

UNIT 6

Careful Analysis



ACTIVITY - 1

Remember that we said “analysis” is looking carefully at the details of something in order to understand the whole thing. We talked about analysing poems, but we can analyse anything, even a picture. We just have to look very carefully!

“Analysis” is looking very carefully at the details of something in order to understand the whole. Analysis is a useful way to find out more about any kind of source.



On your way up?

We're already there!

Ssin, Inc.

CC By 2.0, "Triund Bouldering", by Ryan Weller <http://www.flickr.com/photos/21587193@N07/5733712019>

Look at the picture. First, we can describe it, in general. It is an advertisement. It shows a mountain environment with a man climbing a rock in and it has some words on it.



ACTIVITY -2

Now look much more carefully at the advertisement. Observe the details. What are the words? What is the man like? What is he wearing? What colours are used? How big are the words? How big is the rock? How many other rocks are shown? What do you see in the foreground? What is in the background? What do you see in the grass? On the mountains?

1) First, write 10 details on the chart that you find by looking at the advertisement very carefully. Try to observe so carefully that you find details that no one else notices!

| MY CAREFUL OBSERVATIONS | Someone else also noticed this one. |
|-------------------------|-------------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

2) Fill up the chart with the most careful observations you can. Then share your ideas and compare your chart to your classmates' charts. If someone else has noticed the same detail you did, tick it.

3) When you hear or think of a new detail that you did not notice before, add it to your list. If you learned it from a classmate, add the name of the classmate who noticed it. Add at least 5 new details after talking to classmates.

| NEW OBSERVATIONS I LEARNED FROM CLASSMATES | Who did I learn it from? |
|--|--------------------------|
| | |
| | |
| | |
| | |
| | |

ACTIVITY - 3



Work together with a partner or group to find ways to think about advertisements. Sit together to look at the ads and discuss the questions.

Explain your answers by giving at least one detail that you see in the advertisements as evidence for your answer.



| What do you think? | Top Taste Daal | Care Soap | What do you see in the ad that makes you think so? |
|---|----------------|-----------|--|
| What are they trying to sell? | | | |
| Who are they trying to sell to? | | | |
| What are they trying to make you feel or think? | | | |
| How does the text help create the feeling or thought? | | | |
| How does the picture create the feeling or thought? | | | |
| Would you want to buy it? | | | |

ACTIVITY - 4



The advertisement in Activity 1 does not have a clear product the way the ads in Activity 3 do, but it still uses text and an image to create feelings and thoughts.

What do you think the advertisement is trying to sell?

Write a paragraph giving your own interpretation of the advertisement in Activity 1. Reference the advertisement by giving a general description of it, then give your answers to the question, “What do you think the ad is trying to sell and why do you think that?” Use details from the ad that you observed as evidence for your answer. Discuss how the ad works to create feelings and thoughts.

ACTIVITY -5

Share your interpretation of the advertisement with two classmates. Fill out the table based on what you hear from your classmates.

| MY CLASSMATES' INTERPRETATION OF THE ADVERTISEMENT | | | | | |
|--|--|---|--|-------------------------------------|---|
| Writer's name (classmate) | Does the writer describe the ad generally? | What does the writer think the ad is selling? | What feelings and thoughts is the ad trying to create? | What evidence does the writer give? | How is the writer's interpretation different from mine? |
| | | | | | |
| | | | | | |



ACTIVITY-6

Everything is more interesting if we look at it very closely. We can even analyze a poem to learn more about it. Read the poem, “Waiting for the Peacock”. The notes will help you analyse the structure of the poem so you can see how it is written.

How is waiting for a peacock to dance like waiting for a six in cricket?

“Waiting for the Peacock”



CC By 2.0, Scott Anderson, www.flickr.com/photos/97477946@N00/5829689181/

Waiting for the peacock
is like waiting for Sachin
to hit a six,
blinded by
stadium lights, Diwali-like,
crushed by cousins.

Cold turning hot, sticky, sweet,
“Coke”. Condensing on dirty
hands. Sore and sleepy
too hopeful to leave
too soon—till, *Look*,
Did you see it? Yes,
in plumes of silver, blue, and green.

