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English 9 and 11
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A Sense of Place: Finding St. Paul in the Stories of F. Scott Fitzgerald

It is the eternal question of literature students: Where did the author find his ideas? This short unit will help students to answer that question for one author: F. Scott Fitzgerald. By reading three of his stories and visiting Fitzgerald's first neighborhood, students will be able to answer that question. Born in St. Paul, Minnesota, F. Scott Fitzgerald drew on the people and places he grew up with for many of the characters and setting for his stories and novels.

Tasks in this unit ask students to consider the role of place in writers' lives by considering influences in their own lives, by reading a St. Paul short story, and by visiting Fitzgerald's neighborhood, Summit Hill in St. Paul.

Duration: The unit's three lessons should take four class periods, including one field trip.

Objectives: The objectives are

- To use the skills and strategies of the writing process
- To use skills and strategies of the reading process
- To use skills and strategies to understand a variety of informational texts
- To understand that culture, experience, and place influence people's perceptions of life by looking at the life of F. Scott Fitzgerald in particular

Outline: A Sense of Place: Finding St. Paul in the Stories of F. Scott Fitzgerald

Day One: Literary Pilgrimages: Exploring the Role of Place in Writers' Lives and Works

1. Student Activity: Draw map showing items and locations influential in who they are
2. Written reflection about map
3. Discussion of what a childhood home reveals about a celebrity or historic person
4. Read and discuss article: "Where Baby Orwell Lived"
5. Homework: Literary circle role for a short story by F. Scott Fitzgerald

Day Two: Literary Circle Discussion of a Fitzgerald short story

1. Small Group Discussion of assigned story
2. Jigsaw Discussion of other stories and their sense of St. Paul

Day Three: Field Trip to Summit Hill neighborhood

Day Four: Wrap-up discussion and reflection of sense of place for short stories of Fitzgerald

Lesson One: Literary Pilgrimages: Exploring the Role of Place in Writers' Lives and Work



Agence France-Presse There are big plans for the nondescript birthplace of Eric Arthur Blair in India.

Lesson Plan

Teaching ideas based on New York Times content.

Web site: learning.blogs.nytimes.com/2010/21/literary-pilgrimages-exploring-the-role-of-place-in-writers-lives-and-works

Overview | How do places and experiences affect writers' lives and works? Is where a writer comes from relevant to reading his or her work? In this lesson, students consider the power of place in their own lives, research the life of a writer and develop travel brochures and annotated maps representing the significance of places in the writer's life.

Materials | Plain white printer paper, copies of the handout

Warm-up | Hand out plain white printer paper and ask students to draw a map of their bedroom or home, highlighting specific items and locations that have been influential in shaping who they are today. You might prompt them to think about both special memories as well as how and where they spend most of their time.

After giving students time to draw their maps, ask them to reflect, in writing, on the following question: How do our bedrooms, homes and personal items shape who we are? Ask them to refer to significant places and objects on their maps as they write.

When they have finished writing, invite students to share their maps and writing in pairs or small groups, then reconvene for a whole-class discussion. Invite students to share some of the significant spots and items in their lives with the class.

Then ask: What in your home holds meaning for you, or shapes and/or reflects your identity? If you became famous, what would be most important to preserve for visitors to “the museum of you” to see? What could somebody learn about you by visiting where you grew up? Conversely, how could such a visit potentially be misleading? Why do people like to visit where celebrities and historical figures once lived? What do such visits reveal? What are their limitations? Why do places have such power in many people’s imaginations?

Related | In the article [“Where Baby Orwell Lived,”](#) Charles McGrath considers why we “fetishize writers’ residences” and examines places worthy of pilgrimage:

The Bihar provincial government in India announced recently that it intended to restore George Orwell’s birthplace, in the town of Motihari, and open it as a museum. Doesn’t hurt to be reminded that Orwell was a child of the Raj — as was Kipling, whose birthplace, in Mumbai, is already a museum — but it’s hard to imagine that the Orwell bungalow will become much of an attraction. Orwell spent a mere year there, his first, and Motihari, on the Nepalese border, is one of the remotest places in India.

That we tend to fetishize writers’ residences is a little odd to begin with. By and large the same fuss doesn’t get made over places where artists have lived, and yet you could argue that an artist’s surroundings have more bearing on his work. But birthplaces themselves are an even odder subcategory, certainly less interesting, in general, than the houses where writers have actually worked.

Read the article with your class, using the questions below.

