

**LESSON PLAN**

(LIP MODEL)

CLASS : 6

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER:

SCHOOL NAME:

TEACHING PERIODS : 5

PRACTICE PERIODS : 5

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
<b>OUR EARTH IN THE SOLAR SYSTEM</b>	PREREQUISITES	1+1			EARTH MOON SUN PLANETS SOLAR SYSTEM UNIVERSE
	Celestial Bodies Constellation	1+1			The heavenly bodies like the sun, the Earth, the moon etc are called celestial bodies. Various patterns of stars are called Constellation.
	The Solar System The Sun Planets	1+1			The Sun, eight planets and their satellites are gathered together called as the Solar System.
	The Earth Lithosphere Hydrosphere Atmosphere Biosphere	1+1			The Earth is the most suitable planet to support life. The Earth has four major components that we call as the realms of the Earth.
	Satellites The Moon Man-made Satellites Meteoroids, Comets, Galaxy, Universe	1+1			The moon is the only natural satellite to the Earth. The cluster of stars are called Galaxy. Some millions of Galaxies make the Universe.

PRIOR CONCEPTS/SKILLS:

- The Solar System - The Sun – Planets
- The Earth
- Lithosphere – Hydrosphere – Atmosphere – biosphere
- Satellites - The Moon - Man-made Satellites
- Meteoroids, Comets, Galaxy, Universe

LEARNING OUTCOMES

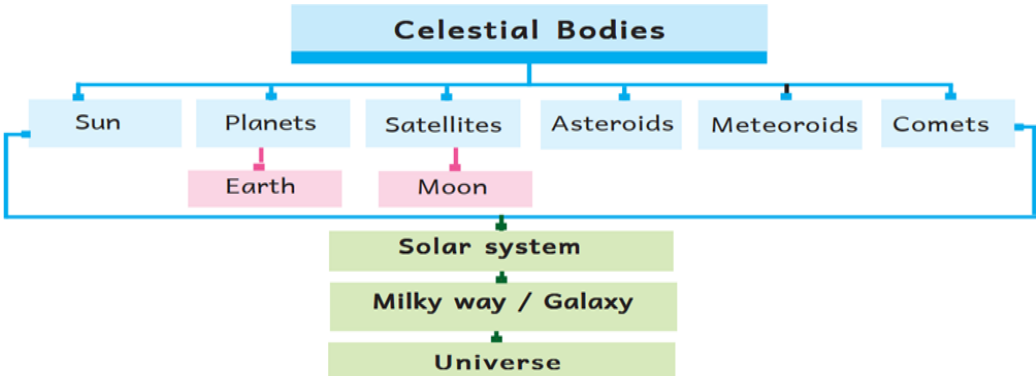
NO. OF PERIODS REQUIRED

The students will be able to

- 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.
- Know the difference between natural and man-made satellites.
- Differentiate between solar system, galaxy and universe.

10



TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON :</b> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <ol style="list-style-type: none"> <li>1. Where do we live?</li> <li>2. At night what do we observe in the sky?</li> <li>3. Where does the earth get light and heat from?</li> <li>4. What is the sun?</li> </ol> <div style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-weight: bold; font-size: 1.2em;">                 OUR EARTH IN THE SOLAR SYSTEM             </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><b>PREREQUISITES:</b> Teacher writes keywords and key concepts on the board and read for the students.                  EARTH MOON SUN PLANETS SOLAR SYSTEM UNIVERSE                  * Ask questions on Prerequisites and explain in brief.                  1. What is meant by the Solar System?                  2. What is the Universe?</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p><b>RELEVANCE OF THE LESSON:</b> Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> <li>1. Have you heard about Chandrayaan–1 and Chandrayan-2. Try to know about them and discuss in the class.</li> </ol>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	
<p><b>CONCEPT MAP:</b> Teacher writes the concept map of the lesson step by step in flow chart form.</p>  <pre>                 graph TD                     CB[<b>Celestial Bodies</b>] --&gt; Sun[Sun]                     CB --&gt; Planets[Planets]                     CB --&gt; Satellites[Satellites]                     CB --&gt; Asteroids[Asteroids]                     CB --&gt; Meteoroids[Meteoroids]                     CB --&gt; Comets[Comets]                     Planets --&gt; Earth[Earth]                     Satellites --&gt; Moon[Moon]                     Sun --- Earth                     Sun --- Moon                     Earth --- Solar[Solar system]                     Moon --- Solar                     Solar --&gt; Milky[Milky way / Galaxy]                     Milky --&gt; Universe[Universe]                 </pre>	<p>Read concept map in group.</p>	<p>Read concept map individually and copy the concept map in their note books.</p>	

## PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO								
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous chapter.</li> </ul> <p>EARTH    MOON    SUN    PLANETS    SOLAR SYSTEM    UNIVERSE</p>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.								
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> <li>Observe the figure 1.4 in the textbook and fill the following table.</li> </ul> <table border="1" data-bbox="360 600 1509 778" style="margin: 10px auto;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th style="padding: 5px;">Sl.No</th> <th style="padding: 5px;">Name of the Planet</th> <th style="padding: 5px;">Distance from the Sun</th> <th style="padding: 5px;">No. of Moons</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sl.No	Name of the Planet	Distance from the Sun	No. of Moons					Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Sl.No	Name of the Planet	Distance from the Sun	No. of Moons								
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>We live on the Earth.</li> <li>Earth is a planet.</li> <li>The Sun, the Moon and all those objects shining in the night sky and other bodies like Earth etc., are called the celestial bodies.</li> <li>Some celestial bodies are very big and hot. They are made up of gases.</li> <li>They have their own heat and light which they emit in large amounts.</li> <li>These celestial bodies are called Stars.</li> <li>The Sun is a Star.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.								
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.								

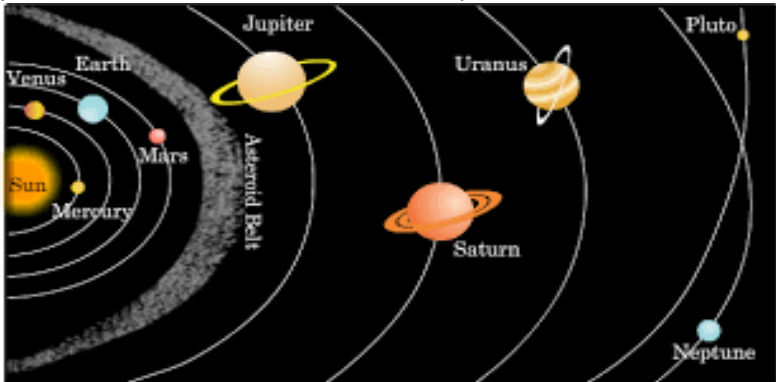
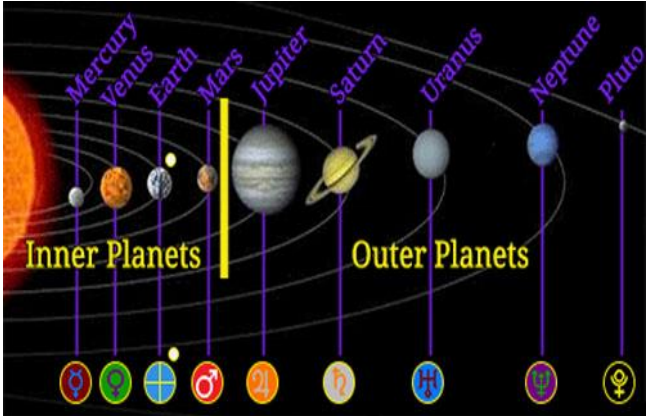
TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p>CELESTIAL BODIES    CONSTELLATION    URSA MAJOR    SAPTARISHI POLE STAR    BIG BEAR</p>	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>1. What are celestial bodies?</li> <li>2. What is a star?</li> <li>3. What are Constellation?</li> <li>4. What is Saptarshi?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	<div data-bbox="1653 635 1966 954"> <p><b>Do You Know ?</b></p> <p>In ancient times people used to determine directions during the night with the help of Stars. In the Northern Hemisphere people determine the North direction with the help of the North Star. It indicates the north direction. It is also called the <b>Pole Star</b>. It always remains in the same position in the sky. We can locate the position of the Pole Star with the help of <b>Saptarishi</b> (Ursa Major) constellation.</p> </div>  <p>Fig 1.2 Saptarshi and the North Star</p>
SYNOPSIS READING	<ul style="list-style-type: none"> <li>The sun, the moon and all those objects shining in the night sky and other bodies like Earth etc., are called the celestial bodies.</li> <li>Some celestial bodies are made up of gases they are called Stars. The sun is a star.</li> <li>Some celestial bodies do not have their own heat and light those are planets, satellites, asteroids, meteoroids, comets etc.,</li> <li>The Earth on which we live is a planet.</li> <li>The moon that we see in the sky is a satellite.</li> <li>Various patterns of stars in she sky are called Constellations.</li> <li>Ursa Major or Big Bear. Saptarishi are some of the constellations.</li> </ul>	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	


## PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
KEY WORDS READING	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period. CELESTIAL BODIES   CONSTELLATION   Ursa MAJOR   SAPTARISHI   POLE STAR</li> </ul>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
SIMILAR LINES READING	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> <li>1.The Sun, the moon and all those objects shining in the night sky and other bodies like earth etc.,</li> <li>2.Some celestial bodies have own heat and light</li> <li>3.Some celestial bodies do not have their own heat and light</li> <li>4.Various patterns of stars in the sky</li> </ol> </td> <td style="width: 10%; text-align: center; vertical-align: middle;">are called</td> <td style="width: 40%; padding: 5px;">                     Celestial bodies                       Stars.                      Planets.                      Constellations.                 </td> </tr> </table>	<ol style="list-style-type: none"> <li>1.The Sun, the moon and all those objects shining in the night sky and other bodies like earth etc.,</li> <li>2.Some celestial bodies have own heat and light</li> <li>3.Some celestial bodies do not have their own heat and light</li> <li>4.Various patterns of stars in the sky</li> </ol>	are called	Celestial bodies  Stars. Planets. Constellations.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
<ol style="list-style-type: none"> <li>1.The Sun, the moon and all those objects shining in the night sky and other bodies like earth etc.,</li> <li>2.Some celestial bodies have own heat and light</li> <li>3.Some celestial bodies do not have their own heat and light</li> <li>4.Various patterns of stars in the sky</li> </ol>	are called	Celestial bodies  Stars. Planets. Constellations.				
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>The sun, the moon and all those objects shining in the night sky and other bodies like Earth etc., are called the celestial bodies.</li> <li>Some celestial bodies are made up of gases they are called Stars. The sun is a star.</li> <li>Some celestial bodies do not have their own heat and light those are planets, satellites, asteroids, meteoroids, comets etc.,</li> <li>The Earth on which we live is a planet.</li> <li>The moon that we see in the sky is a satellite.</li> <li>Various patterns of stars in she sky are called Constellations.</li> <li>Ursa Major or Big Bear. Saptarishi are some of the constellations.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.			
WRITING/EDITING	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

**TEACHING PERIOD : 3**



CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> SOLAR SYSTEM ORBITS INNER PLANETS OUTER PLANETS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is called solar system?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <ol style="list-style-type: none"> <li>1.What is called solar system?</li> <li>2.How big is the sun?</li> <li>3.What is the distance of sun from the earth?</li> <li>4.What is an orbit?</li> <li>5.What are inner planets? What are they?</li> <li>6.What are outer planets? What are they?</li> <li>7.Which planet is called Earth's twin?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	What is called solar system? 
SYNOPSIS READING	<ul style="list-style-type: none"> <li>The sun, eight planets, satellites and some other celestial bodies known as asteroids, meteoroids form the solar system.</li> <li>The sun is the ultimate source of heat and light for the solar system.</li> <li>The sun is about 150 million kms away from the Earth.</li> <li>The four planets nearer to the sun are called Inner Planets. The last four planets are called as Outer Planets.</li> <li>Jupiter is the biggest and Mercury is the smallest planet.</li> <li>Venus is considered as Earth's twin.</li> </ul>	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

## PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<b>KEY WORDS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p><b>SOLAR SYSTEM ORBITS INNER PLANETS OUTER PLANETS</b></p>	<p><b>Read key words and discuss meaning in groups.</b></p>	<p>Read key words individually with spelling. Explain key words orally.</p>
<b>SIMILAR LINES</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> <li>Observe the following picture and name the planets in the boxes given below.</li> </ul> 	<p>Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.</p>	<p><b>Read similar lines individually.</b></p>
<b>SYNOPSIS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>The sun, eight planets, satellites and some other celestial bodies known as asteroids, meteoroids form the solar system.</li> <li>The sun is the ultimate source of heat and light for the solar system.</li> <li>The sun is about 150 million kms away from the Earth.</li> <li>The four planets nearer to the sun are called Inner Planets. The last four planets are called as Outer Planets.</li> <li>Jupiter is the biggest and Mercury is the smallest planet.</li> <li>Venus is considered as Earth's twin.</li> </ul>	<p>Write synopsis on their own.  Read synopsis in groups.</p>	<p>Read synopsis individually, then write in their note books.</p>
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing</li> </ul>	<p>Conducting editing in group.</p>	<p>Write explanation or meaning of key words on their own.</p>








**TEACHING PERIOD : 4**

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<ul style="list-style-type: none"> <li>• <b>Teacher read the content loudly for the student.</b></li> </ul> <p>GEOID BLUE PLANET LITHOSPHERE HYDROSPHERE ATMOSPHERE BIOSPHERE</p>	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Geoid means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <div style="display: flex; align-items: center;">   </div> <ol style="list-style-type: none"> <li>1. Why earth is called a blue planet?</li> <li>2. Why earth shape is described as a Geoid?</li> <li>3. What are the realms of the Earth?</li> <li>4. What do animals and plants require in order to grow and survive?</li> <li>5. What is the speed of the light?</li> <li>6. How much time light will take to travel from Sun to the Earth?</li> <li>7. How can you say that our Earth is a unique planet in the solar system?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	Why earth is called a blue planet?
SYNOPSIS READING	<ul style="list-style-type: none"> <li>• Earth is the third nearest planet to the Sun. in size, it is the fifth largest planet.</li> <li>• Geoid means an Earth-like shape.</li> <li>• From the outer space, the Earth appears blue because its two-thirds surface is covered by water. It is, therefore, called a Blue planet.</li> <li>• The Earth has four major components that we call as the realms of the Earth, they are Lithosphere, Hydrosphere, Atmosphere and Biosphere.</li> </ul>	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

## PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p><b>GEOID    BLUE PLANET    LITHOSPHERE    HYDROSPHERE    ATMOSPHERE</b>  <b>BIOSPHERE</b></p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" data-bbox="293 523 1435 683"> <tr> <td data-bbox="293 523 524 683">           1)Lithosphere            2)Hydrosphere            3)Atmosphere            4)Biosphere         </td> <td data-bbox="524 523 719 683" style="text-align: center;">           consists of         </td> <td data-bbox="719 523 1435 683">           Rocks and soil,            Water bodies.            Air and different type of gases.            plants, animals, bacteria and other tiny organisms.         </td> </tr> </table>	1)Lithosphere 2)Hydrosphere 3)Atmosphere 4)Biosphere	consists of	Rocks and soil, Water bodies. Air and different type of gases. plants, animals, bacteria and other tiny organisms.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
1)Lithosphere 2)Hydrosphere 3)Atmosphere 4)Biosphere	consists of	Rocks and soil, Water bodies. Air and different type of gases. plants, animals, bacteria and other tiny organisms.				
<b>SYNOPSIS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Earth is the third nearest planet to the Sun. in size, it is the fifth largest planet.</li> <li>Geoid means an Earth-like shape.</li> <li>From the outer space, the Earth appears blue because its two-thirds surface is covered by water. It is, therefore, called a Blue planet.</li> <li>The Earth has four major components that we call as the realms of the Earth, they are Lithosphere, Hydrosphere, Atmosphere and Biosphere.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

**TEACHING PERIOD : 5**

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	SATELLITES    ASTRONAUT    SPACE    ISRO SHAR    ASTEROIDS    METEROIDS    COMETS GALAXY    UNIVERSE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Expand ISRO.
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>ASTEROID</b></p> </div> <div style="text-align: center;">  <p><b>METEORIODS</b></p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p><b>COMET</b></p> </div> <div style="text-align: center;">  <p><b>GALAXY</b></p> </div> </div> <ol style="list-style-type: none"> <li>1.What is a satellite?</li> <li>2.Expand ISRO?</li> <li>3.How are man made satellites useful to mankind?</li> <li>4.Why do we always see only one side of the Moon?</li> <li>5.What is the Universe?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>• Our Earth has only one natural satellite, that is the moon. It is about 3,84,400 km away from us.</li> <li>• Mercury and Venus do not have any Satellites.</li> <li>• Some of the Indian Satellites in space are INSAT, IRS, EDUSAT etc.,</li> <li>• Asteroids are found between the orbits of Mars and Jupiter.</li> <li>• A galaxy is a huge cluster of stars. Our solar system is a part of Milky Way or Galaxy.</li> </ul>	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

## PRACTICE PERIOD – 5

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p>SATELLITES    ASTRONAUT    SPACE    ISRO    SHAR    ASTEROIDS    METEROIDS    COMETS GALAXY    UNIVERSE</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling.  Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> <ol style="list-style-type: none"> <li>1) INSAT</li> <li>2) IRS</li> <li>3) EDUSAT</li> <li>4) ISRO</li> <li>5) SDSC</li> <li>6) SHAR</li> <li>7) NASA</li> <li>8) MOM</li> </ol> </td> <td style="width: 15%; text-align: center; vertical-align: middle;">stands for</td> <td style="padding: 5px;"> <p>Indian National Satellite System. Indian Remote Sensing. Educational Satellite. Indian Space Research Organisation. Satish Dhawan Space Centre. Sriharikota High Altitude Range National Aeronautics and Space Administration. Mars Orbiter Mission.</p> </td> </tr> </table>	<ol style="list-style-type: none"> <li>1) INSAT</li> <li>2) IRS</li> <li>3) EDUSAT</li> <li>4) ISRO</li> <li>5) SDSC</li> <li>6) SHAR</li> <li>7) NASA</li> <li>8) MOM</li> </ol>	stands for	<p>Indian National Satellite System. Indian Remote Sensing. Educational Satellite. Indian Space Research Organisation. Satish Dhawan Space Centre. Sriharikota High Altitude Range National Aeronautics and Space Administration. Mars Orbiter Mission.</p>	Read similar lines in groups.  Add some more lines to the substitution table.  Prepare their own similar lines based on the text.	Read similar lines individually.
<ol style="list-style-type: none"> <li>1) INSAT</li> <li>2) IRS</li> <li>3) EDUSAT</li> <li>4) ISRO</li> <li>5) SDSC</li> <li>6) SHAR</li> <li>7) NASA</li> <li>8) MOM</li> </ol>	stands for	<p>Indian National Satellite System. Indian Remote Sensing. Educational Satellite. Indian Space Research Organisation. Satish Dhawan Space Centre. Sriharikota High Altitude Range National Aeronautics and Space Administration. Mars Orbiter Mission.</p>				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Our Earth has only one natural satellite, that is the moon. It is about 3,84,400 km away from us.</li> <li>Mercury and Venus do not have any Satellites.</li> <li>Some of the Indian Satellites in space are INSAT, IRS, EDUSAT etc.,</li> <li>Asteroids are found between the orbits of Mars and Jupiter.</li> <li>A galaxy is a huge cluster of stars. Our solar system is a part of Milky Way or Galaxy.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer



**LESSON PLAN  
(LIP MODEL)**

**CLASS : 6  
SUBJECT : SOCIAL  
NO.OF PERIODS REQUIRED: 10**

**NAME OF THE TEACHER :  
SCHOOL NAME:**

**TEACHING PERIODS : 05      PRACTICE PERIODS : 05**

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
<b>GLOBE -- MODEL OF THE EARTH</b>	PREREQUISITES	1+1			PLANETS      GLOBE      MAP      LATITUDES      LONGITUDES      OCEANS CONTINENTS
	INDTRODUCTION AXIS OF THE EARTH NORTHERN AND SOUTHERN HEMISPHERE	1+1			<ul style="list-style-type: none"> <li>Globe is a model of the Earth.</li> <li>Axis is an imaginary straight line that run through the North and South Pole.</li> </ul>
	LATITUDES LONGITUDES	1+1			<ul style="list-style-type: none"> <li>Latitudes are the imaginary lines which are drawn horizontally on the globe.</li> <li>Longitudes are the imaginary lines which are drawn vertically on the globe.</li> </ul>
	MOVEMENTS OF THE EARTH	1+1			<ul style="list-style-type: none"> <li>There are two types of Earth movements.</li> <li>They are Earth Rotation and Earth Revolution.</li> </ul>
	EQUINOX ECLIPSES SOLAR ECLIPSE LUNAR ECLIPSE	1+1			<ul style="list-style-type: none"> <li>A solar eclipse occurs when the Moon passes in a direct line between the Earth and the Sun.</li> <li>A lunar eclipse occurs when the Moon passes directly behind Earth and into its shadow.</li> </ul>

**PRIOR CONCEPTS/SKILLS :**

- **AXIS OF THE EARTH**
- **NORTHERN AND SOUTHERN HEMISPHERE**
- **MOVEMENTS OF THE EARTH**
- **EQUINOX**
- **ECLIPSES**
- **SOLAR ECLIPSE**
- **LUNAR ECLIPSE**

**LEARNING OUTCOMES**


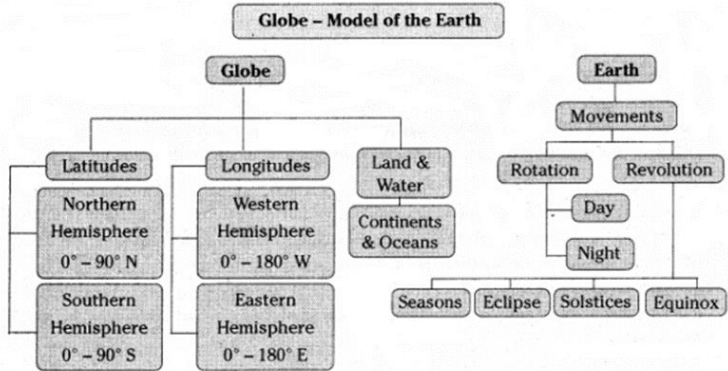
**NO. OF PERIODS REQUIRED**

**The student will be able to**

- **Understand the Globe as a true model of the earth**
- **Understand Latitudes and Longitudes, Poles and the Equator.**
- **Understand the motions of the Earth and how day and night seasons occurs.**
- **Differentiate between solar and lunar eclipses.**

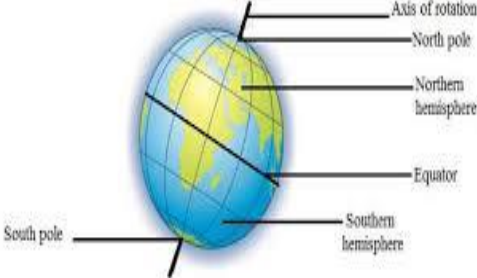

**10**

## TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON :</b> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <ol style="list-style-type: none"> <li>How many planes are there in our solar system?</li> <li>Which is our living planet?</li> <li>What is the true shape of the Earth?</li> </ol> <p style="text-align: center; border: 1px solid black; padding: 2px;"><b>GLOBE – MODEL OF THE EARTH</b></p>	Students read mind map in the group.	Students read words individually with spellings.	
<p><b>PREREQUISITES:</b> Teacher writes keywords and key concepts on the board and read for the students.</p> <p><b>PLANETS GLOBE MAP LATITUDES LONGITUDES OCEANS CONTINENTS</b></p> <ul style="list-style-type: none"> <li>Ask questions on Prerequisites and explain in brief.             <ol style="list-style-type: none"> <li>What is Globe?</li> <li>How many oceans and continents are there? What are they?</li> </ol> </li> </ul>	Students read prerequisites and discuss in group.	Students copy prerequisites in their note books.	
<p><b>RELEVANCE OF THE LESSON:</b> Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> <li>What happen when the Earth rotates?</li> <li>What are the advantages of the globe?</li> </ol>	Students ask questions and participate in the discussion.	Students write questions/ concepts what they want to know in the chapter.	
<p><b>CONCEPT MAP:</b> Teacher writes the concept map of the lesson step by step in flow chart form.</p> <div style="text-align: center;">  </div>	Read concept map in group.	Read concept map individually and copy the concept map in their note books.	



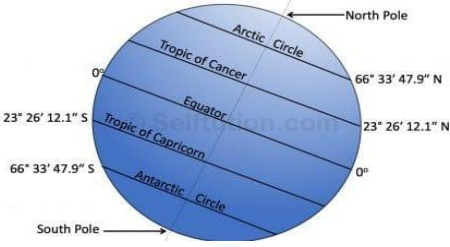

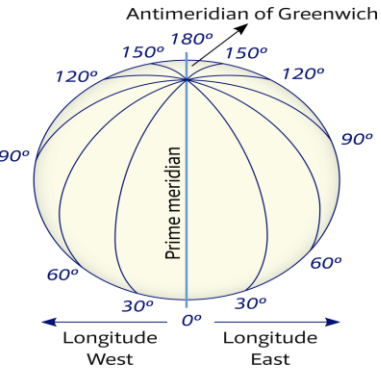
**TEACHING PERIOD : 2**

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO):	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p> <b>AXIS    NORTH POLE    SOUTH POLE    NORTERN HEMISPHERE</b>  <b>SOUTHERN HEMIPHERE</b> </p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>Define "axis"?</p>
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ol style="list-style-type: none"> <li>What is axis?</li> <li>What is Equator?</li> <li>Basing on equator into how many spheres the Earth was divided? What are they?</li> <li>In which Hemisphere is India located?</li> <li>Which hemisphere has the maximum number of Continents?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<p>What is Equator?</p>
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Globe is a true model of the Earth.</li> <li>Axis is an imaginary straight line that run trough the North and South Pole.</li> <li>0 degree latitude is known as the Equator.</li> <li>The half of the earth that lies north of the equator is called as Northern Hemisphere.</li> <li>The half of the earth that lies south of the equator is called as Southern Hemisphere.</li> </ul>	<p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

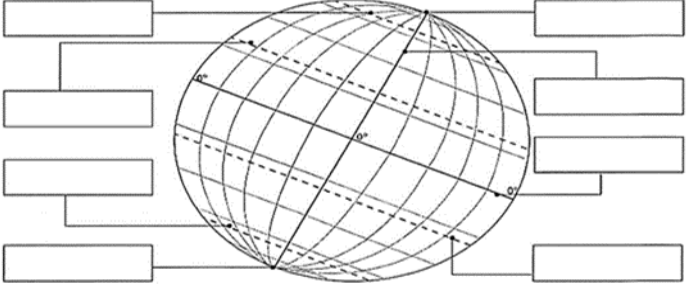
## PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO												
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;"><b>AXIS    NORTH POLE    SOUTH POLE    NORTERN HEMISPHERE    SOUTHERN HEMIPHERE</b></p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.												
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> <li>Complete the table with the help of World map, Globe or Atlas.</li> </ul> <table border="1" style="margin: 10px auto; width: 80%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe; padding: 5px;">Name the Continents in the Northern Hemisphere</td> <td style="background-color: #e1f5fe; padding: 5px;">Name the Continents in the Southern Hemisphere</td> <td style="background-color: #e1f5fe; padding: 5px;">Name the Continents that are spread over Southern and Northern Hemispheres</td> </tr> <tr> <td style="background-color: #ffe0b2; height: 40px;"></td> <td style="background-color: #ffe0b2; height: 40px;"></td> <td style="background-color: #ffe0b2; height: 40px;"></td> </tr> <tr> <td style="background-color: #e1f5fe; padding: 5px;">Name of the Oceans in the Northern Hemisphere</td> <td style="background-color: #e1f5fe; padding: 5px;">Name of the Oceans in the Southern Hemisphere</td> <td style="background-color: #e1f5fe; padding: 5px;">Name the Oceans that are spread over Southern and Northern Hemispheres</td> </tr> <tr> <td style="background-color: #ffe0b2; height: 40px;"></td> <td style="background-color: #ffe0b2; height: 40px; text-align: center; font-size: small;">APBoardSolutions.Guru</td> <td style="background-color: #ffe0b2; height: 40px;"></td> </tr> </table>	Name the Continents in the Northern Hemisphere	Name the Continents in the Southern Hemisphere	Name the Continents that are spread over Southern and Northern Hemispheres				Name of the Oceans in the Northern Hemisphere	Name of the Oceans in the Southern Hemisphere	Name the Oceans that are spread over Southern and Northern Hemispheres		APBoardSolutions.Guru		Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Name the Continents in the Northern Hemisphere	Name the Continents in the Southern Hemisphere	Name the Continents that are spread over Southern and Northern Hemispheres													
Name of the Oceans in the Northern Hemisphere	Name of the Oceans in the Southern Hemisphere	Name the Oceans that are spread over Southern and Northern Hemispheres													
	APBoardSolutions.Guru														
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Globe is a true model of the Earth.</li> <li>Axis is an imaginary straight line that run trough the North and South Pole.</li> <li>0 degree latitude is known as the Equator.</li> <li>The half of the earth that lies north of the equator is called as Northern Hemisphere.</li> <li>The half of the earth that lies south of the equator is called as Southern Hemisphere.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.												
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.												

