



Strange dialogues of the man with the thing

- [Strange dialogues of the man with the thing](#)
- [Lesson plan \(Polish\)](#)
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[Link to the lesson](#)

You will learn

- how to receive written, spoken and iconic messages
- how to search for the information you need and quote relevant parts of the text
- how to discuss on the basis of the learned literary works the basic timeless existential issues
- how to read [metaphors](#)

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

People are surrounded by various objects. Most of them are treated usable and do not get too much attention. Meanwhile, the things around us are not just a product of material culture. In addition to their literal meaning, they can also be the carriers of certain deeper content and have a symbolic value. This is because they present a picture of history, remind about the past, reflect human emotions. In the artistic dimension, the world of objects is as rich as the human world. And poetic dialogues conducted between the individual and representatives of inanimate matter (e.g. stones) allow to discover the unknown dimension of the surrounding reality, are a way to reach the truth about the man himself – a truth that the man may never have realized...

Exercise 1

Think about different usages of the stones. Where can you find them? What are their meaning? Compare your suggestions and discuss them. Think what emotions the stone triggers in you as a thing you meet every day.



Source: domena publiczna.

Exercise 2

Write a short note in which you will present what associations the stone makes in you. Pay attention to whether they are neutral, positive or negative feelings. Justify your position.

Exercise 3

Match the phrase with its definition.

to quickly and thoroughly fail, very cold; used to emphasize the coldness of something that is usually expected to be warm, make every possible effort or attempt, to fulfil two purposes with one action, unable to hear, a nature lacking in sympathy, kindness, or pity

a heart of stone	
kill two birds with one stone	
leave no stone unturned	
stone cold	
sink like a stone	
stone deaf	

Exercise 4

Talk about the phrases you have developed. Consider whether a common feature of the stone has appeared in them. How can you define it, name it?



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Wisława Szymborska

(1923-2012)

Polish poet, essayist, translator. She made her debut in „Dziennik Polski” in 1945. The first poetical volume by Szymborska's was the volume „That is why we are all Alive” (1952). In 1996, the poet became a laureate of the literary Nobel Prize. Wisława Szymborska is one of the most frequently translated Polish authors. The most important poetic volumes of this poet include: „Calling Out to Yeti” (1957), „Salt” (1962), „100 Happinesses” (1967), „A Large Number” (1976), „People on the Bridge” (1986), „The End and the Beginning” (1993), „View with a grain of sand” (1996).

Exercise 5

Read the poem by W. Szymborska „Conversation with a stone” in the lesson „[Dziwne rozmowy człowieka i rzeczy](#)”. Then do the related tasks.

Exercise 6

Who is the person speaking in the lyrics? Who or what does the person represent? Or maybe there are several speakers in this text?

Exercise 7

Specify the purpose of the conversation between the woman and the stone. What does the character in the poem want to learn? Write your answer here or in a notebook.

I want to come in to...

Exercise 8

Why does not a stone want to let the woman in? Write your answer here or in a notebook.

I cannot let you in, because...

Exercise 9

Why is the human kind representative unable to penetrate the essence of the stone? Justify your position.

Exercise 10

Consider referring to the content of the poem and your own thoughts, what is the undoubted value of being human. In your speech, also include what confirms humanity.

Exercise 11

Look for in the internet and look at the picture of Stephanie Langui (1961) by Rene Magritte and then follow the instructions.

Exercise 12

Invent a dialogue that the heroes portrayed in this work could carry: the woman and the stone.

Exercise 13

Make a written statement being a record of this conversation.

Keywords

nature, man, stone, learning, feelings

Glossary

lyrical subject

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: lyrical subject

podmiot liryczny

metaphor

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: metaphor

metafora

poetic devices

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: poetic devices

środki poetyckie

Lesson plan (Polish)

Tytuł: Dziwne dialogi człowieka i rzeczy

Opracowanie scenariusza: Magdalena Trysińska

Temat zajęć

Dziwne dialogi człowieka i rzeczy. Różne formy i intencje komunikacyjne.

Grupa docelowa

Uczniowie klasy VII szkoły podstawowej.