Questions | For discussion and reading comprehension:

1. Why is it unlikely that the Orwell birthplace will draw great numbers of visitors?
2. Why, according to the author, is Walt Whitman’s house in Camden more interesting than his birthplace on Long Island?
3. What does the author highlight about the working habits of some famous writers, as evidenced in their homes?
4. Why do you think we tend to “fetishize writers’ residences”?
5. Do you agree that an artist’s surroundings might have more bearing on creative work than a writer’s?

Preparation for Lesson Two: As homework, students will read one of three FSF short stories. The teacher will assign a literature circle role to each student. Each student will read one of the three stories and fulfill the reading circle role as homework. There are three stories; six roles; in my classroom, there would be six lit circles, two circles reading the same story. (Further explanation under **Lesson Two** following the “Baby Orwell” handout.)

January 15, 2010: *New York Times*

Where Baby Orwell Lived

By CHARLES McGRATH

The Bihar provincial government in India announced recently that it intended to restore [George Orwell](#)'s birthplace, in the town of Motihari, and open it as a museum. Doesn't hurt to be reminded that Orwell was a child of the Raj — as was Kipling, whose birthplace, in Mumbai, is already a museum — but it's hard to imagine that the Orwell bungalow will become much of an attraction. Orwell spent a mere year there, his first, and Motihari, on the Nepalese border, is one of the remotest places in India.

That we tend to fetishize writers' residences is a little odd to begin with. By and large the same fuss doesn't get made over places where artists have lived, and yet you could argue that an artist's surroundings have more bearing on his work. But birthplaces themselves are an even odder subcategory, certainly less interesting, in general, than the houses where writers have actually worked.

The [Walt Whitman](#) birthplace, now hemmed in by malls in Huntington, N.Y., for example, is less remarkable for what it says about Walt, still harnessed in apron strings when he moved away, than about how Long Island looked before there were driveways and satellite dishes. Much more revealing is the two-story row house in Camden, N.J., where Whitman spent the end of his career, visited by literary celebrities like [Oscar Wilde](#) but also regarded as the neighborhood weirdo who kept his shutters closed even in daylight.

Whitman died in the Camden house — in an upstairs waterbed of sorts, which had been contrived to keep him more comfortable — and that's a plus, too, for when it comes to rating literary residences, poignancy counts. Wilde, at the end of his life far lonelier than Whitman, died in a dreary upstairs Paris hotel room, where he supposedly remarked that the wallpaper might kill him. You can stay in the room, but, sadly, they have changed the paper, so on a literary pilgrimage this particular shrine merits only three and a half stars. Four stars, however, for the house at 26 Piazza di

Spagna, just off the Spanish Steps in Rome, where tubercular John Keats breathed his last, after subsisting (doctor's orders) on a single anchovy a day.

Also visit worthy are writers' residences that suggest industry and diligence, with extra points for hints of scrabbling and penury. On these grounds Samuel Johnson's London house, off Fleet Street, with a factory-like upstairs room where he worked on his dictionary, rates far higher than his birthplace museum, in Lichfield, which gives little clue to the hardship that the Great Cham later endured.

Arrowhead, the farm near Pittsfield, Mass., where [Herman Melville](#) wrote "Moby-Dick," has a pleasing and appropriate air of loneliness and isolation about it. The house of Melville's friend, [Nathaniel Hawthorne](#), in Concord, Mass., where he wrote "The Marble Faun," is far grander but deserves at least partial credit because when you go upstairs you discover that he wrote standing up, on a little shelf deliberately set so it faced away from the windows.

Also pretty grand is the [Emily Dickinson](#) homestead in Amherst, Mass., where she too toiled away in an upstairs room. Points here because this is essentially birth and death place rolled into one. Dickinson seldom left it, and even today the place feels both inspiring and a little claustrophobic.

Lamb House, a Georgian brick residence at the end of a picturesque street in Rye, England, is worth a trip for a different reason. Three writers lived and worked here: Rumer Godden, E. F. Benson and, originally, [Henry James](#), who loved to dictate long sentences in the walled garden (he had given up longhand). James was a fussy host and a little house-proud (he had reason to be), but he was happier there than he ever was in his family home, which was a rat's nest of neurosis and sibling rivalry. Lamb House still breathes contentment.

And then there are the follies, the writerly houses that never quite worked out for their owners. The Mount, [Edith Wharton](#)'s 35-room house in Lenox, Mass., was built to demonstrate her forward-thinking and pared-down aesthetic, though by today's standards it seems lavishly grand. Wharton lived there for only eight years, from 1902 to 1910, when her marriage collapsed and she moved more or less permanently to France. The place remains a monument to her industry but is also a bit of a white elephant. It was a private residence for a while, then a girl's school and the home to a theater troupe and lately has struggled to stay open as a museum.

