INTER-DISCIPLINARY PROJECT

THEME: INTERNATIONAL YEAR OF INDIGENOUS LANGUAGES

CLASS VI

Inter-disciplinary Project allows the students to discover creative solutions to some of the world’s most complex challenges by helping them to make connections between various disciplines of study. Students learning in this way are able to appreciate other perspectives while developing skills of collaboration to deepen the learning experience. Learners use and develop their critical thinking skills as they begin to consolidate learning by synthesizing ideas. This approach enables the students to embrace ambiguity and address their myriad needs, thereby fostering their love for lifelong learning.

Languages are an important evidence to human evolution. They bear witness to the origination and blossoming of one’s unique culture, history and traditions. Self-expression, which is the most indispensable need of humans, more than often requires the medium of language for its complete enactment. It is unfortunate that languages native to certain societies are become more prone to dissolution and that too, at an alarming rate. If languages disappear, so will the treasure trove of memories that once belonged to an entire generation. This necessitates quick action to preserve and protect the endangered languages, which is why, the United Nations declared the year of 2019 as The Year of Indigenous Languages to unite the world in the mission of protecting the identity of its unique fragments.

The multitude of activities are designed to create a powerful learning experience and prioritize integrative learning, critical thinking, and creative problem solving. This summer, the most awaited Interdisciplinary Project is designed in such a way so as to ignite a passion for discovery and experimentation in the learners and ensuring that they savor every fun filled moment that is bound to come their way.

- This project comprises of 6 parts – A, B, C, D, E and F
- The class will be divided into groups comprising 5 members each on the basis of roll numbers i.e., 1-5, 6-10, etc. (8 groups per class)
- Each group is expected to do all the 5 tasks given under each part (One task per child for each part)
- Each group will have a leader who will be coordinating with the group members, so that the work is completed and submitted on time
- Each group will collate and present their work in one single file only
- Make use of eco-friendly materials for preparing the models
- Students can avail the internet facility at school (8am-12noon) from 23 May to 27 May 2019 (except Saturday & Sunday)

**Part A**

The evolution of language is a continual process. Language cannot be stagnant. The beauty of language is that it is as fluid as water. Language stands the test of time while embracing diversity to accommodate the needs of time that is passing by so fast. Language is considered to be one of the most essential elements of civilization as cultures and traditions are comfortably embedded in it.

Let us give languages their due and celebrate it as one of the most salient and conspicuous fundamentals inherited by Humans. Let us learn the importance of languages a little more and try
to understand the world around us in a better way. After all, what are vacations but a heartfelt desire to explore more!

**Task 1:** Words are one of the essential tools individuals use to communicate. Words can harm, or words can heal. Collect 9 soap boxes or any other boxes of the same size. Cover them with red colored sheets to make them look like bricks. Paste the bricks together to make them look like a wall. 3 boxes should form one row. You will have three rows consisting of 9 bricks at the end. Write quotes on the importance of languages on the bricks. Each brick should carry a different quote, making it look like a **Word Wall**. (Lesson: Life at Hawthorn School)

**Task 2:** The art of communication is the language of leadership. Take an A3 sized black sheet. Write 100 words related to language (E.g., expression, dialect, communication etc.) with white ink on the sheet, in the form of a **Word Collage**. Refer to the image given in the link for help. (Lesson: Anne is in Trouble)

**Task 3:** Dream catchers are often believed to have originated from the Ojibwa Chippewa tribe in particular. The Lakota tribe also has its own legend about the origins of the dream catcher, but most ethnographers believe that the dream catchers were passed down from the Ojibwe through intermarriage and trade. The Ojibwe people found them to be a symbol of protection and comfort. Sometimes referred to as "Sacred Hoops," Ojibwe dream catchers were traditionally used as talismans to protect sleeping people, usually children, from bad dreams and nightmares. Make a **DIY Dream Catcher** of medium size. Refer to the given link for help. (Lesson: Don’t Be Afraid of the Dark)

**Task 4:** The first chapter in your syllabus, Life at Hawthorn school is about the protagonist trying to learn different languages and making mistakes at it. Design the following **Best Wishes cards** in either French or German for the benefit of people trying to learn other languages. Don’t forget to write the translations in English on your cards. Each card should be of size 15x30 cms. Use ivory sheets for the purpose. Make your cards as colourful as you want. You can use Google Translator for your help.

