CHAPTER: THE WIND

Grade: **9**
Board: **CBSE**
Book: **Beehive, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Distinguish between the destructive and constructive power of the wind.
- Defend the wind's actions.
- Analyze the message of the poem.
- Identify the figure of speech used.
- Explain the symbol in the poem.
- Understand the text and answer questions set on it.

2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

1. SCATTER

Meaning: Throw in various random directions.

Sentence: Children love to scatter their toys.

Synonyms: Disperse, disband, separate.

Antonyms: Collect, gather, accumulate.

2. FRAIL

Meaning: Weak and delicate.

Sentence: My grandmother looks frail these days.

Synonyms: Infirm, weak, feeble.

Antonyms: Healthy, fat, hearty, strong.

3. CRUMBLING

Meaning: Break or fall apart in small pieces.

Sentence: The poor man was living in a crumbling old house.

Synonyms: Disintegrate, collapse.

No antonym.

4. STEADFAST

Meaning: Dutifully firm and unwavering.

Sentence: He is steadfast in his duty towards his parents.

Synonyms: Loyal, faithful, devoted.

Antonyms: Dishonest, disloyal, unreliable.

5. FLOURISH

Meaning: Grow or develop in a healthy way.

Sentence: Children flourish in a happy family.

Synonyms: Thrive, prosper, develop.

Antonyms: Wither, decline.

3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: *' Elements of Nature '*

Broad instructions :

Discussion Points:

- Ask the students the question "What do you understand by 'Elements of Nature'?"
- Accept the answer: *Some of the things nature is made up of.*
- Then ask them to name the five elements.
- Accept the answer: E*arth, water, fire, air, sky, space.*
- From there to 'how do they help man?'
- Accept the answer: *in day to day living, surviving, cooking, farming etc.*

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.
- Do not allow them to discuss 'flora and fauna'.

Concluding the discussion:

Conclude the discussion with the following sentence:
Now let us read a poem which beautifully expresses the havoc a wind can cause.

II. READING THE CHAPTER

While teaching this poem, the teacher may employ the following methods:

- Use simple vocabulary and also introduce students to new words.
- Read the poem yourself and then ask a student to read the entire poem.
- Check for pronunciation and pauses.
- After the reading briefly explain each line.
- Point out the symbol used. Which is:
- Wind-difficulties or obstacles humans have to face for their survival.
- Discuss the figure of speech used. Which is:
- Personification-the wind is personified or given the features of a human.
- Allow students to express their own explanation.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Discuss the message-be strong physically and mentally.
- Questions should be asked frequently to test their understanding of the text.

1. What does the poet want the wind to do?
2. What did the wind throw down?
3. What did the wind bring down?
4. Who won't do what you tell him to do?
5. Who will be friends with us if we are strong?
6. What does the wind blow out?

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on ‘faith’ on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher must highlight the important points of the poem such as:

1. The result of the action of the wind.
2. The message-be strong physically and mentally.
3. The symbol used.
4. The figure of speech used.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to make a pictorial presentation of the poem in the form of a chart.

Guidelines for the activity:

- Divide the students into groups of three or four.
- Explain to the students that they have to prepare a chart on the **images that come to their mind when they read the poem.**
- Since there is lack of time in senior classes, don't allow the task to become too elaborate. It can be given as a home task or to be done in any free period during school hours.
- The charts can be displayed in the class.
- The chart should be made with the available resources.
- It should clearly illustrate the poem.
- The students must discuss among themselves and not quarrel.
- Ensure that in a group every student has a task and the degree of difficulty is evenly distributed.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.

Conclusion:

Sum up the activity by discussing the power of words and how they create images in our minds.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment.

Reference to context:

Q.1. He won't do what you tell him.
a. Who is 'he'?
b. Who is the poet of the above line?
c. Which figure of speech has been used in the above line?

Q.2. We praise him every day.
a. Who do we praise?
b. Why do we praise him?
c. Name one destructive thing 'he' does in the poem.

Short answer questions:

Q.1. Name any two things that the poet doesn't want the wind to do.
Q.2. What is the wind clever at?
Q.3. What are crumbling?
Q.4. What is the message of the poem?
Q.5.What does the wind do to strong fires?