Not too far away, near Brattleboro, Vt., is Naulakha, which [Rudyard Kipling](#) built in 1892. It's a big, dark-green shingled house, with one end shaped like the prow of a boat, perched on the side of a hill. Kipling had high hopes for the place and America in general, where he had moved because his new wife, Carrie Balestier, was a Vermonter. But Naulakha was a failure — not so much on literary grounds (Kipling wrote "Captains Courageous" and most of the "Jungle Books" there) as on social and political ones. Kipling quarreled with American foreign policy and also fell out

with Carrie's brother. After just four years he packed up and never returned, leaving behind his bed, his pool table, his golf clubs. There is nothing ghostly about the place, however, because it's now owned by the Landmark Trust USA, which rents it to visitors.

Lesson Two: Reading Three of Fitzgerald's St. Paul Stories

Each student will be part of a small group which will analyze one of three Fitzgerald stories set in St. Paul by using literature circles. In addition, each student will hear a summary of two other Fitzgerald short stories set in St. Paul with the goal of understanding the St. Paul connection. Suggested stories are "The Ice Palace," "Winter Dreams," and "A Night at the Fair." (All can be found in The St. Paul Stories of F. Scott Fitzgerald, Patricia Hampl, ed. Borealis Books: Minnesota Historical Society Press:2004)

Tasks to facilitate discussion of the St. Paul story:

1. Students first meet with the students who read the same story they did and discuss the story using their lit circle roles. (Students read the story as homework, planning for their lit circle role. Each student came to class with a completed lit circle role sheet.)
2. After discussing their story, the group then considers one additional task with their story. Within the small group, students take a second look at the story. With the second look, they should find details that connect this story to St. Paul in particular and to Minnesota/the Midwest in general. Each member will record the group's answers to the question: What details within this story show that the story is set in St. Paul, Minnesota?
3. As a third step in analyzing this story, students will meet with class members who have read the two other stories. (Each lit circle has six members; there are three stories, so this last group should include two people who have read each of the other two stories) Students will share with their new group members a brief summary of their short story and its St. Paul connections.
4. Students will reassemble as a large group. Students will share the results of their discussion.

(All three recommended stories are available online in addition to the suggested text.)

Role of the Discussion Leader

The Discussion Leader's job is to

- Read the story twice, and prepare at least five general questions about it
- Ask one or two questions to start the Lit Circle discussion
- Make sure that everyone has a chance to speak and joins in the discussion
- Call on each member to present their prepared role information
- Guide the discussion and keep it going

Usually the best discussion questions come from your own thoughts, feelings, and questions as you read. Write your questions as soon as you have finished reading. It is best to use your own questions, but you can also use some of the ideas at the bottom of the page.

MY QUESTIONS:

Other general ideas:

- Questions about the characters (like/not like them, true to life/not true to life.....)

- Questions about the theme (ambition, beauty, betrayal, freedom, happiness, love...)
- Questions about the ending (surprising, expected, liked it/did not like it)
- Questions about what will happen next

From Bookworms Club Reading Circles Teacher's Handbook
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Role of the Summarizer

The Summarizer's job is to

- Read the story and make notes about the characters, events, and ideas
- Find the key points that everyone must know to understand and remember the story
- Retell the story in a short summary (one or two minutes) in your own words
- Talk about your summary to the group, using your writing to help you

Your reading circle will find your summary very useful, because it will remind them of the plot and characters in the story. You may have to read the story more than once to make a good summary, and you may have to tell it to the group a second time.

MY KEY POINTS:

Main events:

Characters:

MY SUMMARY

Role of the Connector

The Connector's job is to

- Read the story twice, and look for connections between the story and the world outside
- Make notes about at least two possible connections to your own experiences, or to the experiences of friends and family, or to real-life events
- Tell the group about the connections and ask for their comments or questions
- Ask the group if they can think of any connections themselves

These questions will help you think about connections while you are reading.

Events: Has anything similar ever happened to you, or to someone you know? Does anything in the story remind you of events in the real world? For example, events you have read about in newspapers or heard about on television shows?

Characters: Do any of them remind you of people you know? How? Why? Have you ever had the same thoughts or feelings as these characters have? Do you know anybody who thinks, feels behaves like that?

