

Les pistes d'écriture en anglais

Les classes sont indiquées à titre indicatif.

Concernant les romans il est toujours possible de n'étudier que quelques extraits.

What You Know First - by Patricia MacLachlan

Engravings - by Barry Moser

Pistes / Activities to participate in the festival :

Videos:

In groups of two or three pupils, record an expressive reading of the text, paying particular attention to the pronunciation but also to the rhythm of the text and to the feelings it expresses. Send your video. Prepare a slide-show illustrating and/or explaining this American historical specificity of moving. It can include pictures from the books but also real photographs, maps, etc. Use it as a background while you are reading the story aloud to the class. Film your performance and send both the slide-show and the film.

Film a Duo Interpretation (or Duo interp) of the story. A duo interp is a short performance in which the 2 performers act out a literary piece under certain constraints: no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

<http://www.mjsd.k12.wi.us/Menasha/Media/Documents/DuoInterpretation.aspx>

Writings:

1. Re-write the book using your own life and place of living. What would you find difficult to leave if you had to move away? What would you take with you? Illustrate your book with pictures or drawings.

You can also read your text aloud and illustrate it with a slideshow. Send the text, the video and the slideshow. It can include photographs, drawings, maps...

2. The book is written in verse, write a poem about leaving and separation.

3. The little girl has moved away. She writes a letter to Uncle Bly to tell him about her new life and place of living and how easy or difficult she finds it to adapt. Imagine it and write the letter.

4. With your teacher(s), research and study the Great Depression. Dorothea Lange was a documentary photographer, famous for her photographs of migratory farm workers. You will choose one of her photographs and write a first-person poem. Like Patricia MacLachlan, you will emphasize the migrant's feelings. The best poems will be displayed during the Children's Book Festival.

31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin
« Cherbourg redécouvre Les Amériques et les super-héros.ïnes ! »
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Arts production:

Do some research on farms and the life of farmers in the Midwest at the beginning of the 20th century. Draw a map or build a miniature model of the farm that the little girl is leaving and write notes to describe its different places, elements, aspects, what everything was used for, what the life of farmers was.

Charlie and Lola - Look After Your Planet

**Characters created by Lauren Child - Text based on the script written by
Bridget Hurst**

Illustrations from the TV animation produced by Tiger Aspect

Pistes / Activities to participate in the festival :

Cycles 3 et 4 (CM-6^e-5^e) - In the picture-book *Look After Your Planet*, Lola makes a speech in school assembly to explain her schoolmates how important it is to recycle. Imagine you make such a speech to your schoolmates. Create a video of your speech. Pay attention to your pronunciation and tone. So as to convince your audience, don't forget to use visuals. The best videos will be shown during the Children's Book Festival.

Cycles 3 et 4 (CM-6^e-5^e) - "America Recycles Day" is organized every year on November 15th in the USA. For this special occasion, research recycling practices and recycled products in the US and elsewhere. Then, create a short video to present a recycled object of your choice. You may choose a recycled product you use at home. You must explain what this object is made of. The best videos will be shown during the Children's Book Festival.

Cycles 3 et 4 (CM-6^e-5^e) - Make our planet great again! Create a poster about the action(s) you will take to protect our planet. Like the picture-book *Look After Your Planet*, you can use collage-style illustrations (cut-out figures, photos of real objects or places, etc).The text must be personal and convincing. The best posters will be displayed during the Children's Book Festival.

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***How to Be a Superhero* - by Sue Fliess - illustrated by Nikki Dyson**

Pistes / Activities to participate in the festival :

Cycle 3 – Create a video about your favorite scene from the picture-book *How to Be a Superhero* by Sue Fliess and illustrated by Nikki Dyson. With one or two classmates, act it out. To do so, watch your tone and your pronunciation. The best videos will be shown during the Children’s Book Festival.

Cycle 3 – In *How to Be a Superhero*, the boy wants to become a hero. Like him, make yourself a superhero(ine). Choose your own costume, weapons and your extraordinary power... You will create an original video. To do so, you will make a speech to describe your appearance and your special abilities. The best videos will be shown during the Children’s Book Festival.

