

## HARVEST HYMN

Let us do these activities before we read.

I Work in pairs and share your responses with your classmates and teacher.

1. India celebrates many harvest festivals. When is the harvest festival celebrated in your region and how is it celebrated?
2. A hymn refers to a song of praise.
  - (i) To whom do we offer a hymn?
  - (ii) When and where do we sing a hymn?
  - (iii) Why do we offer it?

II Some poets and authors use words that are no longer a part of common usage. Such words are called **archaic** words.

Work in pairs. Read the sentences given below. Match the underlined archaic words in Column 1 with their meanings in Column 2. Share your answers with your classmates and teacher.

‘Thou art my friend, and I trust thee. Thy kindness is great, and everything that is mine is thine.’

Column 1	Column 2
1. thou	(i) yours
2. art	(ii) you (object)
3. thee	(iii) you (subject)
4. thy	(iv) are
5. thine	(v) your

III Work in pairs. Read the paragraph and select the correct meaning for each underlined word from the options given below. Share your answers with your classmates and teacher.

Under the golden 1. radiance of the evening sun, the villagers gathered to pay 2. tribute to their 3. cherished elder, who had dedicated his life to their well-being. His wise 4. counsel had guided generations, steering them through challenges. Known for his 5. munificent spirit, he never hesitated to share his resources generously.

- |               |   |               |                 |
|---------------|---|---------------|-----------------|
| 1. radiance   | : | (i) glow      | (ii) brilliance |
| 2. tribute    | : | (i) respect   | (ii) gratitude  |
| 3. cherished  | : | (i) preserved | (ii) loved      |
| 4. counsel    | : | (i) advice    | (ii) decision   |
| 5. munificent | : | (i) rich      | (ii) generous   |