**Waiting for a peacock to dance is
like waiting for...**

**The poet compares waiting for the
peacock to waiting to see Sachin play.
Which words describe the cricket match?**

**The poet uses concrete words to
give the feeling of waiting.**

**Until finally, the poet tells what is
said when the peacock dances, and, finally,
what it looks like.**

Ask classmates for help with the meanings of words you don't know and help your classmates with words you do know. Work with your classmates and teacher to make sure everyone understands all the words in the poem.

ACTIVITY - 6

Use the structure of the poem, “Waiting for the Peacock”, to help you write your own poem about waiting for something. Here is one example.

Waiting for Vihaan

“Waiting for —”

Waiting for a visit from

Waiting for a

My very best friend is like

is like waiting for

waiting in my room, pacing

back and forth imprisoned

Use several lines that describe the

during monsoon. Thunder crashes

thing the “waiting for” is like.

the wind picks up my bicycle and hurls it.

Try to use concrete words that evoke images.

Smell of rain through the

Use 3 sentences or phrases spread over 5 lines to

window, and I am trapped

describe the waiting.

behind a wall of falling water.

and then without fanfare—the world

is suddenly silent—till, *Knock...*

Change to dialogue.

Kem chho? Aavo! And Vihaan rushes in

with a wide smile and we escape into sunshine.

Last line tells how the waiting ends.

What will you be waiting for in your poem? What will you say the waiting is like?

Your poem will describe the thing what the waiting is like. Write at least 10 concrete nouns for the thing you will describe.

Write at least 5 strong action verbs for the thing you will describe.



ACTIVITY-8

Write your waiting for poem. If you get stuck, go back to the poems to observe more carefully! If you think of a better way to write your poem, change the structure where needed to suit your own ideas.

| | |
|--|---|
| | "Waiting for a—" |
| | |
| | Waiting for a |
| | is like |
| | to |
| | |
| | <i>Use 4 lines to finish 1 sentence that describes the thing the "waiting for" is like.</i> |
| | |
| | |
| | |
| | <i>Use 3 sentences or phrases spread over 5 lines to describe the waiting.</i> |
| | |
| | |
| | |
| | <i>Change to dialogue.</i> |
| | |
| | <i>Last line tells how the waiting ends.</i> |

ACTIVITY -9

Share your poem with three classmates. Fill out the table based on what you hear from your classmates.

| MY CLASSMATES' "WAITING FOR —" POEM | | | | | |
|-------------------------------------|---------------------------|-------------------------------|---------------------------|---|-----------------------------------|
| Writer's name (classmate) | What is the poem's title? | What is the poet waiting for? | What is the waiting like? | What interesting words does the writer use to describe? | What dialogue did the writer use? |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Appendix

“After Twenty Years” adapted from the story by O. Henry

The cop moved along the street looking strong and important. This was the way he always moved. He was not thinking of how he looked. There were few people on the street to see him. It was only about ten at night, but it was cold. And there was a wind with a little rain in it.

He stopped at doors as he walked along, trying each door to be sure that it was closed for the night. Now and then he turned and looked up and down the street. He was a fine-looking cop, watchful, guarding the peace.

People in this part of the city went home early. Now and then you might see the lights of a shop or of a small restaurant. But most of the doors belonged to business places that had been closed hours ago.

Then the cop suddenly slowed his walk. Near the door of a darkened shop a man was standing.

As the cop walked toward him, the man spoke quickly.

“It’s all right, officer,” he said. “I’m waiting for a friend. Twenty years ago we agreed to meet here tonight. It sounds strange to you, doesn’t it? I’ll explain if you want to be sure that everything’s all right. About twenty years ago there was a restaurant where this shop stands. ‘Big Joe’ Brady’s restaurant.”

“It was here until five years ago,” said the cop.

The man near the door had a colorless square face with bright eyes, and a little white mark near his right eye. He had a large jewel in his necktie.

“Twenty years ago tonight,” said the man, “I had dinner here with Jimmy Wells. He was my best friend and the best fellow in the world. He and I grew up together here in New York, like two brothers. I was eighteen and Jimmy was twenty. The next morning I was to start for the West. I was going to find a job and make a great success. You couldn’t have pulled Jimmy out of New York. He thought it was the only place on earth.

