

EAST POINT SCHOOL
ONLINE CLASSES REVISION ASSIGNMENT – 37 CLASS VIII

ENGLISH
POEM-HAUNTED HOUSES

OBJECTIVES

- Read the poem and comprehend the text.
- Identify the poetic devices and rhyme scheme of the poem.
- Analyze the theme of the poem.

ABOUT THE POET

Henry Wadsworth Longfellow was a Harvard scholar versed in several European languages. He was heavily influenced by Romanticism and made a name as a poet and novelist with works like *Hyperion*, *Evangeline*, *Poems on Slavery* and *The Song of Hiawatha*. He was also known for his translation of Dante's *The Divine Comedy*.

SETTING OF THE POEM

The poem is set in a haunted house. The phantoms are gliding through open door noiselessly. They are moving about the house doing their own errands.

POEM

All houses wherein men have lived and died
Are haunted houses. Through the open doors
The harmless phantoms on their errands glide,
With feet that make no sound upon the floors.

We meet them at the doorway, on the stair,
Along the passages they come and go,
Impalpable impressions on the air,
A sense of something moving to and fro.

There are more guests at table, than the hosts
Invited; the illuminated hall
Is thronged with quiet, inoffensive ghosts,
As silent as the pictures on the wall.

The stranger at my fireside cannot see
The forms I see, nor hear the sounds I hear;
He but perceives what is; while unto me
All that has been is visible and clear.

We have no title-deeds to house or lands;
Owners and occupants of earlier dates
From graves forgotten stretch their dusty hands,
And hold in mortmain still their old estates.

The spirit-world around this world of sense
Floats like an atmosphere, and everywhere
Wafts through these earthly mists and vapors dense
A vital breath of more ethereal air.

Our little lives are kept in equipoise
By opposite attractions and desires;
The struggle of the instinct that enjoys,
And the more noble instinct that aspires.

These perturbations, this perpetual jar
Of earthly wants and aspirations high,
Come from the influence of an unseen star,
An undiscovered planet in our sky.

And as the moon from some dark gate of cloud
Throws o'er the sea a floating bridge of light,
Across whose trembling planks our fancies crowd
Into the realm of mystery and night,--

So from the world of spirits there descends
A bridge of light, connecting it with this,
O'er whose unsteady floor, that sways and bends,
Wander our thoughts above the dark abyss.

SUMMARY OF THE POEM

Longfellow begins his poem with a straightforward but surprising statement: "All houses wherein men have lived and died/ Are haunted houses." The speaker shows the typical ghostly prerequisite of suffering, unfinished business, or malicious intent; every soul that departed this earth, he proposes, lingers in his/her former dwelling. And Longfellow's ghosts are very different from the "ghosties" of popular imagination; they are neither unhappy nor fearsome, and they neither moan nor clank. These are domesticated ghosts, busy with errands, moving purposefully around the house as they did in life. The speaker describes them as "harmless," "inoffensive," and welcome to join him at table.

In the next stanza, we learn that only the speaker can see and hear these phantoms—what "has been"—which makes us question whether they exist only in his memory. Later he admits his belief in the supernatural with "the spirit world around this world of sense / Floats like an atmosphere." All our daily activities on the material plane occur within, or beside, a medium of departed souls. The ethereal image of moonlight floating across the ocean waves is compared to a glorious "bridge of light" that descends "from the world of spirits" to earth. Our thoughts, memories, and aspirations can travel across the "trembling planks" of this bridge to connect with the spirits of loved ones who have gone before, and to rise above "the dark abyss" of the materialistic world in which we live. In this memorable image, Longfellow captures the way

that moonlight “sways and bends” on the water to create the “unsteady floor” of this bridge that only spirits, not bodies, can cross.

Like most of Longfellow’s work, this poem is comforting, both in structure and in content. It assures us that, rather than being hostile, ghosts are simply the shades or vestiges of departed friends and family members—enhanced by memory and emotion—whom we are glad to have still with us in whatever form.

Q1 Complete the statement

1. The house is haunted because _____
2. The poem deals with _____

Q2 Answer the following questions.

1. Where does the poet cross the ghosts? How does he perceive them?
2. Where is the poem set? What are the phantoms doing?
3. Who are the guests? What are they doing?

