

## TROUBLE ON THE ROHINI

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

### Learning Outcomes

- To infer how negative emotions can be harmful
- To trace the gradual change in mood and tone in the story
- To recognise the qualities of a good leader
- To map the sequence of events
- To correlate the text with graphic representations

### Pre-reading



This question focuses on *assessment for learning*. Readers now get an indication that the story is about misunderstandings and ways to solve misunderstandings.

Discuss:

A. Why do we have wars? Are they constructive or destructive? How can wars be averted? What are the qualities of a good leader?

B. Tell students to discuss the Pre-reading given in the Reader.

Tell students

- that they will be reading an interesting graphic-story with a strong message.
- that they will have to identify the core message in the story after they trace the sequence of events.

## READING

Students comprehend, analyse, sequence, identify the tone and mood

Recap the features of a plot diagram with students.

State that the story in the form of graphic representations has all the elements of a typical story: *Setting – rising action – climax – falling action – conclusion*.

Tell students that they will have to identify the various aspects of the plot diagram after reading the story and then fill in the details.

Talk to the class about mood and tone.

Note: Mood and Tone are about emotions dealt within a piece of writing.

*Tone* is the author's attitude toward their writing. It involves the setting, choice of vocabulary and other details. (A few examples of words that describe tone: *humorous, pompous, formal, informal, cheerful, serious, gloomy*)

*Mood* is the atmosphere of a piece of writing. It is about the way a reader feels while reading the story/passage. (A few examples of words that describe mood: *melancholic, mysterious, romantic, sentimental, suspenseful, sorrowful, joyful*) Mood may change from situation to situation.

Writers use many devices to create mood and tone. These include images, setting, plot and conversations.

Ask the class to open their books and refer to the story 'The Moonlight Sonata'. Now direct them to read the paragraph: *The music went on. Almost at the ... one of Beethoven's concerts!*"

Now brainstorm for the:

- Tone: (*sorrowful; serious*)
- Mood: (Allow free response. Suggested answer: *sad*)

Ask students to identify the clue-words that convey the tone and mood for this extract.

Tell them that they should fill in the details of the plot diagram for this story after the reading session is over. (The details provided are for the teacher's reference.)

Setting/ Exposition	The Sakyans and Koliyans live by the Rohini river. They share a river and a dam.
Rising action	Low water level; argument ensues on who should use the water for the crops.
Climax	Quarrel escalates; both sides are ready for battle.
Falling action	Buddha senses trouble and talks about the importance of brotherhood and living sensibly.
Conclusion	Both communities agree to live in harmony and share the water.

- Ask students to read the text and study the first image. / Zoom the first image on the screen and let students take a good look.

Ask students:

*What did the two communities share? (Dam, river) What tone do the graphic image and the text convey? (Peaceful, calm, quiet) What is their occupation? What are the main requirements for irrigation?*

- Let students read the text and study the following four images. / Zoom the images on the screen.

Ask students:

*What were the Sakyans worried about? What did they plan to do? What did they notice? What does this convey? (That the needs were the same for all) Do you see any change in the tone in these images? How would you describe the gradual change in tone in the four images? (The tone changes from worry – concern to worry and anguish, annoyance and anger) What helped you identify the tone in these images? (The expressions portrayed and the conversations—Let students identify the clue words.)*

- Direct the class to read the text and study the next five images.

Ask students:

*What was the main cause for the dispute? Could this have been resolved in any other way? How would you describe the two communities? (Quarrelsome, defiant, stupid, arrogant) How does the tone build up in these images? (Defiance, anger, aggression, resentment and rage) Is the tone negative or positive? Which image would you say contrasts with the images that you have studied so far? (The first one) Where do you think the dispute is heading? Do you think the decision taken at the Koliyan capital was the right one? Explain your stand.*

- Let students read the text and study the next set of five images.

Ask students:

*Who showed maturity in the capital of Kapilavasthu? (The man who suggested that they talk first) What were the two armies fighting about? Was such a fight necessary? What would happen if they went ahead with the battle? (Allow free response. Suggested answer: There would be destruction of lives and property) What image does the Buddha represent? (Of calm and peace) What is foremost in his mind? (That he should stop them before someone gets hurt) What is the reaction of the people when they see the Buddha? What is the place that he has in their hearts? (They hold him in reverence and high*

regard) *What are the qualities a good leader should possess?* (Allow free response)

- Direct students to read the text till the end.

