

CLASS : VI

ENGLISH WEEKLY STUDY MATERIAL (01/12/ 2020 - 05/12/2020)

TOPIC : Unit-5 (Section:2) Quality – John Galsworthy

LEARNING OBJECTIVES:

- * Students will be able to read and comprehend the story in their own words.
- * Learners will be able to express the ideas orally and in writing.
- * They will be encouraged to find the meaning of the difficult words from the text.
- * Students will be able to attempt the comprehension exercises based on the section taught.

Key Characters and Setting:

Gessler Brothers (Elder and Younger Brother) .They are German immigrants, who value the quality in their art of shoemaking .

The narrator – Loyal and sympathetic customer.

The Englishman – He took over the shop of Mr.Gessler

Setting of the story is in a small, fashionable part of London.

Theme:

The story “Quality” is about the commitment of an artist(Shoemaker) towards his art and his ultimate death by starvation. The story also exposes the sad loss of art and quality of work in the world of fashion, pomp and materialism.

Glossary:

1. contempt- the feeling that a person or thing is worthless
2. hardships- severe suffering
3. penetrating- able to make a way through or into something
4. ill-omened- unlucky or cursed
5. wan- pale
6. starvation- suffering or death caused by lack of food

Frame sentences:

1. pleasure-
2. struggle-
3. impression-
4. starved-
5. mysterious-

The story line:

URL : <https://www.youtube.com/watch?v=RkO-poKi4F0>

Quality' written by John Galsworthy in 1912 is about the German shoemakers, Gessler Brothers.

The story starts with the description of the boot shop; on top was the name plate 'Gessler Brothers' and a few shoes displayed on the window. They make shoes on order. The narrator then narrates one of his meetings with Mr. Gessler. He says it has not been possible to go to him much because the shoes he made have lasted very long and are the best of their kind.



One day the narrator goes to their shop to get a pair of Russian-leather shoes. Mr. Gessler retreats upstairs and comes back after some time holding a fine golden Russian leather piece. After the narrator's approval he says he'll get his shoes tomorrow fortnight.



Another day he goes to Gessler Brothers to order a new pair, wearing a pair of shoes which he bought due to some emergency from a big firm. Mr. Gessler at once recognizes that the shoes are not made by him. He touches a particular spot on the narrator's shoe where it isn't comfortable for the narrator and says that it hurts there. He expresses his contempt that those large firms attract customers through shiny impressive advertisements to sell their inferior quality products. Then the author explains to him under what circumstances he had to buy those shoes.



The new shoes lasted nearly two years. And in his next visit he receives quite a shock. When he enters the shop, he sees the younger Gessler brother who informs him of elder Gessler's death. That day he orders several pairs. It takes longer to make them but the quality is even better than the previous ones.



Soon after, the narrator leaves for abroad and returns after over a year. The first shop he goes to is Mr. Gessler's. Mr. Gessler, now seventy-five, is unable to recognize him at first. Narrator gives a huge order. The wait is longer than ever but the quality only gets better. After a week, while passing the little street, the narrator thinks to go in and tell Mr. Gessler that the boots are perfect. But when he goes to the place where the shop was, the name plate is no longer there. Disturbed, he goes into the shop and a young English face greets him. The narrator enquires about Mr. Gessler and comes to know of younger Gessler's death. Upon hearing this the narrator is quite shocked.



The young man explains to him that Gessler died from starvation; he used to devote himself to shoe making so much that he used to forget about everything else. All the money went in the rents and leather. The fate was quite obvious from the beginning. But both the narrator and the young man agrees that the Gessler brothers made good quality boots.

Question Bank

I. Choose the best option. (1X5=5)

- i) Who was Mr. Gessler?
- a) A goldsmith
 - b) A carpenter
 - c) A shoemaker
- ii) Mr.Gessler's shop was known by the name of _____
- a) Gessler Brothers
 - b) Gessler Boots
 - c) Quality Boots
- iii) How did the author know him?
- a) As an artist
 - b) As a professional shoe trader
 - c) As a commercial artist
- iv) According to Mr.Gessler big firms have no _____
- a) money
 - b) self- respect
 - c) manner
- v) Mr. Gessler was a _____shoemaker.
- a) Russian
 - b) French
 - c) German

II. Answer the following questions:

Q.1 How had the narrator been introduced to Gessler? What was unique about his shoes? (3M)

Q.2 How did Gessler react when he learnt that the boots had creaked? What does it tell you about him? (3M)

Q.3 What did Gessler feel about the big firms? (2M)

Q.4 Why did the narrator not visit the shop for a long time?(2M)

Value Based Question:

- Why did the author order so many pair of boots? Did he really need them?

HOTS Questions:

i) Is the title 'Quality' appropriate? Why? If you were to give this story another title what would it be?

