

DIGITAL LESSON PLANS

OPEN FILES

CLASS VI

SUBJECT : SOCIAL STUDIES



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LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Our Earth in the Solar System	<ul style="list-style-type: none"> • Celestial Bodies • Stars • Constellations 	2			The heavenly bodies like the sun, the Earth, the moon etc are called celestial bodies.
	<ul style="list-style-type: none"> • The Solar system • The sun • Planets 	4			The Sun, eight planets and their satellites are to gathered called as the solar system.
	<ul style="list-style-type: none"> • The Earth – Lithosphere, Hydrosphere, Atmosphere, Biosphere 	2			The Earth is a unique celestial body dye to life only existing on this.
	<ul style="list-style-type: none"> • Satellites • The moon • Man-made satellites 	2			The moon is the only natural satellite to the Earth.
	<ul style="list-style-type: none"> • Asteroids • Meteoroids • Comets • Galaxy • Universe 	2			The vast space contain with all celestial bodies is know as Universe. Galaxies are the parts of this universe.

Prior Concepts / Skills: Know about Sun, Moon, Earth, Stars, Group of Stars etc.

Learning Outcomes

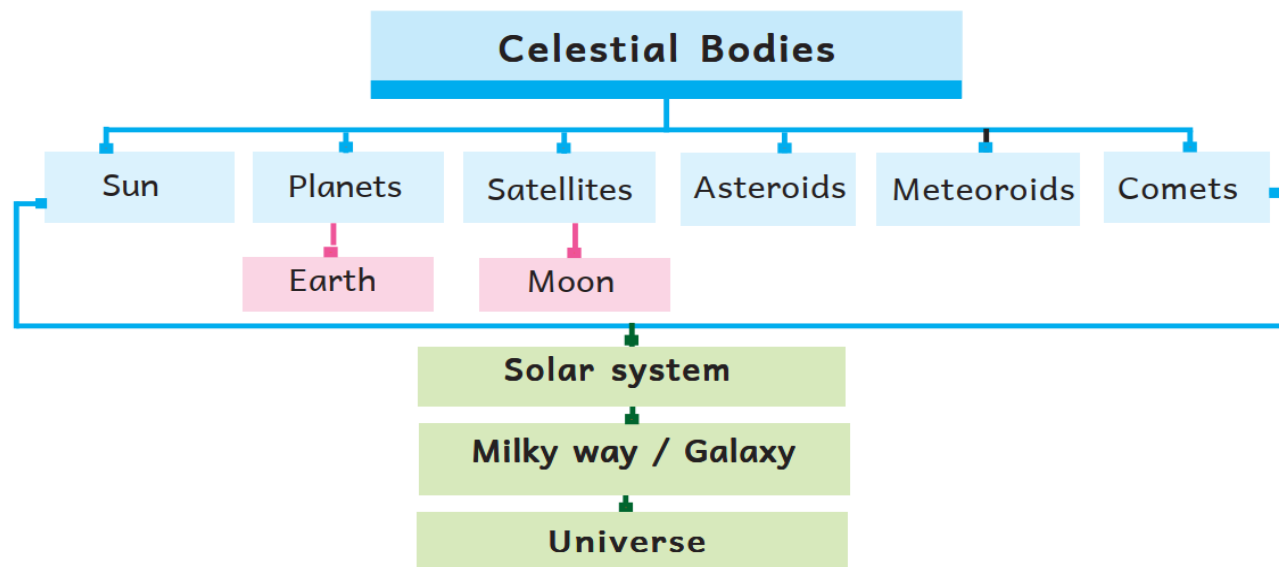
No. of Periods

- Understand the celestial bodies.
- Understand different components of the solar system.
- Differentiate between stars, planets and satellites.
- Recognise that the Earth is a unique celestial body due to existence of life zones of the Earth special reference to biosphere.
- Know the difference between natural and man-made satellites.
- Differentiate between solar system, galaxy and the universe.

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TEACHING LEARNING PROCESS

Induction / Introduction:

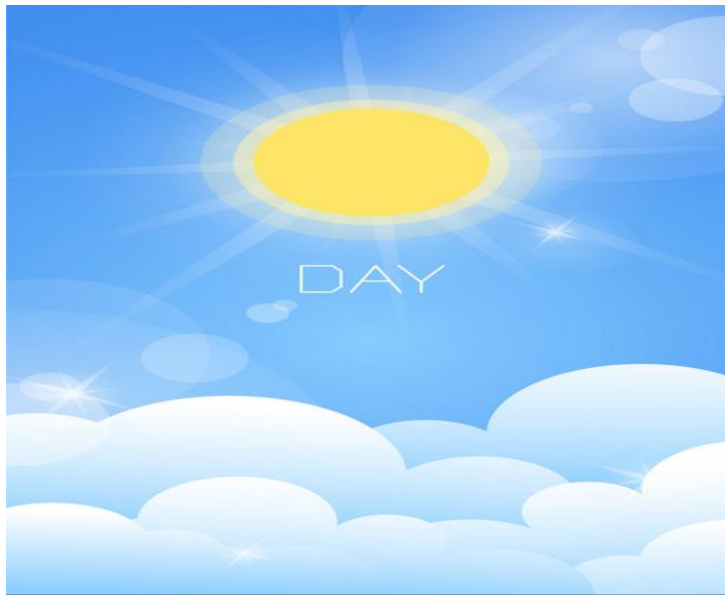


We will learn about the above concepts through this lesson.

Experience and Reflection:

Dear children observe the pictures which are display on the screen.

- What you observe in the first picture?
- What you observe in the second picture?
- What do you know about sun?
- What do you know about Earth?
- Do you observe night sky?
- What things do you find in the night sky?
- Do you observe any things in group in the night sky?
- Where we live?
- Why we cannot see stars and moon in the day time? (To know the answer to this question we do a small activity)



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Organise “Let us observe celestial bodies” activity which was given in the text book. Give the explanation and definition about celestial bodies. The sun, the moon, the Earth etc. are called the celestial bodies. Show a flow chart which shows celestial bodies. 	<ul style="list-style-type: none"> Participated in the activity “Let us observe celestial bodies” 	<ul style="list-style-type: none"> Write the definition and examples for the celestial bodies. 	<ul style="list-style-type: none"> Define celestial bodies? Name some celestial bodies? Why we cannot see stars and moon in the day time? 	<p>Textbook - APSCERT</p> <p>Torch</p> <p>Sheet of paper</p> <p>Pencil</p> <p>needle</p> <p>PPT which shows flow chart of celestial bodies</p>
<ul style="list-style-type: none"> Explain about stars and constellations and write key point on the white board. The celestial bodies which are produce light and heat are called Stars. These are luminous celestial bodies. Nearest star to the Earth is the Sun. Patterns formed by different groups of stars are called constellations. 	<ul style="list-style-type: none"> Observe the pictures related to various constellations which are shown on the screen and draw them as a group activity. 	<ul style="list-style-type: none"> Write various constellation names based on the pictures shown on the screen. 	<ul style="list-style-type: none"> What is star? Which is the nearest star to the Earth? Define constellation? Name some constellations? 	<p>PPT which shows Pictures of constellations and North star.</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Explain and visualise “The solar system”. • Play a video which shows solar system. • Show a picture in the textbook which shows “Solar system” and the students to prepare a table. • Explain about the Sun and Eight planets by displaying PPT. 	<ul style="list-style-type: none"> • Students participated a role play on solar system. • Prepare a model of solar system. 	<ul style="list-style-type: none"> • Prepare a table on solar system. • Prepare some questions based on the above table which shoe about solar system. 	<ul style="list-style-type: none"> • Name the Eight planets? • What is planet? • In what way the sun useful to human beings? 	<p>Solar system Video</p> <p>PPT which shows about planets.</p>
<ul style="list-style-type: none"> • Explain about the Earth and its spheres – Hydrosphere, Atmosphere, Lithosphere, Biosphere. • Organise a discussion why the Earth is called a unique planet in the solar system. 	<ul style="list-style-type: none"> • Participating in the group discussion on why the Earth is called a unique planet in the solar system. • Prepare a poster on how to protect the Earth. 	<ul style="list-style-type: none"> • Draw a chart with various spheres of the Earth. 	<ul style="list-style-type: none"> • Which is our living planet? • What are the various spheres of the Earth? • “The earth is a unique planet in the solar system” why? • What do animals and planets require in order to grow and survive? • Is there any planet-B to live human being? • Say some measures to protect our living planet. 	<p>PPT which shows various spheres of the Earth.</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
			<ul style="list-style-type: none"> • Why is life not possible on all planets? • What happens to the humans on this Earth if pollution increases further? 	
<ul style="list-style-type: none"> • Explain and visualise “satellites – Natural and Human made”. • Display the table which shows Planets and their number of satellites. • Except Mercury and Venus all planets have natural satellites. • Moon is the only natural satellite of the Earth. • Play a video which shows man-made satellites. • Explain the role of ISRO and scientist in order to preparing artificial satellites. 	<ul style="list-style-type: none"> • Collect various picture of man-made satellites and prepare a scrap book. 	<ul style="list-style-type: none"> • Note down the notes related to satellites – Natural and Man-made. 	<ul style="list-style-type: none"> • Which is the only natural satellite of the Earth? • What is the difference between natural and man-made satellites? • Name some man-made satellites. • How man-made satellites helps to human beings? • Appreciate the role of scientists in order to preparing satellites. 	Man-made satellites Video

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Explain about “Asteroids, Meteoroids, Comets, Galaxy and Universe. Show a picture (Fig:1.13) in the textbook and explain how the universe big. 		<ul style="list-style-type: none"> Draw a chart which shows from the Earth to the Universe. 	<ul style="list-style-type: none"> Where we can observe asteroids? What is Galaxy? Name any galaxy. 	<ul style="list-style-type: none"> PPT which shows Asteroids, Meteoroids, Comets, Galaxy and Universe.

Student practice Questions & Activities:

1. Observe the figure 1.4 in the textbook and fill the following table.

Sl.No	Name of the Planet	Distance from the Sun	No. of Moons

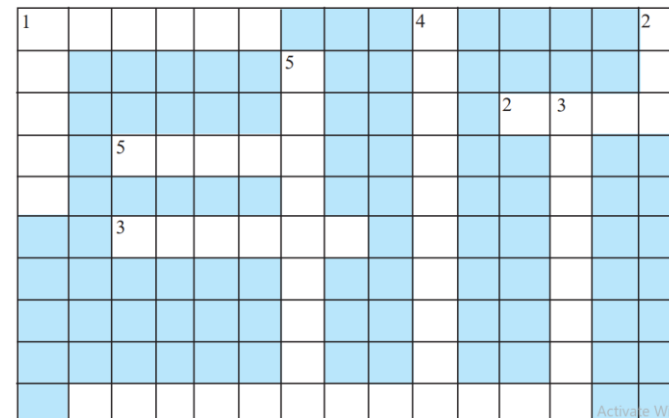
2. Solve the puzzle which was given in the back side of the lesson with given clues.

CROSS

- The cluster of millions of Stars
- The natural satellite of the Earth
- The ringed planet (see figure 1.4)
- The sphere of water
- The celestial object that is made up of head and tail

DOWN

- The shape of the Earth
- The closest Star to the Earth
- The path of the Planets that move around the Sun
- The sphere of gases that surrounds the Earth
- The small pieces of celestial bodies, move around the Sun between Mars and Jupiter.



3. Do the choose the correct answers and match the following which were given in the backside of this lesson in the textbook.

Assessment:

1. How does a planet differ from a star?
2. What is meant by the “Solar system”?
3. Why is life not possible on all planets?
4. Why do we always see only one side of the Moon?
5. What is the Universe?
6. Scientists are now trying to explore more about Moon and other planets. Do you think their efforts benefit us?
7. Air and water are essential to live on the Earth. But now they are being polluted by humans. What happens to the life of humans on this Earth if pollution increase further?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks



*Our Earth in
the Solar
system -PPT*



*Our Earth in
the Solar
system -PDF*



*Our Earth in
the Solar
system -Video 1*



*Our Earth in
the Solar
system -Video 2*

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Globe- Model of the Earth	<ul style="list-style-type: none"> • Introduction • Axis of the Earth 	2			The imaginary line which joins the north and south poles and passes through interior of the Earth is called Axis.
	<ul style="list-style-type: none"> • Northern and Southern Hemispheres 	2			The area between equator and the north pole is called northern hemisphere. The area between equator and south pole is called southern hemisphere.
	<ul style="list-style-type: none"> • Latitudes - Longitudes 	3			Horizontal imaginary lines- latitudes, vertical imaginary lines- longitudes.
	<ul style="list-style-type: none"> • Movements of the Earth • Equinox - Solstice 	3			Two movements of the Earth – Rotation and Revolution
	<ul style="list-style-type: none"> • Eclipses – Solar and Lunar 	2			While the Sun, the Earth and the Moon come in straight-line eclipses are occurred.

Prior Concepts / Skills: Know about the Sun, the Moon, the Earth, world map, globe, celestial bodies and planets etc.

Learning Outcomes

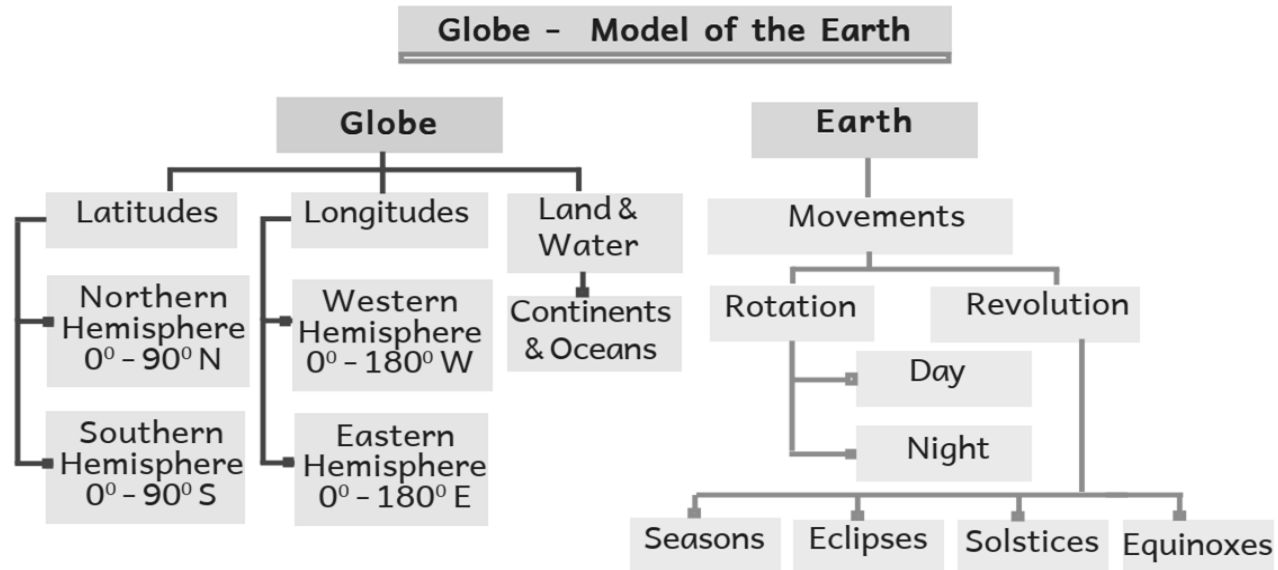
No. of Periods

- Understand the Globe as a true model of the Earth.
- Locate the continents which are in the Northern hemisphere and which are in the southern hemisphere.
- Differentiate between latitudes and longitudes.
- Recognise that the Earth has two movement and their results.
- Know the difference between Earth rotation Earth revolution.
- Differentiate between solar and lunar eclipses.