1. Birthday Card
2. Thank You Card
3. Congratulations Card

(Lesson: Life at Hawthorn School)

**Task 5:** Speaking and learning traditional languages improve general wellbeing of aboriginal people by providing them with a sense of belonging and empowerment. Design a **Language Kit** to teach your friend an aboriginal language. Take a Shoe Box for the purpose and cover it with
pictures relating to any country of your choice. Research on any native language of that country. Make 30 word cards of that language. Each word card should be of size 10x10 cms and contain a different word in the language chosen by you, its translation in English and a picture to help your audience understand the word. Select simple words which are used in daily life. Put all your cards in the language kit. Also, make a worksheet to test the knowledge of your learners and ensure that they have learnt well and keep it inside the kit. The worksheet can have Multiple Choice Questions, Match the Following, Fill in the Blanks etc. (10 questions are sufficient.) (Lesson: Life at Hawthorn School)

Part - B

विषय - स्वदेशी भाषाएँ

उपविषय - भाषा संगम

पाठ - अक्षरों का महत्व

कौशल - जागरूकता, सामाजिकता, विचारशीलता, काल्पनिकता,प्रस्तुतीकरण

1) भारत में बोली जाने वाली विश्वस्वभाषाओं एवं उनकी बोलियों को दर्शाते हुए एक अभित्र चित्र का निर्माण कीजिए | (विश्वस्वभाषाओं तथा बोलियों के नाम, ए-3 आकार की एक रंगीन शीट पर)

2) विश्वस्वभाषाओं की साहित्यिक रचनाओं एवं साहित्यकारों का चित्रण करते हुए एक सचित्र अल्बम का निर्माण कीजिए | (10 साहित्यकार, 10 पुस्तकें के नाम, रंगीन कागज)

3) भाषा के गुणों को दर्शाते हुए एक लटकन का निर्माण कीजिए | (सहजता, स्पष्टता, विनम्रता,मिथास, संक्षिप्तता आदि)

4) किन्नौं 4 स्वदेशी भाषाओं में एक से दस तक की संख्याओं लिखिए | (एक ए 4 आकार की रंगीन शीट पर)

5) अपनी स्वदेशी भाषा के विकास और प्रचार प्रसार में आप कैसे सहायता कर सकते हैं ? कोई 5 उपाय लिखिए | (5 पतलेश कार्ड, आकार - 6/6 इंच)
Part- C

Languages play a crucial role in the daily lives of people, not only as a tool for communication, education, social integration and development, but also as a repository for each person’s unique identity, cultural history, traditions and memory.

- This summer vacation, let us try to raise awareness, not only to benefit the people who speak these languages, also for others to appreciate the important contribution they make to our world’s rich cultural diversity.

**TASK 1:** Read the Table(1) showing the list of languages by the number of Indigenous speakers in India (2011 Census) and answer the following questions.

<table>
<thead>
<tr>
<th>Language</th>
<th>Speakers (total population=1210854977)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi</td>
<td>528347193</td>
</tr>
<tr>
<td>Gujarati</td>
<td>55492554</td>
</tr>
<tr>
<td>Bengali</td>
<td>97237669</td>
</tr>
<tr>
<td>Punjabi</td>
<td>33124726</td>
</tr>
<tr>
<td>Marathi</td>
<td>83026680</td>
</tr>
</tbody>
</table>

a) Which language is spoken by the most number of people?
b) Which language is spoken by the least number of people?
c) How many more people speak Bengali than Gujarati as their Indigenous language?
d) Find the ratio of the number of Indigenous speakers (Marathi) to the total number of population.
e) Find the total number of Indigenous speakers and express it in expanded form.

**TASK 2:** Use the information given in Table(1) and write the number of Indigenous speakers in words according to Indian and International System of Numeration by inserting commas suitably.

**TASK 3:** Read the Table(2) showing the list of six Classical Languages of India (2001 Census).

<table>
<thead>
<tr>
<th>Language</th>
<th>Year Declared as a Classical Language</th>
<th>First Language Speakers</th>
<th>Total speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil</td>
<td>2004</td>
<td>60793814</td>
<td>66742402</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>2005</td>
<td>14135</td>
<td>4991289</td>
</tr>
<tr>
<td>Kannada</td>
<td>2008</td>
<td>37924011</td>
<td>50775726</td>
</tr>
<tr>
<td>Telugu</td>
<td>2008</td>
<td>74002856</td>
<td>84992501</td>
</tr>
<tr>
<td>Malayalam</td>
<td>2013</td>
<td>33066392</td>
<td>33761465</td>
</tr>
<tr>
<td>Odia</td>
<td>2014</td>
<td>33017446</td>
<td>36609122</td>
</tr>
</tbody>
</table>
Estimate the difference of the total speakers and the first language speakers (using general rule).

**TASK 4:** Depict the above estimated information of six classical languages of India (2001 Census) through Pictograph. Use appropriate scale.

**TASK 5:** Create and solve any 3 word problems based on fundamental operations using information from Table(1) and Table(2).

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**Part-D**

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**Objectives** – Students will be able to learn about:

- Different cuisines of Rajasthan.
- Different cooking techniques used.
- Variety of ingredients used to prepare different dishes.
- Variety in dresses and dress materials.
- Different techniques used for dyeing fabrics.

