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Canvas of Soil

Summary

The poem "Canvas of Soil" compares a garden to a beautiful piece of art. The poet describes the soil as a rich palette where gardeners plant seeds like brushstrokes on a canvas. As the seeds grow into colorful flowers, the garden becomes a vibrant and lively painting. It highlights how nature and human effort come together to create beauty. Ultimately, the poem celebrates the creativity of gardeners, showing that their work transforms ordinary soil into a living masterpiece.

- **Message:** It teaches that human effort and nature together create beauty, and we should value and respect both.

New Terms

- **Palette** – A range of colours used by an artist
- **Seep** – To flow or pass slowly through something
- **Brushstrokes** – Marks made with a brush (here, seeds are compared to them)
- **Vibrant** – Bright and full of life
- **Blossoms** – Flowers that bloom on plants
- **Canvas** – A surface on which a painting is made
- **Coincide** – To exist or happen together
- **Till** – To prepare and work on land for growing crops

One Point Learning

Reflect and Respond

- I. **Work in pairs. Discuss what all you see in a garden. Think of the colours you see and where you see them. Share your responses with your teacher.**

Ans. In a garden, we see trees, plants, flowers, grass, birds, butterflies, and the sun.

- Green – leaves, grass, trees
- Red, yellow, pink, purple – flowers
- Blue – sky
- Brown – tree trunks and soil
- Orange/Yellow – sunlight

- II. **Look at the picture of a garden and a painting given below. Speak about any similarities between the garden and the painting.**



Speak using the following:

- Just as a garden _____, similarly, a painting _____
- A garden and a painting, both _____.
- _____ is common to both a garden and a painting.
- Like a garden, a painting too _____.

Ans. Similarities between a garden and a painting:

- Just as a garden has many natural colours, similarly, a painting uses different colours to create beauty.
- A garden and a painting, both look beautiful and attractive.
- Colours and creativity are common to both a garden and a painting.
- Like a garden, a painting too shows nature and gives a pleasant feeling.

- III. **Let us acquaint ourselves with the meanings of palette, hue, and canvas.**

1. **Palette:** a thin oval or rectangular board or tablet that a painter holds and mixes colours on.
2. **Hue:** shade of a colour
3. **Canvas:** (here) painting

Now, look at the painting given above and identify palette, canvas, and select a hue.

Ans.

1. Palette: The colour board with different paint shades.
2. Canvas: The garden painting showing nature's beauty.
3. Selected Hue: Specific colours like green (leaves), blue (sky/river), or red (flowers).

Check Your Understanding

- I. Read the poem again and complete the summary of each stanza by filling in the blanks.
- The _____ is portrayed as a rich palette where gardeners' _____ a _____ s flourish in the form of _____, awaiting spring.
 - The garden flowers _____ into a beautiful display of different b _____ m s, resembling a _____ by Mother Nature, in the light of morning.
 - Each garden is likened to a wide _____ s, integrating art and _____. Through the efforts of gardeners, gardens transform into still-life _____.

Ans.

- The earth is portrayed as a rich palette where gardeners' dreams flourish in the form of seeds, awaiting spring.
- The garden flowers blossom into a beautiful display of different blooms, resembling a painting by Mother Nature, in the light of morning.
- Each garden is likened to a wide canvas, integrating art and nature. Through the efforts of gardeners, gardens transform into still-life paintings.

- II. Select the appropriate title for each stanza from those given below. There are two extra titles.

- Nature's Work of Art
- Sweet-smelling Blossoms
- Gardens as Living Canvases
- Earth and Possibilities
- The Painter's Canvas

Ans. Appropriate titles

- Stanza 1 – Earth and Possibilities
- Stanza 2 – Nature's Work of Art
- Stanza 3 – Gardens as Living Canvases

- III. Match the poetic devices in Column 1 to the examples in Column 2. Discuss your responses in pairs. Then share the responses with your classmates and teacher.

