



## UNIT-6



Hiawatha

The Scholar's  
Mother Tongue



*Enjoy this poem*

# Hiawatha



0424CH06

Hiawatha was a young Red Indian boy. He lived with his old grandmother, Nokomis, in a wigwam.

Nokomis taught Hiawatha about the wonders around them. She told him about the stars, the trees, the insects, the birds, the animals, and many other things.

Hiawatha grew up to love them all. He could talk to the birds and the animals, and they to him.

“Then the little Hiawatha  
Learned of every bird its language,  
Learned their names and all their secrets,  
How they built their nests in Summer,  
Where they hid themselves in Winter,  
Talked with them whene’er he met them,  
Called them ‘Hiawatha’s chickens.’



wigwam, beavers,  
acorns, reindeer, timid

wigwam, beavers,  
acorns, reindeer, timid





## Reading is fun

1. Who was Hiawatha?
2. Who was Nokomis?
3. What did he learn about the birds?
4. What secrets did he learn about beasts?



## Let's listen

1. Whisper a secret in your partner's ear. The partner will in turn whisper his secret in your ear.

I have seen a whale  
with a polka dot tail.



I have seen a bee  
with a fractured knee.



Now talk about the secret aloud.



## Chinese Whisper

2. Form a circle and whisper a secret into the ear of the person on your right. He in turn whispers into the ear of the person on the right. Pass the secret on till it goes around the circle. The last person will tell the secret aloud.

Is the secret the same as what the first child had whispered?



Let's talk

1. Do you think that –
  - (a) Hiawatha liked learning new languages?
  - (b) Hiawatha called the birds 'chickens' and the beasts 'brothers'? What do you think this shows?
  - (c) Do birds have secrets?
  - (d) Do you know the secret language of any animal? Tell the class about it.





Say aloud

|          |         |       |         |
|----------|---------|-------|---------|
| squirrel | quarrel | queen | quick   |
| quill    | quilt   | quiet | quality |

1. Use words beginning with 'h' sound like –  
**hat, house, hen, hide, horse, heart, hand** etc.

Make a pair of words, one a 'describing word' and one a 'naming word'.

*Happy Hiawatha, hungry hippopotamus,  
high horse, heavy hand.*

2. Have you seen

- (a) a hippopotamus  
in a hat?



- (b) a hen in  
a beehive?



- (c) a helicopter  
with hair?



- (d) a horse  
drink honey?



Let's share

Make a story of the poem and share it with your friends. You can change Hiawatha's name and give the name of your classmate. Start the story which other children can continue.

You could begin like this –

Once upon a time there was a boy called ...





## Let's write

1. This is a park where children talk to different animals and birds. Write four sentences about the picture. Use capital letters where required, complete sentences and punctuation.



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Now colour the picture.





2. Where do the following live ?

(a) Birds live in

\_\_\_\_\_

(b) Rabbits live in

\_\_\_\_\_

(c) Beavers live in

\_\_\_\_\_



3. Describe Hiawatha, his home and friends in ten lines.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What did Hiawatha love?

\_\_\_\_\_



5. Match 'A' with 'B' and write the complete sentences below

| A        | B                     |
|----------|-----------------------|
| Whenever | I go, I have friends. |
| Whoever  | I am hungry, I eat.   |
| Wherever | comes first, wins.    |

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6. Complete the following stories by using an appropriate word from the box given below –

my, his, he, your

- (A) Ram was a farmer. \_\_\_\_ wanted to sell \_\_\_\_\_ goats and sheep. So he went to the market. There \_\_\_\_\_ sold all \_\_\_\_\_ animals to a rich man and got a lot of money. When he was going back to \_\_\_\_\_ village, three thieves





stopped him. "Stop! Give us all \_\_\_\_\_ money." Ram was very clever. He said, "I'll give \_\_\_\_\_ money to the strongest of you." On hearing this, the thieves started fighting amongst themselves. Ram slipped away quietly.



