



BRIGHT STAR

A facilitator's guide for youth workers, leaders, and educators
and families to accompany the movie, *Bright Star*.

Ages 12 and up
youthFILMproject.org

Bright Star official website:
www.brightstar-movie.com

F.I.L.M.
Finding Inspiration in Literature & Movies



BRIGHT STAR

A facilitator's guide for youth workers, leaders, educators and families to accompany the movie, *Bright Star*.

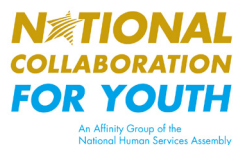
Dear Group Facilitator:

This FILM curriculum for *Bright Star* is structured for use in conjunction with reading one or more of Keats' poems and a selection of his letters to Fanny Brawne, his friends and family, and viewing the movie. The guide offers discussion topics, activities and service-project ideas for youth ages 12 and up. Exploring poetry as well as learning more about the early 19th century are key themes in this guide.

Synopsis

London 1818: a secret love affair begins between 23-year-old English poet, John Keats, and the girl next door, Fanny Brawne, an outspoken student of fashion. This unlikely pair started at odds; he thinking her a stylish minx, she unimpressed by literature in general. It was the illness of Keats' younger brother that drew them together. Keats was touched by Fanny's efforts to help and agreed to teach her poetry. By the time Fanny's alarmed mother and Keats' best friend Brown realised their attachment, the relationship had an unstoppable momentum. Intensely and helplessly absorbed in each other, the young lovers were swept into powerful new sensations. "I have the feeling as if I were dissolving", Keats wrote to her. Together they rode a wave of romantic obsession that deepened as their troubles mounted. Only Keats' illness proved insurmountable.







FILM curriculum is made possible through the partnership of **Heartland Truly Moving Pictures** and the **National Collaboration for Youth**. Heartland is a non-profit organization that seeks to recognize and honor filmmakers whose work explores the human journey. The National Collaboration for Youth is a non-profit organization providing a unified voice for its coalition of more than 50 national, non-profit, youth development organizations, and concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities.



BRIGHT STAR

A facilitator’s guide for youth workers, leaders, educators and families to accompany the movie, *Bright Star*.

Table of Contents

Introduction	.....	3
Module One: Setting Up the Story	.....	5
Activity One:	Discovering The Story.....	6
 Activity Two:	Through Keats’ Eyes.....	7
Module Two: The Nineteenth Century	.....	8
Activity One:	An Introduction to John Keats and Fanny Brawne.....	9
Activity Two:	Introduction to the Nineteenth Century.....	11
 Activity Three:	Examining the Differences Between the 19th Century and Today.....	13
Module Three: Poetry and Communication	.....	15
Activity One:	Poetry in <i>Bright Star</i>	16
 Activity Two:	Poetry Terms.....	18
 Activity Three:	Famous Poets.....	20
 Activity Four:	Communicating Through Writing.....	22
Module Four: Following Your Passion	.....	24
 Activity One:	Young People Impacting Culture.....	25
Activity Two	Inspiring Other’s Passion.....	26
Post Program Evaluation	.....	27



BRIGHT STAR

A facilitator's guide for youth workers, leaders, educators and families to accompany the movie, *Bright Star*.

Objectives for Youth

- Explore the background and development of the film, *Bright Star*
- Learn more about the early 19th century
- Explore the poetry of John Keats and other Romantic Poets
- Discover the power of written communication
- Explore some differences between the 19th century and today

Step 1) Read the books and see the movie

The movie, *Bright Star*, presented by Miramax, opens in select theaters fall of 2009. It is rated PG.

