

History and Social Science

Class Six Teachers' Guide



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH

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to the National Curriculum 2022 for Class Six from the academic year 2023

History and Social Science

Class Six

Experimental version

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National Curriculum and Textbook Board, Bangladesh

Teachers' Guide

History and Social Science

Class - Six

General Instructions

Textbook Familiarity: Provide guidance and support to students in understanding and performing the activities related to textbook familiarity, even if not explicitly mentioned in the Teachers' Guide.

Teamwork Management: Provide instructions for the formation of teams comprising 5-6 students for teamwork. During team formation, ensure that each team consists of different students with diverse learning experiences. Avoid forming the same team repeatedly. Pay attention to ensuring a mix of skilled and insightful students in each team. Maintain coordination among students proficient in various tasks within the team. Set goals and ensure that the same group of students does not repeatedly present team tasks. Ensure that every student gets an opportunity to participate in presenting various team tasks in class. After each team presentation, ask students several relevant questions to gather opinions and feedback. This will encourage students to listen to presentations from other teams with interest and cooperation.

Individual Task Management: Grant students the independence to complete individual tasks on their own. Emphasize the goal of allowing students to perform the task without any form of assistance. When necessary, inquire from the student about the progress of the task and whether any assistance is required.

Research Task Management: Before managing research tasks, seek permission from the relevant authorities if required. Ensure obtaining permission from the data provider regarding information from students. Prioritize the safety of students during research. Plan carefully about the subject matter, considering the highest attention to student safety.

Field Trip or Site Visit: With permission from the relevant authorities, manage field trips or site visits. Pay utmost attention to the safety of students. Plan how the task of site visit will be carried out considering the number of students and the actual conditions of the site. Plan and complete the work related to this subject at least one week before the designated day. Seek assistance from school authorities if needed.

Special Considerations: In the school, there may be students with special needs representing different religions, castes, genders, and ethnicities. Demonstrate respectful and tolerant behavior towards everyone. Additionally, be attentive and supportive towards students with special needs, providing necessary assistance and understanding.

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My different identity

Grade-based competency: Containing self-identity considering the Geographical, Social, Cultural and, Political, background and exhibit responsible behavior accordingly.

Number of sessions: 15

Working Hours: 10 hours

Description of the Task

In this learning experience, students will first understand their self-identity and establish connections or differences with others. Then, they will create a profile of famous personalities. Based on the experience they will present their personal identity. Exploring different pattern of social political, cultural and geographic background they will arrange self-identity fair. Finally, they will determine their responsibilities towards themselves and others based on the acquired knowledge.

The students will undertake various activities in different stages of the experiential learning cycle. The following are the actions to be carried out in each step:

DIAGRAM



- **1. Concrete experience:** Determining their own identity students will search for the similarities and dissimilarities.
- **2 Reflective observations:** Students will analyze and assess similarities and differences in self-identity in various environmental, social, cultural and political perspective
- **3. Abstract Conceptualization:** They will understand the responsibilities towards humanity through responsible conduct in the diverse aspects of self-identity
- **4. Active Experimentation:** Arranging self-identity fair students will celebrate their self-identity and determine their responsibilities towards one another

Session 1: Description of Self-Identity

In this session, the club will welcome students to History and Social Science class. Amidst very cordial and joyous environment, we will arrange a reception for them. Often, in the initial days of the academic year, new students may find it challenging to familiarize themselves with their peers. In such an unfamiliar environment, they start discovering one another in their own way. Therefore, students will be engaged in different activities to interact and get to know one another, aiming to create a friendly relation and supportive atmosphere.

Activities in this session:

- Initially, each student will assist another student by handing them a piece of paper.
- Next, they will be instructed to write information about themselves that is not easily discernible from appearances alone. The aim is for each student to gather information that goes beyond primary understanding.
- Once the writing is complete, students will collect all the papers, keeping them confidential, and later read the descriptions to the class. Each student will then identify themselves based on the information presented, creating an opportunity for others to guess who they are.

- Students will mark each other with symbols or signs to recognize similar preferences. It is natural that they will identify more than one. This will help them discover commonalities and build connections. Again, through this activity they will come to know the information about their classmate which otherwise would take a reasonable period of time.
- In the first session it will not be possible to read out the identity cards of all the students within the given time frame. Therefore, this activity can be done at the beginning of each class during this lesson.

Who am I?

Now I shall explain that the purpose of the activity we have done so far is to reveal our identity. You have certainly observed that we tried to establish our own identity through various activities under different circumstances. A person showcases their identity through diverse subjects and in different situations. These are just part of our self-identity. In this way the self-identity of an individual, a society and a nation develops. Do you want to know how our self-identity developed? Like a journey we will be continuing it throughout the academic year with many fun activities. We shall learn how human being led their life fighting against nature in ancient time, contributed to the development of civilization with the progress of time. They build family, society, rules and laws, state as well.

We shall also see, because of differences of geographic environment many varieties have been created. And all of these have contributed to the completion of self-identity of the people of this land. Let us start our adventure.

- Now we shall write the word ‘self-identity’ on the board and invite the students to explain the word from their own point of view. Teacher will summarize their explanation and spell out that self-identity is to answer the question “Who am I”. Whatever the students have written so far, is a part of their self-identity. Tell the students that to understand the concept deeply and elaborately we shall do many fun activities step by step.

Sessions 2-3: Creating a Profile of Famous Personalities

- Students have now acquired the skill for identifying the fundamental elements of self-identity. Now they will do the following activities as assignment and we shall assist them.
- In groups they will make the profile of some great personalities of Bangladesh and the world around, such as Bangabandhu Sheikh Mujibur Rahman, Begum Rokeya, and Sir Isaac Newton. They may select Rabindranath Tagore or Kazi Nazrul Islam, though it is not covered in the text book.
- Students will read the biographies provided in the books and, if desired, gather information from other sources to create profiles of these famous individuals. In the classroom first they will read the biography of Bangabandhu Sheikh Mujibur Rahaman and make a profile. Then they will practice selecting famous personalities. Students will be provided all out help.
- This practice activity will be continuing in two sessions and beside the class activity students will prepare profiles of famous personalities and their own as an assignment.

Sessions 5-6: Creating a Personal Profile

- As a continuation of the previous sessions, students will work on creating a personal profile that includes elements of personal identity. Students will complete the profile and answer related questions.
- The aim is to make students aware that self-identity is not only centered around one or two aspects but is a multifaceted and individualized process. By engaging in these activities, students will gain a deeper understanding of self-identity and explore different dimensions of

personal identity. Teacher will explain the point that it is natural to have different identities and despite the differences one person can become very good friend of another .

- After completing their individual profiles, students will present them in front of the entire class.

Session 7: Social Identity

- Instruct the students to read the passage on the ‘Girls participated in Under 19 SAF football’. Discuss how even though there may be differences in their personal development, they all contribute to the social development of Bangladesh. All of them are Bangladeshi. So, despite the diversity of identity based on culture, politics and geography, we are all citizen of Bangladesh.
The session aims to highlight the unity in diversity and promote mutual understanding and respect among students with different cultural backgrounds.

Session 8: Our Ethnic Identity

Introduce students with the different ethnic groups. With a view to explaining the cultural and linguistic diversity quiz competition will be arranged in enjoyable environment. Emphasis will be given on creating respect and love among the students for other language and culture.

Session 9:

Use of maps and differences between map and picture

In this session the students will understand what a map is and the significance of a map in finding roads and directions. They will be able to discern the differences between maps and pictures. For collaborative work, the following questions are proposed:

- Shall ask whether the students have ever lost their way? How do people know an area when visiting for the first time? If someone gets lost, how can he return to his address etc.
- Students will answer from their experience
- Next, Teacher will show some pictures and maps (in order to show the difference between maps and photos)
- Students will find out the differences (in group) and understand the significance the of map.

Questions for Group Activity:

What do you see in the 1st and 2nd picture?

What differences can be observed between the two pictures?

Elements of the first picture	Elements of the second picture
Sketches of natural scenery of Bangladesh	Map of Bangladesh
Trees, plants, rivers	Scale, direction etc.

Session 10: Exploring Map Scale through Story Reading and Practice directly

- To understand the concept of map scale, students will read stories from their textbooks related to “King’s stable”

- The students will then be divided into groups and given tasks to measure the length and width of the classroom using a ruler (applicable parts will be specified). They will mark the measurements on the board and write explanations for each measurement.
- All the students will be asked to draw the map of the classroom in the note book. Through group discussions, they will decide how they can measure the length and width of a large classroom. If we adjust the scale slightly while measuring, what happens?

Questions for Group activity

- How to draw a large classroom accurately on the board, keeping the scale accurate? Imagine if we slightly adjust the scale, what would happen?
- During drawing map of place, it can be drawn in small size. Students should only mention the measurement. For example: 1c.m. = 1mitre
- All the students will draw the map of their classroom in group. After drawing they will hang it on the wall.
- Every student will draw the map of their way from home to school. And submit as a home work.

Session 11: Group Discussion on large and small scale Maps:

In this session, students will learn to work on different characteristics of maps and will be able to use large- and small-scale map. In addition, they will understand the advantages of different versions.

We will show two maps from History and Social Science book, the first one is of Bangladesh and the second one is of Chattogram Division. Students will observe the map in groups. Every group will find out the main landforms of Chattogram and write it down. Then they will present it. Teacher will ask about the experience of the task and want to know which map was easy to read and understand.

Questions for facilitating Group Activity

- Tell me which map was easier to study land type of Chattogram and Why?
- It becomes easier if you enlarge a bit when you want to study a particular area clearly as we zoom when we get any photos or writing small in the cell phone
- Through discussion students will be able to learn that it is easier to work exclusively with the map of Chattogram than to work with the map of Bangladesh. Here we can highlight many subtle things. Say good bye to the students declaring that we shall play ‘Finding the hidden treasure’ in the next class.

Session 12: Drawing Hidden Treasures on the Map and Treasure Hunt

In this session, students will engage in a group activity where they'll draw maps of different sections of the school and mark hidden treasures on them. The teams will then exchange maps and embark on a treasure hunt to find the hidden treasures.

Session Activities:

In the first stage divide the students into four teams, assigning each team a specific section of the school to draw a treasure map. For example, one group will cover the area from classroom to playground and second group can take the area from playground to the library. In this way four different maps will be drawn in groups.

Second stage: Each team will use their creativity to draw a map of their assigned area, marking hidden treasures with symbols or clues.

Thirdly, Treasure Exchange: Teams will exchange their maps with another team, ensuring that each team has a different map from the one they drew.

In the Fourth stage Treasure Hunt: Teams will use the exchanged maps to find the hidden treasures in other sections of the school. The team that discovers the treasure first will be declared the winner.

Session 13: Mapping Personal Journeys and Identifying Locations

In this session, students will reflect on their personal journeys by marking significant locations where they have been or wish to go. Using different colors, they will create a map that represents their travels within their community. Next, they will write down on circle shaped paper starting from the continent gradually to own country, division, district, region and in the smallest paper the address of their home. It will facilitate their understanding of geographical identity.

Session Activities:

- Students will first identify and mark places they have visited or want to visit on a map, starting from their homes.
- Using distinct colors, students will mark the places based on their preferences, like- the place they want to visit but have not visited yet.
- Now taking help from the senior members of the family and gathering information from the other sources they will mark the spot more clearly. They will mark this family travel map with three distinct colours.
- It will encourage reflection on personal experiences and connections to geography.
- Each student will take six circle shaped chart paper
- In the biggest circle they will mark their own continent and, in this way, gradually own country, division, district area and in the smallest one address of their own house.
- Now we shall inform them that through all these activities the identity you have known is called geographical identity. The write down the word, “Geographical identity” on the board.
- Then let's say, imagine you are in a specific house - a small house by the side of a road or alley, or maybe a flat in a tall building. But your connection happens with the entire world. The is very interesting - isn't it?

Sessions 14-15: Self-Identity Fair

In these sessions, I shall assist the students to make them engaged in a self-exploration fair where they will present their interests, skills, and achievements. Forming teams and creating stalls with various themes, students will showcase their talents and share insights about their personalities. I shall ask them to form teams of 5-6 members each. Each team will choose a theme for their stall based on individual interests and talents (e.g., art, science, literature, sports).

1. Food
2. Clothing
3. Accommodation
4. Occupation
5. Entertainment
6. Customs and Festivals
7. Culture

We shall put special attention as to ensure that student can express their personal identity through these themes.

At the end of the fair students will discuss about the expected behavior to personal identity and identity of others. Their points of discussion shall be written down in the table given in the text book.

Things to do for self-identity	

At the end of the exploration sessions, students will engage in a collaborative activity where they create a visual representation or collage reflecting the collective diversity within the class. This activity aims to celebrate individuality and unity within the group.

Active Citizen Club

Number of sessions: 2

Working Hour: 1hour 30 minutes

We are the citizens of Bangladesh. As a citizen of the country, we have certain responsibilities to uphold. These responsibilities contribute to maintaining discipline in the country and fostering harmony among people. Through the Active Citizen Club, we aim to educate students on the various responsibilities they can take on within their community. We will encourage them to engage in activities that can contribute to the development of a global citizen and create empathy, care and cooperation for the citizen of any country of the world.

The learning experience mentioned here is part of competency 6.2. Therefore, a detailed instructional cycle has not been provided.

We shall announce before that, in the upcoming session, we will engage in playing football on the field so that it creates an enthusiastic and motivating environment.

Tasks for this session:

- Utilize the first 20 minutes of the session for team leader selection and team formation. The remaining time will be allocated, with the first 15 minutes for playing without rules and the last 15 minutes for playing with rules.
- Ensure that all students in the class are actively involved in the process. Then, invite them to propose names for two team leaders. If more than two names are proposed, inquire about how to choose between them.
- Students may present various proposals. These proposals will be written on the board. Please ensure that if anyone intends to propose names for team leaders through a vote, it should be documented on the board. After that, invite them to decide through discussion which method they will follow in order to select team leaders. If they choose any weak system weigh the pros and cons and try to make a favorable atmosphere to take the system of voting, make sure the voting is fair and unbiased.
- Following this, students will independently take charge of the entire process of team leader selection through voting. We will observe and provide assistance only when necessary.
- Once the team leaders are chosen, they will select their team members from among the students. Through open discussion we will guide them to maintain diversity in their selections, considering factors such as gender, background, and abilities, to ensure students'

involvement in sports and sports related activity. Also ensure inclusion of students of both genders if it is a coeducation institution.

- Guide the students to the sports field or playing area. Inform them that today's game will be played in an innovative way without any specific rules. However, emphasize that no one should intentionally hurt others. Proceed to name and lead both teams to the playing area.
- For those who may not directly participate in the game, involve them in various activities related to the game, such as managing equipment, providing support, maintaining discipline, decorating the field, etc. Ensure that both boys and girls are actively included in these roles to maintain balance.
- Make sure that no one is playing following the rules. Consequently, a haphazard condition will be created. It will make the situation chaotic and funny. Now ask them to stop playing. However, ensure that safety measures are maintained.
- Now, instruct both teams to play the remaining part of the game following the rules.

Session 1-2

In this session, students will reflect on the previous football game session and realize the importance of adhering to rules for effective teamwork. To be a good citizen and to promote active participation in following rules in various aspects of life, they will establish an Active Citizen Club dedicated to practicing and promoting rule adherence.

Tasks for this session:

Students who participated in the previous football game session will engage in open discussions to reflect on their experience. They will answer questions such as:

- Did we enjoy playing football yesterday? How did it feel to play in two different ways?
 - Did any differences arise from playing without rules? If yes, what were those differences? Why do you think those differences occurred?
 - To facilitate the discussion, encourage students to share their thoughts on how the absence of rules creates differences in play and whether rules are necessary for a fair and enjoyable game.
 - If students can articulate that differences arise due to the absence of rules and that playing without rules is not feasible, further explore the reasons. Pose questions like
 - a. Do rules only exist in sports,
 - b. Do we encounter rules in other areas of life?
 - c. Can you think of instances where we observe rules?
 - d. What challenges we face if there are no rules?
 - e. Students will search for the answer to these question in small groups of 5-6 members.
- Based on the findings, students will do oral presentation. We shall make a list of the outcome of their activity. Student will reflect on the significance of rules and adherence to rules. Also realize importance of rules everywhere from classroom, school, family, society to state.
- Ask the students whether they want to set some rules to be followed in the classroom, school and in the society, Discuss the objectives, emphasizing its benefit. Encourage them to create a list of rules to share with the class. Through open discussion, formulate several rules for maintaining discipline in the classroom, the school, and in society. All the rules of the team will be consolidated and communicated through the discussion for implementation in classrooms, colleges, and for social places, following *three* distinct list of rules for each context. All these rules will be followed by both students and teachers. If any new rule is added, it will be incorporated through open discussion in the classroom. Similarly, if any rule becomes obsolete, it will be discarded. As long as they are in the classroom, they will continue to follow and adhere to these rules and any amendments.

- In this phase, through open discussion, students will be encouraged to understand the importance of adhering to rules in various contexts outside the school, in society, and in the state. I will ask students questions, such as, "Can we accomplish such a significant task like upholding rules actively in maintaining discipline in the community, society, and the nation individually?"
- Upon receiving their responses, I will further inquire about how we can work to actively build a culture of adherence to rules. If they suggest that by working together, we can better maintain discipline, then I will propose the idea of forming a club dedicated to discussing and implementing rules through the medium of open discussion, where everyone can contribute to the tasks.
- Once the decision to form the club is made, I will inquire about the specific tasks the club will undertake.
- Following that, I will suggest that, based on the lessons from the textbooks of History and Social Science, the pictures can be analyzed through discussion to discuss which rules to follow and which to break.
 - After discussing the pictures, I will conclude by stating that these are not just traffic rules but also guidelines for various fields of work. I will propose dividing ourselves into groups of 5/6 people to form clubs in our active citizenship club, each responsible for presenting their own set of rules. The final decisions about the tasks of the club will be made by the students through open discussion gaining consensus and agreement from everyone.
 - After determining what tasks, they will perform, let's now establish a committee in the club to carry out these tasks efficiently. Students will sit in groups to discuss the committee's details:
 1. Total Number of committee members.
 2. Designation or roles each member will have.
 3. Specific tasks assigned to each member.
 4. Who can become a general member.
 5. Duties and responsibilities of general members.
 - Based on these considerations, students will formulate proposals and present them to the club. Together, through discussion and consensus, they will create a general framework and organizational structure for the committee, ensuring its functionality and alignment with the guidance from the teachers of History and Social Science. It must be ensured that the subject teacher of History and Social Science will be appointed as the Advisor.
 - They will also decide if they want to appoint an advisor for guidance and seek approval for the advisor's role based on consensus.
 - Subsequently, students will follow a procedure similar to a student council, creating the committee and making decisions about the date of first meeting and its future activities.
 - As the first task for the active citizenship club, the students will propose guidelines for safe commuting from home to school, addressing traffic laws in urban areas and suggesting safety measures for rural or suburban areas. These guidelines will be developed based on city traffic laws if the school is located in an urban area or rural safety measures if the school is in a village or suburban area. The club will ensure safe commuting practices for all students, and the guidelines will be disseminated for implementation on a yearly basis. By the end of this session, students should have a deeper understanding of the importance of rules and their applicability beyond sports, as well as the initiation of the Active Citizen Club to promote rule adherence.

Looking around through the lens of science

Grade-based Competency 6.1: Be able to observe and analyze changes in social structures and their elements considering time and geographical position.

Number of sessions: 16

Working Hours: 11 hours

Description of the Task

In this learning experience, students will initially determine the changes in the social and natural elements of their own area. After that, by researching various social and natural elements over time in their local past and present, they will identify changes using scientific methods. Students will utilize their knowledge and skills gained through the research process to collect, analyze, and present various information for future learning experiences.

Students will follow different steps in the teaching-learning cycle based on the knowledge acquired in the iterative process.

DIAGRAM

1. **Contextual experience: Determine the changes of social and natural elements**
2. **Reflective observation: Students will search for change of social and natural elements following scientific method**
3. **Abstract conceptualization: Students will understand the significance of finding information through scientific method.**
4. **Active experimentation: Students will search for information applying scientific method in their next learning experiences.**

Session -1: In the research task, students will explore the connection between education and real-life experiences.

Before directly involving students in the research process, it is essential to understand the types of research-related activities in their own lives and what experiences they have in those activities. Knowing what they have experienced and why they have engaged in those activities will help shed light on their motivations. Thus, student will understand that it is nothing exclusively new, in some way or other we are acquainted with this process. Establishing a connection to their life shall make them more enthusiastic.

From the History and Social Science textbook, let's compare two pictures depicting the Buriganga River before and after the current situation.

Questions:

- a) What is present in both pictures?
- b) Is there any difference?
- c) What do you think about it, and why is this difference ?

d) Which picture is recent and which one is older? Let's discuss these pictures in class. Perhaps the teacher will show us more pictures.

- After this, students will see more pictures from the History and Social Science textbook.

We may ask the following questions after showing some more pictures:

- There are two pictures of the river Burigonga? What can you see in the pictures?
- Do you see any similarities? If so, what are those?
- Do you see any differences? If so, what are those?

If the issue of changes in communication system arises from the answer of the students, then the teacher may ask

Which picture is the latest and which one looks older? Why?

- If the students fail to recognize the difference, we shall ask more questions to highlight the changes. And if the students can spot the differences, we would like to know from them

An important concept of the subject History and Social Science is change. From the sixth Grade to the subsequent grades, they will be inquiring about various kinds of natural and social changes of different countries and regions. For this reason, we want our students to be curious about changes and observe and think about the changes in their surroundings. It is significant for research following scientific method. Students will be given some individual tasks as a part of it.

Now, let's explore what changes the students have observed in their locality. If they cannot identify any changes, we will ask additional questions to clarify the issue. If students can clearly identify changes, we will ask them questions like:

- Changes can be of different kinds! Diverse and varied!
- Some changes are natural, some are social
- Some changes are very rapid and some are rather slow
- People make some changes by themselves but there are some changes beyond our control
- We like some changes but we may not like some other

Session 2: Area-specific inquiry project-1

Students will carry out research projects based on different aspects such as food, clothing, housing, transportation, environmental changes, and agriculture in their local area. They will follow the steps below. We will always support them in this endeavor.

Create inquiry questions:

Research starts basically from questions that we usually answer following scientific method. Inquiry questions must have the following characteristics:

1. Questions that are unknown and require information and analysis. For example, instead of asking how a bridge or dam was built in the area, a better question would be how people used to travel before and how they do it now.

2. Make the question interesting for students. Otherwise, they may lose interest in the research. Remember that what may seem funny or trivial to us can be important and amusing to students.
3. To get the answers, we need to go to someone, go somewhere, or do something (read a book, listen to someone, visit a museum, observe the area, etc.). This will be clear from the question itself. If the question is very complex and extensive, it will not be possible to answer it. For example, instead of asking what sort of changes have occurred in the life of the people of our locality, we can make questions on the food habit, cultivation system, houses and structures etc.
4. We must consider whether it is possible to do things they require in order to get the answers. The questions should be avoided which necessitates going far away, and purchasing expensive materials and being engaged in risky tasks.
5. Students should complete the inquiry tasks within specified time. By following these steps, students shall have to gain a better understanding of all the steps of research so that they can utilize this experience in the next learning. Therefore, their entire assignment of question on “Change” should not take more than one week including the presentation time.

When preparing their questions, guide them to select appropriate questions based on the following table to facilitate research. When each team decides on a single inquiry question, if it is found that the question is not suitable, they should either modify it or seek help in selecting another appropriate question. Pay attention to the diverse areas so that questions are formulated considering various perspectives.

Are the questions appropriate for inquiry? Let us examine (Put ✓/✗)

Question	Do not know the answer yet	Interested to know the answer	Understand what to know, where to go	It is feasible to get /collect the answer	It is possible to get the answer within the given time
1					
2					
3					
4					

Session 3—4 Preparation for research Plan

Afterwards, the students will select questions and explore probable answers through team discussions. They will develop practical and easy-to-implement ideas and work accordingly. This process will be carried out in two parts. In the first part, students will plan for information collection, and in the second part, they will analyze the collected information in detail.

They may use the following table for the planning of initial stage inquiry. (This is just a model we can prepare and use any other table that will serve our purpose)

Name of the Team:

Name of the Members:

1. Questions for inquiry:
2. The Key Concepts of the question:
3. Where can we get properly the answers to these questions
4. What sort of question should be asked? What observation/image/evidence/information from printed source are required?

Students will present using poster paper

Steps of Inquiry	Criteria for analysis
1. Formulate questions for inquiry	-challenging -implementable -be proven based on evidence -specific
2. Key Concepts	-there might be the highest two topics in the question -the topic should be specific for collecting information
3. Where to go, who to ask	-source must be appropriate and reliable -accessibility of source is important
4. What sort of question should be asked? What observation/image/evidence/information from printed source are required?	-use of the most appropriate material in information collection -questionnaire must be easy and reasonable in number -there must be a definite plan if the observation is to be recorded, like- checklist, video, field note etc.

- To further facilitate understanding of the subject among students, the teacher will use the following table of analysis of the plan:
- Explain the method of obtaining permission from the data provider.
- Clarify the four-phase analysis table.

Sessions 5 to 7:

In these three sessions, utilizing the plan developed in previous classes, students will gather information. In each step, we will collaborate with them in the best possible way.

Information Gathering:

- Before finalizing the plan, each team will adopt previously mentioned methods to gather information.
- In the data collection process, students will engage with parents, volunteers, senior students, and others voluntarily.

Sessions 8 to 9:

In these two sessions, students will analyze the gathered information. We will guide them on how to collaboratively analyze information using various steps in information analysis.

Information Analysis:

- Students will organize acquired information in a way that helps them find answers to their research questions. Descriptive information, information obtained from interviews, and data related to key concepts will be analyzed based on the four-phase analysis table.
- In addition to straightforward numerical data, students will use sub-categorization techniques (such as addition, subtraction, multiplication, division, ratios, percentages, averages, sequential arrangements, etc.) to answer questions in a straightforward manner.

- At this stage, we will help students to connect the concepts involved in their project through various steps in the analysis process, such as data sources, tools for data collection, data analysis, decision-making, and report preparation. By adhering to this systematic approach, we aim to simplify the data analysis process for students and make it more accessible for better comprehension.
- After collecting information, they may not get the answers directly from it. So, help and direct every team to arrange the information in order to get the best of it. For example, to gather information and find the answers of the main questions from interview, descriptive information by using table, finding percentage or average. We shall try to keep information analysis simple.

Session 10 to 12

Every team will present their project in these three sessions

We shall evaluate after their Presentation using the table. Students will also do self-evaluation using the provided table.

Presentation

The selected group will present their group activity report mentioning and analyzing the research process. They will use various media such as written report, PowerPoint, infographics, model Flip chart, Documentary, drama, Cultural activity, Painting, Photography Comics etcetera. They may use any other relevant things if they are interested. We shall ask relevant questions during the presentation. This interactive approach will help all to explore and understand the steps of scientific research.

Name of the Team:

Name of the Members:

1. Inquiry Question
2. Key Concepts
3. Source of Information
4. Elements for collecting Information
5. Taking permission from the information provider
6. Method of analyzing data
7. Taking decision

Shall facilitate every group to think regarding their own activity after the presentation so that they can evaluate their performance

1. What activity did I do?

2. How did I feel while doing it?

3. Did I encounter any challenge? If so, how did I solve it?

Problem I faced	The way I solved	To do in future

4----- (You may add some more questions that you think may help in analyzing your activity)

- Now, we will divide the students into several teams and guide them in conducting research by exploring the library, the internet, and books. To clarify the process, we will assist them in understanding whether this is a task of a researcher.
- Afterward, we shall give the students to explain the concepts like scientific research method, steps of social research, information, source of information, methods and elements of collecting information, analyzing information, as assignment.

Self-evaluation:

According to the provided format, each student will conduct self-evaluation. In this context, encourage them to stay patient and enthusiastic about their research procedure for further gradual improvement. Suggest them to be careful to check if any steps have been missed out.

Evaluation

Self-evaluation

Steps in Scientific research	Yes/No
1. Selected the topic for inquiry	
2. Formulated specific questions	
3. Found out the main topics from the questions	
4. Selected the source of information	
5. Selected the material of collecting information	
6. Collected information	
7. Analyzed the information	

8. Taken Decision

Session - 13

Reflection and Evaluation

- Students will reflect in various steps, not only at the end of the research. In the ongoing research process, students will foster their thoughts and impressions in different stages. To facilitate this, they will individually maintain a comprehensive "Research Diary." This diary will include personal opinions, experiences, and what resonates with them throughout the entire research journey.

Key Questions to Address in the Diary:

1. What specific tasks have we undertaken as a team in this phase?
 2. What challenges did we encounter while performing these tasks, and how did we overcome them?
 3. Are there alternative approaches or unconventional methods we used for these tasks?
 4. Which task did I personally enjoy the most, and what made it particularly appealing?
- Two dedicated sections can be maintained for the journal and Teachers Guide. Collected information will be the basis for preparing reports and presentations.
 - Each team will have the option to hang a poster in the classroom during the entire research activity. The importance of making meaningful questions will be emphasized for effective collaboration and problem-solving. Teacher will encourage the students to find answers to these question in group discussion.

Session -14

Examining the process of conducting inquiry

We will explain these steps to the students, and they can use various tools such as presentations, videos, or posters to enhance their understanding. Now, the students will analyze the entire process of their work and mark these steps there. In addition to the steps, we will also explain various important terms related to this, such information, data sources, etc., which the students will identify in their research process.

Reflection:

- Conducting reflections at each step of the research process is crucial. This means that students should consider what they did at each step, why they did if any challenges they faced, and how they overcame them. They should also reflect on what they learned from the process and if there are any new questions that arose. To document this, students can maintain a diary or journal, which can be referred to as a reflection diary or journal. They can choose a name for it as well. They can make or buy the diary. In this diary, students can write down their thoughts, feelings, and experiences individually though they will work in group. This diary can be used in the similar kind of inquiry activity of other chapters, other subject even in next Grades.
- Next each team will hang a poster where they will write down the problems, they could not solve on their own. Teacher will suggest solution to these problems later on. Other students will be encouraged to assist to contribute in problem solving.

Session 15-16

Deep Understanding of the steps of inquiry:

- Additionally, each group will create a brief research journey poster. For this, students will use pictures from the history and social science textbooks depicting the steps of the research journey at different stations (images/pictorials).
- Students will ask questions similar to the following: Even if the main steps of the research are different, can they be done in various ways (e.g., interviews, observations, etc.)? How can different types of information be obtained (e.g., numbers, texts, images, etc.)? How can information be analyzed in different ways (e.g., arranging in order, averaging, proportion, description, or pattern recognition)? Through this process, students will gain an understanding of the research and how it can be approached and analyzed in various ways. Students will observe and study each group's poster, participating in discussions.

Active Experimentation/Application

To actively examine this research process, they will apply the competencies of this learning experience on various new topics within History and social science.

Feedback:

- Ensure that various paths are considered for information collection and analysis, and even though they may approach different questions, all students have grasped the fundamental steps in every research.
- At the beginning, when planning the steps, teacher does not need to mention the terms such as information, research, tools for data collection, data analysis, findings, or conclusions. At the end of their presentation, we shall explain terms like research, scientific method, investigation, research steps, information, sources of information, methods of data collection, and data analysis through examples from their work.

Peer Evaluation

In the entire research project, how much a student is participating is something other students in the group can actually assess. Students might not be good at evaluating themselves as collaborative or peer learners. So, we need to guide them on what to do and encourage them properly for peer assessment. Each group will mark the level of competency in their friends' books. They will do this through discussions within the group. Students should be told the purpose is to help friends do better work.

Peer Learning evaluation Rubrics: Table of Participation in Group Work

Evaluation Field:

Name: -----

Field of learning	Pattern of participation		
	Completely achieved	Partially achieved	My assistance is needed
1.Raising Questions	Our friend asked more than three challenging questions	Asked 2/1quastions	Our friend has problem with raising inquiry question

2.Planning data collection	Our friend has played an important role in the planning of information collection, e.g. identifying the source of information. Preparing material for data collection	Our friend has participated in data collection planning. Given his opinion.	More participation is expected in the future regarding information collection
3.Collecting data	Our friend has participated in information collection	Our friend has assisted in note taking even if he is not involved directly in information collection	We expect more assistance in information collection in future.
4.Analyzing data			
5.taking decisions			
6.Rflection/			
7.Overall participation in the inquiry activity			

History

This learning experience is arranged with the combination of the following four chapters

Name of the Chapters: Ways to learn History

Influence on landform in the history of Bangla Region

Influence on landform in the history of South Asia and the World

Emergence of Independent Bangladesh after Millennia in Bangla Region

Grade-based competency 6.3: To be able to comprehend the pattern of historical changes by gathering historical information from social and cultural elements besides written sources.

Competency 6.5: To search how social structures are formed based on geographical location and how they function in different times.

Number of sessions:7

Working hour:5 hours

Overall description of the Task:

In this learning experience the students will search for the history of their own locality. They will understand from their search that, besides the historical source information can be gathered from social and cultural elements. Afterward they will determine the geographical position of their own locality taking information from different sources.

Next, they will try to find how this geographical location plays role in forming the lifestyle of the locality.