Q3 Value Based/ HOTS

1. The poet feels that the world as we call the real world is only part of all the of reality. The world of the spirits is also real. How does he convey this?
2. The poet has used several poetic devices in the poem. Find out any two poetic devices and write down its examples.

ACTIVITY

The image shows a worksheet titled "If I was a Ghost for a day". At the top left, there is a line for "Name". The title "If I was a Ghost" is written in a large, bold font, with "for a day" in a smaller font below it. To the right of the title is a cartoon ghost with a smiling face and outstretched arms. Below the title is a large rectangular box for writing. At the bottom left of the worksheet is another cartoon ghost. The entire worksheet is enclosed in a decorative border.

VIDEO LINKS

<https://www.youtube.com/watch?v=f6bWP0B4UfU>

<https://www.youtube.com/watch?v=4MTi4Wzw9sA>

MATHEMATICS – Practical Geometry

Please watch this video:

https://www.youtube.com/watch?v=goeDn9_OHGU

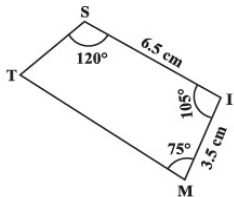
Learning Outcomes:

- i. Students will be able to construct Quadrilaterals when two adjacent sides and three angles are known.
- ii. Students will be able to construct Quadrilaterals when three sides and two included angles are known.

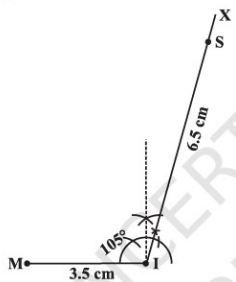
When two adjacent sides and three angles are known

Example 3: Construct a quadrilateral MIST where $MI = 3.5$ cm, $IS = 6.5$ cm, $\angle M = 75^\circ$, $\angle I = 105^\circ$ and $\angle S = 120^\circ$.

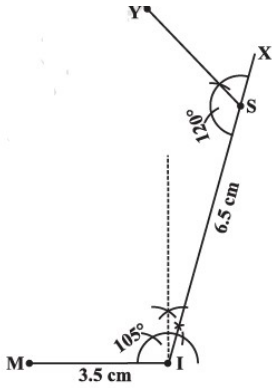
Here is a rough sketch that would help us in deciding our steps of construction.



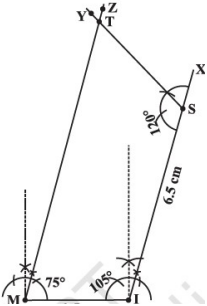
Step 1: Make a line segment MI of 3.5 cm. Make angle MIX = 105° .



Step 2 Make angle ISY = 120° at S



Step 3 Make angle $IMZ = 75^\circ$ at M. Mark that point as T.

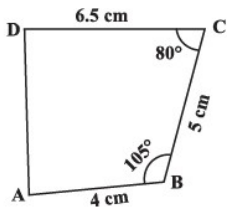


We get the required quadrilateral MIST.

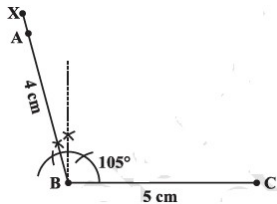
When three sides and two included angles are given

Example: Construct a quadrilateral ABCD, where $AB = 4$ cm, $BC = 5$ cm, $CD = 6.5$ cm and angle $B = 105^\circ$ and angle $C = 80^\circ$.

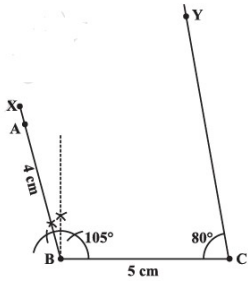
We draw a rough figure



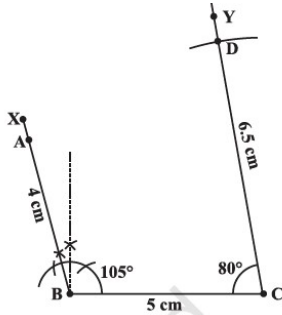
Step 1 Start with taking $BC = 5$ cm on B. Draw an angle of 105° along BX. Locate A 4 cm away on this. We now have B, C and A



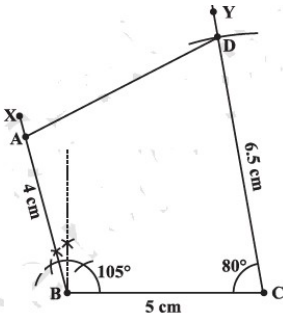
Step 2 The fourth point D is on CY which is inclined at 80° to BC. So make angle $BCY = 80^\circ$ at C on BC.



