

But it was difficult to understand
that the men on the earth found
causes to hate each other, to build
walls across cities and to kill.
From that height, it was not clear why.

ZULFIKAR GHOSE

glossary

inevitable: that cannot be avoided

haphazard: without plan or order

delineated: shown

working with the poem

1. Find three or four phrases in stanzas one and two which are likely to occur in a geography lesson.
2. Seen from the window of an aeroplane, the city appears
 - (i) as haphazard as on ground.
 - (ii) as neat as a map.
 - (iii) as developed as necessary.Mark the right answer.
3. Which of the following statements are examples of “the logic of geography”?
 - (i) There are cities where there are rivers.
 - (ii) Cities appear as they are not from six miles above the ground.
 - (iii) It is easy to understand why valleys are populated.
 - (iv) It is difficult to understand why humans hate and kill one another.
 - (v) The earth is round, and it has more sea than land.
4. Mention two things that are
 - (i) **clear** from the height.
 - (ii) **not clear** from the height.



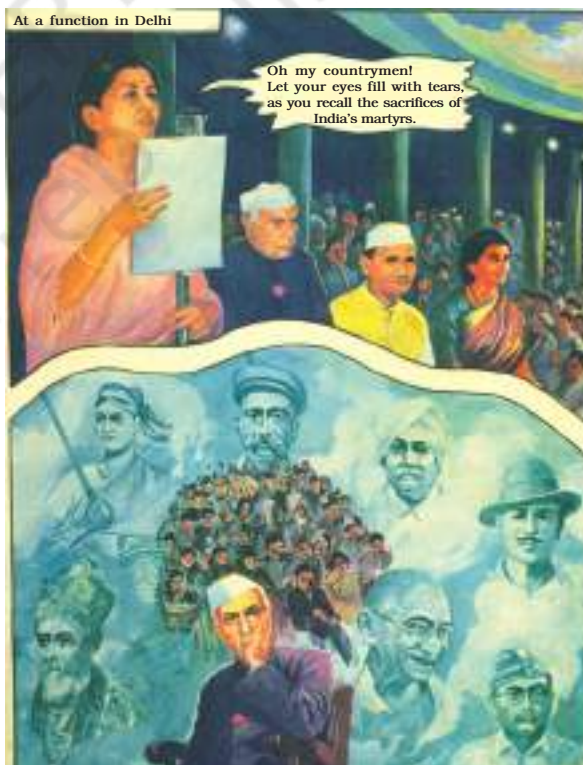
Before you read

Here are some pictorial glimpses of the history of our country from 1757 to 1857. These pictures and 'speech bubbles' will help clarify your understanding of the conditions that led to the event known as the First War of Independence in 1857.

1. The Martyrs

At a function in Delhi

Oh my countrymen!
Let your eyes fill with tears,
as you recall the sacrifices of
India's martyrs.



2. The Company's conquests (1757-1849)

With its superior weapons, the British East India Company was extending its power in 18th century India.



Indian princes were short-sighted.



The people had no peace due to such constant fights.

The rivalries helped the East India Company and it could easily subdue Indian princes one by one.



A far-seeing ruler like the brave Tipu of Mysore fought the British till he died fighting!



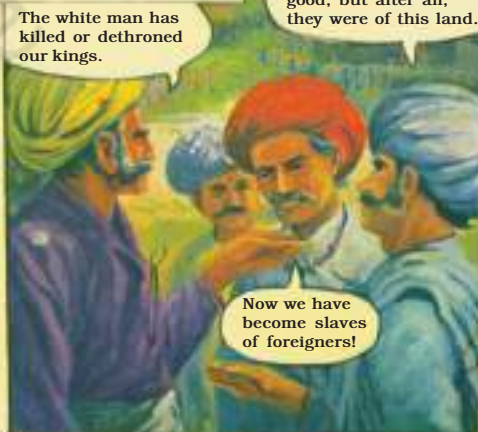
Thank God, there is peace in the country now! No more wars and no looting by thugs!

How did Indians react to these conquests?

Some kings were not good, but after all, they were of this land.



The white man has killed or dethroned our kings.

