CHAPTER: GEOGRAPHY LESSON

Grade: **8**
Board: **CBSE**
Book: **Honeydew, NCERT**

1.

LEARNING OUTCOMES

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

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

- Write down the rhyming scheme of the poem.
- Identify phrases likely to occur in a geography lesson.
- Interpret the message of the poem.
- Understand the text to be able to answer questions on it.
- Recall the poet’s observations at different levels.

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. SPRANG

Meaning: To rise.

Sentence: The leopard sprang in the air to catch its prey.

Synonyms: Leap, jump, bound.

No antonyms.

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: *' Logic'*

Broad instructions:

Discussion Points:

- Ask the students," What is logic?"

Accept the answer: *a particular way of thinking especially one that is reasonable and based on good judgement.*

- Then, "What is logical?"

Accept the answer: *ability to use reason.*

- What do you find logical?

Accept the answers: *subjects like maths, science, geography etc.*

- What do you find illogical?

Accept the answers: *behavior of humans, some subjects like arts, history etc.*

- Do you find nature logical?

Accept the answer: *Yes, things happen for a reason, animals don't behave illogically.*

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.

Concluding the discussion:

Conclude the discussion with the following sentence:
Let us now read a poem where the poet Zulfikar points how logical geography is and how illogical humans are.

II. READING THE CHAPTER

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

- Use simple vocabulary and also introduce students to the new word sprang.
- 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.
- 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 rhyming scheme which is:**
- **Abcd, bcda.**
- Explain the message.
- ***People should stop being selfish, narrow minded and intolerant towards each other.***
- Questions should be asked frequently to test their understanding of the text.

1. Where was the poet?
2. What was the scale?
3. What was clear to the poet at ten thousand feet?
4. What does the poet find difficult to understand?

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. Recite the poem and play it for the children.

- **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 rhyming scheme which is abcd, bcda.
2. Logic in geography.
3. Phrases likely to occur in a geography lesson.
4. Message of the poem.
5. Poet's observations at different levels.

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 deliver a **one minute speech on 'Importance of logical thinking'.**

General guidelines:

- Guide the students that they can get information for their speech from the library or the net.
- They may talk about importance of logical thinking helping children become better students.
- And adults becoming more tolerant.
- Every student has to take part.
- Instruct the students on the do's and don'ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.
- The students must make an effort to do their best.
- They can remember the points covered in their speech instead of trying to memorize the entire speech.
- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

Conclusion:

Sum up the activity by discussing the words and phrases used.
Praise the good speeches while motivating others to do better next time.

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

Short answer questions:

Q.1. What scale is mentioned in the poem?
Q.2. What geography lesson did the poet in the jet learn when the jet took off?
Q.3. How did the city look on the ground?
Q.4. What was clear to the poet when the jet reached ten thousand feet?
Q.5. What was once most necessary for emergence of a city in the past?
Q.6. What was clear to the poet when the jet rose six miles high?
Q.7. What does he find difficult to understand?

Brain Teaser:
Q.1. Is the settlement of people in a place still governed by the presence of a water body?

WORKSHEET 2: VOCABULARY

Best used: class-work or homework.

Q.1. You have read these words in the poem. Choose their antonyms:

a. Clear.
i. Obscure ii. Fair iii. Fine iv. Light

b. Inevitability.
i. Confidence ii. Sureness iii. Uncertainty iv. Faith

c. Haphazard.
i. Aimless ii. Casual iii. Uncoordinated iv. Methodical

d. Attracted
i. Fascinated ii. Shunned iii. Interested iv. Enticed

e. Difficult
i. Tough ii. Crucial iii. Effortless iv. Challenging

f. Causes.
i. Conclusion ii. Root iii. Motive iv. Origin

WORKSHEET 2: VOCABULARY

Q.2. Complete the sentences with words from the picture:

1.We like going on picnics in the beautiful green _____.

2. You should never go near the edge of a _____. It's dangerous.

3. In the summer we spend almost all of our time on the _____, playing and having fun.

4. A wooden bridge connects the _____ to the mainland.

5. We should build a lighthouse at the edge of the ____.

6. Mount Olympus is the highest _____ in Greece.

7. Our _____ is full of delicious tomatoes.

8. Let's go swimming in the _____.

9. There was a fire in the _____ 3 years ago.

10. Why don't we trek up the _____?

WORKSHEET 3:LISTENING SKILLS

Best used: Class work.

Read the poem to the class after distributing the worksheets. The students may take notes while you recite.

What a wonderful joy it is to see,
The beauty of nature and its majesty.
Everything blends, entwines and embraces,
Spaced precisely in their designated places.
What a marvel to see, I wish I were a bee,
Flying free,
Smelling life's roses, no particular place to be.
How can it be, such a marvel to see
When it's possessed by such as you and me?
Ours to have, cherish, and protect,
Not to pollute, take for granted, nor neglect.
Enjoy the earth, treat it kind
After all it is ours, yes… yours and mine.

WORKSHEET 3:LISTENING SKILLS

Q.1. Listen carefully to the recitation of the poem and fill out the table.

1.It is a wonderful joy	
2.Everything is spaced	
3.The poet wishes to be	
4.As a bee she wants to	
5.What must we do to earth	
6.We must not	

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Short answer questions:

Q.1. 6 inches to a mile.
Q.2. City humans have developed not well planned, grew as per necessity.
Q.3. Unplanned, haphazard, without style.
Q.4. Cities settled next to rivers.
Q.5. Easy availability of water for drinking, irrigation etc.
Q.6. Earth was round, more sea than land.
Q.7. Men found reasons to hate each other, build divisions and to kill.

Brain Teaser:

Q.1. No, with advancements in science and technology man is able to settle anywhere, transport water, cities springing up in deserts.

WORKSHEET 2: Vocabulary

Q.1. a. Obscure.
b. Uncertainty.
c. Methodical.
d. Shunned.
e. Effortless.
f. Conclusion.

Q.2. 1. Valley.
2. Waterfall.
3. Beach.
4. Island.
5. Cliff.
6. Mountain.
7. Farmland.
8. Sea.
9. Forest.
10. Hill.

WORKSHEET 3: LISTENING SKILLS

Q.1.
1.To see the beauty of nature and its majesty.
2.Precisely in their designated places.
3.A bee.
4. Fly free and smell life's roses.
5. Cherish, protect and treat it with kindness.
6. Pollute, take for granted nor neglect.

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.

Website:

- https://www.poetrysoup.com/poems/best/tolerance

Reading List:

Hindu's Young World has poems for children.