“We agreed that night that we would meet here again in twenty years. We thought that in twenty years we would know what kind of men we were, and what future waited for us.”

“It sounds interesting,” said the cop. “A long time between meetings, it seems to me. Have you heard from your friend since you went West?”

“Yes, for a time we did write to each other,” said the man. “But after a year or two, we stopped. The West is big. I moved around everywhere, and I moved quickly. But I know that Jimmy will meet me here if he can. He was as true as any man in the world. He’ll



never forget. I came a thousand miles to stand here tonight. But I'll be glad about that, if my old friend comes too."

The waiting man took out a fine watch, covered with small jewels. "Three minutes before ten," he said. "It was ten that night when we said goodbye here at the restaurant door."

"You were successful in the West, weren't you?" asked the cop.

"I surely was! I hope Jimmy has done half as well. He was a slow mover. I've had to fight for my success. In New York a man doesn't change much. In the West you learn how to fight for what you get."

The cop took a step or two. "I'll go on my way," he said. "I hope your friend comes all right. If he isn't here at ten, are you going to leave?"

"I am not!" said the other. "I'll wait half an hour, at least. If Jimmy is alive on earth, he'll be here by that time. Good night, officer."

"Good night," said the cop, and walked away, trying doors as he went.

There was now a cold rain falling and the wind was stronger. The few people walking along that street were hurrying, trying to keep warm. And at the door of the shop stood the man who had come a thousand miles to meet a friend. Such a meeting could not be certain. But he waited.

About twenty minutes he waited, and then a tall man in a long coat came hurrying across the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man at the door.

The new man took the other man's hands in his. "It's Bob! It surely is. I was certain I would find you here if you were still alive. Twenty years is a long time. The old restaurant is gone, Bob. I wish it were here, so that we could have another dinner in it. Has the West been good to you?"

"It gave me everything I asked for. You've changed, Jimmy. I never thought you were so tall."

"Oh, I grew a little after I was twenty."

"Are you doing well in New York, Jimmy?"

"Well enough. I work for the city. Come on, Bob, We'll go to a place I know, and have a good long talk about old times."

The two men started along the street, arm in arm. The man from the West was beginning to tell the story of his life. The other, with his coat up to his ears, listened with interest.



At the corner stood a shop bright with electric lights. When they came near, each turned to look at the other's face. The man from the West stopped suddenly and pulled his arm away.

"You're not Jimmy Wells," he said. "Twenty years is a long time, but not long enough to change the shape of a man's nose."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, Bob. Chicago cops thought you might be coming to New York. They told us to watch for you. Are you coming with me quietly? That's wise. But first here is something I was asked to give you. You may read it here at the window. It's from a cop named Wells."

The man from the West opened the little piece of paper. His hand began to shake a little as he read.

"Bob: I was at the place on time. I saw the face of the man wanted by Chicago cops. I didn't want to arrest you myself. So I went and got another cop and sent him to do the job. JIMMY."

Help line

This adaptation is in the public domain and is provided courtesy of the U.S. Department of State Bureau of Educational and Cultural Affairs. More easy-to-read O. Henry stories and other resources can be found on <http://americanenglish.state.gov/>

[illegible]

Note



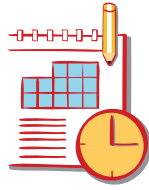
ડિજિટલ સામગ્રીના ઉપયોગના અન્ય ફાયદા



આ પાઠ્યપુસ્તક અધ્યયન-અનુભવને રસપ્રદ બનાવવા તેમજ શૈક્ષણિક સામગ્રીની યાદીને સરળતાથી પ્રાપ્ત કરવામાં મદદ કરે છે. પાઠ્યપુસ્તકના પ્રત્યેક પ્રકરણમાં QR કોડ હોય છે. જ્યારે DIKSHA એપ્લિકેશન સાથે QR કોડ સ્કેન કરો ત્યારે તે ચોક્કસ પ્રકરણ માટે તૈયાર કરેલ સામગ્રી દર્શાવે છે.

