

## Chapter – 1 (of Flamingo)

### Chapter Name – THE LAST LESSON

<b>Theme</b>	<ul style="list-style-type: none"> <li>- Nationalism</li> <li>- Patriotism</li> <li>- Linguistic Chauvinism</li> <li>- Importance of Mother tongue &amp; Lingua franca</li> <li>- Appreciation of independence of a country</li> <li>- Human tendency of postponing</li> <li>- Attitude of students and teachers towards teaching and learning</li> </ul>
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#### Step -wise Learning Process

(Pages: 1 & 2 )

1	<p><b>Introduction to the topic and the details of the writer Alphonse Daudet –</b></p> <ul style="list-style-type: none"> <li>- The Writer was a Novelist and a Short Story Writer</li> <li>- Formerly a School Teacher; quit his job to be a journalist in Paris</li> <li>- His volume on collected Poems- “ Les Amporeuses”</li> </ul>
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<p>2</p>	<p><b>Lesson with comprehensive explanations –</b></p> <ul style="list-style-type: none"> <li>• Introduction to the day ...the writer talks about, emphasising the good weather condition and the captivating scene of parade by the German soldiers.</li> <li>• Franz’s tense psychological condition and his interaction with Watcher at the Town Hall.</li> <li>• Description of unusual classroom situation discovered by Franz, against the usual happenings in earlier classes.</li> <li>• Physical appearance and emotional stance of the teacher- M. Hamel.</li> <li>• Response from Mr. Hamel at Franz’s late entry to class.</li> <li>• Reflective observation on Hamel’s dress.</li> </ul>
<p>3</p>	<p><b>Drilling of Words and linguistic expressions as supplements to vocabulary</b></p> <ul style="list-style-type: none"> <li>- Dread - Chirping - Edge - tempting - resist - hurry off</li> <li>- Draft - hurry by - apprentice - out of breath - bustle</li> <li>- Unison - rapping - terrible ruler (metaphorical implication)</li> <li>- blushed - Frilled</li> </ul>
<p>4</p>	<p><b>Related Questions from the portion taught-</b></p> <ul style="list-style-type: none"> <li>➤ Why was Franz hesitant to go to School that day?</li> <li>➤ What were the tempting elements for Franz?</li> <li>➤ Why did Town Hall carry its importance?</li> <li>➤ Who was Wachter? Describe his interaction with Franz.</li> <li>➤ What was unusual found at Franz’s entry to the classroom?</li> <li>➤ What was Mr. Hamel doing then?</li> <li>➤ Describe the teacher’s response at Franz’s entry.</li> <li>➤ How was Mr. Hamel’s appearance as found by Franz?</li> </ul>

(Pages: 3-5)

5 **Lesson continuation with comprehensive explanations –**

- Critical aspect of the teacher's dressing of the day.
- Class composition of the day ... students including villagers like Hauser
- Initial deliberation of the teacher with reference to the Class being the Last for him and all others
- Reference to the order from Berlin on introduction German in lieu of French. French was to be taught for the last day.
- Franz gets emotional shock and experiences sudden emotional transformation, from being casual to one of sincerity.
- Franz realizes the implication of the day being unusual and different.
- Franz is asked to recite the rules of Participle, but was unable to.
- Hamel explains the core reason of the situation , ascribing blame on their carelessness to their mother tongue French language.
- Teacher's emphasis on the educational lapses with blames on parents and himself.
- Appreciation of French language by the teacher.

