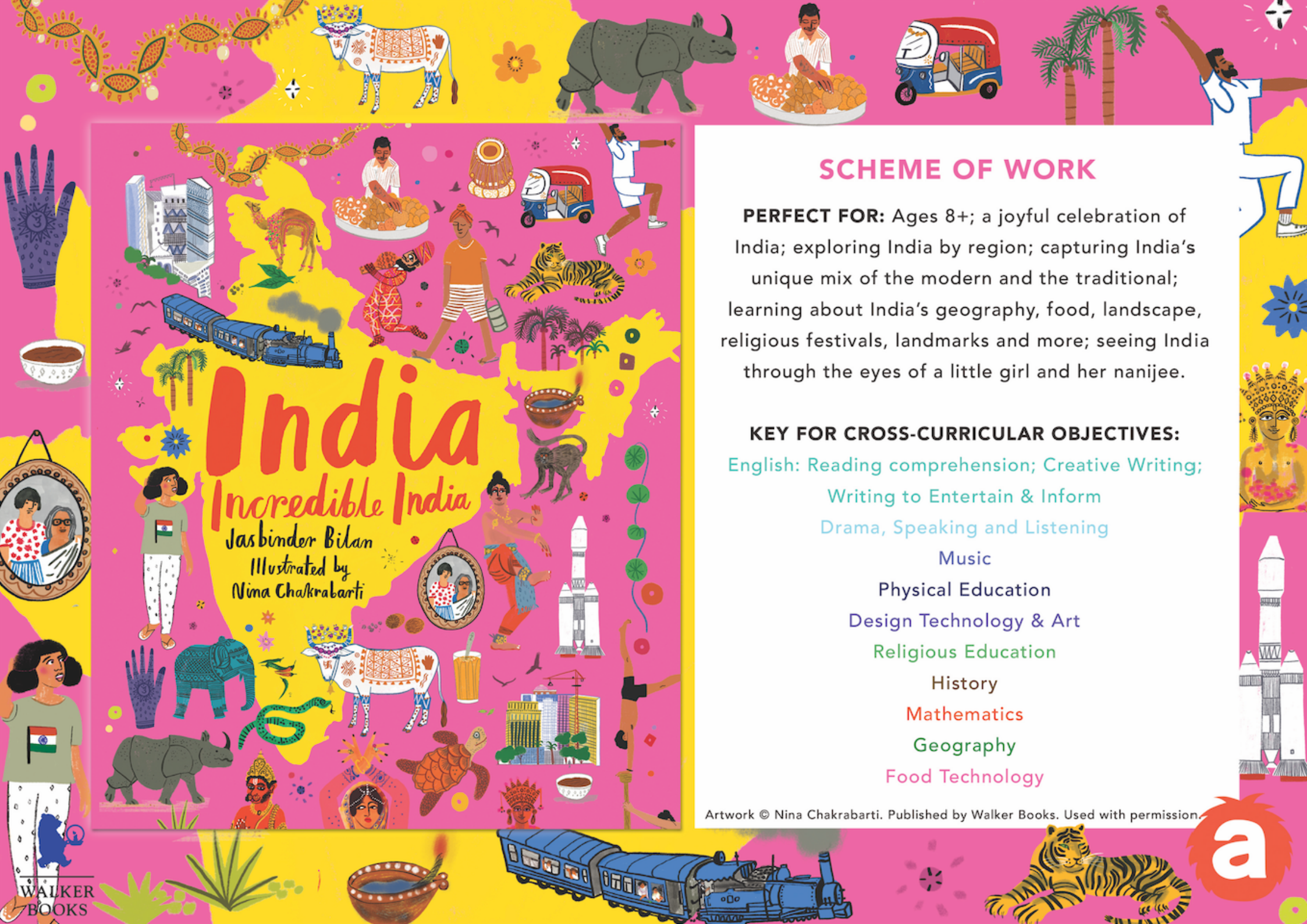




India

Incredible India

Jasbinder Bilan
Illustrated by
Nina Chakrabarti

SCHEME OF WORK

PERFECT FOR: Ages 8+; a joyful celebration of India; exploring India by region; capturing India's unique mix of the modern and the traditional; learning about India's geography, food, landscape, religious festivals, landmarks and more; seeing India through the eyes of a little girl and her nanijee.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;

