

TOPIC : **The Third Level by Jack Finney**

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
Pre-Content Discussion on time travel, movies based on time travel Content • The concept of time travel as a theme in the story • Charley's age and appearance • Something that happens to Charley at Grand Central Station • The spittoons that Charley comes across • His inability to find the third level for a second time Vocabulary • angling • arched • corridor • currency • fare • fulfillment • insecurity • premium • psychiatrist • refuge Post-content Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Students will be able to highlight the insecurities and fears of the modern world comment on apparent illogicality to be a futuristic projection discuss ways in which past can be kept alive assert The Third Level as a story about time travel define narrator, point of view, setting, and irony and recognize and explain examples of each	Students will be able to establish the third level as a medium of escape for Charley Describe ways in which man attempts to overcome them validate Charley's habit of seeking pleasure in activities that aren't associated with work, chores or other responsibilities. cite examples from History supporting the fact that irrational views can sometimes turn out to be a futuristic projection justify the statement in the context of the chapter support philately as a hobby that helps keep the past alive highlight other ways in which past can be kept alive comment on the human tendency to constantly move between the past, the present and the future comment on the intersection of time and space in the story appreciate what it might be like to discover a way to time travel contrast life in the United States in 1894 with life today explain Time Travel as a concept of moving backwards or forwards to different points in time, in a manner analogous to moving through space compare the story with that of 'The Adventure' by Jayant Narlikar analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise emphasize upon the interweaving of fantasy and reality in the two stories

Home Work /Assignments: Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Charley as you tell what happens to him next.

Teacher's Activity	Student's Activity	Teacher's Observation And Remedial
Teacher will show Annexure 1 & 2 on the Smartboard to the students and brainstorm the insecurities and fears that grip man in the modern world brainstorm ways in which man can overcome these fears (Annexure 1) elicit response from students regarding various illogical sounding predictions made by scientists and sages in the past, and that have come true after centuries show several pictures of hobbies and activities to students and ask them how these help man kind (Annexure 2) ask students names of films and stories they have watched and read which are about time travel Interview the Characters (Annexure 4): assign student groups characters from the story to be interviewed decide appropriate stopping points where you think your students need to delve deeper and gain a greater understanding ensure students have enough support to perform their roles provide students with questions, and give them more agency as learners by asking them to craft their own questions discuss textual Q/As in class	Students will share their ideas on the insecurities and fears of the modern world that trouble man and list them down internalize and suggest ways of overcoming various insecurities of life in the modern world recall and connect with the theme of the lesson by citing eggs of predictions that have turned out to be futuristic projections identify the names of hobbies and explain the importance of hobbies and how certain hobbies can help man to keep the past alive share names of films and books about time travel role-play an interview with one of the characters assert that the story is about time travel analyse textual questions and summarise how fantasy and reality have been interwoven in the two stories compare the story with 'The Adventure' read in Class XI (NCERT)	Teacher will write her observations after completion of topic/s.

Teaching Aids : Smartboard, worksheets, During Reading Q/As

Methodology/Innovative Methods: Scanning, Making Connections

Interdisciplinary Links: Science (Time Travel)