MY CONNECTIONS:

Role of the Word Master

The Word Master's job is to

- Read the story, and look for words or short phrases that are new or difficult to understand, or that are important to the story
- Choose (only) five words that you think are important for this story
- Explain the meanings of these five words in simple English to the group
- Tell the group why these words are important for understanding this story

Your five words do not have to be new or unknown words. Look for words in the story that really stand out in some way. These may be words that are

- Repeated often
- Used in an unusual way
- Important to the meaning of the story

WORD	MEANING OF THE WORD	REASON FOR CHOOSING THE WORD
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Role of the Passage Person

The Passage Person's job is to

- Read the story, and find important, interesting, or difficult passages
- Make notes about at least three passages that are important for the plot, or that explain the characters, or that have very interesting or powerful language
- Read each passage to the group, or ask another group member to read it.
- Ask the group one or two questions about each passage

A passage is usually one paragraph, but sometimes it can be just one or two sentences, or perhaps a piece of dialogue. You might choose a passage to discuss because it is important or informative, surprising or funny, confusing or well-written.

MY PASSAGES:

Page_____ Lines_____

Reasons for choosing the passage

Questions about the passage

Page_____ Lines

Reasons for choosing the passage

Questions about the passage

Page _____ Lines _____

Reasons for choosing the passage

Questions about the passage

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Role of the Culture Collector

The Culture Collector's job is to

- Read the story and look for both differences and similarities between your own culture and the culture found in the story
- Make notes about two or three passages that show these cultural points
- Read each passage to the group or ask another group member to read it
- Ask the group some questions about these and any other cultural points in the story

Here are some questions to help you think about cultural differences.

Theme: What is the theme of this story (for example, ambition, jealousy, love, friendship)? Is this an important theme in your own culture? Do people think about this theme in the same way, or differently?

People: Do characters in this story say or do things that people never say or do in your culture? Do they say or do some things that everybody in the world says or does?

MY CULTURAL COLLECTION (differences and similarities):

1. Page _____ Lines _____

2. Page _____ Lines _____

MY CULTURAL QUESTIONS:

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Lesson Three: Reaching the Summit: A Guide to Scott Fitzgerald's Neighborhood, St. Paul's Summit Hill

On our field trip, students will use this guide to acquaint themselves with the neighborhood of Scott Fitzgerald's childhood and adolescence. In this neighborhood resided the people he knew. Friends and family provided sources for characters in his stories; their homes and businesses became settings for his tales.

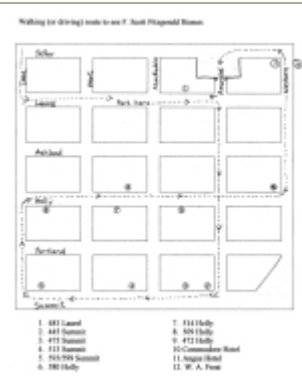
F. Scott Fitzgerald was born in St. Paul, Minnesota, in 1896. Fitzgerald's parents were Edward Fitzgerald and Molly McQuillan. Edward Fitzgerald was not able to provide his family with a steady income, so Molly's family, the McQuillans, provided economic stability with the "new" money from their successful grocery business. As a result of their shaky finances, Scott's family rented, rather than bought, homes near, but not on, Summit Avenue, the city's most important residential street.

Our goal with this field trip is to give the students a sense of "being there" as they become acquainted with the works of F. Scott Fitzgerald.



Our field trip starts with an approach on I-94. From 94, take the Dale Street Exit. Go south on Dale about 6 blocks to Laurel. Turn left. Go two blocks. (Cars or buses should park near MacKubin.)

On Laurel, between MacKubin and Arundel, find Scott Fitzgerald's birthplace



481 Laurel



Notice the twin buildings. The builder called them San Mateo Flats. Scott was born at home in 1896 in the left building. Sadly, his two sisters, ages one and three, had died from influenza shortly before his birth. Probably because of this, his mother, Mollie McQuillan, became overly protective of Scott. The family lived here for another year, but then Scott's father, Edward, lost his job as a wicker furniture salesman. He moved the family to New York where a daughter Annabelle was born. Imagine this neighborhood without electric lights. Some houses were not electrified until 1911. Imagine groceries, coal and ice being delivered by horse and wagon.

Continue on Laurel to Arundel. Turn right. Go four blocks to Summit. Turn right, and as you turn, the next house is on the corner.