Writing to Entertain & Inform

Drama, Speaking and Listening

Music

Physical Education

Design Technology & Art

Religious Education

History

Mathematics

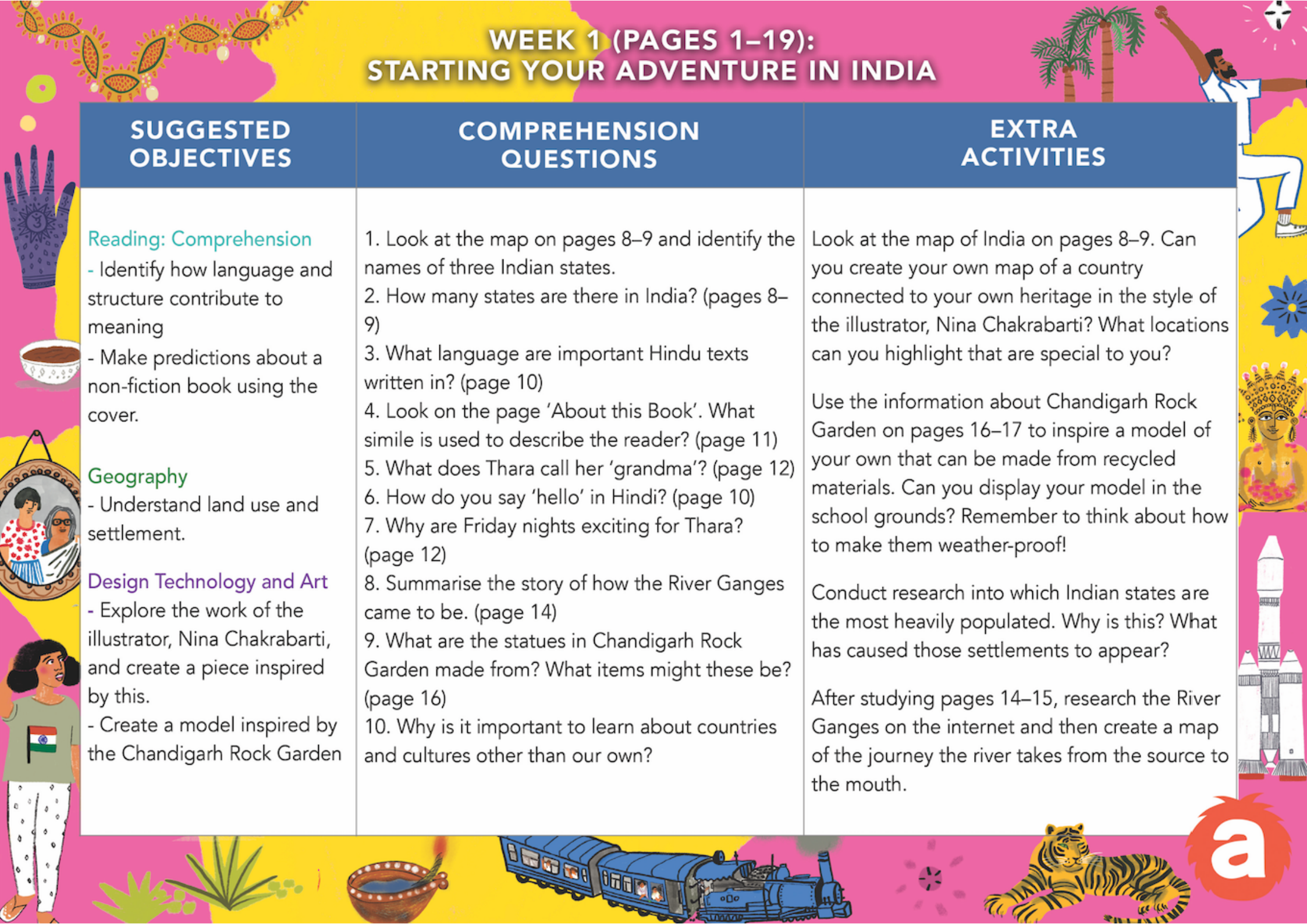
Geography

Food Technology

Artwork © Nina Chakrabarti. Published by Walker Books. Used with permission.