Step 3: D is at a distance of 6.5 cm on CY. With C as centre, draw an arc of length 6.5 cm. It cuts CY at D.



Step 4 Complete the quadrilateral ABCD. ABCD is the required quadrilateral.



Activities

Q-1) Construct a quadrilateral ABCD given that $AB = 4\text{ cm}$, $BC = 3\text{ cm}$, $\angle A = 75^\circ$, $\angle B = 80^\circ$ and $\angle C = 120^\circ$.

Q-2) Construct a kite ABCD in which $AB = 4\text{ cm}$, $BC = 4.9\text{ cm}$, $AC = 7.2\text{ cm}$.

Solve The Following Questions:

Q-1) If two diagonals are given, then we can construct a:

[1 Mark]

- A. Rhombus
- B. Rectangle
- C. Kite
- D. Parallelogram

Q-2) Construct a Quadrilateral PLAN

[2 mark]

PL = 4 cm

LA = 6.5 cm

Angle P = 90°

Angle A = 110°

Angle N = 85°

Q-3) Can you construct the quadrilateral PLAN if PL = 6 cm, LA = 9.5 cm, Angle P = 75° , Angle L = 150° and Angle A = 140° ? [2 mark]

Q-4) Construct a quadrilateral ABCD given AD = 3.5 cm, BC = 2.5 cm, CD = 4.1 cm, AC = 7.3 cm and BD = 3.2 cm. [3 mark]

Q-5) Construct a quadrilateral TRUE [3 Mark]

TR = 3.5 cm

RU = 3 cm

UE = 4 cm

Angle R = 75°

Angle U = 120°

HOTS

Q-1) A parallelogram OKAY where OK = 5.5 cm and KA = 4.2 cm.

Q-2) A rectangle with adjacent sides of lengths 7 cm and 6 cm.

Q-3) Construct a rhombus with side 6 cm and one diagonal 8 cm. Measure the other diagonal.

Q-4) Construct a rhombus BEND where BN = 5.6 cm and DE = 6.5 cm

SUBJECT-SCIENCE CHAPTER –SOUND

REVISION WORKSHEET

Link-<https://youtu.be/hvG8a-Q4evg>

LEARNING OBJECTIVE-Students will know the characteristics of sound. They will be aware about the working of musical instruments

Introduction to waves

- The sound is produced by vibrating objects.
- They travel from one place to another in the form of waves. Hence, the name sound waves.

*transverse
*longitudinal

Transverse waves

- Particle motion is to **perpendicular** the direction of wave motion.
- This type of wave is a mechanical wave called a transverse wave. E.g.: Light.

Longitudinal waves

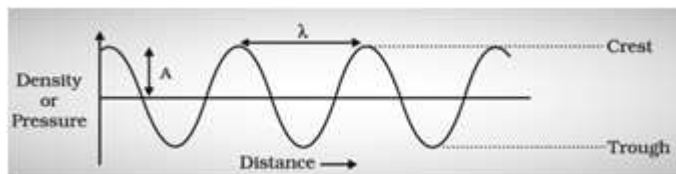
- When the particles of the medium travel **parallel** to the direction of the wave motion by means of successive compression or rarefaction.
- It is also a mechanical wave.
- Example: a slinky

Sound Properties

Introduction to sound waves

- Sound needs a medium to propagate. The matter or material through which sounds propagates is called a medium.
- Sound cannot travel in a vacuum. The moon does not have an atmosphere, hence, you can hear on the moon. **Wavelength**

The distance between two successive crests or troughs (or) successive compressions and rarefactions is called as wavelength (λ). The SI unit of wavelength is metre (m).