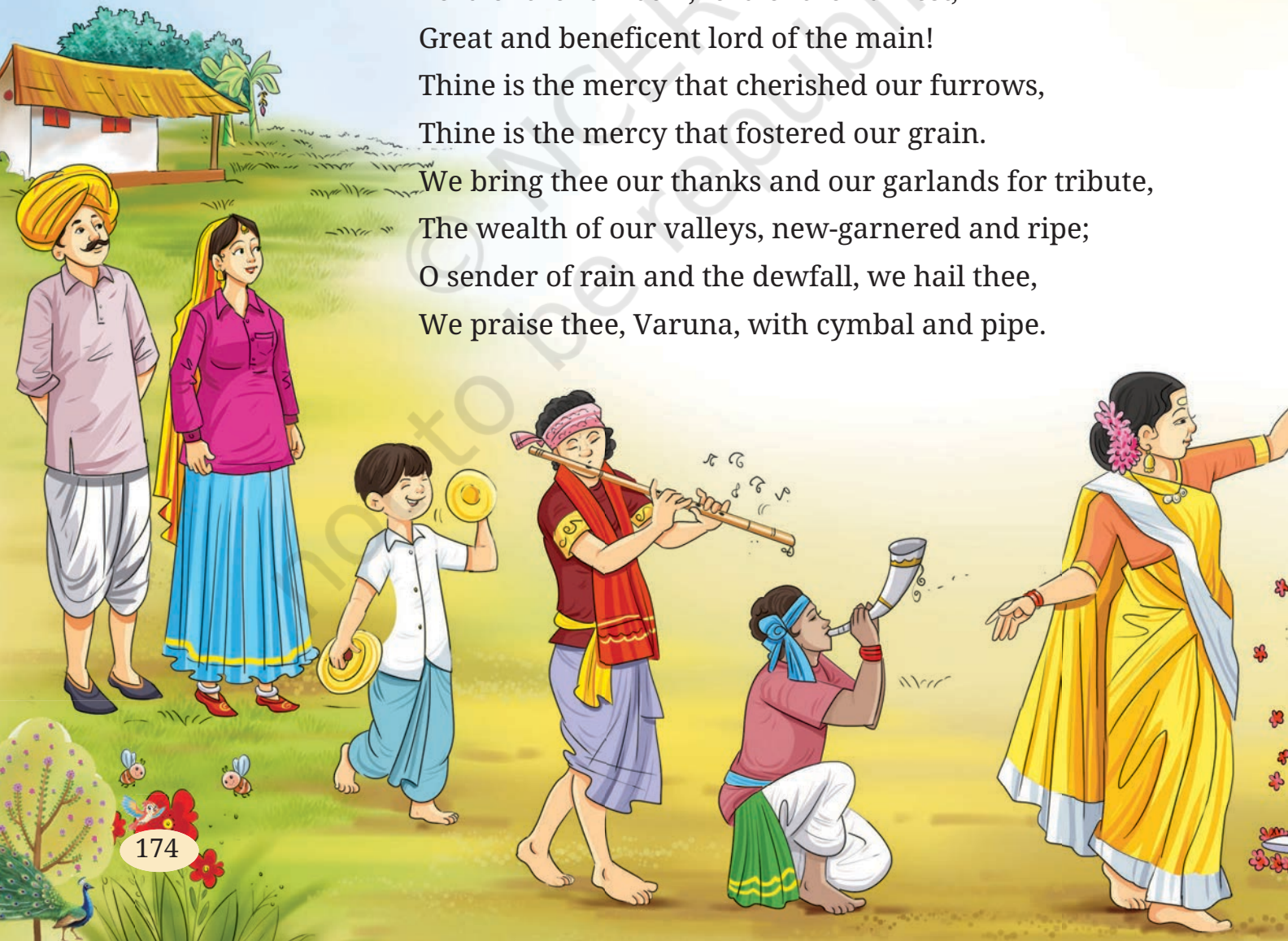
## Let us read



### Men's Voices:

Lord of the lotus, lord of the harvest,  
Bright and munificent lord of the morn!  
Thine is the bounty that prospered our sowing,  
Thine is the bounty that nurtured our corn.  
We bring thee our songs and our garlands for tribute,  
The gold of our fields and the gold of our fruit;  
O giver of mellowing radiance, we hail thee,  
We praise thee, O Surya, with cymbal and flute.

Lord of the rainbow, lord of the harvest,  
Great and beneficent lord of the main!  
Thine is the mercy that cherished our furrows,  
Thine is the mercy that fostered our grain.  
We bring thee our thanks and our garlands for tribute,  
The wealth of our valleys, new-garnered and ripe;  
O sender of rain and the dewfall, we hail thee,  
We praise thee, Varuna, with cymbal and pipe.



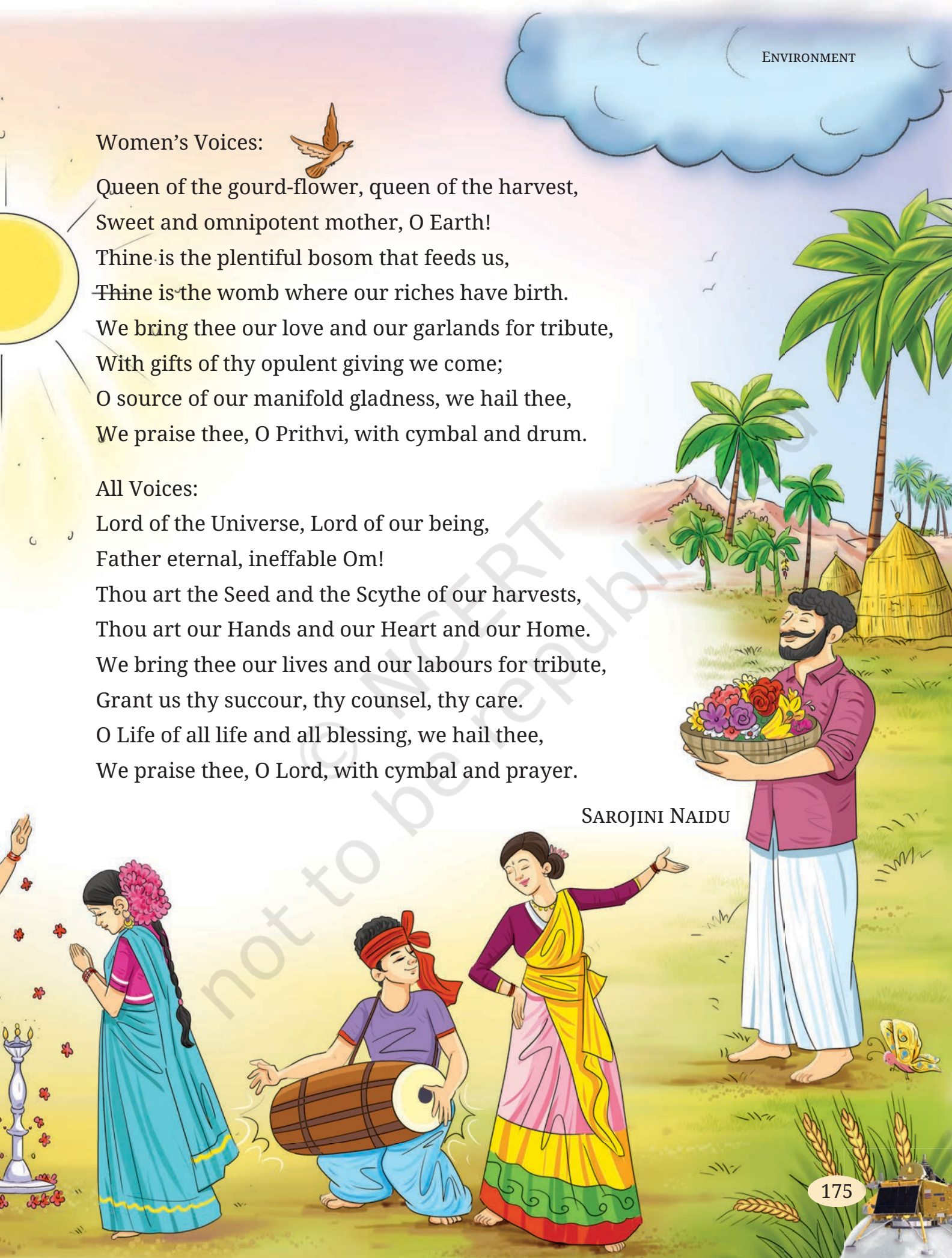
Women's Voices:

