

CONSOLIDATED LESSON PLAN
The Voice of the Rain(Hornbill-Poetry)

Unit	The Voice of the Rain(Hornbill-Poetry)
Class Transaction	Total: 3periods (approx. 50 min each)
Pre-requisite for the course	To recognize the purpose of economy of words and the nuances of the lines that highlights the cyclic nature of rain and appreciates the diligence and divine quality of the speaker.
Assessment of qualifying knowledge	Written test Assignment notebook
Objective	To recognize the purpose of economy of words and the nuances of the lines that highlight the cyclic nature of rain and appreciate the diligence and divine quality of the speaker. Communication: Make them read the poem with proper intonation, and punctuation.
Learning Outcomes	<u>KNOWLEDGE</u> - The students would be able to grasp the theme and meaning of the poem. They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.
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 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
Resources	Text Book: Hornbill PPT Handout
Self Study, Home Work, Assignments	Independent Practice: Students would do the given 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 HALF YEARLY EXAMINATION 80 Marks ANNUAL EXAMINATION 80 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 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	The weightage would be given by CBSE.

CLASS XI
LESSON PLAN
The Voice of the Rain
(BASED ON DOL)

Objectives:

The students will be able to appreciate the use of literary devices in the poem

The students will be able to understand the theme of the poem.

The students will be able to solve contextual exercises based on the poem.

Anticipatory Set: A class discussion on the objects of nature.

Day 1

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

- Which is the best season of the year?
- What kind of voices are audible during various seasons?

Activity 2:

- Model reading of the poem by the teacher.
- Communication: Loud reading by the children
- Understanding the poem 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 of the theme of the poem in groups.
- Discussion on the use of literary devices in the poem.

Day 2

Activity 3: The facilitator will ask the students to complete the summary of the poem.

In this poem, the speaker recounts a conversation he had with the falling raindrops. He asks the rain, "-----" and strangely, the rain answers, calling itself

"_____." The rain goes on to describe how it rises intangibly (as vapour) out of the _____ and floats up to heaven, where it changes form and becomes a cloud. Then it falls back to Earth to refresh the drought-filled land, allowing _____ to grow into something vital and beautiful. The speaker then equates the role of the rain to a _____ role in crafting this "song" (or poem, because Whitman refers to his poems as songs throughout. He goes on to write that the "song" is born in the _____. It leaves the poet's heart and changes form, but is always the same at its core and eventually _____ to the poet as love from his readers.

Activity 4: Communication: The facilitator will check students' understanding by asking short questions.

The facilitator will discuss the answers with the students and the answers are noted in the notebooks.

- 1. There are two voices in the poem. Who do they belong to? Which lines indicate this?**
- 2. What does the phrase "strange to tell" mean?**
- 3. There is a parallel drawn between rain and music. Which words indicate this? Explain the similarity between the two.**
- 4. How is the cyclic movement of rain brought out in the poem? Compare it with what you have learnt in science.**
- 5. Why are the last two lines put within brackets?**
- 6. List the pair of opposites found in the poem.**

Answer :

1. The poem begins in a conversational tone. The two voices in the poem are the voice of the poet and the voice of the rain. The lines that indicate the voice of the poet and the rain are, "And who art thou? Said I to the soft-falling shower," and the lines that indicate the voice of the rain are, "I am the Poem of Earth, said the voice of the rain".

2. The phrase "strange to tell" means that it is quite strange for the poet to believe and express in words that the soft-falling rain replied to his question. At the beginning of the poem, the poet inquires the rain about its identity, to which the rain replies that it is the 'Poem of Earth'.

3. The lines, "I am the Poem of Earth", said by the voice of the rain, reflects a connection between rain and poetry. This connection becomes more conspicuous in the final two lines, "(For song, issuing from its birth-place, after fulfillment, wandering Reck'd or unreck'd, duly with love returns)".

In these lines, the poet draws similarities between rain and music observing that the life-cycle of rain and song are alike. The song issues from the heart of the poet and travels to reach others. It wanders and, whether heard and enjoyed or not, eventually returns to its creator with all due love. Similarly, rain originates from the earth, and after fulfilling its role of spreading beauty and purity, returns to its origin. Both are perpetual in nature. Moreover, the sound of the soft-falling rain is in itself a kind of music.

4. In the poem, the water rises from the 'land and the bottomless sea' to reach the sky. There, it transforms itself into vague formation of clouds, different in their structure than the water from which they originate. After wandering, these clouds descend to the earth in the form of rain to provide relief to the drought-ridden areas and infuse life into the unborn and latent seeds. The rain renders the earth with beauty and purity. In science, we learn the cyclical process of rain in terms like evaporation, condensation, precipitation, flowing rivers, ground water and ocean water

etc, while in the poem the same process becomes interesting and unusual. The rain speaks itself to describe its course. The poem puts forward how rain never loses its core essence even after changing into various forms.

5. The last two lines of the poem have been put within brackets as they do not form the part of the conversation between the poet and the rain.

The lines in the bracket indicate the reflections, observations and thoughts of the poet. He makes observations about the life-course of a song and draws similarities between the life-cycle of a song and rain.

- 6.** (a) Day, night
(b) Reck'd, unreck'd
(c) Rise, descend

Q2 :

1. Notice the following sentence patterns.

1. And who art thou? said I to the soft-falling shower.

2. I am the Poem of Earth, said the voice of the rain.

3. Eternal I rise

4. For song...duly with love returns

Rewrite the above sentences in prose.to

Answer :

1.I enquired the soft-falling rain about its identity.

2. The voice of the rain introduced itself as the Poem of Earth.

3. The voice of the rain explained its upward movement towards the sky as eternal.

4. The poet says that, similar to the natural cycle of the rain, a song originates from the heart of the poet, travels to reach others and after fulfilling its purpose (whether acknowledged or not), it returns to the poet with all due love.

Closure: the facilitator recaps the poem and asks the students to write the theme of the poem in about 100-120 words.

Collaborative learning: In a group work of 3, the students will recite poetry on the wind, sun, moon or snow-highlighting the pride in their narration.

Communication: They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. Their vocabulary would be strengthened.

Critical Thinking: They would be able to draw a comparative study between human life and nature.