

## **APPENDICES**

### **APPENDIX I**

#### **General activities of constructivism approach**

##### **General Activities**

1). Teacher will show this picture and ask students to write few lines on it.



- Observe the picture carefully.
- Describe what do you see, understand and interpret from the above picture in your own words.
- Followed by students' presentation and discussion.

2). Teacher will give few words and ask students to give different interpretation of the words.

a. Shower    b. Window    c. Vision    d. Crown    e. Pen    f.  
Bridge    g. Knot    h. Open    i. Key    j.  
Empowerment

- Followed by students' presentation and discussion.

3). Teacher will give following lines and ask students to write their understanding and interpretation of the lines:

Yesterday I was clever, so I wanted to change the world.

Today I am wise, so I am changing myself.

- Followed by students' presentation and discussion.

## **APPENDIX II**

### **7E Constructivism module of 9 poems of GSEB textbook of IX standard**

#### **Semester I**

#### **Poem 1**

#### **To a Butterfly**

**- William Wordsworth**

#### **Objectives**

- Students will be able to appreciate the poem
- Students will develop their Speaking , listening and writing skills
- Student will be able to develop their creative skills

#### **Elicit**

Teacher's role	Students role
<ul style="list-style-type: none"> <li>• Teacher will ask students to find pictures of live butterfly are which they have found in the surroundings.</li> <li>• Teacher will ask students to make presentation of pictures they have found.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will bring pictures of live butterfly in class</li> <li>• Students will give information about the pictures they have brought . for example – where they found it , how long they observed it, how it felt to be in nature etc</li> </ul>

## 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li><li>• Teacher will give a situation to groups. Based on these situation students will write a poem. ( Situation – You're 60 years old, retired and sitting in your garden. You are seeing a butterfly)</li><li>• Teacher will do model reading and will ask students to read the poem silently.</li><li>• It will be followed by an open discussion</li></ul>	<ul style="list-style-type: none"><li>• Student will write a poem in their respective groups, based on the situation given to them in the <b>worksheet</b></li><li>• Students will do silent reading.</li><li>• Students will actively participate in the open discussion</li></ul>

## 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will ask student to link the ideas discussed earlier with the text</li><li>• Teacher will ask students to write the understanding of the poem in the <b>worksheet</b></li></ul>	<ul style="list-style-type: none"><li>• Student will discuss the meaning of the poem in their respective group and will write the common understanding of the poem in the worksheet</li></ul>

#### 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• One student from each group will make presentation and give their understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will present their understanding of the poem in class</li></ul>

#### 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• . The presentation will be followed by an open group discussion between students and teacher.</li></ul>	<ul style="list-style-type: none"><li>• Students of every group will actively participate in open group discussion</li></ul>

#### 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will give their understanding and interpretation of the poem</li></ul>

#### 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will ask students to find picture and information about one rare Indian species , which is on the verge of extinction.</li></ul>	<ul style="list-style-type: none"><li>• Students will find pictures and information of one of rare Indian species.</li></ul>

## Poem 2

### Agnes

#### Objectives

- Students will be able to appreciate the poem
- Students will develop their Speaking , reading and writing skills
- Student will be able to develop their creative skills
- Students will develop possitive attitude towards opposite genders.

#### Elicit

Teacher's role	Students role
<ul style="list-style-type: none"><li>• Teacher will show a video on different life stages of an idealist girl.</li><li>• Teacher will give <b>worksheet</b> to students to each student.</li><li>• Teacher will ask students to note down different characteristics of each stage from the video</li><li>• It will followed by discussion on different stages of the girls life.</li></ul>	<ul style="list-style-type: none"><li>• Students will observe the video carefully</li><li>• Students will note down different characteristics of each life stage of the girl.</li><li>• Each student will actively participate in the discussion on the different characteristic of each stage of life of a girl.</li></ul>

#### 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li><li>• Teacher will do model reading and will ask students to read the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will do silent reading.</li><li>• Students will discuss among groups and will try to link the characteristics of the girls life (learning in Elicit stage) with the life</li></ul>

<p>silently.</p> <ul style="list-style-type: none"> <li>Teacher will ask students to link the characteristics of the each stage of a girl life with the life of Agnes (The protagonist of the poem)</li> </ul>	<p>of Agnes.</p>
--	------------------

