



CLASS VII– ENGLISH
THE HUNT
-Anna Sewell



Week: 21st– 25th December 2020

Blocks – 3

Dear Student

- This lesson is based on the topic '*THE HUNT*' from New Images.
- Read the PDF of the lesson attached.
- Mark the vocabulary words in the lesson and find out their meanings using a dictionary.
- Mark the answers of the back exercise questions in the book itself. (Pg no.153)
- The Assignment exercise and the Vocabulary Enhancement Exercise must be attempted in the English fair notebook.
- Do not forget to write the questions as well.
- Academic Calendar Activity to be done.
- Read the supplementary reader (the whole book) – *The Canterville Ghost*.

Subtopics

- Introduction
- Summary
- Reflect upon the title, 'The Hunt'
- Assignment questions.
- AAC Activity.
- Vocabulary exercise

Instructional Aids

- Microsoft Word to be used as a white board (screen sharing).
- Summary of the lesson.

Learning Outcomes

Each learner will be able to:

- Summarize the chapter briefly.
- Do a literary appreciation.

- Research, understand and gather information about the three categories of hunting- Subsistence hunting, trophy hunting and the therapeutic hunting.

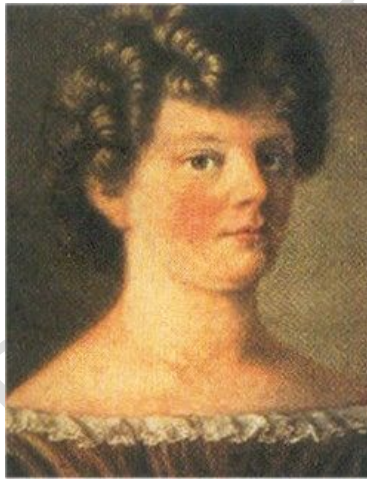
Link for the Video: <https://youtu.be/LxL790nRjSE>

Activity

1. **Brainstorming:** To ask the students for their opinion about *hunting* as a sport.
 - While reading, the learners shall underline vocabulary words and deduce their meanings in the given context.
2. **Brief Discussion** – A discussion to be held on kindness towards animals.

Lesson Development

BLOCK – I



ANNA SEWELL (1820-1878)

I. ABOUT THE AUTHOR

Anna Sewell (March 30, 1820 – April 25, 1878) was a British novelist who had only one published book — *Black Beauty* — to her name. She was born in Great Yarmouth, Norfolk in England. Anna’s mother, Mary Wright Sewell was herself an author of poetry and children’s books. Her father was a shopkeeper and bank clerk whose unstable income created great hardship for the family.

At the age of 12, Anna began going to school for the first time after the family moved to Stoke, Newington. When she was 14 years old, she slipped and badly injured her ankles. For the rest of her life she was unable to stand or walk without a crutch. Crippled at a young age, she had difficulty in walking. As a result she used horse-driven carriages for outdoor chores. A practice that contributed to

her love for horses and she stated that one of her goals in writing was to induce kindness, sympathy, and gentle treatment of animals.

II. INTRODUCTION

The story *The Hunt* is an engaging story told from the perspective of a horse. It is the second chapter in the novel *Black Beauty*. The author has laid open many emotions involved in hunting, both of the victim and the aggressor.

In early days man had to hunt for his food. Later on, when food was in plenty, the need to hunt made him convert it into a sport.

Sewell, in this story explores her theme of cruelty towards animals. She believed that animal cruelty was a societal problem that could not be ignored, a problem that was often caused by ignorance and fashion, as well as intentional abuse.

In this story, the narrator describes an incident which he witnessed when he was not even two years old. He says that he will never be able to forget the hunt. The narrator and the other horses watched a pack of hunting dogs tear past their field in pursuit of a hare, followed by men on horseback. His mom, and the other colts watched the hare, "wild with fright" being chased down and killed by the hounds. During this hunt, one of the riders, George Gordon, the Squire's only son gets hurt badly. His horse also gets his leg broken during the chase. Later the horse is shot on the spot.

What the narrator reveals at the end of his story tells about the merciless practice of hunting animals for sport.

II. SUMMARY

Something memorable happened when the narrator was not even two years old. He and the other colts were feeding in the lower part of the field when they heard the dogs baying nearby. One of the older colts recognized the sound of hunting, and they all rushed to the gate from where they could watch the dogs. The narrator's mother and an old riding horse were already there. They seem to know all about the hunt. The narrator's mother told him that the hounds had found a hare, and they would get to see the hunt if the dogs came that way.

Soon the chase came to the field. First came the dogs; they were neither whining nor howling, but the noise was nothing like the narrator had ever heard. They were soon followed by some men on horseback. Some of them were wearing green jackets. They were riding their horses with great speed. They were chasing after their pack of hounds which were in pursuit of a poor hare. The hare was far from her home and extremely frightened. She tried to run fast as her little feet would carry her but she was no match for the large hounds. The dogs had their noses to the ground, running around in every direction.

