



# CHAPTER: GLIMPSES OF THE PAST

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 chapter, the student should be able to:**

Arrange the events in chronological order.

Describe the events leading to mutiny.

Interpret the message.

Understand the text and answer questions on it.

Apply the knowledge of Reported Speech.



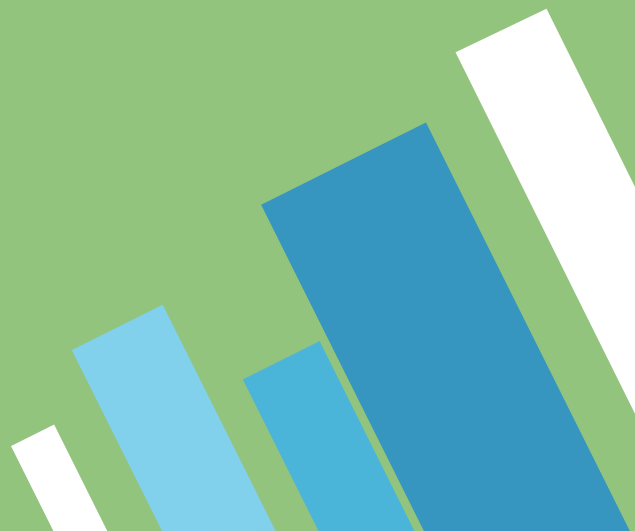


# 2.

## 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. SUBDUE

**Meaning:** To bring under control using force.

**Sentence:** The police had to use force to subdue the mob.

**Synonyms:** Conquer, defeat, vanquish.

**Antonyms:** Encourage, excite, cheer.





## 2. SCORNEO

**Meaning:** Feel or express contempt.

**Sentence:** My classmates scorned the student from the village.

**Synonyms:** Deride, mock, reject.

**Antonyms:** Accepted, admired, approved.





### 3. DESPISE

**Meaning:** Feel contempt for.

**Sentence:** I despise rude people.

**Synonyms:** Detest, hate, loathe.

**Antonyms:** Admire, like, approve.





## 4. ESSENCE

***Meaning:*** The intrinsic quality of something.

***Sentence:*** The essence of the story was lost in translation.

***Synonyms:*** Soul, spirit, core.

***Antonyms:*** Abstract, exterior.





## 5. INTELLECTUALS

**Meaning:** Persons possessing highly developed intellect.

**Sentence:** Intellectuals are respected in all countries.

**Synonyms:** Academic, scholar, thinker.

**Antonyms:** Imbecile, fool.





## 6. PITTANCE

**Meaning:** A very small amount of money.

**Sentence:** They pay their maid a pittance.

**Synonyms:** Bit, scrap, portion.

**Antonyms:** Lot, plenty, whole.

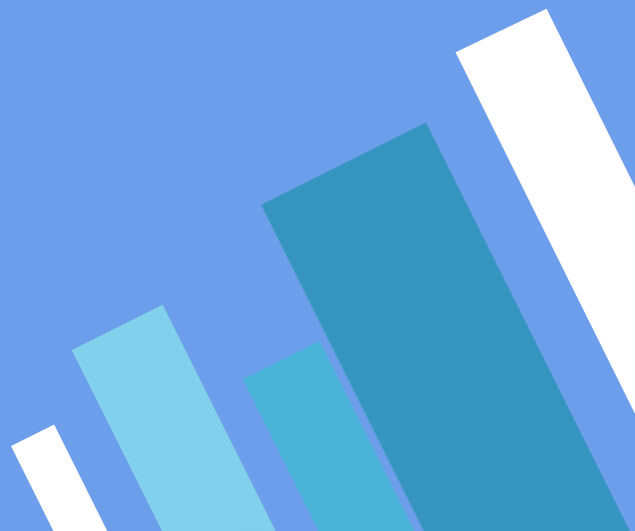




# 3.

# TEACHING PLAN

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



# I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' Comics'

## Broad instructions:

### Discussion Points:

- Ask the students," What are comics?".