Reading Materials:

Bright Star is based on the brief romance between John Keats and Frances (Fanny) Brawne. Their three-year relationship is documented in the surviving letters and notes that Keats wrote Fanny. Those letters that Fanny wrote Keats in return were destroyed upon Keats' death, as he requested. Some of Keats' poetry was even written for Fanny, most notably, "*Bright star! would I were steadfast as though art.*"

There are many places to find these poems and letters. Here are just a few books that contain Keats' work:

Bright Star: Love Letters and Poems of John Keats to Fanny Brawne by John Keats, introduction by Jane Campion

Complete Poems and Selected Letters of John Keats (Modern Library Classics) by John Keats and Edward Hirsch

The Complete Poems of John Keats (Modern Library) by John Keats

Keats's Poetry and Prose (Norton Critical Editions) by John Keats and Jeffrey N. Cox

Selected Poems (Penguin Classics: Poetry) by John Keats and John Barnard

BRIGHT STAR

A facilitator's guide for youth workers, leaders, educators and families to accompany the movie, *Bright Star*.

There are also several cheap and wonderful places online to find Keats' poetry and letters. Here are a few links to get you started:

www.john-keats.com

www.poemhunter.com/john-keats

englishhistory.net/keats/poetry.html

Additionally, *Bright Star* Writer/Director Jane Campion was inspired to make this film after reading Andrew Motion's biography *Keats*, published by Faber & Faber, London 1997.

Step 2) Participate

Take part in meaningful discussions and activities:

- Learn more about the early 19th century
- Explore the poetry of John Keats and other romantic poets
- Discover the power of written communication
- Explore the differences between the 19th century and today

Step 3) Take the lead to help others

Engage in a project within your community based on lessons learned in this curriculum. Project ideas are included in the curriculum; there is also a free, downloadable service-learning supplement to assist in the planning and managing of *Bright Star* service projects. Please visit www.youthfilmproject.org/resources.htm to download the supplement.



BRIGHT STAR

Module 1: Setting up the Story



Bright Star is a biopic that explores the most prolific and creative period of poet John Keats' life. This period of time also happens to be the last three years of his life before his untimely death at age 25.

Through Keats' poetry, letters from Keats to his friends and family, excerpts from Fanny Brawne's diary, and historical snapshots, this film offers a detailed account of those last three years of Keats' life.

The next section explores the way in which Writer/Director Jane Campion pulled the various pieces and parts of history together to create a film that portrays the last years of one of the best renowned romantic poets in history.

Section Objectives for Youth

- Distinguish historical fact from speculation
- Explore perspective in storytelling



BRIGHT STAR

Module 1: Setting up the Story

Activity 1: Discovering the Story



The following excerpt is courtesy of the “*Bright Star* Production Notes” and is a portion of Writer/Director Jane Campion’s statement about the film. Read individually or in a group, then discuss the questions that follow.

“The film stays as true to history as possible. I needed to invent the story between the facts. I was very conscious of remaining modest and true to the spirit of these two extraordinary beings. Keats was easy, his personality, his playfulness that I read in his letters felt very familiar. But as Keats destroyed his letters from Fanny I had less to guide me for her character. For example, Fanny sometimes showed remarkable restraint. On returning home after saying a final farewell to Keats when he left for Rome, she simply wrote in her diary “Mr Keats left Hampstead.” Yet Keats also quoted Fanny in a letter to his friend Brown in the days preceding his departure as repeatedly asking, “Is there another Life? Shall I awake and find this all a dream? There must be. We cannot be created for this sort of suffering.” Then there was the summer of extraordinarily passionate love letters, which to receive must have been overpowering, so it was amidst these contrasts between passionate outpouring, grieving and extraordinary restraint that helped set the world in which they faced their fate.”

Discussion Questions

- Do you feel you have a different understanding of the film after reading Writer/Director Jane Campion’s statement above? How did her explanation help you think differently about the movie?
- Considering that Fanny Brawne’s notes to Keats no longer exist because Keats had them destroyed after his death, what do you think of Campion’s decision to make a movie from Brawne’s point of view?
- How does seeing the movie through Brawne’s eyes inform your opinion of Keats? What are the pros and cons of having the story told through Brawne’s eyes?
- Although *Bright Star* is a period piece, it shares some universal themes. What themes in the film are universal and in what ways did you identify with them?

BRIGHT STAR

Module 1: Setting up the Story

Activity 2: Through Keats' Eyes



ACTIVITY

In Module 1: Section 1 you had the opportunity to read an excerpt from Writer/Director Jane Campion's Director's Statement about making *Bright Star*. You learned that it was her decision to tell the story from Fanny Brawne's perspective even though there is less information known about her and all of her letters to Keats were destroyed.