### 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask each group to discuss and write their understanding of the poem on the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Student will discuss the meaning of the poem in their respective group and will write the common understanding of the poem on the worksheet</li> </ul>

### 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>One student from each group will make presentation and give their understanding of the poem</li> </ul>	<ul style="list-style-type: none"> <li>Students will present their understanding of the poem in class</li> </ul>

### 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>. The presentation will be followed by an open group discussion between students and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students of every group will actively participate in open group discussion</li> </ul>

## 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>Students will give their understanding and interpretation of the poem</li></ul>

## 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"><li>Teacher will ask the students to find out the life stages of a boy and to mark difference between a girl and boy life</li></ul>	<ul style="list-style-type: none"><li>Student will find out the difference between a girl's and boy's life</li><li>This will help boys in the group to have a better understanding of the difficulties faced by girl and will develop a positive attitude towards them</li><li>This will help girls in the group to have a better understanding of the difficulties faced by girl and will develop a positive attitude towards them</li></ul>

### Poem 3

### The Patriot

- Robert Browning

### Objectives

- Students will be able to appreciate the poem
- Students will develop their Speaking , reading and writing skills
- Student will be able to enhance their vocabulary

- Students will be able to understand the different phases of life

### Elicit

Teacher's role	Students role
<ul style="list-style-type: none"> <li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li> <li>• Teacher will give different topic of discussion to each group :               <ol style="list-style-type: none"> <li>1. Group 1 – Things which happens in good times?</li> <li>2. Group 2- Things which happens in bad times?</li> <li>3. Group 3 – Who is responsible for good times</li> <li>4. Group 4 – Who is responsible for bad times</li> <li>5. Group 5 – Who is at your side in good times and who is at your side in bad times</li> </ol> </li> <li>• Teacher will give worksheet to the student</li> <li>• Teacher will ask each group to discuss the topic given and write their understanding on the worksheet.</li> <li>• Each group will present their understanding of the topic</li> <li>• It will followed by an open discussion of each topic among students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will discuss their topics in their respective groups</li> <li>• Each group will present their understanding of the topic</li> <li>• Students will actively participate in the discussion.</li> </ul>



## 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"><li>Teacher will do model reading and will ask students to read the poem silently.</li><li>Teacher will ask each group to complete <b>Task 1</b> in the worksheet</li><li>Teacher will ask each group to differentiate the portion of past and present from the poem – The Patriot</li></ul>	<ul style="list-style-type: none"><li>Students will do silent reading.</li><li>Each group will complete Task 1 in the worksheet</li><li>Each group will differentiate the portions of past and present from the past from the poem – The Patriot.</li></ul>

## 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"><li>Teacher will ask each group to discuss question 1 and 2 (from the elicit stage) and discuss in context of the poem</li><li>Similarly teacher will ask student to discuss question 3 and 4 , 5 and 6 in the light of the poem</li><li>Based on the discussion each group will write their understanding of the poem on the worksheet.</li></ul>	<ul style="list-style-type: none"><li>Student will discuss the meaning of the poem in their respective group and will write the common understanding of the poem on the worksheet</li></ul>

## 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"><li>One student from each group will make presentation and give their</li></ul>	<ul style="list-style-type: none"><li>Students will present their understanding of the poem in class</li></ul>

understanding of the poem	
---------------------------	--

## 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>. The presentation will be followed by an open group discussion between students and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students of every group will actively participate in open group discussion</li> </ul>

## 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li> </ul>	<ul style="list-style-type: none"> <li>Students will give their understanding and interpretation of the poem</li> </ul>

## 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask students to list of people who they think will be their side in the good and bad times of life</li> </ul>	<ul style="list-style-type: none"> <li>Students will list down people whom they feel will be side in good and bad times of life</li> <li>It will help them to value people around them and will have better understanding of people around.</li> <li>From these poem students will understand that life is never the same and will get clear understanding of different phases of life</li> </ul>

## Poem 4

### Independence

- Benjamin Zephaniah

#### Objectives

- Students will be able to appreciate the poem
- Students will develop their Speaking , listening and writing skills
- Student will be able to develop their creative skills
- Students will develop the feeling of Patriotism.