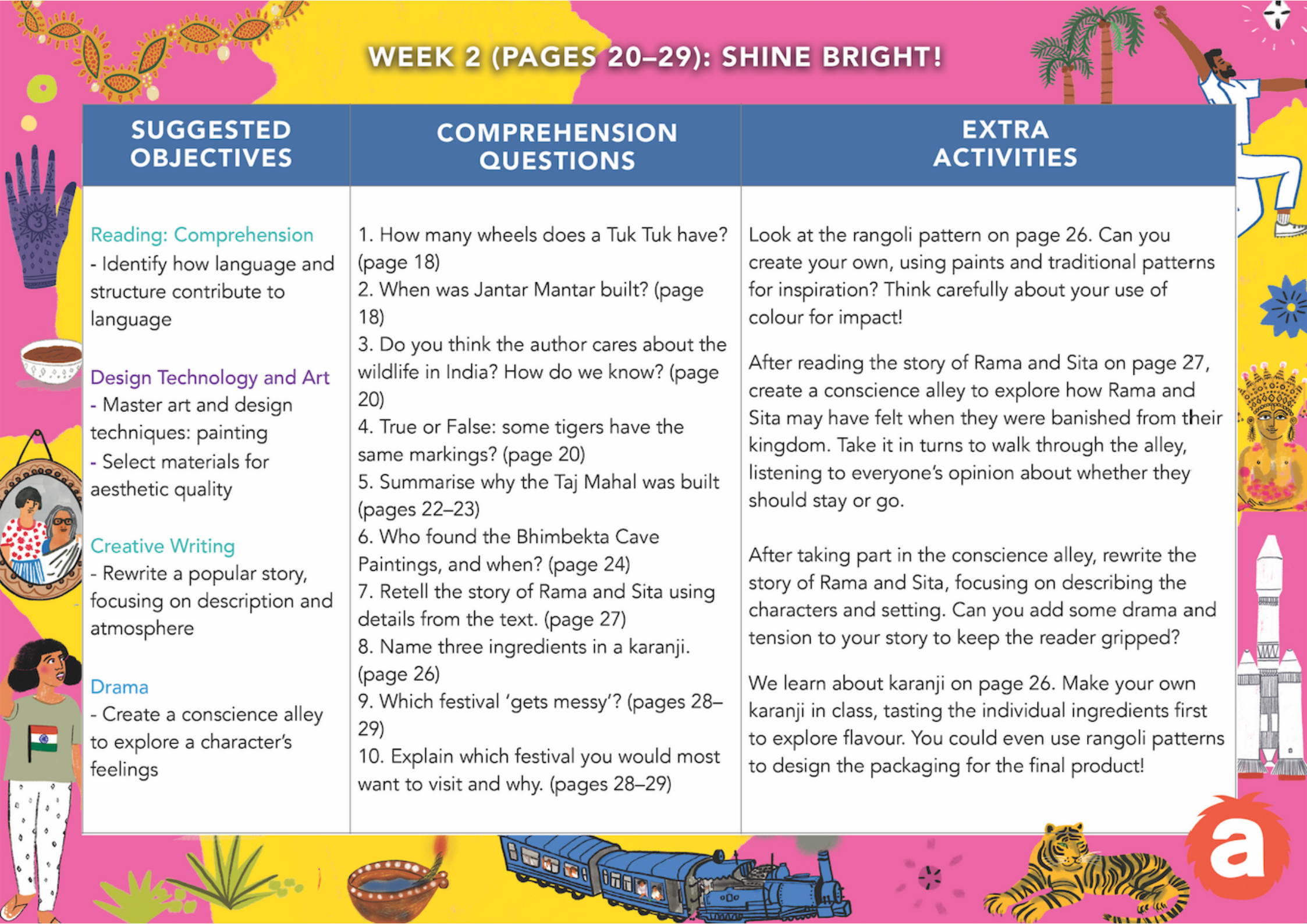
WEEK 1 (PAGES 1–19): STARTING YOUR ADVENTURE IN INDIA

