

VIDYA DAAN 2.0-CLASS XII-ENGLISH (C)-

VISTAS-MEMORIES OF CHILDHOOD

L.8-Memories of Childhood

(The Cutting of My Long Hair---Author-Zitkala-Sa)

(We Too are Human Beings--- Author-.Bama)

a) Learning Outcomes:

- Understand and appreciate autobiography as a genre of literature
- Encourage the students to perceive reading as an enjoyable experience
- Familiarize students with the universal concept of discrimination on the basis of caste/nationality/religion/gender
- Understand the biographical accounts of women from the marginalized societies
- Understand the common factors, the hardships and the indignations suffered by the writers as they grew up in societies where ideals of justice, equality and liberty were words found only in textbooks

b) Lesson Plan:

Activity 1:

Time: 35-40 Minutes Training time (2+2= 4 Periods teaching +Student activity) **Mode:** Individual /Group/Pair Work

Preparation/Material:

Power-point presentation on the author About the author-Zitkala Sa (10 Slides) About the author-Bama (10 Slides)

Procedure

- Class to be divided into 4-5 groups
- Appoint a Group leader for each group

Warm Up Activity :(5 mins)

- Generate a classroom discussion on lives of a number of ethnic communities across the globe and how language and culture helped shape their identities
- Ask the students if they agree that when individuals experience intercultural contact, the issue of who they are comes to the fore

(Expected responses: Prior to major contact, this question is hardly an issue. People routinely and naturally think of themselves as part of their cultural community in positive terms. But it is only during intercultural contact that their cultural identity becomes a matter of concern leading people to wonder, and even doubt, who they are.)

- Make a black-board summary of students' responses.
- Show the students **Slides 1-10** giving a brief introduction about the author (Zitkala Sa) and her works.
- Show the students **Slides 1-10** giving a brief introduction about the author (Bama) and her works.

Activity -2

Objectives:

- Understand the biographical accounts of women from the marginalized societies
- Understand the common factors, the hardships and the indignations suffered by the writers as they grew up in hypocritical societies

Time: 15 Minutes

Mode: Group Work

Preparation/Material: Ppt.—Question types (Slide 10)

Procedure:

- Class to be divided into 4-5 groups
- Divide the lesson into smaller segments, and carefully allot one section to each group
- Students to focus and read that particular excerpt within their groups
- Announce a time limit for reading
- Allow the groups to next prepare a few short questions on a section of the allotted portion of text they have read for discussion

- Reconvene as a whole class after several minutes, and have a **member from each group report** that group's work.
- Invite **feedback** from other students on the nature of questions prepared by each group

Show a **few sample questions** on displayed on **Slide 10** and invite responses.

- 1) *What did Judewin tell the narrator? What was the effect ?*
- 2) *What does Zitkala Sa mean by, 'this eating by formula?'*
- 3) *Why was Zitkala-Sa against the cutting of her long hair?*
- 4) *How was Zitkala-Sa 'one of the many the little animals driven by a herder' at the end of her ordeal of the cutting of her hair?*
- 5) *How did Bama come to experience untouchability?*
- 6) *How did Bama come to know about untouchability?*
- 7) *Annan had also experienced caste discrimination. Elaborate.*
- 8) *Why did Bama decide to study very hard?*

c) Experiential Content

History abounds with examples of people who were discriminated on the basis of their nationalities/ religion/ethnicity/ colour of the skin/ and gender.

Activity 3:

Objectives:

- Understand the Contrast between a sense of belonging to the land of their heritage, while carving out a space in an alien culture
- Perceive the economic and social status of a marginalized community
- Interpret the true meaning of women empowerment and liberation

Time: 15-20 Minutes

Mode: Group Discussion

Preparation/Material:

Ppt.—Question types (Slide 10)

Procedure:

- Class to **be divided into 4-5 groups**

- Each group will be given a situation on a Cue card to discuss and respond
- Students to focus and **read that particular** cue card within their groups
- Announce a time limit for discussion
- Reconvene as a whole class after several minutes, and have a member from each group share the viewpoints of that group.
- Invite feedback from other students on the nature of response prepared by each group

The following suggested activities can be conducted to help students understand the same.

- A housing society only rents out apartments to persons with a Master's degree. In the relevant geographical area, persons belonging to a certain caste are substantially less likely to have Master's degrees compared with others. This is prima facie **indirect discrimination** in relation to caste.
- A schoolboy, who refuses to play sports, is called a 'sissy' by his teacher. This is **harassment** in relation to gender identity.
- A co-worker sprinkles 'holy water' on a machine previously operated by a colleague belonging to a lower caste to 'purify' it. This is **harassment** in relation to caste.
- A khap panchayat orders villagers to stop all interaction with the families of a couple who belong to different religions. This is **boycott** in relation to religion-cum-marital status.