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BE-IN

Inclusive & Socio-emotional Learning

The stratified teaching unit

Poetic text

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anthropolis



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TITLE

Poetic text

CONTENT

- characteristics of the poetic text: verse, stanzas, rhymes, the words of the poem: figurative language
- calligrams, and sonnets
- the main sound figures: alliterations, onomatopoeias
- the main figures of meaning similarities, metaphors, oxymoron, the enjambement and the anaphora

GROUP class I (11-12 years)

GENERAL OBJECTIVES

- Communicate: interact and communicate verbally, read, analyze and understand poetic texts;
- Produce oral and written texts in relation to different communicative purposes, functions and registers
- Learning to learn: organise your learning by choosing and using different sources Design:
- Apply operating procedures following the instructions given;
- Encourage exploration and discovery Encourage collaborative learning;
- Collaborate and participate: discuss with teachers, classmates on the issues addressed and respect the different points of view

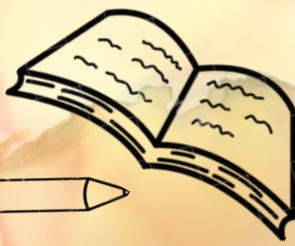
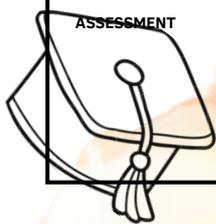
RESOURCES

Classroom, overhead projector or video projector, internet network, sheets and colours





STEP	ACTIVITY
MOTIVATION	<p>1. We ask you to obtain a notebook for the first meeting, carefully choosing both the size, the cover, the pages, the notebook, it will be explained later, it will serve as a logbook and moment of emotional evaluation of the experiences and will aim to promote awareness of one's own way of emotionally living school activities. 2. First, we propose the reviewing of a segment of the film "The Tiger and the Benigni in which Attilio the poet explains to his university students what "poetry" is. 3. They are asked to mark a word or phrase in their notebook that has affected them 4. We ask you to brainstorm ALL TOGETHER and THEN RETURN TO the notebook to associate ideas autonomously and spontaneously with the concept of poetry</p>
INPUT	<p>1. Reconstruction of short poems cut in verse or prose (in small group) 2. Choice of a poem and individual work in the notebook ("What struck you?")</p>
FOCUS	<p>1. Video lesson on poetic text (FIRST PART) (lexicon of poetry) Activity1: Fill out test: word filling Activity2: True or False test and open-ended questions</p>
PRACTICE	<p>COMPOSING CALLIGRAMS: (working in little group and final presentation of your work to the class) video 1: what is a calligram video 2: examples of calligrams</p>
LANGUAGE	<p>Video lesson on poetic text (SECOND PART) Activity1: the types of verse and examples to count the syllables, the sinalefe The groups count the syllables of verse 9 (regular) and verses 10 and 11 (with sinalefe) of the sonnet La gatta by Giovanni Pascoli Activity 2: Types of verse and rhyme The groups count the verses and name the verses and define the scheme and name of the rhymes</p>
ASSESSMENT	<p>EACH GROUP WILL HAVE TO COMPOSE A POESY ON WATER (Civic Education theme that the class has already worked on in the other disciplines) TO BE PRESENTED TO THE CLASS CONTENTS: creatively reflects on their inner world, reflects on the messages of poetry and on the moods underlying the poetic text SPECIFIC VOCABULARY: understand and use figurative language PRODUCTION: composes a poetic text based on given indications EVALUATION of the FINAL PRODUCT OF THE GROUPS</p>





STEP 1: PRESENTATION OF THE INPUT (30 minutes) THE SHATTERED POEMS

At this stage, two activities are proposed to bring students closer to the poetic text. The first activity takes place in small groups and proposes an active, hands-on mode of study; through discussion and reflection, the proposed poems can be "discovered." Activity 1 Short, simple poems close to the students' experience are chosen. Each composition is divided into verses or stanzas, which will be cut and handed to the pupils divided into groups of three. The goal is to recompose the poems, the original text of which will be shown at the end. Activity 2 After a short reflection on each poem. Each student will choose his or her favorite poem, and each will return it to the notebook writing down his or her reflections, guided with questions such as "Why did you like this poem more than the others? What does it make you think about? What struck you the most?"