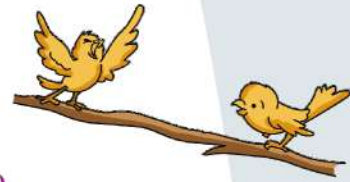
- (B) Sitting on a tree a crow was enjoying a piece of bread. A hungry fox wanted to have that bread. \_\_\_\_\_ said very sweetly, "Dear brother, I've heard that \_\_\_\_\_ voice is very sweet. Please sing a song for me." The foolish crow opened \_\_\_\_\_ beak and the piece of bread fell down. The fox picked it up in \_\_\_\_\_ mouth and ran away.



7. Some words have similar sounds, but different meanings. Choose the correct word from the box and fill in the blanks.

(a) The bird sits on a \_\_\_\_\_.

(bow, bough)



(b) The squirrel has a long \_\_\_\_\_.

(tail, tale)



(c) I have to leave at \_\_\_\_\_.

(too, two)

(d) This sum is \_\_\_\_\_.

(right, write)



(e) I can \_\_\_\_\_ the bird's song.

(hear, here)

(f) Do you \_\_\_\_\_ a secret?

(no, know)

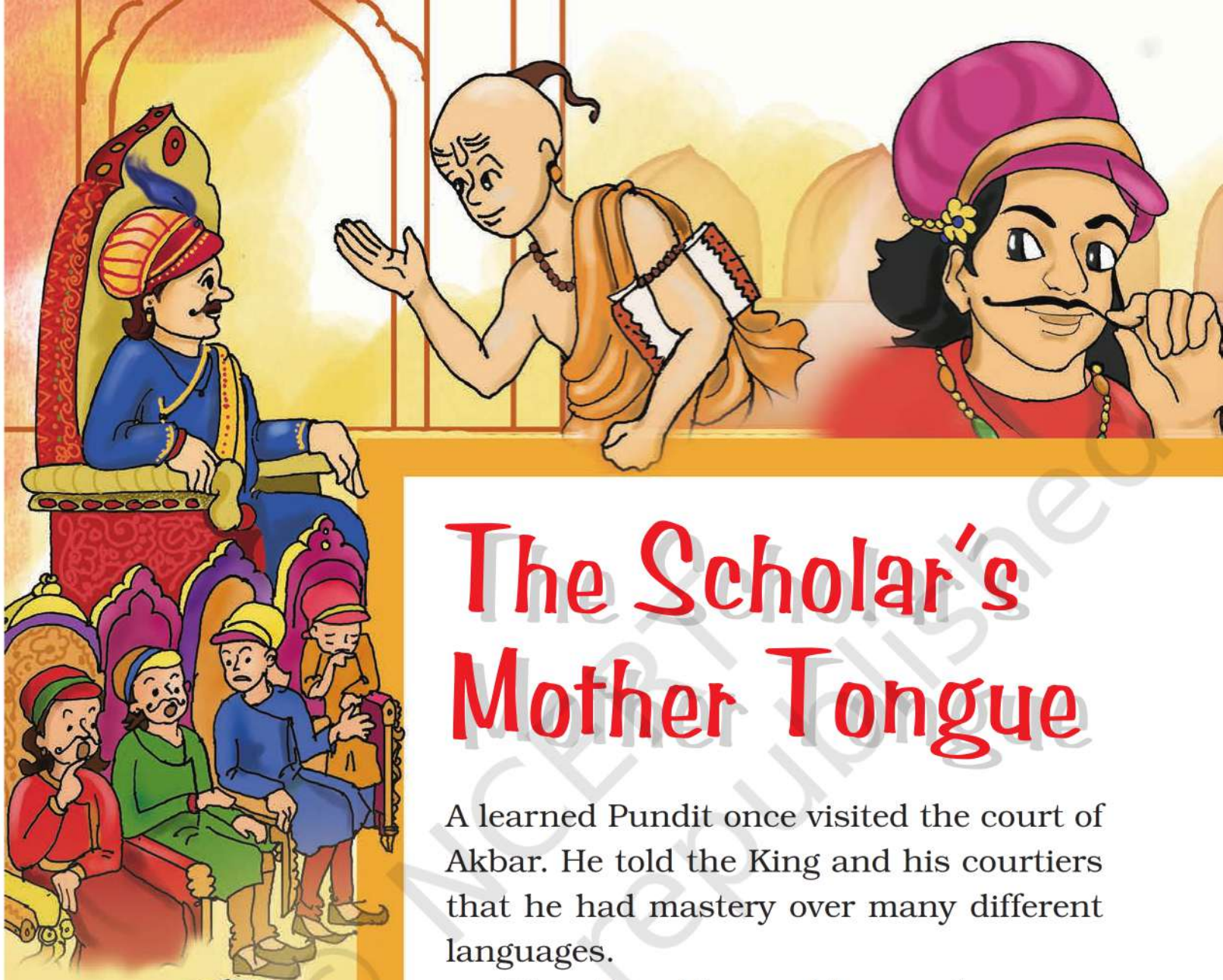
(g) The King sits on the \_\_\_\_\_.