12

TEACHING LEARNING PROCESS

Induction / Introduction:

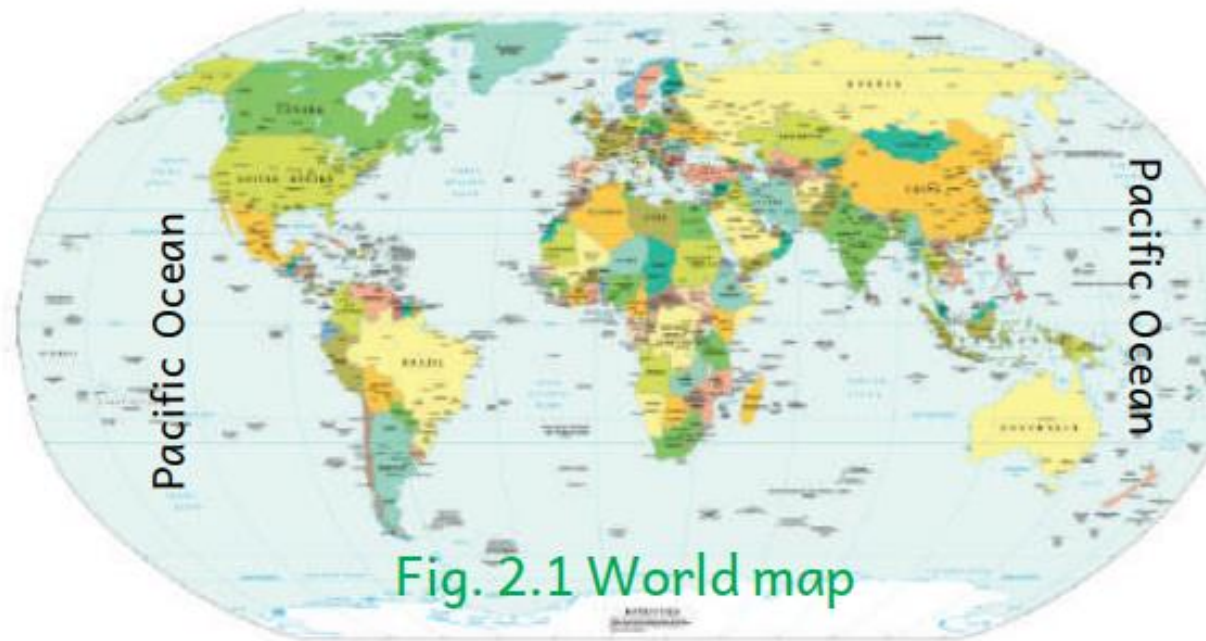


We will learn about the above concepts through this lesson.

Experience and Reflection:

Dear children observe the pictures which are display on the screen.

- How many planets are there in our solar system?
- Name the planets.
- Which is our living planet?
- Have you ever seen the world map?
- How many continents are there in the world?
- How many oceans are there in the world?
- Name the ocean located on the right side in the given world map?
- Name the ocean located on the left side in the given world map?



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Organise an activity based on the world map. Explain about Axis of the Earth. Organise an activity with an apple or lemon on the Axis of the Earth as a group activity. 	<ul style="list-style-type: none"> Participated in an activity with an apple or lemon on the Axis of the Earth as a group activity. 	<ul style="list-style-type: none"> Participated in the activity on world map. 	<ul style="list-style-type: none"> What is meant by an Axis of the Earth? Axis joins which points of the Earth? 	Textbook - APSCERT Apple Needle World map Globe
<ul style="list-style-type: none"> Explain about Northern and southern hemispheres. Ask to fill up the table under the side heading “Northern and Southern Hemisphere” in this lesson. 		<ul style="list-style-type: none"> Fill up the table under the side heading “Northern and Southern Hemisphere” in this lesson. 	<ul style="list-style-type: none"> What is meant by the Northern hemisphere? Which continents lies in the southern hemisphere? In which hemisphere is India located? Which hemisphere has the maximum number of continents? In which hemisphere is the continent Antarctica located? 	Textbook - APSCERT World map Globe

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Explain about latitudes and prime latitudes. • Ask to draw a chart with prime latitudes as a group work. • Ask to fill up the table under side heading “latitudes” based on observation of Globe. • Explain about longitudes, Greenwich meridian and international date line. • Ask to prepare a globe with latitudes and longitudes. 	<ul style="list-style-type: none"> • Prepare a chart with prime latitudes as a group work. • Participated in preparation of Globe as a class room work. 	<ul style="list-style-type: none"> • Fill the table under side heading “latitudes” based on observation of Globe. 	<ul style="list-style-type: none"> • What do you know about latitudes? • Which latitude is called as tropic of cancer? • Which latitude is called as Antarctic circle? • What do you know about longitudes? • Which longitude is called as international date line? 	<p>Textbook - APSCERT</p> <p>World map Globe</p>
<ul style="list-style-type: none"> • Explain about Movements of the Earth. • Display a video related movement of the Earth. • Demonstrate occurrence of day and night. 	<ul style="list-style-type: none"> • Participated in demonstration of occurrence of day and night. 	<ul style="list-style-type: none"> • Note down about movements of the Earth and their results. 	<ul style="list-style-type: none"> • What are the differences between Earth rotation and Earth revolution? • What will happen if the Earth rotation stop? 	<p>Textbook - APSCERT</p> <p>World map Globe</p> <p>Torch light DIKSHA video</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Explain about Eclipses, Solstice, Equinox. Demonstrate Solar and Lunar eclipses. 	<ul style="list-style-type: none"> Participated in demonstration of Solar and Lunar eclipses. 	<ul style="list-style-type: none"> Note down about Solar and Lunar eclipses. 	<ul style="list-style-type: none"> When do Solar eclipse occurs? What is meant by equinox? 	Textbook - APSCERT World map Globe Torch light DIKSHA video

Student practice Questions & Activities:

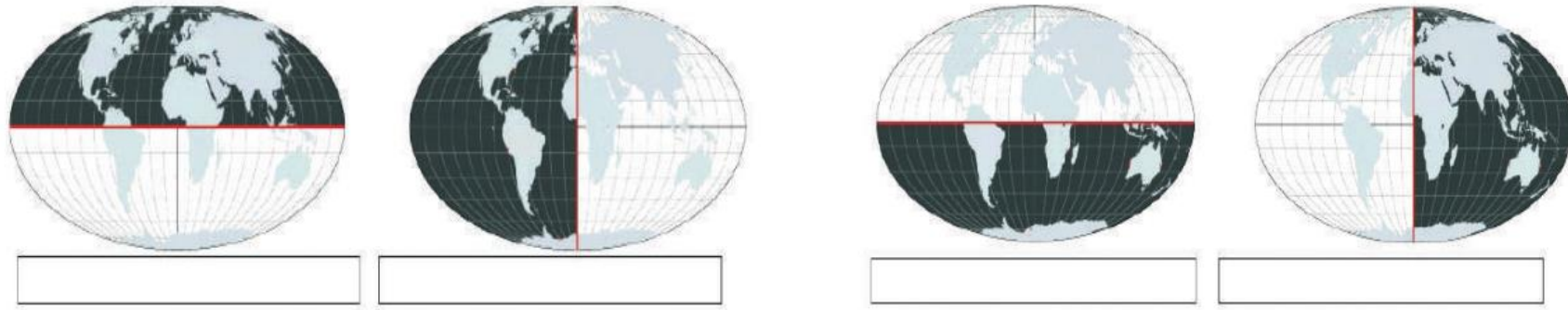
- Find and fill the latitudes and longitudes in the given table with the help of Atlas and Globe.

S.No.	PLACE	LATITUDE	LONGITUDE
1	Vijayawada		
2	Kadapa		
3	Tirupati		
4	Visakhapatnam		
5	Your Village		

- Find and fill the latitudes and longitudes extent of India and Andhra Pradesh in the given table with help of Google map or Atlas.

PLACE	LATITUDE		LONGITUDE	
	From	To	From	To
India				
Andhra Pradesh				
Your district				
Your Mandal				

3. Observe the following pictures and fill the boxes with the name of the shaded hemispheres.



4. Do the 17th question in Improve your learning of this lesson.

Assessment:

1. What is Globe?
2. What are the movements of the Earth?
3. Which movement of the Earth causes day and night?
4. What happens when the Earth rotates?
5. Define the Earth rotation and revolution?
6. What is the true shape of the Earth?
7. Which latitude is known as tropic of Capricorn?
8. What are the differences between latitudes and longitudes?
9. What is difference between equator and prime meridian?

Afresh Information/ Current events related to this topic



25 Oct 2022

25 October 2022 Partial Solar Eclipse

Visible in Europe, South/West Asia, North/East Africa, Atlantic.

[Path Map](#) | [3D Path Globe](#) | [Eclipse Information](#) >

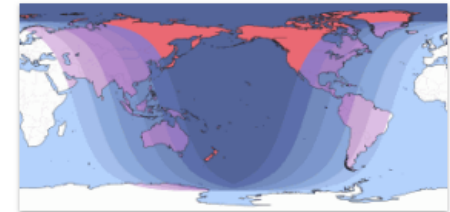


7–8 Nov 2022

7–8 November 2022 Total Lunar Eclipse

Visible in North/East Europe, Asia, Australia, North America, Much of South America, Pacific, Atlantic, Indian Ocean, Arctic, Antarctica.

[Path Map](#) | [3D Path Globe](#) | [Eclipse Information](#) >

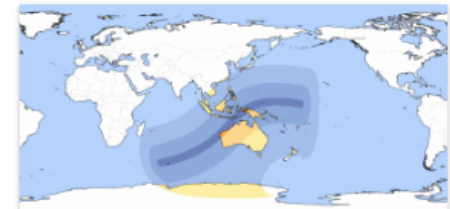


20 Apr 2023

20 April 2023 Total Solar Eclipse

Visible in South/East Asia, Australia, Pacific, Indian Ocean, Antarctica.

[Path Map](#) | [3D Path Globe](#) | [Eclipse Information](#) >



Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

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Subject : **SOCIAL STUDIES**

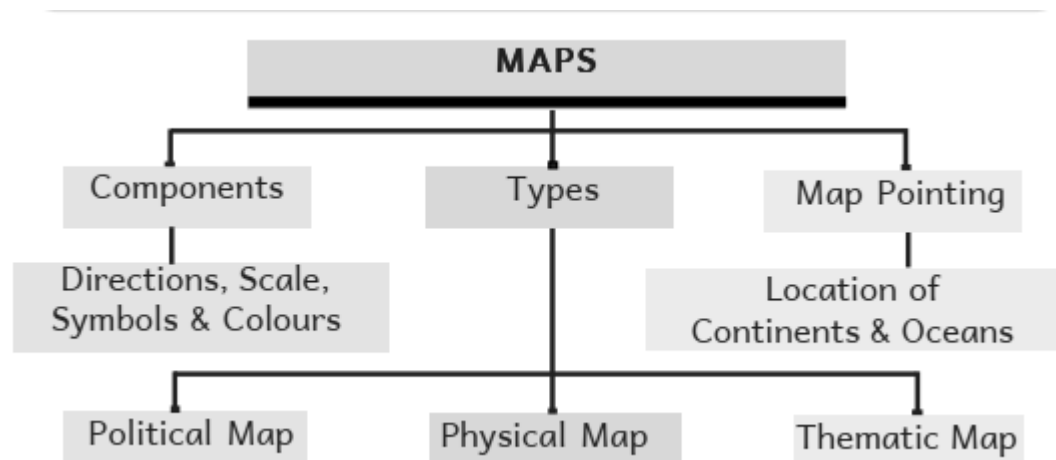
School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Maps	<ul style="list-style-type: none"> • Introduction • Sketch and map 	1			<p>A sketch is a drawing mainly based on memory and spot observation and not to scale.</p> <p>A map is representation of the whole Earth or a part of it, on a flat surface according to its proportionate scale.</p>
	<ul style="list-style-type: none"> • Components of a Map 	2			Directions, scale, symbols, colours or patterns are the components of a map.
	<ul style="list-style-type: none"> • Types of maps 	2			Political, Physical and Thematic maps are the important types of maps.
	<ul style="list-style-type: none"> • Map pointing 	2			Map pointing is one of the mapping skills.
	<ul style="list-style-type: none"> • Uses of Maps 	1			<ul style="list-style-type: none"> • Maps helps us to locate places like cities, districts, states and countries. • Maps guide the tourists/ travellers to their destinations.

Prior Concepts / Skills: Know about World map, India map, symbols, colours, globe etc.	
Learning Outcomes	No. of Periods
<ul style="list-style-type: none"> ▪ Differentiate between a map and sketch. 	8
<ul style="list-style-type: none"> ▪ Understand the main components of a map. 	
<ul style="list-style-type: none"> ▪ Classify maps into political, physical and thematic maps. 	
<ul style="list-style-type: none"> ▪ Located continents, oceans in a World map. 	
<ul style="list-style-type: none"> ▪ Know the uses of maps. 	

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What is our living planet?
- Which is the model of the Earth?
- What is the shape of Globe?
- Observe the following pictures and find out the difference.



Fig 3.1 A model of a sketch

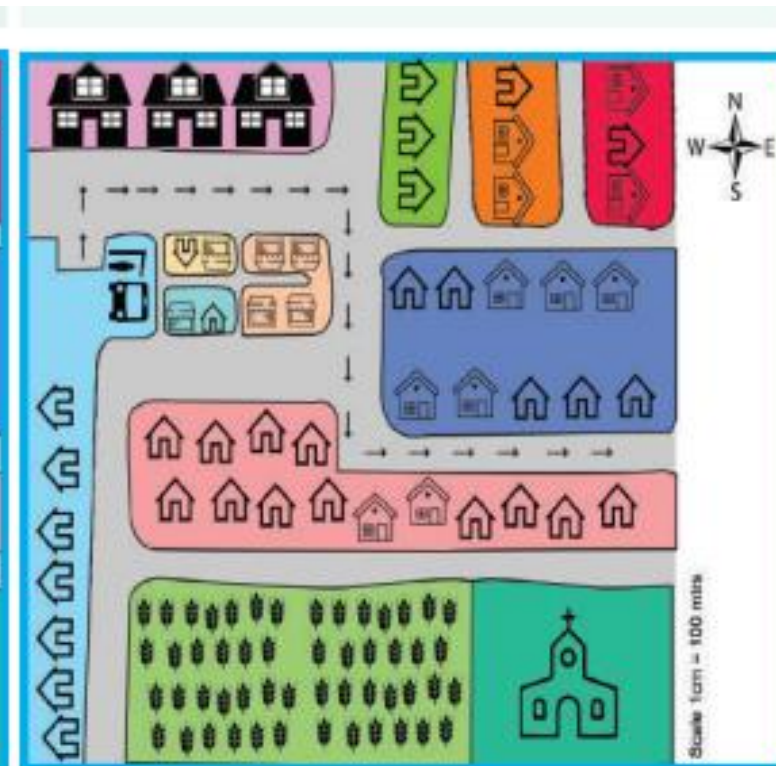


Fig 3.2 A model of a map with components

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Explain the differences between Sketch and Map. • Ask to draw a Sketch of our school or village. • Ask to draw a map of our school as a group activity. 	<ul style="list-style-type: none"> • Participated in preparation of map of school. 	<ul style="list-style-type: none"> • Draw a sketch of school. 	<ul style="list-style-type: none"> • What are the differences between map and sketch? • What are the similarities between map and sketch? 	Textbook - APSCERT World map Globe
<ul style="list-style-type: none"> • Explain about components of a map based on India political map or world political map. • Ask to fill up the table under the side heading “Directions” based on Fig.3.7. • Ask to answer the intext question under the side heading “Scale” based Fig.3.8. 		<ul style="list-style-type: none"> • Fill up the table under the side heading “Directions” based on Fig.3.7. • Answer the intext question under the side heading “Scale” based Fig.3.8. 	<ul style="list-style-type: none"> • What are the main components of a map? • What is the use of scale? • What are the cardinal directions? • What is the use of colours in map making? 	Textbook - APSCERT World map India map Globe PPT
<ul style="list-style-type: none"> • Explain about types of maps- Political map Physical map Thematic map 			<ul style="list-style-type: none"> • What is meant by political map? • Which aspects shown in a physical map? 	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Ask to make a table with the states, UTs of India and their capitals. Ask to prepare a physical map of India by using respective colours as a group work. Organise an individual activity based on the India map related “Major Crop Areas” which was given in the textbook. 	<ul style="list-style-type: none"> Participated in preparation of Physical map of India. 	<ul style="list-style-type: none"> Prepare the table with the states, UTs of India and their capitals. Participated in Organise an individual activity based on the India map related “Major Crop Areas” which was given in the textbook. 	<ul style="list-style-type: none"> Give examples for thematic maps. 	Textbook - APSCERT World map India map Globe PPT
<ul style="list-style-type: none"> Explain about Map pointing. Demonstrate how to point out continents and oceans in a World map. 		<ul style="list-style-type: none"> Point out continents and oceans in the world outline map which was given in the textbook. 	<ul style="list-style-type: none"> Which is the largest continent in the world? Point out Africa in the given world map? Point out largest ocean in the given world map. 	Textbook - APSCERT World map India map Globe PPT

