

Lesson-01 Sympathy

Introduction:

“Sympathy” composed by Charles Mackay is a poem which explains the value of pity and sorrow. This type of feeling will generate moral values in society and the students will share the feeling of sorrow, approval etc.

यहाँ शिक्षक दया, दुःख, करुणा, दया, सहानुभूति के विषय में बच्चों को बताएँगे। He will ask the student whether he or she has done any activity of kindness or sorrow in his or her family?

Central Themes

The central theme of this poem is to promote moral values like sympathy among Human beings. It can not be repaid by physical exchange.

Reading: Recitation

After warming up the class the teacher will read the poem loudly with correct pronunciation of words. एक पाराग्राफ (अनुच्छेद) पढ़ने के बाद शिक्षक प्रत्येक छात्र को बारी-बारी से पढ़ने के लिए कहेंगे। There will be some difficulty to the weak (कमजोर) students. It will be repeated by those students who are aware of these words. From this activity the whole class will pay full attention to the lesson. Further if any difficulty arises, the teacher will write the word on the blackboard with its pronunciation and meanings.

Similarly the teacher will go on to the next stanza.

Vocabulary

Lay	-	ले	-	पड़ा रहना, लेटे रहना।
Sorrow	-	सॉरो	-	दुःख, तकलीफ, Unhappiness
Deep	-	डीप	-	गहरा, बहुत अधिक, Very much।
Distressed	-	डिस्ट्रेस्ड	-	दुःख में, कष्ट में।
Grief	-	ग्रीफ	-	दुःख, दर्द, व्याकुलता
A proud man	-	ए प्राउड मैन	-	अभिमानी व्यक्ति।
Heard (hear)	-	हर्ड	-	सुना
Looks	-	लूक्स	-	दृष्टि
Cold	-	कोल्ड	-	ठंडा
Passed (pass)	-	पास्ड	-	बीत गया
Erect	-	इरेक्ट	-	सीधा

Spake (Spoke)	-	स्पोक	-	बोला
Blessed (bless)	-	ब्लेस्ड	-	आशीर्वाद दिया
Charity	-	चैरीटी	-	दया
In want	-	इन वांट	-	अभाव में
Bund (bind)	-	बाइन्ड	-	बाँधा
Watch	-	वाँच	-	देखभाल करना, रखवाली करना
Again	-	अगेन	-	फिर से

Now the teacher will say the Hindi meaning of the poem to make it easy for the students.

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इस कविता में कवि अपने आपको प्रस्तुत करते हुए अभिव्यक्त करता है कि किस प्रकार Sympathy अर्थात् सहानुभूति अलग-अलग परिस्थितियों में अलग-अलग ढंग से अभिव्यक्त होती है।

कवि कहता है : एक बार मैं अत्यन्त दुःख, तकलीफ एवं पीड़ा में पड़ा हुआ था। मेरी इस तकलीफ को एक धनी व्यक्ति ने, जो घमंडी अर्थात् दयाहीन था, सुना। उसकी दृष्टि में दया, करुणा का अभाव था फिर भी उसने धन दिया लेकिन सहानुभूति का एक शब्द भी न कहा।

मेरा दुःख समाप्त हो गया, मैंने दिया हुआ धन उस व्यक्ति को वापस कर दिया तब निर्विकार भाव से खड़ा होकर उसने मुझे धन्यवाद दिया और मैंने उसकी कृपा के लिए आशीर्वाद दिया।

कुछ दिनों के बाद कवि फिर बीमार पड़ता है। उसकी कराह सुनकर एक गरीब व्यक्ति जो उस रास्ते से गुजर रहा था, आया एवं उसके सिर को सहलाने लगा। उसे खाने के लिए रोटी दी, पानी दिया और दिन-रात उसकी देखभाल करता रहा, जबतक कि वह ठीक न हो गया।

पाठ के अंतिम उद्धरण में कवि के पास एक समस्या आ जाती है और पाठकों से कहता है कि उस गरीब व्यक्ति ने जो कुछ किया उसे मैं कैसे लौटाऊँगा..? अंत में कवि का कहना है कि धन महान है लेकिन उससे भी बढ़कर सहानुभूति महान है।

In the Middle of Hindi translation of the stanza, the teacher should ask different types of questions in Hindi as well as in English. The simple questions could be:

- Who was in grief?
- Who heard the grief or pain?
- Who gave the gold?
- Who gave the bread?

Again in groups of three or four children, the teacher will clear the lesson as a simple drama or play in the class.

Activity

This lesson may be taught in the form of conversation by taking three students of the class in drama or play.

Rahim is a boy who is suffering from illness and lying on a bench. A wealthy boy Ramesh comes to Rahim.

Rahim: Oh! My body is aching. My body temperature is 102^o.F. Ah! I am dying.

Ramesh: Rahim, what happened to you?

Rahim: I am ill, there is much pain in my body.

Ramesh: (taking a Rs. 100/- note from the pocket) Rahim, take this note and go to a doctor.

(After two days Rahim recovers from illness)

Rahim: Oh! Mr. Ramesh, please take this one hundred rupees. Thank you for helping me.

Ramesh: Thanks.

(Again Rahim is in pain and grief. He is crying on his bed. Mohan, a poor boy hears his cry and comes near Rahim.)

Rahim: Oh! Maa, there is great pain in my body. Ah! I am dying.

Mohan: What happened dear Rahim?.

Rahim: There is much pain in my body. Ah! I am dying.

Mohan: Where is the pain? Give your head this side. (He rubs his head and body. He gives him some medicine too. After some time he improves)

Rahim: I am feeling well now. I am hungry too.

Mohan: Take this bread. Here is water.

(After two days Rahim recovers.)

Rahim: Yes, I am ok

Mohan: Now you are fit.

Then Rahim asks his classmates, "What should I return to Mohan?". It is a very difficult question. All the boys start murmuring. The kindness, the sympathy, the helpful act, you can not return to Mohan. So, by this activity the teacher will be able to explain the poem easily in the class.

Evaluation

To evaluate how far students are able to understand the poem. The teacher will ask some oral/written questions..

- a. Who is the poet of this poem?
- b. Who has written the poem 'Sympathy'?
- c. Who was in deep-distress?
- d. Who gave the gold?
- e. Give the opposite of 'sorrow'.
- f. Can sympathy be returned?

From these types of simple questions the teacher will give marks to the students and evaluate them.

With the help of answers to these questions, the teacher will evaluate the student's comprehension:

At first the teacher will solve the exercise given in the text book. Further some more questions may be assigned for Home work as follows:

1. Fill in the blanks:

- a) My grief a..... heard.
- b) A poor man my way.
- c) Sympathy is written by.....
- d) Sympathy is.....than gold.

Conclusion

At last the teacher will thank the students and leave the class.