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language and structure contribute to meaning - Make predictions about a non-fiction book using the cover. Geography - Understand land use and settlement. Design Technology and Art - Explore the work of the illustrator, Nina Chakrabarti, and create a piece inspired by this. - Create a model inspired by the Chandigarh Rock Garden	1. Look at the map on pages 8–9 and identify the names of three Indian states. 2. How many states are there in India? (pages 8–9) 3. What language are important Hindu texts written in? (page 10) 4. Look on the page 'About this Book'. What simile is used to describe the reader? (page 11) 5. What does Thara call her 'grandma'? (page 12) 6. How do you say 'hello' in Hindi? (page 10) 7. Why are Friday nights exciting for Thara? (page 12) 8. Summarise the story of how the River Ganges came to be. (page 14) 9. What are the statues in Chandigarh Rock Garden made from? What items might these be? (page 16) 10. Why is it important to learn about countries and cultures other than our own?	Look at the map of India on pages 8–9. Can you create your own map of a country connected to your own heritage in the style of the illustrator, Nina Chakrabarti? What locations can you highlight that are special to you? Use the information about Chandigarh Rock Garden on pages 16–17 to inspire a model of your own that can be made from recycled materials. Can you display your model in the school grounds? Remember to think about how to make them weather-proof! Conduct research into which Indian states are the most heavily populated. Why is this? What has caused those settlements to appear? After studying pages 14–15, research the River Ganges on the internet and then create a map of the journey the river takes from the source to the mouth.



