

Book Project - “Girl in Hyacinth Blue”

(by Susan Vreeland)



Contents:

- Student instructions for the story presentations
- Student material/teaching material
- Lesson Plan

Book group tasks

Before you start reading:

1. What does the story title suggest about the story's theme or the nature of the main character? Write down your expectations, fears, hopes in a short comment and exchange and discuss them with your group members.

While/after reading pay attention to and analyse:

Tasks you can split:

2. List the details of the painting that the story reveals and try to paint the picture according to descriptions given.
 - Do some research on Vermeer's style and technique
3. Find out where and when your story takes place/could take place from the information given in the book. Print a map and/or pictures of the places mentioned that you can add to your book journal and write a short comment on their importance to the story.
4. Describe the main character in your story analysing what function the painting serves for the main character(s) and what effect it had on the owner?
 - For the role play: Write a character card for the main character in your story stating the most important characteristics and facts.
5. Is it important whether or not the painting is actually a Vermeer in your story? What does this say about the Character?
6. Reflect on what kind of love is reflected in your story (for things/people) and list actions that express love.

Individual tasks:

7. Is there a piece of art that affects you in a special way? Why do we need art? How does it serve us and how should we look at a painting?
8. Comment on one scene in the book that you liked and one that you disliked. Do you agree with the Characters' actions and/or the decisions they made? Discuss in the book group.

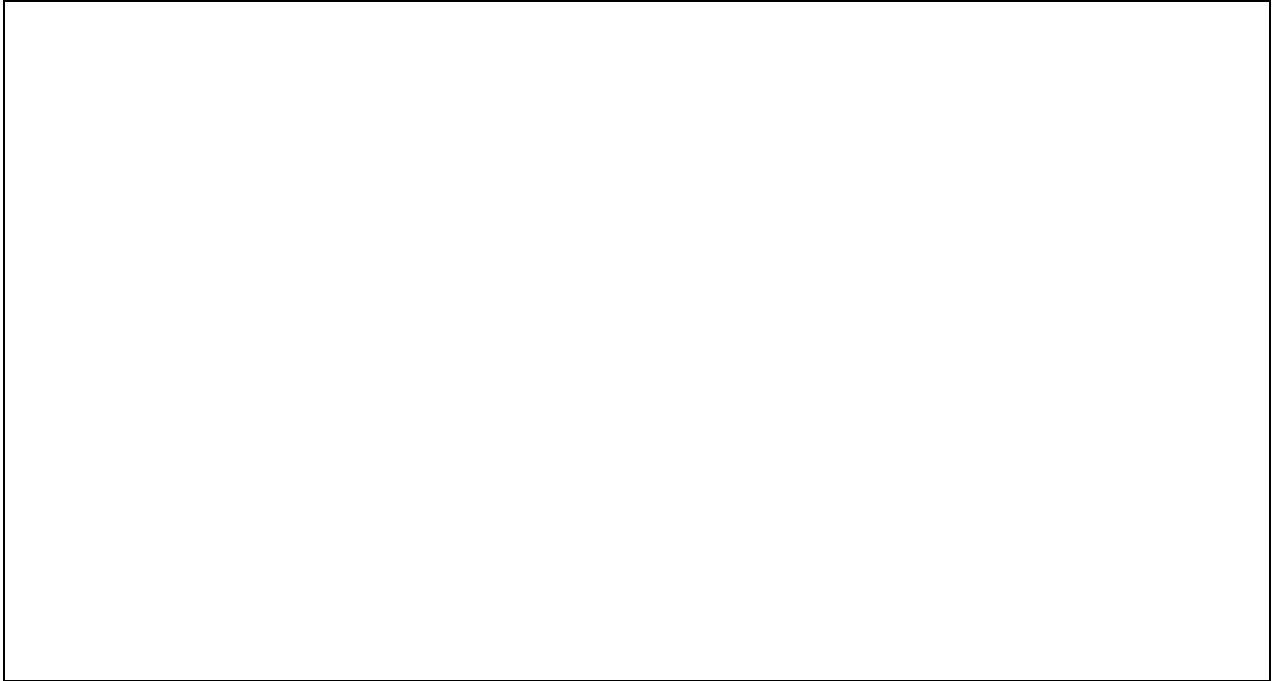
➔ Collect all the material for this project in ONE folder and hand it in as a group!