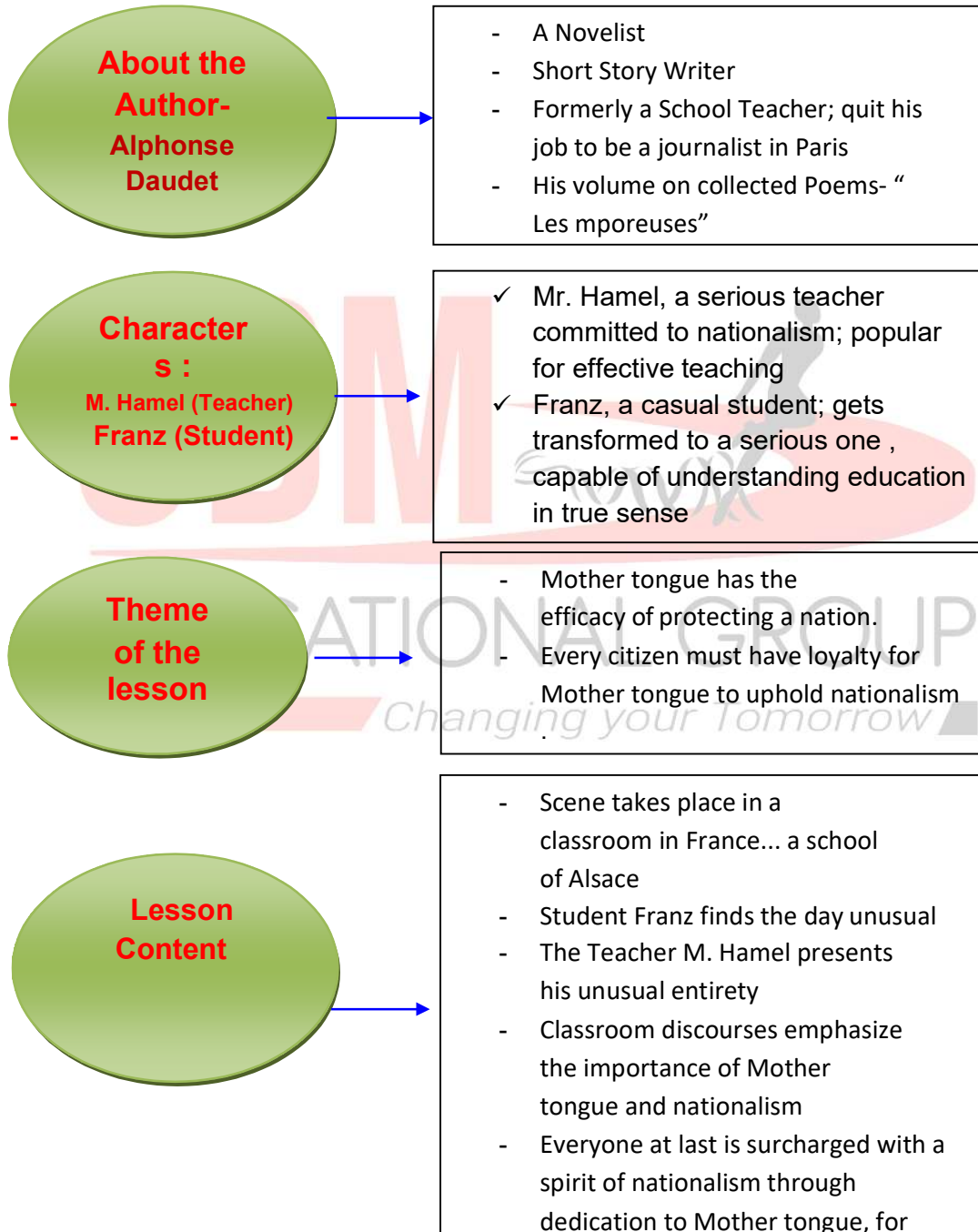
6	<p><b>Drilling of Words and linguistic expressions as supplements to vocabulary</b></p> <p>- Solemn - primer - cranky - recite - put off</p>
7	<p><b>Related Questions from the portion taught- (To be discussed with students)</b></p> <ul style="list-style-type: none"> <li>➤ Describe the classroom composition of the day.</li> <li>➤ What was Hamel’s announcement at the beginning of the class?</li> <li>➤ A sense of repentance dawns in Franz after hearing the teacher. Explain how.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Why the villagers were present in the class that day?</li> <li>➤ How did the teacher react to Franz’s inability to answer the question of Participle?</li> <li>➤ According to the teacher, who were responsible for the ineffective educational system?</li> <li>➤ Which attribute does the teacher ascribe to French language?</li> </ul>
<p><b>( Pages: 6 &amp; 7)</b></p>	
8	<p><b>Lesson continuation with comprehensive explanations –</b></p> <ul style="list-style-type: none"> <li>• French language emphasized by the teacher as the best language.</li> <li>• Contextual importance of mother tongue for protecting nationalism.</li> <li>• Change in Franz with better understanding, utmost concentration and maximum seriousness.</li> <li>• After Grammar, Writing follows and then a lesson in History.</li> <li>• The teacher gets emotional; emphasizes on being loyal to mother tongue to protect the nation.</li> <li>• At 12:00 AM the class gets over with teacher’s writing of “ Vive La France”.</li> <li>• The final scene in the classroom involving the students, villagers and the teacher.</li> <li>• Critical highlight on the message of the lesson as visualised</li> </ul>