(thrown, throne)

(h) He is our school \_\_\_\_\_.

(principal, principle)





# The Scholar's Mother Tongue

A learned Pundit once visited the court of Akbar. He told the King and his courtiers that he had mastery over many different languages.

The Pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at

## New words

mother tongue,  
challenged,  
tickled, irritated

the court to name his mother tongue. When everyone failed, the challenge was taken up by Birbal.

That night, Birbal went quietly to the Pundit's room when he was asleep. He whispered into the Pundit's ear and tickled it with a feather. The Pundit, half awake, cried out suddenly and shouted out words in his mother tongue.

Birbal came to the court the next day and told everyone that the Pundit's mother tongue was Telugu. The Pundit was surprised and accepted the truth.

King Akbar then asked Birbal, "How did you find the truth?"

Birbal answered, "In times of difficulty, a person speaks only in his mother tongue." He also told the King how he had gone to the Pundit's room at night to find out the truth.

*– Adapted from  
Akbar and Birbal stories*





## Reading is fun

1. Who came to Akbar's court?
2. What did he claim to know?
3. How did he challenge everybody?



## Let's talk

1. What is your mother tongue?
2. Tell the class a joke in your mother tongue.
3. Do you know any other language? Do you know a joke in English? Tell your friends.



## Let's listen

1. Listen to your favourite advertisement on the radio or T.V. Repeat it with stress on the words. Act, draw and write the advertisement.





## Say aloud

ask

bask

mask

task

scholar

school

scan

skim

We say – **I learnt my lesson.** (action word)

But **A learn-ed pundit** came to the court. (describing word)

We pronounce it as **learn-id** to rhyme with

**created**

**waited**

1. Tick (✓) the words which end with the sound **id**. Say each word aloud

accepted ☐ answered ☐ irritated ☐ failed ☐

completed ☐ challenged ☐ cried ☐ surprised ☐

find ☐ licked ☐ celebrated ☐ fried ☐



## Word building

1. Make a class dictionary with words from the story. Try to find suitable words for them in your mother tongue. Say these words aloud.

Then make sentences with those words in your class dictionary.





### Words in English

### Sentences

Converse

Tickle

|  |  |
|--|--|
|  |  |
|  |  |
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|  |  |
|  |  |
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|  |  |
|  |  |
|  |  |

2. Write all the words that show you are happy.

*For example :* Hurray, Ha! Ha!

*Add more*

\_\_\_\_\_

3. Tick (✓) the right answer.

(i) 'I visited the court of Akbar' means

(a) You always live there.

☐

(b) You came there for a short time.

☐

(c) You were born there.

