

Close Reading: Lesson design

Step 1	<p>The Stone Breaker (Seamus O kelly)</p> <p>Selected text? The Stone breaker</p> <p>Source? Ranns & Ballads (Poetic Collection), 1918 https://www.rarebooks.ie/books/literature/ranns-and-ballads-1918/</p> <p>Age? >6 -> explain the study field for older students</p> <p>What kind of text is it?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Fiction <input checked="" type="radio"/> Non Fiction </td><td style="width: 50%; vertical-align: top;"> <input type="radio"/> Prescriptive <input type="radio"/> informative <input type="radio"/> persuasive <input checked="" type="radio"/> narrative <input type="radio"/> opinionated <input checked="" type="radio"/> other: Real Life Poetry </td></tr> </table> <p>Does the text match the level of your students? <i>Given the realism and the context taken from an every-day street scenario where a young man meets an old worker on the side of the road, this text can be processed from very young people to older audiences. All spectrum of intellect levels will produce a different narrative and perception from this poem.</i></p> <p>Does the text match the students' world of experience and interests? <i>All young people experience the encounter of older workers on a daily basis and respect, empathy, and a motivated lifestyle and a life routine worth living for is of mutual interest to all students, generations, and social/financial backgrounds.</i></p>	<input type="radio"/> Fiction <input checked="" type="radio"/> Non Fiction	<input type="radio"/> Prescriptive <input type="radio"/> informative <input type="radio"/> persuasive <input checked="" type="radio"/> narrative <input type="radio"/> opinionated <input checked="" type="radio"/> other: Real Life Poetry
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Step 2	<p>Goal ¹</p> <p>What are your lesson objectives? What</p> <p>What are the learning outcomes you want to link to your reading lesson? (What are the learning outcomes you aim to achieve from this reading lesson?)</p> <ul style="list-style-type: none"> • <u>Empathy</u>: Cultivating human understanding across all social, financial, and age backgrounds. • <u>Respect</u>: Mutual respect to all types of human employment contributions to the community. • <u>Work-life balance</u>: The importance of a healthy lifestyle that leads to a fulfilled personal human experience across all aging spectrum. 		

¹ Chapter 4.2

	<ul style="list-style-type: none"> • <u>Art contribution to well-being</u>: The importance of including soulful art that balances our lives' quality and emotions. <p>What end-terms do you want to cover during the lesson? Some of the end terms are:</p> <ul style="list-style-type: none"> • Improving reader's <u>poetic reading competence</u> by learning to count the beats of the word rhythm. • Understand <u>the technical musicality that exists without music in a standalone poem</u> - a fundamental to contemporary music making. • <u>Discovering multi-cultural differences</u> by experiencing an Irish traditional every-day scene offered by this poem. • A student could discover some elements of Irish culture back in 1918 enhancing their <u>historic awareness</u>. • <u>Vocabulary and typical English native expressions enhancement</u>: "My head o'er the hateful heap", "As on to his wond' rings he went" (https://iordanismusic.com/stone-breaker)
Step 3	<p>Pre-reading ²</p> <p>Get your students excited about the text. Do this through discussion, brainstorming, pictures, videos, etc.</p> <p>Which didactical method do you use to arouse your students' interest?</p> <p>O interview O theorem game O image O video clip O references X other: Role Playing</p> <p>How do you tackle this? Before they read the poem, we engage students to perform a similar role included in the "Stone-Breaker" poem, ask students to write down their dialogues : ->after the role play: <u>ask how they felt about the situation played in the roleplay (old man and young man)</u></p> <p>Role a) One is an old man breaking stones working on the side of the street. Role b) The other is a young person talking (free context) to that older man.</p>
Step 4	<p>First Reading ³</p> <p>Think about some general questions for your students where you find out their <u>first impression</u> of the text?</p>

² Chapter 6

³ Chapter 7

You can use one of the examples below.

1) What is the text about? (Placemat)

- Ask the students to briefly write down their perception and feeling on the text – Use the closed reading form.

2) What is the learning of this poem? (Placemat)

- Ask the students to briefly write down their perception on what the learning is – On the same closed reading form.

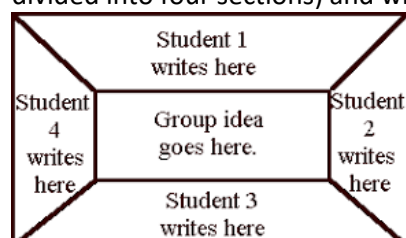
3) How do you feel about the text? (verbally)

- Once the students/readers have a written result, then verbally ask them to engage them in a conversation in the context of their internal feelings on the poem's narrative. Then reveal the results of the forms.

What method will you use (oral review, written, placemat method ...)?

Placemat method (+ verbal feeling statement)

1. **Preparation:** Provide each student with a placemat (a large sheet of paper divided into four sections) and writing utensils.



