

Yale 2012 PIER Summer Institute Global Movement

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World Voices – the Novel Juliet Closing Project

Author: Heidi Ahlstrom-Miller, North Branford High School, English, Grades 11-12, College level. Allow at least 2-3 weeks in an A/B block schedule for the actual project, as while this is a closing project, it will work best if students begin this work as they are reading the novel. The entire novel unit will take 4-5 weeks, depending on the level of the class.

Introduction: Students in this World Literature course read, analyze, compare and discuss works by various world authors in order to better understand cultures, subject matter, point of view and voice. The World Voices class has been taught in our school as both an 11th grade and a 12th grade class, with the most recent curriculum change moving it back to senior year. This closing activity for the US/Italy-based novel Juliet, by Danish author Anne Fortier, requires students to apply information learned from the novel to their own life and their own choices, as they plan a trip. They must choose locales referred to in the novel and design a trip to these places. They must also explain their rationale for their choices, and include a detailed budget. The research and budgeting work has paralleled nicely with their college-decision research.

Geographic Connections: Human Movement due to social or political factors; students must also recognize the motivators for the novel's characters as to why they travel to specific locations.

Vocabulary:

Context vocabulary and terms include the genres of the book: historical fiction, romance, mystery/intrigue & deception, cultural & contemporary.

Vocab/terms also include:

ancestor: a person from whom one is descended, forebear, predecessor;

blood feud: argument and dissension between family or group members, often long-running;

descendants: one related to and descended or coming from specific ancestors;

estate: landed property, all of one's possessions, especially after death;

ill-fated: destined for misfortune; doomed;

medieval: of or belonging to the Middle Ages, the period in European history between antiquity and the Renaissance, often dated from ad 476 to 1453.

plague: a widespread affliction or calamity, a highly infectious and usually fatal epidemic disease;

vendetta: a bitter feud, especially between two families.

Stage 1 – Desired Results

Content Standard(s):

NCTE Standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. (This standard applies to the course overall, but also to this particular novel as it segues between the 1300s and present-day.)
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Connecticut Common Core Standards:

CC.11-12.R.L.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CC.11-12.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Understanding (s)/Goals: Students will understand that:</p> <ul style="list-style-type: none"> • people travel for different reasons, with different motivations • the planning and budgeting of travel can force people to deal with the compromises of ideals versus reality 	<p>Essential Question(s) Related to Theme(s):</p> <ul style="list-style-type: none"> • Analyze and compare: what do you know of the novel’s characters’ motivations for travel? What motivates you to make your travel choices? Contrast the two. • What do people learn when they travel, when they visit, other places and cultures? What factors can shape that learning?
<p>Student Objectives (Outcomes):</p> <ul style="list-style-type: none"> • Students will be able to identify and support the genre classifications for this novel. • Students will be able, in initial and final class discussions, to effectively frame and describe their travel plans. • Students will be able to independently research and then design, budget for & write their travel package. • Students will be able, in class discussions, to compare and contrast their motivations and choices to those of the novel’s characters. • Students will be able, both verbally and in written format, to answer the essential questions that pertain to this novel and this task. 	
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Task(s): [It will be most effective if this ‘closing’ project is actually begun shortly (no more than 1 week) after the class has started the novel. This will enable class discussions to be richer, as students must analyze, compare and contrast their choices and motivations with those of the characters in the novel.]</p> <ul style="list-style-type: none"> • Students will participate in a minimum of two class discussions, which should occur, at minimum, to introduce the project and to brainstorm, and to discuss comparisons and choices. • Students must write and complete a travel plan as per the instructional sheet, with rubric, that is included within this lesson. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Lab discussions should occur at the close of at least 2 class-lab sessions. Students should informally present their progress and their plans, with peers assisting with problem solving if difficulties occur. Exit index cards should address reactions and/or solutions for peers’ plans and/or problems. • Students are encouraged to assist their peers in the lab while researching their projects. • If teachers so choose (utilizing their school’s Speaking Rubric) upon completion of the written project, students may present their travel packages to the class.

Stage 3 – Learning Plan

Learning Activities:

[The novel Juliet essentially requires prior knowledge of William Shakespeare's tale, *Romeo & Juliet*. Students in our district read this play in 9th grade, so the 11th/12th grade inclusion in World Voices of this modern novel, Juliet, works well.]

Class KWL discussions of the play are an excellent introduction to the novel; accessing Fortier's site, http://www.randomhouse.com/rhpg/features/anne_fortier/, on a Smartboard is a solid segue into the novel itself as the site includes video as well as written material.

As noted in several sections of this plan, while the task that the attached assignment sheet-with-rubric pertains to is a closing project for the unit on this novel, the task would work best if it is interspersed with the continual reading of the novel and not introduced at the end of the reading. This should direct students to read more closely, as they will have to discuss their interpretations of the character's choices and compare those to their own as they proceed with the task. Additionally, the geographical inclusions in the novel, which occur at different points in the story line, are the inspirations for the students' own travel plan.

Once students have begun reading (and teachers are encouraged to mix in-class read-alouds, discussions, SSR and continual 2-to-5 chapter homework reading assignments), teachers should determine how many class project-discussions and lab sessions are necessary. A minimum of 2 of each are advised; 4-6, depending on students' abilities (and lab access) of each are appropriate.

Depending on the level of the class (this can most easily be restructured for an Honors class; the novel is long and somewhat complicated in its flashback/ancient tale structure, which could be overwhelming for lower level students even with scaffolding) the teacher may choose to introduce the project when the class begins the novel, referring to it again after a week, or the teacher, at his or her own best judgment, may simply wait one week after the class has begun to read and then introduce the task.