445 Summit



(Side view from Arundel) Built in 1882, this house belonged to real estate developer Herman Greve. His daughter Alexandra Greve Kalman and her husband were lifelong friends of Scott and his wife Zelda. Alexandra was the realtor who helped them find several homes when they returned from New York in 1921. She rented them a house in Dellwood, but they were evicted after the pipes froze because they left the house unheated while they were away partying. They also had to leave an apartment at the White Bear Yacht Club because of their partying.

Go a short distance to:

475 Summit



This was the home of one of Scott's best friends, Marie Hersey. Scott fell in love with her cousin, Ginevra King, when he was eleven, and he kept in contact with both girls through college. When Scott and Zelda were first married, Scott objected to Zelda's fluffy Southern style wardrobe. He asked Marie to help Zelda choose clothing more appropriate to New York City.

Go one block to:

513 Summit



The Queen Anne style house pictured at left was Mrs. Porterfield's boarding house. Scott visited several other young authors here while he was revising his novel. One of them, Donald Ogden Stewart, later wrote screen plays in Hollywood with Scott. Across the street, at 516 Summit Ave., pictured at right, lived Sinclair Lewis. He was supposedly writing a book about James J. Hill, but it was never published.



Go about one block to:

593/599 Summit



Scott's family had moved to this Romanesque brownstone building while Scott was away at school. They lived in two apartments here, 593 and 599. His grandmother had died, leaving an inheritance to pay for Scott's education at Princeton. Scott did poorly in college, but his participation in writing and acting in plays made him popular. He got sick one semester, either with malaria or Tuberculosis, and dropped out. When he returned to class his poor grades made him ineligible for rejoining his favorite clubs. Unhappy at school, he joined the Army just as World War I began. He partied and danced well, but he was a poor officer. He met Zelda when he was stationed near her home in Alabama. Each thought the other was rich, but neither was. When Scott got out of the army and got a job as a poorly paid copywriter in New York, their romance cooled. Unable to afford New York city, Scott returned to his parent's home in this building, which he described in a letter as "A house below the average on a street above the average." Here he rewrote his novel, hoping to win Zelda's love back by getting a book published. In 1919, when he received word that the publisher accepted it, he ran up and down Summit Avenue, stopping traffic to tell drivers of his success. He and Zelda were married shortly after the publication of "This Side of Paradise", but they had many unpaid bills. Scott bought a huge ledger to start keeping better track of his money. He used that same ledger until his death at 44, carefully recording his novels, magazine stories, expenses and brief summaries of each year.

Continue to the corner.

623 Summit



Across Dale Street, we can see one of Grandma McQuillan's houses, built after her husband died in 1877. She might have had a horse and carriage there. Summit Avenue was thought of as just a wide country lane upon which people exercised their horses each day, stopping to chat with their neighbors on the way. Some people stabled their horses on Maiden Lane by the Cathedral. Others boarded their horses at Kittson's Stable and Racetrack at Snelling and University Ave.

Turn right onto Dale Street.

25 North Dale

As you walk two blocks to Holly, notice the Academy Office Building across the street with a new Fitzgerald statue created by Aaron Dysart. The building was formerly St. Paul Academy, the private school Scott attended.

Turn right at Holly.



586 Holly



586 Holly was a boarding school for girls -- Mrs. Backus' Boarding School. Scott was enrolled in a dancing school for boys and girls here. Scott kept a diary from age 14 on. He wrote about wanting to be better in sports, but he found his success in writing skits and acting in plays. His grades were so poor that his parents decided to send him to a Catholic Prep School in New Jersey. So, from age 15 on, Scott was only in St. Paul for holidays, after a long train ride from the East.

Go one block to:

509/514 Holly



When Edward lost his job out East, the family returned to the safety of Grandmother McQuillan's money. They lived in three different houses on this block. One has been torn down. The five years Scott lived on this block were important because he later wrote about his childhood activities in the magazine stories that he sold to Scribner's and the Saturday Evening Post. In the 1910 census, the family lived at 514 Holly, pictured at right. Edward was 56, Molly 48, Scott 13, and Annabel, 8, with one servant living in their household. They also lived in the apartment pictured at left, 509 Holly.

Go one block to:



472 Holly

This sturdy brownstone house is the home of Scott's grandmother, Louisa McQuillan. Her husband, Philip Francis McQuillan, died in 1877 at the age of 43, twenty years before Scott was born. Mr. McQuillan began as a bookkeeper in a wholesale grocery business. He soon owned the company and also the tallest building in downtown St. Paul. Mrs. McQuillan's brother, John H. Allen, had been a partner in the business. He eventually assumed control, and built a large home at 335 Summit Ave. 472 Holly is one of Mrs. McQuillan's smaller houses. The largest house was downtown on 10th Street, where 500 guests could be entertained. The McQuillan's also maintained a winter home in Washington D.C., which is where Edward Fitzgerald and Molly McQuillan were married in 1890.