Time period

Time taken by two consecutive compressions or rarefactions to cross a fixed point is called a Time period (T). The SI unit of time in seconds (s).

Frequency

The number of compressions or rarefactions per unit time is called frequency (ν). The SI unit of frequency is Hertz. The SI unit is Hertz (s^{-1})

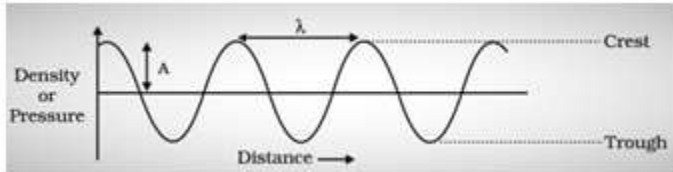
$$\nu = 1/T$$

Speed (v), wavelength (λ) and frequency (ν) are related as $v = \lambda\nu$

Amplitude

The magnitude of disturbance in a medium on either side of the mean value is called an amplitude (A).

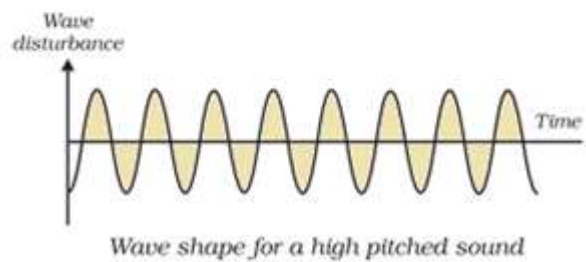
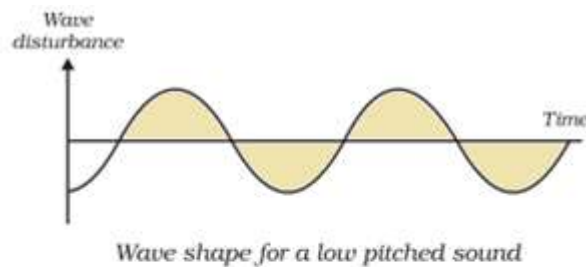
As shown in the figure below, the unit of amplitude will be the density or pressure. Distance between mean position and crest (maximum displacement).



Amplitude (A)

Pitch

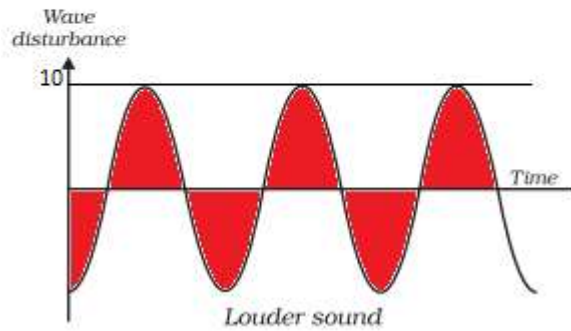
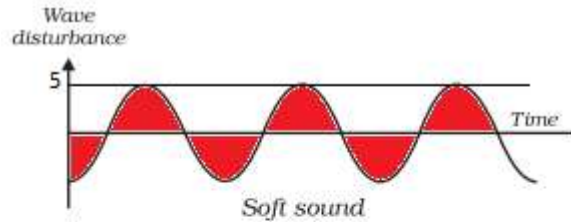
The number of compressions or rarefactions per unit time. Directly proportional to frequency.



Representation of low and high pitch

Higher force → higher amplitude → louder sound

The amount of sound energy flowing per unit time through a unit area is called the intensity of sound.



The Intensity of Sound

Note and Tone

A sound of a single frequency is called a tone. A sound produced with a mixture of several frequencies is called a note.