WRITING SKILL:

• You recently visited a crafts fair in your town/city. Artisans and Craftsmen from various parts of the country had set up stall at the fair, displaying their wares and showcasing their skills. Write an article for your school magazine describing the event in not more than 100 words. (10 M)

ACTIVITY:

• Do you think the advertisements that you see on TV influence you to choose goods? Narrate an episode when you bought something after seeing the advertisement. Did it turn out to be good as it was projected or were you disappointed?

• Role-play the following situations with your partner. Try to empathize and offer help/advice.

a) You and your friends are playing a game during recess. You notice that the new student who had joined last week is standing alone.

b) Meeta is a new student in class who is differently abled. Your classroom is on the second floor. She is finding it difficult to reach class.

कक्षा -VI

विषय - विशेषण (हिन्दी व्याकरण)

Link - <https://youtu.be/QbGq8CqWUgA>

परिभाषा :-

संज्ञा अथवा सर्वनाम शब्दों की विशेषता (गुण, दोष, संख्या, परिमाण आदि) बताने वाले शब्द विशेषण कहलाते हैं। जैसे - बड़ा, काला, लंबा, दयालु, भारी, सुन्दर, कायर, टेढ़ा-मेढ़ा, एक, दो आदि।

महत्वपूर्ण बिन्दु

- > वाक्य में संज्ञा अथवा सर्वनाम की विशेषता बताने वाले शब्दों को विशेषण कहते हैं। जैसे - काला कुत्ता। इस वाक्य में 'काला' विशेषण है।
- > जिस शब्द (संज्ञा अथवा सर्वनाम) की विशेषता बतायी जाती है उसे विशेष्य कहते हैं। उपरोक्त वाक्य में कुत्ता विशेष्य है।

विशेषण के चार प्रकार होते हैं-

1. गुणवाचक विशेषण
2. संख्यावाचक विशेषण
3. परिमाणवाचक विशेषण
4. सार्वनामिक विशेषण

1. गुणवाचक विशेषण :-

जिस शब्द से संज्ञा या सर्वनाम के गुण, रूप, रंग आदि का बोध होता है, उसे गुण वाचक विशेषण कहते हैं। जैसे-

- › बगीचे में सुंदर फूल हैं।
- › धरमपुर स्वच्छ नगर है।
- › स्वर्गवाहिनी गंदी नदी है।
- › स्वस्थ बच्चे खेल रहे हैं।

उपर्युक्त वाक्यों में सुंदर, स्वच्छ, गंदी और स्वस्थ शब्द गुणवाचक विशेषण हैं। गुण का अर्थ अच्छाई ही नहीं, किन्तु कोई भी विशेषता। अच्छा, बुरा, खरा, खोटा सभी प्रकार के गुण इसके अंतर्गत आते हैं।

- › समय संबंधी- नया, पुराना, ताजा, वर्तमान, भूत, भविष्य, अगला, पिछला आदि।
- › स्थान संबंधी- लंबा, चौड़ा, ऊँचा, नीचा, सीधा, बाहरी, भीतरी आदि।
- › आकार संबंधी- गोल, चौकोर, सुडौल, पोला, सुंदर आदि।
- › दशा संबंधी- दुबला, पतला, मोटा, भारी, गाढ़ा, गीला, गरीब, पालतू आदि।
- › वर्ण संबंधी- लाल, पीला, नीला, हरा, काला, बैंगनी, सुनहरी आदि।
- › गुण संबंधी- भला, बुरा, उचित, अनुचित, पाप, झूठ आदि।
- › संज्ञा संबंधी- मुंबईया, बनारसी, लखनवी आदि।

2. संख्यावाचक विशेषण :-

जिस विशेषण से संज्ञा या सर्वनाम की संख्या का बोध होता है, उसे संख्यावाचक विशेषण कहते हैं। जैसे-

- › कक्षा में चालीस विद्यार्थी उपस्थित हैं।
- › दोनों भाइयों में बड़ा प्रेम है।
- › उनकी दूसरी लड़की की शादी है।
- › देश का हरेक बालक वीर है।

उपर्युक्त वाक्यों में चालीस, दोनों, दूसरी और हरेक शब्द संख्यावाचक विशेषण हैं।

संख्यावाचक विशेषण के भी दो प्रकार हैं-

1. निश्चित संख्यावाचक विशेषण: निश्चित संख्यावाचक विशेषण जैसे- एक, पाँच, सात, बारह, तीसरा, आदि।
2. अनिश्चित संख्यावाचक विशेषण: अनिश्चित संख्यावाचक विशेषण जैसे- कई, अनेक, सब, बहुत आदि।

अनिश्चित संख्यावाचक विशेषणों से अधिकतर बहुत्व का बोध होता है। जैसे-

- › सारे आम सड़ गए।
- › पुस्तकालय में असंख्य पुस्तकें हैं।
- › लंका में अनेक महल जल गए।
- › सुनामी में बहुत सारे लोग मारे गए।

