
SUMMARY OF THE LESSON

It is a picture story. It recalls the story of freedom through pictures. It also explains the idea that led to the first war of Independence in 1857.

At a function in Delhi, Lata Mangeskar sang patriotic song "Aye Mere Watan Ke Logon". She called upon the Indians to recall with tearful eyes the sacrifices of Indian freedom fighters.

The English East India Company came to India for trade. But with its superior weapons of diplomacy they extended its power in the 18th century. Indian princes were divided and short-sighted. People in India had no peace due to constant fights among the states of the country. They sought the help of the English merchants to defeat each other. These rivalries helped the Company to defeat and subdue Indian princes one by one.

A far-sighted ruler like the brave Tipu Sultan of Mysore fought the British till he died fighting.

Now Indians reacted to the conquests made by the English Company. Some of them thanked God as well as the British for restoring peace in the country and stopping looting. They said their destiny was linked with the English.

But there were others who felt unhappy. They complained that the white man had killed or dethroned their kings. No doubt some kings were bad, but after all they were Indians. Under the white rulers, they had become slaves.

Some religious leaders supported the social evils such as untouchability and child marriage. They forbade crossing the seas and going abroad. A few said that women were to blame for all the misery. The truth was that Indians had lost self-respect. The white hated and disbelieved them.

The English were merchants first. Their aim was to make quick profits. They imposed heavy taxes on the farmers. They sent many farmers to jail for failing to pay their tax arrears. They destroyed Indian cottage industries also in order to sell goods manufactured in England. They exempted all goods imported from England from duties. Thus they ruined Indian artisans and their business.

Raja Ram Mohan Roy, a learned social reformer from Bengal, understood what was wrong with the country. He called upon the people to feel proud of their ancient culture, and get the society rid of silly superstitions. He pointed out that all religions preached the same thing. He understood the importance of science and modern knowledge. He started newspapers but the British stopped them in 1823. He crossed the seas and went to England to see what made the British so powerful. He then adopted the middle path. He agreed to accept the British as rulers but they must remember the responsibilities of rulers towards their subjects.

From 1765 to 1835, the British continued to oppress Indians. In 1818, they passed a resolution under which an Indian could be jailed without trial. The British officers in India drew huge salaries and also made fortunes in private business. As a result, Britain prospered while Indian industries began to decline. Governor-General Bentinck wrote back home about the starving cotton weavers.

Indians were taught Persian and Sanskrit. In 1835, an English man named Macaulay recommended the teaching of English in India. English education produced clerks who were given petty jobs. But it also produced a set of intellectuals. They said that Indians should learn English. They should improve their economic conditions and then convey their grievances to the British Parliament.

By 1856, the British had conquered the whole of India. They cared little about the welfare of Indians. Indian kings and rulers became puppets of the British. The people had lost all jobs and lands. They felt the need to drive the white man out. The Santhals revolted in 1855 and killed many Europeans. The Indian soldiers in the British army were also dissatisfied because they were

poorly paid. They were sent to other countries. Sepoy Mangal Pandey attacked the white and was hanged. Thousands of other sepoys were also put in chains. The Brahmin soldiers came to know that their bullets had fat of cows and pigs. The message was sent from village to village to get ready for the revolt. The sepoys marched to Delhi and accepted Emperor Bahadur Shah as their head.

The rebellion spread. Many landlords also joined it. Begum Hazrat Mahal of Lucknow and Azimulla Khan, Peshwa Nana Sahib, Kunwar Singh of Bihar pitched battles all over north India. So did the people in Bareilly, Kanpur and Allahabad. This marked the beginning of India's first war of Independence.

TEXTBOOK QUESTIONS SOLVED

COMPREHENSION CHECK

(Page 45)

1. Look at picture 1 and recall the opening lines of the original song in Hindi. Who is the singer? Who else do you see in this picture?

Ans. The opening lines of the Hindi Song are "Aye Mere Watan Ke Logon, Tum Khub Lago Nard. Ye Shubh Din Hai Hum Sab Ka Lehralo Tiranga Pyara, Par Mat Bhulo Seema Par Veron Ne Hain Pran Gawayen. It was sung by Lata Mangeskar. We see Pt. Jawaharlal Nehru, Lal Bahadur Shastri and Mrs. Indira Gandhi in this picture.

2. In picture 2 what do you understand by the Company's 'superior weapons'?

Ans. The East India Company conquered India by using their superior weapons, the guns and diplomacy.

3. Who is an artisan? Why do you think the artisans suffered? (Picture 3)

Ans. An artisan is a craftsman, skilled in some trade. They suffered because the goods that they produced lost demand in the Indian market.

