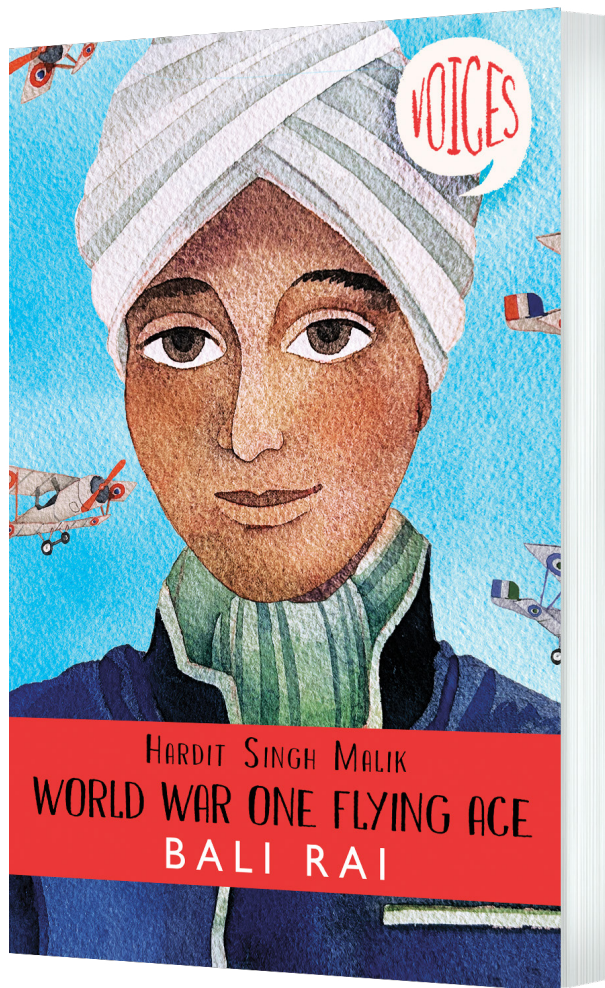




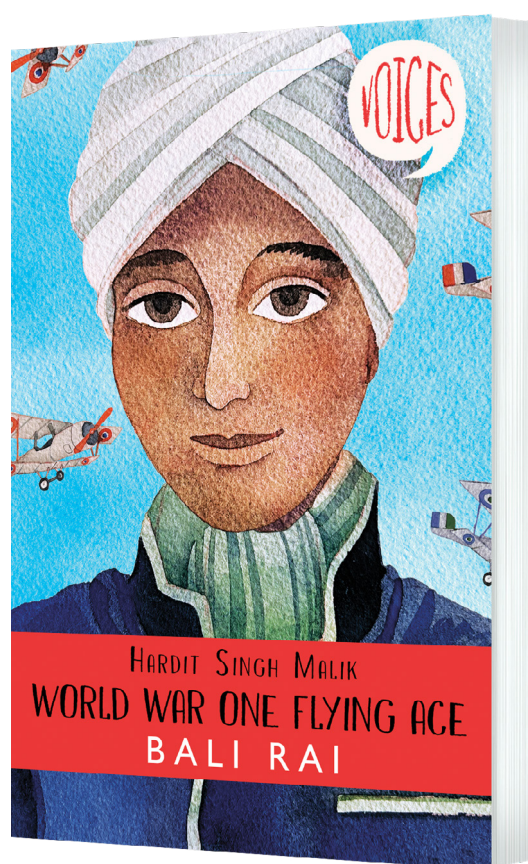
**HARDIT SINGH MALIK:
WORLD WAR ONE FLYING ACE BY BALI RAI**
KS2 Teaching Resources



 **SCHOLASTIC**

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HARDIT SINGH MALIK: WORLD WAR ONE FLYING ACE BY BALI RAI

This book, part of Scholastic's Voices series, not only brings to life the character of Hardit Singh Malik, the first Indian to fly with the Royal Flying Corps (RFC), it is also a tale of courage, determination and friendship, and not allowing other's prejudices to dampen your ambitions. Teachers can get a lot of mileage from this book, which is perfect for key stage 2, using it as part of a topic on World War One, looking at the Sikh religion, work on bullying and much more.

CREATIVE WRITING TASK

In chapter one we are introduced to the life of Hardit, his family and the part of India where Hardit lived as a boy – Rawalpindi, Punjab. Hardit tells us about the time he, along with his older brother, Teja, took a key from their father’s desk and opened a door to a mysterious room against their parent’s orders, resulting in them seeing what they believed to be a monster or dragon inside.

Read the chapter to your class, going on to ask children what they think Hardit and his brother might have actually seen – maybe a snake or some sort of cat? Or just a trick of the light? Move on to talk about the way Hardit would be feeling as he walked across the courtyard on a dark night with his brother, his anticipation as the key was turned in the lock and his fear when he saw what he thought was a monster.

Working as a class, ask children to suggest words and phrases describing Hardit’s feelings here, both physical and mental, breaking the scene down into three separate stages, writing suggestions on the board:

- Hardit’s walk across the courtyard with his brother – excited, nervous, jumpy, regretting the whole idea.
- The key turning in the lock – curious, shaky, sweaty, having second thoughts.
- Hardit thinks he’s seen a monster – terrified, heart thumping in his chest, legs are wobbly, panic-stricken.

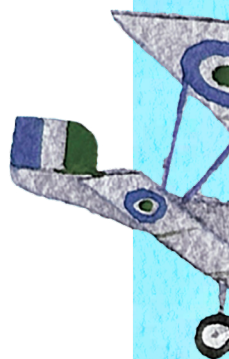
Next, set a short descriptive writing activity for your class using the words and phrases on the board as inspiration, asking your class to write Hardit’s story of this adventure as seen through his eyes.

Before starting the activity, ask the class to sit quietly for a minute with their eyes closed, imagining they are Hardit walking across the courtyard on a dark night with only the light of a small candle to see by, then turning the key in the lock and finally seeing something that looked like a monster.

The first line here can be:

‘As I walked across the courtyard my heart was thumping hard and I wished I was tucked up, safe in my bed.’

Younger children and those who struggle with writing tasks can choose one of the three sections looked at and concentrate on that alone.



THE SIKH RELIGION

Internet research and writing activity

Throughout the book there is reference to Hardit's Sikh religion. In chapter four, Hardit is taken to meet a 'holy man' to gain a better understanding of the Sikh religion and is given a steel bangle called a 'kara'. Ask children to use the internet to find information about the kara and the reason Sikhs wear them, also researching the following terms, which all hold important relevance in the Sikh religion:

- Guru – a religious leader or teacher.
- Guru Nanak – the man who founded Sikhism.
- Gurdwara – a Sikh place of worship.
- Guru Granth Sahib – the Sikh holy book.
- Langar – a special meal shared after services in the Gurdwara, and also the name of the dining hall the food is served in.
- Guru Gobind Singh – the tenth and final Guru, he created the Khalsa and declared that the Sikh holy book would be the only guru from then on.
- The five Ks – items that the Khalsa Sikhs wear to show their commitment (Khalsa is a group into which committed Sikhs can be initiated to demonstrate their devotion to their faith).

'Ask children to each write a couple of sentences describing each religious term, going on to draw a picture of the **five Ks**.

Differentiate this task by reducing the number of terms to be researched or by asking children to go on to research and write a short history of Guru Nanak – the first of the ten Sikh gurus.

Continued...



CLASS QUIZ: HISTORY

Working as a class, talk about the First World War. Some simple facts here and a simple introduction to World War One could be:

Who was the war between?

The war was between two groups of countries.

- Germany, Austria/Hungry (these were ruled by a single monarch at the time) and their allies (friendly countries)
- Great Britain, France and Russia

How did the war start?

On 28 June 1914, **Archduke Franz Ferdinand**, the heir to the throne of **Austria** and **Hungary**, was shot and killed by a man from Serbia who believed Serbia should control Bosnia instead of Austria.

Because its leader had been shot, Austria and Hungary declared war on **Serbia**. Then other countries took sides with the countries they were most friendly with (called having an alliance with).

