

CHAPTER –3

GLIMPSES OF THE PAST

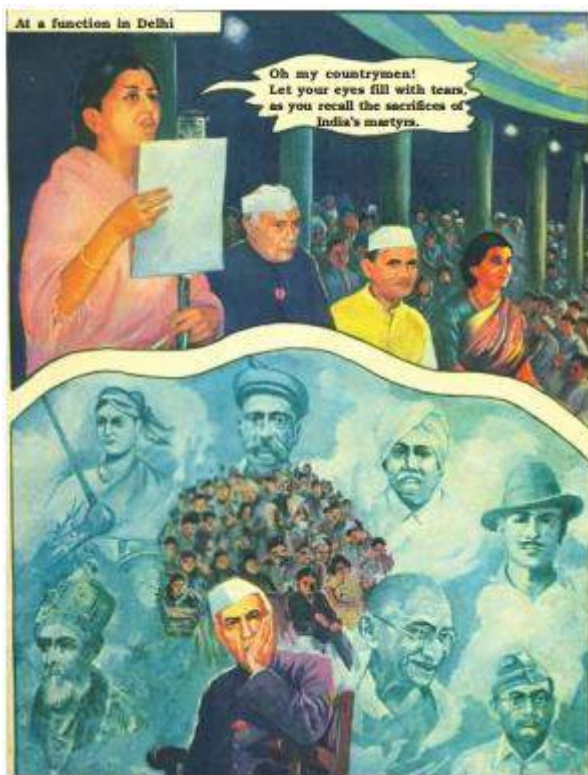
❖ Comprehension check Pg-45

Question 1:

Look at picture 1 and recall the opening lines of the original song in Hindi. Who is the singer? Who else do you see in this picture?

Answer:

The picture 1 is shown as below:



These are the lines of a poetic song in Hindi, sung by the India's nightingale Lata Mangeshkar. Jawahar Lal Nehru, Lal Bahadur Shastri, Indira Gandhi, Rani Laxmi Bai, Mahatma Gandhi, Bhagat Singh can also be seen in the picture.

Question 2:

In picture 2 what do you understand by the Company's 'superior weapons'?

Answer:

The East India Company ruled India because they had access to higher quality weapons. Also, they exploited our country resources and fetched the riches to their country.

Question 3:

Who is an artisan? Why do you think the artisans suffered?
(Picture 3)

Answer:

An artisan is a craftsman. He is skilled in making decorative items. The artisans suffered because the British goods from Britain and sold them in India extensively which affected the artisan's business very badly. Also, the British exposed very high taxes on the artisan which made the artisans economically very unstable.



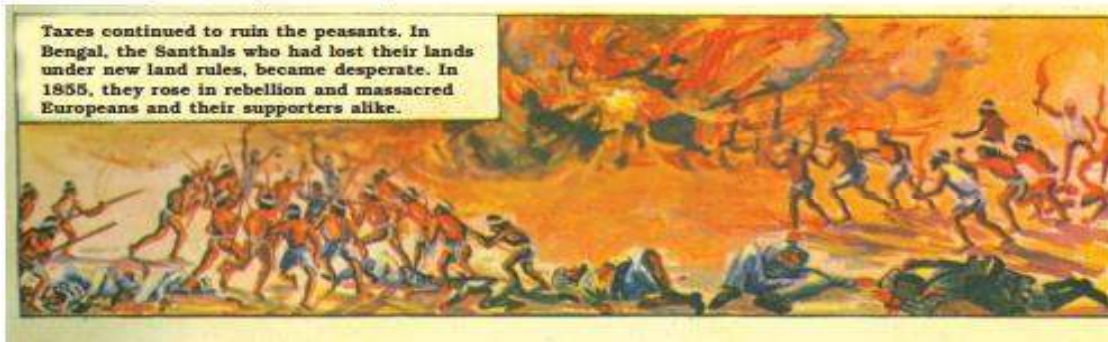
Question 4:

Which picture, according to you, reveals the first sparks of the fire of revolt?

Answer:

The picture 7 reveals the first spark of the fire of the revolt.

7. The Sparks (1855-57)



❖ Working with the text

Question 1:

Do you think the Indian princes were short-sighted in their approach to the events of 1757?

Answer:

Yes, Indian princes were short-sighted in their approach to the events of 1757.

Because the British led to internal fights between the Indian princes. They prompted the Indian Princes to seek their help in fighting with one-another. In this way, they fooled the Indian princes who fought in themselves and ultimately the British took over the control over India.

Question 2:

How did the East India Company subdue the Indian Princes?