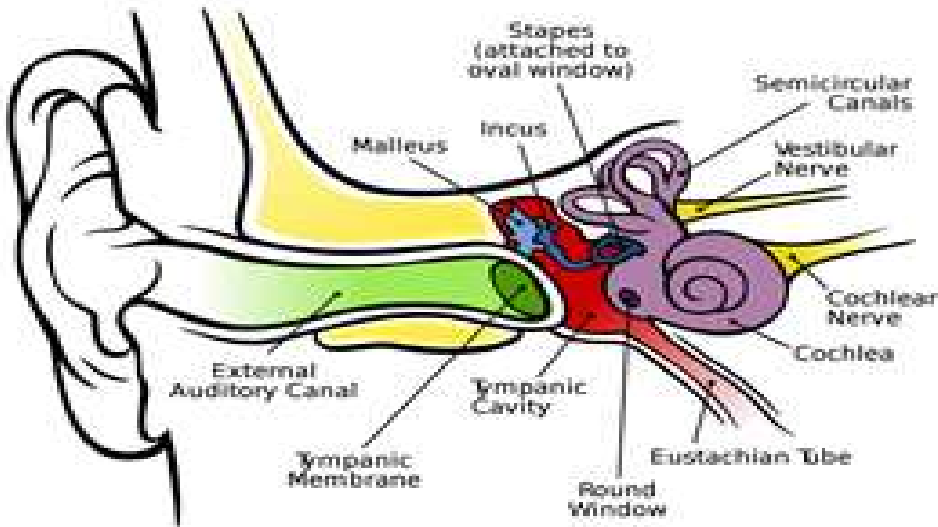
Speed of sound

Sound travels through different media with different speeds. Speed of sound depends on the properties of the medium: pressure, density and temperature

Human Ear

The ear is a sensitive organ of the human body. It is mainly involved with detecting, transmitting and transducing sound and maintaining a sense of balance is another important function of the human ear. Human ear includes:

- Pinna-The outer ear or the visible part of the ear is called the pinna.
- Pinna collects sound from the surroundings.
- Auditory canal -Sound passes through a tube called an auditory canal.
- Ear drum-Eardrum (tympanic membrane) vibrates in response to incident sound waves.
- Hammer anvil stirrup -Vibrations are amplified and transmitted further by three bones hammer, anvil and stirrup in the middle ear to the inner ear.
- Cochlea-In the inner ear, cochlea converts pressure signals into electrical signals.
- Auditory nerve-Electrical signals are transmitted by the auditory nerve to the brain for interpretation.



Human Ear

Speed of sound: Solids > Liquids > Gases

Speed of sound in air = 331 m/s at 0°C and 344 m/s at 22°C

ACTIVITY-1 Take a rubber band. Put it around the, longer side of a pencil box (Fig. 13.2). Insert two pencils between the box and the stretched rubber band. Now, pluck the rubber band somewhere in the middle. Do you hear any sound? Does the band vibrate?



Plucking the rubber band

ACTIVITY 2-Take 6-8 bowls or tumblers. Fill them with water upto different levels, increasing gradually from one end to the other. Now take a pencil and strike the bowls gently. Strike all of

them in succession. You will hear pleasant sounds. This is your Jaltarang (Fig. 13.5).



Jaltarang

ACTIVITY -3

Aim-To show that sound can be produced in liquid also.

Material required- Water tumbler, water, bell.

Procedure- *Fill the tumbler with water.

*Ring the bell inside the tumbler



Observation –You can hear the ringing sound.

Result- Sound can travel through the liquid.

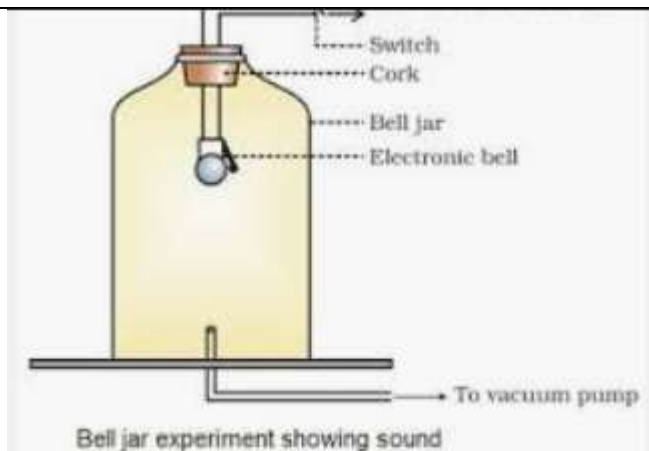
ACTIVITY -4

Aim-To show that sound needs medium to travel.

Material required- flask, vacuum pump, electric bell , cock.

Procedure- *Arrange the electric bell inside the flask,as shown in figure .

