson, *The Gruffalo*
Michael Foreman, *All the King's Horses*
Richard Brassey, *Greyfriar's Bobby*
Simon James, *Dear Mr. Blueberry*
Peggy Parish, *Amelia Bedelia goes Camping*
Shirley Mozelle, James Watts, *Zack's Alligator*
Angela McAllister, *Monster Pet*
Jackie French, *Diary of a Wombat*
Norman Bridwell, *The Witch next door*

Find these and other suitable books on epep.at, Storybooks for beginners



Basic reading tasks for beginners

The purpose of these tasks is to make the learners read parts of the text in detail and use some of the new language actively. These tasks should be short and easy – we do not want to spoil the fun of reading.

Find the printable worksheets on www.epep.at

Book Chat:

Choose your favorite page in the book and describe it to your teacher or co-teacher.

What do you see?

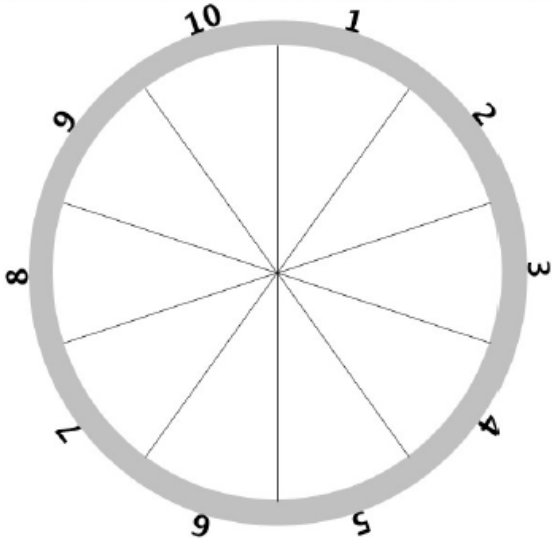
What is happening in the picture?

Write a Postcard

Imagine you are one of the characters and write a postcard to a good friend. Tell your friend where you are and what it is like there. (no past tense necessary for this task!) Draw a picture on the front side of your card.

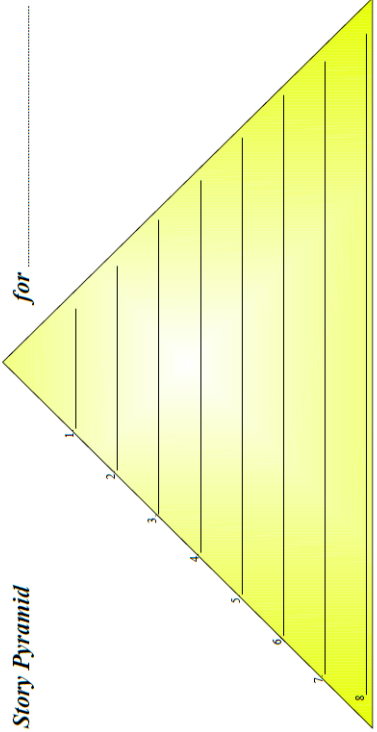
Story Pie for _____

1. On scrap paper, write down the 10 most important events in your story. Put the main events in the correct order and write them into the story pie below.
2. Use your story pie to tell the story to your teacher and/or a friend.



Which of the events in your story do you like best?

Story Pyramid



1. The main character's name

2. Two words that describe the main character

3. Three words about the setting (the places)

4. Four words about the main character's problem and goal

5. Five words about important events in the story

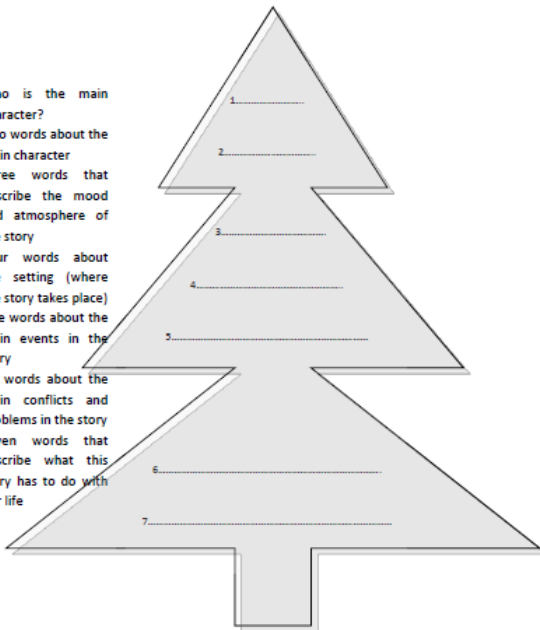
6. Six words about the conclusion (How does it end?)

7. Seven words about your favorite part

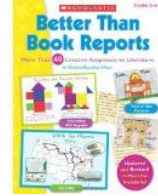
8. Eight words: What would you tell your friends about the story?

Story Tree for _____ (title of your story)

1. Who is the main character?
2. Two words about the main character
3. Three words that describe the mood and atmosphere of the story
4. Four words about the setting (where the story takes place)
5. Five words about the main events in the story
6. Six words about the main conflicts and problems in the story
7. Seven words that describe what this story has to do with our life



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More useful ideas from

CHRISTINE BOARDMAN MOEN (Boardman Moen 1992)

Name _____

Problems and Solutions




Every story has a problem, no matter how small, and a way of taking care of, or solving, the problem. How the problem is taken care of is called the solution.
Think about the story in your book and follow the directions.

Book title _____ Author _____

1. Tell the main problem in your story.
2. Tell the different things the characters did to try to solve the problem. (These things are called solutions.)
3. Tell how the problem was finally solved.
4. Think of a different way you might have solved the problem.
5. Would your solution to the problem have changed the story in any way? Explain.

Name _____

SWBS: The Plot Chart




What happens in a story from the beginning until the ending is called the plot. In every story there is SOMEBODY who WANTED something. BUT something got in the way, SO the character had to solve the problem.
To finish the Plot Chart, think about your story and ask yourself the questions below. Then write your answers on the chart.

1. Who is the SOMEBODY in my story?
2. This character WANTED something. What was it?
3. BUT something prevented the character from getting what he or she wanted. What was it?
4. SO the character solved the problem to get what he or she wanted. How did the character solve the problem?


Book title _____ Author _____

SOMEBODY S	
WANTED W	
BUT B	
SO S	



Name _____

Opinion Page




Below, write your opinion (what you think) about your book. If your book has chapters, give the page(s) and paragraph(s) too.

Book title _____ Author _____

1. My favorite part of the story was _____
page(s) _____ paragraph(s) _____
2. I liked the story when the character said _____
page(s) _____ paragraph(s) _____
3. I felt (circle one) happy scared surprised
 sad excited bored
(add your own) _____ when _____
page(s) _____ paragraph(s) _____
4. The story's (circle one) plot character(s) setting
reminded me of _____
page(s) _____ paragraph(s) _____

Name _____

Creative Catalogs



Catalogs are a lot of fun to read and to look through. Now is your chance to create a catalog of your very own!
Your catalog will be special because it will contain drawings and written descriptions of things you read about in your book. By making a catalog, you will be able to share what you read with your classmates.

1. In the box below on the right, draw a simple picture of what you want to sell in your catalog. It should be something important from your book. Write the name of the item in the space below the box.
2. On the lines to the left, write a short description of the item. Use facts from your book. Don't forget to add the price!

Book title _____ Author _____

Name of catalog _____

Item 1 _____

Tip: Groups can design a catalog of several pages for an interesting book.

3. Exploiting texts for vocabulary expansion

- **Choosing vocab phrases:** Students choose 3-5 new phrases that they want to remember and write them on vocab cards.
- **Lexical Furniture:** put the new phrases in suitable places in your house/home. E.g: the verb “to separate” would go into the kitchen, under the sink, because there I separate my waste....
- **Connect a Pair:** Take 10-12 vocab cards that you want to remember and put them on the desk in front of you. Now form five to six pairs and find some connection for each pair. Example: use both in the same sentence or make up a little story, of match opposites or say how they are alike...
- **Word Webs:** On an A4 sheet create a web of words around a topic in your story.
- **Acrostic Puzzles:** Write the title of your book on the page vertically. ↓ Then find one fitting word or a short sentence for each letter. Your words should have something to do with the story.
- **Personal Properties:** Choose 10-15 new words that you want to remember and collect your personal associations with each of them.

- Weight
- Shape
- Texture

- **Worcycle**
- **Word Search**
- **Crosswords**

A handwritten student page titled "A flying Birthday Cake?". The title is written in large, colorful letters. Below the title is a word search grid. To the right of the grid, the student has written "The words that you have to search for:" followed by a list of words: BIRTHDAY CAKE, JOE, MARVIN, FLAGPOLE, DOORKEY, WISSEFISH, WALLEY, WALL BALL, and JELLO. At the bottom, there is a small note: "If you want to know more about the book, read it yourself. :-)"

C, S

CRAZY IMAGERY

Record any ten objects. Beside each add an adjective/noun combination found in this week's reading.

Object	and	Adjective and Noun
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

An

CROSSWORD

Use new words from this week's section to create a crossword puzzle.

Clues

Ap, An

Acrostic Puzzles

Choose five words from your reading section. Record each word vertically. Now think up other words to "fill" horizontally. Add a word clue for each of these horizontal words. Now you are ready to present your work as a puzzle to a partner. You may decide to leave your original word in the puzzle, or maybe you prefer to leave all letters except the original word, or leave all blanks!

Here's an example:

a mbitious	eager to work; not lazy
n octurnal	occurring in the night
c reate	to make something new
l island	body of land surrounded by water
e vening	late p.m.
n orth	direction
t eeth	chewing instruments

Think about combining the objects and adjective/noun combinations. Form mind pictures. Make them humorous! Write your three funniest images in sentence form.

Find these and more great ideas in
J. Szabos, Reading, A Novel Approach,
 (Szabos 1984)

An, S

CONNECT A PAIR

Select twelve vocabulary words from your reading. Record them in two columns. Now form six pairs of words and form some connection with each separate pair. Tell how they are alike, or different, use both in the same sentence, make up a new definition for the pair as used together, or create your own pairing activity.

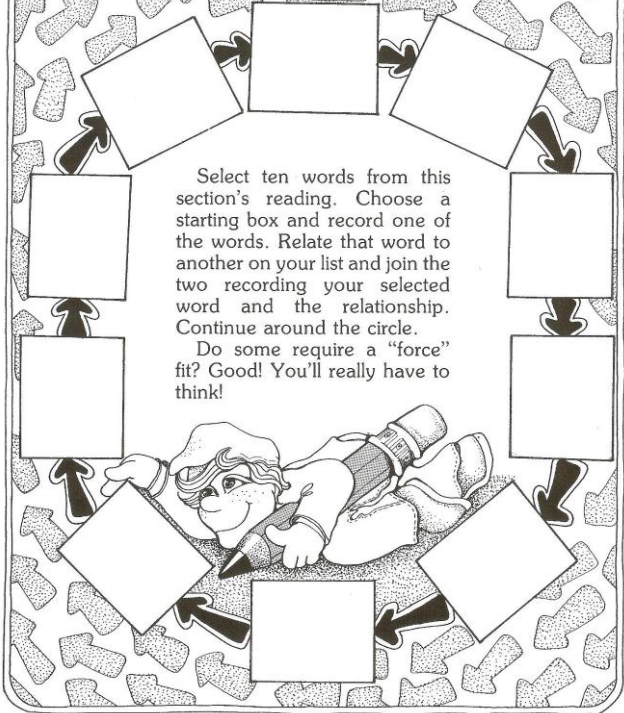


Ap, An, S

Wordcycle

Select ten words from this section's reading. Choose a starting box and record one of the words. Relate that word to another on your list and join the two recording your selected word and the relationship. Continue around the circle.

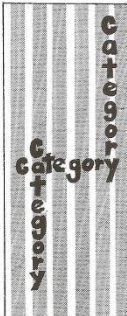
Do some require a "force" fit? Good! You'll really have to think!



An

CATEGORY

List here twelve words from your reading section.



Think of a way to fit all twelve words into categories you select. Use a variety of categories. Try to be unique!

Category	Word Members

*Challenge: With a partner, share lists and try to guess the headings for your words.

An

PERSONAL PROPERTIES

Select fifteen words from this week's reading section by closing your eyes and pointing. Record the words. Think about the *properties* of the words themselves or what they symbolize (their color, size, weight, form, texture, function, shape). Then see how many ways you can group (classify) your words. You may use the back of this paper to show your groups.

Word	Properties

Homework: Go to our library and have a look at the special shelf for our course (Handapparat). Find three to five other interesting reading and vocab building activities and bring copies along to our next session.

4. Reading activities for narrative texts

Pre-reading activities

- **Pictures:** Show a picture related to the text. Students guess what the text might be about. For books: show book-cover only. Ss imagine story (plan for a few minutes, then Ss mill around exchanging their invented stories. Can also be done in carousel format. To make it even more exciting: Divide class in 4 groups, show each group a different picture from the book. Then crossgroup- Ss exchange what they've seen and discuss what the story could be about.
- **Kim's game:** Show Ss a picture for about 1 minute (best done on OHT), they jot down all the details they remember. This can also be done at a later stage in the story.
- **Titles, Headlines:** Give title. Have students guess what the story might be about. They might start like this: I think is going to...// I hope// I don't want//
- **Select 4-5 words:** Write these words on board. Ask students for associated words. What might the story be about?

While reading and post reading tasks and activities

- **Matching:** text and pictures
- **Ordering pictures:** For picture books, copy picture pages without text (1 set per group), read story, Ss find matching pictures, put them in correct order. Then compare.
- **Ordering jumbled sentences or paragraphs:** Cut into strips if possible
- **Two in one stories:** cut up two short texts, mix. Ss sort and reconstruct the two stories (Works well with the short texts from children's books)
- **Text market:** Cut text into N (e.g. 5) pieces. Provide enough cut copies of the text for each student to be able to put together one complete version. Hand out pieces randomly. Each student has N pieces, some of them might be the same. In order to complete their text they will have to exchange those that are surplus for those that they need. In order to do this Ss sell their unwanted pieces as if they were in a market. They walk around describing their pieces and swapping them for the ones they need. The most important rule of the game is that **text pieces must never be shown before they are exchanged.** When the students have bought all N pieces of the text they sit down and reconstruct the text. **Note:** The market-phase may be quite chaotic at first, noise dies down as more Ss have bought all the pieces. Fast Ss can then help others.
- **Gap filling:** any short text, leave out words or phrases. Leave space where the word is missing.
- **Gap finder:** Leave out words but don't leave any empty space (more difficult). Ss have to find out where a word is missing and write it in. Print texts with double line spacing for this exercise or leave a margin where Ss can write the missing words.
- **C-test:** print first half of each word, Ss complete the text.

- **Picture corrections:** Separate the picture and the text. Change the text so that it represents things slightly differently from the picture. Students spot the mistakes and correct the pictures!!!
- **Draw a picture:** Listen to the story, imagine the scenes in detail, then draw or paint a scene...
- **Carousel:** Divide your story into 6 to 8 short pieces. Copy sets on different colors, enough pieces to serve the whole class. Distribute the pieces randomly. Students with the same color go together, then meet another group of a different color. The two groups build two concentric circles. (Do this in the hallway or any open area) Then the two students facing each other exchange their story bits (they must not show the cards). After one minute (more or less, depending on the length of the texts) the students in the outer circle move one person to the left. The new partners now exchange the content of their pieces... Do this until the students have heard the content of all the pieces.
- **Writing and answering questions:** Students write questions for another group
- For further ideas (esp. ideas for novels) see **epep.at**



Potatoes

retold by S. E. Schlosser

Teacher instructions: Use for TEXT MARKET. Copy one sheet for each student, cut up. Hand out titles and task boxes to everybody. Shuffle all other cards and hand out 4 to each student. Ss must not show their cards to others. They buy and sell cards as described in the TEXT MARKET activity. (Reading Activities sheet) Students who have got all 4 parts then glue the slips on a worksheet in the correct order and do the follow-up tasks.

We here in Idaho are right proud of our potatoes. Our fields are so chock full of potatoes that you can hear them grumbling when you stick your ear on the ground. "Roll over, you're crowding me," they say.

Potatoes grow bigger in Idaho than anywhere else. Once, a greenhorn asked me for a hundred pounds of potato. I set him straight real fast. I don't believe in cutting into one of my potatoes. "You buy the whole potato, or you take your business elsewhere," I told him.

Why do our potatoes grow so big? Well, it's because we feed them like family. Cornmeal and milk every day for breakfast, lunch and dinner. You should taste my wife's mashed potatoes! They are the creamiest mashed potatoes in the whole United States. It's all the milk our potatoes drink while they're growing. Makes them so creamy that all my wife needs to do is just boil them and mash them up.

Sometimes, the size of our potatoes creates a problem for the farmers. One fellow I know got trapped for eight hours beneath a potato. His wife came looking for him when he was late to dinner. She had to get the neighbors to help roll it off. But that's just they way it goes when you're farming potatoes in Idaho.

How does the storyteller describe potatoes in Idaho?

Idaho potatoes are:

Design an ad for Idaho potatoes. Be creative. Use your computer or handwrite and draw your ad. Decorate it nicely.