Queen of the gourd-flower, queen of the harvest,  
Sweet and omnipotent mother, O Earth!  
Thine is the plentiful bosom that feeds us,  
Thine is the womb where our riches have birth.  
We bring thee our love and our garlands for tribute,  
With gifts of thy opulent giving we come;  
O source of our manifold gladness, we hail thee,  
We praise thee, O Prithvi, with cymbal and drum.

All Voices:

Lord of the Universe, Lord of our being,  
Father eternal, ineffable Om!  
Thou art the Seed and the Scythe of our harvests,  
Thou art our Hands and our Heart and our Home.  
We bring thee our lives and our labours for tribute,  
Grant us thy succour, thy counsel, thy care.  
O Life of all life and all blessing, we hail thee,  
We praise thee, O Lord, with cymbal and prayer.

SAROJINI NAIDU



## Let us discuss

I Write the stanza number for the main idea of each stanza given below. Share your answers with your classmates and teacher.

1. The speakers recognise the lord's kindness and praise him for nourishing the field.	
2. The speakers praise the generosity of the creator of the universe who ensures a rich harvest.	
3. The speakers devote their lives and work as a mark of respect to the lord and seek his support, wisdom, and care.	
4. The speakers pay homage to the Earth and appreciate her role in supporting life, by dedicating their harvest.	

II Fill in the blanks by choosing the appropriate words or phrases from within the brackets.

1. The setting of the poem is a rural landscape, possibly during a \_\_\_\_\_ (harvest/religious) festival.
2. The tone of the poem is respectful and celebratory because it praises \_\_\_\_\_ (the men and women/nature and the Lord) with deep respect and gratitude.
3. In the line '*Thou art our Hands and our Heart and our Home*', the letter 'h' is capitalised in 'Hands', 'Heart' and 'Home' because \_\_\_\_\_. (it represents the hard work of farmers/God resides in them)





III Identify the poetic device used in the following lines from the poem.

- *Bright and munificent lord of the morn!*
- *We bring thee our lives and our labours for tribute*

IV Match the lines from the poem in Column 1 with their expressions in Column 2. Choose the appropriate poetic device from the box given below and write in Column 3.

imagery      alliteration      simile      metaphor      personification

Column 1	Column 2	Column 3
1. <i>sweet and omnipotent mother</i>	(i) creates a clear description of the scene and appeals to the senses	
2. <i>The wealth of our valleys, new-garnered and ripe</i>	(ii) implied comparison of growth and reaping with beginning and end of all life	
3. <i>Thou art the Seed and the Scythe</i>	(iii) the earth is being given human-like qualities	



V Certain words or phrases are repeated in the same line of the poem.

For example, *The gold of our fields and the gold of our fruit*;

Find more such repetitions from the poem. What is the poet's purpose of using repetition in the poem?

