

Pre-Content/content Post-Content	Learning Outcome/Objectives	
Pre-Content	General	Specific
(A)-Introduction of the author WWII -Franco-Prussian War Background on Internet (B)-Can you think of egs from history where a conquered people had their language taken away from them or had a language imposed on them? -What happens to a linguistic minority in a state? -How can the minority communities keep their language alive? - Is it possible to carry pride in one's language too far? What could be the term for such pride in one's language? Content Theme: Pain inflicted on the people of a territory by its conquerors Sub-Theme: Student and teacher attitudes to learning & teaching Message : (i) one should take pride in one's language (ii) Time is precious • Linguistic chauvinism • Words borrowed from other Languages • Idiomatic expressions & Figurative use of language Post-content 1. The language of a country is not only a medium of communication for the people but also the link for identity 2. The trouble is you think you have time ---<i>Buddha</i> Life skills- Write a speech for the morning assembly of your school on the topic, 'Freedom is never dear at any price. It is the breath of life.' –Mahatma Gandhi	Students will be able to comprehend the implications of war explain the writer's intention in focusing on a local episode, and comment on an issue of universal significance list issues that relate to the realities of the society they live in listen closely to the comments of others apply critical thinking skills to explore and evaluate ideas, issues and values in the text articulate their own thoughts and their responses to the thoughts of others and evaluate the linguistic chauvinism of German and French develop discussion skills by participating in both the inner and outer circles and make conclusions of their own using evidence from the entire discussion work cooperatively and to question intelligently and civilly become aware of idiomatic expressions & figurative use of Language recall the important points of the story	Students will be able to discuss how life of people is affected by war comment on the attitude of the conquerors identify the setting, characters, symbols and the conflict in the story and list main theme and sub-themes describe how suddenly their language becomes precious to the French people cite instances from text to support the statement explain how language is the key to an enslaved people cite e.gs from history where a conquered people had their language taken away from them or had a language imposed on them analyze what happens to a linguistic minority in a state and how they can keep their language alive describe in their own words the meaning of '<i>Linguistic Chauvinism</i>' conclude that excessive pride in one's language creates ill will and disintegration infer the meaning of metaphorical statements in the story apply correct format and language give relevant content adhere to the word limit identify characteristic traits of Mr. M. Hamel summarize the story

Home Work /Assignments: NCERT questions given as home task. Questions taken in the class to be solved.

Thinking Beyond: Write a paragraph of about 100 words arguing for or against having to study three languages at school.

Teacher's Activity	Student's Activity	Teacher's Observation And Remedial
Teacher will ask Students to recall their previous knowledge about WWII. Various pictures from history, showing destruction caused by war, and actual war scenes will be shown to students on the internet. Teacher. will elicit response from them about the consequences of war and give them research work on Franco-Prussian War. Response will be elicited from students on oppression and resistance. (Annexure 1A) Teacher will brainstorm the importance of one's language/mother tongue, and will elicit a meaningful quote. Ss will be questioned on how important it is for a nation to resist when ruled by another country/nation. Teacher will lead students in brief discussion of the effects of the German invasion on the residents of Alsace, and then in noting focus of each paragraph; observe movement of ideas. Socratic Seminar: Teacher will give instructions for the debate, make groups and give trigger questions. (Annexure 1B) Student response will be gathered towards the feelings evoked in them if their language is snatched away from them. Teacher will give to students a list of words to be categorized into four categories, viz setting, characters, symbols and the conflict Teacher will give Reading Comprehension Questions handout to the groups. (Annexure 1C) Brainstorm format, tone and language of a speech.	Sts will respond citing reasons and the consequences of war in general Research: (1a) Sts will find out 8-10 facts about the Franco-Prussian war and 8-10 facts about Bismarck under whom Germany became a unified nation. In groups, they will examine images and details that suggest change, resistance, and courage. Based on the discussion, each St will write one thought provoking quote on what their language means to them, or raise a question. Socratic Seminar: Sts will participate in the seminar and deliver their speeches to the whole class. They will list their emotions/feelings on their language being taken away. A comparison will be made with the feelings evoked in the central character (Franz) & their own in a similar situation Sts will list the words according to the aspects of a story. They will make inferences about the characters and comment on the relationship between the list of symbols and the suggested conflict(s). Sts will complete the Reading Comprehension Questions Write a speech for the morning assembly of your school on the topic, 'Freedom is never dear at any price. It is the breath of life.' –Mahatma Gandhi	Teacher will write her observations after the completion of the topic/s

Teaching Aids : Activeinspire,

Methodology/Innovative Methods: Discussion, Recall, Explanation, Question-Answer method, problem Solving

Interdisciplinary Links: History (Franco-Prussian War)

HOD

Coordinator

Vice-Principal

Principal

The Last Lesson
By Alphonse Daudet

About the Author

Born in Nimes 1840 – Died in Paris 1897

Alphonse Daudet was born on May 13, 1841, in Nimes. Daudet, the son of poor factory workers, went to Paris in 1857, where he published his first volume of poetry, “Les Amoureuses,” just a year later. In that same year, he got a position with “Figaro.” From 1860 until 1865, he had a position as secretary to the Duke of Morny, who was a powerful minister and the half brother of Napoleon III. Beginning in 1866, Alphonse Daudet’s humoristic, Naturalistic-leaning “Lettres de mon moulin” appeared as a series in “Figaro.”

