

# Nineteen Minutes by Jodi Picoult

Methodology of Teaching Literature and  
Culture – Dr. Elisabeth Pölzleitner

Project handed in by:

Johanna Spitzer  
Johanna.spitzer@edu.uni-graz.at

This is a project for a 6<sup>th</sup> or 7<sup>th</sup> form, depending on the language level of the pupils.

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## **Bullying/ Outsider Project: Year 6**

This project is about Bullying and Outsiders. In our society we sometimes only strive for what is best for us and do not think about other people. Some people are strong enough to pass through life, especially during their teenage years, without “needing” anybody else but some also get lost. Those people are sometimes the target of the “strong” and trendy members of society who want to show their power over others by putting somebody down verbally or with violence.

At the end of this project I hope that you will be a little bit more sensitive about what bullying can lead to – the loss of lives. And I want to show you that sometimes people, who stand in for the weak show more strength than those who always go for the weak because they know that they won’t dare to stand up for themselves.

The starting point for your project will be the book “Nineteen minutes” by Jodi Picoult but you will work with other media as well to gain a wider understanding of the topic and to see that there is more to it than saying “Bullying is bad!”.

We will now have a look at the task sheet and talk about each individual task so that you will know what to do and by when. You will see that I haven’t fixed any dates yet because I want to agree on the deadlines together with you. If you have any questions concerning a specific task, ask them after we have talked about that task.

Please remember that this project is a big part of your grade. Not taking it serious may have severe results.

I hope you enjoy working on this project!

Good luck!

## Task sheet - Bullying

Task		Description	How	Done
1	Short video impulse	<p>Choose one of the two following links, watch the short video and write down your thoughts about what you just saw in your “Bullying- journal”. Link these thoughts with your expectations about this project. You might want to include your opinion and experiences on bullying or anything else that comes to your mind at this point of time.</p> <p><a href="http://www.youtube.com/watch?v=yiSrgmFIU-k&amp;feature=related">http://www.youtube.com/watch?v=yiSrgmFIU-k&amp;feature=related</a></p> <p><a href="http://www.youtube.com/watch?v=4bVZQvy0vN8">http://www.youtube.com/watch?v=4bVZQvy0vN8</a></p> <p><i>Task to be finished by:</i> _____</p>	individually – at home; min. ½ page	
2	Whose fault is it?	<p>If you want to share your thoughts on the following questions with me, you can write in your “Bullying- journal” but if you want your thoughts to be private then you may take a separate sheet of paper to write on. (In this case please show me that you have done this task.):</p> <ul style="list-style-type: none"> <li>• Can you imagine why people are being bullied?</li> <li>• Do you think that those people being bullied are somehow responsible for what happens to them?</li> <li>• Have you ever witnessed somebody being bullied? – If yes, how did you react?</li> </ul>	min. 1 page	

		<i>Task to be finished by:</i> _____		
3	Novel	<p>Read your novel and make <u>three journal entries</u> while reading:  Write your first entry after the second chapter, the second entry after you have read approximately half of the book and the third one after you have finished reading the novel.</p> <p>In your journal entries do not only comment on the plot of the book and whether you like it or not but write about passages that surprised you, questions you had, associations you made, thoughts that came to your mind and the feelings you had while reading.</p> <p>Before you start reading you might want to read through the other tasks so that you will <u>know</u> what you are expected to do with the text and can take notes when necessary.</p> <p><i>Task to be finished by:</i> _____</p>	individually – at home, while reading; min. ½ page per entry	
4	Vocabulary work	<p>Note down <u>10 vocabulary items</u> from the book you want to remember and learn. Write them in your “Bullying- journal” as well as in your vocabulary book.</p> <p><i>Task to be finished by:</i> _____</p>	individually – at home, while reading	

5	Reflection	<p>Get together in groups of 4 (you may choose your groups yourselves) and discuss the questions you had, what you think about the book, how you felt while reading, etc.</p> <p><i>Task to be finished by:</i> _____</p>	<p>groups of 4 – in class should be done immediately after reading the novel</p>	
6	Character portraits	<p>Take those characters in the book that had an impact on the story. Divide up all the characters so that each pair of students within your group has an equal number of characters.</p> <p>In pairs, try to characterize the characters as closely as possible. Try to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Why is this character important?</li> <li>• In what way is he/ she involved in the story?</li> <li>• How is this person described? (physical appearance, character, etc.)</li> <li>• His/ her attitude towards Peter and what he did.</li> <li>• In what way was he/ she influenced by what Peter did?</li> </ul> <p>Get together with pairs from other groups who also worked on the characters you had and exchange your information. (10 minutes per character)</p> <p>Write a short description of the characters you worked on and prepare copies of that for your colleagues (Only the members of your group). – Glue</p>	<p>at home: individually – while reading; in school: in pairs</p> <p>should be done immediately after reading the novel</p>	