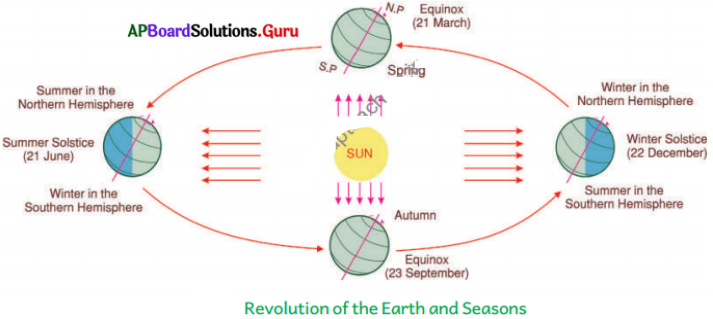

**TEACHING PERIOD : 3**

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>KEY WORDS/ CONCEPTS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p>LATITUDES                  LONGITUDES                  EQUATOR  TROPIC OF CANCER    TROPIC OF CAPRICORN    ARCTIC CIRCLE  ANTARCTIC CIRCLE      NORTH POLE    SOUTH POLE    GREENWICH  INTERNATIONAL DATE LINE</p>	<p>Read the lesson in the groups and identify the unknown words.</p> <p>Read key words in group.</p>	<p>Read key words individually with spellings.</p> <p>Copy the key words in their note book.</p>	
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <ol style="list-style-type: none"> <li>What are the important latitudes and longitudes on the globe?</li> <li>Why do latitudes get smaller towards the poles?</li> <li>Which latitude is the biggest circle?</li> <li>What are the differences between latitudes and longitudes?</li> <li>Identify and write down the latitude and longitude between the extents of the given Andhra Pradesh map?</li> </ol>	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chard individually.</p> <p>Students gave responses and note down the key points/flow chart in their note book.</p>	
<p><b>SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Latitudes are the imaginary lines which are drawn horizontally on the globe.</li> <li>Longitudes are the imaginary lines which are drawn vertically on the globe.</li> <li>0 degree longitude is called Prime median/Greenwich.</li> <li>180 degree East and West longitude is called International date line.</li> </ul>	<p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

### PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<b>KEY WORDS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;"> <b>LATITUDES      LONGITUDES      EQUATOR      TROPIC OF CANCER      TROPIC OF CAPRICORN</b> </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.
<b>SIMILAR LINES</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">             Tropic of cancer, Tropic of Capricorn, Equator, North Pole, South Pole, Primelongitude, Arctic circle, Antarctic circle.           </div> 	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
<b>SYNOPSIS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Latitudes are the imaginary lines which are drawn horizontally on the globe.</li> <li>Longitudes are the imaginary lines which are drawn vertically on the globe.</li> <li>0 degree longitude is called Prime median/Greenwich.</li> <li>180 degree East and West longitude is called International date line.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.

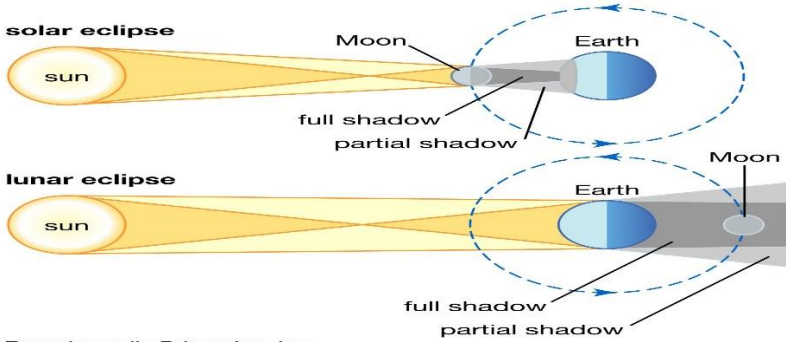
**TEACHING PERIOD : 4**

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>KEY WORDS/ CONCEPTS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>ROTATION      REVOLUTION      ORBIT      LEAP YEAR</b></p> <p><b>SUMMER SOLSTICE      WINTER SOLSTICE</b></p>	<p>Read the lesson in the groups and identify the unknown words.</p> <p>Read key words in group.</p>	<p>Read key words individually with spellings.</p> <p>Copy the key words in their note book.</p>	<p><b>What is called orbit?</b></p>
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <p align="center"><b>Revolution of the Earth and Seasons</b></p> <ol style="list-style-type: none"> <li>Define the Earth Rotation and Revolution?</li> <li>Which movement of the Earth causes day and night?</li> <li>If India has day, it is night in America. What is the reason for this difference?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually.</p> <p>Students gave responses and note down the key points/flow chart in their note book.</p>	<div data-bbox="1736 606 2116 933"> <p align="center"><b>EARTH MOVEMENTS</b></p>  </div>
<p><b>SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>There are two types of Earth movements. They are Earth Rotation and Earth Revolution.</li> <li>The main result of the Earth Rotation is occurrence of day and night.</li> <li>The main result of the Earth Revolution is occurrence of seasons.</li> <li>The summer solstice marks the longest day and shortest night of the year. This happens on June 21<sup>st</sup>.</li> <li>The winter solstice marks the longest night and shortest day of the year. This happens on December 22<sup>nd</sup>.</li> </ul>	<p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	



**PRACTICE PERIOD – 4**

CONCEPTS/STEPS	I DO	WE DO	YOU DO																		
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p align="center"> <b>ROTATION      REVOLUTION      ORBIT      LEAP YEAR</b> </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.																		
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" data-bbox="331 416 1227 668"> <tr> <td data-bbox="331 416 696 453">23 ½ degrees north latitude</td> <td data-bbox="703 416 882 453"></td> <td data-bbox="889 416 1227 453">Tropic of Cancer.</td> </tr> <tr> <td data-bbox="331 458 696 494">23 ½ degrees south latitude</td> <td data-bbox="703 458 882 494"></td> <td data-bbox="889 458 1227 494">Tropic of Capricorn.</td> </tr> <tr> <td data-bbox="331 499 696 536">66 ½ degrees north latitude</td> <td data-bbox="703 499 882 536">is called as</td> <td data-bbox="889 499 1227 536">Arctic Circle.</td> </tr> <tr> <td data-bbox="331 541 696 577">66 ½ degrees south latitude</td> <td data-bbox="703 541 882 577"></td> <td data-bbox="889 541 1227 577">Antarctic Circle.</td> </tr> <tr> <td data-bbox="331 582 696 619">90 degrees north latitude</td> <td data-bbox="703 582 882 619"></td> <td data-bbox="889 582 1227 619">North Pole.</td> </tr> <tr> <td data-bbox="331 624 696 660">90 degrees south latitude</td> <td data-bbox="703 624 882 660"></td> <td data-bbox="889 624 1227 660">South Pole.</td> </tr> </table>	23 ½ degrees north latitude		Tropic of Cancer.	23 ½ degrees south latitude		Tropic of Capricorn.	66 ½ degrees north latitude	is called as	Arctic Circle.	66 ½ degrees south latitude		Antarctic Circle.	90 degrees north latitude		North Pole.	90 degrees south latitude		South Pole.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
23 ½ degrees north latitude		Tropic of Cancer.																			
23 ½ degrees south latitude		Tropic of Capricorn.																			
66 ½ degrees north latitude	is called as	Arctic Circle.																			
66 ½ degrees south latitude		Antarctic Circle.																			
90 degrees north latitude		North Pole.																			
90 degrees south latitude		South Pole.																			
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>There are two types of Earth movements. They are Earth Rotation and Earth Revolution.</li> <li>The main result of the Earth Rotation is occurrence of day and night.</li> <li>The main result of the Earth Revolution is occurrence of seasons.</li> <li>The summer solstice marks the longest day and shortest night of the year. This happens on June 21<sup>st</sup>.</li> <li>The winter solstice marks the longest night and shortest day of the year. This happens on December 22<sup>nd</sup>.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.																		
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.																		

**TEACHING PERIOD : 5**

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>KEY WORDS/ CONCEPTS</b></p>	<p><b>EQUINOX ECLIPSES SOLAR ECLIPSE LUNAR ECLIPSE</b></p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <p>© Encyclopædia Britannica, Inc.</p> <ol style="list-style-type: none"> <li>What is an equinox?</li> <li>When does a Solar Eclipse occur?</li> <li>When does a Lunar Eclipse occur?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	
<p><b>SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>On 21<sup>st</sup> March and September 23<sup>rd</sup> the whole earth experiences equal day and nights. This is called an Equinox.</li> <li>A solar eclipse occurs when the Moon passes in a direct line between the Earth and the Sun. Solar eclipses occur only on new moon day.</li> <li>A lunar eclipse occurs when the Moon passes directly behind Earth and into its shadow. Lunar eclipse occurs only on a full moon day. But lunar eclipse does not occur on all full moon days.</li> </ul>	<p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

PRACTICE PERIOD – 5

CONCEPTS/STEPS	I DO	WE DO	YOU DO
KEY WORDS READING	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p>EQUINOX ECLIPSES SOLAR ECLIPSE LUNAR ECLIPSE</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.
SIMILAR LINES READING	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <p>1. Write about the Lunar Eclipse with the help of following diagram.</p>  <p>2. Write about the Solar Eclipse with the help of following diagram.</p> 	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>On 21<sup>st</sup> March and September 23<sup>rd</sup> the whole earth experiences equal day and nights. This is called an Equinox.</li> <li>A solar eclipse occurs when the Moon passes in a direct line between the Earth and the Sun. Solar eclipses occur only on new moon day.</li> <li>A lunar eclipse occurs when the Moon passes directly behind Earth and into its shadow. Lunar eclipse occurs only on a full moon day. But lunar eclipse does not occur on all full moon days.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.
WRITING/EDITING	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer



LESSON PLAN  
(LIP MODEL)

CLASS : 6  
SUBJECT : SOCIAL  
NO.OF PERIODS REQUIRED: 08

NAME OF THE TEACHER :  
SCHOOL NAME:  
TEACHING PERIODS : 04 PRACTICE PERIODS : 04

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
MAPS	PREREQUISITES	1+1			PHOTO SKETCH PLAN MAP
	INTRODUCTION SKETCH MAP	1+1			<ul style="list-style-type: none"> <li>• A rough drawing is drawn without scale and directions is called a sketch.</li> <li>• A map is a representation of the whole Earth or a part of it, on a flat surface according to it's proportionate scale.</li> </ul>
	COMPONENTS OF MAP <ul style="list-style-type: none"> <li>• Directions</li> <li>• Scale</li> <li>• Symbols</li> <li>• Colours</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Components of the map are 1) Direction 2) Scale 3) Symbols 4) Colours</li> </ul>
	TYPES OF MAPS USES OF MAPS	1+1			<ul style="list-style-type: none"> <li>• Maps can be classified into three types. They are 1. Political Maps 2. Physical Maps 2. Thematic Maps.</li> </ul>

PRIOR CONCEPTS/SKILLS:

- SKETCH
- MAP
- COMPONENTS OF MAP
- TYPES OF MAPS
- USES OF MAPS

LEARNING OUTCOMES



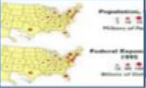

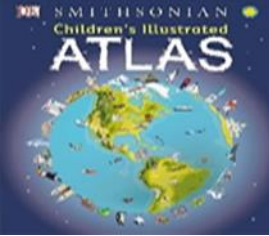
NO. OF PERIODS REQUIRED

The students will be able to

- Understand the difference between a map and sketch.
- Understand the main components of a map, classify different types of maps.
- Locate Continents, Oceans in World map.
- Know the uses of maps.

08

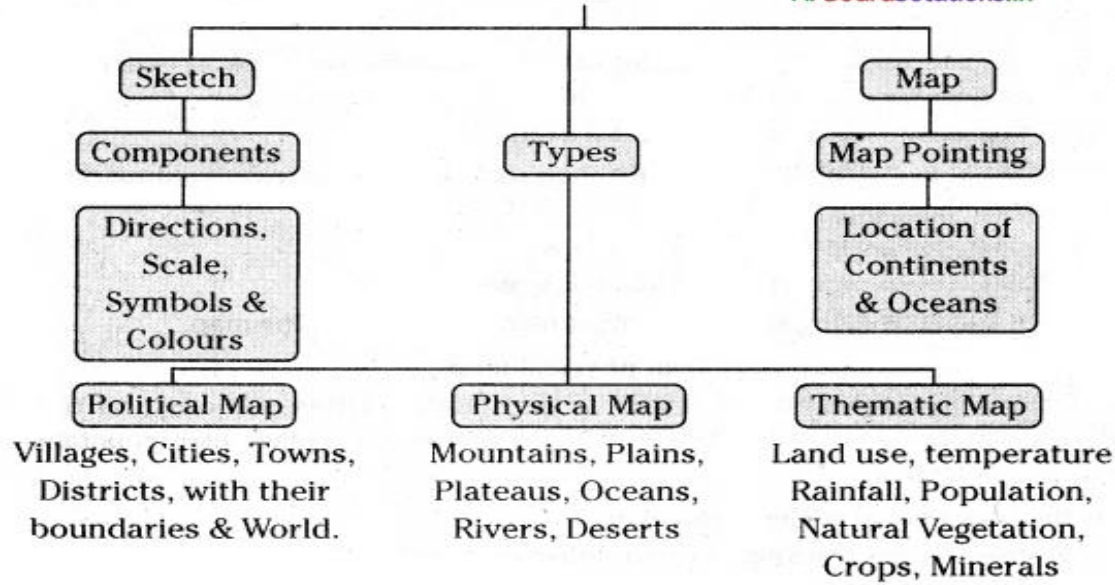
## TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON :</b> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <p><b>1. What does an Atlas contain?</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Political Map</p> </div> <div style="text-align: center;">  <p>Physical Map</p> </div> <div style="text-align: center;">  <p>Thematic Map</p> </div> <div style="text-align: center;">  <p>Topographic Map</p> </div> </div> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 10px; display: inline-block;"> <h1 style="margin: 0;">MAPS</h1> </div> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><b>PREREQUISITES:</b> Teacher writes keywords and key concepts on the board and read for the students.</p> <p style="text-align: center;"><b>PHOTO SKETCH PLAN MAP</b></p> <ul style="list-style-type: none"> <li>• Ask questions on Prerequisites and explain in brief.             <ol style="list-style-type: none"> <li>1. Define “sketch”.</li> <li>2. What is a map?</li> <li>3.</li> </ol> </li> </ul>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p><b>RELEVENCE OF THE LESSON:</b> Teacher conduct discussion through questions about the importance of the lesson.</p> <p><b>1. What are the uses of maps in our daily life?</b></p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/ concepts what they want to know in the chapter.</p>	

CONCEPT MAP: Teacher writes the concept map of the lesson step by step in flow chart form.

CONCEPT OF MAP

APBoardSolutions.in



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

## PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO
KEY WORDS READING	<ul style="list-style-type: none"> <li>• Write key words from the text what they learnt in the previous chapter.</li> </ul> <p style="text-align: center;">SKETCH PLAN MAP</p>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.
SIMILAR LINES READING	<ul style="list-style-type: none"> <li>• Write similar lines like a substitution table on the board and give one model reading.</li> <li>• DRAW A SKETCH MAP SHOWING ROUTE FROM YOUR HOME TO SCHOOL BY USING APPROPRIATE SYMBOLS. WITH THE HELP OF THE ATLAS</li> </ul> <div style="border: 1px solid black; width: 300px; height: 100px; margin: 10px auto; text-align: center;">DRAW A SKETCH MAP</div>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
SYNOPSIS READING	<ul style="list-style-type: none"> <li>• Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>• A globe as a model of the Earth however, the Globe has some limitations as well.</li> <li>• A Globe can be useful when we want to study shape of the earth as a whole.</li> <li>• But, when we want to study the Earth horizontally as a part, such as a country, state, district, town, village and world as a whole, it is of little help. In such a situation we use maps.</li> <li>• In this lesson you will learn about the sketch, map, components of a map and types of a map.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.
WRITING/EDITING	<ul style="list-style-type: none"> <li>• Conduct seen/unseen dictation on key words/similar lines.</li> <li>• Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p>SKETCH MAP GLOBE</p>	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define sketch?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> <li>Observe the following pictures and find out the difference.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="454 651 855 1059"> <p>A model of a Sketch</p> </div> <div data-bbox="878 662 1290 1059"> <p>A model of a Map</p> </div> </div>	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> <li>When we want to study the Earth horizontally as a part, such as a country, state, district, town, village and world as a whole we use maps.</li> <li>A rough drawing is drawn without scale and directions is called a sketch.</li> <li>A map is a representation of the whole Earth or a part of it, on a flat surface according to it's proportionate scale.</li> </ul>	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :  
SKETCH MAP GLOBE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :



- *Go through the above Physical map and write some physical features of India?*

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :


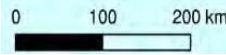
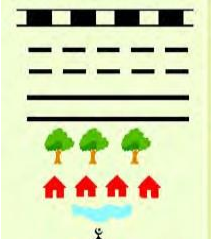
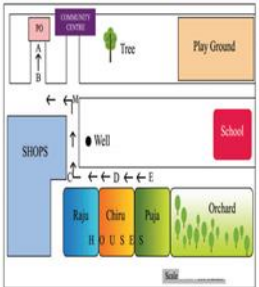
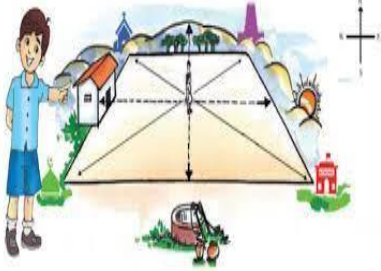
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. What is the difference between a sketch and a map?

SYNOPSIS ON THE  
BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO):	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>DIRECTIONS SCALE SYMBOLS CARDINAL DIRECTIONS</p> <p>INTERMEDIATE DIRECTIONS COMPASS CARTOGRAPHERS</p>	<p>Read the lesson in the groups and identify the unknown words.</p> <p>Read key words in group.</p>	<p>Read key words individually with spellings.</p> <p>Copy the key words in their note book.</p>	<p>Define scale?</p>
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <ol style="list-style-type: none"> <li>What are the components of a map?</li> <li>Why is the actual distance on the ground reduced on map?</li> </ol>	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down the key points/flow chart in their note book.</p>	
SYNOPSIS READING	<ul style="list-style-type: none"> <li>A map must have certain components like direction, scale, symbols and colours.</li> <li>North, South, East and West are called Cardinal directions.</li> <li>Intermediate directions are North-East, South-East, South-West and North-West.</li> <li>A scale can be used to figure out the distance between two locations on a map.</li> <li>Colours used in the maps represent different physical features.</li> </ul>	<p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	



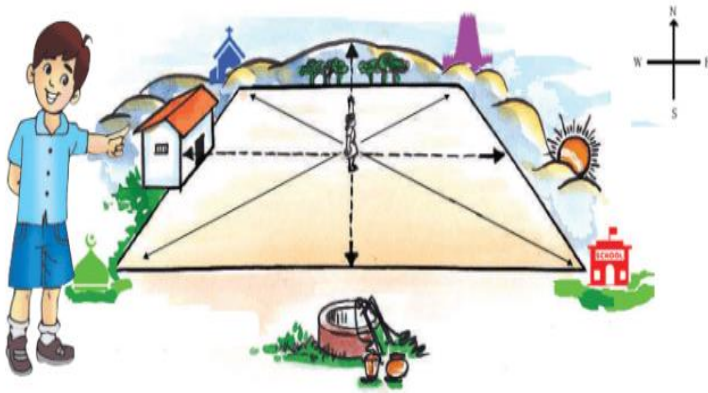
PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

DIRECTIONS   SCALE   SYMBOLS   COMPASS   CARTOGRAPHERS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- Observe the below figure and fill the following table.



Direction	Object
North	
North- East	
South	
South- West	
East	Sunrise
South - East	
West	
North- West	

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :


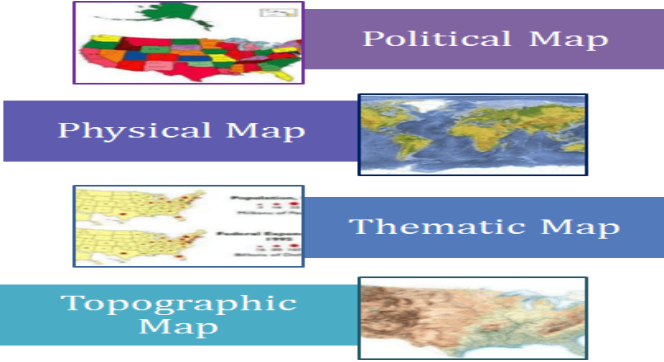
- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Explain the need of symbols in preparing maps?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEY WORDS/ CONCEPTS</p>	<p>POLITICAL MAP PHYSICAL MAP THEMATIC MAP GPS WEB-BASED MAPS</p> 	<p>Read the lesson in the groups and identify the unknown words.</p> <p>Read key words in group.</p>	<p>Read key words individually with spellings.</p> <p>Copy the key words in their note book.</p>	<p>Expand GPS?</p>
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <ol style="list-style-type: none"> <li>How political maps different from physical maps?</li> <li>What is the importance of thematic maps?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually.</p> <p>Students gave responses and note down the key points/flow chart in their note book.</p>	<p>Name different types of maps?</p>
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> <li>Maps can be classified into three types. They are: 1.Political maps 2.Physical maps 3.Thematic Maps.</li> <li>* Political maps shows villages, cities, towns, districts, states and countries with their boundaries.</li> <li>* Physical maps shows the physical features such as mountains, plateaus, plains, oceans and rivers, Deserts etc.,</li> <li>* Thematic maps shows the distribution of specific features such as land use, temperature, rainfall, population, soils, crops railways, roads waterways, etc.,</li> <li>* Large scale maps represent small areas.</li> <li>* Small scale maps represent large areas – World, Continents or countries.</li> </ul>	<p>Read synopsis in group.</p>	<p>Read synopsis individually/.</p>	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

POLITICAL MAP   PHYSICAL MAP   THEMATIC MAP   GPS   WEB-BASED MAPS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- Locate neighbouring countries on the given India map?



- \* Locate all continents and oceans on the given world map?



STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. What are the uses of maps in our daily life?
  2. What are large scale and small scale maps?

SYNOPSIS ON THE BOARD

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the Teacher

Signature of the H.M.

Signature of the visiting officer

LESSON PLAN  
(LIP MODEL)

CLASS : 6  
SUBJECT : SOCIAL  
NO.OF PERIODS REQUIRED: 08

NAME OF THE TEACHER :  
SCHOOL NAME:  
TEACHING PERIODS : 04 PRACTICE PERIODS : 04

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
LANDFORMS – ANDHRA PRADESH	PREREQUISITES	1+1			LANDFORMS HILL MOUNTAIN PLATEAU PLAIN
	LANDFORMS INTRODUCTION MAJOR LANDFORMS <ul style="list-style-type: none"> <li>• Mountain</li> <li>• Plateaus</li> <li>• Plains</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Landform is a natural feature on the Earth's surface.</li> <li>• A mountain is a natural higher elevated feature of the Earth surface.</li> <li>• A plateau is an elevated flat land.</li> <li>• Plains are level lands with flat surface.</li> </ul>
	MAJOR LANDFORMS OF ANDHRA PRADESH MOUNTAINS OR HILLS PODU	1+1			<ul style="list-style-type: none"> <li>• Podu is an ancient tribal agricultural practice in the hilly regions.</li> </ul>
	PLATEAUS PLAINS DIVERSITY IN LIFESTYLES	1+1			<ul style="list-style-type: none"> <li>• Diversity in lifestyles.</li> </ul>

**PRIOR CONCEPTS/SKILLS:**

LANDFORMS

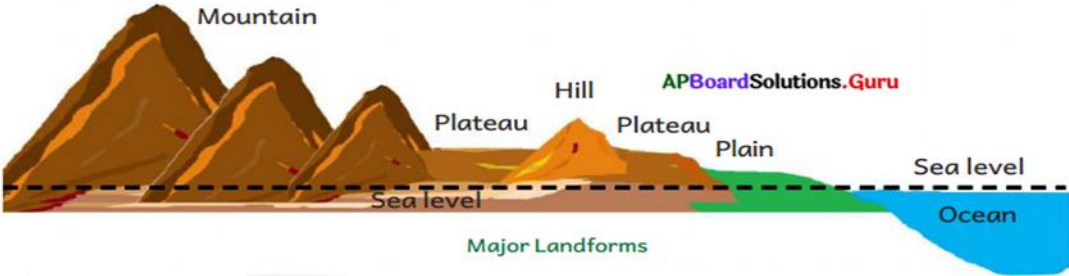
MAJOR LANDFORMS: MOUNTAIN – PLATEAUS – PLAINS

MAJOR LANDFORMS OF ANDHRA PRADESH: MOUNTAINS OR HILLS – PLATEAUS – PLAINS

DIVERSITY IN LIFESTYLES

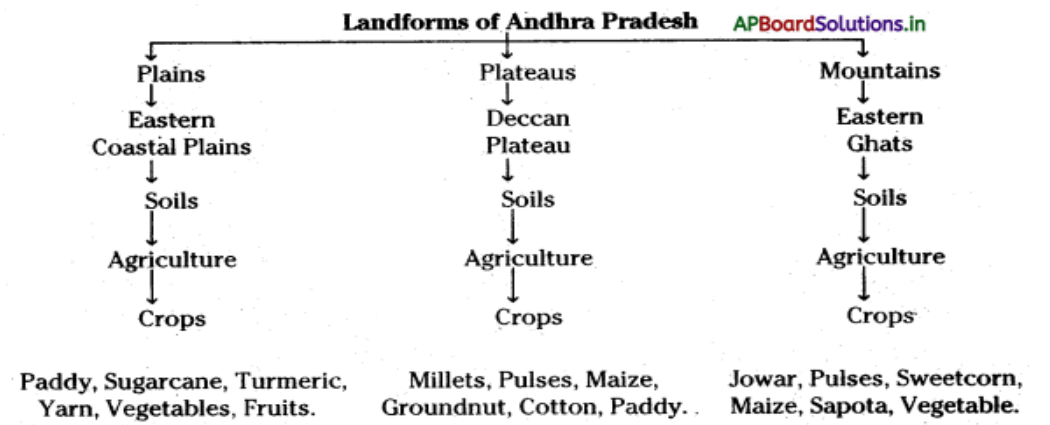
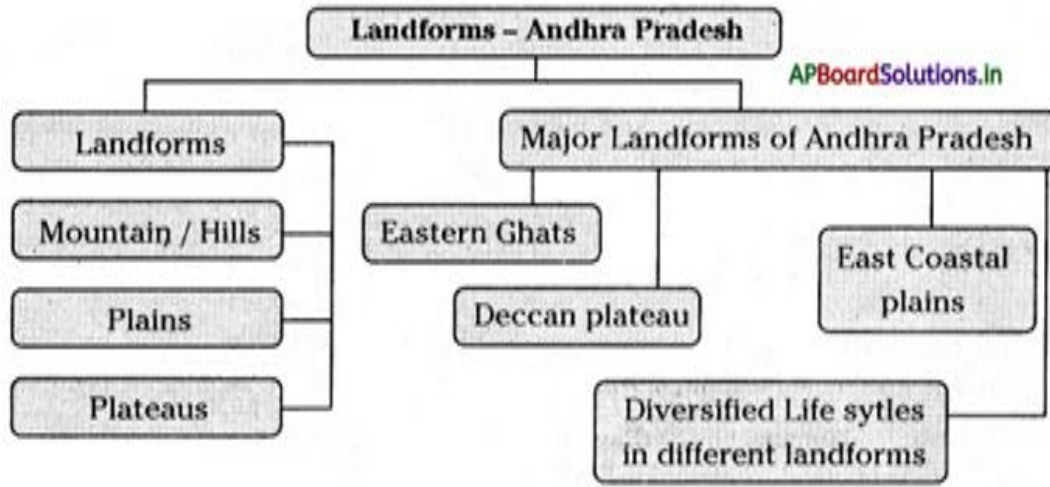
LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
<p>The students will be able to</p> <ul style="list-style-type: none"><li>• Understand the meaning of landforms.</li><li>• Understand about the different landforms where the people are living.</li><li>• Understand the diversified lifestyles of the people of different landforms.</li></ul>	<p>PICTURES MAPS CHARTS DIKSHA CONTENT PPTs VIDEOS</p>	<p>08</p>

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p>MIND MAP/TITLE OF THE LESSON :</p> <ul style="list-style-type: none"> <li>Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic.</li> </ul>  <p>1. List out the land forms from the above picture?</p> <p>2. Name the landforms around your village/town.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>LAND FORMS – ANDHRA PRADESH</p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	<p>Define mountain?</p>
<p><b>PREREQUISITES:</b></p> <p>* Teacher writes keywords and key concepts on the board and read for the students.  <b>LANDFORMS MOUNTAIN HILL PLATEAU PLAIN</b></p> <p>*Ask questions on Prerequisites and explain in brief.</p> <p>1. Define landforms?</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p><b>RELEVANCE OF THE LESSON:</b></p> <ul style="list-style-type: none"> <li>Teacher conduct discussion through questions about the importance of the lesson.</li> </ul> <p>1. What is a landform?</p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	

**CONCEPT MAP:**

- Teacher writes the concept map of the lesson step by step in flow chart form



Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

**STEP 1 : WHOLE CLASS READING – KEY WORDS READING :**  
 LANDFORMS MOUNTAIN HILL PLATEAU PLAIN

**STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:**

- Read the description given in column 2 and write its name in column 3.