#### Elicit

Teacher's role	Students role
<ul style="list-style-type: none"><li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li><li>• Teacher will give worksheet to each group.</li><li>• Teacher will ask each group to list down things they feel they own in the country and give their idea of freedom.</li><li>• Teacher will give a situation and ask student to enact a play – There is one Indian (a person who belongs to India) and a Foreigner.  Foreigner wants to overpower India in the name of development. Indian loves his country and don't want</li></ul>	<ul style="list-style-type: none"><li>• Students will list down things which they feel they own in their country and will give their idea of freedom</li><li>• Student will enact the role play on the topic given by the teacher.</li></ul>

<p>anyone to overpower his country in the name of development. Write the argument between Indian and the Foreigner on the worksheet and enact it.</p>	
---	--

## 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will discuss the salient ideas of the play and ask students opinion of the play</li> <li>Teacher will do model reading and will ask students to recite poem aloud</li> <li>Teacher will ask to link the salient ideas of the play and their list of things they feel they own and their idea of freedom with the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Students will give their opinion regarding the play</li> <li>Students will do recite the poem aloud</li> <li>According to the discussion of the play , their list of thing which they feel they own and their idea of poem students will try to understand the meaning of the poem among groups</li> </ul>

## 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask each group to discuss and write their understanding of the poem on the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Student will discuss the meaning of the poem in their respective group and will write the common understanding of the poem on the worksheet</li> </ul>

#### 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"><li>One student from each group will make presentation and give their understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>Students will present their understanding of the poem in class</li></ul>

#### 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>. The presentation will be followed by an open group discussion between students and teacher.</li></ul>	<ul style="list-style-type: none"><li>Students of every group will actively participate in open group discussion</li></ul>

#### 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>Students will give their understanding and interpretation of the poem</li></ul>

#### 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"><li>Teacher will ask students to find out the facts and answer the following questions on the worksheet</li></ul> <p>1. What will happen if will be an</p>	<ul style="list-style-type: none"><li>Students will find out fact and answer the question on the worksheet.</li><li>Student will understand the importance of India's Defence forces and the role</li></ul>

absence of Indian Military?	they play to defend our country
2. How many officers martyr each year and the reasons behind it ?	<ul style="list-style-type: none"> <li>Students will develop the feeling of Patriotism towards their country</li> </ul>
3. What role you will play – to make your country proud ?	<ul style="list-style-type: none"> <li>Students will also understand the idea of freedom and will value it.</li> </ul>

## **Semester II**

### **Poem 5**

#### **The River**

**-Caroline Anne Southey**

#### **Elicit**




Teacher's role	Students role
<ul style="list-style-type: none"> <li>Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li> <li>Teacher will give every group different topic based on different stages of human life - childhood, youth, adulthood, old age and death respectively.</li> <li>Teacher will ask students to get information about their topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students will link their present knowledge about the stage of human life</li> <li>Will collect extra information about their given topic</li> </ul>

#### **2. Engage**

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask each group to present the information they have</li> </ul>	<ul style="list-style-type: none"> <li>Students will make presentation on the topic allotted to them by the</li> </ul>

collected about their topic to the class	teacher.
--	----------

### 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Based on the information given on each stage teacher will show different pictures on the stages of river in connection to the different stages of human life</li> <li>First stage of river - childhood  </li> <li>Second stage of river - Youth  </li> <li>Third stage of river - adulthood  </li> <li>Fourth stage of river - Old age</li> </ul>	<ul style="list-style-type: none"> <li>Student will get better understanding of the different stages of human life and their peculiar characteristics</li> <li>Students will carefully observe the pictures shown by the teacher on different stages of river.</li> </ul>



- Fifth stage of river - death ( soul merges into the eternity)



- Teacher will ask students to make connection between different stages of human life and with the different stages of river

#### 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>• Teacher will ask students to read the poem - The river.</li> <li>• There are 5 stanza's of the poem where a different stages of river is connected with different stages of human life is been made. So teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Students will carefully read the poem - The river</li> <li>• With the help of the information collected on different stages of human life and the pictures of different stages of river, students will be able to understand and interpret the meaning of the poem</li> </ul>



<ul style="list-style-type: none"> <li>Each stanza will be given to different groups followed by group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Each group will discuss the stanza of the poem and write the explanation of the stanza according to the discussion.</li> </ul>
--	---