Accept the answers:

*The arrangement of pictures or images with words that tell a story.*

- Why are they so popular?

Accept the answer:

*Visually appealing, language is simple.*

- Which comics have you read?
- Do you have any favorites?

## Instructions for the teachers:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on the comics they like.
- 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 your discussion with the following sentence:

*Now let us read about our independence struggle in the form of a comic.*

## II. READING THE CHAPTER

- Ask students to take turns and read the text.
  - To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
  - Check for pronunciation and pauses.
  - After reading of each paragraph, briefly explain the content.
  - Allow students to express their own opinion.
  - Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
  - Discuss the message of the story which is: Love and respect for the country and patriots.
  - Questions should be asked frequently to test their understanding of the text. The teacher can ask the following questions:
1. Why did the people have no peace?
  2. Who died fighting the British?
  3. What did the religious leaders preach?
  4. Who was attracted by science and modern technology?
  5. When was regulation III passed?
  6. What did English education produce?
  7. When did the Santhals rise in rebellion?
  8. Why were some former rulers bitter?
- Use simple vocabulary and also introduce students to new words listed above.

# 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.
- **Worksheet 3** can be given after the class for reinforcing vocabulary learnt.

## IV. Literature section preparation:

The teacher may highlight the important points such as:

1. Sequence of events.
2. Various events leading to mutiny.
3. Leaders and their contribution.
4. Message.

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 prepare a short skit on any incident from the chapter.*

## General instructions:

- Divide the students in groups of three or four.
- Ensure that every student has something to do.
- Ask them to enact the scene which they find interesting.
- Ensure that every student participates.
- Advise them to make their props with available resources.
- Help them to write their scripts.
- Keep the language simple.
- Give a time limit of three to four minutes.
- They must make an effort to do their best.
- They must memorize their lines.

- Work together as a team.
- Stick to the time limit.
- Take the help of the text to write your script.

## Conclusion:

Sum up the activity by discussing the performances of various groups.  
Draw their attention to the words and expressions used.



# 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 was the reaction of the Indians to the conquests?

Q.2. Why did the Britishers scorn Indians?

Q.3 How was Ram Mohan Roy different from his contemporaries?

Q.4. Why did the Indian industries die?

Q.5. What did the new generation of intellectuals think?

Q.6. What were the soldiers of East India Company discontented about?

Q.7. Where did all the people rise against the Britishers?

## **Brain teaser:**

Q.1. Was it easy for the Britishers to rule India?

# WORKSHEET 2: GRAMMAR

**Best used: Class work or home work at the end.**

Q.1. Change the following into indirect speech.

1. The girl said, 'It gives me great pleasure to be here this evening.'
2. The man said, 'I must go as soon as possible.'
3. She said, 'I don't want to see any of you; go away.'
4. The teacher says, 'If you work hard, you will pass.'
5. He said, 'I have won.'
6. He said, 'Let's wait for her return.'
7. Alice said, 'How clever I am!'
8. 'Which way did she go?' asked the young man.
9. He said to me, 'Where are you going?'
10. 'Please wait here till I return,' she told him.

# WORKSHEET 2: VOCABULARY

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

Q.1. You have read these words in the story. Choose their synonyms:

a. Ruler.

i. Czar

ii. Commoner

iii. Subject

iv. Peasant

b. Destiny.

i. Concept

ii. Theory

iii. Future

iv. Choice

c. Misery.

i. Comfort

ii. Anguish

iii. Ease

iv. Joy

d. Ancient.

i. Current

ii. Fresh

iii. New

iv. Archaic

e. Oppress.

i. Torment

ii. Aid

iii. Help

iv. Assist

f. Improve.

i. Demote

ii. Blow

iii. Augment

iv. Hinder

g. Rebellion.

i. Dissent

ii. Obedience

iii. Peace

iv. Harmony

# WORKSHEET 3: VOCABULARY

Q.2. Here are some words associated with freedom and independence. Match them with their correct meaning.

