

The Champa Flower

Poem

<p>Read and Enjoy</p>	<ul style="list-style-type: none"> ✧ This is a very charming poem by Rabindranath Tagore. He is recalling memories of his childhood with his mother and how he would tease her. It is not written in rhyme. It is written in what is called 'free verse'. Most of Tagore's poetry, stories, novels and plays were originally written in Bangla. He himself translated them into English. 'Gitanjali' is the best known of all his work. ✧ This poem opens with little Rabindranath imagining that he becomes a champa flower so that his mother cannot find him easily. He is playing hide-and-seek with her. In the first stanza, he says he would be a champa flower high up in the tree where the wind would sway the flowers and leaves. He teases his mother asking her if she would know he was hiding among the flowers as one of them. ✧ In the second stanza, he imagines his mother searching for him, calling him, and he would keep quiet, muffling his laughter, so that she does not catch him. ✧ He says he would be naughty and open his petals, like opening his eyes, and peep out at her working throughout the day at different tasks. ✧ In the third stanza, he recalls that she comes out after her bath into the courtyard where the champa tree grows, with her wet hair spread out over her shoulders, and prays. He knows that when she does that, she will notice the fragrant scent of the champa flowers, but she will not realise that her little boy is hiding among them too. ✧ Then he recalls that in the afternoon after lunch, she sits at the open window near the courtyard to read the 'Ramayana'. The sun has moved since morning, and the shadow of the champa tree falls on her hair and her lap. He would be the flower whose tiny shadow also falls on her lap, exactly on the page she is reading. ✧ But though she would see the shadow, she would not know that it was the shadow of her infant. ✧ But then evening draws, and the champa flowers wilt and fall to the ground. So when she goes across the courtyard to the cowshed, he would drop down from the tree and be transformed once again into his real self, a little boy. He will then plead with her to tell him a story. ✧ Then his mother would gently scold him, asking her naughty boy where he had been the whole day! But he will not tell her for that is how they play with each other! ✧ Read aloud the poem and explain the meaning clearly, telling the students about the poet imagining himself as a champa flower, hiding from his mother. They are playing a game and there is a lot of love and gentle humour in their relationship. Students can be divided into ten groups and learn different stanzas of the poem. Then it can be recited in class. Check and correct their pronunciation gently.
<p>Read and Understand</p>	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Read out the exercises and explain them. Do them orally first and then ask the students to write the answers in their notebooks. This can be done in class or as homework. ✧ The work should be checked and assessed by the teacher individually.

Appreciating the Poem	<ul style="list-style-type: none"> ✧ Explain clearly what is meant by alliteration, using the examples given, other examples from the poem and your own. They are often learnt in the form of tongue twisters. For example: <ul style="list-style-type: none"> • She sells sea shells on the sea shore. • Peter Piper picked a peck of pickled peppers; a peck of pickled peppers Peter Piper picked. • Billy Button bought a bit of buttered biscuit. ✧ Betty Botter bought some butter, but, she said, the butter's bitter; if I put it in my batter it will make my batter bitter, but a bit of better butter will make my batter better. So she bought a bit of butter better than her bitter butter, and she put it in her batter and the batter was not bitter. So 'twas better Betty Botter bought a bit of better butter. ✧ Usually, alliteration is with consonant sounds, but sometimes vowels can also be used for alliteration. ✧ Exercise A: Read out the exercise and ask the students to pick out alliterating groups of words from the poem. Write them on the blackboard. Then they can write down the words in their books/notebooks.
Word Wise	<ul style="list-style-type: none"> ✧ Explain what is meant by the prefixes un- and im-. They are added before an adjective and make it opposite in meaning. Use the examples given and add your own, using the blackboard. For example: un + tidy = untidy; un + clean = unclean; un + known = unknown; un + kind = unkind; un + cover = uncover; un + ripe = unripe; etc. ✧ Examples of the prefix im: Im + proper = improper; im + perfect = imperfect; im + possible = impossible; im + probable = improbable; im + practical = impractical; etc. ✧ Exercise A: Do the exercise orally first and then ask the students to write the answers. Announce the answers aloud and ask them to check their work themselves or in pairs.
Write Well	<ul style="list-style-type: none"> ✧ Explain what the students are expected to discuss and then ask them to discuss this with their partners. Ask random students to tell the class what they discussed. ✧ Exercise A: Based on their discussions, ask students to write their answers. ✧ This exercise should be checked and assessed by you individually.
AIL Activity	<ul style="list-style-type: none"> ✧ Exercises A and B: These are to be done under the guidance of the teacher.