## 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask each group to make presentation of their stanzas allotted.</li> </ul>	<ul style="list-style-type: none"> <li>Each group will make presentation of their allotted stanza</li> </ul>

## 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>The presentation will be followed by an open group discussion between students and teacher.</li> <li>Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Students of every group will actively participate in open group discussion</li> <li>Students will give their understanding and interpretation of the poem</li> </ul>

## 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Along with the understanding of the poem, teacher will help students to apply the ideas in their day to day life</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to apply the ideas of the poem in their day to day life and will know more about each stage of life and make them prepare for other stages of life</li> </ul>

## Poem 6

### Hemelin

#### Objectives

- Students will be able to appreciate the poem
- Students will develop their Speaking , listening and writing skills
- Student will be able to develop their creative skills
- Student will get understanding about the different type of people around

#### Elicit

Teacher's role	Students role
<ul style="list-style-type: none"><li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li><li>• Each group will be given two similar proverbs –<ol style="list-style-type: none"><li>1. Beware of too much sweetness</li><li>2. All that glitters is not gold</li></ol></li><li>• Teacher will give <b>worksheets</b> to each group</li><li>• Teacher will ask each group to write their understanding of the proverb in connection to their routine or day to day life.</li><li>• It will followed by an open discussion of the meaning of the proverbs.</li></ul>	<ul style="list-style-type: none"><li>• Students will write their understanding of the proverbs given by the teacher on the worksheet in their respective groups</li><li>• Students will actively participate in the open discussion of the proverbs.</li></ul>

## 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will do model reading and will ask students to read the poem silently.</li><li>• Teacher will show a picture to students and will ask them to write a story based on the picture in the <b>worksheet.</b></li></ul>	<ul style="list-style-type: none"><li>• Students will do silent reading.</li><li>• Students will carefully observe the picture</li><li>• Students will write a story based on the picture in their respective groups in their worksheets.</li></ul>

## 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will ask the students to link the written story with the poem, keeping in mind the understanding of the proverbs discussed earlier.</li><li>• Teacher will ask students to write their understanding of the poem in the worksheet</li></ul>	<ul style="list-style-type: none"><li>• Students will link the story with picture keeping in the mind the meaning of the proverb discussed earlier.</li><li>• Students will write the understanding of the poem in the worksheet</li></ul>

## 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• One student from each group will make presentation and give their understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will present their understanding of the poem in class</li></ul>

## 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• . The presentation will be followed by an open group discussion between students and teacher.</li></ul>	<ul style="list-style-type: none"><li>• Students of every group will actively participate in open group discussion</li></ul>

## 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will give their understanding and interpretation of the poem</li></ul>

## 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will give a situation to students and ask them to give their opinion regarding the situation</li></ul> <p>Situation – You are a rich brat. You have many friends</p>	<ul style="list-style-type: none"><li>• Students will give their option regarding the situation given by the teacher.</li><li>• Students will be able to understand about the different types of people around the world. They will get a better understanding regarding the world around</li></ul>

## Poem 7

### Ants



### Objectives

- Students will be able to appreciate the poem
- Students will develop their Speaking , listening and writing skills
- Student will be able to enhance their vocabulary

### Elicit



Teacher's role	Students role
<ul style="list-style-type: none"><li>• Teacher will ask student to observe one of the least important insect for 5 days</li><li>• Teacher will ask students to write 7 lines of poem on the insect they observed and share it with class</li></ul>	<ul style="list-style-type: none"><li>• Students will observe an insect for 5 days</li><li>• Students will write 7 lines on the insect they observed and will share it with class.</li></ul>

## 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li><li>• Teacher will give <b>worksheets</b> to</li></ul>	<ul style="list-style-type: none"><li>• Students will do silent reading.</li><li>• Students will complete Task 1 in the worksheet</li></ul>

<p>each group</p> <ul style="list-style-type: none"> <li>• Teacher will do model reading and will ask students to read the poem silently.</li> <li>• Teacher will ask students to complete <b>Task 1</b> in the <b>worksheet</b>.</li> </ul>	
--	--

### 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>• Teacher will show pictures of ants to students</li> </ul>  	<ul style="list-style-type: none"> <li>• Students will carefully observe the pictures</li> <li>• Students will relate the picture with the poem and will try to interpret the meaning of the poem</li> <li>• Student will discuss the meaning of the poem in their respective group and will write the common understanding of the poem on the worksheet</li> </ul>



- Teacher will ask students to relate the pictures with the poem
- Teacher will ask each group to discuss and write their understanding of the poem on the worksheet.

