

LESSON PLAN (CONSOLIDATED)

SUBJECT: ENGLISH

GRADE: XII

Chapter Number and Title of Chapter	POEM 1 MY MOTHER AT SIXTY SIX
No. of Periods	2 Days
Learning Objectives	The learner will be able : • To critically analyze the poem • To identify the poetic devices • To understand the theme • To heighten the sensitivity to literary writing • To appreciate rhythm and sound patterns in language •
Teaching Aids / Resources	PPT Concept Map
Previous Knowledge/ Curiosity Questions	• Who all are there in your family? • How old is your mommy? • Tell me about your mother's likes and dislikes. • Can you imagine a day without your mother? Why or why not?
Announcement of topic	The poem "MY MOTHER AT SIXTY SIX" will be introduced with the help of PPT.
Teaching Methodology/ Strategy	• About poet. • Loud reading of the poem by teacher • Silent reading of the poem by students • New words and phrases will be discussed • Critical analysis of poem • Poetic devices • Questions and answers
Content Obligatory Vocabulary (Keywords)	• Doze: a short, light sleep • Ashen: very pale, like ash • Corpse: a dead body • Sprinting: running past the moving car. • Spilling: to move out in great numbers • Wan: unnaturally pale, as from physical or emotional distress • Ache: pain.

Learning Concepts/ Teaching Points	• My Mother at Sixty-Six is a first person confessional poem that captures the reader’s attention and provides a glimpse of the subtle intricacies of a mother-daughter relationship. • Once the poet went to visit her mother. She was on her way back to the airport to return to Cochin. She looked at her mother who was seated beside her in the car. Her mother had dozed off to sleep and her ageing face - was smoky in colour like ash. Her mouth was open and she resembled a dead body. The poet realized that her mother was old. She felt pain and sympathy for her. Her mother needed love, affection and care. • In order to come out of the gloom, the poet shifted her glance and looked out of the car’s window. She saw young trees were passing by and little children were running out of their houses into the playgrounds. These things were contrary to the ageing face of her mother. They symbolised energy, life and happiness • As they reached the airport and she glanced at her mother one more time. Her mother appeared weak and pale just like the moon in the winter season which seems to have lost all its strength. The poet felt the pain and fear of losing her mother. She was reminded of her childhood fear. As a child she could not bear to be separated from her mother even for a few moments. Now the loss would be permanent as her mother was about to die and she would lose her forever. • The poet tried to hide her emotions by smile. She smiled and said “see you soon, Amma” because she wanted that her mother should live and they could meet again.
Hard Spots/ Focus Spots	• Images of “children slipping out”, “late winter moon”, “corpse” , “parting words” used in the poem.
Experiential Content	Activity: Mother-Inspired Poetry Topic: “My Mom” Type Of The Activity: Individual Activity Learning Outcome: • To develop their imagination and writing skills • To improve critical thinking • To broaden their vocabulary and enhance appreciation of language • To strengthen their bond with mother Procedure: Students will be asked to express their gratitude to their mothers. They will be asked to brainstorm to write down the emotions, feelings and ideas to describe their love for their mothers. The poem composed by students will be shared with the mother also.

Subject Enrichment Activities for Internal Assessment	Activity: Analysis Scavenger hunt Topic: “Scavenger hunt” Type Of The Activity: Group Activity Learning Outcome: • To practice their reading skills • To develop team work • To understand and derive pleasure from the given poem. • To appreciate the beauty of the language and the thought in the poem. • To kindle the students’ imagination and develop their aesthetic sense. Procedure: Split the class into the teams of 5 students in each team. Teacher will provide poems with similes, metaphors, allegories, imagery, assonance, personification and alliteration, and students will work together to analyze a poem.
Recapitulation :	• Mind Map • Multiple choice questions 1. What is the kind of pain and ache that the poet feels? a. Losing her mother b. heart attack c. headache d. children screaming at her 2. Which poetic device is Trees sprinting? a. Metaphor b. Simile c. Alliteration d. Personification 3. What is the distinctive feature of the poem? a. its metaphors b. simile used c. alliteration used d. narrative style using a single sentence in a set of 14 lines 4. Quote an example of a simile used in the poem. a. familiar ache b. like that of a corpse c. wan and pale d. the merry children 5. What does 'ashen face ' signify? a. to show the poet's fears b. to tell aging is painful

	c. Pale and lifeless face of poet's mother d. to show old age • Short answer questions a. How does Kamala Das try to put away the thoughts of her ageing mother? b. What was the poet's childhood fear? c. Why has the poet's mother been compared to the 'late winter's moon'? d. Why has the poet brought in the image of the merry children spilling out of their homes? e. Ageing is a natural process; have you ever thought what our elderly parents expect from us?
Assignment:	• Textual exercise will be discussed • Very short answer questions a. What was the poet's childhood fear? b. What were the poets' parting words? c. Why did the poet smile and smile? d. What did the poet notice in the world outside? e. Where was the poet driving to? • Long answer questions a. Analyze the concept of losing our dear ones on account of old age in the context of the poem. b. After reading the poem 'My Mother at Sixty-Six', do you feel that death should be accepted silently and there is no use of crying over something inevitable? Or do you feel that sentiments don't understand the nature of death and sadness can't cease? Justify your answer. c. Bring out the significance of the smile of the poet as she bade farewell to her mother. d. Bring out the poetic devices used in the poem.