

CHAPTER-III

GLIMPSES OF THE PAST

Comprehension Check

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:

“Ae mere watan ke logon...” is the opening line of the original song. It is sung by Lata Mangeshkar. We can also see Pandit Jawaharlal Nehru, Indira Gandhi, Bahadur Shah Zafar, Lal Bahadur Shastri, Rani Laxmi Bai, Lala Lajpat Rai, Bal Gangadhar Tilak, Subhash Chandra Bose, Mahatma Gandhi and Bhagat Singh in the picture.

2. In picture 2 what do you understand about the Company’s “Superior weapons”?

Ans:

The Company’s “superior weapons” are its wits, strength, rules, and regulations.

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

Ans:

A skilled manual worker who does crafting work in items that could be functional or decorative, is called an artisan. The British used to collect very high taxes from them, which destroyed them economically. The British imported machine-manufactured goods from Britain and sold them extensively, which also ruined the hand-made goods' business of the artisans. This is how they suffered.

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

Ans:

The first sparks of the fire of revolt is revealed by picture 7 'The Sparks'.

Working with Text

Answer the following questions:

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

Ans:

The Indian princes were indeed short-sighted in their approach to the events of 1757. They did not understand the Britishers' intention of capturing the whole of India by helping them to win small battles.

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

Ans:

The Indian princes constantly had wars within themselves. They asked the English merchants to help them with their fights. It was very difficult for people to live peacefully due to constant fights. These rivalries helped the East India Company in subduing Indian princes.

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

Ans:

Ram Mohan said, “Cows are of different colors, 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:

Indians were exploited by the British in many ways. Heavy taxes were imposed on the farmers and they reduced import duty on England manufactured goods that were imported to India. They even cut off the thumbs of expert artisans.

5. Name these people:

(i) The ruler who fought pitched battles against the British and died fighting.

(ii) The person who wanted to reform 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) Kunwar Singh

(ii) Ram Mohan Singh

(iii) Macaulay

(iv) Peshwa Nana Saheb and Maulvi Ahmedulla of Faizabad

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) Child marriage and untouchability

(ii) The British reduced the import duty on Britain's manufactured goods which affected the Indian industries severely.

They also passed Regulation III in 1818, under which an Indian could be mailed without any trial in court.

(iii) The common people lost their jobs and lands.

The British were converting them.

(iv) Four reasons leading to the discontent are:

Indians became slaves in their own country.

Indian industries were destroyed by the East India Company.

The Indians were not being treated equally as the British.

The Indian customs were spoiled as the grease used on the bullet was made of cow and pig fats.

Working with Language

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 _____

Ans:

(a) they must educate their brothers.

(b) must try to improve their material conditions.

(c) their grievances must be conveyed to the British Parliament.

(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:

(a) the white soldiers got huge pay, mansions and servants.

(b) they got a pittance and slow promotions.

(c) who was the British to abolish their customs?

Speaking and writing

1. Playact the role of farmers who have grievances against the policies of the government. Rewrite their ‘speech bubbles’ in dialogue form first.

Farmer A, “But your men are taking all my crop!”

Farmer B, “In spite of paying them taxes, they demand for more; and threaten us to send us to jail!”

Farmer C, “The British policies are ruining us.”

Farmer D, “Our kings have become puppets in their hands.”

Farmer E, “We have lost our lands.”

The Santhals, “We have lost our lands under new land rules. Time has come to act and defend ourselves.”

Another Farmer, “Yes, we need to unite and rebel against them. We must protect ourselves or we will perish.”