Brain Teaser:

Q.1. How can we use the power of the wind to our advantage?

WORKSHEET 2: VOCABULARY

Best used: Class work at the end or as a home work.

Q.1. Here are some different kinds of wind. Match them with their correct meaning.

a. Breeze.	A very strong wind that goes quickly round in a circle.
b. Easterly.	A sudden strong wind.
c. Gale.	A light wind.
d. Tornado.	A tropical storm with strong winds that move in circles.
e. Typhoon.	A wind that blows from the east.
f. Gust.	A very strong wind.

Q.2. You have just read a poem about the wind god. Match the gods in the box with their descriptions.

Vayu, Saraswati, Indra, Surya, Agni, Laxmi, Yama, Varuna

Ganapati

a. The Fire God-
b. The Sea God-
c. The Remover of Obstacles-
d. The Goddess of Learning-
e. The God of Heaven, Lord of Gods-
f. The Wind God-
g. The God of Death-
h. The Goddess of Good Fortune-
i. The Sun God-

WORKSHEET 2: VOCABULARY

Q.3. You have read these words in the poem. Pick out their antonyms:

1. Softly.
a) Lightly b) Loudly c) Lowly d) Gently

2. Scatter.
a) Assemble b) Spread c) Disperse d) Disband

3. Clever.
a) Intelligent b) Shrewd c) Foolish d) Sly

4.Firmly.
a) Forcibly b) Hard c) Energetically d) Shakily

5.Steadfast.
a) Irresolute b) Loyal c) Faithful d) Devoted

6.Flourish.
a) Develop b) Wither c) Thrive d) Prosper

7.Praise.
a) Criticism b) Applause c) Acclaim d) Glory

WORKSHEET 3:Listening Skills

Best used: Class work.

Read the poem slowly and carefully after distributing the worksheets. The students can take notes as you read

My favorite color is navy blue,
the color of a childhood book about stars.
My father read it to me on the couch,
took me outside and showed me
the Big Dipper, and the Little Dipper,
and how to find the North Star.
All of this was right in front of our house.
We looked up into the sky until it looked back.
The book said we spin without realizing it.
It told where we are in the Milky Way
but my father and I don't know how we got here.
Neither of us mentions it.
We do not know how to do the math
on astronomical odds as big as that.
By Loueva Smith

Q.1. Listen to the recitation of the poem 'Constellations'. As you listen fill out the table given below:

1. The favorite color of the poet is	
2. Her father pointed out the	
3. Also taught her	
4. In the book the poet read	
5. The book also told	
6 The poet and her father don't know	

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context:
Q.1. a. The Wind God.
b. Subramania Bharati.
c. Personification.

Q.2. a. The Wind God.
b. Helps us in winnowing, relief from heat, brings rain, generates electricity.
c. Breaks the shutters.

Short answer questions:
Q.1. Break the shutters, scatter the paper.
Q.2. Poking fun at weaklings.
Q.3. Houses, bodies, lives, hearts.
Q.4. Be strong physically and mentally.
Q.5. Roar and flourish.

Brain Teaser:

Q.1. We can use windmills to harness the energy from the wind to produce mechanical energy.
Clean renewable resource.
Fastest growing source of electricity.

WORKSHEET 2: Vocabulary

Q.1. a. A light wind.
b. A wind that blows from the east.
c. A very strong wind.
d. A very strong wind that goes quickly round in a circle.
e. A tropical storm with strong winds that move in circles.
f. A sudden strong wind.

Q.2. a. Agni.
b. Varuna.
c. Ganapati.
d. Saraswati.
e. Indra.
f. Vayu.
g. Yama.
h. Laxmi.
i. Surya.

Q.3. 1. Loudly.
2. Assemble.
3. Foolish.
4. Shakily.
5. Irresolute.
6. Wither.
7. Criticism.

WORKSHEET 3: Listening Skills

Q.1. 1. Navy blue.
2. Big and little Dipper.
3. How to find the North Star.
4. That we spin without realizing it.
5. Where they were in the Milky Way.
6. How they got there.

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level.

Youtube Videos :

- https://www.youtube.com/watch?v=vECv1u4kUwO

Reading List:

Poems of William Blake.