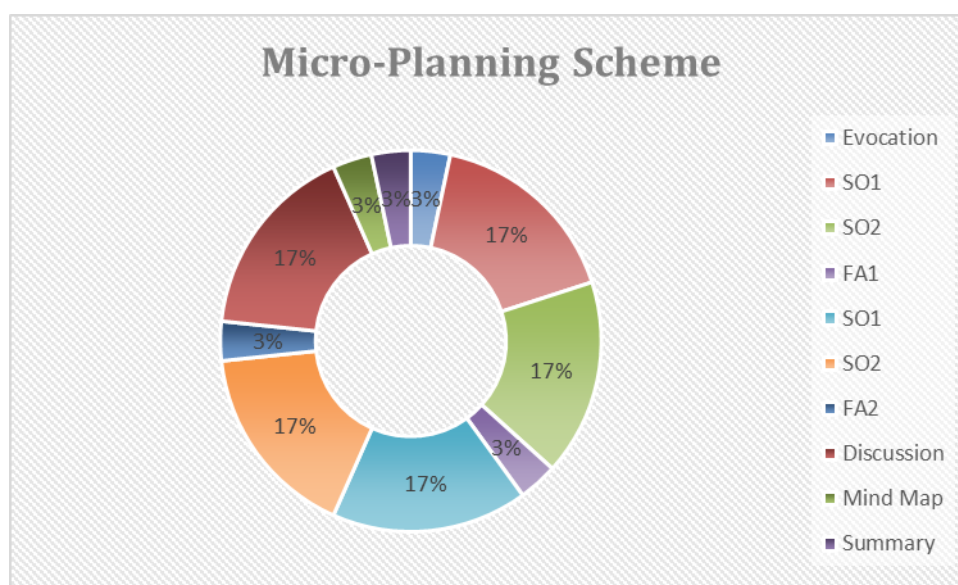


Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit I: Robert Louis Stevenson's My Shadow
Name of the Faculty	V. Dorothy Catherine
T-L tools	Mind Maps, Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge : basic understanding of shadow in children's perspective, simple rhyming words and personification

Micro- Planning : 60 minutes



Evocation : 2 min

SO1 : 10 min

SO2 : 10 min

FA1 : 2 min

SO1 : 10 min

SO2 : 10 min

FA2 : 2 min

Discussion : 10 min

Mind Map : 2 min

Summary : 2 min

1. Topics for learning through Evocation:

Briefly introduce shadows in everyday life and how children perceive them. Ask students to share their personal experiences with shadows.

2. Topic Introduction:

2.1: General Objective:

- To understand the literal and figurative meaning
- To learn new poetic devices

2.2: Specific Outcomes:

- Appreciate the use of poetic devices such as rhyme and personification.
- Develop an understanding of how the poem reflects childhood themes and emotions.

First Phase:

SO1 (10 minutes): Explain the literal meaning of the poem. Highlight the playful and imaginative nature of the child's relationship with the shadow.

SO2 (10 minutes): Introduce figurative language, focusing on personification and the shadow as a metaphor for self-awareness and childhood curiosity.

Second Phase:

SO1 (10 minutes): Analyze the rhyming scheme and rhythm. Discuss how these elements contribute to the poem's playful tone.

SO2 (10 minutes): Explore other poetic devices used in the poem, such as imagery and similes.

Mind Map (2 minutes)

Create a simple mind map that illustrates the key themes and devices in My Shadow (e.g., Shadow as a companion, Personification, Rhyming).

Summary (2 minutes)

Summarize the lesson, emphasizing the dual nature of the poem (literal vs. figurative meaning) and the use of poetic devices like rhyme and personification.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge						1

D. Meta Cognitive Knowledge						
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2.4: Key words:

Shadow

Personification

Rhyming scheme

Imagery

2.5: Key Diagrams (if any)

Picturebook sample

https://drive.google.com/file/d/1LImeIzGfn_-fwsmRqDNiSLSr9W1IeBYp/view?usp=sharing

Powerpoint Presentation

https://docs.google.com/presentation/d/1Cd6H6Hjx6Zz0j6SUEdCP5f88P5qqTSHt/edit?usp=drive_link&oid=108991191526999366924&rtpof=true&sd=true

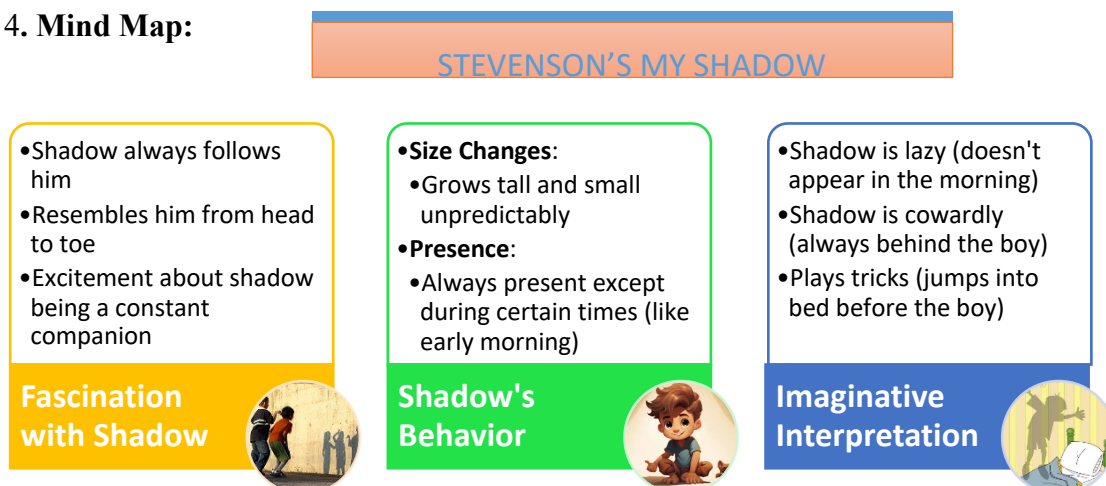
Video sample

https://drive.google.com/file/d/1xO3nY0cXTs9YLeQvZvsb0OAVIPlrl0f/view?usp=drive_link

3. Discussion:

Engage students in a conversation about the poem's deeper themes. How does the shadow represent different aspects of childhood? What can we learn from the shadow's behavior in the poem?

