

Unit – 6

National Integration

Introduction

Recalls moments of glory

- On Republic Day
- Any international gathering
- Cricket and hockey matches
- On Independence Day
- * Any other suitable answers

A1. Read about Rohan and Rajni's observation about our Indian identity.

A2

State	Language	Cuisine	Handicrafts	Weather
Gujarat	Gujarati	Thepla, Dhokla	Mirror Work	Hot and Dry
Madhya Pradesh	Hindi	Bajra Roti	Vegetable Dye Prints	Hot
Chattisgarh	Hindi and Bihari	Roti	Gond-Tribal Painting	Hot
Jharkhand	Hindi and Bihari	Sattu	Terracotta Pottery	Hot
West Bengal	Bengali	Fish Curry and Rice	Bamboo, cane, Jute Products	Hot and Humid
Mizoram	Mizo	Fish and Rice	Bamboo and Cane	Hot and Wet

A3. Varied/ diverse but a common link somewhere

A4. Students present their conclusions to the class

A5. Follow instructions given- descriptions of states to be written and read out loudly and clearly. 4 students talking about their state should speak in turns and all together. The teacher is the final judge on any argument as to who gets the first chance in case two hands go up together.

- A6
1. Konark Temple – Architectural Reverence to the Sun God
 2. Floating Palace – Jaipur
 3. Lavni Dance – Maharashtra
 4. Tea Gardens of Assam/Darjeeling/ West Bengal
 5. Varanasi – The Holy waters.

Students give their own reasons for saying why they think this picture belongs to a particular region.

B1. Where ‘The Mind is without fear’

1. People are not afraid to say and do what they want
2. These are not the walls of the home but selfish beliefs, narrow-mindedness.
3. They limit the person’s attitude and vision.
4. In the milieu of outdated habits and superstitions
5. God should lead us forward into a free world.

B2 SWOT for India

Strengths – Natural resources, people power

Weaknesses- corruption , pollution , lack of health care, slow judicial system.

Opportunities

Industrial and economic development, education

Threats

Neighbouring countries, militancy, terrorism, caste divisions

Teacher may accept individual answers from students.

B3. My childhood

- B4.
- | | | | | | |
|------------|------|-----|-----|------|------|
| 1. A | 3.C | 5.B | 7.A | 9.A | 11.C |
| 2. A and C | 4.C | 6.B | 8.C | 10.A | 12.A |
| 13. A | 14.B | | | | |
- a. they provided food and shelter to many outsiders.
 - b. all necessities, material and emotional were provided for
 - c. it gave him his first job helping his cousin in distributing newspapers

- d. it was his first earning
- e. honesty, self discipline, faith in goodness, kindness
- f. they had no religious differences
- g. bed time stories told by Kalam's mother of Ramayana and the Prophet they arranged boards for carrying the idol of Rama
- h. he instilled the religious and caste differences between people
- i. they believed and practised the oneness of humankind
- j. the teacher's wife who had earlier refused to allow him into her kitchen now served him food in her kitchen

B6 Role play

The tips given in the MCB may be followed. Simple props and costumes like a turban, coat, cap may be allowed. The students should be given time to plan their scripts for atleast one period and then present it the next day in the class. The discussions that follow should summarise the role play. The black board is used to write down the main problems discussed and solutions offered during the role play.

B7 Diary Entry Format- Day /Date/Time on the left hand side.

Content and then signature at the bottom left hand side corner.

The points to be kept in mind while writing the diary entry – the incident, your feelings and your friend's – upset, shocked, sad, felt like crying, confused, couldn't understand, why you were separated- decide what to do – complain to the Headmaster, tell your parents and ask them to talk to your teacher, just be quiet and accept the situation.

Things to do

Students can be given the suggested activities for FA.

B8 Vocabulary

- 1. a. came up
- 2. b. locate
- 3. b. something destroyed
- 4. a. was found suitable for the slot
- 5. a. tolerate
- 6. c. dejected

- 7. b. agitated
- 8. a. at hand

B9 Phrases

- 1. Break out – 3
- 2. To look for – 1
- 3. To take over – 4
- 4. To go into – 5
- 5. On the whole – 2

B10 Letter to the Editor – Format

From (Receivers Address)

Date

The Editor

Name of the Newspaper

Place

Date

Sub-

Sir/Madam

Body of the letter

Yours sincerely

Sign

(name)

Format of an Article

Heading

By line

Content

Hints-India a land of diversity-- different states – different people-different languages-varied cuisines, costumes, weather conditions, festivals, flora, topography.

But basic oneness of being Indian, our rich culture and heritage , our common past of having been under the British, our freedom struggle, our common goals of developing India- politically, economically, culturally binds us together-our country's flag, anthem, achievements of great Indians, all foster a sense of pride and belonging.

B11 Assignments

1. National Integration Award- choice may be based on suggestion- age group, type of work, result of their work- has it brought about any positive change- concrete evidence-interview people who were involved / affected and how it has made a difference.
2. Designing a stamp- students' creativity to be appreciated.

