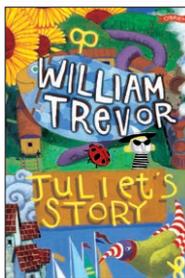


JULIET'S STORY

by William Trevor, illustrated by Alan Clarke

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Juliet loved stories, and though she loved television too, she preferred stories because she loved to imagine the colours and the faces, she loved filling in the picture-frames herself, which you couldn't do with television. Paddy Old told Juliet stories and she would listen enthralled, never moving, knowing that the pictures she carried away from his cottage were more real and more vivid than those which flickered on the television screen. When he died, Juliet's sorrow was almost unbearable, she missed the old man's voice and the faraway look in his eyes, and she became 'as cross as two sticks'. Then Grandmamma arrived to take her away on holiday and, as they travelled across Ireland, to Wales, through England, to France, Juliet discovered the true power of story. She realised that she would always have stories, that they would always be a part of her, that she would change them and add bits to them, making them her own.

LANGUAGE – ENGLISH

- ◆ Vocabulary extension: Enthralled, endeavouring, flurried, contemptuously, skirted, spinney, lurking.
- ◆ Character portrayal: Children analyse the descriptions of characters on pp.10, 15, 32-33, 48, 50-64 and 86 and discuss effectiveness or otherwise of the word-portraits.
- ◆ Discussion: Likes and dislikes. Children discuss Juliet's preferences (p.7) and list their own.
- ◆ Discussion: Vegetarianism. Discuss Juliet's horror of the 'unfortunate trout' in the restaurant tank (pp.89-91, 98-100) in the light of her eating chicken *à la king*; why was she so upset about the fish?
- ◆ Creative: 'Fish is good for the brain'; 'An apple a day' (p.100). Children compose imaginative and humorous sayings, e.g., homework gives you headaches!
- ◆ Creative: Children discuss the earlier lives of Paddy Old, the Russian Princess and Miss Perego and write imaginative descriptions of these characters when younger.
- ◆ Creative: "'It's the kidney's birthday," said the snail' (p.93). Children write an imaginative paragraph incorporating this quotation.
- ◆ Aural: Listen to and join in with Liz Weir's storytelling CD *Boom-Chicka-Boom*.
- ◆ Story: Conal, Donal and Taig were three brothers who sought the advice of a wise man when they disagreed about the ownership of land (pp.17-19). Find and retell other folktales with a similar theme and discuss the judgements, saying whether you agree or disagree.
- ◆ Story: 'The adventures of Jimeen helped you to learn Irish' (p.19). Using *Jimeen, An Irish Comic Classic*, read aloud some of these adventures and retell them in your own words. Did the stories increase your Irish vocabulary?

SPHE

- ◆ Myself: Self-awareness. Realising that each person has a unique contribution to make to

various groups, situations and friendships.

'We're all made different' (p.11). Discuss this statement and compare it with Dom's assessment of Mr Cranley (p.33).

- ◆ Myself: Growing and changing. Understanding the physical changes taking place in both the male and female body, recognising and discussing how feelings are affected by the physical changes of growth – Juliet's father thought she was emotional because she was 'at a tricky age' (p.23).

- ◆ Myself: Growth and new life. Identifying the care that needs to be taken while waiting for a new baby to be born; support and role of other family members. Discuss Juliet's feelings about her mother's pregnancy, her father's increased attention to her mother, Kitty's interest, her own lack of enthusiasm.

- ◆ Myself and others: Myself and my family. Compare and contrast lifestyles of families in urban and rural areas: Paddy Old's funeral, the freedom enjoyed by Juliet and Kitty to walk around the town.

- ◆ My friends and other people. Exploring different aspects of friendship: Loyalty, respect, genuine communication, resolving conflict. Examining different types of friendships: Same-sex friendships, 'best friends'. Beginning to cope with disharmony in, or loss of, friendships.

- ◆ Myself and the wider world: Local and wider communities. Being a good neighbour and a good citizen, being aware of and taking action to help those who may be in need, discuss the actions of the neighbours who were prepared to help Mr Cranley, 'although he was a bad butcher' (p.39-40).

- ◆ Circle time: 'You have a special gift ... Nobody understands why some people can do things and other people can't' (p.32). Each child writes one positive quality about themselves and hands paper to neighbour, who adds a different quality.

SESE – HISTORY

- ◆ Fieldwork: 'They knew by heart the inscription on the big stone memorial to the 1798 Rising in the Square' (p.16). Children examine inscriptions on any similar memorials in their local environs, noting date and other interesting features.

SESE – GEOGRAPHY

- ◆ Human environments: People and communities. Learning about and appreciating the people and communities who live and work in small towns in Ireland and, in a contrasting part of the country, how people help each other and depend on one another, the various people and groups in the community.

- ◆ Human environments: Homes and other buildings. Exploring and investigating the major features of the built environment: homes, location and surroundings; other buildings and human features, their location and uses; streetscapes, simple plans, maps and models, using the description on p.16.

- ◆ Human environments: People and other lands. Studying some aspects of the environments and lives of people in France and comparing/contrasting with the lives of people in a small Tipperary town.

- ◆ Maps, globes and geographical skills: Using pictures, maps and globe, children plot Juliet's journey from Co Tipperary to France and back, considering possible alternative methods of transport.

- ◆ Maps, globes and geographical skills: Using the detailed description of Juliet's town (pp.16, 21-23), children draw a map of the Tipperary town, including as many features as possible.

VISUAL ARTS

- ◆ Construction: Hand puppets: See pp.4-7, *Art and Craft Explorer 2*. Children use puppets to dramatise previous events in the lives of Miss Perego, the Russian Princess and Paddy Old.

- ◆ Construction: Snail spiral patterns. See pp.10-11, *Starting Art, Book 1* for 'the snail that could borrow people's voices' (p.84).

- ◆ Construction: Tissue fish: See pp.18-19, *Starting Art, Book 1*.