

3

Unit 3: Self-esteem and Self-confidence

Up from Slavery

SPECIFIC OBJECTIVES

- ▶ Making the school, home and friends fun and inviting through creative study and art-related and social activities.
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at school, at home and in various public places.
- ▶ Learning about historical wrongs: the injustice of discrimination – social and economic.
- ▶ Give a background of the Anti-Apartheid Movement of South Africa; the Civil Rights Movement of the USA; India’s fight against untouchability, programmes for the uplift of SCs/STs/OBCs, girl child, etc.
- ▶ Understanding the need for equality and freedom of opportunities in education, work and for social life.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Adjectives and their types – quality, demonstrative, quantitative, numeral, exclamatory, interrogative, emphatic, distributive and possessive.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Learning about prefixes, pronunciation, informal letter and dictionary skills.
- ▶ This Unit has two lessons, one is prose and one is poetry.

Get Going!	✧ Let the students discuss the question with their partners. Help and guide them by giving examples from history about people who lived in conditions of slavery, including our own freedom struggle. Then let the students express themselves freely.
Read and Enjoy	<ul style="list-style-type: none">✧ Read the lesson aloud or ask the students to read parts of it.✧ Explain briefly the background of slavery in the USA.✧ Give a brief outline of the historical background. Booker T. Washington was an American educator, author, orator and advisor to several presidents of the United States of America. He became a leading voice for the Blacks all over the world.

<ul style="list-style-type: none"> ✧ 'Up from Slavery' is an autobiographical work describing Booker's experience as a Black child during the Civil War, the obstacles he overcame to get an education at the new Hampton Institute and his work in establishing vocational schools like the Tuskegee Institute in Alabama to help Black people and other persecuted people of Black colour. ✧ Refer to books – the students might be familiar with: 'Uncle Tom's Cabin', 'The Adventures of Tom Sawyer', 'The Adventures of Huckleberry Finn', etc. 	
<ul style="list-style-type: none"> ✧ Exercises A, B, C, D and E: Read out and explain the exercises. Do them orally first. Then ask the students to write down the answers in their books/notebooks. It is advisable to check and assess the work individually. 	Read and Understand
<ul style="list-style-type: none"> ✧ Exercise A: Explain the question and do it orally first. Then ask the students to write out the answer in their notebooks. It is advisable for the teacher to check and assess each student's work individually. 	Think and Answer
<ul style="list-style-type: none"> ✧ Use the board to brush up on adjectives. They are words that tell you more about a noun. For example: a 'kind' man; a 'happy' boy; the 'angry' elephant. ✧ Explain different kinds of adjectives: Quality (a 'windy' day; the 'lazy' boy); Demonstrative ('that' book on the table; 'those' apples in the basket; Quantitative (How 'much' milk is there in the cup? There is 'some' left.); Numeral (Veena stood 'first' in the class test. 'Three' boys are playing in the park.); Exclamatory (What a brilliant idea! Ouch! That was painful!); Interrogative ('Why' did you come late today? 'How' many sums were you able to do? 'Whose' pencil is this?); Emphatic (I will bake the cake 'myself'. He 'himself' is responsible for this mess.); Distributive ('Each' student must take part in the class activity. 'Either' Shyam 'or' Ranjeet is not telling the truth.); Possessive (This is 'your' book. We will meet 'our' friends at the restaurant). ✧ Use the given examples and also your own, and ask the students to think of examples too. ✧ Exercise A: Do the exercise orally and then ask the students to write down the answers in their books/notebooks. ✧ Announce the answers aloud and let the partners check. 	Grammar Spot

Word Wise	<ul style="list-style-type: none"> ✧ Do a quick recap of prefixes, which have been explained in earlier classes also. Use the given examples and you can add some on your own. A prefix is placed at the beginning of a word to change its meaning. For example: antibacterial, predate, unconscious, semicircle, hyperactive. ✧ Exercise A: Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their own work.
Listen and Learn	<ul style="list-style-type: none"> ✧ Exercise A: Read aloud the passage twice and ask the students to do the exercise on their own. Then let the partners check their work.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: The students can take turns and enact the given conversation. Correct the students regarding the pronunciation.
Speak and Express	<ul style="list-style-type: none"> ✧ Explain what a speech is and its structure or format. It is a formal talk that is given to a group of people. A speech generally consists of three main parts: introduction, body and conclusion. The introduction needs to accomplish three things: (a) Focus your audience's attention; (b) Establish goodwill and credibility; and (c) Give a preview, mentioning the main points to be covered in the body. ✧ The body of a speech is the central part that discusses the main ideas and key concepts of the speech. Transitions often serve to mark new points. Additionally, speakers might number the main points—first, second, third or first, next, finally. Always make it easy for the audience to recognise and follow key ideas. ✧ The conclusion should be shorter than the introduction and accomplish two purposes: summarise the main ideas and give the speech a sense of completion. ✧ Explain and expand on the ‘dos’ and ‘don’ts’ that one needs to take care of while delivering a speech. Give examples to demonstrate. Add your own points as well and encourage the students to come up with some of their own. ✧ Exercise A: Read the exercise and make sure the students understand what is required. Have a discussion in the class, explaining how equal rights is a fundamental right in democratic societies and how and why it is sometimes violated. Then let the students speak freely on the topic. Assess their efforts individually.
Pronunciation Practice	<p>Exercise A: Read out the words clearly and the students can follow. Make sure they pronounce each word correctly.</p>

<p>✧ Exercise A: Brush up on the informal letter, which has been covered in the earlier classes. Then let the students write the letter on their own. It is advisable to assess their work individually.</p>	<p>Write Well</p>
<p>✧ Exercise A: Ask the students to do this exercise on their own. Check and assess their work individually.</p>	<p>Dictionary Skills</p>
<p>✧ Exercise A: Make groups of five students and give them time to collect the material for the project as required. Help them, if required, explaining who Rosa Parks was and what her importance in the Civil Rights movement in North America was. Check and assess the work of the students individually.</p>	<p>Project Work</p>
<p>✧ Explain the meaning and format of a group discussion to the students. Go through the given content slowly so that they understand it well. A group discussion is what the term implies: a discussion within a group on a given topic or subject.</p> <p>✧ Explain the utility of a group discussion and the rules and regulations of conducting one.</p> <p>✧ Exercise A: Discuss the topic in the class and then let the students conduct the group discussion on their own. Guide them as and when required.</p>	<p>AIL Activity (Experiential Learning)</p>
<p>✧ Discuss the question and explain the accompanying options. Explain why, as the captain of the team, you are bound to act fairly and without prejudice.</p> <p>Exercise A: Let the students do the exercise on their own. Listen to their reasoning while explaining the best option(s) among those given.</p>	<p>Values and Life Skills</p>