Frozen Dawn

retold by
S. E. Schlosser

Gap finder

Gapfinder: Some words have been lost in this text. Write the missing words in the margin and put numbers to indicate where the words should go.

Example:

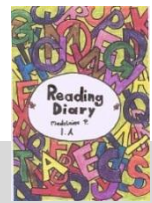
1

One winter, it was so that the dawn froze solid. The sun got caught two ice blocks, and the earth iced up so much that it couldn't turn. The first of sunlight froze halfway over the mountain tops. They looked like yellow icicles dripping towards the ground.

Now Davy Crockett was headed home after a successful night hunting when the dawn froze up so solid. Being a smart, he knew he had to do something quick or the earth was a goner. He had a freshly killed bear on his back, so he whipped it off, climbed right up on those rays of and began beating the hot bear carcass against the ice blocks which were squashing the sun. Soon a gush of hot oil burst out of the bear and it melted the. Davy gave the sun a good hard kick to get it started, and the sun's heat unfroze the earth and started it spinning again. So Davy lit his pipe on the sun, shouldered the bear, slid himself down the sun rays before they and took a bit of sunrise in his pocket.

1: cold

5. Reading Diaries



Reading diaries for young learners

Reading is fun!
reading is fun!

My Reading Log					
Name of Author	Title of Book	Date	I liked the book	number of pages	checked by teacher
Babette Cole	The Trouble with Mom	27.3.09	very well	29	10/10
Wendy Jones & Claire Halsey	Too busy to play!	3.4.09	very well	27	10/10
Rosald Dahl	The Magic Finger	7.4.09	very well	64	10/10
Shirley Huzelle	Zack's Alligator	22.4.09	very well	63	10/10
Babette Cole	King Change - a lot	23.4.09	very well	30	10/10
Well done! Go on reading. There are many more interesting books!					
Anita Lobel	Alison's Zippia	24.4.09	very well	24	10/10
Pat Hutchins	The Dorrbell Rang	24.4.09	very well	23	10/10
P.D. Eastman	Everything happens to Aaron	25.4.09	very well	23	10/10
Shirley Huzelle	Big Red Kite	25.4.09	very well	32	10/10
Babette Cole	Bobby	12.9.09	very well		10/10
Excellent! You are a very good reader. You'll certainly find more good books in our library!					
Harlow Redwood	The dancing frog	18.8.09	very well	29	10/10
Norman Noel	The Witch Next Door	15.9.09	very well	31	10/10
Louis Sachar	Marvin Redpost Kidnapped at Birth	30.9.09	not so much	94	10/10
Babette Cole	The trouble with Gran	28.9.09			10/10
	The cursed bakery	29.1.10			10/10
Fantastic! You are a real readaholic!!! You can be proud of yourself!!!					
	How to Flunk your first date	08.05.11	really much fun	96	
It's unbelievable!!! Your teacher's personal comment:					

The Trouble with MOM

Dear Mom!

Thanks for making such yummy muffins with frogs, slugs, lime seals, cat meat, bat wings, mappets and worms. The parents thought that it was a disgusting disaster but it doesn't matter. The children liked it. Thank you also for inviting my whole class to our spooky house. It was very cool when you saved the whole school from the fire. Thanks for everything!

your child

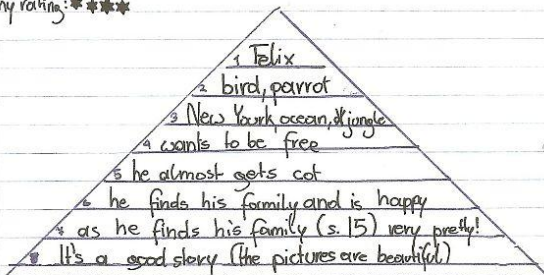
Ps: I like your black painted hat with the snake, the rat and the cherries!!!



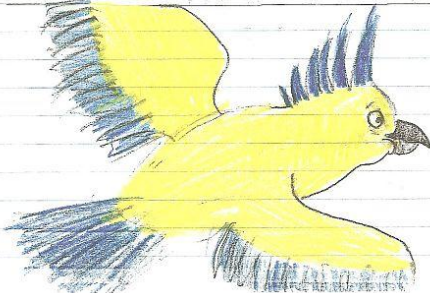
Flying Home!

Stephen Rabley

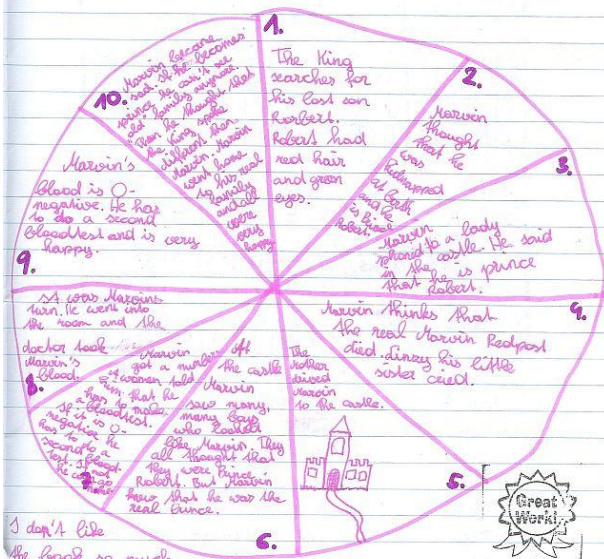
my rating: ****



1. name of the main character
2. 2 words: describe the main character
3. 3 words: describe the setting
4. 4 words: state the main character's goal or problem
5. 5 words: describe an important event
6. 6 words: describe the conclusion
7. 7 words: describe your favorite part
8. 8 words: what would you tell others about the story?



Marvin Redpost Kidnapped at birth



I don't like the book so much because nobody thinks that he is a prince only because he has red hair and green eyes and his family not.

Tips for my first reading diary

For each book that you have read enter the following information:

Author:

Title of the book:

Your rating: (Tell us how you liked the book, give 1-5 stars for example)

A short summary: What happens in the story. Write 5-7 sentences

Personal Comment:

- *My favorite character is because...*
- *I don't like (name of character) because...*
- *I wonder why*
- *I like/don't like the ending, because...*

















Finding Feelings: Write 5 sentences.

How do the main characters feel in the book? Why?

How did the book make you feel? Why? (Choose from the faces below.)

Add a nice drawing if possible: Draw one item that plays an important role in the book.

Feelings:

angry 	bored 	curious 	disappointed 
sceptical 	happy 	optimistic 	pleased 
envious 	frightened 	interested 	puzzled 
relieved 	sad 	thoughtful 	surprised 



Matilda by Roald Dahl

I think this book is very good, because it's sometimes funny, sometimes boring, sometimes sad, but I don't like its structure because at the beginning everything is about Matilda and her family and Mrs. Phelps, the Librarian. Then Mrs. Phelps sort of "disappears" in the book. There is no more single word about her and Matilda's family is also mentioned fewer, now everything is about Miss Honey and Miss Trunchbull, as she comes and goes... At the end it's just about Matilda and Miss Honey. I think that's not good, if the characters always change. Another thing, which I think is very strange: at the beginning nothing unusual happens, (Matilda is very clever, though but that also happens in real life), but then, in the 3rd part of the book she is able to move things with her eyes! I mean that's good I like it, but it doesn't really fit into that book. All in one (all) I think it's a good book, but just the parts when others, they don't really fit together, still I think it's a lot.

THE BABY-SITTERS CLUB #4
by Ann M. Martin

I really liked to read this book. I really like books about clubs and ~~books~~ (Borden). And what was really strange about it is, that Mary Anne (who tells the story) favourite colours are yellow and blue and she likes cats (Mary favourite colours are yellow and blue and I like cats, too. Strange, isn't it? In the next BABY-SITTERS CLUB book (which I just read) Mary Anne gets contact lenses, I got some a month ago, too. Back to #4: It is told in January, it's January. This all is really perfect of course. This book is very fun written (and it's ~~also~~ fun and interesting) and I can really recommend it!
IT'S GREAT!

Letters

Twilight: The student is writing a letter to Bella: Year 3

Bella,

I always thought a pregnancy is a great experience. So I thought "Whuu! Bella is pregnant that'll be great!" But of course a calm and normal pregnancy would be too "cliché" for you. Why not let the baby almost kill me so that Edward has to worry about something too.

Then the baby's name... of course it has to be special but RENESMIE?! The poor kid will be threatened for ever (and I mean THAT!) That's not a name that's (sorry but it's true!) something for the trash. Couldn't you just take Harper or Apple or Luck or Alice or anything (there are so many special names and you pick exactly that one) you would not have to be angry about her nickname "Nessie", honestly it sounds like she is a little monster or something like that.

And all the problems with the presents! just say "thx" and take them. They'll be happy and you can just put them into the best corner of your cupboard (or give them to me!) of course I'm just jealous because I would also love to have a kid with Edward and I wouldn't care about the name you could also call it shit, I wouldn't mind! And I'd be lucky to get at least a nice dress and you get hundreds and and and... should I continue?

gets from jealous little Steffi
Great!!

a book made me: angry, happy, cry, laugh everything!
on a scale of 5 stars: *



More Letters:

Letters to the author or a main character

Fat Chance



Dear Lesia Newman,
I have to admit that I was a bit disappointed. The back of the book sounded really interesting and I'm not going to say that it was a bad book but somehow I expected more!

It was kind of... dissatisfying! Although the back said that it was full of drama. It never was really extreme! Still... I want to say something to the main character.

Dear Main Character,

I can understand that you feel fat because physically you probably are but (!) losing weight is not the only thing that you have to do so that boys are interested in you... You need to break out of yourself! You need to be more extroverted and you need to make people laugh! I mean ok maybe that is not correct at all but you should at least give it a try because obviously it doesn't work at all the way it is right now.

Oh and another tip: Go out with your friends and have some fun! Because if you sit at home and bore yourself you will start eating again. Why do you think all the H+ives are that skinny? Simply because they don't have time to eat and in their shopping-"stress" they even forget the burger. Oh so that's all I wanted to tell you... bye and good luck with everything...! Stef f.

+ sounds interesting - would you recommend it?

Creative Ideas

SPIONE

why did you break up with him? what is wrong with her mother? are you always so bad at school? why don't you get a better job? help your mother she's too pregnant to do that! cannot buy herself! Suddenly you change just to be free from the detention? why don't you tell your parents to stop making babies? is it really that easy to make a prom in few days all by yourself? don't you want to do better in school to have a fixed or at least good future? when did you plan to tell your dad that you don't want to give him

The story is nice, a bit unrealistic but nice. I wouldn't have expected her to be so pissed at her boyfriend but it happened a bit too fast for me. She is all moaning and unhappy but never says anything so nothing changes and she just lives on with it.

Her actual best friend is a bit freaky and you never really get to know something about her!

I have to say that even the story isn't a typical American "Highschool-Story"

perhaps a reading project book for 3rd grade - tires Thanks for you tip 😊

PARTY

I hate him

never ever its still like a typical "Story!"

I don't care

leave me alone!

he is so cute

alright I'll help

usage! It is exhausting!

you annoy me!

not too bad

yes like it!



I guess you've outgrown that genre.



Tips for keeping a reading diary

Effective readers connect with, reflect on, and challenge the text. On your way to becoming such an effective reader use your response journal to try out some of the following tips and techniques.

Read slowly and carefully. Try to imagine the scenes as vividly as possible and try to see life through the main characters' eyes. After reading sit back and think about it for a while, then write a personal response.

Decide how much time you want to commit and stick with it (10 – 15 minutes!)

Write quickly, without worrying about spelling, punctuation, grammar.... Do not pause to think, just keep writing. As you write, follow your thoughts and ideas, do not worry about good organization and coherence. Just let your ideas flow.

Consider **some** of the following questions:

- Do you enjoy reading this novel or story? Why? Why not? What emotions does the book invoke: laughter, tears, smiles, anger? Record some of your reactions.
- Does the book or its characters remind you of any real life situations or people you know?
- Are the characters interesting and believable? Who is your favorite character? Why is he/she special to you? Is there a character you don't like at all? Why don't you like him/her? Would you like to be one of the characters (acquire a personality trait)? Which of the characters would you become, if you could? Why?
- What are your favorite lines/quotes? Copy them into your reading diary and explain why these passages caught your attention.
- Which are your favorite scenes in this novel? Explain why you enjoyed them.
- Make predictions: What do you think is going to happen next?
- Is the author able to hold your interest throughout the entire novel? How did he or she manage to do this? Or are you bored at times? What exactly makes the chapter/scene boring?
- Is there an idea in the book that makes you stop and think, or prompts questions? Identify the idea and explain your responses.
- Does the book leave you with questions you would like to ask? What are they? Would you like to direct your questions at a particular character? What questions would you like to ask the author of the book?
- Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you?
- What changes, if any, would you have made in this novel?
- Are there any symbols, symbolic acts or names in the novel?
- Think of the main themes of the novel? What might the author be saying?
- Who else should read this book. Should anyone not be encouraged to read this book? Why?
- Would you like to read more books by this author? Have you already read other books by the author?

Types of Responses

Below you find a number of extracts typically found in response journals:

Affective responses are a kind of raw emotion or a ‘gut reaction’ you have after reading, such as anger, love, jealousy, indignation, contentment, sadness....

e.g.: *I was furious when reading the Battle Royal scene. How can these people be so mean and treat a human being like that. I felt like stepping out and hitting them, or screaming or I don't know what. I was also shocked at how the main character didn't even find it so terrible. (He doesn't have a name! Maybe that has something to say as well, he is invisible and nameless???) He certainly didn't like being treated like that and was frustrated but not as angry as I was. For him this seems to be quite normal. That makes me even more angry! I really hate these fat politicians, they are the worst hypocrites I have ever seen...*

Associative Responses are analogies or associations you have when reading. There are no true and false associations, everyone has their own!!! Let your mind wander, relax (as described in the free-writing technique), this will open the doors for all your associations to flow in.

Look, for example, at the following response of a student to a line from a poem.

...“Something there is that doesn't love a wall.”(line 1)

I remember when I was young and how I was always sent to my room for punishment of something I had done wrong. I hated being sent to my room, not in the beginning, of course, because I always thought I'd get even with my Mom and show her that I could have a lot of fun in there. As the hours went by, though, I usually ran out of things to do and therefore I would always try to think of a good story to tell sweet ole Dad about how mean Mom had been to me. I just hated those four blank walls; I guess that's because I saw them so often.

or:

Little Richard's behavior reminds me of this story I read in the newspaper last week. A little boy had played with matches and then hid in the closet because of his bad conscience and fear. Wow, that's dangerous if little kids react like that. I guess it also has to do a lot with the fear of punishment. These kids must be hit a lot!

You might also note things that strike you as **strange or just interesting** such as for example this response to the beginning of the novel *Song of Solomon* by Tony Morrison.

It's strange that so many characters have Biblical names: Pilate, Magdalena, First Corinthians, Mercy hospital. (p18). What does this mean?

...

There seem to be a lot of symbols in the book; Watermark (p.11), Red velvet (p.10). I don't know their meanings yet, maybe it'll become clearer later.

Also note your impressions of the **structure of the text**. For example:

The author is constantly jumping back and forth in the lives of the characters. Slowly their history is becoming clear. It's sometimes difficult to follow. I have to read a page or two until I realize who she is dealing with now! I wonder why she does this!

...

It's getting worse. I am getting angry with T. Morrison. I feel she is teasing me! Why can't she just organize her material better? There must be some artistic reason or is it just to be different from the others???

Most of the time your response will be a **mixture of all of these approaches**. Even the examples above usually include more than just one aspect. Don't let yourself be stifled by trying to stick to one aspect. Just let your ideas flow! Don't forget to write down page numbers, so you can later find exact quotes if you need them.

More examples of reading diary entries

(years 6-7) These examples are unedited, quick responses copied from the learners' online journals on Moodle.

“The Euphio Question”– Kurt Vonnegut

The first thing I have to mention after having read „The Euphio Question“ is, that I absolutely loved the ending, probably because it was both surprising, and also funny in a way.

The story mildly reminds me of the first one we read. (Top of the food chain/T.C. Boyle) In both stories someone testifies before a commission, telling what has happened, but this story had the “action” or “plot” that I missed in Boyle's. Although it is, on the second look unrealistic that someone would tell a story in this way before a commission (with all the dialogues and no interaction until the very end with its members), these dialogues etc. make the story easy/fun to read.

One thing I don't quite understand is how to imagine this feeling you get when listening to the fictional device. At some parts the speaker (sociology professor) describes it as some sort of euphoria and buoyancy, while the people exposed to the sound rather seem relaxed and lazy to me.

Another thing that I didn't like was the way Vonnegut depicted the wives of Eddie and the narrator: both husbands seem to be used to having a dinner before them when they get home. Maybe that was normal at the time the story was written, but still I can't help frowning on this type depiction of a wife.

When you have a closer look you can spot some few small details that are a little illogical (for example how does Fred know that the time, when the “whole town went nuts”, “checks” to the second with the time when they switched on the device?) Although I know very well that there might be an explanation for these small details that I didn't think of yet and that they are completely irrelevant for the plot of the story, I still like it, when everything is logical and makes perfect sense. (In the book I read (also written by Vonnegut) I noticed many and clearer examples of these small things that apparently didn't fit together, especially with Billy Pilgrim's time travels.)

