

## **TEACHERS DIARY / Lesson Plan**

**Month of November 2015**

**Classes 8-9 hours**

**Class: 12th**

**Topic : Novel Silas Marner by George Eliot**

**Chapters- 16 to conclusion**

### **Concepts and Skills:**

Exposure to new words, the use of sentences and developing reading habits. Exposure to 19th century trends in novel such as morality, role of women, belief in a moral order governing the universe, role of Fate, impact of industrialization, archetypes of characters. Also use of various literary devices such as symbolism, imagery, contrast.

The tale of Silas Marner certainly must be understood symbolically as well as literally. Eppie is explicitly put forward as a substitute for Silas' treasure, and this raises questions of the nature of treasures literal and spiritual. Dunstan steals Silas' gold and in the process falls into a pit, but in another way the pit may be thought of as the pit that waits for all erring humans. Silas' door stands open as a symbol of his spiritual condition, and evil and good in turn come and work their influence on him. Silas' renewal of faith and human contact in this way becomes a symbolic rebirth. Both through his fits and through his alienation from other men, he is a man who has seemed dead and has come back to life.

### **Learning Outcome:**

The student would have enhanced his mental stimulation, knowledge, vocabulary expansion, stronger analytical thinking skills and better writing skills. He would find himself better acquainted with the salient features of the 19th century novels. The concepts of various literary devices will be better understood by him. He would be more humane by understanding the limitations and predicaments of human beings.

### **Instructional Tools & References:**

- Textbooks
- Lectures through PPT
- ( CD, pen drive)
- Photographs
- Newspaper clippings

### **Pedagogy:**

- Reflective
- Discussion
- Random
- Questioning
- Brain storming
- Concept Formation

**Activity/Assignment/Projects/Research:** To create a paper on the trends of 19th century novel and evaluating Silas Marner and its adherence to the trends. To work in groups and present the paper in class.

**Assessment :** Class work, discussion in class related to the topic focusing on important issues such as, plot, characterization, themes, the novel as a 19th century novel.

### **Formative/Summative Assessment-Syllabus**

Preboards and Final Term Exams.