Sl. No.	About me	Identify me
1.	I am the very high feature on earth, higher than a hill	
2.	I am a huge body of salt water	
3.	I am a raised area or mound	
4.	I am fertile and very friendly to grow crops	
5.	I am a flat land with gentle slopes	
6.	I will flow so many kilometers on my way	
7.	I am a vast land of sands and receive less rainfall	

**STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :**

- Teacher has to write summary of the lesson on the board.
  - Initially teacher read sentences and ask students to repeat after him.
  - Ask students to read one by one.
  - Ask students to explain meaning of those sentences.
  - Teacher asks the following questions based on the synopsis.
1. Into how many categories landforms are divided?

**SYNOPSIS**



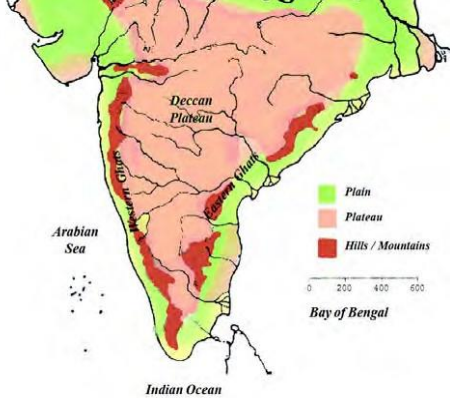
When we travel from one place to another place we may observe different levels in land shapes like plain, plateau, hill, mountain, valley etc.  
 These land shapes are called as landforms. Landforms can be mainly categorised into Plains, Plateaus and Mountains or Hills.  
 These main landforms may contain several micro landforms.  
 The height of the landforms are measured from Mean Sea Level (MSL).

**STEP 4 : WRITING AND EDITING :**

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.



TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	MSL ALTITUDE VOLCANIC ORIGIN	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Expand MSL.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.</li> </ul> <p><b>MOUNTAIN</b> <b>PLATEAU</b></p>  <ol style="list-style-type: none"> <li>What is a mountain? Give one example?</li> <li>What is a plateau? Give one example?</li> <li>What are plains? Give one example?</li> </ol>	Students participated group reading in their respective group	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book. <p><b>PLAIN</b></p> 	<p><b>DECCAN PLATEAU REGION OF INDIA</b></p> 
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Landforms can be mainly categorised into Plains, Plateaus and Mountains or Hills.</li> <li>The height of the landforms are measured from Mean Sea Level.</li> <li>A mountain is a natural higher elevated feature of the earth surface.</li> <li>A plateau is an elevated flat land. Plateaus are rich in mineral deposits.</li> <li>Plains are level lands with flat surface which have maximum height of 200 metres above the sea level.</li> </ul>	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 2

**STEP 1 : WHOLE CLASS READING – KEY WORDS READING:**

MSL ALTITUDE VOLCANIC ORIGIN

**STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:**

- Fill this table with appropriate information

Feature	Plain	Plateau	Mountains
Soils			
Crops			
Rainfall			
Occupation			

**STEP 3 : SYNOPSIS READING (WHLE CLASS WORK) :**

- Teacher has to write summary of the lesson on the board.
  - Initially teacher read sentences and ask students to repeat after him.
  - Ask students to read one by one.
  - Ask students to explain meaning of those sentences.
  - Teacher asks the following questions based on the synopsis.
1. Describe about Plateau?
  2. Why plain areas are densely populated?



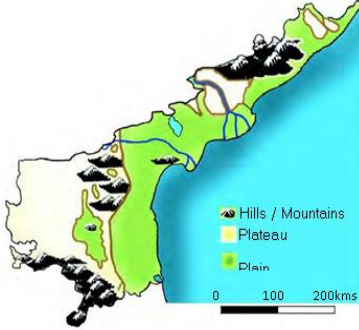

**SYNOPSIS**

- Landforms can be mainly categorised into Plains, Plateaus and Mountains or Hills.
- The height of the landforms are measured from Mean Sea Level.
- A mountain is a natural higher elevated feature of the earth surface.
- A plateau is an elevated flat land. Plateaus are rich in mineral deposits.
- Plains are level lands with flat surface which have maximum height of 200 metres above the sea level.

**STEP 4 : WRITING AND EDITING :**

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p>KEYWORDS/ CONCEPTS</p>	<p>COASTAL LINE HORTICULTURE EASTERN GHATS PODU ITDA TERRAIN NATURAL SPRING</p>	<p>Read the lesson in the groups and identify the unknown words.  Read key words in group.</p>	<p>Read key words individually with spellings.  Copy the key words in their note book.</p>	<p>Expand ITDA.</p>
<p>CONCEPTUAL UNDERSTANDING/ LEARNING</p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <ol style="list-style-type: none"> <li>Where is Andhra Pradesh situated?</li> <li>What are the boundaries of Andhra Pradesh?</li> <li>What is the length of coastal line of Andhra Pradesh?</li> <li>Name some forest products?</li> </ol>	<p>Students participated group reading in their respective group.</p> <p><b>ANDHRA PRADESH POLITICAL MAP</b></p> 	<p>Read concept/flow chard individually.  Students gave responses and note down the key points/flow chart in their note book.</p> <p><b>LANDFORMS OF ANDHRA PRSDESH</b></p> 	<p><b>CHENCHUS</b></p> 
<p>SYNOPSIS READING</p>	<ul style="list-style-type: none"> <li>Andhra Pradesh is located in the east coastal line. Length of coastal line of A.P. is 972 kms.</li> <li>In Andhra Pradesh most of the high elevated areas are in the form of hill ranges.</li> <li>Podu is an ancient tribal agricultural practice in the hilly regions.</li> <li>Arma Konda (Zindagada) in Araku valley is the highest peak in A.P</li> </ul>	<p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

HORTICULTURE    PODU    ITDA    TERRAIN    NATURAL SPRING

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

\* Fill the table with appropriate information.

S.No.	Local name of Eastern ghats	Name of the district
1	Bison hills, Papikondalu	
2	Seshachalam hills	
3	Nallamala hills	
4	Horsely hills	
5	Erramala hills	
6	Palakondalu,velikondalu	

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Why hilly areas are suitable for plantation crops?
  2. What is 'Podu'?
  3. Who are Chenchus?

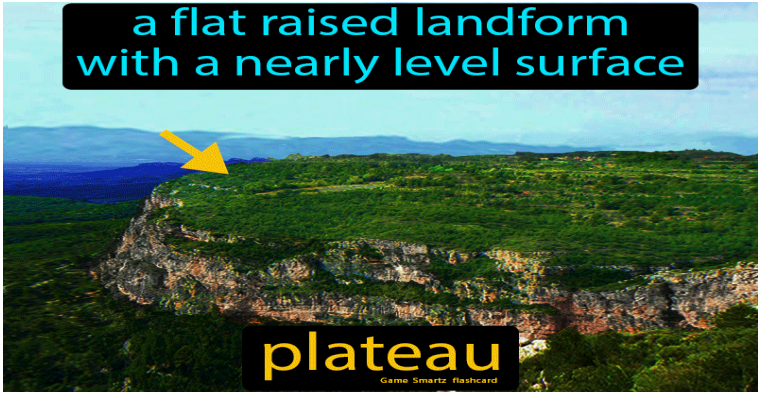



### SYNOPSIS

- Andhra Pradesh is located in the east coastal line. Length of coastal line of A.P. is 972 kms.
- In Andhra Pradesh most of the high elevated areas are in the form of hill ranges.
- Podu is an ancient tribal agricultural practice in the hilly regions.
- Arma Konda (Zindagada) in Araku valley is the highest peak in A.P

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

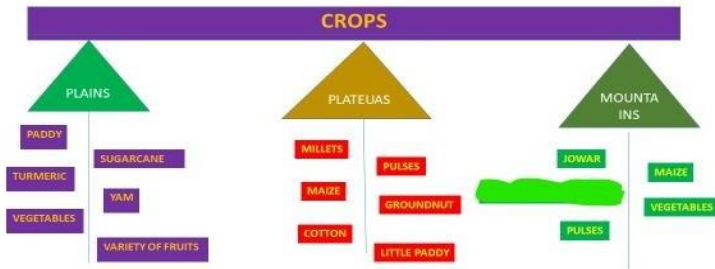
CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	DROUGHT-PRONE REGION KHARIF RABI DELTA CASH CROPS FOOD CROPS AQUACULTURE FLORA FAUNA	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define flora and fauna.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <ol style="list-style-type: none"> <li>What are the major changes in the cropping pattern of plateau region?</li> <li>How is delta formed?</li> <li>Compare the rainfall in the coastal plains and in the interior plateau?</li> </ol>	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chard individually.</p> <p>Students gave responses and note down the key points/flow chart in their note book.</p>	<p>DELTA</p>   <p><i>Black Soil</i></p>
SYNOPSIS READING	<ul style="list-style-type: none"> <li>The plateau area of Andhra Pradesh belongs to eastern Deccan Plateau and Rayalaseema region comes under this landform.</li> <li>In Andhra Pradesh, the plains are situated in coastal districts.</li> <li>In A.P., two main rivers Godavari and Krishna form a very big plain in the form of delta.</li> <li>The delta plains are treasure houses for food grains and are called rice granary of South India.</li> </ul>	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

KHARIF RABI DELTA FLORA FAUNA

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :



1. In which landform, paddy is a main crop?
2. Which soils are suitable for sweet lime and sapota orchards?
3. In which landform, millets are the primary food crop?
4. Cotton is sown in which type of soils?

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Why coastal deltas are rich in fertility?
  2. Why agriculture is a main occupation in the plain areas?

**SYNOPSIS**

- The plateau area of Andhra Pradesh belongs to eastern Deccan Plateau and Rayalaseema region comes under this landform.
- In Andhra Pradesh, the plains are situated in coastal districts.
- In A.P., two main rivers Godavari and Krishna form a very big plain in the form of delta.
- The delta plains are treasure houses for food grains and are called rice granary of South India

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer





LESSON PLAN  
(LIP MODEL)

CLASS : 6

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 08

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 04

PRACTICE PERIODS : 04

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
5.EARLY LIFE TO SETTLED LIFE	PREREQUISITES	1+1			FORESTS TRIBALS NOMADS HUNTER-GATHERERS
	<ul style="list-style-type: none"> <li>• Early people.</li> <li>• Nomadic life.</li> <li>• Reasons for moving.</li> <li>• Finding out About Fire.</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Early people moved from place to place in search of food.</li> <li>• Such people are called nomads.</li> </ul>
	<ul style="list-style-type: none"> <li>• How do we know about those people?</li> <li>• Belum caves.</li> <li>• Rock Paintings.</li> <li>• Growing plants.</li> <li>• Rearing Animals.</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Archaeologists have recovered a large number stone tools from the caves of Kurnool district.</li> </ul>
	<ul style="list-style-type: none"> <li>• Towards a settled life.</li> <li>• Stone tools used by the farmer-herders.</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Towards a settled life.</li> <li>• Early civilisation.</li> </ul>



PRIOR CONCEPTS/SKILLS:

- Early People – Nomadic Life – Reasons for moving - Finding out About Fire.
- How do we know about those people?
- Belum caves – Rock Paintings - Growing plants – Rearing Animals.
- Towards a settled life – Stone tools used by the farmer-herders.

LEARNING OUTCOMES


NO. OF PERIODS REQUIRED

The students will be able to

- Know about nomadic life of early people, food gathering, usage of fire.
- Discuss how better the stone tools were used by the early people.
- Realise how the farming gradually led to the early civilisation.

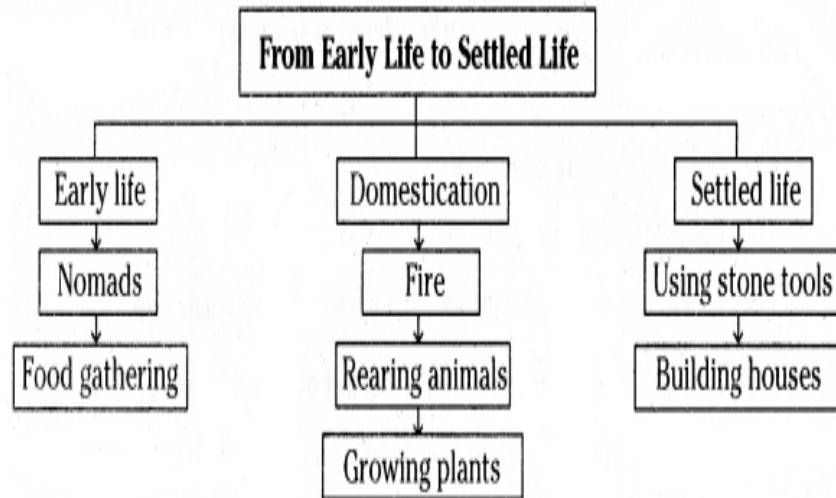
08

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON :</b></p> <ul style="list-style-type: none"> <li>Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic.</li> </ul>  <ol style="list-style-type: none"> <li>What do you observe in the above picture?</li> <li>What do you know about the early man?</li> </ol>	<p>Students read mind map in the group</p>	<p>Students read words individually with spellings</p>	<p>Define 'Nomads'.</p>
<p><b>PREREQUISITES:</b></p> <ul style="list-style-type: none"> <li>* Teacher writes keywords and key concepts on the board and read for the students. HUNTER-GATHERERS    NOMADS</li> <li>*Ask questions on Prerequisites and explain in brief.</li> </ul> <ol style="list-style-type: none"> <li>List out the products of the forest?</li> <li>Who were called nomads?</li> </ol>	<p>Students read prerequisites and discuss in group</p>	<p>Students copy prerequisites in their note books.</p>	
<p><b>RELEVENCE OF THE LESSON:</b></p> <ul style="list-style-type: none"> <li>Teacher conduct discussion through questions about the importance of the lesson.</li> </ul> <ol style="list-style-type: none"> <li>Why did the hunter-gatherers travel from place to place? In what ways are these similar to different from the reasons for which we travel today?</li> </ol>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	

CONCEPT MAP:

- Teacher writes the concept map of the lesson step by step in flow chart form.



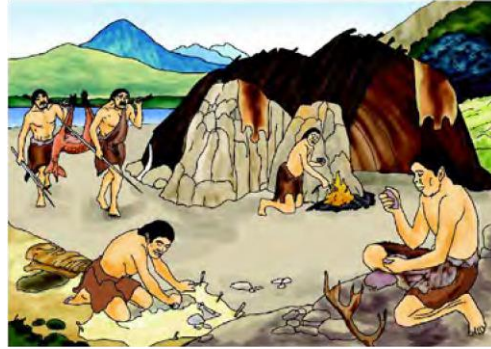
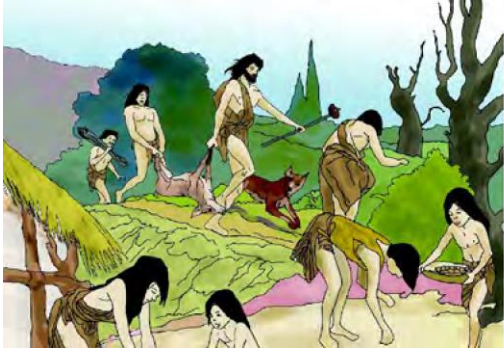
Read concept map in group.

Read concept map individually and copy the concept map in their note books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :  
HUNTER-GATHERERS NOMADS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:



- List out the activities of early people in the above picture.

ACTIVITIES OF EARLY PEOPLE

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  - Which items were there in the food of early man?
  - Where did early man live?


SYNOPSIS

- Thousands of years ago the people who lived in the sub-continent were called as hunter-gatherers.
- The name hunter-gatherers came from the way in which they got their food.
- They gathered fruits, edible roots and tubers, nuts, seeds, leaves, honey, wild grains that grew naturally in the forests.
- They hunted animals and birds, caught fish, gathered eggs for food.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	HUNTER-GATHERERS    NOMADIC LIFE    EDIBLE    SURVIVAL	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'hunter-gatherers'.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <ol style="list-style-type: none"> <li>What do you know about nomadic life?</li> <li>How did the early people discover fire?</li> <li>Why the early people moving to other places?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	Why the early people moving to other place?
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Early people lived in caves or under tree shades.</li> <li>They moved from place to place in search of food. Such people are called nomads.</li> <li>The hunter-gatherers discovered fire. It let them cook their food, making it safe to eat.</li> <li>They use fire to keep off wild animals, to light the caves and to harden the wood.</li> <li>Fire had many uses the life of hunter gatherers. So they considered it sacred.</li> </ul>	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :  
HUNTER-GATHERERS    NOMADIC LIFE    EDIBLE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- Prepare a list of the food items eaten by the early people and the modern people. Do you notice any similarities or differences?

EARLY PEOPLE	MODERN PEOPLE

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. How do we use fire today?






**SYNOPSIS**

- Early people lived in caves or under tree shades.
- They moved from place to place in search of food. Such people are called nomads.
- The hunter-gatherers discovered fire. It let them cook their food, making it safe to eat.
- They use fire to keep off wild animals, to light the caves and to harden the wood.
- Fire had many uses the life of hunter gatherers. So they considered it sacred

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPTS/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ARCHAEOLOGISTS MICROLITHS CAVES ANCESTORS FARMER-HERDERS DOMESTICATE PALAEOOLITHIC AGE MESOLITHIC AGE NEOLITHIC AGE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'Microliths'.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.</li> </ul> <p style="text-align: center;"><b>BELUM CAVES</b></p>  <p style="text-align: center;"><b>BONE TOOLE</b></p>  <p style="text-align: center;"><b>DOMESTICATED ANIMALS AND INSECTS</b></p>  <ol style="list-style-type: none"> <li>How do we know about early people?</li> <li>What are the important rock sites in Andhra Pradesh?</li> <li>What is the classification in stone age?</li> <li>Which crops cultivated by early people?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually.  Students gave responses and note down the key points/flow chart in their note book.	<p style="text-align: center;"><b>ROCK PAINTINGS</b></p>  <p style="text-align: center;"><b>DOMESTICATED CROPS</b></p> 
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Betamcherla and Banaganapalli caves in Kurnool district seem to have been used by stone tool using hunter-gatherers as resting place for thousands of years.</li> <li>The hunter-gatherers lived in caves or rock shelters. They painted pictures of humans, animals and hunting scenes on the surface of the rocks.</li> <li>More than 12,000 years ago, the world had started becoming warmer. This was also known as the period of the great development of humans.</li> </ul>	Read synopsis in group.	Read synopsis individually.	



PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

ARCHAEOLOGISTS MICROLITHS ANCESTORS DOMESTICATE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

• Match the following:

Group – A	Group - B
Belum caves ( )	a. 8,000 BCE to 3,000 BCE
Chintakunta ( )	b. 10,000 BCE to 8,000 BCE
Palaeolithic Age ( )	c. 2.6 million years BCE to 10,000 BCE
Mesolithic Age ( )	d. Kurnool district
Neolithic Age ( )	e. Y.S.R.Kadapa district

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. How did the early men become herders?
  2. How can you say that the rearing of animals paved the way to a settled life of the early humans.

SYNOPSIS



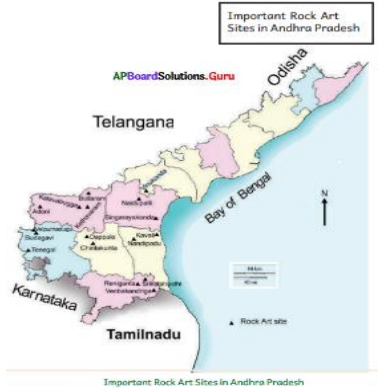
- Betamcherla and Banaganapalli caves in Kurnool district seem to have been used by stone tool using hunter-gatherers as resting place for thousands of years.
- The hunter-gatherers lived in caves or rock shelters. They painted pictures of humans, animals and hunting scenes on the surface of the rocks.
- More than 12,000 years ago, the world had started becoming warmer. This was also known as the period of the great development of humans.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.



TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	PIT HOUSE EXCAVATED TECHNOLOGY CIVILISAATION MORTARS AND PESTLES	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define 'excavation'.
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <p style="text-align: center;"><b>LIFE STYLE OF THE FARMER-HERDERS</b>                      <b>PIT HOUSE</b></p> <div style="display: flex; justify-content: space-around;">   </div> <ol style="list-style-type: none"> <li>Where did the early people store food-grains?</li> <li>If there is no grinding stone, how would it affect out food habits?</li> </ol>	Students participated group reading in their respective group. <b>AN OLD POT</b>	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book. <b>STONE TOOLS</b>	<p style="text-align: center;"><b>IMPORTANT ROCK ART SITES ANDHRA PRADESH</b></p> 
SYNOPSIS READING	<ul style="list-style-type: none"> <li>As people started farming, they realised that seeds took some time to grow – days, weeks, months and even years.</li> <li>The early people to store grain, used large clay pots or woven baskets or dig-pits into the ground.</li> <li>The farmer-herder people lived in the huts or houses made of mud and grass.</li> <li>The period of early agriculture is called the Neolithic period.</li> <li>During the late Neolithic age, people made more technological advances.</li> <li>By the beginning of the Bronze Age, communities extended to different parts. More complex cultures called civilisations began to develop among these communities.</li> </ul>	Read synopsis in group.	Read synopsis individually.	

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

EXCAVATED TECHNOLOGY CIVILISAATION

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READINGG:

- **Make a list of animals and birds that are reared in your area.**

Animals	Birds



STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Compare the life style of the modern farmers with the early farmers-herders.
  2. What will happen if we don't store food-grains?
  3. Locate the following Rock Art sites in the map of Andhra Pradesh
    - a) Chintakunta
    - b) Adoni
    - c) Kavali
    - d) Nayudupalli
    - e) Velpumadugu

**SYNOPSIS**

- As people started farming, they realised that seeds took some time to grow – days, weeks, months and even years.
- The early people to store grain, used large clay pots or woven baskets or dig-pits into the ground.
- The farmer-herder people lived in the huts or houses made of mud and grass.
- The period of early agriculture is called the Neolithic period.
- During the late Neolithic age, people made more technological advances.
- By the beginning of the Bronze Age, communities extended to different parts. More complex cultures called civilisations began to develop among these communities.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

EARLESSON PLAN  
(LIP MODEL)

CLASS : 6

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 06

PRACTICE PERIODS : 06

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRES	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
<b>6.EARLY CIVILISATIONS</b>	PREREQUISITES	1+1			CIVILISATION HISTORY HISTORIAN EXCAVATIONS BC LITERARY SOURCES ARCHAEOLOGICAL SOURCES HEREDITARY MONOGAMY POLYGAMY
	INDUS VALLEY CIVILISATION <ul style="list-style-type: none"> <li>City planning - Drainage system - Houses</li> <li>Economic life</li> <li>Social life</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Indus valley civilisation/Harappan civilisation</li> <li>In Mohenjo-doro, 'the Great Bath'</li> <li>Lothal a popular harbour - Under ground drainage system</li> <li>Economic life - Social life</li> </ul>
	<ul style="list-style-type: none"> <li>Food and crops</li> <li>Entertainment – Art - Religion</li> <li>Script - Weights and measures</li> <li>Causes of the decline</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Food and crops</li> <li>Entertainment - Art - Religion</li> <li>Script - Weights and measures</li> <li>Causes of decline - Aryan invasion</li> </ul>
	ADVENT OF ARYANS <ul style="list-style-type: none"> <li>Sources to know about Aryans</li> <li>Vedic Literature</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Origin of Aryans</li> <li>Sources – Literary and Archaeological</li> <li>Vedic Literature</li> <li>About Vedas – Brahmanas – Aranyakas – Upanishads</li> </ul>
	CLASSIFICATION OF VEDIC PERIOD <ul style="list-style-type: none"> <li>Early Vedic Period</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>Social Life – Position of women – Dress – Amusements</li> <li>Education – Food and crops - Religion</li> <li>Varna system</li> <li>Political life</li> </ul>
	<ul style="list-style-type: none"> <li>Later Vedic Period</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>Political changes</li> <li>Social changes</li> <li>Religious life</li> <li>Epics</li> </ul>

PRIOR CONCEPTS/SKILLS:

- INDUS VALLEY CIVILISATION
- ADVENT OF ARYANS
- CLASSIFICATION OF VEDIC PERIOD - EARLY VEDIC PERIOD - LATER VEDIC PERIOD

LEARNING OUTCOMES

TLM




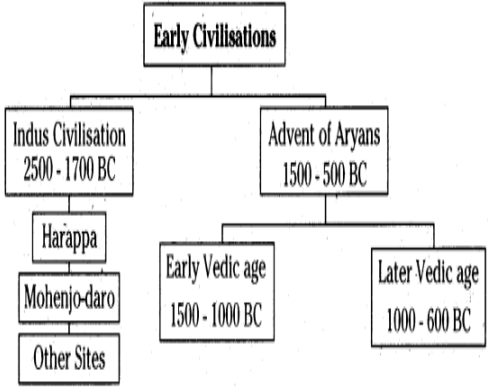
NO. OF PERIODS REQUIRED

- The students will be able to
- Understand Harappa and Mohenjo-daro civilisation.
  - Understand the city planning, economic life, literature, social life, art, religion and trade.
  - Understand Aryan culture and political organisations of early Vedic age and later Vedic age.
  - Appreciate the city planning and drainage system in Indus valley civilisation.
  - Locate the sites of Indus valley civilisation and Indus River in India map.
  - Differentiate between Early Vedic period and Later Vedic period.

India map  
Pictures  
PPTs  
Videos

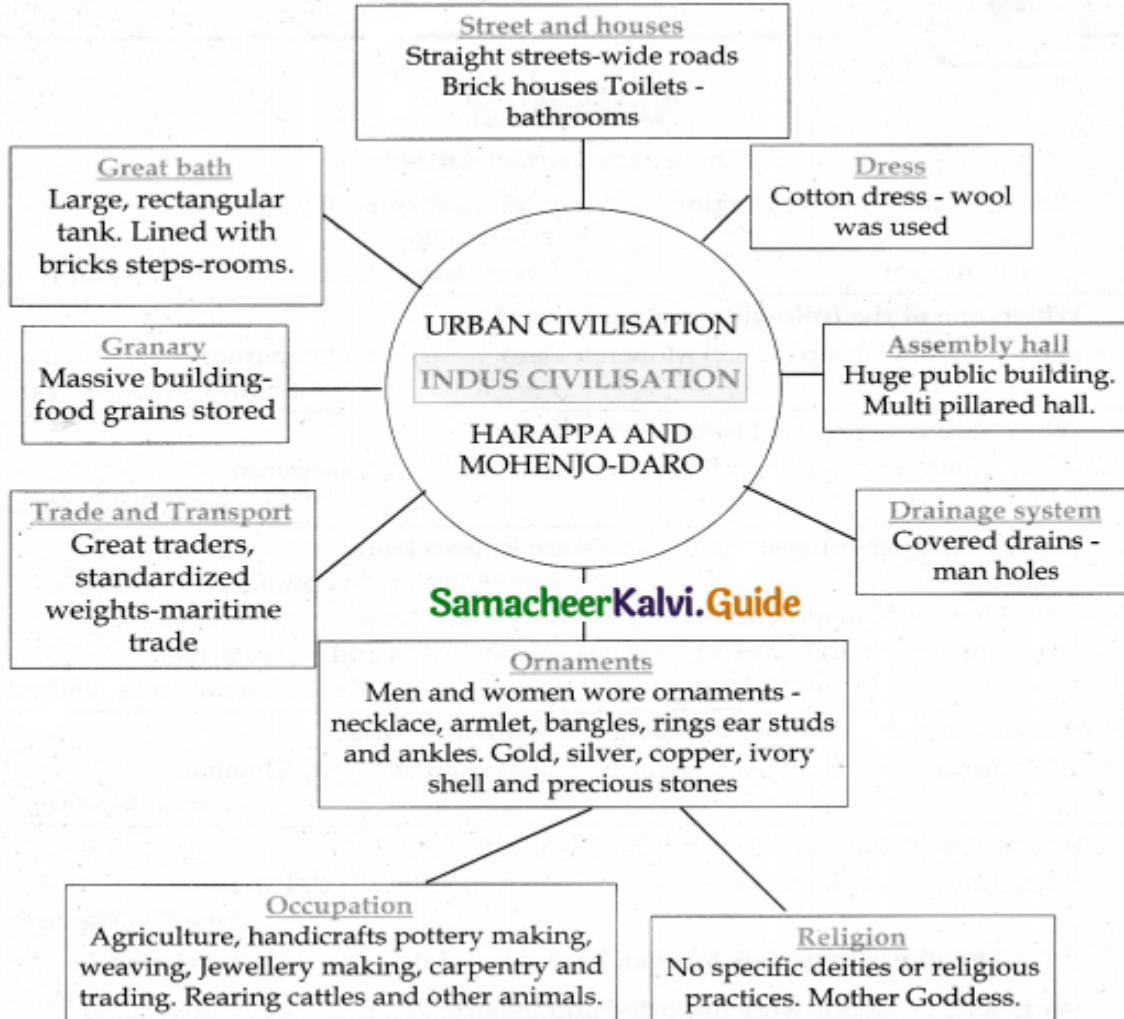
12

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>PREREQUISITES:</b></p> <p>* Teacher writes keywords and key concepts on the board and read for the students.            CIVILISATION HISTORY HISTORIAN EXCAVATIONS HEREDITARY MONOGAMY POLYGAMY</p> <p>*Ask questions on Prerequisites and explain in brief.            1. Define the words Historian, Monogamy and Polygamy.</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Define “civilisation”.</p>
<p><b>MIND MAP/TITLE OF THE LESSON :</b></p> <ul style="list-style-type: none"> <li>Teacher writes title of the lesson on the board and ask triggering questions to share their experience on the topic.</li> </ul> <p>1. THE 1</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><b><u>GREAT BATH</u></b></p> </div> <div style="text-align: center;">  <p><b><u>DRAINS</u></b></p> </div> <div style="text-align: center;">  <p><b><u>WALLS</u></b></p> </div> </div> <ol style="list-style-type: none"> <li>What do you observe in the above pictures?</li> <li>These pictures are belongs to which civilisation?</li> </ol> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 20px;"> <p><b>EARLY CIVILISATION</b></p> </div>	<p>Students read mind map in the group</p>	<p>Students read words individually with spellings.</p>	 <pre> graph TD     EC[Early Civilisations] --&gt; IC[Indus Civilisation 2500 - 1700 BC]     EC --&gt; AA[Advent of Aryans 1500 - 500 BC]     IC --&gt; H[Harappa]     IC --&gt; MD[Mohenjo-daro]     IC --&gt; OS[Other Sites]     AA --&gt; EVA[Early Vedic age 1500 - 1000 BC]     AA --&gt; LVA[Later Vedic age 1000 - 600 BC]           </pre>
<p><b>RELEVENCE OF THE LESSON:</b></p> <ul style="list-style-type: none"> <li>Teacher conduct discussion through questions about the importance of the lesson.</li> </ul> <ol style="list-style-type: none"> <li>What is meant by the Harappan civilisation?</li> <li>What was special about Harappan civilisation?</li> </ol>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	

CONCEPT MAP:

- Teacher writes the concept map of the lesson step by step in flow chart form.