4. Mind Map:



5. Summary:

My Shadow captures the innocent fascination and imagination of a young child as he interacts with his shadow. The child observes how the shadow is always present, mimicking his actions

but also behaving unpredictably—changing sizes and sometimes not appearing at all. This curiosity leads to imaginative thoughts, such as the shadow being lazy or cowardly, showing how children often anthropomorphize objects around them to explain what they don't fully understand.

The poem's charm lies in its simplicity, reflecting the child's sense of wonder and the playful relationship between the boy and his shadow. Through this, Stevenson highlights the innocence of childhood and how children often view the world through the lens of fantasy. This also adds a deeper layer of exploration into self-awareness and identity, as the shadow represents a constant, yet sometimes elusive, companion. The poem is a delightful expression of how children engage with the mysterious and unknown aspects of the world around them.

In conclusion, the poem celebrates childhood innocence and the joy of discovery, inviting readers to reminisce about their own youthful imaginations.

6. Assessment through questions/analogy/new ideas:

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe in their own words how Stevenson makes the shadow seem like a real character.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on identifying personification and rhyme in specific lines.

7. FAQ's: MCQ's/ Descriptive questions:

1. Examine the relationship between the speaker and the shadow portrayed in Stevenson's poem, "My Shadow."
2. Analyze the portrayal of childhood and imagination in Stevenson's "My Shadow" and its reflection on human nature.

8. References:

Murray, John. *Victorian Children's Literature: A Reader's Guide*. Routledge, 2004.

Roscoe, Norman. *Robert Louis Stevenson: Poet and Essayist*. The Edinburgh Press, 1921.

Stevenson, Robert Louis. *A Child's Garden of Verses*. Longmans, Green & Co., 1885.

9. Verified by Subject Expert:

Course In-charge
V. Dorothy Catherine

Approved by HoD.

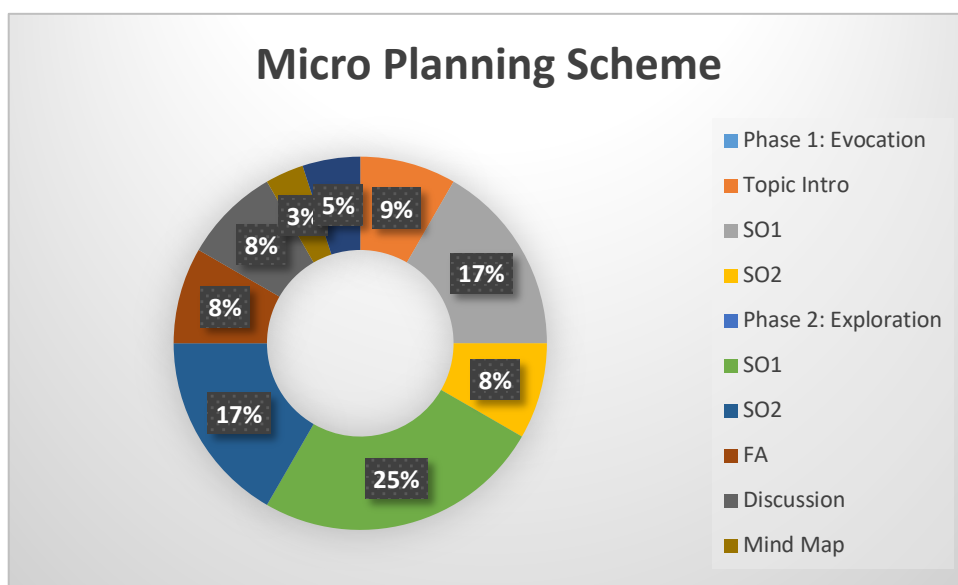
Dr. A. JUDIT SHEELA DAMAYANTHI
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit II: Brothers Grimm's Hansel and Gretel
Name of the Faculty	V. Dorothy Catherine
T-L tools	Reading Material: Excerpt from <i>Hansel and Gretel</i> . Visual Aids: Mind map, possible PowerPoint slides, or a short video summarizing the story.

Pre-requisite Knowledge : Basic understanding of fairy tales and folk stories

Micro- Planning : 60 minutes



Phase 1 Evocation

Topic Introduction : 5 min

SO1 : 10 min

SO2 : 5 min

Phase 2 Exploration

SO1 : 15 min

SO2 : 10 min

FA : 5 min

Discussion : 2 min

Mind Map : 1 min

Summary : 2 min

1. Topics for learning through Evocation: (1 minute)

Share your experience when you felt left alone in your own house.

2. Topic Introduction: (5 minutes)

- a. Provide background on the Brothers Grimm and the origins of *Hansel and Gretel*.
- b. Engage students by asking if they have heard the story before or are familiar with similar tales.

2.1: General Objective:

To introduce students to the story of Hansel and Gretel and explore its themes, characters, and moral lessons within the context of children's literature.

2.2: Specific Outcomes:

- **SO1:** Understand the structure and narrative techniques in *Hansel and Gretel*.
- **SO2:** Analyze the story's themes, such as survival, bravery, and family dynamics.

Phase 1: Evocation (20 minutes)

1. Topic Introduction: (5 minutes)

2. SO1 Activity (10 minutes)

- a. Read an excerpt from *Hansel and Gretel*.
- b. Brief discussion on initial thoughts and reactions to the setting, characters, and conflict.

2. SO2 Discussion (5 minutes)

- a. Briefly discuss the story's fairy tale elements, such as the use of magical settings, characters (witch), and moral lessons.

Phase 2: Exploration (30 minutes)

1. SO1 (15 minutes)

- Conduct a guided analysis of the key themes: overcoming adversity, familial bonds, and the triumph of good over evil.
- Encourage students to connect these themes to real-life situations or other stories they know.