Cycle 3 - Make a tutorial video to teach your audience how to become a superhero(ine). You will film the process and explain it clearly, step by step. The best videos will be shown during the Children’s Book Festival.

Cycle 3 – Explore and research American superheroes from comic books or films. Create a poster or a slideshow about your favourite superhero(ine). In your own words, give a short “biography” and explain why you like him/her best. The best posters and slideshows will be displayed during the Children’s Book Festival.

A list of American superheroes (which can be completed): *Superman – RoboCop – Ninja Turtles – Spider Man – Batman – Wonder Woman – Iron Man - Hulk – Captain America – Wolverine – X-Men*

***Even Superheroes have Bad Days* - by Shelly Becker - illustrated by Eda Kaban**

Pistes / Activities to participate in the festival:

Cycle 3 – Create speech balloons and/or thought bubbles for the pages of your choice in *Even Superheroes have Bad Days*. The best plates will be displayed during the Children’s Book Festival.

Cycle 3 – In *Even Superheroes have Bad Days*, when the superheroes want to feel better, they try to do things to help them relax, like exercising or helping others. What do you do to make yourself feel better on a bad day? Create a one-minute video to tell your personal experience. The best videos will be shown during the Children’s Book Festival.

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Cycle 3 – Choose your favourite superhero(ine) character. Imagine him/her having a bad day. Draw a picture and write a few sentences (narrative and/or dialogue) about it. The best pages will be displayed during the Children’s Book Festival.

Cycle 3 – Be a superhero in someone’s bad day. Imagine how you can help a friend / a schoolmate / a family member who is having a bad day. Create a one-minute video to explain your “heroic” actions and save his/her day. The best videos will be shown during the Children’s Book Festival.

Outstanding in the Rain : A Whole Story with Holes - by Frank Viva

Pistes tous niveaux/ Activities to participate in the festival (all levels):

6^e/5^e - Imagine you are on top of the Ferris wheel, riding one of the sky rides or sailing in the hot air balloon. Write a postcard to someone telling what you see and feel on the ride. To do so, use a 5"*7" index card (13cm*18cm): write your message on one side and draw an illustration on the other. The best postcards will be displayed at La plage Verte during Cherbourg Children’s Books Festival.

5^e/4^e - Like the little boy, you probably enjoy amusement parks or funfairs. Make a two-minute video to tell about your favourite amusement park ride. You must give several reasons to explain your personal opinion. The best videos will be displayed at La plage Verte during Cherbourg Children’s Books Festival.

3^e/2^{nde} - Frank Viva was inspired by a real place for the setting of *Outstanding in the Rain*. Explore and research Coney Island. A good resource for historical photos is <http://www.coneyislandhistory.org/>. Create a slide-show about Coney island, including pictures of *Outstanding in the Rain* to show the similarities or differences with the real place. The best slide-shows will be displayed at La plage Verte during Cherbourg Children’s Books Festival.

Cycles 2 et 3 - In *Outstanding in the Rain*, the little boy in the story drops his ice-cream, but at the end “a nice man with a smile” gives the boy a new ice-cream cone. This simple act of kindness makes the boy’s day. Imagine a simple act of kindness you can do to make someone (parents, friends, schoolmates...) smile. Then, with your classmates, create a video or a slide-show of all these simple acts of kindness and record your text. The best videos or slide-shows will be displayed at La plage Verte during Cherbourg Children’s Books Festival.

6^e/5^e - Create a video about your favorite passage from *Outstanding the Rain* by Frank Viva. First read and record your favorite passage. You can use simple props to act it out. Watch your tone and your pronunciation. Then, present your passage and give reasons for your choice. Do this on your own or with one or two classmates. The best videos will be shown at La Plage Verte during Cherbourg’s Children’s Books Festival.

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Cycles 2 et 3 - After reading *Outstanding in the Rain* by Frank Viva, create a model of Coney Island amusement park in a shoe box (about 20 cm*30cm). The best models will be displayed at La Plage Verte during Cherbourg Children's Books Festival.