Read  
concept map  
in group.

Read concept map  
individually and  
copy the concept  
map in their note  
books.

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

CIVILISATION HISTORY HISTORIAN EXCAVATIONS HEREDITARY MONOGAMY POLYGAMY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

• MATCH THE FOLLOWING

- |               |     |                                                                      |
|---------------|-----|----------------------------------------------------------------------|
| a) History    | ( ) | a) the person who studies past events                                |
| b) Historian  | ( ) | b) one person marry with another one person                          |
| c) Excavation | ( ) | c) the science which studies past events                             |
| d) Monogamy   | ( ) | d) one person marry with more than person                            |
| e) Polygamy   | ( ) | e) the process of digging in ancient sites to know about past events |
| f) Hereditary | ( ) | f) Before Crist                                                      |
| g) BC         | ( ) | g) the political power or administrate power comes from inheritance  |

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. What do you know about civilisation?
  2. What is meant by history?
  3. Why we study history?
  4. What do you know about excavations?

**SYNOPSIS**




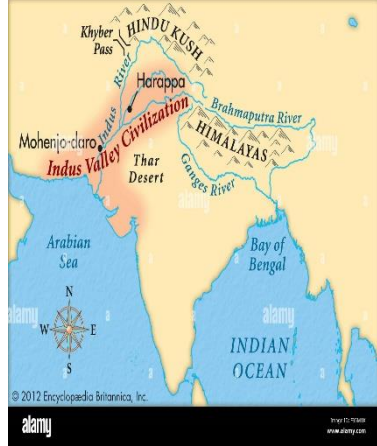
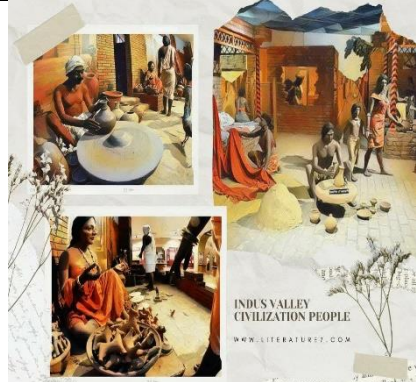
- Indus valley civilisation developed along the Rivers Indus and Ghaggar-Hakra.
- The sites of this civilisation spread over more than 1500 places in Punjab, Haryana, Gujarat, Rajasthan, Western Uttar Pradesh and Maharashtra.
- They are also found in Afghanistan and in the provinces of Punjab, Sindh and Beluchistan of Pakistan.
- The Harappan civilisation flourished between 2500—1700BC.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.



TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	CIVILISATION EXCAVATIONS CULTURE TRADITION ANCIENT FLOURISHED FORTS THE GREAT BATH OCCUPATION RELIGIOUS CONGREGATIONS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define "civilisation"
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <div style="display: flex; justify-content: space-around;">    </div> <p style="text-align: center;"> <span style="margin-right: 100px;"><b><u>GREAT BATH</u></b></span> <span><b><u>DRAINS</u></b></span> <span><b><u>WALLS</u></b></span> </p> <ol style="list-style-type: none"> <li>Who participated in the excavations of the Indus valley civilisation?</li> <li>Where Indus valley civilisation flourished?</li> <li>How did the Indus people build their houses?</li> <li>The drainage system of Indus was exemplary. How ?</li> <li>Describe the economic life of Indus people?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> <li>* Indus valley civilisation developed along the Rivers Indus and Ghaggar-Hakra.</li> <li>* The Harappan civilisation flourished between 2500 – 1700BC.</li> <li>* The cities of the Harappan civilisation were well planned.</li> <li>* In Mohenjo-doro, 'the Great Bath' (a great tank for public bath) was found.</li> <li>* Lothal was a popular harbour in those days.</li> <li>* They had a well-planned underground drainage system.</li> <li>* The Harappan people built their houses with dried or baked bricks.</li> <li>* Weaving cotton and woollen clothes were the main occupations.</li> <li>* Both men and women were fond of decorating themselves</li> </ul>	Read synopsis in group.	Read synopsis individually.	



PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

CIVILISATION EXCAVATIONS CULTURE TRADITION ANCIENT FLOURISHED FORTS THE GREAT BATH OCCUPATION  
RELIGIOUS CONGREGATIONS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

Indus Valley Civilisation	had	well city planning
		well planned drainage system
		a harbour at Lothal
		the great bath in Mohenjo-doro
		Dried or baked bricks houses

- Ask students to prepare sentences on their own connect with “had”.

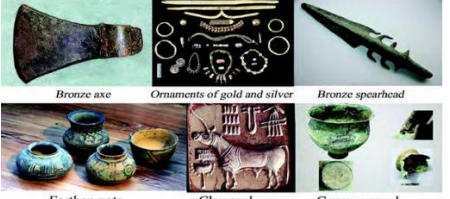



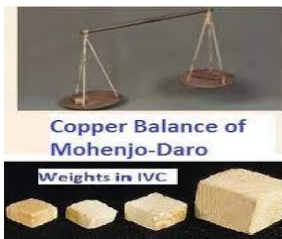

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Do you find any difference between the planning of Indus cities and the present cities? How?
  2. Was Indus drainage system more advanced? How?

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 3

CONCEPTS/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ENTERTAINMENT STONE IDOL WORSHIPPED FIRE PITS SCRIPT INVASION ARCHAEOLOGISTS DECLINE	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	 <p>Fig 6.12 Tools they used</p>
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.</li> </ul> <ol style="list-style-type: none"> <li>Name the worshipped gods of the Indus people?</li> <li>Who developed weights and measures system?</li> <li>Which symbol commonly found during Indus civilisation?</li> <li>What did you understand about the Indus people script?</li> <li>“Devotion of God is belief”? comment on Indus peoples dieties.</li> </ol>	<p>Students participated group reading in their respective group.</p> <p><b>SCRIPT</b></p> 	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p> 	 <p>Bullockcart</p> <p>The King or the Priest</p> <p>Dancing girl</p>
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Agriculture was their main occupation.</li> <li>Dance, chess, music, marbles and dice were their entertainments.</li> <li>Small idols of Ammatalli (Mother Goddess), the statue of dancing girl and the stone idol of the beard man are excellent artifacts.</li> <li>They worshipped Pashupathi (Siva) and mother Goddess.</li> <li>Harappans were the first to develop a system of standardised weights and measurs.</li> <li>The theory that Aryan invasion was the cause of destruction of the Indus civilisation but it was rejected by Martimar Wheeler.</li> <li>Archaeologists thought that, change in the course of the Indus River and floods led this civilisation to decline.</li> </ul>	<p>Read synopsis in group.</p>  <p>Copper Balance of Mohenjo-Daro</p> <p>Weights in IVC</p>	<p>Read synopsis individually.</p>	 <p>APBoardSolutions.Guru</p>

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

ENTERTAINMENT STONE IDOL WORSHIPPED FIRE PITS SCRIPT INVASION ARCHAEOLOGISTS DECLINE

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- Compare the economic activity of Indus people with the present.

Economic activity	Indus times	Present
Exports		
Imports	APBoardSolutions.Guru	
Crops		
Domestication of animals		
Crafts		

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
- 1. What were the reasons for the decline of Indus valley civilisation?

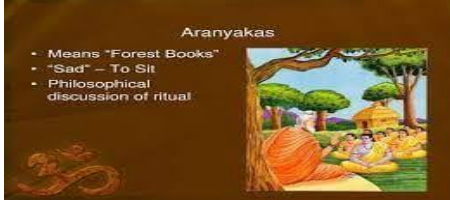

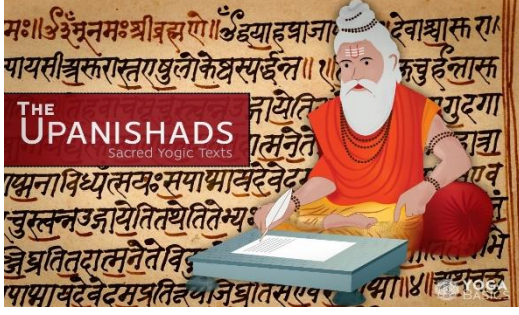
**SYNOPSIS**

- Agriculture was their main occupation.
- Dance, chess, music, marbles and dice were their entertainments.
- Small idols of Ammatalli (Mother Goddess), the statue of dancing girl and the stone idol of the beard man are excellent artifacts.
- They worshipped Pashupathi (Siva) and mother Goddess.
- Harappans were the first to develop a system of standardised weights and measures.
- The theory that Aryan invasion was the cause of destruction of the Indus civilisation but it was rejected by Martimar Wheeler.
- Archaeologists thought that, change in the course of the Indus River and floods led this civilisation to decline

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ORIGIN FLOURISHED LITERATURE VEDAS EPICS SPRITUAL HYMNS RITUALS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	 <p>Aranyakas</p> <ul style="list-style-type: none"> <li>- Means "Forest Books"</li> <li>- "Sad" – To Sit</li> <li>- Philosophical discussion of ritual</li> </ul>
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.</li> </ul> <ol style="list-style-type: none"> <li>1. What is the origin of Aryan Civilisation?</li> <li>2. Where was the Vedic culture flourished?</li> <li>3. What is the source to know about the Aryans?</li> <li>4. How many Vedas are there? What are they?</li> <li>5. Who gave a call "Go back to Vedas"?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	 <p>RIG VEDA YAJUR VEDA SAMA VEDA ATHARVA VEDA</p>
SYNOPSIS READING	<ul style="list-style-type: none"> <li>There are various theories about the origin of Aryans. Some historians are of the opinion that Aryans came from outside the country i.e Central Asia, Arctic region, East of Alps etc.</li> <li>The Vedic culture flourished on the plains of rivers Indus and Saraswati and later in the plains of the rivers Ganga and Yamuna.</li> <li>The period in which the Vedic literature was formed is called the Vedic period.</li> <li>The term Veda means "superior knowledge" in Sanskrit</li> <li>Four major Vedas constitute the Vedic literature. They are – Rig Veda, Yajur Veda, Sama Veda and Atharvana Veda.</li> <li>Rig Veda is a collection of Vedic hymns composed by Rishis.</li> <li>Yajur Veda is details of rules to be followed during sacrifices.</li> <li>Sama Veda is a collection of songs. The origins of Indian music are traced to it.</li> <li>Atharvana Veda is a collection of spells and charms.</li> <li>Brahmanas - Prose about vedic hymns, rituals and philosophies. Aranyakas - Deal with mysticism, rites and rituals.</li> <li>Upanishads - Philosophical texts dealing with soul, mysteries of nature.</li> </ul>	Read synopsis in group.	Read synopsis individually.	 <p>"Back to the Vedas" - Swami Dayanand Saraswati</p> <p>THE UPANISHADS Sacred Yogic Texts</p>

PRACTICE PERIOD : 4

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

ORIGIN FLOURISHED LITERATURE VEDAS EPICS SPIRITUAL HYMNS RITUALS BRAHMANAS ARANYAKAS UPANISHADS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

• **Match the following**

1. Rig Veda ( ) a) is a collection of spells and charms.
2. Yajur Veda ( ) b) is a collection of songs
3. Sama Veda ( ) c) is details of rules to be followed during sacrifices.
4. Athrvana Veda ( ) d) is a collection of Vedic hymns composed by Rishis.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. “Veda means a superior knowledge” comment on it.

**SYNOPSIS**

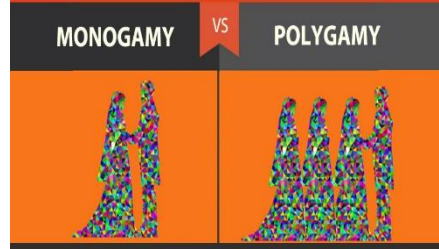

- There are various theories about the origin of Aryans. Some historians are of the opinion that Aryans came from outside the country i.e Central Asia, Arctic region, East of Alps etc.
- The Vedic culture flourished on the plains of rivers Indus and Saraswati and later in the plains of the rivers Ganga and Yamuna.
- The period in which the Vedic literature was formed is called the Vedic period.
- The term Veda means “superior knowledge” in Sanskrit
- Four major Vedas constitute the Vedic literature. They are – Rig Veda, Yajur Veda, Sama Veda and Atharvana Veda.
- Rig Veda is a collection of Vedic hymns composed by Rishis.
- Yajur Veda is details of rules to be followed during sacrifices.
- Sama Veda is a collection of songs. The origins of Indian music are traced to it.
- Atharvana Veda is a collection of spells and charms.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing



TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	DASAS MONOGAMY SATI SCHOLARS CEREMONIES VASA ADIVASA AMUSEMENTS GURUKULAS YAGNAS VARNA SYSTEM DISCRIMINATION DICTATORSHIP HEREDITARY	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define "Monogamy".
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>Write about the social life of the early Vedic period?</li> <li>What do you know about the political life of the early Vedic period?</li> <li>What are Sabha and Samiti?</li> <li>What are the good qualities of Varna system in the Early Vedic period?</li> <li>Do you hear the words "Monogamy" and "Polygamy"?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> <li><b>Classification of Vedic Period</b></li> <li><b>The period of Vedic Civilisation (1500-500 BCE) is divided into two broad parts –</b></li> <li><b>Early Vedic Period (1500-1000 BC), also known as Rig Vedic Period.</b></li> <li><b>Later Vedic Period (1000- 600 BC).</b></li> <li><b>Social Life: The family is the basic unit of the society. The father was the head of the family. Joint family system was in practice. The prisoners of war called dasas and dasyas were like slaves. Monogamy was the usual practice.</b></li> <li><b>Position of women : Women held a respectable place in their society. They studied Vedas. There were no child marriages or Sati.</b></li> <li><b>Dress : They wore Vasa (dhoti), Adhivasa (upper cloth) as we wear today.</b></li> <li><b>Amusements: Chariot racing, hunting, boxing, dancing and music were some of the amusements.</b></li> <li><b>There were gurukulas. Entire institutions were given freedom in their teaching learning process.</b></li> <li><b>There was no caste discrimination in early vedic period.</b></li> <li><b>The chief of the clan was called Rajan and there was no dictatorship. Kingship was not hereditary.</b></li> </ul>	Read synopsis in group.	Read synopsis individually.	

## PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

DASAS MONOGAMY SATI SCHOLARS CEREMONIES VASA ADIVASA AMUSEMENTS GURUKULAS YAGNAS VARNA SYSTEM DISCRIMINATION DICTATORSHIP HEREDITARY

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

- **Match the following**

- |                          |        |                |
|--------------------------|--------|----------------|
| 1. Vasa                  | (    ) | a) upper cloth |
| 2. Adhivasa              | (    ) | b) dhoti       |
| 3. The prisoners of war  | (    ) | c) Rajan       |
| 4. The chief of the clan | (    ) | d) Dasas       |

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Which is the basic unit of society?
  2. What was the importance of Gurukulas?

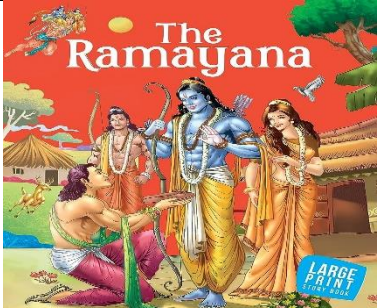
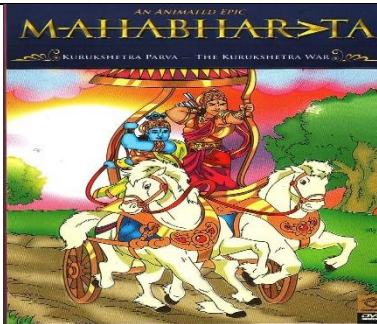
### SYNOPSIS

- **CLASSIFICATION OF VEDIC PERIOD**
- **THE PERIOD OF VEDIC CIVILISATION (1500-500 BCE) IS DIVIDED INTO TWO BROAD PARTS –**
- **EARLY VEDIC PERIOD (1500-1000 BC), ALSO KNOWN AS RIG VEDIC PERIOD.**
- **LATER VEDIC PERIOD (1000- 600 BC).**
- **SOCIAL LIFE: THE FAMILY IS THE BASIC UNIT OF THE SOCIETY. THE FATHER WAS THE HEAD OF THE FAMILY. JOINT FAMILY SYSTEM WAS IN PRACTICE. THE PRISONERS OF WAR CALLED DASAS AND DASYAS WERE LIKE SLAVES. MONOGAMY WAS THE USUAL PRACTICE.**
- **POSITION OF WOMEN : WOMEN HELD A RESPECTABLE PLACE IN THEIR SOCIETY. THEY STUDIED VEDAS. THERE WERE NO CHILD MARRIAGES OR SATI.**
- **DRESS : THEY WORE VASA (DHOTI), ADHIVASA (UPPER CLOTH) AS WE WEAR TODAY.**
- **AMUSEMENTS: CHARIOT RACING, HUNTING, BOXING, DANCING AND MUSIC WERE SOME OF THE AMUSEMENTS.**
- **THERE WERE GURUKULAS. ENTIRE INSTITUTIONS WERE GIVEN FREEDOM IN THEIR TEACHING LEARNING PROCESS.**

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 6

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	MIGRATE ASWAMEDHA RAJASUYA POLYGAMY EPICS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define "Polygamy".
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> <li>1. To which river plains did the Vedic people migrate?</li> <li>2. Describe the Asrama system?</li> <li>3. What are the Epics?</li> <li>4. What was the Adi Kavya?</li> <li>5. What was the Mahabharata talk about?</li> </ul>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> <li>As time passed by the Vedic people migrated to the plains of Ganga and Yamuna from the plains of rivers Indus-Saraswati.</li> <li>During the later Vedic period, the king became more powerful. Even Sabha and Samithi lost their importance.</li> <li>The asrama system started. The asrama system of brahmacharya, grihastha, vanaprastha and sanyasa started during this period</li> <li>The varna system came into existence. Child marriage and sati started during this period.</li> <li>Religious ceremonies became complex and complicated. The Yagnas and Yagas were performed frequently.</li> <li>The Ramayana and The Mahabharatha are two great epics. These two great epics have guided the life and art of Indian life. The Ramayana (Adi kavya ) was written by Maharshi Valmiki in Sanskrit.</li> <li>The Mahabharata was written in Sanskrit by sage Vedavyasa.The Mahabharata is a victory of dharma over adharma</li> </ul>	Read synopsis in group.	Read synopsis individually.	



**PRACTICE PERIOD : 6**

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

MIGRATE ASWAMEDHA RAJASUYA POLYGAMY EPICS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

**List out the names of famous books and its writers from your school library.**

<b>Book name</b>	<b>Writer name</b>

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. What re the political changes occurred in later Vedic period?
  2. Locate the following rivers on the out line map of India
    - h) River Insua
    - b) River Ganges
    - c) River Yamuna

**SYNOPSIS**

- As time passed by the Vedic people migrated to the plains of Ganga and Yamuna from the plains of rivers Indus-Saraswati.
- During the later Vedic period, the king became more powerful. Even Sabha and Samithi lost their importance.
- The asrama system started. The asrama system of brahmacharya, grihastha, vanaprastha and sanyasa started during this period
- The varna system came into existence. Child marriage and sati started during this period.
- Religious ceremonies became complex and complicated. The Yagnas and Yagas were performed frequently.
- The Ramayana and The Mahabharatha are two great epics. These two great epics have guided the life and art of Indian life. The Ramayana (Adi kavya ) was written by Maharshi Valmiki in Sanskrit.
- The Mahabharata was written in Sanskrit by sage Vedavyasa. The Mahabharata is a victory of dharma over adharma

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer



**LESSON PLAN**

(LIP MODEL)

CLASS : 6

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 05

PRACTICE PERIODS : 05

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
<b>7. EMERGENCE OF KINGDOMS AND REPUBLICS</b>	PREREQUISITES	1+1			KINGDOM REPUBLIC JANAPADA MAHAJANAPADA CITIES GANA
	INTRODUCTION: JANAPADAS AND MAHAJANAPADAS How do we know about the Mahajanapadas?	1+1			<ul style="list-style-type: none"> <li>• Janapadas</li> <li>• Mahajanapadas</li> <li>• How do we know about the Mahajanapadas?</li> </ul>
	MAHAJANAPADAS CITIES OF MAHAJANAPADAS	1+1			<ul style="list-style-type: none"> <li>• Grihapatis or Gahapatis</li> <li>• Dasas or slaves</li> <li>• Bhartukas</li> <li>• Cities of Mahajanapadas</li> </ul>
	KINGS, ARMY AND TAXES	1+1			<ul style="list-style-type: none"> <li>• Know about kings, army and taxes</li> <li>• Bhaga</li> </ul>
	GANA – KINGDOM MAGADHA – A POWERFUL KINGDOM VAJJI – A GANA Emergence of new thoughts and religions	1+1			<ul style="list-style-type: none"> <li>• Know about Gana – Kingdom</li> <li>• Magadha – A powerful kingdom</li> <li>• Vajji – a Gana</li> <li>• Emergence of new thoughts and religions</li> </ul>

PRIOR CONCEPTS/SKILLS :

- JANAPADAS AND MAHAJANAPADAS
- How do we know about the Mahajanapadas?
- CITIES OF MAHAJANAPADAS
- KINGS, ARMY AND TAXES
- GANA – KINGDOM
- MAGADHA – A POWERFUL KINGDOM
- VAJJI – A GANA
- Emergence of new thoughts and religions

LEARNING OUTCOMES

TLM

NO. OF PERIODS REQUIRED

The students will be able to:

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

India Map  
Pictures  
Charts  
DIKSHA Videos

10

TEACHING PERIOD – 1 (PREREQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><u>MIND MAP/TITLE OF THE LESSON</u> : Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-weight: bold; margin: 10px auto; width: fit-content;">EMERGENCE OF KINGDOMS AND REPUBLICS</div> <p>What is the difference between kingdom and republic?</p>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	<p>Define kingdom?</p>
<p>PREREQUISITES: Teacher writes keywords and key concepts on the board and read for the students.            KINGDOM REPUBLIC JANAPADA MAHAJANAPADA CITIES GANA            *Ask questions on Prerequisites and explain in brief.            1. Define 'Janapada' and 'Mahajanapada'.</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books</p>	<p>Define janapada?</p>
<p>RELEVENCE OF THE LESSON: Teacher conduct discussion through questions about the importance of the lesson.            1. Compare the Gana form of government in Vajji with present day republic?</p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/concepts what they want to know in the chapter.</p>	
<p><u>CONCEPT MAP:</u> Teacher writes the concept map of the lesson step by step in flow chart form.</p> <div style="text-align: center;"> <p><b>Ganges Valley 2700 years ago</b></p> <pre> graph TD     A[Mahajanapadas] --&gt; B[Cities]     A --&gt; C[New ideas]     B --&gt; D[Administration]     D --&gt; E[Kingdoms]     D --&gt; F[Gana Sanghas]     C --&gt; G[Jainism]     C --&gt; H[Buddhism]     C --&gt; I[Others]           </pre> </div>	<p>Read concept map in group.</p>	<p>Read concept map individually and copy the concept map in their note books.</p>	

PRACTICE PERIOD : 1 (PREREQUISITES)

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

KINGDOM REPUBLIC JANAPADA MAHAJANAPADA CITIES GANA

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :



Locate the 16 Mahajanapadas and their capitals in the following India outline map.

alamy

Image ID: 1000011  
www.alamy.com

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- \* Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Find out the names of a few janas (tribes) who initially settled down in the Indo-Gangetic plain.


**SYNOPSIS**

- Sakyas, Lichhavis, Mallas, Videhas etc., are of such tribes. These tribes were called 'jana' in Sanskrit and the place where they settled was called 'Janapada'.
- LARGE GROUPS OF SUCH VILLAGES AND TOWNS WERE CALLED 'MAHAJANAPADAS' OR 'BIG JANAPADAS'. MOST OF THE MAHAJANAPADAS HAD A CAPITAL CITY AND MANY OF THOSE WERE FORTIFIED.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)		GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	JANA JANAPADA MAHAJANAPADA TRIBES INHABITED FORTIFIED ARCHAEOLOGISTS EXCAVATIONS		Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Define mahajanapada?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul>  <p>The map shows the 16 Mahajanapadas (2500 years ago) in the Indian subcontinent. Major rivers like the Indus, Ganges, Yamuna, and Godavari are shown. Kingdoms are labeled with their capital cities: KAMBOJA (Poona), Gandhara (Taxila), Kuru (Hastinapura), Panchala (Kosambha), Surasena (Mathura), Mathasya (Viratnagar), AVANTHI (Ujjain), ASMAKA (Paithan), KASHI (Kushinara), and MAGADHA (Pataliputra). Other smaller kingdoms like Kausambi, Chedi, and Anga are also marked.</p>	<ul style="list-style-type: none"> <li>Look at the map and fill in the blanks.</li> </ul> <ol style="list-style-type: none"> <li>The ..... Janapada was settled on both sides of river Yamuna.</li> <li>The Panchala was settled on the both banks of the river.....</li> <li>The ..... Janapada was situated on the western side of the Surasena.</li> <li>The ..... Janapada was on the extreme north.</li> <li>The ..... Janapada was situated on the banks of the river Godavari.</li> <li>The Gandhara was situated on the banks of the river .....</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	1."The Mahajanapadas developed on the river banks". Do you agree or not? Justify your answer.
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Sakyas, Lichhavis, Mallas, Videhas etc., are of such tribes. These tribes were called 'jana' in Sanskrit and the place where they settled was called 'Janapada'.</li> <li>Large groups of such villages and towns were called 'Mahajanapadas' or 'big Janapadas'.</li> <li>We get to know much about those villages and towns from two kinds of sources – from archaeological excavations in different places and from the books composed during that period.</li> <li>Some important archaeological sites at the time of Mahajanapadas are Hastinapura (Modern Delhi), Atranjikhera, Kausambi (Near Allahabad), Pataliputra.</li> <li>Some important books written during this period are Upanishads, Dharmasutras, Dighanikaya Majjhimanikaya, Herodotus History etc.</li> </ul>		Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 2

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

JANA JANAPADA MAHAJANAPADA TRIBES INHABITED FORTIFIED ARCHAEOLOGISTS EXCAVATIONS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

- Collect the information about 16 Mahajanapadas, and the state, in which they were located. Prepare a table as given below. Refer India Political map given.

S.No	Mahajanapada	Capital	Modern location/State
1	Anga	Champa	West Bengal
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Name some important books written during the period of Mahajanapadas?
  2. A famous religious epic tells us about many of these Janapadas. Find it out.
  3. Through what sources do you know about Mahajanapadas?

**SYNOPSIS**


- Sakyas, Lichhavis, Mallas, Videhas etc., are of such tribes. These tribes were called 'jana' in Sanskrit and the place where they settled was called 'Janapada'.
- Large groups of such villages and towns were called 'Mahajanapadas' or 'big Janapadas'.
- We get to know much about those villages and towns from two kinds of sources – from archaeological excavations in different places and from the books composed during that period.
- Some important archaeological sites at the time of Mahajanapadas are Hastinapura (Modern Delhi), Atranjikhera, Kausambi (Near Allahabad), Pataliputra.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.



TEACHING PERIOD : 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	GRIHAPATIS    GAHAPATIS    DASAS    SLAVES    BHARTUKAS MERCHANDISE    SURPLUS	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	Grihapati means?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,               <ol style="list-style-type: none"> <li>1. Describe the relationship between Grihapatis and craftsmen of the village.</li> <li>2. Can you point out the difference between the way villages are managed today and in the time of Mahajanapadas?</li> <li>3. Write the agricultural practices that led to increase in agricultural production in the time of Mahajanapadas?</li> </ol> </li> </ul>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	<p style="text-align: center;"><a href="http://APBoardSolutions.Guru">APBoardSolutions.Guru</a></p> 
SYNOPSIS READING	<ul style="list-style-type: none"> <li>• those times that agriculture was managed by landowners called Grihapatis or Gahapatis,</li> <li>• But they also employed 'dasas' or slaves (who were probably captured in wars and sold to farmers) and workers 'bhartukas' or who worked on their fields and homes in return for wages.</li> <li>• Usually, the largest landowner became the headman of the village. He was the leader of the village. He was also used by the king to collect taxes from villagers.</li> <li>• In most of the villages there were craft persons.</li> </ul>	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 3

STEP 1 : WHOLE CLASS READING – KEY WORDS READING :

GRIHAPATIS GAHAPATIS DASAS SLAVES BHARTUKAS MERCHANDISE SURPLUS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

A person who weaves cloth or blankets		Weaver.
A person who keeps sheep	is called	Shepherd.
A person who makes things of iron		Blacksmith.
A person who makes po		Potter.

STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK)

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Who is Grihapati or Gahapati?
  2. What is the difference between 'dasas' and 'bhartukas'?
  3. The people of the towns would have needed grain, milk, meat etc.  
How do you think they got them if most town people were not doing any farming?






SYNOPSIS

- Those times that agriculture was managed by landowners called Grihapatis or Gahapatis,
- But they also employed 'dasas' or slaves (who were probably captured in wars and sold to farmers) and workers 'bhartukas' or who worked on their fields and homes in return for wages.
- Usually, the largest landowner became the headman of the village. He was the leader of the village. He was also used by the king to collect taxes from villagers.
- In most of the villages there were craft persons.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 4

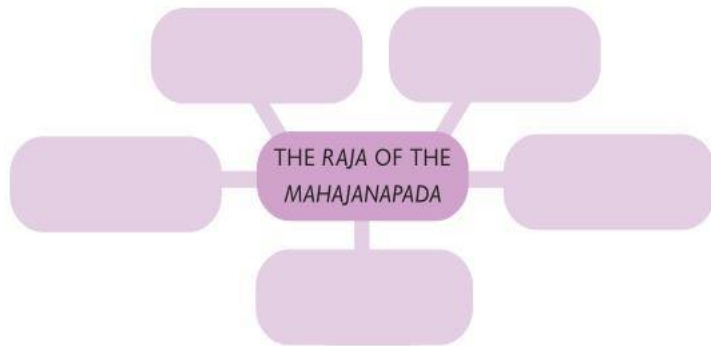
CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	ARMY TAXES BHAGA COINS TERRITORIES	Read the lesson in the groups and identify the unknown words. Read key words in group.	Read key words individually with spellings. Copy the key words in their note book.	What is Bhaga?
CONCEPTUAL UNDERSTANDING/ LEARNING	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.</li> <li>1. Why did the kings of Mahajanapadas need armies?</li> <li>2. Find out how the crafts persons are taxed by the government today. Was it the same in the time of Mahajanapadas?</li> <li>3. What were the taxes collected by the rulers of Mahajanapadas?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <p><b>Gandhara coins(300-600BCE)</b></p>  <p><b>Magadha Coins (350 BCE)</b></p> </div> <div style="text-align: center;">  <p><b>Kuru Janapada(4th cent BCE)</b></p>  <p><b>Panchal of Adhichhatra Indra Coin (c. 75-50 BCE)</b></p> </div> </div> <p style="text-align: center;"><b>Coins issued by Mahajanapadas</b></p>	Students participated group reading in their respective group.	Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.	
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Most of the Mahajanapadas were ruled by kings. The kings commanded and led their armies in battle.</li> <li>The kings collected taxes from the people. They had officers who would collect taxes from the grihapatis, the craftsmen and traders.</li> <li>The grihapatis had to divide their crops into six equal parts and give one part to the king. That was called bhaga.</li> <li>During that period, the use of coins had just begun. Some of the taxes were probably in the form of coins.</li> </ul>	Students read synopsis in group.	Students read synopsis individually and copy in their note books.	

PRACTICE PERIOD : 4

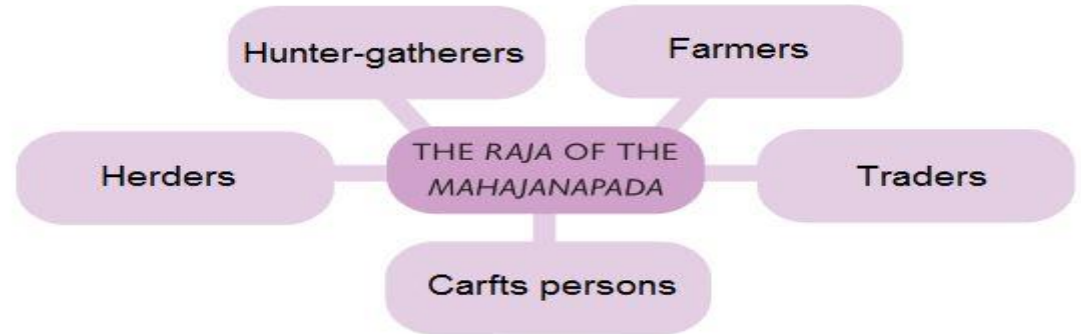
STEP 1 : WHOLE CLASS READING – KEY WORDS READING :  
ARMY TAXES BHAGA COINS TERRITORIES

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING :

THOSE WHO PAID TAXES



THOSE WHO PAID TAXES



STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK) :

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. In which form the hunter gatherers paid taxes to their kings?
  2. What is bhaga?
  3. Why were the kings of mahajanapadas keen to increase craft production and trade?
  4. How did the headmen of the village benefit from the imposition of taxes by the kings?

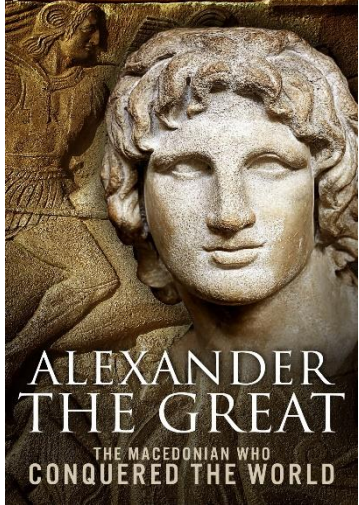
**SYNOPSIS**

- **MOST OF THE MAHAJANAPADAS WERE RULED BY** KINGS. THE KINGS COMMANDED AND LED THEIR ARMIES IN BATTLE.
- THE KINGS COLLECTED TAXES FROM THE PEOPLE. THEY HAD OFFICERS WHO WOULD COLLECT TAXES FROM THE GRIHAPATIS, THE CRAFTSMEN AND TRADERS.
- THE GRIHAPATIS HAD TO DIVIDE THEIR CROPS INTO SIX EQUAL PARTS AND GIVE ONE PART TO THE KING. THAT WAS CALLED BHAGA.
- DURING THAT PERIOD, THE USE OF COINS HAD JUST BEGUN. SOME OF THE TAXES WERE PROBABLY IN THE FORM OF COINS.

STEP 4 : WRITING AND EDITING :

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

TEACHING PERIOD : 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
KEY WORDS/ CONCEPTS	<p>GANA SANGHA ORTHODOX RITUALS JAINISM BUDDHISM VEDAS</p>	<p>Read the lesson in the groups and identify the unknown words. Read key words in group.</p>	<p>Read key words individually with spellings. Copy the key words in their note book.</p>	<p>Gana means?</p>
CONCEPTUAL UNDERSTANDING/ LEARNING	<p>• Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p> <ol style="list-style-type: none"> <li>1. Which was the most powerful kingdom among Mahajanapadas?</li> <li>2. Magadha spread on the bank of which river?</li> <li>3. Which was the example for Gana?</li> <li>4. Name some religions which were came into light during this period?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chard individually. Students gave responses and note down the key points/flow chart in their note book.</p>	<p>Which was the example of Gana?</p>
SYNOPSIS READING	<ul style="list-style-type: none"> <li>• The term 'gana' means 'people of equal status'. 'Sangha' means 'assembly'.</li> <li>• The gana - sanghas covered a small geographical area ruled by an elite group.</li> <li>• A 'kingdom' means a territory ruled by a king or queen.</li> <li>• Usually these kingdoms adhered to orthodox Vedic traditions.</li> <li>• Magadha - A powerful kingdom.</li> <li>• Bimbisara and his son Ajatasatru were early kings who built Magadha.</li> <li>• The Vajji Mahajanapada was to the North of Magadha and it had a Gana form of government. Gana was ruled by a group of rulers instead of a single ruler.</li> <li>• Buddha and Mahavira belonged to ganas and became famous teachers respected in all Mahajanapadas.</li> <li>• Being not satisfied with the existing social and religious systems in that society, new concepts on religion emerged in that period.</li> <li>• Jainism which is codified by Mahavira and Buddhism founded by Siddhartha, belongs to that type.</li> <li>• They were not satisfied with the Vedic rituals of that period and questioned the authority of the Vedas.</li> </ul>	<p>Students read synopsis in group.</p>	<p>Students read synopsis individually and copy in their note books.</p>	

PRACTICE PERIOD : 5

STEP 1 : WHOLE CLASS READING – KEY WORDS READING:

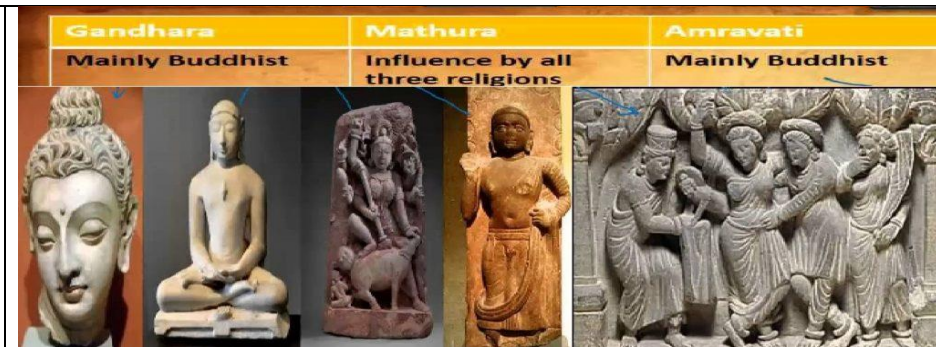
GANA SANGHA ORTHODOX RITUALS JAINISM BUDDHISM VEDAS

STEP 2 : GROUP WORK (WE DO) – SIMILAR LINES READING:

● MATCH THE FOLLOWING

1. Gana ( ) a) coming and sitting near
2. Sangha ( ) b) a territory ruled by a king or queen
3. Kingdom ( ) c) assembly
4. Upanishads ( ) d) people of equal status

- Ask students to prepare sentences on their own connect with 'means'.



STEP 3 : SYNOPSIS READING (WHOLE CLASS WORK):

- Teacher has to write summary of the lesson on the board.
- Initially teacher read sentences and ask students to repeat after him.
- Ask students to read one by one.
- Ask students to explain meaning of those sentences.
- Teacher asks the following questions based on the synopsis.
  1. Who were the early kings of Magadha empire?
  2. Who were questioned Vedas? What is the result?
  3. Who was Alexander?

**SYNOPSIS**

- The term 'gana' means 'people of equal status'. 'Sangha' means 'assembly'.
- The gana - sanghas covered a small geographical area ruled by an elite group.
- A 'kingdom' means a territory ruled by a king or queen.
- Usually these kingdoms adhered to orthodox Vedic traditions.
- Magadha - A powerful kingdom.
- Bimbisara and his son Ajatasatru were early kings who built Magadha.
- The Vajji Mahajanapada was to the North of Magadha and it had a Gana form of government. Gana was ruled by a group of rulers instead of a single ruler.
- Buddha and Mahavira belonged to ganas and became famous teachers respected in all Mahajanapadas.

STEP 4 : WRITING AND EDITING:

- Conduct seen/unseen dictation on key words/synopsis.
- Conduct model editing.

Signature of the teacher

Signature of the Head Master

Signature of the Visiting Officer





## LESSON PLAN (LIP MODEL)

CLASS : 6  
SUBJECT : SOCIAL  
NO.OF PERIODS REQUIRED: 12

NAME OF THE TEACHER :  
SCHOOL NAME:  
TEACHING PERIODS : 06 PRACTICE PERIODS : 06

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
<b>KINGDOMS AND EMPIRES</b>	PREREQUISITES	1+1			KINGS KINGDOMS EMPIRE EMPEROR INSCRIPTIONS CLAN
	<ul style="list-style-type: none"> <li>MAURYAN DYNASTY</li> <li>ASHOKA BATTLE OF KALINGA</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Chandra Gupta Maurya established the Mauryan Empire with the help of Koutilya.</li> <li>Ashoka – battle of Kalinga.</li> </ul>
	<ul style="list-style-type: none"> <li>ASHOKA’S INSCRIPTION ON KALINGA WAR.</li> <li>THE MAIN PRINCIPLES OF DHAMMA INCLUDE.</li> <li>WHAT DID ASHOKA DO FOR HIS PEOPLE.</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Ashoka’s inscription on Kalinga war.</li> <li>The main principles of Dhamma.</li> <li>The lion capital of Ashoka’s pillar at Saranath.</li> </ul>
	<ul style="list-style-type: none"> <li>GUPTA’S EMPIRE</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>Navaratnas (Nene Jewels)</li> <li>Inventions in mathematics - Medicine</li> <li>Discoveries in Astronomy</li> <li>Golden Age</li> </ul>
	<ul style="list-style-type: none"> <li>SATAVAHANAS</li> <li>IKSHVAKUS</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>Trisamudradheeswara.</li> <li>After the end of the Satavahanas, Ikshvakus established their kingdom with capital of Vijayapuri.</li> </ul>
	<ul style="list-style-type: none"> <li>PALLAVA DYNASTY</li> <li>CHALUKYA DYNASTY</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>‘Mamalla’ ‘Pancha Pandava Rathas’ ‘Monolithic’</li> <li>‘Vesara’ Dravida style Nagara style</li> </ul>



PRIOR CONCEPTS/SKILLS :

- MAURYAN DYNASTY - ASHOKA BATTLE OF KALINGA
- ASHOKA'S INSCRIPTION ON KALINGA WAR - THE MAIN PRINCIPLES OF DHAMMA INCLUDE.
- WHAT DID ASHOKA DO FOR HIS PEOPLE
- GUPTA'S EMPIRE
- SATAVAHANAS
- IKSHVAKUS
- PALLAVA DYNASTY
- CHALUKYA DYNASTY

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
<p>The students will be able to:</p> <ul style="list-style-type: none"><li>• Know about the administrative system of Mauryan dynasty.</li><li>• Appreciate the role of Ashoka during Mauryan dynasty.</li><li>• Understand important innovations and their contributors during Gupta dynasty.</li><li>• Understand social, political, economic and religious changes of Mauryan, Gupta dynasties and other South Indian dynasties.</li><li>• Locate important places in this lesson in India outline map.</li></ul>	<p>PICTURES INDIA MAP CHARTS DIKSHA CONTENT VIDEOS PPTs</p>	<p>12</p>


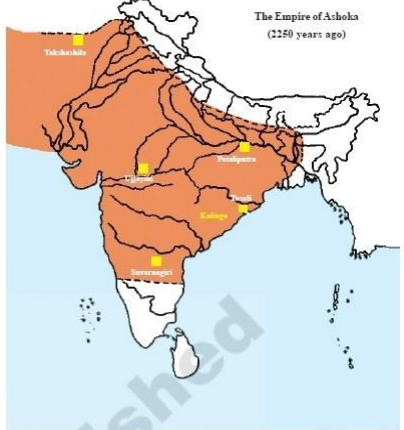
## TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON:</b> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <ol style="list-style-type: none"> <li>1. Say some kings name?</li> <li>2. Say some kingdoms name?</li> <li>3. Say some empires name?</li> <li>4. Say some emperors name?</li> </ol> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <h3 style="color: red; margin: 0;">KINGDOMS AND EMPIRES</h3> </div>	Students read mind map in the group.	Students read words individually with spellings.	
<p><b>PREREQUISITES:</b> Teacher writes keywords and key concepts on the board and read for the students.</p> <p style="color: green;">KING KINGDOMS EMPIRE EMPEROR INSCRIPTIONS CLAN</p> <ul style="list-style-type: none"> <li>• Ask questions on Prerequisites and explain in brief.</li> </ul> <ol style="list-style-type: none"> <li>1. Define 'kingdom' and empire'.</li> <li>2. What is the difference between king and emperor?</li> </ol>	Students read prerequisites and discuss in group.	Students copy prerequisites in their note books.	
<p><b>RELEVENCE OF THE LESSON:</b> Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> <li>1. Why do we call the Gupta period as golden age in the Indian History?</li> <li>2. How did Guptas contribute in the fields of medicine and metal technology.</li> </ol>	Students ask questions and participate in the discussion.	Students write questions/ concepts what they want to know in the chapter.	
<p><b>CONCEPT MAP:</b> Teacher writes the concept map of the lesson step by step in flow chart form.</p> <div style="text-align: center; margin: 20px 0;"> <pre> graph TD     A[Kingdoms and Empires] --&gt; B[Mauryan Dynasty (322-187 B.C.E)]     A --&gt; C[Gupta Dynasty (319-543 C.E)]     A --&gt; D[South Indian Dynasties]     D --&gt; E[Satavahanas]     D --&gt; F[Ikshvakus]     D --&gt; G[Pallavas]     D --&gt; H[Chalukyas]             </pre> </div>	Read concept map in group.	Read concept map individually and copy the concept map in their note books.	

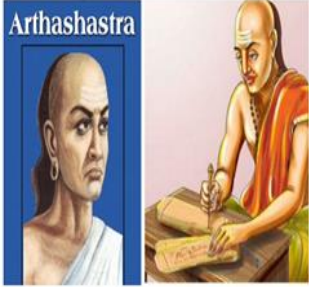
## PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO						
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous chapter.</li> </ul> <p style="text-align: center;">KING    KINGDOMS    EMPIRE    EMPEROR    INSCRIPTIONS    CLAN</p>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.						
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Kingdom Empire</td> <td style="width: 33%; text-align: center; padding: 5px;">was ruled by</td> <td style="width: 33%; padding: 5px;">King. Emperor.</td> </tr> <tr> <td style="padding: 5px;">Vijayanagara kingdom Before independence India</td> <td></td> <td style="padding: 5px;">Sri Krishna Devaraya. Britishers.</td> </tr> </table> <p style="color: red;">Ex: Kingdom was ruled by king.</p>	Kingdom Empire	was ruled by	King. Emperor.	Vijayanagara kingdom Before independence India		Sri Krishna Devaraya. Britishers.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Kingdom Empire	was ruled by	King. Emperor.							
Vijayanagara kingdom Before independence India		Sri Krishna Devaraya. Britishers.							
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>A territory ruled by king was called kingdom.</li> <li>Larger kingdoms were called empires.</li> <li>Empires ruled by emperors.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.						
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.						



## TEACHING PERIOD - 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p style="text-align: center;"><b>DYNASTY EMPIRE BATTLE CONQUERED AMBASSADOR INDICA ARTHASASTHRA DHAMMA NON-VIOLENCE</b></p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	Who wrote a book Indica?
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>Who established the Mauryan empire?</li> <li>What was the capital of Maurya's?</li> <li>Who wrote a book Indica?</li> <li>Who was koutilya?</li> <li>Why did Ashoka want to win Kalinga?</li> <li>Why was Ashoka not happy after Kalinga war?</li> <li>What is the present name of Kalinga?</li> <li>Locate the Pataliputra, Kalinga and Ujjayini in the outline map of India?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	<p style="text-align: center;"><b>ASHOKA</b></p> 
RECAPTULATION/ ASSESSMENT/ SUMMARY/SYNOPSIS READING	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Maurya Chandragupta established the Mauryan dynasty with the help of Koutilya.</li> <li>Megasthenes wrote a book named Indica.</li> <li>Koutilya was the Prime Minister of Chandragupta. Arthasasthra was his famous book.</li> <li>Ashoka conquered the kingdom of Kalinga.</li> <li>Though he won the war, he felt very unhappy.</li> <li>He realized that victory through Dhamma is a real victory and he devoted the rest of his life to non-violence.</li> <li>He became the follower of Buddhism.</li> </ul>	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually.	

## PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.  <b>DYNASTY EMPIRE BATTLE CONQUERED AMBASSADOR INDICA ARTHASASTHRA DHAMMA NON-VIOLENCE</b> </li> </ul>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" data-bbox="450 501 1339 699" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">           Ashoka            Chandragupta - I            Gautamiputra Satakarni            Mahendravarman – I            Pulakesi – I         </td> <td style="text-align: center; padding: 5px;">           belongs to         </td> <td style="padding: 5px;">           Mauryan dynasty.            Gupta dynasty.            Satavahana dynasty.            Pallava dynasty.            Chalukya dynasty.         </td> </tr> </table> <p style="margin-left: 20px; color: red;">Ex: Ashoka belongs to Mauryan dynasty.</p>	Ashoka Chandragupta - I Gautamiputra Satakarni Mahendravarman – I Pulakesi – I	belongs to	Mauryan dynasty. Gupta dynasty. Satavahana dynasty. Pallava dynasty. Chalukya dynasty.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Ashoka Chandragupta - I Gautamiputra Satakarni Mahendravarman – I Pulakesi – I	belongs to	Mauryan dynasty. Gupta dynasty. Satavahana dynasty. Pallava dynasty. Chalukya dynasty.				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Maurya Chandragupta established the Mauryan dynasty with the help of Koutilya.</li> <li>Megasthenes wrote a book named Indica.</li> <li>Koutilya was the Prime Minister of Chandragupta. Arthasasthra was his famous book.</li> <li>Ashoka conquered the kingdom of Kalinga.</li> <li>Though he won the war, he felt very unhappy.</li> <li>He realized that victory through Dhamma is a real victory and he devoted the rest of his life to non-violence.</li> <li>He became the follower of Buddhism.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books. <div style="text-align: right; margin-top: 10px;">  <p style="text-align: center; color: blue; font-weight: bold;">KOUTILYA</p> </div>			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

## TEACHING PERIOD - 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS																																	
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p>INSCRIPTION    MONK    NATIONAL EMBLEM    LION CAPITAL ASHOKA'S DHARMA CHAKRA    MUNDAKA UPANISHAD</p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>																																		
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>Damma means?</li> <li>What are the main principles of Dhamma?</li> <li>What was the main aim of Ashoka's inscription?</li> <li>Why Ashoka appointed special officers?</li> <li>Satyameva Jayathe in our National Emblem was an extract from which Upanishad?</li> <li>What is the importance of National Emblem?</li> <li>What did Ashoka do for his people?</li> <li>How was Ashoka a unique leader?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p>	<table border="1" data-bbox="1906 560 2192 858"> <thead> <tr> <th colspan="3">Approximate Dates of Mauryan Dynasty</th> </tr> <tr> <th>Emperor</th> <th>Reign start</th> <th>Reign end</th> </tr> </thead> <tbody> <tr> <td>Chandragupta Maurya</td> <td>322 B.C.E.</td> <td>298 B.C.E.</td> </tr> <tr> <td>Bindusara</td> <td>297 B.C.E.</td> <td>272 B.C.E.</td> </tr> <tr> <td>Asoka The Great</td> <td>273 B.C.E.</td> <td>232 B.C.E.</td> </tr> <tr> <td>Dasaratha</td> <td>232 B.C.E.</td> <td>224 B.C.E.</td> </tr> <tr> <td>Samprati</td> <td>224 B.C.E.</td> <td>215 B.C.E.</td> </tr> <tr> <td>Salisuka</td> <td>215 B.C.E.</td> <td>202 B.C.E.</td> </tr> <tr> <td>Devavarman</td> <td>202 B.C.E.</td> <td>195 B.C.E.</td> </tr> <tr> <td>Satadhanvan</td> <td>195 B.C.E.</td> <td>187 B.C.E.</td> </tr> <tr> <td>Brihadratha</td> <td>187 B.C.E.</td> <td>185 B.C.E.</td> </tr> </tbody> </table>	Approximate Dates of Mauryan Dynasty			Emperor	Reign start	Reign end	Chandragupta Maurya	322 B.C.E.	298 B.C.E.	Bindusara	297 B.C.E.	272 B.C.E.	Asoka The Great	273 B.C.E.	232 B.C.E.	Dasaratha	232 B.C.E.	224 B.C.E.	Samprati	224 B.C.E.	215 B.C.E.	Salisuka	215 B.C.E.	202 B.C.E.	Devavarman	202 B.C.E.	195 B.C.E.	Satadhanvan	195 B.C.E.	187 B.C.E.	Brihadratha	187 B.C.E.	185 B.C.E.
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<b>RECAPTULATION/ ASSESSMENT/ SUMMARY/SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Ashoka believe that winning people through damma is much better than conquering them through force.</li> <li>Damma is Prakrit word for Dharma.</li> <li>Ashoka appointed special officers to read his inscriptions to the illiterates.</li> <li>The main principles of Damma include: Be kind towards animals and the poor. Be obedient to father and mother. Respect elders.</li> <li>The lion capital of Ashoka's pillar at Sarnath has been chosen as our National Emblem.</li> </ul>	<p>Students write synopsis on their own.</p> <p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	 <p style="text-align: center;">सत्यमेव जयते</p>																																	

### PRACTICE PERIOD – 3

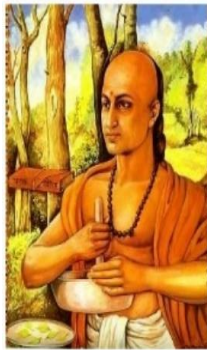
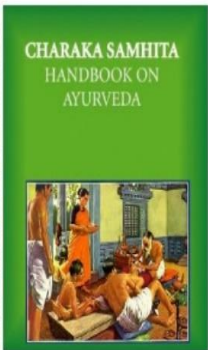

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;"> <b>INSCRIPTION    MONK    NATIONAL EMBLEM    LION CAPITAL</b>  <b>ASHOKA’S DHARMA CHAKRA    MUNDAKA UPANISHAD</b> </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling.  Explain key words orally.			
<b>SIMILAR LINES</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">           The elephant The bull  The horse The lion         </td> <td style="text-align: center; padding: 5px;">           represents         </td> <td style="padding: 5px;"> <b>strength. hard work.</b>   <b>loyalty, speed and energy. bravery.</b> </td> </tr> </table> <p>Ex: The elephant represents strength.</p>	The elephant The bull  The horse The lion	represents	<b>strength. hard work.</b>  <b>loyalty, speed and energy. bravery.</b>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
The elephant The bull  The horse The lion	represents	<b>strength. hard work.</b>  <b>loyalty, speed and energy. bravery.</b>				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Ashoka believe that winning people through damma is much better than conquering them through force.</li> <li>Damma is Prakrit word for Dharma.</li> <li>Ashoka appointed special officers to read his inscriptions to the illiterates.</li> <li>The main principles of Damma include: Be kind towards animals and the poor. Be obedient to father and mother.      Respect elders.</li> <li>The lion capital of Ashoka’s pillar at Sarnath has been chosen as our National Emblem</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			








## PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
KEY WORDS READING	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;">REGIME    ASTRONOMY    ASTRONOMER    NAVARATNAS    CAVES SCULPTURES    ALGORITHMS    METALLURGY    GOLDEN AGE</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
SIMILAR LINES READING	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">                     Amar Simha Dhanvanthari Harisena Kalidasa Vittalabhatta Kahapanaka Shanku Varahamihira vararuchi                 </td> <td style="width: 20%; text-align: center; vertical-align: middle;">related to</td> <td style="width: 50%; padding: 5px;">                     Lexicographer Physician Sanskrit poet A poet and play wright in Sanskrit Magician Astrologer Architect Astronomer Mathematician and linguist                 </td> </tr> </table> <p>Ex: Amar Simha related to lexicographer.</p>	Amar Simha Dhanvanthari Harisena Kalidasa Vittalabhatta Kahapanaka Shanku Varahamihira vararuchi	related to	Lexicographer Physician Sanskrit poet A poet and play wright in Sanskrit Magician Astrologer Architect Astronomer Mathematician and linguist	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.    <p style="text-align: center;">Charaka                      Charaka Samhita</p>
Amar Simha Dhanvanthari Harisena Kalidasa Vittalabhatta Kahapanaka Shanku Varahamihira vararuchi	related to	Lexicographer Physician Sanskrit poet A poet and play wright in Sanskrit Magician Astrologer Architect Astronomer Mathematician and linguist				
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>The earlier famous ruler of Gupta dynasty was Chandragupta-I. He ruled from Pataliputra.</li> <li>The next important ruler was Chandragupta-II. He defeated the Saka kings.</li> <li>There were nine great scholars in the court of Chandragupta-II. They were called Navaratnas.</li> <li>India witnessed great inventions and discoveries in science, astronomy, mathematics and literature during this period.</li> <li>So, the Gupta period is called 'Golden Age' in Indian history.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.   <p style="text-align: center;">Chandragupta I    Samudragupta    Chandragupta II    Kumaragupta I</p>			
WRITING/EDITING	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			




## TEACHING PERIOD - 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>CLAN      DESCENDANTS      TRISAMUDRADHEESWARA</b></p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	Clan means?
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What was the capital of Satavahanas?</li> <li>Who defeated the Sakas, the Yavanas and the Pahlavas?</li> <li>Who got the title of 'Trisamudradheeswara'?</li> <li>Ship coins belonged to which dynasty?</li> <li>Who ruled Andhra?</li> <li>What was the capital of Ikshvakus?</li> <li>Who claimed to be descendants of Lord Rama?</li> <li>Shall we say Gauthamiputra Satakarni the greatest ruler of the Satavahanas? If so, Why?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chart individually.  Students gave responses and note down key points/flow chart in their note book.	 <p><b>ACHARYA NAGARJUNA</b></p>
<b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Soon after the fall of the Mauryan empire, many headmen of clans in the Deccan area emerged as small kings.</li> <li>The Satavahanas were one among them.</li> <li>Gauthamiputra Satakarni was the greatest ruler of the dynasty.</li> <li>He conquered the land between the three seas and he got the title of 'Trisamudradheeswars'.</li> <li>After the end of Satavahanas, Ikshavakus established their kingdom with capital at Vijayapuri.</li> <li>They also claimed to be descendants of Lord Rama of the Ramayana.</li> </ul>	Students write synopsis on their own.  Read synopsis in group.	Read synopsis individually.	