The old horse said that the dogs had lost the scent of their chase. The narrator could not understand anything and asked where the hare had come from and learnt that the hunters just chose any hare they could find. Suddenly the baying began again.

The horses could see the frightened hare as it made its way to the fence. It was followed by the dogs and huntsmen as they leapt the stream and dashed over the field. The rabbit was unable to get through the fence and soon the dogs, with their wild cries, cornered her. They dogs were upon her with their wild cries. One shriek and the animal was dead. The hunters whipped the dogs off the hare. One of the men held up the torn and bloody carcass. All the gentlemen seemed happy with the outcome of the hunt.

The narrator was astonished at the entire proceeding. When he looked back down the field, he saw several horses still near the water. One of them was struggling in the stream; the other was groaning on the ground. One rider, covered with mud, was getting out of the stream, but the other remained on the ground, unmoving.

The narrator's mother thought that the man had broken his neck. All the horses, including the narrator, believed the man deserved his fate, but the mother horse said that she did not understand the men's desire to hunt in such a way. She couldn't understand what motivated men to do the things they did.

Rob Roy, the handsome horse that the human rode, fell injured. He was in great pain. One of his legs had broken when he fell. Later Rob Roy was shot dead. Few days later, George Gordon, the Squire's only son succumbed to his injury.

BLOCK – 2

Learning Outcomes

Each learner will be able to:

- **Reflect upon the merciless practice of hunting animals for sport.**
- **Comment on the ending of the story.**
- **Pick out the correct answer from the given options.**
- **Attempt the following questions.**

I. Reference to the context

- a. One of the huntsmen rode up and whipped off the dogs, who would soon have torn her into pieces. He held her by the leg torn and bleeding.
 - i. Name the speaker of the above lines.
 - ii. Identify the 'her' in the above lines
 - iii. Who does 'he' refer to in the given lines?

II. Choose the correct answer from the given options to fill in the blanks:

1. What animal were the hunting dogs tracking in the chapter?

- (a) Duck.
- (b) Hare.
- (c) Grouse.
- (d) Fox.

2. What prevented the animal from escaping the hunting dogs?

- (a) A horse.

- (b) It tripped in a hole.
- (c) A fence.
- (d) Nothing; it escaped.

3. Which sport were the men fond of?

- (a) Polo.
- (b) Snooker.
- (c) Hunting.
- (d) racing.

4. Why do you think the men in green coats were following the dogs?

5. In your own words describe any part of the story that appealed to you.

6. Describe the 'sad sight' that the narrator witnessed by the brook.

AAC ACTIVITY

TOPIC: The Boy with a Catapult

By Bhasham Sahni



Learning Outcomes

Each learner will be able to:

- Read the chapter and write ten new vocabulary words.
- Write parts of speech and their meanings.

Reference Link:

<https://www.youtube.com/watch?v=at7fdLtx1e4>

Brainstorming :

- It is wrong to judge a person by his/her appearance or behaviour. The inherent nature of a person is revealed in crisis situation.
- Reading of the chapter.

INTRODUCTORY ACTIVITY: To discuss the concept of anti-hero and hero. Describe any one character from their previous knowledge.

SUMMARY

Bodh Raj is a boy with murder on his mind and a catapult in his hands. Birds, beasts, insects – none are spared his callous cruelty. Bhasham Sahni takes us on a swift journey of the heart of a boy, and how it can change in an instant from cruelty to fierce protectiveness – all it needs is a reason.

WRITING SKILL:

1. Write 10 new vocabulary words with parts of speech and meaning.
2. Write a paragraph on –Government ban on Catapult for safety reasons. (80-100 words)

BLOCK – 3

VOCABULARY ENHANCEMENT ACTIVITY.

It is a tradition for most well-known dictionaries to name a word as 'word of the year at the end of that year.' This word always has been the most impactful word that has affected the people at large -a word that has dominated events/ actions/thinking of the entire world.

- This year the word chosen by Collins is' **LOCKDOWN.**'
- It is a word that has come to define lives across the world, one that is a unifying experience for billions of people all over.
- According to the dictionary, lockdown is the imposition of stringent restrictions on travel, social distancing and access to social interaction.

WRITING SKILL: (80-100 words)

- a) Enlist the different restrictions placed on a normal citizen's life during lockdown in Delhi/Mumbai.
- OR
- b) Write an account of a typical day for you and your family during the lockdown.

SUPPLEMENTARY READER

Note: Please make sure you **read the supplementary reader (the whole book) – The Canterville Ghost.**

The text, as given in the book, will be tested as part of the **Annual Examination. (Please find the PDF of the book attached with this e-lesson.)**

BBPS PITAMPURA