I wonder what Kurt Vonnegut wanted to criticize with this short story (as he always does criticize something, that's for sure). Maybe the fact that people try to make money out of everything possible, without paying attention to who is harmed? It is clear that he wants to say that you shouldn't want to “buy” happiness, but still I don't see how buying happiness (through purchasing possession for example) can be dangerous, which is his first argument (I think). This doesn't mean that I don't agree with the basic idea, that it is somehow pathetic how we try to become happy.

For me a good story must be/have two things: First of all a message, something to think about, or at least an entertaining story and secondly it must be written in a way that is exciting/funny etc. For me this story fulfills both requirements. (If a story is excellent on one of these two points only, the story can be great too, but if it's merely “good” in one and mediocre in the other, I tend to forget these stories very fast.)

By Agnes V.

Three reflections on “And Our Flag Was Still There” by Barbara Kingsolver

Paula M.

The story is about a woman talking about patriotism because her daughter has to wear red white and blue to kindergarten for a day to remember the victims of 9/11. I really liked the story because the woman, although she is American herself, criticizes the overdoing of patriotism in America. She talks about extreme cases where Americans get really racist towards other people just out of "loyalty to their country". I think it is a nice story because she is not really blaming anyone she is just saying that there are a lot of people overdoing it and in the end she says that the meaning of her flag is that "we're all just people together" and I think that is a really nice way of seeing it.

Paula N:

First of all, I want to point out how much this story touched me. I actually cried a little. I cried because everything in this story seems so true to me and it's very tragic to me how certain people deal with horrible events like September 11, how they blame other innocent people simply because they might have the same religion as the ones who flew into the building, how they make important rights, that courageous people gave their lives for years, seem stupid and not necessary. But I also cried because this story gave me hope that there are people like Mrs. Kingsolver who keep their heart free from hate and blaming minorities, and who believe in the Constitution and everything that came with it and not only for white Americans but for all Americans, whether they or their grandparents immigrated or what beliefs or sexuality they have. I will suggest this story to friends and family because in my opinion this story forces you to think about the often dark truth of so-called "necessary wars for peace and freedom" but also gives you hope that there are people who want this peace and freedom peacefully and for everyone.

Johannes W.

Well, a perfect style, an interesting and well-chosen topic and an optimistic message doesn't leave so much room for associations. But still one question came to my mind immediately: "What type of text is this?" To me it is neither a short-story, nor a speech, a report or an article. It is somehow a mixture of all, isn't it? Since I am a European and actually have never left the continent actually so far, this theme of finding one country's or even one people's values, identity and community is something rather unknown, odd, funny to me. Of course this is linked to History, I'm perfectly aware of that, but it is somehow weird but at the same time amusing to read. I liked reading it also for the nice style and the well-chosen tone and language. I wasn't used to the absence of an actual plot (just the little side-track of her daughter) and also the absence of an actual description of characters, etc. But that again was creating a certain tension because I wanted to know more... I guess this was the very intention of the good and talented author and actually now, at this very moment, it comes to my mind: In my opinion this is an inner monologue... :-)²

² Teacher's comment: The text is actually a literary essay – but the student has never heard of this genre at this point.

Reflections on: Paul Auster, a story from *The Red Notebook*

Love it! Awesome! Simply great! I cannot remember the title anymore but I had the story about a man who survived a concentration camp, while being there fell in love with a woman he had never seen before; they just wrote letters. After all, they married got children and raised them. When the oldest son was studying already, he fell in love with a girl that turns out to be the daughter of the SS officer. Nevertheless both fathers like each-other, they (their children) marry and the family leads a rich, good life.

There are three reasons why I like that story:

- 1.) I love the style, the language, the tone and THE LENGTH. This is one of the few short stories that really are short. But the quality is on the top and I did not at all have the feeling that I wasted time. Everything important is in, everything that is not necessary and just makes you lose time is not there - this is what I call real expertise.
- 2.) It is one of the so much wanted, yet so little available stories about the WWII times that is not depressing, full of pain, suffering and "victimism", trying to teach one a lesson, trying to convince one of one certain aspect or making you feel guilty of something others haven't even done... You know all of that horrifying elements are just not there, which -- for a change -- is really relaxing.
- 3.) This is a real story! I find it simply great to take true tales based on life and to make a novel/story/whatever out of it... And the fact that he -- the author -- had done it in such a good way is also wonderful. You see, I find that short story marvelous, perfectly enjoyable and great to read. I have hardly ever said that a very sheet of paper (that I even got in school) was an experience -- but this single page was one!

There isn't much more to say, for me; I found that an enrichment, something like a little treasure within my long course of educational existence. Thank you for that story.

By Johannes W.

Reflections on "Top of the Food Chain" by T.C. Boyle

I can't believe that the main character, who is talking to the Senator, is so indifferent to all the animals and at last people dying. It's like he doesn't care at all as long as he can say that he fulfilled his job which was to help the people to get rid of the mosquitoes. It was also unbelievable how arrogant he was and how bad he talked about the people in Borneo and how low he apparently thought about them. If he was as much smarter than the people there, I don't understand how he didn't use his wisdom to help the people instead of making everything worse for them. If he at least had been sorry I could maybe find sympathy for him but like this he just makes me want to punch him. I really would have liked to know what the Senator, he was talking to, thought about all that.

By Paula N.

Reflections on the novel *Girl with a Pearl Earring*

Even though it is not told sadly, to me the story was very sad. It is beautifully told, but it's depressing that Griet doesn't have even one person that she can confide in, and I don't think that anyone would be able to hide their emotions like she does. She's so shy, and sometimes I wanted her to say something or do something, for example when the friend of Johannes Vermeer comes and tries to rape her, but she just pushes him away slightly. Of course, as a maid you can't always speak your opinion, but she has to stand up for herself a little bit, at least in my opinion.

The language was beautiful. I don't know how Tracy Chevalier does it, but she never tells the emotions of anyone, but you still know exactly how they are feeling. I would have liked to have more emotions when her sister had the plague, that was the only time it was overdone in my opinion. I liked that there was not a cheesy ending, but a very realistic one that was not satisfying to Griet, but she could settle with it. As a reader, it kind of felt the same.

By Anna E.

Reflections on “Magdalena Looking” by Tracy Chevalier

Oh my! There is so much conflict in that simple short story. First of all the women-role problem, ignorance in general, the longing for some acknowledgement, personal needs and poorness all the same.

I felt sorry for that poor little girl, Magdalena. The common theme of a talented daughter of a skilled father who is just not being noticed by him because of gender role and circumstances in which they live in is sad. You want to help them all out of their silly, maybe unnecessary but surely disappointing situation, because you see the escape -- they cannot, maybe should not.

How annoying must it be for a daughter to have a father who hardly ever looks at her, doesn't notice her, while she admires him and wants to be taught by him -- she never paints but a dot. Her abjection is typical for that miserable situation she finds herself in and the ignorance of her father, the unwanted humiliation by her father (looking at her to paint her, giving her the jewelry because of light-reflexion and not beauty) and the final uselessness of all that problematic life does cause the reader pain.

Another aspect is the actual picture that truly exists. Nobody really knows that young woman, yet she is still there, drawn in a fine way, looking very extraordinary, yet familiar. Strange and unfamiliar but at the same time interestingly pretty. I like the way the author has put a whole story around that picture, embedding the little details and relating them with an own anecdote or well explained reason. Nothing happens accidentally -- there is reason behind -- we just cannot see it most of the time. In this story we can, because she wants us to and it works. I like the atmosphere, the jigsaw-puzzle-like coming together of everything and the so very true outlook of great connection, the overall sense -- the living moment for eternity...

By Johannes W.

Now try out FREE WRITING yourself.

Read the three poems and choose one that you find interesting. Do not choose a poem that you have known and worked on before. Write down your thoughts and associations without stopping to think. Do not take your pen off the paper, just keep writing for ten minutes.

Barbie Doll

This girlchild was born as usual
and presented dolls that did pee-pee
and miniature GE stoves and irons
and wee lipsticks the color of cherry
candy.

Then in the magic of puberty, a
classmate said:
You have a great big nose and fat
legs.

She was healthy, tested intelligent,
possessed strong arms and back,
abundant sexual drive and manual
dexterity.

She went to and fro apologizing.
Everyone saw a fat nose on thick
legs.

She was advised to play coy,
exhorted to come on hearty,
exercise, diet, smile and wheedle.
Her good nature wore out
like a fan belt.

So she cut off her nose and her legs
and offered them up.

In the casket displayed on satin she
lay
with the undertaker's cosmetics
painted on,
a turned-up putty nose,
dressed in a pink and white nightie.
Doesn't she look pretty? everyone
said.

Consummation at last.
To every woman a happy ending.

Marge Piercy

News Item

Men seldom make passes
At girls who wear glasses.

Dorothy Parker

Harlem

What happens to a dream
deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Langston Hughes

Incident

Once riding in old Baltimore,
Heart-filled, head-filled with glee;
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, "****."

I saw the whole of Baltimore
From May until December;
Of all the things that happened
there
That's all that I remember.

Countee Cullen.

Character Profiles

Character Profiles

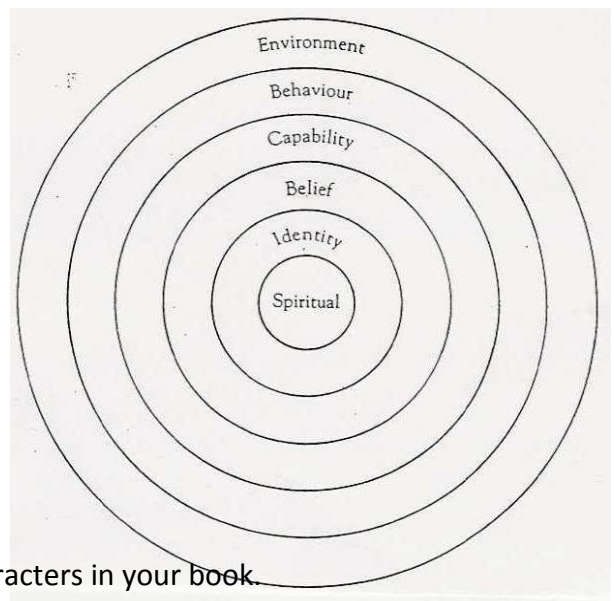
Download the full-size template from epep.at

Choose one interesting main character in the book/story you are reading and take a closer look at his/her personality. Who is he/she really? Look at the different levels of their personalities, starting with the environment (setting) they live in and move in towards their spiritual centers. Draw a circle diagram like the one on this page and write a few keywords or sentences into each layer of the character's personality.

Slip into the character's mind and consider the following questions:

- Environment:** Where does your character live/work? What is this place like? How does it affect him/her? Who else is there? How do these other people influence him/her? How does your character get along with them?
- Behavior:** What does your character do? List a few important or typical actions or activities of your character
- Capability:** What is your character good at? What strategies does he/she use in the story? Does he/she use them openly and consciously? What skills does he/she have?
- Beliefs:** What are your character's basic beliefs? Think of the various ideas that he/she thinks are true, and that your character uses as a basis of daily action. Beliefs can be both permissions and limitations. (e.g.: "I am strong! The positive forces will always win!" or "I am afraid of my stronger enemy, he will certainly kill me." or "I don't do this or that because I think it's wrong.")
- Identity:** What are your character's core values and his/her mission in life? What does your character want to achieve?
- Spiritual:** This is the deepest level of any character or person. Here we consider such metaphysical questions as "Why are we here? What is our purpose?" These questions are hardly ever asked or answered openly. Try to slip into your character's mind and answer these questions for him/her. What would he/she say?

Title of Book/Story
Author:
Character's name:



Now do a character profile for one of the main characters in your book.

6.Planning and Organizing Reading Projects

Remember this:



When planning a reading project for your class, consider the following aspects:

- **Find suitable books:** language level, different tastes and interests, season, class topic
- **Book choosing:** introduce the books in interesting ways (see “How to wet my students’ interest”, offer a choice for boys, girls, readoholics and reluctant readers.
- **Book ordering:** time, availability, price
- **Pre-reading and warm-up activities:** the first chapter is the most important one. If students understand who is who and what is going on, if they can relate to the characters’ dilemmas, they will want to read on. Plan some interesting opening activities to set the scene. Allow the class to read quietly for 30min or more to get into their books. Students who are reading the same book can help one another with comprehension questions. Walk around and help them get into the stories.
- **Plan reading time:** check other class projects (books they read in German, important test dates...) and decide on a deadline that is not too far away.
- **While reading:** do not give students too many while reading tasks. Such tasks are helpful if they guide the readers’ focus a bit or if they are asked to collect a few useful phrases from their reading. Don’t overdo it – too many tasks will kill the reading experience.
- **Post-reading tasks:** Groups meet and share their views, ideas and questions. Most reading projects will lead to some kind of PRODUCT (written or oral) such as
 - Booklets (pedagogy of the blank sheet)
 - Tasks to be completed in the reading diaries
 - Presentations in class or online

Whenever possible give students some choice concerning suitable forms of writing or presenting. Decide on a common FORMAT (e.g. design a booklet... or prepare an online presentation using MyBrainshark.com...) but allow freedom within that frame. Students will be more creative if they feel in charge.

Examples

The following pages show a few examples of tasks that can be used in reading projects. For more ideas visit epep.at. There you can also download a variety of handouts and project packages for your students.

A mini project for one double lesson

Note: in this project students were allowed to read ANY book they wanted to read. Therefore no groups could be formed.

PRIVATE READING: LET'S SHARE

- **SWBS: The Plot Chart**

(Boardman Moen 1992)

Name _____

SWBS: The Plot Chart



What happens in a story from the beginning until the ending is called the plot. In every story there is SOMEBODY who WANTED something. BUT something got in the way, SO the character had to solve the problem.

To finish the Plot Chart, think about your story and ask yourself the questions below. Then write your answers on the chart.

1. Who is the SOMEBODY in my story?
2. This character WANTED something. What was it?
3. BUT something prevented the character from getting what he or she wanted. What was it?
4. SO the character solved the problem to get what he or she wanted. How did the character solve the problem?



Book title _____ Author _____

SOMEBODY S	
WANTED W	
BUT B	
SO S	

2.Sum It Up

Make a sum-it-up card for your book. Fill in the blanks below.

Title:.....

Author:.....

Three important facts:

1.

2.

3.

Write a summary that tells the main idea.

Summary:

.....

.....

.....

.....

.....

.....

.....

.....

3. Book-Fair:

Walk around and read all the posted SWBS and SumItUp sheets. Find 3 books that have something in common with your own.

4. Grouping Books Together

Name _____

Grouping Books Together



Sets of books, or books that belong together, are books that are like each other in some way. Fill in the chart below to show how the books in your set are alike and different.

1. Write the names of the books in your set across the top of your chart under the word "Book."
2. Think about how your books have some of the same and some different ideas, people, places, and things. Write these ideas, people, places, and things in the spaces on the left.
3. Mark an X in the spaces under each book title if that book has the idea, person, place, or thing named on the left.



The name of my book set: _____			
Ideas, people, places, things from the books	Book:	Book:	Book:

(Boardman Moen 1992)

Book sharing



Prepare the following things for the book you have read:

5 nouns (things, objects...)	Choose 5 things that play an important role in your book and write them on the cards provided. (Example: broom, hour glass, magic potion, train, ... for a Harry Potter book)
Big trouble	Choose a passage in your book where one of the main characters is in trouble, has a problem or is very sad. Practice reading this passage so you can later read it out to your group.
Happy moments	Choose a passage in your book where one of the main characters is happy. Practice reading the passage.
Important adjectives	Find three adjectives in your book that are somehow important for the story. Choose new and interesting adjectives – not words we all know. Copy the adjective on a card and write the sentence you found in the book on the BACK of the card.

Group Phase

Work in groups of 4 with classmates who have read books you do not know yet.

Guess what...	<p>Show your noun cards and adjective cards to your friends and have them guess what the book might be about.</p> <p>Ask lots of questions about your friends' books and try to find out as much as possible about the main characters, their problems, their wishes and hopes.</p> <p>Do not give away the endings and solutions of your book.</p>
Big trouble and Happy moments	Read the passages that you have chosen to your friends and explain why your characters feel so happy or so sad.
Important adjectives	<p>Put all the adjective cards on the desk (only show the adjectives, not the sentences)</p> <p>Copy all the adjectives on the back of this sheet and guess what the words might mean. Discuss your ideas in the group.</p> <p>Then turn over the cards and look at the sentences. How can these sentences help you guess the correct meaning of the adjectives?</p> <p>Now ask the students who have written the cards to explain the meaning of the word and record it in the table.</p>
Homework	Copy the new adjectives and sentences on vocab cards and add a second sentence where you use the new adjective in a TRUE sentence.

This is what your vocab cards should look like:

Use ONE card for ONE vocab item.

Word:	Dreadful
Sentence from the book:	Their dreadful voices sounded like dentists' drills all grinding away together.
My true sentence:	My neighbor Rosalinde has a dreadful, whiny voice .