VI The poem uses **symbolism** to convey deeper meanings. Match the symbols in Column 1 with the meanings they convey in Column 2.

Column 1	Column 2
1. <i>Prithvi</i> (the Earth)	(i) light, energy, life—representing the giver of warmth and prosperity
2. <i>Surya</i> (the Sun)	(ii) mercy and nourishment—crucial for agriculture and sustenance
3. <i>Varuna</i> (Rain)	(iii) fertile land, motherhood, nurturing—the source of all life





## Let us think and reflect

I Read the given extracts and answer the questions that follow.

1. *We bring thee our songs and our garlands for tribute,  
The gold of our fields and the gold of our fruit;  
O giver of mellowing radiance, we hail thee,  
We praise thee, O Surya, with cymbal and flute.*

- (i) What does the act of bringing songs and garlands as tribute suggest about the people's relationship with the divine?
  - A. They fear the gods and wish to calm them in any way possible.
  - B. They have a deep sense of reverence and gratitude towards the divine.
  - C. They are forced to perform rituals without understanding the divine.
  - D. They depend on the gods for their daily needs and activities.

- (ii) Complete the following sentence suitably.

The word 'gold' in the phrases 'the gold of our fields' and 'the gold of our fruit' symbolises \_\_\_\_\_.

- (iii) How does the description 'O giver of mellowing radiance' help us understand Surya's role in the harvest?
- (iv) Fill in the blank by selecting the correct option from those given in the brackets.

The use of cymbal and flute signifies \_\_\_\_\_. (joy and celebration/meditation and worship)

2. All Voices:

*Lord of the Universe, Lord of our being,  
Father eternal, ineffable Om!  
Thou art the Seed and the Scythe of our harvests,  
Thou art our Hands and our Heart and our Home.*

- (i) In the phrase 'Lord of our being,' what does the word 'being' most likely refer to?
  - A. Our physical body
  - B. Our entire existence
  - C. Our spiritual practices
  - D. Our earthly possessions



- (ii) Identify whether the following statement is true or false.

The imagery of 'the Seed and the Scythe' symbolises the divine's role as both the beginning (creation) and the end (harvest) of the agricultural cycle.

- (iii) Identify the phrases from the extract that mean the following:

- A. The divine as a timeless, everlasting presence
- B. Beyond human comprehension or description

- (iv) How do we know that these lines from the extract are spoken as a chorus?

## II Answer the following questions.







1. Why do the farmers hail the God of rain?
2. What is being referred to as 'wealth of our valleys'? Why?
3. State one reason why the women refer to the Earth as a 'source of manifold gladness'.
4. Why does everyone in the poem offer their 'labours for tribute'?
5. Why has the poet presented the poem as voices of men, women, and all voices?
6. How does the poet create the joyous atmosphere of rural India at harvesting time?
7. Why is the poem presented as a hymn?



### Let us learn

- I Match the pictures of the farming implements given in Column 1 with their use given in Column 2. Then, fill in the blanks in Column 3 to complete the name of the implement.



Column 1	Column 2	Column 3
1. 	(i) A tool with a long handle with metal teeth for collecting hay or leaves.	S _ C K L _
2. 	(ii) A small hand tool used for digging and making shallow furrows.	S C _ T H _
3. 	(iii) A hand-held tool with a curved blade attached to a short handle. It is used for harvesting crops.	P L _ _ G H
4. 	(iv) A tool pulled by oxen. It is used for turning over the soil in the field so that seeds can be sown or planted.	T R _ W _ L
5. 	(v) A farm tool having a flat rectangular blade attached to a long wooden handle used for digging the soil.	R _ K _
6. 	(vi) A hand-held tool with a long-curved blade attached to a long handle used for cutting tall grass.	S P _ D _

II Choose the correct synonyms for the underlined words in the given sentences from the box below. Circle the words or phrases in the sentences that helped you to infer the meanings. One example has been done for you.

generous      help      brightness      indescribable      kind

1. The king was beneficent to the poor because he took good care of them.

**synonym:** kind

2. He was munificent towards the needy and donated a lot for their health care.

**synonym:** \_\_\_\_\_

3. When he lost his job, all his friends gave him succour by supporting him with money.

**synonym:** \_\_\_\_\_

4. When the sun's rays came into the dark room, the whole room was full of radiance.

**synonym:** \_\_\_\_\_

5. The little girl was speechless with ineffable joy when she got her birthday gift from her aunt.

**synonym:** \_\_\_\_\_

III You have learnt about some archaic words. Some more archaic words are given below. Refer to a dictionary to find commonly used words which are similar in meaning.