. 2. Look at the pictures



Fox accidentally falls into a well



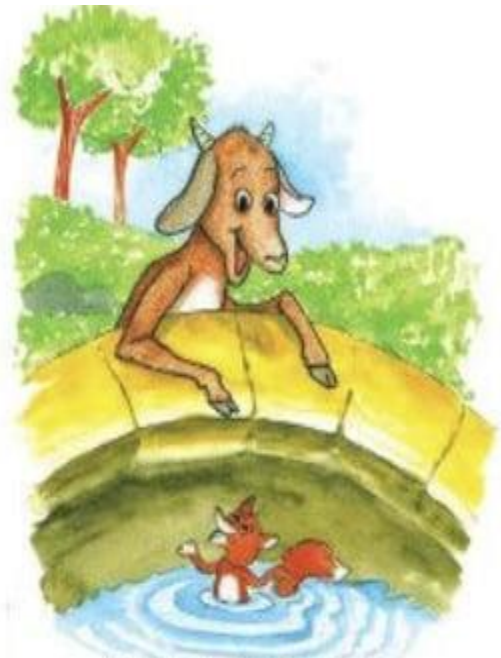
"How do I get out of here?"



"Hello! Is this water sweet?"



"Too sweet! I've had so much, I might faint."



"Let me taste it."



"Thanks for the help. Come out when you can."



"My mother used to say: Be careful how you take the advice of people you don't know."

(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?

Answer:

(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.

ENGLISH

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

Think before you trust-

Once upon a time, a fox was roaming in the forest. Accidentally, she fell into a well. She thought about how she will get out of there. By chance, a goat arrives near the well. She asked the fox if the water inside the well was sweet. The cunning fox played a trick with the goat. She told a myth that the water was sweet, and she had enough of it. The stupid goat also desired to taste the water. The fox requested her into the well. The goat approached there. Now the fox sat on the goat's back and scaled out of the well. Then she thanked the goat for her help. The goat thought of her mother's sayings that she must never go by the advice of a stranger.

3. Read the following news item.

History becomes fun at this school

Mumbai: Students in the sixth grade of a certain school in Navi Mumbai love their history lessons thanks to a novel teaching aid. It is not surprising given the fact that their study material includes comic books and they use their textbooks for reference to put things into perspective. Besides, students are encouraged to tap other sources of information as well. During history classes, students pore over comic strips of historical periods, enact characters of emperors and tyrants, and have animated discussions on the subject. History has become fun. In the class students are asked to read the comic strip aloud, after which they break up into groups of four, discuss what they have heard and write a summary. Each group leader reads his group's summary aloud and the whole class jumps into discussion and debate, adding points, disagreeing and qualifying points of view. A sixth grade student says, "It's a lot of fun because everyone gets a chance to express themselves and the summary takes everyone's ideas into account." According to the school principal the comic strip format and visuals appeal to students. A historian feels that using comics in schools is a great idea. Comics and acting help students understand what characters in the story are actually thinking.

(adapted from The Times of India, New Delhi, October 2007)

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

Answer:

The students at school level are afraid of social sciences, English and Mathematics. But this new method of teaching History has made the subject learnable to the students. This new comic strip format and visuals have surely made the learning of history easy and interesting. This innovative format involves the entire class and each student may get an opportunity to express him or herself. But the presentation of the comic strip should be attractive, easy to read and grasp and the pictures must be toned up in an excellent way.

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.

Story :-

Here is the Sun is a hero and the wind is the villain .

The villain is disturbing the man then the hero enters the situation and defeat him with his powers .At last the villain admitted his defeat and surrender to the hero .

Moral :-

Don't underestimate the power of others

Every one has his own talent and identity .

Summary of Glimpses of the Past

In this article, you will be reading the summary of the chapter Glimpses of the Past. The chapter describes the events and the circumstances that took place in India during the year 1757 to 1857. It starts with the time when the East India Company was very strong in India. The Indian princes and states were busy fighting with each other. They often sought British help and thus British took advantage of this to gain power and establish their rule in India. The social conditions were also not in good shape. Social evils such as child marriages, untouchability, sati pratha, etc. were prevalent in society. Also, the farmers had to pay heavy taxes.

Raja Ram Mohan Roy worked a lot towards reforming society. British also passed many resolutions to ruin India and Indian industries. Lord Macaulay also brought a bill according to which the medium of education could only be English. The main aim of the British was to prepare clerks who can assist them in the administration. By 1856, India had fully become a British colony. However, after the revolt of 1857, the British rule started to shake. The Indians revolted and struggled for freedom until 1947, i.e. till they achieved it.