

Chapter – 1 (of Flamingo)

Chapter Name – THE LAST LESSON

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

(Pages: 1 & 2)

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

(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.

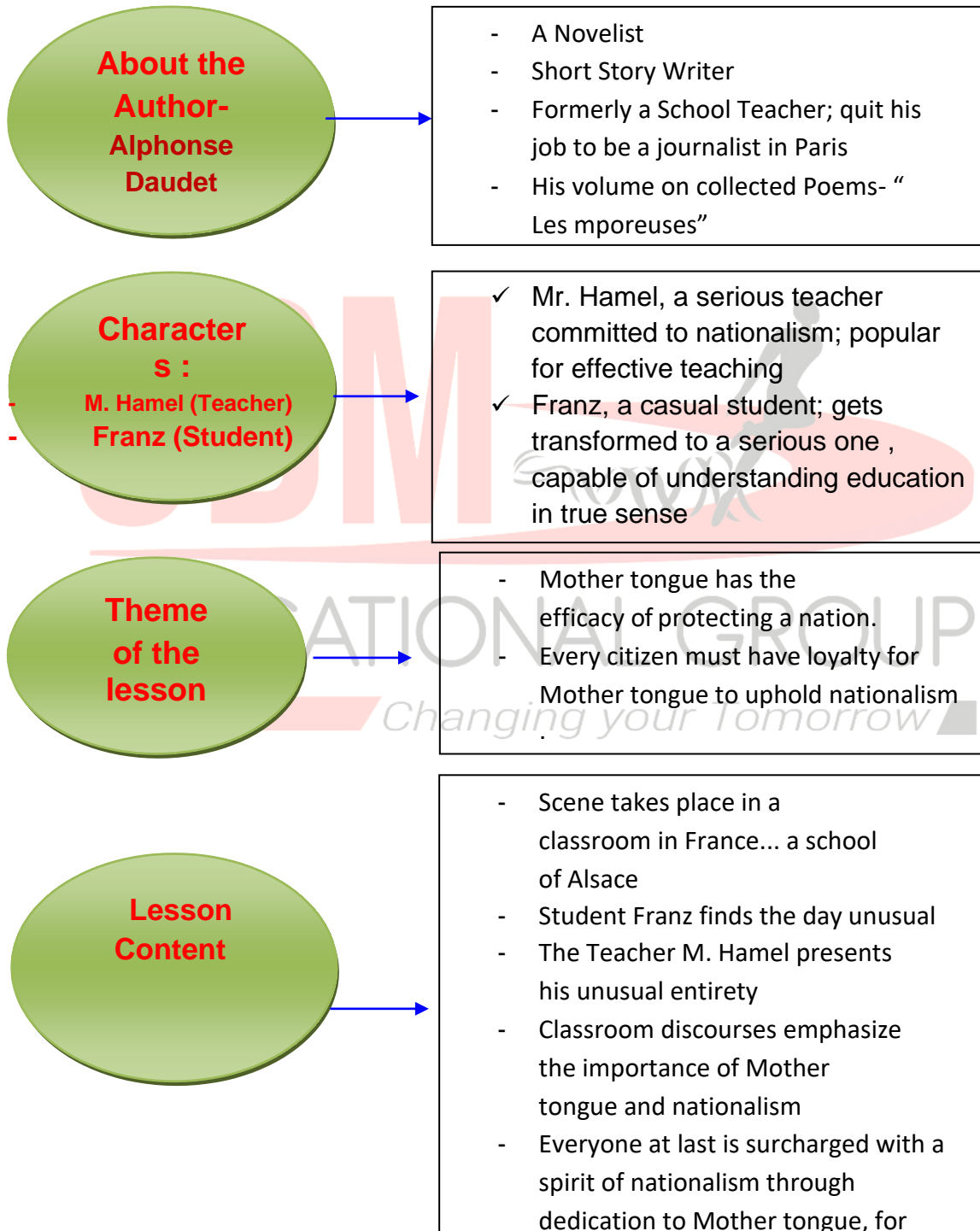
6	<p>Drilling of Words and linguistic expressions as supplements to vocabulary</p> <ul style="list-style-type: none"> - Solemn - primer - cranky - recite - put off
7	<p>Related Questions from the portion taught- (To be discussed with students)</p> <ul style="list-style-type: none"> ➤ Describe the classroom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

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

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

