

LESSON PLAN

Class: IX

Subject: English

Unit	No Men are Foreign
Class Transaction	Total: 2 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires students to – Understand, appreciate and enjoy poetry Know the value of brotherhood and citizenship. Infer, analyze and evaluate poem.
Assessment of qualifying knowledge	Written test HW notebook
Objective	Students will be able to - Understand the theme of the poem Importance of citizenship enhance vocabulary find out the literary devices in the poem inculcate the values of brotherhood and citizenship

Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand -</i> • the poet's style of writing • the theme of the poem – discrimination is inhuman and we should stay in harmony • the text locally and globally • infer meaning from the context <u>SKILLS and COMPETENCIES-</u> <i>Students would be able to develop -</i> Listening skill • follow instructions and directions. • make inferences and judgements Reading skill • become accomplished and active readers who appreciate ambiguity and complexity • respond critically to the cultural and emotional values in the text. • Read the poem to identify literary devices used in the poem. Writing skill • demonstrate planning skills for answering questions
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	- locate, access, select, organize and integrate relevant data. Speaking skill. - be able to prepare, organize and deliver an engaging oral presentation. - use appropriate vocabulary, tone, posture, gestures, pause and maintain eye contact while speaking <u>Competencies</u> Critically analyze the secular fabric of India. - Understand the importance of values in life working in collaborative manner and communicating ideas with each other. - Write an article describing your views on the practice of discrimination that is prevalent in India also list the solution that will help people to avoid this inhuman practice. (creative, critical competencies) <u>ATTITUDE: Critically examining</u> the secular fabric of India and honing character traits and citizenship by understanding the importance of equality and brotherhood in the society.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL-1,2,3 Wipro- Numbered Heads Transaction would proceed in the following manner- <i>Brain Storming</i> –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told – about the poet -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) <i>Introduction of the topic-</i> PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i> – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ Peer Assessment
Resources	Text Book: NCERT Text book

Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks and we will assess their Critical and Creative thinking. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission..... 1 mark Presentation/ Neatness (Creativity, Critical Thinking) 1 mark Content (Critical Thinking) 3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.														
Assessments	<table border="0"> <tr> <td>4 UNIT TESTS (20, 20, 20,20)</td> <td>80 Marks</td> </tr> <tr> <td>HALF YEARLY EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>ANNUAL EXAMINATION</td> <td>80 Marks</td> </tr> </table> PERIODIC TEST We assess creativity and critical thinking through Pen Paper Test Average of the best two tests to be taken that will have a weightage of 10 marks. Best 2 Tests out of: Units tests, Half Yearly examination. <table border="0"> <tr> <td>INTERNAL ASSESSMENT</td> <td>20 Marks</td> </tr> <tr> <td>• Periodical Test</td> <td>10 Marks</td> </tr> <tr> <td>• Note Book Submission</td> <td>05 Marks</td> </tr> <tr> <td>• Subject Enrichment Activity</td> <td>05 Marks</td> </tr> </table> We assess all the competencies through Subject enrichment activities like Creativity and innovation, Critical thinking, communication, collaboration, character and citizenship.	4 UNIT TESTS (20, 20, 20,20)	80 Marks	HALF YEARLY EXAMINATION	80 Marks	ANNUAL EXAMINATION	80 Marks	INTERNAL ASSESSMENT	20 Marks	• Periodical Test	10 Marks	• Note Book Submission	05 Marks	• Subject Enrichment Activity	05 Marks
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Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes														

	• Call parents at regular intervals • Provide grade-up classes

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This lesson requires: Basic comprehension skills Reading skills
Assessment of qualifying knowledge	1. Written test 2. HW notebook (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the poem. The students will be able to read the poem and derive the theme of the lesson.
Learning Outcomes:	<u>Competencies</u> • Critically analyze the secular fabric of India. • Understand that ‘equality and brotherhood leads to happiness’ working in collaborative manner and communicating ideas with each other. • <u>ATTITUDE:</u> Critically examining the secular fabric of India and honing character traits and citizenship by understanding the importance of equality and brotherhood in the society Students will be able to read with 90% accuracy.
Transaction Methodology:	DOL-1,2,3 WIPRO- Numbered Heads <u>SKILL: Reading</u> a. The students will be asked about what do they think about their role as a citizen. b. They will discuss various solutions through which the problem discrimination can be solved. c. There will be a discussion on ‘equality’ as well as ‘brotherhood’. d. Reading of the poem.
Resources:	Text Book, CLOZE passage.

Closure:	Summarizing the day's learning wherein the learners find out the theme of the poem.
Self Study, Home Work, Assignments	Read the poem and find out the central theme of the poem.
Assessment	Assessment of Cloze Passage and discussion.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes

DAY 2	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the lesson. (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Students will be able to write their views and attempt a worksheet on the same with 90% accuracy.
Learning Outcomes:	(COLLABORATION) Skill: Writing Carousel Review – to check their understanding. Students will recall and write their views Students will be provided a worksheet to write the meaning of the figurative phrases and come up with more than one meaning Facilitator will collect all the worksheets to check for understanding
Transaction	DOL-1,2,3 WIPRO- Numbered Heads

Methodology:	TPS, Carousel review.
Resources:	Text Book, Assessment worksheet
Closure:	A quick recap of the main points of the chapter.
Self Study, Home Work, Assignments	<i>Evaluation of the assignment-</i> Format-1 Content-5 Fluency and conventions- 3 On time submission- 1
Assessment questions	1. Whom does the poet refer to as 'our brothers' and why? 2. What does the poet mean when he says, 'in which we all shall lie'? 3. Why does the poet call harvests 'peaceful' and war as 'winter'? 4. In one of the stanzas, the poet finds similarity in human hands. What is it? 5. How does man pollute this earth by going to war?