1. Instructional Materials for Technique A-
   Exploring the poem (with the help of the
given questions)

The Right kind of people.

Edwin Markham

Reading for Meaning.

1. How does the poem remind you of the old saying "You
   usually find what you're looking for"?

2. Do you feel that we always see people as they are, or
do you think our impressions are coloured by our own
prejudices or attitudes towards them?

3. What do the two travellers' replies tell you about
them?

4. Which of them men would you rather have for a friend
or neighbour? Why?

5. A parable is a short fictitious narrative used to throw
light on some moral or spiritual truth. The poem you
have just read is a kind of parable. What truth does
it point out?
THE WAYS

John Oxenham

1. What are the alternatives open to every human being?

2. What is the difference between "the High Soul" and "the Low Soul" according to the poet?

3. Who decides "the way his soul shall go?" Do you totally agree with the poet's view?

4. Like every man, for you also, "there openeth A way, and ways and a way"
   Which one would you opt for? why? Explain in your own words why you wouldn't choose the other options.
1. What made the choice of roads so difficult for the poet?

2. Why did he choose the one he did? Would it have appealed to you for the same reason?

3. Which word in the poem gives a clue to the season of the year, when this event took place?

4. Which road requires more courage and individuality? Why do you think so?
After Blenheim:

1. Three persons are mentioned in this poem. Name them.
   1. ...................................
   2. ...................................
   3. ...................................

2. How are they related to each other?

3. The poem opens with description of a very "homely scene". Describe it in your own words.

4. Where had the boy gone to play?

5. What did he find while playing? (Indicate the line that describes that object).

6. What was that thing?

7. Why did he bring it home?

8. What did his grandfather explain to him?

9. Was the boy happy with whatever his grandfather told him? Did he stop asking questions?
10. You can see that the boy was more specific in his question. Indicate the lines.
(a)
(b)

11. The grandfather repeatedly refers to "a famous victory" or "a great victory". What was he referring to?

12. What happened during the "famous victory"?

13. What did little Wilhelmine say, after listening to her grandfather's long description of "the famous victory"?

14. Did her grandfather agree with her view/comment? (Indicate the line)

15. Which line tells us that Peterkin was more emphatic in his view?
1. How would you explain in your own words "Life is a just employer"?

2. Do you agree with the fact mentioned in the line quoted above? why?

3. Was the poet happy about his part of the bargain? Whom does he blame for that?
1. Why did the teacher call the child "a peculiar child"?

2. What were the other children doing?

3. How did the other children react when the little girl was scolded?

4. How would you react in a similar situation?

5. The poetess repeatedly says "There is no need to remember............" Do you think she has forgotten all the bitterness?

6. How does the poetess describe the sun? Does that signify anything, according to you?
1. Why does the poet say "This busy world and I shall ne'er agree".

2. Name some of the things the poet would like to possess.

3. Why does the poet call the woods "Wealthy Nature's Treasury"?

4. What is the "only fear" that troubles the poet?
EXPECTING SOMEONE

1. Name the three visitors who may probably come over to visit the poetess.

2. Identify the striking contrasts used in the poem.

3. How does the poetess express her disappointment?

4. The poem has a sad tone and ends in a sad note. Can you rewrite the last two lines so that the poem ends in a happy note and reflects optimism.
1. Read the poem twice and give the central idea in one or two sentences.

2. What "brings reality to dreams"?

3. What is that we "seldom realize"?

4. Do you feel we should judge the importance or significance of any deed, by its greatness? What does the poetess say?
APPENDIX III (b)

Instructional Material to be used in Technique B namely "Introducing the poem through parallel ideas"

PARALLEL IDEAS

SET I - POEM 1

The world is a looking glass and gives back to every man the reflection of his own face. Frown at it; it will frown at you and laugh with it and it is a jolly and kind companion.

Thackeray

Life is not a one-way street. What I do, what I say, even what I think, inevitably has a direct effect on my relationships with others. I am certain that in the degree that my attitude towards others has given convincing proof of loyalty, sincerity, honesty, courtesy and fairness, I have encouraged in others the same attitude towards me.

Respect begets respect, suspicion begets suspicion, hate begets hate. It has been well said "The only way to have a friend is to be one".
Many people go up high mountains and risk their lives for the joy of the climb and the exhilaration that comes from a difficulty surmounted, a danger overcome; and because of the danger that hovers all around them, their perceptions get keener, their joy of the life, the more intense.

All of us have our choice of living in the valley below with their unhealthy mists and fogs, but giving a measure of bodily (physical) security, or of climbing the high mountains with risk and danger for companions, to breathe the pure air above, and take the joy in the distant views and welcome the rising sun.

- Jawaharlal Nehru

(The last letter to Indira)
This way or that way
How often have we stood at
Cross-roads of life, wondering
Which way to choose,
Which way to turn
Which way to step
Which way to proceed

And all those lingering fears?
Nagging doubts? the questions
That arise as to why......and
Also why not.
And above all those bewildering
"If"s.................

Let me ask you directly
"Are we left with much choice
Once the decision is taken?

Richard Goldboom
Young people do not assimilate values like truth and justice by learning words and their definitions. They learn and develop their attitudes and ways of judging by their personal transactions with their family and society at large. That is why quite often the views of youngsters are different from those of the adults”.