As they will now be familiar with identifying the tone, let them trace the change in tone (from a strong negative tone to a calm and amiable one) in the images and text.

Ask students:

*Did the two communities know why they were fighting? How would you describe them? What kind of a leader was the commander? How would you compare him to the Buddha? What message did the Buddha convey to the people with his story? Do you agree with the Buddha? Why do you think so?*

### Post-reading

Work in pairs/groups and fill in the details to complete the plot diagram.

## GRAMMAR

## Reflexive pronouns

Ask students to imagine standing in front of the mirror.

Ask students:

*What does a mirror do?* (Reflect)

*What do you see?* (A reflection)

The mirror reflects an action directly before you.

Write these words on the board: *my, your, him, her, it, our, your, them*. Ask them under which grammatical category would they put these words. (Pronouns)

Take it further by asking students:

If *my* stands in front of the mirror what would the mirror reflect?

Elicit the answer *myself*.

Ask them to name all the other pronouns the same way. Point out that some pronouns are plurals.

Write all the reflexive pronouns on the board including *oneself*. Explain that they refer back to the same person or thing. *What do we call these pronouns?* (Reflexive pronouns)

Write the sentences on the board.

*I cut myself while using a knife.*

Ask students:

*Who is responsible for the action?*

*Who did it to the subject?* (The subject himself / herself / itself)

*Can you identify the subject in the sentence?* (I)

*Can you identify the object in the sentence?* (Myself)

So, we use reflexive pronouns when the subject does something to *himself / herself / itself*.

Write the following sentences on the board.

*She washed herself.*

*Jai dressed himself and got ready to go to school.*

Ask students:

*Do these sentences sound right? (No) Why?*

Explain to the class that we do not use a reflexive pronoun after verbs which describe things people usually do for themselves, such as *wash, brush, dress, eat* and so on.

## VOCABULARY

## Phrasal verbs with 'Blow'

Explain to students that a phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both.

Write these sentences on the board. Underline the phrasal verbs.

*They always look down on him.*

*The epidemic broke out in the region.*

Brainstorm for the meaning of the sentences.

Explain

- that the meaning of each word when taken in isolation would hold a different meaning from the phrase itself. For example, the phrasal verb to *look down on someone* does not mean that you are standing on an elevated ground and looking down at someone who is below you. It means that you think that the other person is *not worthy enough to be considered your equal*.
- that the verbs change tense accordingly. — *She blew out the candles after the lights came on. / She will blow out the candles soon. / The candles were blown out.*

Write a few simple sentences with blanks and let students choose the correct phrasal verb.

A few examples:

1. *The car \_\_\_\_\_ on the middle of the road. (broke down / broke off)*
2. *Arun did not \_\_\_\_\_ to their demands. (give up / give in)*
3. *She is planning to \_\_\_\_\_ on the way home. (drop out / drop in)*

Once students are familiar with the concept, proceed with the exercise in the Reader.

## LISTENING

## While listening

Tell students that they will be listening to a speech on environment. Ask them to listen carefully to the speech and note down the main points of the speech.

Play the audio track once and let students note down the points.

Play it once again so that students fill in the points they may have missed / check their work.

Let students do the task and share with the class.

Correct them / guide them, if required.



## SPEAKING

## Discussion – Express opinion

This task can be used for *assessment as learning* as students communicate using the sentences clearly expressing their own opinion, based on the clues available in the Reader.

Explain that

- while conversing we express our opinions over quite a few things that we believe in.
- while doing so we need to express our opinions in a polite way. We do not have to shout to be heard.
- there are a few expressions that we generally use while conveying what we believe in.

Write these examples on the board and ask students to read them aloud.

*In my opinion; To my mind; As far as I am concerned; Speaking personally; From my point of view; My view, My opinion/belief/impression/conviction is that I hold the view that; My impression is that; It is my impression that I have the feeling that; My ... feelings on the subject are... that; I have no doubt that; I am sure, I am certain that*

Write on the board: *How many games periods should we have in a week?*

Let students use the given expressions while they convey their opinion on the topic.

Point out that their answers should have a valid reason.

Reinforce the importance of expressing in a polite manner.

Now let students work in pairs and do the task in the Reader.