#### 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• One student from each group will make presentation and give their understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will present their understanding of the poem in class</li></ul>

#### 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• . The presentation will be followed by an open group discussion between students and teacher.</li></ul>	<ul style="list-style-type: none"><li>• Students of every group will actively participate in open group discussion</li></ul>

#### 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will give their understanding and interpretation of the poem</li></ul>

#### 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will ask students to find scientific information on any one insect and find out its importance</li></ul>	<ul style="list-style-type: none"><li>• Student will find out scientific information of such tiny insects</li><li>• They will link literature with science</li></ul>



## Poem 8

### A Psalm of life

- Henry W.Longfellow

#### Objectives

- Students will be able to appreciate the poem
- Students will develop their Speaking , listening and writing skills
- Student will be able to develop their creative skills
- Students will develop different life skills like problem solving

#### 1. Elicit

Teacher's role	Students role
<ul style="list-style-type: none"><li>• Teacher will give <b>worksheet</b> to students</li><li>• Teacher will give set of questions to students :<ol style="list-style-type: none"><li>1. Give one life slogan</li><li>2. Explain that slogan</li><li>3. What you want to be and why?</li><li>4. How will you be ----- ?</li><li>5. What will you do after being what you choose ?</li></ol></li><li>• Teacher will ask students to answer the above answers in the worksheet</li><li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li></ul>	<ul style="list-style-type: none"><li>• Students will answer the set of questions given by teacher on the worksheet</li><li>• Students will discuss and write their opinion on the situation given by teacher in their respective groups in the worksheet</li><li>• Students will actively participate in the open group discussion.</li></ul>

<ul style="list-style-type: none"> <li>Teacher will give one situation and will ask the groups to discuss and write their opinion on the <b>worksheet</b></li> </ul> <p>Situation –</p> <p>You have went to Gir forest on a holiday with a group of friends. There is a timelimit of 7 p.m. Because of your mischief you stay back in forest. Now you and your friends face a group of robbers. The robberers have weapons. How will you get out of the trouble .</p> <ul style="list-style-type: none"> <li>It will followed by an open group discussion between teacher and students</li> </ul>	
---	--

## 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask students to list down the qualities which they have learned from these activities in the <b>worksheet</b></li> <li>It will followed by an open discussion between the teacher and students regarding the qualities which the students have learnt</li> <li>Teacher will do model reading and will ask students to read the poem silently.</li> <li>Teacher will ask students to link the qualities discussed earlier with the</li> </ul>	<ul style="list-style-type: none"> <li>Students will list down the qualities which they feel they have inherited from the previous activities in their respective groups</li> <li>Students will actively participate in the open discussion</li> <li>Students will do silent reading.</li> <li>Students will try to interpret the meaning of the poem. They will discuss in their respective groups the meaning of the poem.</li> </ul>

poem and try to understand the meaning of the poem.	
---	--

### 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask each group to discuss and write their understanding of the poem on the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Student will discuss the meaning of the poem in their respective group and will write the common understanding of the poem on the worksheet</li> </ul>

### 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>One student from each group will make presentation and give their understanding of the poem</li> </ul>	<ul style="list-style-type: none"> <li>Students will present their understanding of the poem in class</li> </ul>

### 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>. The presentation will be followed by an open group discussion between students and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students of every group will actively participate in open group discussion</li> </ul>

### 6. Evaluate

Teacher's role	Student's role

<ul style="list-style-type: none"> <li>Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li> </ul>	<ul style="list-style-type: none"> <li>Students will give their understanding and interpretation of the poem</li> </ul>
---	---

## 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"> <li>Teacher will ask students to find out one more poem which gives a similar message as what is given in the poem – A Psalm of Life</li> </ul>	<ul style="list-style-type: none"> <li>Students will search other poems which gives similar message as what is given in the poem</li> <li>Students will learn different life skills through this poem.</li> </ul>

