

Experiential Learning
Lesson: A Legend of Northland

Activity Name	Understanding a Ballad
Level	IX
Skill	Read, connect, infer, analyze, practice
Grouping of Students	Group work
Time:	2 sessions of 40 minutes
Material	Pens and paper

Learning Outcome: The students will be able to:

- summarize the theme of the poem.
- explain what is a ballad.
- demonstrate understanding of the new vocabulary learnt
- describe the customs, traditions and beliefs of the people living in the polar regions.
- plan, organize and present ideas coherently by researching on the topic and working collaboratively

Stages:

- Setting up (giving instructions – guidelines, objectives, format, word limit, time limit): 5 minutes
- Writing time: 20 minutes
- Presentation: 10 minutes
- Discussion and feedback: 5 minutes

Teacher's Activity: The teacher will :

- inform students that in the context of literature, legend means traditional story or group of stories told about a particular person or place. Formerly the term legend meant a tale about a saint.
- ask students the warm up questions mentioned in the worksheet below to initiate a discussion on the poem.
- share a suitable topic related video to explain what ballads are to the students and have a discussion around the same, clearing doubts and asking questions in between.
- read the poem to the class and provide a summary.
- divide the class into groups of six and ask them to answer the following questions:.

Students' Activity: The students will:

- watch the video shared by the teacher and in groups make notes that will be used in the assigned task.
- answer in groups the “teaser” questions asked by the teacher.
- read the poem with the teacher and ask questions logically.
- answer the questions below in groups and share their responses in the class.

Learning Worksheet:

Let's Recapitulate!

Read the poem 'A Legend of the Northland' and answer the following questions.

1. What do we gather about:

a. The climate of the Northland from Stanza 1 and 2?

b. The custom of Northland from Stanza 3?

c. The religious context of the poem from Stanza 4?

2. Why does the poet compare the children with bear's cubs?

3. Who was Saint Peter? What did he ask the old lady for?

4. What kind of person was the lady? Would she have reacted differently if she knew that the old man was St Peter? Why?

5. What moral lesson does the story give?

7. How does the poem, 'A Legend of the Northland' qualify as a ballad?

8. What is the central idea of the poem?

9. Why was the old lady in the poem turned into a woodpecker?
