

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – XI (ENGLISH CORE)
CONSOLIDATED LESSON PLAN
 Discovering Tut: the Saga Continues (Hornbill-Prose)

Unit	Discovering Tut: the Saga Continues(Hornbill-Prose)
Class Transaction	Total: 3periods (approx. 50 min each)
Pre-requisite for the course	The session requires basic understanding of the meaning of Mummification • A quick check for understanding of previous knowledge
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 • Psychological analysis of fear • Understand the message that lesson wants to convey
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
<u>KNOWLEDGE</u>- Students would develop their optimistic attitude towards life amidst many struggles. Critical Thinking: Solving extrapolatory questions	

Solve value based questions

Application of the content to their own lives

Collaboration: Discussion and debating

Expressing themselves

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
- Application of the content to their own lives
- Expressing themselves

The session would begin with an interaction.

The learners would interpret the title of the lesson.

The background knowledge of the author and his works would be given.

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

HOTS Any Other	
Text Book: Hornbill PPT Handout	
Independent Practice: The questions at the end of the unit are inferential. These help pupils make sense of the writer's intention in focusing on a local episode and to comment on an issue of universal significance.	
3 UNIT TESTS	30,35,35 marks respectively
HALF YEARLY EXAMINATION	80 Marks
ANNUAL EXAMINATION	80 Marks
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 gifted students: • Spiral Level 3 questions to be done • Encouragement for referring other resources For weak 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.

DELHI PUBLIC SCHOOL GHAZIABAD

CLASS XI

LESSON PLAN

**Discovering Tut: The Saga Continues
(BASED ON DOL)**

Anticipatory set- The facilitator will ask the learners a few basic questions to introduce the topic: Who used to rule India before the britishers?

Do you know what are the rulers in Egypt called?

How do they dress up?

Objective-

- The students will be able to understand the conflicts & mystery that still remains hidden about the death of young pharaoh.
- They will know about the beliefs of the people about life after death.
- They will be able to attempt contextual questions based on the lesson.
- **Character:** They will be able to write character sketches of the characters in the lesson.
- They will be able to understand and compare the difference between various cultures.

Techniques to be used

- Interactive learning
- Recollecting and Sharing personal experiences
- Debate
- Discussions

- Problem solving & Analytical skills

Materials required and teaching aids

Instructional aid – smart class digital module, blackboard, chalk ,duster , Hornbill

Strategy

Student –teacher interaction /discussion, collaborative learning, independent practice

Day 1,2

Activity 1: The facilitator will draw the student's attention to the topic by asking

questions like :

- Who used to rule India before the britishers?
- Do you know what are the rulers in Egypt called?
- How do they dress up?
- After discussing these questions the teacher will rephrase the points given by the students.

Activity 2:

- Model reading of a paragraph by the teacher.
- **Communication:** Loud and Silent reading by the children
- Understanding the lesson with the help of word meanings given and also with the help of dictionary.
- Thrashing out the underlying meaning of various lines through questioning and open discussion.
- **Collaboration:** Discussion on the theme of the lesson in groups.
- Adding on to the meaning of rivalry, relationships, mystery(based on personal experiences)
- **Collaboration:** Deliberating on the positive / negative traits shown by Einstein in groups.

Guided Practice

The students will write the description of the Mummy and the tomb of King Tut:

What was the reason behind the CT scanning of King Tut'smummy.

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

Summarize and check for understanding

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

Day 3

Activity 1

Who was King Tut and why is he generating a lot of curiosity in the world?

Describe in brief the contents of the tomb.

How did Carter manage to take out Tut's mummy from the coffin?

Who was Zahi Hawass? Why could he not sleep well at night?

Activity 2

- **Collaboration:** The teacher will divide the students in groups and ask them to find details about the mummy and King Tut.
Understanding the lesson with the help of word meanings given and also with the help of dictionary.

- The students will be explained the underlying meaning of various lines through questioning and open discussion.
- Understanding the meanings of key phrases-
Scudded across the desert

Forensic reconstruction

Funerary treasures

Computed tomography

resurrection

Deciphering the message inherent in the chapter.

Guided practice

Students will write the why Ray Johnson call Akhenaten, or Amenhotep a 'little wacky'?

Summarize and check for understanding

Creativity: The students will prepare a story map of the events from the beginning to the end of the chapter.

Independent Practice

What had Carter done in 1920 that had spoiled the condition of King Tut's Mummy?

Day 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 relevance of finding out the past because man is curious to reveal the mystery.

Summarize and check for understanding

Critical Thinking: Some questions will be asked based on the day's teaching and doubts will be cleared.

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