



Three Men in a Boat

Activity – I: Alternative Point of View

SKILL AREA: CREATIVE WRITING

Learning Outcomes: The students will be able to

enhance their creative thinking.

write fluently and accurately.

Time Required: Two periods

Procedure:

1. The teacher discusses the novel 'Three Men in a Boat' by Jerome K Jerome.
2. The following points are taken up for discussion.
 - What would have been there in the mind of the writer when he wrote the novel?
 - What is his role in the novel?
3. The students to rewrite a section of their choice in 'Three Men in a Boat' from another character's point of view, in their own words.
4. The teacher instructs them to:
 - write in 150-200 words.
 - be ready to answer questions about their interpretation of events.
5. Some students are asked to read their summary and the others may ask questions related to their interpolations of the scene.

Assessment Criteria:

Fluency and accuracy

Creativity

Relevance

Logical Approach

Feedback:

Some students may find it difficult to understand the point of view of the other character. Teacher may explain with example.

The grammatical errors must be discussed.



Activity – II: Literary Devices

Learning Outcomes: The students will be able to
understand the literary devices used in the novel.

Time Required: One period

Procedure:

1. The teacher discusses the use of literary devices in a novel.
2. The teacher instructs the students to identify and discusses at least three literary devices which Jerome uses to create the humorous tone throughout the novel.
3. The teacher makes sure that the students use at least one direct example from the text for each device discussed.

Assessment Criteria:

Clarity of concept

Participation

Appropriate examples

Feedback:

The teacher may explain and elaborate on the use of literary devices if required.

Activity – III: Word Search

Learning Outcomes: The students will be able to
identify various characters in the novel.

Time Required: 20 minutes

Procedure:

1. The teacher distributes the following word 'search sheet' in the class.
2. The students find out the names of atleast ten characters.
3. The students exchange their sheets and the teacher calls out the correct answers.



EXTENDED READING TEXTS

FORMATIVE ASSESSMENT

Assessment Criteria:

The activity need not be graded formally.

WORD SEARCH

R	D	W	N	M	L	C	U	B	Z	B	E	E	Q	V
A	H	T	R	E	B	L	E	H	T	E	D	I	A	F
O	S	E	W	Y	S	M	B	P	K	W	U	H	D	E
Z	Q	I	P	Y	N	U	L	J	I	S	R	P	S	C
C	A	G	R	G	F	I	O	L	T	Q	T	O	K	H
M	A	U	F	R	U	C	L	H	M	C	R	S	W	T
B	R	B	J	Q	A	I	C	U	R	M	E	Q	K	C
K	C	G	B	H	S	H	F	W	I	E	G	P	H	C
U	J	S	D	I	D	L	O	R	A	H	T	D	G	A
B	L	I	O	I	E	Z	P	W	U	K	Z	R	E	P
M	V	M	D	E	B	Y	N	B	R	K	E	A	O	B
S	G	D	B	Z	W	F	F	L	Y	V	B	J	R	P
E	G	P	L	D	C	G	E	U	S	Z	T	F	G	F
J	A	M	R	M	Q	Z	H	M	W	S	J	Y	E	A
C	V	W	S	Z	C	A	P	T	A	I	N	P	M	Z

Answers:

Name of the Characters

CABBIE	HAROLD
CAPTAIN	HARRIS
ETHELBERTHA	PORTERHOUSE
GEORGE	PRIMROSE
GERTRUDE	QUILP
WILLIS	SOPHIE



Activity – IV: Enact a Scene

SKILL AREA: THEATER AND WRITING

Learning Outcomes: The students will be able to

- express themselves.
- enhance their creativity and theatrical skills.
- enhance their writing and speaking skills.

Time Required: Two periods

Procedure:

1. The class is divided into groups and asked to select one of their favourite scenes.
2. The students are instructed to write script and dialogues for their favourite scene and enact it in the class.
3. The teacher must ensure that each group selects a different scene to enact.

Assessment Criteria:

- Clarity of thought
- Fluency
- Theatrical Skill
- Language

Feedback:

The students prepare the novel in the form of a play and stage it on the annual day function.

Activity – V: Compare and Contrast

SKILL AREA: WRITING AND SPEAKING

Learning Outcomes: The students will be able to

- draw comparisons.
- understand the growth of a character.
- enhance their writing and speaking skills.

Time Required: Two periods



EXTENDED READING TEXTS

FORMATIVE ASSESSMENT

Procedure:

1. The teacher divides the class in two groups and instructs them to answer the following questions as per their understanding of the character.
Group 1. Compare and contrast one of the major characters (Harris, George, or Jerome) with himself/herself at the beginning of 'Three Men in a Boat' and himself at the conclusion of the novel.
Group 2. Compare and contrast George with Harris, making sure to use specific quotations from the text in the analysis.
2. The group leaders read out the answers.

Assessment Criteria:

Clarity of thought
Fluency and accuracy of expression
Language
Understanding

Feedback:

Some students may not be able to understand the growth of the character from beginning to end. The teacher should help them by explaining with examples.





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