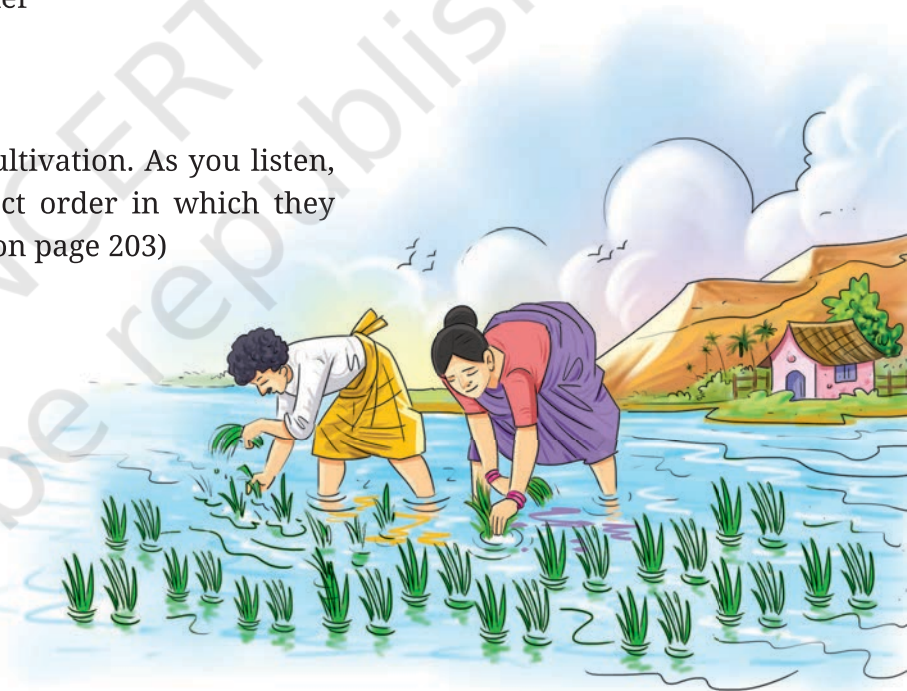
- |            |           |          |
|------------|-----------|----------|
| 1. morrow  | 2. hither | 3. quoth |
| 4. betwixt | 5. yonder |          |



### Let us listen

I Listen to the talk about paddy cultivation. As you listen, number the events in the correct order in which they happen. (Transcript for teacher on page 203)

1. Transplanting of seedlings
2. Ploughing of soil
3. Threshing of grains
4. Puddling of land
5. Harvesting of paddy
6. Irrigating the field
7. Milling of rice



II Now, listen to the talk again. As you listen, choose the correct option to answer the questions that follow.

1. What is the main step in preparing the soil for cultivation of rice?
  - (i) Ploughing the soil    (ii) Clearing the soil    (iii) Puddling the soil
2. How long does it take for rice seeds to grow into seedlings before being transplanted?
  - (i) 2–3 weeks                      (ii) 4–5 weeks                      (iii) 6–7 weeks



3. Why is drying rice grains important after threshing?

- (i) To get rice seeds for plantation
- (ii) To separate the rice grains easily
- (iii) To store the rice grains for longer



### Let us speak

I In English, some letters are not pronounced in certain words. For example, in words like 'knife', 'knowledge', and 'know', the first letter '**k**' is not pronounced. Let us look at a few more such examples.

- In the words given below the letter '**n**' is silent when it appears with '**m**' at the end of the word.

hymn, column, autumn, solemn

Now, say these words aloud.

- In the words given below the letter '**b**' is silent when it appears with '**m**'.

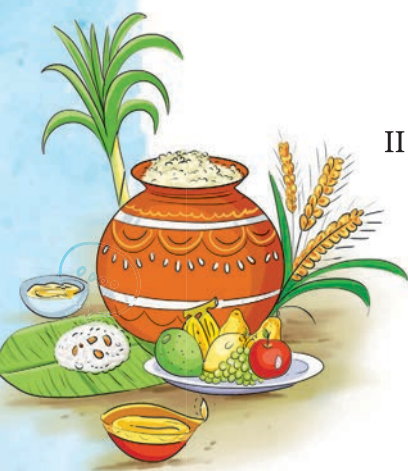
womb, tomb, bomb, climb, comb

Now, say these words aloud.