निश्चित संख्यावाचक के अंतर्गत आनेवाले पूर्णांक बोधक विशेषण के पहले- लगभग या करीब, बाद- में 'एक' या 'ओं' प्रत्यय लगाने से अनिश्चित संख्यावाचक विशेषण हो जाता है। जैसे-

- › लगभग पचास लोग आएँगे।
- › करीब बीस रूपए चाहिए।
- › सैंकड़ों लोग मारे गए।

कभी-कभी दो पूर्णांक बोधक साथ में आकर अनिश्चय वाचक बन जाते हैं। जैसे- 1. चालीस-पचास रूपये चाहिए। 2. काम में दो-तीन घंटे लगेंगे।

3. परिमाणवाचक विशेषण :-

जिस विशेषण से किसी वस्तु की नाप-तौल का बोध होता है, उसे परिमाण-बोधक विशेषण कहते हैं। जैसे-

- › मुझे दो मीटर कपड़ा दो।
- › उसे एक किलो चीनी चाहिए।
- › बीमार को थोड़ा पानी देना चाहिए।

उपर्युक्त वाक्यों में दो मीटर, एक किलो और थोड़ा पानी शब्द परिमाण-बोधक विशेषण हैं।

परिमाण-बोधक विशेषण के दो प्रकार हैं-

1. निश्चित परिमाण-बोधक:

जैसे- दो सेर गेहूँ, पाँच मीटर कपड़ा, एक लीटर दूध आदि।

2. अनिश्चित परिमाण-बोधक:

जैसे, थोड़ा पानी और अधिक काम, कुछ परिश्रम आदि।

- › परिमाण-बोधक विशेषण अधिकतर भाववाचक, द्रव्यवाचक और समूहवाचक संज्ञाओं के साथ आते हैं।

4. सार्वनामिक विशेषण :-

जब कोई सर्वनाम शब्द संज्ञा शब्द से पहले आए तथा वह विशेषण शब्द की तरह संज्ञा की विशेषता बताये, उसे सार्वनामिक विशेषण कहते हैं। जैसे-

- › वह आदमी व्यवहार से कुशल है।
- › कौन छात्र मेरा काम करेगा?

उपर्युक्त वाक्यों में वह और कौन शब्द सार्वनामिक विशेषण हैं।

प्रश्न:- (अङ्क 1*10)

1. संज्ञा और सर्वनाम शब्दों की विशेषता बताने वाले शब्द क्या कहलाते हैं?

- (क) अव्यय
- (ख) विशेषण
- (ग) क्रिया विशेषण
- (घ) समास

2. विशेषण के मुख्यतः कितने भेद हैं?

- (क) दो
- (ख) चार
- (ग) छह
- (घ) पाँच

3. जो विशेषण संज्ञा/सर्वनाम के माप-तौल के विषय में संकेत करते हैं, वे हैं-

- (क) गुणवाचक
- (ख) संख्यावाचक
- (ग) परिमाणवाचक
- (घ) सार्वनामिक

4. जो विशेषण संख्या का बोध कराए, वह है-

- (क) गुणवाचक
- (ख) परिमाणवाचक
- (ग) संख्यावाचक
- (घ) सार्वनामिक

5. जो विशेषण विशेष्य की अनिश्चित संख्या का बोध कराते हैं, वे हैं-

- (क) निश्चित संख्यावाचक
- (ख) अनिश्चित संख्यावाचक
- (ग) निश्चित परिमाणवाचक
- (घ) अनिश्चित परिमाणवाचक

6. जो विशेषण की विशेषता बताए, वे क्या कहलाते हैं?

- (क) क्रिया विशेषण
- (ख) विशेष्य
- (ग) प्रविशेषण

(घ) विशेषण

7. निम्नलिखित में से कौन-सा गुण वाचक का उदाहरण नहीं है?

(क) अच्छा

(ख) दयालु

(ग) बुद्धिमान

(घ) दुगुना

8. निम्न में से कौन-सा निश्चित परिमाण वाचक विशेषण नहीं है?

(क) दो किलो

(ख) चार लीटर

(ग) इतना

(घ) तीन सेर

9. निम्न में से कौन-सा अनिश्चित परिमाण वाचक विशेषण नहीं है?

(क) थोड़ा

(ख) ज़्यादा

(ग) इतना

(घ) पाँच किलो

10. निम्न में से कौन-सा निश्चित संख्यावाचक विशेषण नहीं है?

(क) पचास

(ख) पहला

(ग) दुगुना

(घ) सब

गतिविधि

1. विशेषण के भेद का उदाहरण सहित सुन्दर व रंगीन फलो चार्ट बनाइए ।

(1*10)

2. अपने रोजमर्रा के जीवन में प्रयोग किए जाने वाले 10 वाक्यों को लिखें तथा विशेषण को चिह्नित करें । (1*10)

गतिविधि उद्देश्य :- विशेषण के भेदों की पूर्ण जानकारी प्राप्त होगी ।

Maths Study Material Revision (Decimals)

Kindly watch the video on the given link.