The activities of the students to be done in the different steps of the experiential learning cycle of teaching learning are given below:

DIAGRAM

1. Concrete experience: Students will search for the history of their own locality
2. Reflective observation: They will understand from their search that, besides the historical source information can be collected from social and cultural elements.
3. Abstract conceptualization: Students will take preparation to inquire about to determine the geographical position of their own locality taking information from socio cultural sources
4. Students will inquire about the geographical position of own locality and present the role of geographical location in the lifestyle of people

Session 1-3 **Finding history of own neighborhood/locality/village**

Tasks to do in this Session

- First, students will search for the history of the neighborhood/locality/village. For this, I shall suggest the students to do the task of ‘Finding history of own neighborhood/locality/village’ from the chapter “The Ways of knowing History”

I shall ask the students to form groups of 5 to 6 selecting members living in the same neighborhood/locality/village. As a source of the information to know the history of the locality I shall ask them to select 4-5 senior citizens from the family and the locality.

Students will collect information regarding the culture of the locality, structure of the family, customs, social system, special structure. They will be asked to prepare some questions through group discussion for this task. Some model questions are:

1. How was the clothing pattern in the past?
 2. How was the food habit?
 3. Is there any ancient structure?
 4. Who built this Structure?
 5. How were the roads before?
-
.....

- They will discuss and analyze the information obtained from the questions and present the findings.
- After the students' presentation, explain to them that historical information can be obtained from various sources. Just as we find historical information from past books, evidence, documents, newspapers, we can also get historical information from various elements of the people used in the past, such as songs, pictures, structures, clothing, etc.

Sessions 1-4: Historical Research in the Bengal Region

Tasks for this session:

- Ask students to read 'The Ways of knowing History,' 'The Influence of Geography on the History of the Bengal Region,' and 'The Influence of Geography on the History of

South Asia and the World.' Encourage them to read these at home. After students have finished reading, explain the following text to them.

When we explore the historical context of the river-bound region of Bengal, we find distinct geographical features that define the boundaries of this region. In 1971, the eastern part of this Bengal region witnessed the victorious emergence of an independent sovereign Bangladesh.

The geographical position has significantly influenced the social life of the people in the Bengal region. Life patterns, such as fishing from rivers, thriving agricultural fields, and rich cattle farming, have played a crucial role in shaping the lives of the people in Bengal. The lifestyle of the people in this region was distinct from any other region. Consequently, many rulers faced challenges in conquering this region. The unique geographical features, such as heavy rainfall, deltaic landscapes, and dense forests, made it difficult for any ruler from other regions to establish a stronghold here. This geographical environment not only presented challenges but also assisted in our struggle for independence during the Liberation War. The freedom fighters utilized the rivers, aquatic terrains, and forests strategically, contributing to the defeat of the invading forces. The armed forces of Pakistan faced consecutive defeats, one after another, ultimately leading to the liberation of our beloved Bangladesh.

There are many ways to learn ancient history. Two majors of them are written and unwritten sources. Among the written sources there are document, files, books, etcetera. Of the unwritten sources there are social, cultural elements like human skeletons, bones and used utensils, weapon and the remnants of different structures etc. We can even learn about the history of human being when they did not learn to write taking information from the social and cultural elements.

Now I shall inform the students that the information we have heard so far, are collected by the historians from different social and cultural elements besides the written one. We can learn geographical and social history of some areas from this social and cultural element. For an example we shall read out the lyrics of the following song:

ভাওয়াইয়া গান

আস্তে চালান গাড়ি-রে গাড়িয়াল-

ধীরে চালান গাড়ি;

ভাঙ্গি যায় মোর বুকের পাঞ্জর-

ছাড়তে বাপের বাড়ি-রে...

আস্তে ধীরে চালান গাড়ি-রে...

ওরে...

মাও কান্দে মোর উথাল-পাথাল

বাপের ফাটে তিয়া,

আস্তে ধীরে চালান গাড়ি-রে...

ওরে...

নারীর জীবন এমন জীবন

বিধির হতোৎ গড়া,

আপন মানুষ পর করা খায়

পরকে আপন করা-রে...

আস্তে ধীরে চালান গাড়ি-রে...

Now I shall ask which region of Bangladesh is represented in this song? How is the geography of that region? Let the students share their answer after discussion in a group of 5 to 6. Analyzing the lyrics Students will find from the answers taking help from different sources.

- I shall explain that we can learn the history of an area from its different cultural elements such as songs, poem, plays etc. The lifestyle of the people of a locality depends on geographical location. For example, in this song river and agriculture fields are mentioned and these influences the family life, custom and society of that area
- Besides from socio cultural elements we can learn about any historical changes. Ask the students to listen to this song where the historical background of the Language Movement of 1952 is highlighted.

হামার ভাষা হামার গান
-অন্তর চন্দ্ৰ

বাংলা হামার মায়ের ভাষা
বাংলা হামার প্রাণ
বায়ান্নর রাজপথে রক্তে
দিছে নিজের জান!!
রফিক শফিক বৰকত আৱণ
সোনারও ভাই বোন
মাওয়ের ভাষা বাঁচৰার নাগি
হইছে উচাটন !! (ভাইরে)
.....

হামার ভাষা হামার গান
নাড়ি পোতা টান

Session 5 – 7: Searching for the geographical position of your own locality

- Shall ask the student to do the task of inquiry in the research task "The Impact of Geography on the History of the Bengal Region" under the theme "Our Surrounding Geographical Environment,
- Shall instruct a group of 5 to 6 students to form a team. Ask them to generate questions based on three themes within the team:
 1. Elements of the Geographical Environment
 2. The Influence of the Geographical Environment on Our Society and Culture
 3. Relevance of the Geographical Environment to the Occupations of People in Our Area
- Guide them to follow the steps of the research process for content identification.
- For this, they should gather information from various sources, such as books, newspapers, maps, and different travel narratives. Emphasize the importance of reading relevant books to complement their research.
- Additionally, encourage students to collect information from social and cultural elements, like studying the occupations, clothing, and festivals of the region through observation.

Nature Conservation Activity

**Number of sessions:2
minutes**

Working hour: 1 hour 30

This will be considered as part of the learning competency "Natural and Social Linkages" under 6.7.

Here, students will undertake some activities related to nature conservation, which they will implement throughout the year at various times. These activities will be conducted through the Active Citizens Club. They may not necessarily be continuous but could be occasionally integrated into classes of other competencies so that the subject does not become monotonous for students.

Conceptualize Relationship between Wildlife and Environmental Destruction

We are keen on engaging students in the conservation of wildlife and the environment. To instill a sense of responsibility regarding environmental pollution and the extinction of wildlife, students can be allowed to read age-appropriate informative maps, videos, or books. If none of these is available or accessible, you can show the students the images of some wildlife animals below (they should definitely read the relevant section in the textbook about the Wildlife Conservation Club). Then, ask them:

- How do you feel about these pictures of birds and animals?
- In which countries can these animals be found?
- What would happen if these animals roam around us all the time?

I shall also add that it may never become true in any way because these animals are found nowhere in the country, all of them got extinct. Only a few days back they were available in different areas of Bangladesh. Let us think of the peacock, they used to roam around in all the 'Shall' forest and other forests including Savar like the crow and the martin just 100 years back. To ignite their curiosity, I shall ask “Do you know why these beautiful birds got extinct from our country”

If any student answer “Yes” I shall listen to him.

Then instruct them to look at some more pictures from History and social science textbook

I will ask you, what comes to your mind when you see these pictures? Assign one name for each picture and write it below the corresponding blank space in your textbook (students should not show or tell the names written under the pictures to each other. They should try to name the pictures based on the content of the pictures).

Considering what is shown in the pictures, can you find any relationship with the extinction of wildlife? If your answer is yes, can you explain what kind of relationship has been established?

Now, let's discuss - let's divide into groups and collectively find the answers to these two questions. After that, students will be divided into small groups of 5/6. They will join one of the groups, and we will also join one of the groups to find the answers to

their questions. Students will discuss in their groups for 10 minutes and present the answers to the two questions in a group manner.

Nature Conservation Activity

To find out the students' understanding of conservation initiatives, I would like to know:

- Who are responsible for these problems?
- Who has the responsibilities to address the problems?

If students say that it is the responsibility of humans, I will then ask them:

- Do we, (as human) have a responsibility?
- How can we contribute to wildlife and environmental conservation?
- Can we work alone for such a big task as wildlife and environmental conservation?

In the context of their answers, I will ask them how we can play a more significant role in wildlife and environmental conservation. If they agree that working together will have a greater impact, I will encourage them to come up with some initiatives for wildlife and environmental conservation that can be implemented through active participation in a Citizen club where everyone can work together.

In this phase, students will be divided into groups based on the policy of inclusion, and they will read the story "Shyamoli" from their History and Social science book. After reading the story, they will discuss the following questions in their groups to find answers based on the story:

- What problems did the students in the "Shyamoli" story identify in their area?
- What did they do first in order to solve the problem?
- What kind of initiatives did they take to solve the problem?

After group presentation I shall ask what sort of task they want to undertake.

At this stage, students will once again be divided into groups of 5/6 and create a list of possible activities for nature and wildlife conservation. After completing the group work, each group will present their list using posters, papers, or other mediums. During the presentation, all students will analyze the lists from each group collectively through discussions to generate a comprehensive list of feasible activities that the club members can implement individually or in groups throughout the year. The students will prioritize tasks based on their local realities and create a list of activities that align with the club's goals. A sample list of activities could be as follows, considering the environmental, ecological, and socio-economic aspects:

- Planting fruit and forest trees
- Conservation of habitats for wild birds
- Management of waste and cleanliness in the school and surrounding area

- Direct efforts to prevent deforestation and environmental degradation
- Advocacy for wildlife conservation through public awareness
- Visiting and maintaining places with ecological diversity such as ponds, parks, forests, and hills
- Providing shelter and caring for injured or orphaned wildlife
- Responsible use of resources, like fuel and wood, and encouraging others to do the same

Afterward, I will ask the students if they would like to have an advisor who can guide them for the successful implementation of their activities, considering the advisory role can be beneficial for their progress and learning. Advisor can be appointed only after taking their consent.

1.Muktijuddha in Our Locality 2. Book Reading Programme

Grade-based Competency 6.4: Understanding the contribution of the people of Bangladesh in the war of liberation by inquiring historical truth from written sources and from social and cultural elements.

No. of Sessions: 11

Working Hours: 8 Hours

Overall Working Concept:

Students will design a project about Muktijuddha in their locality and implement it. They will conduct interviews with senior citizens and knowledgeable persons about their contributions considering the situations during Muktijuddha, incidents, notable places, and the contribution of a single person, family, and society. From this inquiry, they will understand how the ordinary people of the society became a different man by going beyond their self-interest and prioritizing the collective interests of the nation. Then, they will prepare a report by investigating the collected data. At the same time, they may decide to build a memorial at some significant historical sites. Therefore, the collected data/information can be stored/documents in any local or national institution for future research purposes.

An experiential learning cycle about how the students will conduct their assigned work is given below.

4. Active Testing: Students will take the necessary steps to record data and circulate the history of Muktijuddha.	1. Contextual Experience: Students will search for the history of Muktijuddha in their locality.
3. Abstract Conceptualization: Students will take the initiative and proper planning to document and disseminate the history of Muktijuddha.	2. Reflective Observation Students will be able to know the results and background of Muktijuddha by collecting data from different sources following scientific methods through a project.

Session-1

Step 1: Concepts of Investigative Project-based Learning

- Students will conduct the investigative project on the role of common people in Muktijuddha following the steps of the project.
- In project-based work, we usually do two things: first, we try to find practical solutions to a problem; second, we try to find answers to a challenging question through active investigation. We usually do these works for an extended period. Then, we share the findings of the investigative study with the people concerned so that they might benefit.

- One thing to remember is that project-based work is not always centered around investigative tasks. In this learning experience, we will do an investigative study. However, project-based work can also be preparing a model, creating something new, or providing a practical solution to a problem. For example, gardening, preparing a wall magazine, drawing a map of your locality, and preparing the models of Shahid Minar, the National Memorial, Buddha Vihar of Paharpur, and the solar system can be the objectives (goals) of a project-based work.
- **Step 2: Orientation/ Problem Identification**
- We may create an encouraging situation in the classroom where the students will decide the title of the project-based work on ordinary people's role in Muktijuddha. (This is an example only; we can create the same encouraging situation for open discussion.)
 - a) How did our country become independent?
 - b) Why did the liberation war take place? When did it happen? How long was the period of Muktijuddha?
 - c) Who was the leader of Muktijuddha? How did it take place?
 - d) Were the famous people only contributed to Muktijuddha? Had ordinary people like us contributed?
 - e) If yes, what kind of role did it play?

Posing these types of questions in the classroom may create an encouraging situation for an open discussion. In this case, we may tell some heroic stories of ordinary people who contributed to Muktijuddha. For example, we may read the following story narrated by a teacher. We may tell such stories from the numerous untold heroics of ordinary people.

Shahid Azad's Story

Many of you have heard the name of Shahid Azad. During Muktijuddha, Azad was a vibrant young soul. Despite his young age, he was a member of a crack platoon guerrilla group. They were never fearful to attack the Pakistani Army. In a phase of the war, Azad got caught. After many searches, Azad's mother learned that he had been detained at Ramna Police Station. She went there and saw that Azad was brutally tortured. He was tortured in such a way that he wasn't able to walk. After seeing her mother, Azad informed her, "If he tells police about the other members of the guerrilla group, then only they will let him go." Azad's mother replies, "Even if you die, do not tell anything about others." Azad agreed. Azad starved for an extended period of time, and therefore, he wanted to eat boiled rice. Upon her return with boiled rice, Azad's mother did not find him there. After that, Azad's mother was alive for 14 years, and since then, she didn't eat rice for a lifetime.

This is the story of Azad. We have thousands of Azad's and their unknown heroics around us. Don't we ever want to know their heroics and those of such mothers?

...certainly, we will. However, the question is how? We do not have the documented history of our locality. Shall we be limited to our reading of history found by others? Or Shall we find the history from the abyss of oblivion? How about if we add a new chapter in

the history of Muktijuddha about the role of ordinary people in Muktijuddha in our locality?

Session 2:

- At the beginning of the session, we may ask the students, "What do they want to know about Muktijuddha from their locality?" Students may ask many questions, for example, what happened? How did Pakistanis torture the ordinary people in our locality? What did general people do? We will note the questions posed by the students. After discussion, we will select some fundamental questions whose answers will be sought by the students through the project. For example,
 1. During Muktijuddha, what kind of torture was conducted?
 2. During Muktijuddha, how did the ordinary people protest?
 3. During Muktijuddha, how did the ordinary people help Muktijoddhas?
- In this phase, we can ask, did anyone of your family martyred during Muktijuddha? If we find anyone like this, we can share the incident with others.
- Then, we may ask the students, "During Muktijuddha, what kinds of incidents took place? How and where did we know about the events?" In reply, we may receive many answers; for example, we may know from the older people of the society; we may receive information from textbooks, local libraries, newspapers of that time, and from different websites on the internet.
- Then we may ask, "Are the sources of information reliable or not? How did we figure it out? The students will share their answers. If we verify the answers from multiple sources, we can emphasize that the answer is accepted.
- Considering the people who are ignorant about these incidents, we may discuss what we can do to inform them. Receiving answers from the students, we may align the project's objectives with this discussion.
- Based on the discussion, we will logically arrange the steps considering how we will proceed, step by step, with the entire project. Then, show a road map on the board (Whiteboard/Blackboard/Smartboard).

Session 3:

Step 3: Preparation (Team/Group Formation and Working Plan)

In this phase, we will instruct the students to form groups and ask them how they want to form the team so that data collection becomes easy. Students who reside in a close geographical distance can be placed in the same group. Whatever opinions come up, we will decide together through discussion. Students will form groups with equal members residing in the same locality. They have to decide each member's role and take the teacher's suggestions.

- In every group, there may be 8-10 members. The entire work will proceed through group mode. After forming the group, every student must stay in the same group from the beginning till the end.

- Before starting this long project work, students must formulate a list of rules and regulations. Every member must agree to it. A sample is shared below, for example.

Rules and regulations to be followed:

1.	Students must be respectful of others' opinions; however, anyone can logically put his/her arguments.
2.	Do not hesitate to express your opinion or point of view.
3.	We should accept other's opinions only after logical analysis.
4.	Ensure active participation in the group work.
5.	Receiving/Getting prior permission from the interviewee.
6.	-----

- According to the previous road map, every group must complete the assigned work within the stated time frame. We will help the students in each group with the steps related to the working plan through discussion.

Sessions 4 to 5

Step 4: Literature Review (Reviewing existing information or knowledge)

- Though we have learned the fundamental steps of investigative study before, there was no mention of this step titled 'Literature Review.' Here, this step will be added. In the case of an investigative study, if we have the knowledge of existing literature, then it will be easier for us to determine what data we need to collect. In this step, we will ask the students, "From where can we find the documented history of this locality?" In the next step, the students will collect data directly through interviews. However, in this step, we will do a literature review. Students may provide instances of books, newspapers, documentaries, and legal documents as reliable sources of data. Then, we need to instruct them to list the probable sources. According to the list, they will collect data.
- Every team will collect data according to the listed sources. After that, they will list the data sources and document the investigation process. Then, they will share the collected data with us.
- For the smooth conduct of our investigation, we will read the chapter titled 'Muktijuddha in our Locality' from the *History and Social Science Book* before starting the investigation.

Book Reading Programme

- As part of this session, we will instruct the students to list books through the Active Citizens Club. We will provide hands-on training on how to search for a book in a library, how to use it, the rules of using a library, and how to borrow books from a library.
- At the end of the chapter titled 'Book Reading Program,' learning experiences are added. However, according to the Teacher's Guidebook, we will help the students to conduct a 'Book Reading Program' through the Active Citizens Club as part of the literature review on Muktijuddha.
- From the very beginning of this lesson, students will clearly define the working method of the 'Book Reading Program' and prepare an annual working plan. We will provide the necessary guidance and help in this regard.

- On the very first day of the lesson, we will take everyone to the library (School/Local/Police Station/District library (if any) and ensure everyone's membership. After that, we will teach them about the process of borrowing and returning books. If there are no such libraries close to the school, then we will take the initiative to build up a library on the school premises (in a classroom) with the help of the Headmaster, Asst. Teachers and willing personnel of the locality as part of the book reading program. Besides, we will conduct a book reading program (at least one book) weekly or bi-weekly.
- For these purposes, we may collaborate by maintaining official procedures with different organizations working to develop book-reading habits among children.
- The book reading program is related to every other subject. So, with proper consultation and coordination with other teachers, we may take the initiative to ensure students' presence in the library and allocate some class time for the book reading club. If needed, we may take direct help from the Headteacher.

Sessions 6-7:

Step 5: Investigation and Data Collection

- This time, the students will collect data about the incidents related to MuktiJuddha in their locality from the older family members and neighbors. Each team will discuss and formulate a questionnaire (set of questions) for the interview purposes. Questionnaires work as an instrument of data collection. In a questionnaire, we prepare some preset questions that we will ask at the time of the interview. We need to formulate the questions so that the answers will lead us to find the answers to the fundamental questions of this project.
- We do not directly help them. Instead, we will supervise the entire process of this step. Every member of the group will collect data from their family members. Then, all the members will sit together and discuss the collected data.

Questionnaires for the Interview

Fundamental Questions for Investigation	Questionnaire for the Interview
1. During MuktiJuddha, what kind of torture was conducted?	<p>1. Where was your location during MuktiJuddha? 2. How old are you during MuktiJuddha? 3. To your knowledge, did the Pakistani Army enter your locality? 4. If yes, what kind of torture was conducted?</p> <p>(According to the sample questions above, students can formulate necessary questions like this)</p> <p>5. 6. 7.</p>

2. During Muktijuddha, how did the ordinary people protest?	(According to the sample above, students can formulate necessary questions like this)
3. During Muktijuddha, how did the ordinary people help Muktijoddhas?	(According to the sample above, students can formulate necessary questions like this)
Name of the Interviewer:	
Date:	

- They will share the findings. Then, every team will share at least one story from their collected data to the classroom.
- After listening to the stories, we will try to list the names of different places mentioned in the story. Then, we will instruct the students to do investigative work on those places. We will tell them to investigate, "Did the Pakistani army face any environmental obstacles (e.g., number of rivers, etc.) during Muktijuddha?" Students will locate and visit those places. The group will decide, and after that, they will interview the witnesses and collect data by interviewing the country's senior citizens. Before starting the work, they should share their plan.
- We will continuously follow up on their work and provide all kinds of institutional help to the students, if necessary. We should not impose our opinion. Instead, we will advise them. Moreover, we will provide technical (e.g., recorder, camera, etc.) and administrative (e.g., if special permission is needed to enter a particular place, then with consultation to the Headmaster, we may forward letters) help to the students.
- Students will conduct interviews with senior citizens and knowledgeable persons in their locality about their contributions considering the situations during Muktijuddha, incidents, notable places, and the contribution of a single person, family, and society. They will try to learn about the real situation during Muktijuddha, the intra-relationship of natural and social environment with Muktijuddha, the non-communal or secular environment, the intra-relationship between different festivals and the spirit of Muktijuddha, and relics of the war and related places. The group members will note the important information. Later, they will prepare a map using different symbols to identify the places of the relics of war.
- We will ensure the contribution and gradual participation of all the students.

Session-8:

Step 6: Verifying Information and Analysis

- We will ask for the student's opinions or ideas on verifying the collected data's authenticity. We will give them the necessary instructions. We should not impose any opinion upon them.

- The students will verify the collected data and, after verification, either accept or discard them. Later, they will share their work experiences in data collection, verifying information, and analysis before the entire class.

Sessions 9 to 11:

Step 7: Result Preparation and Presentation

- We will ask every team, “How did they inform others about the collected stories they have found through investigation?”
- Upon discussion, they can formulate creative and innovative plans, such as photo books, documentaries, wall magazines, posters, leaflets, photography, photo exhibitions, books, plays, etc. We should allow them complete freedom in this regard, and we will be aware of the probable challenges and issues. The groups will implement their plans with our suggestions and advice. Later, they will share it on a national day.
- With the advice and feedback of the concerned teachers, the students will arrange a presentation ceremony on their project. The teachers at the school, Upazila Nirbahi Officer (UNO), Guardians, Local Senior Citizens, and Muktijuddhas, will be invited to join as guests in the program.
- On any celebrated national day at school, for example, 7th March, 17th March- Father of the Nation’s Birthday and National Children’s Day, 25th March-Genocide Day, 26th March-Independence Day, 14th April- First Day of Bangla New Year (Pahela Baishakh), 14th December- Martyred Intellectual Day, and 16th December- Victory Day, the students will present the final project in front of the teachers, students, guardians, and community representatives.

Step-8: Initiatives to Preserve the Memories of Muktijuddha

- Then, we will ask the students about the ways of preserving memories of Muktijuddha as a reflection of the results of the project, which may do the following. For example, Students can build a memorial of Muktijuddha; they can take initiatives to renew, preserve, or reconstruct the existing memorials of Muktijuddha; they can plan a new design or adopt proposals for implementation and ask for financial help from the school, local administration (Zilla or Upazilla) for the proper implementation of it.

Step-9: Documentation

- We will provide necessary guidance and feedback to the students to preserve the data and a brief project report. Then, the student will preserve the data collected at every step of the project and write a document for self-reflection. Then, the students will institutionally preserve a summary of their learning experience (pictures/videos/written forms/drafts in the form of soft or hard copy) by taking our help.

At the end of the lesson, we will explain the assessment rubrics to the students so that they can assess the performance of the group members.

Natural and social structures

Competency 6.5: Be able to explore how social structures develop and function differently in different time and geographical contexts.

Competency 6.6: Be able to explore how the individual's position and role in society are determined by existing social and political structures.

Number of Sessions: 14

Working Hours: 11

Hours

Description of the Overall Task

To help students achieve this qualification, they will first discuss and present the structure and function of buildings and structures from around the world, including Bangladesh, to build their understanding of "structure" in general. Then, they will do various tasks to understand first the natural structure and then the social structure and its various components. Finally, students will explore the various elements of the social structure of ancient societies through research and presentation in various ways.

Below are the activities that students will undertake at different stages of the learning and teaching experiential cycle.

1. Contextual Experience

Students will get an idea of structure by looking at the pictures of different things they know.

2. Reflective Observation

Students will observe natural and social structures and determine their functions.

3. Abstract Conceptualization

Students will plan to explore past and present societies and cultures using scientific inquiry methods.

4. Active Testing

a. Students will identify changes in past and present social structures through inquiry.

b. They will also determine the position and role of family members and discuss the impact of social and state structure on it.

Session 1: Group Work and Presentation by Looking at Pictures

In this session, we will show students pictures of houses and other structures from different regions of the world, including Bangladesh, from history and social science textbooks.

Students will work in groups with the pictures. They will observe and discuss different types of house/building structures, understand what type of house is used for what purpose, and how house structure can vary according to geography, climate, time, and use. Then, they will understand the structure of various objects and their relationship with functions.

Our Roles in this Session

We will first cordially exchange skills with the students and welcome them to the session. Then, we will tell the students that today, in groups, we will talk about houses and different structures (Igloo, Tabu, Japanese, Chinese, Cave, Greenhouse, Hospital, Prison, Factory, Mosque, Temple, Church, Pagoda, etc.) from different regions of the world and different periods. If we want, we can also collect relevant pictures from outside the textbook before the session and show them to the students during the session. Considering the number of students in the class, help them to divide into groups of 5-8. Students will divide into groups, look at the pictures given in the book, and discuss to find the answers to some questions.

Serial	Question	Answer
1.	How do the houses or buildings look?	
2.	What is it made of?	
3.	What are the uses?	
4.	What relation does it have with the weather or the environment? If so, what kind of relationship is there?	
5.	Considering the usage of the building or houses, is there any difference in the structure of the buildings? If so,	

	What kind of difference is there?	
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The students will present the results of the discussion to everyone in groups. In this case, we have to instruct the students that if a previous group has already said a topic, then there is no need to repeat the same thing. We will help the students to make the following conclusions by summarizing the discussion:

Students will conclude:

Everything has a structure or shape. Structures vary and change over time according to the location and use.

At this stage, in order to broaden the students' understanding of structure and its function, we have studied some natural structures such as mountains, oceans, rivers, volcanoes, deserts, plateaus, forests, etc. We will assist the students to go through various activities in different stages to deepen the understanding on which the effectiveness depends.

Session 2: Group Work and Presentation by Looking at Pictures

At first, we will instruct the students to see the pictures of different landforms from the History and Social Science textbook and ask some relevant questions.

Questions for the Students

Do you know the names of these geographical locations? Have you been to any of these? What are they like? Where are they located? Can you find any similarities or dissimilarities between them? What similarities or dissimilarities do you find?

Also, what other different types of places do you know?

Posing these questions, we will impart some ideas about landforms to the students.

- Students will create a dictionary of landforms. The students already have an idea of landforms. This time, they will know about different types of landforms, their names, their characteristics, and how they are formed. For that, we will give them a fun task. That is to create a dictionary of landforms.

- Our Roles in this session: We will ask the students, "What if we each made a dictionary of known and unknown landforms?" This time, we will explain to students what a dictionary means. Later, we will guide them on how to create a dictionary of landforms.
- Instructions on writing a dictionary on landforms: In this case, they will each bring a diary to make a dictionary, which we will inform them of in the previous class. At this stage, they will all write the names of different types of landforms on the board. We will instruct them not to repeat the same name. Then, they will write it down and draw pictures of it in their diaries. A sample of what the dictionary will look like is given in their textbook. If they write the name of a landform that they cannot find in the booklet, we, the teachers, will help them. Apart from the landform-related information given in the booklet, they can also collect the necessary information from the internet, library, newspaper, map, any other book, video, and interview of an experienced person. They may draw pictures by hand or may take from any other source. In that case, they have to mention or recognize the source from where they have collected the picture (they probably have learned it in Digital Technology class). Each student must create the title page and table of contents at the top of their dictionary. We will write on the board some of the things that must be in the dictionary made by them: - Name of the landform (as a title) - Definition of the landform - Characteristics of the landform - Examples of such landforms in our country - Examples of such famous landforms in the world - Mention if there is any interesting event or subject. We will explain to them that if they come to know about any new landforms in the future, they can add it to the dictionary. We will tell them that sometimes they may exchange each other's dictionaries. Following this process, one gets a chance to correct if any terrain is left out.

Sessions 2-5: Group Work and Presentation by Looking at Pictures

Identifying Landforms on the Map

This time, we want the students to know about the special landforms of Bangladesh, to be able to mark the location on the map, and also to know about the natural disasters related to the landforms. They will mark the list of special landforms of Bangladesh on the map and make a list of related natural disasters.

Things to do in this session

- For this purpose, we will first ask the students about their house's landforms, grandfathers, uncles, etc. They will tell you about the landforms they know. We would also like to know about the changes and differences in different seasons. Through discussion, the students will make a list of special landforms in Bangladesh and mark them on the map. At the end, we will hang a map (made or purchased by the teacher) of the special landforms of Bangladesh. Students will match the self-made map with the standard one.

World Travel Ludo Game and Discussion about Natural Disasters

Things to do in this session

- Now let us ask the students, "Are there any changes in these landforms that may cause us danger? For example, changes in rivers, ocean waves, etc. From this discussion, we will give them an idea of natural disasters. They then brainstorm the names of different disasters associated with landforms and write them down—natural disasters related to landforms, for example, river erosion and flood.
- This time, we will divide the students into eight (08) groups and ask them to mark the features of the landforms of the eight (08) divisions of Bangladesh and add pictures of special natural disasters related to them. They can be given separate maps of eight (08) divisions for this. The features can be written on top of the section like a book where a picture or text pops up when opened (pop-up books). It should be placed in such a way that the following text can be read by turning over like a page. At the end of the work, they will put everything together and fill the map by attaching it to the wall. Everyone will see the others' work, and if they find something new through the discussion, they will add it.

- The students already know about Bangladesh's landforms and area-based disasters. This time, we will introduce them to the geography of the world. Then, we will take the students through an interesting learning experience. The students will play the World Tour or World Geography Ludo. That is why let us tell them the rules of the game. We will tell the students the day before that they have been given a world tour ludo, and they have to glue it nicely on a hard paper board. We should also remind them to make ludo balls and sixes or buy them from the market.
- All the students will be provided with a separately printed World Tour Ludo Book. However, only printed paper will be given. We will guide the students so that they can make the ludo board beautifully.

Rules of World Tour Ludo Game

The students will be divided into groups of 5-6 people and play the game. A maximum of two teams can play on each board. Each team will have a captain. A coin toss will decide which team will start the game first. If you score 1, you can start your journey around the world, not before that. The starting point of the journey is Dhaka. One member of the team will start the game. The captain will choose who starts the game. Each board will appoint a referee to see whether the game has been conducted properly. The captains of the two teams will decide who will be the referee. The referee will not be able to participate in the game. A student will keep track of points scored. The students will encounter an event at every stoppage. There, he/she will be asked a question. If he/she can answer that question correctly, he/she will advance some steps on the ludo board, and if he or she has failed to answer correctly, he/she has to go some steps behind (See Appendix-2 for the Detailed Rules). Andaman and Nicobar Islands carries 100 points where all the players have to reach. The first team to reach the 100-point benchmark wins the game.

Session 6: Study Tour

- We will start the work of the study tour well in advance as per the study tour plan attached in the appendix. In this work, we will make a committee with the teachers of other subjects related to the students and complete the arrangement with as many students as possible. On the day of the visit, the students will be involved in all kinds of activities. Caution and safety should be the main priority.
- Tell me whether the idea of the natural structure without the educational tour is complete. This time, let us plan a study tour for the students, which they will arrange independently.
- We should invite the students and plan a study tour together. The plan can be formulated following the table given in the textbook.
- Each student will make a travel diary at the end of the study tour. In the diary, they will write small paragraphs about the experiences they have gone through and what they have seen. Then, they will paste the hand-sketched/ snapped pictures of the scenes and the landforms they have seen in a camera. They should continue writing diaries whenever they go on a trip or tour in the future.
- A sample checklist for planning a study tour is given in Annexure 1.

Session 7: The Story of Dharmagola

Things to do in this session

- As we already know, change is an important concept in History and Social science. In this sequence, students will explore various natural and social changes and their interrelationships by implementing small tasks within their boundaries. Hopefully, one day, they will be able to take responsibility as global citizens. In this sequence, we will let them do some individual and group work. First, we will encourage the students to explore the social structure, and for that purpose, we will ask them to read "The Story of Dharmagola" written in the book.
- Group discussion: Now, using the table, ask the students to find out what institutions and laws of the society are mentioned in the "The Story of Dharmagola".
- Using the chart, students will identify in groups the institutions and rules, culture, and values of society that are mentioned in the story. We will tell the students that now let us know some important things about society and social institutions.

Session 7: Open Discussion, Lecture, and Teacher-Student Dialogue

Things to do in this session

- We will first make the students interested in society and social structure through an open discussion. Questions for open discussion: what is society? With whom or with what elements a society is built? Through which process is a society formed?
- Tell the students: To understand the answers to these questions, we need to know about the social structure. How is a society organized? Social structure provides the answer.
- Social Structure is the stable organization of social institutions. In which people live together, and human-to-human interaction or exchange occurs, values, culture, rules, and customs are formed.
- Now, using this idea, we will ask the students to find social institutions and human-to-human interaction from "The Story of Dharmagola".
- Social institutions and people-to-people interactions are flooded in "The Story of Dharmagola" when villagers run out of food. At that time, all the families of the society who had food gathered together and prepared food for everyone in the society. Those who had no food contributed to the welfare of society by laboring or working. However, many institutions have also worked for the well-being of the people of the society. For example, the government is providing relief to those areas. Again, the Union Office has delivered that relief to the people. Moreover, schools, education departments, police, and other institutions have also worked for the welfare of society.
- This time, we will add new questions to the student's discussion. For example, how did this interaction develop between the people of Demra village and the social institutions? That is, why did people and institutions communicate or interact?
- The villagers of the story believed that no one could live alone. They feel proud to help other people. They thought it was a good job. Thus, whether good or bad, any of these beliefs determine how people behave. Most people in society want to be known as good to everyone. Then, they try to do what everyone in the society thinks is good. These beliefs and sense of right and wrong are what we call values. Again, all the actions in the society that are not good or bad but that the people of the society have used to do for many years are known as culture. These elements of a culture are known as customs. Therefore, the social structure is formed from the interaction of all these elements.