## Poem 9

### Once Upon a Time

-Gabriel Okara

## Objectives

- Students will be able to appreciate the poem
- Students will develop their Speaking , listening and writing skills
- Student will be able to develop their creative skills

## Elicit

Teacher's role	Students role
<ul style="list-style-type: none"> <li>Teacher will show few pictures based on natural and artificiality of life</li> </ul>	<ul style="list-style-type: none"> <li>Students will observe the pictures carefully</li> <li>Students will state the difference</li> </ul>



- Teacher will ask the difference between the the pictures shown above

between those pictures

- Students will learn that the present time is full of artificialities.

## 2. Engage

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will make 5 groups consisting of 30 students – Group 1, 2,3,4 and 5</li><li>• Teacher will do model reading and will ask students to read the poem silently.</li><li>• Teacher will a lot different questions to each group</li></ul> <p>Group 1 – List down different situation where you smile/laugh artificially and naturally</p> <p>Group 2 – List down different situation where you shake hands artificially and naturally.</p> <p>Group 3- Write a dialogue on different situation- home, office, party – how one situation is different from others.</p> <p>Group 4- Enact a role play- Where a guest have came at your place and you don't llike that guest. How will you behave and what will you think</p> <ul style="list-style-type: none"><li>• It will be followed by discussion of each topic and an open gorup discussion.</li></ul>	<ul style="list-style-type: none"><li>• Students will do silent reading.</li><li>• Students will discuss their topics and present them</li><li>• Students will actively participate in the discussion</li></ul>

### 3. Explore

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will ask students to link the above discussed ideas with the poem</li><li>• Teacher will ask each group to discuss and write their understanding of the poem on the worksheet.</li></ul>	<ul style="list-style-type: none"><li>• Student will discuss the meaning of the poem in their respective group and will write the common understanding of the poem on the worksheet</li></ul>

### 4. Explain

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• One student from each group will make presentation and give their understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will present their understanding of the poem in class</li></ul>

### 5. Elaborate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• . The presentation will be followed by an open group discussion between students and teacher.</li></ul>	<ul style="list-style-type: none"><li>• Students of every group will actively participate in open group discussion</li></ul>

### 6. Evaluate

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will give suggestions and ask each group to give their ideas and come at a common understanding of the poem</li></ul>	<ul style="list-style-type: none"><li>• Students will give their understanding and interpretation of the poem</li></ul>

## 7. Extend

Teacher's role	Student's role
<ul style="list-style-type: none"><li>• Teacher will ask students to write a rap song on the topic – Once upon a time</li><li>• Teacher will ask student to conduct a survey on the artificiality of the day to day things like milk, grains , beauty products and fruits and vegetables</li></ul>	<ul style="list-style-type: none"><li>• Student will write a rap song on the topic – Once upon a time</li><li>• Students will conduct a survey on the artificialities found in the day to day products of the present day</li></ul>



### **APPENDIX III**

**Based on 7E constructivist module worksheets of poem used for data collection**

#### **Worksheet 1**

Poem 1 – To a Butterfly

- William Wordsworth

Name -

Group –

1. Write a poem in 7 lines based on the situation given below :

You're 60 years old, retired and sitting in your garden. You are seeing a butterfly.

2. Write your understanding of the poem – To a Butterfly

#### **Worksheet 2**

Poem 2 – Agnes

Name -

Group -

1. Observe the video carefully and write your observation about the video shown.

2. Write your understanding of the poem in the following lines.

## Worksheet 3

### Poem 3- The Patriot

Name -

Group –

***Two things define you: Your patience when you have nothing and your attitude when you have everything***

1. Write the question given by the teacher –
2. Write your idea of the question given to you by the teacher.

**Task 1** – Mark the meaning of the words given in A in the column B

<b>A</b>	<b>B</b>
1. Sway	Paralysis
2. Yonder	Jump
3. Leaped	Farther, beyond
4. Palsied	Influence, mark

