

Abraham Lincoln's Letter to his Son's Headmaster

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Doing the best thing a person can do—we have to do things consciously that are good
- ▶ Bad company can drag down our character, our actions and our reputation. Avoid it
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Word meanings, spellings, pronunciation, clichés; editing and making sentences
- ▶ Grammar: Simple, compound and complex sentences; direct and indirect speech
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ Writing a leave application
- ▶ Applying the lesson learnt to life

GEAR UP!

- ▶ Read the given passage; explain and discuss.
- ▶ The value of letters—being able to read them again and again; connect with the person through handwriting and thoughts directly conveyed.
- ▶ Instruct that there are letters available on the Internet which might interest them.

Outcome: Reading valuable family letters—what they teach us.

READ AND DISCOVER

- ▶ The students may read aloud the lesson in turns. Correct them where necessary.
- ▶ Explain the lesson, words, phrases and sentences.
- ▶ This letter deals with character-building. Practically every phrase and sentences in it is significant. It deals with eternal values; not with the values of expedience for the purpose of gaining power, wealth or fame immediately. Words like 'assassination', 'dynamic', 'integrity' can be explained; as also phrases like: 'wonder of books', 'quiet time' and 'the eternal mystery'.
- ▶ The values Lincoln wants his son to have are: (a) knowing how to see the worth of a hero; a friend

even when there are a large number of scoundrels and enemies (b) earning money through hard work (c) learning to lose; enjoy winning (d) stay away from envy (e) laugh at oneself quietly (f) defeat bullies (g) enjoy the world of books and reading (h) take comfort and peace from nature (i) be willing to fail rather than cheat (j) have faith in yourself and your ideas, not follow the crowd, take only good from other's views (k) be gentle with the gentle and tough with the tough (l) learn to laugh when sad; no harm in crying (m) be wary of too much sweetness and stay away from cynics (n) fight for what you believe is right (o) have patience (p) the heart and soul are priceless possessions, don't sell them to anyone. (q) if you have faith in yourself, you'll have faith in mankind.

- ▶ Ask the students what their views are on each of the above values.

Outcome: Reading aloud; understanding; word meanings, spellings and pronunciation.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where required.
- ▶ Exercises B and C: Ask the students to do the exercises on their own. The teacher must assess the work of the students individually, along with all the other written work.
- ▶ HOTS: Discuss each of the questions. Ask the students to write the answers on their own. The teacher must assess the work of the students individually, along with other written work. The answers of the some of the best values can be shared. Problem values, if revealed by the answers, may be taken up with the concerned student and/or student counsellor or parents.

Outcome: Understanding and answering the questions orally and in writing.

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain simple, compound and complex sentences.
- ▶ Similarly, explain direct and indirect speech—reporting imperatives and exclamatory sentences.
- ▶ Exercises A to F: These can be discussed and done in the class by the students. The teacher can announce the answers and the students can check and correct their work.

Outcome: Learning about simple, compound and complex sentences. Also, learning about direct and indirect speech—reporting imperatives and exclamatory sentences.

VOCABULARY

- ▶ Use the blackboard and the given examples of clichés and what they mean.
- ▶ Exercise can be done in groups of five or more. Ask the students to list out 25 to 30 clichés.

Dictionary Work

- ▶ Exercises A and B: These can be done by the students on their own. The teacher can ask the students for answers and write correct answers on the board.

Editing

- ▶ Exercise C: The students can do this on their own. Then, ask one student to write the edited passage on the blackboard. The teacher can correct. The students can check and correct their own work.

Outcome: Learning clichés; using a dictionary; editing.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen to it attentively.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where required.

Outcome: Listening attentively, understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact William and Gagan.
- ▶ Enact the conversation in the class. Ask the students to listen to it attentively. Correct them where required.
- ▶ Involve the students in assessing the enactment of the conversation on the basis of the parameters—pronunciation, pauses, emphasis and inflexion.

Outcome: Learning to converse—pronunciation, pause, emphasis and inflexion.

WRITING

- ▶ Ask the students to write a leave application as instructed.

Outcome: Learning to write a leave application.

PROJECT WORK

- ▶ This project work is important.
- ▶ The teacher can ask the students to make two columns—one of similarities between Lincoln’s values and those taught by the parents of the student and one for the differences. Then the students can detail what is different. Discuss in the class.

Outcome: Discussing similarities and difference in values as stated by Lincoln and by parents of the students.

VALUE CORNER/LIFE SKILLS

- ▶ Read the quotation and explain it.
- ▶ Discuss in the light of values learnt in the lesson.
- ▶ Explain and discuss the question in ‘Life Skills’.

Outcome: Applying values to life.