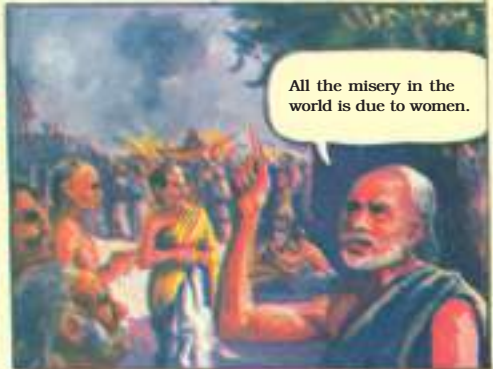
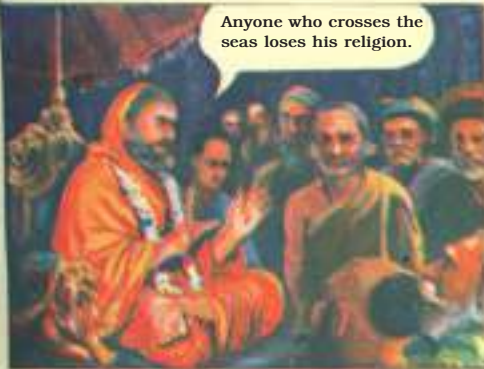


Glimpses of the Past

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3. British Rule (1765-1836)

Religious leaders preached ideas like untouchability and child marriage.



The truth was that Indians had lost self-respect. The British scorned them.



Being merchants, the British wanted quick profits, their heavy taxes forced farmers to abandon their fields.



Still, the British invented other methods which gave them more profits.



Inevitably famines followed. Between 1822 and 1836 fifteen lakh Indians died of starvation.

The British policies ruined the expert artisans and their business.



4. Ram Mohan Roy (1772-1833)



5. Oppression (1765-1835)

But the British continued to oppress Indians. In 1818, they had passed Regulation III. Under it, an Indian could be jailed without trial in a court.



All the time British officers in India drew big salaries and also made fortunes in private business.



By 1829, Britain was exporting British goods worth seven crore rupees to India.



Governor-General Bentinck reported back home –

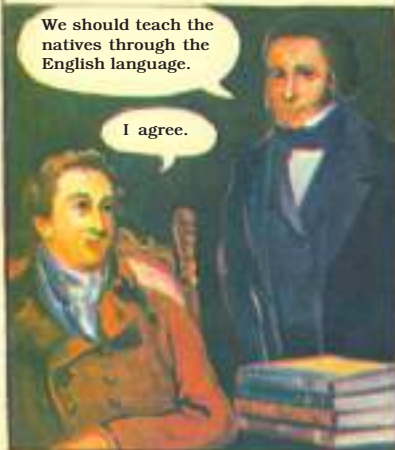
The British prospered on the Company's loot while Indian industries began to die.

"The bones of cotton weavers are bleaching the plains of India."

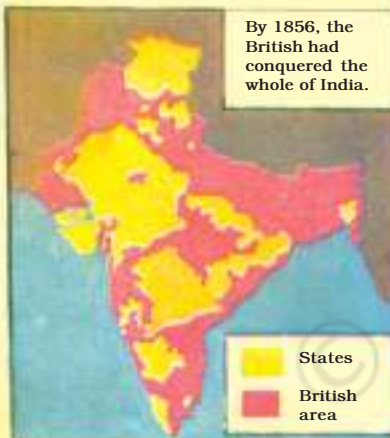


6. Dissatisfaction (1835-56)

Education in India was in Persian and Sanskrit. In 1835, an Englishman named Macaulay suggested a change.



English education produced clerks to whom the British gave petty jobs under them. Incidentally, it also produced a new generation of intellectuals.



By 1856, the British had conquered the whole of India.

They cared little about the needs of Indians.



7. The Sparks (1855-57)

Taxes continued to ruin the peasants. In Bengal, the Santhals who had lost their lands under new land rules, became desperate. In 1855, they rose in rebellion and massacred Europeans and their supporters alike.



Discontent was brewing in the East India Company's army too.

The white soldier gets huge pay, mansions to live in, servants.

While we get a pittance and slow promotions !

The Angrez asks us to cross the sea which is against our religion. Who is the topiwala to abolish our age-old customs?



We must drive out the Angrez.

Sepoy Mangal Pande attacked the adjutant of his regiment and was executed.

Thousands of other sepoys revolted. They were stripped of their uniforms,



humiliated and put in irons.