On the back write a translation of the main parts of the sentences. Example:

Ihre schrecklichen Stimmen klangen wie Zahnarzt Bohrer...
Rosalinde hat eine schreckliche, weinerliche Stimme.

Adjective	Sentence from the book:
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	


Reading Project

1. Choosing a book:

Look at all the books in the selection. Read the blurb (back cover) and then read the first two or three pages of each book. How many unknown words are there on each page? Can you guess the meanings? What else do you notice about the book?

- What kind of book do you think this will be? Do you think it will be science fiction, fantasy, realistic fiction, historical fiction, mystery, a crime story?
- What do you think the plot will be about? Make a one-sentence prediction for each book.
- What kinds of characters do you expect to meet in each book?
- What will the settings be like?

Write your findings in the table on the next page.

Which of the books would you like to read? Award 1 – 3 stars  to the books, depending how interesting they look. Mark the stars in the first column. Then decide which book you would like to read. Write down your first, second and third choices on a sheet of paper and stick your paper up on the book poster under the title of your first choice. As far as possible you will be given your first choice.

2. Getting ready for the book: Making predictions

While you wait for your chosen book to arrive imagine what might happen in your book. We will try a **10-minute free-writing activity** in class. Write down what you expect from the book. Use the following expressions and the "will" future. Use your reading diary for all the tasks.

I hope that.....	} will ...
I wonder if		
I bet that...		
I'm afraid that...		
I (don't) think that...		


3. The books have arrived!!! Let's start reading

Get together with your friends who have chosen the same book (3-4 students). Read quietly for 20 minutes. Read slowly and imagine the scenes and characters as vividly as possible. After 20 minutes meet to discuss your reading. Distribute the task cards in your group. Each of you is responsible for a different task. Read your task card carefully, then guide your group through the activity. Write all the questions and answers into your reading diary.

4. Homework:

Read chapters by

Read slowly and carefully and mark any interesting passages in your text. Choose 3 phrases or expressions that you would like to remember and write them on vocab. cards. Then write a five minute entry (non-stop writing) into your reading diary.

Book title and 	New words per page	Other comments about the book:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:

Task 1: **Language Police**

English please!!!

In this activity you are responsible for reminding your group to speak only English. Whenever you catch somebody using German show them this card.

Task 3: **Character Detective**

List all the characters that you have met so far. What do you know about them? Who are they? What is their role in the story? What mood are they in? Do you like/dislike them? Do you trust/mistrust them?

Task 2: **New Expressions Expert**

Ask each of your friends to find one new phrase or expression that they would like to remember. Highlight these phrases in your book and write them on vocab. cards.

Task 4: **Where and When?**

Where and when does your story play? Find a passage in your text where the setting (place and time) is described. Highlight it and copy a few important details into your reading diary.

Task 5: **Asking questions**

Ask each of your friends to write down one question that they have in mind now. What is it they would like to know about the book? Share your questions and write them into your reading diary. Maybe you can answer them later or ask your teacher.

5. Reading Circle Activities

1. Get together in your reading group and decide who is going to be the **Language Police** and **Group Leader** today? Remind your friends to use English only in their discussions and to stay on track (= not digress from the topic). In case of disagreements make sure that your friends argue their point politely.
2. **Sharing Reading Diaries:** Read each others' reading diaries and discuss your reactions to the story.
3. **Work with the small Discussion Prompt Cards** (Robb 2000). Sort the cards by color and put the piles face down on your desk. Take a card from the top of a pile and read it out to your classmates. If the card doesn't apply to your book at all, put it back and take a new one. Do the task carefully in your group. Write all your answers into your reading diary. When you have completed a task, take a new card from a different pile. Take turns reading the tasks out and leading the discussion. Do as many tasks as you can but do them carefully and thoroughly.
4. **Workshop and Homework Tasks:** On the following pages you will find 13 tasks. You have one double period in class to do them. You may work alone or in a small group. Do the other activities at home. Write all your answers into your reading diary. Always write clear headings (number and name of activity).
5. **Reading on: Read chapter(s)** by and write a 5-minute non-stop entry into your reading diary.
6. **Vocabulary Work:** Collect good phrases and write 20 new vocab cards for the whole book. Hand them in with your reading diary.

Useful materials and ideas for book groups

Find more ideas on epep.at


50 Fabulous Discussion Prompt Cards: (Robb 2000)

Can be used again and again. For lower intermediate speakers you might want to adapt the language a bit.

#5/Character

Show Me the Support


As a group, discuss several adjectives that describe the main character and pick the best one. Then scan the book for a line or a passage that proves you right. Take a vote on which section provides the strongest evidence.



#6/Character

Minor Character


Imagine you are having pizza with one of the minor characters in your book. Think about how this character would view a conflict that the main character faced and how they would have solved it. Discuss from the minor character's point of view.



#7/Character

Unsolvable!

The main character of your book has problems that he or she couldn't solve. Choose two unsolvable problems, explain how the main character deals with each and why each one is impossible to resolve.



#8/Character

Favorite Things


List things you cherish in life, such as free time, in-line skating, a friendship, or a favorite sport. Now list five to six things the main character values. Discuss how the plot helped...



#1/Character

Heart-to-Heart


The main character wants to meet you at the local diner to talk about everything he or she has been going through. Think about conflicts this character faces. Then tell the main character what you think about how he or she handles them, and what you consider to be his or her greatest strength—and his or her greatest fear or flaw.



#2/Character

Mood Clues


Mad? You slam a door. Hurt? You cry or run away. Sad? You slump your shoulders. What you say and do communicates your mood and even your personality. The same is true for book characters. Find and discuss two character-revealing passages, and explain what each taught you about that character's feelings, motivations, and personality traits.



#3/Character

Choose a Character


Discuss this if you had to be stranded on a deserted island with any character in this book, who would it be? Why? Who would be your last pick? Why?



#4/Character

Movie Tag Line

You've been hired to write a one-sentence ad to promote the movie version of this book. With your group, come up with a single sentence that conveys what the main character faces, and what he or she discovers about himself or herself or about others.



7. Booklets for all ages

The pedagogy of the blank sheet

These booklets are my favorite projects. The idea is based on Hannelore and Helmut Zehnpfennig's concept of the "Didaktik des weißen Blatts" (see below). This idea can be used at all levels, from beginners to advanced learners. The results are always stunning and much more interesting than answers to teacher-created questions and tasks. They really show how students have understood a novel or a topic in general.

Didaktik des Weißen Blattes

Hannelore Zehnpfennig (Grundschullehrerin) - Helmut Zehnpfennig (Soziologe)
Im **Offenen Unterricht** von Hannelore Zehnpfennig werden alle Fächer zum freien Arbeiten angeboten. Ausnahme: Sport, Musik, Religion und Kunst. Die herkömmliche **Zeit-, Raum- und Stoffstruktur** wird **aufgelöst**. Das heißt: Raum ist individuell nutzbar, Zeit ist individuell nutzbar für die Fächer, Stoff wird selbständig ausgesucht

Didaktik des Weißen Blattes

Der Sitzkreis zu Beginn und am Ende des Unterrichts ist freiwillig. Zehnpfennig wählt den Weg der drastischen Einschränkung des Materials. Sie fordert eine kleine Handbibliothek mit Nachschlagewerken und Fachbüchern zu vielen Themen, Schulbücher sind nicht dabei. Sie können höchstens als Angebot in der Klasse aufliegen. Heute ist auch der PC wichtige Infoquelle.

*„Unser wichtigstes Arbeitsmaterial ist das **weiße Blatt Papier**, unseres Erachtens das kreativste Material, das es gibt. Es stellt **„wahrscheinlich die größte Herausforderung an die Imagination der Kinder dar“** stellt Peschel (1996, S.38) fest, nachdem er unsere "Pädagogik des weißen Blattes" kennengelernt hatte. Das leere Blatt fordert oder provoziert geradezu die kindliche Phantasie es zu füllen. Wie, das sagt ihm weder das leere Blatt, noch sagen wir's. Das Kind muss selber entscheiden und gestalten. **Ein Arbeitsergebnis ist zu dokumentieren, ein Sachthema zusammengefasst darzustellen, um in ein gemeinsames Buch zu kommen. Welche Informationsquellen benutzt werden und wie, überlassen wir vollständig dem Kind.** (Zehnpfennig/Zehnpfennig 1992)“*

Für die Eigenproduktion von Arbeitsblättern spricht ein gewichtiger Grund:

*„**Selbsterstellte Arbeitsblätter sind immer auch aktive, individuelle und 'originelle' Lösungen von Problemen**“ (Zehnpfennig/ Zehnpfennig 1995c, S. 7). Und darauf legt Zehnpfennig in ihrem Offenen Unterricht viel mehr Wert als auf die noch so korrekte Ausfüllung eines vorgegebenen Arbeitsblatts. **Weniger wichtig ist uns, ob Arbeitsblätter ästhetisch oder didaktisch perfekt sind. Wichtig ist vor allem, dass sie von den Kindern selbst und für andere verständlich sind.** Diese Fülle an Arbeitsblättern wird dann thematisch zu "Büchern" versammelt, wie z.B.: "Kniffelbücher" (Mathematik) oder "Rumänien" (fächerübergreifend) und präsentiert.*

gop

http://www.zeugner.at/files/nachlese/010909/Go_OffUnt_Didaktik_des_weissen_Blattes.pdf

The preparations and instructions are VERY simple:

Step one: Each student receives a blank booklet consisting of 3 white A4 sheets folded and stapled together like an A5 booklet. I usually use a colored sheet on the outside but this is not really necessary. In some cases I copy the title page of their book on the cover to get them started. You'll need a long-arm stapler to produce these booklets.



Step two: Ask the learners to fill the booklet with anything that shows their understanding and reaction to the book they have read.

Do a short brainstorming with the class what this might mean. Students come up with many of the ideas they know from their reading diaries and presentations such as:

- Letters or postcards (from the point of view of the characters or to one of the characters), Maps showing the settings of the story,
- Travel brochures advertising the places,
- Diary pages,
- Sociograms,
- Plot diagrams,
- Reviews for Amazon etc.
- Newspaper articles
- Creating their own title page ...



Step three: When the booklets are finished the students meet in their groups and share their products. This step can be very interesting and learners see different interpretations of the task and different reactions to the books.

Step four: Optional

Sometimes, if there is not enough time for a round of book presentations ask students to meet with 3 classmates who have read different books and find the similarities and differences of their novels.

Sample pages from my students' booklets

Letters and Postcards



Dear Gráinne,

We are on husky exhibition in Finland. It's a lot of fun but our mother's sleight got lost and she broke her leg. We are the ones who saved her life. Without us she would be frozen like ice cream but I suggest, ice cream is more yummy especially vanilla (Tom thinks chocolate is better). The leader dog's name is Rock. He is very cool. His eyes have a strange color. We are allowed to help the adults with the dogs. Our mother is scared of one dog. His name is Hastro.

All in all, she still loves dogs and she promised that we will get a husky for X-mas. We would like to get Rock but he already has his home. I suggest that there is one special dog who just wants to live with us (I hope so). Tom bought his own knife (don't tell mums).

Nice holidays!

Tom Johnny Et Sandra

I thought about, how the family pictures have to look before the first wife went and after she died. This is what came up with

Before →



After ↓



Letter to Gerry

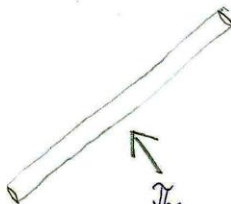
Hey Gerry,

I know it's not easy to do everything right. School, soccer, friends, family but one thing must be clear: John is your best friend and you must be on his side!! Not in the opposite gang. Sure you get drawn in the choke thing and your dad lost his job but John was on your side also in hard times! In the game against Norton you and him were the absolute match-winners!

but when somebody sticks a piece of chalk into John's pocket and you know who it was but are too afraid to say it then you're not a good friend. But I know in future you will stand to your friends and will stand to your personality!

yours Felice

$x + 2 = 5$
 $x = 3$



The piece of chalk that "appeared" in John's pocket.

Brochures

Brochure of the Hotel

LEVA

THE Husky-Hotel

Welcome

A big hotel with many rooms and friendly workers

Nearly every night, you can see a Polarlight.

OPEN

The pretty landscape




And the Best is inside!



6

For the prizes go on our homepage: <http://www.BJOER-husky-hotel.com> or on: <http://www.Capland.com/husky-hotel/prize/>

And if you want to visit Sweden we have journey that only costs 50€ for the drive, the guide and the drive back!

50€

Husky-sled riding! with your sled. Aki and Kalle will go with you. Now some pictures of Huskies and dog sleds:

6

Winter Safaris

Winter Safaris - Exciting trips through the wilderness with family and friends


All inclusive:
Breakfast buffet
Lunch and dinner restaurant

Enjoy our new hotel with lovely rooms, a great view and Finnish saunas, where you can relax and rest!

Make friends with fabulous huskies and try to drive a dog sled on your own, you will not regret it!

Experience the wilderness, like you never did before and see the wide and open landscape which is still as beautiful as centuries ago!

Info:
Kelote, Saariselän Siula, FI-99830
Winter Safaris
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Recipes

Hot chocolate (from the pot)

Ingredients: Milk, Chocolatebar, sugar, schnapps made out of cloudberries (Hallebeere)

Heat up the milk in a pot, cut chocolate into pieces, add to milk, stir until solved,
Add sugar, beat until creamy.
If preferred add a shot of cloudberry-schnapps.

Crisp Waffles

Ingredients: 1/8 l cold water, 160g flour, 60g butter (melted), 200ml milk, 2 teaspoons sugar.

Stir together flour and water. Add milk, melted butter and sugar. Heat the waffle iron and bake the waffles.
Serve with fruits or jam (raspberries, cloudberries, cranberries...)

Both recipes are good for cold and dark winter days.

Great idea!

Other ideas: Recipes, Travel info,

HUSKIES!!!

A Husky is a medium-size working dog. It is black to grey and has its origins in Siberia. It has a thick fur and is the closest made to wolves. Interesting about Huskies are their eyes: They can be blue, amber, pink, brown or green, sometimes even the same dog has different eye-colours!

Size: Male: 50-60 cm high,
20-24 kg
Female: 50-56 cm high,
15-24 kg



A male black and white coloured husky.

A Husky with one blue and one brown eye.



A young female Husky playing in the snow.

If I was...

Example from *Lord of the Flies*

Me in that position

If I would land on an island with some friends of mine I probably wouldn't try to be the chief. I think it would be very hard for us to decide who will be the chief and who is allowed to say what has to be done. Another great problem would be that all would start talking at the same time, that's why you would have to introduce something like the conch in the book that I've read. This will help a lot and after you have voted for a chief, everybody has to obey him and has to follow his rules. For me it is impossible to be the chief, because most of the time I don't like to tell the others what to do and I don't like to carry all the responsibility. Still, I would try to add my ideas if I think that they are meaningful and could help. In my opinion it would be very important to come together at least one time a day and discussed what has been done already and what has still to be done. This would be very important, because otherwise people start to get confused and just do what they want. All in all I think that this situation isn't at all easy to handle and a lot of problems would probably occur.

Characters (briefly)

Ralph (the chief) is speaking to the others

Piggy: wisest friend of Ralph

Simon: good friend of Ralph

Meeting Place

Jack ("second chief") hates Piggy not really nice

his loyal choir people

some little or but not really relevant

Creative Catalogues

Winnie's Catalogue



105€

These are Winnie's favorite winter boots. They are brown and have black stripes in the middle of the boots.



260€

This is Winnie's Fashion hat for special occasions. There is a spiderweb hanging down her hat. It like the nice color of the hat. He has blue stripes on the top of her hat. It nice small crowls around the pretty hat.



51.800€

This is the coolest broom of the world. He is green pink striped. It like the colors so much. The broom also has a candy dispenser. He divides the price. It's the latest invention.



900€

The prettiest winter dress ever! The dress has yellow stars on it. Every witch would like to have this.



20€

These are Winnie's warm gloves they so colorful. They green, pink and orange. The gloves are really cool. These are the coolest gloves ever.



130€

This is a brilliant vase. On the front of the vase there is a red flower. The background is turquoise. The flower stalk is light green. Every witch would like to have a vase like this.



800.000€

This is Winnie's cooking pot. It is black and there is a nice looking red apple on the front. This is a really really, big pot. It is 1,2 m high and 40,50m wide.

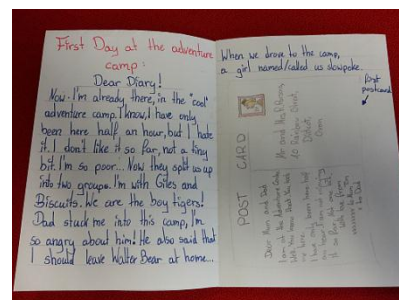


300€

These are Winnie's Christmas socks. There are yellow stars on it and a Santa Claus. These socks are very warm and soft. The background is red. I love the socks.



Origami books or Diaries



Fagin's Diary

Dear Diary,

1st of Sept.

I think it's over now, there is no chance to hide anymore.