For your presentation:

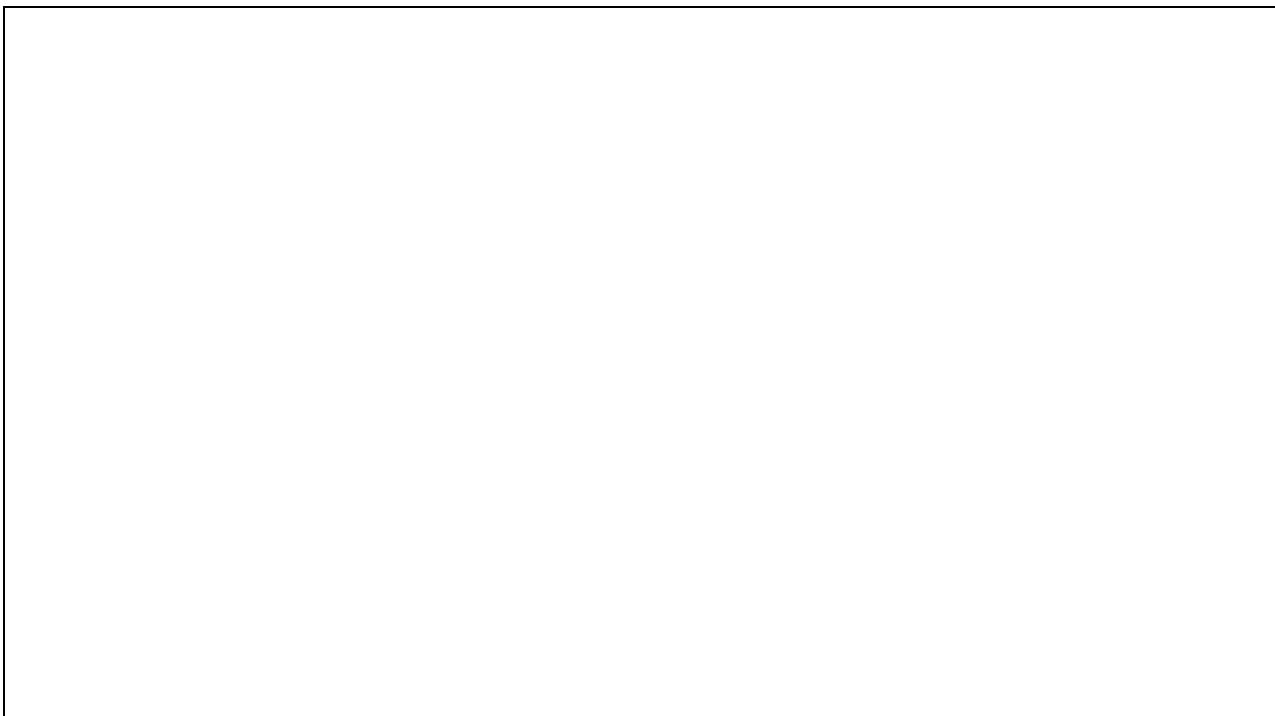
1. Prepare a museum for your story including old pictures, letters or poems that you can read out, objects that 'were used' by the characters in your story. Include the painting of the "Girl in Hyacinth Blue" that you produced as a group task.
2. Give some information on when and where the story takes place from the details mentioned in the story (cultural/historical background)
3. Present the plot of your story. For example use:
 - Plot on the line: hang drawings/pictures of main events on a string to support your plot overview
 - Plot mountain: draw a mountain and stick plot events on it from the bottom to the top (climax)
 - Draw a fever curve for ups and downs in the story
 - Act out an important scene of your choice or read out a paragraph
4. Pay attention to setting and characters. For example use:
 1. Paintings/maps/pictures
 2. Clothes typical for the character
 3. Bubble sheet: design an A3 poster with important quotes from the book for a certain character
 4. Sociogram: choose suitable buttons to represent the characters of the story and show the relations between them
5. Talk about the importance of the painting and the concept(s) of love in your story