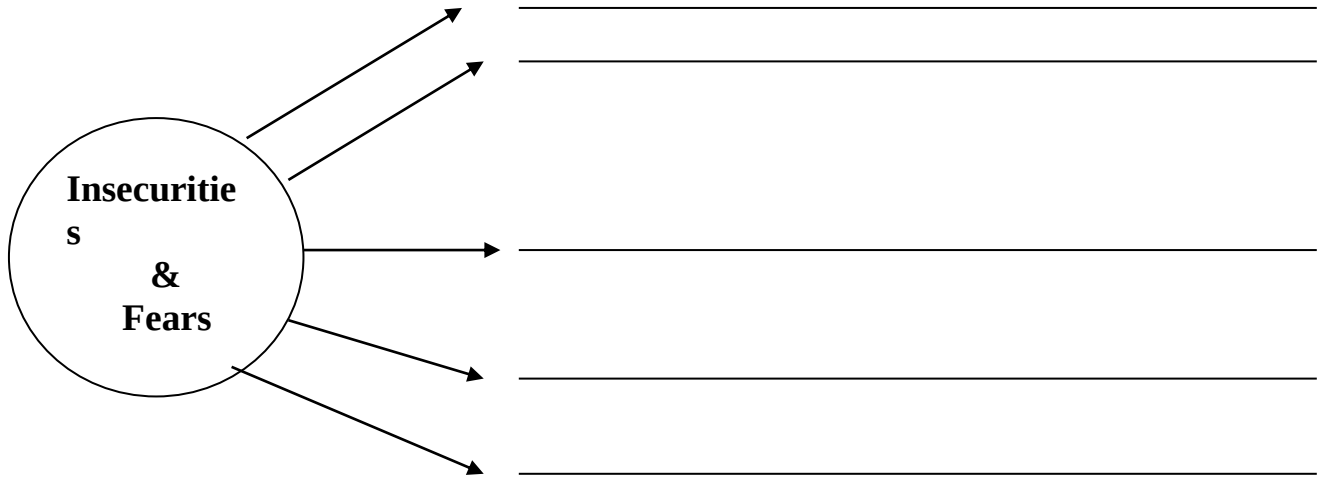
Coordinator

Vice-Principal/Academic Supervisor

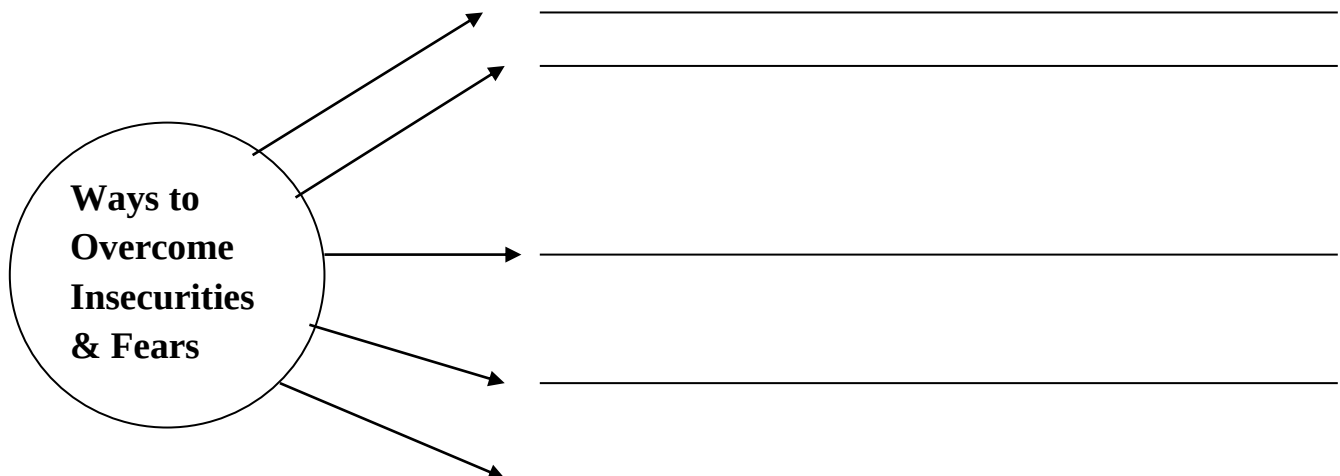
Principal

Annexure 1

Brainstorm and record five insecurities that grip man in the modern world:



Brainstorm and record five ways in which insecurities of the modern world can be overcome:



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Annexure 2

A Hobbies Handout will be shown to students on match hobbies with the corresponding images

Annexure 3 – Interview the Characters

Teacher Activity- Teacher will:

- assign student groups characters from the story to be interviewed
- decide appropriate stopping points where you think your students need to delve deeper and gain a greater understanding
- ensure students have enough support to perform their roles
- provide students with questions, and give them more agency as learners by asking them to craft their own questions
 - Ex: What did you think about...
 - Ex: How did you feel when...
 - Ex: Why did you decide to...
- scaffold student research and ideation with the help of graphic organizer
- review their list of final set of questions before they begin working

Student Activity- Students will:

- identify what they know
- find additional ideas and evidence in the text
- organize their ideas
- articulate the theme the author is exploring
- frame 6-10 questions for their character and then share and compare them with a critical friend. Ask each pair to share an idea from their discussion that they think will be beneficial to the other students
- edit their list of questions to a final set
- craft a fictitious interview
- role-play an interview with one of the characters
- assert that the story is about time travel

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Preparation time: 10 minutes
- Conversation: 15 minutes
- Discussion and feedback: 10 minutes

Story Comparison Chart

Annexure 4

Compare the story with that of 'The Adventure' by Jayant Narlikar.

Title A	Title B
<i>The Third Level</i>	<i>The Adventure</i>
<i>Characters</i>	<i>Characters</i>
<i>Settings</i>	<i>Settings</i>
<i>Events</i>	<i>Events</i>
<i>Ending</i>	<i>Ending</i>

Homework Assignment Prompt

In “The Third Level,” by Jack Finney, Charley longs to return to an earlier time in his life to a much distant past. Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Charley as you tell what happens to him next.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.