<https://youtu.be/SQWTnuzzH70>

Learning objectives- The students will be able to

1. represent decimal numbers on number line.
2. Arrange decimal numbers in place value chart.
3. Convert the given units in other different units.
4. Solve word problems involving addition and subtraction of decimals(on money, mass,length and capacity)

Comparison of decimals

Convert the decimals into like decimals

Compare the whole number part. The decimal with the greater whole number is the greater number.

If the whole number is same then compare the tenth place digit. The number with greater digit is the greater number . You can continue like this.

Addition and Subtraction of decimals

Follow the given steps

1. For adding or subtracting the decimals, Convert the given decimals into like decimals.
2. Write the numbers such that the decimal of first number comes just above the decimal of the second number.
3. Observe that the same place values should be aligned together.

Use of decimals in units

1 Km = 10 Hm

1 Hm = 10 Decam

1 Deca = 10 Metre

1 Metre = 10 Decim

1 Decim = 10 Centim

1 Centi = 10 Millimetres

1 MMillimeter

Question Bank

Very Short Answer Questions (1 marks each)

True(T) or False(F)

1. The place value of a digit at the tenth place is 10 times the same digit at the ones place.
2. The decimal 3.725 is equal to 3.72 correct to two decimal places.
3. In the decimal form, fraction $\frac{25}{8} = 3.125$
4. The decimal $23.2 = 23\frac{2}{5}$
5. $42.28 - 3.19 = 39.09$

Fill In The Blanks

1. $4.55 + 9.73 = \dots\dots\dots$
2. $8.76 - 2.68 = \dots\dots\dots$
3. The value of 50 coins of 50 paise = ₹ $\dots\dots\dots$
4. 3 hundredths + 3 tenths = $\dots\dots\dots$
5. Decimal 16.25 is equal to the fraction $\dots\dots\dots$

Very Short Answer Type Questions

1. Express $\frac{11}{20}$ as a decimal.
2. Express 0.041 as a fraction.
3. Convert 5201 g to kg.
4. Convert 2009 paise to rupees.
5. Round off 75.195 to nearest hundredths.
6. What should be added to 4.762 to get 7?

Short Answer Type Questions (2 marks each)

1. Arrange in ascending order:
0.011, 1.001, 0.101, 0.110
2. Add the following 20.02 and 2.002
3. Which one is greater?
1 m 40 centimetres + 60 centimetres or 2.6 metres
4. What should be added to 25.5 to get 50?

Long Answer Type Questions (3 marks each)

1. Sarita travels 18km 75m every day. Out of this she travels 7km 150m by bus and rest by an auto. How much distance does she travel by an auto?
2. Suresh purchased 6 kg 250g wheat, 3kg 50g sugar and 10kg 800g flour. Find the total weight of his purchases in Kg.
3. The heights of two trees A and B are 17.04m and 8.92m respectively. Find the difference in their heights.

HOTS Questions

1. Mrs. Sheela went to the market with Rs 500. She bought a school bag for Rs 175 and lunch box for Rs 85.50. How much money was left with her?
2. Mukta travels 16Km370m by bus, 8Km 9m by car and 600m by foot in order to reach her school. How far is her school from her residence?
3. How many decimal numbers can be there between 0 and 1? Write all the decimal numbers.
4. I am equivalent to $\frac{2}{3}$. My denominator is 10 more than my numerator. What fraction am I? Write my decimal number.
5. I am a decimal number equivalent to .08 My denominator is a prime number. What fraction am I?

Activities

1. Measure height of any three of your family members and convert them into metres.
2. Maths lab activity- Collect 5 items or their pictures. Highlight where the decimal value is used on it. Take the pictures of these items. Make a collage of these wrappers or their pictures.

Write

A. Name of the product/item

B. Purpose of using decimal number in it.

Send the pics of the collage and recorded activity

Science Worksheet

Class-VI

Chapter: Motion and measurement of distances and Living organisms and their surroundings

<https://www.youtube.com/watch?v=cl5VfPLY4O4>

Learning Outcomes:

- To learn about the different types of motions.
- To study about the ways of measuring a curved line.

Recapitulation and miscellaneous topics:

Measuring Length: A History

Length and distance

Distance is the measure of how far or long something is. E.g.: the length of a table, or a soccer field or, how far is Mumbai from Delhi?

Length can be measured in terms of a unit. A unit is a comparison of an unknown quantity with that of a known quantity. It is required to establish a common standard or convention in order to make calculations and analysis easier worldwide.

Traditional ways of measuring lengths

Traditional methods of measuring length were the use of the length one's foot or other body parts. But, was inconsistent since this varies from person to person and lacks uniformity.

