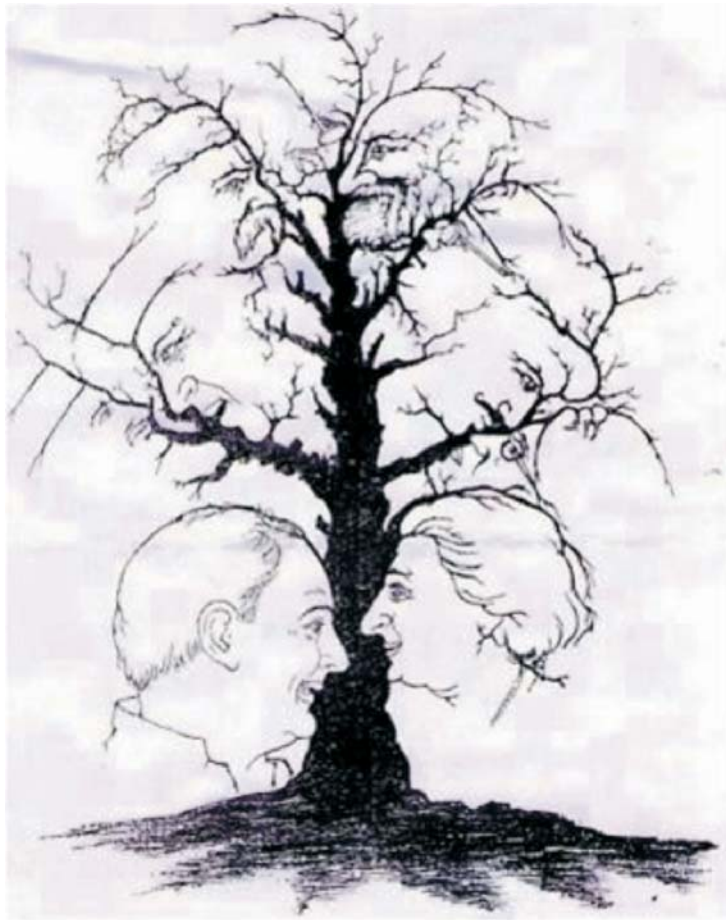


UNIT-6

Exploring Patriotism

ACTIVITY - 1



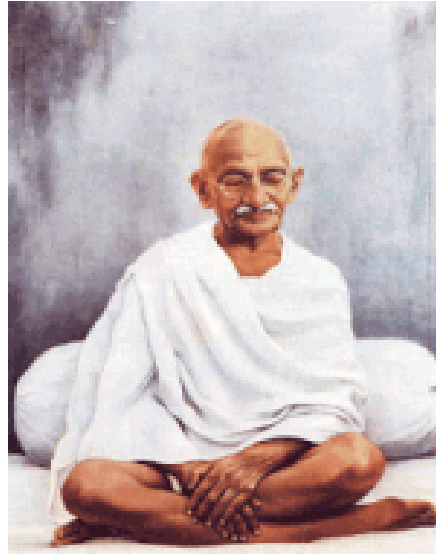
How many faces do you find in this picture?

Can you identify them?

ACTIVITY - 2

The Making of the Mahatma

Gandhiji became associated with the social life of Indians in South Africa since his arrival there in 1893. Can anyone act against one's own nature or escape being a plaything in the hands of Fate? Gandhiji had gone to Africa with professional motives. But as must have been the design of Destiny, his twenty one year's stay in South Africa became the preparatory period that equipped him with the perseverance and moral strength to emancipate society from the forces of untruth and violence with the spiritual antidote of truth and non-violence. It was a life of pure dedication: for, not once in twenty one years did he ever project himself as one who was after fame or one asserting himself as the author of events.



Unwelcome Visitor

(An excerpt from My Experiments with Truth):

The port of Natal is called Durban, and also as the Port Natal. Abdulla Sheth had come to receive me. As the ship reached the quay and the people of Natal came on board to meet their friends, I realised that Indians were not quite respected there. I noticed a kind of rudeness in the behaviour of the people who knew Abdulla Sheth. It hurt me. He took me home and gave me the room next to his. Abdulla Sheth's literacy level was low, but his knowledge through experience was immense. He had a sharp intellect, and was conscious of it. He had learnt sufficient English for conversation through practice. He



managed all his work with that kind of English. He was proud of Islam. He was fond of discussing philosophy. On the second or third day he took me to see the court of Durban. He made me sit next to his lawyer in the court. The Magistrate kept looking at me. He asked me to take off my turban. I refused to take it off and left the court. As my luck would have it, there was a battle here as well. Abdulla Sheth did not like that suggestion. He said, “If you make that change now it will be misunderstood. Those who want to wear the turban of their country will have a hard time. Moreover, you look elegant with the turban of our country. You'll look like a waiter if you wear an English cap.” Those words had worldly wisdom, also patriotism, and to an extent, a little conservatism too. I wrote a letter to a newspaper about the incident in defence of me and the turban. My turban was extensively discussed in the newspaper. I hit the headlines as “Unwelcome Visitor”, and within three-four days, without any effort, I got publicity in South Africa. Some took my side; some severely criticized me for my rudeness. My turban survived almost till the end.