What do you think the film would have been like had it been told through Keats' point of view? How might it have changed the way you viewed the characters? Think about these questions and re-write how you think the story would have unfolded had this story been told through Keats' eyes.

Use the space below to get started.



BRIGHT STAR

Module 2: The 19th Century



Bright Star is a period film that focuses on Keats' and Brawne's relationship. Set in the early 19th century, this movie gives a glimpse of some aspects of life in England just after the turn of the century.

This section will expand past the brief scenes of 19th century life represented in *Bright Star* and examine certain notable aspects of the early 19th century as well as a brief look at Keats and Brawne.

This section serves as a stepping stone to get youth thinking about the historical context of the film, yet is in no way a complete overview of the time in which the movie is set. Encourage a greater understanding of the period by supplementing this section with more focused research on the period.

Objectives for Youth:

- Glimpse inside Keats' and Brawne's individual lives
- Learn about the Regency Period and the Industrial Revolution
- Explore the differences between life then and now



BRIGHT STAR

Module 2: The 19th Century

Section 1: An Introduction to John Keats and Fanny Brawne



John Keats

John Keats, one of the most celebrated poets of the Romantic movement, was born in 1795 to London innkeepers. Keats was the oldest of four children. His younger siblings George, Thomas and Fanny became Keats' responsibility very early in life. At age 14, Keats and his siblings became orphans, losing their mother to tuberculosis six years after losing their father in a fall from a horse.

Keats' grandmother appointed Richard Abbey as the Keats children's guardian. Abbey was a harsh man and was very controlling. Keats first went into medicine at age 15, in part to appease Abbey. However, Keats did not enjoy medicine and left it to dedicate his time fully to poetry.

In 1818, Keats met his good friend Charles Armitage Brown's tenant Fanny Brawne. This is the same year Keats' younger brother Tom died from tuberculosis and brother George moved to America. In 1820, Keats contracted tuberculosis and moved to Rome, Italy where the climate was best suited for Keats' failing lungs. Unfortunately, the climate was not enough to cure him. He passed away on February 23, 1821, at age 25.

Fanny Brawne*

Information about Fanny Brawne is not as readily found as is information about Keats because she is not so public a figure. Brawne only came to public notice after her death in 1865 when her children sold her love letters from Keats, who by then was well revered as a poet.

Fanny Brawne was born in 1800 and met Keats in 1818. She and her siblings, Sam and Margaret, lived with their mother, a widow. The Brawne family met Keats through the Dilke family who were neighbors of Charles Armitage Brown, a very good friend and future roommate of Keats. When Keats moved in with Brown, Fanny spent much more time near Keats because of her visits to the Dilkes and their relationship continued to grow.

Well after Keats' death, Brawne married Louis Lindon. They had three children, Edmund, Herbert and Margaret.

**Information derived from englishhistory.net/Keats/fannybrawne.html*

BRIGHT STAR

Module 2: The 19th Century

Section 1: An Introduction to John Keats and Fanny Brawne



Using the brief biographies on the previous page, discuss the questions that follow. Also, to help answer these questions, use the resources below to do further research on Keats and Brawne.

More information about John Keats can be found in nearly each collection of his letters and poetry, as well as many resources online. A good place to start online is the University of North Carolina, Chapel Hill website: www.lib.unc.edu/rbc/keats/the-life-and-legacy-of-john-keats.php

A good starting point to learn more about Fanny Brawne if found here: englishhistory.net/keats/fannybrawne.html

Discussion Questions

- After learning about Keats and Brawne in a bit more detail, do you feel like the movie gave you an accurate understanding of their lives?
- Is there any part of either Keats' or Brawne's life that you would like the movie to have explored in greater detail? What part? Why?
- Based on Brawne's social class and on Keats', do you believe her mother would have allowed Brawne to become engaged to Keats if his death hadn't been imminent?
- How do you believe Keats' difficult childhood and early responsibility for his siblings affected his later life? Did his hardship play a part in his poetry? In what way? Did it play a part in his relationship with Brawne?
- It was said that Brawne did not tell her husband Louis Lindon about her youthful relationship with Keats, but did tell her children. What do you think of Brawne's decision to keep the letters secret? Why do you believe Keats would have made the decision to have Brawne's letters to him destroyed upon his death?