Podstawa programowa

Treści nauczania – wymagania szczegółowe, klasy 7-8

I. Kształcenie literackie i kulturowe.

1. Czytanie utworów literackich. Uczeń:

- 1) zna pojęcie ironii, rozpoznaje ją w tekstach oraz określa jej funkcje;
- 2) wykorzystuje w interpretacji utworów literackich potrzebne konteksty, np. biograficzny, historyczny, historycznoliteracki, kulturowy, filozoficzny, społeczny;

2. Odbiór tekstów kultury. Uczeń:

- 1) interpretuje dzieła sztuki (obraz, grafika, rzeźba, fotografia);

Ogólny cel kształcenia

Zapoznanie uczniów z różnymi formami i intencjami komunikacyjnymi.

Kształtowane kompetencje kluczowe

- porozumiewanie się w języku ojczystym;
- porozumiewanie się w językach obcych;
- umiejętność uczenia się;
- kompetencje społeczne i obywatelskie.

Cele operacyjne

Uczeń:

- odbiera komunikaty pisane, mówione i ikonczne;

- wyszukuje w wypowiedzi potrzebne informacje oraz cytuje odpowiednie fragmenty tekstu;
- samodzielnie dociera do informacji – w książkach, prasie, mediach elektronicznych oraz w wypowiedziach ustnych;
- omawia na podstawie poznanych dzieł literackich podstawowe ponadczasowe zagadnienia egzystencjalne, np. samotność, inność; dostrzega i poddaje refleksji uniwersalne wartości humanistyczne;
- tworzy spójne wypowiedzi ustne (monolog, dialog) oraz pisemne;
- rozpoznaje problematykę utworu.

Metody/techniki nauczania

- podająca: wykład informacyjny;
- problemowa: rozmowa kierowana;
- programowana: z użyciem komputera.

Formy pracy

- indywidualna;
- w parach;
- zbiorowa.

Przebieg zajęć

Faza wprowadzająca

1. Nauczyciel informuje uczniów o celach i temacie lekcji (wyświetlonym na ekranie projektora multimedialnego).
2. Następnie prowadzący prosi uczniów o wykonanie zadania 1 i 2 (zapisywanie skojarzeń związanych z kamieniem na podstawie ilustracji, redagowanie notatki).

Faza realizacyjna

1. Uczniowie odsłuchują pierwszą część nagrania oraz wykonują zadania 3 i 4 (objaśnianie znaczeń związków frazeologicznych).
2. Nauczyciel krótko omawia biografię i twórczość Wisławy Szymborskiej. Po czym prosi wybranego lub chętnego ucznia o przeczytanie wiersza „Rozmowa z kamieniem”, który zamieszczono w lekcji „Dziwne dialogi człowieka i rzeczy” na stronie epodreczniki.pl.
3. Po wysłuchaniu wiersza „Rozmowa z kamieniem” Szymborskiej uczniowie pod kierunkiem nauczyciela wykonują zadania interpretacyjne; analizują i interpretują wiersz; wnioski zapisują w zeszytach.

Istotne wnioski, przykład:

Wiersz stanowi filozoficzną refleksję na temat granic ludzkiego poznania. Tytułowy, upersonifikowany kamień, z którym podmiot liryczny prowadzi dialog, jest symbolem niepoznawalnej natury. Cechuje go powaga (nie ma „mięśni śmiechu”), zamkniętość,

nieśmiertelność. Istota ludzka nie można go poznać, gdyż jest pozbawiona „zmysłu udziału”. Ale o prawdziwej obecności człowieka w świecie świadczą słowa.

4. Nauczyciel prosi wybranych uczniów o przedstawienie wyników pracy na forum klasy. Następnie prowadzący inicjuje dyskusję na temat: Czyje istnienie – ludzkie czy kamienia – jest bardziej wartościowe? Po zakończonej debacie młodzież samodzielnie zapisuje wnioski w zeszytach.

Faza podsumowująca

1. Na zakończenie (jeśli starczy czasu) uczniowie analizują obraz „Portret Stephy Langui” (1961) Rene Magritte’a i wykonują związane z nim polecenia.
2. Nauczyciel prosi chętnego ucznia o podsumowanie lekcji z jego punktu widzenia.

Praca domowa

Wymyśl dialog, który mogliby prowadzić ze sobą bohaterowie ukazani w tym dziele: kobieta i kamień. Zredaguj wypowiedź pisemną będącą zapisem tej rozmowy.

