Unit 7: *Hiawatha*, The Scholar’s Mother Tongue

General Theme: Communication (Learning Languages, Mother Tongue)

General Objectives:
Language is best taught when set in context. Contexts selected typically deal with different aspects of life. Before beginning the unit to teach language to students, the teacher must identify the aspects covered and observe how language is used by writers and poets to deal with those aspects.

Aspects and settings of life covered in the unit:

- **Attitude to Life**: love for animals, developing an insight about people’s behaviour in different situations
- **Aspect of Culture**: learning about one’s environment
- **Society**: harmony with self and nature; with animals and birds
- **Nature**: birds and animals and their way of communication
- **Appeal to Senses**: sights, smell, touch and comprehension of expressions
- **Cognitive Abilities**: thinking, analyzing, comprehending
- **Message**: understanding the behaviour of other people in different situations leads to good communication and to understanding their personality/nature
- **Genre**: poem, story

Part 1 Poem: *Hiawatha*

Audio-visual Aids Needed:
The following ideas can be used:
- Pictures/Cut-outs: different animals showing varied expressions (you can fix them on the pin-board).
- Realia: birds, nest, acorns
- Drawing on board: lots of animals and birds
- Field visit: going to a zoo to see birds and animals

Pre-reading:
- 4. Do the following. It will generate a lot of language and fun.
- Make a chart of faces with different expressions such as anger, happiness and do an activity in the class where children can try to recognize facial expressions. You can also use smilies from the internet or your mobile phone.
- Use animal pictures and give them as pets to the children and ask the children to talk about them and say how their pets feel (as shown in the picture).

**Reading:**

1. Read aloud the poem *Hiawatha* with correct stress and intonation (students to keep their books closed). Let them enjoy the rhythm and encourage them to visualize what is there in the poem.

Now ask them the following questions:
(i) Who is the poem about?
(ii) Whose language did Hiawatha learn?
(iii) Give two examples of what he learnt.

2. Read aloud the poem asking the students to follow it in the book with you. Ask the students to read aloud the poem two to three times (several times), either taking turns or in chorus.

**New Words:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>wigwam</td>
<td>a small hut (show the picture in the book)</td>
</tr>
<tr>
<td>secret</td>
<td>something that is unknown, hidden, or not understood (translate)</td>
</tr>
<tr>
<td>nest</td>
<td>small place for living that birds build for themselves with grass (realia)</td>
</tr>
<tr>
<td>beasts</td>
<td>wild animals</td>
</tr>
<tr>
<td>beaver</td>
<td>a small water animal (picture )</td>
</tr>
<tr>
<td>acorns</td>
<td>fruit (nut) of an oak tree (realia)</td>
</tr>
<tr>
<td>lodges</td>
<td>small houses</td>
</tr>
<tr>
<td>reindeer</td>
<td>(picture) Eg. A reindeer is happy playing in the snow.</td>
</tr>
<tr>
<td>timid</td>
<td>shy, fearful</td>
</tr>
</tbody>
</table>

**Reading is Fun (post-reading):**

1. Do as suggested in the book.

2. Teacher should tell them Rudyard Kipling's story about Mowgli who could understand animal language and also talk to them in their language.
Andrew felt always there for his help.

Keep thinking of ways to kill him but they did not succeed. His friends
jumped he also made some enemies. Sheshan the tiger and Khan the snake
soon became his friends. He forgot that he was different. But in the
other animals. He met Baloo the bear and Panther the panther. They
did not feel lonely. Every morning he would go to the jungle and meet
animals there. He learned a lot for his hunt. Very soon, he learnt to understand

There were animals in the jungle.

the place to hunt only the minorities and this brings trouble on all the
animals. Sheshan killed a human being because it causes more men to come to
and shoot him. He must know the law of the jungle which says no
hurt and hunt for his food. and not to go hungry. The only way to stay
hungry. They called him Sheshan and they laugh at him all the time
family. The boy ran off into the bushes to hide, and there he met a great

One small boy ran off into the bushes to hide, and there he met a great

Away hungry.

Although he was a great strong animal he was not very brave and at did

hold of a sleeping man or better still, a far child for his supper.

Once upon a time, a great big tiger, Sheshan, was prowling about in
1. Do as suggested in the book.

**Reading is Fun (post-reading):**

- shy, fearful
- small house
- a small water animal (picture)
- with grass (teal)
- small hill (show the picture in the book)
- new words:
  - timid
  - loud
  - secret
  - secret
  - vang

**New Words:**

Either take cues or have students to read aloud the poem two to three times (several times).

1. Read aloud the poem (students to keep their books closed). Let them enjoy the rhythm and (as shown in the picture).

- ask the children to talk about them and say how their pets feel
- use animal pictures and give them as pets to the children and the interior of your mobile phone.

2. Give two example of what he learnt.

- whose language did Hollywood learn?
- who is the groom about?

**Now ask them the following questions:**

- I. Read aloud the poem Hawaiian with correct stress and intonation.

- Ask the child to talk about them and say how their pets feel.

- Make a chart of faces with different expressions such as anger, happiness and do an activity in the class where children can try to recognize facial expressions. You can also use smileys from the internet or your mobile phone. 

- Teacher should tell them Rudyard Kipling’s story about Mowgli who could understand animal language and also talk to them in their language.
Let’s Listen:
Do as suggested in the book.

