**STD 6 The Classroom in the Train notes**

**Value : “Blessings come when we respect our elders.”**

**1. Answer the following questions.**

**a. Why did Totto-chan compare studying at Tomoe Gakuen to a perpetual journey?**

Ans: Totto-chan likened her experience at Tomoe Gakuen to a perpetual journey because ­ first of all her school was housed in an old-fashioned train car, creating an atmosphere of constant excitement and novelty. Secondly, through the various experiences she had at this school, she learned that knowledge came in diverse forms. The comparison could also possibly mean that a classroom extends far beyond its physical boundaries, offering a dynamic and ever-evolving journey of learning and discovery.

**b. Why did the train appear to be moving to the little girl?**

Ans: The train appeared to be moving to the little girl because even though it was stationary, the flowers and trees in the school grounds were swaying slightly in the breeze, creating an optical illusion that made it seem like the train was in motion.

**c. Why was Totto-chan surprised to see the teacher at first?**

Ans: Totto-chan was surprised to see the teacher at ­ first because he didn’t look like a typical teacher. He was dressed in a short-striped cotton work jacket, had a towel around his neck instead of a necktie, wore indigo-dyed cotton trousers with narrow legs and patches, and thick two-toed rubber-soled socks instead of shoes. He also had a dilapidated straw hat on his head. His appearance was unconventional for a teacher, which caught Totto-chan off guard.

d**. Why were the students assembled by the pond at Kuhonbutsu Temple?**

Ans: The children were assembled by the pond at Kuhonbutsu Temple because that’s where the farming lesson was going to take place. They were gathered there to receive practical hands-on instruction from the farming teacher about how to plant a ­ eld and learn about farming. The peaceful and shaded location by the pond provided an ideal setting for this outdoor learning experience.

**e. Why did the headmaster invite the farmer to the school?**

Ans: The headmaster invited the farmer to the school to teach the children about farming through practical, hands-on experience. The headmaster believed that children could learn valuable lessons by actually seeing and participating in farming activities. By inviting the farmer, he aimed to provide the students with a unique educational opportunity that went beyond traditional classroom learning. The farmer’s expertise and real-world experience in agriculture made him an excellent teacher for this purpose.

**g. What did the students learn about the snakes of that region?**

Ans: The students learned that the snakes in that region were not poisonous and were not a threat to them. The farming teacher reassured them about the safety of encountering snakes in the area. This knowledge likely helped alleviate any fears or concerns the students may have had about encountering snakes while working in the ­ fields.

**Critical thinking**

1. **Would you like/dislike studying in a school like Totto-chan’s? Give two reasons for your answer.**

Ans: Yes, I would welcome the opportunity to study in a school like Totto-chan’s for two compelling reasons. First, studying within a train setting allows students to establish a meaningful connection between their educational journey and a physical journey, emphasizing the idea that learning is a continuous process with valuable stops along the way. Second, I admire how this school places a strong emphasis on valuing diverse forms of knowledge and instils a profound sense of respect for the environment that sustains us.

1. **Do you think the farmer’s lesson was beneficial to the learners? Why or why not?**

Ans: Yes, I believe the farmer’s lesson was highly benefi­cial to the learners for several reasons: **Environmental Awareness:** The lesson allowed children to gain a deeper understanding of their natural surroundings. They learned about the role of various elements like insects, birds, and butterflies in the environment.

**Practical Knowledge:** The lesson provided practical knowledge that was not only informative but also applicable in their daily lives. Children learned valuable skills related to farming and agriculture, which can be essential for self-suf­ficiency and sustainable living.

**Respect for Nature:** The farmer’s teachings instilled a sense of respect for the environment. Children learned to appreciate the delicate balance of nature and how their actions could either nurture or harm it. This awareness is crucial for fostering responsible and environmentally conscious citizens.

**Hands-On Learning:** The lesson followed a hands-on approach, allowing children to actively participate in planting ­ fields, weeding, and other agricultural tasks. This experiential learning style often leads to a deeper understanding and retention of knowledge.

1. **Terrible things were beginning to happen in various parts of the world. But as the children discussed their tiny field, they were still enfolded in the very heart of peace. What does the author mean by these lines? (Hint: The story of Totto-chan was written in Tokyo during World War II; the school combined learning with fun, freedom and love.)**

Ans: During World War II, when terrible and chaotic events were unfolding around the world, the children at Totto-chan’s school found solace and peace in their small, nurturing community. Despite the global turmoil, their school provided them with an oasis of stability and positivity. The phrase “enfolded in the very heart of peace” suggests that within the confi­nes of their school, these children experienced a sense of tranquility, safety, and harmony. The school was not just a place of learning but also a sanctuary where they could escape the harsh realities of the outside world.

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