

Lesson Plan
Class XII
Flamingo-Poem- 5 -A Roadside Stand

Brief Description-Robert Frost presents the lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity. The poor people had constructed a roadside stand to sell their products and earn a living but the rich do not even bother to take a look at it.

UN Sustainable Goals- 8. Decent work and Economic growth – provide equal opportunities to all for growth and development 10. Reduce inequalities – eradicate social injustice and class inequalities (to be discussed)

Specific Objectives- To enable the students to

- i) read with proper voice intonation and pauses.
- ii) comprehend the poem and enhance the vocabulary
- iii) identify the figures of speech.
- iv) understand the problems of rural folks
- vi) know about the sufferings of people managing the roadside stand

Behavioural Objectives-To enable the students to

- i) analyse that the poet has aroused his feelings of sympathy, disgust and anger
- ii) contribute for the development of villages in terms of education, health and sanitation
- iii) show the care and concern for the people who put up the roadside stand
- iv) understand the contrast between the lives of rich and poor
- v) acquaint themselves with the world around them
- vi) learn not only from books but from the examples around them
- vii) all forms of injustice should be wiped out from the society

Process-

Activity (to introduce the lesson)

1.Warm up activity-

- Have you ever stopped at the roadside stand while travelling? List your observations. (Multistructural)
- The economic wellbeing of a country depends on a balanced development of the villages and the cities. Discuss. (Extended Abstract)

Activity(to support learning)

- How do the government and other social service agencies help the poor rural people?(Relational)

Skills:Analytical skills, Thinking skills, Observatory skills

Activity/ Assignment (to check learning)

- Through this poem, Frost underlines his sympathy for the rural people in opposition to the uncaring capitalistic elite. Justify.

Expected Learning Outcomes- Students will be able to

- i) understand the contrast between the lives of rich and poor
- ii) acquaint themselves with the world around them
- iii) learn not only from books but from the examples around them

- iv) comprehend the poem and enhance the vocabulary
- v) identify the figures of speech
- vi) understand that the economic well-being of a country depends on a balanced development of the villages and the cities

Assessment: Based on Bloom's Taxonomy

i) Assignment:

- Explain the oxymoron as used in the poem (**Understanding**)
 - a) Greedy good doers
 - b) Beneficent beasts of prey
 - c) Selfish cars
- Do you see such greedy good doers around you? If yes, how can one identify them? (**Evaluate**)
- Which fake dreams and promises have been mentioned in the poem? Are these problems universal or are just the part of the poem? (**Analysis**)
- In what way does the poem give an insight into the plight of poor people? (**Understanding/Analysis**)

ii) Comprehension questions:

- Who is made responsible to destroy the scenic beauty and how?
- For what reasons do people stop their cars near the roadside stand?
- Explain the line 'The polished traffic passed with a mind ahead.'
- Which things the passersby demand from the owners of roadside stands?

iii) Textual questions/RTC

Review

Problem Faced-

Success-

Failure-

Real Learning Outcome-

Student Involvement/ Participation-

Teachers' Learning