Column 1	Column 2
1. Imagery [mind pictures]	(i) appreciative
2. Metaphor [comparison without use of 'like' or 'as']	(ii) AABB
3. Rhyme Scheme	(iii) 'Blossoms bloom'
4. Tone [what the poet feels]	(iv) colours, brushstrokes, blossoms, shades of green
5. Mood [what the reader feels]	(v) a gardener
6. Speaker	(vi) garden as a painting, plot as canvas, seeds as brushstrokes
7. Alliteration [same consonant sound]	(vii) joyful

Ans.

Column 1	Column 2
1. Imagery	(iv) colours, brushstrokes, blossoms, shades of green
2. Metaphor	(vi) garden as a painting, plot as canvas, seeds as brushstrokes
3. Rhyme Scheme	(ii) AABB
4. Tone	(i) appreciative
5. Mood	(vii) joyful
6. Speaker	(v) a gardener
7. Alliteration	(iii) 'Blossoms bloom'

Critical Reflection

I. Read the given extracts from the poem and answer the questions that follow.

1. Brushstrokes of seeds, planted true, Awaiting spring's vibrant hue.

(i) The poet has used a metaphor in 'Brushstrokes of seeds'. Which option from those given below uses a metaphor?

- A. Her mother's heart heard her heartfelt request with kindness.
- B. She has a heart of gold.
- C. Her heart did a dance of joy on seeing the new doll.
- D. She has a very kind heart.

Ans. B. She has a heart of gold.

(ii) Complete the sentence appropriately.

The phrase 'planted true' is significant because it implies _____.

Ans. The phrase 'planted true' is significant because it implies seeds are sown carefully and with honesty and hope for good growth.

(iii) Why has the poet used the word 'hue' instead of 'colours' in the extract?

Ans. The poet uses 'hue' instead of 'colours' to give a more poetic and specific sense of shade and beauty.

(iv) Complete the following analogy correctly with a word from the extract.

Summer: hot :: Spring : _____

Ans. Summer : hot :: Spring : vibrant

(v) Read the Assertion (A) and the Reason (R) and select the option that is correctly suited.

(A): Gardeners wait for Spring.

(R): Gardens are worth painting in Spring.

- A. Both (A) and (R) are true and (R) is the correct explanation of (A).
- B. Both (A) and (R) are true but (R) is not the correct explanation of (A).
- C. (A) is true but (R) is false.
- D. (A) is false but (R) is true.

Ans. A. Both (A) and (R) are true and (R) is the correct explanation of (A).

2. Each plot, a canvas wide, Where art and life coincide.

(i) What does 'Each plot' refer to in this extract?

Ans. 'Each plot' refers to a specific piece or patch of land in a garden where a gardener plants seeds and grows flowers or crops.

In the deeper, metaphorical sense of the poem, it represents a blank canvas provided by nature, where the physical work of gardening (life and nature) blends beautifully with the creative design of the gardener (art).

(ii) Select which option imitates the rhyme scheme of the extract.

- A. beautiful and clear/laughter and cheer
- B. beautiful and clear/laughter and tears

Ans. A. beautiful and clear / laughter and cheer

(iii) Select the line from the extract that conveys that gardening blends aesthetic beauty with natural growth.

Ans. "Where art and life coincide."

(iv) Complete the following sentence appropriately.

- The plot is likened to a canvas suggesting that _____.

Ans. The plot is likened to a canvas suggesting that gardening is like creating a work of art.

(v) Why has the poet most likely used the word 'wide' instead of 'long' in 'canvas wide'?

Ans. The poet most likely used the word 'wide' for two important reasons:

- **Rhyme Scheme:** The word "wide" is used to rhyme with "coincide", maintaining the ABBB rhyme pattern.
- **Imagery of Space:** "Wide" shows the garden as vast and open, creating a stronger and more vivid picture than "long".

II. Give reasons for the comparisons made by the poet in the poem.

1. A painter is compared to a gardener because _____.

Ans. A painter is compared to a gardener because both create beauty with skill and creativity.

2. A palette is like earth as _____.

Ans. A palette is like earth as both hold and display colours (or plants).

3. The brushstrokes are like seeds because _____.

Ans. Brushstrokes are like seeds because both begin the process of creating something beautiful.

4. A canvas is similar to a garden plot as _____.

Ans. A canvas is similar to a garden plot as both are spaces where creation happens.

III Answer the following questions.

4. How does the metaphor 'Brushstrokes of seeds', enhance the understanding of gardening as an art form?

Ans. The metaphor 'Brushstrokes of seeds' shows that gardening is like painting, where seeds create beauty like strokes of a brush.

5. What can you infer about the poet's perspective on the relationship between nature and creativity from the following lines?

'Each plot, a canvas wide,/Where art and life coincide.'

Ans. It shows that nature and creativity are closely connected and work together to create beauty.

6. Do you think the imagery in the poem successfully paints a vivid picture in the reader's mind? If yes, why? If no, why not?

Ans. Yes, the imagery is effective because it uses clear and colourful descriptions that help the reader imagine the scene easily.

7. Support the view that the poet's mention of the colour yellow, besides red, blue and green, would have lent effectively to the imagery.

Ans. Yellow would add brightness and richness, making the imagery more vivid and complete.

8. Considering the line 'Gardens become paintings still', what can you interpret about the poet's view on the timelessness of nature's beauty?

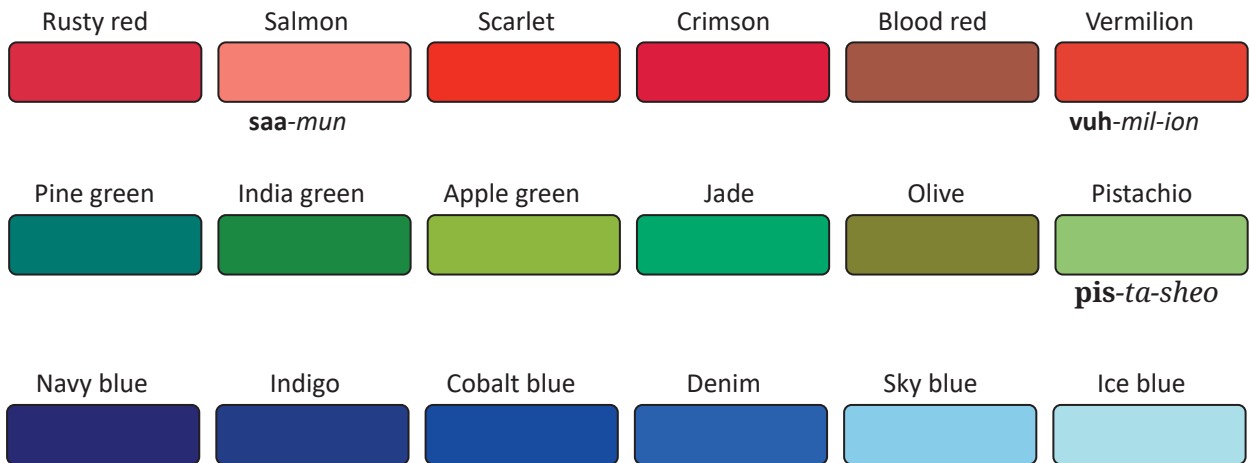
Ans. It suggests that nature's beauty is lasting and can be appreciated like a timeless painting.

9. Justify the title of the poem, 'Canvas of Soil'.

Ans. The title 'Canvas of Soil' is justified because the soil acts like a canvas where gardeners create beauty through plants and flowers.

Vocabulary in Context

- I. The poet refers to the shades of green, red, and blue in the poem. Let us read some of the names of different shades of these colours.



Now, Discuss in pairs, any two things that you can associate with these colours.

Ans.

Colour	Two Things
• Rusty red	- Old iron gate; autumn leaves
• Salmon	- Peach blossoms; ripe guava
• Scarlet	- Rose; munia bird beak
• Crimson	- Bougainvillea; hibiscus
• Blood red	- Pomegranate seeds; poppy centre
• Vermilion	- Sindoor pot; marigold
• Pine green	- Pine needles; hedge
• India green	- Ashoka Chakra; coriander leaves
• Apple green	- Unripe mango; new leaves
• Jade	- Jade plant leaves; decorative stones
• Olive	- Dried herbs; leaf underside
• Pistachio	- Nut shell; pale mint pot
• Navy blue	- Night sky; school uniform
• Indigo	- Indigo flowers; twilight sky
• Cobalt blue	- Blue pottery; morning glory
• Denim	- Planter pot; midday sky
• Sky blue	- Forget-me-not; clear sky
• Ice blue	- Frost; white lily centre

II. You have studied painting-related words like palette, brushstrokes, shades, hue, colours, and canvas. Now, read the following paragraph and discuss in pairs what the underlined painting-related words might mean. Discuss this way:

- I think _____ means _____ because the passage talks about _____.
- Example: I think portrait means a picture of someone's face because the passage talks about capturing a friend's features.
- In the art studio, young painters eagerly approached their easels, each framing a canvas that they had to work on. The teacher encouraged them to experiment with a diverse tonal range, playing with shades and hues to bring their paintings to life. One student focused on a detailed portrait, capturing his friend's features, first with careful underpainting and then filling the final colours. Another student worked on a mural, depicting a Spring Day on the right wall of the classroom. The room continued to buzz with artistic energy.

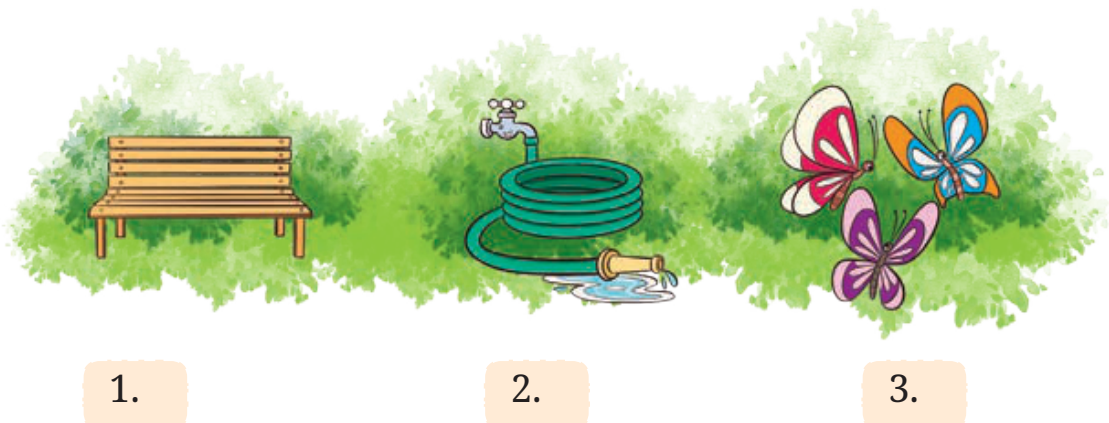
Ans. Here are some examples following the given format:

- I think easels means stands used to hold a canvas while painting because the passage talks about painters working on their canvases.
- I think canvas means a cloth surface used for painting because the students are creating their paintings on it.
- I think tonal range means different levels of light and dark colours because the passage talks about experimenting with shades and hues.
- I think portrait means a painting of a person because the passage talks about capturing a friend's features.
- I think underpainting means the first layer of painting before final colours are added because the student paints it before filling in the final colours.
- I think mural means a large painting on a wall because the passage talks about painting on the classroom wall.

