

Lesson Plan
Class XII
Flamingo-Lesson 1- The Last Lesson

Brief Description-

The story depicts the pathos of the whole situation about how people feel when they do not learn their language and how they procrastinated learning. The story also tells us about M. Hamel, the French teacher, who gave the last lesson to his students with utmost devotion and sincerity. It also highlights linguistic chauvinism.

Specific Objectives-

To enable the students to

- comprehend the story.
- understand, enjoy and appreciate a wide range of text (different genre)
- understand the meaning and usage of phrases and statements
- understand the need for preserving one's language
- understand linguistic chauvinism and its effects
- change their lackadaisical attitude towards their mother tongue
- understand that war is a futile act.

Behavioural Objectives

To enable the students to

- inculcate the values of concern, devotion, realisation of truth, respect and patriotism
- understand that language is a key to prison
- be sincere and serious in doing work as you never know when it would be a last opportunity to avail
- respect and safeguard one's mother tongue

Process-

Activity (to introduce the lesson)

- How would you react when you come to know that your mother tongue is snatched from you?
- Would you repent for not being sincere towards learning your mother tongue? Why/Whynot?

Activity(to support learning)

- Discuss: War causes destruction and spreads hatred
- War of any kind kills humanity but ironically on the other hand unites people to lend their helping hands and strengthen the patriotic feelings. Justify

Skills: enhance Thinking skills, analytical skills, Literary skills and Observation skills

Activity/Assignment (to check learning)

- What would be the probable guess of the story line when you see the title 'The Last Lesson'? Discuss
- How did M. Hamel reproach everyone?

Expected Learning Outcome- Students will be able to

- i) understand that language is a key to prison
- ii) know the meanings of new phrases
- iii) know the importance of mother tongue
- iv) understand the wastefulness of war
- v) enhance thinking, analytical, literary skills
- vi) understand linguistic chauvinism

Assessment: Based on Bloom's Taxonomy

i) Comprehension questions:

- Define linguistic chauvinism? Can you quote an example from the history related to this?
- Write a note on the character of M. Hamel as a teacher?
- Write a note on 'Mother tongue is the language of one's thoughts and ideas' and rejecting one's mother tongue is denying one's own culture and identity.'
- Recall one moment/ task/incident when you procrastinated learning and later felt sorry for your lackadaisical approach. Design methods/ plan / steps /to do away with this casual approach

ii) Textual questions/ Extra questions/ Value based/Character sketches

Review(after the lesson is taught)

Problem Faced—

Success-

Failure-

Real Learning Outcome-

Students Response/ Participation

Teachers' Learning: