

Social Science

a. History

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> explains the periodisation distinguishes the 'modern' period from the 'medieval' and the 'ancient' on the bases of broad developments and changes in each period describes and uses of various sources to know modern India explains how the English East India Company became the most dominant power explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' describes the forms of different tribal societies in the 19th Century and their relationship with the environment. 	<p>NCERT/State Textbook</p> <p>Chapter 1: How, When and Where</p> <p>Chapter 2: From Trade to Territory: The Company Establishes Power</p> <p>Chapter 3: Ruling the Countryside</p> <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the Modern Indian History e-resource available online.</p>	<p>WEEK 5</p> <p>Chapters 1, 2 and 3 (Revision)</p> <p>Parents may ask the child to revise earlier three chapters before moving to the forth chapter. That may asked their child to do some activities and exercises based on the study of first three chapters. So that child can able to recall and retention his earlier knowledge and understanding and through such revision can able to develop understanding of modern India.</p> <p>Few suggested activities/exercises are—</p> <ul style="list-style-type: none"> Ask the child to interview child's mother or another member of child to find out about their life. Now divide their lives into different periods and list out the significant events in each period. Ask the child to explain the basis of his periodisation (Chapter-1: How, When and Where). Ask the child to discuss and share her/his experience of present day traders and how they try to prevent losses and make profits. (Chapter-2: From Trade to Territory: The Company Establishes Power) Ask the child to look at the map of colonial India and how far did English rule spread by 1857. (Chapter 2: From Trade to Territory: The Company Establishes Power) <p>WEEK 6</p> <ul style="list-style-type: none"> The beginning of the child's historical engagement will come through recalling surrounding people and forest/village experiences so that child can able to appreciate diversity of historical experiences. Though the understanding



<ul style="list-style-type: none"> explains the policies of the colonial administration towards the tribal communities 	<p>Chapter 4 Tribals, Dikus and the Vision of a Golden Age</p> <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the Modern Indian History e-resource available online</p> <p>https://www.eklavya.in/pdfs/Books/SSTP/samajik_adhyayan_8/itihaas/9%20Angrezon%20ke%20Shasan%20mein%20Jungle%20aur%20Adivasi.pdf</p> <p>http://www.arvindguptatoys.com/arvindgupta/nbt-munda.pdf</p>	<p>of this chapter child shows concern for tribals and understands their role in the making of history and society. Child observes her/his surroundings and tries to see the change and continuity in the situation of the present day tribes.</p> <ul style="list-style-type: none"> Parents may ask the child to underline five sentences that represent the situation of tribes and their use of forest before British rule. Ask the child why did the use of forests change under British rule? They may ask - have they seen old wooden sleepers used in railway tracks? Are they replacing these with some other material today? They may be asked why this replacement is taking place. Ask the child to find out whether the conditions of work in the mines have changed now. Check how many people die in mines every year, and what are the reasons for their death? <p>WEEK 7</p> <ul style="list-style-type: none"> Ask the child to list out some places where majority of population are tribals, what are the common diseases they are mainly suffering from, how to cure these diseases, etc. Parents may ask from their child to find out the information about spread of current Corona virus in such tribal areas and tribal communities. What is the impact of the spread of Corona virus and current lockdown on the life of tribal people?
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b. Geography

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas describes causes of forest fire, landslide and their risk reduction measures 	<p>NCERT Textbook: Resources and Development</p> <p>http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</p> <p>Chapter 2: Land, Soil, Water, Natural Vegetation and Wildlife Resources</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 8</p> <p>Land</p> <ul style="list-style-type: none"> Read the narration given in the beginning of the chapter. It narrates how the lives of two children differ in different parts of the world due to differences in the quality of land, soil, water, natural vegetation, animals and the usage of technology. How does the availability of these resources make places different from each other? Now compare your own region. Which available resources make it different from the stories given here? Write in your own words. Recollect how land in your area has been put to various uses. Discuss with other family members and prepare a write up and state your ideas that whether land has been put to right use. Does the land resource in your area need to be conserved? If yes, how? Read about landslide given in the book. What are the causes of landslide and how it can be managed? <p>WEEK 9</p> <p>Soil, Water</p> <ul style="list-style-type: none"> Read the formation of soil and factors for the formation of soil and understand them with the help of Fig. 2.3: Soil profile and Fig. 2.4: Factors affecting soil formation. Soil conservation measures and related images have been given in the chapter. Read and develop an understanding about it while discussing with teacher or guardian. Write how soil can be conserved in your region. Read about water in the chapter. How water is used in different ways at your home? What is the tentative consumption of water in your home? Can you suggest some ways how water can be conserved in your home?



WEEK 10***Natural Vegetation and Wildlife***

- Read about Natural Vegetation and wildlife given in the book. Read about forest fire too. Discuss with elders at home if there is any change in flora and fauna of your region.
- Suggest ways how conservation of natural vegetation and wildlife can be done. You can prepare a drawing/ collage/poem/ write up, etc., on it.
- You may have heard about forest fire in Australia recently. Discuss with elders and collect some information about it from various resources like magazines, old newspapers, internet, etc.
- Suggest ways how forest fire can be controlled.

Note

The activities given in the book may be done by the learner and some may be performed by the teacher and can be shown to all learners.



c. Social and Political Life

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability 	<p>NCERT Textbook</p> <p>Social and Political Life-III</p> <p>Economic Presence of the Government—Public Facilities</p> <p>Children and parents may use the following resources and explore Social Science e-resources available online, like,</p> <ul style="list-style-type: none"> NISHTHA Portal https://itpd.ncert.gov.in/ Download text Module 12 Pedagogy of Social Sciences (Upper Primary Stage) in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 QR Code Interactive activities given in QR Code of each chapter. 	<p>WEEK 11</p> <ul style="list-style-type: none"> Discuss with your parents about public facility and its characteristics. Make a list of available public facilities such as water, road, electricity, hospitals, schools, public transport, street lights, public parks etc. in your locality. <p>WEEK 12</p> <ul style="list-style-type: none"> Read case studies, articles and stories related to public facilities given in newspapers/ and magazines, and listen/watch audio-visuals about different types of public facilities. Listen/watch audio visuals about role of Government in providing public facilities. Find out who provides the public facilities in your locality and why? Use these resources to learn about different types of public facilities and why should the government be responsible for providing public facilities? Ask questions/doubts with your parents/teacher e.g., why government must assume the overall responsibility for public facilities even when it gets private companies to do part of the job. Where does the government get money for public facilities? How does lack of access to proper sanitation facilities affect peoples' lives and how does this impact women and girls more acutely? Solve activities given in the QR of Chapter 9. Make a poster on different public facilities in your locality. Submit written assignments on assigned topics.