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Explain about the uses of maps. • Organise class room debate on “the uses of maps” 	<ul style="list-style-type: none"> • Participated in class room debate on “the uses of maps” 	<ul style="list-style-type: none"> • Note down the uses of maps. 	<ul style="list-style-type: none"> • What are the uses of maps in our times? • How maps are use in your daily life? 	Textbook - APSCERT World map India map Globe

Assessment:

1. What are the components of a map?
2. Why is the actual distance on the ground reduced on a map?
3. Explain the need of symbols in preparing maps?
4. How political maps are different from physical maps?
5. What is the importance of thematic map?
6. What are the uses of maps in our daily life?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

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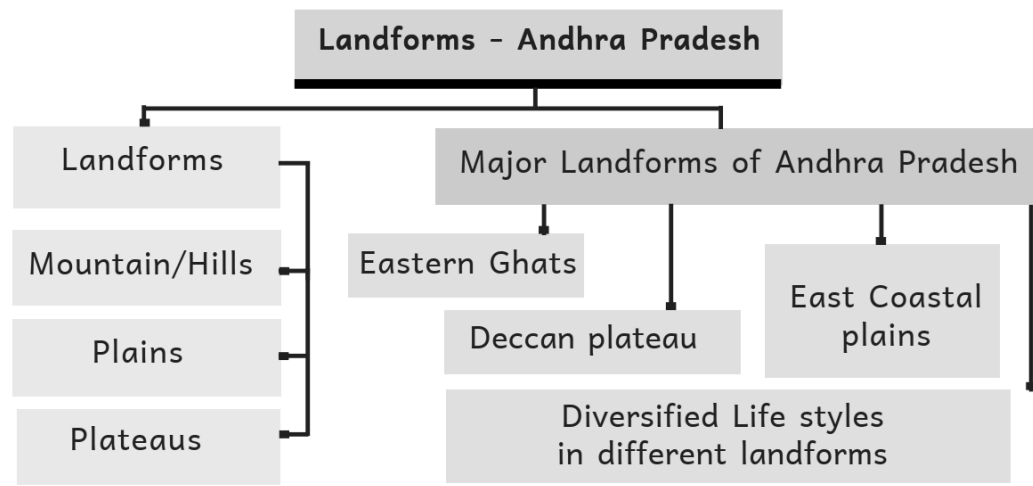
School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Landforms – Andhra Pradesh	<ul style="list-style-type: none"> Landforms – Mountains, Plateaus Plains 				<ul style="list-style-type: none"> A mountain is a natural higher elevated feature of the Earth surface. A plateau is an elevated flat land. Plans are level lands with flat surface which have maximum height of 200 meters above sea level.
	<ul style="list-style-type: none"> Major Landforms of Andhra Pradesh 				<ul style="list-style-type: none"> Andhra Pradesh divided into two major regions namely- Coastal Andhra, Rayalaseema. Yarada, Ananthagiri hills, Bison, Papi kondalu are important hills in Andhra Pradesh. Our Andhra Pradesh is located in Deccan plateau region.

Prior Concepts / Skills: Know about Andhra Pradesh, Districts, Hills, plains etc.	
Learning Outcomes	No. of Periods
<ul style="list-style-type: none"> Understand the meaning of landforms. 	8
<ul style="list-style-type: none"> Differentiate between plateau and plain. 	
<ul style="list-style-type: none"> Classify landforms into mountains, plateaus and plains. 	
<ul style="list-style-type: none"> Located districts, mountains, plateau, plain in the Andhra Pradesh map. 	
<ul style="list-style-type: none"> Appreciate various lifestyles in various landforms. 	

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you find in the picture-1?
- What do you find in the picture-2?
- Can you find any difference between picture-1 and picture-2?



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Explain the major landforms based on the reflections of the students in the above experiences and reflection's part and displaying a video. • Organise field trip to near by hills or mountains etc. • Ask to write their observations during field trip. • Organise a whole class room activity with the preparation of various landforms with clay based on the picture-4.1 given in the textbook. • Organise group activity on major landforms. • Ask to write key features of major landforms and some examples for these landforms from their locality or other regions. 	<ul style="list-style-type: none"> • Participated field trip and observe various landforms. • Participated in the preparation of model of various landforms with clay based on the picture-4.1 given in the textbook. • Participated in the group activity on major landforms. 	<ul style="list-style-type: none"> • Write their observations during field trip. • Note down key features of major landforms and write their own examples for landforms. 	<ul style="list-style-type: none"> • What is meant by landform? • What are the major landforms? • What is mountain? Give examples for mountains. • Define plateau? Give examples for plateau? • How plains are different from plateau? 	<p>Textbook - APSCERT</p> <p>World map Globe</p> <p>Various landforms</p> <p>DIKSHA Video</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about Andhra Pradesh through displaying map of Andhra Pradesh. • Organise whole class activity - Map reading activity on the map -4.2 in the textbook. • Ask to write key points based on the map-4.2. • Explain about major landform in Andhra Pradesh through discussion mode. • Ask to point out mountains, plateaus, plains in Andhra Pradesh outline map. • Organise information skill activity on various mountains in Andhra Pradesh and their location. • Conduct group discussion on diversity in lifestyles in various landforms of Andhra Pradesh. 	<ul style="list-style-type: none"> • Participated in whole class activity -Map reading activity on the map -4.2 in the textbook. • Participated in group discussion on diversity in lifestyles in various landforms of Andhra Pradesh. 	<ul style="list-style-type: none"> • Write key points based on the map-4.2. • Point out various landforms in Andhra Pradesh in Andhra Pradesh outline map. • Participated in information skill activity on various mountains in Andhra Pradesh and their location. 	<ul style="list-style-type: none"> • How many geographical regions are there in Andhra Pradesh? What are they? • What are the boundaries of Andhra Pradesh? • Name the Rayalaseema districts. • What is delta? Give some examples from Andhra Pradesh? • How the lifestyle of human beings is different from mountain areas? 	<p>Textbook - APSCERT</p> <p>Andhra Pradesh Map</p> <p>India map</p> <p>Globe</p> <p>PPT</p>

Practice Questions: Fill the following table with appropriate information related major landforms.

Feature	Plain	Plateau	Mountains or hills
Soils			
Crops			
Rainfall			
Occupation			

Assessment:

1. How plateau is different from mountain?
2. What is a landform?
3. How is delta formed?
4. What are major landforms?
5. Why plain areas have dense settlements?
6. In which type of landform do you like to live? Why?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

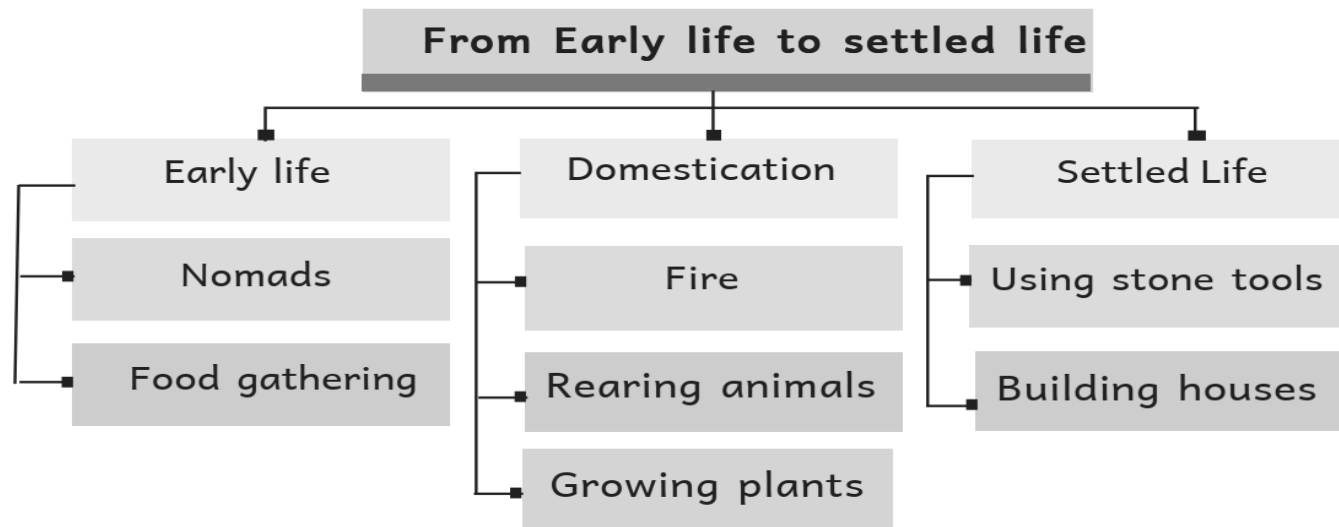
School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Early life to Settled Life	Early people	5			<ul style="list-style-type: none"> • Nomadic life • Reasons for moving • Finding out about fire • How do we know about those people? • Belum Caves • Rock paintings • Transforming to farming and herding • Growing plants • rearing animals
	<ul style="list-style-type: none"> • Towards a settled life 	3			<ul style="list-style-type: none"> • Stone tools used by the farmer-herders • Building houses

Prior Concepts / Skills: Know about early man, their food, shelter etc.	
Learning Outcomes	No. of Periods
<ul style="list-style-type: none"> ▪ Know about nomadic life of the early people. 	8
<ul style="list-style-type: none"> ▪ Differentiate early life and settled life. 	
<ul style="list-style-type: none"> ▪ Discuss how better stone tools were used by the early people. 	
<ul style="list-style-type: none"> ▪ Realise how the farming gradually led to the early people. 	
<ul style="list-style-type: none"> ▪ Appreciate the inventions of early man like fire, stone tools etc. 	

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you about the early man?
- Which items were there in the food of early man?
- Where did early man live?
- What do you observe in the following picture?



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about early based on the reflections of the students in the above experiences and reflection's part and displaying a video. • Organise group discussion by displaying picture-51. And 5.2 in the textbook. • Organise group activity related the main features of early man. • Ask to present their group activity on the given aspect related to early man. • Organise whole class room discussion by displaying picture- 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 and 5.9. • By displaying a video related to the life early man introduce and explain the characters of the early man life. 	<ul style="list-style-type: none"> • Participated in group discussion by displaying picture-51. And 5.2 in the textbook. • Participated in group activity related the main features of early man. • Participated in whole class room discussion by displaying picture- 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 and 5.9. 	<ul style="list-style-type: none"> • Note down key features of the life of early man. 	<ul style="list-style-type: none"> • What do you know about early man? • What is meant by nomadic life? • Why the early people moving to other places? • How did the early man find fire? • What are the sources to about early man? • How stone tools are better than clay tools? • What is the classification in stone age? • Which crops cultivated by early people? • Name some rearing animals of early man? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Ask to prepare model tools used by early people with clay as a group activity. Ask to note down key point and observation about early man. 	<ul style="list-style-type: none"> Participated in preparation of model tools used by early people with clay as a group activity. 	<ul style="list-style-type: none"> Write key points related to early man. 		Textbook - APSCERT DIKSHA Videos PPT
<ul style="list-style-type: none"> Introduce about Towards a settled life by displaying picture- 5.10, 5.11,5.13, 5.14 and 5.15. and through discussion mode. Display a video related to settled life and explain key changings. Ask to fill up the table in this lesson related to animals and birds of early people. Ask to point out important rock art sites in Andhra Pradesh in Andhra Pradesh political map. Organise map reading activity on map- 5.1. 		<ul style="list-style-type: none"> Fill up the table in this lesson related to animals and birds of early people. to point out important rock art sites in Andhra Pradesh in Andhra Pradesh political map. 	<ul style="list-style-type: none"> What were the major changes taking place from early life to settled life? What are the important rock sites in Andhra Pradesh? Point out important rock sites in Chittoor district in Andhra Pradesh map. 	Textbook - APSCERT DIKSHA Videos PPT

Assessment:

1. List out the products of the forests?
2. What do you know about nomadic life?
3. How do we use fire today?
4. How did the life style of farmer- herder lead to early civilisations?
5. If there is no grinding stone, how would it affect our food habits?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class	: VI	Name of the Teacher	:
Subject	: SOCIAL STUDIES	School	:

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Summary / Any specific Information
			From	To	
Early Civilisations	<ul style="list-style-type: none"> • Prerequisites 	1			Civilisation, History, Historian, excavations, BC, Literary sources, Archaeological sources, hereditary, Monogamy, Polygamy.
	<ul style="list-style-type: none"> • Indus Civilisation • City Planning • Drainage system • Houses 	1			<ul style="list-style-type: none"> • The ancient civilization of India is Indus valley civilization. It developed along the rivers Indus. It spread over more than 1500 places in Punjab, Haryana, Gujarat, Rajasthan Uttara Pradesh and Maharashtra. • The cities of the Harappan civilization were well planned. They had a well-planned underground drainage system. The harappan people built their houses with dried or baked bricks.
	<ul style="list-style-type: none"> • Economic life • Social life • Food and crops • Entertainment • Art 	1			<ul style="list-style-type: none"> • Agriculture, animal rearing, trade, crafts were main economic activities of the Indus people. They are credited for growing cotton for the first time. Lothal port was used for trade activities. • Both men and women were fond of decorating themselves. • Agriculture was their main occupation. They grew wheat, barley, peas etc.

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Summary / Any specific Information
			From	To	
Early Civilisations	<ul style="list-style-type: none"> Religion Script Weights and measures Causes of the decline 	1			<ul style="list-style-type: none"> The people of Indus valley civilization worshipped Pasupati (Siva) and mother god (Amma Talli). Harappans were the first to develop a system of standard weights and measures. Change in course of Indus River and floods led to Indus civilization to decline.
	<ul style="list-style-type: none"> Advent of Aryans Source to know about Aryans 	1			<ul style="list-style-type: none"> The Vedic civilization flourished on the plains of rivers Indus and Saraswathi and later in the plains of the rivers Ganga and Yamuna by Aryans. The period in which Vedic literature formed is called the Vedic Period.
	<ul style="list-style-type: none"> Vedic Literature Classification of Vedic Period 	1			<ul style="list-style-type: none"> The term Veda means “superior knowledge” in Sanskrit. It is the knowledge of knowing or self-realisation. Four major Vedas constitute the Vedic literature. They are – Rig Veda, Yajur Veda, Sama Veda and Atharvana Veda. The period of Vedic Civilisation (1500 – 500 BCE) is divided into two broad parts – 1. Early Vedic Period (1500- 1000 BC) also known as Rig Vedic Period, 2. Later Vedic Period (1000-600 BC).

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Summary / Any specific Information
			From	To	
Early Civilisations	<ul style="list-style-type: none"> • Early Vedic Period • Varna System • Political life 	1			<ul style="list-style-type: none"> • The family is the basic unit of society. Women held a respectable place in their society. They wore Vasa (dhoti), Adhivasa (upper cloth) as we wear today. There were gurukulas and give great importance to education. There was no caste discrimination in early vedic period. Kingship was not hereditary. The king was asserted by the assemblies of Sabha and Samiti.
	<ul style="list-style-type: none"> • Later Vedic period • Epics 	1			<ul style="list-style-type: none"> • As time passed by the Vedic people migrated to the plains of Ganga and Yamuna from the plain of rivers Indus – Saraswati. They crossed the mountain ranges of the Vindhya and moved towards south. • During the later Vedic period, the king became more powerful. Even Sabha and Samiti lost their importance. • The ashrama system of <i>brahmacharya, grihastha, vanaprastha and sanyasa</i> started during this period. The Yagnas and Yagas were performed frequently. • The Ramayana (written by Valmiki in Sanskrit) and The Mahabharata (written by Vedavyasa in Sanskrit) are two great epics.