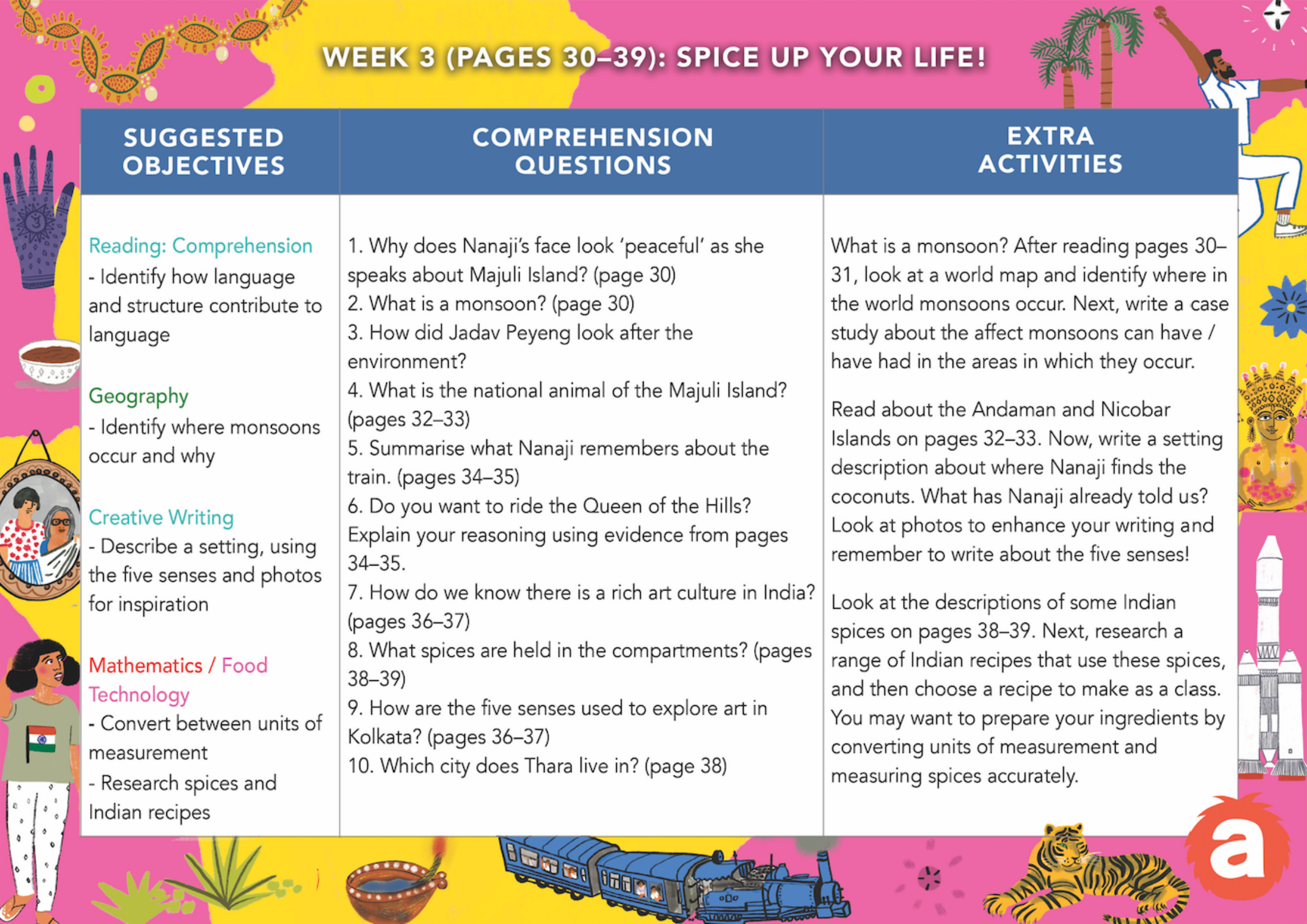
WEEK 2 (PAGES 20–29): SHINE BRIGHT!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language and structure contribute to language Design Technology and Art - Master art and design techniques: painting - Select materials for aesthetic quality Creative Writing - Rewrite a popular story, focusing on description and atmosphere Drama - Create a conscience alley to explore a character's feelings	1. How many wheels does a Tuk Tuk have? (page 18) 2. When was Jantar Mantar built? (page 18) 3. Do you think the author cares about the wildlife in India? How do we know? (page 20) 4. True or False: some tigers have the same markings? (page 20) 5. Summarise why the Taj Mahal was built (pages 22–23) 6. Who found the Bhimbekta Cave Paintings, and when? (page 24) 7. Retell the story of Rama and Sita using details from the text. (page 27) 8. Name three ingredients in a karanji. (page 26) 9. Which festival 'gets messy'? (pages 28–29) 10. Explain which festival you would most want to visit and why. (pages 28–29)	Look at the rangoli pattern on page 26. Can you create your own, using paints and traditional patterns for inspiration? Think carefully about your use of colour for impact! After reading the story of Rama and Sita on page 27, create a conscience alley to explore how Rama and Sita may have felt when they were banished from their kingdom. Take it in turns to walk through the alley, listening to everyone's opinion about whether they should stay or go. After taking part in the conscience alley, rewrite the story of Rama and Sita, focusing on describing the characters and setting. Can you add some drama and tension to your story to keep the reader gripped? We learn about karanji on page 26. Make your own karanji in class, tasting the individual ingredients first to explore flavour. You could even use rangoli patterns to design the packaging for the final product!