2. SO2 (10 minutes)

- Develop a mind map on the board with student input to organize characters, themes, and symbols (e.g., the breadcrumbs, forest, and witch's house).

3. FA: (5 min)

Mind Map (2 minutes)

- Use the mind map as a collaborative tool for summarizing key points discussed.

Summary (3 minutes)

- Wrap up the story's moral lessons and its significance in children's literature.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge			2			
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

2.4: Key words:

- Survival: The siblings' resilience and quest for survival.
- Family: Exploration of family dynamics, especially with their stepmother.
- Witch: The antagonist representing danger and greed.
- Breadcrumbs: Symbolizing hope and the path to safety.
- Cunning: The cleverness displayed by Hansel and Gretel to outsmart the witch.

2.5: Key Diagrams (if any)

Audiobook sample:

<https://etc.usf.edu/lit2go/175/grimms-fairy-tales/3077/hansel-and-gretel/>

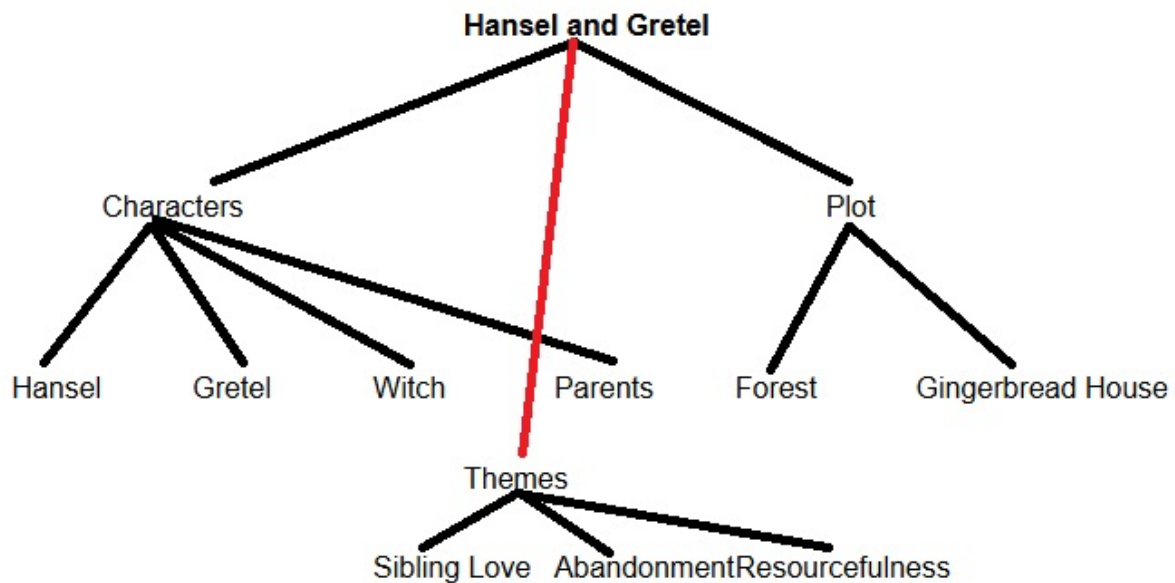
Picturebook sample

[https://drive.google.com/file/d/1rbz-rXQvoxkAAxrOvoQye6Wml9uH2zEX/view?usp=drive link](https://drive.google.com/file/d/1rbz-rXQvoxkAAxrOvoQye6Wml9uH2zEX/view?usp=drive_link)

3. Discussion:

Engage students in a Q&A on their personal takeaways and thoughts on the story's moral implications.

4. Mind Map:



5. Summary:

In Hansel and Gretel, two siblings face abandonment and danger when their stepmother convinces their father to leave them in the woods. They use breadcrumbs to try to find their way home, but their plan fails when the breadcrumbs are eaten by birds. Lost and hungry, they stumble upon a witch's house made of sweets, only to be captured. Using cleverness and bravery, the children outwit the witch and escape. This story emphasizes themes of resilience, family loyalty, and the triumph of good over evil.

6. Assessment through questions/analogy/new ideas:

- Read another fairy tale from the Brothers Grimm and identify similar themes or elements.
- Write a brief response on what they learned from “Hansel and Gretel” and how it might apply to modern storytelling.

7. FAQ's: MCQ's/ Descriptive questions:

What role does the forest play in Hansel and Gretel? How does it reflect the characters' emotional journey?

8. References:

1. Grimm, Jacob, and Wilhelm Grimm. *The Annotated Brothers Grimm*. Edited by Maria Tatar, W.W. Norton & Company, 2004.
2. Zipes, Jack. *The Complete Fairy Tales of the Brothers Grimm*. Bantam Books, 2003.
3. Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. Basic Books, 2009. (Includes analysis of folklore and fairy tales like *Hansel and Gretel*.)

9. Verified by Subject Expert:

N.D.C.H.