Session 8: Work on Social Interaction in your Own Area and Arrange Formal Speech and Dialogue Session on Social Structure and Its Role

Things to do in this session

- Now, ask the students to identify a collective initiative or any other topic from their local community. Students will then explore the people-to-people and people-to-institution interactions in that society on that initiative or issue. They will write descriptions of social institutions and people-to-people interactions in their respective living areas in notebooks or posters.
- This time, they may be asked a thought-provoking question to explain the social norms, policies, culture, etc.

Thought-provoking question: What clothes do men wear, and what clothes do women wear in most cases in our country? However, who decides what the girls will wear and what the boys? [We learn from our parents.] So, how do the parents know who should wear which clothes? [They learn from their grandparents] If we again ask, "From where did the grandparents know?" Thus, we understand that we have dug into our past. So, from this discussion, we understand that our social behavior is defined even before our birth.

Through these discussions, dialogues, and lectures with the students, we will convey the following ideas:

The process of society formation and social structure was determined even before our birth. Social structure defines our social behavior. Society determines how we should behave, what we should say, what we should wear, and so on, considering different situations. We merely follow it. However, social structure changes over time. The change may happen slowly. A social structure's purpose is to fulfill a society's collective goal. It helps the people of society prepare themselves for the future and helps them gain social prestige. It also prepares people to adapt to culture and norms. Thus, interrelated social groups and the related institutions where the people live, grow, and consider themselves a part of it—collectively, these are the parts of social structure. In these social groups, the notables are family, educational institutions, different clubs, etc. The people of a society like to interact with the people of other societies. This group of people creates harmony in society, and this attitude fosters growth, creates a strong bond, keeps them safe, and also creates an opportunity to present themselves in front of others. Through this process, a person presents himself as a part of a collective whole.

For example, Shapla is a 12-year-old girl. She has reached such a phase of her life that she has started to think of herself as a unique member of society. She participated as a member of the school football and kabadi team. She enjoys playing these games. Naturally, she makes some friends by participating in these games. Over time, she discovers herself as a good player. At the same time, she has developed herself into a very good team member. She excels in communication as she has to communicate with the teachers, teammates, and players of other teams. It develops her personality. This development of her personality makes her a unique member of society.

On the other hand, her sister becomes a science club member. Her mode of communication is different as she interacts with people interested in science and members of different scientific institutions. Though Shapla and her sister belong to the same family, their process of growth and development is completely different. As the two sisters' modes and areas of communication are different, their growth and development as a person in society are different, too. We may notice such cases frequently. Through this process, we can easily understand how social structure plays a pivotal role in the life of every person in a society.

Session 9: Elements of Social Structure

Things to do in this session

- Through discussion, question and answer sessions, lectures, and the use of tables, we will try to give an idea of two types of elements of social structure. Necessary concepts are given below:

The elements of social structure can be divided into two classes. 1) Social customs, values, and beliefs play a vital role in determining people's thought processes and behavior. 2) Social Institutions – for example, family, education, culture, media, and government through which social structure was controlled. Social structure is formed with some elements; they are social roles, social status, social networks, parties or groups, and institutions. We may see it through a diagram.

Social Role: what a person does and what is expected from him is related to a person's role in society. For example, Aviram works as a cleaner, and he cleans road trash. It can be that society is looking down upon him. From a different angle, his works can be seen as essential. The reason can be that social life can be impossible without any cleaning work.

Social Status: social status defines where a person stays in society. We can say it is a parameter to determine his/her social position. To determine a person's social status, some issues or factors are considered, such as assets, occupational designation, family heritage (aristocracy), educational qualifications, and other related issues like clothing, food habits, and cultural tastes.

Social Networking: Interaction between people of different groups and others creates a type of networking. How these groups interact with others bears a major discussion point in social networking. For example, Munia is a member of the Active Citizens Club. It may be the case that she has to interact with the local Union Office or Upazilla Social Welfare Office. Being a member of this club, she gets an opportunity to interact with the people of these government offices. Thus, Munia understands how the people of other institutions see these clubs. Party or groups and institutions refer to the established form of social relation. We see these institutions around us—for example, family, culture, politics, law, government, state, economics, and education. Different parties and institutions create greater social structure and also create an opportunity for the modes of relationship. For example, there are 42 students in this class. Thus, the class teacher can interact with at least 42 of these students' guardians. On a large scale, the teacher has an opportunity to interact with 42 families.

Family as a Part of Social Structure

Family is the primary and the most important element of social structure. Family is the first social institution in the life of a person. Thus, people belong to an institution titled family. At the same time, he is an active member of this institution. Family shapes a person, like how they behave, what they wear, and how they develop. Through a family, a person understands how he should behave, what role he should play as a member of society, what he will be in the future, and how others will judge him for doing right or wrong. Therefore, what will be her social position? For example, Ganesh was taught by his family that if he behaved well with other people, then everybody would consider him a good person. His interaction with society becomes easy, he will benefit in his workplace, and his bonding with others will be strong. However, if he behaves rudely with other people, they will consider him a bad person.

Examples of Social Structure: we may mention the name of the following institution as part of the social structure.

- Every structure has definite roles and purposes. These elements of social structure collectively give us a sense of unity and safety. For example, family, government, and state. Family: it provides us with fundamental safety and security in our childhood. Government: it ensures safety and security for all by making laws and through different law enforcement agencies like Police, Ansar, etc.
States: The state itself is a part of a larger social structure. This social structure also plays a vital role in formulating the basic principles of a state. The state ensures its existence before us by providing various services (education, medicine, food, habitat, security, communication and entertainment).

Law and Order, Values, Rituals and Customs

Values, rituals, customs, and local and national laws govern social structure. As a part of this social structure, man obeys these rules and regulations, values, rituals, and customs. These social elements control Different lifestyle issues, like quarrels, conflicts, possession of lands, inheritance, and other issues related to different benefits.

Culture

Culture refers to the collective behavioral pattern of a group of people in a locality. As part of a society, the things we do regularly and if these doings are particularly different from other people, then this everyday lifestyle is a part of our culture. Everything related to our lifestyles is a part of our culture. For example, we talk about the types of food we eat, how we eat, language, clothing, games, rituals, art and culture, religion, and other related issues.

Cultural differences may exist in different parts of the same country or between two countries. For example, we see one type of culture in the coastal areas of a country; in contrast, we see other types of culture in North Bengal and in the hilly areas. Thus, the culture of Bangladesh consists of these diverse lifestyles.

Religion and other belief-based institutions conduct and rear a community by giving special beliefs, rules and regulations, codes of life, and points of view. Obeying these codes of life and points of view is significant for the followers. By following religious beliefs and rituals, people live in a religious community. Sometimes, the culture of a country may seem weird or funny to the people of other countries. Again, our culture may seem funny to others. For example, (1) In Venezuela, if you are invited to a particular house as a guest and attend there on time, they will consider you greedy and gluttonous. It is appropriate to attend a few moments later than the stipulated time. (2) On the other hand, never congratulate a Chinese friend with a flower bouquet because, in their culture, only a dead person receives a flower bouquet. However, every person considers their culture decent and appropriate. That is why we should not judge a culture. We should never compare the culture of one country with the other. This world is beautiful only because of its diversity.

Sessions 11 to 12: Investigative Work or Inquiry-based Work

Things to do in this session

- We will ask the students to form a group of 5-6 people and instruct them to find out how the society and culture were before and how it is now by following the steps of inquiry.
- We will remind them about the steps of inquiry. If needed, we will instruct them to go through the chapter "Looking Around through the Lens of Science" and read the scientific steps of experiential learning.
- We will allocate one working day for data collection. After collecting relevant data, they will analyze it and present the results to the class.

Sessions 13 to 14: Determining the Social Position of Our Family Members and their Roles

Things to do in this session

- We will instruct the students to determine the social position and the roles of the family members. For this purpose, we will instruct them to use the following table.
- For this, we will tell the students to sit with their team. Then, we will tell them to determine the social position and the roles of the family members. They will fill out the information using the table.

- We will tell them to find out how social and political culture influences a person's social position and his/her roles.
- They will share the table and present the findings in the group discussion.

The Interrelation between Natural and Social Structure

Grade-based Competency 6.7: By discussing the various changes between natural and social structures, the students will discover their interrelationships and behave responsibly

Number of Sessions: 14

Working Hours: 11

Hours

Description of the Overall Task

To achieve this competency, the teacher will first follow three steps and create a situation of inquiry where the students will conduct the inquiry on the relationship between social structure and nature.

In the first step, the teacher will use the pictures from the story 'Shyamoli', where the reasons for wildlife extinction are mentioned under the chapter titled "Nature Conservation Activity." After seeing the pictures, the students will think of the pollution caused by industrial waste. Then, they will share their experience. After that, they will visit an industrial site and search for the impact of the natural environment on the change in the social environment. After that, the students, through different activities, inquire about the relationship between social structure and natural structure. They will also inquire about the local and global impact of it.

In the second step, the teacher will create an opportunity for inquiry through different activities on how the changes of the elements of natural structure bring changes in social structure.

In the third step, through understanding, they will behave responsibly in their local social environment.

The activities are demonstrated step by step in the experiential learning cycle that the students are going to follow.

1. Contextual Experience

Following the scientific steps of inquiry, the students will investigate the elements of society in two phases. First, they will visit an industry in their locality as part of the social environment. Second, they will investigate rivers and their different conditions as part of the element of the natural environment.

2. Reflective Observation
 - a. They will reflect their experiential learning by presenting the data obtained from scientific inquiry.
 - b. They will determine how a small change in the elements of the social environment affects the natural environment and vice versa.
3. Abstract Conceptualization

The students will get some idea about the interrelation between natural and social elements in their locality and how the same occurs in a global context. Considering this, they will make a list of some works.
4. Active Testing

They will find ways of keeping their locality safe and implement those.

Finding the interrelationship of the elements of the social environment with the natural environment

Functions: Sessions 1-10

Theme: Visiting an Industrial Site as Part of Social Structure

Session 1: Understanding the interrelation and making plans to pay a visit

Session 2: Visiting the industrial site

Sessions 3-4: Group presentation after visit

Theme: Local Impact of it and Relate it to Global Context

Session 5: Experimentation of local impact and its results

Session 6: Experimentation of global impact and result-related comic graphics study.

Filling out the table.

Theme: Working with Rivers and Finding the Impact of Natural Structure on Social Life

Sessions 7-8: Solving river puzzle and searching the usage of land

Session 9: Searching the impact of human life on the change of rivers

Sessions 10-11: Inquiry-based work Civilization developed on the river bank.

