Remarks:

- Concerning the lyric platform www.lyrikline.org: this website is a true treasure trove! It has poems in more than 60 languages, read aloud by the authors themselves and supplemented with biographical information about them. Frequently, there is also a translation into German or the other languages which the website can accommodate. About operating the website: select first the language for navigating the site, then enter the name of the desired language of the poems into the field "search term".

Variants:

There are many possible expansion possibilities, i.e.:

- The texts (frequently with translation) can also be printed out and copied, which also allows for language comparisons and language observations.

- The students practice reading their favorite poem and recite it themselves to the class.

- The students also listen to poems in other languages, decide on a particularly beautiful listening experience and/or make comparisons with their own language (sound, speech rhythm, melody, tempo, etc.).

29 Characters in a book

Goal

In the course of reading the text, the students create a portrait of the protagonist or another important figure, and make a deeper analysis of that which this character experiences. This deeper understanding and identification is crucial for the students' comprehension of the plot and the relationships between the characters.

5th−9th grade **Approx. 90 minutes**

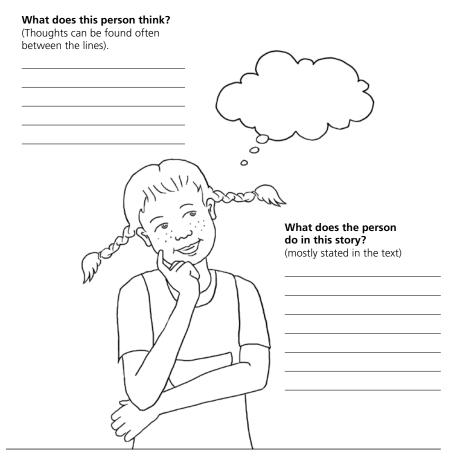Materials:
History, story, or an entire book (also a picture book), paper, coloring pencils.

Procedure:

- During or after reading a story or a book (also a story book or picture book), the students create a portrait or a profile of the protagonist or several important figures. This can be accomplished as an individual assignment or with a partner. Prior to the assignment, some of the salient points for such a portrait or profile are discussed; e.g.

  − Where does the person live?

  − What does the person look like?

  − What can this person do particularly well, and what not?

  − What worries this person?

  − What do you know about this person's family?

  − Which other figures are important for this person?

  − Would you like to be friends with this person, and if yes, why? If no, why not?

- Besides the written responses, the portrait should also include a drawing of the person.

- These portraits are then discussed and compared, first in groups, then in the class as a whole.

What does this person think?
(Thoughts can be found often between the lines).

What does the person do in this story?
(mostly stated in the text)

Remarks:

The project can, of course, be conducted as well with students in grades 7–9. The assignments can become easier or more challenging, depending on the figure, the language and the course of action.