Course In-charge

V. Dorothy Catherine

A. Judith Sheela Damayanthi

Approved by HoD

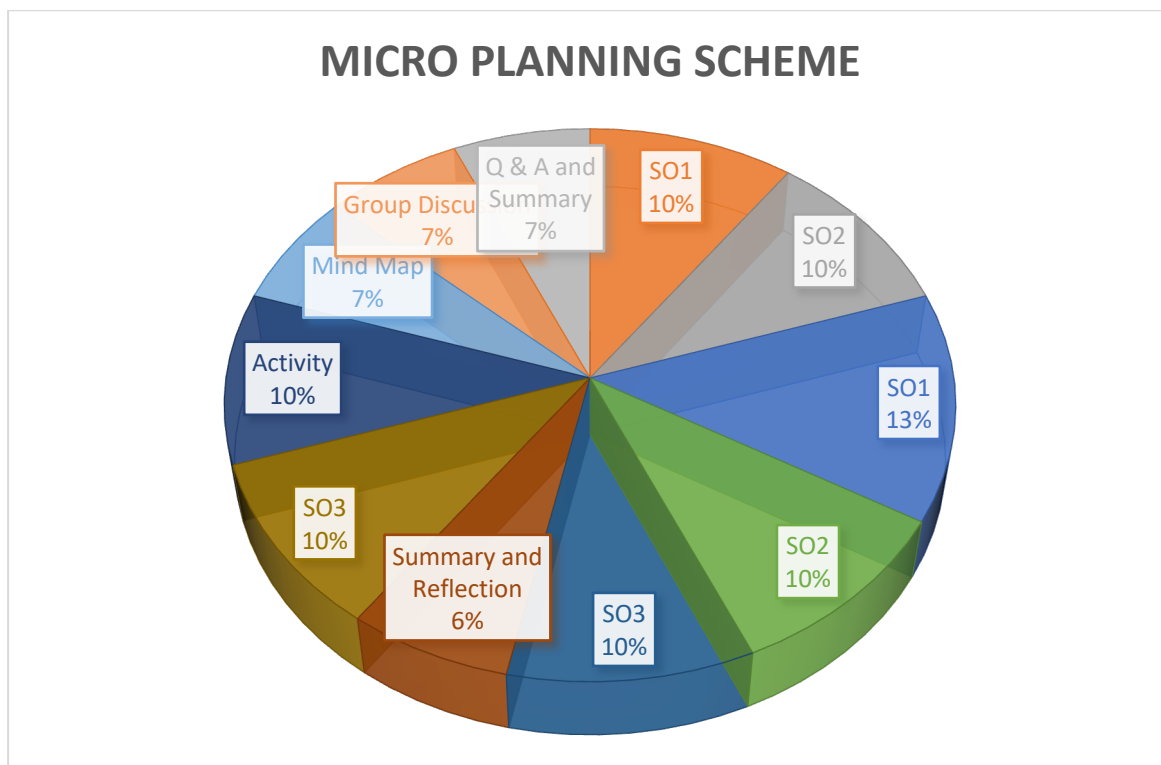
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit III : Lewis Carroll's Alice in Wonderland (Chapter 1-3)
Name of the Faculty	V. Dorothy Catherine
T-L tools	Reading Material: Chapters 1-3 of Alice in Wonderland. Visual Aids: Mind maps, character charts, possible PowerPoint slides, or short video clips. Creative Materials: Worksheets for rewriting activities.

Pre-requisite Knowledge : Familiarity with the fairy tale genre and introductory fantasy literature concepts.

Micro- Planning : 300 minutes (5 Hrs)



Phase 1: Evocation and Introduction

SO1 30 min

SO2 30 min

Phase 2: Exploration

SO1 40 min

SO2 30 min

SO3	30 min
Summary and Reflection	20 min
Phase 3: Analysis and Application	
SO3	30 min
Activity	30 min
Phase 4: Synthesis and Review	
Mind Map	20 min
Group Discussion	20 min
Q & A and Summary	20 min

1. Topics for learning through Evocation (1 Min):

Have you ever thought of being adventurous?

What is your curiosity level?

2. Topic Introduction: (10 min)

- a. Briefly introduce *Alice in Wonderland* and discuss its historical and cultural context.
- b. Invite students to share any prior knowledge or associations with the story.

2.1: General Objective:

To analyze Lewis Carroll's *Alice in Wonderland* as a key work in children's literature, focusing on its narrative style, themes, and whimsical language.

2.2: Specific Outcomes:

- SO1: Understand the plot, setting, and key characters introduced in Chapters 1-3.
- SO2: Examine Carroll's use of fantasy, wordplay, and logic puzzles, identifying their impact on the story's tone and meaning.
- SO3: Discuss major themes, including curiosity, exploration, and identity.

Phase 1: Evocation and Introduction (60 minutes)

1. SO1 - Initial Reading and Overview (30 minutes)

- Read aloud selected passages from Chapters 1-3 to illustrate Carroll's playful language and whimsical tone.
- Discuss students' initial reactions to the setting (the rabbit hole) and characters (Alice and the White Rabbit).

2. SO2 - Discussion of Key Themes (30 minutes)

- Introduce main themes: curiosity, identity, and exploration.
- Engage students in a discussion on how curiosity drives Alice's journey and how her character resonates with a sense of wonder.

Phase 2: Exploration (120 minutes)

1. SO1 - Deep Dive into Characters and Plot (40 minutes)

- Analyze Alice's personality traits and motivations. Discuss her interactions with other characters, such as the White Rabbit and the Dormouse.
- Develop a character map to trace Alice's evolving identity and self-reflection in her interactions.

2. SO2 - Carroll's Language and Literary Techniques (30 minutes)

- Examine Carroll's use of wordplay, puns, and nonsensical elements in dialogue and narrative structure.
- Encourage students to identify examples of linguistic play and discuss how these elements contribute to the fantasy genre.
- 3. **SO3 - Symbolism and Imagery (30 minutes)**
 - Explore the symbols in Alice's journey, such as the rabbit hole as a portal to self-discovery.
 - Use visuals or a mind map to illustrate these symbols and encourage student input.
- 4. **Summary and Reflection (20 minutes)**
 - Summarize key points discussed, encouraging students to reflect on how fantasy elements shape meaning.

Phase 3: Analysis and Application (60 minutes)

1. **SO3 - Thematic Analysis (30 minutes)**
 - Discuss with students how themes in *Alice in Wonderland* relate to real-life experiences of questioning identity, challenging norms, and exploring the unknown.
 - Allow students to share personal reflections on how curiosity has impacted their lives.
2. **Activity: Creative Exercise (30 minutes)**
 - Ask students to rewrite a short scene from Chapters 1-3, infusing it with modern language or settings.
 - This helps students understand how language impacts tone and invites them to engage creatively with the text.