BRIGHT STAR

Module 2: The 19th Century

Section 2: An Introduction to the 19th Century



Bright Star is a period piece that does not delve too deeply in the history surrounding Keats' and Brawne's love story, but it is important to set the story in the time during which it is set.

Read the following summary, supplementing it with additional research to get a more comprehensive overview of the time period when Keats and Brawne lived and loved.

Brawne and Keats' relationship took place in early 19th century England. This period fell during the time of the Industrial Revolution, a time of great innovation and a period that drastically impacted the way society worked and lived. Innovations in textile, steam power and iron founding brought about cotton mills, semi-automated factories. Placement of these factories were nearer the resources they needed to thrive, instead of a power source such as a water mill, thus changing the access that workers had to these factories.

These new innovations helped create a new class of people. As the working class began to find more and more opportunities to work, the middle class soon grew. However, the working conditions for these factory workers were harsh and the days were long.

Romanticism, the literature movement of which John Keats was a notable figure, was in part a response the Industrial Revolution, a time of budding technology. Romanticism stressed nature, which was in large contrast to the factories and mills cropping up, taking much of the art and craftsmanship out of creating manufactured goods.

*While the Industrial Revolution was a very long span of time, a shorter and more specific time period during which **Bright Star** is set, is referred to as the British Regency. The Regency period was a time of great opulence in art, architecture and culture among the aristocracy. This period of time took place when George III became too sick to rule and his son, the Prince of Wales, became Prince Regent.*

Do some research on your own to discover more about the Industrial Revolution and the Regency period to more fully understand how they impacted society during the 19th century. Use this research to help answer the questions on the next page and help form a more comprehensive understanding of how *Bright Star* reflects the time period during which it was set.

BRIGHT STAR

Module 2: The 19th Century

Section 2: Introduction to the 19th Century



Discussion Questions

- How did the Industrial Revolution impact society and social class in the 19th century?
- What are some factors that led up to and encouraged the development of new industry?
- List six effects the Industrial Revolution had on society and the way in which people worked and lived?
- To what social class did Fanny Brawne belong?
- What class would John Keats have fit into and why did this make he and Fanny's engagement frowned upon?
- If Keats' and Brawne's engagement had fallen during a later time period, do you believe their engagement would have still been frowned upon? Why?
- The effects of the Industrial Revolution do not play much of a role in *Bright Star*; however, there are moments in the film that demonstrate certain aspects of the time. What examples were you able to find?



BRIGHT STAR

Module 2: The 19th Century

Section 3: Examining the Differences Between the 19th Century and Today



ACTIVITY

Through viewing *Bright Star* and by doing additional research about the 19th century, there are several differences between the early 19th century and today that should be noted. Industry, society and culture have become drastically different than they were 200 years ago.

Using what you already know, and supplementing it with additional research, fill in the chart below to explore the differences between the early 19th century and today.

Category	Life in 1815 England	Life Today
Technology		
Methods of Communication		
Family Roles		
Social Class System		
Recreational Activities		



BRIGHT STAR

Module 2: The 19th Century

Section 3: Examining the Differences Between the 19th Century and Today



ACTIVITY

Extension

Use what you know of the early 19th century and today and write a creative piece about what John Keats' life could look like today. Take into consideration not only how the society as it operates today would impact his profession as a poet and what would be expected of him, but focus on how his relationship with Fanny Brawne would be accepted today. Consider Romanticism in relation to the Industrial Revolution and compare that relationship to something today.

If you are feeling particularly creative, consider how he would dress and where he would live based on what you know of Keats through his poetry and letters.



BRIGHT STAR

Module 3: Poetry and Communication



John Keats is one of the best known Romantic poets, along with William Wordsworth, Samuel Taylor Coleridge, and William Blake. This section will explore some of Keats' best known poetry and the Romantic period of literature.

Additionally, this section will focus on the importance of communicating through writing and the impact words have on history.