II In our country, harvest is celebrated with the preparation of delicious dishes. Work in groups and make a presentation on any popular dish made during the harvest festival in your region. Use the prompts given in the box to make your presentation. Make sure that all the members share their views.

Include the following:

- What is the dish called? Is it known by any other name in other parts of India?
- What ingredients are used to make the dish?
- How is the dish prepared?
- How is the dish served?
- What does the dish taste like?
- What is the special ritual related to the preparation of this dish?
- Describe any special memory associated with the preparation of this dish.



Column 1	Column 2
Greet the audience	Good morning to all of you gathered here...
Introduce the members of your group and your topic	Today we, ___, ___ and ___ are here to tell you about...
Explain the structure of your presentation	<ul style="list-style-type: none"> <li>• We will start off with...</li> <li>• Following this, we will move on to...</li> <li>• The next point we will deal with is...</li> <li>• Finally, we will speak about...</li> </ul>
Speak about the first point	<ul style="list-style-type: none"> <li>• Let's begin by...</li> <li>• I'd like to start by...</li> </ul>
Describe the details	<ul style="list-style-type: none"> <li>• Now I'll move on to...</li> <li>• Next...</li> <li>• I'd like to now discuss...</li> <li>• Let's now consider...</li> <li>• Let me tell you about</li> </ul>
Conclude your presentation	<ul style="list-style-type: none"> <li>• In conclusion, I'd like to say...</li> <li>• To summarise...</li> </ul>
Thank the audience	<ul style="list-style-type: none"> <li>• Thank you for listening.</li> <li>• Thank you for your attention.</li> </ul>



### Let us write

Creative slogans are used to spread a message to capture the reader's attention. Some examples are given below:

- Education is the Key, Unlock Your Destiny!
- Protect the Environment Today for a Better Tomorrow
- Learn, Grow, Succeed
- Go Green by Keeping the Planet Clean

Your school wishes to express gratitude to the farmers who play an important role in providing us the food on our plates. Draft a creative slogan to be put up on the school notice board.



**Remember to**

- focus on the main idea to be expressed
- use simple language
- be concise—express yourself in a few words

You may write the slogan on a chart paper and decorate it.

**Let us explore**

I Millets are a varied group of small-seeded grasses. They have more fibre and minerals than other cereals. Millets have been a part of the Indian cuisine for years. They have been rediscovered worldwide as superfoods.

1. Read the information on Pearl Millet given below.

## Pearl Millet (Pennisetum glaucum (L.) R. Br.)

**Common name:**  
Bajra

**Vernacular names:**

Spiked millet or Pearl millet (English),  
Bajra (Bengali, Hindi, Oriya, Punjabi, Urdu),  
Bajree (Rajasthani, Gujarati, Marathi),  
Sajje (Kannada), Kambu (Tamil),  
Sajja (Telugu)

**Cultivation areas:**

Rajasthan,  
Maharashtra,  
Gujarat,  
Uttar Pradesh and  
Haryana

### Nutritional Profile:

Highest niacin content amongst all cereals; rich in protein and dietary fiber.

NUTRIENTS	VALUE PER 100 GRAMS
Energy (Kcal)	347
Protein (g)	10.9
Fat (g)	5.43
Carbohydrate (g)	61.8
Ca (mg)	27.4
Fe (mg)	6.4
Folic Acid (µg)	36.1

It is the sixth major cereal in terms of area and production and has the highest drought tolerance potential of all millets. Pearl millet is the most widely cultivated cereal in India after rice and wheat.

### Health benefits:

- Reduces cholesterol
- Promotes bone health
- Beneficial in treating stomach ulcers
- Promotes heart health
- Aids in weight loss

**Uses:** Khichdi, Roti, Upma, Idli, Khakhra, Parathas

Use the link given below to know more about other kinds of millets.

<https://eatrightindia.gov.in/millets2023/assets/documents/Millets%20-%20Nutritious%20Cereal%20of%20India.pdf>

2. Work in groups of four and do the following activities.

- Find out if millets are a part of your cuisine.
- Find recipes with millets and compile them into a booklet.
- Create a recipe of your choice.

II Songs related to harvest season form a part of our culture and heritage. Talk to the elders in your house and learn a song sung on a harvest festival. Share it with your classmates and teacher. Then, compile all the songs to create a songbook with the help of teacher.