



## Abraham Lincoln's Letter to his Son's Headmaster

### LEARNING OBJECTIVES

- Learning what real education is – learning the right values and attitude.
- Learning to face the truths of life and the balance to handle them with common sense and maturity.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Auxiliaries and models and their usage; use of active and passive voice.
- Words and their meanings and usage; clichés; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- Writing a leave application; punctuation.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about living life with a balanced attitude and with the right sense of values.
- Learning about auxiliaries, modals, active and passive voice – their definition and usage.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> <li>➤ Read the passage and discuss. The value of letters is that they can be read again and again and preserved. You connect with a person through the handwriting and the thoughts, which are more personal than texted or e-mailed messages. A feeling of privacy and confidentiality is created in a letter.</li> <li>➤ Exercise A: The teacher can read out the question and discuss in the class.</li> <li>➤ Talk about occasions for writing letters to family and friends.</li> <li>➤ The person awarded the Nobel Prize for Literature in 2001 was V. S. Naipaul, a writer in English who was based in Trinidad and Tobago. He was sent to England to study when he was seventeen. Naipaul was deeply devoted to his father and the letters exchanged between them are a tribute to their strong bond. These letters were later published as 'Between Father and Son: Family Letters'.</li> </ul>	<p><b>Get Set!</b></p>
<ul style="list-style-type: none"> <li>➤ Read the lesson aloud or ask the students to read parts of it.</li> <li>➤ Talk about the author: Abraham Lincoln was the 16th President of the United States of America, from 1861 to 1865, when he was assassinated. As a child and young man, he faced poverty, illness and great hardships. But he remained a person with a strong sense of</li> </ul>	<p><b>Read and Enjoy</b></p>

	<p>values and fought against the abhorrent practice of slavery in the USA. Explain the background of slavery and segregation in the USA against which Lincoln stood up.</p> <ul style="list-style-type: none"> <li>➤ The excerpts of this letter are a remarkable record of what constitutes the right values and attitude for a person to cultivate, if he/she has to live a life of integrity and balance. Every sentence deserves attention and careful thought. Explain each sentence well.</li> <li>➤ Explain the words and phrases, and their meanings: a dollar earned is of far more value than five found; learn to lose; the secret of quiet laughter; bullies are the easiest to lick; eternal mystery of [nature]; getting on the bandwagon; filter all he hears on the screen of truth; no shame in tears; scoff at cynics; beware of too much sweetness; a howling mob; the test of fire makes fine steel; the courage to be impatient; sublime faith in himself ... and in mankind.</li> <li>➤ The values Lincoln wants his son to have are: (i) knowing how to see the worth of a hero: a friend even when there are a large number of scoundrels and enemies (ii) earning money through hard work, not simply collecting it (iii) learn to lose; enjoy winning (iv) stay away from envy (v) laugh at oneself quietly (vi) defeat bullies (vii) enjoy the world of books and reading (viii) take comfort and peace from nature (ix) be willing to fail rather than cheat (x) have faith in yourself and your ideas, not follow the crowd (xi) take only the good from others' views (xii) be gentle with the gentle and tough with the tough (xiii) learn to laugh when sad; there is no harm in crying (xiv) be wary of too much sweetness and stay away from cynics (xv) fight for what you believe is right (xvi) the heart and soul are priceless possessions, don't sell them to anyone (xvii) if you have faith in yourself, you'll have faith in mankind.</li> <li>➤ Reading creates familiarisation with words.</li> <li>➤ Relate the lesson and its theme with the daily life of the students and ask in-text questions: Have you received any such advice from your parents/grandparents or teachers? Do you feel it is necessary to learn these values and cultivate this attitude? Why, or why not?</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>➤ Discuss the questions in Exercises A-D and ask the students to answer orally first.</li> <li>➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.</li> <li>➤ They may then write down the answers of Exercises A-D.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>➤ Exercises A and B: Read and discuss the questions in the class. Then ask the students to write down the answers.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>➤ Use the board to explain auxiliaries and modals.</li> <li>➤ Explain the usage of auxiliaries independently and with other verbs. Examples: Hari was a good boy. Hari was going out.</li> <li>➤ Similarly, explain modal auxiliaries using the given examples as well as your own. Examples: May I go out? Yes, you may go.</li> <li>➤ Explain how the use of modals shows different purposes – seeking or giving permission, willingness, intention, insistence, obligation, possibility, capacity, ability or wish.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Use the given examples as well as your own, and ask the students to think of examples too.</li> <li>➤ Do Exercises A and B orally and then let the students write down the answers.</li> <li>➤ Announce the answers aloud for Exercises A and B and let the partners check.</li> <li>➤ Use the board to explain active and passive voice.</li> <li>➤ Explain what they mean and how you change one into the other: focus on the changes in the subject, object and the form of the verb. Use examples from the classroom: Javed gave the book to Rohit. The book was given to Rohit by Javed. Meera closed the door. The door was closed by Meera. The Principal called a meeting. A meeting was called by the Principal.</li> <li>➤ Do Exercises C, D and E orally and then let the students write down the answers.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Learning words by writing the missing letters.</li> <li>➤ Explain the exercise and let the students do it on their own.</li> </ul>	<b>Spell Well</b>
<ul style="list-style-type: none"> <li>➤ Learning about clichés; becoming familiar with how they are used and when they should be avoided.</li> <li>➤ Use the given examples and your own to explain clichés on the board.</li> <li>➤ Do Exercise A orally first, and ask the students to collect more clichés. They are usually used in speeches or in letters. Examples: as per our discussions; do the needful; a warm welcome; your valuable advice/comment; taken time out of your busy schedule, etc.</li> <li>➤ Then the students can make a list in groups.</li> <li>➤ Make suitable sentences with the clichés to know how to use them and what to avoid.</li> <li>➤ Share the lists in class; there will be several overlaps.</li> </ul>	<b>Word Power</b>
<ul style="list-style-type: none"> <li>➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly.</li> <li>➤ The teacher can read the poem aloud or ask the students to take turns reading so they understand it well.</li> <li>➤ Then ask the students to answer the questions orally.</li> <li>➤ Check the students where necessary.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly.</li> <li>➤ Then ask pairs of students at random to enact the conversation according to their own imagination.</li> <li>➤ Correct the students regarding content and pronunciation.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>➤ Read out the question.</li> <li>➤ Discuss the picture in the class and ask the students to imagine how they would like to serve mankind in their own ways.</li> <li>➤ Correct them where necessary, but encourage their imagination and listen to their suggestions.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>➤ Let the students listen to the Digital Content so that they are sure of the right way to say the words.</li> </ul>	<b>Pronunciation Practice</b>