They have found out the murder of Nancy and who the murderer was, Bill. He is hiding with us, so if they get him, they'll get us too. I read about that in the newspaper this morning. So I know that the police are also searching for me. If they get me, I'll be hanged, horrible, isn't it, my dear?

Please help me, I don't know what we can do! The only thing I can do just now is, sitting here, waiting and praying that they won't find us very quickly, so we still have some time to find a solution to our terrible situation.

God help us!

Dear Diary,

4th of Sept.

Wow, what a week! I have never experienced anything like that before: Fagin and Bill tried to kill me. The police found out about their intention because Mr. Brownlaw had told them and they were searching for us. When they were about to catch us, Bill took me hostage and hanged himself unintentionally. I finally got a new family and Fagin, my good old friend, was hanged too.

So you can imagine how I am feeling at the moment, I am happy and sad at the same time. On the one hand, I've got a new and wonderful life, a new home, a nice father and I learned how to read and write and many other great things. On the other hand I lost my good friend Fagin, who supported me when I had nothing, no home, nothing to eat and no family. I also lost all the other boys who showed

-Oliver Twist: Fagin's diary entry and a newspaper article about the same events.

14-year old girl brutally beaten to death

in case Sykes was still there, which unfortunately wasn't the case. Nancy B. was killed in the late evening on Tuesday with a cane. William Sykes is the prime suspect, but the police still gather evidence. "There is no need to worry", appealed Mr. Lang the alarmed population of East London, "Sykes has probably left London. Such a dreadful murder will definitely not happen again. The police is on the right track!" Of course the people of Spittlefields are still very frightened and concerned, after all Mr. Brownlow, a book seller, has reported to the police the very William Sykes for having kidnapped the ten year old Oliver T. Now we have to ask the police: Is there a connection of the murder of Nancy B. and the kidnapping of Oliver T.?

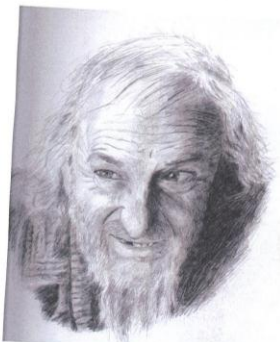
Horrifying news reached the police station of Spittlefields, London, yesterday in the late morning: Nancy B. was ruthlessly murdered in the flat of the dangerous criminal William Sykes.

Yesterday, at a quarter past nine, Elis K. wanted to visit her friend Nancy B., who lived at that time in the house of William Sykes. The fifteen year old girl noticed a track of blood coming from the front door towards her. She was horribly scared, however, Elis was brave enough to open the door and take a look at the body. She hurried to the next police station, where a confused police officer couldn't understand what the shaking girl was stuttering "Blins Street" and "blood" where the only things he could get out of her. The girl was sent to the doctor but she only was in shock and will get well soon. In the meantime the police officer, Mr. Lang, called the central police and a few minutes later, five police carriages were heading towards Blins Street. Over twenty armed policemen encircled the house, just

Dear Diary!

How I hate Fagin and the boys. I had a perfect life and now, they really brought me back, because they probably think I would tell someone, but I WOULDN'T!!! Nancy and a man called Bill brought me back. I hate them too. And I thought they would be my friends. Ahhh... I'm that angry. They took my good clothes away and they took everything I had on. They're that mean. Sorry I'm to angry to write. I'll maybe draw something but, yes I can't even say in words how I feel right now. Yours,

Oliver



By the way that's Fagin.

Dear Diary!

AAAAUUUUUTTTCCCHHHH!! My arm, my arm is hurting that much I can't even describe. :/I have the feeling that the gun is still inside me. Yes, I had a gun in my arm. I will tell you the whole story now. Well, Bill-a friend of Fagin- said that I have to break in to Mr. Brownlows house. I went there with Bill and a friend of Bill. When we were there I had to climb in over a small window, then I should go to the door and open it for Bill and his friend. When I was in there I suddenly fell over a chair. It was that loud that Mr. Brownlow and his home help (an old woman, a very nice one) woke up. Before they could even recognize something I opened the door and Bill and his friend came in. Mr Brownlow had a rifle in his hand and Bill a gun. Suddenly both shot. One shot went into my arm. After that Bill took me and we ran away. I couldn't walk. It was rainy outside and slippery. Bill ran so fast that he fell into a river. Me and Bill friend ran home. Bill is ill right now and I'm really afraid of him. I need help, from someone, I think that everything could happen right now. Can't someone shoot at me that I'm dead, and that I don't have to live this horrible life with this heartless people. :(:(

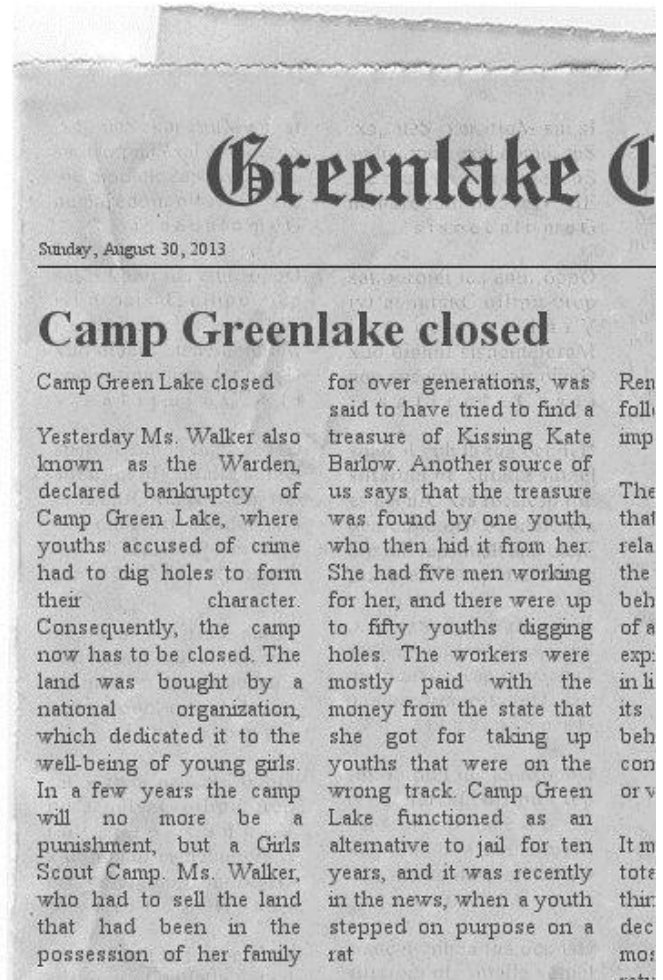
Oliver

Newspaper Articles

Instructions: Choose an important moment in your book and write an article about this event for a local newspaper.

Remember: The journalist does not know everything; focus on one event – do not tell the whole story or include the characters’ private thoughts and feelings. What would the readers of the local newspaper want to know?

Tip: for the layout of a newspaper article use the online Newspaper Clippings editor : <http://www.fodey.com/generators/newspaper>



Newspaper article for Ian McEwan, Amsterdam

Famous Composer and Newspaper Editor Commit Double Suicide

Amsterdam: The renowned composer Clive Linley and ex-editor of *The Judge* Vernon Halliday were found dead Saturday morning in a hotel in Amsterdam

Both Clive Linley and Vernon Halliday flew from London to Amsterdam on Friday, the former for orchestra rehearsal of the *Millennial Symphony* he had been commissioned to compose, the latter for a business meeting. After a day's stay in Amsterdam the two men were found dead in their hotel rooms the following day by the cleaning staff of the hotel.

According to autopsy results both had been poisoned by lethal medication they had taken with champagne in the evening party that took place in the hotel. Among friends and family it's known that Clive Linley and Vernon Halliday had a close relationship and were old friends.

Acquaintances who were also at the party have reported to

Both men accepted that the nature of the request, its intimacy and self-conscious reflection on their friendship had created, for the moment, an uncomfortable emotional proximity which was best dealt with by their parting without another word.



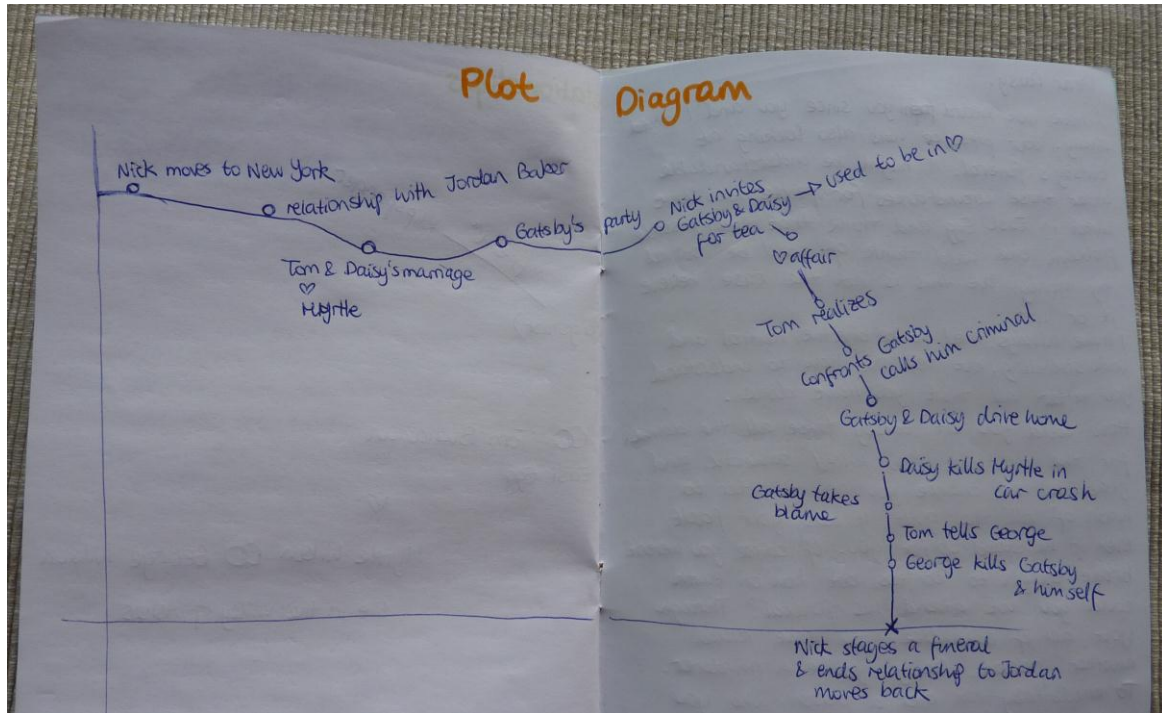
have seen them leave at the same time that evening. In view of the fact that their death seems very identical, it's suspected that they could have made a suicide pact.

However since no suicide note has been found yet, the real motive for their death is still unknown. One speculation is that Vernon Halliday's resignation from *The Judge* could have led to this. As for Clive it's assumed that the extreme pressure and stress he had been under in the last weeks composing the symphony could have been one reason.

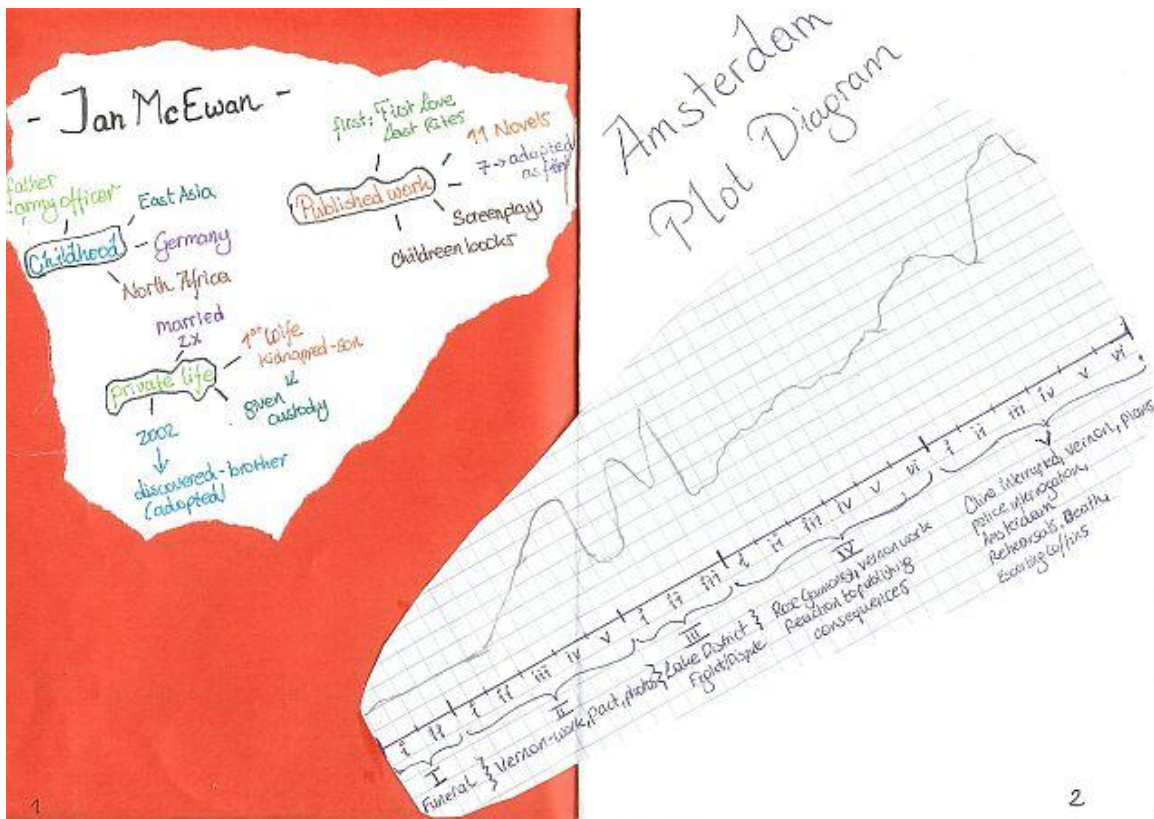
Their death also has revived talks about the controversial euthanasia laws in Holland. This had been the subject of discussion last week when a medical scandal was uncovered in which doctors exploited these laws helping people commit suicide. In this case the two men couldn't possibly have legally bought the lethal medication anywhere else in Europe if not in Amsterdam.

Plot Diagrams

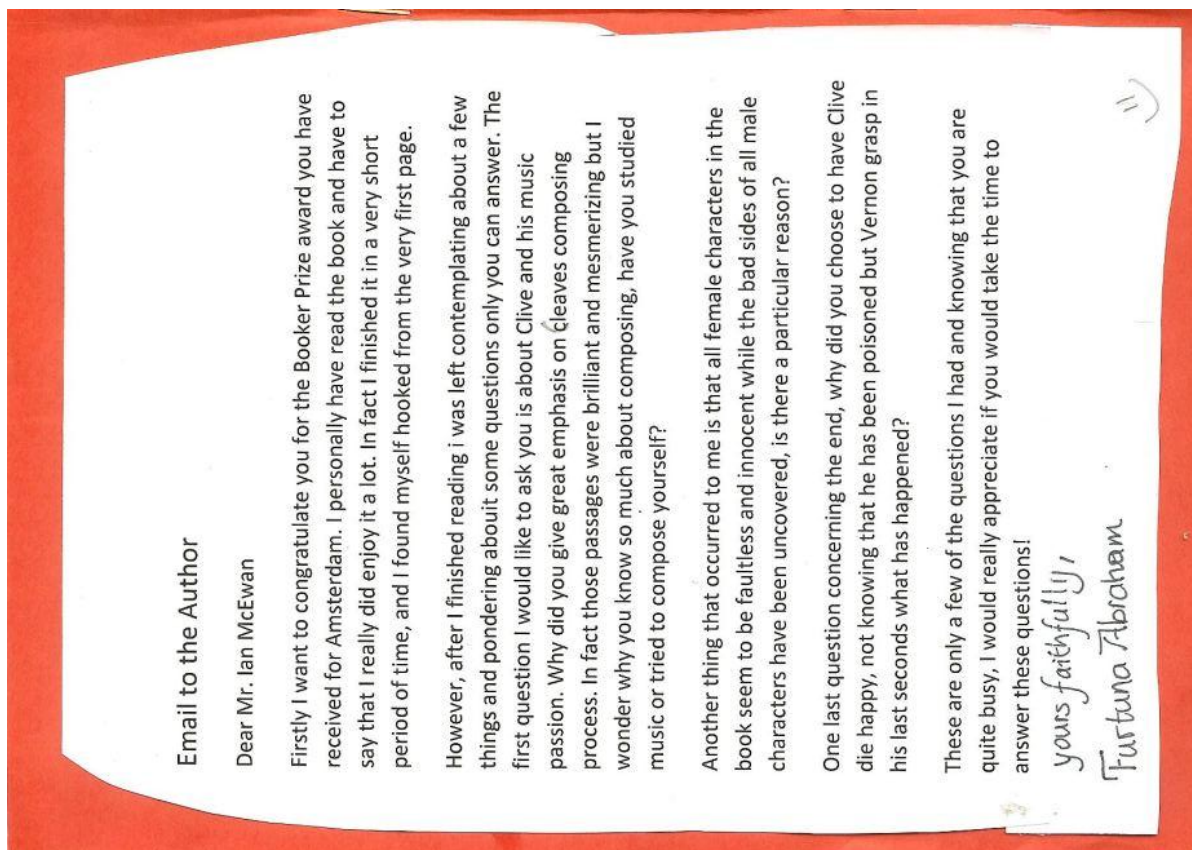
Example from *The Great Gatsby*



Example from *Amsterdam*



Letters to the author



Some Themes with Quotes

Journalism

It's time we ran more regular columns. They're cheap, and everyone else is doing them. You know, we hire someone of low to medium intelligence, possibly female, to write about, well, nothing much. You've seen the sort of thing. Goes to a party and can't remember someone's name. Twelve hundred words.'