|                  |                                                                       |
|------------------|-----------------------------------------------------------------------|
| a. Liberty.      | The opportunity or freedom that is needed to do or develop something. |
| a. Scope.        | The freedom to think or behave the way you want.                      |
| a. Autonomy.     | Rule by one person.                                                   |
| a. Emancipation. | Freedom to use your own methods in doing something.                   |
| a. Latitude.     | The power to make your own decisions.                                 |
| a. Autocratic.   | The process of giving freedom and rights to someone.                  |

# WORKSHEET 3:WRITING SKILLS

**Best used: Home work.**

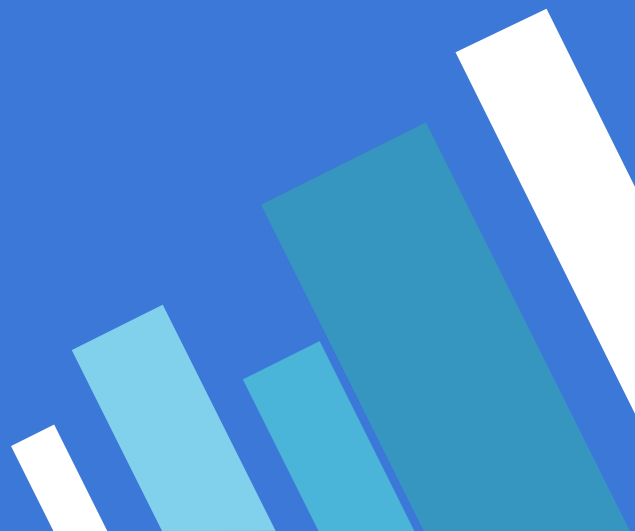
Q.1. Write a story in your own words.



5.

# SOLUTIONS

Provided below are the solutions to the worksheets.



# WORKSHEET 1: LITERATURE

Q.1. Gratitude-no more war and looting by thugs

Felt Britishers were God sent.

Hated them for making them slaves.

Q.2. Indians had lost their self respect.

Q.3. Understood what was wrong with country,  
attracted by science and modern technology,  
believed in reforms.

Q.4. Policies of the Britishers.

Q.5. Educate others, improve material conditions,  
convey grievances to British Parliament.

Q.6. Pay, allowances, working conditions.

Q.7. Bareilly, Kanpur, Allahabad.

## **Brain teaser:**

Q.1. Yes, easy to divide and rule, lack of unity, no  
self respect, superior weapons.

# WORKSHEET 2: GRAMMAR

Q.1.

1. The girl said that it gave her great pleasure to be there that evening.
2. The man said that he must go as soon as possible.
3. She said that she did not want to see any of them and asked them to go away.
4. The teacher says that if you work hard you will pass.
5. He said that he had won.
6. He proposed that they should wait for her return.
7. Alice exclaimed how clever she was.
8. The young man asked which way she had gone.
9. He asked me where I was going.
10. She requested them to wait there till she returned.

# WORKSHEET 3: VOCABULARY

Q.1.

- a. Czar.
- b. Future.
- c. Anguish.
- d. Archaic.
- e. Torment.
- f. Augment.
- g. Dissent.

- Q.2.
- a. The freedom to think or behave in the way you want.
  - b. The opportunity or freedom that is needed to do or develop something.
  - c. The power to make your own decisions.
  - d. The process of giving freedom and rights to someone.
  - e. Freedom to use your own methods in doing something.
  - f. Rule of one person.

# WORKSHEET 3: WRITING SKILLS

Q.1. Depends on individual student. Tips are:

A plot, characters, events, maybe a moral.



# 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.

**Websites:**

- <https://www.perfect-english-grammar.com/reported-speech.html>

**Youtube Videos:**

- <https://www.youtube.com/watch?v=X5iEhatiw>

**Reading List:**

- Amar Chitra Katha on Freedom Fighters.
- Discovery of India by Jawahar Lal Nehru.