Few Englishmen had cared to understand Indian customs or the people's mind. Oh, proud Brahmin soldiers, do you know that the grease on the bullet you have to bite is made from the fat of cows and pigs?

What ?

The white man has deceived us too!



Soon, chapatties were sent from village to village to tell the people that their emperor would want their services.



Yes, all my village men will be ready

Similarly lotus flowers circulated among Indian soldiers.

Death to the foreigner !



The masses gave all help and shelter to the patriots.

8. Revolt (1857)

Then there was a violent outbreak at Meerut.



The sepoy marched to Delhi.



The rebellion spread wider.



Many landlords had lost their lands because of the British policies, and they were sore.



9. The Fight for Freedom (1857)



from *Our Freedom Movement*

S.D. SAWANT

Comprehension Check

1. Look at picture 1 and recall the opening lines of the original song in Hindi. Who is the singer? Who else do you see in this picture?
2. In picture 2 what do you understand by the Company's "superior weapons"?
3. Who is an artisan? Why do you think the artisans suffered? (picture 3)
4. Which picture, according to you, reveals the first sparks of the fire of revolt?

working with the text

Answer the following questions.

1. Do you think the Indian princes were short-sighted in their approach to the events of 1757?
2. How did the East India Company subdue the Indian princes?
3. Quote the words used by Ram Mohan Roy to say that every religion teaches the same principles.
4. In what ways did the British officers exploit Indians?
5. Name these people.
 - (i) The ruler who fought pitched battles against the British and died fighting.
 - (ii) The person who wanted to reform the society.
 - (iii) The person who recommended the introduction of English education in India.
 - (iv) Two popular leaders who led the revolt (Choices may vary.)
6. Mention the following.
 - (i) Two examples of social practices prevailing then.
 - (ii) Two oppressive policies of the British.
 - (iii) Two ways in which common people suffered.
 - (iv) Four reasons for the discontent that led to the 1857 War of Independence.

working with language

In comics what the characters speak is put in bubbles. This is direct narration. When we report what the characters speak, we use the method of indirect narration.

Study these examples.

First farmer: Why are your men taking away the entire crop?

Second farmer: Your men have taken away everything.

Officer: You are still in arrears. If you don't pay tax next week, I'll send you to jail.

- The first farmer asked the officer why his men were taking away the entire crop.
- The second farmer said that their men had taken away everything.
- The officer replied that they were still in arrears and warned them that if they did not pay tax the following week, he (the officer) would send them (the farmers) to jail.

1. Change the following sentences into indirect speech.

(i) *First man:* We must educate our brothers.

Second man: And try to improve their material conditions.

Third man: For that we must convey our grievances to the British Parliament.

The first man said that _____

The second man added that _____

The third man suggested that _____

(ii) *First soldier:* The white soldier gets huge pay, mansions and servants.

Second soldier: We get a pittance and slow promotions.

Third soldier: Who are the British to abolish our customs?

The first soldier said that _____

The second soldier remarked that _____

The third soldier asked _____

speaking and writing

1. Playact the role of farmers who have grievances against the policies of the government. Rewrite their 'speech bubbles' in dialogue form first.

2. Look at the pictures.



Fox accidentally falls into a well



“How do I get out of here?”



“Hello! Is this water sweet?”



"Too sweet! I've had so much, I might faint."



"Let me taste it."



"Thanks for the help. Come out when you can."



"My mother used to say: Be careful how you take the advice of people you don't know."

(i) Ask one another questions about the pictures.

- Where is the fox?
- What is the fox thinking?
- What does she want to know?
- What happens next?
- Where is the fox now?
- How did it happen?
- Who is the visitor?
- What is the fox's reply?
- Where is the goat?
- What is the goat thinking?

(ii) Write the story in your own words. Give it a title.

3. Read the following news item.

History becomes fun at this school

Mumbai: Students in the sixth grade of a certain school in Navi Mumbai love their history lessons thanks to a novel teaching aid. It is not surprising given the fact that their study material includes comic books and they use their textbooks for reference to put things into perspective. Besides, students are encouraged to tap other sources of information as well. During history classes, students pore over comic strips of historical periods, enact characters of emperors and tyrants, and have animated discussions on the subject. History has become fun.