Hypocrisy, Moral decisions

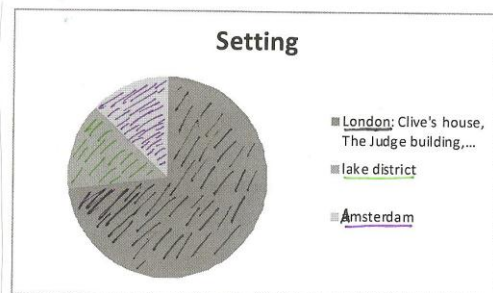
Lying on the bed beside him was a venomous little card gloating over his downfall, written by his oldest friend, written by a man so morally eminent he would rather see a woman raped in front of him than have his work disrupted.

Friendship

Put most crudely, what did he, Clive, really derive from this friendship? He had given, but what had he ever received? What bound them? They had Molly in common. There were accumulated years and the habits of friendship, but there was really nothing at its centre...

Conceit

There were moments in the early morning... when Clive... had once more a passing thought, the minuscule fragment of a suspicion that he would not have shared with a single person in the world... the thought was, quite simply, that it might not be going too far to say that he was... a genius.'



The pie chart above shows the three main places used by the author. Surprisingly although the book is called Amsterdam only 13% of the book is set in this city. A hiking area in England called Lake district also has a similar share. As can be seen, the majority of the book is however set in London!

For more examples from upper-school visit the page ["creative booklets"](#) on epep.at

8. Ideas for Book Presentations

Presentations are the final and culminating point of every book project. Many of the **presentation activities** described in this section can be used at any level. What they all have in common is “activity”. The main goals of these presentations are

- 😊 to make the other learners interested in reading some of the books as well
- 😊 to practice presentation skills and oral skills and
- 😊 to motivate the learners to dig a bit deeper and understand more than just the plot level of a story.

What we **don't want** in these presentations are learners

- 😞 reading long summaries from their sheets
- 😞 confusing the class with all the minor characters
- 😞 boring the audience with unimportant details of the author's biography



Year 1:

From year 1 on my students present books regularly. The first presentations are no more than 2-3 minutes long and absolutely harmless. Avoid any stress and formality in these presentations and encourage the kids to do as many of them as possible. Invite the learners to present a book at the beginning of your lessons. The whole idea of these mini-presentations is to show the class that WE ALL READ and that reading books is actually fun and not hard work at all. Moreover these mini-presentations give even young learners a chance to speak in front of the whole class regularly and thus lose their fear of presenting. Reward the learners and “pay” them for each of these presentations. Everybody will get a + 😊

After these little presentations the kids pass on the books and thus the whole process of reading starts rolling....

In a typical presentation in year one the learners

- **show the book** they have read (usually one of the picture books) and they
- **say 5 to 7 sentences** about the plot and characters in the book. If they have done one of the simple [reading diary tasks](#), they can easily use these sentences again in the presentation. They
- **tell us how they liked the book** and finally, they
- **write one “cool phrase”** that they have learned from the book on the board and the class copies the new phrase into their vocab files.

Years 2-8 and beyond

In the course of year 2 or 3, when students do their first real book-projects, the presentations become more varied and creative. The following list of possible activities can be used at any level, up to adult

literature. The depth and complexity of the results will of course depend on the age and the level of maturity of the learners.

Most of these presentations are done in groups and every student is responsible for a different activity or aspect of the book. Being responsible for it means that the student plans and prepares this part of the presentation. In some cases they will then need other members of the group to do it with them (act out a scene, take turns speaking, bring some of the props...) The presentation should be as colorful and interesting as possible and will often be assessed by the class according to a list of criteria that the class has agreed upon before.

The best and most interesting book presentations will result from intensive group-discussions with the help of Laura Robb's discussion prompt cards and similar tasks based on ideas from the books below. Every group-member chooses a different task, possibly from a different area (plot, setting, character...) To make this easier for the students, the tasks are copied on colored cards, one color for each area. The students choose different colors and thus cover all the important aspects of their books.

A wonderful collection of tasks can be found in the following books, all available at Amazon.com

Christine Boardman Moen, *Better Than Book Reports*, Scholastic Teaching Resources, 2009

Laura Robb, *52 Fabulous Discussion-Prompt Cards for Reading Groups*, Scholastic, 2000

Janice Szabos, *Reading- A Novel Approach*, Good Apple Inc. 1984.

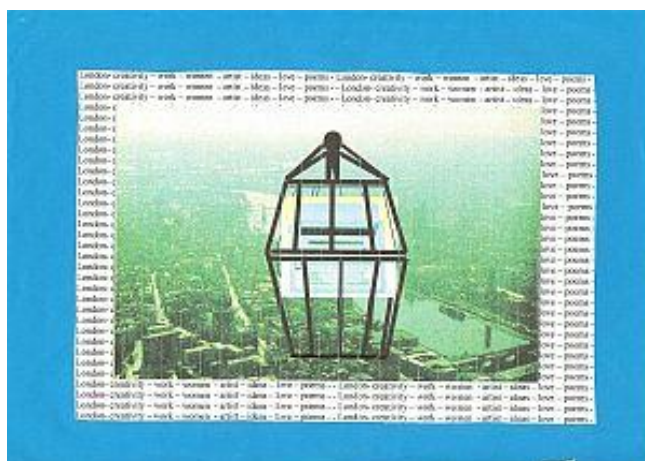
Susan Van Zile, *Awesome, Hands-on Activities for Teaching Literary Elements*, Scholastic, 2001.

Sample Ideas that have worked very well:

Plot

Present an alternative book cover and blurb:

Be sure the illustration relates to an important aspect of the book. Use appropriate colors to evoke the atmosphere created by the book. (Older Ss can also be asked to print out different book covers from the internet. Amazon.com usually has different editions. Ss then present the different cover designs and their own version. The class chooses their favorite one. This is a very good way to discover underlying themes and the tone of a novel.



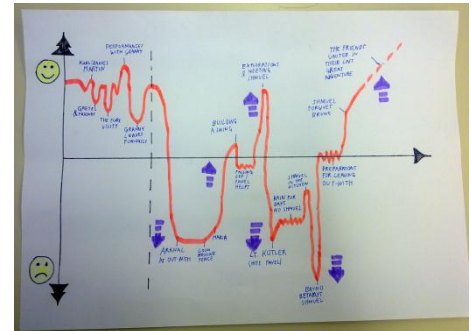
Plot on the line or Storyboard: Write seven to ten main events on separate sheets. Add simple drawings and illustrations. In your presentation hang up one picture after the other using clothes-pegs and a string or stick your pictures on the board with magnets or blue-tack. Talk about each picture using your own words. Don't give away the ending.



board with magnets or blue-tack. Talk about each picture using your own words. Don't give away the ending.



Plot diagram/ Plot mountain: Draw a “fever curve” of the ups and downs in the novel. Peaks of suspense or conflict..., label the curve. In your presentation use your own words to explain each of the events briefly.



Act out a scene of your choice. Use simple props and costumes.

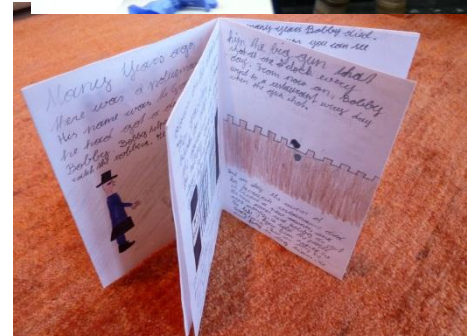
This activity works best in combination with the “plot on the line” or the “plot mountain” activities. The learners act out one or two important scenes and explain at what point in the novel these scenes happen.

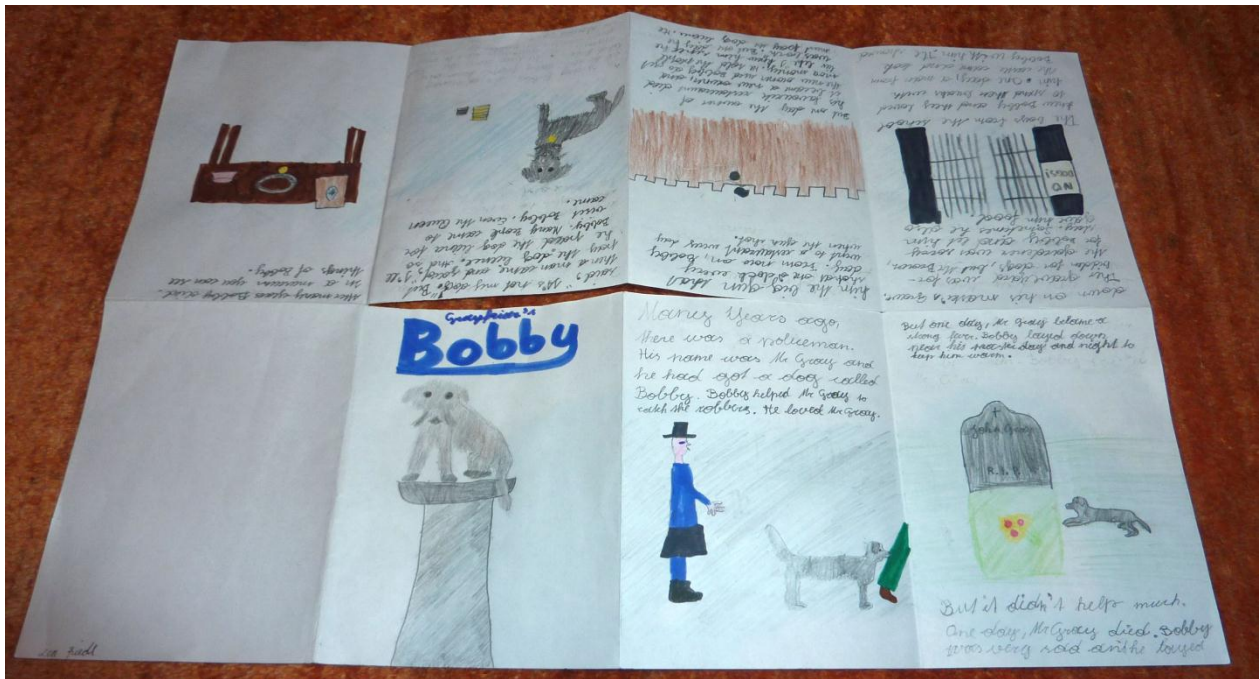


Make a plot mini-book (concertina or origami)

This activity works well for picture books or short stories that the teacher has read to the class. After listening to the story the learners design their own mini-books. They write their own version of the story and add illustrations on each page.

Variation: The learners might also write a follow-up story rather than a summary of the original story.





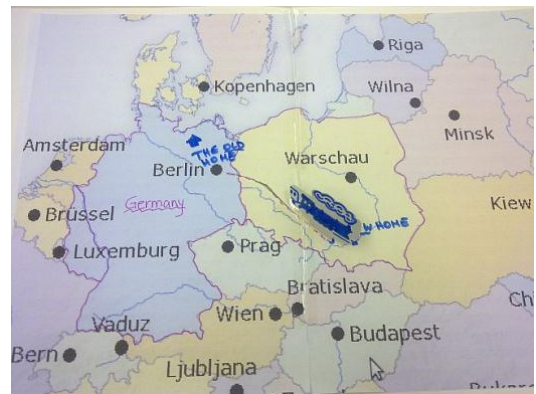
Setting

Make a setting pop-up or a painting that shows the most important place(s) in the book.

Setting murals: several paintings glued together



Draw a simple map of the locations in your novel. Make sure the map is large enough so your classmates can read it clearly. Attach a legend to your map. Write a paragraph that explains the importance of each location indicated on your map.



Characters

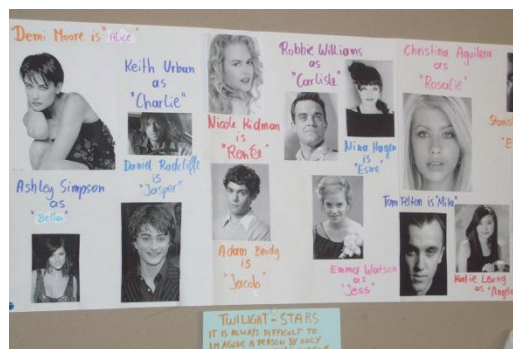
Identity bags/ character suitcase: Bring a bag full of objects that are somehow important to the main character of your book. Show them and explain their relevance.



Character T-shirts: Design a T-shirt (picture and slogan) for one of your book's characters. Show what is important to them.

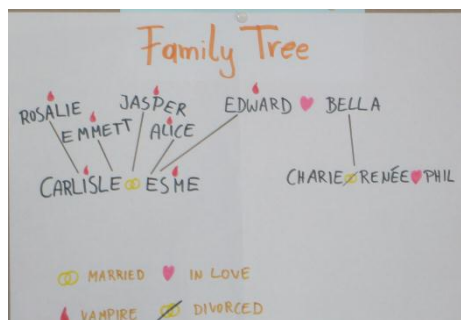
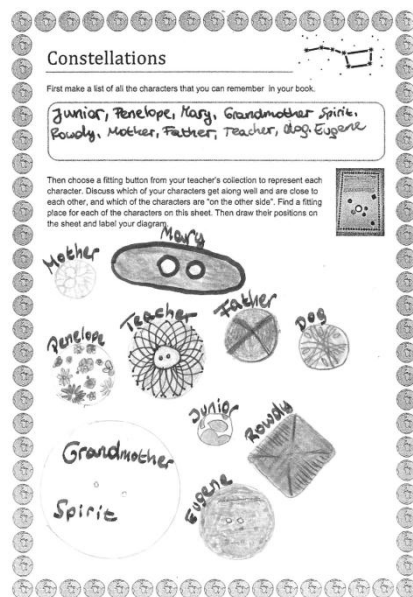
Character collage: Find fitting pictures and words from magazines and present (one of) the main character(s) in a collage.

Movie Casting: Imagine that your book will be made into a movie. Choose suitable actors and actresses for each of the main characters and present them to the class. Explain why you think these actors/actresses would be ideal for these roles. What characteristics and qualities will they have to show in order to portray the characters well.

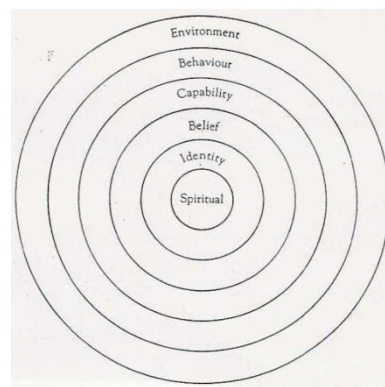


Prepare a "bubble sheet" (A3 poster) where you collect important quotes from your book. In your presentation explain who said these words and why they are important.

Sociogram: Choose suitable buttons to represent the main characters of the book. Then make a sociogram showing the relations between the characters. Show (close) friendships, rivals and enemies, good and bad characters. Compare your version with other students.



Character profiles: Look at the different levels of a main character's personality and complete the profile circles. (Find the detailed description on epep.at)



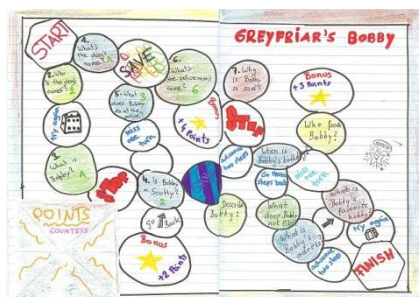
Other

A Novel Museum: display 10 to 15 items that play a role in the book. Act like tour-guides and present the artifacts to the class. Explain the significance of each item. See detailed instructions on the right.



Write a poem or song-lyrics that might be used in a film or radio-play of your book. Present your poem (show it on the projector while you read it) or sing your song. Maybe other classmates can sing along or accompany you on a guitar. You can also use a karaoke CD for background music.

Make a board game: Design a board (use settings, plot line and events... task cards or fields... you might even make *Fimo* character-counters...



Timesaver Idea

If class time is limited or if students are to present their private reading use the following activity:

Non-stop talking: Ss stand in two concentric circles or parallel rows. The Ss in the outer circle or row talk non-stop for 1 minute (more advanced Ss can do 2-3 minutes) about the novel they have read. Ss in the inner circle/row listen. After 1 minute Ss change roles. Then the students in the outer circle move one person to the left. Do this with 3-4 partners. This activity works well for independent reading where Ss talk about different books. If they have all read the same book give out sub-tasks for each round: e.g: favorite character, least favorite character, setting(s), ending, ...