Phase 4: Synthesis and Review (60 minutes)

1. **Mind Map Creation (20 minutes)**
 - Create a collaborative mind map to organize key points from the lesson: characters, themes, symbols, and language techniques.
 - Use student contributions to highlight connections between elements of the story.
2. **Group Discussion (20 minutes)**
 - Conclude with a discussion on why *Alice in Wonderland* remains relevant and popular, especially in children's literature.
3. **Q&A and Summary (20 minutes)**
 - Summarize key takeaways from the lesson and open the floor for questions.
 - Recap major themes, character insights, and Carroll's literary techniques.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1	1				
B. Conceptual Knowledge			3	2	2	

C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

2.4: Key words:

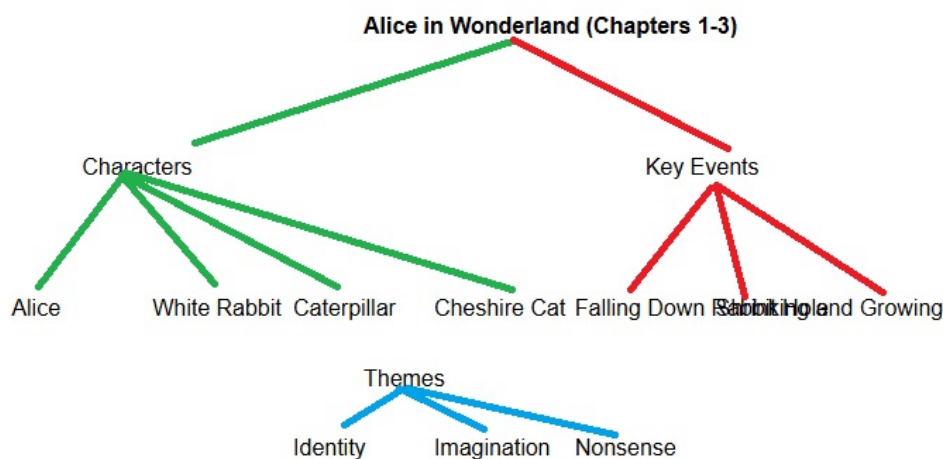
- Curiosity: Alice's insatiable curiosity leads her into Wonderland.
- Identity: Themes of self-discovery and transformation.
- Fantasy: Surreal elements that define Wonderland.
- Logic: Carroll's use of riddles, wordplay, and logic puzzles.
- Wonderland: The whimsical, unpredictable world Alice explores.

2.5: Key Diagrams (if any)

3. Discussion:

1. Examine the ways Alice struggle to adapt to the rules of the new world in Carroll's *Alice in Wonderland*.
2. Analyse "The Caucus Race" episode that parodies political process in Carroll's *Alice in Wonderland*.
3. Analyse how Carroll employs absurdity, paradox, and nonsense to introduce Wonderland's fantastical world in chapters 2 and 3 of *Alice in Wonderland*.

4. Mind Map:



5. Summary:

Alice in Wonderland begins with Alice following a peculiar White Rabbit down a rabbit hole, leading her into the fantastical world of Wonderland. In this strange realm, Alice encounters odd characters and experiences bizarre transformations. She struggles to make sense of the illogical events, questioning her identity and surroundings. Carroll's playful use of language

and logic adds humor and complexity to Alice's journey. These early chapters explore themes of curiosity, self-discovery, and the fluid nature of reality.

6. Assessment through questions/analogy/new ideas:

Write a short reflection on how curiosity shapes a person's identity.

Draw a scene from Chapters 1-3 or write an alternative ending.

7. FAQ's: MCQ's/ Descriptive questions:

What does the rabbit hole symbolize in Alice's journey?

8. References:

1. Carroll, Lewis. *The Annotated Alice: Alice's Adventures in Wonderland & Through the Looking-Glass*. Annotated by Martin Gardner, W.W. Norton & Company, 2000.
2. Rackin, Donald. *Alice's Adventures in Wonderland and Through the Looking-Glass: Nonsense, Sense, and Meaning*. Twayne Publishers, 1991.
3. Sigler, Carolyn. *Alternative Alices: Visions and Revisions of Lewis Carroll's Alice Books*. University Press of Kentucky, 1997.

9. Verified by Subject Expert:

Course In-charge

V. Dorothy Catherine

Approved by HoD

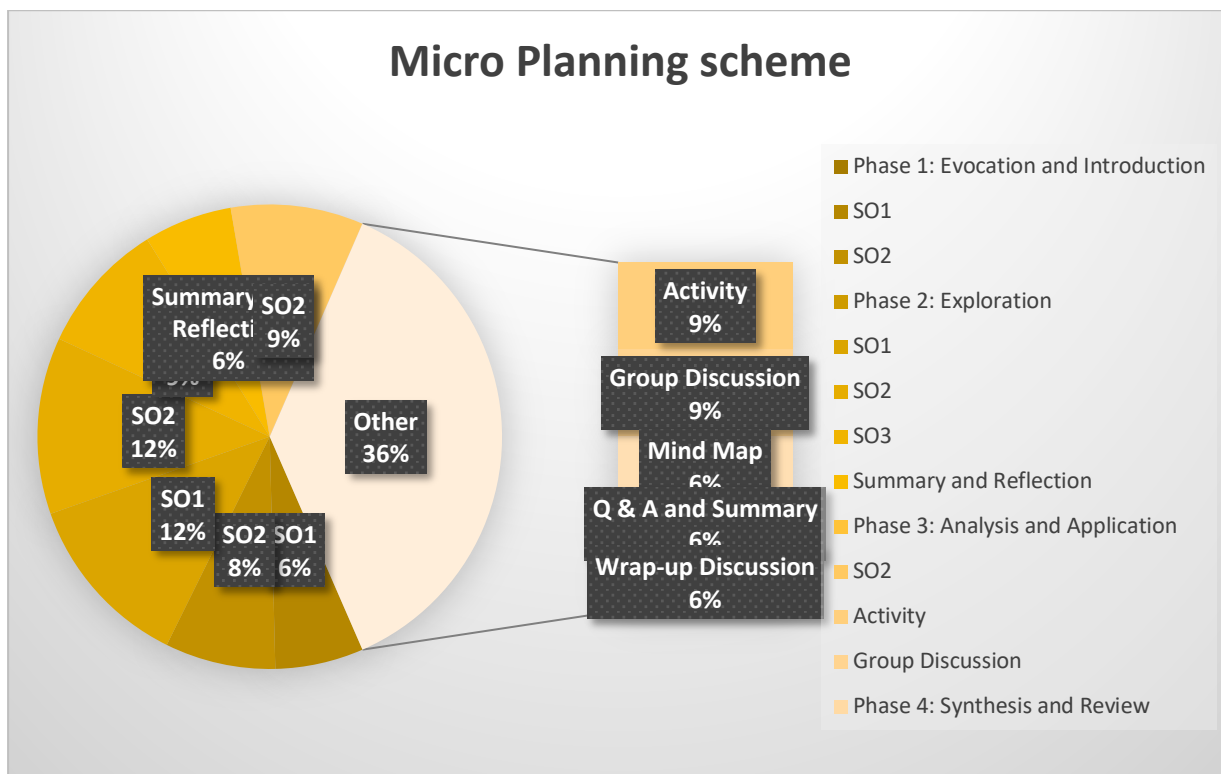
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit IV : Mark Twain's The Adventure of Tom Sawyer (Chapter 1-5)
Name of the Faculty	V. Dorothy Catherine
T-L tools	Reading Material: Chapters 1-5 of The Adventures of Tom Sawyer. Visual Aids: Character charts, mind maps, PowerPoint slides. Creative Materials: Worksheets for diary entry activity, text excerpts for analysis.