COMPILATION OF THE LOGBOOK :
"Speaking of emotions: how did this work make me feel? How did I feel in the group work?" They are asked to decide on a color for each emotion and an emoji OR TO WRITE DOWN AN EMOTION FEELING AND A COLOR OR EMOJI REPRESENTING IT, and to mark in the logbook at the end of this and every other activity a color and an emoji to evaluate the experience.

STEP 2: INPUT PRESENTATION 30 minutes

The SHATTERED POEMS Activities 1 and 2

At the end of tasks 1 and 2

LOGBOOK: "Speaking of emotions: how did this job make me feel? How did I feel in the group work?", you are asked to decide on a color for each emotion and an emoji/you are ASKED TO WRITE A PROVEN EMOTION and A COLOR OR AN EMOJI THAT REPRESENTS IT and to mark in the logbook at the end of this and every other activity a color and an emoji to evaluate the experience

Activity 1 We choose short, simple poems that are close to the students' experience. Each composition is divided into verses or stanzas, which will be cut and delivered to the students divided into groups of three. The goal is to recompose the poems, the original text of which will be shown at the end. **Activity 2** After a brief reflection on each poem. Each student will choose their favorite poem, and each will bring it back to the notebook writing their own reflections, guided by questions such as "Why did you like this poem more than the others? What does it make you think about? What impressed you the most?"





STEP 3: FOCUS (15 minutes)

Video lecture on THE POETIC TEXT (FIRST PART)

Plenary sharing and explanation of themes and vocabulary

Administration of 3 test papers with stratification

Activity 1 Filling out test: filling in words

Activity 2 True or False test and open-ended questions

Activity 3 Open-ended questions

Activity 1 FILLING WITH WORDS

What is poetry and what is its function

POETRY is a particular type of.....

Through POETRY, the author wishes to inspire....., transmit

....., express their own, or simply entertain and

..... or also

TEXT - EMOTIONS - MESSAGES - FEELINGS - HAVING FUN - TEACHING

Activity 2 TRUE OR FALSE

The structure of the poem T F

The poem is written in VERSE T F

Verses correspond to RIGHTS and use up all the space available T F

The author ends when he/she wants T F

Verses grouped together are called RIMES T F

Between one stanza and another there is a WHITE SPACE T F

Poems are always written in RIME T F

Verses can be in ALTERNATING CROSSED COUPLED RHYME T F

Verses that do not rhyme with each other are called FREE or UNCROSSED T F

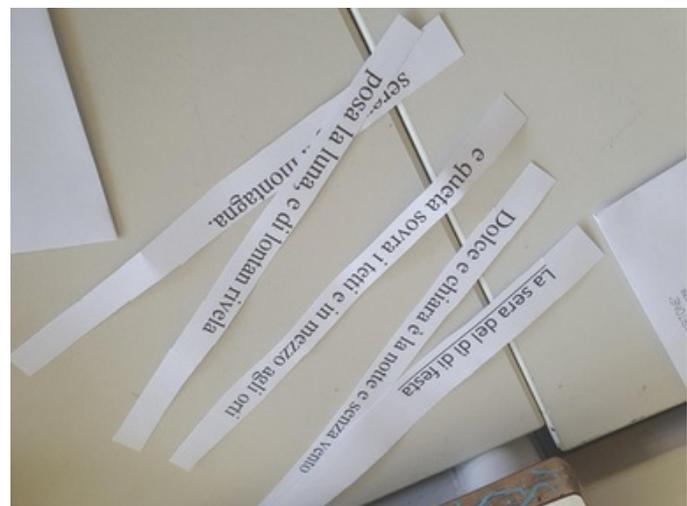
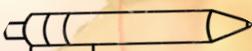
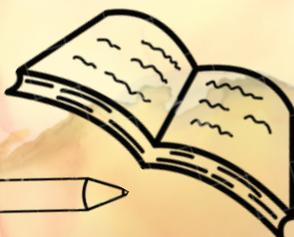
Activity 3 OPEN QUESTIONS

Explain in your own words what SIMILITUDE, PERSONIFICATION AND METAFORA are.

Give an example for each of these rhetorical figures

Do you remember what particular poetic texts are called?

What is the name of a poetic text whose words form a pattern that is the theme of the poem?





STEP 4 PRACTICE (30+15 MINUTES)

A Video Lesson on COMPOSING CALLIGRAMS is proposed.

video 1: what is a calligram

video 2: examples of calligrams

Activity 1

Group work is proposed to create a calligram that encourages the exchange, socialization and sharing of different skills by the students in the group (creativity, writing skills, drawing skills, language skills...)

