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Sardar Vallabhbhai Patel – The Iron Man of India

SPECIFIC OBJECTIVES

- * Understanding the part played by a great leader in India's Independence Movement.
- * Appreciating some of the exceptional qualities that make a great leader.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Pronouns – personal, reflexive, possessive, demonstrative, relative and interrogative, and their usage.
- * Words, meanings, usage, one word for many; dictionary work and words using 'i' and 'a' pronounced as diphthongs.
- * Conducting and writing an interview; punctuation and editing.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about the biography of a leader, and the qualities of a leader.
- * Learning about pronouns – their kinds and usage.
- * Correct usage of language; one word for many; editing; conducting an interview.
- * Speaking, conversing and writing correctly.
- * The teacher can read out the question and guide the students to discuss in the class.
- * Talk about the various leaders shown in the pictures and speak briefly about their individual contributions.
- * Tilak's 'Swaraj'; Naoroji's theory of the drain of India's wealth; Sarojini Naidu, 'the Nightingale of India'; Chanakya and the Magadha Empire; Bhagat Singh's great sacrifice; Shastriji's 'Jai Jawan Jai Kisan'. Discuss how each one shows different leadership qualities.
- * Students may identify the pictures and give the answers. Write them on the board and let them copy them down.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Explain what a biography and an autobiography are.

- * Discuss the qualities that made Sardar Vallabhbhai Patel a great leader.
- * 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.
- * Encourage the students to be observe and develop their own leadership qualities - there can be different kinds of leaders in different fields.

- * Discuss the questions in Exercises A-D and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B-D.
- * HOTS: Read and discuss the questions in class. Then ask the students to write down the answers. The teacher can check the answers of the students individually.

- * Use the board to brush up on pronouns - what they are - words that replace nouns.
- * Kinds of pronouns - personal [First, Second, Third]; reflexive; possessive; demonstrative; relative; interrogative.
- * Use the board, and the given examples as well as your own examples, to explain the different kinds of pronouns and their usage.
- * Do Exercises A, B and C orally first and then let the students do them in their books.
- * The teacher can announce the answers and partners can check the work.

- * Getting to know new words.
- * Learn to recognise new words by selecting them from the Help Box and filling in the missing letters.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then ask the students to write down the answers.

- * Finding one word for many.
- * Explain how this is useful in writing.
- * You can use your own examples and ask the students to suggest more.
- * Do Exercise A orally first, asking the students the possible words. Discuss doubts raised by the students.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

- * Then the students can write the correct answers in their notebooks.
- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read the questions and ask the students to answer them.
- * The partners can check the work.

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

Pronunciation Practice

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * Let the students say aloud the words spelt with 'i' and 'a'.
- * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
- * Use the given words and any other examples you like or doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.
- * Reiterate what editing means - the right use of words such as articles, conjunctions and prepositions; and the correct form of verbs, adjectives, pronouns, etc.
- * Call random students to correct the sentences.
- * Once the paragraph is all written correctly on the board, ask them to write it down in their notebooks.
- * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

Write Well

- * Exercise A: Read aloud the question, and clarify the queries of the students, if any.
- * Ask the students to write down questions for the interview.
- * Then let them to answer the questions as they imagine the President would answer them.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

- * Ask the students to consult their dictionaries.
- * Ask them to find words in the dictionary and understand their usage as given in the dictionary.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Exercise A: Draw attention to the differences in meanings.
- * Do the exercise on the board, to ensure they understand the correct use of the dictionary.
- * Exercise B: Now ask them to make sentences on their own using the words to clarify their meanings thoroughly.
- * The teacher must correct the individual work of the students.

- * Make groups of five students and give them time to discuss.
- * Each member of a group can write down a question/point for discussion.
- * Then the groups can put down their points on a card.
- * Paste the cards on a chart and share it and discuss with the class.

- * Exercise A. Read aloud the quotation and discuss it in the class.
- * Exercise B. Ask the students to write down five things they would like to do to improve the living conditions and social status of an economically disadvantaged group/place in the city.
- * Share it with the class and discuss.

Dictionary Skills

Project Work

Values and Life Skills

SPECIFIC OBJECTIVES

- * Learning how a seemingly simple poem deals with several layers of meaning: Poetry appreciation.
- * Reading and reciting the poem correctly with the rhythm and correct emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

Outcome

- * Appreciation and analysis of a poem: understanding the various layers of meaning and nuances in poetry.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This poem is by Sarojini Naidu, who was one of India's leading freedom fighters. She came to be known as the 'Nightingale of India' because of her beautiful poetry. This poem is written in the form of a dialogue between the poet and the weavers in each stanza. It describes the weavers at work: making beautiful fabric at their looms. There are two distinct layers to the understanding of this poem. At the literal level, it describes the weavers at work. Then there is a metaphorical meaning which is about God as the Great Weaver. He weaves all our destinies on the Loom of Life. The first stanza talks about weaving a dress for a new-born child. Here the comparison is with a hummingbird – small, light and wildly flitting all over the place at great speed. The weavers are working 'at break of day', a time of hope and new ideas, a time of birth, infancy and childhood. The second stanza talks of a marriage-veil fit for a queen; it is the stage of a human being's involvement with the world – its social and family commitments and tasks. Here the comparison is with a peacock – flamboyant and confident as an adult in his prime. Here the time is the 'fall of night' – twilight, the time when the day's work is done and there is a feeling of fulfilment and looking forward to rest. The last stanza talks about weaving the shroud for a person who has died. This is white as a feather, the feather perhaps of a dove. The time is of 'the moonlight chill', the dead of the night, when all things, including the weavers, are 'solemn and still'. The thought of the poem, the time, the mood and the metaphors all form a part of



the whole in a beautiful way to create this poem. It is significant that Sarojini Naidu talks of them as 'Indian Weavers' and they are weaving a blue cloth, because during the British rule one of the worst affected groups were the indigo farmers and the weavers. In order to strengthen the British textile mills and find a market for their cheaper machine-made cloth, the British had systematically destroyed the vibrant and very prosperous handloom industry of India. This is the skill of Sarojini Naidu's work.

- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet is explaining the poem.
- * Explain words unfamiliar or nuanced ideas to students, bringing the symbolism to their notice: halcyon; peacock, white feather; the time of day and the metaphor of the weavers.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * **Discuss the exercises and ask students to answer them orally, before writing the answers down.**
- * **Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.**