

EAST POINT SCHOOL

ONLINE CLASSES WEEKLY ASSIGNMENT 20

CLASS VIII

English

Poem: Refugee Blues

By: W.H.Auden

Learning Outcomes

Knowledge: To know about the central idea of the chapter ‘CAN WE CHANGE THIS?’

Understanding: To understand the meaning of the difficult words.

Application: To analyze and use critical thinking to read between the lines.

Skill: To summarize the chapter in their own words and answer the questions based on the chapter.

About the poet

W.H Auden was born in the year 1907 in York in England. He was an English American poet applauded especially for his technical and stylistic achievements and for his ability to write in any form of verse. He rose to fame with ‘Poems’ published in the year 1930. His most notable works include ‘Funeral Blues’, ‘September 1, 1939’, ‘The Age of Anxiety’ and ‘For the Time Being’. He won the Pulitzer Prize in Poetry in 1947 for ‘The Age of Anxiety’. Auden died in the 1973 of natural causes.

Title of the poem- Refugee Blues

Refugee is a person who is forced to leave his country in order to escape war, persecution, or natural disaster. The use of the word ‘refugee’ implies that the poem is about a person or a group of people attempting to escape their country, Nazi Germany, but cannot, due to the fact that they do not own passports; leaving them homeless. ‘Blues’ refer to a song of sadness and mourning.

Summary

The poem starts with a narrator, who is later revealed to be a German Jew, describing a large city which is home to ten million people some of whom are well off and live in luxurious large houses while others live in slums and shabby houses. Yet, the narrator tells his companion that there is no place for them. He remembers that they once had a country long ago, and believed it to be their own. But now that country is so distant to them that to see it they have to browse through an atlas and he knows that they can’t go there either.

The narrator then remarks on how every spring the flowers grow anew on the old tree that grows in the village churchyard, and mourns to his companion that old passports can’t renew themselves, remembering how the country where they wanted to go had rejected them saying that they were as good as dead if they didn’t have

updated passports. It seems that it is their misfortune that they are still among living, considering his dejected tone as he addresses his companion. He remembers how the people (who were responsible for providing the war refugees homes) had been polite to him, yet couldn't help him because of the politics and had told him to return next year. Recalling a public meeting that he had attended, he remembers that a person had accused them of trying to steal away the livelihood of the occupants of the city by barging in, and informs his companion that the man had been talking of them.

He thinks that he heard the rumbling of an imminent storm, but it turned out to be Hitler sentencing them all to death. He sees a dog securely wrapped in a warm jacket, and a cat getting inside a car, the door of which had been held open for it and considers them fortunate because they aren't German Jews. He notices the fish swimming freely in the water at the harbour and the birds flying wherever they want in the skies when he goes to the woods. He marvels at them for not having any politicians and wars as they were not human beings. He then tells his companion that he had had a dream in which he saw a magnificent building which could accommodate a thousand people yet there was no place for them in it anywhere. He remembers how when he stood on the plains and looked through the falling snow, he could see a thousand soldiers marching towards them, looking for them, to kill them.

Explanation

<p>Say this city has ten million souls, Some are living in mansions, some are living in holes: Yet there's no place for us, my dear, yet there's no place for us.</p>	<p>The speaker says that the current city he is in has ten million people rich people are living in mansions whereas poor people are living in holes yet there is no place for German Jews.</p>
<p>Once we had a country and we thought it fair, Look in the atlas and you'll find it there: We cannot go there now, my dear, we cannot go there now.</p>	<p>The speaker says that once they lived in a country and believed it to be their own but they were denied their rights. That place is still there in the atlas but the refugee and his companion cannot go there.</p>
<p>In the village churchyard there grows an old yew, Every spring it blossoms anew: Old passports can't do that, my dear, old passports can't do that.</p>	<p>In this stanza, the poet shows the contrast between nature and the refugees as there is always a new hope for natural life. It renews – unlike the refugees. This is a metaphor that captures new life, opportunity and progression. This line indicates the helplessness of the refugees to go back to a safe place because they could not get their passports renewed.</p>
<p>The consul banged the table and said, "If you've got no passport you're officially dead": But we are still alive, my dear, but we are still alive.</p>	<p>In anger, the consul banged the table and said that if the refugee was not having passport then officially he was dead but the refugee and his companion were alive. Even people in authority refused to help and the</p>

Went to a committee; they offered me a chair;
Asked me politely to return next year:
But where shall we go to-day, my dear, but
where shall we go to-day?

Came to a public meeting; the speaker got up
and said;
"If we let them in, they will steal our daily
bread":
He was talking of you and me, my dear, he was
talking of you and me.

