

Unit 7: *Hiawatha*, The Scholar's Mother Tongue

General Theme: Communication (Learning Languages, Mother Tongue)

General Objectives:

Language is best taught when set in context. Contexts selected typically deal with different aspects of life. Before beginning the unit to teach language to students, the teacher must identify the aspects covered and observe how language is used by writers and poets to deal with those aspects.

Aspects and settings of life covered in the unit:

Attitude to Life	: love for animals, developing an insight about people's behaviour in different situations
Aspect of Culture	: learning about one's environment
Society	: harmony with self and nature; with animals and birds
Nature	: birds and animals and their way of communication
Appeal to Senses	: sights, smell, touch and comprehension of expressions
Cognitive Abilities	: thinking, analyzing, comprehending
Message	: understanding the behaviour of other people in different situations leads to good communication and to understanding their personality/nature
Genre	: poem, story

Part 1 Poem: *Hiawatha*

Audio-visual Aids Needed:

The following ideas can be used:

Pictures/Cut-outs: different animals showing varied expressions (you can fix them on the pin-board).

Realia: birds, nest, acorns

Drawing on board: lots of animals and birds

Field visit: going to a zoo to see birds and animals

Pre-reading:

4. Do the following. It will generate a lot of language and fun.

- Make a chart of faces with different expressions such as anger, happiness and do an activity in the class where children can try to recognize facial expressions. You can also use smilies from the internet or your mobile phone.
- Use animal pictures and give them as pets to the children and ask the children to talk about them and say how their pets feel (as shown in the picture).

Reading:

1. Read aloud the poem *Hiawatha* with correct stress and intonation (students to keep their books closed). Let them enjoy the rhythm and encourage them to visualize what is there in the poem.

Now ask them the following questions:

- Who is the poem about?
- Whose language did Hiawatha learn?
- Give two examples of what he learnt.

2. Read aloud the poem asking the students to follow it in the book with you. Ask the students to read aloud the poem two to three times (several times), either taking turns or in chorus.

New Words:

wigwam
secret

nest

beasts

beaver

acorns

lodges

reindeer

snow.

timid

: a small hut (show the picture in the book)

: something that is unknown, hidden, or not understood (translate)

: small place for living that birds build for themselves with grass (realia)

: wild animals

: a small water animal (picture)

: fruit (nut) of an oak tree (realia)

: small houses

: (picture) Eg. A reindeer is happy playing in the

: shy, fearful

Reading is Fun (post-reading):

1. Do as suggested in the book.

2. Teacher should tell them Rudyard Kipling's story about Mowgli who could understand animal language and also talk to them in their language.

Once upon a time, a great big tiger, Sherkhan, was prowling about in the jungle trying to find food. He came to a place where a wood-cutter and his family were camped. He thought it would be a grand thing to get hold of a sleeping man or, better still, a fat child for his supper.

Although he was a great strong animal he was not very brave, and he did not want to face an armed man in the open. So he crept up close to the campfire, but in gazing at his prey he did not look carefully where he was putting his feet, and in crawling forward he trod on some hot embers. The pain made him howl, which roused the camp, and he had to go limping away hungry.

One small boy ran off into the bushes to hide, and there he met a great grey Wolf. But the Wolf was a brave and kindly animal and seeing that the child was not afraid of him he picked him up gently in his mouth as a dog does a puppy, and carried him into his cave close by.

Here, the mother wolf took care of the child and put it among her family of cubs. So the boy remained with the wolves and grew up as one of the family. They called him Mowgli - and they taught him all the tricks of the jungle; how to run and how to hunt his game. The wolf told him to go away and hunt for his food, and not to go trying to steal what other people had captured. He must not break the Law of the Jungle which says no animal shall kill a human being because it causes more men to come to the place to hunt out the murderer, and this brings trouble on all the animals in that jungle.

He started going out for his hunt. Very soon, he learnt to understand and speak their language. Now he could talk to most animals in the jungle and did not feel lonely. Every morning he would go to the jungle and meet other animals. He met Baloo the bear and Bagheera the panther. They soon became his friends. He forgot that he was different. But in the jungles he also made some enemies. Sherkhan the tiger and Kaa the snake kept thinking of ways to kill him but they did not succeed. His friends were always there for his help.

