

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

THE RATTRAP (FLAMINGO-PROSE)

Unit	The Rattrap (Flamingo-Prose)
Class Transaction	Total: 3 periods
Pre-requisite for the course	This lesson requires the students' understanding of human loneliness, status and treatment meted out to 'have-nots' and the callous attitude of society and government towards poor and homeless people
Assessment of qualifying knowledge	• Written test • 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(<i>Character and citizenship</i>) • Rattrap seller's view on life and people • How Edla's behaviour changes him and he transforms him into a good human being
Learning Outcomes	<u>KNOWLEDGE</u>- 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. KNOWLEDGE- Students will acquire the knowledge of Plot and Theme of the lesson Events that took place in the lesson Writing answers long- short- reference to context Solving extrapolatory questions Discussion and debating Expressing themselves
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. (<i>Critical thinking</i>) 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/Board questions to be discussed in the classroom.

	Techniques to be used: Group Discussion(<i>Communication and brainstorming</i>) HOTS Any Other
Resources	Text Book: Flamingo PPT Handout
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

Anticipatory Set-

- The facilitator will ask the learners a few basic questions to introduce the topic

- Do you think a sense of guilt after committing a crime is punishment in its own right?
- Can a person ever change his perspective towards life?
- What role do rehabilitation centers play in providing opportunity to the people suffering from loneliness?

Objective –

- The students will be able to understand the theme of the lesson- human tendency to get attracted towards luxury and their temptation to materialistic and monetary gains.
- They will be able to understand the essence of true happiness.
- They will be able to differentiate between crime and sin.
- Understanding of the fact that none of us are infallible and one should think twice before sitting in judgement and criticizing the sinner.

Techniques to be used-

- Group discussion
- Debate
- Interactive learning
- Problem solving

Materials required and teaching aids-

Instructional aid- Digital modules, smart class(clips of drama – Bishop’s Candlesticks), 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 :

(Communication and brainstorming)

- Why do some people develop pessimistic perspective towards life?
- How does hospitality affect a lonely person?
- What should we do to resist temptations around us?

Activity 2:

- 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 importance of developing an optimistic approach with an insight to hate sin, not sinners.

Guided Practice

The students will write a paragraph on plight of a man getting trapped due to his avarice and also answer relevant question:

How did the peddler betray the confidence respond in him by the crofter?

This exercise will be done in the notebook with the help of the textbook.

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. ***(Communication and brainstorming)***

The students will be explained the importance of will power, determination and balanced approach/strategy in one's life.

Summarize and check for understanding.

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

Independent Practice

Based on the story of the rattrap peddler, interpret the values of kindness and hospitality shown by the crofter, the ironmaster and his daughter.

Closure

- Summarizing the lesson.
- Students will be asked the ways in which the lesson was useful to them.
- Suitability of the title will be discussed.
- Class test.