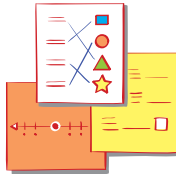
પાઠ-આયોજન

પાઠ-આયોજન એ કોઈ પણ દિવસે આપેલ વિષય / એકમ / પ્રકરણની સુવ્યવસ્થિત રૂપરેખા છે. પાઠ-આયોજન અધ્યયનને સુવ્યવસ્થિત કરવા અને નવા અધ્યયન-અનુભવ આપવા માટે મદદરૂપ બને છે.



પ્રવૃત્તિઓ

રમતો અથવા મહાવરામાં સામેલગીરી વધારવા માટે પ્રવૃત્તિઓ આપેલ છે.



મૂલ્યાંકન

કોઈ પણ આપેલ વિષય / પ્રકરણ / એકમની સમજણના સ્તરને માપવા માટે મૂલ્યાંકન મૂકેલ છે. મૂલ્યાંકન શિક્ષકોને અધ્યયન-અનુભવ સુધારવામાં સહાય કરે છે.



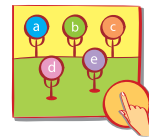
ચિત્રો / ફોટોગ્રાફ

સંકલ્પનાઓ અને બિનસ્થાનિક સંદર્ભોને સમજાવવા માટે ચિત્રો, રેખાંકનો અથવા ફોટોગ્રાફ્સ આપેલાં છે.



વિડિયો અને ઓડિયો ક્લિપ

કઠિન મુદ્દાને રસપ્રદ અને નવીનતમ રીતે સમજાવા મદદરૂપ થવા દૃશ્ય-શ્રાવ્યની સામગ્રી ઉપયોગી થશે.



ઈન્ટરએક્ટિવ રમતો

રમતો અથવા મહાવરામાં સામેલગીરી વધારવા તથા ચકાસવા માટે પ્રવૃત્તિઓ આપેલ છે.



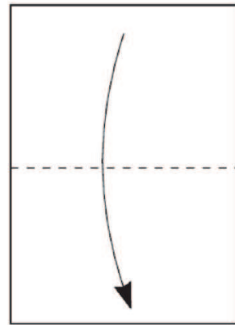
કામગીરી-પત્રક

કોઈ પણ ચોક્કસ વિષય / એકમ / પ્રકરણની સમજણનું મૂલ્યાંકન કરવા માટે પ્રશ્નો અથવા કાર્યપ્રવૃત્તિઓ મુકવામાં આવેલ છે.

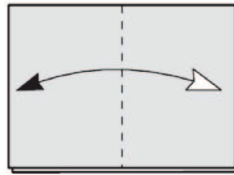


Boat (traditional)

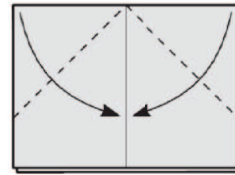
Diagrammed by: František Grebeníček (1999)
www.origami.cz



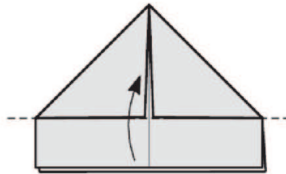
(1) Start from a rectangle (e.g. A4).
Fold in half.



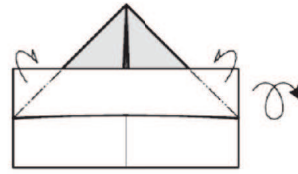
(2) Fold in half and
unfold.



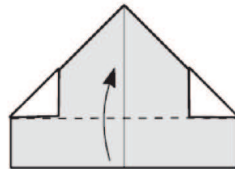
(3) Fold to the center.



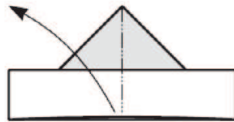
(4) Fold the overlap-
ping strip upwards.



(5) Fold corners
backwards. Turn over.



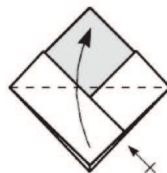
(6) Fold strip upwards.



(7) Open.



(8) Opening in progress.



(9) Fold triangle upwards.
Repeat behind.



(10) Open (like
in the steps 7 and 8).



(11) Take upper
corners and stretch out.



(12) Finished boat.

Producer:



**Gujarat Council of
Educational Research
and Training
Gandhinagar**

Publisher:



**Gujarat State
Board of
School Textbooks
Gandhinagar**