In the class students are asked to read the comic strip aloud, after which they break up into groups of four, discuss what they have heard and write a summary. Each group leader reads his group's summary aloud and the whole class jumps into discussion and debate, adding points, disagreeing and qualifying points of view. A sixth grade student says, "It's a lot of fun because everyone gets a chance to express themselves and the summary takes everyone's ideas into account."

According to the school principal the comic strip format and visuals appeal to students. A historian feels that using comics in schools is a great idea. Comics and acting help students understand what characters in the story are actually thinking.

(adapted from *The Times of India*, New Delhi, October 2007)

Based on this news item, write a paragraph on what you think about this new method of teaching history.

4. Find the chapters in your history book that correspond to the episodes and events described in this comic. Note how the information contained in a few chapters of history has been condensed to a few pages with the help of pictures and 'speech bubbles'.
5. Create a comic of your own using this story.

Once the Sun and the Wind began to quarrel, each one saying that he was stronger than the other. At last they decided to test each other's strength. A man with a cloak around his shoulders was passing by. The Wind boasted, "Using my strength I can make that man take off the cloak." The Sun agreed. The Wind blew hard. The man felt so cold that he clasped his cloak round his body as tightly as possible.

Now it was the turn of the Sun which shone very hot indeed. The man felt so hot that he at once removed the cloak from his body. Seeing the man taking off the cloak, the Wind conceded defeat.

Glimpses of the Past

UNITS 4-7

Bepin Choudhury's Lapse of Memory

- ❖ A Satyajit Ray story with a surprise ending that brings in its wake the much needed psychological relief to the sophisticated executive beleaguered by a conspiracy, which is a humorous take after all.
- ❖ Before asking children to read the text, tell the story part by part, each part ending where the listener wonders what comes next.
- ❖ Activity 3 under **working with language** is about two tense forms — *simple past* and *present perfect*. Notice how both have been used in conjunction with each other. The following explanatory notes may be useful.
 - The *present perfect* tense is used to refer to an action initiated and completed in the past and is associated with the present. It has its effect on the present situation.
 - I have seen the Taj. (I know what it looks like.)
 - He has arrived. (He is here.)
 - I have finished my work. (I am free now.)
- ❖ *Present perfect* tense is usual with **already**, **so far**, **not yet**, **ever**, **never** etc.
- ❖ It is not used with **ago**, **yesterday**, **last week/month/year**, etc.

The Last Bargain

- ❖ Here is a method of teaching that may be tried.
 - (a) Let children read the first stanza silently.
 - Ask the following questions.
 - (i) How many persons/characters are there?
 - (ii) Who are they?
 - (iii) Who is big and who is small?
 - (iv) What does the person in the first line say?
 - (v) What does the other one in the fourth line say?
 - (vi) Do they stay together or part company? Why?

(b) Now reconstruct the episode. Begin like this.

I was walking on the road looking for work. I saw the king in his chariot. He had a sword in his hand. He was very kind to me. He shook my hand and offered to hire me. I did not accept his offer. To me, power is not a valuable thing. It is not permanent. It won't make me happy. I was looking for something else as a reward for my work.

What is he looking for?

Let us read the next stanza.

(c) Do the other stanzas in the same way.

- ❖ The clue to what the person is looking for lies in the last line. The operative phrases are 'the child's play' and 'a free man'.
- ❖ The child and her/his play is a metaphor for innocence and inward happiness, which gives this person a sense of fulfilment and freedom from stress and strife. He feels genuinely free and happy in the company of the child.
- ❖ Recite each stanza with feeling, pausing at the right places.
- ❖ The method suggested may work better for a poem with a story.

❖ The Summit Within ❖

- ❖ Adventure and the world of nature – the arduous task of reaching the highest summit in the world makes the climber reflect on the 'internal summits' which are, perhaps, higher than the Everest. The text underscores the physical, emotional and spiritual aspects of the adventure in a single perspective.
- ❖ Divide the text into three parts. A convenient division is suggested here.
 - ❖ '.....that mountains are a means of communion with God'. (end of Part-I)
 - ❖ 'It is emotional. It is spiritual'. (end of Part-II)
 - ❖ The remaining is Part-III.
- ❖ Design while-reading comprehension questions for each part. The multiple choice items are given at the end of the lesson. You may try the following as additional questions.
 - ❖ What is the author's personal answer to the question as to why people climb mountains?
 - ❖ How is the same question answered in Part-II in a different way?