Conclusion: These painting-related words help us understand how artists create their work step by step, using different techniques and materials.

Listen and Respond

I. You will listen to a young girl describe her school garden. As you listen identify which of the following 1–3, she does not talk about. (Transcript for teacher on page 264)



1.

2.

3.

Ans. The young girl does not talk about:

1. Bench
2. Water hose

She is likely describing the beauty of the garden (flowers, butterflies, etc.), so **3. Butterflies** are talked about, but 1 and 2 are not mentioned.

II. You will once again listen to the young girl. As you listen, circle the correct answer from the options given below.

Statements	Options		
1. The colour of flowers in the first row	white	red	pink
2. The type of flowers in the second row	marigold	jasmine	rose
3. Position of the type of the useful plants	left corners	right corners	left and right corners
4. The number of potted evergreen plants	15	20	25
5. The paint colour on the bricks bordering the garden	black and white	red and black	white and red
6. Type of tree in the centre of the garden	neem	peepal	banyan
7. Things created with waste material	dustbins	plant name boards	bird houses

Ans. Correct answers:

1. The colour of flowers in the first row → white
2. The type of flowers in the second row → marigold
3. Position of the useful plants → left and right corners
4. The number of potted evergreen plants → 20
5. The paint colour on the bricks → white and red
6. Type of tree in the centre → neem
7. Things created with waste material → dustbins

Speaking Activity

I. People wish to have a garden at home. Some like a flower garden and some a vegetable garden. Think and note some advantages of both these types, as gardens for homes.

Ans. Advantages of both types of gardens -

- **Flower Garden:**
 - Makes the surroundings beautiful
 - Gives a pleasant fragrance
 - Attracts butterflies and bees
 - Helps reduce stress and refresh the mind
- **Vegetable Garden:**
 - Provides fresh and healthy vegetables
 - Saves money
 - Free from harmful chemicals
 - Encourages healthy eating habits

II. Would you like to have a flower garden or a vegetable garden at home? Why?

Take turns with your partner and speak your points aloud, one by one, by using the given sentence prompts to express your preference, with reasons.

- I prefer _____ to _____ because ...
- For me , it is a _____ instead of a _____ due to ...
- If I had a choice I'd rather have a _____ than a _____ as ...
- I would prefer _____ rather than _____ since ...

Ans.

- I prefer a vegetable garden to a flower garden because it gives fresh food.
- For me, it is a vegetable garden instead of a flower garden due to its health benefits.
- If I had a choice I'd rather have a vegetable garden than a flower garden as it is useful for daily needs.
- I would prefer a vegetable garden rather than a flower garden since it provides fresh vegetables at home.

Writing Task

I. Write a descriptive piece of two to three paragraphs describing the details and colours in the garden you have visited.

- Focus on how different shades of blue, red, and green interact, create contrast, and bring the garden to life.
- Pay attention to details like the texture of petals, the varying greens of leaves, and the way light affects the colours.

Ans. Here is a well-written descriptive answer (2–3 paragraphs):

- The garden I visited was full of rich colours and fine details that made it lively and attractive. Different shades of green could be seen everywhere, from the light green of fresh grass to the dark green of large leafy plants. The leaves had different textures—some were smooth and shiny, while others were rough and thick. The sunlight falling on them created bright and dull patches, making the garden look vibrant and full of life.
- There were many flowers in shades of red and blue that added beauty and contrast to the greenery. The red flowers stood out brightly against the green leaves, while the blue flowers gave a calm and cool feeling. Some petals were soft and delicate, while others were thick and layered. The mix of these colours created a pleasing balance, making each section of the garden unique and eye-catching.
- As the light changed, the colours of the garden also appeared to change. In bright sunlight, the reds looked more vivid and the greens more fresh, while in the shade, the blue flowers appeared deeper and richer. The combination of colours, textures, and light made the garden a beautiful and lively place to observe.