

# I Have a Dream

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Understanding the injustice of discrimination—historical, social or economic. In the USA—the Civil Rights movement, the anti-apartheid movement in South Africa; India’s fight against untouchability, programmes for uplift of SCs/STs/OBCs, girl child, etc.
- ▶ Understanding the need for opportunities in education, work and for social life; equality and freedom
- ▶ Reading, listening, understanding, thinking and discussion
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, archaic and modern words; dictionary work and editing
- ▶ Grammar: Adjectives: Types, formation, usage of adjectives
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing: Preparing a questionnaire for interviewing students about socio-economic conditions; using Yes/No and Wh-type questions. Writing a paragraph
- ▶ Think and do: How to make a presentation on a given topic; data collection and presenting it—individual and group work—on speeches, on leaders who followed non-violence: Mahatma Gandhi, Martin Luther King Jr., Nelson Mandela, Aung San Suu Kyi

**Outcome:** Applying what has been learnt to life.

### GEAR UP!

- ▶ Discuss and do the exercise first.
- ▶ Understanding the worth of freedom, equality and justice that is the right of every person.
- ▶ Discuss injustices or unfair practices in our country.

**Outcome:** Discussing the value of freedom, equality and justice. What can be done to obtain them?

### READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever required.

- ▶ Explain what racial discrimination is; discrimination based on colour; discrimination based on caste and gender, etc.
- ▶ Explain words and phrases, e.g., the citizenship rights; landmark; a joyous daybreak; night of captivity; manacles of segregation; a lonely island of poverty; an exile in his own land; the inalienable rights; a bad check; the bank of justice; the great vaults of opportunity; the luxury of cooling off; the tranquilising drug of gradualism; valley of segregation; quicksands; threshold; etc. The teacher can explain the use of metaphors by the speaker.
- ▶ Ask in-text questions, e.g., What do the following sentences mean: (a) In a sense we have come to our nation’s capital to cash a cheque. (b) Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. (c) I have a dream (that my children) will not be judged by the colour of their skin but by the content of their character. Discuss these in the class.

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**Outcome:** Reading aloud and understanding words, meanings, spellings and pronunciation.

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B, C and D: The students can do these exercises on their own. The teacher must assess the work of the students individually along with other written work. [The teacher may need to give a brief outline of the historical background—the North-South divide; roots of slavery in the USA; Emancipation Proclamation; Rosa Parks; Martin Luther King Jr. and the Civil Rights Movement; affirmative action; etc.]
- ▶ HOTS: Discuss in the class. Then, ask the students to write the answers on their own. The teacher must assess the answers of the students’ individually. The best HOTS answers can be shared and discussed in the class.

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

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain what adjectives are:
- ▶ Attributive and predicative use of adjectives.
- ▶ Types of adjectives–Quality; demonstrative; quantitative; numeral; exclamatory; interrogative; emphatic; distributive; possessive.
- ▶ Formation of adjectives–from nouns, verbs and other adjectives.
- ▶ Usage of adjectives
- ▶ Exercises A and B: Students can do the exercises on their own. Then, the teacher can ask the students to give the answers orally. Correct them wherever required. Students can check and correct their answers in pairs.

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**Outcome:** Learning about adjectives: formation and usage.

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## VOCABULARY

- ▶ Explain what archaic words are. The teacher can use an old poem to show how language is dynamic and changes with time. For instance: (the Bible): Doth a fountain send forth at the same place sweet water and bitter? (Shakespeare): Freeze, freeze, thou bitter sky/That dost not bite so nigh/As benefits forgot. (T.S. Eliot): Here I am, an old man in a dry month/Being read to by a boy, waiting for rain.
- ▶ Use the blackboard and given examples to show the archaic words and their modern equivalent. Can we use everyday examples, e.g., Good morning → Hello → Hi → Hey?
- ▶ Exercise A: Ask the students to do the exercise on their own.

### **Dictionary Work**

- ▶ Exercise B: Ask the students to do the exercise on their own. They can compare with their partner. The teacher can ask different pairs of students at random to give the meanings. Correct them wherever required. Students can check and correct their work.

### **Editing**

- ▶ Exercise C: Ask the students to do the exercise on their own. Then, call up one student to write the edited passage on the blackboard. Involve the students in correcting it. The final correctly edited passage may be written on the blackboard. Students may write it out in their books.

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**Outcome:** Discussing archaic words and modern equivalents; dictionary work and editing.

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## LISTEN AND LEARN

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

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

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## CONVERSE AND CONNECT

- ▶ Select two students to enact Nimi and Disha.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively.
- ▶ Involve the students in the assessment of the conversation enacted based on pronunciation, pause, emphasis and inflexion.

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

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## WRITING

- ▶ Teacher can help in the preparation of the question. Also, discuss the questions to be included in it.
- ▶ The teacher must assess the work of the students individually.

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**Outcome:** Preparing a questionnaire.

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## **PROJECT WORK**

- ▶ Make groups of eight students. Ask them to do the assignment, i.e., data collection; layout and write up for display; non-violence and leaders.

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**Outcome:** Group work, data collection on personalities, poster and display.  
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## **VALUE CORNER**

- ▶ Read the quotation. Discuss the opportunities to education and work.

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**Outcome:** Applying what has been learnt to life.  
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## **LIFE SKILLS**

- ▶ Discuss the question given along with the options.
- ▶ Explain what should be done in the given situation and why.

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**Outcome:** Learning to deal with real-life situations; decision making.  
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