**PRACTICE PERIOD – 5**

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p><b>CLAN      DESCENDANTS      TRISAMUDRADHEESWARA</b></p>	Read key words and discuss meaning in groups.	Read key words individually with spelling.  Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">           Pataliputra Kanchi Madurai Vatapi or Badami Dhanyakataka Vijayapuri         </td> <td style="width: 30%; text-align: center; padding: 5px;">was the capital of</td> <td style="width: 40%; padding: 5px;">           Maurya dynasty. Pallava dynasty. Pandya dynasty. Chalukya dynasty. Satvahana dynasty. Ikshavakus dynasty.         </td> </tr> </table> <p><b>Ex: Pataliputra was the capital of Maurya dynasty.</b></p>	Pataliputra Kanchi Madurai Vatapi or Badami Dhanyakataka Vijayapuri	was the capital of	Maurya dynasty. Pallava dynasty. Pandya dynasty. Chalukya dynasty. Satvahana dynasty. Ikshavakus dynasty.	Read similar lines in groups.  Add some more lines to the substitution table.  Prepare their own similar lines based on the text.	Read similar lines individually.
Pataliputra Kanchi Madurai Vatapi or Badami Dhanyakataka Vijayapuri	was the capital of	Maurya dynasty. Pallava dynasty. Pandya dynasty. Chalukya dynasty. Satvahana dynasty. Ikshavakus dynasty.				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Soon after the fall of the Mauryan empire, many headmen of clans in the Deccan area emerged as small kings.</li> <li>The Satavahanas were one among them.</li> <li>Gauthamiputra Satakarni was the greatest ruler of the dynasty.</li> <li>He conquered the land between the three seas and he got the title of 'Trisamudradheeswars'.</li> <li>After the end of Satavahanas, Ikshavakus established their kingdom with capital at Vijayapuri.</li> <li>They also claimed to be descendants of Lord Rama of the Ramayana.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

**TEACHING PERIOD - 6**

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p>ARCHITECTURE DRAVIDIAN MAMALLA MONOLITHIC AIHOLE VESARA DRAVIDA STYLE NAGARA STYLE</p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	 <p><b>SANGAMESWARA TEMPLE</b></p>
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>How long did the Pallavas rule?</li> <li>What was the capital of Pallavas?</li> <li>Who was known as ‘mamalla’?</li> <li>Who built the ‘Pancha Pandava Rathas’ in Mahabalipuram?</li> <li>Monolithic means?</li> <li>Who built the Kailasnath temple and where?</li> <li>What was the capital of Chalukyas?</li> <li>Who composed Aihole inscription?</li> <li>Who made friendship with the Cholas, the Cheras and the Pandyas.</li> <li>What is ‘Vesara’ style?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p>	 <p><b>GAUTAMI PUTRA SATAKARNI</b></p>
<b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/ SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> </ul> <ul style="list-style-type: none"> <li>Pallavas ruled their kingdom between 300 C.E and 900 C.E. from Kanchipuram of Tamilnadu.</li> <li>Narasimhavarman-I introduced a new style of architecture which was know as Mahendra style. He was known as ‘Mamalla’.</li> <li>He built Pancha Pandava Rathas in Mahabalipuram.</li> <li>Each ratha has been carved out of a single rock. So, they are called ‘Monolithic’.</li> <li>Chalukyas ruled their kingdom between 600 C.E. and 1200 C.E.</li> <li>Pulakesi – I and Pulakesi – II were the important rulers.</li> <li>Pulakesi – II defeated emperor Harshavardhana in a battle near the river Krishna. This defeat was mentioned in Aihole inscription.</li> <li>A new style of architecture developed by Chalukyas was known as ‘Vesars’.</li> </ul>	<p>Students write synopsis on their own.</p> <p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	 <p><b>PANCHA PANDAVA RATHAS</b></p>

**PRACTICE PERIOD – 6**

CONCEPTS/STEPS	I DO	WE DO	YOU DO						
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p>ARCHITECTURE DRAVIDIAN MAMALLA MONOLITHIC AIHOLE VESARA DRAVIDA STYLE NAGARA STYLE</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.						
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Narasimha Varma – I Narasimha Varma - II Gauthamiputra Satakarni</td> <td style="width: 20%;">was known as</td> <td style="width: 50%;">Mamalla Rajasimha trisamudradheeswara</td> </tr> <tr> <td>Pancha Pandava Rathas Kailasanath temple</td> <td>was built by</td> <td>Narasimha Varma – I Narasimha Varma - II</td> </tr> </table>	Narasimha Varma – I Narasimha Varma - II Gauthamiputra Satakarni	was known as	Mamalla Rajasimha trisamudradheeswara	Pancha Pandava Rathas Kailasanath temple	was built by	Narasimha Varma – I Narasimha Varma - II	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Narasimha Varma – I Narasimha Varma - II Gauthamiputra Satakarni	was known as	Mamalla Rajasimha trisamudradheeswara							
Pancha Pandava Rathas Kailasanath temple	was built by	Narasimha Varma – I Narasimha Varma - II							
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Pallavas ruled their kingdom between 300 C.E and 900 C.E. from Kanchipuram of Tamilnadu.</li> <li>Narasimhavarman-I introduced a new style of architecture which was know as Mahendra style.</li> <li>He was known as ‘Mamalla’. He built Pancha Pandava Rathas in Mahabalipuram.</li> <li>Each ratha has been carved out of a single rock. So, they are called ‘Monolithic’.</li> <li>Chalukyas ruled their kingdom between 600 C.E. and 1200 C.E.</li> <li>Pulakesi – I and Pulakesi – II were the important rulers.</li> <li>Pulakesi – II defeated emperor Harshavardhana in a battle near the river Krishna. This defeat was mentioned in Aihole inscription.</li> <li>A new style of architecture developed by Chalukyas was known as ‘Vesars’.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.						
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> </ul> <p>Conduct model editing.</p>	Conducting editing in group.	Write explanation or meaning of key words on their own.						

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

## LESSON PLAN (LIP MODEL)

CLASS : 6  
SUBJECT : SOCIAL  
NO.OF PERIODS REQUIRED: 08

NAME OF THE TEACHER :  
SCHOOL NAME:  
TEACHING PERIODS : 04 PRACTICE PERIODS : 04

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
GOVERNMENT	PREREQUISITES	1+1			KINGS    EMPEROR    VOTE    ELECTIONS    SARPANCH    PANCHAYATI MLA    MP    CHIEF MINISTER    PRIME MINISTER    DEMOCRACY
	<ul style="list-style-type: none"> <li>• What is Government?</li> <li>• Organs of Government.</li> <li>• What does a government do?</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Legislature</li> <li>• Executive</li> <li>• Judiciary</li> <li>• Activities of government</li> </ul>
	<ul style="list-style-type: none"> <li>• Types of Government.</li> <li>• Democratic Governments</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Democracy</li> <li>• Direct democracy – Indirect democracy</li> <li>• Elections</li> </ul>
	<ul style="list-style-type: none"> <li>• Rule of majority</li> <li>• Forms of Indirect (Representative) Democracy.</li> <li>• Government at different levels.</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>• Article 326 – Universal Adult Franchise</li> <li>• Parliamentary system – Presidential system</li> <li>• Central government – State government – Local government</li> </ul>

**PRIOR CONCEPTS/SKILLS :**

- What is Government?
- Organs of Government.
- What does a government do?
- Types of Government.
- Democratic Governments
- Rule of majority
- Forms of Indirect (Representative) Democracy.
- Government at different levels.

**LEARNING OUTCOMES****TLM****NO. OF PERIODS REQUIRED****The students will be able to:**

- Understand the meaning and functions of the government.
- Understand the role of government in our lives.
- Understand the organs, types and levels of 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.

PICTURES  
INDIA MAP  
CHARTS  
DIKSHA CONTENT  
VIDEOS  
PPTs

08



## TEACHING PERIOD – 1 (PRE REQUISITES)


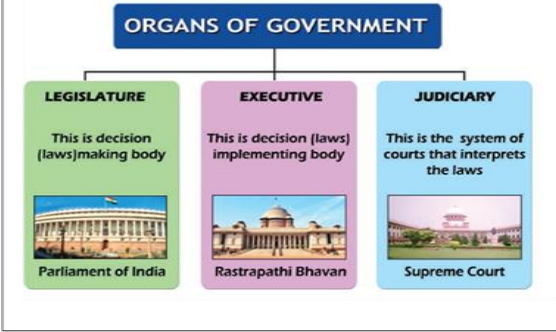

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON:</b> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <ul style="list-style-type: none"> <li>• Who builds our school?</li> <li>• Who provide street lamps in your area?</li> <li>• Children, do you know h provides such needs and facilities to the people in the country?</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 150px;"> <p><b>GOVERNMENT</b></p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><b>PREREQUISITES:</b> Teacher writes keywords and key concepts on the board and read for the students.</p> <p>KINGS EMPEROR VOTE ELECTIONS SARPANCH PANCHAYATI          MLA MP CHIEF MINISTER PRIME MINISTER MONARCHY DEMOCRACY</p> <ul style="list-style-type: none"> <li>• Ask questions on Prerequisites and explain in brief.</li> </ul> <ol style="list-style-type: none"> <li>1. What is monarchy?</li> <li>2. What is democracy?</li> <li>3. Expand MLA?</li> </ol>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p><b>RELEVENCE OF THE LESSON:</b> Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> <li>1. What kind of facilities do you expect from the government as a student?</li> </ol>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/ concepts what they want to know in the chapter.</p>	
<p><b>CONCEPT MAP:</b> Teacher writes the concept map of the lesson step by step in flow chart form.</p> <div style="text-align: center;"> <pre> graph TD     Gov[Government] --&gt; F[Governments Functions]     Gov --&gt; TG[Types of Government]     Gov --&gt; LG[Levels of Government]     F --&gt; F1[Provides different facilities for the people and protects country etc.]     TG --&gt; Mon[Monarchy]     TG --&gt; Dem[Democracy]     Mon --&gt; DD[Direct Democracy]     Mon --&gt; PS[Parliamentary System]     Dem --&gt; ID[Indirect Democracy]     Dem --&gt; PPS[Presidential System]     LG --&gt; LG1[Local Government]     LG --&gt; SG[State Government]     LG --&gt; CG[Central Government]                     </pre> </div>	<p>Read concept map in group.</p>	<p>Read concept map individually and copy the concept map in their note books.</p>	




## PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO									
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous chapter.</li> </ul> <p>KINGS    EMPEROR    VOTE    ELECTIONS    SARPANCH    GRAM PANCHAYAT            MLA    MP    GOVERNOR    CHIEF MINISTER    PRIME MINISTER    MONARCHY    DEMOCRACY</p>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.									
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">The head of the gram panchayat</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td style="padding: 5px;">The head of the state</td> <td style="text-align: center; padding: 5px;">is called</td> <td style="padding: 5px;">Sarpanch.</td> </tr> <tr> <td style="padding: 5px;">The head of the country</td> <td></td> <td style="padding: 5px;">Governor. President.</td> </tr> </table>	The head of the gram panchayat			The head of the state	is called	Sarpanch.	The head of the country		Governor. President.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
The head of the gram panchayat												
The head of the state	is called	Sarpanch.										
The head of the country		Governor. President.										
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>There is a system to provide all needs and facilities to the people in the country.</li> <li>It ensures food, shelter for the citizens.</li> <li>It helps the people during disasters etc.</li> <li>It also protects the borders from terrorism.</li> <li>It also implements various welfare schemes.</li> <li>This system is known as Government.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.									
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.									

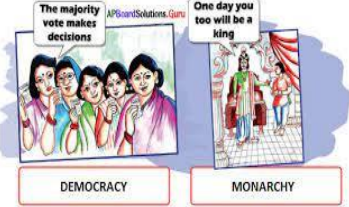
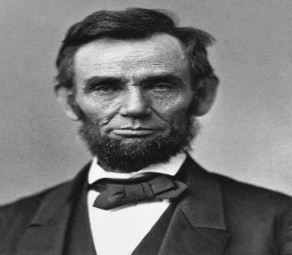

## TEACHING PERIOD - 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>READING ACTIVITY/ KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p style="text-align: center;"> <b>GOVERNMENT      LEGISLATURE      EXECUTIVE</b>  <b>JUDICIARY      WELFARE SCHEMES      INFRASTRUCTURE</b>  <b>FACILITIES      ICDS</b> </p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What is a government?</li> <li>What are the organs of the government?</li> <li>How is the legislature different from the executive?</li> <li>What is the prime duty of the judiciary?</li> <li>What does a government do?</li> <li>Write any four activities organized by the government in our times?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.</p>	
<p><b>RECAPITULATION/ ASSESMENT/ SUMMARY/SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>The group of people that controls and makes decisions for a country or a state is called government.</li> <li>The Government normally consists of three organs. They are: 1. Legislature 2. Executive 3. Judiciary.</li> <li>Legislature: This is decision (laws) making body.</li> <li>Executive: This is decision (laws) implementing body.</li> <li>Judiciary: This is the system of courts that interprets the laws.</li> <li>The Government also implements various welfare schemes.</li> </ul>	<p>Students write synopsis on their own. Read synopsis in group.</p>	<p>Read synopsis individually.</p>	

## PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;"> <span style="color: green;">GOVERNMENT</span>    <span style="color: green;">LEGISLTURE</span>    <span style="color: green;">EXECUTIVE</span>    <span style="color: green;">JUDICIARY</span>    <span style="color: green;">WELFARE SCHEMES</span>  <span style="color: green;">INFRASTRUCTURE FACILITIES</span>    <span style="color: green;">ICDS</span> </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <div style="text-align: center;">  <p style="text-align: center; color: blue;">APBoardSolutions.Guru</p> </div>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>The group of people that controls and makes decisions for a country or a state is called government.</li> <li>The Government normally consists of three organs. They are: 1. Legislature 2. Executive 3. Judiciary.</li> <li>Legislature: This is decision (laws) making body.</li> <li>Executive: This is decision (laws) implementing body.</li> <li>Judiciary: This is the system of courts that interprets the laws.</li> <li>The Government also implements various welfare schemes.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.


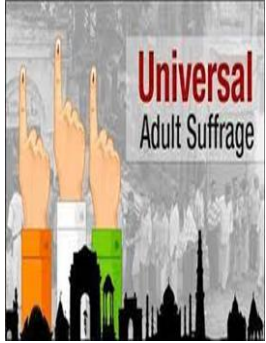
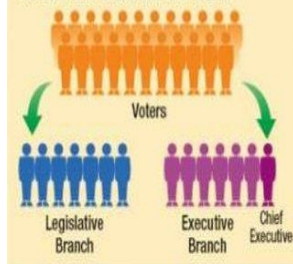
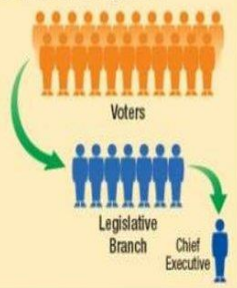
## TEACHING PERIOD - 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>READING ACTIVITY/ KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>MONARCHY      DEMOCRACY      CITIZENS      ELECTION</b>  <b>DIRECT DEMOCRACY      INDIRECT DEMOCRACY</b></p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What is the difference between monarchy and democracy?</li> <li>What kind of a government do you like? Why?</li> <li>Which government respects the opinion of the people?</li> <li>What is the difference between direct democracy and indirect democracy?</li> <li>What is election?</li> <li>Why do we need elections?</li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p>	 <p><b>ABRAHAM LINCOLN</b></p>
<p><b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Democracy It is a form of government run by the people.</li> <li>Here every citizen is allowed to cast a vote.</li> <li>Thus he/she participates in taking decisions or making laws either directly or through their representatives.</li> <li>Democracy is "Government of Democracy is "Government of the people, by the people, for the people" the people" - Abraham Lincoln.</li> <li>Direct Democracy People directly participate in decision making.</li> <li>Indirect Democracy (Representative Democracy): In this form of democracy, People participate in decision making indirectly through their representatives.</li> </ul>	<p>Students write synopsis on their own.</p> <p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	<p style="text-align: center;"><b>Types Of Democracy</b></p> <ul style="list-style-type: none"> <li>There are two types of democracy:</li> </ul> <ol style="list-style-type: none"> <li><b>Direct Democracy:</b> Citizens have direct political participation and it practices in states with limited population</li> <li><b>Indirect Democracy:</b> citizens elect their representatives and then representative elects the head of government or state.</li> </ol> 

## PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<p><b>KEY WORDS</b></p> <p><b>READING</b></p>	<ul style="list-style-type: none"> <li>• <b>Write key words from the text what they learnt in the previous period.</b></li> </ul> <p style="text-align: center; color: green;"> <b>MONARCHY      DEMOCRACY      CITIZENS      ELECTION</b>  <b>DIRECT DEMOCRACY      INDIRECT DEMOCRACY</b> </p>	<p>Read key words and discuss meaning in groups.</p>	<p>Read key words individually with spelling.</p> <p>Explain key words orally.</p>
<p><b>SIMILAR LINES</b></p> <p><b>READING</b></p>	<ul style="list-style-type: none"> <li>• <b>Write similar lines like a substitution table on the board and give one model reading.</b></li> <li>• <b>MATCH THE FOLLOWING:</b></li> </ul> <ol style="list-style-type: none"> <li>1. Inheritance                    (    ) a) Switzerland</li> <li>2. Elections                      (    ) b) India</li> <li>3. Direct democracy          (    ) c) democracy</li> <li>4. Indirect democracy        (    ) d) monarchy</li> </ol>	<p>Read similar lines in groups.</p> <p>Add some more lines to the substitution table.</p> <p>Prepare their own similar lines based on the text.</p>	<p>Read similar lines individually.</p>
<p><b>SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>• <b>Write synopsis based on key words and similar lines on the board and give one model reading.</b></li> <li>• Democracy It is a form of government run by the people.</li> <li>• Here every citizen is allowed to cast a vote.</li> <li>• Thus he/she participates in taking decisions or making laws either directly or through their representatives.</li> <li>• Democracy is "Government of Democracy is "Government of the people, by the people, for the people" the people" - Abraham Lincoln.</li> <li>• Direct Democracy People directly participate in decision making.</li> <li>• Indirect Democracy (Representative Democracy): In this form of democracy, People participate in decision making indirectly through their representatives.</li> </ul>	<p>Write synopsis on their own.</p> <p>Read synopsis in groups.</p>	<p>Read synopsis individually, then write in their note books.</p>
<p><b>WRITING/EDITING</b></p>	<ul style="list-style-type: none"> <li>• <b>Conduct seen/unseen dictation on key words/similar lines.</b></li> <li>• <b>Conduct model editing</b></li> </ul>	<p>Conducting editing in group.</p>	<p>Write explanation or meaning of key words on their own.</p>

## TEACHING PERIOD - 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>RULE OF THE MAJORITY      ARTICLE 326</b>  <b>UNIVERSAL ADULT FRANCHISE      PARLIAMENTARY SYSTEM</b>  <b>PRESIDENTIAL SYSTEM      REPRESENTATIVES</b></p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	<b>What is Universal Adult Franchise?</b>
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What is Universal Adult Franchise?</li> <li>Into how many types indirect type of democracy can be divided? What are they?</li> <li>How is Parliamentary system different from Presidential system?</li> <li>Why do we have governments at different levels?</li> <li>Locate the following countries in the world map. India   Switzerland   USA   England   China</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chart individually.  Students gave responses and note down key points/flow chart in their note book.	
RECAPTULATION/ ASSESEMENT/ SUMMARY/SYNOPSIS READING	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>In addition to the representative principle, rule of the majority is one of the key principles in democracy.</li> <li>Forms of Indirect (Representative) Democracy Based on the relation between Legislature and Executive, Indirect (Representative) democracy is of two types:</li> <li>1. Parliamentary system. 2. Presidential system.</li> <li>the government works at different levels to solve various problems. They are: 1. National level – Central government, 2. State level – State government, 3. Local level – Local government.</li> </ul>	Students write synopsis on their own.  Read synopsis in group.	Read synopsis individually  	<div style="background-color: #e67e22; color: white; padding: 5px; text-align: center;"><b>Presidential and Parliamentary Governments</b></div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The Presidential Relationship Voters elect the Legislature and the Chief Executive who is part of the Executive Branch. The legislature and executive are independent and coequal.</p>  </div> <div style="width: 45%;"> <p>The Parliamentary Relationship Voters elect the Legislature. The Chief Executive is drawn from the Legislature.</p>  </div> </div>



## PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;"> <span style="color: green;">RULE OF THE MAJORITY</span>     <span style="color: green;">ARTICLE 326</span>     <span style="color: green;">UNIVERSAL ADULT FRANCHISE</span>  <span style="color: green;">PARLIAMENTARY SYSTEM</span>     <span style="color: green;">PRESIDENTIAL SYSTEM</span>     <span style="color: green;">REPRESENTATIVES</span> </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">           State government            Central government            Local government         </td> <td style="padding: 5px; text-align: center;">           works for         </td> <td style="padding: 5px;">           an entire state.            an entire country.            defined area         </td> </tr> </table>	State government Central government Local government	works for	an entire state. an entire country. defined area	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	<b>Read similar lines individually.</b>
State government Central government Local government	works for	an entire state. an entire country. defined area				
<b>SYNOPSIS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>In addition to the representative principle, rule of the majority is one of the key principles in democracy.</li> <li>Forms of Indirect (Representative) Democracy Based on the relation between Legislature and Executive, Indirect (Representative) democracy is of two types:</li> <li>1. Parliamentary system. 2. Presidential system.</li> <li>The government works at different levels to solve various problems.</li> <li>They are: 1. National level – Central government, 2. State level – State government, 3. Local level – Local government.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer





## LESSON PLAN (LIP MODEL)

CLASS : 6

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 08

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 04 PRACTICE PERIODS : 04

NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
<b>LOCAL SELF GOVERNMENT</b>	PREREQUISITES	1+1			ELECTION SARPANCH WARD MEMBER MPTC ZPTC GOVERNMENT
	<ul style="list-style-type: none"> <li>Local Self-Government</li> <li>Providing public amenities</li> <li>Local Self-Government in Rural Areas</li> <li>Village Level</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Article 40</li> <li>73<sup>rd</sup> and 74<sup>th</sup> amendment</li> <li>Panchayat Raj Act 1994</li> <li>Gram Sabha – Gram Panchayat</li> </ul>
	<ul style="list-style-type: none"> <li>Formation of Gram Panchayat</li> <li>Mandal and Zilla Parishad</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Voter's List – Wards</li> <li>Reservation in Gram Panchayat</li> <li>Elections – Sarpanch and Upa-Sarpanch</li> <li>MPTC - ZPTC</li> </ul>
	<ul style="list-style-type: none"> <li>Local Self Government in Urban Areas</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>Nagar Panchayat – Municipal Council – Municipal Corporation</li> <li>How does the urban local bodies work</li> <li>Funds for the Urban and Local Bodies.</li> </ul>

**PRIOR CONCEPTS/SKILLS :**

- Local Self-Government - Providing public amenities
- Local Self-Government in Rural Areas - Village Level
- Formation of Gram Panchayat
- Mandal and Zilla Parishad
- Local Self Government in Urban Areas

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
<p>The students will be able to:</p> <ul style="list-style-type: none"><li>• Understand the functions of Local Self-Governments.</li><li>• Know the role of local self-government in our lives.</li><li>• Differentiate the Rural and Urban local self-governments.</li><li>• Understand the functions of Sarpanch.</li><li>• Differentiate the Gram Sabha and Gram Panchayat.</li></ul>	PICTURES INDIA/AP MAP CHARTS DIKSHA CONTENT VIDEOS PPTs	08



## TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON</b> : Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <ol style="list-style-type: none"> <li>In a village, drainage water is spilling over, and the road is muddy. Who solves these problems?</li> <li>Whether it is roads, hand pumps or street lights, they belong to people in the village a they are public amenities. Who provides amenities?</li> <li>Who takes care of their maintenance?</li> </ol> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>LOCAL SELF GOVERNMENT</b></p> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	<p>What are public amenities in a village?</p>
<p><b>PREREQUISITES</b>: Teacher writes keywords and key concepts on the board and read for the students.</p> <p><b>ELECTION SARPANCH WARD MEMBER MPTC ZPTC GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>Ask questions on Prerequisites and explain in brief.           <ol style="list-style-type: none"> <li>Who is your village sarpanch?</li> <li>Define MPTC, ZPTC?</li> </ol> </li> </ul>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	<p>Expand MPTC.</p>
<p><b>RELEVENCE OF THE LESSON</b>: Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> <li>What is the role of local self-government for growth of towns and cities?</li> </ol>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/ concepts what they want to know in the chapter.</p>	
<p><b>CONCEPT MAP</b>: Teacher writes the concept map of the lesson step by step in flow chart form.</p> <div style="text-align: center;"> <pre> graph TD     A[Local self - government] --&gt; B[Functions of Government]     A --&gt; C[Types of Government]     B --&gt; D[Provides different facilities for the people Education, Sanitation, Water supply, Street lights etc.]     C --&gt; E[Rural]     C --&gt; F[Urban]     E --&gt; G[Zilla Parishad]     E --&gt; H[Mandal Parishad]     E --&gt; I[Grama Panchayat]     F --&gt; J[Nagara Panchayat]     F --&gt; K[Municipal Council]     F --&gt; L[Municipal Corporation]           </pre> </div>	<p>Read concept map in group.</p>	<p>Read concept map individually and copy the concept map in their note books.</p>	

## PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous chapter. ELECTION SARPANCH WARD MEMBER MPTC ZPTC GOVERNMENT</li> </ul>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" data-bbox="423 485 1319 639" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">Ward member Sarpanch MPTC ZPTC</td> <td style="padding: 5px; text-align: center;">elected by</td> <td style="padding: 5px;">direct election.</td> </tr> </table>	Ward member Sarpanch MPTC ZPTC	elected by	direct election.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Ward member Sarpanch MPTC ZPTC	elected by	direct election.				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>In a village, drainage water is spilling over, and the road is muddy, these problems are solved by gram panchayat.</li> <li>Whether it is roads, hand pumps or street lights, they belong to people in the village a they are public amenities, these public amenities provided by local self-government.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

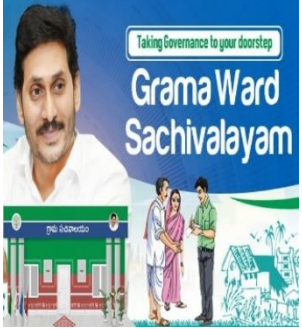

## TEACHING PERIOD - 2

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS		
<p><b>READING ACTIVITY/ KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>LOCAL SELF GOVERNMENT PUBLIC AMENITIES AMENDMENT GRAMA SABHA GRAMA PANCHAYAT ARTICLE</b></p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	<p><b>What is Grama Sabha?</b></p>		
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <div data-bbox="297 580 1010 994" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>DIFFERENCE BETWEEN GRAM SABHA AND GRAM PANCHAYAT</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>GRAM SABHA</b></p> <ul style="list-style-type: none"> <li>A gathering of all adults in a village for decision-making and planning</li> <li>Consultative body, decides on village-level issues</li> <li>Plans and approves development schemes and welfare programs</li> <li>Decisions are taken through consensus</li> <li>Not elected, but the head of the village presides over meetings</li> <li>Limited to village-level issues</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>GRAM PANCHAYAT</b></p> <ul style="list-style-type: none"> <li>Local self-government body at the village or group of villages level</li> <li>Administrative body, implements decisions made by Gram Sabha</li> <li>Implements rural development schemes and programs</li> <li>Decisions are taken by a simple majority</li> <li>Elected every five years</li> <li>Broader administrative powers at the village level</li> </ul> </td> </tr> </table> <p style="text-align: center; font-size: small;">Read More- <a href="http://www.edukar.in">www.edukar.in</a></p> </div>	<p><b>GRAM SABHA</b></p> <ul style="list-style-type: none"> <li>A gathering of all adults in a village for decision-making and planning</li> <li>Consultative body, decides on village-level issues</li> <li>Plans and approves development schemes and welfare programs</li> <li>Decisions are taken through consensus</li> <li>Not elected, but the head of the village presides over meetings</li> <li>Limited to village-level issues</li> </ul>	<p><b>GRAM PANCHAYAT</b></p> <ul style="list-style-type: none"> <li>Local self-government body at the village or group of villages level</li> <li>Administrative body, implements decisions made by Gram Sabha</li> <li>Implements rural development schemes and programs</li> <li>Decisions are taken by a simple majority</li> <li>Elected every five years</li> <li>Broader administrative powers at the village level</li> </ul>	<p>1.Name the public amenities which are provided in your locality? 2.What is the difference between Grama Sabha and Grama Panchayat?</p>	<p>Students participated group reading in their respective group.</p>	<div data-bbox="1809 464 2190 788" style="text-align: center;">  <p><b>GRAMA SABHA</b></p> </div>
<p><b>GRAM SABHA</b></p> <ul style="list-style-type: none"> <li>A gathering of all adults in a village for decision-making and planning</li> <li>Consultative body, decides on village-level issues</li> <li>Plans and approves development schemes and welfare programs</li> <li>Decisions are taken through consensus</li> <li>Not elected, but the head of the village presides over meetings</li> <li>Limited to village-level issues</li> </ul>	<p><b>GRAM PANCHAYAT</b></p> <ul style="list-style-type: none"> <li>Local self-government body at the village or group of villages level</li> <li>Administrative body, implements decisions made by Gram Sabha</li> <li>Implements rural development schemes and programs</li> <li>Decisions are taken by a simple majority</li> <li>Elected every five years</li> <li>Broader administrative powers at the village level</li> </ul>					
<p><b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Local self-government in India: Article 40 of the Constitution of India addresses local self-governance.</li> <li>73rd amendment creating local self-governments in rural areas, and 74th amendment creating local self-governments in urban areas in 1992.</li> <li>According to these amendments government of Andhra Pradesh made Panchayat Raj Act 1994 which formed local self-governments in rural and urban areas in our state.</li> <li>This is the general body at village level. The 'Grama Sabha' 'Grama Sabha' consists of all the 'Grama Sabha' voters in a village.</li> <li>Grama Panchayat is formed with Sarpanch and Ward members. It is formed through elections. It is presided over by the President or Sarpanch of the village</li> </ul>	<p>Students write synopsis on their own. Read synopsis in group.</p>	<p>Read synopsis individually.</p>	<div data-bbox="1809 999 2190 1294" style="text-align: center;">  <p><b>GRAMA PANCHAYAT</b></p> </div>		

## PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO		WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p><b>LOCAL SELF GOVERNMENT PUBLIC AMENITIES AMENDMENT</b>  <b>GRAMA SABHA GRAMA PANCHAYAT ARTICLE</b></p>		Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" data-bbox="353 443 1615 683"> <tr> <td data-bbox="353 443 786 683"> <b>Article 40</b>  <b>73<sup>rd</sup> Amendment</b>  <b>74<sup>th</sup> Amendment</b>  <b>A.P. Panchayat Raj Act 1994</b> </td> <td data-bbox="786 443 965 683" style="text-align: center;">           belongs to         </td> <td data-bbox="965 443 1615 683">           addresses local self-governance.            creating local self-government in rural areas.            creating local self-government in urban areas.            formed local self-governments in rural and urban areas in our state.         </td> </tr> </table>		<b>Article 40</b> <b>73<sup>rd</sup> Amendment</b> <b>74<sup>th</sup> Amendment</b> <b>A.P. Panchayat Raj Act 1994</b>	belongs to	addresses local self-governance. creating local self-government in rural areas. creating local self-government in urban areas. formed local self-governments in rural and urban areas in our state.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
<b>Article 40</b> <b>73<sup>rd</sup> Amendment</b> <b>74<sup>th</sup> Amendment</b> <b>A.P. Panchayat Raj Act 1994</b>	belongs to	addresses local self-governance. creating local self-government in rural areas. creating local self-government in urban areas. formed local self-governments in rural and urban areas in our state.					
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Local self-government in India: Article 40 of the Constitution of India addresses local self-governance.</li> <li>73rd amendment creating local self-governments in rural areas, and 74th amendment creating local self-governments in urban areas in 1992.</li> <li>According to these amendments government of Andhra Pradesh made Panchayat Raj Act 1994 which formed local self-governments in rural and urban areas in our state.</li> <li>This is the general body at village level. The ‘Grama Sabha’ ‘Grama Sabha’ consists of all the ‘Grama Sabha’ voters in a village.</li> <li>Grama Panchayat is formed with Sarpanch and Ward members. It is formed through elections. It is presided over by the President or Sarpanch of the village</li> </ul>		Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>		Conducting editing in group.	Write explanation or meaning of key words on their own.			