ACTIVITY - 3

Match 'A' with 'B'.

A	B
quay	- set free, especially from legal, social, or political restrictions
literacy	- the tendency to preserve old customs.
philosophy	- possessing the skill of reading and writing.
magistrate	- a landing place built along a coastline.
conflict	- the love for one's country.
elegant	- graceful in appearance.
patriotism	- a low ranking judicial officer.
conservatism	- the principles underlying all knowledge
emancipate	- inner struggle.

ACTIVITY - 4

Answer the following questions.

1. Why did Gandhiji feel that Indians were not respected in Durban?

2. “Those words had worldly wisdom, also patriotism, and to an extent a little conservatism too.”
 - Who is the person being referred to as wise, a patriot and a conservative?_____

- Which quality do you think this person possesses?
Give reasons for your answer.

3. Justify the title “Unwelcome Visitor.” Do you think Gandhiji was really an unwelcome visitor in South Africa? Why/Why not?

4. Tick the correct option:-

- Gandhiji left the Court because ☐
- He felt disgraced in removing his turban. ☐
- He was embarrassed to remove his turban in public. ☐
- He refused to take off his turban as it would be a sign of tolerating disrespect for his custom. ☐

5. If you were in Gandhiji's place, what would you have done on being asked to remove your turban? Why?





ACTIVITY - 5

How well do you know Mahatma Gandhi?

Write ten interesting facts about Gandhiji's life. You can use your school library or internet for collecting information.

ACTIVITY - 6

Fill in the blanks:

- (i) Though his lit _____ level was low, he was very wise.
- (ii) Pat _____ like Sardar and Gandhiji are not born every day.
- (iii) On the second day he _____ (to go) to see the court of Durban.
- (iv) We must never _____ any injustice but we must always show _____ for others' beliefs. (to tolerate)

ACTIVITY - 7

Where's the good word:

F	O	N	D	T
R	Q	O	R	I
Q	U	A	Y	A
H	T	D	B	S
S	N	P	E	C
T	H	I	N	K

- (i) A place for ship to dock - _____
- (ii) The opposite of polite - _____
- (iii) Buy is to bought as _____ is to thought.
- (iv) I have a sweet tooth. I am very _____ of sweets.
- (v) To begin - _____

ACTIVITY - 8

Make Sentences of your own using the following words first as an adverb and then as an adjective.

For Example: *early*

As an adverb: We must make it a habit to get up *early* in the morning.

As an adjective: The *early* bird catches the worm.

1. Immense

As an adverb: _____

As an adjective: _____



2. Sharp
As an adverb: _____
As an adjective: _____
3. Proud
As an adverb: _____
As an adjective: _____
4. Fond
As an adverb: _____
As an adjective: _____
5. Hard
As an adverb: _____
As an adjective: _____

ACTIVITY - 9

Interview a social worker in your locality to find out about the problems faced by the people living in your area. Prepare a questionnaire for the interview. Start with the following questions, then add a few of your own

May I know your good name Sir/Ma'am?

How long have you been working in this field?

For how long have you been in this locality?

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ACTIVITY - 10

Write about the experiences you had when you visited a place you had never been to before.

Helpline

Going Beyond the Textbook

Use the internet or library resources to collect more information on topics you've read about in your textbook. You may visit the textbook website, www.onlinetextbook.info for more activities.

Formative Assessment

Throughout the use of this textbook, the goal is to encourage students to notice and produce language so that they move from a novice stage of comprehension to an intermediate stage of production. Throughout the book, the teacher's focus is on facilitation of the activities. The teacher facilitates by continually supporting students in understanding the text and questions. The teacher is never responsible for teaching the content of the lessons or for eliciting certain answers from students. Assessment should reflect this goal. Where possible, assessment should be conducted via interview or via open ended essay questions so that teachers and parents can see that students are becoming more and more proficient in producing language at an intermediate level.

The key to assessment using this design is to assess what students would know how to DO after they have accomplished the language tasks in the book. Remember that the goal in using this design is never to test content. Students will certainly learn from the content, but the content is merely there to be interesting and to give students something to focus on while learning to use the target language.

A few assessment samples are included in the Revision section of this text. Teachers can download more free, printable assessment items on www.onlinetextbook.info.