We Real Cool

**Teme:**

Special days (Black History Month)

Culture (American Literature and Lifestyle)

Differencies

**Razred:**

8. (osma godina učenja)

**Odgojno-obrazovni ishodi:**

A.8.2. Uočava važnost naglaska i intonacije za izražavanje informacija

A.8.6. Planira strukturu i sadržaj pjesme; uređuje i ispravlja svoj tekst; primjenjuje pravopisna pravila

B.8.1. Izvodi zaključke i prilagođava informacije različitim kontekstima; kritički povezuje informacije iz književnih tekstova

B.8.3. Razvija svijest o kulturnoj uvjetovanosti pojava i njihovoj interpretaciji; prepoznaje pretpostavke na kojima se stereotipi i predrasude temelje; prepoznaje važnost procjenjivanja utemeljenosti stereotipa i predrasuda; prihvaća različitosti i razmatra pojave izvan uvriježenih okvira

C.8.1. Pretpostavlja značenje nepoznatih riječi na temelju konteksta i strukture riječi

C.8.3. Aktivno sluša i uvažava mišljenja drugih empatično i s prihvaćanjem različitosti

C.8.4. Kreativno oblikuje kratku pjesmu po modelu

C.8.5. Interpretira informacije i razmatra različita gledišta

**Međupredmetna povezanost:**

Hrvatski jezik – pjesnička sredstva (rima i aliteracija)

**Tijek sata:**

*Introduction*

Activity 1

In this motivational part we try to introduce various vocabulary for expressing feelings and attitudes as well as discuss opinions about what today's teenagers consider *cool* and why.

We continue with the origin of the word *cool* trying to connect and compare its original meaning and context with the one of today's. (The pictures include Malcolm X, the Anonymus, the Hippie Movement that can spark more discussion as well as some popular idioms.)

*Main part (the poem)*

Before reading and listening to the poem (the link has also got the audio track) we spark some imagination on what the poem would be about and pre-teach vocabulary. The last thing to do before the poem is to give the context.

After reading and listening to the poem we check for global understanding, specific information as well as critical thinking.

We finish this part with poetical devices recognition: rhyme and alliteration.

*Ending*

We end the lesson with a pair/group work. Students use the model of the poem to write their own verses using one of the proposed poetical devices, trying to convey their own definition of *cool.*