Prior Concepts / Skills:

- Civilisation
- History,
- Historian,
- excavations,
- Literary sources,
- Archaeological sources,
- Hereditary,
- Monogamy,
- Polygamy.
- BC

Learning Outcomes**No. of Periods**

- Understand about Indus valley civilisation.
- Appreciate the city planning and drainage system in Indus valley civilisation.
- Locate the sites of Indus valley civilisation and Indus River in India map.
- Understand Aryan culture, political organisations during Vedic period.
- Differentiate between Early Vedic period and later Vedic period.
- Locate the places related Vedic period like Ganga River, Yamuna River, Vindhya Range etc.

8

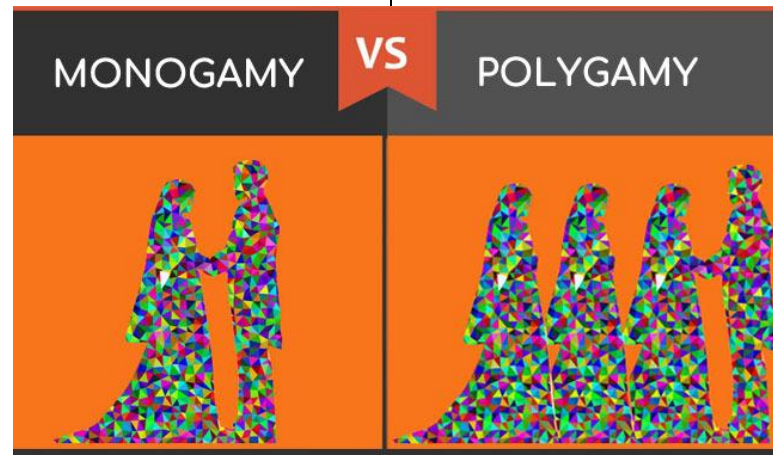
Teaching Period -1 (Pre-requisites)

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Pre requisites:</p> <ul style="list-style-type: none"> Teacher writes key concepts and key words on the board and read for the students. <div data-bbox="197 651 1249 1157" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • Civilisation • History • Historian • excavation • Archaeological sources • Literary sources • Hereditary • Monogamy • Polygamy • BC </div> <ul style="list-style-type: none"> Ask questions on prerequisites and explain in brief. 	<ul style="list-style-type: none"> Students read prerequisites and discuss in groups about their understanding on prerequisites. 	<ul style="list-style-type: none"> Copy the prerequisites in their note books. Read prerequisites on their own. 	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> Dear students, what do you know about the word “Civilisation”? What do you think about the picture -1? What do you think about the picture -2? What are the differences do you observe between these two pictures? <p>Civilisation is an advanced stage of human society, where the people live with comforts and can think about things like art and education.</p> <div data-bbox="212 973 1070 1308" data-label="Diagram"> <pre> graph TD C(Civilisation) --> H(Hunting) C --> RT(Rock tools) C --> F(Fire) C --> E(Education) C --> A(Art) C --> Co(Comforts) </pre> </div>	<div data-bbox="902 429 1655 888" data-label="Image"> </div>	<div data-bbox="1272 855 2049 1374" data-label="Image"> </div>	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • Dear student, how do we know about early man? • Do you know about the study of past events? The science which studies of past events is called “History” • Can you say some past events? • Who writes about these past events? The person who studies and writes about the past events is called “Historian” • How historians study the past events? • What are the sources helps to study the past events to historian? <p>Excavation is one of the important ways to study the past events.</p> <p>Excavation is the process of digging in ancient sites to know about past events.</p> <p><i>Teacher displays the video related to recent excavations in India to better understand.</i></p> <p>These sources are called archaeological sources.</p>	<p>Students participated in discussion in the groups to understand the pre requisites.</p> <div data-bbox="974 826 1200 1054" data-label="Image"> </div> <p data-bbox="1010 1091 1164 1161">Excavation Video</p>	<ul style="list-style-type: none"> • Student read the words. • Students try to express their understanding about pre requisites. 	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> Dear students do you know any other sources to know history? The other important sources to know history are literary sources. The literature in the books which gives us important information about the past is called literary source. When was our country got independence? Before independence who ruled our country? Before Britishers who ruled our country? <p>Hereditary refers to the political power or administrate power comes from inheritance.</p> <ul style="list-style-type: none"> Do you hear the words “Monogamy” and “Polygamy”? Teacher displays the picture to elicited students’ experiences. Now, can you say about the above words based on this picture? One person marry with another one person is called “Monogamy”. One person marry with more than one person is called “Polygamy”. 	<p>Students participated in discussion in the groups to understand the pre requisites.</p>	<ul style="list-style-type: none"> Student read the words. Students try to express their understanding about pre requisites. 	

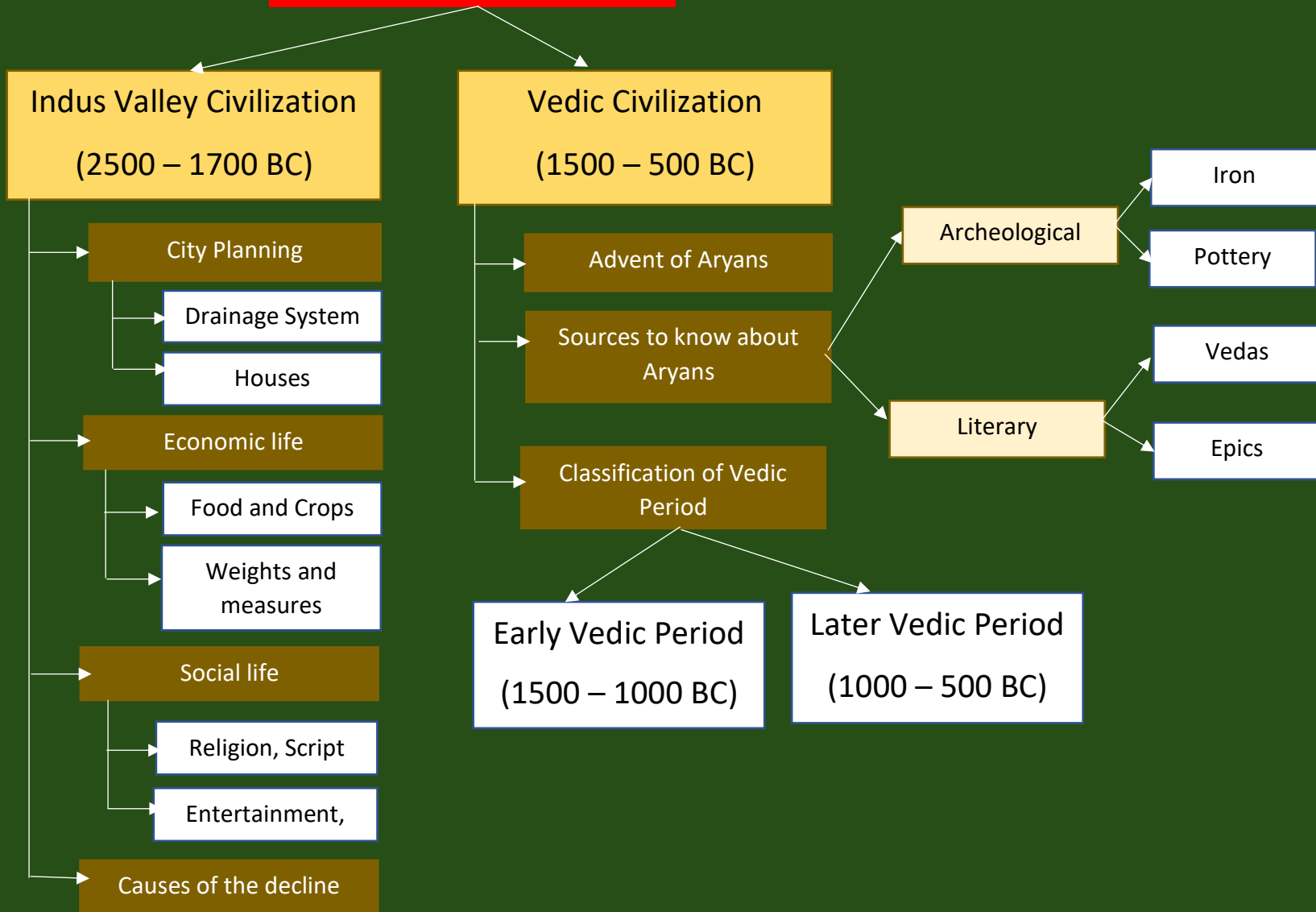


Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • Have ever seen BC or AD before years? "B.C." stands for "before Christ." The system labels years based on a traditional notion of when Jesus was born — with the "A.D." denoting years after his birth and "B.C." designating the years that predate his birth. The full form of AD is Anno Domini. This is a Medieval Latin and means 'year of the Lord'. The terms BC (Before Christ) and AD (Anno Domini) are used to label or number the years in the Julian and Gregorian calendars. This calendar era is derived from the traditionally reckoned year of the birth of Jesus. • Now we are in BC or AD? 	<p>Students participated in discussion in the groups to understand the pre requisites.</p>	<ul style="list-style-type: none"> • Student read the words. • Students try to express their understanding about pre requisites. 	


Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Mind map/ Title of the lesson:</p> <ul style="list-style-type: none"> Teacher writes key word/ title of the lesson on the board and ask triggering questions to share their experiences on the topic. <div data-bbox="152 608 1010 938" data-label="Diagram"> </div> <ul style="list-style-type: none"> What do you see in these pictures? Do you find such things in your area? What do you observe in the picture-1? What do you observe in the picture-4? What do you observe in the picture-3? Can you guess to which period or these pictures belong to? 	<ul style="list-style-type: none"> Students read mind map in the group. 	<ul style="list-style-type: none"> Read words written on the board individually with spelling. 	<div data-bbox="1084 671 1973 1249" data-label="Image"> </div>



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Relevance of the lesson:</p> <ul style="list-style-type: none"> • <i>Teacher conduct discussion through questions about the importance of the lesson.</i> • Dear students today we will learn about “Early Civilisations” • Teacher asks students what they want to know in this lesson & why. • <i>Write those responses on the board and give brief description about the need of the lesson.</i> <p>Concept Map:</p> <ul style="list-style-type: none"> • Teacher writes the concepts map of the chapter / unit step by step in a flow chart form. • Read concept map for the students. 	<p>Students ask questions and participate in the discussion.</p> <ul style="list-style-type: none"> • Read concept map in groups. • Students study the flow chart in group. 	<ul style="list-style-type: none"> • Write questions/ concepts what they want to know in the chapter. • Read individually. • Copy the flow chart in their note books. • Explain connection between concepts in the flowchart. 	




Early Civilizations



Teaching Period -2


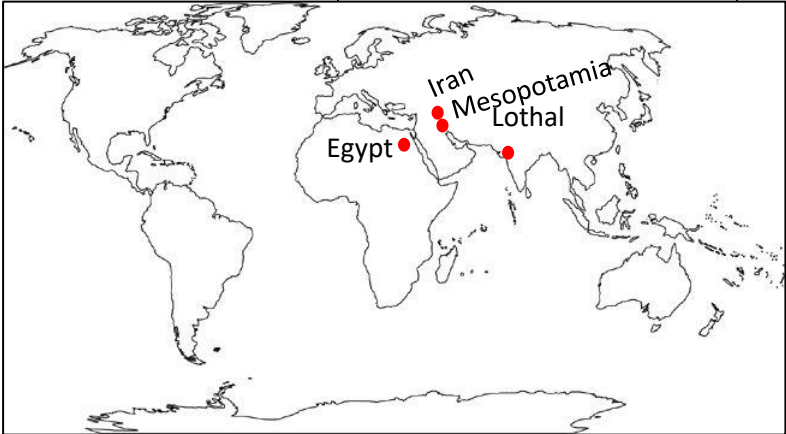
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • <i>Teacher reads the lesson for students and identify the key words and concepts.</i> • <i>Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Teacher writes the unknown words said by the students</i> 	<ul style="list-style-type: none"> • Read the lesson in the groups and identify the unknown words. • Read key words in group – peer group reading. 	<ul style="list-style-type: none"> • Read key words individually with spelling. • Copy the key words in their note book. 	
 <div style="display: flex; justify-content: space-between; font-weight: bold; margin: 0;"> <div style="width: 48%;"> <p>History</p> <p>Historian</p> <p>Indus Valley Civilisation</p> <p>Vedic period</p> <p>Indus River</p> </div> <div style="width: 48%;"> <p>Harappa</p> <p>Mohenjo- doro</p> <p>City planning</p> <p>The great bath</p> <p>Granaries</p> <p>Babed bricks</p> </div> </div>			
<ul style="list-style-type: none"> • <i>Teacher introduces these concepts through questioning or pictures or video or map etc.</i> <ul style="list-style-type: none"> ➤ What is history? ➤ Who is historian? ➤ Name some historical events? 		<ul style="list-style-type: none"> • Students gave responses and note down the key points. 	


Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> Teacher displays the India map with Indus River.  <ul style="list-style-type: none"> Teacher asks the students - <ul style="list-style-type: none"> Which river do you see in this map? Though which countries does this river flow? <p>Along this river Indus valley civilisation developed.</p> <ul style="list-style-type: none"> Teacher gives model reading. Teacher forms heterogeneous groups (inclusive group) Teacher asks to read in groups about key concepts in the textbook. After reading in groups teacher explain the key concepts through discussion mode. 	<ul style="list-style-type: none"> Students participated group reading in their respective groups. 	<ul style="list-style-type: none"> Students observe the India map with Indus River and gave answers to the questions asked by teacher  <p><i>Indus Valley Civilisation video-1</i></p>	<ul style="list-style-type: none"> Why civilisations evolved along the river banks?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • Teacher displays the textual pictures related to these concepts and ask question. <ul style="list-style-type: none"> ➤ What was the period of Indus valley civilisation? ➤ Locate the stated where this civilisation developed. ➤ This civilisation developed in which places? ➤ What do know about city planning? ➤ Was Indus drainage system more advanced? How? ➤ What do you understand about houses in this period? <p>Synopsis Reading: <i>(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)</i></p> <ul style="list-style-type: none"> • The ancient civilization of India is Indus valley civilization. It developed along the rivers Indus. It spread over more than 1500 places in Punjab, Haryana, Gujarat, Rajasthan Uttara Pradesh and Maharashtra. • The cities of the Harappan civilization were well planned. They had a well-planned underground drainage system. The harappan people built their houses with dried or baked bricks. <p><i>Teacher writes the above summary of the day and asked the students to read on their own.</i></p>	 <p style="text-align: center;"><i>Indus Valley Civilisation video-2</i></p>  <p style="text-align: center;"><i>Indus Valley Civilisation video-3</i></p>	 <ul style="list-style-type: none"> ➤ Students point out the states where this civilisation developed in the given India map. <ul style="list-style-type: none"> • Students read the summary of the day and note down it. 	<ul style="list-style-type: none"> • What was the ancient civilisation in India? • Through which states did the Indus valley civilization spared? • Locate the states in the India map. • Which was the popular harbour during Indus civilisation? • Which material used in house construction by the Harappans? • The Great bath found in which place?