Objectives for Youth:

- Explore poetry and poets of the Romantic Period
- Experiment with creating original poetry
- Consider the timeless importance of communication



BRIGHT STAR

Module 3: Poetry and Communication

Section 1: Poetry in *Bright Star*



The following is excerpted from the "*Bright Star* Production Notes."

Keats' poetry is, of course, included [in *Bright Star*], but Campion made sure it was in an accessible way. "I was determined to get as much of his poetry in as we could" she says. "A lot of people feel alienated from poetry because they feel they don't understand it. But Keats is a great explainer of poetry and I wanted to use that in the story. Poetry is a drug really, it goes into your head and it sticks."

Bright Star is a story that unfolds like a ballad. Director Jane Campion, in the Director's Notes, states, "The film is in itself a kind of ballad, like Keats's 'Eve of St Agnes' – it is a story about the love affair of Fanny Brawne and John Keats. The story progresses in verses charting their increasing involvement and attachment as well as their deepening difficulties."

"*Bright Star*," the poem Keats wrote for Fanny Brawne and that inspired the title for this film is below. Read it in its entirety and discuss what it means to you with your peers.

*Bright Star, would I were steadfast as thou art -
Not in lone splendour hung aloft the night,
And watching, with eternal lids apart,
Like Nature's patient sleepless Eremite,
The moving waters at their priestlike task
Of pure ablution round earth's human shores,
Or gazing on the new soft-fallen mask
Of snow upon the mountains and the moors-
No-yet still steadfast, still unchangeable,
Pillow'd upon my fair love's ripening breast,
To feel for ever its soft fall and swell,
Awake for ever in a sweet unrest,
Still, still to hear her tender-taken breath,
And so live ever-or else swoon to death.*

-- John Keats, 1819



BRIGHT STAR

Module 3: Poetry and Communication

Section 1: Poetry in *Bright Star*



Discussion Questions

- Did you feel that the poetry in *Bright Star* was accessible? Did you understand the emotions behind Keats' poetry?
- Did bringing Keats and his poetry to life in the movie help you better understand his poetry, or poetry in general?
- Does the poem *Bright Star* take on a distinct meaning after viewing the movie?
- How does the poem "Bright Star" compare to other works by Keats? Look at his poems such as "Eve of St. Agnes" and "Ode on a Grecian Urn."
- What are the details and themes that categorize Keats' poetry? How would you describe the bulk of his work?
- Did learning more about Keats and the way he wrote help you better understand the Romantic movement and the philosophy behind it? How?



BRIGHT STAR

Module 3: Poetry and Communication

Section 2: Poetry Terms



ACTIVITY

Poetry is a form of writing that can express many different things, ranging from descriptions of a particular time or place, an emotion, or even tell a story. Poetry, as opposed to prose, is a rhythmic composition that often includes repetition, a form of rhyming and/or is made up of verses. There are many different terms used to describe poetry, based on the structure and content.

Instructions: Match the term to the definition. Do some research if you get stuck.

Dactyl	Unrhymed iambic pentameter.
Verse	A pair of lines that are the same length and that typically rhyme.
Quatrain	Three syllables with the first one stressed, followed by two short, unstressed syllables
Meter	A meter in poetry that is one metrical foot made up of two syllables. The first is unstressed, the second stressed.
Blank Verse	The most common type of meter used in English poetry, made up of five iambs in each line.
Couplet	A poem or stanza made of four lines.
Refrain	Something that is repeated throughout a poem, a line, group of lines, or a phrase.
Iambic Pentameter	A segment of a poem that is made up of two or more lines of poetry. Each of these segments usually are the same length and follow the same meter and rhyme pattern.
Iamb	A single metrical line of poetry.
Stanza	A regularized rhythm. Each of these is called a metrical foot.

Activity Extension

After reading "*Bright Star*" and completing the above activity, create an original poem in the style of Keats – one that would have been embraced as a poem of Romantic temperament that responds to emotions, not reason or logic.

BRIGHT STAR

Module 3: Poetry and Communication

Section 2: Poetry Terms Answer Key



Facilitator Answer Key

Answer Key for the proceeding activity.

