

Childhood(Hornbill-Poetry)

Unit	Childhood (Hornbill-Poetry)
Class Transaction	Total: 3periods (approx. 50 min each)
Pre-requisite for the course	Students were asked to share their childhood experiences. They were asked to relate any memorable incident of their childhood times.
Assessment of qualifying knowledge	Written test Assignment notebook
Objective	Students would be able - to appreciate poetry -to infer the deeper meaning/message understand
Learning Outcomes	Students will be able i.to understand the poem. ii. Critically analyse the poem. iii. Find out the figures of speech used in the poem. iv. Make the students read the poem with proper voice modulation, punctuation, and intonation.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	The session would begin with an interaction. (<i>Communication and brainstorming</i>) The learners would interpret the title of the poem. The background knowledge of the author and his works would be given. Introduction of the topic- ppt and Digital Content would be shared Group Work-Collaborative learning 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. Creativity-Compose a poem 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 Higher Scoring Students: • Spiral Level 3 questions to be done • Encouragement for referring other resources For Lower 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.

DELHI PUBLIC SCHOOL GHAZIABAD

CLASS XI

LESSON PLAN

Childhood (Markus Natten)

(BASED ON DOL)

Objectives:

1. The students will be able to appreciate the use of literary devices in the poem
2. The students will be able to understand the theme of the poem.
3. The students will be able to solve contextual exercises based on the poem.

Anticipatory Set: A class discussion on the process of growing up.

The best phase in a human beings life.

Day 1:

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

Questions like :

- Which is the best phase in a human beings life?
- How does one moves on from being a child to a grown up?

Communication and brainstorming: Students develop effective communication skills and learn to put across their views.

Activity 2:

- Model reading of the poem by the teacher.
- Silent 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.
- Discussion of the theme of the poem.
- Discussion on the use of literary devices in the poem.

Critical thinking and problem solving: Helps students to think critically and solve the given problem

Day 2

Activity3: The facilitator will ask the students to complete the summary of the poem.

Most people would look back at their childhood with nostalgia. It is a special stage in the life of a human being. In the poem 'childhood', Markus Natten wonders when he lost his childhood. He identifies few stages when his thoughts and perceptions of the world changed. Thinking logically and being able to reason out was the first step to maturity. Here he began to distinguish between reality and fiction. He wonders if this was the time he lost his childhood. He later discovers the hypocrisy of adults and realizes that people are not what they pretend to be. He wonders if this was the time he lost his childhood. He finds himself becoming more independent and able to form his own opinions. He wonders whether his growing individuality led to the loss of his childhood.

Collaboration: *Students learn to work in collaboration to achieve a common goal. They learn to manage time and divide and delegate work and responsibilities.*

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

Critical thinking and problem solving: Helps students to think critically and solve the given problem

Character and citizenship: Group discussion helps to develop interpersonal skills, respecting and valuing views of others. The facilitator will discuss the answers with the students and the answers are noted in the notebooks.

1. What is the poet's feeling towards childhood?

In this poem poet is missing his childhood days he wants to convey that he has lost his childhood poet feels that now the childhood could not be brought again and it can only be seen in the face of an infant only he wants to go back to his childhood again

2. What according to the poem is involved in the process of growing up?

In this poem poet is missing his childhood days he wants to convey that he has lost his childhood poet feels that now the childhood could not be brought again and it can only be seen in the face of an infant only he wants to go back to his childhood again

3. When the child becomes an adult?

In reality a child becomes an adult when he is able to live his own life and take care of his responsibilities individually. That stage of life when a person attains mental and physical maturity is when adulthood is achieved. In the poem 'Childhood' the poet wonders when his childhood went away. He guesses whether it was the time when he was able to distinguish b/w reality and _fantasy, or when he found out that adults were not the same as they pretended to be.

4. What different Questions does the poet ask in the poem ?

In the poem 'Childhood', the poet ponders on a hypothetical question. He continuously asks himself when his childhood went away. He wonders whether it was the time when he found out that hell and heaven do not exist and hence are fake or when he was able to distinguish b/w fantasy and reality.

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