Answer:

The British created such conditions that in every part of the country, the Indian rulers were fighting in themselves. The English merchants prompted the Indian princes to seek their help in the fights. Such conditions created constant chaos and tensions in the country. As a result, the power passed into the hands of British merchants and they became the rulers of the country.

Question 3:

Quote the words used by Ram Mohan Roy to say that every religion teaches the same principles.

Answer:

Ram Mohan quoted, “Cows are of different colours, but the colour of their milk is same. Different teachers have different opinions, but the essence of every religion is the same.”

Question 4:

In what ways did the British officers exploit Indian?

Answer:

The British exploited the Indians in the following ways:



1. They imported cheap products from Britain and sold them extensively in India on higher prices. In this way, the business of Indian merchants suffered badly.
2. They imposed high taxes on the Indian farmers which led to the poor farmers leaving the fields.
3. The British themselves took big packages and cut-down the salaries of Indian employees.
4. The British took the India's wealth to their country.

Question 5:

Name these people.

- (i) The ruler who fought pitched battles against the British and died fighting.
- (ii) The person who wanted to reform the society.
- (iii) The person who recommended the introduction of English education in India.
- (iv) Two popular leaders who led the revolt (choices may vary.)

Answer:

- (i) Kunwar Singh

He was the notable leader of the Indian Rebellion of 1857

- (ii) Ram Mohan Roy



Ram Mohan Roy was a social reformer and the founder of Brahmo Samaj.

(iii) Macaulay

Thomas Babington Macaulay was a British historian.

(iv) Begum Hazrat Mahal, the begum of Ahmedabad and Kunwar Singh led to the revolt.

Question 6:

Mention the following.

- (i) Two examples of social practices prevailing then.
- (ii) Two oppressive policies of the British.
- (iii) Two ways in which common people suffered.
- (iv) Four reasons for the discontent that led to the 1857 War of Independence.

Answer:

i. Two examples of social practices prevailing then.	1.Child Marriage 2.Untouchability
ii. Two oppressive policies of the British.	1.Imposition of heavy import duty on goods. 2. Ruined the cottage industry
iii. Two ways in which common people suffered.	1. The group of people called “Santhals” lost their fields and they revolted against British. 2.The British soldiers were paid high salaries as compared to Indian soldiers.



	3. The religious sentiments of Indians especially Brahmins hurt when they got to know that the bullets that they had to bite contained cow and pig fats. 4. The landlords protested against British because they lost their lands.
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❖ Working with Language

Question 1 A:

Change the following sentences into indirect speech.

First man : We must educate our brothers.

Second man : And try to improve their material conditions.

Third man : For that we must convey our grievances to the British Parliament.

The first man said that _____

The second man added that they _____

The third man suggested that _____

Answer:

The first man said that they must educate their brothers.

The second man added that they should try to improve their material conditions.

The third man suggested that they must convey their grievances to the British Parliament.

❖ Speaking and Writing

Question 1:

Playact the role of farmers who have grievances against the policies of the government. Rewrite their 'speech bubbles' in dialogue form first

Answer:

The student must do themselves.

Question 2:

Play and act the role of farmers who have grievances against the policies of the government. Rewrite their speech bubbles in dialogue form first.



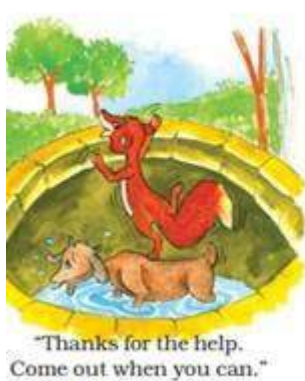
Fox accidentally falls into a well



"How do I get out of here?"



"Hello! Is this water sweet?"



(i) Ask one another questions about the pictures.

- Where is the fox
- How did it happen?
- What is the fox thinking?
- Who is the visitor?
- What does she want to know?
- What is the fox's reply?
- What happens next?
- Where is the goat?
- Where is the fox now?
- What is the goat thinking?

(ii) Write the story in own words. Give it a title.

Answer:

(i) ● The fox is in the well.

- The fox fell into the well accidentally,
- The fox is thinking how she can get out of the well.
- The visitor is a goat.
- The goat wanted to know whether the water in the well is sweet.
- The fox replied that the water is very sweet and she also drank a lot of it.
- The goat also wanted to taste the water.
- The fox dragged the goat in the well.
- The fox comes out of the well.
- The goat remembers the advice of her mother, to not listen and trust any stranger blindly.

(ii) The fox in a well

Once upon a time, a fox fell into a well accidentally. She was very upset thinking how will she get out of the place. Soon, a goat comes near the well. She looked inside and found the fox there. The goat asked the fox, “Is the water, sweet?”