"Each generation, presented with victories that it did not win for itself must rediscover the meaning of liberty and justice. A generation that has fought for freedom may pass that freedom on to the next generation. But it cannot pass on the intense personal knowledge of what it takes to win freedom.

In some cases young people find that the moral precept and the views their elder generations offer are no longer relevant”.

John W. Gardner.

"The values of Young People"
"Ask and it shall be given unto you".

"As a man thinketh in his heart so is he. A man is literally what he thinks and what he wants to be; his character is the sum of all his thoughts and his achievements, the sum of his aspirations.

"Thought in the mind hath made us. What we are, by thought was wroght and built".

"You will be what you want to be"

"All that a man achieves and all that he fails to achieve is the direct result of his own thoughts and expectations".

"Achievement, of whatever kind, is the crown of effort, the diadem of thought. Before a man can achieve anything, he must lift his thoughts and goals".

"All achievements, whether in the business, intellectual, or spiritual world, are the result of definitely directed thoughts and aims.

He also cherishes a beautiful vision, a lofty ideal in his heart, will one day realise it. Columbus cherished a vision of another world and he discovered it, Copernicus fostered the vision of a wider universe and he revealed it.

To desire is to obtain; to aspire is to achieve.

- Adapted from "As a Man Thinketh" by Allen James
Birds don't do it, beas don't do it; but parents and educated teachers do it. They do so by tossing around the "shy" label when it is not deserved, by being insensitive to shyness when it is there, and by creating or perpetuating environments that breed or intensify shyness. Sometimes the effect is unintentional.

- Phyllip G. Zimbardo

Children by nature are sensitive. At times, teachers and parents, who are in positions of control and authority, hurt the feelings of children by their careless words and deeds. Such wounds take too long to heal.

- J.A. Simms.

(From Three to Thirteen)
PARALLEL POEM FOR SET III - POEM 1

CHARACTER OF A HAPPY LIFE

How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought
And simple truth his utmost skill!

Whose passions not his masters are,
Whose soul is still prepared for death,
Not tied unto the world with care
Of public fame, or private breath;
Who envies nonethat chance doth raise
Or vice; who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good;

Who hath his life from rumours freed,
Whose conscience is his strong retreat;
Whose state can neither flatterers feed,
Nor ruin make oppressors great;

Who God doth late and early pray
More of his grace than gifts to lend;
And entertains the harmless day
With a well-chosen book or friend.
नया आज कौई आरंभ?

आयद आज मेरा कोई निर्देश
मेरे एकाकीपन के असलान की पाड़िये के लिये
मेरे ही द्वार पर आ खड़ा है!

या फिर कोई पदभूमि अत्यधिक व्याधिक
क्षणभर सुस्ताना की ललसा और माननीर्दिन की आशा लिखे
मेरे ही 'आररर' में आ खड़े है;
या कोई व्याह-व्याह बचना
रवलते-रखलते व्यास से आकृिल है
मेरा ही द्वार रवतरता दे;
या कोई नृत्य-नृत्य धाँधल पंधर
किसी व्यवस्थित कोनी की तलाश में
मेरे ही बीड़ में आ व्यवक्त होते
या कोई भूला-भतका धाग्या कुटो
रोटी के हुकुम और स्नोहिि सप्लो की घट में
मेरे ही पैरों में आ लिये!

अपने मन और घर की आत्मीय स्नेहधाय की पाटनक लिखे
किसी साथी की प्रतीतिया में
मेरे काल में द्वार की लोहे खड़ी हैं.

शाम रत में ठल गई है
सदे हवा का एक तेज झंका नाली शाम को खुशा कर
मूर्ति रहे वायू के भूस्तर पर अंधेरी की चाँद आठ भी गई है
मेरे अपनी ही वर्ष शून्य में ताकति बही है
मेरे आगे कुछ ही आर्षा आया !!
The tiny dew drops, as the boundless sea
Have a definite part in His perfect design
O God! let me not despair
That I'm not the mighty sea
Help me to be faithful as a tiny drop
As you would like me to be!

Each tiny fish, as the great whales
In God's great plans has a part.
O God! let me not be ashamed
That I'm not the monarch of the ocean.
Help me to be happy as a little fish
To live as you would like me to live!

The tiny pebbles, as the towering peaks
In God's wise plans, have a role to play,
I'm not a majestic peak, O God!
Unnoticed though, let me be content
And be rubbed into that shape of your choice!

Let me not crave for a glamorous part
Nor to be a sparkling gem or a dazzling rainbow
Fortify me, O God, with the wisdom to understand
I'm what I am for you need me as I am.
Unsung, unseen and unheard of, may be
But the right dot, just in the right place.
SET III - POEM 3

YOUR PLACE

- John Oxenham

Is your place a small place?
Tend it with care!
He set you there.

Is your place a large place?
Guard it with care!
He set you there.

Whate’ver your place, it is
Not yours alone, but His
Who set you there.

Self-acceptance
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"I am what I am"

People who clearly understand their own strengths and weaknesses are better able to accept themselves as they are and accomplish more in life. They can identify with the person who said, "I am only someone, but I am someone. I can’t do everything, but I can do something."