## WRITING

## Linkers

*Note: Help students set their objectives (Why do I want to write this?)*

Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own composition.

### Linkers

Why do we use linkers?

- to show the order of events of an incident
- to tell readers about the relationship between ideas/things
- to combine shorter simpler sentences to longer complex ones

### How do I use linkers?

**Step 1:** Make a list of linkers and sequencing expressions:

*and, but, although, yet, even though then, after that, ...*

**Step 2:** Write an outline of an incident you would like to describe:

*Geography teacher came to the class – announced surprise-test – students shocked, no choice – closed their lunch boxes, started studying – pin drop silence – papers distributed. Raju, class topper wanted to ace the test – tired after difficult maths test – tried to study but shocked when got paper – read further – realised after a while – wrong paper – told teacher– other students scolded by teacher for not realising it was wrong paper.*

**Step 3:** Flesh out the outline with relevant details, adding linkers wherever required:

*Sample*

*The geography teacher came to the class during the lunch break (introduce the situation) and (adding more information about what the teacher did) announced that she was holding a surprise test that afternoon. The students were shocked but (contrasting the earlier idea) they knew they had no choice. They closed their lunch boxes and (continuity of an action) started to pull out the geography text book from their bags. The break bell rang and (two independent sentences joined) the teacher entered the class quite immediately. Everything went silent. There was heavy rain pouring outside but (contrasting information added to heighten the tension in the situation) you could hear a pin drop inside the class. The teacher then (introduce time-order expressions smoothly flowing into the next incident) started distributing the test papers. Raju loved the rain a lot yet (connecting two sentences with no changes made) today he did not pay any attention to it. Although (used at the beginning of a sentence) he was the class topper, he knew it would be tough to ace this test. Only that morning they had a difficult maths test and Raju had spent the whole of last evening studying for it. A geography test was the last thing on his mind. However, (similar function as but, only used for longer sentences) he knew he had to do well to keep his good name with the teacher. So (connect long sentences with short ones) trying to recall all that he had studied during the lunch break, he looked into the question paper. He read the first question but it did not make any sense. He thought it was a mistake and proceeded to read the others. After ten minutes, he was certain. He stood up and called the teacher's attention. The teacher kept him standing for a minute or so before (sequence of events) she finally asked what the matter was. Raju promptly replied that it was the wrong question paper and handed it over to the teacher. She looked at it, then (sequence of events) looked at the class. The next ten minutes, the students were showered with a loud scolding for not knowing the difference between a history question paper and (linkers not used between clauses but between phrases) a geography one. The students of course did not mind. As far as (explaining the reason) they were concerned, the day was saved. (End on a note connected with the opening sentence)*

## LIFE SKILLS

The discussion held in class will help develop intrapersonal *and* emotional intelligences with the focus on building relationships and managing challenges.

## STUDENTS' BOOK ANSWER KEY

### Trouble on the Rohini

#### Pre-reading

*Free response*

#### Comprehension

**A.** 1, 6, 7, 8

- B.** 1. a. A Sakyan farmer said this to the others while they were farming their lands.  
b. The speaker was referring to the water level of the Rohini river. The water level was very low because it had been an unusually hot summer.

- c. Both the Sakyans and the Koliyans went down to the river to fetch whatever water was left for their respective crops. They feared that they would not have enough water. The two tribes started arguing and later they were almost about to begin a war.
2. a. A Sakyan person said these words.  
 b. The speaker was talking about fighting a war against the Koliyans because of the conflict over the water of the river Rohini.  
 c. Yes, the problem could have been resolved peacefully by talking and working out a solution through a peaceful discussion.
3. a. The Buddha said this to the men from the Sakyan and Koliyan tribes.  
 b. The story that the speaker narrated was that once, during a great storm, the trees which grew close to each other with their branches intertwined remained standing, but a tree that grew alone and separate from the others was blown down and destroyed.  
 c. The speaker told them the story to persuade them to resolve their conflict by talking and to live together in peace and harmony.
- C.** 1. The Buddha learned from the villagers that water was the primary cause of the fight between the two tribes. He explained that nothing is more precious or valuable than human life and people should try to sort out all differences through discussions. The Buddha managed to teach the tribes to live in harmony by telling them a story about how unity is strength. He narrated that once, during a great storm, the trees which grew close to each other with their branches intertwined remained standing, but a tree that grew alone and separate from the others was blown down and destroyed. No, they would not have resolved their dispute without the Buddha's help. They were preparing to go to war and would have done so if the Buddha had not intervened. *Suggested answer. Accept any logical answer.*
2. The Buddha found out on the battlefield that the soldiers of both armies did not know why they had assembled to fight. The soldiers did not realise that a battle would also mean an unnecessary loss of lives and property. They were blindly following the instructions of their leaders who told them to fight. The leaders were unwilling to discuss and sort out the problem. This would have been a dangerous situation. They should have tried to resolve the conflict through a peaceful discussion. A war is not the correct way to solve disputes.
3. Yes, this story is applicable even today. Many international conflicts and disputes among countries could be resolved in a harmonious way by talking and by realising that unity is strength. Even today, there are disputes between states and countries because of water. Many rivers are drying up and all countries need to come together to solve this crisis. The example set forward by the story is relevant in today's world. The story sets a good example as to how major differences can be resolved through peaceful discussions. It also promotes the idea of sharing between groups and nations. *Suggested answer. Accept any logical answer.*