Acrostic poem: Write the title of the novel downwards on a page. Then use each letter as an initial for a line about the book.

Alternative idea: If you have an idea of your own contact your teacher about it.

Novel Museums



For the Novel Museum imagine that the characters in your book were REAL people. Our town wants to make their stories public and has, therefore, dedicated a whole room in the museum to these people and their stories. There they show real artefacts from your characters' lives. These objects are presented nicely in showcases and on tables around the room. Each of the objects has a label explaining the importance of the item, where it is from and what role it played.

In your museum display you might show some of the following things:

Maps, short newspaper articles about what happened to your characters, diary pages, letters, objects they used during their adventures, photos, clothes they were wearing, favorite items of your characters..... or any other things that play an important role.

Older students

Older students who read modern or contemporary literature in their reading groups might also be asked to present some of the following aspects:

Short information about the author: main focus should be on typical themes or characteristic topics, style, other books... Biographical information only if relevant (e.g.: personal experiences that are reflected in the books...)

Historical or cultural background of the novel.

Make connections to the modern world: Depending on the topics and themes of the book Ss might do tasks such as the following (designed for *Brave New World* or *Animal Farm*):

- Present the basic principals of propaganda and advertising (do an internet search)
- Give a propaganda speech about any topic of your choice. Then explain the methods you have used.
- Present the pros and cons of genetic engineering

Encourage students to prepare attractive, attention grabbing visuals for their presentations. Do not allow text on powerpoint slides. Allow only pictures or keywords and make sure the students use their own words rather than reading off prepared texts.

9. Reading projects for advanced readers

After reading lots of young adult literature and working in book groups in order to understand more than just the plots of their books, my students are ready for REAL LITERATURE. At GIBS this happens towards the end of year 5 — if you do not teach in a bilingual school, year 7 will probably be a better choice.

When reading literature our main focus is still on seeing and understanding the world through other people’s eyes and getting to know other cultures, lifestyles and times.

Students who have enjoyed good young adult literature and have realized that books actually help them understand the world a bit better will use these skills when reading adult literature as well. We spend only little time analyzing formal aspects of literature or discussing symbolism and author’s biographies.

We rather ask ourselves questions such as:

- What does this book tell me about life in a certain place or at a certain time?
- What is the character’s problem?
- What would I do in this situation? Have I experienced anything similar?
- Could this happen in our country and time?



The basic organization of the book projects is similar to those in earlier years. My students choose one of the books of the project, they keep a reading diary and then work in their reading-groups. In the end they present the book to the class using creative and interesting activities to engage their audience.

Classes who have had a lot of experience with reading projects in lower and middle school need very little guidance and hardly any worksheets for these book projects. Open ended tasks like the booklets can still be used and will be filled with age-appropriate texts and ideas. Other classes with less experience might need more detailed instructions and step-by-step activities in order to understand and appreciate a novel.

Useful tasks for upper-school reading projects

Red cards – Green cards

Hand out 5 red cards and 5 green cards per student.

Instructions: Work with 2-3 partners who have read the same novel.

Red question cards: Write 5 questions that you haven’t been able to answer when reading the book. Think of real questions you have – not boring “comprehension questions”.

Green cards: Write 5 interesting features/elements that you have come across in your novel: (clear statements about themes, characters, plot development, style and tone, setting, ...)

Sign your cards, then put your cards in the middle and check if there are any similarities ... Discuss the green cards first, then try to find answers for your red question cards. Write your answers and discussion notes into your reading diary
If you need additional info, check the internet, the library, or ask your teacher(s)

Telling Passages

Choose two passages from your novel that you find particularly interesting and telling.

What do these passages tell us about the character(s) and/or the conflict in this story?

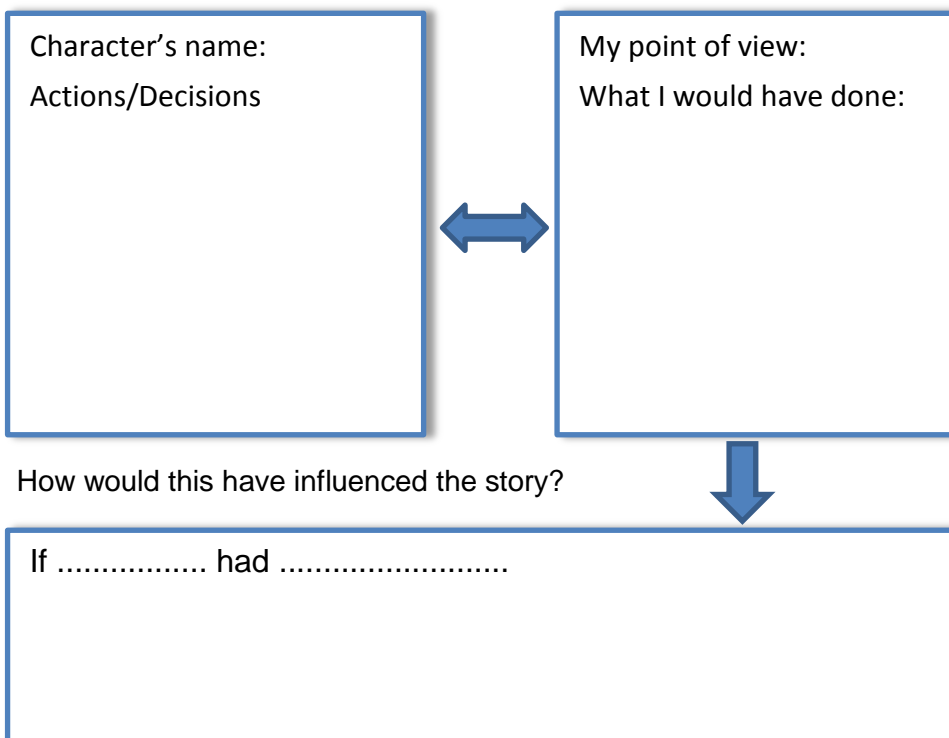
Practice reading these two passages so you can later read them to your group-members clearly and distinctly.

Read the two passages to your group-members and explain why you chose them.

Points of View: What I would have done...

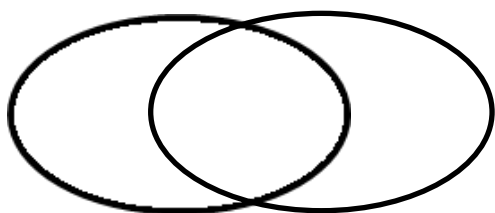
Think about one of the main characters in the novel you have just read. Think of their actions, decisions and opinions. Do you disagree with any of them? Fill in the following diagram and explain what you would have done differently and how this would have influenced the story.

How would this have influenced the story?



Venn Diagram

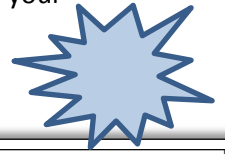
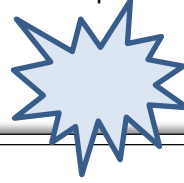
Compare the different novels you have read in your group and find the common core as well as the differences. Enter your findings into a Venn Diagram (Use a separate sheet to draw a full-page diagram)



Good Expressions

Find five good expressions that you would like to remember and fill in vocab-cards from them.

Then share them with your group-mates and transfer all the new phrases of your group into your vocab-books.



Word:	Color/Picture/Doodle
Sentence I found in my reading:	
Second example sentence from my dictionary:	
Useful collocations:	

Alternative title and cover

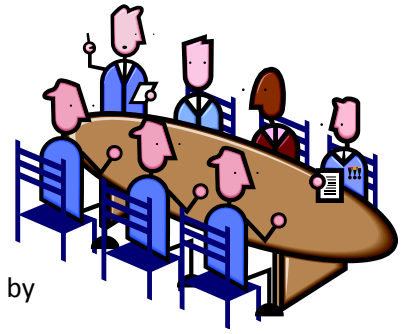
Think of a new title for a new edition of your book and make a quick sketch of a fitting cover page.
Find examples in chapter 8, page 61.

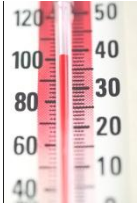
A sample project for upper-school reading:

The following example shows a typical mix of post reading task for advanced learners.
These kinds of tasks work well with all kinds of contemporary literature.



Tasks for Book Circles



1. **Questions:** What are the unsolved loose ends of the novel? What made you think and is still on your mind? Is there anything you did not understand? Do you have any questions you would like to ask the author/ a character/ a classmate/ a teacher? Write down all these questions on the cards provided by your teacher.
2. **Meet in your book circles** and put all your questions in the middle. Discuss all your question-cards, try to answer them. Call your teacher or co-teacher if you need help.
3. Fill in the **character profile** for the main characters
4. **Hot or Cold?** Compare and discuss your reactions to the novel. What made you hot? What left you cold?
5. **Prepare your presentation:**

Your presentation must be really professionally done this time. Collect information about the following aspects of the novel. Decide who is going to present them and what is the most efficient order to present these features.

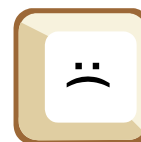
 - **Author and background** (time, setting...) (only RELEVANT information)
 - **Brief plot info** (approx. 7 bits of information) on a plot mountain or plot diagram. Info about plot development (chronological, flashbacks, inner monologue, stream of consciousness, point of view...)
 - Use your *Hot and Cold* info: how did you react to these events? Would your personal feelings curve be parallel to the plot curve or would it be different at any points?
 - **Main characters:** (visualize, give main personality traits) decide whether it makes more sense to present the characters first, or do that after or parallel to the plot overview.) Use your character profiles info. Does the main character develop in any way?
 - **Other narrative features relevant in the novel:**
 - **Setting:** how important is the setting? What role does it play? Make sure your classmates can really visualize it.
 - **Point of view:** how does the point of view influence our perception of the story? Does it change throughout the novel?
 - **Symbolism – and Theme :** how does the title emphasize the theme? Have you come across any symbolic objects or actions? What do they stand for?
 - **Style and tone:** How do style and tone support the theme?
6. **Homework:**

Design an original book cover and a blurb for the novel (each of you individually). Draw/paint/write on an A4 sheet and present your ideas as part of the presentation. Consider the following questions: How can my cover show the main theme? How can I capture the tone without using words? Use colors, symbolic elements, settings... to show rather than tell the audience what the book is really about. Don't discuss your ideas with your friends in class. This will limit your creativity. It will be interesting to see different interpretations of the same novel.

Great Literature for Advanced Students

For detailed projects and work-packages designed for specific novels or plays, go to [Great Literature for Advanced Students](#) on epep.at. There you will find my students' favorite novels and printable worksheets for some of the books. Some of these packages are very detailed and extensive. They are meant to be completed by a **group** of students, not by an individual. The learners work on the projects in class (usually 3-4 hours) and each group-member contributes one or two writing tasks to the final project. The writing tasks are done at home. By sharing the work, the students get a wider understanding of the novel without having to invest an ungodly amount of time into the project.

EXPLORATION TASK: Work with a partner and look at the materials and tasks for the “Modern Classics” project displayed in class. Compare the project materials for the different books and see how much they overlap and in what ways they are different. Notice how these tasks can help the learners understand the novels beyond the plot level and get a first idea of more professional ways of interpreting and understanding a novel. Keep in mind that the learners could choose to read one of the novels and will then get to know the others during the presentations. Do not force a whole class to read your favorite classic novel -- it might be the last one your students will ever read.



Collect ideas for tasks that can be used at this level. (All projects can be downloaded from epep.at)

10. A taste of poetry

Poetry ideas for young learners

Read the following poems with a partner and find out the characteristics of the different types of poems. Underline the typical features in the sample poems and write your own "RULE" for each of the poems.

Then try your hand at writing your own poems.

Recipe Poems



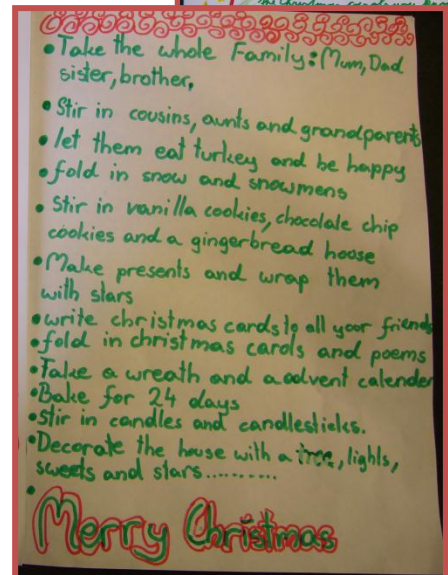
Recipe for a dragon

Take a head as red-hot as fire,
A body as tough as steel
And spikes and claws as sharp as razor blades.

Add scales that cover the body like a knight in armor,
Wings as strong as a fighter plane
And a tail that whips and thrashes the air

Decorate with eyes flashing like lightening,
Teeth as cold as icicles

Stir in breath as fiery as a volcano.
Put in a hot oven
And bake for a hundred years –
And you have made a DRAGON!
BEWARE!



Typical ingredients of a recipe poem:

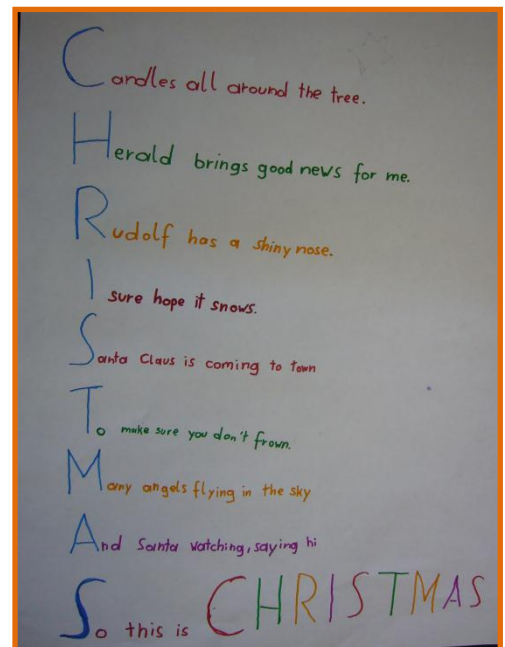
Now follow the recipe format to write your own poem: You might write a recipe for spring, summer, autumn or winter or any other recipe you want to try.

Acrostic Poems



Halloween is dark and spooky
And all the ghosts and goblins are out at night
Lots of terrifying animals come out of hide-aways
Lots of frightening dreams
Oh! Halloween is spooky
What a frightening time
Every spooky animal you could imagine
Even the pumpkins are lit
No little girl or boy should go out on Halloween.

By Charlotte.



Typical ingredients and rules of acrostic poems:

Now try your hand at writing your own acrostic poem. You might want to write about yourself, using your name as a title. Other good topics are special holidays or seasons, places etc.

Haiku

Examples:

I lie belly-up
In the sunshine, happier than
You ever will be.

Dopey McWilliams



Baby chicks at rest.
Eggs pilfered from Mother's nest
And it's so yummy!

Dopey McWilliams



The Cliffs of Moher

The majestic cliffs
The water beneath shining
And glittering bright

The waves roaring loud
Down there, at the cliff's firm foot
Never will move

I look down the cliff
I cannot make out its foot
It seems so endless

Clemens M. Schreiner

peanut butter and jelly
white bread triangles
and their intestines clutch to
my small childhood heart.



Typical ingredients and rules of a haiku:

Form:

Content:

Haikus usually paint pictures. They are like verbal snapshots and concentrate on a single moment or picture. They don't tell stories.

Now write your own haiku. Choose a powerful picture or photograph to give you ideas.

Concrete Poems

Examples:

Bird # 3

Poe's
 raven told
 him nothing nevermore
 and Vincent's circling
 crows were a threat to destroy
 sunlight. Now I saw a bird, black with a yellow
 beak, orange rubber legs
 pecking to kill the
 lawn, storm bird
 hates with claw,
 evil beak,
 s
 u
 n
 and eye

© 1998 Don J Carlson

**concrete poems: play with letters form
 space words fonts ideas shapes image.
 concrete block forms filled with water
 words images poems
 words images poems
 words images poems
 words images poems
 gravel sand cement gravel sand gravel.
 concrete poems: play with letters form
 space words fonts ideas shapes image.**

A gentle breeze blew all morning long. It picked up leaves along the way. It blew past streets and picked up cans and trash. It blew through the dump and dropped all its belongings. It blew past me on my way to school and felt cool and refreshing against my skin. It blew out to the river and followed it out to sea where it got weak and died.

A CONCRETE POEM by Shannon Lea K.
 Text of the poem is typed below.

A gentle breeze blew all morning long. It picked up leaves (written on a leaf) along the way. It blew past streets and picked up cans (written on a can) and trash (written on a piece of trash). It blew through the dump and dropped all its belongings. It blew past me on my way to school and felt cool and refreshing against my skin. It blew out to the river and followed it out to sea where it got weak and died.

<http://www.schools.pinellas.k12.fl.us/educators/tec/pravda3/concrete.html>

Typical ingredients and rule for concrete poems:

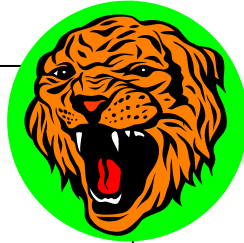
Now try writing your own concrete poem.