1. Video: “The art of Painting”


Information on Vermeer as a painter: paintings, style, art of business



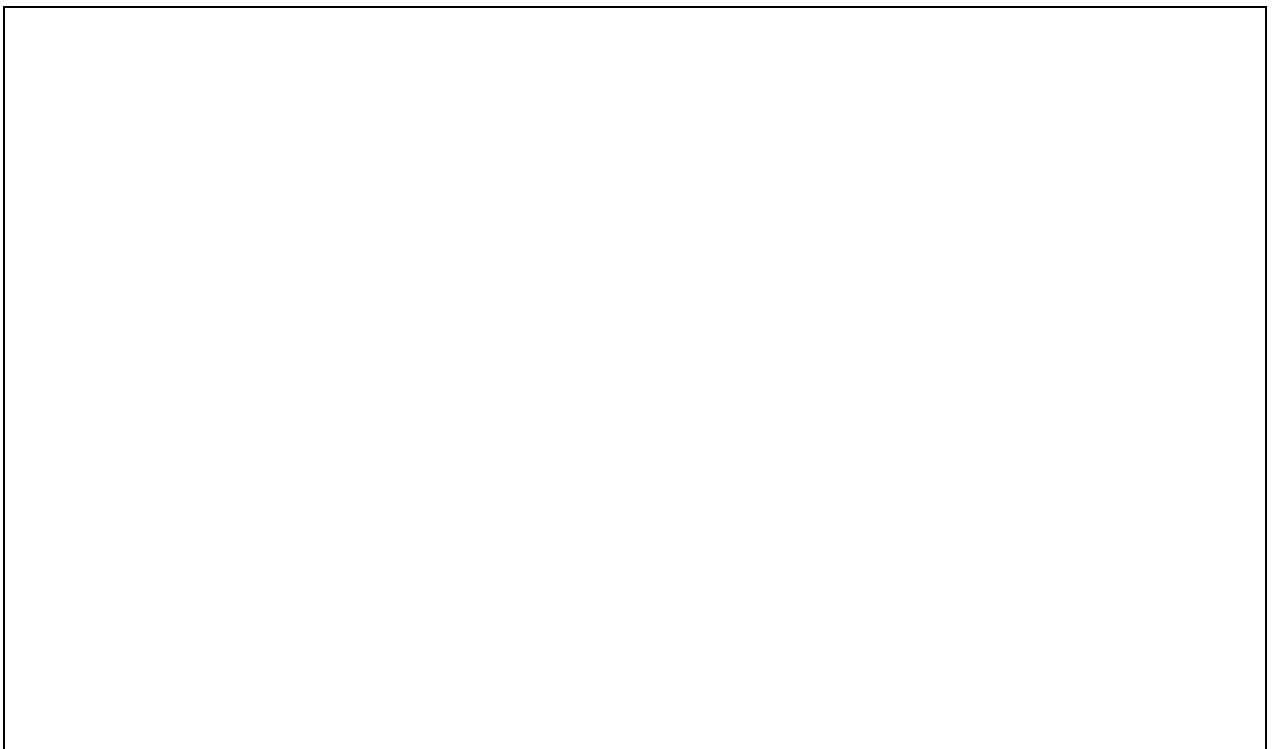
Information on his masterpiece: size, title, purpose of the painting for Vermeer – a show-off piece, location, price ...



Information on Vermeer as a person: time, home town, family life...

A large, empty rectangular box with a thin black border, intended for taking notes on the information provided above.

Information on society: new consumer of art – the ordinary citizen, new scenes depicted, Vermeer’s speciality, how to attract customers

A large, empty rectangular box with a thin black border, intended for taking notes on the information provided above.

2.
for the free-writing task

Pictures



Girl with a Pearl Ear Ring

Water



Young Woman with a Pitcher of



The Astronomer



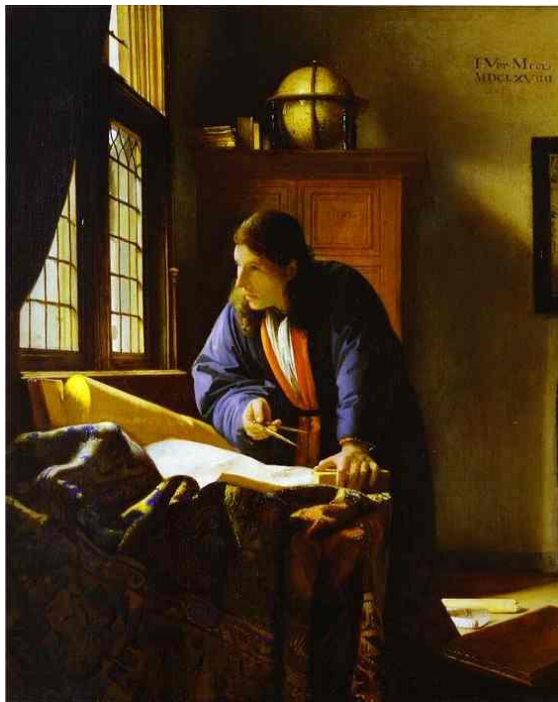
View of Delft



The Milkmaid



The Art of Painting



The Geographer



Girl Reading a Letter at an open Window



Litte Street

3. “The Girl in Hyacinth Blue” by Jonathan Janson



This painting was reconstructed from the details of the imaginary Vermeer painting described in Susan Vreeland's book "Girl in Hyacinth Blue".