4. Which picture, according to you, reveals the first sparks of the fire of revolt?

Ans. Picture 7 reveals the first spark of the fire of revolt.

WORKING WITH TEXT**(Page 45)****Answer the following questions.**

1. Do you think the Indian princes were short-sighted in their approach to the events of 1757?

Ans. Yes, the Indian princes were short-sighted in their approach. They fought against each other with the help of the British. Thus the British became the virtual rulers.

2. How did the East India Company subdue the Indian Princes?

Ans. The East India company spread their wings in India to promote their trade. They supported one Indian Prince to finish the other. As a result power passed onto their hands.

3. Quote the words used by Ram Mohan Roy to say that every religion teaches the same principles.

Ans. The words of Ram Mohan Roy spoken to his wife were: "Cows are of different colours, but the colour of their milk is the same. Different teachers have different opinions but the essence of every religion is the same."

4. In what ways did the British officers exploit Indians?

Ans. The British rulers passed a resolution under which an Indian could be sent to jail without trial in a court. The goods manufactured in England were exempted from custom duty. The officers prospered on the company's loot and their private business flourished.

5. Name these people.

- (i) The ruler who fought pitched battles against the British and died fighting.
- (ii) The person who wanted to reform the society.
- (iii) The person who recommended the introduction of English education in India.
- (iv) Two popular leaders who led the revolt (choices may vary.)

Ans. (i) Tipu Sultan of Mysore.

(ii) Raja Ram Mohan Roy of Bengal.

(iii) Lord Mecauly

(iv) Nana Sahib Peshwa, Kunwar Singh, Begum Hazrat Mahal.

6. Mention the following.

- (i) Two examples of social practices prevailing then.
- (ii) Two oppressive policies of the British.
- (iii) Two ways in which common people suffered.
- (iv) Four reasons for the discontent that led to the 1857 War of Independence.

Ans. (i) Untouchability and child marriage.

(ii) The British masters allowed imports in India tax free. They ruined Indian cottage industries.

(iii) The farmers were taxed heavily and the thumbs of skilled workers were cut.

(iv) (a) Santhals who lost their land became desperate and they revolted.

(b) The sepoys in the English army were paid much less than the white soldiers. So they were discontented and angry.

(c) The Brahmins were furious when they came to know that the bullets they had to bite, contained cow fat and pig-fat.

(d) Many landlords were sore because the British policies deprived them of their land and estate.

WORKING WITH LANGUAGE**(Page 45)**

In comics what the characters speak is put in bubbles. This is direct narration. When we report what the characters speak, we use the method of indirect narration.

Study these examples:

First farmer : Why are your men taking away the entire crop?

Second farmer : Your men have taken away everything.

Officer : You are still in arrears. If you don't pay tax next week, I'll send you to jail.

- The first farmer asked the officer why his men were taking away the entire crop.
- The second farmer said that their men had taken away everything.

- The officer replied that they were still in arrears and warned them that if they did not pay tax the following week, he (the officer) would send them (the farmers) to jail.

1. Change the following sentences into indirect speech:

(i) *First man* : We must educate our brothers.

Second man : And try to improve their material conditions.

Third man : For that we must convey our grievances to the British Parliament.

The first man said that _____ a _____

The second man added that they _____ b _____

The third man suggested that _____ c _____

(ii) *First soldier* : The white soldier gets huge pay, mansions and servants.

Second soldier: We get a pittance and slow promotions.

Third soldier : Who are the British to abolish our customs?

The first soldier said that _____ a _____

The second soldier remarked that _____ b _____

The third soldier asked _____ c _____

- Ans.** (i) (a) they must educate their brothers.
 (b) should try to improve their material conditions.
 (c) they must convey their grievances to the British Parliament.
- (ii) (a) the white soldier got huge pay, mansions and servants.
 (b) they got a pittance and slow promotions.
 (c) who the British were to abolish their customs.

SPEAKING AND WRITING

(Page 46)

- 1. Play and act the role of farmers who have grievances against the policies of the government. Rewrite their speech bubbles in dialogue form first.**

See NCERT Textbook Pages 47-48

(i) **Ask one another questions about the pictures.**

- Where is the fox?
- How did it happen?
- What is the fox thinking?
- Who is the visitor?
- What does she want to know?
- What is the fox's reply?
- What happens next?
- Where is the goat?
- Where is the fox now?
- What is the goat thinking?

(ii) **Write the story in your own words. Give it a title.**

- Ans.** (i) • The fox is in the well.
 • She fell into the well by accident.
 • The fox thinks how to get out of there.
 • The visitor is a goat.
 • She wants to know whether the water is sweet.
 • The fox replies that the water is very sweet and she had a lot of it.
 • The goat wanted to taste the water.
 • The goat is dragged into the water by the fox.
 • The fox comes out of the well.
 • The goat is thinking of her mother's advice not to trust any stranger.

