

What strategies do you use when you study on your own?

- ◆ Read the book aloud
- ◆ Memorise answers
- ◆ Copy readymade answers

- ◆ Read silently and attentively
- ◆ Make your own notes
- ◆ Identify difficult words and look them up in a dictionary
- ◆ Discuss with your friends
- ◆ Rewrite certain parts on your own.
- ◆ Draw digrams for your own reference
- ◆ Try to remember what you have read

- ◆ Tick the strategies you find most useful for yourself. List other strategies that you know of.

2.2 Helen Keller and Anne Sullivan

Warming up!

Chit-Chat

- What is your favourite school subject?
- Which subject do you find the most difficult?
- What do you do to try to understand it better?
- Can I help you to?
- Can you help me to?



1. **Discuss** the challenges that people have to face due to disabilities.

What provisions should be made in public places so that everyone gets the same access to public facilities?

Observe your surroundings **and write** whether such facilities are available. How can you help to improve the situation?

Disability	Challenges	Necessary facilities
• Hearing loss and deafness		
• Vision loss and blindness		
• Speech disorders		
• Physical disability		
• Intellectual disability		
• Learning disorder		

Helen Keller and Anne Sullivan

Knowledge is love and light and vision.

-- Helen Keller

(Helen Keller became ill at the age of two and was left blind and deaf. For the next five years she grew up in a world of darkness and emptiness. She was afraid, alone and without any anchor. This is the story of her meeting the teacher who would change her life.)

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb and expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet Southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line,

Guess the meaning of :

- immeasurable contrasts
- eventful day
- upturned
- unconsciously
- white darkness

◆ The author refers to two contrasting emotions – what are they?

◆ What does the author compare herself to?

- preyed upon me : had a negative and harmful effect on me.
- languor : lack of activity, tiredness.
- succeeded : followed
- plummet and sounding - line : a line with a plumb used to measure the depth of water.

- ◆ What did young Helen's teacher do when they first met?

- flushed : excited and happy

Discuss :

- ◆ What is the difference between finger play, spelling a word mechanically and writing a meaningful word?

- persisted : kept on
- confounding : confusing, mixing up

and had no way of knowing how near the harbour was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

I felt approaching footsteps. I stretched out my hand as I supposed it was my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup, and a few verbs like sit, stand and walk. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled 'd-o-l-l' and tried to make me understand that 'd-o-l-l' applied to both. Earlier in the day we had a tussle over the words 'm-u-g' and 'w-a-t-e-r'. Miss Sullivan had tried to impress it upon me that 'm-u-g' is mug and that 'w-a-t-e-r' is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the

fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten – a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that ‘w-a-t-e-r’ meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.



I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house, every object that I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realised what I had done, and for the first time I felt repentance and sorrow.

Discuss :

- ◆ What is the difference between wordless sensation and thought?
- well-house : a small building shed over a well
- misty : unclear, vague
- consciousness : awareness, feeling

- ◆ Read aloud the paragraph ‘We walked down ... be swept away.’ using proper intonation.
- ◆ What were the barriers? How could they be swept away?

- quiver : shake, throb, move
- vainly : without success, in vain
- ◆ Why did young Helen feel repentance and sorrow?

- Aaron's rod : a rod with magical powers

I learned a great many new words that day. I do not remember what they all were; but I do know that mother, father, sister, teacher were among them – words that were to make the world blossom for me ‘like Aaron’s rod, with flower.’ It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

- Helen Keller

(Helen went on to become a graduate cum laude from Radcliffe. She then devoted the rest of her life to teaching and giving hope to the blind and deaf, as her teacher had done. She and Anne remained friends until Anne’s death.)

* * *

ENGLISH WORKSHOP



- ◆ Find out more about Helen Keller and her teacher Anne Sullivan from the net.

1. Say whether the following sentences are true or false :
 - (a) The most important day in Helen Keller’s life was when her teacher came to her.
 - (b) When young Helen stretched out her hand, her mother took it.
 - (c) Young Helen learnt to spell many words without understanding them.
 - (d) One day, young Helen understood that everything has a name.
 - (e) Young Helen did not try to put the pieces of the doll together.
 - (f) Young Helen felt sorry that she had broken the doll.

2. **Listen carefully** and **classify** the following **into ‘one’ and ‘many’**.

day, contrasts, teacher, lives, months, years, afternoon, porch, signs, face, fingers, leaves, blossoms, anger, bitterness, weeks, struggle, ship, darkness

one	many

3. This narrative is written in the first person – using ‘I’. **Rewrite** the following sentences using ‘Helen Keller/Young Helen’ appropriately in place of ‘I’ and **making other necessary changes** in the sentences
 - (a) I did not know what the future held of marvel or surprise for me.
 - (b) The morning after my teacher came she led me into her room and gave me a doll.
 - (c) On entering the door I remembered the doll I had broken.
 - (d) Then my eyes filled with tears; for I realised what I had done, and for the first time I felt repentance and sorrow.

4. Read the following sentences and frame at least two relevant questions on each.
 - (a) I was like that ship before my education began.
(Questions with ‘who’, ‘what’, ‘when’).
Example : Who was like that ship before her education began?)
 - (b) One day I was playing with the new doll.
 - (c) I learnt a great many new words that day.
 - (d) She brought my hat.
 - (e) We walked down the path to the well-house.
 - (f) That living word awakened my soul.

5. **Write about your own experience.** Do you remember an occasion when you did something successfully for the first time? Write about it in short (10-12 lines). Prepare an **outline of your composition** before you write it.

6. **Gather more information** about the following :
 - (a) Different types of impairment that limit a person’s activity or make it difficult for him/her to mix with others in society.
 - (b) How modern technology can be used to overcome these problems.

7. Complete the following sentences using your own ideas:
 - (a) The most important day I remember in all my life is the one on which
 - (b) I did not know what
 - (c) One day, while I was playing
 - (d) I realised what
 - (e) I do not remember what

Language Study

7. Find three examples of the following from the passage.
 - (a) articles
 - (b) compound words
 - (c) present participles
 - (d) past participles

