

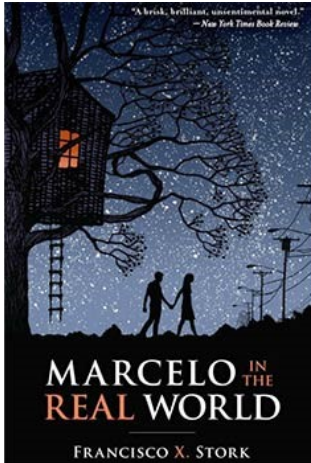


Book title

Marcelo in the Real World

Author

Francisco X. Stork



Bibliographic information

Algoritam, Zagreb, February 2011., First edition
ISBN 978-953-316-180-8

Links (adaptations, reviews, full texts etc.)

<http://www.najboljeknjige.com/content/knjiga.aspx?BookID=801>

Theme

The resourcefulness of Marcelo in the real world as well as having a lot of knowledge in different human emotions.

Short summary

Marcelo often talked about himself in the third person; he lives in a tree house and works with religion and philosophy. He often hears music in his head which no one else does, and he loves his school in which his distinctive feature is one of many there. He is excited that during the summer before the last year of school he will spend with horses



used for therapeutic riding. Unfortunately Marcelo's father asks him to work in his father's law firm as he believes that that will help him learn what the real world is. Wanting to please his father, Marcelo accepts the job and makes friends with Jasmine and Wendell. As the summer passes by, he faces new emotions, ideas and ways of behavior and only time will show if he can deal with it.

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

- encourages the development of social interaction
- Brings up the question of identity – encourages the reader to think about their identity, identity of their peers (the ones that want to separate themselves from others), the question of would they accept someone that is different rises, or do they choose to stay with the 'perfect' person who would be the leader and direct.
- Encourages the understanding of differences among their peers.

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

This story shows an individual who is aware of his differences and accepts his father's request of joining him in the real world. This is a challenge of itself with facing the life of adults, accepting responsibility without any parent protection.

Why is this story motivational for the pupils?

The story can be interpreted in different ways – family relationships, the rough world of working in the lawyer world, and rush of emotions – facing emotions (friendship – love – sexual pleasure).

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

- Educational-historical context – today, the main focus is in the integration and inclusion of personal and professional development in regular programs due to the socialization aspect.
- The possibility of comparing school systems here and in the Anglo-Saxon countries.
- At the end of the 80's and beginning of the 90's in America – policy for funding funds for kids with Autism (help in education and everyday lives)



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

Inclusion is present by attending regular school. Encourages understanding and tolerance in joining already existing system.

Students can examine the American educational system, and compare lives of their peers (becoming independent, work, life with parents...)



METHODOLOGY

Title of Activity

Who will join my group of friends?

Description of educational activity

Duration: 2 x 45 minutes

Student age: 16-17 year olds

Student Class organization: group work

Lesson goal:

- Analysis of the relationship between literary characters, empathy development,
- Encouraging critical thinking about the relationship between peers and group pressure in their own environment

Support materials:

- Internet
- Magazines containing topics from teenagers' everyday life, TV series

Highlights:

- 3 texts
- sticky notes

Activities:

reading, interpreting and discussing the text, watching and discussing video clips

I. Activities before reading

- Thematic approach: "Santana vs. Beethoven" - explore the influence of rock music and classical music on cognitive and affective abilities, attitudes, style, subculture of youth
- Thematic approach: "You instead of me" - explore how children with this cognitive disorder often call themselves by their name



- Thematic Approach: "Life with Parents during 35" - Using TV series to compare the lives of peers, becoming independent and employment opportunities in Republic of Croatia

II. Activities during reading.

The 1st group gets job lists - they will read:

- episode with dad - students in the group read the default part (Chapter 3) and answer questions using the Placemat method - a sublayer, the goal: the group should noticed the problem of communication between Arthur and Marcela, the problem of unrealistic parenting
- Forming groups to discuss whether Marcelo should stay in Paterson or go to a regular school in the final grade?

The 2nd group gets a working paper, will read:

- episode with Wendell - the students in the group read the given chapters (chapters 8, 9 and 13) and solve the tasks using the method of reciprocal reading as well as discussing the problems that are observed in the texts - problem of student violence, communication problems, loss of self-confidence and motivation

The 3rd group gets a working list, it reads:

- episode with Yasmine - the students read a part of the text (Chapter 24), dramatize it and determine the pool of emotions in Marcel's head - Friendship, Sexual Pleasure, Love.

III. Common activities after reading.

- a debate on Marcelo and Ixtel - Victims and / or Heroes? - The students put forth their arguments and explain them, answering questions: How are the heroes of this story exceptional and different from other characters? Do they remind us of people of the real world? Ex. events and people we hear over the media?

Evaluation and Assessment Method:

- Teacher Role - Prepare Materials and act as a Moderator



- Method all around - Group work activity, used in the evaluation phase - one paper and pen is sent from member to member in the group - during which evaluation is written.

Students are evaluated on the basis of the following:

- knowledge of the content and forms of literary texts from different regions and cultures
- engagement around the idea of writers and their approach to the topic and the handling of the text
- Recognizing the ways in which texts relate to broader contexts
- empathy, recognition and appreciation of a wider context

The Impact of Activity on Reading RSP Readers:

Practices initiate a process of thinking in the students minds leading to what may be called greater cultural sensitivity, increased awareness of cultural differences and cultural communities - not only for race but also for gender, social classes, etc

Connection to curriculum

Class: sophomore year

Curriculum:

World Literature - reading for pleasure

Civil upbringing and education - developing conflict resolution strategies, peer violence

English Language and Literature - US writer Stork

Musical Arts - Classical Music, Rock Music

Knowledge:

- broad and universal issues
- better understanding of yourself and the world around you
- enjoying the experience of reading literary literature
- Understanding the problem, answering questions related to the position of young people, influence of music, student relationships, identity issues
- Critical thinking about the world, family, work

Skills:

- Collecting, selecting and evaluating background information
- reading, interpreting and evaluating literary texts
- Effective collaboration in groups
- Empathy during groups works
- preparation and performance of "role play"
- improvisation, especially in speech

- discovering the possibilities of one's own learning during active participation
- mastering the elements of debate

competence:

- Intercultural and Communication Competences
- Understanding cultures as a comprehensive approach to literacy.
- a positive attitude towards different ways of thinking / prayers / clothing style or behavior, openness and tolerance

Bibliographic reference to be used during the activity

Francisco X. Stork: Marcelo in the real world

Algoritam

Zagreb, February, 2011.



Results

Expected outcomes:

Students will be able to:

- express clearly the critical / analytical and interpretative understanding of the text
- select the text references individually
- reacted to the way the language works in the text
- to respect the opinion of others, to clearly and precisely argue their own opinions

Recommendations

The text can help increase the interest of students to read. The elements of the detective stories may also be of interest to students to read the novel entirely.