## TEACHING PERIOD - 3




CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p>VOTER'S LIST B.L.O RESERVATIONS ZPTC MPTC SARPANCH GRAMA SACHIVALAYAM</p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	<b>Define BLO.</b>
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>Who is the head of the Grama Panchayat?</li> <li>Who is your Grama Sarpanch and Upa-Sarpanch?</li> <li>Who is your MPTC and ZPTC?</li> <li>What is BLO? What is the duty of BLO?</li> <li>What is a ward?</li> <li>What are the functions of Grama Panchayat?</li> <li>How many mandals are there in your district?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chart individually.  Students gave responses and note down key points/flow chart in their note book.	
<b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Voter's List: All residents of a village who are 18 years old or above have to enroll their names in the voters list.</li> <li>Usually a Booth Level Officer (B.L.O.) visits every house to check whether there are any changes in the list.</li> <li>A village is usually divided into 'wards' (streets or colonies) in such a way that all the wards have almost equal number of voters.</li> <li>Each ward elects one member to the village panchayat, called 'ward member'.</li> <li>There is a reservation policy for SC, ST, BC to ensure that persons from all sections of the society are represented in the panchayat.</li> <li>Normally elections to gram panchayats take place once in every five years.</li> <li>The Sarpanch is the head of the gram panchayat.</li> <li>The Upa-Sarpanch acts in the absence of the Sarpanch.</li> <li>The functions of Grama Panchayat: The construction and maintenance of water sources, roads, drainage, school buildings and other common property resources.</li> </ul>	Students write synopsis on their own.  Read synopsis in group.	Read synopsis individually.	

## PRACTICE PERIOD - 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
KEY WORDS READING	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;">VOTER'S LIST   B.L.O   RESERVATIONS   ZPTC   MPTC   SARPANCH   GRAMA SACHIVALAYAM</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling.  Explain key words orally.			
SIMILAR LINES READING	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Sarpanch Upa-Sarpanch MPTC ZPTC Mandal Parishad President Zilla Parishad President</td> <td style="width: 20%; text-align: center; padding: 5px;">elected by</td> <td style="width: 50%; padding: 5px;">Village voters. Ward members. Voters of mandal. Voters of the district. Members of Mandal Parishad. Members of Zilla Parishad.</td> </tr> </table>	Sarpanch Upa-Sarpanch MPTC ZPTC Mandal Parishad President Zilla Parishad President	elected by	Village voters. Ward members. Voters of mandal. Voters of the district. Members of Mandal Parishad. Members of Zilla Parishad.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Sarpanch Upa-Sarpanch MPTC ZPTC Mandal Parishad President Zilla Parishad President	elected by	Village voters. Ward members. Voters of mandal. Voters of the district. Members of Mandal Parishad. Members of Zilla Parishad.				
SYNOPSIS READING	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Voter's List: All residents of a village who are 18 years old or above have to enroll their names in the voters list.</li> <li>Usually a Booth Level Officer (B.L.O.) visits every house to check whether there are any changes in the list.</li> <li>A village is usually divided into 'wards'. Each ward elects one member to the village panchayat, called 'ward member'.</li> <li>Normally elections to gram panchayats take place once in every five years.</li> <li>The Sarpanch is the head of the gram panchayat. The Upa-Sarpanch acts in the absence of the Sarpanch.</li> <li>The functions of Grama Panchayat: The construction and maintenance of water sources, roads, drainage, school buildings and other common property resources.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
WRITING/ EDITING	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			



## TEACHING PERIOD - 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>● <b>Teacher read the content loudly for the student.</b></li> </ul> <p style="text-align: center;"><b>URBAN AREA    NAGAR PANCHAYAT    MUNICIPAL COUNCIL MUNICIPAL CORPORATION    COUNCILLORS    CORPORATORS</b></p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	<p style="text-align: center;"><b>Define Councillors.</b></p>
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>● <b>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</b></li> </ul> <ol style="list-style-type: none"> <li>1. How many nagara panchayats, municipalities and municipal corporations are there in your district?</li> <li>2. Define 'Councillors', - 'corporators'.</li> <li>3. How is grama panchayat differ from municipality in its functioning?</li> <li>4. What is the oldest municipality in Andhra Pradesh?</li> <li>5. How does the urban local bodies work?</li> <li>6. What are the financial resources for urban local bodies?</li> <li>7. Locate the following municipalities and municipal corporations in Andhra Pradesh.               <ol style="list-style-type: none"> <li>1.Visakhapatnam 2.Vijayawada 3.Bheemunipatnam</li> <li>4.Kadapa 5.Anantapuram 6.Tirupati</li> </ol> </li> </ol>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p> <div style="text-align: center;">  <p><b>BHEEMILI MUNICIPAL OFFICE</b></p> </div>	<div style="text-align: center;">  </div>
<b>RECAPTULATION/ ASSESSMENT/ SUMMARY/SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>● <b>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</b></li> </ul> <ul style="list-style-type: none"> <li>● Local Self Government in Urban Areas:</li> <li>● There are three kinds of municipal bodies depending upon the size of the population.</li> <li>● Notified Area Council (NAC):(Nagar Panchayat) 20,000 to 40,000 people.</li> <li>● Municipal Council: 40,000 to 3,00,000 people.</li> <li>● Municipal Corporation: More than 3,00,000 people.</li> <li>● Each Municipality has a Municipal council with elected members who are known as "councillors" and nominated members.</li> <li>● Each Municipal Corporation consists of elected members known as "Corporators" and nominated members.</li> </ul>	<p>Students write synopsis on their own.</p> <p>Read synopsis in group.</p>	<p>Read synopsis individually.</p>	<div style="text-align: center;">  </div>

## PRACTICE PERIOD - 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO									
<b>KEY WORDS</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="color: green; text-align: center;">                     URBAN AREA    NAGAR PANCHAYAT    MUNICIPAL COUNCIL                      MUNICIPAL CORPORATION    COUNCILLORS    CORPORATORS                 </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.									
<b>SIMILAR LINES</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Nagar Panchayat</td> <td style="padding: 5px;">consists of</td> <td style="padding: 5px;">20,000 to 40,000 people.</td> </tr> <tr> <td style="padding: 5px;">Municipal Council</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">40,000 to 3,00,000 people.</td> </tr> <tr> <td style="padding: 5px;">Municipal Corporation</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">More than 3,00,000 people.</td> </tr> </table>	Nagar Panchayat	consists of	20,000 to 40,000 people.	Municipal Council		40,000 to 3,00,000 people.	Municipal Corporation		More than 3,00,000 people.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Nagar Panchayat	consists of	20,000 to 40,000 people.										
Municipal Council		40,000 to 3,00,000 people.										
Municipal Corporation		More than 3,00,000 people.										
<b>SYNOPSIS</b> <b>READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Local Self Government in Urban Areas:</li> <li>There are three kinds of municipal bodies depending upon the size of the population.</li> <li>Notified Area Council (NAC):(Nagar Panchayat) 20,000 to 40,000 people.</li> <li>Municipal Council: 40,000 to 3,00,000 people.</li> <li>Municipal Corporation: More than 3,00,000 people.</li> <li>Each Municipality has a Municipal council with elected members who are known as “councillors” and nominated members.</li> <li>Each Municipal Corporation consists of elected members known as “Corporators” and nominated members.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.									
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.									

Signature of the teacher

Signature of the H.M.

Signature of the Visiting Officer



## LESSON PLAN (LIP MODEL)

CLASS : 6

SUBJECT : SOCIAL

NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER :

SCHOOL NAME:

TEACHING PERIODS : 05 PRACTICE PERIODS : 05



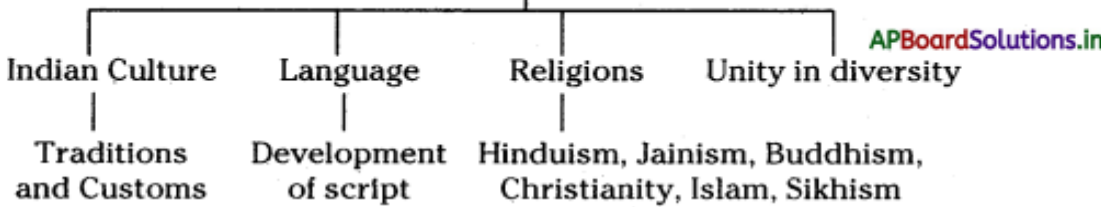
NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION
			FROM	TO	
INDIAN CULTURE, LANGUAGES AND RELIGIONS	PREREQUISITES	1+1			RELIGION LANGUAGE CULTURE TRADITION
	<ul style="list-style-type: none"> <li>• The concept of Culture</li> <li>• Indian Culture</li> <li>• Language</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Harappan culture – Aryan culture</li> <li>• Rituals – yagnas, yagas, meditation</li> <li>• Scripts – Brahmi, Kharosthi, Indus script</li> </ul>
	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Belief systems in the ancient days</li> <li>• Hinduism</li> </ul>	1+1			<ul style="list-style-type: none"> <li>• Different types of religions</li> <li>• Sanatana dharma</li> <li>• Vedas, Upanishads</li> </ul>
	<ul style="list-style-type: none"> <li>• Jainism</li> <li>• Buddhism</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>• Tirthankaras – Panchavrathas – Triratnas</li> <li>• Arya Sathyas</li> <li>• The Eightfold Path (Ashtanga Marga)</li> </ul>
	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Sikhism</li> <li>• Unity in diversity</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>• Philosophy of Christianity</li> <li>• Teaching of Prophet Muhammad</li> <li>• Guru Granth Sahib</li> <li>• Unity in diversity</li> </ul>
		1 + 1			

**PRIOR CONCEPTS/SKILLS :**


- The concept of Culture - Indian Culture – Language
- Religion - Belief systems in the ancient days
- Hinduism - Jainism - Buddhism
- Christianity – Islam - Sikhism
- Unity in diversity

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
<p>The students will be able to:</p> <ul style="list-style-type: none"><li>• know the concepts culture.</li><li>• discuss the basic idea and central values of the religions.</li><li>• understand how did the language evolve.</li><li>• participate in discussions on the concept of unity in diversity.</li><li>• prepare slogans to promote religious unity.</li></ul>	<p>PICTURES INDIA MAP CHARTS DIKSHA CONTENT VIDEOS PPTs</p>	<p>10</p>

## TEACHING PERIOD – 1 (PRE REQUISITES)

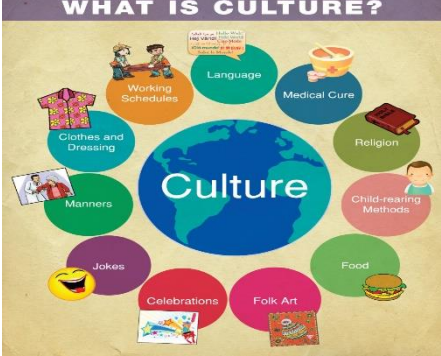
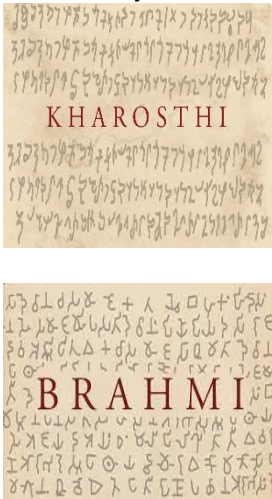
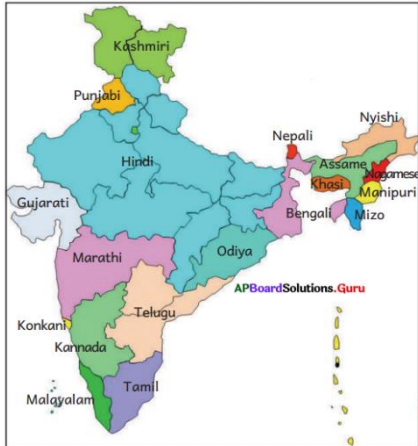
EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON:</b> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <p style="text-align: center;"> <span style="margin-right: 100px;">PICTURE – 1</span> <span style="margin-right: 100px;">PICTURE – 2</span> <span>PICTURE - 3</span> </p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>स्वागत <small>സ്വാഗതം</small> सुआगत                      স্বাগত <b>Welcome</b> স্বাগত                      ಠಲವರವು ಸ್ವಾಗತ ಓ                      ಸ್ವಾಗತಂ सुआगत वै स्वागतं</p> <p><small>shutterstock.com · 2251485813</small></p> </div>  </div> <p>1. What do you observe in the above 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> pictures?</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <h3 style="color: blue; margin: 0;">INDIAN CULTURE, LANGUAGES AND RELIGIONS</h3> </div>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><b>PREREQUISITES:</b> Teacher writes keywords and key concepts on the board and read for the students.</p> <p style="text-align: center; color: green;"><b>RELIGION LANGUAGE CULTURE TRADITION</b></p> <ul style="list-style-type: none"> <li>• Ask questions on Prerequisites and explain in brief.</li> </ul> <ol style="list-style-type: none"> <li>1. What is called a language?</li> <li>2. What is culture?</li> <li>3. What is religion?</li> </ol>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p><b>RELEVANCE OF THE LESSON:</b> Teacher conduct discussion through questions about the importance of the lesson.</p> <ol style="list-style-type: none"> <li>1. Discuss some customs and traditions of our ancestors which help to protect our health and hygiene.</li> </ol>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/ concepts what they want to know in the chapter.</p>	
<p><b>CONCEPT MAP:</b> Teacher writes the concept map of the lesson red by step in flow chart form.</p> <div style="text-align: center;"> <p>Indian Culture, Languages and Religions</p>  <p style="text-align: right; color: green;"><small>APBoardSolutions.in</small></p> </div>	<p>Read concept map in group.</p>	<p>Read concept map individually and copy the concept map in their note books.</p>	

## PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous chapter. <b>RELIGION LANGUAGE CULTURE TRADITION</b></li> </ul>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> <li>Prepare a picture on religious unity.</li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>You draw a picture.</p> </div> </div>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>India is a vast country.</li> <li>It includes the people of many religions, castes, tribes, languages, dance, music, architecture, food, dress, customs and beliefs.</li> <li>India has the greatest heritage and culture. It is unique.</li> <li>It has a special identity in the world. Traditions differ from one place to another in India.</li> <li>It is a combination of several customs and traditions.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.



## TEACHING PERIOD - 2


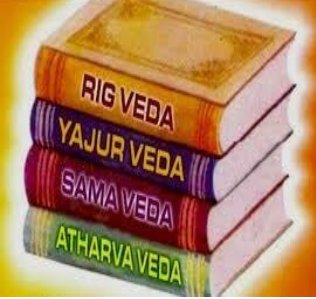
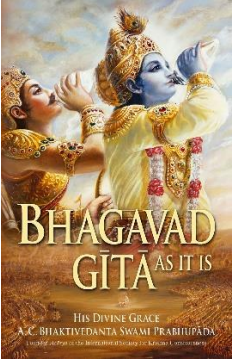
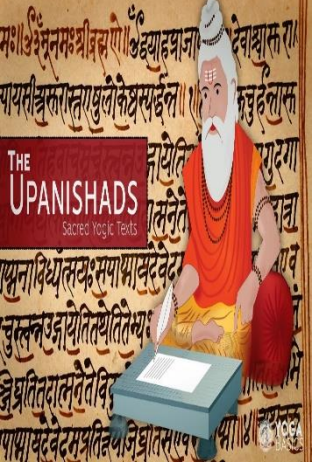
CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <b>CULTURE LANGUAGE SCRIPT YAGNAS MEDITATION INSCRIPTIONS</b>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	<b>Script means?</b>
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> <li>What is culture?</li> <li>What is the importance of language?</li> <li>What are the methods used by people in the beginning to write?</li> <li>What are the famous books written in earlier days?</li> <li>What are the books written on Ayurveda?</li> <li>How many languages are recognized by the constitution of India?</li> <li>What is the major feature of Indian culture which makes it unique?</li> </ul>	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	
<b>RECAPTULATION/ ASSESMENT/ SUMMARY/SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Culture is a continuous process which we inherit from past generations to create a new set of organization and is transmitted to the future generations.</li> <li>Unity in diversity is one major feature of Indian culture which makes it unique.</li> <li>The Vedas were carried from one generation to the other through oral tradition</li> <li>Language is a medium of communication.</li> <li>The Script helps us to read and write. People wrote on clothes, leaves, barks, etc. in the olden days.</li> <li>The popular epics Valmiki Ramayana and Vyasa Mahabharatha were written in Sanskrit.</li> </ul>	Students write synopsis on their own. Read synopsis in group.	Read synopsis individually. 	<b>MAJOR LANGUAGES OF INIDA</b> 



## PRACTICE PERIOD – 2

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.  <b>CULTURE LANGUAGE SCRIPT YAGNAS MEDITATION INSCRIPTIONS</b> </li> </ul>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">           Sushruta Samhita            Brahmi Script            8<sup>th</sup> schedule            Vedas            Panchavratas            Arya sathyas         </td> <td style="text-align: center; padding: 5px;">           belongs to         </td> <td style="padding: 5px;">           Ayurveda.            Ashka inscriptions.            Recognized languages.            Hindus.            Jainism.            Buddhism.         </td> </tr> </table>	Sushruta Samhita Brahmi Script 8 <sup>th</sup> schedule Vedas Panchavratas Arya sathyas	belongs to	Ayurveda. Ashka inscriptions. Recognized languages. Hindus. Jainism. Buddhism.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Sushruta Samhita Brahmi Script 8 <sup>th</sup> schedule Vedas Panchavratas Arya sathyas	belongs to	Ayurveda. Ashka inscriptions. Recognized languages. Hindus. Jainism. Buddhism.				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Culture is a continuous process which we inherit from past generations to create a new set of organization and is transmitted to the future generations.</li> <li>Unity in diversity is one major feature of Indian culture which makes it unique.</li> <li>The Vedas were carried from one generation to the other through oral tradition</li> <li>Language is a medium of communication.</li> <li>The Script helps us to read and write. People wrote on clothes, leaves, barks, etc. in the olden days.</li> <li>The popular epics Valmiki Ramayana and Vyasa Mahabharatha were written in Sanskrit.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

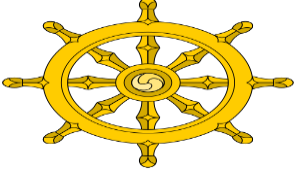
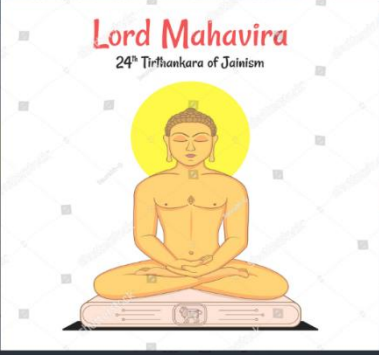



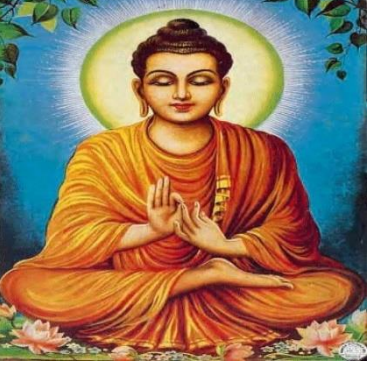
## TEACHING PERIOD - 3

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p>RELIGION BURIALS SACRED SUB-CONTINENT SANATANA DHARMA VEDAS UPANISHADS TAPAS</p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>India is the birth place of many religions. What are they?</li> <li>What are the festivals celebrated by Hindus?</li> <li>What are the main features of Hinduism?</li> <li>How many Vedas are there? What are they?</li> <li>What are the four ashramas in Hinduism?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	
<b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/ SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Religion is a spiritual belief.</li> <li>It teaches a set of practices to live an enriched life.</li> <li>Hinduism is the world's oldest religion.</li> <li>It is a way of life and also called 'Sanatana dharma'.</li> <li>It is based on the principles of universal truth.</li> <li>Vedas, Upanishads, Bhagavad-Gita, Ramayana, Mahabharata are some of the sacred books of the Hindus.</li> <li>The term 'Hindu' derives from the word 'Sindhu'. The term 'Hindu' derives from the word 'Sindhu'.</li> <li>The practise of four ashramas - Brahmacharya, Grihastha, Vanaprastha and Sanyasa</li> </ul>	Students write synopsis on their own.  Read synopsis in group.	Read synopsis individually.  	

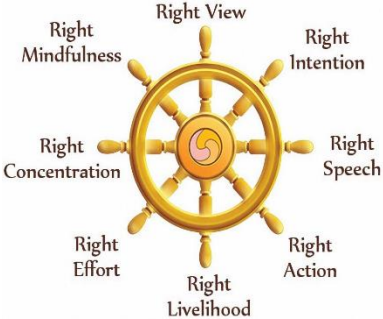
### PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p>RELIGION    BURIALS    SACRED    SUB-CONTINENT    SANATANA DHARMA    VEDAS UPANISHADS    TAPAS</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling.  Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" data-bbox="353 523 1084 721" style="margin-left: 40px;"> <tr> <td style="padding: 5px;">           Ramayana Mahabharatha Aryabhattyam Charaka Samhitha         </td> <td style="padding: 5px; text-align: center;">           was written by         </td> <td style="padding: 5px;">           Valmiki. Vyasa. Aryabhatta. Charaka.         </td> </tr> </table>	Ramayana Mahabharatha Aryabhattyam Charaka Samhitha	was written by	Valmiki. Vyasa. Aryabhatta. Charaka.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Ramayana Mahabharatha Aryabhattyam Charaka Samhitha	was written by	Valmiki. Vyasa. Aryabhatta. Charaka.				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Religion is a spiritual belief.</li> <li>It teaches a set of practices to live an enriched life.</li> <li>Hinduism is the world's oldest religion.</li> <li>It is a way of life and also called 'Sanatana dharma'.</li> <li>It is based on the principles of universal truth.</li> <li>Vedas, Upanishads, Bhagavad-Gita, Ramayana, Mahabharata are some of the sacred books of the Hindus.</li> <li>The term 'Hindu' derives from the word 'Sindhu'. The term 'Hindu' derives from the word 'Sindhu'.</li> <li>The practise of four ashramas - Brahmacharya, Grihastha, Vanaprastha and Sanyasa</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

## TEACHING PERIOD - 4

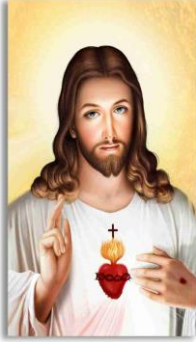



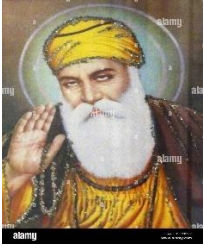

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>READING ACTIVITY/ KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>TIRTHANKARAS MEDITATION MOKSHA NIRVANA PANCHAVRATHAS TRIRATNAS ENLIGHTENMENT TRIPITAKAS ARYA SATYAS EIGHTFOLD PATH STUPA</b></p>	<p>Students read the lesson in the groups and identify the key words.</p>  <p style="text-align: center;"><b>Symbol of Buddhism</b></p>	<p>Students read the content individually and focus on key words.</p>	
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What are the doctrines of Jainism?</li> <li>What are the Triratnas?</li> <li>What is the first name of Gautama Buddha?</li> <li>What brings a change in Siddhartha? What did he do then?</li> <li>What are Tripitikas?</li> <li>What is Arya Satyas?</li> </ol>	<p>Students participated group reading in their respective group.</p>  <p style="text-align: center;"><b>Symbol of Jainism</b></p>	<p>Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.</p>	 <p style="text-align: center;"><b>GOMATESHWARA TEMPLE</b></p>
<p><b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Jainism: Twenty four 'Tirthankaras' enriched this religion. The word Jain is derived from the Sanskrit word 'Jina'. The most famous Tirthankara is Mahavira. The main goal of Jainism is to attain 'Moksha'.</li> <li>Mahavira prescribed ways to observe three qualities which are known as Triratnas.</li> <li>Buddhism: Gautama Buddha was the founder of Buddhism.</li> <li>According to Buddha, the final goal is attainment of Nirvana.</li> <li>The teachings of Gautama Buddha are called four noble truths (Arya Sathyas).</li> </ul>	<p>Students write synopsis on their own. Read synopsis in group.</p> 	<p>Read synopsis individually.</p>	

## PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p>TIRTHANKARAS MEDITATION MOKSHA NIRVANA PANCHAVRATHAS TRIRATNAS ENLIGHTENMENT TRIPITAKAS ARYA SATYAS EIGHT FOLD PATH STUPA</p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">           Mahavira Gautama Buddha Muhammad Jesus Christ Guru Nanak         </td> <td style="width: 25%; text-align: center; padding: 5px;">           was the founder of         </td> <td style="width: 50%; padding: 5px;">           Jainism. Buddhism. Islam. Christianity. Sikhism.         </td> </tr> </table>	Mahavira Gautama Buddha Muhammad Jesus Christ Guru Nanak	was the founder of	Jainism. Buddhism. Islam. Christianity. Sikhism.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
Mahavira Gautama Buddha Muhammad Jesus Christ Guru Nanak	was the founder of	Jainism. Buddhism. Islam. Christianity. Sikhism.				
<b>SYNOPSIS</b>  <b>READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Jainism: Twenty four 'Tirthankaras' enriched this religion. The word Jain is derived from the Sanskrit word 'Jina'. The most famous Tirthankara is Mahavira. The main goal of Jainism is to attain 'Moksha'.</li> <li>Mahavira prescribed ways to observe three qualities which are known as Triratnas.</li> <li>Buddhism: Gautama Buddha was the founder of Buddhism.</li> <li>According to Buddha, the final goal is attainment of Nirvana.</li> <li>The teachings of Gautama Buddha are called four noble truths (Arya Sathyas).</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books. <div style="text-align: center;">  <p><b>The Eightfold Path</b></p> </div>			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			