Teaching Period- 3

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions										
<ul style="list-style-type: none"> • Dear students, in the previous class we learnt about which civilisation? • We have learnt which elements of this civilisation? • <i>Today we will learn about economic life, social life, food and crops, entertainment, Art of this civilisation.</i> • <i>Teacher reads the lesson for students and identify the key words and concepts.</i> • <i>Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Now, teacher writes key concepts and words on the board.</i> • <i>Teacher introduces these concepts through questioning or pictures or video or map etc.</i> <ul style="list-style-type: none"> ➤ Name some occupations? 	<div style="border: 2px solid black; background-color: #2e5c3e; color: white; padding: 10px; margin: 0 auto; width: 80%;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;">Occupations</td> <td style="width: 50%; padding: 5px;">Social life</td> </tr> <tr> <td style="padding: 5px;">Trade</td> <td style="padding: 5px;">Crops</td> </tr> <tr> <td style="padding: 5px;">Exports</td> <td style="padding: 5px;">Entertainment</td> </tr> <tr> <td style="padding: 5px;">Imports</td> <td style="padding: 5px;">Art</td> </tr> <tr> <td style="padding: 5px;">Port</td> <td></td> </tr> </table> </div>	Occupations	Social life	Trade	Crops	Exports	Entertainment	Imports	Art	Port		<ul style="list-style-type: none"> • Students gave responses and note down key points. 	
Occupations	Social life												
Trade	Crops												
Exports	Entertainment												
Imports	Art												
Port													

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>• <i>Teacher displays the following pictures and ask questions.</i></p>  <ul style="list-style-type: none"> ➤ Picture-1 one shows which occupation? ➤ What do you observe in the picture-2? ➤ Picture-3 shows which occupation? ➤ What do you observe in the picture -4? <p>Agriculture, cotton weaving, Brick making, rearing animals are the main occupations of the Indus valley civilisation people.</p> <ul style="list-style-type: none"> ➤ What do you know about trade? <p>Trade involves the transfer of goods and services from one person or entity to another, often in exchange for money. It includes exports and imports. Indus organise trade activities through Lothal port with Mesopotamia, Egypt, Iran etc.</p> <p><i>Ask to point out Lothal port, Mesopotamia (Iraq), Egypt in the world map.</i></p>		<ul style="list-style-type: none"> • Students observe pictures and give responses. 	<ul style="list-style-type: none"> • What are the occupations of Indus civilisation people? • Indus people trade with which country? • Indus people organise trade activities through which port? • Can you say this port is now in which state?
<p><i>Ask to point out Lothal port, Mesopotamia (Iraq), Egypt in the world map.</i></p>		<p>Point out the above places in the given world map.</p>	

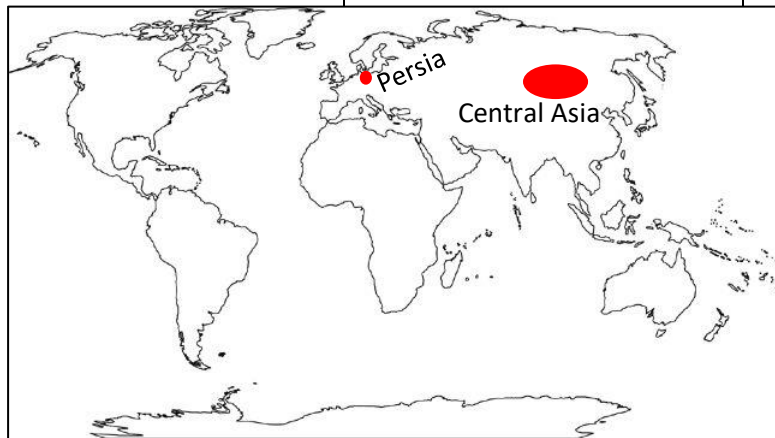
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>➤ Do you know about crafts?</p> <p>➤ What do observe in this picture?</p>  <p>Agriculture, animal rearing, trade, crafts were the economical activities of Indus people.</p> <p>➤ Teacher asks to fill the table related to economic activities based on the given picture related to economic activities.</p> <ul style="list-style-type: none"> • <i>To introduce other concepts, teacher gives model reading.</i> • <i>Teacher forms heterogeneous groups (inclusive group)</i> • <i>Teacher asks to read in groups about key concepts in the textbook.</i> • <i>After reading in groups teacher explain the key concepts through discussion mode by displaying textual pictures related to these concepts.</i> <p>➤ Teacher asks to fill the table related to social life of Indus people.</p>	<p>Students participated group reading in their respective groups.</p>	<ul style="list-style-type: none"> • Fill up the table related to economic activities based on the given picture related to economic activities. • Fill up the table related to social life of the Indus people. 	<ul style="list-style-type: none"> • What were the economic activities of Indus people? • What did you understand about social life of Indus people? • Name the crops grown during Indus civilisation? • What were the entertainment activities of Indus people? • What did you know about art of Indus civilisation?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Synopsis Reading: <i>(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)</i></p> <ul style="list-style-type: none"> • Agriculture, animal rearing, trade, crafts were main economic activities of the Indus people. They are credited for growing cotton for the first time. Lothal port was used for trade activities. • Both men and women were fond of decorating themselves. • Agriculture was their main occupation. They grew wheat, barley, peas etc. <p><i>Teacher writes the above summary of the day and asked the students to read on their own.</i></p>		<ul style="list-style-type: none"> • Students read the summary of the day and note down it. 	<ul style="list-style-type: none"> •

Teaching Period- 4

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions										
<ul style="list-style-type: none"> • Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • <i>Today we will learn about religion, script, weights and measures, causes of the decline of this civilisation.</i> • <i>Teacher reads the lesson for students and identify the key words and concepts.</i> • <i>Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Now, teacher writes key concepts and words on the board.</i> • <i>Teacher introduces these concepts through questioning or pictures or video or map etc.</i> <ul style="list-style-type: none"> ➤ Name some religions? 	<div style="border: 2px solid black; background-color: #004d00; color: white; padding: 10px; margin: 0 auto; width: 80%;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Religion</td> <td style="width: 50%; padding: 5px;">Persia</td> </tr> <tr> <td style="padding: 5px;">Swastika</td> <td style="padding: 5px;">Central Asia</td> </tr> <tr> <td style="padding: 5px;">Script</td> <td style="padding: 5px;">Decline</td> </tr> <tr> <td style="padding: 5px;">Weights</td> <td style="padding: 5px;">Invasion</td> </tr> <tr> <td style="padding: 5px;">Measures</td> <td style="padding: 5px;">Martimar Wheeler</td> </tr> </table> </div>	Religion	Persia	Swastika	Central Asia	Script	Decline	Weights	Invasion	Measures	Martimar Wheeler	<ul style="list-style-type: none"> • Students gave responses and note done key points. 	
Religion	Persia												
Swastika	Central Asia												
Script	Decline												
Weights	Invasion												
Measures	Martimar Wheeler												

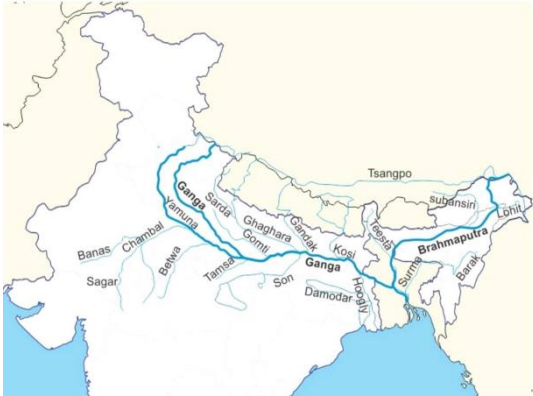

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • <i>Teacher forms heterogeneous groups (inclusive group)</i> • <i>Teacher asks to read in groups about key concepts in the textbook.</i> • <i>After reading in groups teacher explain the key concepts through discussion mode by displaying textual pictures related to these concepts.</i> <ul style="list-style-type: none"> ➤ Name the worshipped gods of the Indus people? ➤ Which was the symbol commonly used by Indus people? ➤ Did the Indus people have their own script? ➤ Did the Indus people develop weights and measures? ➤ What were the various causes to decline Indus civilisation? • <i>Ask to point out Persia, Central Asia in the world map</i> 	<p>Students participated group reading in their respective groups.</p>	<p>Students point out Persia, Central Asia in the given world map.</p>	<div data-bbox="1809 320 2085 587" data-label="Image"> </div> <p><i>Decline of Harappan civilization</i></p> <ul style="list-style-type: none"> • The measures and weights of Indus people moved to which parts of the world? • Fire pits found in which places? • Who is Martimar Wheeler?

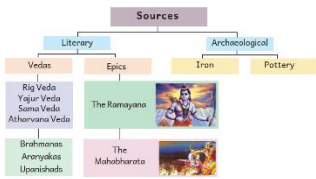



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Synopsis Reading: <i>(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)</i></p> <ul style="list-style-type: none"> • The people of Indus valley civilization worshipped Pasupathi (Siva) and mother god (Amma Talli). The symbol of Swastika was most commonly found. • They had developed their own unique script. • Harappans were the first to develop a system of standard weights and measures. • Change in course of Indus River and floods led to Indus civilization to decline. <p><i>Teacher writes the above summary of the day and asked the students to read on their own.</i></p>		<ul style="list-style-type: none"> • Students read the summary of the day and note down it. 	<ul style="list-style-type: none"> •

Teaching Period -5


Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions								
<ul style="list-style-type: none"> • Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • <i>Teacher reads the lesson for students and identify the key words and concepts.</i> • <i>Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Teacher writes the unknown words said by the students</i> • <i>Teacher introduces these concepts through questioning or pictures or video or map etc.</i> 	<ul style="list-style-type: none"> • Read the lesson in the groups and identify the unknown words. • Read key words in group – peer group reading. <div data-bbox="900 756 1787 1232" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">River plains</td> <td style="width: 50%; text-align: center;">Literary sources</td> </tr> <tr> <td style="text-align: center;">Arctic region</td> <td style="text-align: center;">Archeological sources</td> </tr> <tr> <td style="text-align: center;">Vedas</td> <td style="text-align: center;">Epics</td> </tr> <tr> <td style="text-align: center;">Desert</td> <td></td> </tr> </table> </div>	River plains	Literary sources	Arctic region	Archeological sources	Vedas	Epics	Desert		<ul style="list-style-type: none"> • Read key words individually with spelling. • Copy the key words in their note book. • Students gave responses and note down the key points. 	
River plains	Literary sources										
Arctic region	Archeological sources										
Vedas	Epics										
Desert											

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • <i>Teacher displays the India map with Ganga River.</i>  <ul style="list-style-type: none"> ➤ Teacher asks the students - ➤ Which river do you see in this map? ➤ Though which countries does this river flow? <p>Along this river Indus valley civilisation developed.</p> <ul style="list-style-type: none"> • <i>Teacher gives model reading.</i> • <i>Teacher forms heterogeneous groups (inclusive group)</i> • <i>Teacher asks to read in groups about key concepts in the textbook.</i> • <i>After reading in groups teacher explain the key concepts through discussion mode.</i> 	<ul style="list-style-type: none"> • Students participated group reading in their respective groups. 	<ul style="list-style-type: none"> • Students observe the India map with Ganga River and gave answers to the questions asked by teacher  <p style="text-align: center;"><i>Vedic Period</i></p>	<ul style="list-style-type: none"> • Why civilisations evolved along the river banks?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> Teacher displays the textual pictures related to these concepts and ask question. <ul style="list-style-type: none"> ➤ What are the various theories about the advent of Aryans? ➤ What is meant by arctic region? ➤ Where was the Vedic culture flourished? ➤ Locate the rivers Indus, Ganga and Yamuna on India map. Teacher displays a flow chart that depicts different sources to know about Aryans. Teacher reads the chart aloud for the class and encourages students to read the chart in group. Then the teacher explains various sources in discussion mode. <p>Synopsis Reading: <i>(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)</i></p> <ul style="list-style-type: none"> The Vedic civilization flourished on the plains of rivers Indus and Saraswathi and later in the plains of the rivers Ganga and Yamuna by Aryans. The period in which Vedic literature formed is called the Vedic Period. There are two major sources to know about Aryans. They are literary and agrological sources. <p><i>Teacher writes the above summary of the day and asked the students to read on their own.</i></p>	<p>Students read the flow chart in group and participated in discussion.</p> 	 <ul style="list-style-type: none"> ➤ Students point out the Indus, the Ganga, Yamuna rivers on given India map. <ul style="list-style-type: none"> Students read the summary of the day and note down it. 	<ul style="list-style-type: none"> What are various theories about the origin of the Aryans? Along which rivers the Vedic culture flourished? What was Saraswathi river? What are the various sources to know about Aryans? What are the literary sources? What are the archaeological sources?

Teaching Period -6


Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions								
<ul style="list-style-type: none"> • Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • <i>Teacher reads the lesson for students and identify the key words and concepts.</i> • <i>Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Teacher writes the unknown words said by the students</i> • <i>Teacher introduces these concepts through questioning or pictures or video or map etc.</i> 	<ul style="list-style-type: none"> • Read the lesson in the groups and identify the unknown words. • Read key words in group – peer group reading. <div data-bbox="900 695 1789 1174" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%; background-color: #2e5c3a; color: white; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Sruti</td> <td style="width: 50%;">Vedas</td> </tr> <tr> <td>Universal truth</td> <td>Brahmanas</td> </tr> <tr> <td>Philosophy</td> <td>Aranyakas</td> </tr> <tr> <td>Tradition</td> <td>Upanishads</td> </tr> </table> </div>	Sruti	Vedas	Universal truth	Brahmanas	Philosophy	Aranyakas	Tradition	Upanishads	<ul style="list-style-type: none"> • Read key words individually with spelling. • Copy the key words in their note book. • Students gave responses and note down the key points. 	
Sruti	Vedas										
Universal truth	Brahmanas										
Philosophy	Aranyakas										
Tradition	Upanishads										

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • <i>Teacher displays a chart that shows the list of literary sources and organise group discussion as well as individual activity.</i> <ul style="list-style-type: none"> ➤ What does the term Veda mean? ➤ What are Vedas? ➤ What is the importance of Vedas? ➤ Name the four Vedas? • <i>Teacher displays a chart that shows the classification of Vedic period and organise group discussion as well as individual activity.</i> <ul style="list-style-type: none"> ➤ What are the various division in Vedic periods? ➤ What is Early Vedic period? ➤ What is later Vedic period? 	<ul style="list-style-type: none"> • Students participated group reading in their respective groups. • Students participated group reading in their respective groups. 	<ul style="list-style-type: none"> • Students write the key concepts in their note books • Students give responses to the questions which are asked by the teacher. 	 <p style="text-align: center;"><i>Literary Sources</i></p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Synopsis Reading: <i>(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)</i></p> <ul style="list-style-type: none"> • The term Veda means “superior knowledge” in Sanskrit. It is the knowledge of knowing or self-realisation. Four major Vedas constitute the Vedic literature. They are – Rig Veda, Yajur Veda, Sama Veda and Atharvana Veda. • The period of Vedic Civilisation (1500 – 500 BCE) is divided into two broad parts – 1. Ealy Vedic Period (1500- 1000 BC) also known as Rig Vedic Period, 2. Later Vedic Period (1000-600 BC). <p><i>Teacher writes the above summary of the day and asked the students to read on their own.</i></p> <p>➤ <i>Teacher writes two or threes question for individual assessment.</i></p>		<ul style="list-style-type: none"> • Students read the summary of the day and note down it. • Students write answers to the questions write on the board. 	<ul style="list-style-type: none"> • What does the term Veda mean? • How many Vedas are there? • Name the Vedas. • How the Vedic period classified? • What is Early Vedic period? • What is later Vedic period?

