

SUBJECT : ENGLISH

TOPIC : THE HUNDRED DRESSES- I

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre-Content:</u> Gather information about Polish- American community in the United States. <u>Content:</u> -Comprehension -Vocabulary -Grammar -Third person narrative -Writing <u>Post-content</u> • Comprehensive Questions • Evaluation • Writing Task • Listening Task	The students will be able to: recall previous knowledge through information gathering. express opinions develop deep insight into the life of victims of bullying classify the text as the third person narrative. build up another ending of the story listen to text to grasp the context Values imbibed: Courage, Honesty , Determination, Confidence, Will- power	The students will be able to: research and find facts about the Polish American community. share their personal experiences related to discrimination on the basis of region, caste, gender etc. develop sensitivity towards the feelings of other individuals . answer factual, inferential, evaluative and reference to context questions apply their knowledge, understanding, and analysis of characters to determine how they would react in a situation develop understanding that writing in the third-person provides flexibility and objectivity. give a different ending to the story use the information to do the exercise of the listening task

Homework/ Assignment:

1. “Appearances are deceptive”. Explain with reference to the lesson “THE HUNDRED DRESSES-I” in 150 words.

2. Attempt the textual questions and worksheet.

Teacher's Activity	Student's Activity	Teacher's Observation And Remedial
Teacher will: elaborate on the information about Polish American community as given in the text book and ask the students to find more information. hold a discussion in the class on discrimination/ bullying Look And Listen, Explore Points Of View- tell the students to brainstorm on the given situations Wanda seemed different than the other children. Describe the different things the children saw when they looked at Wanda. (Annexure A) seek answers to textual questions & extra questions along with reference to the context share tips on how to create a good ending read the passage (Activity: Lend me Your Ears!- Annexure B)	Students will: find facts about the Polish American community and the problems they suffered in United States. express their views on the topic by sharing personal examples. Look And Listen, Explore Points Of View- discuss in groups and express their point of view based on their understanding of the text. They will then present their work in the notebooks. (Annexure a) Talking Of the Text – write answers to the given questions follow and use the given tips to build up another interesting ending to the story. listen to the passage to complete the summary. (Activity: Lend me Your Ears!)	Teacher will write her own observations after completion of the topic

Teaching Aids: Smart board, reference book, worksheet, dictionary

Methodology/Innovative Methods Recall, Motivation, Interpersonal intelligence ,recitation, Group Discussion, Interactive:

Interdisciplinary Links: History, Psychology

H.O.D

Coordinator

Vice-Principal

Principal

Annexure 7 A

Discuss the quotes from the chapters to reinforce students' answers.

- “Her feet were usually caked with dry mud.”
- “She lived in Boggin’s Heights “no place to live.”
- “She always wore a faded dress that didn’t hang right. It was clean, but it looked as though it had never been ironed properly.”
- “She sometimes twisted her mouth in a crooked smile.”
- “She didn’t have any friends but a lot of girls talked to her.”

Experiential Learning

Lesson: Hundred Dresses- I

Activity name	Lend Me Your Ears!
Level	X
Skill	Listening, Recalling
Time	40 minutes
Grouping of students	Individual
Materials	Pens and papers

Learning Outcomes: The students will be able to:

- develop sensitivity to the needs of others
- understand the problem of racial discrimination.
- listen attentively and use the information to do the given exercise.

Teacher Activity- Teacher will:

- read out the poem “Caged Birds” by Maya Angelou twice and ensure that the students have grasped the main idea.
- give the students the hand-out of the summary of the poem
- call out the right answers while the students correct them, after the completion of the task

Student Activity- Students will:

- complete the summary of the poem.
- exchange their work with their partners and correct it.
- total up the correct answers and award marks.

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Reading and Writing time: 25 minutes
- Answers and feedback: 10 minutes

Listening Passage: Caged Birds by Maya Angelou

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Worksheet

Listen to the poem and complete the summary of the poem with one word.

In "Caged Bird," poet Maya Angelou uses _____ as an extended metaphor to convey the frustration and suffering of those who are _____. A free bird flies on the wind, as if floating downstream until the wind current shifts, and the bird dips its wings in the orange sunlight, and he dares to call the _____ his own.

But a bird that _____ angrily and silently in a small cage can barely see through either the cage bars or his own anger. His wings are _____ so he cannot fly and his _____ are tied together, so he opens his throat to sing.

The caged bird sings _____ of things he does not know, but still wants, and his song can be heard from as far away as distant _____, because the caged bird sings about _____.

The free bird thinks about another breeze, and about the global winds that blow from east to west and make the trees sound as if they are sighing, and he thinks of the _____ waiting to be eaten on the lawn in the early morning light, and he says he owns the sky.