## TEACHING PERIOD - 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>READING ACTIVITY/ KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>POPE      PROPHET      GURUDWARA      PILGRIMAGE      SAINTS</b>  <b>PHILOSOPHERS      UNITY IN DIVERSITY</b></p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	<p><b>Pilgrimage means?</b></p>
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What is the holy book of the Christians?</li> <li>Which church is the famous church in the world?</li> <li>Who is called Pope?</li> <li>Who is considered as Prophet or Messenger of Allah?</li> <li>Which is the holiest city for Muslims?</li> <li>Name the holy book of the Muslims?</li> <li>The Golden Temple is located in which city?</li> <li>Who was the founder of Sikhism?</li> <li>Write two slogans to promote religious unity?</li> <li>“Unity in Diversity is the dominant cultural trait of India.” - Do you agree or not? Comment.</li> <li>Locate the given places on the outline map of India. (River Indus, Tamilnadu, Andhra Pradesh, Bihar, Bhattiprolu, River Krishna, River Ganga, River Yamuna, the Vindhya ranges, Uttar Pradesh)</li> </ol>	<p>Students participated group reading in their respective group.</p> 	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p> 	 
<p><b>RECAPTULATION/ ASSESMENT/ SUMMARY/ SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> </ul> <ul style="list-style-type: none"> <li>The Bible is the holy book of the Christians.</li> <li>The Roman Catholic Church is the famous church in the world. The Pope is the head of the Roman Catholic Church.</li> <li>Mohammad is considered as a Prophet or messenger of Allah. The teachings of Allah are written in a book called Quran. It is the holy book of Islam.</li> <li>Guru Nanak was the founder of Sikhism. Sikhism is a faith and its followers are called “Sikhs. Their holy book is ‘Guru Granth Sahib’.</li> </ul>	<p>Students write synopsis on their own.</p> <p>Read synopsis in group.</p>	<p>Read synopsis individually.</p> 	

## PRACTICE PERIOD – 5

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p><b>POPE      PROPHET      GURUDWARA      PILGRIMAGE      SAINTS      PHILOSOPHERS</b></p> <p><b>UNITY IN DIVERSITY</b></p>	Read key words and discuss meaning in groups.	Read key words individually with spelling.  Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">                     The Quran The Bible The Mahabharata The Agam Sutras The Tripitakas Guru Granth Sahib                 </td> <td style="width: 30%; text-align: center; padding: 5px;">Is the sacred book of</td> <td style="width: 40%; padding: 5px;">                     Muslims. Christians. Hindus. Jainism. Buddhism. Sikhism.                 </td> </tr> </table>	The Quran The Bible The Mahabharata The Agam Sutras The Tripitakas Guru Granth Sahib	Is the sacred book of	Muslims. Christians. Hindus. Jainism. Buddhism. Sikhism.	Read similar lines in groups.  Add some more lines to the substitution table.  Prepare their own similar lines based on the text.	Read similar lines individually.
The Quran The Bible The Mahabharata The Agam Sutras The Tripitakas Guru Granth Sahib	Is the sacred book of	Muslims. Christians. Hindus. Jainism. Buddhism. Sikhism.				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>The Bible is the holy book of the Christians.</li> <li>The Roman Catholic Church is the famous church in the world. The Pope is the head of the Roman Catholic Church.</li> <li>Mohammad is considered as a Prophet or messenger of Allah. The teachings of Allah are written in a book called Quran. It is the holy book of Islam.</li> <li>Guru Nanak was the founder of Sikhism. Sikhism is a faith and its followers are called ‘Sikhs. Their holy book is ‘Guru Granth Sahib’.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer





## LESSON PLAN (LIP MODEL)

CLASS : 6  
SUBJECT : SOCIAL  
NO.OF PERIODS REQUIRED: 10

NAME OF THE TEACHER :  
SCHOOL NAME:  
TEACHING PERIODS : 05 PRACTICE PERIODS : 05



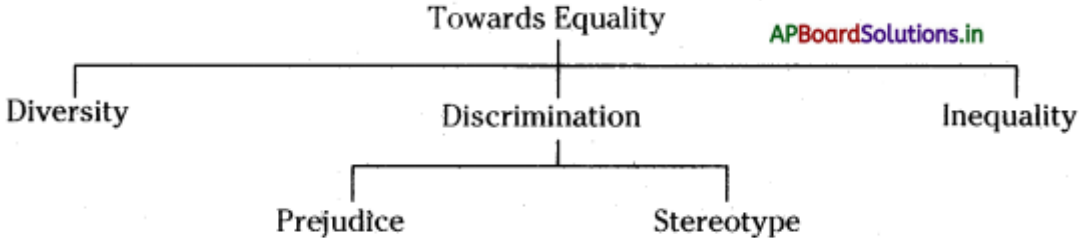
NAME OF THE LESSON	TOPIC	NO.OF PERIODS REQUIRED	TIME LINE		SUMMARY/ANY SPECIFIC INFORMATION	
			FROM	TO		
TOWARDS EQUALITY	PREREQUISITES	1+1			UNTOUCHABILITY EQUALITY INEQUALITY DIVERSITY DISCRIMINATION	
	<ul style="list-style-type: none"> <li>Diversity</li> <li>Discrimination</li> <li>Discrimination is of different types</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Prejudice - Stereotype</li> <li>Religious discrimination – Caste discrimination</li> </ul>	
	<ul style="list-style-type: none"> <li>Discrimination is of different types</li> </ul>	1+1			<ul style="list-style-type: none"> <li>Gender discrimination – Racial discrimination</li> <li>Regional discrimination – Disability discrimination</li> </ul>	
	<ul style="list-style-type: none"> <li>Inequality</li> <li>The effects of inequality</li> <li>Steps towards equality</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>What is the root cause for these inequalities or discrimination?</li> </ul>	
	<ul style="list-style-type: none"> <li>Constitutional provisions to achieve equality</li> <li>Remedial measures for abolishing Inequality and discrimination</li> <li>Will discriminations and Inequalities stop people from achieving their goals</li> </ul>	1 + 1			<ul style="list-style-type: none"> <li>Constitutional provisions</li> <li>Remedial measures</li> </ul>	

**PRIOR CONCEPTS/SKILLS :**

- Diversity - Discrimination
- Discrimination is of different types
- Inequality
- The effects of inequality
- Steps towards equality
- Constitutional provisions to achieve equality
- Remedial measures for abolishing Inequality and discrimination
- Will discriminations and Inequalities stop people from achieving their goals

LEARNING OUTCOMES	TLM	NO. OF PERIODS REQUIRED
The students will be able to: <ul style="list-style-type: none"><li>• recognise various forms of discriminations.</li><li>• understand the nature and sources of discrimination.</li><li>• differentiate between equality and inequality in various forms</li></ul>	PICTURES INDIA MAP CHARTS DIKSHA CONTENT VIDEOS PPTs	10

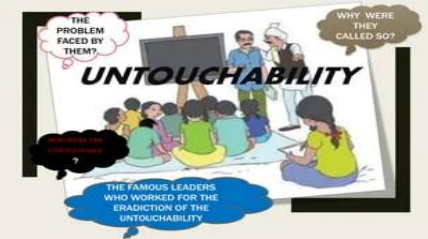


## TEACHING PERIOD – 1 (PRE REQUISITES)

EXPLICIT TEACHING/TEACHING MODELLING (I DO)	WE DO	YOU DO	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>MIND MAP/TITLE OF THE LESSON:</b> Teacher writes title of the lesson on the board and ask triggering questions to Share their experience on the topic.</p> <p style="text-align: center;"><b>PICTURE – 1</b></p>  <p style="text-align: center;"><b>PICTURE - 2</b></p>  <p>1. What do you observe in the 1<sup>st</sup> picture? 2. What do you observe in the 2<sup>nd</sup> picture?</p> <p style="text-align: center;"><b>TOWARDS EQUALITY</b></p>	<p>Students read mind map in the group.</p>	<p>Students read words individually with spellings.</p>	
<p><b>PREREQUISITES:</b> Teacher writes keywords and key concepts on the board and read for the students.</p> <p><b>UNTOUCHABILITY EQUALITY INEQUALITY DIVERSITY DISCRIMINATION</b></p> <ul style="list-style-type: none"> <li>Ask questions on Prerequisites and explain in brief.</li> </ul> <p>1. Define 'untouchability', 'discrimination'</p>	<p>Students read prerequisites and discuss in group.</p>	<p>Students copy prerequisites in their note books.</p>	
<p><b>RELEVANCE OF THE LESSON:</b> Teacher conduct discussion through questions about the importance of the lesson.</p> <p>1. Government introduced many programmes like mid-day meals, Free textbooks, Free distribution of school uniforms, shoes etc. Discuss how these are helpful to achieve equality?</p>	<p>Students ask questions and participate in the discussion.</p>	<p>Students write questions/ concepts what they want to know in the chapter.</p>	
<p><b>CONCEPT MAP:</b> Teacher writes the concept map of the lesson step by step in flow chart form.</p> 	<p>Read concept map in group.</p>	<p>Read concept map individually and copy the concept map in their note books.</p>	

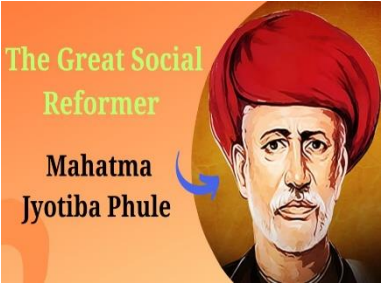

## PRACTICE PERIOD – 1 (PRE REQUISITES)

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous chapter.</li> </ul> <p>UNTOUCHABILITY EQUALITY INEQUALITY DIVERSITY DISCRIMINATION</p>	Read key words and discuss meaning in the groups.	Read key words individually with spelling. Explain key words orally.
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> <li>1. Have you ever faced any kind of discrimination? How did it make your feel?</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Write your feeling:</p> </div>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>The differences we observe are called diversity.</li> <li>All these diversities are influenced both by the geography and history of the place where we live.</li> <li>India is a country of many diversities. We speak different languages, have various types of food, celebrate different festivals, practise different religions</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.

## TEACHING PERIOD - 2






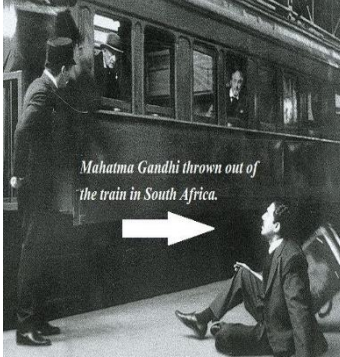
CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS				
<p><b>READING ACTIVITY/ KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>PREJUDICE STEREOTYPE RELIGIOUS DISCRIMINATION CASTE DISCRIMINATION UNTOUCHABLE DALIT SOCIAL REFORMERS</b></p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>					
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <div data-bbox="297 683 913 1066" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>STEREOTYPES VS PREJUDICE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">DEFINITIONS</th> <th style="width: 50%; text-align: center;">DIFFERENCES</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li><b>Stereotype:</b> An over-generalization about the characteristics or behaviors of a group of people.</li> <li><b>Prejudice:</b> A preconceived and unfounded negative opinion or attitude towards a group of people.</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li><b>Sentiment:</b> A stereotype does not necessarily contain positive or negative sentiment, while prejudice is always negative.</li> <li><b>Attitude:</b> Stereotypes are over-generalizations, whereas prejudices are attitudes.</li> </ul> </td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">HELPPFULPROFESSOR.COM</p> </div>	DEFINITIONS	DIFFERENCES	<ul style="list-style-type: none"> <li><b>Stereotype:</b> An over-generalization about the characteristics or behaviors of a group of people.</li> <li><b>Prejudice:</b> A preconceived and unfounded negative opinion or attitude towards a group of people.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sentiment:</b> A stereotype does not necessarily contain positive or negative sentiment, while prejudice is always negative.</li> <li><b>Attitude:</b> Stereotypes are over-generalizations, whereas prejudices are attitudes.</li> </ul>	<p>Students participated group reading in their respective group.</p>	<p>Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.</p>	 <p style="text-align: center; color: blue;"><b>Discrimination in the society</b></p>
DEFINITIONS	DIFFERENCES							
<ul style="list-style-type: none"> <li><b>Stereotype:</b> An over-generalization about the characteristics or behaviors of a group of people.</li> <li><b>Prejudice:</b> A preconceived and unfounded negative opinion or attitude towards a group of people.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sentiment:</b> A stereotype does not necessarily contain positive or negative sentiment, while prejudice is always negative.</li> <li><b>Attitude:</b> Stereotypes are over-generalizations, whereas prejudices are attitudes.</li> </ul>							
<p><b>RECAPTULATION/ ASSESSEMENT/ SUMMARY/SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Discrimination happens when people act on their prejudices.</li> <li>Prejudices means to judge other people negatively or see them as inferior.</li> <li>When we fix people or a community into one image we create a stereotype.</li> <li>The upper caste acted in ways which did not give the so-called “untouchables” the same right as they enjoyed which is called caste discrimination.</li> <li>Jyothibai Phule, Sri Potti Sree Ramulu, Vennelakanti Raghavaiah, Gora Saraswathi are some of the National and Regional social reformers who fought for the rights of the oppressed caste.</li> </ul>	<p>Students write synopsis on their own. Read synopsis in group.</p>	<p>Read synopsis individually.</p>	 <p style="text-align: center; color: blue;"><b>Prejudice</b></p>				

## PRACTICE PERIOD – 2


CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;"> <b>PREJUDICE      STEREOTYPE      RELIGIOUS DISCRIMINATION      CASTE DISCRIMINATION</b>  <b>UNTOUCHABLE      DALIT      SOCIAL REFORMERS</b> </p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">           Dr.B.R.Ambedkar            Raja Ram Mohan Roy            Jyotibai Phule            Nelson Mandela            Kandukuri Veeresalingam Pantulu         </td> <td style="width: 33%; text-align: center; padding: 5px;">           fought against         </td> <td style="width: 33%; padding: 5px;">           Caste oppression.            Sati.            Caste discrimination.            Apartheid.            Child marriage and the dowry system.         </td> </tr> </table>	Dr.B.R.Ambedkar Raja Ram Mohan Roy Jyotibai Phule Nelson Mandela Kandukuri Veeresalingam Pantulu	fought against	Caste oppression. Sati. Caste discrimination. Apartheid. Child marriage and the dowry system.	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually. <div style="text-align: right; margin-top: 10px;">  <p style="color: green; font-weight: bold;">The Great Social Reformer</p> <p>Mahatma Jyotiba Phule</p> </div>
Dr.B.R.Ambedkar Raja Ram Mohan Roy Jyotibai Phule Nelson Mandela Kandukuri Veeresalingam Pantulu	fought against	Caste oppression. Sati. Caste discrimination. Apartheid. Child marriage and the dowry system.				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Discrimination happens when people act on their prejudices.</li> <li>Prejudices means to judge other people negatively or see them as inferior.</li> <li>When we fix people or a community into one image we create a stereotype.</li> <li>The upper caste acted in ways which did not give the so-called “untouchables” the same right as they enjoyed which is called caste discrimination.</li> <li>Jyothibai Phule, Sri Potti Sree Ramulu, Vennelakanti Raghavaiah, Gora Saraswathi are some of the National and Regional social reformers who fought for the rights of the oppressed caste.</li> </ul>	Write synopsis on their own. Read synopsis in groups.	Read synopsis individually, then write in their note books. <div style="text-align: right; margin-top: 10px;">  </div>			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			



## TEACHING PERIOD - 3

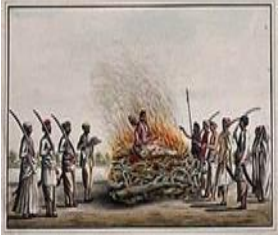

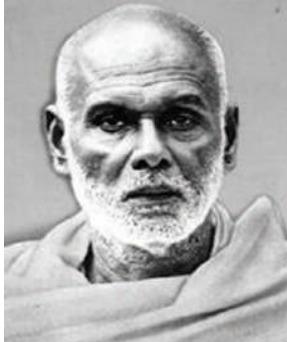

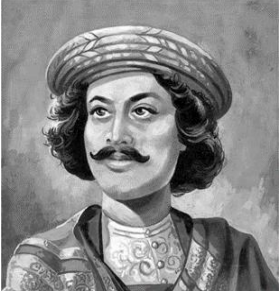
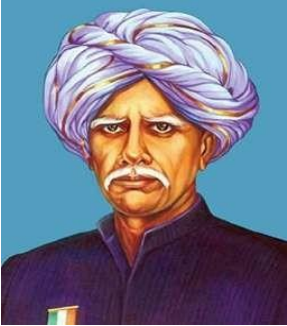
CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<b>READING ACTIVITY/ KEYWORDS</b>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p style="text-align: center;"> <b>GENDER DISCRIMINATION    MOTHER OF INDIAN FEMINISM</b>  <b>RACIAL DISCRIMINATION    RACIAL    ETHNIC ORIGIN    APARTHEID</b>  <b>SEGGREGATION    REGIONAL DISCRIMINATION    DISABILITY DISCRIMINATION</b> </p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	
<b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b>	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What is meant by gender discrimination?</li> <li>What is meant by racial discrimination?</li> <li>What is apartheid?</li> <li>Who played an important role in fighting for the rights of women in India during the British rule?</li> <li>Who fought for the education rights of women in Andhra Pradesh?</li> </ol>	Students participated group reading in their respective group.   <b>TYPES OF DISABILITY</b>	Read concept/flow chart individually.  Students gave responses and note down key points/flow chart in their note book.	 
<b>RECAPTULATION/ ASSESMENT/ SUMMARY/SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> <li>Gender discrimination is when someone is treated unequally or disadvantageously based on their gender but not necessarily in a sexual nature.</li> <li>A famous social reformer who fought for the rights of the women in India was Savitribai Phule.</li> <li>She is regarded as the “Mother of Indian feminism.”</li> <li>Racial discrimination It is a discrimination against individuals on the basis of their skin colour or racial or ethnic origin.</li> <li>People who cannot walk, see, hear or talk are known as person with disabilities as per the PWD ACT-2016.</li> </ul>	Students write synopsis on their own. Read synopsis in group.   <b>Regional Discrimination</b>	Read synopsis individually.	 <p style="text-align: center;"><i>Mahatma Gandhi thrown out of the train in South Africa.</i></p>

## PRACTICE PERIOD – 3

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<p><b>KEY WORDS</b></p> <p><b>READING</b></p>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p>GENDER DISCRIMINATION MOTHER OF INDIAN FEMINISM            RACIAL DISCRIMINATION RACIAL ETHNIC ORIGIN APARTHEID            SEGGREGATION REGIONAL DISCRIMINATION DISABILITY DISCRIMINATION</p>	<p>Read key words and discuss meaning in groups.</p>	<p>Read key words individually with spelling.            Explain key words orally.</p>
<p><b>SIMILAR LINES</b></p> <p><b>READING</b></p>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul>  <p>Observe the picture given and respond.  <b>1.What type of discrimination is it? Discuss in the class room.</b>  <b>2.Write your opinion on this incident?</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Write your opinion:</u></p> </div>	<p>Read similar lines in groups.            Add some more lines to the substitution table.            Prepare their own similar lines based on the text.</p>	<p>Read similar lines individually.</p>
<p><b>SYNOPSIS READING</b></p>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Gender discrimination is when someone is treated unequally or disadvantageously based on their gender but not necessarily in a sexual nature.</li> <li>A famous social reformer who fought for the rights of the women in India was Savitribai Phule.</li> <li>She is regarded as the “Mother of Indian feminism.”</li> <li>Racial discrimination It is a discrimination against individuals on the basis of their skin colour or racial or ethnic origin.</li> <li>People who cannot walk, see, hear or talk are known as person with disabilities as per the PWD ACT-2016.</li> </ul>	<p>Write synopsis on their own.  <b>Read synopsis in groups.</b></p>	<p>Read synopsis individually, then write in their note books.</p>
<p><b>WRITING/EDITING</b></p>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing</li> </ul>	<p>Conducting editing in group.</p>	<p>Write explanation or meaning of key words on their own.</p>



## TEACHING PERIOD - 4

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
<p><b>READING ACTIVITY/ KEYWORDS</b></p>	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>INEQUALITY POVERTY ILLITERACY SUSTAINABLE DEVELOPMENT</b></p> <p><b>SATI CUSTOMS AND PRACTICES</b></p>	<p>Students read the lesson in the groups and identify the key words.</p>	<p>Students read the content individually and focus on key words.</p>	<p><b>What is sati?</b></p> 
<p><b>CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS</b></p>	<p>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</p>  <ol style="list-style-type: none"> <li>1. What are the root causes for inequalities?</li> <li>2. What are the effects of inequalities?</li> <li>3. When the practice of 'Sati' banned?</li> <li>4. Who is known as the "Gandhi of South Africa."?</li> <li>5. Who fought against caste discrimination?</li> <li>6. Who was Anandibai Joshi?</li> </ol>	<p>Students participated group reading in their respective group.</p>  <p><b>Narayana Guru</b></p>	<p>Read concept/flow chart individually.</p> <p>Students gave responses and note down key points/flow chart in their note book.</p>  <p><b>Dayananda Saraswati</b></p>	 <p><b>Raja Ram Mohan Roy</b></p>  <p><b>Kandukuri Veereslingam</b></p>

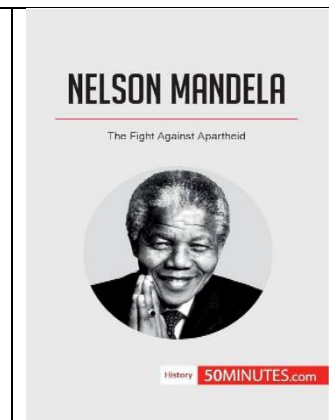
**RECAPTULATION/  
ASSESSMENT/  
SUMMARY/SYNOPSIS  
READING**

- **Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.**
- Poverty, illiteracy, social customs and traditions, religion, faith, occupation, lack of education, lack of employment opportunities, lack of awareness are the root cause for inequality and discrimination in the society.
- Inequality threatens long-term social and economic development. It causes social unrest. It leads to poverty and destroys self worth of the people.
- Sri Narayana Guru, Dr.B.R.Ambedkar, C.V. Ramaswamy Naiker, Jyotibai Phule and Savitri bai Phule fought against caste discrimination.
- The practice of sati was banned in 1829.
- Dr. Anandibai Joshi: First Indian female doctor.
- Dr. Nelson Mandela received Bharata Ratna in 1990.
- He is known as the 'Gandhi of South Africa'


**Students write synopsis on their own.**

**Read synopsis in group.**




**Read synopsis individually.**



## PRACTICE PERIOD – 4

CONCEPTS/STEPS	I DO	WE DO	YOU DO
<p><b>KEY WORDS</b></p> <p><b>READING</b></p>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p style="text-align: center;"> <b>INEQUALITY                  POVERTY                  ILLITERACY                  SUSTAINABLE DEVELOPMENT</b>  <b>SATI                  CUSTOMS AND PRCTICES</b> </p>	<p>Read key words and discuss meaning in groups.</p>	<p>Read key words individually with spelling. Explain key words orally.</p>
<p><b>SIMILAR LINES</b></p> <p><b>READING</b></p>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> <li>How can you fight against inequality and discrimination in your village?</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Write your own words:</u></p> </div>	<p>Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.</p>	<p>Read similar lines individually.</p>
<p><b>SYNOPSIS</b></p> <p><b>READING</b></p>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Poverty, illiteracy, social customs and traditions, religion, faith, occupation, lack of education, lack of employment opportunities, lack of awareness are the root cause for inequality and discrimination in the society.</li> <li>Inequality threatens long-term social and economic development. It causes social unrest. It leads to poverty and destroys self worth of the people.</li> <li>Sri Narayana Guru, Dr.B.R.Ambedkar, C.V. Ramaswamy Naiker, Jyotibai Phule and Savitri bai Phule fought against caste discrimination.</li> <li>The practice of sati was banned in 1829.</li> <li>Dr. Anandibai Joshi: First Indian female doctor.</li> <li>Dr. Nelson Mandela received Bharata Ratna in 1990.</li> <li>He is known as the ‘Gandhi of South Africa’</li> </ul>	<p>Write synopsis on their own.</p> <p>Read synopsis in groups.</p>	<p>Read synopsis individually, then write in their note books.</p> 
<p><b>WRITING/EDITING</b></p>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	<p>Conducting editing in group.</p>	<p>Write explanation or meaning of key words on their own.</p>

## TEACHING PERIOD - 5

CONCEPT/STEPS	EXPLICIT TEACHING/TEACHER MODELLING (I DO)	GROUP WORK (WE DO)	INDIVIDUAL WORK (YOU DO)	CHECK FOR UNDERSTANDING QUESTIONS
READING ACTIVITY/ KEYWORDS	<ul style="list-style-type: none"> <li>Teacher read the content loudly for the student.</li> </ul> <p><b>CONSTITUTIONAL PROVISIONS    RESERVATIONS    PREAMBLE</b> <b>PARENT GUIDANCE    PARALYMPICS</b></p>	Students read the lesson in the groups and identify the key words.	Students read the content individually and focus on key words.	
CONCEPTUAL UNDERSTANDING/ LEARNING ACTIVITIES BASED ON KEY WORDS	<ul style="list-style-type: none"> <li>Teacher introduces these concepts through questioning or pictures or flow charts or videos or maps etc.,</li> </ul> <ol style="list-style-type: none"> <li>What are the constitutional provisions to achieve equality?</li> <li>Give some remedial measures for abolishing inequality and discrimination?</li> <li>Who was the 11<sup>th</sup> president of India?</li> <li>Who wrote the book wings of fire?</li> <li>Who is Mariyappan Thangavelu?</li> <li>Write about Sindhutai?</li> </ol>	Students participated group reading in their respective group.	Read concept/flow chart individually. Students gave responses and note down key points/flow chart in their note book.	 <p style="text-align: center;"><b>Mariyappan Thangavelu</b></p>
RECAPTULATION/ ASSESEMENT/ SUMMARY/SYNOPSIS READING	<ul style="list-style-type: none"> <li>Ask few questions on the topic learnt and write synopsis on board based on the responses given by the students.</li> </ul> <ul style="list-style-type: none"> <li>Article 14 provides equality before law.</li> <li>Article 15 (1) of the Constitution states that the State shall not discriminate any citizen on grounds of religion, race, caste, sex, place of birth or any of them.</li> <li>Article 16 provides equality of opportunities in matters of public employment.</li> <li>Article 17 of the constitution abolishes the practice of untouchability as an offence and anyone doing so is punishable by law.</li> <li>Reservations are given to the suppressed classes to get equal status.</li> <li>Article 21-(A) provides free and compulsory education to all children in the age group of six to fourteen.</li> <li>The preamble provides equality of status and opportunity to all the people of the country.</li> </ul>	<p>Students write synopsis on their own.</p> <p>Read synopsis in group.</p>	Read synopsis individually.	 <p style="text-align: center;"><b>Smt.Sindhutai</b></p>

## PRACTICE PERIOD – 5

CONCEPTS/STEPS	I DO	WE DO	YOU DO			
<b>KEY WORDS READING</b>	<ul style="list-style-type: none"> <li>Write key words from the text what they learnt in the previous period.</li> </ul> <p><b>CONSTITUTIONAL PROVISIONS    RESERVATIONS    PREAMBLE</b> <b>PARENT GUIDANCE    PARALYMPICS</b></p>	Read key words and discuss meaning in groups.	Read key words individually with spelling. Explain key words orally.			
<b>SIMILAR LINES READING</b>	<ul style="list-style-type: none"> <li>Write similar lines like a substitution table on the board and give one model reading.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"> <b>Article 14</b> <b>Article 16</b> <b>Article 21-(A)</b> <b>The preamble</b> </td> <td style="width: 10%; text-align: center; padding: 5px;">provides</td> <td style="padding: 5px;"> <b>Equality before law.</b>  <b>Equality of opportunities in matters of public employment.</b>  <b>Free and compulsory education to all children.</b>  <b>Equality of status and opportunity to all the people of the country.</b> </td> </tr> </table>	<b>Article 14</b> <b>Article 16</b> <b>Article 21-(A)</b> <b>The preamble</b>	provides	<b>Equality before law.</b> <b>Equality of opportunities in matters of public employment.</b> <b>Free and compulsory education to all children.</b> <b>Equality of status and opportunity to all the people of the country.</b>	Read similar lines in groups. Add some more lines to the substitution table. Prepare their own similar lines based on the text.	Read similar lines individually.
<b>Article 14</b> <b>Article 16</b> <b>Article 21-(A)</b> <b>The preamble</b>	provides	<b>Equality before law.</b> <b>Equality of opportunities in matters of public employment.</b> <b>Free and compulsory education to all children.</b> <b>Equality of status and opportunity to all the people of the country.</b>				
<b>SYNOPSIS READING</b>	<ul style="list-style-type: none"> <li>Write synopsis based on key words and similar lines on the board and give one model reading.</li> <li>Article 14 provides equality before law.</li> <li>Article 15 (1) of the Constitution states that the State shall not discriminate any citizen on grounds of religion, race, caste, sex, place of birth or any of them.</li> <li>Article 16 provides equality of opportunities in matters of public employment.</li> <li>Article 17 of the constitution abolishes the practice of untouchability as an offence and anyone doing so is punishable by law.</li> <li>Reservations are given to the suppressed classes to get equal status.</li> <li>Article 21-(A) provides free and compulsory education to all children in the age group of six to fourteen.</li> <li>The preamble provides equality of status and opportunity to all the people of the country.</li> </ul>	Write synopsis on their own.  Read synopsis in groups.	Read synopsis individually, then write in their note books.			
<b>WRITING/EDITING</b>	<ul style="list-style-type: none"> <li>Conduct seen/unseen dictation on key words/similar lines.</li> <li>Conduct model editing.</li> </ul>	Conducting editing in group.	Write explanation or meaning of key words on their own.			

Signature of the teacher

Signature of the H.M.

Signature of the visiting officer