Thought I heard the thunder rumbling in the
sky;
It was Hitler over Europe, saying, "They must
die":
O we were in his mind, my dear, O we were in
his mind.

Saw a poodle in a jacket fastened with a pin,
Saw a door opened and a cat let in:
But they weren't German Jews, my dear, but
they weren't German Jews.

Went down the harbour and stood upon the
quay, Saw the fish swimming as if they were free:
Only ten feet away, my dear, only ten feet
away.

Walked through a wood, saw the birds in the
trees;
They had no politicians and sang at their ease:
They weren't the human race, my dear, they
weren't the human race.

Dreamed I saw a building with a thousand
floors,

state didn't really care about the refugees. It also
depicts that without passports they were simply
nobody.

The refugee went to a committee. They offered
him a chair to sit and politely asked him to come
next year but they were unable to help him and
the refugee had no place where he could go.

He went to a public meeting and heard the speech
of the speaker. This stanza emphasizes that the
people were unwilling to help the refugees and felt
threatened by them. People were afraid of the couple
and thought that they would steal their bread. The
impersonal language 'them' also captures the
hostility towards the refugees.

This line indicates that the couple was in danger
as they heard Hitler addressing his men
mentioning that the Jews didn't deserve to live.
This threat of death hung over them.

The poet highlights the contrast between the
condition of the couple and the animals. The cats
were allowed to enter anywhere they wanted but
German Jews weren't. Their condition was worse
than animals.

The refugee went down the harbour and saw the
fish swimming and enjoying their freedom.
They were only ten feet away from the refugee
but unlike the refugee, they were free.

While walking through the wood, the refugee
noticed birds singing freely in the trees because
politicians had not made their life hell.

Their condition was better than human beings.
In his dream, he saw a building with a thousand

<p>A thousand windows and a thousand doors: Not one of them was ours, my dear, not one of them was ours.</p> <p>Stood on a great plain in the falling snow; Ten thousand soldiers marched to and fro: Looking for you and me, my dear, looking for you and me.</p>	<p>rooms but there was not even a single room for German Jews.</p> <p>This stanza not only gives an image of coldness and death, but also of survival in challenging situations.</p> <p>The soldiers were not looking for them particularly but they were looking for German Jews. Here the speaker wants to highlight the tragedy and fear of the personal experience as well as the collective experience. Here the writer uses hyperbole to show the immense number of soldiers after them and how they were out numbered.</p>
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Poetic Devices

Stanzas: There are a total of 12 stanzas each having 3 lines in the poem.

Rhyme and Rhythm: The rhyme scheme is AAB. The last words of the first two lines of each stanza rhyme with each other.

Imagery: There is some imagery when the speaker speaks of the yew in the churchyard blossoming in spring each year.

Metaphor: The thunder rumbling in the distance is a metaphor for the orders of Hitler which read ‘Kill all Jews.’

Repetition: The last line of each of the 12 stanzas has a part of it repeated in itself. For example, ‘only ten feet away, my dear, only ten feet away.’ This repetition is effective in emphasizing the content of the individual stanzas.

Questions- Answers

Q1. Where did the narrator and his companion want to go? Why were they unable to do so?

Q2. What did the narrator see at the harbour? What did the refugee see in the woods?

Q3. Who was looking for the refugee?

Q4. The poem talks about the human rights violations suffered by a pair of German- Jewish people during the Second World War who are trying to find some refuge. What are the difficulties that they face?

Reference to the Context

I. “Went to a committee; they offered me a chair;”

a) Who went to the committee?

b) Why did he go to the committee?

c) What happened there?

**II. Dreamed I saw a building with a thousand
floors,
A thousand windows and a thousand doors:
Not one of them was ours, my dear, not one of
them was ours.:"**

a) Name the poem and the poet.

b) What did the refugee see in his dream?

c) What is the setting of the poem?

ACTIVITY

Each year on June 20 the United Nations, host World Refugee Day in order to draw the public's attention to the millions of refugees worldwide who have been forced to flee their homes due to war, conflict and persecution. On this occasion you are being asked to draw a poster on the condition of refugees and how to help them.

VIDEO LINKS

<https://youtu.be/ADqerQUfnVE>

<https://youtu.be/IfrbQdXVRCs>

MATHEMATICS

Assignment 1 Chapter 5 – Data Handling

Please watch these videos:

<https://www.youtube.com/watch?v=2JpU57eJvys>

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

Learning Outcomes:

- i. To help the students understand the concept of grouped frequency distribution, histograms.
- ii. Students will be able to draw histograms for the given data.