- B12
- a. Ensure peace and stability, progress, brings together the diverse races, religions, cultures and language groups.
 - b. Same as above.
 - c. Regionalism, communalism, religious fanaticism, radicalism, lingualism and now terrorism.
 - d. Regional aspirations controlled, no community to be placed above nation- Linguistic preferences peacefully dealt with- control religious fanaticism.
 - e. Create an emotional bond, help them share common ideas and values- constitution, territorial continuity, literature, music, national festivals, flag, sports, Bollywood.
 - f. Internal freedom can be attained by freeing the mind of selfish ego and awareness of basic values and humanity in general.

B14 Match

1. Foster -3
2. Pernicious -5
3. Integration-1
4. Fanaticism- 2
5. Solidarity-4

B15 Group Discussion

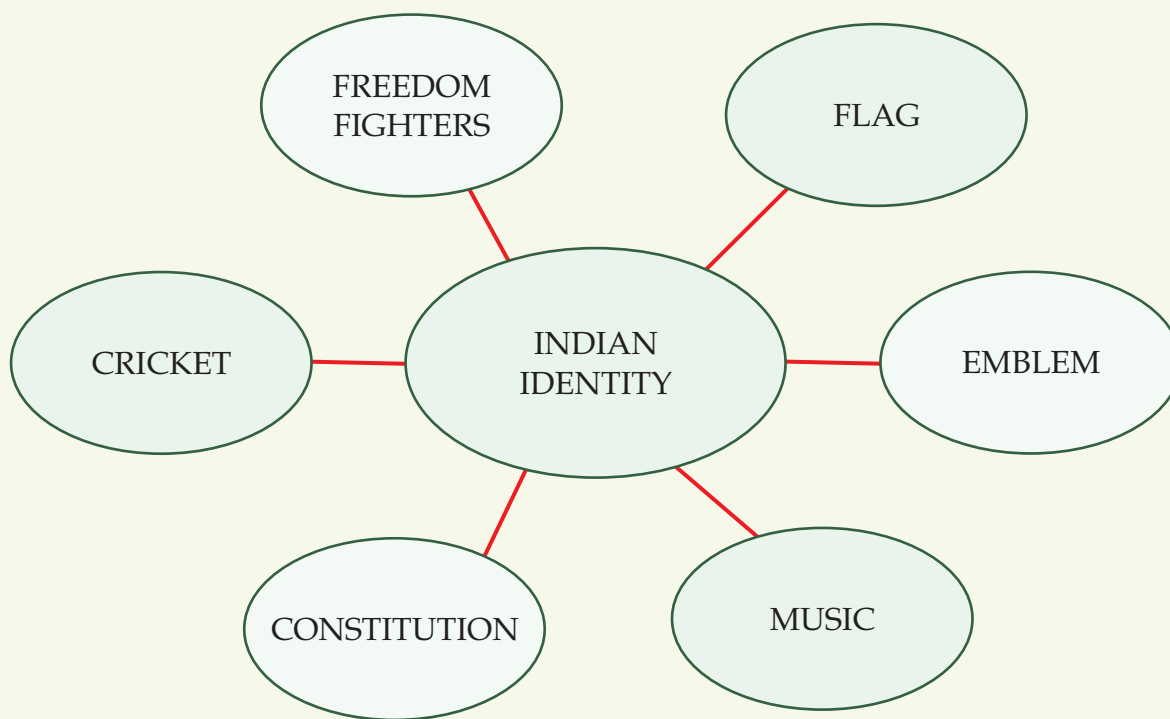
The teacher and students prepare for the discussions by reading through the tips given.

C SPIRIT OF UNITY

- C1 The student groups are given the option of choosing the mode of presentation – power point, chart, collage etc,. The teacher can evaluate them based on parameters like, presentation, relevance, variety.
- C2 Film review
- C3 Students go through the words that can be used for writing a film review.
- C4 Writing a film review. Students are asked to read the way a film review is to be written.
- C5 The teacher shows the children an inspiring film like Chak de India or Lagaan and asks them to review it. The guidelines given will help them in effective writing of the review. The teacher may ask the children to read aloud the reviews of few current movies from the newspaper. It should be emphasized that on no account should the climax or the ending of the movie be revealed. The students may also be asked to review the movie that they have seen recently.
- C6 The music may be played in class, the other factors discussed. How each one of them has permeated into different parts of India irrespective of the differences – group discussion.

D. Mile Sur Mera Tumhara

- D1 Students read the extract.
- D2 The teacher asks the students to discuss popular slogans and coin new ones.
- How to write a slogan
 - Easy language
 - Short
 - Preferably a couplet
 - No complete sentence
- D3 The students coin the slogans for the given pictures.
- D4 Students also choose or think and come up with various answers



- National Anthem, Culture, Heritage, Monuments etc.

- D5 The video of Mile Sur Mera Tumhara is screened for the students to help them understand it better.
- D6 After listening to the song, students are divided into groups of two or three and asked to present it in a particular language. To make it more interesting, they may be asked to dress up in that region's traditional costume. This can be an activity for the morning assembly.