- Evacuate the air of flask with the help of vacuum pump gradually
- Switch on the electric bell
- Start evacuate the air of flask.

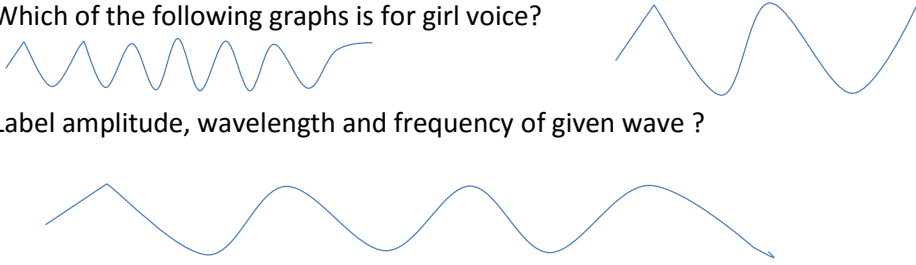


Observation - *Initially we are able to hear the sound clearly,
 *As we start evacuation the sound become less loud.
 *At the stage when we have evacuated the flask completely, we are not able to hear the sound.

Result- Sound needs medium to travel.

Feedback and comments on completion understanding and difficulties.

	One mark
Q1	Why sound waves are called mechanical waves?
Q2	Define the longitudinal wave and give two examples of it.
Q3	Will we be able to talk on moon ? give reason.
	Two mark
Q4	Show by an activity that sound can travel through liquid.
Q5	What types of waves are produced in tabla and in the string of violin?
Q6	The two waves are given below, differentiate between them on the basis of (a) Amplitude or loudness (b) Frequency or pitch
	Three mark
Q7	An object vibrates 50 times in 5 second, calculate the time period and frequency.
Q8	Explain how the human ear works. Draw its well labeled diagram.
	HOTS
Q1.	

	<p>(a) Which of the following graphs is for girl voice?</p>  <p>Label amplitude, wavelength and frequency of given wave ?</p>
Q2.	How does velocity of sound change in air with (a) change in temperature (b) change in air pressure ?
Q3.	Why are the ceilings concert halls and conference halls are made curved? Explain by giving a diagram.
Q4.	(A)What is the range of frequencies associated with (1) Infra sound, and (2) ultra sound? (B) Which has shorten wavelength-infrasonic or ultrasonic?
Q5.	The town hall building is situated close to Amit’s house. There is a clock on the top of the tower hall building which rings the bellevery hour. Boojho has noticed that the sound of the clock appears to be much clearer at night.Explain.

असाइनमेंट – 37 विषय - हिंदी

कक्षा – 8 उपलब्धकर्ता मिस रंजना

पुनरावृत्ति अभ्यास कार्य

PLEASE WATCH THIS VIDEOS

<https://www.youtube.com/watch?v=WXDvYKHn4xk>

अधिगम बिंदु

विद्यार्थी अपठित गद्यांश को सीख पाएंगे।

विद्यार्थी बहुवैकल्पिक प्रश्नों के उत्तर दे सकेंगे।

अपठित गद्यांश को पढ़कर नीचे दिए गए प्रश्नों के उत्तर दीजिए

आगाखाँ महल में खाने-पीने की कोई तकलीफ नहीं थी। हवा की दृष्टि से भी स्थान अच्छा था। महात्मा जी का साथ भी था। किंतु कस्तूरबा के लिए यह विचार ही असह्य हुआ कि ‘मैं कैद में हूँ।’ उन्होंने कई बार कहा-“मुझे यहाँ का वैभव कतई नहीं चाहिए, मुझे तो सेवाग्राम की कुटिया ही पसंद है।” सरकार ने उनके शरीर को कैद रखा किंतु उनकी आत्मा को वह कैद सहन नहीं हुई। जिस प्रकार पिंजड़े का पक्षी प्राणों का त्याग करके बंधनमुक्त हो जाता है उसी प्रकार कस्तूरबा ने सरकार की कैद में अपना शरीर छोड़ा और वह स्वतंत्र हुई। उनके इस मूक किंतु तेजस्वी बलिदान के कारण अंग्रेजी साम्राज्य की नींव ढीली हुई और हिंदुस्तान पर उनकी हुकूमत कमजोर हुई।

