

# LESSON PLAN [2018-2019]



**DLF Public School**

THE LEARNING ACADEMY  
Managed By Darbari Lal Foundation

| Teacher Name | Class | Subject | Time slot | Period | Lesson                    | Topic                                |
|--------------|-------|---------|-----------|--------|---------------------------|--------------------------------------|
|              | 9     | English | 30 Mins   | 1      | A Legend of the Northland | Introduction +thematic comprehension |

Expected Learning Outcome: Learners will be able to-

- Justify the title of the poem through discussion.
- Differentiate between myths, legends and fables.
- Read and comprehend the poem and identify the poetic devices.
- Analyze the characters in the poem.

**Expected skill development:** Creativity, Questioning, Reading, Analysis, Identification, listening

| Time             | Pedagogy                                                   | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1<br>10 mins | Pre - Reading Activity<br><br>Listening activity           | <p><b>Myths, Legends and Fables</b></p> <p>'Myth' comes from the Greek word 'mythos' which means 'word of mouth'. Myths were stories that were made up by early people. They dealt with the adventures of gods and goddesses. In these stories gods and goddesses could use their powers to help people or make things more difficult for them. Myths were shared by groups of people and became part of their culture. Legends are also stories that have been made up, but they are different from myths. Legends are about people and their actions or deeds. These people lived in more recent times and are mentioned in history. The stories are based on facts, but they are not completely true. This is to make the story more interesting or to teach a lesson, like knowing right from wrong.</p> <p>A fable is another type of story, also passed down from generation to generation and is told to teach a lesson. Fables are about animals that can talk and act like people</p> <p>Teacher will read the above passage twice and ensure that the students have grasped the main idea of the passage. Based on this a few questions will be asked to attempt (worksheet), which will help them differentiate between a Legend, Myth and Fable.</p> <p>Through this the teacher introduces the meaning of Legend and a quick glance of the title of the poem as well.</p> |
| 15 mins          | Reading and comprehending the first 8 stanzas of the poem. | <p>Teacher will introduce the story of Saint Peter and the greedy woman who lived in Northland to the students while reading the poem.</p> <p>While reading through the poem the students will be able to analyze the culture, lifestyle and belief of the people of Northland.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| 5 mins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Closure- Analysis                                              | The students will be asked to read the poem. Comprehension will be carried out through questions.                                                                                                                                                  |
| Day 2<br>5mins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Warm up- Recap of the previous day through a quick discussion. | Teacher will ask the students to quickly recapitulate the part of poem read the previous day.<br>(See proposed question)                                                                                                                           |
| 20 mins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reading and comprehending the next 8 stanzas of the poem.      | Teacher will initiate the discussion of the poem in an interactive manner.<br><br>Importance of moral values will be discussed by interpreting the character of the greedy woman and comparing the incident in the story with real life instances. |
| 5 mins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Closure- Reflection through evaluation and analysis            | 1. Do you think the little woman deserved to be cursed? Why?<br><br>2. Why was the little woman cursed particularly to be a wood pecker and not any other bird?                                                                                    |
| <p>➤ <b>Proposed Questions</b> ( To check the comprehension)</p> <p><b>Reading and Comprehension (Day 1)</b></p> <ol style="list-style-type: none"> <li>1. Why can't the people in the Northland sleep through the nights during winter?</li> <li>2. What was the condition of Saint Peter on that given day? Why?</li> <li>3. Why do you think that the woman in story was hesitant to give away her cakes?</li> <li>4. What is a ballad? Do you think this poem is a ballad?</li> <li>5. Which country or countries do you think 'The northland' refers to?</li> <li>6. Who was Saint Peter? What did he ask the old lady for?</li> <li>7. To what have the children in the northland been compared to and why?</li> </ol> <p>Day 2</p> <p>➤ <b>Proposed Questions</b> ( To check the comprehension and analyzing skills) (Recap)</p> <p>How is true satisfaction spoiled by greed?</p> <p>Why did Saint Peter leave only her scarlet cap on her head as it is?</p> <p>How did the first piece of cake appear to the little woman?</p> <p>How did the woman behave when Saint Peter asked her for a cake?</p> <p>What was the message conveyed through the poem and why?</p> |                                                                |                                                                                                                                                                                                                                                    |
| <p>● <b>Evaluation/Assessment:</b></p> <p>Oral response, class interaction and worksheet</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                |                                                                                                                                                                                                                                                    |
| <b>Learners on the way:-</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                | <b>Advanced Learners:-</b>                                                                                                                                                                                                                         |
| Learners will give examples of the poetic devices identified by the advanced learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                | Learners will be asked to identify the poetic devices                                                                                                                                                                                              |
| <b>Materials needed/Resources:</b> Beehive textbook, Blackboard, worksheet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                |                                                                                                                                                                                                                                                    |
| <b>Common Misconceptions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                | <b>Addressing the Misconceptions:</b>                                                                                                                                                                                                              |

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| <p><b>Day 1</b><br/>Students might not know in which form the poem has been written. (Do you think the poem is a ballad?)</p> | <p><b>Day 1</b><br/>A ballad is a song narrating a story in short stanzas. Ballads are part of folk culture or popular culture and are passed on orally from one generation to the next.<br/>Therefore this poem is also a ballad.</p> |
| <p><b>Day 2</b><br/>Students might not be able to infer the significance of the “woodpecker”</p>                              | <p><b>Day 2</b><br/>Teacher will justify the symbolic significance of the bird.</p>                                                                                                                                                    |

### **WORKSHEET (Day 1)**

**Based on your hearing of the passage, answer the following questions by choosing the correct option:**

- Myths were written during .....
  - early times
  - recent times
  - modern times
  - Greek period
- Myths deal with.....
  - the culture of groups
  - the relationship between gods
  - early people
  - the adventures of gods and goddesses
- Legends are stories about.....
  - the explanation of natural events.
  - people and their actions or deeds
  - animals and plants
  - gods and goddesses
- The main characters in a fable are .....
  - early people
  - people who lived in recent times
  - animals that can talk and act like people.
  - gods who act like people
- ..... and ..... are told to teach a lesson.
  - Myths and legends
  - Legends and fables
  - Fables and myths
  - Fables and epics

### **Answers:**

1a, 2d, 3b, 4c, 5b