Lycée – The little boy takes the D train to come to Coney Island with his mother. This reminds us of the song *Taking the A train*, a jazz standard by Billy Strayhorn. Use it as an inspiration to write a new song: *Taking the D train*, about Coney Island.

<https://www.youtube.com/watch?v=cb2w2m1JmCY>

https://en.wikipedia.org/wiki/Take_the_%22A%22_Train

Lycée – Imagine the mother and her little boy are not American. On her son's birthday she discovers Coney Island, which she had heard of before. She writes an e-mail to her best friend to tell her about it. She describes the place, connecting what she has seen to what she expected from it.

***Shift* - by Jennifer Bradbury**

Lycée :

1 -You are a great bicycle rider and you've decided to take a long journey on one of the longest roads in the USA. Research these roads :

-The Pan-American Highway

-Road 66

and choose the one you like best for your journey.

Write your family a detailed email from a wifi-connected café in one of the cities along the way to describe and explain your road trip and give your impressions on what you saw (and didn't see), who you met (and didn't meet) and the problems you underwent with your bike.

2 - Re-write one of your favorite chapters about Chris and Win's adventures as Win might have written it in his travel journal.

3 - Write a prequel to the novel (or imagine what happened before the beginning of the novel): focus on Win and Chris's intentions as they prepare their trip. You can join any document you may find useful (eg: map, calendar, lists, photos...)

4. Chris and Win encounter a number of adventures and strange moments out on the road. Imagine and write about one event that will both refer to physical effort and friendship. The episode must also refer to a state along the road to Seattle.

5. Pushing one's limits, through an adventure or sport, may lead to dramatic changes in people's attitudes and personality. Write a story and locate the events in a specific American context.

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Sujet spécifique options arts plastiques :

Chris hasn't got many souvenirs from his trip. Before he finds the slideshow on Win's flash-drive, he decides to illustrate the most important steps in their journey.

3^e/2^{nde}: You are a young sporty travel agent specialized in designing biking tours for teens. Using a map of a great American city, highlight the round trip bicycle tour you will soon offer your customers to take. Then, create a brochure describing all the places the teenagers on the tour might see (historical buildings, museums, parks, famous street art...) and explaining why they were included in your brochure.

Along a Long Road - by Frank Viva

Pistes tous niveaux/ Activities to participate in the festival (all levels):

Lycée: You are a great bicycle rider and you've decided to take a very very long journey on one of the longest roads in the world. Research these roads:

- The Pan-American Highway
- Route 66

and choose the one you like best for your journey.

Write your family a detailed email from a wifi connected café in one of the cities along the way to describe and explain your road trip and give your impressions on what you saw (and didn't see), who you met (and didn't meet) and the problems you underwent with your bike.

3^e / 2^{nde}: You are a young sporty travel agent specialised in designing biking tours for teens. Using a map of a great American city, highlight the round trip bicycle tour you will soon offer your customers to take. Then, create a brochure describing all the places the teenagers on the tour might see (historical buildings, museums, parks, famous street art...) and explaining why they were included in your brochure.

5^e / 4^e: On May 4th, 2019, « Walk and bike to school day » will be held in the USA. For this special occasion, research safe bike-riding practices and bicycle laws in the US. Then, create a video explaining the importance of these laws. In your video, include pictures from « Along a long road » by Frank Viva.

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Primaire/6^e : Choose a double page from *Along a long road* by Frank Viva. Imagine speech bubbles to make all the characters speak. Then, create a slideshow of this double page to present it for the children's book festival.

