



CHAPTER: THE ROAD NOT TAKEN

Grade: 9

Board: **CBSE**

Book: **Beehive**, NCERT



1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]





At the end of the chapter, the student should be able to:

- Relate to the poet's dilemma.
 - Explain the symbols in the poem.
 - Write the rhyming scheme.
 - Interpret the theme of the poem.
 - Identify the Poetic Devices.
 - Understand the text and be able to answer questions based on it.
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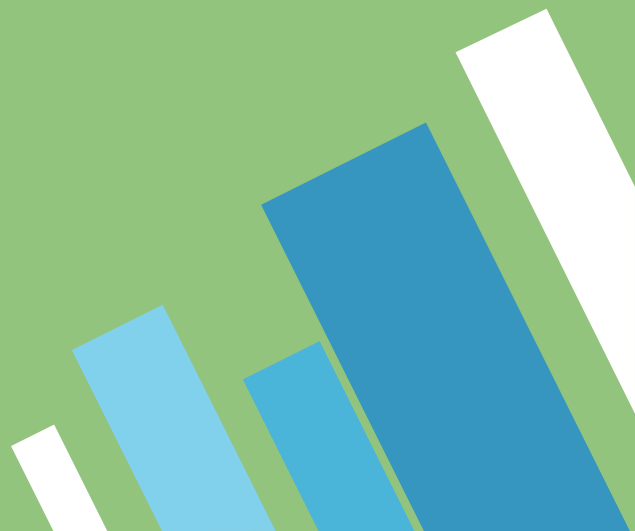


2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.





1. CLAIM

Meaning: Formally request or demand, say that one owns or has earned something.

Sentence: He lay claim to his father's property.

Synonyms: assertion, demand, call.

No antonyms.





2. WORN

Meaning: Past participle of 'wear'-damaged and shabby as a result of much use.

Sentence: My shoes are completely worn out and I need new ones.

Synonyms: consumed, destroyed, frayed, overused, weary.

Antonyms: fresh, new, unused.





3. TRODDEN

Meaning: Past participle of 'tread' -walk or trample so as to press, crush.

Sentence: My feet have often been trodden on.

Synonyms: crush, oppress, squash, stamp, trudge.

No antonyms.

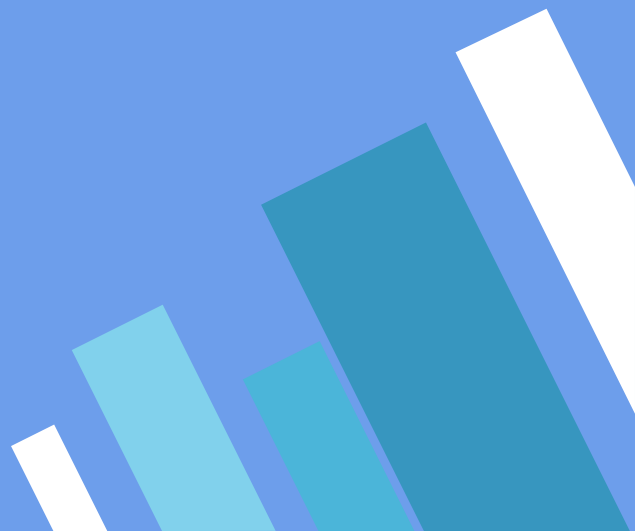




3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods



I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' Choices in life '

Broad instructions :

Discussion Points:

- Ask the students the question "What do you understand by the word 'choice'?"
- Accept the answer : an art of choosing between two or more possibilities.
- Then ask them to name the choices in front of them as a student.
- From there to 'what governs your choices'

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on their choices.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.
- Do not allow them to discuss 'options'.

Concluding the discussion:

Conclude the discussion with the following sentence:

Now let us read a poem which beautifully expresses the dilemma one faces while making a choice.

II. READING THE CHAPTER

While teaching this poem, the teacher may employ the following methods:

- Use simple vocabulary and also introduce students to new words.
- Read the poem yourself and then ask a student to read the entire poem.
- Check for pronunciation and pauses.
- After the reading briefly explain each line.
- Point out the *symbols* used. Which are:
Two roads-choices that the speaker faces in life.
Yellow wood-symbol of waning years of one's life.
- Discuss the *poetic devices* used. Which are:
Metaphor- two roads are choices in life.
Alliteration-wanted wear.
Simile-as just as fair.
Imagery-lines 11,12.
Repetition-two roads diverged in.
- Discuss the *rhyming scheme* : abaab.
- Allow students to express their own explanation.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Questions should be asked frequently to test their understanding of the text.
Where is the poet?
What image comes to your mind after reading the first stanza?
Which color has the poet used to describe the woods?
What time of the day is being depicted?
What did he keep for another day?

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on 'faith' on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher must highlight the important points of the poem such as:

1. The rhyming scheme which is abaab.
2. The theme-difficulty of making choices.
3. The symbols used.
4. The poetic devices used.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to make a pictorial presentation of the poem in the form of a chart.