Pre-requisite Knowledge : Understanding of 19th-century American society and basic familiarity with adventure literature.

Micro- Planning : 300 minutes



Phase 1: Evocation and Introduction

SO1

20 min

SO2

25 min

Phase 2: Exploration

SO1

40 min

SO2	40 min
SO3	30 min
Summary and Reflection	20 min
Phase 3: Analysis and Application	
SO2	30 min
Activity	30 min
Group Discussion	30 min
Phase 4: Synthesis and Review	
Mind Map	20 min
Q & A and Summary	20 min
Wrap-up Discussion	20 min

1. Topics for learning through Evocation (15 Min):

- a. Introduce Mark Twain and the historical and cultural setting of *The Adventures of Tom Sawyer*.
- b. Engage students by discussing childhood adventures or mischievous experiences, connecting these to Tom's character.

2. Topic Introduction:

2.1: General Objective:

To explore Mark Twain's *The Adventures of Tom Sawyer* as a foundational work in children's literature, focusing on its portrayal of childhood, friendship, and moral dilemmas.

2.2: Specific Outcomes:

SO1: Analyze the characteristics of Tom Sawyer and other main characters introduced in Chapters 1-5.

SO2: Identify and discuss major themes, including childhood freedom, moral choices, and friendship.

SO3: Examine Twain's use of humor, satire, and social commentary.

Phase 1: Evocation and Introduction (60 minutes)

1. SO1 - Character Introduction and Analysis (20 minutes)

- Read selected passages that introduce Tom Sawyer, Aunt Polly, and other key figures.
- Brief discussion on students' first impressions of Tom as a character and how he embodies youthful curiosity and rebellion.

2. SO2 - Theme Exploration (25 minutes)

- Introduce the themes of childhood freedom, mischief, and moral growth.
- Discuss how Tom's behavior reflects a sense of freedom and adventure unique to his character.

Phase 2: Exploration (150 minutes)

1. SO1 - Character Development and Relationships (40 minutes)

- Dive deeper into Tom's interactions with friends like Huck Finn, analyzing how their friendship develops and what it represents.

- Create a character chart to track traits, relationships, and growth throughout the story.
- 2. **SO2 - Theme Analysis: Moral Choices and Freedom (40 minutes)**
 - Analyze the moral choices Tom faces in these chapters, such as telling the truth or tricking others.
 - Discuss with students how Twain uses these situations to show the conflicts and growth typical of childhood.
- 3. **SO3 - Literary Techniques and Humor (30 minutes)**
 - Explore Twain's use of humor, dialect, and satire to create a vivid setting and memorable characters.
 - Discuss how Twain's humorous portrayal of childhood mischief serves as a form of social commentary.
- 4. **Summary and Reflection (20 minutes)**
 - Summarize key character insights, thematic points, and narrative techniques explored so far.
 - Encourage students to reflect on which aspects of Tom's character they can relate to and why.

Phase 3: Analysis and Application (90 minutes)

1. **SO2 - Social Commentary and Satire (30 minutes)**
 - Discuss with students how Twain uses satire to highlight societal norms and values of the time.
 - Identify examples in the text where Twain critiques aspects of society, such as education or discipline.
2. **Activity: Creative Writing (30 minutes)**
 - Ask students to write a short diary entry from Tom's perspective, describing an adventure or a conflict.
 - This exercise allows students to understand Tom's character more deeply by engaging in his perspective.
3. **Group Discussion (30 minutes)**
 - Divide students into small groups to discuss key themes and character motivations, sharing their diary entries.
 - Conclude with a brief class discussion to synthesize insights from each group.

Phase 4: Synthesis and Review (60 minutes)

1. **Mind Map Creation (20 minutes)**
 - Collaboratively create a mind map with themes, characters, and significant events from Chapters 1-5.
 - Use student input to highlight connections between Tom's character traits, his friendships, and his moral choices.
2. **Q&A and Summary (20 minutes)**
 - Review major themes, character insights, and Twain's humorous narrative style.
 - Allow students to ask questions and provide final thoughts on the lesson.
3. **Wrap-Up Discussion (20 minutes)**
 - Discuss why *The Adventures of Tom Sawyer* remains significant in children's literature and its influence on the genre.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge				1		
B. Conceptual Knowledge		2				
C. Procedural Knowledge						
D. Meta Cognitive Knowledge					3	

2.4: Key words:

- Adventure: Tom's quest for excitement and new experiences.
- Friendship: The bond between Tom and Huck.
- Freedom: Childhood freedom and independence.
- Rebellion: Tom's mischievous acts and defiance.
- Satire: Twain's humorous critique of societal norms.