Dactyl	Three syllables with the first one stressed, followed by two short, unstressed syllables.
Verse	A single metrical line of poetry.
Quatrain	A poem or stanza made of four lines.
Meter	A regularized rhythm. Each of these is called a metrical foot.
Blank Verse	Unrhymed iambic pentameter.
Couplet	A pair of lines that are the same length and that typically rhyme.
Refrain	Something that is repeated throughout a poem, a line, group of lines, or a phrase.
Iambic Pentameter	The most common type of meter used in English poetry, made up of five iambs in each line.
Iamb	A meter in poetry that is one metrical foot made up of two syllables. The first is unstressed, the second stressed.
Stanza	A segment of a poem that is made up of two or more lines of poetry. Each of these segments usually are the same length and follow the same meter and rhyme pattern.



BRIGHT STAR

Module 3: Poetry and Communication

Section 3: Famous Poets



ACTIVITY

Romanticism is the term used to describe the type of poetry that Keats and his peers wrote. It was a form of poetry that rebutted the logic and reason of the Enlightenment era that came before. Other renowned Romantic poets are William Wordsworth, Samuel Taylor Coleridge, and William Blake.

Defining the Romantic Movement

Unlike Classicism or the Baroque, Romanticism has no definable standards. Indeed rejection of rules is almost a touchstone of the Romantic temperament.

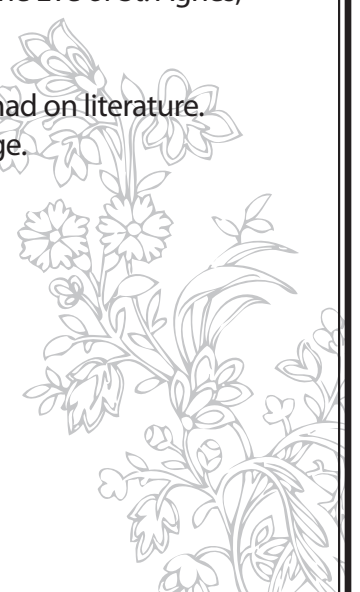
As a result, a mood which pervades much of western life during the past two centuries is hard to define except in terms of opposites. The Romantic temperament responds to emotion rather than reason, is excited by mystery rather than persuaded by clarity, listens more intently to the individual conscience than to the demands of society, and prefers rebellion to acceptance.

Description excerpted from HistoryWorld.net, "History of The Romantic Movement."
www.historyworld.net/wrldhis/PlainTextHistories.asp?gtrack=pthc&ParagraphID=kfp

You already know a bit about Keats through watching *Bright Star* and participating in select activities throughout this guide, but there is much that can still be explored.

John Keats was a struggling poet during his lifetime, but after his death, the genius of his work was discovered. Keats is known for works such as "Endymion: A Poetic Romance," "The Eve of St. Agnes," "Ode on a Grecian Urn," "Hyperion" and others.

Do some research on other Romantic writers, their works and the impact they had on literature. Write a short biography, citing key works for each of the figures on the next page.



BRIGHT STAR

Module 3: Poetry and Communication

Section 3: Famous Poets



ACTIVITY



William Blake

Lord Byron

Samuel Taylor Coleridge

Mary Shelley

William Wordsworth



BRIGHT STAR

Module 3: Poetry and Communication

Section 4: Communicating Through Writing



ACTIVITY

Nearly 200 years have passed since John Keats and Fanny Brawne's brief love affair, yet their letters live on as a written history, not only describing their love for one another, but also documenting some standards of the period during which they lived.

Methods of communication have changed drastically during the past 200 years, but communication continues to play an integral role in culture, whether we realize it or not. While many have begun to use abbreviations, emoticons or slang to communicate instead of the lengthy letters that Keats and Brawne used to send one another, the modern messages we use today have impact on the way history is recorded.

Think about all forms of written communication you use each day. While some forms are more prevalent than others, handwritten notes to friends, MySpace and Facebook correspondence, emails, texting, letters to friends and family, etc. are all ways to communicate on a daily basis.