Adapted

http://www.inquiry.net/OUTDOOR/campfire/helps/mowgli_story.htm

2. Teacher should tell them Rudyard Kipling's story about Mowgli who could understand animal language and also talk to them in their language.

1. Do as suggested in the book.

Reading is Fun (post-reading):

timid	: shy, fearful
snow.	
reindeer	: (picture) Eg. A reindeer is happy playing in the
lodges	: small houses
acorns	: fruit (nut) of an oak tree (realia)
beaver	: a small water animal (picture)
beasts	: wild animals
nest	: small place for living that birds build for themselves
secret	: something that is unknown, hidden, or not understood
wigwam	: a small hut (show the picture in the book)
New Words:	(translate)

2. Read aloud the poem asking the students to follow it in the book with you. Ask the students to read aloud the poem two to three times (several times), either taking turns or in chorus.

Now ask them the following questions:
 (i) Who is the poem about?
 (ii) Whose language did Hiawatha learn?
 (iii) Give two examples of what he learnt.

1. Read aloud the poem *Hiawatha* with correct stress and intonation (students to keep their books closed). Let them enjoy the rhythm and encourage them to visualize what is there in the poem.

Reading:

- Make a chart of faces with different expressions such as anger, happiness and do an activity in the class where children can try to recognize facial expressions. You can also use smiles from the internet or your mobile phone.
- Use animal pictures and give them as pets to the children and ask the children to talk about them and say how their pets feel (as shown in the picture).

Let's Listen:

Do as suggested in the book.

Let's Talk:

3. Do as suggested in the book.

2. Give your students some pictures of animals and ask them to give each one a name and speak about them.

Example: This is my dog. His name is Pogo. Pogo loves to.....

3. Ask students to make big pictures of their favourite animals/ birds.

Looking at the picture and sitting with a group each one must:

4. Describe the expression in the eyes and face.

5. Describe the body of the animal/ bird.

3. Tell the group about what the animal/bird can do.

Say Aloud:

Do as suggested in the book.

Let's Share:

Do as suggested in the book.

Let's Write:

Do as suggested in the book. Do all the activities.

Part 2 Story: The Scholar's Mother Tongue**Audio-visual Aids:**

Pictures/Cut-outs: pictures of Akbar, Birbal and Punditji (you can fix them on the pin-board), map of India

Pre-reading:

1. Tell them the following story in their mother tongue. You can use dialogues, gestures and voice modulation.

The Story of How Birbal Came to Akbar's court

Emperor Akbar loved to go hunting. On one such trip, he came across a young man named Mahesh Das. In the meeting that occurred, the Emperor was extremely impressed by the wit of Mahesh Das. The Emperor gave Mahesh Das his ring and asked him to come and visit him in his palace at any time.

A few years later Mahesh Das decided to try his luck in the city and to

take the emperor up on his offer. He reached the city of Agra where Emperor Akbar had his fort on the banks of the Yamuna River. At the gate of the fort he was greeted by the guards. He told them that he had come to visit with the emperor. The guards looked at him with contempt (since he was not very well dressed) and asked him why they should let him in. He showed them the ring that was given to him by the emperor as proof. One of the guards realized that this person who had the king's ring was obviously of importance to the emperor and therefore gave him permission to enter on a condition: the young man would share half of what he received from the emperor with the guard.

Mahesh Das promised to do so and was given access into the court of Emperor Akbar. He bowed to the emperor as he went in and showed him the ring. The generous Emperor recognized the ring and the young man and immediately offered him anything he wanted. The young man thought a while, and asked the emperor for fifty lashes of the whip. The emperor was amazed but he knew that Mahesh Das was a very wise young man and asked him for his reason for his wish. Mahesh Das told the emperor about the deal that he had made with the guard outside the fort. The emperor was thoroughly amused at this. At the same time, he was angry with the guard for his greed. He awarded the fifty lashes to the guard for his habit of bullying people. He rewarded Mahesh Das by including him in his court and giving him all the comforts he could desire. He also gave him the name of Birbal.

Till this day, stories of Birbal's wit are told to children in India.

Source: <http://www.csupomona.edu/~inch/akbar.pdf>

2. Use pictures of Akbar, Birbal, and Punditji and ask them to make a story using these characters using both English and Hindi in their stories.

