

The Tiger in the Zoo

Poem

<p>✧ Explain the question first and let the students discuss it in groups. The students get to understand the feelings of the animals that are kept in cages. Encourage them to be creative and think from the tiger's perspective. The students can write their proposals. Help and guide them, if required, and let the partners check the work.</p>	<p>Get Going!</p>
<p>✧ The poem 'The Tiger in the Zoo' by Leslie Norris is about a tiger that has been caged in a zoo. The poet describes how he spends his time in the zoo and what he would have been doing if he were free and in the forest.</p> <p>✧ The poem has been divided into five stanzas having four lines each.</p> <p>✧ In the first stanza, the poet says that the tiger 'stalks' or moves 'in quiet rage' (anger). The stripes on his body are 'vivid' and he walks a few steps in his cage in 'pads of velvet' (i.e., his feet).</p> <p>✧ The first stanza gives an insight to the condition of the tiger. He walks quietly, though in rage because he is encaged and helpless. The cage is small and thus the tiger can walk just a few steps.</p> <p>✧ Note that the poet has also described the vivid appearance of the tiger. He has brightly coloured stripes on his body and his feet (pads of velvet) are like fabric.</p> <p>✧ In the second stanza, the poet explains how it would have been if the tiger were free. According to the poet, the tiger should be 'lurking in shadow', that is, hiding in the shadow of trees or stones. He would have been 'sliding' (moving smoothly) through long grass near the water hole where 'plump' (fat) deer pass to quench their thirst.</p> <p>✧ So, the poet imagines the tiger in a forest. According to him, if the animal were free, he would have been roaming here and there in order to catch his prey. He would have gone near the water bodies that deer often visit to drink water.</p> <p>✧ In the third stanza, the poet says that if the tiger were free, he would have been 'snarling' around houses located at the jungle's edge. He would have been showing his 'white fangs' (sharp teeth) and claws and thus terrorising the village.</p>	<p>Read and Enjoy</p>

	<ul style="list-style-type: none"> ✧ In the fourth stanza, the poet comes back to the real condition of the tiger. According to him, the cage in which the tiger is locked is 'a concrete cell' (hard prison). All his strength is 'behind bars' (i.e., useless for him). ✧ The tiger has nothing to do. So he just stalks, i.e., walks the length of his small cage and also ignores the visitors who have come to see him. This stanza describes the helplessness of the tiger. He has strength as well as courage but now as he is in the cage, all his powers are of no use. ✧ In the final stanza, the poet says that, in the cage, the tiger hears the last voice of the 'patrolling cars' (i.e., the cars which roam around the zoo at night to check that everything is alright) and stares at the twinkling stars with his fierce and shining eyes.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Explain the exercises. Do them orally first and then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise to the students. Do them orally first and then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.
Appreciating the Poem	<ul style="list-style-type: none"> ✧ Explain the meaning of 'imagery' and its use in literature, especially in poetry. It is the use of words and phrases that help create a picture or image in the minds of the readers. In other words, it is the use of descriptive language appealing to the readers' senses. For example: The woods are lovely, dark and deep; I wandered lonely as a cloud; The autumn leaves are a blanket on the ground; My head is pounding like a drum. ✧ Writers and poets often employ imagery to paint concrete images that stay with the readers long after they have finished reading the work. ✧ Explain imagery by giving examples and encourage the students to think of some of their own too. ✧ Exercise A: Do the exercises orally first, using the blackboard. Then ask the students to do it on their own. It is advisable to check their work individually.
Write Well	<ul style="list-style-type: none"> ✧ Paragraph writing has already been done many times in the earlier classes, so the students are already familiar with it. Make sure they have understood the topic (the cheetahs and their arrival in India was big news) well before starting the exercise.

✧ Exercise A: Ask the students to write the paragraph on their own. It is advisable to check and assess their work individually.	
✧ Exercise A: Ask students to bring the materials or supply from the school. Read out the exercise and let them work in pairs to make a tiger mask. Guide and check their work. Display it in class. No matter how it is made, appreciate the effort.	AIL Activity (Experiential Learning)