Standardising length measurement

- Scientists from all over the world have accepted a common standard unit of measurement.
- The International System of Units (S.I unit) was set up as the convention for measurement worldwide.
- A metre is the SI unit of length. It has 100 equal divisions called as centimetres.
- To measure large distances, we use kilometres. $1 \text{ Km} = 1000 \text{ metres}$.

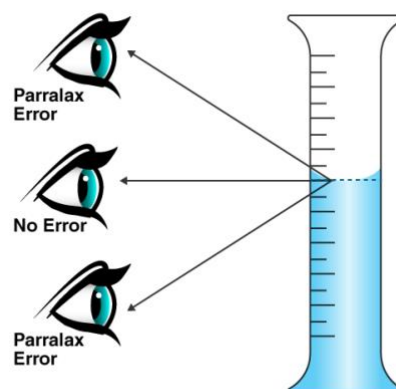
Zero error and Correct way to measure length

- Scale must be in contact with the object being measured.
- If scales are broken or the zero mark is not visible, it can lead to a zero error. Then measuring from a different mark must be carried out.
- The correct reading will be obtained by subtracting the value from the full mark considered as the zero.
- While measuring the eye must be exactly above the point where the measurement is to be taken, in order to avoid parallax errors.

Errors in Measurements: The Basics

- Parallax

Parallax is the displacement or the change in the apparent position of the object when viewed from two different points of views. This type of error while measuring is called as parallax error.



Revision of the chapter: Living organisms and their surroundings

Journey through different habitats

Terrestrial Habitat:

a) Deserts:

- The following adaptations of various organisms are enlisted below:
- Snakes and rats dig burrows to escape intense heat as they don't have long legs such as a camel. These animals come out only during the night, when it is cooler
- In desert plants leaves are reduced to spines and lose little water through transpiration
- The stems of desert plants have a waxy coating on them and in most of them photosynthesis is carried out by the stem
- Their roots go deep into the soil so as to absorb water.
- The leaves in desert plants are absent to prevent loss of water due to transpiration.
- Some of the animals are camels, kangaroo, rats etc.

b) Mountain Regions:

- The trees are cone shaped with slope like branches, also needle-like leaves are present so that rain and snow slide off them easily.
- Animals have thick fur which provides protection from cold. e.g. Snow Leopard
- Presence of strong hooves help the mountain goat to run on the rocky slopes.
- Examples are pines, mountain goats, yaks, sheep etc. Yaks have long hair to keep them warm.

c) Grasslands:

- The light brown colour of the lion helps it to hide in dry grasslands and the presence of long claws help to capture the prey.
- Deer has strong teeth to eat plant stems also its long ears help to listen to predator movement. They have eyes on its sides of the head which help them to look in all directions to lookout for danger.
- Some of the animals living in these habitats are elephants, giraffes, lions.

d) Rainforest:

- This habitat receives a lot of rain and hence its rich in animal life.
- Mammals, Amphibians, Reptiles all sorts of animals are found here.
- The climate is hot and humid and animals have to learn to adapt to survive.

e) Polar Habitat:

- These habitats are very cold and windy.
- The animals are mostly carnivores and have thick fur to survive in cold.
- Some blend in ice and some may hibernate in the coldest months.

- Examples of animals are polar bears, reindeers, penguins etc.

Acclimatisation: Due to certain changes in the surroundings, organisms adapt through them by making small changes in the body over short periods of time.

For e.g.: The changes which take place in the body when we travel from plains to mountains. The adjustment which the body makes is called Acclimatisation

QUESTION BANK:

VERY SHORT ANSWER TYPE QUESTIONS: (1 MARK EACH)

1. Name the unit of length, which you would like to use while expressing the distance between Delhi and Lucknow.
2. An example of rectilinear motion is
 - (a) apple falling from a tree
 - (b) motion of a car on road
 - (c) a spinning top
 - (d) both (a) and (b)

SHORT ANSWER TYPE QUESTIONS: (2 MARKS EACH)

1. What do you mean by rest?

LONG ANSWER TYPE QUESTIONS: (3 MARKS EACH)

1. The distance between Radha's home and her school is 3260 m. Express this distance in km.

CRITICAL THINKING BASED/HOTS/VALUE BASED QUESTIONS: (3 MARK EACH)

1. Describe the method you would use to find the thickness of a sheet of paper of your science book.
2. Rohan has a piece of cloth that measures 3.5 metres. How many smaller pieces can he make of each measuring 50 cm in length?