3. Write your understanding of the poem – The Patriot.

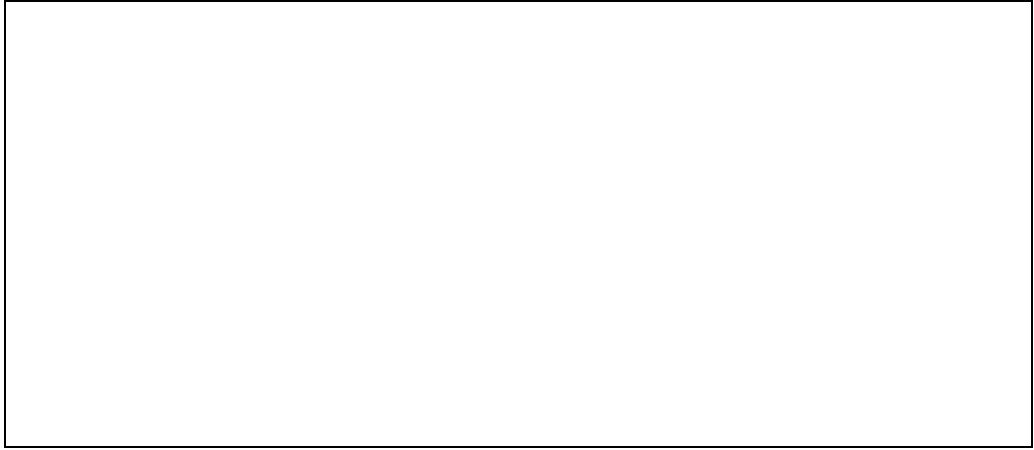
## Worksheet 4

### Poem 16 - Independence

Name -

Group -

1. List the things you feel you own in your country.



2. Give your idea of 'Freedom'.

3. Write your understanding of the poem – Independence.

4. Answer the following question

- What will happen if there will be an absence of Indian Military?
- How many officers martyr each year and the reasons behind it?
- What role you will play – to make your country proud?

Worksheet 5

Poem 12 -The River

Name :

Date:

Group No. :

Q. Write about any one stage of human life allotted by the teacher.

Q . Observe the pictures carefully. Each picture given signifies some or the other stages in the life of the river . Identify which stage of river on the basis of the picture and the reason behind it

Q. Write the understanding the poem ~~according in the following lines.~~

### Ants

Ants are noted for carrying objects that are bigger than them. This is only made possible through sheer hard work and determination.

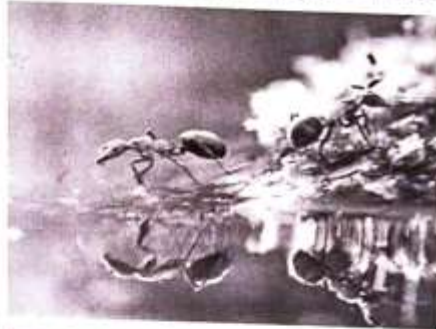


Date:  
Name:

Roll no.:  
Group no:

1. Write your observation on any one insect. Write a 7 line poem on the insect which you have observed.

2. Observe the below pictures carefully. Relate the pictures with the poem and write your interpretation of the poem.





3. Write your understanding of the poem.

4. Give the scientific information of any one insect and give the importance of them.

### Poem 19 - Hemelin

Date :

Roll no.:

Name:

Group no.:

1. Write down your understanding of the proverb and give examples from your day to day life.

- All that glitters is not gold
- Beware of too much sweetness

2. Observe the picture shown by the teacher. And write down your own story based on the picture.

3. Write your understanding of the poem ( keeping in mind the story written and the proverbs).



4. Read the situation carefully and give your opinion regarding it.

Situation – You are a rich brat. You have many friends. Some are your real or true friends and some are just for their benefits. How will you differentiate between your real and fake friends.?

Poem 26 - Once upon a time

- Gabriel Okara

Date:

Roll no.:

Name:

Group no.:

1. Observe the below pictures carefully. What difference do you find in these pictures? Can you relate it with the present times? How?



2. Write the understanding of the poem ( keeping the mind **the** discussed ideas)

## APPENDIX IV

### POSTTEST

#### Test 1

Name :

Group no.:

Roll no.:

1. Make 20 meaningful words out of the following jumbled letters.

p b h t t o e r n j p l d s a x l v

2. Give meaning of the following words:

a) Diverged

d) Sigh

b) Claim

e) Grassy

c) Trodden

f) Woods

3. Read the below stanzas carefully and write your understanding of the stanzas.

- Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And looked down one as far as I could  
To where it bent in the undergrowth;
- Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear,  
Though as for that the passing there  
Had worn them really about the same,
- And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

4. Complete the following poem in your own words in 7 lines.

Summers where felt, Again I was .....