Let’s Talk:
3. Do as suggested in the book.
2. Give your students some pictures of animals and ask them to give each one a name and speak about them.
Example: This is my dog. His name is Pogo. Pogo loves to.....
3. Ask students to make big pictures of their favourite animals/ birds.
Looking at the picture and sitting with a group each one must:
4. Describe the expression in the eyes and face.
5. Describe the body of the animal/ bird.
6. Tell the group about what the animal/bird can do.

Say Aloud:
Do as suggested in the book.

Let’s Share:
Do as suggested in the book.

Let’s Write:
Do as suggested in the book. Do all the activities.

Part 2 Story: The Scholar’s Mother Tongue

Audio-visual Aids:
Pictures/Cut-outs: pictures of Akbar, Birbal and Punditji (you can fix them on the pin-board), map of India

Pre-reading:
1. Tell them the following story in their mother tongue. You can use dialogues, gestures and voice modulation.

The Story of How Birbal Came to Akbar’s court

Emperor Akbar loved to go hunting. On one such trip, he came across a young man named Mahesh Das. In the meeting that occurred, the Emperor was extremely impressed by the wit of Mahesh Das. The Emperor gave Mahesh Das his ring and asked him to come and visit him in his palace at any time.

A few years later Mahesh Das decided to try his luck in the city and to
also gave him the name of Bihai,

also gave him the name of Bihai,

also gave him the name of Bihai,

also gave him the name of Bihai,
1. What is the meaning of your name?
2. What is your full name?

(!!) Answer group A and will ask some of the following questions.
(!!) Answer group B will go to any two students from the
retention. The group will learn the roles of teacher, mother, father, and other
paternal and maternal, grandmother, grandfather, (both
3. Divide the class into two groups of question and answers. The
Also do the following:

be a voluntary activity.
2. Ask at least five students to tell a joke in their own language. Let this
from Tell them to show it on the map.
1. Ask at least five students. Also ask about the street/place they come
do as suggested in the book.

Let's Talk:

1. How did Buddha find the truth?
2. What was the mother tongue of Buddha?
3. What did Buddha do with the teacher?
4. Who accept the challenge?
5. Do the ones given below:
6. Do as suggested in the book.

Reading Mc Fun:

correct pronunciation of the given words.
(phonetic) pronunciation or these words the next day after checking the
when to the teacher. Teacher will organise the speaking
these words to their group. Reader who will complete the lines and give
students will underline the new words as they read. They will give
individually.

8. Now make the students do the same, taking turns in pairs.

Reading:

played carter
whispered
laughed
kicked
with him.

Eg: Brigham challenged Dwayne to High
ask the students to select and name their favourite friend and
water, trees, grass, flowers, hills, sun, rain, etc.
3. tell students that nature has given us a lot of things such as the wind,
in pairs.

These individual outline maps of India and mark the places by working
2. ask them to show all the places on the map of India. They can also
1. do as suggested in the book. Let this be a pair activity.

Fun Time

choosing these things,
Make a group activity. Also ask them to talk about their reasons for


The Truth Balloon:

Group to do the task.
Into dialogues, Teacher should divide the class in groups and help each
do as suggested in the book. If may be difficult for students to answer in

Let’s Share:

mother tongue that show happiness.
2. Teacher can also encourage students to begin with words in their
1. do as suggested in the book. Do all the activities.

Word Building:

Say Aloud:

Let’s Listen:

i) Can you tell me your favourite childhood story, please?
ii) What was your favourite story?
iii) What kind of stories did he tell you?
iv) Who was your favourite teacher?
(vi) What clothes did you wear at school?
(vii) What kind of clothes did you wear?
(vii) What was your favourite food?
(viii) How was your food different from the food that people eat now?
(ix) What type of food was there in your home?
(x) What type of clothes did you wear when you were small?
(xii) Do you remember any interesting childhood experience?
(xiii) Where were you born?
(viii) Who kept your name?
Talk to this friend in your group.

Now write two special things about your friend.

Teacher should go to each group to monitor their speech.
Activity 5

Speaking (20 minutes)

Kids will look at the following picture and make their dialogues taking words from the talking boxes (bubbles).
Teacher's guide

Show the picture for activity 5 and ask the kids to speak simple dialogues with the help of the words written in the boxes. In the picture the family is eating their breakfast and talking to each other. The sentences can start with I or We. Ask the students one by one to make simple dialogues orally from the words given in the boxes against the characters in the picture. The teacher can also give some more examples to the students other than what are given in the answers.

(The teacher can encourage every student to stand and speak one sentence each.)

Classroom Language

Okay, children now I will show you the same picture but with little difference in it. We can see some words written in the bubbles. Can you see them? Now you will make simple dialogues on them e.g. it is written in the box fresh milk - so you can make a dialogue like, I am drinking fresh milk. Like this you will make simple dialogues of the words given. So, one by one you will come in front of the class and pick any word from the picture and make dialogue on it.

Answers

1. I will eat bread with butter.
2. I will eat bread and butter.
3. We should all eat healthy food.
4. The juice is very delicious.
5. I am drinking fresh juice.
6. We should eat green vegetables.
7. Green vegetables are good for health.
8. I am drinking fresh milk.
9. We should all drink fresh milk.