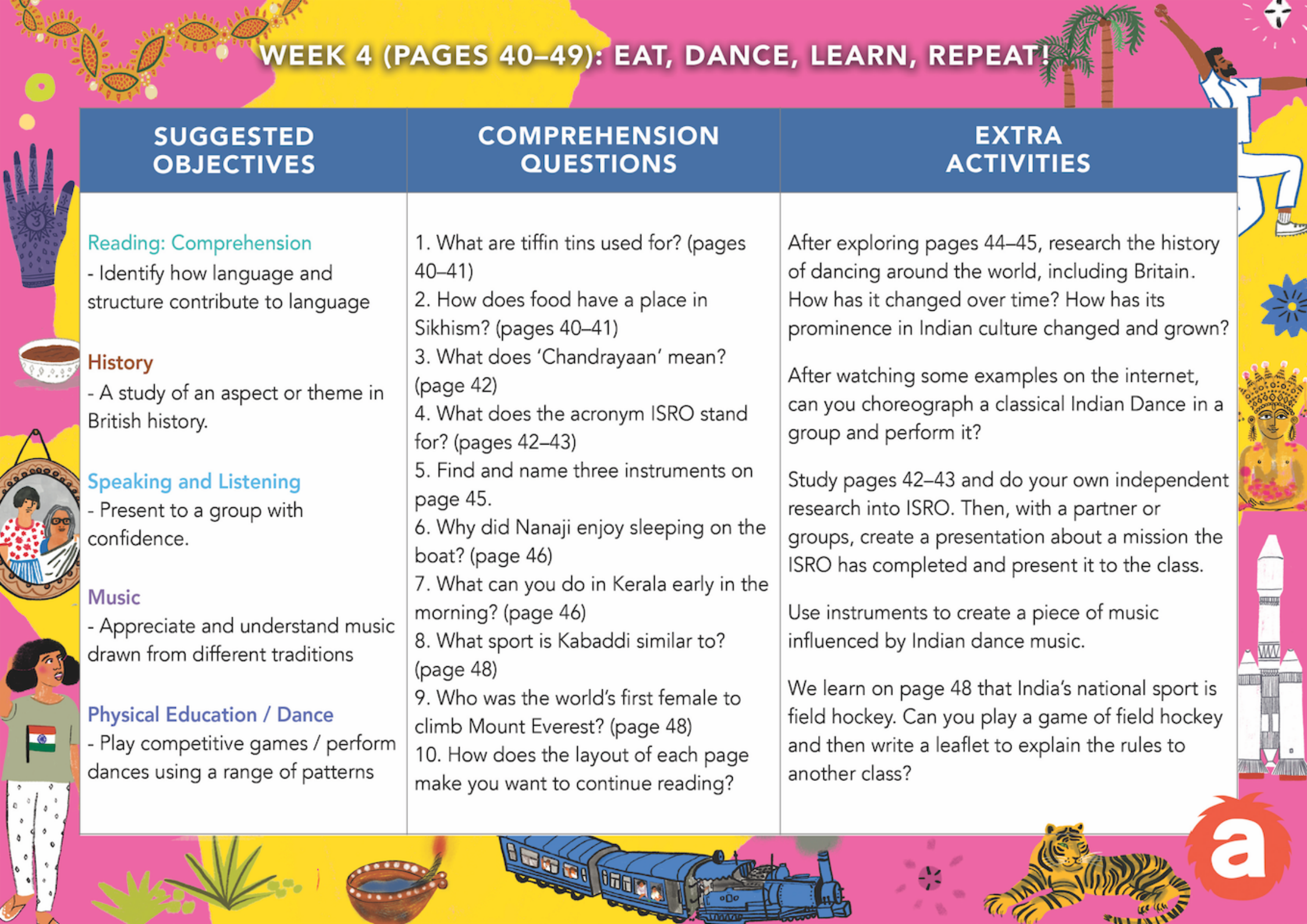
WEEK 3 (PAGES 30–39): SPICE UP YOUR LIFE!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language and structure contribute to language Geography - Identify where monsoons occur and why Creative Writing - Describe a setting, using the five senses and photos for inspiration Mathematics / Food Technology - Convert between units of measurement - Research spices and Indian recipes	1. Why does Nanaji's face look 'peaceful' as she speaks about Majuli Island? (page 30) 2. What is a monsoon? (page 30) 3. How did Jadav Peyeng look after the environment? 4. What is the national animal of the Majuli Island? (pages 32–33) 5. Summarise what Nanaji remembers about the train. (pages 34–35) 6. Do you want to ride the Queen of the Hills? Explain your reasoning using evidence from pages 34–35. 7. How do we know there is a rich art culture in India? (pages 36–37) 8. What spices are held in the compartments? (pages 38–39) 9. How are the five senses used to explore art in Kolkata? (pages 36–37) 10. Which city does Thara live in? (page 38)	What is a monsoon? After reading pages 30–31, look at a world map and identify where in the world monsoons occur. Next, write a case study about the affect monsoons can have / have had in the areas in which they occur. Read about the Andaman and Nicobar Islands on pages 32–33. Now, write a setting description about where Nanaji finds the coconuts. What has Nanaji already told us? Look at photos to enhance your writing and remember to write about the five senses! Look at the descriptions of some Indian spices on pages 38–39. Next, research a range of Indian recipes that use these spices, and then choose a recipe to make as a class. You may want to prepare your ingredients by converting units of measurement and measuring spices accurately.