- What do these pieces of communication say about you? If someone were to find these correspondences 100 years from now, what pictures would they draw of the time period in which you lived?
- What conclusions would they draw about you as a person and the details of your life? Would it be an accurate conclusion?

Take a quick snapshot of your communication in all forms over the past week. Examine this snapshot, taking into consideration the questions above. On the following page, write a description of what others would see based strictly on your communication to others, not including those messages that others might have written back. Support this conclusion using some excerpts from your communication.

Activity Extension:

If you are feeling particularly adventurous you might consider providing a snapshot of your communication to a group partner, letting them draw conclusions about your life based on your correspondence. Of course, this is a lot of information, and might be uncomfortable for some. Don't be afraid to decline participation in this extension.

Activity Extension Two:

Take this time to write a letter to a friend or relative that describes your life and that details parts of society and culture today as they pertain to your life.

BRIGHT STAR

Module 3: Poetry and Communication

Section 4: Communicating Through Writing



ACTIVITY

A large writing area with horizontal lines. A yellow pencil icon is at the top left. A decorative floral illustration is at the bottom right.

BRIGHT STAR

Module 4: Following Your Passion



Bright Star is a film that embraces passion in many forms. Keats' and Brawne's relationship is filled and fueled by passion. Brawne is a talented seamstress staying up at night laboring over the latest fashions. Keats struggles to make a living, turning down a chance to be a doctor to be a poet, and fiercely believes in his poetry. Keats also was a remarkably prolific poet, accomplishing a great deal at a very young age.

This section takes a look at the importance of cultivating passion and the power of young people.

Objectives for Youth

- Explore other young people who impacted history
- Discover some activities that will help you cultivate or inspire other people's passion



BRIGHT STAR

Module 4: Following Your Passion

Section 1: Young People Impacting Culture



ACTIVITY

Jane Campion used both known and unknown talent in *Bright Star*, as well using both young and old in her cast and crew. Saying of her composer, 25-year-old Mark Bradshaw, “We’re making this film about a genius who died at age 25, so you’ve got to take a risk with young people” (Excerpted from the “*Bright Star* Production Notes”).

Keats was very young and very successful although he did not realize this success when alive. He and other young people throughout history are proof of the astounding capacity that young people have to make a societal and cultural impact, whether through art, science, sports and many other facets.

Think about young people today and in history who have had impact. Name some of the most influential young people in history and the impact they had on that particular facet of culture.

Category	Time in History	Impact
Visual Art		
Performing Art		
Literature		
Science		
Sports		
Other		

BRIGHT STAR

Module 4: Following Your Passion

Section 2: Inspiring Other's Passion



Pursuing crafts they loved helped both Fanny Brawne and John Keats have focus in life. The last three years of Keats' life before his untimely death at age 25 were his most prolific, allowing him to find meaning and peace in writing.

Finding those activities that one is passionate about can help one through difficult or even happy times. They are those activities that help spark creativity and help open doors for the future opportunities and experiences.

While some people have plenty of opportunity to explore different subjects, hobbies, etc. they might be passionate about, there are many who do not have the ability to be exposed to the multitude of options available.

Individually or as a group, focus on service projects you can do to help other young people encounter the infinite number of options that exist for them.

Use the following suggestions to get started:

- Become a mentor, introducing a young person to different sports, books, crafts, recipes or other subjects that open up new horizons.
- Start a creative writing club at your school.
- If there's not an opportunity at school for sports, theater, choir, band, etc., see what is available in your community instead.
- Determine what things you are passionate about and start a club, a group, a newspaper, a blog, or any other resource to help others learn and get involved with what you feel most passionate about.



BRIGHT STAR

Post Program Evaluation



Dear Group Facilitator,

Please take a few moments to answer the questions in the evaluation for the *Bright Star* Discussion Guide at www.youthFILMproject.org and click on "Evaluations."

We value your feedback, and your comments and stories can help inspire others and keep the FILM Project alive.

Please visit www.youthFILMproject.org at the completion of this curriculum and tell us what you think. You can also send your stories to FILMinfo@trulymovingpictures.org.

Thank you for your support!

Sincerely yours,

The FILM team

The FILM Team
filminfo@trulymovingpictures.org