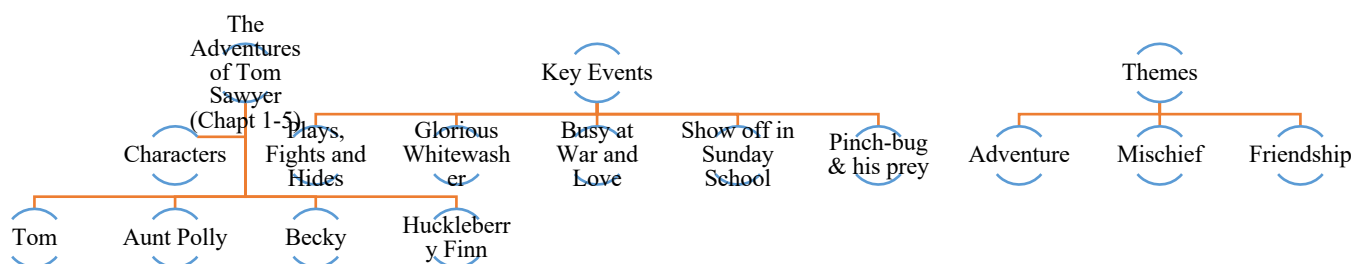
2.5: Key Diagrams (if any)

Video: <https://www.youtube.com/watch?v=iRFix4HEPis>

3. Discussion:

1. Restate how Tom acts when confronted by Aunt Polly and the ways he tries to get out of punishment in Mark Twain's *The Adventures of Tom Sawyer*.
2. Discuss Mark Twain's depiction of Tom's state of mind as he ventures into the graveyard at night and his reactions to what he experiences in the graveyard.
3. Show the dramatic nature of Aunt Polly in Mark Twain's *The Adventures of Tom Sawyer*.

4. Mind Map:



5. Summary:

In *The Adventures of Tom Sawyer*, young Tom is introduced as a mischievous, adventurous boy growing up along the Mississippi River. Tom often finds himself in trouble, as seen in his famous fence-painting trick, where he convinces other boys to do his work. His friendships with characters like Huck Finn highlight his longing for freedom and adventure. Twain uses humor and satire to depict Tom's playful rebellion against societal norms. The story explores childhood innocence, the joys of freedom, and the challenges of growing up.

6. Assessment through questions/analogy/new ideas:

1. How does Twain use humor to portray Tom's mischief? Provide examples from Chapters 1-5.
2. Assess students on their understanding of the plot, themes, and literary techniques in Twain's work.

7. FAQ's: MCQ's/ Descriptive questions:

1. Write a reflection on how the concept of freedom is portrayed in *The Adventures of Tom Sawyer*.
2. Draw a scene from Chapters 1-5 or illustrate an interaction between Tom and Huck.

8. References:

1. Twain, Mark. *The Adventures of Tom Sawyer: A Norton Critical Edition*. Edited by Beverly Lyon Clark, W.W. Norton & Company, 2007.
2. Cox, James M. *Mark Twain: The Fate of Humor*. University of Missouri Press, 2002.
3. Fisher, Walter R. *American Literature, American Culture*. Oxford University Press, 1999. (Includes sections on Twain's depiction of American life.)

9. Verified by Subject Expert:



Course In-charge

V. Dorothy Catherine



Approved by HoD

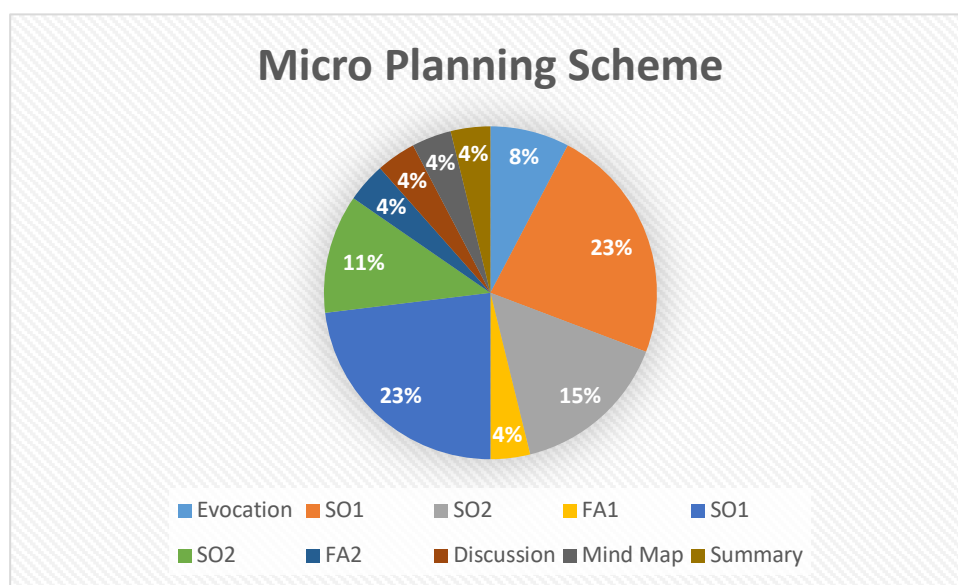
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit V : How to create a character profile and literary scrapbook
Name of the Faculty	V. Dorothy Catherine
T-L tools	Samples & Templates Bulletin board Digital scrapbook platforms

Pre-requisite Knowledge : Basic understanding of story elements, Familiarity with children's literature, Basic creative writing skills

Micro- Planning : 120 minutes



Evocation : 10 min

SO1 : 30 min

SO2 : 20 min

FA1 : 5 min

SO1 : 30 min

SO2 : 15 min

FA2 : 5 min

Discussion : 5 min

Mind Map : 5 min

Summary : 5 min

1. Topics for learning through Evocation (10 Min) :

Show students a well-known character from children's literature (e.g., Harry Potter) and discuss what makes the character memorable.