कस्तूरबा ने अपनी कृतिनिष्ठा के द्वारा यह दिखा दिया कि शुद्ध और रोचक साहित्य के पहाड़ों की अपेक्षा कृति का एक कण अधिक मूल्यवान और आबदार होता है। शब्दशास्त्र में जो लोग निपुण होते हैं, उनको कर्तव्य-अकर्तव्य की हमेशा ही विचिकित्सा करनी पड़ती है। कृतिनिष्ठि लोगों को ऐसी दुविधा कभी परेशान नहीं कर पाती। कस्तूरबा के सामने उनका कर्तव्य किसी दीये के समान स्पष्ट था। कभी कोई चर्चा शुरू हो जाती तब 'मुझसे यही होगा' और 'यह नहीं होगा' -इन दो वाक्यों में अपना ही फैसला सुना देतीं।

प्रश्न: 1. सुविधाओं के बीच भी कैदी होने का विचार किससे नहीं सहा जा रहा था?

प्रश्न: 2. वे अपनी स्पष्टवादिता किस तरह प्रकट कर देती थीं?

प्रश्न: 3. आगाखाँ महल में क्या सुविधाएँ थीं, पर इनके बजाय कैदी को क्या पसंद था?

प्रश्न: 4. वह किस तरह अंग्रेजों की कैद से मुक्त हुई ? उनकी मुक्ति का अंग्रेज़ी शासन पर क्या असर पड़ा?

प्रश्न: 5. कृतिनिष्ठ और शब्द शास्त्र में निपुण लोगों में अंतर गद्यांश के आधार पर स्पष्ट कीजिए।

MCQ

Question 1.

'कामचोर' कहानी के लेखक कौन हैं?

- (a) कामतानाथ
- (b) भगवती चरण वर्मा
- (c) इस्मत चुगताई
- (d) जया जादवानी

Question 2.

आखिर ये मोटे-मोटे किस काम के हैं? ऐसा किन्हें कहा गया है?

- (a) नौकरों को
- (b) पड़ोसियों को
- (c) घर के बच्चों को
- (d) नौकरों को

Question 3.

काम करने के लिए कौन तैयार हो गए?

- (a) नौकर
- (b) घर के बच्चे
- (c) माता-पिता
- (d) चाचा

Question 4.

बच्चों को काम करवाने के लिए क्या लालच दिया गया?

- (a) वेतन का
- (b) नए कपड़ों का
- (c) दावत में ले जाने का
- (d) कहीं दूर घुमाने ले जाने का

Question 5.

बच्चों ने कहाँ झाड़ू लगाने का फ़ैसला किया?

- (a) घर में
- (b) आँगन में
- (c) घर के बाहर
- (d) उपर्युक्त सभी

Question 6.

बच्चे किससे सफ़ाई में जुड़ गए?

- (a) सीकों से
- (b) झाड़ू से
- (c) पोछा से
- (d) कपड़ों से

Question 7.

नौकरों ने प्रति बच्चों को नहलाने के लिए किस हिसाब से पैसे लिए?

- (a) आठ आने
- (b) चार आने
- (c) बारह आने
- (d) सोलह आने

Question 8.

तरकारी वाली की टोकरी पर जिस समय भेड़ें टूट पड़ी थीं, उस समय वह क्या तौल रही थी?

- (a) आलू-प्याज
- (b) मटर की फलियाँ
- (c) गोभी
- (d) पालक

किसी एक विषय पर नारा लिखिए। (5)

1. आत्मनिर्भर भारत , समर्थ भारत।
2. " पेड़ लगाओ , पेड़ बचाओ ।

LESSON PLAN / Assignment (January)3week

Subject-History

Sub teacher-Poonam Pathak

Topic:- women cast and reforms

Sub topic-Caste and Social Reform,Demands for Equality and Justice.

Methodology:-PPT, Video and word file

You tube link :<https://youtu.be/0lyUd47S8RQ>

Activity 1:- make a list of the prominent women who gave their contribution to reform the condition of women

ctivity 2:- Debate on: Do you think that condition of the women has changed in our society.

