



Wind

Activity – I: Pre-Reading

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to

share ideas in groups and communicate them effectively.

write and speak fluently and accurately.

express views persuasively.

Task: Write a speech to be presented in the morning assembly on 'The wind is both a friend and a foe'.

Time Required: Two periods

Procedure:

1. The teacher divides the students into groups of five.
2. Each group is given 20 minutes to discuss the topic and write down the main points.
3. Then they write the speech using the points.
4. A group representative presents their speech.
5. The best speech is presented in the morning assembly.

Assessment Criteria:

Clarity of thought

Relevance of ideas

Accuracy and fluency of expression

Feedback:

The teacher encourages students who find it difficult to express their ideas.

The teacher discusses common expression errors.

Shy students are encouraged.



Activity – II: While-Reading

SKILL AREA: THINKING/SPEAKING

Learning Outcomes: The students will be able to

explore symbolism by comparison.

think imaginatively and creatively while searching for symbols.

speaking fluently.

Time Required: One period

Procedure:


1. The teaching gives students the following examples:
 - (a) Our flag is the symbol of our country.
 - (b) A lion is a symbol of leadership.
 - (c) A tree is a symbol of life.
2. The teacher instructs students to find such a symbol in the following poems
 - (a) The Road Not Taken
 - (b) Wind

Expected answers would be




(a) Roads - choices

(b) Wind - difficulties

3. The students are then given certain hints. They draw and present their own thoughts regarding these symbols.

Sr.	Symbols	Pictures	What do they stand for?
1.	Bleeding trees		



2.	Choking earth		
3.	A woman in chains		
4.	A skeleton smoking a cigar		

Assessment Criteria:

Relevance

Originality of Interpretation

Effectiveness of expression

Activity – III: While-Reading

SKILL AREA: LISTENING / READING / WRITING

Learning Outcomes: The students will be able to
enhance their listening and reading skills.
write fluently and accurately.

Time Required: One period

Procedure:

1. One students read the poem aloud.



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2. The teacher checks for basic understanding by putting simple questions to the class.
3. The teacher finds out if students have noticed that certain words are repeated and write them on the board.
 - a) 'Don't'
 - b) 'You'
 - c) 'Crumbling'
 - d) 'Wind'
 - e) 'Let's'
4. Another student reads the poem again..
5. In groups of five students write sentences beginning with the words identified to bring out the theme of the poem.

Expected answers:

- a) Don't break the shutters of the windows. Don't scatter the papers. Don't throw down the books on the shelf.
- b) You threw them all down. You tore the pages of the books. You brought rain again. You are very clever at poking fun at weaklings.
- c) Crumbling houses, crumbling doors, crumbling rafters, crumbling wood, crumbling bodies, crumbling lives, crumbling hearts.
- d) Wind; come softly, the wind god winnows and crushes them all, the wind blows out weak fires.
- e) Let's build strong homes, let's join the doors firmly.

5. The teacher monitors students while they discuss and write. Giving team marks may make the process more competitive.
6. The teacher writes 3 questions on the board, which the students are expected to answer. Answers are to be made from points put up on the board. Teacher helps only if students find it difficult to answer. Give all students a chance.

Questions:

- a) What does the poet request the wind to do?
- b) What does the poet accuse the wind of doing?



- c) What does the wind destroy?
- d) What should we do to make the wind our friend?

Assessment Criteria:

Teacher may put up the answer on the blackboard and allow peer correction. (The first part of this task need not be graded)

Feedback:

Some students read out their answers.

The teacher shares ideas to improve their LSRW skills.

Activity – IV: Post-Reading

SKILL AREA: VOCABULARY/SPEAKING

Learning Outcomes: The students will be able to

enhance their skill at identifying appropriate words/phrases.

understand the key areas of the text.

Time Required: One period

Procedure:

1. The teacher
 - divides the students into teams as per their seating arrangement.
 - makes slips of the following words, numbering them according to team numbers.
 - (a) Pleadings
 - (b) Weaklings
 - (c) Firm body
 - (d) Frail houses
 - (e) Weak body
 - (f) Strong Houses
 - (g) Weak fire



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(h) Strong fires

(i) Firmly joined doors

conducts 'a board rush' (divides the board into two sections: 'Wind is not friendly' and 'Wind is friendly') and asks teams to stick slips on the board. The team, which finishes first, wins.

2. Once put on the board, the students should speak out sentences.
3. Teachers should drive home the point that these words are key points.

This task need not be assessed.

Feedback:

A few students to explain the action of the wind on the basis of the activity conducted.

Draw the attention of the students to the shift in the way in which wind is addressed in the poem.

Activity – V: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

comprehend the poem.

write fluently and accurately.

Time Required: One period

Procedure:

1. The teacher distributes the worksheet.
2. The students complete the worksheet individually and submit them.

Assessment Criteria:

Understanding

Correct answer

Feedback:

Review and clear the doubts of the students.

Encourage students to give reasons for their answers.



WORKSHEET

Read the passage and answer the questions:

'Wind' is a symbolic poem just like the poem 'The Road not Taken'. Poems can be read just for the pleasure of their rhyme or for their literal meaning. However, poems can have a deeper meaning than the obvious one. Certain readers can also fall into a trap, if they go hunting for meanings where there are none.

Sometimes under an able teacher a student finds more pleasure in tracking down symbols and figurative meanings. It is like a treasure hunt. Poems develop an alter ego or twin. In simple words, what appears to be a simple poem of travelling on a forest road develops into a poem discussing the choices of life. Similarly, the wind can be compared to the difficulties we face in life. Strong people face difficulties bravely while weak people are broken.

1. Poetry should be read for a) pleasure only. b) understanding only. c) pleasure and understanding, both. d) scoring good marks in examination.	2. Wind stands for a) opportunities. b) difficulties. c) mistakes. d) struggle.
3. He won't do what you tell him'-this line suggests that a) the wind is disobedient b) we should not make requests to any one. c) difficulties and troubles do not listen to pleadings. d) the wind has a will of its own.	4. we can infer from the poem that we grow stronger a) when we exercise and develop a strong body. b) when we build strong homes. c) when we face challenges in life with courage and confidence. d) when we make the wind our friend.
5. This poem is interesting because a) it is simple and easy to understand. b) it is translated from Tamil language. c) it deals with an important truth about life. d) it is about one of the five elements of nature.	

Answers : 1) (c) 2) (b) 3) (c) 4) (c) 5) (c)