W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

Pojęcia

lyrical subject

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: lyrical subject

podmiot liryczny

metaphor

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: metaphor

metafora

poetic devices

[Nagranie dostępne na portalu epodreczniki.pl](#)

Teksty i nagrania

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

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People are surrounded by various objects. Most of them are treated usable and do not get too much attention. Meanwhile, the things around us are not just a product of material culture. In addition to their literal meaning, they can also be the carriers of certain deeper content and have a symbolic value. This is because they present a picture of history, remind about the past, reflect human emotions. In the artistic dimension, the world of objects is as rich as the human world. And poetic dialogues conducted between the individual and representatives of inanimate matter (e.g. stones) allow to discover the unknown dimension of the surrounding reality, are a way to reach the truth about the man himself – a truth that the man may never have realized...

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Lesson plan (English)

Title: Strange dialogues of the man with the thing

Lesson plan elaborated by: Magdalena Trysińska

Topic

Strange dialogues of the man with the thing. Different forms and intentions of communication.

Target group

7th-grade students of an elementary school.

Core curriculum

Teaching contents – detailed requirements, classes 7-8

I. Language and cultural education.

1. Reading literary works. Student:

- 1) knows the concept of irony, recognises it in texts and defines its functions;
- 2) uses in the interpretation of literary works the necessary contexts, e.g. biographical, historical, historical-literary, cultural, philosophical and social;

2. Perception of cultural texts. Student:

- 1) interprets works of art (painting, graphics, sculpture, photography); 2) defines the aesthetic values of the learned cultural texts.

The general aim of education

Familiarizing students with various forms and intentions of communication.

Key competences

- communicating in the mother language;
- communicating in foreign languages;
- learning to learn;
- social and civic competences.

Learning outcomes

Student:

- receives written, spoken and iconic messages;
- searches for the necessary information and quotes the relevant parts of the text;
- independently reaches information – in books, the press, electronic media and oral statements;
- discusses basic existential issues, such as loneliness and otherness, based on known literary works; sees and reflects universal humanistic values;
- creates consistent oral statements (monologue, dialogue) and written statements;
- recognizes the problem of a piece.

Methods/techniques

- giving: informative lecture;
- problematic: targeted conversation;
- programmed: using computer.

Forms of work

- individual;
- in pairs;
- collective.

Lesson plan overview (Process)

Introduction

1. The teacher informs students about the goals and topic of the lesson (displayed on the screen of the multimedia projector).
2. Then the teacher asks students to complete tasks 1 and 2 (writing down associations related to a stone based on illustration, editing a note).

Realization

1. Students listen to the first part of the recording and perform tasks 3 and 4 (explaining meanings of phraseological relationships).
2. The teacher briefly discusses the biography and works of Wisława Szymborska. Then he asks a chosen or eager student to read the poem „Rozmowa z kamieniem”, which was included in the lesson „Dziwne dialogi człowieka i rzeczy” on the epodreczniki.pl website.
3. After listening to the poem „Rozmowa z kamieniem” by Szymborska, students carry out interpretive tasks under the supervision of a teacher; analyze and interpret the poem; conclusions are written in notebooks.

Relevant conclusions, example:

The poem is a philosophical reflection on the limits of human cognition. The title, personified stone with which the lyrical subject conducts dialogue is a symbol of unknowable nature. He is characterized by seriousness (there is no „muscle of

laughter”), closure, immortality. The human being can not be known because he is deprived of the „sense of participation”. But the true presence of man in the world is testified by words.

4. The teacher asks selected students to present the results of their work on the class forum. Then the leader initiates a discussion about: Whose existence - human or stone - is more valuable? After the debate, the youth writes their own conclusions in notebooks.

Summary

1. At the end (if there is enough time), the students analyze Rene Magritte's portrait „Stephy Langui” (1961) and follow the instructions.
2. The teacher asks the willing student to summarize the lesson from his point of view.

Homework

Invent a dialogue that the heroes portrayed in this work could carry: the woman and the stone. Write a written statement that is a record of this conversation.

The following terms and recordings will be used during this lesson

Terms

lyrical subject

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: lyrical subject

podmiot liryczny

metaphor

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Nagranie słówka: metaphor

metafora

poetic devices

[Nagranie dostępne na portalu epodreczniki.pl](#)

Texts and recordings

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

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