4. USEFUL PHRASES TO GIVE AN OPINION

<ul style="list-style-type: none"> • From my point of view • As far as I know • In my opinion • I think • Personally, I would say that • I'd just like to say that • As far as I'm concerned • I'm quite convinced that • To be quite honest • If you ask me 	<ul style="list-style-type: none"> • To start/begin with • Let me think • ... their might/ must/ could/ can't have been • Maybe/Possibly, ... • At first sight, it seems... , but it could also ... • I would say that... • It's difficult to say exactly but
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Putting forward another point of view

- Yes, but on the other hand, don't you think that ...
- But to look at it from another point of view ...
- Surely you can't really believe that ...?
- But wouldn't you agree that ...?

Politely asking someone to repeat something

- I'm sorry I didn't catch your point
- I'm sorry I didn't quite catch that...
- Sorry, what was that again?
- Sorry, could you say that again, please?
- I'm sorry but I'm not sure I understood correctly
- Do you mean ...?

Speculating

- I suppose this might/ could be
- He looks like
- She looks as if...
- This must (be)

Asking the opinion of others

<ul style="list-style-type: none"> • What / how about you? • Do/Would you agree with that? • What are your views on ...? • What's your opinion? • What do you think? 	<ul style="list-style-type: none"> • You agree, don't you? • Do you really think that ...? • Do you go along with that? • Wouldn't you say that ...? • Surely you don't think that ...?
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5. Character Cards

Cornelius Engelbrecht

Hannah Vredenburg

Laurens van Luyken

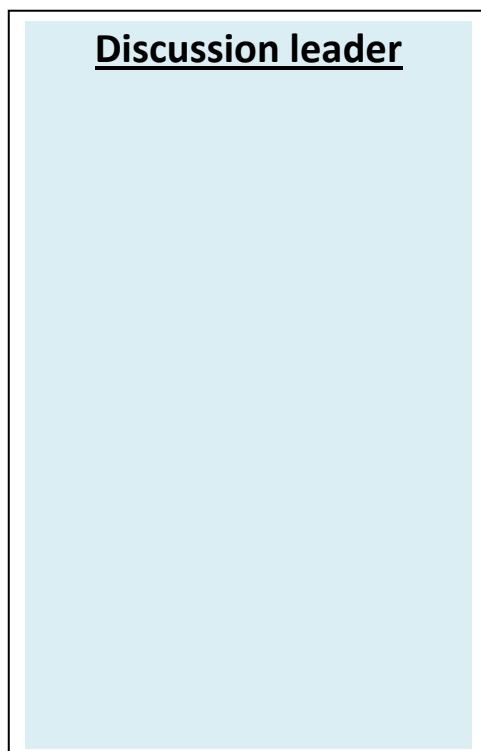
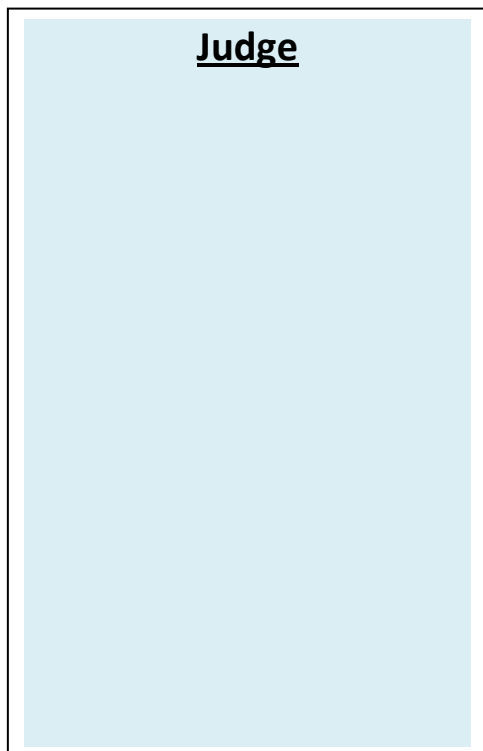
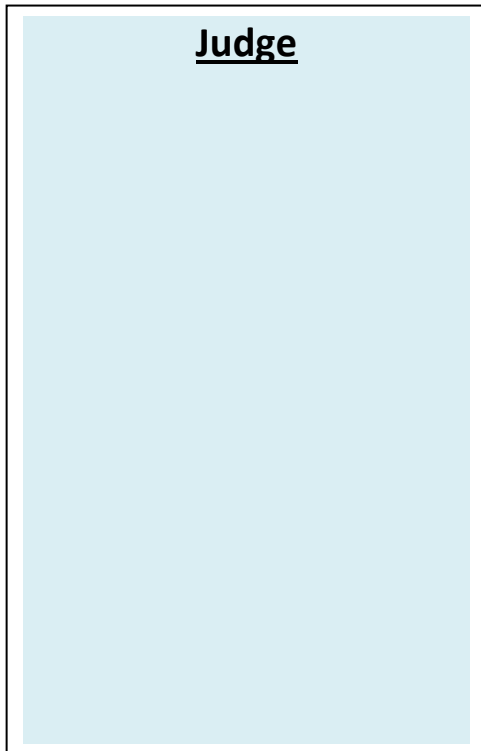
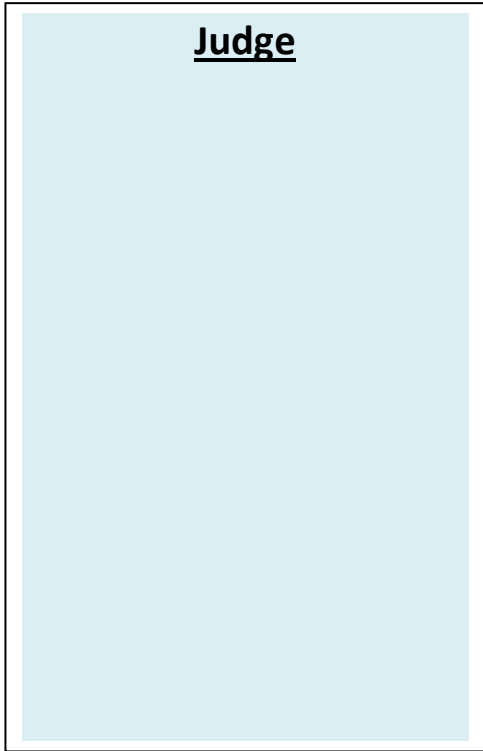
Cloudine