Organizing Data

Usually, data available to us is in an unorganised form called raw data. To draw meaningful inferences, we need to organise the data systematically.

Example: Consider the following marks (out of 50) obtained in Mathematics by 60 students of Class VIII:

21, 10, 30, 22, 33, 5, 37, 12, 25, 42, 15, 39, 26, 32, 18, 27, 28, 19, 29, 35, 31, 24, 36, 18, 20, 38, 22, 44, 16, 24, 10, 27, 39, 28, 49, 29, 32, 23, 31, 21, 34, 22, 23, 36, 24, 36, 33, 47, 48, 50, 39, 20, 7, 16, 36, 45, 47, 30, 22, 17.

If we make a frequency distribution table for each observation, then the table would be too long, so, for convenience, we make groups of observations say, 0-10, 10-20 and so on

Groups	Tally Marks	Frequency
0-10		2
10-20	 	10
20-30	 	21
30-40	 	19
40-50	 	7
50-60		1
	Total	60

Data presented in this manner is said to be grouped and the distribution obtained is called grouped frequency distribution. It helps us to draw meaningful inferences like –

- (1) Most of the students have scored between 20 and 40.
- (2) Eight students have scored more than 40 marks out of 50 and so on.

Each of the groups 0-10, 10-20, 20-30, etc., is called a Class Interval

10 belongs to the class interval 10-20 (and not to 0-10). Similarly, 20 belongs to 20-30 (and not to 10-20). In the class interval, 10-20, 10 is called the lower class limit and 20 is called the upper class limit.

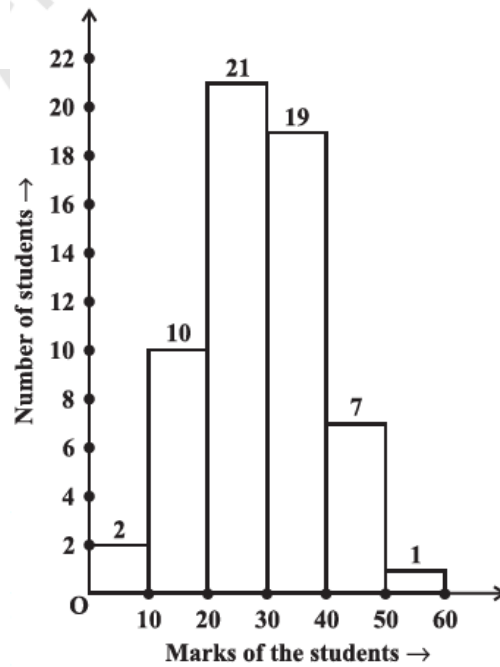
Similarly, in the class interval 20-30, 20 is the lower class limit and 30 is the upper class limit.

Class intervals 0-10, 10-20, 20-30 etc., is equal, (10 in this case). This difference between the upper class limit and lower class limit is called the width or size of the class interval.

HISTOGRAMS

TABLE 3.4

Class Interval	Frequency
0-10	2
10-20	10
20-30	21
30-40	19
40-50	7
50-60	1
Total	60



The height of the bars show the frequency of the class-interval.

Also, there is no gap between the bars as there is no gap between the class-intervals.

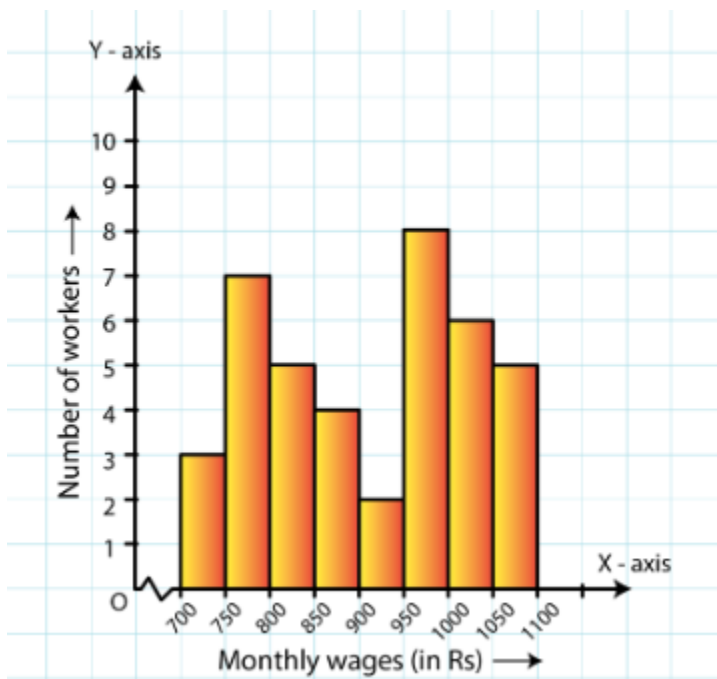
The graphical representation of data in this manner is called a histogram.