Limericks

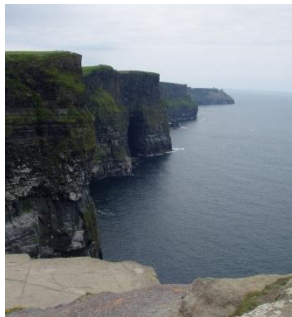
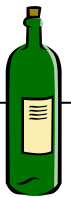
The limerick is a humorous poem with a very special form and rhythm. The form was popularized by Edward Lear in the 19th century. The name of the verse form is derived from county in SW Ireland, in the province of Munster. Its capital city is Limerick situated on the River Shannon.

Read the following limericks and choose your favorite one. Learn it by heart.

There was a young lady of Riga
Who smiled as she rode on a tiger;
They returned from the ride
With the lady inside,
And the smile on the face of the tiger.



There once was a from Hyde,
Who ate a sour apple and died,
While her lover lamented,
The apple fermented,
and made cider inside her inside.



There was once a boy whose name was Noah
He went to the high cliffs of Moher
He wanted to see more
But he fell off the shore

There once was a child named Lou
who never liked eating his stew
his mother got mad
she said he was bad
'cause he said that it tasted like



Then figure out the typical form of a limerick:

1st words:

Number of lines and rhyme (use letters to illustrate that)

Rhythm (illustrate the rhythm by stress marks: - /-/)

Write your own limerick.

Ideas for Using Poetry in Upper School

Genuine poetry can
communicate before it is
understood.

T.S. Eliot (1888-1965)

a poem is a mirror walking down a strange street

e.e. Cummings (1864 – 1962)

A poem is a painting.
A poem is a painting that is
not seen.
A painting is a poem that is
not heard.

Phoebe Hesketh

Introduction to Poetry

by Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide
or press an ear against its hive.
I say drop a mouse into a poem
and watch him probe his way out,
or walk inside the poem's room
and feel the walls for a light switch.
I want them to waterski
across the surface of a poem
waving at the author's name on the shore.
But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.
They begin beating it with a hose
to find out what it really means.
(Collins 2014)

- **Pick a poem:** hang lots of poems up on a clothes line (use pegs). Students walk around, read lots of poems and pick one they like.
- **Painting a poem:** Students choose a poem (e.g. in the activity “pick a poem”) and try to express the same idea in a painting. Bring watercolors, water soluble wax crayons, paper, brushes, cups and a rag to clean up the mess.

Example:

William Carlos Williams

This Is Just to Say

I have eaten
the plums
that were in
the icebox
and which
you were probably
saving
for breakfast
Forgive me



Langston Hughes

Harlem

What happens to a
dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten
meat?
Or crust and sugar
over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

- **Writing poems:** students choose an object (sea-shell, stone, plastic toys, postcard....) and collect ideas on a sheet. Only single words are allowed. (10min) Then write a poem using (only) the words they have collected. Give the students a choice of formats e.g.: recipe poem, haiku, acrostic poem, limerick, visual poem...(see previous section)
- **Line-breaking:** Type a poem as run-on text. Ask students to rearrange the lines in form of a poem and decide where to break the lines. Compare different student versions, then show original and discuss the effects of the different versions.
- **Sonnets:** Teach typical rhyme and rhythm of sonnets, then cut up a sonnet – students reassemble it correctly.
- **Working with parodies:** Show students some parodies of famous poems (e.g. Roger Tagholm, *Poems not on the Underground* (Tagholm 2001)). Students choose a famous poem and write their own parody. Students may use internet poetry pages to find famous poems and parodies.
- **Poem into short story:** Find 3-4 poems where the speaker has a clearly identifiable problem. Students choose one poem and write a short story based upon it. The speaker of the poem becomes the protagonist of their short story.
- **Themes in Poetry:** Collect several poems around a theme (war poems, love and lust poems, dreams and nightmares, civil rights, growing up, family, ...) Do some of the above tasks.
- **Poems and Paintings:** Find famous poems that have inspired artists to paintings and vice versa. E.g: **Icarus poems and paintings:** Students read and discuss the myth, read different poems and discuss the different interpretations of the myth, then match poems with fitting paintings or paint their own. The following website is a great source of Icarus paintings: (<http://www.island-ikaria.com/multimedia/ikarosart.asp>)
- **Use a painting** (arts postcards or images of artwork on projector), students interpret the scene (collect ideas....) then write a poem or a short story about it. Hopper paintings work very well for this task (e.g.: The Automat...)
- **Found poems:** Hand out a recent newspaper article, advertisement or other prose text. Students highlight words they like and then use some of these words to make a poem. No extra words must be used. (The topic can be kept or changed, e.g. using a tourist brochure to praise or criticize tourism or a place...) See examples on page 81.

Examples of short poetry projects

Writing Haikus: Snapshots of America

After our trip to America we will produce a collection of our memories in the form of haikus.

A haiku is a minimalist form of poetry. The writer has 17 syllables through which to convey an experience.

A haiku is like a written snapshot. It recreates the atmosphere of a moment in 3 lines (5 syllables, 7 syllables, 5 syllables). Modern English haikus do not always follow this rule very strictly.

The content of a haiku is typically, but not always, focused on a small but important moment in a person's everyday life. Part of writing a haiku is finding the 'awe' that is usually passed by without notice – the act of creating a haiku is the act of focusing our attention more closely than we might otherwise do. It is like a picture in close-up.

Sometimes haikus deal with important realizations (epiphanies) in a person's life. Read the following examples and try to visualize the scenes and take in the atmosphere or understand the important realization.

**Midday hush
the rasp of a mallard
calling his mate**
Ray Rasmussen

**street musicians resting –
red maple leaf
lands on the keyboard**

**Tompkins Square –
an old man teaches Tai-Chi
to a crowd of pigeons**
Paul Mena

**what is that building?
cobble-stoned streets, glass canyons.
I'm tired. My feet hurt.**
Margaret Hinchcliffe

**sunrise
I forget my side
of the argument**
George Swede

**on every icicle's tip
a drop
of sunlight**
Alexey Andreyev

**second husband
painting the fence
the same green**
Carol Montgomery p.

**a supermarket
in someone's cart – beef, beer,
flowers and a child**
Alexey Andreyev

**with a flourish
the waitress leaves behind
rearranged smears**
Dee Evetts

**thundering surf
seagull cries on the
bitter winds**
Stonecrow

During our trip: Walk around with open eyes and take in all the little things that contribute to the atmosphere of a place or situation. Take mental snapshots as well as pictures of little things with your camera.

After the trip, go through your pictures and memories and choose one specific moment. Capture your impression in a haiku. Layout your haiku nicely and add your picture.

All your haikus will be collected in our book "**Snapshots of America**" and the best ones will be published in the GIBS yearbook.

More examples of haikus



What it's about

The Sunflower Project NYC started in the Spring of 2002 as a living memorial planting project to remember the people lost on September 11th, to honor their families, to thank the people everywhere who contributed to the recovery, and to make our world better, one patch at a time.

The idea is for individuals, groups and communities to create their own sunflower memorials everywhere—to remember and honor life with living, growing symbols of renewal and hope.

☀️ A fork in my bag.
Next to my comb some wet seeds.
Armed and dangerous.

☀️ Armed with black seeds
I glance around furtively
then complete my task

☀️ Dig hole with chopstick
Make sure seed goes into hole
Mission accomplished

☀️ Look at me strangely
Wonder why I" poking dirt
Doesn" everyone?

☀️ Watering something?
Not me, I just spilled water...
for the seventh time

☀️ Planting sunflowers.
Large Federal Agent says
""et" see some ID""

☀️ In New York, Cher can
strut nude—o notice. Plant seeds?
People stop. What" that?

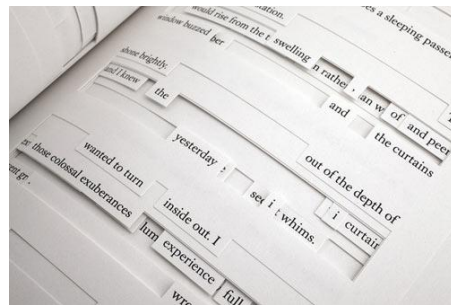
☀️ Small dog and small mind
in tow, local Tree Lady
watches me closely.

online: site no longer available

Found Poetry

Found poetry is the rearrangement of words or phrases taken randomly from other sources (such as clipped newspaper headlines, bits of advertising, handwritten cards ...) in a manner that gives the rearranged words a completely new meaning.

A famous example of found poetry – or “found writing” is Jonathan Safran Foer’s book *Tree of Codes*, which is based on *The Street of Crocodiles* by Bruno Schulz. Foer has used it as a canvas, cutting into and out of the pages, to arrive at an original new story.



The following examples written by GIBS students of year 7 are based on two letters to the editor of Newsweek.

Letters

London: A Millennial Metropolis
 YOU NEARLY GOT IT RIGHT ABOUT LONDON’S moment in history (“London Calling,” April 25). Yes, there’s the astonishing cultural and social tapestry woven to create a globally unique urban landscape and, yes, there are plans to make change on a heroic scale. But we’re still only teetering on the brink of success. London could easily slip back to being just another expensive, overcrowded sprawling muddle if bold decisions on transport, housing and core infrastructure are derailed by lack of direction or, worse still, needless dithering. Shaping the future on an unprecedented scale through the Thames Gateway project, thereby securing London’s position as a world city without compare, needs visionary leadership that will inspire the rest of us who still have our moments of doubt.

STAN HORNAGOLD
 BRENTWOOD, ENGLAND

London
 Inspiring world city without compare
 Globally unique urban landscape
 Cultural tapestry woven to create
 Change on a heroic scale

But we are still only teetering on the brink
 derailed by lack of direction
 another expensive,
 overcrowded muddle,
 full of doubt.

Letters

Mumbai: No Vision, No Dream
 YOUR ARTICLE “BOMBAY DREAMS” (APRIL 25) presents a shockingly one-sided picture of the people who inhabit Mumbai. The article rides roughshod over the basic human rights of the poor. Since November 2004, more than 400,000 people have been violently rendered homeless as part of the chief minister’s Vision Mumbai plan. No one has been made accountable for this crime and, in the hands of the current government, the future for the poor only threatens to get worse. I urge you to present a more holistic picture of urbanization that respects the human rights of all who contribute to the city’s economy and culture. Presenting a story biased toward the wealthy residents of Mumbai only reaffirms the trend of urban apartheid that is becoming evident across the world. And Shanghai is not a good example to follow, as it was built into a so-called world-class city on the backs of men, women and children who have been displaced from their traditional homes. Is this the future of urbanization that NEWSWEEK seeks to promote?

MILLOON KOTHARI
 Special Rapporteur on Adequate Housing
 U. N. Commission on Human Rights
 NEW DELHI, INDIA

Bombay Dreams of Urbanization
 on the backs of
 men
 women
 and
 children
 displace
 and
 homeless.

Who is to blame?

Let's LOOK at Imagist Poetry

Imagism was a brief, complex yet influential poetic movement of the early 1900s, a time of reaction against late nineteenth-century styles in poetry as well as painting and architecture which was flowery and ornate.

In contrast, imagist poems are very short and describe one pure image or emotion. Imagist poets avoid any superfluous word. The image itself is the meaning.

- Read the following Imagist poems and try to imagine the scenes in detail. Share your mental images with a partner or small group.
- Choose your favorite poem and do the task “art beyond sight” on the next page.

The Red Wheelbarrow

so much depends
upon

a red wheel
barrow

glazed with rain
water

beside the white
chickens.

William Carlos Williams

In a Station of the Metro

The apparition of these faces in the crowd;
Petals on a wet, black bough.

Ezra Pound

The City

In the morning the city
Spreads its wings
Making a song
In stone that sings.

In the evening the city
Goes to bed
Hanging lights
Above its head.

Langston Hughes

The Toaster

A silver-scaled dragon with jaws flaming red
Sits at my elbow and toasts my bread.
I hand him fat slices, and then, one by one,
He hands them back when he sees they are done.

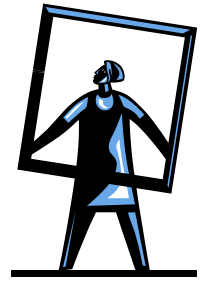
William Jay Smith

Apartment House

A filing cabinet of human lives
Where people swarm like bees in tunnelled hives,
Each to his own cell in the covered comb,
Identical and cramped -- we call it home.

Gerald Raftery

Describing a picture: Art beyond sight



Go to the website "[Art Beyond Sight](http://www.artbeyondsight.org)"

<http://www.artbeyondsight.org/handbook/acs-verbalsamples.shtml>

and choose three paintings that you find interesting. Read and listen to the descriptions and collect some useful phrases.

Useful phrases:



Then choose one of the imagist poems on the previous page and **paint, find or imagine** a painting or photo that might have inspired the poet. What do you see? Describe your painting / photo in detail.

Parodies

Read the following famous sonnets and their parodies. Then choose a sonnet (online) and write your own parody.

William Shakespeare, **SONNET 18**

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.

Sonnet at Journey's End

Shall I compare thee to a ticket collector?
Thou art more lovely and more even tempered
(‘T would not be hard!)
Rough hands do take the darling tickets of May
And one's yearly Season hath all too short a date.
Sometimes my photocard is checked
Other times I am waved through at the gate:
This inconsistency doth leave me perplex'd
But 'tis not the traveller's place to question why,
For I know that at my journey's end –
(Despite snow that doth have some error and
Leaves that lieth where they shouldst not) –
I shall find thee waiting by our fire's grate,
And thy eternal summer shall never fade
Even though Knapp's boys often make me late.
(Tagholm 2001, 49)

Composed Upon Westminster Bridge, September 3, 1802

William Wordsworth

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!
-- William Wordsworth

Composed upon Oxford Street

Earth has plenty to show more fair:
Dull would he be of soul who could enjoy
Sights so grating in their commerciality:
This Street now doth, like an old rag, defile
The beauty of the morning; noisy, full,
Shops, department stores, burger bars and boutiques lie
Open unto the pavement, and to the sky;
All tacky and glittering in the fume-filled air.
Often did sun more beautifully bless
In his first splendour valley, rock or hill;
Ne'er saw I, and felt, a cacophony so deep!
The buses do charge at their own sweet will:
Dear God! The very pigeons seem tawdry and cheap;
And beneath the Street Londoners on the Central feel ill!
(Tagholm 2001, 17)

To come or not to come: that is the question:

Whether 'tis nobler in the mind to suffer

The looks and questions of well-meaning teachers

Or to take refuge in your bed

And by ignoring end them? To sleep; to nodd off,

No more; and by dreaming to say we end the workshops,

The exams, the thousand questionings

That school is heir to, 'tis an escape devoutly to be wish'd.

To dream, to have a kip,

To sleep; perchance to miss another day: ay, there's the rub...

(PÖ, for one of her students. With apologies to you know who.)

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Other useful Sources:

USEFUL WEBSITES:

- <http://epep.at/> Elisabeth Pölzleitner's website for language teachers
- <http://rezensionen.schule.at/> Christian Holzmann's website with reviews of literature for classroom use which are organized according to themes.
- <http://www.ala.org/alsc/> American Library Association: Association of Library Services to Children
- <http://www.ala.org/yalsa/> American Library Association: Young Adult Library Services Association
- <http://www.bookcentre.ca/> Canadian Children's Book Centre (CCBC)
- <http://gws.ala.org/category/literature-languages> Links to authors' & illustrators', expanding the classics, favorite children's stories websites and more.
- <http://www.clcd.com/> Children's Literature Comprehensive Database
- <http://people.ucalgary.ca/~dkbrown/> The Children's Literature Web Guide – Internet Resources Related to books for Children and Young Adults
- <http://www.education.wisc.edu/ccbc/> The Cooperative Children's Book Center, University of Wisconsin-Madison
- <http://www.cynthialeitichsmith.com/>
- <http://americanindiansinchildrensliterature.blogspot.co.at/> American Indians in Children's Literature provides perspectives and analysis of indigenous peoples in children's and young adult books.
- <http://www.fairrosa.info/> Fairrosa Cyber Library of Children's Literature
- <http://www.reading.org/> International Reading Association
- <http://comminfo.rutgers.edu/professional-development/childlit/ChildrenLit/index.html> Kay E. Vandergrift's children literature page
- <http://comminfo.rutgers.edu/professional-development/childlit/> Kay E. Vandergrift's Special Interest Page

[http://www.usbby.org/index.htm /](http://www.usbby.org/index.htm/)

The United States Board on Books for Young People (USBY) serves as the U.S. national section of the International Board on Books for Young People (IBBY), which was founded to promote international understanding and good will through books for children and adolescents.

<http://ccb.lis.illinois.edu/guide.html> The Center for Children Books

<http://www.carolhurst.com/index.html>

USEFUL RESOURCES:

Many of the books are in the HAPP for this course. I would also recommend the HAPP for Ms Schumm-Fauster's Socio-cultural Competence course for specific books about (inter)cultural issues.

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