ACTIVITY:

1. **Cut-out the pictures of objects from a newspaper showing:**
 - a) **Periodic motion**
 - b) **Rectilinear motion**
2. **From your surroundings, find out the examples of motions that are:**
 - a) **Only circular**
 - b) **Only rectilinear**
 - c) **Both rectilinear and circular at the same time**

SOCIAL SCIENCE STUDY MATERIAL

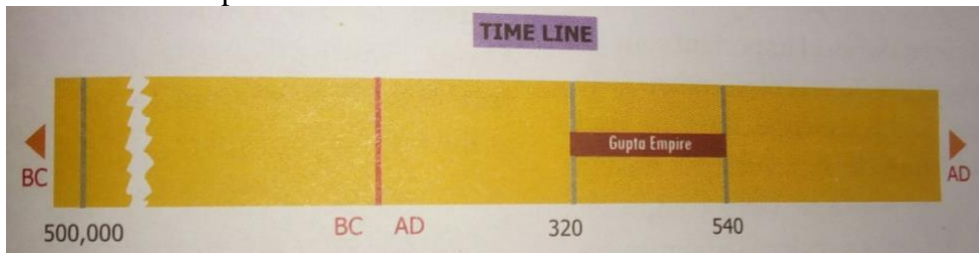
ASHOKA- THE EMPEROR WHO GAVE UP WAR

Video Links- <https://youtu.be/ILkNAt7zyRE>

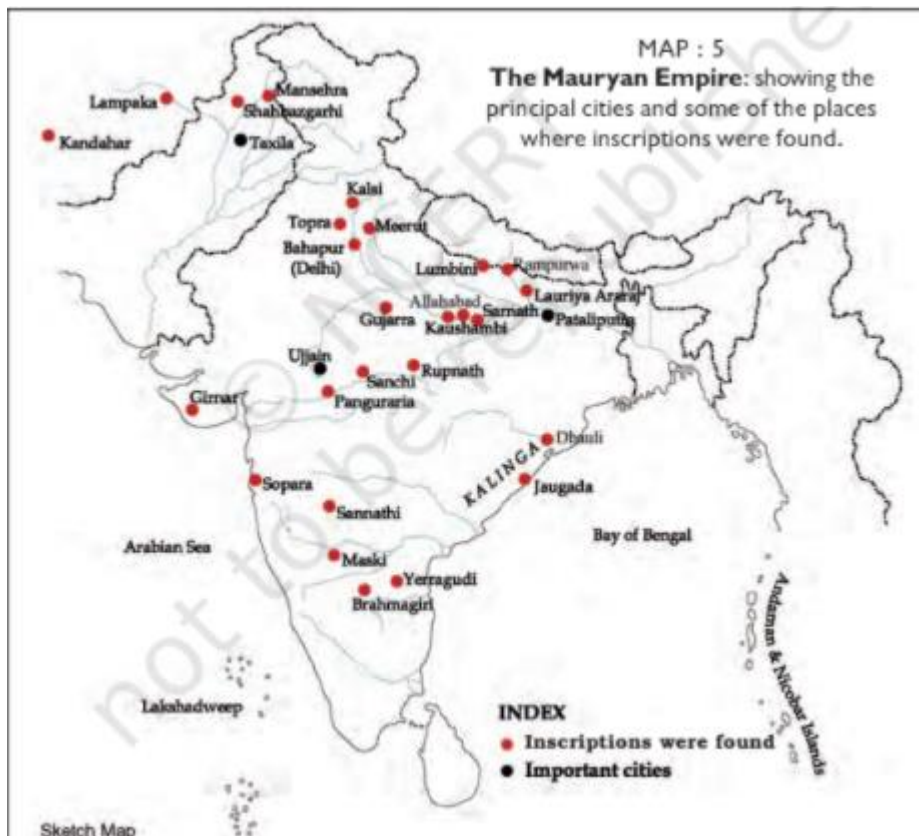
LEARNING OBJECTIVE-

Students will be able to:-

- Understand the concept of empire
- Show how inscriptions are used as sources



THE MAURYAN DYNASTY



- Chandragupta Maurya founded the Mauryan Empire about 2300 years ago. He was supported by Chanakya or Kautilya who wrote a book Arthashastra.
- important cities like the capital Pataliputra, Taxila, Ujjain, etc
- Officials were used to collecting taxes.
- The most famous of the Mauryan emperors was Ashoka. He sent his message to the general public through inscriptions written in Prakrit.

THE KALINGA WAR

- Kalinga was important as it controlled the land and sea routes to South India & South East Asia.
- Ashoka won the battle and proved it to be a turning point in his life

ASHOKA'S DHAMMA

It means the morals to be followed:-

- He was inspired by Buddha's teachings
- Through Dhamma he wanted to spread the spirit of tolerance, co-existence, non-violence and respect for elders.
- Ashoka got his messages inscribed on rocks and pillars.

SPREAD OF DHAMMA

- He set up many rock edicts and pillars which composed Buddhist teachings in Prakrit language
- He appointed officials called dharma mahamattas to spread Dhamma from one place to another.

