

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 6)

Lesson 1: Every Child is Precious

1. **Get Set!:** Think of how you spend your holiday/leisure time with your friends. Look at picture 1. Could you find any similarity with it? **(Page 11)**
2. **Project Work:** Work in groups of five search the Internet and collect information about the rights of children. **(Page 20)**

Lesson 2: Man Versus Animals

1. **Project Work:** Work in groups of 4 or 5 and visit at least two nearby farmhouses to know the living conditions of the animals kept on the farm. **(Page 34)**

Lesson 3: The Postmaster

1. **Get Set!:** Look at the given pictures associated with a post office and write their names. **(Page 37)**
2. **Project Work:** Sit in groups and discuss the ending of the story. **(Page 48)**

Lesson 4: Sardar Vallabhbhai Patel – The Iron Man of India

1. **Get Set!:** Match the following nicknames to their pictures. **(Page 54)**
2. **Project Work:** Sit in groups of five and discuss what would you say if you were given a chance to meet the Prime Minister of India. **(Page 63)**

Lesson 5: Malakoff

1. **Get Set!:** Different breeds of dogs are shown below. Name them. **(Page 66)**
2. **Speak and Express:** Express your views on how dogs are protective and loyal towards their masters. **(Page 75)**
3. **Project Work:** Talk to a neighbour/friend/relative who has a dog, as a pet. **(Page 76)**

Lesson 6: Three Important Questions

1. **Project Work:** Work in groups of six or seven and collect newspaper cuttings or make sketches about the lives of two or three prominent people and celebrities. **(Page 88)**

Lesson 7: A Tryst with Destiny

1. **Get Set!:** Identify the great Indian leaders shown in the pictures and match them with their famous quotes. **(Page 93)**
2. **Project Work:** Make a collage of newspaper cuttings that depicts India's progress in the recent years. **(Page 101)**

Lesson 8: A Time to Care

1. **Get Set!:** Look at the pictures given below and name the natural disasters shown here. **(Page 106)**
2. **Project Work:** Work in groups and discuss details about the places that were recently struck by natural disasters like floods, earthquakes, etc. **(Page 115)**

Lesson 9: Say the Right Thing

- 1. Project Work:** Make a chart on 'Ten Rules of Courtesy'. **(Page 130)**

Lesson 10: The Secret of Being Loved by All

- 1. Project Work:** Collect pictures from newspapers and magazines or make cartoons/sketches to depict some good deeds we come across in our daily lives. **(Page 142)**

Lesson 11: The Quest for an Ideal Student

- 1. Project Work:** Use the Internet and find out the names of any four Indian children who got the National Bravery Award in the current year. Tell your partner about it. **(Page 156)**

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TEACHER'S RESOURCE MANUAL – 6

Art Integrated Learning (AIL) has been covered in the lesson plans given in the Teacher's Resource Manual.

Given below are the activities for AIL given in the Teacher's Resource Manual.

Lesson 1: Every Child is Precious

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you seen children working at construction sites, shops, dhabas, in homes, etc.? Have you seen children who have been forced to beg, etc.? How would you feel if you were in their place? Helping with household chores is different from domestic service. Are girls and boys treated in the same way at home? **(Page 4)**
- ▶ **Project Work:** Help students prepare a short questionnaire based on the guidelines given for the field survey. **(Page 6)**

Lesson 2: Man versus Animals

- ▶ **Get Set!:** Talk about situations in which the students felt an injustice was done to them. **(Page 16)**
- ▶ **Read and Enjoy:** Give the students a brief about satire – how it is used to ridicule certain customs, ideas, persons or organisations. Ask them if they watch spoofs on people played in some of the TV channels. **(Page 17)**

Lesson 3: The Postmaster

- ▶ **Get Set!:** Have a discussion on the given questions: post office or courier? How is e-mail convenient? **(Page 32)**
- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you faced a situation like the postmaster or Ratan, where you had to part with someone very dear to you? How did you handle it? **(Page 33)**