### Grammar

- A.** 2. yourself      3. himself      4. ourselves      5. themselves      6. myself
- B.** 2. ourselves      3. itself      4. themselves      5. myself      6. himself

## Vocabulary

- |               |                |                |
|---------------|----------------|----------------|
| 1. blow up    | 2. blew out    | 3. blown about |
| 4. blown down | 5. blown apart | 6. blew over   |

## Listening

### Listening text

**Listen to an excerpt from a speech by an environmentalist. As you listen, note the main points of the talk. Then, summarise the speech in your own words.**

Did you know that rivers too can become endangered? 'Endangered' refers to life forms that may soon disappear from earth, because very few of their kind are surviving.

Endangered rivers are those which are partially or fully dry, or whose environment and flow are likely to get affected in the future. Some of these changes are due to natural causes but that is very rare. Most rivers that are classified as endangered are affected by human activities such as unplanned development, pollution, dams and irrigation.

When the water quality, level and flow of rivers is affected, this not only impacts the water supply of a region but also causes permanent changes in the habitat. This, in turn, affects the plant and animal life that lives both on land and in the water. And no, we humans are not safe from these after-effects either—the death of a river can have very dangerous consequences for us too.

Do we really want this dismal story to continue? I think the time has come for all of us to join hands and ensure that rivers remain safe for all life forms on earth.

### Answers:

**Main Idea:** Rivers can become endangered, primarily because of human activities. Unless we act quickly, this can have devastating consequences for all life forms on earth.

**Summary:** Endangered rivers are those which are partly or fully dry. Human activities such as unplanned development, pollution, dams and irrigation can make rivers endangered. This affects the water quality, level and flow of the river, and also affects the habitat. This can be dangerous for both plants and animals that live on land and water, and will ultimately affect us humans. To prevent this, we need to work together to save rivers.

*Suggested Answer. Accept any logical answer.*

## Speaking

*Free response*

## Writing

The Sakyans and the Koliyans used to irrigate their fields with water from the Rohini river. One year, there was an acute shortage of water during a hot summer. The Sakyans discussed among themselves that the crops needed to be watered only once before they ripened and there was just enough water for that. When they saw the Koliyans taking away the water from the river, they tried to stop them. After this, the two tribes started arguing and insults were exchanged. The dispute was discussed in the Sakyan and Koliyan capitals and both tribes decided to go to war. As soon as the Buddha sensed trouble brewing, he went to the battlefield. He asked the soldiers the reason for the war and was informed



that both parties had insulted each other. But the soldiers were not aware of the actual reason and asked the Commander-in-Chief for an answer. He could not give a satisfactory answer. At last, they called the villagers to explain the actual situation. The villagers brought forward the issue, after which the Buddha explained that nothing is more precious than human life. The Buddha went on to tell a story in which a single tree was uprooted in a storm, but trees that grew close to each other remained standing. He advised the tribes to settle their differences by peaceful discussions and not by fighting. From then on, the tribes decided to share the water. The harvest was bountiful and both the tribes prospered.

