

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – XII (ENGLISH CORE)
CONSOLIDATED LESSON PLAN

THE LAST LESSON (FLAMINGO-PROSE)

Unit	The Last Lesson(Flamingo-Prose)
Class Transaction	Total: 3 periods
Pre-requisite for the course	This lesson requires 1. Knowledge of Franco-Prussian War 2. Knowledge of Linguistic Chauvinism
Assessment of qualifying knowledge	1. Written test 2. Assignment notebook
Objective	At the end of the chapter, the students will be able to : • Infer the meaning from the chapter • Understand the message that lesson wants to convey
Learning Outcomes	KNOWLEDGE- Students would develop their optimistic attitude towards life amidst many struggles. They would be able to make connections between similar situations in different storylines/life experiences. Writing answers-- long, short, reference to context Solving extrapolatory questions (Critical thinking)
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	The session would begin with an interaction. The learners would interpret the title of the lesson. (Character building and citizenship) The background knowledge of the author and his works would be worksheet/spiral . Introduction of the topic- ppt and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. (Critical thinking) Techniques to be used: Group Discussion(Communication and brainstorming) HOTS Any Other
Resources	Text Book: Flamingo PPT Handout Source: http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG) Alsace & Lorraine During World War I
Self Study, Home Work, Assignments	Independent Practice: Students would do the Worksheet/spiral questions in their notebooks (as mentioned in the monthly planner). 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	3 UNIT TESTS 30,35,35 marks respectively MID TERM EXAMINATION 100 Marks HALF YEARLY EXAMINATION 100 Marks PRE BOARD EXAMINATION 100 Marks
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: For high scoring students: • Spiral Level 3 questions to be done • Encouragement for referring other resources For low scoring students: • Spiral Level 1 to be completed • Peer help to be provided • Provide grade-up classes(PCC) For differently abled students: • Ignore few spelling mistakes • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level.
Marks	As per CBSE Guidelines.

DAY PLAN

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Anticipatory Set-

- The facilitator will ask the learners a few basic questions to introduce the topic
- Class discussion on the general habit of procrastination and its ill-effects
- Linguistic chauvinism and the divinity of universal brotherhood

Objective –

- The students will be able to understand the theme of the lesson- patriotism, ill effects of linguistic chauvinism

- They will be able to understand the brutality of war which makes people insensitive
- They will be able to analyse the attitude of parents, students and teachers towards education of the bygone era
- A knowledge of(the historical) Bismark's unified Germany policy

Techniques to be used-

- Group discussion
- Debate
- Interactive learning
- Problem solving

Materials required and teaching aids-

Instructional aid- Digital modules, smart class(clips of Bismark's historical policy), Flamingo, chalk and

duster, black board

Strategy: Student- teacher interaction/discussion, collaborative learning, independent practice

Day 1 & 2

Activity 1 : The facilitator will initiate/draw the student's attention to the topic by asking questions like : ***Character and citizenship***

- What are the effects of war on the social and economic life of the people enslaved?
- What leads to procrastination and what are its harms in a student's life?
- What lead to the Franco Prussian war?

Activity 2: (***Communication and brainstorming***)

- Model reading of a paragraph by the teacher.
- Silent reading by children.
- Understanding the lesson with the help of word meanings, using dictionary.
- Discussion on the theme of the lesson.
- Deliberating on the role of education system in a country.

Guided Practice

The students will write about the moral values of M. Hamel's character, highlighted in the lesson.

Summarize and check for understanding

Rapid fire questions will be asked to check the comprehension skills of the students and doubts cleared.

Day 3

Recap of the last day and other contextual questions will be done in the notebooks with the assistance of the teacher.

The students will be explained the importance of mother tongue in their life.

Summarize and check for understanding.

Some questions will be asked based on the lesson and doubts cleared. (***Critical thinking and problem solving***)

Closure

- Summarizing the lesson.
- Students will be asked the ways in which the lesson was useful to them.(***Character and citizenship***)
- Suitability of the title will be discussed.
- Class test.