

English (Class XII)

Learning Outcomes	Sources/ Resources	Suggestive Activities
<p>The learner</p> <p>a. explores genuine online resources.</p> <p>b. Listens/ views online resources and expresses through writing and speech.</p> <p>c. critically analyses historical events through writing and sharing of</p>	<p>Read the story <i>The Last Lesson</i> from NCERT Class XII Textbook <i>Flamingo</i>. You can read it online at www.ncert.nic.in.</p> <p>You can access the audio of the text using the QR code provided in textbook- <i>Flamingo</i>.</p> <p>Explore the links</p>	<p>WEEK-1</p> <p>Alphonse Daudet in the story <i>The Last Lesson</i> highlights the important place of language in the lives of people.</p> <p>The story focuses on the major historical event, i.e., the Franco-Prussian War (1870-1871) which affected life in the school where M Hamel, a French teacher took a lot of pains to teach children the French language.</p> <p>What was the routine of the school?</p> <p>Who said the following and why?</p> <p>“My friends, said he, I –I”, but something choked him.</p> <p>“<i>Vive la France</i>”</p>

<p>ideas and opinions with peers, teachers etc.</p> <p>d. develops and shares views/opinions on contemporary issues making use of interdisciplinary knowledge .</p> <p>expresses opinions on issues related to children in difficult circumstances quotes in discussion, etc., rights of children and legal provisions for the children.</p> <p>e. explains graphs, tables and data related to the issues of children.</p> <p>f. participates in activities like poster making, speech, debate</p>	<p>https://commons.wikimedia.org/wiki/File:French_soldiers_in_the_Franco-Prussian_War_1870-71.jpg</p> <p>https://commons.wikimedia.org/wiki/Category:Franco-Prussian_War</p> <p><i>Text</i></p> <p>Lost Spring Anees Jung</p> <p>Class XII- Flamingo</p> <p><i>Films</i></p> <p>Paperboy – an awardwinning film</p> <p>https://www.youtube.com/watch?v=neWPK3fRg5c</p> <p>Stories and endeavours by ILO(International Labour Organisation), UNICEF and NGO's</p>	<p>WEEK 2</p> <p>History is witness to some of the examples wherein the wars had demonised the victorious. One glaring example was when children in the schools of Alsace and Lorraine (districts in France) were prevented from learning French. This was because Germany had taken control of these districts after defeating them in war in 1870.</p> <ul style="list-style-type: none"> • M.Hamel the French teacher was deeply disturbed when the order for not teaching French in school was issued. What according to you would have been his fear? • Languages are communities; they embody the soul of the culture, capturing a people's history and dreams. Write your views and discuss with your group online. • How many languages do you know and in what contexts do you use them? • Watch videos based on the Franco-Prussian War of 1870. <p>You will find that there is a language of war too. The war lexicon plays a role for the warring armies. There is military terminology, coded signals, names of the machinery used in war, etc. There are war cries to encourage and motivate the soldiers. You will agree that it creates an impact on a prevailing situation.</p> <p>a. Now describe the war scenes as viewed in the video. Listen to the audio to understand the language of war.</p> <p>Discuss with your online group - <i>Wars bring heartrending misery on the planet earth</i>. Add experiences, stories, facts, news, etc in the discussion. c. Select three passages from the text and find out the tense forms used.</p> <p>WEEK 3</p> <p>a. In the period of pandemic, due to spread of Covid-19, there are heartrending stories of children who have to undergo hardships and have even lost their lives. Collect such stories, read them and draw conclusions based on them.</p> <p>b. Why are children so susceptible to crime and hard labour?</p> <p>Are the measures taken enough?</p>
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<p>etc., for creating awareness about the marginalisation of children in difficult circumstances.</p>		<p>Read efforts taken by ILO, UNICEF and NGOs like <i>Bachpan Bachao Andolan</i>.</p> <ol style="list-style-type: none"> Initiate an online discussion on-<i>Streets are no place for a child</i>. Write the character sketches of Saheb-e-Alam and Mukesh. Write diary entries to describe your experience of staying at home; how have you utilised your time ; what changes would you like to bring in your routine in the future? Since you are not going to school you can find time to do interesting and entertaining activities. We are making some suggestions; observe and draw sunrise/sunset scenes, compose a poem/song/wrap, try your hand in kitchen and try and share your favourite recipes. <p>WEEK 4</p> <ol style="list-style-type: none"> What was your experience of watching the two films given (or other English films)? Has the boy in the film <i>Paperboy</i> been able to convey his feelings? Mention a few instances in support of your answer. What is your opinion about the ambience and the details which have been focused upon in the film? Do these contribute to your experience and understanding of the film? Share your experience of translating a film into text. Were you focused on the meaning, performance of characters, music, staging of scenes, etc? Describe your favourite scene from the film <i>Paperboy</i>. Write a brief script of street play on corona pandemic, care for street animals, etc.
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