Teaching Period -7


Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions								
<ul style="list-style-type: none"> • Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • <i>Teacher reads the lesson for students and identify the key words and concepts.</i> • <i>Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Teacher writes the unknown words said by the students</i> • <i>Teacher introduces these concepts through questioning or pictures or video or map etc.</i> 	<ul style="list-style-type: none"> • Read the lesson in the groups and identify the unknown words. • Read key words in group – peer group reading. <div data-bbox="900 756 1787 1232" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Society</td> <td style="padding: 5px;">Dictatorship</td> </tr> <tr> <td style="padding: 5px;">Sati</td> <td style="padding: 5px;">Caste discrimination</td> </tr> <tr> <td style="padding: 5px;">Adhivasa</td> <td style="padding: 5px;">Sabha</td> </tr> <tr> <td style="padding: 5px;">Gurukulas</td> <td style="padding: 5px;">Samiti</td> </tr> </table> </div>	Society	Dictatorship	Sati	Caste discrimination	Adhivasa	Sabha	Gurukulas	Samiti	<ul style="list-style-type: none"> • Read key words individually with spelling. • Copy the key words in their note book. • Students gave responses and note down the key points. 	
Society	Dictatorship										
Sati	Caste discrimination										
Adhivasa	Sabha										
Gurukulas	Samiti										

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • <i>Teacher encourages peer teaching each group takes an aspect in this topic “The Early Vedic Period “ – Social life, Position of women, dress, amusements, education, food and crops and religion.</i> • <i>Teacher asks students to read the paragraphs about “Varna System and Political life”. The teacher instructs them to write their observations in groups and present.</i> • <i>Teacher concludes the presentation and pose some questions.</i> <ul style="list-style-type: none"> ➤ What were the good qualities of Varna System in the Early Vedic period? ➤ How was the king asserted? ➤ What are Sabha and Samiti? ➤ How was the then political system different that of today? 	<ul style="list-style-type: none"> • Students participated in peer group teaching • Each group read the paragraphs, write their observations and present. 	<ul style="list-style-type: none"> • Students write their observations in the notebook. <div style="text-align: center;">  <p><i>Vedic Culture</i></p> </div>	<ul style="list-style-type: none"> • What do you understand about the social life during the Early Vedic period? • What do you understand about the economic life during the Early Vedic period?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Synopsis Reading: <i>(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)</i></p> <p>The family is the basic unit of society. Women held a respectable place in their society. They wore Vasa (dhoti), Adhivasa (upper cloth) as we ware tody. There were gurukulas and give great importance to education. There was no caste discrimination in early vedic period. Kingship was not hereditary. The king was asserted by the assemblies of Sabha and Samiti.</p> <p><i>Teacher writes the above summary of the day and asked the students to read on their own.</i></p> <p>➤ Teacher writes two or three question for individual assessment.</p>		<ul style="list-style-type: none"> • Students read the summary of the day and note down it. • Students write answers to the questions write on the board. 	<ul style="list-style-type: none"> • Which is the basic unit of society? • What type of role did women play? • What do you about their dressing? • What was the importance of Gurukulas? • How was the king asserted? • What were their assemblies?

Teaching Period -8

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions										
<ul style="list-style-type: none"> • Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • <i>Teacher reads the lesson for students and identify the key words and concepts.</i> • <i>Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Teacher writes the unknown words said by the students</i> 	<ul style="list-style-type: none"> • Read the lesson in the groups and identify the unknown words. • Read key words in group – peer group reading. <div data-bbox="900 756 1789 1232" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Aswamedha</td> <td style="padding: 5px;">Vanaprastha</td> </tr> <tr> <td style="padding: 5px;">Rajasuya</td> <td style="padding: 5px;">Sanyasa</td> </tr> <tr> <td style="padding: 5px;">Asrama System</td> <td style="padding: 5px;">Yagnas</td> </tr> <tr> <td style="padding: 5px;">Brahmacharya</td> <td style="padding: 5px;">Polygamy</td> </tr> <tr> <td style="padding: 5px;">Grihastha</td> <td style="padding: 5px;">Epics</td> </tr> </table> </div>	Aswamedha	Vanaprastha	Rajasuya	Sanyasa	Asrama System	Yagnas	Brahmacharya	Polygamy	Grihastha	Epics	<ul style="list-style-type: none"> • Read key words individually with spelling. • Copy the key words in their note book. 	
Aswamedha	Vanaprastha												
Rajasuya	Sanyasa												
Asrama System	Yagnas												
Brahmacharya	Polygamy												
Grihastha	Epics												
		<ul style="list-style-type: none"> • Students gave responses and note down the key points. 											

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<ul style="list-style-type: none"> • <i>Teacher gives a power point presentation on the political changes, social changes and religious life of the later Vedic period. Then the teacher conducts a class room discussion on each these topics.</i> • <i>Teacher introduces these concepts through questioning or pictures or video or map etc.</i> <ul style="list-style-type: none"> • What change occurred regarding kingship in later Vedic period? • Describe the Asrama System? • Name the Gods and Goddesses of this period? • What was the Adi Kavya? • What does the Mahabharata talk about? • Locate the rivers Ganga and Yamuna, Vidhya Satpura mountains on the map of India. 	<ul style="list-style-type: none"> • Students participated in the group discussion 	<ul style="list-style-type: none"> • Students write key point in their notes. • Students point out the rivers Ganga and Yamuna, Vidhya Satpura mountains on the map of India. 	<ul style="list-style-type: none"> • What do you understand about the social life during the later Vedic period? • What change have you observed in later Vedic period when compared to Early Vedic period?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
<p>Synopsis Reading: <i>(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)</i></p> <ul style="list-style-type: none"> As time passed by the Vedic people migrated to the plains of Ganga and Yamuna from the plain of rivers Indus – Saraswati. They crossed the mountain ranges of the Vindhyas and moved towards south. During the later Vedic period, the king become more powerful. Even Sabha and Samithi lost their importance. The asrama system of <i>brahmacharya, grihastha, vanaprastha and sanyasa</i> started during this period. The Yagnas and Yagas were performed frequently. The Ramayana (written by Vamiki in Sanskrit) and The Mahabharatha (written by Vedavyasa in Sanskrit) are two great epics. <p><i>Teacher writes the above summary of the day and asked the students to read on their own.</i></p> <ul style="list-style-type: none"> ➤ <i>Teacher writes two or three question for individual assessment.</i> 		<ul style="list-style-type: none"> Students read the summary of the day and note down it. Students write answers to the questions write on the board. 	<ul style="list-style-type: none"> To which river plains did the Vedic people migrate? What were the political changes occurred in later Vedic period? What are the phases of Asrama System? What are the Epics?

TLM (Digital and Physical)

- AP SECRT – Textbook
- DIKSHA Videos
- World map, India Map, Andhra Pradesh map, Globe

Assessment

1. Write the similarities between Indus and Vedic civilisations?
2. Who participated in the excavations of the Indus valley civilisation?
3. Describe the economic life of Indus people.
4. How did the Indus people build their houses?
5. The drainage system of Indus was exemplary. How?
6. How many Vedas are there? What are they?
7. Write about the social life of the early Vedic period.
8. What is the importance of epics?
9. Locate the following rivers on the outline map of India.
 - a) River Indus
 - b) River Ganges
 - c) River Yamuna
 - d) Vindhya range
 - e) Punjab
 - f) Rajasthan

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Emergence of Kingdoms and Republics	Introduction of Mahajanapadas	5 + 5			<ul style="list-style-type: none"> • Ganga valley 2700 years • How do we know about the Mahajanapadas? • Cities Mahajanapadas • Kings, Army and Taxes • Gana • Kingdom
	<ul style="list-style-type: none"> • Magadha – A powerful kingdom 	1 + 1			<ul style="list-style-type: none"> • Magadha spread on both sides of the river Ganga.
	<ul style="list-style-type: none"> • Vajji- a Gana • Emergence of new thoughts and religions 	2+ 2			<ul style="list-style-type: none"> • The Vajji Mahajanapada was to the North of Magadha and had a Gana form of government. • Jainism, Buddhism were formed during this period.

Prior Concepts / Skills: Know about the region of River Ganga, states of India, Occupations of the people, administrative systems etc.

Learning Outcomes

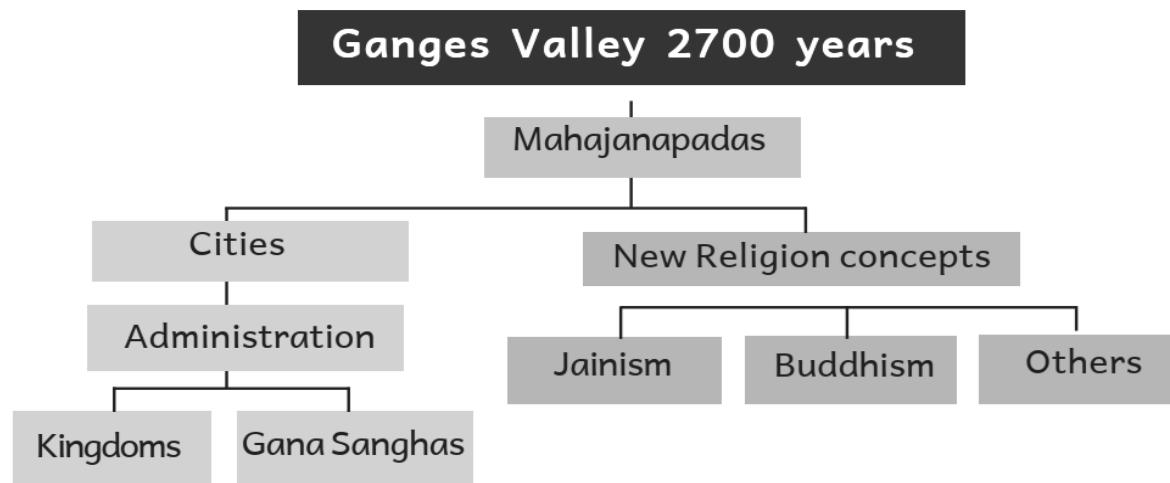
No. of Periods

- Know the factors responsible for the rise of Janapadas and Mahajanapadas.
- Differentiate gana and mahajanapada.
- Understand the evolution of Indian polity from Janapadas to kingdoms.
- Understand social, political, economic and religious changes of this period.
- Locate various Mahajanapadas in India outline map.

16

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- How many states at present in India?
- Say some eastern states in India?
- Which is the eastern boundary of India?
- Which is the western boundary of India?
- Name some western states of India?
- Name some northern states of India?



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about this lesson based the above discussion on present political map of India. • Organise map reading activity on Map- 7.1 as a group activity. • Ask to fill up the blanks under the map 7.1. • Introduce about Mahajanapadas through discussion mode. • Organise group discussion on the pictures in this lesson i.e Fig- 7.1, 7.2, 7.3, 7.4 and 7.5 	<ul style="list-style-type: none"> • Participated in map reading activity on Map-7.1 <p>Participated in whole class room discussion by displaying picture- Fig- 7.1, 7.2, 7.3, 7.4 and 7.5</p>	<ul style="list-style-type: none"> • Note down key points of this lesson. • Fill up the blanks under the map 7.1. 	<ul style="list-style-type: none"> • What are the sources to know about the Mahajanapadas? • Gangadhara situated on the bank of which river? • How may Mahajanapadas were there? • Say some Mahajanapadas? • Name some rivers in India? • Locate River Ganga in the India map. • What are the important cities of Mahajanapadas? • Name some taxes laid during this period. 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>India Map</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Elicit about Magadha through discussion. Ask to point out Magadha in India map. Ask to note down the key points regarding Magadha. 	<ul style="list-style-type: none"> Participated in discussion on Magadha. 	<ul style="list-style-type: none"> Write key points related to Magadha. Point out Magadha in India map. 		Textbook - APSCERT DIKSHA Videos India map
<ul style="list-style-type: none"> Introduce about Vajji – a Gana through questioning. Ask to point out Vajji in India map. Ask to note down the key points related to Vajji. Organise group discussion on emergence of new thoughts and religions during this period. 	Participated in group discussion on emergence of new thoughts and religions during this period.	<ul style="list-style-type: none"> Point out Vajji in India map. Note down the key points related to this concept. 	<ul style="list-style-type: none"> Which was the most powerful kingdom among Majanapadas? Which was the example for Gana? Name some religions which were came into light during this period. Magadha spread on the bank of which river? 	Textbook - APSCERT DIKSHA Videos India map

Assessment:

1. What is difference between gana and kingdom?
2. Name some Mahajanapadas?
3. Why did Rajas of Mahajanapadas build forts?
4. Through what sources do you know about Mahajanapadas?
5. What were the taxes collected by the rulers of the Mahajanapadas?
6. Locate 16 Mahajanapadas and their capitals in the given India map.

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Kingdoms and Empires	Mauryan Dynasty	4 +4			<ul style="list-style-type: none"> • Ashoka- Battle of Kalinga • Ashoka's inscriptions on Kalinga war • What did Ashoka do for the people • The main principle of Ashoka's Dharma – Be kind towards animals, Be obedient to father and mother.
	<ul style="list-style-type: none"> • Gupta Dyanasty 	2 + 2			<ul style="list-style-type: none"> • Inventions in mathematics • Medicine • Discoveries in Astronomy
	<ul style="list-style-type: none"> • South Indian Dynasties 	3+ 3			<ul style="list-style-type: none"> • Satavahanas • Ikshvakus • Pallava dynasty • Chalukya dynasty

Prior Concepts / Skills: Know about the region of River Ganga, states of India, Occupations of the people, administrative systems etc.

Learning Outcomes

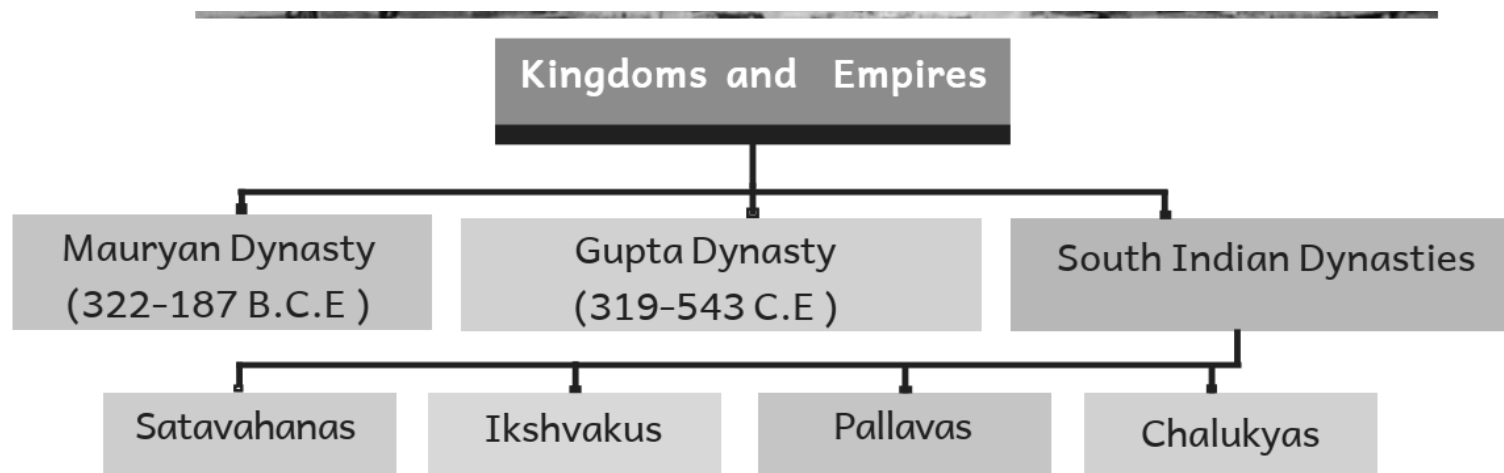
No. of Periods

- Know the about the administrative system of Mauryan dynasty.
- Appreciate the role of Ashoka during Mauryan dynasty.
- Understand important innovations and their contributors during Gupta dynasty.
- Understand social, political, economic and religious changes of Mauryan, Gupta dynasties and other south Indian dynasties.
- Locate important places in this lesson in India outline map.

18

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- How many Mahajanapadas are there in this map?
- Name some Eastern Mahajanapadas?
- Name some Western Mahajanapadas?
- Name some Northern Mahajanapadas?
- Which was the most powerful Mahajanapada?