- (ii) Once a fox fell into a well accidentally. She thought how to get out of the well. A goat arrived there by chance. She looked into the well. She asked the fox if the water was sweet. The cunning fox played a trick. She told a lie that the water was very, very sweet, and she had had enough of it. The foolish goat also wanted to taste the water. The fox invited her into the well. The goat reached there soon. Now the fox rode on the goat's back and climbed out of the well. Then she thanked the goat for help. The goat was reminded of her mother's words that she must never go by the advice of a stranger.

3. Read the following news item.

See NCERT Textbook Page 49

Based on this news item write a paragraph on what you think about this new method of teaching history.

Ans. Do yourself.

4. Find the chapters in your history book that correspond to the episodes and events described in this comic. Note how the information contained in a few chapters of history has been condensed to a few pages with the help of pictures and 'speech bubbles'.

Ans. Do yourself.

5. Create a comic of your own using this story.

Once the Sun and the Wind began to quarrel, each one saying that he was stronger than the other. At last they decided to test each other's strength. A man with a cloak around his shoulders was passing by. The Wind boasted, "Using my strength I can make that man take off the cloak." The Sun agreed. The Wind blew hard. The man felt so cold that he clasped his cloak round his body as tightly as possible.

Now it was the turn of the Sun which shone very hot indeed. The man felt so hot that he at once removed the cloak from his body. Seeing the man taking off the cloak, the Wind conceded defeat.

Ans. Do yourself.



★ Macavity: The Mystery Cat

T.S. Eliot

SUMMARY OF THE POEM

Macavity is a mystery cat. He is the master criminal. He can defy and break any law. Even the police force and Flying Squad of England have failed to arrest him. He gives a slip to them. When the police reach the scene of crime, it is too late. The criminal by that time is gone.

Macavity is matchless in his field. He can do any impossible task. He can disappear. He can break Newton's law of gravity and float in the air without support. Even the fakir and the magician are surprised to see his feats. He will outwit you. You may look for him in the basement and in the air, you will have no access to him.

Macavity is a tall and thin cat. His eyes are sunken, and his head is lined. His head is round like a dome. His coat is soiled and his hair is in disorder. He moves like a snake. When you think he is sleeping, he is, in fact, wide awake.

Macavity is a devil in cat's shape. He is morally corrupt. You can meet him in a lane and in open grounds. But you will not find him where the crime has been committed.

TEXTBOOK QUESTIONS SOLVED

WORKING WITH THE POEM

(Page 51)

1. Read the first stanza and think.

- (i) Is Macavity a cat really?
- (ii) If not, who can Macavity be?

Ans. (i) Macavity is a cunning cat.

- (ii) If not a cat, he can be an expert thief or criminal or a mysterious creature.

2. Complete the following sentences.

- (i) A master criminal is one who _____.
- (ii) The Scotland Yard is baffled because _____.
- (iii) _____ because Macavity moves much faster than them.

Ans. (i) evades arrest and escapes from the scene of crime.
 (ii) it fails to get a clue about the criminal.
 (iii) Flying Squad is not able to catch hold of him.

3. "A cat, I am sure, could walk on a cloud without coming through".
(Jules Verne)

Which law is Macavity breaking in the light of the comment above.

Ans. Newton's Law of Gravitation.

4. Read stanza 3, and then describe Macavity in two or three sentences of your own.

Ans. Macavity is a very cunning and cautious cat. He is tall and thin. His eyes are sunken in, his forehead is wrinkled, and his head is dome like. His coat is soiled. Hair on his cheeks is not combed.

5. Say 'False' or 'True' for each of the following statements.

- (i) Macavity is not an ordinary cat.
 (ii) Macavity cannot do what a fakir can easily do.
 (iii) Macavity has supernatural powers.
 (iv) Macavity is well-dressed, smart and bright.
 (v) Macavity is a spy, a trickster and a criminal, all rolled in one.

Ans. (i) True (ii) False (iii) True (iv) False (v) True

6. Having read the poem, try to guess whether the poet is fond of cats. If so, why does he call Macavity a fiend and monster?

Ans. The poet admires the cat for his swift movement, expert criminality and the way he gives a slip to the police. But he is a law breaker at the same time, so the poet calls him a devil and giant.

7. Has the poet used exaggeration for special effect? Find a few examples of it and read those lines aloud.

Ans. The following statements are examples of exaggeration.

- He is the bafflement of Scotland Yard, the Flying Squad's despair.
- His power of levitation.
- A fiend in feline shape, a monster of depravity.

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