		<p>the portraits into your bullying journal.</p> <p><i>Task to be finished by:</i> _____</p>		
7	Summary	<p>Find 3- 5 different summaries of the novel in the internet. In your group decide which one you find most helpful and why. Is one of the summaries perfect? If not, improve the best one by adding missing info or taking out unnecessary parts.</p> <p><i>Task to be finished by:</i> _____</p>	<p>individually – at home/ maybe in class</p>	
8	Bring the book alive	<p>Together with a partner make a collection of interesting aspects from the book or in connection to the topic of the book. Such topics can be:</p> <ul style="list-style-type: none"> <li>bullying in your classroom/ in your school</li> <li>bullying in songs, other books, movies</li> <li>cyber-bullying,</li> <li>hard facts on bullying, etc.</li> </ul> <p>In order to get more ideas you may want to go online and have a look at the following web pages:</p> <p><a href="http://www.bullying.org/htm/main.cfm?content=1089">http://www.bullying.org/htm/main.cfm?content=1089</a></p> <p><a href="http://www.bullyingnoway.com.au/">http://www.bullyingnoway.com.au/</a></p> <p><a href="http://www.wtps.org/WTHS/imc/ProfessionalDevelopment/bullying/index.htm">http://www.wtps.org/WTHS/imc/ProfessionalDevelopment/bullying/index.htm</a></p>	<p>with a partner – computer lab</p>	

		<a href="http://education.guardian.co.uk/netclass/schools/links/0,,70518,00.html">http://education.guardian.co.uk/netclass/schools/links/0,,70518,00.html</a>  <i>Task to be finished by:</i> _____		
9	What is Bullying?	<p>You can either work individually on one aspect you are interested in or you can work in groups of up to 3 people. (Each group will work on a different aspect.)</p> <ol style="list-style-type: none"> <li>1. Narrow your topic down (e.g.: it is not really possible to work on 3 further books on bullying)</li> <li>2. Make a work plan – decide who will do what work by what time</li> <li>3. Start working</li> <li>4. Get together in your group to make sure that everything is going the way it is supposed to be</li> <li>5. Prepare your presentation</li> </ol> <p><i>Task to be finished by:</i> _____</p>	in groups or individually – in class/ at home	
10	Presentation	<p>You will give a presentation of your topic. Here is what you should remember:</p> <ul style="list-style-type: none"> <li>• choose a form of presentation that will make it interesting for your classmates to listen – this way it will also be easier for you to speak freely - do not read out a prepared text!</li> <li>• provide your classmates with a handout summing up the most</li> </ul>	in groups or individually – in class	

		<p>important facts, remarks, notes, etc.</p> <ul style="list-style-type: none"> <li>• time limit: between 5-8 minutes per person</li> <li>• suggestions: act out a scene; present a dialogue; give an informative talk, etc.</li> </ul> <p>Remember: If you don't think what you're telling us is interesting, neither will we!! This is why you should only talk about things you find interesting and important!</p> <p><i>Task to be finished by:</i> _____</p>		
11	Text on Bullying	<p>Decide on two text types (see below) to write about bullying. Find one person in your group who will be your help-buddy. This person will give you feedback on your texts with regard to the following aspects: format, register, grammar, style, vocabulary, content – relevance;</p> <ul style="list-style-type: none"> <li>• Poem (If I get the feeling you only chose the poem because it is less text than the other text types I will talk to you. Better: Show me that you really put some thought in what you wrote.)</li> <li>• Short story (choose any genre such as science fiction, history, romance, ... - but always keep the topic in mind!)</li> <li>• Play</li> <li>• Inner monologue</li> </ul>	<p>text production: individually; peer feedback by one colleague –</p>	

		<ul style="list-style-type: none"> <li>• letter</li> <li>• newspaper article</li> <li>• TV commercial/ TV spot to raise awareness for bullying – use your mobile phones to film it</li> <li>• If you have an other idea please feel free to contact me to talk about it</li> </ul> <p>Remember the format and appropriate language for each text type!</p> <p><i>Task to be finished by:</i> _____</p>		
12	Bullying journal	<p>Hand in your “Bullying- journal” by _____</p> <p>Please make sure that you have labelled your tasks with the corresponding number and that you have put all the sheets in the correct order. Design a front page and a table of contents.</p>		

## **Teacher notes/ preparations**

- 1 Bullying journal per person – each student needs a small binder where all their work on the project is collected; the papers should be put in order before handing in the project
- for task 3 it is necessary to go to the computer lab
- everybody has to have the book finished before task 5; tasks 5, 6 and 7 should follow shortly after finishing the book (1 or 2 days) and if possible they should be done/ started within one lesson
- task 11 can be started whenever the student feels to be ready for it
- the presentations should all be held within a short period of time, otherwise the project will last too long and the student's won't be interested in them anymore

Dear Johanna,

I really like your reading project and think that you've created lots of interesting tasks. I especially like the video impulses at the beginning and task 11. Another thing I like is that you really tried to establish a link between the book and the student's world. Their feelings are often addressed and their personal opinion is asked. Your instructions are clear and easy to understand.

### Some open questions and suggestions

Task 9/10: Do the students have some options on which they can work on or should they try to find an individual topic on their own? (I would give them some suggestions on how to make a creative and interesting presentation, e.g.: act out a scene, "museum", plot line...)

- After reading this remark, I decided to give the pupils some suggestions for task 10. Since I already provided the pupils with some ideas for their individual projects in task 8 I did not talk about the topic of the presentations in the explanation of task 9 and 10 anymore.

Task 6: I really like that task but I didn't understand if the students have to provide copies of their character portraits for all their classmates or only their group members.

- To make things clear I gave the extra-explanation that copies only need to be provided for the members of the group. As the pupils talk about the various characters with people from other groups anyways I don't think that it is necessary to provide copies for the whole class.

Task 7: In my opinion you could also allow your students to take a summary from the Internet because you already have a lot of writing tasks and since the summary is meant to make them remember the plot and the characters I don't feel it is necessary that they write one on their own.

- I changed the instructions and now allow the pupils to take a summary from the internet. I still added that they should alter the summary if necessary so that it will be of use for them.