

JASMA'S STORY

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To get familiar with a first-person narrative
- To learn about different cultures
- To note how the problems faced, were dealt with
- To recognise the resourcefulness in the people of the village
- To infer that *unity is strength*



Pre-reading

The pre-reading section focusses on *assessment for learning*.

Pair-work: The images of the houses help students identify and distinguish the urban and rural dwellings and this in turn helps them understand how life in a city can be different from that in a village.

Let students discuss in pairs and share with the class what they think each house would be made of. Students may answer that each of the buildings would be made of concrete / bricks/ mud/ stones/ clay and so on)

Take it further by asking:

Can the material used for the small houses be used for the tall ones as well? Why do you think so?

The responses will help students understand the use of mud and cow dung to construct small houses in Jasma's village.

Draw two columns on the board and write *city life* and *village life* on top.

Let students help you list out the differences.

Tell students that they will be reading about how a whole village was rebuilt after an earthquake devastated the homes.

READING

Students read to comprehend, predict and analyse

Read the title out loud and tell students that the story is going to be told by a girl called Jasma.

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

- *I am Jasma from Gujarat...carefully.*

Explain to the class:

- what a tribe means. (A tribe is a group of people, or a community with similar values or interests)
- that there are different kinds of tribes and the Rabari tribe is one of many.

Note: *The Rabari community is a close-knit nomadic pastoral community living in north-*

west India, particularly Gujarat. Traditionally, the Rabari kept camels but in recent times they maintain flocks of sheep and goats as well.

- how the Rabari have adapted themselves to the environment and climate.

Is there a lot of rain during monsoon, in your hometown?

Do you and your family find ways to save water or electricity? How do you do so?
(Free response)

- *Sometime ago...with this mixture*

Ask students:

What happens when an earthquake occurs? (houses, property and lives are destroyed)



What helped the people of Jasma's village, cope with the situation? (the talao with the wet mud) Why is it important to work together? (Let students share their opinions— Sharing responsibilities and grief would help lighten troubles) How did the men build the houses?



Is it easier to get over a bad event if everyone comes together? (Free response. This will help students understand why and how working together helps, and comprehend how the whole village got together as a family to rebuild their lives, enjoying the camaraderie.)

- Once the houses were ready... Aav jo!

Ask students:

Who took over from the men? How did the women help? How did the beats of the drummer help? (Everyone joined in with songs while they beat the ground to the rhythm; they may have forgotten their tiredness with all the fun happening around). What kind of a picture can we form from this scene? (A happy village filled with happy people). How did Jasma and her mother decorate the walls?

Why was it important for Jasma and her mother to decorate their home? (Suggested answer, please accept any logical answer) It was important for Jasma and her mother to decorate their home so that it looked beautiful and they enjoyed living in it. The decorations would make them proud of their home.)

How did they make colour? Pause here to explain how these colours are natural and chemical free.

Post-reading

Draw a table on the board with the given headings. Let students copy in their notebooks.

Write down the problems faced by the people of the village. Let students discuss with their partners and fill in how the problem was resolved.

Problems faced	How they handled it
Dry region with little water	When it rained, they collected water in tanks built under their homes and used it very carefully
Earthquake destroyed their homes	They got together and built their houses
The walls of Jasma's house looked bare	Jasma and her mother decorated the wall with mirrors and <i>chuna</i> .
No colour	They took colour from different trees like the Jamun and the Kesu and coloured their clothes and wall hangings.

GRAMMAR

Irregular verbs

Follow the input given in the Reader

VOCABULARY

Negative prefix

Write the word 'pre' on the board and explain that 'pre' means *before* or *in front of*.

Proceed to explain that

- when we 'fix' a set of letters like *un, im, dis, mis, re, in*, in front of some root words, it is called a **prefix**. Hence, a **prefix** is placed in front of root words. Example: do-**redo**, used—**unused**

- some prefixes bring on the opposite meaning of the base word. Example: *happy—unhappy, connect—disconnect, possible—impossible*
- they will be learning about **prefixes** that bring on the opposite meaning of a word.

Next, write a few root words on the board and brainstorm with the class for the right prefixes that bring on the opposite meaning of the words.

agree (disagree) complete (incomplete) spell (misspell) healthy (unhealthy)

Let students work in pairs and do the exercise in their books.

LISTENING

Dictation

Explain what a summary means. (A brief account of a story/account etc.)

Tell students that they will be listening to a summary of Jasma’s story and will have to fill in the blanks as they listen.

Play the audio track and let students do the task.

You may play it once more depending on the capability of your class.

Review the answers.

SPEAKING

Picture talk

The speaking task should involve the whole class.

Allow students a few minutes to study the given image.

Let students share with the class what they see, and answer the given questions.

Encourage students to answer in complete sentences.



WRITING

Imaginative paragraph

This focusses on *assessment for learning*.

Students learn how to write a paragraph with the help of the hints provided. They are nudged into working on the *topic sentence* and the supporting sentences that help them in summing up the details in paragraph-writing.

Generate a discussion on the festivals that students celebrate and how they celebrate them. Once students have warmed up to the concept, proceed to explain that paragraphs are written in a way that holds the interest of the readers.

