



**T27** **Daffodils**

William Wordsworth  
*Poems, in Two  
Volumes*  
(1807)

🔊 3.11

*This poem records the experience of a walk the poet went for with his sister Dorothy, near their home in the Lake District. It is one of Wordsworth's most famous poems, in which he vividly conveys his love for nature. Written in 1804, it was published in 1807.*

I wandered lonely as a cloud  
That floats<sup>1</sup> on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils<sup>2</sup>:  
5 Beside the lake, beneath the trees,  
Fluttering<sup>3</sup> and dancing in the breeze.

Continuous as the stars that shine  
And twinkle<sup>4</sup> on the milky way<sup>5</sup>,  
They stretched in never-ending line  
10 Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing<sup>6</sup> their heads in sprightly<sup>7</sup> dance.

The waves beside them danced; but they  
Outdid the sparkling waves<sup>8</sup> in glee;  
15 A poet could not but be gay<sup>9</sup>,  
In such a jocund company;  
I gazed – and gazed – but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
20 In vacant<sup>10</sup> or in pensive mood,  
They flash upon that inward<sup>11</sup> eye  
Which is the bliss<sup>12</sup> of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.



1. Jean-François Millet, *Narcissi and Violets*, ca 1867. Hamburg, Hamburger Kunsthalle.

1 floats. Fluttua.  
2 golden daffodils. Narcisi dorati.  
3 Fluttering. Ondeggianti.  
4 twinkle. Scintillano.  
5 the milky way. La via lattea.  
6 Tossing. Che scuotevano.  
7 sprightly. Allegra, briosa.  
8 Outdid the sparkling waves. Superavano le onde spumeggianti.  
9 could not ... gay. Non poteva fare a meno di provare gioia.  
10 vacant. Ozioso, distratto.  
11 inward. Interiore.  
12 bliss. Beatitudine.

## LITERARY COMPETENCE

### > VOCABULARY

#### 1 READ the poem and find the words which mean the following.

- 1 moved around without a definite purpose or plan .....
- 2 a great number .....
- 3 under .....
- 4 light wind .....
- 5 extended .....
- 6 looking quickly .....
- 7 joy .....
- 8 looked .....
- 9 abundance .....
- 10 sofa .....

### > COMPETENCE: READING AND UNDERSTANDING A TEXT

#### 2 READ the poem again and answer the following questions.

##### First stanza

- 1 What was the poet doing? What was his mood?
- 2 What did he see suddenly?
- 3 Where were the flowers?

##### Second stanza

- 4 What did the poet associate the flowers to?
- 5 How many did he see? Is that possible?

##### Third stanza

- 6 What was nature like?
- 7 How did the poet feel?
- 8 Why does the author say 'A poet' in line 15?

##### Fourth stanza

- 9 What kind of state does the poet describe?
- 10 Is this solitude similar to the loneliness of the first stanza?
- 11 What is the result of this experience?

### > COMPETENCE: ANALYSING AND INTERPRETING A TEXT

- #### 3 SAY how the daffodils are introduced in the first stanza. What do you call this device?

- #### 4 DISCUSS what effect is achieved by showing the daffodils as part of the universal order in the second stanza.

- #### 5 EXPLAIN what view of nature is conveyed by Wordsworth in the second and third stanzas.

- #### 6 FOCUS on the third stanza. How are perception and thought related?

- #### 7 STATE what tense appears in the fourth stanza. Explain the function of this exception to the use of the past tense which characterises the whole poem.

### > COMPETENCE: ESTABLISHING LINKS AND RELATIONSHIPS

- #### 8 EXPLAIN how what Wordsworth said in his 'Preface' to *Lyrical Ballads* about the process of poetic composition applies to this poem.

### > COMPETENCE: LINKING LITERATURE TO PERSONAL EXPERIENCE

- #### 9 THINK of a scene, either in the country or in town, that struck you, thereby creating an emotion. Describe the scene as carefully as you can, pointing out what senses were involved in the experience. Finally, try to determine what makes it memorable and important to you and how you feel when you remember it.

# Traccia di lezione

Argomento: Daffodils





Tempo previsto: 50 minuti


## Obiettivi formativi:

- leggere e analizzare testi poetici;
- riconoscere i caratteri peculiari e le principali figure retoriche in un'opera poetica;
- mettere in relazione un testo letterario con le idee e la poetica dell'autore;
- scrivere brevi saggi.

## Strumenti necessari:

- libro di testo, LIM, eBook online o su chiavetta.

