

*I'll Give You the Sun, Day 3:*  
*Chapter 4: "Jude, Age 16"*  
Planned for 11/02/2018

**Three-minute free write:**

In Jude's first drawing lesson, Guillermo says, "See, feel, draw. One verb" (195). Language is shown to be fluid, to construct the way Jude and other characters see the world. In this case, Jude is asked to view drawing as one of her senses, like seeing or feeling, rather than as an action. Throughout this part of Jude and Noah's story, language affects Jude's self-identification or identification with others. Choose a word, phrase, or sentence from the chapter that made Jude question or reimagine her world or the people in it. Why did you choose this phrase and how did it make you think about your own world view? You can free write or write a short poem.

**Passages for discussion (in order of priority):**

From "See feel draw: one verb." to "I do" (196-197).

From "To lighten the mood in my head[...]" to "Dad's medical journals can be just as illuminating as Grandma's bible" (150).

- We've talked a lot about constructions of identity and their fluidity. Part of that fluidity comes with language as we've seen with Jude's bible. Many of us would not consider it scientifically sound, yet it is Jude's way of understanding the world, her way of knowing. How do we see that play out here?
- What are the ways of knowing here?
- In other words, what is the relationship that Jude is pointing to between the medical journals and the bible?

"I feel so puny,' I say.

"Me too,' he says. 'Like an ant.'

"But you're their creator.'

"Perhaps,' he says. 'I don't know. Who knows...'" (169).

- What does the word "creator" mean for Jude? For Guillermo? Does the meaning change as the conversation evolves?

"You are very powerful, you and your brother. Like gods,' he says. 'But honestly, I do not think you make a good trade.' He shakes his head. 'You say you are so sad, maybe this is why. No sun. No trees'" (165).

- Thinking back to our last discussion, when we discussed the competitiveness between Jude and Noah and their need for control, how does Guillermo's statement here reinforce or reimagine the importance of that moment? What about Jude's new relationship to the world?

From "I don't know how much times goes by[...]" to "[...]or if the sculpture is making him" (156).

- What do you think is happening here?
- How's does Jude's language, words like "make" and the repetition of "over and over again," affect the way she thinks, the way she relates to what she's seeing?

“They *are* father and son, just not by blood. I didn’t know that family members could just find each other, choose each other like they have” (185).

- How does the idea of “choice” change the way Jude envisions family?

**Reflection:**

Overall, the discussion was productive. Students were able to use their own passages from the freewrite and the passages I provided to discussion themes in the chapter. I did have to backtrack a few times to ask what was going on in the scene before I could get to the deeper questions, but students were consistently able to keep up. We were able to talk about the class theme (identity). Several of the students also demonstrated excellent close reading skills in their comments.