	<p>by the writer.</p>
<p>9</p>	<p><b>Drilling of Words and linguistic expressions as supplements to vocabulary –</b></p> <ul style="list-style-type: none"> <li>- Scratching - Beetle - Fancy - hopvine - Chanting</li> </ul>
<p>10</p>	<p><b>Related Questions from the portion taught-</b></p> <ul style="list-style-type: none"> <li>➤ Why is French treated as the best language?</li> <li>➤ What do you mean by –“When a people are enslaved, as long as they hold fast to their language, it is as if they had the key to their prison.”</li> <li>➤ What does the writer say about the writings on the copies?</li> <li>➤ “Will they make them sing in German, even the pigeons?”- Explain its meaning.</li> <li>➤ Why was the teacher gazing in different directions in the classroom even after forty years of his stay in the school?</li> <li>➤ How did the classroom discourse end on the last day?</li> <li>➤ “Vive La France!”- What does it mean?</li> </ul>

**MIND MAP**

**The LAST lesson**

By- ALPHONSE DAUDET



Question Bank: Lesson - "The Last Lesson"

Q. No	Questions	Mark
1	Why did the narrator dread of going to school that morning?	2
2	What was so much tempting that morning and what did the narrator decide to do?	2
3	What did the narrator notice in front of the Bulletin Board? How was he affected by watcher's remark?	2
4	Describe the morning routine of the school in which Franz studied?	2
5	In what context did the whole school seem strange and silent?	2
6	Describe M. Hamel as a teacher.	2
7	What was Mr. Hamel's reaction to the imposition by Germany in Alsace?	2
8	How does M. Hamel make the people realize their folly?	2
9	"When a people are enslaved as long as they hold fast to their language as it is the key to their prison." Explain it.	6
10	What peculiar thing did Franz see and feel about his lesson of writing?	2
11	'Will they make them sing in German even the pigeons'? Explain it.	6
12	What did Franz observe in Hamel while having a lesson in writing?	2
13	Franz's attitude undergoes a phenomenal change. Elaborate	6
14	How, according to Franz, had Hamel attached himself to the school room during his stay there for forty years?	6
15	What spectacle did Hauser present when they had a lesson in history?	2
16	There flows an undercurrent of sadness and helplessness in the story. What is it and how?	6
17	Describe the sudden rush of 'patriotism' in the veins of the French.	6
18	How was the last lesson an 'emotional good bye' to the substance identity of the French?	6
19	Who did Mr. Hamel blame for the neglect of learning on the part of the boys like Franz?	2
20	What was tempting Franz to keep away from school that morning?	2
21	What was unusual about Hamel's dress and behaviour on the day of his last	2

	French lesson?	
22	How does Hamel prove that he was an ideal teacher?	2
23	Justify the title of the story- "Last Lesson".	6
24	. How was the bulletin board important for the villagers?	2
25	What was M. Hamel's reaction when Franz wanted to enter into the classroom?	2

