

THE ROAD NOT TAKEN

- **ROBERT FROST**

CLASS: IX

PERIODS: 2

OBJECTIVES

- a. To enable the students to learn the importance of making decisions.
- b. To understand the dilemma one suffers awhile deciding things.
- c. To instill the spirit of exploration, adventure and risk taking
- d. To enable the students to appreciate and accept the trivial conditions of that life offers.

EXPECTED BEHAVIORAL OUTCOME

- a. The students understand and interpret, appreciate and enjoy poetry.
- b. The students learn the contextual use of different words and phrases.
- c. The students trace out rhyming words.
- d. The students appreciate poetic descriptions.

LEARNING EXPERIENCE PROVIDED

- a. The teacher introduces the poem by asking introduction questions.
- b. The teacher rises points for interpretation to enable the students to enjoy poetry.
- c. The teacher brings out the references and examples.
- d. The teacher interprets, comprehends, appreciates and enjoys poetry.

CONTENT

- A. Meanings of the following words are given.

Diverged	wood	undergrowth
Just as fair	wanted wear	better claim

- B. The poem is rhythmically read out stressing upon the rhyming words.
- C. Following rhyming words are traced.

Wood – stood – could
Both – undergrowth
Fair – wear – there
Claim – same
Lay – day – way
Black – back
Sigh – I – by
Hence – difference

The rhyming scheme of every stanza is *ab,aab*.

D. Following comprehension questions are asked.

*“Two roads diverged in
..... bent in the undergrowth.”*

- a. How many diverged roads were there?
- b. Why did the poet feel sorry?
- c. What did he keep looking at?
- d. How far could he see?
- e. What was the dilemma in his mind?

*“Then took the other, just as fair
..... really about the same.”*

- a. What point of similarity did the poet notice between the two roads?
- b. What was the point of difference?
- c. Which of the two roads did the poet take?
- d. Which road, according to the poet, had better claim and why?
- e. Do you think the grassy road had never been used before?

*“And both that morning
.....I should ever come back.”*

- a. What were the two roads covered with?
- b. What showed that neither of the two roads had been used that morning?
- c. What did the poet keep for another day?
- d. What did the poet doubt and why?

*“I shall be telling this with a sigh
..... that has made all the difference.”*

- a. What would the poet be telling with a sigh?
- b. Which road did the poet take and why?
- c. What had made all the difference?
- d. Was the poet happy over his decision?

EVALUATION

A. Introduction Questions/Recapitulation Questions.

- a. Why and when do people get in to dilemma?
- b. How do we decide things in dilemmatic situations?
- c. What should guide us through the dilemma?
- d. Why did the poet feel sorry?
- e. What did he keep looking at?
- f. How far could he see?
- g. What was the dilemma in his mind?
- h. What was the point of difference?
- i. Which of the two roads did the poet take?
- j. Which road, according to the poet, had better claim and why?
- k. What showed that neither of the two roads had been used that morning?
- l. What did the poet keep for another day?
- m. What did the poet doubt and why?
- n. Which road did the poet take and why?
- o. What had made all the difference?

B. Evaluation Questions

- a. Where does the traveler find himself? What problem does he face?
- b. What do you think the last two lines of the poem mean? Looking back, does the poet regret his choice or accept it?
- c. Why did the poet keep the first road for another day? What was the doubt in his mind about it?
- d. Give the central idea of the poem.

Courage may be the most important virtue because without it you won't have the strength to sustain any other value.

- MAYA ANGELOU.