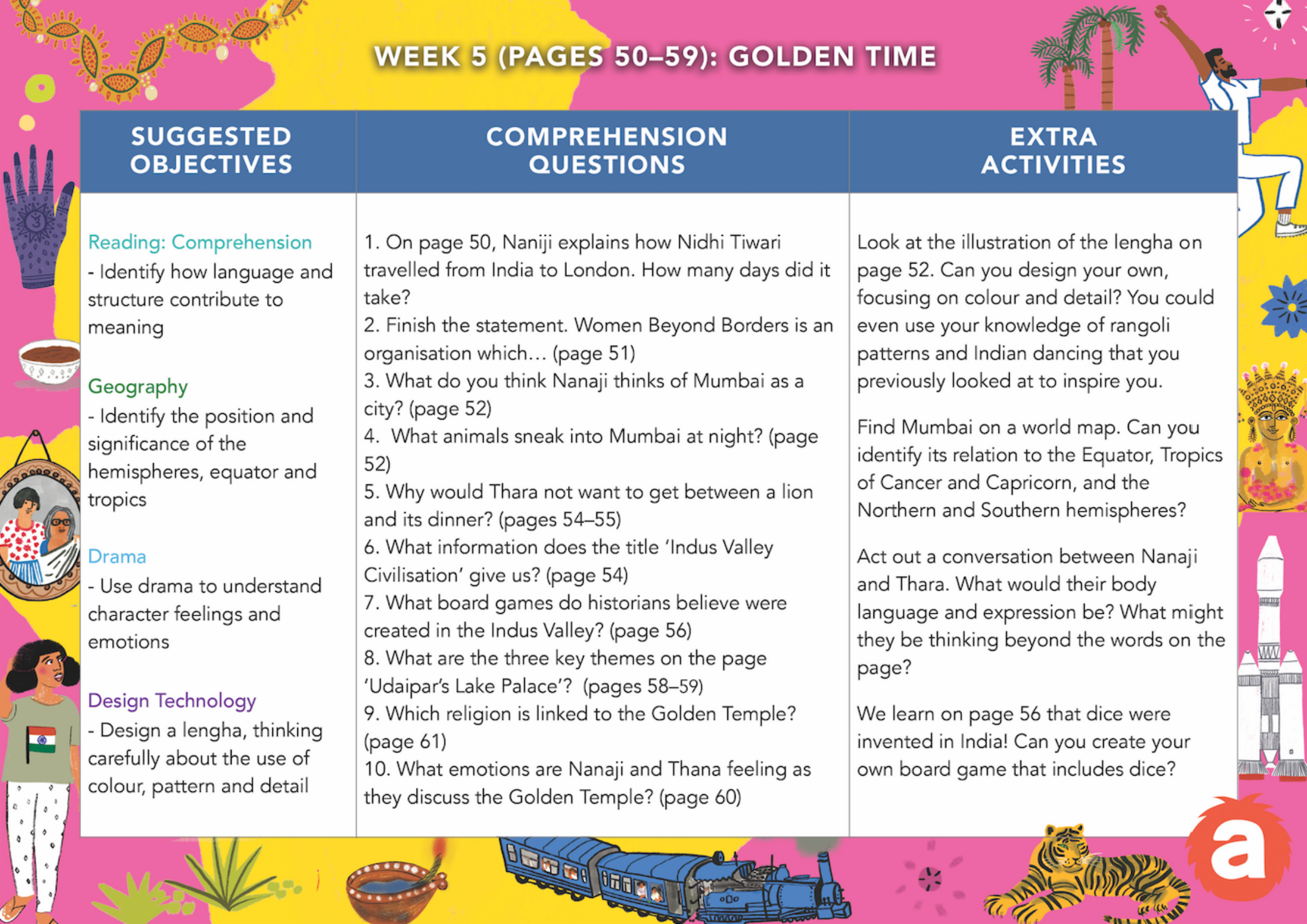
WEEK 4 (PAGES 40–49): EAT, DANCE, LEARN, REPEAT!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language and structure contribute to language History - A study of an aspect or theme in British history. Speaking and Listening - Present to a group with confidence. Music - Appreciate and understand music drawn from different traditions Physical Education / Dance - Play competitive games / perform dances using a range of patterns	1. What are tiffin tins used for? (pages 40–41) 2. How does food have a place in Sikhism? (pages 40–41) 3. What does 'Chandrayaan' mean? (page 42) 4. What does the acronym ISRO stand for? (pages 42–43) 5. Find and name three instruments on page 45. 6. Why did Nanaji enjoy sleeping on the boat? (page 46) 7. What can you do in Kerala early in the morning? (page 46) 8. What sport is Kabaddi similar to? (page 48) 9. Who was the world's first female to climb Mount Everest? (page 48) 10. How does the layout of each page make you want to continue reading?	After exploring pages 44–45, research the history of dancing around the world, including Britain. How has it changed over time? How has its prominence in Indian culture changed and grown? After watching some examples on the internet, can you choreograph a classical Indian Dance in a group and perform it? Study pages 42–43 and do your own independent research into ISRO. Then, with a partner or groups, create a presentation about a mission the ISRO has completed and present it to the class. Use instruments to create a piece of music influenced by Indian dance music. We learn on page 48 that India's national sport is field hockey. Can you play a game of field hockey and then write a leaflet to explain the rules to another class?