Guidelines for the teachers:

- Divide the students into groups of three or four.
- Explain to the students that they have to prepare a chart on the **images that come to their mind when they read the poem.**
- Since there is lack of time in senior classes, don't allow the task to become too elaborate. It can be given as a home task or to be done in any free period during school hours.
- The charts can be displayed in the class.
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- The chart should be made with the available resources.
- It should clearly illustrate the poem.
- The students must discuss among themselves and not quarrel.
- Ensure that in a group every student has a task and the degree of difficulty is evenly distributed.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.

Conclusion:

Sum up the activity by discussing the power of words and how they create images in our minds.



4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.



WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment.

Short answer questions:

- Q.1. What is the rhyming scheme of the poem?
- Q.2. What emotion does the poet feel in the first stanza?
- Q.3. Which road does the poet choose?
- Q.4. What did the poet doubt?
- Q.5. Why does the poet sigh?
- Q.6. What is the theme of the poem?

Brain Teaser:

- Q.1. Does the poem have a tone of optimism or pessimism?

WORKSHEET 2: VOCABULARY

Best used: Class work at the end or as a home work.

Q.1. The poem is full of phrases. Can you identify the phrases in the following sentences?

- a. He was a man of great wealth.
- b. The principal was an old man of friendly disposition.
- c. He ran with great speed.
- d. You can buy it in all places.
- e. The workers belonged to a tribe in the hills.

Q.2. Robert Frost has used some symbols in the poem. Can you match these with their explanation?

a. Smile.	Stands for love or romance.
b. Dove.	Symbol of friendship.
c. A red rose.	Symbol for a connection between heaven and earth.
d. Black color.	Symbolizes hope and optimism.
e. Ladder.	Symbol of peace.
f. White color.	Symbol that represents evil or death.
g. Silver lining.	Represents purity and life.

WORKSHEET 3: LISTENING SKILLS

Best used : Class work. *Teacher should recite the poem and students should be provided the questions before reading the poem.*

Q.1. Listen to the recitation of the poem 'If' . As you listen fill out the table given below:

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken

WORKSHEET 3: LISTENING SKILLS

Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

a. What does the poet want us to do when all men doubt us?

b. We may be lied about but we ourselves must not

c. The poet wants us to dream but not make

d. The two imposters are

e. We should never breathe a word about

f. The poet wants us to be able to talk with crowds but

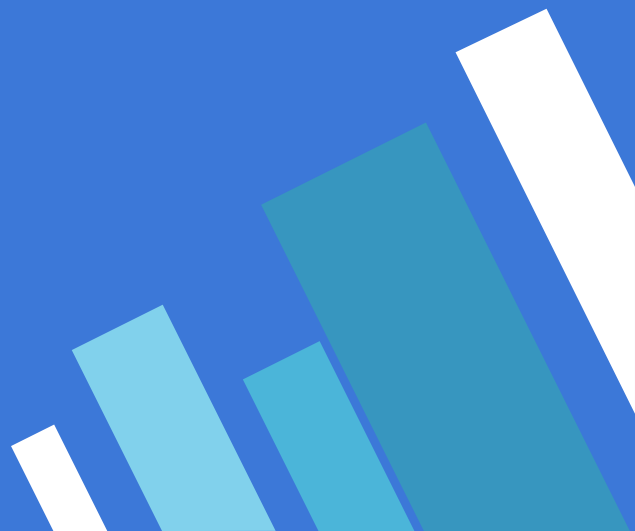
g. Who should not be able to hurt us?



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Short answer questions:

Q.1. abaab.

Q.2. Confusion about which path to choose.

Q.3. He choose the road which was less travelled on.

Q.4. If he would ever return to explore the other road.

Q.5. Out of satisfaction-took the right decision.

Or

Out of regret-took the wrong decision.

Q.6. Difficulty of making choices in life.

Brain Teaser:

Q.1. Can have both.

Optimism- choose the best when can, take risk and go where few have dared, feel content in end.

Pessimism- difficult to make an informed choice, no idea about the consequences, may regret one day.

WORKSHEET 2: VOCABULARY

Q.1. a. of great wealth.

b. of friendly disposition.

c. with great speed.

d. in all places.

e. dwelling in the hills.

Q.2. a. symbol of friendship.

b. symbol of peace.

c. stands for love or romance.

d. symbol that represents evil or death.

e. symbol for a connection between heaven and earth.

f. represents purity and life.

g. symbolizes hope and optimism.

WORKSHEET 3: LISTENING SKILLS

Trust ourselves.
Deal in lies.
Dreams our masters.
Triumph and Disaster.
Our loss.
Keep our virtue.
Neither foes nor loving friends.



5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand



RESOURCE BOOKS:

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

The following websites can be used :

<https://www.enotes.com>HomeworkHelp>TheRoadNotTaken>.

Youtube Videos:

- https://www.youtube.com/watch?v=Ze-KY_sCXfl

Newspapers and magazines:

Hindu's Young World often has poems for children.

Reading List:

Poems of Robert Frost like 'Birches' and 'The sound of the trees'.