QUESTION BANK

Very Short Answer Questions-

1 mark questions

I. Tick the correct answer:-

(i) The founder of the Maurya empire was-

- (a) Ashoka (b) Chandragupta
(c) Bimbisara (d) Chanakya.

(ii) The capital of the Mauryan empire was-

- (a) Pataliputra (b) Rajagriha
(c) Ujjain (d) Taxila.

(iii) According to the Arthashastra, blankets of _____ India were famous.

- (a) north (b) north-west
(c) south (d) north-east.

(iv) The script used for inscription was-

- (a) Brahmi (b) Prakrit
(c) Tamil (d) Roman.

(v) Ashoka was a-

- (a) Hindu (b) Jaina
(c) Buddhist (d) None of these

II. State whether true (T) or false (F). Justify if false.

(i) The lions on the currency notes come from the Rampurwa bull capital,

(ii) Ashoka founded the Mauryan empire.

(iii) Ashoka gave up war after losing in Kalinga.

(iv) Ashoka himself went from place to place to preach 'dhamma'.

(v) The 'dhamma' also reached other countries.

Short Answer Questions-

2 mark questions

1. Who was Kautilya? Name the book written by him.
2. Describe Dhamma. Name two countries where Ashoka spread his 'dhamma'.
3. List two teachings of Ashoka.
4. Differentiate between tribute and taxes.

Long Answer Questions-

3 mark questions

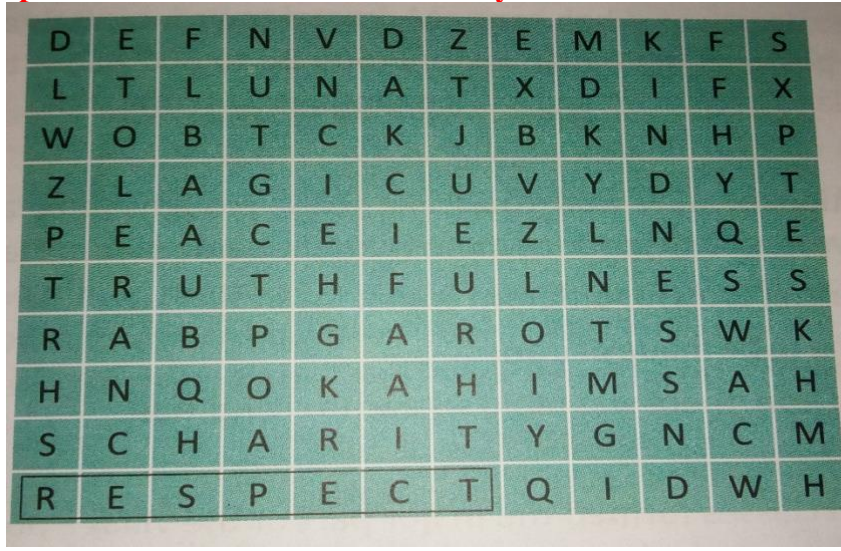
1. Describe governance in the Mauryan empire.
2. List the means adopted by Ashoka to spread the message of Dhamma.

CRITICAL THINKING

1. Mark the following places where inscriptions were found:-
 - Lumbini, Girnar, Kandhar and Sannathi on the map of India.
2. How did the Kalinga war proved to be a turning point in Ashoka's life.
3. Mark the below mentioned important cities of the Mauryan empire on the map of India.
 - Patalipura, Taxila, Ujjain
4. State the reason of decline of Mauryan Empire.
5. How can you say that Ashoka was a unique ruler?

ACTIVITY

- Six virtues recommended by Emperor Ashok are hidden in this word-puzzle. Find them. One is done for you:



विषय - संस्कृत

कक्षा -VI

चतुर्दशः पाठः

अहह आः च

Link- <https://youtu.be/XfW3dgiPiIo>

प्रस्तुत पाठ में एक कथा है। इसमें यह बताया गया है कि एक सरल स्वभाव वाला परिश्रमी कर्मचारी एक वृद्धा के द्वारा दिए हुए विचित्र उपाय से अपने चतुर मालिक की अद्भुत शर्त पूरी कर उससे अवकाश और वेतन का पूरा पैसा पाने में सफल हो जाता है।

इस कथा द्वारा यह शिक्षा दी गई है कि परिश्रम और लगन से कठिन कार्य ही नहीं अपितु असंभव को भी संभव किया जा सकता है।

अजीजः सरलः परिश्रमी च आसीत्। सः स्वामिनः एव सेवायां लीनः आसीत्। एकदा सः गृहं गन्तुम् अवकाशं वाञ्छति। स्वामी चतुरः आसीत्। सः चिन्तयति-‘अजीजः इव न कोऽपि अन्यः कार्यकुशलः। एष अवकाशस्य अपि वेतनं ग्रहीष्यति।’ एवं चिन्तयित्वा स्वामी कथयति-‘अहं तुभ्यम् अवकाशस्य वेतनस्य च सर्वं धनं दास्यामि।’ परम् एतदर्थं त्वं वस्तुद्वयम् आनय-‘अहह!’ ‘आः!’ च इति।