Saskia

Aletta Pieters

Johannes Vermeer

Magdalena Vermeer



Character cards 2X discussion leader 2X

Judges 3/5X

Lesson plan:

LESSON 1:

3-5 min	Students have 1 minute to look at a painting by Vermeer („the Art of Painting“) and should memorize at least 8 things/emotions/characteristics they connect with the painting, write them down and compare them with their neighbours.
20 min	Students watch a video clip on Vermeer and his “Art of Painting”. While watching students should note down information on the painter and his style of painting. Then compare and discuss the information from the Video. → http://il.youtube.com/watch?v=n4Wu2X9msY0 → Handout
20 min	Introduction to “the Girl in Hyacinth Blue” and the group project Give general information on the book and give out the beginnings of the 8 stories for the students to read. <i>The students will be divided in groups of 4 to work on one story that they have to present in class. The stories that are not presented will be discussed in class.</i>
homework	Start reading the book. Write an email comment on expectations/ ideas/ questions/ likes/ dislikes to the other group members before reading the story and take some notes for a discussion while/after reading.

LESSON 2:

5	Introduction to the book group tasks for the presentation
20	Get together in the book groups to collect ideas and discuss the comments and the story. Start doing the group tasks together (see instruction sheet) and decide on who works on which task(s) for the presentation.
10+5	<u>Free writing</u> : pick a painting by Vermeer and write on whatever comes to your mind for 10 minutes. Then discuss with the people who chose the same picture.
homework	Is there a piece of Art that affects you in a special way? Why do we need art? How does it serve us and how should we look at a painting?

LESSON 3:

30	Discussion of the stories no book group works on and creation of a character card for the role play for these stories.
15	Comparison of the student-versions of the painting and Jonathan Janson’s painting of the “Girl in Hyacinth Blue”. Discussion on the importance of the painting in the book and the concept of love.
homework	Prepare presentations

LESSON 4:

45-	presentations
homework	Comment on scenes in the story/whole book that you liked/disliked. Do you agree with Characters' actions and decisions?

LESSON 5:

	presentations
10	How to give ones opinion and how to keep a discussion going
	<u>Role play:</u> Who loved the picture the most and for the most noble reasons? <ul style="list-style-type: none">• Students pick character cards that were created by the groups/in class: Characters and discussion leaders sit in a circle.• The students who picked a character have to take on the role and make sure they find the best possible arguments to convince the judges to restore the painting to them in the end.• The 3 or 5 judges have to give a statement on why they chose this character in the end.
homework	Finish group project folders to hand them in