

Book title

White as Milk, Red as Blood

Author

Alessandro D'Avenia



Bibliographic information

Publisher: Algoritam

Translation to Croatian: Dubravka Oršić

11/2011.

220 str., oft cover

ISBN 978-953-316-167-9

Links (adaptations, reviews, full texts etc.)

<http://movies247.net/watch/bianca-come-il-latte-rossa-come-il-sangue-9977>

http://www.ss-industrijskoobrtnicka-vt.skole.hr/upload/ss-industrijskoobrtnicka-vt/multistatic/42/Alessandro_D_Avenia_-_Bijela_kao_mlijeko,_crvena_kao_krv.pdf

<http://readersdoitbetter.blogspot.com/2015/03/bijela-kao-mlijeko-crvena-kao-krv-i-evo.html>



Theme

The story of a young man Leo, who is in love with Beatrice, is written in the form of a Diary. It shows typical teenage as well as general problems between the young and old, search of identity, and facing death as well as loss.

Short summary

Leo is a sixteen year old who plays soccer, he doesn't like school and doesn't do well with adults. He is in love with Beatrice, a girl with read hear, he tries to collect the courage to come up to her and tell her how she feels. At the same time, he is figuring out who he is and what kind of a person he is, what really interest him and what he wants to do in life as he confronts his professors too. He finds out that Beatrice is sick which really affects him and his view of himself and the world. Facing the pain, professor Dreamer and his friend Silvia (met Beatrice with him) help him through. Leo and Beatrice connect and spend a lot of time together, learning a lot about life, themselves and start to affect one another. Unfortunately, Beatrice loses the fight and Leo has to face the loss of a loved one. This is a novel about growing up and facing the greatest loss of life – losing a loved one, the novel also consists various links with art – especially with Dante's creativity inspired by Beatrice.

Why is the story appropriate for the targeted groups of RSP readers?

- It is written in simple conversational style which is easily understood and close with students, simultaneously very visual, metaphoric and symbolic.
- It is written from the perspective of a sixteen year old, which in a funny, rebellious but truthful way talks about typical problems of a high schooler (love, school, professor and parents)
- He talks about searching his identity and facing himself, his emotions, fears, and especially about illnesses and death.

What are the distinguished readers interests reflected by this book/story?

This is a love story which is not typical because it shows the growth of a young person and facing real life situations. From the perspective of high schoolers, he reevaluates about the existence, society, education, relationships between the young and old, dreams, God and religion as well as death and love.



Why is this story motivational for the pupils?

The theme and style make this book encouraging for both girls and boys. It is easy to relate with the main character and his problems, which motivates them to think about their own feelings, helps recognize and accept emotions of other too. Facing with the loss of a loved one is truly painful, it is a life changing moment in everyone's life, and this book truly motivates to talk about such topics.

Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?

An educational-cultural context is visible – the students can compare the Italian school system with the Croatian one, they can think about the technological progress and everything that is available to them through education and life, and compare with the creation of life during the pre-renaissance period.

Is there a principle of inclusion reflected in this book/story and does it promotes understanding of cultural diversities and heritage?

Enrolling a student in a regular school system – relationships between student and professor, breaking the stereotypes about teachers, as well as their interests and rebellious side of a student (often present in the emotional aspect of a student).



METHODOLOGY

Title of Activity

The Colors of My World

Description of educational activity

Duration: 2 x 45 minutes

Student age: 16 – 17 (sophomore year)

Student class organization: group work

Lecture goal:

- Encourages the development of emotional intelligence of students: the recognition of feelings the main character has in order to understand them, and the observation of emotional influences on the functioning of a person in society
- Empathy development

Support materials:

- Internet
- Teaching leaflets
- Dictionary of symbols, Croatian phraseological dictionary

Highlights:

- 3 texts
- Sticky notes

Activity:

reading, interpreting, and discussing the text

I. Activity before reading

experiences/opinions, group cohesion



The students are divided into groups of four. Each group gets one task.

a) Our colors

Individually choose a color and explain your choice. Together (hand, computer) create a palette of emotions and add colors to them. Explore the symbolism of each color with the Symbol Dictionary and Internet resources and compare the results you have with your choice.

b) Music and feelings

Specify your favorite type of music individually and explain it. Is listening to certain music related to an emotional state?

Explore: Are certain types of music specific to topics and feelings, messages

c) Colors in language phrases

Remember the language phrases that use colors and try to explain the meaning of that color within the phrase and the choice of that color. Use the Croatian phrase dictionary as an aid (for example, get a red card (soccer), red as a cancer, give green light, be green of envy, have pink glasses ...).

Presentation of group results and short discussion.

II. Activities during and after reading in group.

- The groups receive parts of the story and teaching leaflets (each group reads one part)

i. **Chapters p. 9, 10: Appropriately titled: Everything has its own color**

Basic task: What does this claim mean to you? What does this claim mean in the context of the part you read? What about the character himself?

Analysis: Leo's attitude about music, colors, school, love, about himself



ii. **Chapter p. 37: Appropriately Title: I Feel Like a Spelling Error**

Basic task: what does this sentence mean before reading the text? What does it mean within the paragraph and what does it say about the character?

Analysis: T9, Beatrice (Dante and Beatrice), the attitude of young people towards adults and the attitude of adults towards young people: they have the ability but are not trying - the characteristics of a young man

iii. **Chapter pg. 127: maturity isn't proven with the wish to die as a sign of being noble, but live humble for it**

Basic task: what does this sentence mean before reading the text? What does it mean within the paragraph and what does it say about the character?

Analysis: relationship between Lea and the professor, the meaning and influence of the professor's story

III. Common activities after reading.

Two options:

- Group work presentation and summary of: Who is Leo? What did we learn about him? What would you like to find out about him?
 - o Discussion: is everything easy when you are young? Updating issues.
 - o Group work presentation - results.
- Drama improvisation: a conversation between Leo's friend and Lea: what would you suggest as a friend to him? How would you help him? Submit 3 suggestions.

Evaluation and Assessment Method:



- Teacher Role - Prepare Materials and act as a Moderator
- Evaluation of group work - questionnaire: evaluation and self-evaluation

Students are assessed on the basis of their abilities:

- Reading with understanding and shaping their own opinions and arguments
- Participation in a argued discussion
- presentation of group work - systematic and structured presentation

The Impact of Activity on Reading RSP:

Activities encourage the development of student empathy, emotional development of the students, and book awareness as an experience that influence the development of an individual. "The reader lives a thousand lives before his death," said Jojen. A man who never reads lives only once. "Mr. R. Martin.

Class: sophomore year

Curriculum:

World Literature - pre renaissance (Dante), reading for pleasure

Psychology - emotional development

Musical Arts - Classical Music, Rock Music

Artistic Art - Color

Knowledge:

- better understanding of yourself and the world around you
- recognizing and accepting others, their emotions and understanding the influence of emotions on everyday life and human relationships
- Critical thinking about the world, family, school, religion
- enjoying reading literary literature



Skills:

- collection, selection and evaluation of information
- reading, interpreting and evaluating literary texts

Competence:

- communication competences
- ability to work in a team, and acceptance of someone different

Connection to curriculum

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Bibliographic reference to be used during the activity

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Results

Expected outcomes:

Students will be able to:

- express their opinions clearly and reasonably as well as actively listen to others
- recognize the feelings of another person (character) and understand the impact of feelings on the character's behavior
- to observe the symbolic and metaphorical language of everyday communication

Recommendations

A work that is great for stimulating student emotional development, and a motivation for reading similar works

(Stating that books are the source of different life situations, feelings, experiences that enrich us).