



No Men Are Foreign

Activity – I: Pre-Reading

SKILL AREA: THINKING / SPEAKING

Learning Outcomes: The students will be able to

- predict the theme of the poem.
- use the words appropriately in a sentence.
- appreciate the use of poetic devices.

Time Required: One period

Procedure:

1. The teacher

divides students into groups of five, and writes the following words on the board. Directs them to use all the given words to make sentences.

countries	people	different
same	love	peace
hate	war	world

2. Students speak the sentences they have framed.
3. Students try to guess what the poem is all about.

Assessment Criteria:

Ideas / thoughts

Fluency and accuracy of expression

Ability to predict

Feedback:

Common errors to be discussed in the class.



Activity – II: Pre-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

- develop sensitivity for the theme of the poem.
- write fluently and accurately.

Time Required: One period

Procedure:

1. The teacher divides the class in groups of five.
2. The teacher posts the statement on the chalkboard and asks the students to discuss and list out the ways in which people on earth are the same:

Eg. Even though people belong to different countries they all have the same feelings

1.

2.

3.

4.

5.

3. The groups make a list.
4. The answers of each group's work is displayed on the display board.
5. The teacher links the ideas generated with the theme of the poem.

Assessment Criteria:

Clarity of thought

Originality and creativity

Feedback:

The teacher may also add to the list.



Activity – III: While-Reading

SKILL AREA: LISTENING/READING

Learning Outcomes: The students will be able to

- comprehend the poem.
- enhance their reading and listening skills.

Time Required: One period

Procedure:

1. One student reads the poem aloud.
2. The teacher asks simple questions to check whether students have understood the poem. If not another student to reads it again more slowly.
3. The teacher writes the word 'SIMILARITY' on the board. Asks students to note down similarities between people, according to the poet.
4. A third student is asked to read while the teacher checks whether students are noting down the similarities.
5. The students are divided into groups of five and Board-Rush is played. They are asked to rush one member to the board to write down the similarities. Whoever gets maximum similarities and finishes first wins. The similarities are:

- | | |
|------------------------------|--------------------------------------|
| a) Single body | b) All land is on Earth |
| c) Will lie in this land | d) Aware of sun, air water |
| e) Fed by peaceful harvest | f) War starves all |
| g) Everyone has to work hard | h) Eyes which sleep |
| i) Eyes which wake | j) Strength that can be won by love. |

Assessment Criteria:

The activity need not be assessed.

Feedback:

The teacher may repeat a part of poem if required, to enhance understanding and appreciation.



Activity – IV: Post-Reading

SKILL ARE: THINKING/LISTENING

Learning Outcomes: The students will be able to

draw comparisons between different kinds of work.

develop listening and thinking skills.

Time Required: One period

Procedure:

1. The teacher plays the song 'Imagine' by *John Lennon* in the class.
2. Students share what they know about the singer and the song.
3. The teacher distributes the copy of the lyrics.
4. The teacher directs the students to compare the poem with that of Lennon's ideas in the song.
5. Students write a paragraph in about 100-120 words on the comparisons drawn between the two.

Assessment Criteria:

Content

Fluency and accuracy

Relevant comparison

Feedback:

Some of the common language errors can be discussed in the class.

Lyrics of the song:

Imagine

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky

Imagine all the people living for today
Imagine there's no countries



It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people living life in peace

You, you may say
I'm a dreamer, but I'm not the only one
I hope some day you'll join us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people sharing the entire world

You, you may say
I'm a dreamer, but I'm not the only one
I hope some day you'll join us
And the world will live as one

After reading the text students may be given the following worksheet to complete

WORKSHEET

Match table A and B according to your understanding of the poem:

Table A	Table B
1. We are similar because	a. it gives us the opportunity to grow crops.
2. We do not like war because	b. it leads to starvation.
3. We are fed by peace means that	c. to any venture filled with love.
4. We are ready to lend a hand	d. we have similar bodies.
5. We all work hard	e. all lie in this earth.
6. When we die we will	f. because we are all brothers.
7. We should not fight or kill each other	g. to make a living.
8. Life is common to everyone	h. equally beneficial to everyone.
9. Sun, air and water are	i. kill the innocent too.
10. Armies and weapons	j. who lives on earth.



Answers:

1. We are similar because	d. we have similar bodies.
2. We do not like war because	b. it leads to starvation.
3. We are fed by peace means that	a. it gives us the opportunity to grow crops.
4. We are ready to lend a hand	c. to any venture filled with love.
5. We all work hard	g. to make a living.
6. When we die we will	e. all lie in this earth.
7. We should not fight or kill each other	f. because we are all brothers.
8. Life is common to everyone	j. who lives on earth.
9. Sun, air and water are	h. equally beneficial to everyone.
10. Armies and weapons	i. kill the innocent too.

Activity – V: Post-Reading

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to
 write creatively.
 enhance their writing and speaking skills.

Time Required: One period

Procedure:

1. The teacher instructs students to write in about 80-100 words, why they like foreigners.
2. They then express their thoughts in the class.
3. In case all the students cannot express themselves, assessment is done on the basis of their written answers.

Assessment Criteria:

Relevant content
 Accuracy and fluency of expression

Feedback:

The teacher may conduct a brief class discussion on 'Foreigners'.
 Teacher puts up some of the answers on the board and encourages the class to edit them.