☐

(ii) To imitate someone means to

(a) copy someone

☐

(b) tease someone

☐

(c) make someone angry

☐

4. Look and fill in the columns. One has been done for you.

|        |         |        |       |
|--------|---------|--------|-------|
| quiet  | quietly | sad    | _____ |
| fluent | _____   | fierce | _____ |
| angry  | _____   | gentle | _____ |

5. Match the words in Column 'A' with words in Column 'B'.

| A          | B          |
|------------|------------|
| king       | children   |
| teacher    | patients   |
| doctor     | courtiers  |
| bus driver | clients    |
| lawyer     | passengers |
| mother     | students   |

6. Play this game with a friend. Pick up what you want from any basket.

Add **a** or **an** before it.

Now say the sentences below, using these things –





**Neena** : Can I have \_\_\_\_\_, please?

**Rahul** : Yes, here you are.

**Jeevika** : Can I have \_\_\_\_\_, too.

**Nikhil** : No, sorry. You can't have that.

Make more sentences using words from the baskets.

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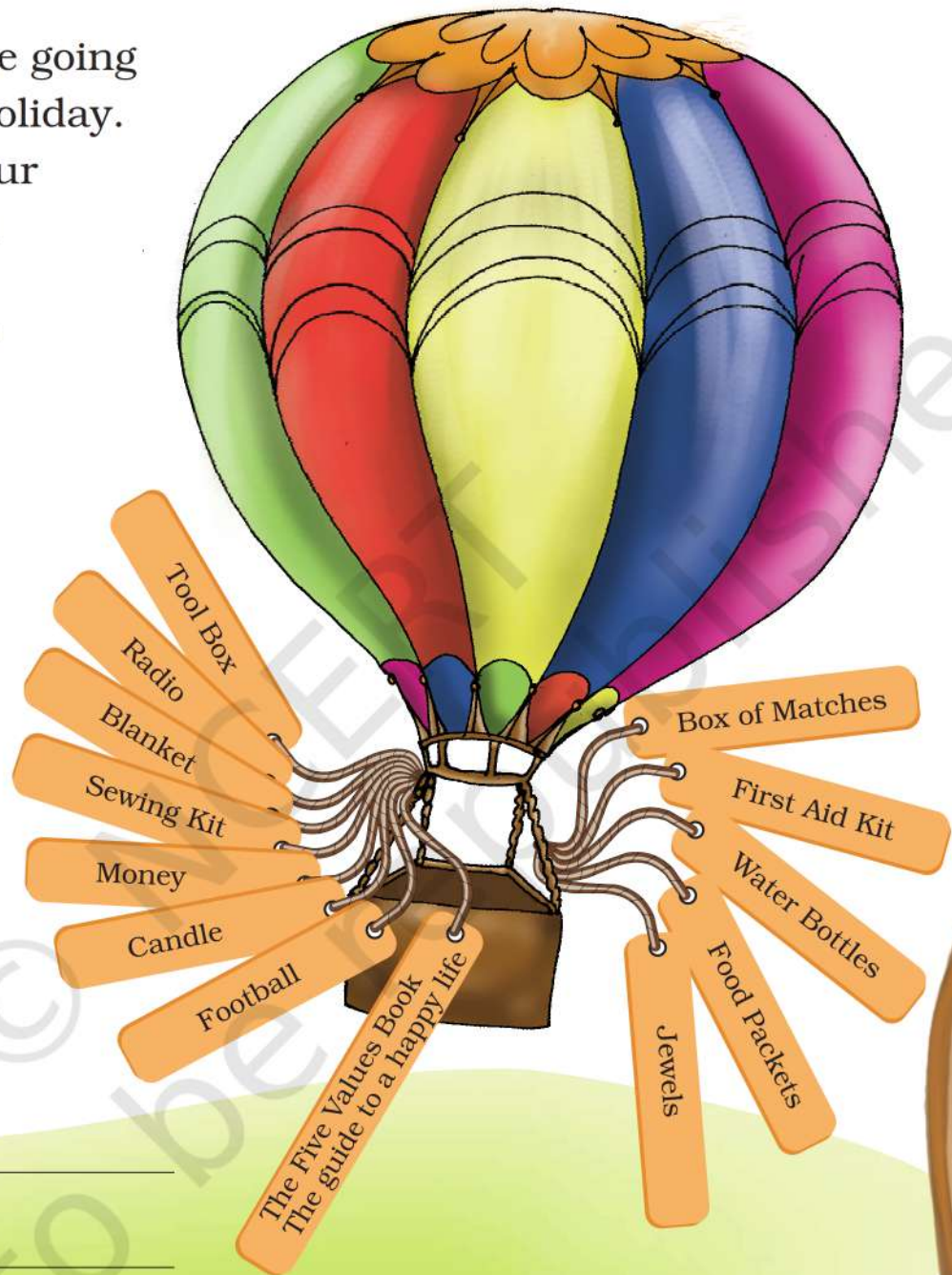
**Let's share**

