

Book title

Federigo's Falcon

Author

Giovanni Boccaccio



Bibliographic information

<https://americanliterature.com>

Links (adaptations, reviews, full texts etc.)

<https://americanliterature.com/author/giovanni-boccaccio/short-story/federigos-falcon>

<https://www.youtube.com/watch?v=XbolSEfS35w>

Theme

Love and sacrifice, values in life

Short summary

Federigo loved a lady who got married to another man and had a son with him. Federigo used to be rich but he has lost his wealth during the time. The only thing he treasures is his falcon. One day, the lady's son gets ill and claims the only thing that could save him is the falcon. The lady visits Federigo to ask him for the favour. Federigo wants to host her with the best he has and he prepares the falcon for dinner.

Why is the story appropriate for the targeted groups of RSP readers?

It reflects social themes, social diversities

What are the distinguished readers interests reflected by this book/story?

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Why is this story motivational for the pupils?

It deals with love, property, life values and what one is able to sacrifice to reach something - issues that are relevant for every generation.

Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?

Asking people for help and helping them. The matter of losing one's luxury for the purpose of helping the others.

Is there a principle of inclusion reflected in this book/story and does it promote understanding of cultural diversities and heritage?

Emphasize love and family relationships.

METHODOLOGY

Title of Activity

Federigo's Falcon

Description of educational activity

Duration: 90 minutes

Pupils' age: 15-19

Organization of the class of pupils: individual/group work

The aim of the lesson: The aim of the lesson is to improve the reading literacy of the students. The students are able to say what is important in one's life and appreciate other people and what they get from them. Another goal is to make the pupils think of how they can be useful for the others and that it is very important to help the others.

Support materials: The text of the story split in 5 parts.

Activities:

1. What does it mean to be rich? What is possession?
2. How many possessions do you own? Write down 5 things into each category: *totally essential, important, not very important, absolutely useless, with sentimental value.*
3. If you had to live just with ten of your possessions, which of them would you choose? Why? Discuss your choice in groups.
4. What are the most tragic losses in one's life? Why?
5. The students read Part 1. Why did he lose all his possessions? What kind of advice would you give him?
6. The students read Part 2. What would you prepare to host her if you were in his shoes? Would you even host her? What do you think Federigo will do?



7. The students read Part 3. His Falcon is the only thing that could save her son's life. Do you think he should give it to her? Why? Why not?
8. The students read Part 4. Which characteristics apply to the characters from the story Federigo, Monna Giovanna or her son? Explain your choice. You can use each adjective more times. *loving, caring, nice, stupid, selfish, naive, clever, cunning*
9. Finish the story after her son's death.
10. The students read Part 5. They say love and health are the only things you cannot buy. Do you agree?
11. How can people possibly lose their property? Whose fault is it?
12. What are the most tragic losses in one's life? Why?

Evaluation and assessment method:

- Throughout the lesson, ensure that your students are backing up their choices with accurate supporting details.
- Teacher's observations of students' participation in group activities and discussions.

Effect of the activity on RSP reading:

Practices that support students' imagination, choice, collaboration, and shared control of learning outcomes can be linked to self-expressed interest in reading and engaged reading behaviour.

Connection to curriculum

Grade: 1 – 4 grade of secondary studies

Curriculum: The study of literature is focused on reading and comprehending literary texts of historical and cultural importance and relevancy either in the world or Czech literature. Students are taught to work with texts and information in different ways, to adopt the processes of analysis, synthesis, induction, deduction, generalization, abstraction, specification, comparison, organization, selection. The students should be able to interpret, summarize and evaluate the texts.

Knowledge:

- Improve reading comprehension
- Organise information in a specific way

Skills:

- Make predictions, deductions
- Compare and contrast
- Summarize
- Work effectively in groups, respecting others
- Improve the social skills

Competences:



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- Think in social context about life or personal experience of different people
- Financial literacy
- Awareness of what is important in one's life
- Be able to visualise material read
- Follow specific instructions and conventions
- Support and justify an opinion

Bibliographic reference to be used during the activity

Boccaccio Giovanni

Publisher: <https://americanliterature.com>

Results

The expected outcomes of the lesson are:

- The students will be able to understand different life situations in social context.
- To be able to recognize what is important in one's life.
- To offer observations, make connections, speculate, interpret, and raise questions in response to the story.

Recommendations

Both the teaching method and the text can help in increasing students' interest in reading. This text promotes a relationship with possessions and other people at the same time. The teacher monitors the students so as to make sure they cooperate effectively.