When students are working in the lab, they should be accessing a variety of sites that should not be limited to those listed within this plan. In addition to travel sites for budgetary concerns, they should complete research on any number of the virtual travel sites that are online, to aid in their decision-making.

At its most basic, this full unit requires:

- 1) Students and teacher have KWL discussions regarding Shakespeare's *Romeo and Juliet*, and the contemporary novel *Juliet* is introduced.
- 2) The class proceeds, over 4-5 weeks of an A/B block schedule (depending on class/skill levels), to read and discuss the genres represented within the novel; the development of the characters both in general as it applies to the story line and in terms of travel; their research and choices for the assigned project as these apply to the essential questions, including but not limited to their budgetary work.
- 3) Video that can enrich the novel includes: Zeffereilli's 1968 film, *Romeo and Juliet*, and the 2010 film, *Letters to Juliet*. Zeffereilli's scenes of Juliet and her father are interesting and help expand the concept of "blood feud"; the Applehead Pictures film showcases the city of Sienna from an outsider's point of view.
- 4) Lab sessions should be scheduled at a rate that encourages all students to achieve yet does

- not waste time. Closing lab discussions should enrich the students' research work.
- 5) The final typed and fully referenced project can be presented by students for an additional speaking grade. Visual components could be added to deepen the presentation task .

1. ***Resource List/Bibliography:***

1. Fortier, Anne, Juliet. New York: Random House, 2010.
2. Shakespeare, William. "Romeo & Juliet," Prentice Hall, Timeless Voices, Timeless Themes. Gold edition. 1991.
3. http://www.randomhouse.com/rhpg/features/anne_fortier/. 18 July, 2012.
4. http://www.italyguides.it/us/roma/rome_italy.travel.htm. 18 July 2012
5. www.discovertuscany.com/sienna. 22 July 2010
6. www.kayak.com. 22 July 2010
7. Romeo and Juliet. Dir. Franco Zeffirelli. Perf. Leonard Whiting, Olivia Hussey. Paramount Pictures, 1968.
8. Letters to Juliet. Dir. Gary Winnick. Perf. Amanda Seyfried, Fael Garcia Bernard. Summit Entertainment, 2010.

2. ***How Are You Going to Use This Unit?***

As stated in the introduction, 11th and 12th grade students in this World Literature high school course read, analyze, compare and discuss works by various world authors. This closing activity is for use with the US/Italy-based novel Juliet, by Danish author Anne Fortier. It requires students to apply information learned from the novel to their own life, as they plan a trip. They must choose locales referred to in the novel and plan a trip to these places. They must also explain their rationale for their choices, and include a detailed budget. They will complete these tasks with the essential guiding questions of: why do people travel?. and, what do people learn when they travel; what factors can affect that learning?

Not to be redundant, but it is useful and desirable to introduce this task almost immediately after beginning the novel, as it encourages students to more closely read the book. Fortier provides great geographical detail in her book, and the novel's/publishers' site even includes maps, specifically of Siena, Italy.

6. Assessment includes: informal and formal class discussions, lab research periods which should also include lab discussion sessions; the completion of reflection index cards at the end of research and discussion section; drafting and final writing; and a presentation component should the teacher decide to add that. Specific support from the text (incorporated also in their travel plans) should be provided by students during discussions and reflection.

WORLD VOICES

Traveling with Juliet, an international novel.

Student: _____ pts: ____/100

The novel Juliet, by Danish writer Anne Fortier, is of the genre of historical fiction, as well as other genre categories. While heavily inspired by William Shakespeare's famous tragedy of star-crossed lovers, *Romeo & Juliet*, it is set in modern day times and has its own complete cast of characters.

Fortier's story depends greatly on its setting: it begins in the Shenandoah Valley, at the drama camp where Jules is teaching. The story then moves to Italy: Rome, Siena, Verona. Other places referenced in the novel include Frankfurt, Germany and New York City. Fortier, born in Denmark, studied at Oxford (England), and worked in Washington, D.C; she apparently brings the international approach of her own life to her writing desk.

Your task is to examine the question of a global view on life – what can a person (in your case, a young American) learn when they travel or live in different parts of the world? How do decisions occur regarding travel – what kind of factors are considered?

You must research and then plan a 2-week trip to at least 3 of the places mentioned in the novel.

You must outline your essential reason for going – what do you hope to learn? You must plan at least 5 stops along your way (what in particular will you see and learn from in each location?) and you must detail (itemize) your budget. You must support all of your decisions and details with solid, documented research and include links and comparisons to the novel.

Your rubric is as such:

In paragraph form, describe your learning objective for each of the 3 places you will visit. ____/25

What, specifically, do you hope to learn from each location and why did you choose each?

Include at least one link or comparison to the novel.

Detail the travel means with which you will arrive at your destinations. ____/15

Include also how you will get around (rent a car? by bike, bus or subway? walking?) once you arrive at each your place. Include a BUDGET for this section.*

Include at least one link or comparison to the novel.

Where will you stay once you arrive in each location? ____/10

What kind of accommodations do you expect? Why have you made this choice?

Include a BUDGET for this section.

Include at least one link or comparison to the novel.

What will you will visit (5 places altogether), while you are in each place (museum, store, school, tourist attraction, etc)? ____/25

Give me particulars, including the street address of each location.

Include a BUDGET for this section.

Include at least one link or comparison to the novel.

As you are planning now for your own life after high school graduation, research and describe 1 college that offers a study-abroad program you might be interested in; detail its classes, cost & general requirements. ____/15

Package all this research in an attractive, creative, well-written and referenced “travel proposal”. You might want to separate your budget section, although you can choose to include budgetary information in each. All copy should be typed, 11 or 12 pt font, and a sources cited page must be included.

Mechanics and formatting of the overall package: _____/10