Solve the following Questions:

- The width or size of the class interval 30-40 is:
 - 10
 - 30
 - 40
 - 70
- _____ gives the number of times a particular entry occurs.
 - Organisation of data
 - Collection of Data
 - Representation of Data
 - Frequency distribution table
- In grouped data, each of the group is called:
 - Class interval
 - Collection of data
 - Frequency
 - Grouped frequency distribution

4. If 20-30 is the class interval of grouped data, then lower class limit is:
 - a) 50
 - b) 30
 - c) 20
 - d) 10
5. If 20-30 is the class interval of grouped data, then upper class limit is:
 - a) 50
 - b) 30
 - c) 20
 - d) 10
6. The difference between the upper class limit and lower class limit of a class interval is called:
 - a) Frequency
 - b) Width
 - c) Grouped data
 - d) Ungrouped data

Read the histogram the monthly wages (in Rs) of workers in a factory and answer the following questions (Q-7 to Q-



7. In which wage-group the largest numbers of workers are being kept?
 - a) ₹ 950 – 1000
 - b) ₹ 700 – 750
 - c) ₹ 800 – 850
 - d) ₹ 1000 – 1050

8. What wages are the least number of workers getting?
- a) ₹ 950 – 1000
 - b) ₹ 900 – 950
 - c) ₹ 700 – 750
 - d) ₹ 800 – 850
9. What is the total number of workers?
- a) 50
 - b) 60
 - c) 70
 - d) 40
10. What is the width of each class interval?
- a) 50
 - b) 60
 - c) 70
 - d) 40

Activity:

Objective: Students will be able to construct histograms.

In a hypothetical sample of 20 people, the amount of money (in thousands of rupees) with each was found to be as follows:

114, 108, 100, 98, 101, 109, 117, 119, 126, 131, 136, 143, 156, 169, 182, 195, 207, 219, 235, 118.

Draw a histogram of the frequency distribution, taking one of the class interval as 50-100.

कक्षा - आठवीं, विषय - हिंदी

पाठ - कामचोर

Please watch these videos:

<https://www.youtube.com/watch?v=L93TyyQQ0v0>

अधिगम बिंदु

हर एक कार्य को बड़ी सूझ - बूझ के साथ करना चाहिए।

बच्चों को समय रहते ही काम के लिए उत्साहित करना चाहिए।

बच्चों को काम करने का सही तरीका समझाना चाहिए।

कामचोर' पाठ से हमें शिक्षा मिलती है कि हमें किसी भी काम को बड़ी सूझ-बूझ के साथ करना चाहिए वरना बिना सोचे समझे किया गया काम हमें मुसीबत में डाल सकता है। साथ ही बच्चों को समय रहते ही हर काम को करने के लिए उत्साहित करते रहना चाहिए वरना बच्चे आलसी और निकम्मे हो जाते हैं। इस कहानी द्वारा लेखिका यह बताती है कि किसी कामचोर बच्चे से काम कराने से पहले सही तरीके से उसे काम करना सीखना चाहिए नहीं तो सब उल्टा-पुलटा हो जाता है। प्रस्तुत पाठ 'कामचोर' में भी जब बच्चों को घर के कुछ काम जैसे गन्दी दरी को झाड़ कर साफ करना, आँगन में पड़े कूड़े को साफ़ करना, पेड़ों में पानी देना आदि बताए गए और कहा गया कि अगर वे यह सब काम करेंगे तो उन्हें कुछ-न-कुछ ईनाम के तौर पर मिलेगा। ईनाम के लालच में बच्चों ने घर के काम करने की ठान ली। परन्तु बच्चों ने जब कोई भी कोई भी काम करना शुरू किया किसी भी काम को सही से खत्म करने के बजाए उन्होंने सारे कामों को और ज्यादा खराब कर दिया। जिससे घर के सभी सदस्य परेशान हो गए और बच्चों को घर से बाहर निकाल दिया और कहा कि अगर अब किसी भी बच्चे ने घर के किसी भी सामान को हाथ लगाया तो उन्हें रात का खाना नहीं मिलेगा। इस पर बच्चों को समझ नहीं आ रहा था कि घर वाले न तो उन्हें काम करने देते हैं और न ही बैठे रहने देते हैं। लेखिका के अनुसार ऐसा इसलिए हो रहा था क्योंकि घर वालों ने बच्चों को काम तो बता दिए थे परन्तु काम करने का सही तरीका नहीं समझाया था।