❖ Famous climbers have recorded how they needed *just that help*? Explain the italicised phrase.

❖ Looking round from the summit, you tell yourself that _____.

(a) Complete this sentence using the same words as in the text without referring to the book.

(b) Now complete it using a clause/phrase of your own without changing meaning.

❖ Activities 2 and 3 under **working with language** provide ample opportunities for vocabulary development. Extend Activity 2 by choosing new words from the text to cover their adjective and/or adverb forms.

remark – remarkable – remarkably

type – typical – typically

Use each item in a meaningful context, involving more than one sentence.

‘What you say is not appropriate, though it’s a good remark.’

‘Isn’t that remarkable?’

‘It may be so, but it doesn’t mean you are remarkably objective.’

❖ You may not find the dialogue above remarkable enough, but it meets the immediate requirement appropriately.

❖ Re-read and discuss passages where the author’s admiration for the mountains and passion for adventure comes through.

❖ The School Boy ❖

❖ A school is a place where children and teachers assemble every morning to learn from one another. Find out if any child would like to describe school in a different way.

❖ An interesting discussion on different types of schools, supported by pictures from magazines/newspapers, may ensue — a village school where children are sitting on the floor; another school where they are sitting at long desks; an outdoor lesson under a tree, etc.

❖ Ask children how they reach school. Do they walk or take a bus, etc.? What problems others in remote areas may face in reaching school on time?

❖ Any suggestions as to how to make school an interesting and enjoyable place!

This is Jody's Fawn

-  A story about a child's emotional preoccupation with the fawn whose mother had to be killed to save his father's life. The story highlights values such as compassion and justice, care and concern for human and animal life.
-  Spend some time on a discussion about 'home remedies' for commonplace health problems/ailments. Should we see a doctor about every little thing, or should we talk to the grandmother first?
-  The growing concern about preservation of environment and protection of animal life has gone a long way in persuading schools to refrain from dissecting animals for experiment. Elicit children's comments on the issue and on the law that punishes humans for hurting animals.
-  Activity 1 under **working with language** is about reporting questions – yes/no and wh-questions. The use of 'if/whether' in the case of yes/no type questions should be explicitly explained. Devise separate exercises for teaching the use of 'if/whether', the appropriate reporting verb, the changes in pronominals in the reported speech and the sequence of tenses.

Here is a simple exercise to exemplify some of these points.

Choose the correct word to complete statements in indirect speech given below. Write words in the blanks given.

- (a) "Where do you come from?"
I _____ (said/asked) him where _____ (he/you) come from.
- (b) "What is your name?"
He asked me what _____ (my/his) name. (is/was)
- (c) "Are you happy?"
I asked him _____ (if/whether) he _____ (is/was) happy.
- (d) "Do you live here?"
He asked me _____ (whether/if) I _____ (live/lived) _____ (here/there).
- (e) "Why are you crying?"
The teacher asked the child _____ (if/why) she _____ (is/was/were) crying.

Here is another exercise.

Read the following dialogue between Jody and his father. Rewrite their conversation in indirect speech.

Penny lay quiet, staring at the ceiling.

“Boy, you’ve got me hemmed in.”

“It won’t take much to raise the fawn.

It will soon start eating leaves.”

“You are smarter than boys of your age.”

“We took its mother, and it wasn’t to blame.”

“It seems ungrateful to leave it to starve.”

Begin like this:

Penny lay quiet staring at the ceiling. He said to Jody that _____ . Jody replied that it wouldn’t _____

- Activity 2 under **working with language** deals with transitive and intransitive verbs.

Ask children to underline the direct object in the following sentences.

He brought me a colourful umbrella.

I will write a letter to him.

You should give yourself a chance.

- Activity 3 under **writing** may be linked with the first task covering home remedies under ‘Before you read,’ It will be useful to take it up separately also.

A Visit to Cambridge

- Excerpt from a travelogue highlighting exchange of views between two extraordinary persons on what it means to be ‘differently abled’. A tour through Cambridge had a surprise, both pleasant and poignant, for the author. He met the brilliant and completely paralysed author of *A Brief History of Time*, and talked to him for a full half-hour.
- Activity 2 under **working with language** is about the *present participle* (dancing/walking) used as adjective.
- Running on the road, he saw _____. (participle)
- The train is running. _____ (verb)