Write down the points on the board while explaining.

- the opening sentence should introduce the **main** idea.
- the sentences that follow are called **supporting sentences** and should be interesting
- the last or concluding sentence should revisit the main idea.

Let students do the task given.

STUDENTS' BOOK ANSWER KEY

Jasma's Story

Pre-reading

- A.** 1. brick
2. cement, glass, steel
3. mud/earth, straw, wood
4. wood
- B.** 1. V
2. C
3. V
4. V

C. Free Response.

Comprehension

- A.** 1. The Rabari tribe live with very little water because the area they live in gets very little rain.
The Rabari tribe collects water in tanks built under their homes.
2. The men and boys of the village stacked the balls of the sticky mixture one on top of the other to build the walls of the huts. They built the rooms with this mixture.
3. 'Tipni' is a way to make the earth smooth and flat. To do Tipni, people pound the earth with long sticks which have a flat disc at one end.
4. 'The Rabaris dyed wool from sheep in colour from trees like the Jamun and the Kesu. They embroidered their clothes, wall hangings and shawls with the colourful wool to make them bright and cheerful.
- B.** 1. a. 'The speaker is Jasma.
Jasma lives in Gujarat.
- b. 'The Rabari tribe had to rebuild their homes, the school, the panchayat office, the mandir and the masjid.
- c. 'The men and boys of the village built the walls of the new buildings. They got the mud from the talao behind the village.
2. a. Doing Tipni made the earth smooth and strengthened it.
- b. 'The village drummer helped the women and girls while they did Tipni by setting up a wonderful beat on his big drum.
- c. The women and girls sang songs while beating the earth with their Tipni sticks.
3. a. The speaker decorated the walls with mirrors and chuna.
The speaker's mother helped her decorate the walls.
- b. The mirrors in the walls and the light of the oil lamps made the houses shine at night.
- c. Rabaris make their own colours from different trees like the Jamun and the Kesu.
- C.** 1. (Suggested answer, please accept any logical answer):
Yes, the Rabari tribe uses things from nature wisely. They store rain water in tanks built under their homes and take colour from trees like Jamun and Kesu. They used the water they collected wisely.

2. (Suggested answer, please accept any logical answer):
Yes, the work of the village drummer was important because he helped the women and girls enjoy their work. It is easier to work when he have fun while working.

Grammar

- A.** 2. shelves 3. thieves 4. teeth 5. wolves 6. sheep 7. volcanoes
8. buffaloes 9. women
- B.** 1. some groceries 2. a few melons and apples 3. the fruits
4. many flavours 5. any packets

Vocabulary

- A.** 1. disliked 2. disobeyed 3. disorder 4. disappeared 5. dishonest
- B.** 1-d: unhappy 2-a: incorrect 3-b: discontinue 4-e: misunderstand 5-c: irresponsible

Listening

1. Fourteen-year-old 2. in Gujarat. 3. an earthquake destroyed
4. the other girls and all the women. 5. the beat of the village drum
6. the houses were rebuilt.

Speaking

Free Response

Writing

Free Response.

Punctuation

1. Yes, Miss Melanie stays here.
2. There are old clothes, dirty towels and torn curtains in the closet.
3. No, Mr Roy will not be back till Wednesday.
4. Oh, I thought you were not coming today.
5. Joy bought mangoes, oranges, bananas and pears from the market.
6. Zubin, Rajat and Pratham went to watch a film.

ANSWER KEY TO WORKSHEET 2

- A.** 1. teeth 2. oxen 3. people 4. players
5. policemen 6. children 7. dsishes 8. shelves
- B.** 1. some 2. any 3. a little 4. some 5. much 6. many 7. any 8. Many
- C.** 1. dislike 2. disappear 3. disadvantage 4. dissimilar
5. disagree 6. disobedient 7. disrespect 8. disbelieve
- D.** *Free Response*
- E.** *Free Response*

QUESTION BANK

Jasma's Story

A. Answer in brief.

1. Why did the people of Jasma's village rebuild their village and what did they have to rebuild?

Ans. There was a big earthquake which broke all their houses. They rebuilt their homes, the school, the panchayat office, the mandir and the masjid.

2. How was the dry talao useful to the people of the village?

Ans. Underneath the dry talao was wet mud. The people of the village used this wet mud to mix with cow dung and cow urine and make sticky balls to build their houses.

B. Answer in detail.

How did the people of Jasma's village get together to build their homes?

Ans. The men and boys of the village made sticky balls with wet mud, cow dung and cow urine. They stacked these balls one above the other and made walls. They also made rooms and doors and windows for the rooms. The women and the girls pounded the earth to smoothen and strengthen it with a tipni stick.

C. Choose the right answer.

The people of Jasma's village were

- a. generous.
- b. forgiving.
- c. united.

Ans. c

D. Read the line and answer the questions.

At night, by the light of the oil lamps, our house shone as they were studded with diamonds.

- a. What shone like diamonds?
- b. what made them shine?
- c. Who is the speaker and how old is she?

Ans. a. The walls of Jasma's house shone like diamonds. b. The mirrors on the wall made them shine. c. The speaker is Jasma and she is fourteen years old.