New Words:

learned

courtier

mastery

fluently

mother tongue
challenged

: showing education and knowledge
Eg. Birbal was a learned man.
: a person who attends the court of a
king/ queen(translate)
: having complete knowledge of
something. Eg. My mother cooks *rajmah*
very well. She has a mastery on cooking
rajmah.
: able to speak a language without any
problem (explain)
:(translate)
: to urge somebody to do something

Eg. Bhim challenged Duryodhan to fight
 with him.
 : (demonstrate)
 : accepted
 : (demonstrate and relate it to the game
 played earlier)

Reading:

7. Read aloud the entire text. Use proper voice modulation and gestures.
8. Now make the students do the same, taking turns, in pairs/individually.
9. Students will underline the new words as they read. They will give these words to their group-leaders who will compile the lists and give them to the teacher. Teacher will organise the speaking the (pronunciation) activity of these words the next day after checking the correct pronunciation of the given words.

Reading is Fun:

2. Do as suggested in the book.
3. Do the ones given below:

- i. Who accepted the challenge?
- ii. What did Birbal do with the feather?
- iii. What was the mother tongue of Punditji?
- iv. How did Birbal find the truth?

Let's Talk:

- Do as suggested in the book.
1. Ask at least five students. Also ask about the state/ place they come from. Tell them to show it on the map.
2. Ask at least five students to tell a joke in their own language. Let this be a voluntary activity.

Also do the following.

3. Divide the class into two groups of 'Questioners' and 'Answerers'. The answerer group will take up roles of 'teacher', 'grandfather' (both paternal and maternal), 'grandmother', 'mother', 'father' and other relations. The questioner group will go to any two students from the answerer group and will ask some of the following questions.

(i) What is your full name?

(ii) What is the meaning of your name?

(iii) Who kept your name?

(iv) Where were you born?

(v) Do you remember any interesting childhood experience?

(vi) What type of clothes did you wear when you were small?

(vii) What type of food was there in your time?

(viii) How was that food different from the food that people eat now?

(ix) What was your favourite food? Why?

(x) What kind of clothes did you wear?

(xi) What clothes did you wear at school?

(xii) Who was your favourite teacher? Why?

(xiii) What kind of stories did he tell you?

(xiv) What was your favourite story? Why?

(xv) Can you tell me your favourite childhood story, please?

Let's Listen:

1. Do as suggested in the book.

Say Aloud:

Do as suggested in the book.

Word Building:

1. Do as suggested in the book. Do all the activities.

2. Teacher can also encourage students to begin with words in their

mother tongue that show happiness.

Let's Share:

Do as suggested in the book. It may be difficult for students to convert it

into dialogues. Teacher should divide the class in groups and help each

group to do the task.

The Truth Balloon:

Make it a group activity. Also ask them to talk about their reasons for

choosing these things.

Fun Time

1. Do as suggested in the book. Let this be a pair activity.

2. Ask them to show all the places on the map of India. They can also

have individual outline maps of India and mark the places by working

in pairs.

3. Tell students that nature has given us a lot of friends such as the wind,

water, trees, grass, flowers, fruits, sun, rain, etc.