2. Topic Introduction:

2.1: General Objective:

To develop students' analytical and creative documentation skills through character profiling and literary scrapbook creation in children's literature

2.2: Specific Outcomes:

- SO1: Create comprehensive character profiles by analyzing physical, psychological and social aspects of literary characters
- SO2: Design organized literary scrapbooks using creative documentation and visual presentation techniques

First Phase:

SO1: Students will learn the elements of a character profile (30 minutes)

SO2: Students will understand how to analyze character traits and development (25 minutes)

FA1: Create a simple character profile for a favorite literary character

Second Phase:

SO1: Students will learn the components of a literary scrapbook (30 minutes)

SO2: Students will practice creative documentation techniques (20 minutes)

FA2: Begin creating a literary scrapbook page

Discussion: Interactive session on character analysis and creative documentation

Mind Map: Visual representation of character profile elements and scrapbook components

Summary: Review of key concepts and techniques learned

1. Topics for learning through Evocation:

- What makes a character memorable?
- How do authors develop characters?
- Why is documentation important in literary analysis?

2. Topic Introduction:

2.1: General Objective:

To enable students to create detailed character profiles and maintain organized literary scrapbooks for analyzing and appreciating children's literature.

2.2: Specific Outcomes:

- SO1: Create comprehensive character profiles by analyzing physical, psychological and social aspects of literary characters
- SO2: Design organized literary scrapbooks using creative documentation and visual presentation techniques

First Phase: SO1 (30 minutes):

- Identify essential elements of a character profile
- Learn different methods of character analysis
- Understand physical, psychological, and social aspects of characters

SO2 (25 minutes):

- Analyze character development through story progression
- Identify character motivations and conflicts
- Study character relationships and interactions

Second Phase: SO1 (30 minutes):

- Learn scrapbook organization techniques
- Understand different documentation methods
- Master creative presentation skills

SO2 (20 minutes):

- Practice visual documentation
- Learn annotation techniques
- Develop creative layout skills

Mind Map (10 minutes)

Summary (5 minutes)

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						1

D. Meta Cognitive Knowledge						2
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2.4: Key words:

- Character profile
- Literary scrapbook
- Character development
- Documentation
- Analysis
- Creative presentation
- Visual documentation
- Character traits
- Story elements

2.5: Key Diagrams: (if any)

2.6: Preparation:

Creating a Character Profile

A Character Profile is a detailed description that helps students understand a character's traits, motivations, and development throughout a story.

Steps to Create a Character Profile:

1. **Character Details:** Name, age, physical appearance, family background, etc.
2. **Personality Traits:** Describe the character's primary personality traits (e.g., brave, curious, mischievous).
3. **Goals and Motivations:** What does the character want or aim to achieve? What motivates their actions?
4. **Strengths and Weaknesses:** List the character's strengths (e.g., cleverness, kindness) and weaknesses (e.g., impulsiveness).
5. **Key Relationships:** Note the character's relationships with other characters and how these shape their personality or decisions.
6. **Character Arc:** Describe how the character changes or grows over the story, including any lessons they learn.

Creating a Literary Scrapbook

A Literary Scrapbook is a creative project that combines textual and visual elements to explore themes, characters, and significant moments in a literary work.

Steps to Create a Literary Scrapbook:

1. **Select Key Themes and Scenes:** Choose meaningful quotes, events, or themes from the text to include in the scrapbook.
2. **Visuals:** Add illustrations, sketches, or collages that reflect the setting, characters, or events. These can be drawn, printed, or cut from magazines.

3. **Character Highlights:** Dedicate sections to major characters, including images, quotes, or objects that represent their personalities and journeys.
4. **Personal Reflections:** Add personal reflections or responses to each theme or character to deepen engagement with the text.
5. **Decorative Elements:** Use decorative elements (colored papers, fonts, etc.) to make the scrapbook visually appealing and thematic, reflecting the story's tone or setting.

3. Discussion:

- Interactive analysis of sample character profiles
- Group discussion on effective documentation methods
- Sharing of creative presentation ideas
- Q&A session on technical aspects

4. Mind Map:

- Central theme: Character Profile & Literary Scrapbook
- Branch 1: Character Elements (Physical, Psychological, Social)
- Branch 2: Documentation Methods (Visual, Written, Creative)
- Branch 3: Analysis Techniques
- Branch 4: Creative Presentation

5. Summary:

Character Profile

A Character Profile is a tool to analyze and understand a character deeply by outlining their personality, motivations, relationships, and development. Start by identifying basic details like the character's name, age, and background, then describe their main traits, goals, and any unique quirks. Consider how the character interacts with others and how these relationships influence their growth. Reflect on the character's strengths and weaknesses, exploring how they shape their choices. Finally, track any changes in the character over time, noting key moments that define their journey.

Literary Scrapbook

A Literary Scrapbook is a creative project that combines art and analysis to capture key elements of a story. To begin, select memorable quotes, scenes, or themes from the text to highlight. Enhance each selection with visuals, such as drawings, images, or collages, that bring the story's world to life. Include sections dedicated to main characters, featuring images, symbols, and brief descriptions or quotes that reflect their personalities. Add personal reflections or creative touches that express your own responses to the story, making the scrapbook both an analytical and artistic project.

6. Assessment through questions/analogy/new ideas:

- Create a character profile for an original character- Alice or Tom Sawyer
- Design a sample scrapbook page- Jaguar Poem
- Analyze a character from assigned reading- Huck
- Present creative documentation methods

7. FAQ's: MCQ's/ Descriptive questions:

1. What are the essential elements of a character profile?
2. How do you document character development effectively?
3. What makes a literary scrapbook successful?
4. How can visual elements enhance character analysis?
5. What are different methods of creative documentation?

8. References:

- Kirby, Dawn Latta, and Dan Kirby. Inside Out: Strategies for Teaching Writing. Heinemann, 2012. (Offers guidance on character analysis and creative projects like literary scrapbooks.)
- Leland, Christine, et al. Teaching Children's Literature: It's Critical!. Routledge, 2012. (Contains methods for engaging with characters and themes creatively.)
- Wilhelm, Jeffrey D. Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions. Scholastic, 2007. (Provides strategies for creating character profiles and analytical projects.)

9. Verified by Subject Expert:



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