**ACTIVITY:**
Class is divided into 8 groups having 4 members in each group.

**Group A, Group B, Group C & Group D** - Will make a Recipe Accordion Book

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**Task to be done before holidays (Group Work):**

- Children will decide the layout, shape and size of each page of the book from the options given by the teacher.

**Task to be done during holidays (Individual Work):**

- Take a pastel sheet of size 10cm × 15cm. Colour of the sheet and the inks you are using for writing should be contrasting and bright, whatever you are writing on it should be visible enough.
- Write the following for the dishes allotted to you on separate sheets.
  - Ingredients of the dish
  - Recipe of the dish
  - Nutritional Value of the dish
  - Health Metre
  - Paste the related pictures
- Decorate the sheets in Rajasthani pattern.
- Just check…. 10 pastel sheets of given size should be ready with you.

**Dishes assigned to each child:**

<table>
<thead>
<tr>
<th>Child</th>
<th>Dish/Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1, B1, C1, D1</td>
<td>Sweet Dish, Drinks</td>
</tr>
<tr>
<td>A2, B2, C2, D2</td>
<td>Any two Roti/Bread</td>
</tr>
<tr>
<td>A3, B3, C3, D3</td>
<td>Any two Snacks of Rajasthan</td>
</tr>
<tr>
<td>A4, B4, C4, D4</td>
<td>Curries and chutneys of Rajasthan</td>
</tr>
</tbody>
</table>

**Task to be done after holidays (Group Work):**

All the group members will compile their work in the form of **ACCORDION RECIPE BOOK** (In the layout they decided before summer vacation). They will also share their recipes and experience. For procedure they can refer to: [https://www.youtube.com/watch?v=9VqliRQWm34](https://www.youtube.com/watch?v=9VqliRQWm34)
Group E, Group F, Group G & Group H - Will make various Tie and Dye patterns

Task to be done before holidays (Group Work):

- Children will discuss the task and decide the colours to be used.

Task to be done during holidays (Individual Work):

- Take a cotton fabric of size 35 cm × 35 cm. By using the Tie and Dye technique assigned, dye the fabric in a colour of your choice. You can use a chemical dye available in the market or natural dye prepared at home. For the procedure to be followed go to link
Video link: https://www.youtube.com/watch?v=FaHcf3xiF8M

- Once it is ready decorate it with mirrors, sequins, got a etc. (Be creative). Get it framed from the market or frame it yourself by using thermocole, cardboard, Cellophane sheets etc. (You can use any other idea also)
  Video Link: https://youtu.be/9CRIXUttnaQ

Dyeing technique assigned to each child

Child E1, F1,G1 , H1 - Crumple Tie Dye
Technique Child E2, F2,G2,H2 - Shibori Tie Dye
Technique Child Child E3, F3,G3 , H3- Sunburst

- Each child will also write about the task they have done on pastel sheets. They will mention the following:
  ➢ How have they made that pattern?
  ➢ Which dye have they used and why?
  ➢ Why do people of Rajasthan prefer cotton fabric?

Task to be done after holidays (Group Work):

Children will compile their work to form a big collage and share their experience.

Learning Outcome

Children will be able to learn about
  1. The nutritional value of different Rajasthani cuisines.
  2. Different tie and dye techniques.

Part - E

India is the home of a very large number of languages. It is often described as a ‘museum of languages’. There is a popular aphorism that depicts India’s linguistic diversity rather well: Kos-kos par badle paani, chaar kos par baani (The language spoken in India changes every few kilometres, just like the taste of the water). Language is undergoing a lot of changes from the ancient India to the present India. Many indigenous languages are now extinct because of
decreasing speakers of the native languages and increasing speakers of foreign languages. So, let's explore the journey of languages from ancient India to modern India.

**Task 1:** The past comes to life through written documents mostly manuscripts, manuscripts which are the ancient books consisting of information about different fields and subjects in such languages which may be unknown for us. Create a manuscript by cutting 4 thick sheets in 20 cm X 10 cm and write four Sanskrit shlokas on them, one on each sheet. Follow the given steps to make a manuscript:

1. Take 2 teaspoons of coffee powder and one glass of water.
2. Mix the coffee powder in the glass of water.
3. When the water gets the brown colour then pour that water in a flat tray or plate.
4. Now take a thick white paper and dip that paper in the water kept in the tray or plate.
5. Keep the paper in the tray for 5 to 7 minutes and then take out the paper.
6. Keep the paper at a safe place for drying for at least an hour.
7. Make a whole on the top left corner of all the 4 sheets and tie them together with a thread.

**Task 2** Inscriptions were the ancient literary sources found by the archaeologist from the past. These were the writings on hard surfaces. Kings inscribed their orders, rules and regulations on them.