WEEK 5 (PAGES 50–59): GOLDEN TIME

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language and structure contribute to meaning Geography - Identify the position and significance of the hemispheres, equator and tropics Drama - Use drama to understand character feelings and emotions Design Technology - Design a lengha, thinking carefully about the use of colour, pattern and detail	1. On page 50, Naniji explains how Nidhi Tiwari travelled from India to London. How many days did it take? 2. Finish the statement. Women Beyond Borders is an organisation which... (page 51) 3. What do you think Nanaji thinks of Mumbai as a city? (page 52) 4. What animals sneak into Mumbai at night? (page 52) 5. Why would Thara not want to get between a lion and its dinner? (pages 54–55) 6. What information does the title 'Indus Valley Civilisation' give us? (page 54) 7. What board games do historians believe were created in the Indus Valley? (page 56) 8. What are the three key themes on the page 'Udaipur's Lake Palace'? (pages 58–59) 9. Which religion is linked to the Golden Temple? (page 61) 10. What emotions are Nanaji and Thana feeling as they discuss the Golden Temple? (page 60)	Look at the illustration of the lengha on page 52. Can you design your own, focusing on colour and detail? You could even use your knowledge of rangoli patterns and Indian dancing that you previously looked at to inspire you. Find Mumbai on a world map. Can you identify its relation to the Equator, Tropics of Cancer and Capricorn, and the Northern and Southern hemispheres? Act out a conversation between Nanaji and Thara. What would their body language and expression be? What might they be thinking beyond the words on the page? We learn on page 56 that dice were invented in India! Can you create your own board game that includes dice?



WEEK 6 (PAGES 60–73): INDIA, INCREDIBLE INDIA

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language and structure contribute to language Geography - Understand climate zones Creative Writing - Create atmosphere and setting within a narrative Religious Education - Learn about a place of worship and its importance Writing to Entertain and Inform - Create a non-chronological report	1. Name three items that are crafted in India. (pages 62–63) 2. What impact does the range of craft have on Indian culture? (pages 62–63) 3. How does Nanaji describe Hemis National Park? (page 64) 4. What is the purpose of a National Park? 5. Why is Moranwali called the 'breadbasket of India'? (page 66) 6. Why does Nanaji give Thana a hug when they are talking about her village? (page 66) 7. Summarise the dream Thana has about India after hearing Nanaji's stories. (pages 68–69) 8. How does Thana feel as she goes to sleep? (page 68) 9. What year did Alexander the Great arrive in India? (page 71) 10. What is the most recent event on the timeline of India? (page 72)	Look at the henna designs on page 63 and then design your own. If possible, create them on each others hands using traditional henna. Write your own story inspired by Nanaji's trek (page 64), starting with the line: 'snow begins to fall, turning the sky silver-white...' Create a weather map of India, using facts and knowledge you have used throughout the text to identify key climate zones and weathers. Create your own double page spread on an area of India you have found interesting, or an area you want to research further beyond reading the book! Write a leaflet about Sikhism using facts you have learnt throughout <i>India, Incredible India</i>.