Lesson 4: Sardar Vallabhbhai Patel — The Iron Man of India

- ▶ **Outcome:** Talk about the various leaders shown in the pictures and speak briefly about their individual contributions. **(Page 48)**
- ▶ **Read and Enjoy:** Relate the lesson to the daily life of the students and ask in-text questions: Who do you think is a great leader? Why? Is there anyone in your class/school in whom you see leadership qualities? What are those qualities? etc. **(Page 49)**

Lesson 5: Malakoff

- ▶ **Read and Enjoy:** Ask in-text questions like: What breed of dog was Malakoff? Who helped Jacques? Why did Jacques panic? What are the qualities we human beings could learn from Malakoff? etc. **(Page 63)**
- ▶ Encourage the students to be observant and care for dogs, pets and domestic animals, and to know more about their habits and qualities. **(Page 63)**

Lesson 6: Three Important Questions

- ▶ **Read and Enjoy:** Ask in-text questions like: Do you think the king's questions were important? Why? Are the questions relevant for your daily activities? (Page 76)
- ▶ Encourage the students to prioritise their day's work and organise their time well. (Page 76)
- ▶ **Project Work:** Give them time to collect newspaper cutting and do the necessary research on the persons concerned. Suggest names of persons who are achievers in any field: technology, aeronautics, space research, medicine, education, agriculture, sports, social work, etc. (Page 78)

Lesson 7: A Tryst with Destiny

- ▶ **Get Set!:** Ask the students to state if they recognise each saying and correlate it to the correct leader of India's history. (Page 90)
- ▶ **Read and Enjoy:** Ask in-text questions like: Do you think we are achieving what we wanted in various sectors of India's life: agriculture, technology, medicine, education; civic facilities like water, sanitation, roads, lighting, etc.? What do you and your family want India to be like in the future? How do you as a family help India? (Page 91)
- ▶ **Project Work:** Give them time to do the necessary research on the persons concerned. Suggest names of persons each group may work on to avoid overlap: Mahatma Gandhi, Sarojini Naidu, Jawaharlal Nehru, Sardar Vallabhbhai Patel, Dr B R Ambedkar, Lal Bahadur Shastri, Dr S Radhakrishnan, Netaji Subhash Chandra Bose, Rabindranath Tagore, Swami Vivekananda, Field Marshal Sam Manekshaw, etc. (Page 93)

Lesson 8: A Time to Care

- ▶ **Get Set!:** Discuss the pictures and ask the students to identify the natural disasters – and in which part of the world have they heard of them. (Page 104)
- ▶ **Read and Enjoy:** Ask the students in-text questions: Have you had to deal with a sudden bad situation at home or in school or anywhere else? What was it? How did you deal with it? Did others help you? Did you help others? etc. (Page 105)
- ▶ **Project Work:** Help the students take up different disasters if possible: tsunami in India and Japan; landslide in Uttarakhand; floods in Kerala; cyclone in Odisha; bushfire in Australia and wildfire in California; older disasters like earthquakes in Gujarat; Maharashtra, Afghanistan or Iraq; man-made disasters caused by vehicle, train, bus accidents, air crash, war, fire in cinema hall, gas leak at Bhopal, building or flyover collapse, etc. (Page 107)

Lesson 9: Say the Right Thing

- ▶ **Read and Enjoy:** Ask in-text questions like: Mary is very cheeky with her mother. Do you know what 'cheeky' means? Is it 'smart' to be rude? What did Mrs Shaw want? Why did she look forward to meeting Mrs Harding and Mrs Lee? Mary makes many personal remarks about people. Is that good behaviour? How do you behave when you are pleased? Or when you are sad, busy, irritated, angry, etc.? Being balanced and polite should become a habit. (Page 119)

Lesson 10: The Secret of Being Loved by All

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and in-text questions: Have you, or anyone you know, had issues about doing chores, being polite and kind, getting into bad company, etc.? How has it been dealt with by you/

your friend/the family? Do you think the experiment in this lesson would work? Can you suggest any other? **(Page 130)**

Lesson 11: The Quest for an Ideal Student

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you, or anyone you know, recognised the potential in another person? Give examples of the coaches of some of the sportspersons: Sachin Tendulkar; PT Usha; Mary Kom, etc. There are musical prodigies; some in other fields such as IT, language, mathematics, writing, science, etc. **(Page 144)**