5. Observe the following picture carefully and write your interpretation of the picture.

## APPENDIX V

### POST TEST

#### Test 2

Name :

Group no.:

Roll no.:

Date :

1. Make 20 meaningful words out of the following jumbled letters.

g b f c t u v x o e n a i m w q a z

2. Give meaning of the following words:

a) Mournful

d) Slumber

b) Infinitesimal

e) Perished

c) Palanquin

f) Mortal

3. Read the below stanzas carefully and write your understanding of the stanzas.

Once upon a time, son,  
they use to laugh with their hearts  
and laugh with their eyes;  
but now they only laugh with their teeth,  
while their ice-block-cold-eyes  
search behind my shadow.

There was a time indeed  
they use to shake hands with their hearts;  
but that's gone, son.  
Now they shake hands without hearts  
while their left hands search  
my empty pockets.

'Feel at home !' 'Come again';  
they say, and when I come  
again and feel  
at home, once, twice  
there will be no thrice -  
for then I find doors shut on me.

4. Complete the following poem in your own words in 7 lines.

I heard a shout at a distance, she was there .....

5. Observe the following picture carefully and write your interpretation of the picture.



## APPENDIX VI

### EXAMPLE OF STUDENT'S FEEDBACK FORM

#### Student's feedback form

Name: Yamuna R. Shah

Group no.: 1

Roll no.: 48

Date:

1. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in increasing your interest in poetry? How?

Ans: ☒ Yes ☐ No

How - Yes, helped in increasing our interest in poetry because of better understanding of the poem.

2. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in increasing your creativity? How?

Ans: ☒ Yes ☐ No

How - Yes, ~~helped~~ helped in increasing our creativity because of poet has other imagination and our also other imagination. ~~also~~ increasing in points of view.

3. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in increasing your Vocabulary? How?

Ans: ☒ Yes ☐ No

How - Yes, helped in increasing our vocabulary because after completing poem. Ma'm gives us worksheet and ~~the~~ saying that which words are new. That words to underline or circle the words.



4. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in improving your imagination? How?

Ans: ☒ Yes ☐ No

How - Yes, helped in improving our imagination because when mam is giving to group discussion, we are doing discussing, ~~some~~ some times if we are wrong, so we know that and form other's imagination.

5. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in asking more questions and thereby increasing your curiosity? How?

Ans: ☒ Yes ☐ No

How - Yes, helped in asking more questions and there by increasing our curiosity, when mam gives us in group discussion some questions and we don't understand. So, we are ~~also~~ increasing our curiosity.

6. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in increasing your confidence in poetry recitation? How?

Ans: ☒ Yes ☐ No

How -

7. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in appreciation of the poetry? How?

Ans: ☒ Yes ☐ No

How -

8. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in gaining better understanding of the poem ? How?

Ans: ☒ Yes ☐ No

How - Yes, helped in gaining better understanding of the poem because when mam ask in class to our class mates we ~~also~~ know their ~~order~~ points of views.

9. Did you played active participation in group activities ? If yes - Why ? If no - Why ?

Ans: Yes ☒ No ☐

Why - Yes, I participated in all activities of group because, we know in details, and other's points of views.

10. Did group activities helped in understanding poem ?

Ans: ☒ Yes ☐ No

How

Yes, helped in understanding poem because all of us have different points of views by all the students we know ~~at~~ all the important topics in details.

11. Did group activities helped in healthy interaction with each other ?

Ans: Yes ☒ No

How

No, because only some members are participated actively.

12. Have the Program of Teaching English Poetry through Constructivist Approach have helped you in the construction of poetry ? How?

Ans: Yes ☒ No

No.

13. Was the teacher able to complete the syllabus on appropriate time with the Constructivist approach of Teaching English poetry ?

Ans: ☒ Yes ☐ No

13. Would you like give other feedback for the program ?

No, there is no other feed back for the program.

14. Would you like to give any further suggestion for the program ?

No, there are no further suggestion for the program.