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about this lesson based the above discussion on India map shows Mahajanapadas. • Organise map reading activity on Map- 8.1 as a group activity. • Ask to note down the key points related to this concept. • Organise whole class room discussion on Ashoka- Battle of Kalinga 	<ul style="list-style-type: none"> • Participated in map reading activity on Map-8.1 • Participated in whole class room discussion on Ashoka- Battle of Kalinga 	<ul style="list-style-type: none"> • Note down key points of this lesson. 	<ul style="list-style-type: none"> • Who is the famous ruler of Mauryan dynasty? • Which was the famous being that Ashoka participated? • What is the present name of Kalinga? • Why did Ashoka want to win Kalinga? • Why was Ashoka not happy after Kalinga war? • What are the principles included in Ashoka Darma? • What did Ashoka do for his people? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>India Map</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Elicit about Gupta's empire through a map reading activity. Organise map reading activity on Map 8.2 Gupta Empire. Ask to note down the key points regarding Gupta empire. Organise information skill activity on the table that shows "NAVARATNAS" . 	<ul style="list-style-type: none"> Participated in map reading activity on Map 8.2 Gupta Empire. Participated in information skill activity on the table that shows "NAVARATNAS" 	<ul style="list-style-type: none"> Write key points related to Gupta empire. Point out important places in India map. 	<ul style="list-style-type: none"> Name any four important cities of the Gupta empire as shown in the map 8.2. Navaratnas were in whom court of Gupta empire? 	Textbook - APSCERT DIKSHA Videos India map
<ul style="list-style-type: none"> Introduce about important south Indian kingdoms – Satavahanas, Ikshvakus, Pallava Dynasty, Chaluky Dynasty through group discussion. Ask to point out important place in India map related to south Indian kingdoms. Ask to note down the key points related to south Indian kingdoms. 	<ul style="list-style-type: none"> Participated in group discussion on important south Indian kingdoms – Satavahanas, Ikshvakus, Pallava Dynasty, Chaluky Dynasty through group discussion. 	<ul style="list-style-type: none"> Point out important place in India map related to south Indian kingdoms. Note down the key points related south Indian kingdoms. 	<ul style="list-style-type: none"> Who was the famous king during Gupta dynasty? Name some important south Indian dynasties. What was the period of Pallava dynasty? Pallava dynasty spread in which of the present states of India? 	Textbook - APSCERT DIKSHA Videos India map

Assessment:

1. What change took place in Ashoka after Kalinga war? Why?
2. List out Navaratnas.
3. Compare and contrast the public works under taken during Ashoka's period those of today?
4. Why do we call the Gupta period as golden age in the Indian history?
5. How did Guptas contribute in the fields of medicine and metal technology?
6. What was the contribution of Pallavas to architecture?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Government	<ul style="list-style-type: none"> • What is government? • Functions of Government 	2 + 2			<ul style="list-style-type: none"> • The group of people that controls and makes decisions for a country or a state is called government. • The government normally consists of three organs. They are: legislature, executive, judiciary. • The government organises various activities like building schools, hospitals, roads etc.
	<ul style="list-style-type: none"> • Types of government 	4 + 4			<ul style="list-style-type: none"> • Monarchy, democracy. • Democracy is “Government of the people, by the people for the people” – Abraham Lincoln
	<ul style="list-style-type: none"> • Levels of government 	1+ 1			<ul style="list-style-type: none"> • Central government • State government • Local governments

Prior Concepts / Skills: Know about government, government activities etc.

Learning Outcomes

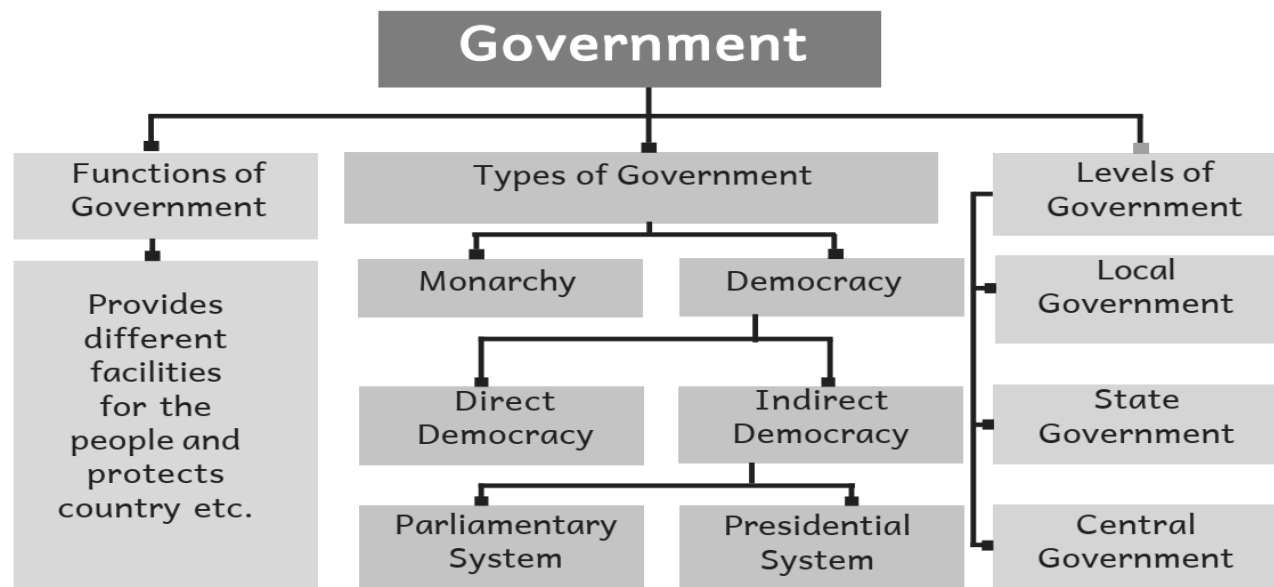
No. of Periods

- Understand the meaning and functions of the government.
- Appreciate the role of government in the human life.
- Understand the organs, types and levels of government.
- Differentiate between monarchy and democratic government.
- Differentiate between presidential system and parliamentary system.

14

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you observe in the below picture?
- Can you say some activities done by the government in your area?
- Who builds our school?
- Who provide street lamps in your area?

Andhra Pradesh has conducted maximum Corona Virus tests

**Govt. fixes prices of onions
Says no shortage in markets**

Online classes for students in AP

Accelerating the impact of digital learning in India

Modern Infrastructure facilities for Government Hospitals: AP CM

**Detailed plan to tackle floods
Soon, says Government**

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about this lesson based the above discussion on the Fig 9.2 in this lesson. • Organise group activity on What is Government? And What does a government do? • Ask to fill the chart related to “Activities of Government”. 	<ul style="list-style-type: none"> • Participated in group activity on What is Government? And What does a government do? • Participated in whole class room discussion on discussion on the Fig 9.2 in this lesson. 	<ul style="list-style-type: none"> • Note down key points of this lesson. • Fill up the chart related to “Activities of Government”. 	<ul style="list-style-type: none"> • What is government? • What are the organs of government? • What is the duty of legislature? • What is the main duty of executive? • What is the duty of judiciary? • What are the functions of government? • How is the legislature different from the executive? • What is the prime duty of the judiciary? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Elicit about types of government through questioning. Organise whole class room discussion on the differences between monarchy and democracy. Ask to note down the key points related to this concept. Organise map reading activity on Map 9.1 in this lesson and introduce Parliamentary and Presidential system. 	<ul style="list-style-type: none"> Participated in whole class room discussion on the differences between monarchy and democracy. 	<ul style="list-style-type: none"> Write key points related to this concept. Participated in map reading activity on Map 9.1 in this lesson and introduce Parliamentary and Presidential system. 	<ul style="list-style-type: none"> What are the various types of government? How monarchy is different from democracy? What is difference between direct and indirect democracy? 	Textbook - APSCERT DIKSHA Videos PPT
<ul style="list-style-type: none"> Introduce various levels of governments through a flow chart. Organise a group activity on various levels of government. Ask to note down key points related to this concept. 	Participated in group activity on various levels of government.	<ul style="list-style-type: none"> Indian kingdoms. Note down the key points related to this concept. 	<ul style="list-style-type: none"> What are the various levels of government? Prepare a flow chart on various levels of government. Which government works throughout the country? 	Textbook - APSCERT DIKSHA Videos PPT

Assessment:

1. Write the differences between parliamentary and presidential democracy?
2. What is a government? What are the different types of government?
3. Write any four activities organised by the government in our times?
4. What are the various organs in a government?
5. Do you think the decision making in your school is democratic? Does everyone have a say in it?
6. How governments play an important role in your life?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Local Self- Government	<ul style="list-style-type: none"> • Introduction • Providing public amenities 	1 + 1			<ul style="list-style-type: none"> • Local self-government in India refers to governmental jurisdictions below the level of the state. • Article 40 of the Constitution of India addresses local self-governance. • 73rd and 74th amendments creating local self-governments in rural and urban areas.
	<ul style="list-style-type: none"> • Local Self-governments in rural areas 	4 + 4			<ul style="list-style-type: none"> • Village level – Gram panchayat and Grama Sabha • Mandal Level – Mandal Parishad • District level- Zilla Parishad
	<ul style="list-style-type: none"> • Local self-governments in urban areas. 	3+ 3			<ul style="list-style-type: none"> • Nagara Panchayat • Municipality • Municipal corporation

Prior Concepts / Skills: Know about government, government activities etc.

Learning Outcomes

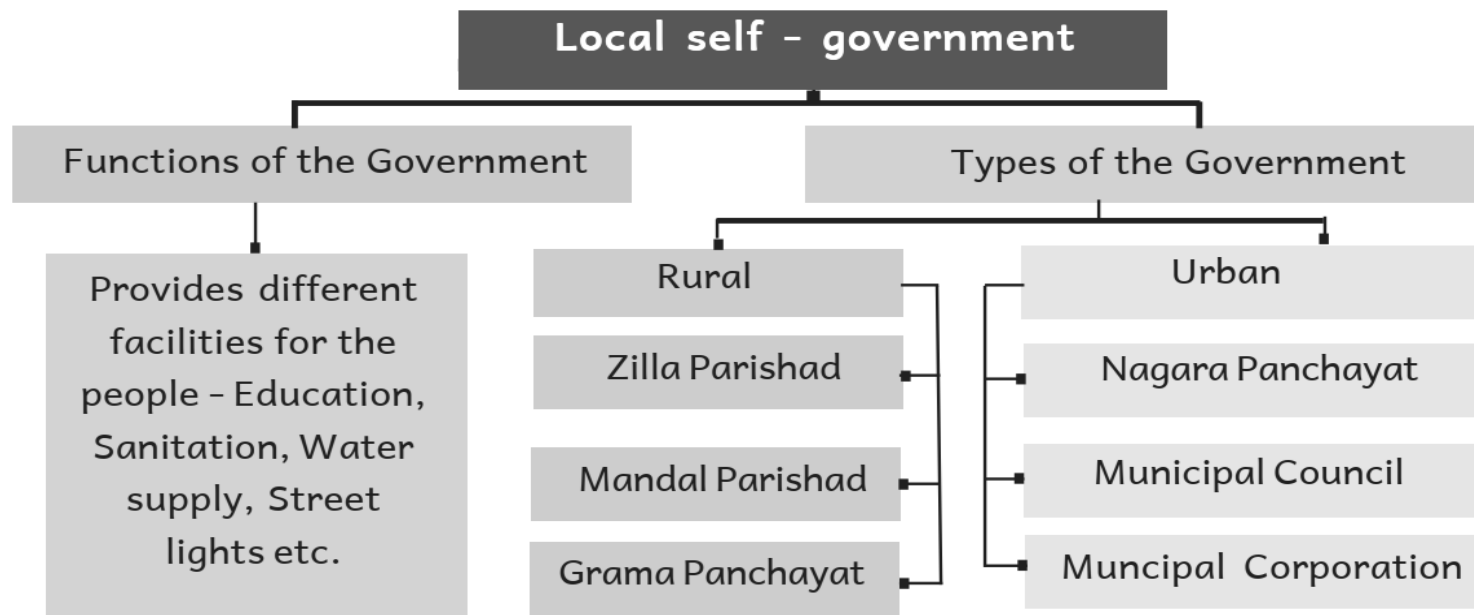
No. of Periods

- Understand the meaning and functions of local self-government.
- Appreciate the role of local self-government in the human life.
- Differentiate between the rural and urban local self-governments.
- Understand the structure of various levels of local self-governments.
- Understand how the urban local bodies work.

16

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you observe in the below picture?
- Who provides street lamps in your village?
- Can you say any other activities done by sarpanch or panchayat?
- Who built our school building?
- Who provide drainage system in your village?



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about this lesson based the above discussion on the introductory picture in this lesson. • Organise group activity on “providing public amenities” • Elicit about local self-government through questioning. • Ask to write key points related to public amenities. 	<ul style="list-style-type: none"> • Participated in group activity on “providing public amenities” 	<ul style="list-style-type: none"> • Note down key points related to public amenities. 	<ul style="list-style-type: none"> • What are the public amenities? • Give some examples for public amenities? • Who provides public amenities in your village? • Why these public amenities are provided by the governments? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>
<ul style="list-style-type: none"> • Introduce about local self-governments in rural areas through a group work. • Display the videos related to organisation of elections and grama Sabha. • Organise mock elections as whole class room activity. • Visit near by panchayat office to observe the activities. 	<ul style="list-style-type: none"> • Participated in group work related to local self-governments in various levels. • Participated mock elections. 	<p>Note down the key points of local self-governments in rural areas.</p>	<ul style="list-style-type: none"> • What are various levels of local self-governments in rural areas? • Which local self-government is in your area? • What is difference between Grama Sabha and Grama Panchayat? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Elicit about Mandal and Zilla Parishads. Introduce Grama Sachivalahyam. (Village Secretariate) Visit near by village secretariate and observe the function of village secretariate. 	<ul style="list-style-type: none"> Participated in field trip related visiting Grama Sabha and village secretariate. 	<ul style="list-style-type: none"> Note down their observations during their field visit to village secretariate. 	<ul style="list-style-type: none"> What are the functions of Grama Sabha? What the functions of Grama Panchayat? Who is your MPTC and ZPTC? How many mandals are there in your district? 	Textbook - APSCERT DIKSHA Videos PPT
<ul style="list-style-type: none"> Introduce various levels of local self-governments in urban areas. Display a video related to various levels of local self-governments in urban areas. Ask to point out municipalities and municipal corporations in the district. Organise group activity on various levels of local self-governments in urban areas. 	Participated in group activity on various levels of local self-governments in urban areas.	<ul style="list-style-type: none"> Note down the key points related to this concept. Point out important municipalities and municipal corporations in the district in Andhra Pradesh map. 	<ul style="list-style-type: none"> What are the various levels of local self-governments in urban areas? What are the functions of municipalities? Name some municipalities and municipal corporations. 	Textbook - APSCERT DIKSHA Videos PPT

Assessment:

1. What are the differences between Grama Sabha and Grama Panchayat?
2. Suppose you are a representative in your local government body, what issues would you rise?
3. What challenges do the Sarpanch face in carrying out their work?
4. What are the various functions of Grama Panchayat?
5. What are the various functions of Municipality and Municipal corporation?
6. Who participated in the election of Sarpanch?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Indian Culture, Languages and Religions	<ul style="list-style-type: none"> • Introduction • The concept of Culture 	1 + 1			<ul style="list-style-type: none"> • Culture is a continuous process which we inherit from past generations to create a new set of organisations and transmitted to the future generations. • Unity in diversity is one major feature of Indian culture which makes it unique.
	<ul style="list-style-type: none"> • Language 	2 + 2			<ul style="list-style-type: none"> • Language is a medium of communication. • Man is only living being on the Earth who uses language.
	<ul style="list-style-type: none"> • Religion • Unity in diversity 	5+5			<ul style="list-style-type: none"> • Hinduism • Jainism • Buddhism • Christianity • Islam • Sikhism

Prior Concepts / Skills: Know about religions and their gods, different languages etc.

