



A Slumber did my Spirit Seal

Activity – I: Pre-Reading

SKILL AREA: LISTENING

Learning Outcomes: The students will be able to

identify the poem.

enhance their listening skills.

Time Required: One period

Procedure:

1. The teacher narrates/ reads the following story and instructs the students to listen to it.

Nandini

Nandini was a bubbly and loving girl of 12 years. She liked plying with friends and loved music. More than anything else she loved being with her father, talking to him on anything and everything. Suddenly life completely changed for her when she lost her father in an accident. She went into deep depression and refused to meet her friends. She felt very lonely and spent her time in her room brooding over her loss. She missed her father very badly. To give vent to her emotions, she started writing letters to her father in a diary. She did not really write; she talked to her father as if he were still alive. Gradually a change came over her. She got over her depression and started mingling with her friends once more.

2. The teacher puts up following questions on the blackboard and instructs the students to write the answers on a sheet of paper on the basis of their listening.
 - a. What sort of girl was Nandini?
 - b. What incident changed her life?
 - c. How did she behave under her depression?
 - d. Why did she start writing a diary?
 - e. How did her diary writing bring about a change in her?
3. The teacher may read the story once again, if required.
4. All the answers are discussed in class.



BEEHIVE

FORMATIVE ASSESSMENT

Main points for the Answers:

- Bubbly and loving.
- Death of her father.
- Spent her time in loneliness.
- To give vent to her emotion.
- Got over depression and mingled with friends.

Assessment Criteria:

Peer correction

Correct response

Feedback:

The teacher links the story with the poem to be read.

Activity – II: Pre-Reading

SKILL AREA: WRITING / SPEAKING

Learning Outcomes: The students will be able to

identify the theme of the poem.

enhance their thinking skills.

Time Required: 20 minutes

Task: Individual work

Write out some beliefs related to death in the box.

E.g. If you are good to others, you will go to Heaven.



Procedure:

1. The teacher explains the task.
2. The students write their views in the box.
3. The teacher may initiate a discussion on the beliefs written by the students.
4. The theme of the poem may be linked to this activity.

Assessment Criteria:

The activity need not be graded.

Activity – III: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

write a diary entry.

imagine and write.

Task: As the poet Wordsworth write a diary entry on his experience of writing the poem in about 100 words.

Time Required: One period

Procedure:

1. The students read the poem silently.
2. The teacher initiates a discussion on the theme of the poem.
3. The teacher clears the doubts during discussion.
4. The students are instructed write diary entry individually.
5. The best entries may be read out in the class.

Assessment Criteria:

Relevance of content

Details from the poem

Accurate and cohesive language

Original and interesting ideas

**Feedback:**

If the teacher feels that the students need some help, the following beginning of the diary entry could be given:

Date:

Time:

Lucy, the lovely child of nature, is now dead. Her death has disturbed me.

I have

Activity – IV: Post-Reading**SKILL AREA: READING**

Learning Outcomes: The students will be able to

enhance their reading skills.

enhance thinking and analytical skills.

Time Required: One period

Procedure:

1. The teacher instructs the students to read the poem 'Tear No More'.
2. Initiates a discussion after reading.
3. The students complete the table and answer the questions given below:
4. All the answers are discussed in the class.

Assessment Criteria:

Appropriate responses

The three questions are open ended. So any suitable answer to be accepted.

Feedback:

Comparison between the two poems could be taken up for discussion.



WORKSHEET

Answer the following questions:

a) Complete the table

What the dead need not fear or do	List of examples to prove that death comes to all.
heat of the sun	Golden lads and girls
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (b) 'Thou thy wordly task hast done Home art gone, and ta'en thy wages': What do these lines mean?
- (c) 'To thee the reed is as the Oak:'
What does the poet want to convey in this line?
- (d) How is this poem similar to 'A Slumber did My Spirit Seal'?

Answers:

What the dead need not fear or do	List of examples to prove that death comes to all.
Heat of the sun	Golden lads and girls
Winter's rages	Chimney-sweepers
Frown of the great	The king
Tyrant's stroke	The learned/ scholar
Clothing and eating	The doctor
Lightning	Young lovers
Thunder	All lovers
Slander	Censure