• Ask the students to select and name their favourite friend and

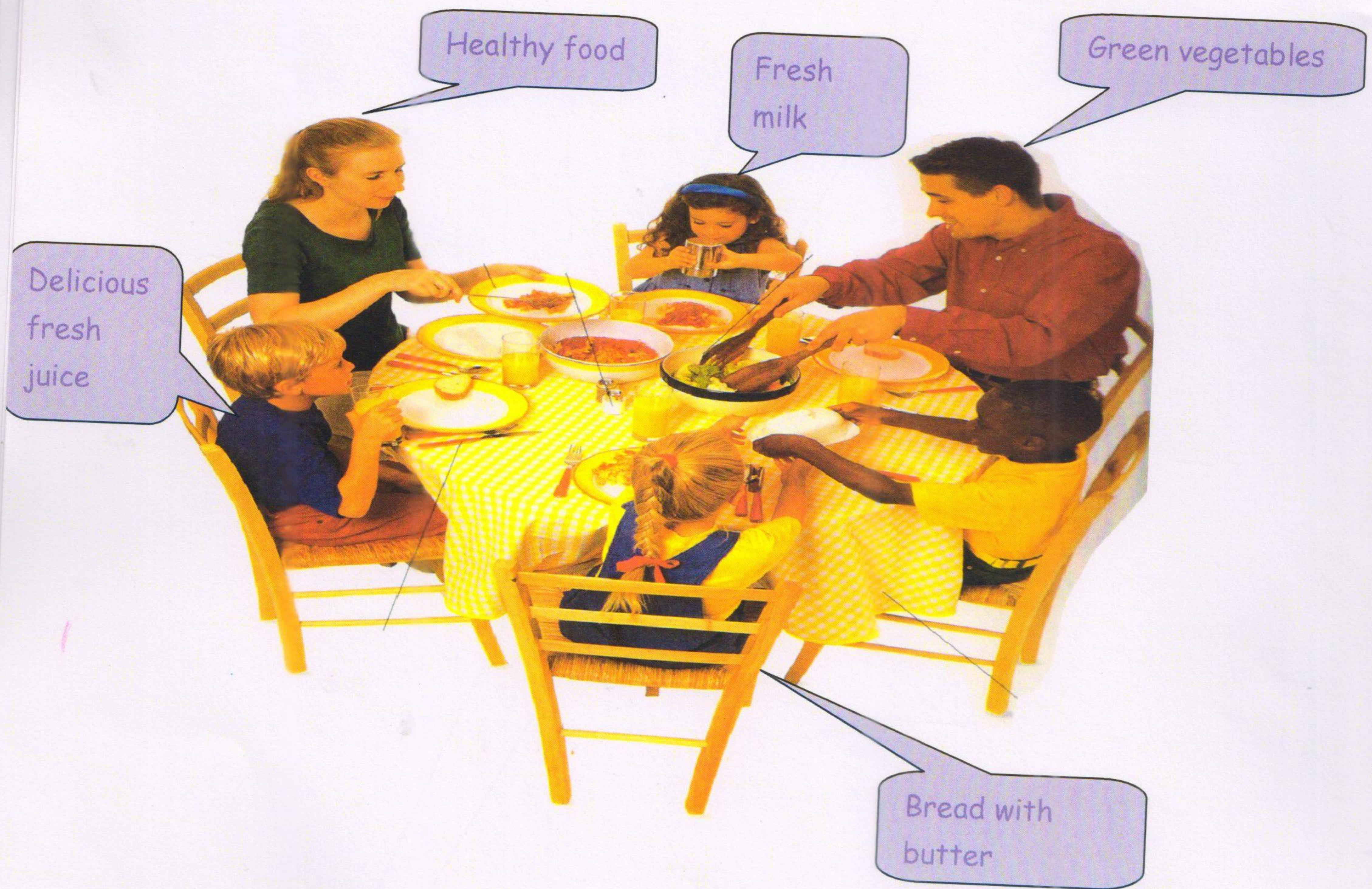
name it.

- Talk to this friend in your group.
- Now write two special things about your friend.
- Teacher should go to each group to monitor their speech.

Activity 5

Speaking (20 minutes)

Kids will look at the following picture and make their dialogues taking words from the talking boxes (bubbles).



Teacher's corner

Teacher's guide

Show the picture for activity 5 and ask the kids to speak simple dialogues with the help of the words written in the boxes. In the picture the family is eating their breakfast and talking to each other. The sentences can start with I or We. Ask the students one by one to make simple dialogues orally from the words given in the boxes against the characters in the picture. The teacher can also give some more examples to the students other than what are given in the answers.

(The teacher can encourage every student to stand and speak one sentence each.)

Classroom Language

Ok, children now I will show you the same picture but with little difference in it. We can see some words written in the bubbles. Can you see them? Now you will make simple dialogues on them e.g. it is written in the box fresh milk - so you can make a dialogue like, I am drinking fresh milk. Like this you will make simple dialogues of the words given. So, one by one you will come in front of the class and pick any word from the picture and make dialogue on it.

Answers

1. I will eat bread with butter.
2. I will eat bread and butter.
3. We should all eat healthy food.
4. The juice is very delicious.
5. I am drinking fresh juice.
6. We should eat green vegetables.
7. Green vegetables are good for health.
8. I am drinking fresh milk.
9. We should all drink fresh milk.

Wally