Continue on Holly to Western. (Stop sign.)

Commodore Hotel



Scott and Zelda lived here when their baby girl, Scottie, was born. There are many stories about their drinking and partying at the bar here, and also at the University Club. Their realtor friend Alexandra Kalman insisted they move into another of her rental homes, 626 Goodrich, about eight blocks away. The hotel was remodeled into offices and condos after a fire damaged it in 1978, with the entrance moved to the side of the building.

Turn left. Go two blocks.

Angus Hotel



Scott's parents eventually moved back to Edward's home state of Maryland, but Molly lived at the Angus Hotel for a short time after his death. It's now the Blair Arcade, with shops and condos.

W.A. Frost

Scott may have had cokes and ice-cream sodas here when this was the neighborhood drugstore instead of a restaurant. The tin ceiling inside has been preserved.

Turn left on Selby. Walkers: Walk through or around the Blair Arcade building to the parking lot. Cut through the parking lot to Arundel, to Laurel, past 481 Laurel, back to your car.



References

1. *F. Scott Fitzgerald in Minnesota: toward the summit*, David Page and Jack Koblas, North Star Press of St. Cloud, c1996
2. *St. Paul's historic Summit Avenue*, Ernest R. Sandeen, Living Historical Museum, Macalester College, c1978.
3. *F. Scott Fitzgerald: A Biography*, Andre Le Vot, Doubleday, c 1983
4. *Research and text* by Barb Caudle. 1997-2004.
5. *Photos* by Bill Caudle, Personal Photo Collection, July 1998, 2004, & 2006.

Lesson Three, Part Two: The Day After the Field Trip

First, the class will hold a large group discussion about the field trip of the previous day.

Reflection after the field trip:

Students reflect in writing on the connection between the short stories and Summit Hill.

Assignment: Write an essay answering these questions. How does your new understanding of Fitzgerald's life and works and the role of St. Paul enrich your understanding of Fitzgerald's work? Is it necessary to know details of the author's life in order to understand the work? Why or why not? Draw on textual evidence from the short stories in order to illustrate and ground their arguments.

List of Materials (Handouts are included in lesson plans on preceding pages)

Lesson One:

Handout

Article, "Where Baby Orwell Lived," Charles McGrath

Lesson Two:

Handouts

Literary Circle Roles

Stories found online or in The St. Paul Stories of F. Scott Fitzgerald, Patricia Hampl and Dave Page, ed. Borealis Books: 2004.

Lesson Three:

Handout

Field Trip Guide

Assignment: Written reflection after field trip

Rubric

	Points	For Full Credit	Comments
Map (drawing)	15	Gives a picture of student Complete Labeled	
Map Reflection (essay)	30	Shows level of thoughtfulness Correctness of expression	
Lit Circle Role (worksheet)	25	Prepared for class discussion Can share own part of story Able to contribute to discussion of others' part	
Field Trip Reflection (essay)	30	Makes connection between Summit Hill and FSF Shows level of thoughtfulness	

		Correctness of expression	
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State Standards met with this assignment:

The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

The student will apply standard English conventions when writing.

The student will demonstrate understanding and communicate effectively through listening and speaking.

List of Works Consulted

Bookworms Club Reading Circles Teacher’s Handbook. Oxford University Press. <www.oup.com/elt>

Hackl, Lloyd C. F. Scott Fitzgerald and St. Paul: Still Home to Me. Cambridge, MN: 1996.

Hampl, Patricia, and Dave Page, eds. The St. Paul Stories of F. Scott Fitzgerald. St. Paul, MN: Borealis: 2004.

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Koblas, John J. F. Scott Fitzgerald in Minnesota: His Homes and Haunts. St. Paul: 1978.

“Literary Pilgrimages: Exploring the Role of Place in Writers’ Lives and Work.” The New York Times: The Learning Network. 21 January, 2010. August 1, 2010.
<<http://learning.blogs.nytimes.com/2010/01/21/literary-pilgrimages-exploring-the-role-of-place>>

Mizener, Arthur. Scott Fitzgerald and His World. New York: G. P. Putnam’s Sons: 1972.

Page, Dave and John Koblas. Fitzgerald in Minnesota: Toward the Summit. St. Cloud, MN: North Star Press: 1996.