Design an inscription for your class on an A-3 size hardboard using POP (Plaster of Paris) and inscribe the classroom rules on it. Steps to be followed to make the inscription:

1. Take an A-3 size hardboard or cardboard and 10 tablespoons of POP.
2. Take some amount of water and mix it with POP. Don't add too much water.
3. Mixture should not be very hard nor very soft.
4. Spread the mixture on the board.
5. When it is semi dry, take a pointed sharp object like a compass and write any three rules on it.
6. Let it now dry for a day.
7. Use metallic painting colours after writing the rules to make it more attractive.

**Task 3** Map pointing- Find out the 22 main languages spoken in different states of India. Mark the states on a political map of India. Paste the map on the upper part of the paper and make the given table below the map on an A-3 sized sheet.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Language spoken</th>
<th>Name of the State/ Union Territory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Task 4.** Create a multi-lingual (minimum 3 languages) and multi-cultural new letter using two A-3 sized colored sheets and draw/paste the pictures of different festivals, cuisines, languages, dances, dresses etc. which can depict India, a country of unity in diversity.

Your newsletter should have the following:

1. Self-composed poem in your native language.
2. Articles on importance of languages in our lives.
3. Travel experiences of any place of historical significance.

**Task 5.** Travelling is also a part of life and with every journey we gain a lot of information about that place and we bring back a lot many unforgettable memories.

To see the significance of travelling, design a travelogue using around 6 to 8 A-4 sized sheets highlighting the important features, culture, history, language spoken, food habits, way of dressing and entertainment etc. of the place chosen by you.

For making a travelogue you can take any one of the places of historical significance you have already visited / going to visit in the near future.

**Part - F**

मकसदु, स्न्हेवी बोलियाँ
आधार पाठ - सिंधी बोली

कौशल - सृजनात्मकता, जागरूकता, शुद्धता, तथ्यों की पूर्णता, भाषा एवं प्रस्तुति |

1. अ. हिंदुआं शैव नाही ताई अंग किनी बी टिनी हिन्दियुणि में पॉस्टर ते लिखो |
   (संकेत बिंदू: पॉस्टर साइज - A-3 चार्ट )

   आ. डूहनि भावि यूनि जा नाला किनी बी टिनी हिन्दियुणि में चित्र सुमेंत पसेक कार्ड जे जरिए पेश करो |

   (संकेत बिंदू : पार्श पसेक कार्ड - साइज 8/6 )

2. अ. डूहनि पालन जा नाला किनी बी टिनी हिन्दियुणि चित्र सुमेंत टेबल कैरडर जे जरिए पेश करो |

   (संकेत बिंदू: छह शीटनि जा पना - साइज 6/2)

   आ. मिट माइटनि जा नाला किनी बी टिनी हिन्दियुणि में चित्र सुमेंत पसेक कार्ड जे जरिए पेश करो |

   (संकेत बिंदू: यारहनि शीटनि जा पना - साइज 6/2)

Comment se fait-il qu'il y ait tant de mots français en anglais? Puisque le français est étroitement lié à la langue latine du sud de l'Europe, il a des racines latines. Ainsi, un grand nombre de mots anglais ont été importés de la langue française et contribuent à sa richesse.
**Tâche 1** - Dressez une liste de 10-15 mots finissant par **–ion**, qui sont similaires en anglais et en français. Utilisez un style de police accrocheur et similaire pour tous les mots. Écrivez-les sur une feuille de format A4. Dessinez et découpez également de petites images en rapport avec ces mots.

**Tâche 2** - Dessinez des autocollants colorés de taille et de forme similaires qui peuvent être collés sur deux feuilles de format A4, sur 10 à 15 mots usuels pour **parler de nourriture et de boisson** ainsi que des images de même taille. Mentionnez également l’origine de ces mots sur une feuille de format A4 séparée.

**Tâche 3** - Créez un dictionnaire au format Poche contenant 20 mots finissant chacun en **–ble** et **–ible**. Mentionnez également la partie du discours à laquelle il appartient entre parenthèses.

**Tâche 4** – Dessinez des cartes-éclairs de taille A5 illustrant différentes **professions** ayant une prononciation similaire en français et en anglais. Également écrire les noms en utilisant un style de police accrocheur. Écrivez cinq phrases très courtes au verso.

**Tâche 5** - Créer un livre des photos de format A4 sur des **mots français courants** en plus des tâches demandées ci-dessus qui sont également utilisées en anglais. Mentionnez également l’origine de ces mots entre parenthèses.

**Information Technology**

**Do any one of the following**

- Search information about Artificial Intelligence, its pros & cons.
- Search the mobile apps which are using Artificial intelligence.

Represent the information using any of the following (Power point Presentation – minimum ten slides / A3 size poster on colored sheets)

**Email:** class6and7assignments@gmail.com (along with your name, class & section)