STEP 1: conception of the theme/object/emotion/message

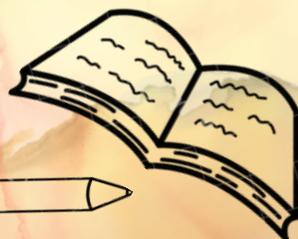
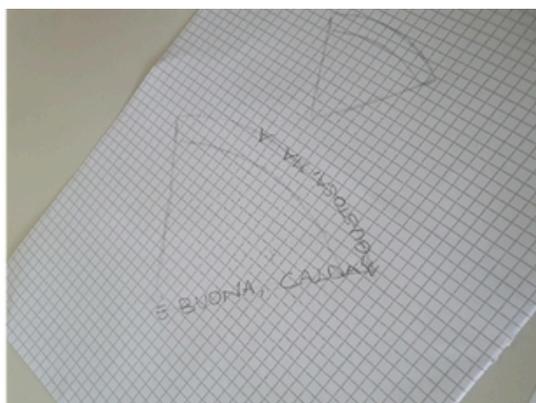
STEP 2 (one part of the group): composition, 2 /3 verses

STEP 2 (a second part of the group): line drawing

STEP 3: REALIZATION

Activity 2

Presentation of one's work to the class





STEP 6: REINFORCEMENT 20/30 minutes

The main rhetorical figures summary table and explanation

Activity

Listening and lyrics of songs to trace the rhetorical figures (GROUP WORK)

ASSIGNMENT: EACH GROUP WILL HAVE TO COMPOSE A POETRY ON WATER (Civic Education theme that the class has already worked on in the other disciplines) TO BE PRESENTED TO THE CLASS

CONTENTS: creatively reflects on their inner world, reflects on the messages of poetry and on the moods underlying the poetic text

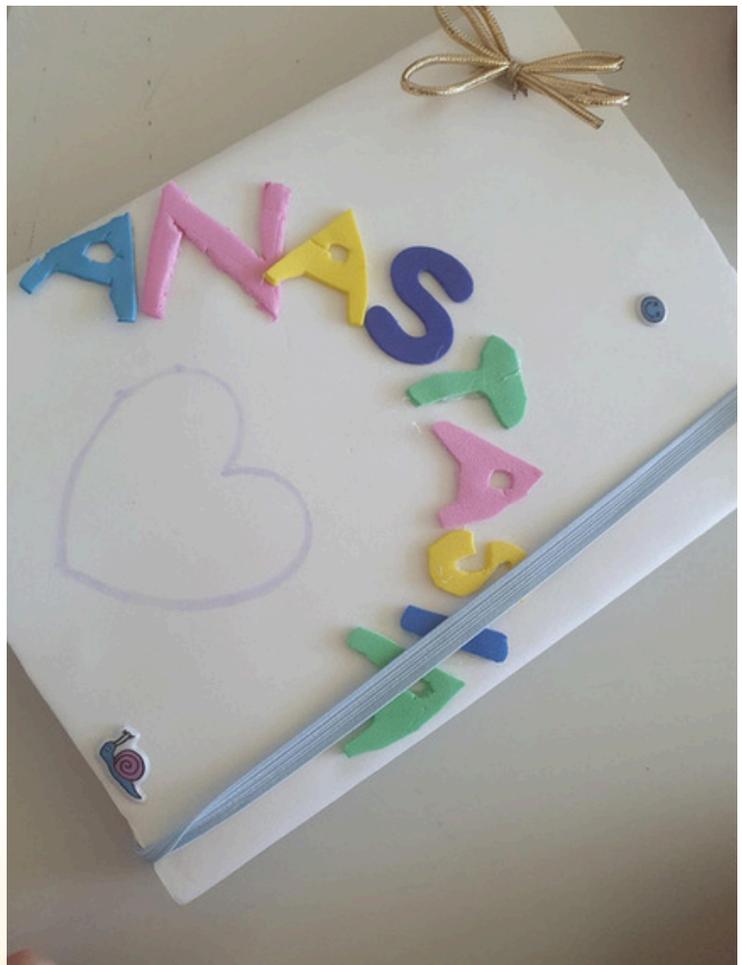
SPECIFIC VOCABULARY: understand and use figurative language

PRODUCTION: composes a poetic text based on given indications

EVALUATION of the FINAL PRODUCT OF THE GROUPS

LOGBOOK AT the end OF the activities

SELF-ASSESSMENT SEE SHEET



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