

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

INDIGO (FLAMINGO-PROSE)

Unit	Indigo (Flamingo-Prose)
Class Transaction	Total: 4 periods
Pre-requisite for the course	This lesson requires Knowledge of Indian Freedom Movement Knowledge of Champaran Movement
Assessment of qualifying knowledge	1. Written test 2. Assignment notebook
Objective	Students would be asked to share their views regarding Indigo cultivation. Later they would be made to understand why the lesson is titled 'Indigo'.
Learning Outcomes	KNOWLEDGE- In 'Indigo' Louis Fischer describes how Mahatma Gandhi took up the cause of the poor peasants of Champaran in Bihar in 1916. The sharecroppers of Champaran were forced to grow indigo according to an old agreement. Fischer also describes how the cruel and cunning landlords extorted money from the poor and illiterate peasants and made them sign a new agreement. 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 • Solve value based questions
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. (Critical thinking) 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. 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. (<i>Character and citizenship</i>)
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	The weightage would be worksheet/spiral by CBSE.

DAY PLAN

Anticipatory Set-

- The facilitator will ask the learners a few basic questions to introduce the topic
- What made Gandhiji urge the departure of the British?
- How did a common Indian contribute to the freedom movement of India?

- What were the miseries of Indian peasants during the British rule?

Objective –

- The students will be able to understand the theme of the lesson- Patience, truthfulness and determination can help one overcome all odds and adversities.
- They will be able to understand the turning point of Gandhiji's life
- They will be sensitized towards the plight of sharecroppers.
- Acquaintance of the account of the unequal battle between the oppressed sharecroppers and the oppressors- landlords.

Techniques to be used-

- Group discussion
- Debate
- Interactive learning
- Problem solving

Materials required and teaching aids-

Instructional aid- Digital modules, smart class(movie-Gandhi), 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)

- What do you mean by the sharecropping system?
- Why was sharecropping system prevail in India under the British rule?
- Do you think that the landlord system is gravely unjust ?

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.
- Discussion on various movements during India's freedom struggle.

Guided Practice

The students will write a paragraph on 'How did you learn a lesson on self-reliance?' and also answer the question:

How can you say that the Champaran episode was a turning point in Gandhiji's life ?

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&4

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 self-reliance, will power and determination in Indian Freedom Movement and the Battle Against Injustice.

Summarize and check for understanding.

Some questions will be asked based on the lesson and doubts cleared.

Independent Practice

Based on the description of Champaran episode, express your views on Gandhiji's principles in the political field and need of social reformation in rural India. (***Critical thinking and problem solving***)

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.