वाद-विवाद – बहस

खुद – अपने आप

कामचोर – आलसी

ऊधम – मस्ती

खयाल – सोच

दबैल – दब्बू

घमासान – भयानक

हरगिज – बिलकुल

फरमान – राजाजा

दुहाई – कसम

मिसाल – उदाहरण

मैली – गन्दी

मुफ्त – फोकट

तनख्वाह – पगार

हवाला – उल्लेख करना

याचना – प्रार्थना
तनखाह – पगार या वेतन
फर्शी – फर्श पर बिछी हुई
धुआँधार – ताबड़तोड़
अट – भर
बेदम – बिना दम
फौरन – तुरंत
फैसला – निश्चय
सींके – तीलियाँ
उलटे-सीधे – सही गलत
घमासान – घोर
ठूसम-ठास! – धक्का
कुमक – बुलावा
पीठ दिखा – डर जाना
धींगामुश्ती – धक्का-मुक्की
लथपथ – भरा हुआ ।

प्र-1 . कहानी में 'मोटे-मोटे किस काम के हैं'? किन के बारे में और क्यों कहा गया ?

प्र-2. बच्चों के उधम मचाने के कारण घर कि क्या दुर्दशा हुई ?

प्र-3. 'या तो बच्चा राज कायम कर लो या मुझे ही रख लो।' अम्मा ये कब कहा और इसका परिणाम क्या हुआ ?

प्र-4. 'कामचोर' कहानी क्या संदेश देती है ?

प्र-5. क्या बच्चों ने उचित निर्णय लिया कि अब चाहे कुछ भी हो जाए, हिलकर पानी भी नहीं पिँएँगे ?

प्र-6. घर के सामान्य काम हों या अपना निजी काम, प्रत्येक व्यक्ति को अपनी क्षमता के अनुरूप उन्हें करना आवश्यक क्यों है ?

प्र-7. भरा-पूरा परिवार कैसे सुखद बन सकता है और कैसे दुखद? कामचोर कहानी के आधार पर निर्णय कीजिए।

प्र-8. बड़े होते बच्चे किस प्रकार माता-पिता के सहयोगी हो सकते हैं और किस प्रकार भार? कामचोर कहानी के आधार पर अपने विचार व्यक्त कीजिए।

प्र-9. 'कामचोर' कहानी एकल परिवार की कहानी है या संयुक्त परिवार की? इन दोनों तरह के परिवारों में क्या-क्या अंतर होते हैं ?

हिन्दी गतिविधि

आप अपने घर के कामों में क्या मदद करते हैं। उसकी सूची बनाए।

CLASS-8

Term :II

Subject –Social Science (Geography)

Month:September

Topic/Sub Topic	Summary/Methododlogy
Ch 3;Minerals and Power Resources <ul style="list-style-type: none">• Power resources<ul style="list-style-type: none">✓ Conventional and non conventional sources of energy✓ Advantages and Disadvantages✓ Examples of conventional sources of energy(firewood ,coal, petroleum ,natural gas ,hydel power)✓ Examples of non conventional sources of energy(solar energy, wind energy, nuclear energy, geothermal energy, tidal energy, biogas)	<ul style="list-style-type: none">• Explanation of conventional and non conventional sources of energy• Discussion on various examples of conventional and non conventional sources of energy• Discussion on advantages and disadvantages of each example of conventional and non conventional sources of energy

Activities/Assignment	Assessment/Remedial work/HOTS questions
Map Activity World distribution of coal and mineral oil	Home Assignment 1 .Explain the importance of power. 2. What are conventional sources? 3. How is firewood used in India? 4.Describe fossil fuels. 5. Give an account of coal or buried sunshine.

Subject-History

Sub teacher-Poonam Pathak

Topic:- Chapter 4 – Tribal, Dikus and the vision of the golden age

Sub Topic 1:- How did Tribal Groups Live

Some were Hunters and Gatherers:

Some Herded Animals:

Some took to Settled Cultivation:

Learning Objectives:- Students learn the about the various tribal groups in India and Their livelihood and practices.

Methodology:-PPT, Video and word file

You tube link:-https://youtu.be/1nzfpB2b_5Y

Activity 1:- Find out any two tribal groups of India who practiced hunting and gathering and who practiced Settled Cultivation. Write a short notes along with their pictures.