Social Milieu and Influences: His experiences, his milieu, the men whom he knew, and the people who played a more or less important role in Paris life were all worked into his novels.

Sentimentality – a hallmark of Daudet’s fictional world

Background to the lesson

The story is set in the days of the Franco-Prussian war. The French district of Alsace and Lorraine were captured by Germans. The new master was to come the next day in a school in Alsace to teach German in place of French. The story tells the effect of this news on the life at a school in Alsace.

What was the Franco-Prussian War

- Technically a disagreement over the Spanish throne-series of diplomatic correspondence between Prussia and France
- Napoleon III declared war on Prussia in July of 1870
- In four months, the Prussian army had defeated the French and taken Napoleon prisoner
- France lost Alsace-Lorraine

Effects of the Franco-Prussian War (1870-71)

- Prussian military feared
- May 10, 1871 – Treaty of Frankfurt
 - ❖ Alsace and part of Lorraine ceded to Germany
 - ❖ War reparations of 5 billion gold francs
- German nationalism
- New Balance of Power in Europe

The Franco-Prussian War or Franco-German War, often referred to in France as the War of 1870, was a conflict between the Second French Empire and the German states of the North German Confederation led by the Kingdom of Prussia.

The Setting of the Story

Alsace-Lorraine

Why was Alsace-Lorraine important to World War I?

France had lost Alsace and Lorraine 43 years ago in the Franco-Prussian war which gives a lot of reasons for French to take revenge as it later turns out to be a German State. So, France has been looking for a good opportunity to grab the Alsace and Lorraine cities back. Initially, in late 1600's, Alsace had been taken by France from the Holy Roman Empire. So, when WWI broke out, France took many steps to push out to east to take back what they had lost a few years ago.

Alsace-Lorraine is important especially for France. The territory had belonged to France since the 18th century and they were forced to relinquish it to the new German empire after the defeat of the Franco-Prussian War.

France was determined to get it back and allied with the Russian empire so as to isolate Germany.

Annexure 1A.

Should there be resistance to war? Analyse the web given below which shows you in their own words the actual resistance that people showed during WWII. Taking ideas from her and cite reasons for your response.



Annexure 1B – Socratic Seminar

Teacher Activity- Teacher will:

- as a first step, set an initial research task as a homework exercise, along with questions for discussion, so that the students will turn up for the session ready to contribute to discussion
- appoint one student as class moderator
- divide the class in two circles – Inner and Outer
- have the inner circle turn and face the outer circle
- ask a series of questions or comments for discussion
- keep the discussion centred on the students by only taking part in discussion to clear up a factual point or to contribute an additional question
- also pass notes to the moderator to give them advice and prompts to keep things moving, if necessary
- refrain from offering any personal opinions or answers to any of the questions
- jot down critical information that students are sharing
- after each question, have the inner circle move to another student in the outer circle

Student Activity- Students will:

- create their short speeches using the correct expression
- deliver their speeches to the whole class

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Preparation time: 20 minutes
- Conversation: 40 minutes
- Discussion and feedback: 15 minutes

Annexure 1C

Reading Comprehension Questions

1. In the first paragraph, the speaker emphasizes
 - a. the onset of animosity toward his teacher
 - b. an appreciation for the aesthetic qualities of the countryside
 - c. a casual but concerned interest in the soldiers
 - d. a concern for and resistance to authority
2. The mention of the “great ruler” in line 16 followed by the mention of the “terrible iron ruler” in line 19 introduces the possibility of all of the following EXCEPT
 - a. oppression
 - b. languor
 - c. change
 - d. solemnity
3. The paragraph beginning “I jumped over the desk” can best be described as which of the following?
 - a. descriptive
 - b. narrative
 - c. expository
 - d. argumentative
4. The effect of the paragraphs beginning at line 47 (**While I was thinking...**) and ending at line 55 is one of
 - a. a sense of urgency in the establishment of a resistance movement
 - b. a feeling of ridicule directed toward sentimental and oafish citizens.
 - c. a recognition of a contrived exhibition intended to disconcert the invaders.
 - d. an awareness of a moment of interlude to bemoan lost opportunity.
5. The purpose of the paragraph beginning at line 56 ‘**Every day we have said to ourselves: 'Bah! I've plenty of time'**’ is to
 - a. shift to a tone of anxiety.
 - b. contrast the past with the present.
 - c. support a point made in the previous paragraph.
 - d. comment on the beauty of the moment.
6. From the line that starts with ‘**Once some beetles flew in; but nobody paid any attention to them, not even the littlest ones, who worked right on tracing their fish-hooks, as if that was French, too.**’ to the end of the story, the writer appeals to which of the following series of values?
 - a. resolve, patriotism, resistance
 - b. honesty, consent, tolerance
 - c. morality, capability, condescension
 - d. education, persistence, preparedness