*Suggested answer. Accept any logical answer.*

### **Dictionary work**

1. inspire, inspiring, inspiration
2. punish, punishable, punishment
3. succeed, successful, success
4. describe, descriptive, description
5. accept, acceptable, acceptance

### **Life Skills**

*Free response*

### **ANSWER KEY TO WORKSHEET 3**

- A.** 1. yourself      2. himself      3. themselves      4. herself  
5. itself      6. myself      7. ourselves      8. yourself/yourselves
- B.** 1. break away  
2. broke out of  
3. broke down  
4. broke out  
5. broke open  
6. broke off
- C.** 1. a. a situation in which something no longer exists  
b. to develop very well  
c. to involve oneself in situations where one's involvement is not helpful  
2. The wolves were reintroduced into Yellowstone National Park because they had been hunted to extinction.  
3. With the return of the wolves, the vegetation grew back.  
4. When the trees grew, the songbirds came back to nest. Beavers which also fed on the barks of these trees, came back.  
5. This observation teaches us that when we interfere in an ecosystem without understanding our impact on it, we can destroy it. If we want to save the planet, we must let wild places be and allow Nature to take its course.  
6. When wolves returned to Yellowstone National Park after being hunted to extinction, they kept the elk population under control. Thus, trees and plants grew well and birds and beavers returned. Beavers built dams which made the rivers flow steadily and less soil got washed away. Thus, wolves helped change rivers and rebuild Yellowstone.

*Suggested answer. Accept any logical answer.*

## QUESTION BANK

### Trouble on the Rohini

#### A. Answer in brief.

1. What caused the dispute between the Sakyans and the Koliyans?

**Ans:** There was scarcity of water due to hot summer days. Both, the Koliyans and the Sakiyans feared that they would not have enough water for irrigation. Each tribe claimed right over the water in the Rohini, leading to a dispute.

2. Why did the Buddha come to meet the tribes?

**Ans:** Lord Buddha sensed trouble between the tribes. He knew if he did not intervene, things would go beyond control and there would be bloodshed. Hence he came to meet the people of the tribes and make peace between them.

#### B. Answer in detail.

What did the Buddha want to know from the army? Was the army helpful?

**Ans:** The Buddha wanted to know the actual reason for the war-like situation between the Koliyans and the Sakyans. The only reason that each army could give was that they were insulted. They did not know why the insults were exchanged. No one had any clue about why they were going to fight a war, not even the commander-in-chief, Atula. Finally, the commander had to get the help of the villagers to know the reason. Though they were willing to help, they could not, because they did not know the real reason and had not made the effort to know it till that time.

#### C. Choose the correct answer.

*"Shouldn't we talk to them first?"* What does this tell you about the speaker?

- a. He was scared of fighting, and was eager to avoid war.
- b. He was wise and did not want to act impulsively.
- c. He was all words, and no action.

**Ans:** b

#### D. Read the lines and answer the questions.

*"We've just heard of a dispute on Rohini. The Sakyans have insulted our people."*

- a. Who speaks the above lines?
- b. Did the Sakyans really insult the people?
- c. What was the response the speaker got?

**Ans:** a. One of the men from the Koliyan tribe speaks the above lines.

b. No, the Sakyans did not insult the Koliyans. It was a simple argument but the Koliyans were so offended that they took it as an insult to their tribe.

c. Everyone agreed with him without thinking, and they wanted to call the army and fight a war.

#### E. Answer in brief. (Think and Answer)

Both the Sakyans and the Koliyans needed a peaceful lord like the Buddha to sort out their differences. What do you understand about the tribes from this?

**Ans:** The Sakyans and Koliyans were foolish and acted impulsively. For them, the answer to any conflict was only war. At the same time, they had a lot of respect for the Buddha, who helped in bringing peace and harmony among them.

**F. Answer in detail. (Think and Answer)**

Despite being related, both Sakyans and Koliyans were almost at war with each other during a crisis. How should they have dealt with the situation? What lesson have you learnt from this?

**Ans:** Though the Koliyans and the Sakyans were related, their territory was divided by the Rohini River and for irrigation they had built a dam. Both the tribes were living in harmony till the water crisis arose. During any crisis where two parties are involved, arguments and differences of opinions are likely to happen. It happened among the two tribes as well. But instead of settling their differences by talking, they chose to wage a war. Fortunately for them, Lord Buddha restored peace and harmony by making them understand the value of human life and the importance of unity. Bloodshed was averted. From this we understand that any conflict can be resolved through sensible discussion and understanding each other.