Caste and Social Reform:

- (i) Social reformers criticized caste inequalities. **Paramhans Mandali** was founded in 1840 in Bombay to work for **the abolition of caste**.
- (ii) The **Prarthana Samaj** adhered to the tradition of Bhakti that believed in spiritual equality of all castes.
- (iii) Christians missionaries began setting up schools for the tribal groups and 'lower'- caste children.
- (iv) There were availability of jobs in cities in factories. Many poor people from the villages & small towns who belonged to low castes got the jobs as labour.
- (v) The work was hard enough. But the poor had got a chance to get away from the control of upper-castes landowners who exercised daily humiliation over them.
- (vi) Army was another option in jobs. A number of Mahar people, who were regarded as untouchables, found jobs in the Mahar Regiment.

Demands for Equality and Justice:

(i) By the second half of the 19th century, people from within the 'lower' castes began organizing movements against caste discrimination and demanded social equality and justice.

(ii) The **Satnami movement** in Central India was founded by Ghasidas who came from a low caste, organised a movement to improve their social status.

(iii) In eastern Bengal, Haridas Thakur's Matua sect worked among low caste; Chandala cultivators. Haridas questioned Brahmanical texts that supported the caste system.

(iv) Shri Narayan Guru, a guru from Ezhava caste given his views on caste system as "one caste. one religion, one god for humankind".

1mark

Choose the correct option:-

1. Which low caste did the Sri Narayan Guru belonged to?
 - a. Ezhavas
 - b. Mahar
 - c. Madigas
 - d. Agarias
2. What was the motive of Paramhans Mandali?
 - a. Work for the abolition of the caste system
 - b. Eliminate untouchability
 - c. Question the injustices of the caste system
 - d. Violate class taboos on food and touch.
3. Who founded the Satyashodhak Samaj?
 - a. Sri Narayan Guru
 - b. Jyotirao Phule
 - c. Dr. B. R. Ambedkar
 - d. E.V. Ramaswamy Naicker
4. Who started Young Bengal Movement?
 - a. Henry Derozio
 - b. James Mill
 - c. Henry Thomas Colebrooke
 - d. William Jones

Match the following:

Column A	Column B

Column A	Column B
(i) The Brahmo Samaj	(a) Madras
(ii) The Singh Sabha Movement	(b) Calcutta
(iii) Veda Samaj	(c) Bombay
(iv) The Prarthana Samaj	(d) Amritsar

3 marks:-

1. What did Ambedkar want to achieve through the temple entry movement?
2. For which purpose was the Paramhans Mandali founded in 1840?
3. What was the argument of E.V. Ramaswamy Naicker about the untouchables?

5 marks:-Critical thinking based question/HOTS)

1. How challenging was the life for Dr B.R. Ambedkar during his childhood when he experienced caste prejudice in everyday life? How did he challenge the problems faced by low caste people?

Assignment (Revision)

Geography

Ch 6 : Industries

MCQ

1. Which of the following is a private sector industry?
(a) Hindustan Aeronautics Limited
(b) Tata Iron and Steel Industry

- (c) Steel Authority of India
(d) National Thermal Power Corporation
2. Why are state owned industries called public sector industries?
(a) Because they are established, run and maintained by private people.
(b) Because they are established, run and maintained by the government
(c) Both (a) and (b)
(d) None of these
3. Which factors affect the location of industry ?
(a) Land
(b) Labour
(c) Capital
(d) All of these
4. What does an industrial system consists of?
(a) Inputs
(b) Processes
(c) Output
(d) All of these
5. Major industrial regions are located near:
(a) Deserts
(b) Sea Ports
(c) Glaciers
(d) Mountains

Short Answer Type Questions

1. How does an industrial region emerge?
2. On what basis are industries classified?
3. What are marine based industries ?

Long Answer Type Questions

1. Write a short note on Mineral based industries.

Activity : Make a flow chart of the classification of Industries

Video link : <https://youtu.be/1TzON8iR4Z0>

<https://youtu.be/y3W7myQx4c0>

SUBJECT SANSKRIT

MR. SANJAY

प्र० प्रत्यय का प्रयोग करके संस्कृत में वाक्य लिखो :-

(कत्वा . ल्यप् . तुमुन्)