- **Russia** was friendly with Serbia, so they got involved.
- **Germany** declared war on Russia because Germany was friendly with Austria and Hungary.
- **Great Britain** declared war on Germany because they invaded Belgium – a country Britain had agreed to protect.

Lots of the fighting took place in trenches – long ditches that were dug into the ground. Soldiers lived in these trenches which were often full of water and rats and very cold. It was a very miserable place to live. When they were given the order, soldiers would have to climb out of the trenches to attack enemy soldiers.

The war affected everyone, not just those fighting, but the people at home too. There were lots of new rules brought in that everyone had to follow, such as not feeding wild animals as this was a waste of food – there wasn't a lot of food to spare as lots of food was sent away to feed the soldiers, and ships carrying food to Britain were sometimes attacked by German submarines. Also, all forms of media were censored – this means that radio, (there was no television during World War One), newspapers, magazines and cinema (that showed newsreels about the war) were censored by the Ministry of Information. Censoring means to examine something and remove any parts that you don't approve of. This was to stop enemies getting hold of important information about our plans for the war and to make sure people at home didn't start to think we might lose the war – the people in charge wanted to keep everyone on their side.

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HARDIT SINGH MALIK: WORLD WAR ONE FLYING ACE BY BALI RAI

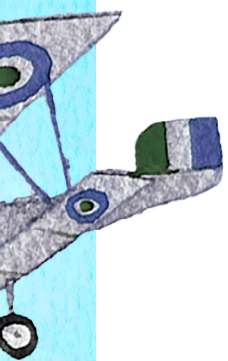
Aircraft pilots like Hardit Singh Malik played an important role in the war, not just for dropping bombs and shooting enemy aircraft, but also for flying over enemy trenches and taking photographs to create maps of where the enemy were positioned – this is called a reconnaissance mission.

CLASS QUIZ

Ask children to make their own notes while you discuss this information with your class in preparation for a class quiz on the subject of World War One. Children can form small teams here, writing answers in their exercise books to make the activity more fun.

Some suggested questions could be:

- Can you name one country from each of the opposite sides fighting in the war?
- What is the name given to the long ditches soldiers lived in while fighting in the war?
- Can you name the Archduke whose murder triggered the start of the war?
- What does censoring mean?
- What does reconnaissance mean?
- What country did the man who shot Archduke come from?



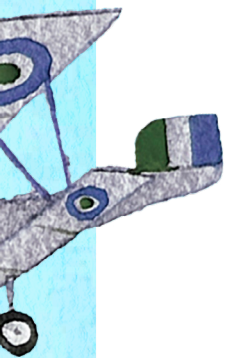
A LETTER TO CLAIRETTE

Literacy exercise

The book tells us of Hardit's friendship with Clairette, a German national he met while living in Eastbourne, England. Hardit writes to Clairette to let her know how his life is progressing and his part in the war effort.

Read your class the letter Hardit writes to Clairette at the end of chapter fifteen, which tells of Hardit's readiness for battle.

Ask your class to write their own letter to Clairette, imagining themselves to be Hardit getting ready to battle the enemy in a fighter plane. Ask class how they think they would be feeling as they waited for the order to take to the air and battle the enemy. Maybe this would be your last opportunity to write to Clairette. Write good suggestions for words and sentences on the board as inspiration and also for copying by children who may find this task more difficult. Letters can be used as a display and to share your work on Hardit Singh Malik.



PORTRAITS OF HARDIT

Art activity

There are some great photographs of Hardit Singh Malik available online. Choose two or three images, and print, so there are enough images for children to share in pairs. Ask children to draw a head and shoulders portrait of Hardit Singh as a World War One flying ace using the photographs as a guide. Supply colouring pencils, including skin tone pencils, so children can colour more authentically. Children who may struggle with this activity can be given the choice to use the illustration from the front cover of the book as a reference instead of the photographs – a much simpler interpretation, but still a lovely image.

Children's portraits can be used to make a great wall display marking their work and knowledge around Hardit Singh Malik, his life and history of World War One.

