

LESSON PLAN Class: X Subject: English	
Unit	Nelson Mandela
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This chapter requires Basic comprehension skill
Assessment of qualifying knowledge	1. Written Test 2. Group Discussion 3. HW Notebook Students will be asked to read the given paragraph (related to the theme of the chapter) to read and will be asked a few questions based on it.
Objective	To enable students to appreciate the theme of the poem and language used with 90% accuracy.
Learning Outcomes	<u>KNOWLEDGE:</u> <i>Students will know and Understand- critique and justify the meaning of apartheid and its effect.(critical competency)</i> <u>SKILLS and COMPETENCIES-</u> <i>Students will be able to:</i> Critically analyze the importance of the impact of racial discrimination. - Identifying the main points and working in collaborative manner and communicating ideas with each other. - Write/compose a letter to a friend describing the importance of love over hate creatively. (creative, critical competencies) <u>ATTITUDE:</u> Critically examining the effects of apartheid character traits and citizenship by understanding the importance of love over hate.
Transaction Methodology <i>[provide details of each of these, if separate sessions]</i>	<u>KNOWLEDGE-</u> <i>Students will know and understand -</i> - the poet's style of writing - the theme of love and hate. - 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 aesthetic, cultural and emotional values in the text. • skim the reading text to identify main ideas • scan text for specific supporting details.																				
Resources	NCERT Text Books, CLOZE assessment worksheet.																				
Self Study, Home Work, Assignments	Independent Practice: <i>Define the exact assignment for independent study</i>-Imagine you are the speaker. Write a letter to your friend discussing the colonial rule, in the home work copy. (Competency- critical thinking; skill- writing) <i>HW notebooks to be marked as per the given plan:</i> <i>Evaluation of these assignments-</i> Content (critical thinking and creativity) -3 marks Presentation/ Neatness (creativity)- 1 mark On time submission- 1 mark																				
ASSESSMENTS	<table> <tr> <td>3 UNIT TESTS (20, 30, 30)</td><td>80 Marks</td></tr> <tr> <td>MID TERM EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>HALF YEARLY EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>PRE BOARD-I EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>PRE BOARD-II EXAMINATION</td><td>80 Marks</td></tr> <tr> <td>ANNUAL BOARD 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, Midterm examination, Half Yearly examination. <table> <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.	3 UNIT TESTS (20, 30, 30)	80 Marks	MID TERM EXAMINATION	80 Marks	HALF YEARLY EXAMINATION	80 Marks	PRE BOARD-I EXAMINATION	80 Marks	PRE BOARD-II EXAMINATION	80 Marks	ANNUAL BOARD 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
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Assessment Question

(a) What are the twin obligations of every man?

(b) Is it possible in South Africa for a man of Nelson Mandela's colour and birth to fulfil both the obligations?

(c) Why do you think Mandela was not living in a humane society?

(d) Why were the blacks treated so badly in South Africa?

(e) Was Mandela indeed 'free in every way' in his childhood?

DAY WISE LESSON PLAN

DAY I	
Pre-requisite for the course:	This chapter requires : Basic comprehension skills Reading skills
Anticipatory Set	A class discussion on – What do you understand by apartheid? (CRITICAL THINKING, COLLABORATIVE LEARNING)
Learning Objectives:	Reading and Listening Skill Read and appreciate the chapter. The students will be able to read the chapter with correct pronunciation and derive the theme.
Learning Outcomes:	Students will be able to read with 90% accuracy.
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share <u>SKILL: Reading</u> i. A CLOZE passage will be shared with the students having the theme of apartheid to check their understanding (5 min).
Resources:	Text Book, CLOZE passage.
Closure:	Summarizing the day's learning wherein the learners find out the theme of the chapter.
Self Study, Home Work, Assignments	Read the chapter and find out the important things discussed.
Assessment	Assessment of Cloze Passage.
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

	chapter • How important brotherhood is? • What is the message conveyed by the author? • What did Nelson Mandela wish for? (CRITICAL THINKING, COLLABORATIVE LEARNING)																
Learning Objectives:	Students will be able to understand the theme of the chapter.																
Learning Outcomes:	Students will be able to understand the theme of the chapter with 90% accuracy. (CRITICAL THINKING, CHARACTER and CITIZENSHIP)																
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share <u>SKILL: LISTENING, SPEAKING,</u> Directed Reading- Thinking Activity (15 min) <table><tr><td></td><td>Main point(s)</td><td>Relation to prior part</td><td>Predict part</td></tr><tr><td>After Ist part</td><td></td><td></td><td></td></tr><tr><td>After IInd Part</td><td></td><td></td><td></td></tr><tr><td>After IIIrd part</td><td></td><td></td><td></td></tr></table> Facilitator will summarize the presentation given by each group(20 min)		Main point(s)	Relation to prior part	Predict part	After Ist part				After IInd Part				After IIIrd part			
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Resources:	Text Book, question answer worksheet																
Closure:	Summarizing the day’s learning wherein the learners understand the theme.																
Self Study, Home Work, Assignments	Revise the chapter.																

DAY 3	
Anticipatory Set:	The facilitator asks questions to check learners' understanding of the theme and inner meaning of the chapter. (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 on the chapter Facilitator will collect all the worksheets to check for understanding
Transaction Methodology:	DOL-1,2,3 WIPRO- Think Pair Share The Consequences and Sequel table will be framed section wise.
Resources:	Text Book, Assessment worksheet.
Closure:	A quick recap of the main points of the chapter.

Self Study, Home
Work, Assignments

Evaluation of the assignment-
Format-1
Content-5
Fluency and conventions- 3
On time submission- 1