2. **Individual Reflection:** Ask students to take a few minutes to reflect individually on the poem and jot down their thoughts about its main idea. Encourage them to consider key themes, messages, and symbols in the poem.
3. **Small Group Discussion:** Divide the class into small groups and have them share their individual reflections on the poem's main idea. Each group member should take turns discussing their thoughts while others listen attentively.
4. **Collaborative Formulation:** Instruct each group to collaboratively formulate a statement summarizing the main idea of the poem based on their individual reflections and group discussion. They should write this statement in the center of their placemat.
5. **Without revealing the results of the papers, verbally engage each student/reader on their feelings on the poem:** important to cultivate an open and honest environment where everybody's feelings are included. This way we teach non-judgmental communication in the class.
6. **Sharing and Comparison:** After each group has formulated their main idea statement, reconvene as a class. Invite one member from each group to share their group's statement with the class, writing it on the board or a shared document for all to see.
7. **Comparison and Consensus:** Facilitate a discussion comparing and contrasting the main idea statements generated by each group. Encourage

	<p>students to identify common themes and points of agreement, as well as any differences in interpretation.</p> <p>8. Finalize the Main Idea: Based on the discussion and comparison, work together as a class to finalize a consensus statement that encapsulates the main idea of the poem. Write this statement prominently on the board or a shared document for reference.</p> <p>What reading strategies will be covered? ⁴ Rhythm counting for poem's musicality appreciation and understanding how the rhythm is responsible for being recorded in our brain in a more direct and effective way.</p>
Step 5	<p>Second reading ⁵</p> <p>How does the text say it? ⁶</p> <p>Dig deeper into the text. What do you want to focus on? Choose at least one of the following suggestions: <i>language and style, sentence structure, literal and figurative language, imagery, patterns, others...</i></p> <p>Use the space below to describe your focus and how you will handle this.</p> <p>Activities and Objectives: <u>Imagery:</u> Understand the context of the scenery involved in this poem and why it is this important. <u>Literal and figurative:</u> Links between fantasy and reality, if there are any. <u>Sentence and structure:</u> How does the poet structure the tone and rhythm of the words?</p> <p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Excerpts from the poem "Stone Breaker" by Seumas O'Kelly • Chart paper or whiteboard • Writing utensils <p>Considerations:</p> <ul style="list-style-type: none"> - What are the images created, described in five words? (<u>add some examples</u>), suggest to use the cloud of Mentimeter - According to the language used, is the poem realistic or fictional? <p>Can we identify literal and/or figurative language in the text? If yes, then elaborate further on the value of those.</p>

⁴ Chapter 4.5

⁵ Chapter 8

⁶ Chapter 8.1

	<ul style="list-style-type: none"> - Technically, how many beats per sentence does the poet use? Can the reader identify patterns? If yes, what is the use of those? (<u>explain the way they can discover the beats of they don't know how</u>)
Step 6	<p>Third reading ⁷</p> <p>Find the deeper meaning of the text. Focus on one of the following suggestions: <i>Theme, characters, symbolism, language and style, emotive value of words, structure, context, author's purpose, unanswered questions, critical view,</i></p> <p>On which segments above do you focus?</p> <ul style="list-style-type: none"> - <u>Theme</u>: Is the theme of this poem a realistic one? If yes, can you identify any familiar place from your own experience? - <u>Symbolism</u>: What does the context symbolise to you, if any? - <u>Author's purpose</u>: In your opinion, what is the meaning that the author wants to convey, if any? <p>How will you discuss the above? (guided discussion, group activity, creative assignment, written questions, comparative analysis, comparing literary sources ...) ⁸</p> <p>Possibilities:</p> <ol style="list-style-type: none"> a) The above questions will be verbally discussed during the session/lesson. b) Group discussions and plenary sessions to share
Step 7	<p>Post reading ⁹</p> <p>Come up with a playful assignment that has a clear link to the text (write a letter, find a song, write a poem, re-enact a scene ...)</p> <p>Which assignment will you choose and how will you tackle it? ¹⁰</p> <p>Role Playing:</p> <ul style="list-style-type: none"> - If students created a third character – then we will role play. - <u>Ask students to replay the roleplay they did in the pre reading to see if their understanding changed by reading the poem</u> <p>Three students at a time - play and have fun – based on the new scenario.</p> <ul style="list-style-type: none"> - If not, then role play the poem including the lessons learned with two original characters. <p>Two students – have fun – create their own scenario.</p> <ul style="list-style-type: none"> - (For music lessons) Could you think of a song for this poem?

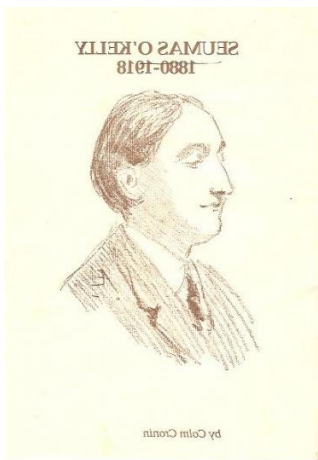
⁷ Chapter 9

⁸ Chapter 9.1

⁹ Chapter 10

¹⁰ Chapter 10.1

	<ul style="list-style-type: none"> - <u>Characters</u>: Are the characters familiar culturally to you? If you could add a third imaginative character, what would that character do in your new context? - What could be an alternative ending based on your imagination?
Step 8	Evaluation Written feedback from all the students – open feedback on the “Stone Breaker” poem session.



Poem: Stone Breaker

<https://iordanismusic.com/stone-breaker>

No kind earth may I ever sweeten
Nor seed to its growth ever cast
O for strength at plough or a harrow
Or art for the sail in the blast

My back to the sun all the daytime
And my head o'er the hateful heap
My word is the flint and the limestone
Oh hash is the harvest I reap

The rise and the fall of the hammer
And no share in the life around
No ear for the bird or the ballad

I hear but the one dulling sound

“A man without heart in his hammer

A tinker cried out going by

I watched him swing down on the wide road

And I gave him my curse for reply

What thought could he have on my toiling

As on to his wond’rings he went

Of the hours of my aching sorrow

Of a back now broken and spent?

I am but an old man on the roadside

Stone breaking for bread all the day

Waiting the last fall of the hammer

And then God to call me away