<b>PRECONOSCENZE</b>  5 minuti	<b>Cosa fa il docente?</b> <ul style="list-style-type: none"><li>• Il docente può iniziare la lezione ponendo alcune <i>warm-up questions</i>:<ul style="list-style-type: none"><li>• <i>What do we associate flowers with?</i></li><li>• <i>Can flowers bring about an emotional reaction?</i></li><li>• <i>Why are they often used to demonstrate emotions like love or forgiveness?</i></li></ul></li></ul>
<b>LEZIONE</b>  15 minuti	<b>Cosa fa il docente?</b> <ul style="list-style-type: none"><li>• Il docente apre la lezione diretta chiedendo agli alunni di ricapitolare alcuni degli elementi della poetica di Wordsworth già emersi durante le lezioni precedenti.</li><li>• Partendo dalle risposte date dagli alunni, il docente si sofferma su alcuni aspetti fondamentali per approfondirli e ampliarli:<ul style="list-style-type: none"><li>• <i>the task of the poet</i>;</li><li>• <i>the subject of his poetry and Wordsworth's conception of Nature</i>;</li><li>• <i>the language of poetry (simple language vs poetic diction)</i>;</li><li>• <i>senses and the role of memory</i>;</li><li>• <i>the role of the Child</i>.</li></ul></li><li>• Il docente fa ascoltare la poesia <i>Daffodils</i> (eBook: Track 3.11, p. 192; oppure utilizzando l'app Guarda! o collegandosi a Internet, per esempio al link <a href="https://www.youtube.com/watch?v=EK9UWpYuZIE">https://www.youtube.com/watch?v=EK9UWpYuZIE</a>).</li></ul>
<b>ATTIVITÀ</b>  15 minuti	<b>Cosa fa il docente? Cosa fanno gli studenti?</b> <ul style="list-style-type: none"><li>• Chiede agli alunni di leggere di nuovo la poesia e di analizzare il testo rispondendo ai quesiti di <i>while-reading</i> (es. 1-7, p. 193).</li></ul>
<b>RESTITUZIONE</b>  10 minuti	<b>Cosa fa il docente? Cosa fanno gli studenti?</b> <ul style="list-style-type: none"><li>• Il docente verifica le risposte date dagli alunni, si confronta con loro e approfondisce alcuni elementi strutturali e contenutistici che ritiene particolarmente significativi, per esempio:<ul style="list-style-type: none"><li>• divisione in <i>stanzas</i>;</li><li>• schema rimico (ababcc);</li><li>• <i>the conception of Nature</i>;</li><li>• <i>sensory perceptions</i>;</li><li>• <i>the role of memory</i>.</li></ul></li></ul>

<p><b>RESTITUZIONE</b></p>	<ul style="list-style-type: none"> <li>• Partendo dagli esempi di <i>simile</i> presenti nel testo, il docente introduce o ricorda alcune delle principali figure retoriche già incontrate precedentemente e chiede agli alunni di individuarne alcuni esempi presenti nel testo: <ul style="list-style-type: none"> <li>• <i>simile</i>: a stated comparison (usually formed with like or as) between two fundamentally dissimilar objects that have certain qualities in common, i.e.: <ul style="list-style-type: none"> <li>• 'lonely as a cloud', line 1;</li> <li>• 'Continuous as the stars', line 7.</li> </ul> </li> <li>• <i>metaphor</i>: an implied comparison between two dissimilar things that have something in common.</li> <li>• <i>personification</i>: a figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities, i.e.: <ul style="list-style-type: none"> <li>• 'crowd', line 3;</li> <li>• 'tossing their heads', line 12.</li> </ul> </li> </ul> <p>Può essere utile ribadire la differenza tra metafora e similitudine.</p> </li> </ul>
<p><b>CONCLUSIONE</b></p>  <p>5 minuti</p>	<p><b>Cosa fa il docente? Cosa fanno gli studenti?</b></p> <ul style="list-style-type: none"> <li>• A seconda del tempo a disposizione, il docente può chiedere agli alunni di riflettere sulle possibili connessioni tra i contenuti della 'Preface' e la loro trasposizione in forma poetica in <i>Daffodils</i> (es. 8. p. 193): <ul style="list-style-type: none"> <li>• <i>EXPLAIN</i> how what Wordsworth said in his 'Preface' to <i>Lyrical Ballads</i> about the process of poetic composition applies to this poem.</li> </ul> </li> <li>• Può infine assegnare un <i>writing</i> invitando gli alunni a seguire le istruzioni riportate nell'es. 9 (<i>Linking literature to personal experience</i>, p. 193).</li> <li>• In alternativa, può chiedere di fare una ricerca sui luoghi nati di Wordsworth da presentare alla classe durante la lezione successiva (una fonte utile può essere, per esempio, <a href="https://wordsworth.org.uk/">https://wordsworth.org.uk/</a>).</li> </ul>