



## *The Kingdom of Fools*

### Activity – I: Pre-Reading

#### SKILL AREA: LISTENING / SPEAKING

**Learning Outcomes:** The students will be able to

use the skill of listening to organise their thoughts in a group and putting them in a sentence or two.

speak without any written text in hand.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into groups of four or five students.
2. Instructs them to listen to a story about Ali.

#### STORY

Ali was the son of Moosa, the rich farmer. However, he grew up into a foolish young man. Once his father asked him to deliver ten donkeys to Hajji. Ali took ten donkeys to Hajji. The trip was long and Ali made himself comfortable on a donkey. When he reached, Hajji angrily asked why he had got only nine donkeys. Poor Ali sat back on his donkey to count. He found out that Hajji was correct. He took the money for nine donkeys and walked back home. When he came home his father shouted at him.

3. The teacher asks the students to answer the following questions (The questions could be discussed by students in their groups).
  - Why did Moosa shout at Ali?
  - Why do you think Ali was foolish?
  - Do you think Hajji was clever? Why?
  - What happened to the tenth donkey?
4. The teacher evaluates the answers.

***This task need not be assessed.***



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### Activity – II: Post-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to  
comprehend the main theme in the story.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher distributes the given worksheet.
2. Instructs the students to complete the worksheet based on their reading of the text.
3. The teacher calls out the correct answers and the students do peer assessment.

**Assessment Criteria:**

Correct response

Relevant reasons

**Feedback:**

The reasons given by the students could be used to revise the lesson.

### WORKSHEET

**Choose the correct answer:**

1. Who are the fools in this story? a) King. b) Guru. c) Disciple. d) King and minister.	2. What did the disciple learn? a) He should not be greedy. b) He should not become fat. c) Fools are dangerous. d) One should listen to elders. (give 1 reason why) _____
3. Why was the merchant called to court? a) To listen to his crimes. b) To thank the king.	4. The new law in the kingdom of fools was that a) night would be day and day would be night.



<p>c) to pay for the death of a thief.</p> <p>d) the king wanted to punish him.</p> <p>(give 1 reason why) _____</p>	<p>b) People should not sleep at night.</p> <p>c) People should only work at night.</p> <p>d) People should not sleep in the morning.</p> <p>(give 1 reason why) _____</p>
<p>5. Everything was available in the kingdom of fools</p> <p>a) for money.</p> <p>b) for a single duddu.</p> <p>c) for a single rupee.</p> <p>d) in exchange for some food.</p>	<p>6. The thief was killed when</p> <p>a) he went to steal from the merchant.</p> <p>b) he was following his old profession.</p> <p>c) the wall fell on him.</p> <p>d) he made a hole in the wall.</p>
<p>7. Identify the order in which people were blamed:</p> <p>a) Merchant, bricklayer, dancing girl, goldsmith.</p> <p>b) Dancing girl, goldsmith, merchant, bricklayer.</p> <p>c) Disciple, goldsmith, merchant, bricklayer.</p> <p>d) King, minister, guru, disciple.</p>	<p>8. Who did the bricklayer blame?</p> <p>a) The merchant.</p> <p>b) The goldsmith.</p> <p>c) The disciple.</p> <p>d) The dancing girl.</p> <p>(give 1 reason why) _____</p>
<p>9. Why was the disciple put on the stake?</p> <p>a) the merchant was thin.</p> <p>b) the stake was large.</p> <p>c) fat man would fit the stake.</p> <p>d) he was greedy.</p> <p>(give 1 reason why) _____</p>	<p>10. Who did the dancing girl blame?</p> <p>a) The merchant.</p> <p>b) The goldsmith.</p> <p>c) The bricklayer.</p> <p>d) The disciple.</p> <p>(give 1 reason why) _____</p>
<p>11. Who did the goldsmith blame?</p> <p>a) The merchant.</p> <p>b) The dancing girl.</p>	<p>12. How did the guru save the disciple?</p> <p>a) By advising the king.</p> <p>b) By fooling the king.</p>



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c) The bricklayer.

d) The disciple.

(give 1 reason why) \_\_\_\_\_

c) By teaching the king and minister a lesson.

d) By arguing with the king.

(give 1 reason why) \_\_\_\_\_

### Answers:

- |        |         |
|--------|---------|
| Q1 (d) | Q7 (a)  |
| Q2 (c) | Q8 (d)  |
| Q3 (c) | Q9 (c)  |
| Q4 (a) | Q10 (b) |
| Q5 (b) | Q11(a)  |
| Q6 (c) | Q12 (b) |

### Activity – III: Post-Reading

#### SKILL AREA: WRITING

The teacher can conduct this activity when the students have the checked worksheet (Activity-II) with them.

**Learning Outcomes:** The students will be able to

comprehend the story and summarise it in their own words.

express themselves creatively.

#### Procedure:

1. The teacher divides the students into groups of four or five.
2. Students summarise the story in order of events.
3. Each group can go into as much detail as possible.
4. Students write their own ending.
5. Each group presents their summary to the class.

#### Assessment Criteria:

All the main events/ episodes in the story have been included.



The events/ episodes have been narrated in the correct sequence.

The summary is written in accurate and fluent language.

Creativity in the ending.

### Feedback:

The teacher helps the students where required.

### Activity – IV: Post-Reading

#### SKILL AREA: SPEAKING/WRITING

**Learning Outcomes:** The students will be able to

understand the characters.

explore beyond the text (extrapolate).

**Time Required:** One period

**Task:** Role play - As the king and minister of the story construct a dialogue discussing their deeds after their death.

### Procedure:

1. The teacher divides the class into pairs.
2. Instructs them to act as the dead king and the minister of the story.
3. The students construct a dialogue between the king and the minister. The following hints may be given.
  - a) KING: Sorry for being a foolish ruler, will be a better ruler in future.
  - b) MINISTER: Will be a better advisor. Will work for a better king. Will use brain.
4. Each pair can go into as much detail as possible.
5. After discussing the task, students enact the roles of the king and the minister (in pairs).

### Assessment Criteria:

Consistent with the characters in the story

Creative ideas

Use of relevant content from the story

Effectiveness of role play



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### Feedback:

The teacher invites comments and suggestions from the class on the role play.

The teacher works with the class to edit some of the dialogues.

### Activity – V: Post-Reading

#### SKILL AREA: READING/SPEAKING

**Learning Outcomes:** The students will be able to

- draw comparison between the characters in two stories.
- enhance their reading skills and analytical thinking.
- explore beyond text.

**Time Required:** Two periods

### Procedure:

1. The teacher provides the students any of the stories about wise fools, such as Shekhchilli or Gopal Bhar and the students to read it in class. (The stories are available in Ramanujan's collection of folk tales. The teacher may distribute photocopies)
2. After reading, a class discussion is initiated on the differences and similarities in portrayal of 'fools' in the two stories.
3. The teacher encourages all the students to speak and contribute to the discussion.

### Assessment Criteria:

- Understanding
- Clarity of concepts
- Participation in discussion

### Feedback:

The teacher clarifies the doubts of the students and helps them understand the character of 'fools' in the two stories.

The teacher may encourage the students to read Shakespeare's plays where the fool is not really foolish [King Lear, As You Like It or Twelfth Night]