Some were Hunters and Gatherers:

1. In many regions, tribal groups lived by hunting animals and gathering forest produce.
2. In Khonds were hunters and gatherers living in the forests of Odisha.
3. They used many forest shrubs and herbs for medicinal purpose and sold forest produce in the local markets.
4. Baigas of central India reluctant to do work for other.
5. Tribal groups often needed to buy and sell in order to be able to get the goods that were not produced within the locality. This led to their dependence on traders and moneylenders.
6. Tribals were mainly depended on barter system.

Some Herded Animals:

1. Many tribal groups lived by herding and rearing animals and gathering forest produce.
2. They were pastoralists who moved with their herds of cattle or sheep according to the seasons.
3. The Van Gujjars of Punjab hills and Labadis of Andhra Pradesh were cattle herders. The Gaddis of Kulu were shepherds and the Bakarwals of Kashmir reared goats.
4. Later by British laws grazing on forest land was stoped and it became the reason of discontent for tribals.

Some took to Settled Cultivation:

1. Many tribal groups had begun to settle down instead of moving from place. They began to use the plough and gradually got rights over the land they lived on.
2. Few tribes such as Mundas considered the clan rights over land and assumed the land to be belonged to the whole clan.
3. British officials saw settled tribal groups like the Gonds and Santhals as more civilized than hunter-gatherers or shifting cultivators.
4. Extraction of huge revenue was also done from the tribals and in case of non-payment of revenue their lands were taken away and it became the reason of discord.

Assignment:-

1. What were the activities of the Tribals?
2. Write a short note on the followings:-
 - a. Khond
 - b. Gond
 - c. Santhal
 - d. mundas

SUBJECT SCIENCE

OBJECTIVE/LEARNING OUTCOME-Students will know the structure of cell and its nucleus.

Link-https://youtu.be/I_ClbcUtbZ4

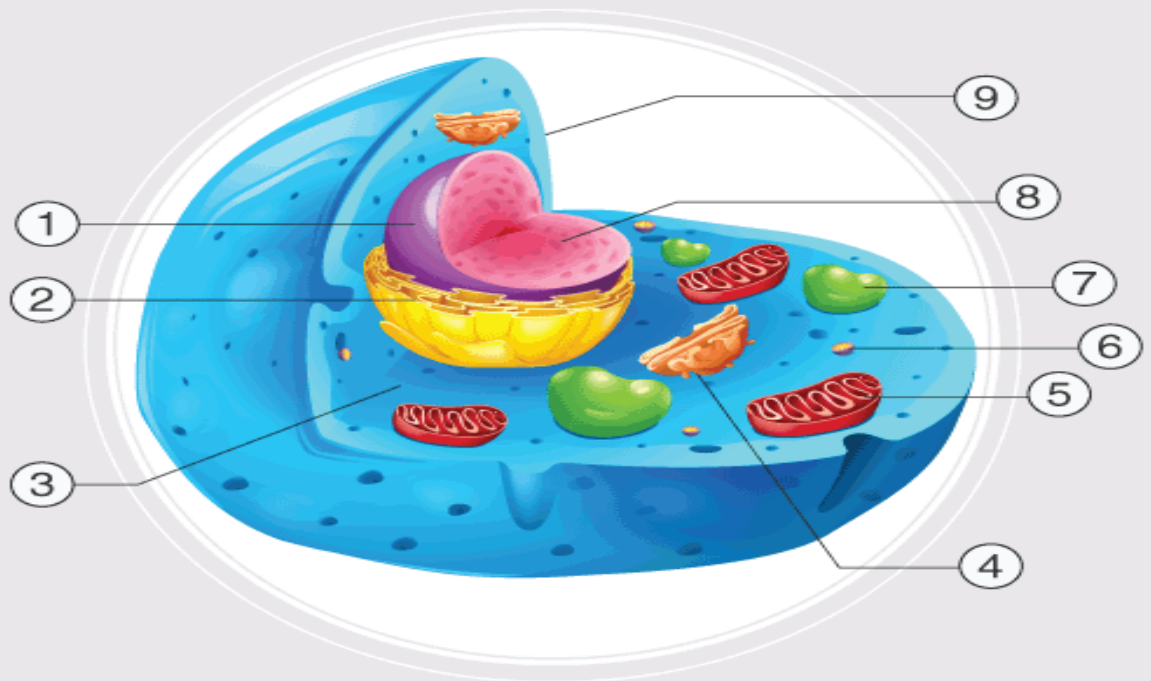
Early Days of Cells

Cells

Cells are the fundamental structural units of living organisms and the basic units of life.