***Out of the dust* - by Karen Hesse, 1997**

Liste indicative d'extraits au sujet du Dust Bowl / Extracts about the Dust bowl, that can be studied :

Losing Livie p 8 / Not too much to ask p 16 / Mr Hardly's money handling p 17 / Breaking drought p 23 / Debts p 26 / Fields of flashing lights p 31 / Give up on wheat p 40 / Apple blossom p 43 / Dust and rain p 46 / Wild boy of the road p 58 / Boxes p 80 / Lunch p 117 / Guests p 119 / Dust storm p 142 / Migrants p 160 / Blankets of black p 162 / Help from Uncle Sam p 172 / Hope p 176 / Out of the dust p 197 / Gone west p 199 / Something lost, something gained p 200

Pistes/Activities to participate in the festival :

Videos :

1. Film a Duo Interpretation (or Duo interp) of the story A duo interp is a short performance in which the 2 performers act out a literary piece under certain constraints: no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

<http://www.mjsd.k12.wi.us/Menasha/Media/Documents/DuoInterpretation.aspx>

2. In groups of two or three pupils, choose a poem from the book and record an expressive reading of it, paying particular attention to the pronunciation but also to the rythm of the text and to the feelings it expresses. Send your video.

Prepare a slide-show illustrating / explaining what the dustbowl was. It can include pictures, maps, drawings etc. Use it as a background while you are reading the story aloud to the class. Film your performance and send both the slide-show and the film.

Writings :

1. An important national newspaper in the US writes a long article (or a series of short articles) on different aspects of the Dustbowl. The journalist describes what happened in Oklahoma and in other states at that time, and the poverty in which it threw local farmers and their families, how it sent them on the roads to find work or a better place of living. Write the article(s).

2. Billie Jo and her friend Livie Killian exchange letters once Livie and her family have gone away. Livie tells her about her new life and how she adapts and Billie Jo tells her about her everyday life. Write two letters.

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3. Billie Jo writes a diary, in which she speaks of her daily life and her difficulty to adjust to her mother's death and living alone with her father. Write an entry or a couple of entries.

Arts production :

Do some research on farms and the life of farmers in the Midwest at the beginning of the 20th century. Draw a map or build a miniature model of the farm that the little girl is leaving and write notes to describe its different places, elements, aspects, what everything was used for, what the life of farmers was.

***Big Jabe* - by Jordine Nolen, 2000**

Pistes/Activities to participate in the festival :

Videos :

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2. In groups of two or three pupils, choose an extract from the book and record an expressive reading of it, paying particular attention to the pronunciation but also to the rhythm of the text and to the feelings it expresses. Send your video.

Prepare a slide-show illustrating / explaining slavery in America. It can include pictures from the books but also real photographs, maps etc. Use it as a background while you are reading the story aloud to the class. Film your performance and send both the slide-show and the film.

Writings :

1. A journalist from the local newspaper writes an article about the slaves disappearing in Plenty Plantation and describing Big Jabe. The author makes suppositions about who he is, what his nature is. Write the article.

2. Addy was one of the rare slaves who could read and write. She sends a letter to her sister on another plantation, telling of Jabe and his extraordinary powers. Write the letter.

Arts production :

1. Do some research about plantations using slaves in the South of the US. Draw a map or build a miniature model of the plantation with notes explaining its different parts, the different aspects of life there, the different kinds of work that were done there etc.

The Children of the Famine Trilogy - by Marita Conlon-McKenna

Extraits suggérés/Extracts suggested :

#1: Setting Sail, **Wildflower Girl**, p50-53. "On that first night at sea there were songs and stories"... "take it and start a new life."

#2: America, **Wildflower Girl** p64-71. "Land ahead! The shout went up."... "Peggy hoped that she would never put a foot on the *Fortunata* or any ship like it for the rest of her life."

#3: Lonesome Times, **Fields of Home**, p88-93. "Sarah fetched her best shawl and Peggy made her put on her lightest bonnet."... "We must go while the weather is good we'll be settled by winter."

#4: Wagons West, **Fields of Home**, p184-187. "Peggy touched the narrow band of gold that circled her finger."... "But this was one journey she really wanted to make."

Pistes/Activities to participate in the festival :

P/E: Peggy writes two letters to her sister, one to tell her that she's arrived in America and the other to inform Eily about her future plans with James.

P/E: Peggy writes an application letter to an employer in Boston who is looking for a maid. She evokes her qualities and her motivations.

P/O: Peggy and Sarah/John and James discuss their dreams for the future in the West. Film the 5-minute conversation and send the video.