	<ul style="list-style-type: none"> <li>➤ Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.</li> <li>➤ Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.</li> <li>➤ Use the given words and any other examples you like or doubts that the students may have.</li> <li>➤ Ensure that the phonetic symbols for the sounds are understood by the students.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>➤ Use the board to do this exercise.</li> <li>➤ Call random students to correct the sentences in the passage.</li> <li>➤ Once it is all written correctly on the board, ask them to write it down in their notebooks.</li> <li>➤ If the exercise is done by the students on their own, announce the corrections and let the partners check the work.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Read aloud the question, and clarify any student's queries and the guidelines given.</li> <li>➤ Ask the students to write a leave application, as instructed.</li> <li>➤ The teacher must correct the individual work of the students. Only then will they become independent in their writing.</li> </ul>
<b>Dictionary Work</b>	<ul style="list-style-type: none"> <li>➤ Making use of the dictionary.</li> <li>➤ The pairs of words have a somewhat similar meaning, but each word is used in a different context. For example, we speak of global warming, not of universal warming. When we say something is priceless, we mean it is very expensive or extraordinary. But when we say something is valueless, it means the exact opposite. We mean it is worthless.</li> <li>➤ Ask the students at random to give the meanings and share with the class. The students may check their own work.</li> <li>➤ Ask the students to make sentences on their own and the teacher must correct individual work to ensure that they have understood the differences.</li> </ul>
<b>Project Work/AIL Activity</b>	<ul style="list-style-type: none"> <li>➤ Ask the students to work with their partners.</li> <li>➤ Ask them to list out the points in the letter.</li> <li>➤ Then discuss the points with their partners to see if their parents tell them the same thing or something different.</li> <li>➤ Finally, discuss in the class first the similarities, and then what the parents say that is different from Lincoln's advice.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Read aloud the sentence.</li> <li>➤ Discuss it in the class and ask the students what their thoughts are.</li> <li>➤ Exercise B: Read the question and link it with what they have learnt so far.</li> <li>➤ Discuss what they would do, and why.</li> </ul>