The fox was clever, she answered, “Yes, sister, it is very sweet. I have already drunk a lot”.

On hearing this, the goat also wished to drink the sweet water. She asked fox, if she will help her get in the well also. The fox



became very happy and offered her help. The fox dragged the goat inside the well and herself climbed out of the well.

The goat became sad on becoming a fool and remembered her mother's advice to not trust anybody.

Question 3:

Read the following news item.

History becomes fun at this school

Mumbai: Students in the sixth grade of a certain school in Navi Mumbai love their history lessons thanks to a novel teaching aid. It is not surprising given the fact that their study material includes comic books and they use their textbooks for reference to put things into perspective. Besides, students are encouraged to tap other sources of information as well. During history classes, students pore over comic strips of historical periods, enact characters of emperors and tyrants, and have animated discussions on the subject. History has become fun.

In the class students are asked to read the comic strip aloud, after which they break up into groups of four, discuss what they have heard and write a summary. Each group leader reads his group's summary aloud and the whole class jumps into discussion and debate, adding points, disagreeing and qualifying points of view. A sixth grade student says, "It's a lot of fun because everyone gets a chance to express themselves and the summary takes everyone's ideas into account."

According to the school principal the comic strip format and visuals appeal to students. A historian feels that using comics in schools is a great idea. Comics and acting help students understand what characters in the story are actually thinking.

(adapted from *The Times of India*, New Delhi, October 2007)

Based on this news item write a paragraph on what you think about this new method of teaching history.

Answer:

The student must do themselves.



Question 4:

Find the chapters in your history book that correspond to the episodes and events described in this comic. Note how the information contained in a few chapters of history has been condensed to a few pages with the help of pictures and ‘speech bubbles’.

Answer:

The student must do themselves.

Question 5:

Create a comic of your own using this story.

Answer:

The student must do themselves.

❖ Macavity: The Mystery Cat – Working with the poem**Question 1:**

Read the first stanza and think.

- (i) Is Macavity a cat really?
- (ii) If not, who can Macavity be?

Answer:

(i) No, Macavity is not a cat. The poet has cleverly drawn the elements of a super criminal in the form of a cat. The cat is just a symbolic representation of the master mind criminal.



(ii) Macavity can be a criminal, a thief, or a dangerous person. The cat is used to represent that ferocious and clever criminal.

Question 2:

Complete the following sentences.

- (i) A master criminal is one who
- (ii) The Scotland Yard is baffled because
- (iii) because Macavity moves much faster than them.

Answer:

- (i) A master criminal is one who is a mysterious criminal unreachable from the hands of the police.
- (ii) The Scotland Yard is baffled because it fails to get any clue about the mysterious criminal.
- (iii) The flying squad because Macavity moves much faster than them.

Question 3:

“A cat, I am sure, could walk on a cloud without coming through”.

(Jules Verne)

Which law is Macavity breaking in the light of the comment above?



Answer:

Macavity is talking about the “Newton’s Law of gravitation”

Question 4:

Read stanza 3, and then describe Macavity in two or three sentences of your own.

Answer:

Macavity is a ginger coloured- tall and thin cat. His head is like a dome with sunken eye embedded below his wrinkled forehead. He is very ferocious and clever.

Question 5:

Say ‘False’ or ‘True’ for each of the following statements.

- (i) Macavity is not an ordinary cat.
- (ii) Macavity cannot do what a fakir can easily do.
- (iii) Macavity has supernatural powers.
- (iv) Macavity is well-dressed, smart and bright.
- (v) Macavity is a spy, a trickster and a criminal, all rolled in one.

Answer:

- (i) True

Yes, it is true that Macavity is not an ordinary cat, Infact, it is not sure, if it is a cat.

- (ii) False

Macavity is powerful and can do whatever the fakir does.

(iii) True

Yes, Macavity has supernatural powers. He is a mysterious person.

(iv) False

No, Macavity is not well-dressed. His coat is not ironed and cheek hairs are also not combed.

(v) True

Macavity is a mysterious person. He can be anything sort of ferocious and clever man.

Question 6:

Having read the poem, try to guess whether the poet is fond of cats. If so, why does he call Macavity a friend and monster?

Answer:

The poet finds cat very intelligent and skillful. Macavity's fast movements and not being caught by the police led the poet to give him the resemblance with the cat's despite of his ferocious acts.

He calls him a friend, because he is fond of cats but a monster because he broke laws and did criminal activities.

Question 7:

Has the poet used exaggeration for special effect? Find a few examples of it and read those lines aloud.

Answer:

Yes, the poet has used exaggeration for the special effect.

Some examples are quoted below:

“His power of levitation would make the fakir stare”

“A friend in feline shape, a monster of depravity.”