

LESSON PLAN



DLF Public School

THE LEARNING ACADEMY

Managed By Darbari Lal Foundation

Teacher Name	Class	Subject	Time	Period	Lesson	Topic
	IX	English	30 + 30mins	1+1	Poem - No Men Are Foreign	Reading and discussion

Expected Learning Outcome:

Learners will be able to :

- Identify that the poem is written in free verse.
- Unjumble letters to form meaningful words.
- Enhance vocabulary by providing relatable words.
- Analyze the core idea contained in particular stanzas.
- Express theme of the poem verbally.
- Identify the poetic devices used and provide examples of the same.

Expected skill development:

Thinking skills, Collaborative skills, Reading skills, Listening skills, Speaking & Communicative skills
Writing skills

TIME (in mins)	PEDAGOGY	CONTENT
Day 1 10	Pre - reading : Introduction of the poem through Vocab activity:	• Words like 'BROTHERHOOD' and 'FRATERNITY' will be written in jumbled form on the blackboard, 'OHBTOEDRHRO' 'NITERAFYRT' and students will be asked to unjumble it. Students will come up with words related to "brotherhood" which will be listed on the board. Expected answers: Harmony, love, compassion, empathy, affection, fondness, unity, generosity, kindness, benevolence
5	Reading of the poem	1 model reading by the teacher 1 silent reading by the students The teacher will ask about the rhyme scheme of the poem
12	Derivational method-	Students will be asked the following questions, once they have read the poem. 1. Who is a stranger? 2. Who is a foreigner? 3. Why does the poet ask his readers to remember that no men are strange and no men are foreigner? 4. What does the word 'uniform' imply here? Is it a school uniform or a specific dress of an organization?

		5. Does the word ‘breathe’ imply the natural process of survival or something else? 6. Which ‘land’ is the poet referring to? 7. What is the destined end for all of us? Conclusion : This earth belongs equally to all of us. Stanza 2 - Who are “they” in the second stanza? - Are the natural resources confined only to a particular area or nation? - Can people belonging to other areas / nations equally utilize these resources? - Is there any difference in the way all of us use these resources? - Who produces the crops for us? (farmers) And for them? - How many of you like peace? What do you think about the people living across boundaries? Do they also like peace or not? - What happens during a war? - Mention the adversities faced by a soldier during wartime. - What are the similarities between “us” and “them”? - Explain the symbolic meaning of “lines”. Conclusion: We are similar in every respect. Therefore the poet stresses that there is nothing as to be called strange or foreign. Is there any difference in the first and the second stanza? (It will lead the students to the conclusion of each stanza)
3	Closure- Think line- Discussion	“Hate cages all the good things about you”
Day 2 5 mins	Warm -up activity- TS Discussion	Students will present their views on the phrase given as home task.
20	Derivational method-	3rd stanza: - Who do the words ‘they’ and ‘ours’ refer to? - Explain: ‘they have eyes like ours that wake or sleep’. - According to the poet, how can we win other people? - What do you understand by ‘common life’? 4th stanza: - Who tells us to hate others? (ourselves or unscrupulous politicians and religious leaders) - Are we instigated/provoked by these people? Why? - If I cheat my brother/friend/family member, whom am I harming? - Do we degrade humanity by our act? 5th stanza:

		1. To whom does this earth belong? 2. So if earth belongs to humans do we have any duty towards it? 3. Should we pollute it with our deeds or protect it ? 4. Is our responsibility towards only our particular area or across boundaries? 5. Give the meaning of the word “defile” Identify the poetic device used in the stanza.
5	Closure- Discussion	Theme of the poem shall be deduced from students. (Expected answer: whole world -union - no strange- no foreign - sharing common land - different religions but same - pain and pleasure equal - afraid of war - rejoice at love - share similar resources - hatred harmful.)

Evaluation/Assessment:

Collaborative activity
Proposed Question
Observation
Classroom Interaction

Materials needed/Resources:

Blackboard, Textbook, Dictionary

Common Misconceptions/ anticipated problem:

Words like harmony, compassion, love might be understood by students as synonym of ‘brotherhood’.

Addressing the misconceptions/ anticipated problem :

They are the words related/associated to brotherhood but not a synonym.
Synonyms of ‘brotherhood’ are coalition, affiliation, fraternity.

Home Assignment:

Day 1

Research on the Sanskrit phrase “ Vasudhaiva Kutumbakam”

Day 2

Identify the poetic devices used in the poem.