

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

MEMORIES OF CHILDHOOD (VISTAS)

Unit	Memories Of Childhood (Vistas)
Class Transaction	Total: 3periods
Pre-requisite for the course	This lesson requires Knowledge of the great personalities who fought against social injustice.
Assessment of qualifying knowledge	Written test Assignment notebook
Objective	Students would be able to sensitize themselves to the issues of estranged culturalties.
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. 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 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. (Communication and brainstorming) The learners would interpret the title of the lesson. 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. Creativity and innovation Techniques to be used: Group Discussion(Communication and brainstorming) HOTS Any Other

Resources	Text Book: Vistas 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). <i>Creativity and innovation</i> 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 childhood memories have left an indelible imprint on your mind?
- State some examples from your life, where your childhood memories have helped to shape the entire course of life?

- What do you know about Native Americans and the evils of oppressions faced by them?

Objective –

- The students will be able to understand the theme of the lesson- Universal reaction of hatred and abhorrence against class distinction and the indignities suffered by the oppressed class.
- They will be sensitized towards the social customs and bondage.
- They will be able to attempt contextual questions based on the lesson.
- They will be able to identify the values reflected in the lesson.

Techniques to be used-

- Group discussion
- Debate
- Interactive learning
- Problem solving

Materials required and teaching aids-

Instructional aid- Digital modules, smart class (clips on Apartheid), Vistas, 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 are the major problems social beliefs and customs create?
- What do you mean by the term 'untouchability'? What did Gandhiji do to remove this social evil from India?
- How were marginalized communities being treated in Native America and rural India during nineteenth century?

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 the social customs followed in different communities.

Guided Practice*(Character and citizenship)*

The students will write a speech on ‘Struggle against oppression’ and also answer the question:

Do you agree that injustice in any form cannot escape being noticed even by children?

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 asked the ways in which the lesson was useful to them.

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 Annan’s advice, write a paragraph on ‘Education is the only key to our dignity and progress’.

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.