

Geography Lesson

LEARNING OBJECTIVES

- Learning that we need a strong resolve to fulfil our desires.
- We should not only make plans but also try to execute them.
- We need to leave our comfort zone in order to achieve something.
- Life is short, hence we should make only those plans that are achievable.

Read and Understand

- Stanza 1:
Read the stanza aloud with appropriate intonation. Discuss the teacher's dream and his yearning for a different life.
- Explain the phrase "longed to be." Ask students to share their own dreams and longings.
- Identify the visual imagery of "warm blue sea" and discuss the effect it creates.
- Ask students to summarize the stanza in one sentence.
- Stanza 2:
Read the stanza aloud, emphasizing the contrast between the "narrow and grey" house and the vibrant images in the teacher's mind.
- Discuss the sensory details used to describe the house and the imagined place (scent, color). Analyse the contrast and its significance.
- Ask students to infer the teacher's feelings about his current life.
- Have students create a simple sketch representing the two contrasting scenes.
- Stanza 3:
Read the stanza aloud, focusing on the tone of longing and the speaker's questioning.
- Explain "drab" and "stranglehold." Discuss the connotations of these words.
- Discuss why the speaker couldn't understand the teacher's inaction. Encourage different perspectives.
- Ask students to write a short journal entry from the speaker's perspective, expressing their thoughts about the teacher.
- Stanza 4:
Read the stanza with a somber tone. Discuss the unexpected turn of events and its emotional impact.
- Introduce the theme of unfulfilled dreams and the fragility of life.
- Ask students to share their reactions to the teacher's fate.

<ul style="list-style-type: none"> ➤ Have students write a short epitaph for the teacher. ➤ Stanza 5: Read the stanza with a reflective tone. Discuss the irony of the teacher's name being forgotten. ➤ Emphasise the theme of the lasting impact of a teacher's influence, even unintentionally. ➤ Discuss the symbolism of the "redrawn maps" and the "lesson he never knew he taught." ➤ Ask students to identify the main idea of this stanza. ➤ Stanza 6: Read the stanza with a hopeful and appreciative tone. ➤ Discuss how the speaker uses the same imagery as the teacher ("green leaves burn," "ocean's glass-clear blue"). What does this suggest? ➤ Ask students to reflect on how the poem connects to their own experiences with teachers or mentors. ➤ Have students write a short paragraph explaining how the teacher's dream lives on through the speaker. ➤ Students write a poem or short story about a place they dream of visiting, using vivid imagery. ➤ Discuss the broader themes of the poem, such as the power of imagination, the importance of following one's dreams, and the impact of teachers. ➤ Students create a collage or painting that represents their interpretation of the poem. This lesson plan provides a comprehensive approach to understanding and appreciating "Geography Lesson" while addressing the specified competencies. Remember to adjust pacing and activities based on your students' needs and learning styles. 	
<ul style="list-style-type: none"> ➤ Explain the use of imagery in poetry. Give examples to make the concept of imagery clear. ➤ Write the answer on the board and students can check their work. 	Appreciating the Poem
<ul style="list-style-type: none"> ➤ Read the question and explain to the students. 	Write Well
<ul style="list-style-type: none"> ➤ Let the students exercise their imagination freely and come up with original sketches. 	Project Work/AIL Activity