1. How did Birbal find out about the Pundit's mother tongue?
2. Act this out with your friends and make it into a class play.



# The Truth Balloon

Suppose you are going on a camping holiday. What are the four most important things you will carry with you? Choose from the tags attached to the hot air balloon.



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Fun time

### Crossword fun

India is a country of many languages. Let's see if you know what the people of the states in this crossword puzzle speak. The clues are given below. The first letter of each answer has been filled in for you.

#### Across

1. This language is spoken in Orissa
2. It is spoken in Karnataka
4. The people of Assam speak this language
7. This language is used in Andhra Pradesh
8. You can hear this spoken in Maharashtra

#### Down

3. The people of Kerala speak this language
5. This is our national language
6. The language of the Goan people
7. This is spoken in Tamil Nadu
9. It is widely spoken in Uttar Pradesh and elsewhere





<sup>6</sup>K



<sup>3</sup>M

<sup>4</sup>A

<sup>9</sup>U

<sup>1</sup>O

<sup>8</sup>M

<sup>5</sup>H

<sup>7</sup>T

<sup>2</sup>K



## THEMES

Communication, mother tongue and multilingualism



## Teacher's page

## Unit 6

Poem : *Hiawatha*

Story: *The Scholar's Mother Tongue*

The teacher's effort in this Unit is to realise that as children develop the skill in using language, they acquire the ability to think objectively. Many factors in the home environment affect the way a child learns language.

- Help students use language to transmit and receive meaning.
- Develop in children the ability to listen effectively to communicate with others.

Give a variety of inputs in English and use the mother tongue as a resource.

Materials can be designed to promote multilingual activities, and teachers need to work out how more than one language can be used naturally. Teachers can introduce parallel texts in more than one language – these may be the same story in different Indian languages to involve similar language activities such as rhymes, sound games, etc.

### Warm up

Create a class drama where some children can take up roles as mummy, papa, *dada*, *dadi*, *nana*, *nani*. The rest of the class can go and ask them for their favourite food/clothes/stories (this exchange in a warm-up exercise will bring out the vibrancy of language).

### Reading time

Reading is a transferable skill – improvement in reading in one language results in reading improvement in general. Try to foster correct pronunciation and develop fluency in speech.

**Sharing time:** Share the story of Mowgli the boy who was brought up in the Indian jungles with the help of Baloo the **bear** and Bagheera the **panther** and how they have to fight the **tiger** Sherkhan and the animals in the jungle. If possible let them hear the song जंगल जंगल बात चली है पता चला है चड़्डी पहन कर फूल खिला है (the Japanese animation of *Jungle Book*'s original story by Rudyard Kipling was dubbed in Hindi for *Doordarshan* in the early 1990's).

**Creative time:** Ask children to talk to imaginary friends like the wind, water, trees, grass and ask them to write/draw what they felt.

**Language corner:** Class dictionary from Unit 1 to 6 should be checked and Unit 7 to be included.

**Environment:** An outdoor trip where the children are involved with creating a learning environment.