Robert Hooke discovered the cell in the year 1665 from a thin section of cork under a self-made

CELL STRUCTURE



1 Nucleus	2 Endoplasmatic Reticulum	3 Cytoplasm	4 Golgi A
5 Mitochondrion	6 Ribosome	7 Lysosome	8 DNA
9 Cell Membrane			

microscope.

World of Cells

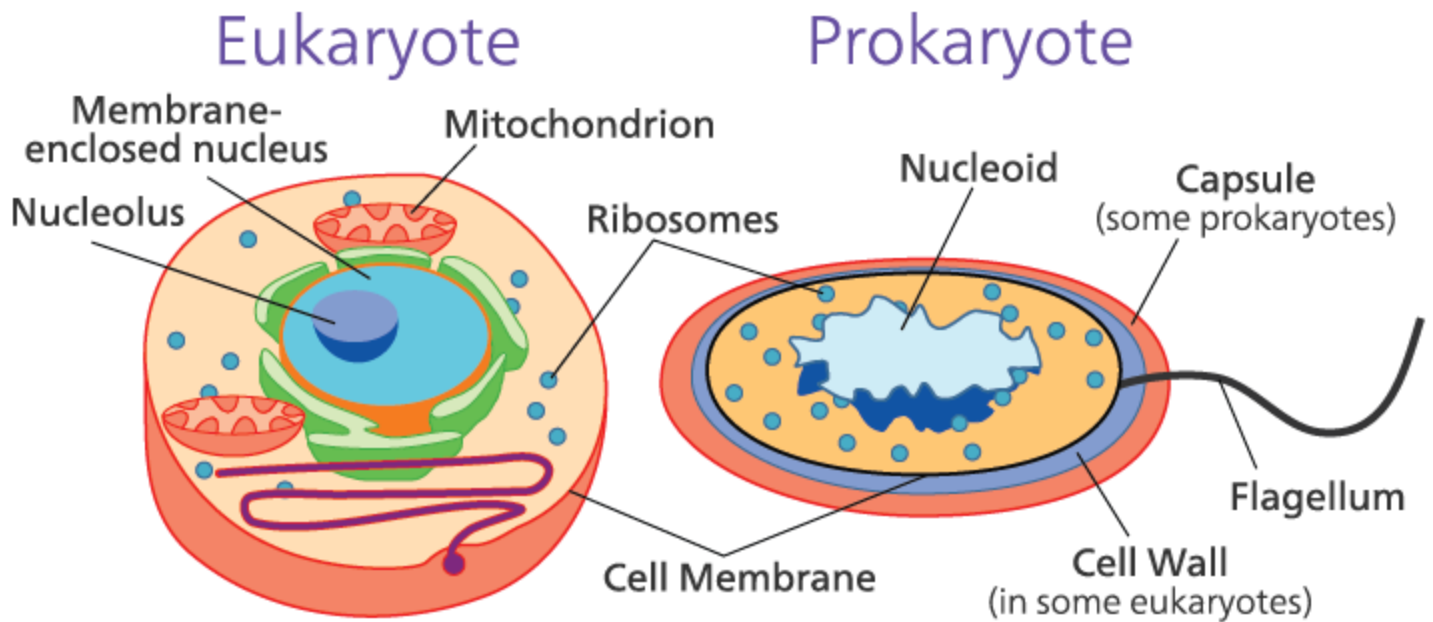
Prokaryotic & Eukaryotic cells

Prokaryotic – Size: generally small (1-10 μm) Where 1 μm = 10⁻⁶m.

- The nucleus is not well defined and known as a nucleoid.
- Single, circular chromosome.
- Membrane-bound organelles absent. Eg: Bacterial cell

Eukaryotic – Size: generally large (5-100 μm).

- The nucleus is well defined and surrounded by a nuclear membrane.
- Possess more than one and linear chromosome.
- Membrane-bound cell organelles are present. Eg: Human cell.



Cell structure in Eukaryotic cells

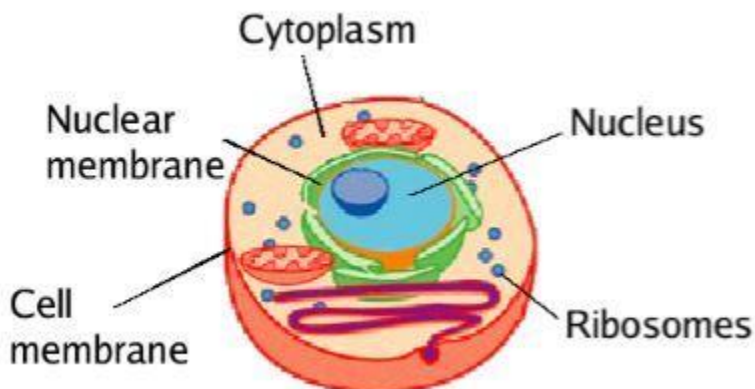
- Most eukaryotes are multicellular.
- The nucleolus is present in the nucleus.
- It contains cell organelles such as plastids, mitochondria, Golgi bodies, etc.
- Fungi, plant, and animal cells are eukaryotic.