एतत् श्रुत्वा अजीजः वस्तुद्वयम् आनेतुं निर्गच्छति। सः इतस्ततः परिभ्रमति। जनान् पृच्छति। आकाशं पश्यति। धरां प्रार्थयति। परं सफलतां नैव प्राप्नोति। चिन्तयति, परिश्रमस्य धनं सः नैव प्राप्स्यति। कुत्रचित् एका वृद्धा मिलति। सः तां सर्वां व्यथां श्रावयति। सा विचारयति-‘स्वामी अजीजाय धनं दातुं न इच्छति। सा तं कथयति-‘अहं तुभ्यं वस्तुद्वयं ददामि।’ परं द्वयम् एव बहुमूल्यकं वर्तते। प्रसन्नः सः स्वामिनः समीपे आगच्छति।



अजीजं दृष्ट्वा स्वामी चकितः भवति। स्वामी शनैः शनैः पेटिकाम् उद्घाटयति। पेटिकायां लघुपात्रद्वयम् आसीत्। प्रथमं सः एकं लघुपात्रम् उद्घाटयति। सहसा एका मधुमक्षिका निर्गच्छति। तस्य च हस्तं दशति। स्वामी उच्चैः

वदति-‘अहह!। द्वितीयं लघुपात्रम् उद्घाटयति। एका अन्या मक्षिका निर्गच्छति।
सः ललाटे दशति। पीडितः सः अत्युच्चैः चीत्करोति-‘आः’ इति।

अजीजः सफलः आसीत्। स्वामी तस्मै अवकाशस्य वेतनस्य च पूर्णं
धनं ददाति।

शब्दार्थाः



लीनः	- संलग्न, तल्लीन	engaged
वाञ्छति	- चाहता/चाहती है	wishes/wants
कोऽपि(कः+अपि)	- कोई भी	whosoever
आनय	- लाओ	bring
अहह	- कष्टसूचक अव्यय	oh!
आः	- पीड़ासूचक अव्यय	ah!
आनेतुम्	- लाने के लिए	to bring
निर्गच्छति	- निकलता है	comes out/exits
इतस्ततः(इतः+ततः)	- इधर-उधर	here and there
धराम्	- पृथ्वी को	the earth
प्राप्स्यति	- पाएगा	will receive
व्यथाम्	- दुःख को	pain
सद्यः	- तत्काल, तुरन्त	instantly
अर्पय	- दे दो	give
उद्घाटयति	- खोलता है	opens

दशति	- डसती है, काटती है	bite
अत्युच्चैः(अति+उच्चैः)	- बहुत जोर से	very loudly
चीत्करोति	- चिल्लाता है	cries

1. (1*6)

अधोलिखितानां पदानां समुचितान् अर्थान् मेलयत-

क	ख
हस्ते	अकस्मात्
सद्यः	पृथ्वीम्
सहसा	गगनम्
धनम्	शीघ्रम्
आकाशम्	करे
धराम्	द्रविणम्

2.(1*6)

मञ्जूषातः उचितं विलोमपदं चित्वा लिखत-

प्रविशति सेवकः मूर्खः नेतुम् नीचैः दुःखितः

- (क) चतुरः
- (ख) आनेतुम्
- (ग) निर्गच्छति
- (घ) स्वामी
- (ङ) प्रसन्नः
- (च) उच्चैः

3. (2*4)

गद्यांश पठित्वा अधोदत्तान् प्रश्नान् उत्तरत। (गद्यांश पढ़ कर निम्नलिखित प्रश्नों के उत्तर दीजिए। Read the extract and answer the following questions.)

अजीजं दृष्ट्वा स्वामी चकितः भवति। स्वामी शनैः शनैः पेटिकाम् उद्घाटयति। पेटिकायां लघुपात्रद्वयम् आसीत्। प्रथमं सः एकं लघुपात्रम् उद्घाटयति। सहसा एका मधुमक्षिका निर्गच्छति। तस्य च हस्तं दशति। स्वामी उच्चैः वदति—“अहह!!” द्वितीयं लघुपात्रम् उद्घाटयति। एका अन्या मक्षिका निर्गच्छति। सः ललाटे दशति। पीडितः सः अत्युच्चैः चीत्करोति—“आः” इति। अजीजः सफलः आसीत्। स्वामी तस्मै अवकाशस्य वेतनस्य च पूर्णं धनं ददाति।

एकपदेन उत्तरत—

- (i) अजीजं दृष्ट्वा कः चकितः?
- (ii) स्वामी काम् उद्घाटयति?
- (iii) लघुपात्रद्वयम् कस्याम् आसीत्?
- (iv) पात्रात् का निर्गच्छति?