

1. Record Nr.	UNINA9910795556003321
Autore	Gear Adrienne
Titolo	Powerful Poetry : Read, write, rejoice, recite poetry all year
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Nota di contenuto	Cover -- Title -- Dedication -- Copyright -- Contents -- Preface -- Introduction -- Why Not Poetry? -- 1: Discovering Poetry -- What Is Poetry? -- Lesson: What Does Poetry Look Like? -- Lesson: What Does Poetry Sound Like? -- Lesson: What Does Poetry Feel Like? -- Lesson: What Does Poetry Make Us Think About? -- Anchor Books About Poetry -- Lesson: Finding Poems Where They Hide -- 2: Experiencing Poetry -- Establishing Poetry Rituals -- Read! Read! Read! -- Fill Your Classroom with Poetry -- Favorite Poetry Anthologies -- Reciting Poetry -- Poetry Jam -- Poetry Slam -- Poetry Collections Recommended for Poetry Jams and Poetry Slams -- Poetry as a Presence in Your Classroom -- Poetry Corner -- Poet-Tree -- Poem in Your Pocket -- Request-a-Poem Jar -- Poets Corner -- Poem of the Week -- Poem of the Week Routine -- Responding to the Poem of the Week -- Connecting Poetry to Content -- Poems About School -- Poems About Math -- Poems About Science -- Poems About Social Studies -- Poems About Sports and Play -- 3: Learning Poetry -- Poetic Devices -- Similes -- Metaphor -- Personification -- Repetition -- Alliteration -- Onomatopoeia -- Rhyming Patterns -- Poetic Structures -- Haiku -- Cinquain -- Acrostic -- List Poem -- Concrete Poetry -- Limerick -- Found Poem -- Free Verse -- 4: Creating Poetry -- What Are Brain Pockets? -- Brain Pocket Poetry Plan -- Memory Pocket Poetry -- I Am From... Poem -- I'm Talking... Poem -- Family Metaphor Poem -- When

I Was Young Poem -- Poems about Feelings -- Gratitude Poem -- Apology Poem -- Noisy Place Poem -- Six Senses of Color Poem -- Fact Pocket Poetry -- I Like... Poem -- What Am I? Poem -- Acrostic Animal Poem -- Content List Poem -- I Am... Personification Poem -- Antonym Diamante for Comparing -- Imagination Pocket Poetry -- If I Were... Poem -- Imaginary Creature Poem -- How to Be... Poem -- Assessing Poetry.  
 Poetry Assessment Rubrics -- Final Thoughts -- Acknowledgments -- Professional Resources -- Index.

**Sommario/riassunto**

Adrienne Gear continues the journey of effective literacy instruction with a focus on poetry. Combining writing, reading, and oral language skills, this book will provide teachers with a wealth of engaging lessons to bring the power of poetry into their classrooms.

2. **Record Nr.**

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**Autore**

Mamdani Mahmood <1946-, >

**Titolo**

Define and rule : native as political identity // Mahmood Mamdani

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**Nota di contenuto**

Front matter -- Contents -- Introduction -- Chapter one. Nativism: The Theory -- Chapter two. Nativism: The Practice -- Chapter three. Beyond Settlers and Natives -- Notes -- Acknowledgments -- Index

**Sommario/riassunto**

Define and Rule focuses on the turn in late nineteenth-century colonial statecraft when Britain abandoned the attempt to eradicate difference

between conqueror and conquered and introduced a new idea of governance, as the definition and management of difference. Mahmood Mamdani explores how lines were drawn between settler and native as distinct political identities, and between natives according to tribe. Out of that colonial experience issued a modern language of pluralism and difference. A mid-nineteenth-century crisis of empire attracted the attention of British intellectuals and led to a reconception of the colonial mission, and to reforms in India, British Malaya, and the Dutch East Indies. The new politics, inspired by Sir Henry Maine, established that natives were bound by geography and custom, rather than history and law, and made this the basis of administrative practice. Maine's theories were later translated into "native administration" in the African colonies. Mamdani takes the case of Sudan to demonstrate how colonial law established tribal identity as the basis for determining access to land and political power, and follows this law's legacy to contemporary Darfur. He considers the intellectual and political dimensions of African movements toward decolonization by focusing on two key figures: the Nigerian historian Yusuf Bala Usman, who argued for an alternative to colonial historiography, and Tanzania's first president, Mwalimu Julius Nyerere, who realized that colonialism's political logic was legal and administrative, not military, and could be dismantled through nonviolent reforms.

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