Cell membrane

- The cell membrane separates cells from one another and also the internal contents from the surrounding medium.
- It is porous and allows the movement of substances or materials both inward and outward.

Cytoplasm

- It is the jelly-like substance present between the cell membrane and the nucleus.
- Various other components, or organelles, of cells are present in the cytoplasm.



Cell walls in plants

- A cell wall is an additional covering over the cell membrane in plant cells.
- It gives shape and rigidity to these cells.
- It gives a rigid structure to plant cells and that is why they can withstand the stress of high-velocity wind, rain, high temperature etc.

Cell Factory

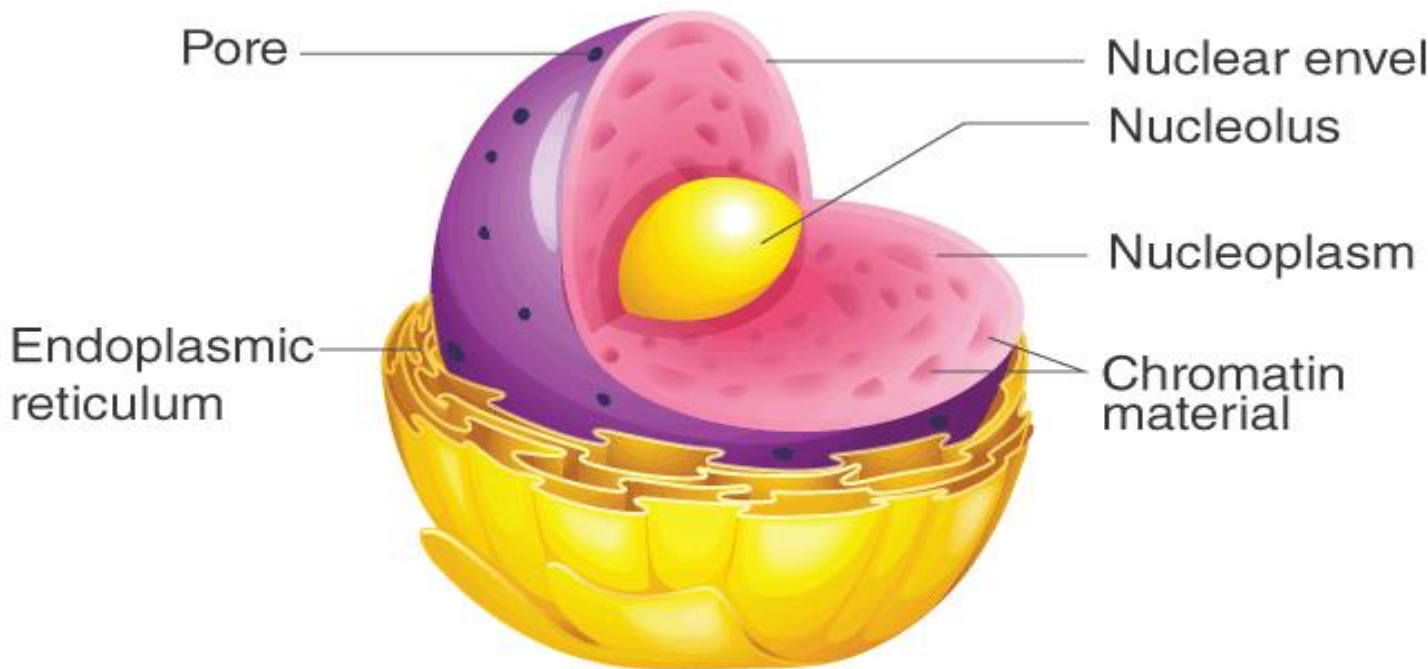
Organelles

- The various components present within the cell are known as cell organelles.
- All these components are special and specific to their functions.
- For example, mitochondria, lysosomes etc.

Nucleus

- It is generally spherical and located in the centre of the cell.
- The nucleus is separated from the cytoplasm by a membrane called the **nuclear membrane**.
- It uses information in the **chromosomes** to decide what each organelle should do and the functions of the cell.
- The nucleus contains an even smaller concentrated material called **nucleolus**.

NUCLEUS



ACTIVITY- Draw the well labelled diagram of cell.

