

**SUBJECT AREAS:**

Social sciences

**ACTIVITY DESCRIPTION:**

Arghezi's poetic vision of love in comparison with, poetic self, stylistic and compositional.

**OBJECTIVES:**

- To define and exemplify the stylistic figure known as synesthesia;
- To individualize Arghezi's poetic vision of love in comparison with other studied Romanian poets;
- To explain the difference between the empirical self and the poetic self, with direct reference to the relationship of some Arghezi writings (Flowers of mold, Morgenstimmung, Wooden icons) and the biography of the Arghezi man, especially periods of monastic seclusion;
- To be able to distinguish stylistic and compositional peculiarities in a text at first sight.

**MATERIALS:**

Notebooks, pens, book

**GRADE/LEVEL:**

Secondary school (15-18)

**DURATION:**

Preparation time: 20 min.

Activity time: 50 min.

**PLACE:**

Classroom, Laboratory, ect.

**AUTOR:**

*Sprijin si Dezvoltare Association,  
Romania*

# Morgenstimmung (Morning mood)

**INTRODUCTION:**

The teacher asked the students which were the last poems which they read.

He start to read the second stanza of the poem Morgenstimmung to the students and asks them what they think.

**BACKGROUND:**

The teacher will coordinate the reading of each stanza of the poem and will emphasize the important aspects. The teacher will insist on some important aspects: synesthesia, the link between the empirical and the poetic and the originality of the vision, and will encourage the students to write in their notebooks. The teacher will insist on the meaning of the title, referring to what is mentioned in the book about this word in the lexical notes. The teacher will ask the students what is the connection between the title and the content, insisting on the first stanza and emphasizing the oppositions.

**Procedure:**

**Outline:** The teacher will announce and write the title of the lesson on the board: Morgenstimmung (Morning mood).

**Instruction:** The teacher present the information to the students. Practice different learning styles (encourage active learning; make a small group for learning; create a test; activities with cards etc.).

**Guided Practice:** The teacher will take students back through what they've just learned. He will make connections between the stanzas he has read.

**Formative Assessment:** The teacher will make sure that the students getting as much as possible from this lesson. He will appreciate the answers throughout the lesson of the students with qualifications and will encourage the diversity of opinions. He will ask questions related to what was discussed, will check and will make sure that everything is understood.

**Collaborative Process:** Pair or group students will explore the concepts in small group discussions that stimulate active learning in school: they will read the poem Mahniri and the students will receive the task of identifying the view of love compared to Morgenstimmung.

**Independent Practice:** They will tell the students to find other Arghesian poems, using the book of poems.

## FUN FACTS:

- *Starting in 1912, the poet published, under the pseudonym Tudor Arghezi, verses, pamphlets and polemical articles in the publications “Facla”, “Viața Românească”, “Teatru” or “Rampa”. He took his pseudonym from Argeșis, the old Latin name of the Argeș River combined with his father’s family name – Theodorescu-Tudor.*

## ASSESSMENT:

The teacher will provide students the opportunity by questioning and reflection about each stanza of the Poem Morgenstimmung, from the point of view of the structure and composition, of the monologue addressed within the 5 stanzas.

## EVALUATION:

The student performance will be evaluated through open questions, reflection, feedbacks and shared conclusions regarding the poem on Worksheet 2.

## WORKSHEET 1

### ***Morgenstimmung - Tudor Arghezi*** ***Morning mood***

You slipped your song into me  
One afternoon, when  
The window of the soul, well-latched  
Had opened in the wind,  
Without knowing that I could hear you singing.

Your song filled the whole building,  
The drawers, the boxes, the carpets,  
Like a sonorous lavender.  
Behold, the latches jumped,  
And my monastery remained unlocked.

And perhaps it would have been nothing  
If it hadn't come in to dig,  
With the song, and your little finger,  
That felt the blackbirds on the keys  
And your whole being, almost.

With the thunder, the clouds also collapsed  
Into the room of the closed universe.  
The storm brought the cranes,  
The bees, the leaves... My beams are  
Shaky, like the petals of a flower.

## WORKSHEET 2

### Evaluation Sheet

Analyze the poem based on the following:

- Explanation of the title:

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- Summary:

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- Literary genre:

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- Figures of speech:

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- Modern elements:

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- Conclusion:

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