

**DELHI PUBLIC SCHOOL GHAZIABAD**  
**CLASS – XI (ENGLISH CORE)**  
**CONSOLIDATED LESSON PLAN**  
The Tale of Melon City (Snapshots)

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| Unit                               | The Tale of Melon City(Snapshots)                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Class Transaction                  | Total: 3periods (approx. 50 min each)                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Pre-requisite for the course       | This lesson requires<br><br>Knowledge of <b>the difference between monarchy and Democracy.</b>                                                                                                                                                                                                                                                                                                                                                                         |
| Assessment of qualifying knowledge | Written test<br>Assignment notebook                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Objective                          | <ul style="list-style-type: none"> <li>• To make students understand the poem.</li> <li>• Critically analyse the poem.</li> <li>• Find out the figures of speech used in the poem.</li> <li>• Make the students read the poem with proper voice modulation, punctuation, and intonation. <b>Communication</b></li> </ul>                                                                                                                                               |
| Learning Outcomes                  | <u>KNOWLEDGE</u> - Students would develop their optimistic attitude towards<br><br>life amidst many struggles.<br><br>They would be able to make connections between similar situations in different<br><br>storylines/life experiences.<br><br>Students will acquire the knowledge of<br><br>Plot and Theme of the lesson<br><br>Events that took place in the lesson<br><br>Writing answers long- short- reference to context<br><br>Solving extrapolatory questions |

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|                                                                                                                                       | <p>Solve value based questions</p> <p>Expressing themselves</p>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Transaction Methodology</p> <p>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)</p> | <p>The session would begin with an interaction.</p> <p>The learners would interpret the title of the lesson.</p> <p>The background knowledge of the author and his works would be given.</p> <p>Introduction of the topic- ppt and Digital Content would be shared</p> <p>Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.</p> <p><b>Techniques to be used:</b></p> <p>Group Discussion</p> <p>HOTS</p> <p>Any Other</p> |
| Resources                                                                                                                             | <p>Text Book: Snapshots</p> <p>PPT</p> <p>Handout</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Self Study, Home Work, Assignments                                                                                                    | <p><b>Independent Practice:</b> Students would do the given questions in their notebooks as mentioned in the monthly planner.</p> <p>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.</p>                                                                                                                                                               |

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| Assessments                    | <p><b>3 UNIT TESTS</b> 30,35,35 marks respectively</p> <p><b>HALF YEARLY EXAMINATION</b> 80 Marks</p> <p><b>ANNUAL EXAMINATION</b> <b>80</b> Marks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Addressing Classroom Diversity | <p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p>For gifted students:</p> <ul style="list-style-type: none"> <li>• Spiral Level 3 questions to be done</li> <li>• Encouragement for referring other resources</li> </ul> <p>For weak students:</p> <ul style="list-style-type: none"> <li>• Spiral Level 1 to be completed</li> <li>• Peer help to be provided</li> <li>• Provide grade-up classes(PCC)</li> </ul> <p>For differently abled students:</p> <ul style="list-style-type: none"> <li>• Ignore few spelling mistakes</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> <li>• Encourage and motivate them at every level.</li> </ul> |
| Marks                          | The weightage would be given by CBSE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**CLASS XI**  
**LESSON PLAN**  
**The Tale of Melon City**  
**(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 leadership, role of president of India, Rule of the Kings

**Day 1**

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

questions like :

- Name some of the famous kings of India who are still remembered for the good work that they have done?
- Some kings worked on the basis of their whims and fancies and innocent citizens faced lots of problems, do you remember any such king and the consequences of his actions?

**Activity 2:**

- Model reading of the poem by the teacher.
- **Communication:** Silent and 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: **Creativity:** The facilitator will ask the students to complete the summary of the poem.

Fill in the blanks

‘The Tale of Melon City’ runs like a folk tale. The city is called Melon city because its \_\_\_\_\_. There is curious tale around it. Once, a \_\_\_\_\_ king ruled over a state. He got an \_\_\_\_\_ built across the \_\_\_\_\_. As he passed under the low arch it struck his head and he lost his \_\_\_\_\_. He thought it a disgrace and ordered the chief of builders to be hanged. The chief lay the blame on the \_\_\_\_\_. The workmen were surprised. They said that the \_\_\_\_\_ were made of wrong size. So the masons were thought guilty. The masons shifted the blame on the \_\_\_\_\_ who put blame at the king as he had amended his original plan. It is a practical situation and the habit of the people to have blame game.

The king sought a wise man’s counsel. He held the arch guilty and ordered to be hanged. A \_\_\_\_\_ objected to it as it had touched the king’s head. The people became restless. They wanted to see someone hanging. Only the king’s head could fit the \_\_\_\_\_. So he was hanged. It was now announced that the next man who will pass the city gate would choose the king. An \_\_\_\_\_ came. He suggested ‘A Melon’. So melon was crowned as the king. He was called melon king.

**Activity 4: Collaboration: Students to discuss answers in groups and note them down in notebooks..**

The facilitator will check students’ understanding by asking short questions like

- Who was held responsible for the disgrace? What do you know about the king?
- What argument did the architect advance in self defence? How did the king take it?
- How was the new ruler of the state selected?

### **Day-3:**

**Activity 5: Collaboration:** the answers are discussed by the students in groups and the answers are noted in the notebooks.

**Question.1 Who was held responsible for the disgrace? What do you know about the king?**

Ans. The chief of builders was held responsible for the disgrace and was ordered to be hanged. The chief called it the workmen’s fault. The king ordered to have all the workmen hanged. The workmen looked surprised but they blamed the wrong size of bricks for it. This shows the king’s fickle mindedness.

**Question.2. What argument did the architect advance in self defence? How did the king take it?**

Ans. The architect reminded the king that he had made certain amendments to the original plans of the architect. He suggested that it was the fault of the king himself. On hearing it, the king became so angry that he nearly lost his ability to act sensibly or calmly.

**Question.3 Comment upon the criteria of selection of the wisest man and the quality of counsel he offered.**

Ans. The king got confused and he sought the advice of the wisest man in the country. The criteria was that the wisdom comes with grey hair. The old man they selected could

not walk and see. He spoke in a trembling voice. The advice he offered was absurd. A lifeless object can not be deprived of life by hanging it.

**Question 4. Why did the king succumb to public demand?**

Ans. The king noticed that the crowd of spectators had become restless and people were muttering aloud. He judged their mood. He trembled to think of the consequences if they were deprived of the fun of watching some one being hanged. So, in order to save his skin, he ordered that someone be hanged immediately.

**Question 5. How was the new ruler of the state selected?**

Ans. The Ministers sent out messengers to declare that the next man to pass the city gate would choose the ruler of their state. An idiot happened to pass the gate. When asked to decide who was to be the king, he replied, 'A melon'. This was his standard answer to all questions. The ministers declared that a melon would be their new ruler.

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