Learning Outcomes

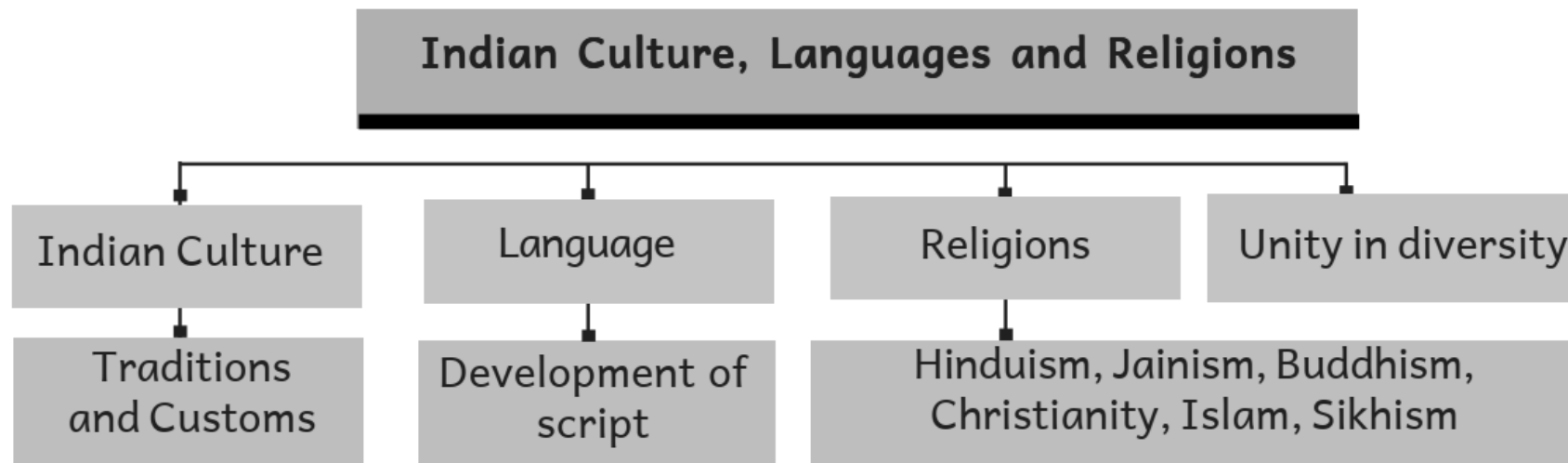
No. of Periods

- Understand the concept of culture.
- Appreciate the unique feature of Indian culture that is Unity in diversity.
- Discuss the basic idea and central values of the various religions.
- Understand how did the language evolve.
- Locate various states in India related various languages.

16

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you observe in the below picture?
- Can say some names of religions?
- Name some languages.
- Name some festivals.



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about this lesson based the above discussion on the introductory picture in this lesson. • Organise whole class room discussion on the concept of culture. • Organise group work on Indian culture by displaying a video related to Indian culture. 	<ul style="list-style-type: none"> • Participated in whole class room discussion on the concept of culture. • Participated in group work on Indian culture. 	<ul style="list-style-type: none"> • Note down key points related to the concept of culture and Indian culture. 	<ul style="list-style-type: none"> • What do you understand about culture? • What are the basic features of Indian culture? • Say some tools which carries our traditions from one generation to the other? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>
<ul style="list-style-type: none"> • Introduce about language by displaying pictures related to language which were given in this lesson. • Organise a group activity based on the map 11.1 major languages of India. • Ask to note down the key points related to languages. 	<ul style="list-style-type: none"> • Participated in group work related the map 11.1 major languages of India. 	<p>Note down the key points related to languages.</p>	<ul style="list-style-type: none"> • What is meant by language? • How language used to us? • Name some languages in India. • How many letters in English alphabet? • How many letters in Telugu varnamala? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about language by displaying pictures related to language which were given in this lesson. • Organise a group activity based on the pictures given in this lesson related to various religions. • Ask to note down the key points related to various religions 	<ul style="list-style-type: none"> • Participated in group activity based on the pictures given in this lesson related to various religions. 	<ul style="list-style-type: none"> • Note down key points related to various religions 	<ul style="list-style-type: none"> • Name some regions in our country? • India is a secular country. Why? • What are the main features of Hinduism? • Which is the holy book of Christianity? 	Textbook - APSCERT DIKSHA Videos PPT

Assessment:

1. Name the holy book of the Muslims?
2. What is eight-fold path?
3. Write two slogans to encourage religious unity.
4. What are the main teachings of Islam?
5. What are the Arya Sathyas?
6. What do you understand the concept of 'Unity in diversity'?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

LESSON PLAN

Class : **VI**

Name of the Teacher :

Subject : **SOCIAL STUDIES**

School :

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Towards Equality	<ul style="list-style-type: none"> • Introduction • Diversity 	1 + 1			<ul style="list-style-type: none"> • The differences among the people in language, food they eat, games they play is called diversity.
	<ul style="list-style-type: none"> • Discrimination 	3 + 3			<ul style="list-style-type: none"> • Prejudice • Stereotype • Discrimination is of different types – religious, caste, gender, racial, regional, disability etc.
	<ul style="list-style-type: none"> • Inequality 	3+3			<ul style="list-style-type: none"> • Steps towards equality – social reformers. • Constitutional provisions to achieve equality. • Remedial measures for abolishing inequality and discrimination. • Will discriminations and inequalities stop people from achieving their goals?

Prior Concepts / Skills: Know about religions and their gods, different languages, inequalities, discriminations etc.

Learning Outcomes

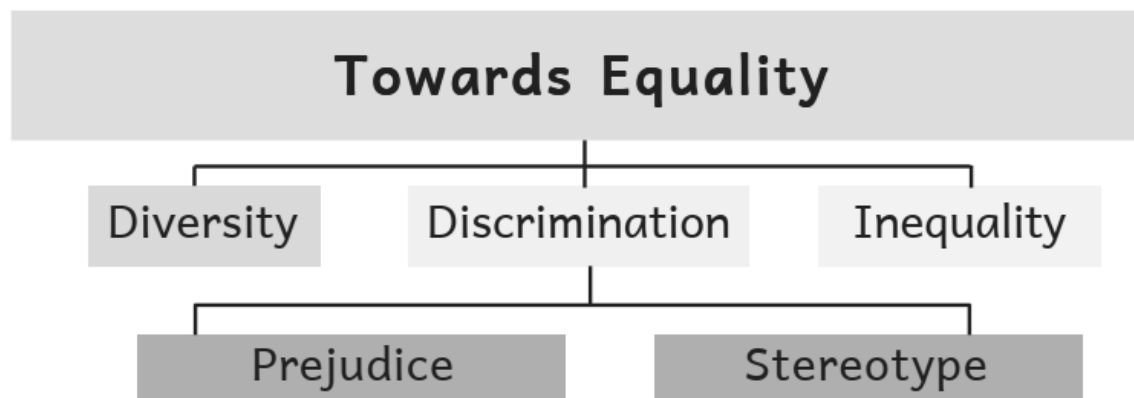
No. of Periods

- Recognise various forms of discriminations.
- Appreciate the people who work for eradication of discriminations.
- Understand the nature and sources of discrimination.
- Differentiate between equality and inequality in various forms.
- Appreciate the people who achieve their goals during discriminations and inequalities.

14

TEACHING LEARNING PROCESS

Induction / Introduction:



We will learn about the above concepts through this lesson.

Experience and Reflection:

- What do you observe in the below picture?
- Can say some names of religions?
- Name some languages.
- What do know about inequality?
- Can you observe any inequalities in your area?



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about this lesson based the above discussion on the introductory picture in this lesson. • Organise whole class room discussion on diversity. • Ask to note down the key points related to diversity. 	<ul style="list-style-type: none"> • Participated in whole class room discussion on diversity. 	<ul style="list-style-type: none"> • Note down key points related to the concept of diversity. 	<ul style="list-style-type: none"> • What do you understand about diversity? • Do you find any diversities in your area? • List out some diversities. 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>
<ul style="list-style-type: none"> • Introduce about discrimination by showing DIKSHA videos and the pictures in this lesson. • Organise group activity on various types of discriminations and their nature. • Ask to list out various discriminations what you observe in your locality. 	<ul style="list-style-type: none"> • Participated in group work related various types of discriminations and their nature. • . 	<p>List out various discriminations what they observed in their locality.</p>	<ul style="list-style-type: none"> • What do you understand about discrimination? • Say various types of discrimination. • What do you understand gender discrimination? • Which type of discrimination faced by mahatma Gandhiji in South Africa? 	<p>Textbook - APSCERT</p> <p>DIKSHA Videos</p> <p>PPT</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Introduce about inequality and the works done by various social reformers towards equality. • Organise a group activity on various social reformers who worked towards equality. • Organise a group discussion on the people who achieved their goals in spite of they faced discrimination. 	<ul style="list-style-type: none"> • Participated in group activity based on various social reformers who worked towards equality. • Participated in group discussion on the people who achieved their goals in spite of they faced discrimination. 	<ul style="list-style-type: none"> • Note down key points related to various social reformers and the people who achieved their goals in spite of they faced discrimination. 	<ul style="list-style-type: none"> • What are the effects of inequality? • Write some constitutional provisions to achieve equality? • Say about Dr.APJ Abdul kalam. 	Textbook - APSCERT DIKSHA Videos PPT

Assessment:

1. Write help numbers related to various situation?
2. Why does caste system remain such a controversial issue today?
3. Name some social reformers who were work for eradication of discrimination.
4. List out the people who achieved their goals in spite of they faced discrimination.
5. Differentiate between inequality and discrimination?
6. Write a short note on equality in Indian democracy?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks

- Teacher Name : _____
- Subject : *Social Studies*
- Class : *6th Class*
- Unit : *6. Early civilisations*
- School Name : _____
- No. of Periods : *15*

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>6. Early civilisations</i>	Introduction	1			Asking the children about road , drainage system and house plannings in their habitation. Discuss with the help of mind map.
	Indus valley civilisation	1			Explaining the content by demonstrating India map and some pictures taken from internet.
	City planning, drainage system, houses	1			Demonstration of pictures and discuss with the students about comparison of Indus Valley period aspect with nowadays once and appreciate the skills of those people
	Social and economic life	1			Explaining with the help of some pictures and displaying the world map
	Religion art script, literature food, entertainment	1			Presenting a video through projector and displaying some pictures powerpoints also
	Early river valley civilisations because of decline of Indus valley civilisation	1			World map displaying a video from YouTube

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
<i>6. Early civilisations</i>	Assessment	1			Improve your learning let us do and clarifying doubts from students
	Introduction	1			Glossary terms and mind mapping and discourse discussion on the entire lesson
	Advent of Aryans, sources to know about Aryans Vedic culture	2			Displaying charts pictures videos power points
	Early Vedic Period Varna system	2			Explaining with the help of video clips on some power points some stories
	Later Vedic Period	1			Explaining with the help of PowerPoint images videos and YouTube
	Assessment	2			Improve your learning latest do exercises answering all the questions from the textbook among the student's paper pencil test assessment assignment

Prior Concept/Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept):

- ✓ Where do we live?
- ✓ Which type of house you live in?
- ✓ Where do waste water flow from your house?
- ✓ Name the holy book which you have read?

Learning Outcomes: (Select from SCERT Academic Calendar and Textbook) The students will be able to :

- understand about the Indus valley civilization.
- understand the city planning, economic life, social life, religious life, art, literature, trade and food etc.
- understand Aryan culture and political organisations of early Vedic and later Vedic periods.
- compare the socio-economic and socio-cultural aspects of present day and with the early civilizations.
- identify different places of early civilizations on India map and on the world map also



MIND MAP

Early civilisations

Indus Valley

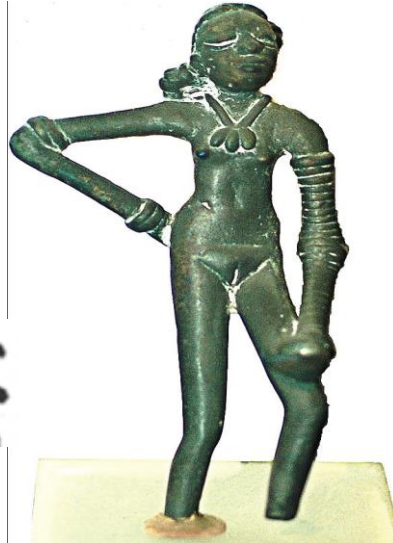
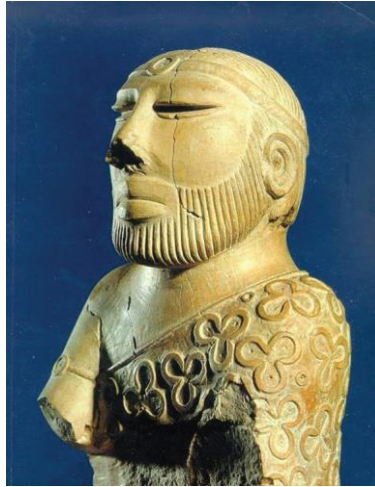
Harappa and Mohanjadaro

Socio-Economic life

Religion

Art and literature

Decline



Advent of Aryans

Early Vedic Period 1500-1000 BCE

Later Vedic Period 1000-600 BCE

Socio-Economic life

Political life

Religion

Literature



TEACHING LEARNING PROCESS - Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)

- Students can understand the Legacy of Indian history.
- Students compare the town planning of today cities and those that of early civilizations.
- Students can express curiosity on the lifestyles of the yearly civilizations.
- Students can express sorrow towards the decline of the Indus valley civilization near the Indus river.
- Students understand the Vedic literature.
- Students identify the rituals of Vedic period with that of present-day rituals.
- Students compare the political system of present day with the letter Vedic period.

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
<ul style="list-style-type: none"> ✓ I write keywords on the greenboard. ✓ I tell a story from Ramayana or Mahabharata. ✓ I display a video from Vedic chanting. ✓ I use the digital classroom to explain the concepts of early civilisations. ✓ I use flash card games with different aspects from different ages. ✓ I playing video clips of Harappa and Mohenjo Daro prepared by me. 	<ul style="list-style-type: none"> ✓ note down the keywords. ✓ listen to the story carefully and discuss on it. ✓ perform role play on the political life of early vedic age. ✓ prepare Flashcards and participate actively in the group games. ✓ Use bricks to make a model of Mohenjo Daro and Harappa towns with great bath roads and drainage system etc 	<ul style="list-style-type: none"> ✓ When was Mohenjo Daro discovered? ✓ How did Indus people build their houses? ✓ What is meant by Veda? ✓ Describe the political life of early vedic age. ✓ Who are the major Gods of Indus civilisation? ✓ What are the epics? ✓ Locate Egypt, China, Mesapatomia, Iraq, Indus river on the world map

Check for understanding questions:

Factual :

- ✓ Write the similarities between Indus and Vedic civilizations.
- ✓ Who participated in the excavations of the Indus valley civilization?
- ✓ Describe the economic life of Indus people.
- ✓ How did the Indus people build their houses?
- ✓ The drainage system of Indus was exemplary. How?
- ✓ “How many Vedas are there? What are they?”
- ✓ Write about the social life of the early Vedic period.
- ✓ What is the importance of epics?

Open ended questions / Critical thinking :

- ✓ “Veda means a superior knowledge” comment on it.
- ✓ What do you know about the political life of the early Vedic period?
- ✓ “Devotion of God is belief” comment on Indus peoples dieties.
- ✓ Compare the metals used in the Indus civilisation with the present day.



Student practice questions and activities :

Student Practice Questions & Activities (Exercises from workbook / textbooks / black board)

- ✓ Locate the following rivers on the outline map of India. a) River Indus b) River Ganges c) River Yamuna
- ✓ What were the reasons for the decline of Indus valley civilization?
- ✓ Make a project on the similarities of Indus civilization and Vedic civilisation

TLM s (Digital + Print) :

- PPTs, Video
- Images, Charts
- Scrap book, Album
- News papers
- Wikipedia

Assessment :

- How are our public representatives elected?
- Write the names of religions in our country?
- Do you find any similarities among these ancient civilisations ?
- In what ways are the Indus civilisation more advanced among them?

Signature of the teacher

Signature of the Headmaster

Signature of the visiting Officer