P/O: Film a 5 minute Duo Interpretation (or Duo interp) of Wildflower Girl and Fields of Home. A duo interp is a short performance in which the 2 performers act out a literary piece under certain constraints: no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

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The Absolute True Diary of a Part-Time Indian - by Sherman Alexie

Extraits suggérés/Extracts suggested :

#1: The Geometry Book, p31-35. "THIS BOOK BELONGS TO AGNES ADAMS" ... "We were trying to kill Indian culture." + drawing p31.

#2: Hope, p42-43. "You were right to throw that book at me."... "you walk away from this sad, sad, sad reservation."

#3: Big Change, p45-47. "Come on, I said. Who has the most hope?" ... "I figure that my fellow tribal members are going to torture me."

#4: Dance, dance, dance, p118-123. "Traveling between Reardan and Wellpinit"... "I'd made it through the evening without revealing my poverty." + drawing p 120 and comic strip p121.

#5: Why I did actually miss a lot of school, p174. Comic strip p174

#6: Basketball, p179-181. "I'd never guessed I'd be a good basketball player."... "I was a scared yucker." + drawing p182.

#7: Rowdy p229-230. "I was reading this book about old-time Indians"... "We didn't keep score."

Pistes/Activities to participate in the festival :

P/E Junior writes a letter to his parents before leaving the reservation at the end of high school. He expresses his feeling towards them and his life on the reservation. He also evokes his hopes for the future.

P/E Junior keeps a bullet book of his aspirations for the future. He lists his dreams. He also keeps a record of all his frustrations. He illustrates his bullet book with cartoons.

P/O Junior and Rowdy quarrel about Junior's decision to go to Reardan and leaving the rez school.

P/O Film a 5 minute Duo Interpretation (or Duo interp) of The Absolute True Diary of a Part-Time Indian. A duo interp is a short performance in which the 2 performers act out a literary piece under certain constraints: no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

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***The Great Gatsby* - by F.Scott Fitzgerald**

Extraits suggérés/Extracts suggested :

#1: Dinner, Chapter 1 p25-26. "I'm stiff," she complained"... "on the table in the diminished wind."

#2: The Party, Chapter 3 p57-59. "There was music from my neighbor's house"... "with a simplicity of heart that was its own ticket of admission."

#3: The Encounter, Chapter 3 p67-69. "There was dancing now on the canvas in the garden"... "and buy a place on Long Island Sound."

#4: Reunion, Chapter 5 p112-116. "We've met before,"... "Absolutely, old sport."

#5: The Quarrel, Chapter 7 p163-167. "I've got something to tell you"... "Who are you anyhow? Broke out Tom."

#6: Romance, Chapter 8 p183-186. "She was the first 'nice' girl he had ever known"... "as though she were asleep."

#7: The Funeral, Chapter 9 p213-215. "A little before three the Lutheran arrived"... "The poor son-of-a-bitch, he said."

Pistes/Activities to participate in the festival :

PE:

- ➔ A fashion magazine publishes an article describing a party at the Mysterious Gatsby's. Write the article.
- ➔ After his death a newspaper publishes Gatsby's obituary portraying him and relating his life. Write Gatsby's obituary.
- ➔ Daisy has just learnt that nobody turned up to Gatsby's funeral. She writes a couple of entries in her diary about him and their relationship.

PO:

- ➔ A journalist interviews the narrator in order to write an article about Gatsby. Perform the interview and film it.
- ➔ Film a 5 to 6 minute Duo Interpretation (or Duo interp) of *The Great Gatsby*. A duo interp is a short performance in which the 2 performers act out a literary piece under certain constraints: no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

Of Mice and Men - by John Steinbeck, 1937

Pistes/Activities to participate in the festival :

Videos :

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2. A few months later, Slim tells about the events that take place in the novel to another group of workers. Role-play the conversation, record it and send your video.

3. A journalist from the local newspaper interviews Slim about the events that take place in the novel. Role-play the interview, record it and send your video.

Writings :

1. A journalist from the local newspaper writes an article about the events that take place in the novel. Write the article.

2. Make a slideshow about poor farm-workers travelling the US in the 20's and 30's. It must evoke their way of life, it can also include maps, figures etc.