Theme: Express Students' Responsibility

Sessions 12-14: Finding ways of keeping your locality safe and implementing the ways

Theme: Visiting an industrial site as a part of the elements of social structure

Session 1: Understanding the interrelation and planning to visit an industrial site

Things to do in this session

Through this session, the students will inquire about the relationship between social structure and natural structure.

- As part of this session, they will see the pictures of the story 'Shyamoli', where the reasons for wildlife extinction are mentioned in the chapter titled "Nature Conservation Activity." The teacher may ask questions on how the industry is polluting the environment. If the teacher wants, he/she can share some pre-collected pictures with the classroom. The teacher may ask questions like the following: 1. What type of product is produced through their known industry? 2. What kind of raw materials are used? 3. What are the essential elements of transforming/processing the raw materials? From where these elements were collected? 4. What other things can be produced as the by-product? What problems may they create?

This discussion will focus on raw materials, processing materials, e.g., fuel, and industrial waste.

- Later, the students will get help from the teacher and go on an industrial site visit close to their school (brick kiln or any other industry).
- Things to do before the visit: Upon discussion, they need to prepare a set of questions about how the industries affect the natural environment.
- The teacher will notice whether the students include subjects related to raw materials, fuel, industrial wastes, and sources in their questions.

Questions for the visit:

1.
2.
3.
4.
5.

- Later, the students analyze the questions and find out the key elements.

Table of inquiry: Raw materials

Raw materials	Sources of raw materials	Impact of raw materials collection and use on the natural environment	Results

Table of inquiry: Fuel/Energy used to process raw materials

Fuel/Energy	Source of raw materials	Fuel/Energy collection and its impact on nature	Results

Table of inquiry: Industrial waste

Waste	Source of Waste	Impact of industrial waste on nature	Results

Sessions 2-4: Visiting the industrial site and group presentation after visit

Things to do in this session

In this session, the students will go on an industrial site visit, and following the steps of inquiry, they will collect data, analyze it, present the results, and make a decision.

The teacher will pre-select an industrial site for the visit and ensure safety for the visiting students. Safety comes first.

The teacher will say, "In the next class, we will discuss whether other elements of social structure have any effects on the environment."

Theme: Results and impacts of changes on Local area and setting relation on the global context

Session 5: Experimentation of the impacts of changes on local area

Things to do in this session

In this phase, we will understand that the obtained result is not only local but also global. As part of this phase, we will arrange a session on experimentation.

- In this phase, the teacher will divide the students into three (03) groups. The first group will go under a tree with an ice cube on a bowl and a stopwatch; the second group will go under the direct sunlight with an ice cube on a bowl and a stopwatch, and the third will go to them with two thermometers and a covered glass. Groups 1 and 2 will wait until the ice melts. Group 3 will place the two glasses under the sun: one without a cover plus a thermometer inside and the other with a cover plus a thermometer inside. Then, they will record the temperature at regular intervals. After that, they will wait for 10-15 minutes.
- Later, each group will present their experience using a chart paper with the other teams.
- The experience of Groups 1 & 2:

Group 1	Ice melting time	Cause
Group 2		

- The experience of Group 3:

Thermometer Number 1	Temperature after 10-15 minutes -----
Thermometer number 2	Temperature after 10-15 minutes -----

Session 6: Reading Comics related to the global impact and result and filling out the table

Things to do in this session

- Now, we will tell the globally recognized name of the experiment that they have done. Therefore, we will instruct them to read the comics.
- After reading, the students will present the causes of destruction mentioned in the comics using the following table.

Pollution	Green House Effect	Global Warming	Climate Change
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

.....

Theme: Working with Rivers and Finding the Impact of Natural Structure on Social Life

Session 7-8: Playing River Puzzle & Finding the usage of land

In this session, we will try to make the students understand how the changes in natural structure affect the social environment.

- To understand this matter, they will read the story titled "Shyamoli" from the chapter "Nature Conservation Activity" and identify how the changes in natural structure affect the social environment in groups.
- In this phase, we will have an open discussion about a well-known natural structure, a river. We may include the following in our discussion: land, land usage, residence, city, village, farm, industry and houses. We will list the students' ideas on the whiteboard.
- Later, we will instruct the students to form groups and provide them with a picture with a river puzzle. Then, we will ask them to cut it following the lines. Now, the students will arrange the puzzles at their own will. They need to place the source and destination part of the river puzzle at the proper place, or else they have some liberty to arrange the middle part. Then, we will ask the students to paste it on a chart paper with tapes.
- In the next step, with the help of the puzzles and upon group discussion, they will record for what purposes the land of the riverbank is used.

Session 9: Inquiry about the impact of rivers on human life

In this phase, we will help the students to understand the interrelationship of river and human life. As part of this work, we may ask, "You have prepared a model of a river. What if the river disappears or the river course changes suddenly?"

- The students may see pictures from the textbook, and there, they will notice the changes like river erosion, drying up the river, and changing the river course.
- Teachers may show pre-collected pictures as well.

- We may ask some questions to the students –
 1. What condition of the river we may see in the pictures?
 2. What kind of impact does it bring to our lives?
- In this phase, the students, divided into groups, may discuss the process of drying up the river, changes in the river course, and river erosion. Then, record the findings in a chart paper and present it.

Present Situation of the River	Cause	Impact on social life
River Erosion		
Drying up the river		
Changing the river course		

- Now, the students will share their experiences with others, whether they have seen any such impact on their lives or the lives of others.
- We may share some real stories about the sufferings (e.g., changing permanent address and livelihood) due to river erosion.

Sessions 10-11: Inquiry-based work on Riverine Civilization

In this session, we may discuss how these types of incidents also took place in the past.

- At this stage, students will conduct an inquiry to find out the civilizations that have developed on the riverbanks from ancient times to the present day. They need to conduct an inquiry into how the rivers have influenced these civilizations.
- For the inquiry, they must collect data from different sources like related books, the internet, and booklets. They need to follow the steps of inquiry in analyzing and presenting the scripts.

Theme: Expression of Student Responsibility

Sessions 12-14: Explore and Implement ways to keep your locality/neighborhood healthy

- In this phase, we will explain that the riverine civilization did not last long due to the lack of a favorable environment. So, what can we do to make our neighborhood healthy?
- To select the field of work, they have to make a list of some works. They will select one from the list and implement it through the Active Citizens Club. We will notice the fact whether they engage the senior citizens and the older members of their families in this work or not.
- For nature conservation, they need to behave responsibly and practice what they have learned from the textbook chapter titled “Nature Conservation Activity”.

Society and Resources

Competency 6.8: Be able to explore how resource management structures develop over time and across regions

Number of Sessions: 7

Working Hours: 6

Hours

Concept of overall tasks for this competency:

To achieve this competency, we will show students different pictures from the textbook and ask them to identify the objects in the pictures. Students will be introduced to the concept of resources by finding properties of things through group work. Students will be given details of various types of resources by participating in quizzes and answering questions. We will ask them to list things they use in daily life. Afterward, we will visit the nearby factory and give the students an idea about the past and present production system through assignments.

Below are the activities that students will undertake at different stages of the experiential learning cycle.

1. Contextual Experience

Students will identify different types of resources around them.

2. Reflective Observation

Students will identify different types of resources like sources, markets, commodities, products, and services.

3. Abstract conceptualization

Students will make the necessary preparations for the factory visit based on their reflections.

4. Active Testing

Students will visit the factory and learn about the present-day production system. Next, we will explore the past and present changes in production systems. Using information on past production systems from various media, they will conduct an inquiry on it.

Session 1: Kinds of Resources

In this session, we will show the students some pictures and let them work in groups to find out what the objects in the pictures can do for us. Through group work, students will understand that the pictures are of different resources and that resources are basically of three types (natural resources, human resources, and transformed resources). Different types of resources will be introduced by participating in quizzes and making lists of different types of resources.

Things to do in this session

- Viewing pictures: At the beginning of the session, we will show the students some pictures from the ‘Society and Resources’ section of *History and Social Science* textbooks. Students will look at the pictures. We will ask, "What do they see, and what do these pictures together say?" Students will tell the important features of the pictures. From the characteristics given by the students, we will explain that the objects in the picture together are called resources. Through this discussion, students will understand that whatever we see around us, everything is our resource.

Classification according to features of the Resources:

We will divide the students into groups of 5 to 6 people. Students will sit in groups and sort the pictures according to type. We will praise students' work and ask what characteristics students have to work on when sharing resources. From the discussion with the students, some ideas will emerge - some resources we get from nature, humans create some resources,

and some resources that people use to perform various tasks. Based on these characteristics, resources can be divided into three categories (natural resources, human resources, and transformed resources). At this stage, elicit more resource names from the students. We will say, "Now, let us try to find some more examples of different types of resources." we will ask the students to find and list more examples of these three types. Students will work in groups to name and list new resources. We will listen to some groups and check whether students' understanding of the three types of resources is clear.

Quiz on Classification:

We will list 20 different types of assets in advance to organize the quiz. According to the rules of inclusion, students will be divided into groups of six (06) students. We will then name the resources one by one. Team members who are sure that they know what type of resource it is will raise their hands. The group that raises their hand will get to answer first. If the answer is correct, each group will get 05 marks for each correct answer. If the answer is incorrect, the next team will get a chance to answer, and if correct, they will get 05 marks. If they cannot, then the next team will get the chance. In this way, we would like to know the types of resources by naming 20 resources individually. The team that gets the highest score will be the winner. We will tell the names of the types of resources that no party could answer correctly.

Sessions 2 to 3: Natural Resources, Commodities, Products and Markets

Students will get a detailed understanding of renewable and non-renewable natural resources, commodities, products, and markets.

Things to do in this session

- Concepts of natural resources, commodities, products, and markets:

- We will tell the students to read from History and Social Science textbooks one by one about renewable and non-renewable natural resources, products, goods, and markets. Other students will listen attentively.
- Making a List of Daily Life Necessities: Next, we will ask you to do one more thing to get an idea of the items you use daily. We will instruct the students to list what products they use every day, from when they wake up in the morning to when they go to bed at night, and where those products come from. Students will all work in groups to list the items they use every day using the table from the 'Society and Resources' chapter of their *History and Social Science* textbooks. In the next column, write where you get the product from.
- Each team will then present their prepared list. After listening to everyone's presentation, we will tell the class about the factories where many of the products we use are produced. We would like to know whether the students have ever visited the factory. In the next class, we will take the students to visit the nearest factory. That is why we would ask everyone to prepare a set of questions according to the guidelines mentioned in the appendix of History and Social Science textbooks. We must prepare well for the visit at least three weeks in advance. After confirming three things, we will go on a visit or study tour with the students. The three issues are - to complete all kinds of communication and other arrangements to ensure the safety of the students, to obtain signatures on the consent letters of the parents, and to arrange transportation, food, and other materials necessary for visits or educational trips.

Sessions 4 to 5: On the Production of Wealth

In this session, the students will visit a nearby factory. Students will learn about the current production system by visiting ice cream/biscuit/soap factories/garments/brick kilns. Create questions to inquire about past production systems.

Things to do in this session

- We will ask everyone in the class to prepare for the factory visit. In preparation, the students will prepare a plan of inquiry following the steps of inquiry learned in 'Looking Around Through the Lens of Science'. We will take all the students of the class, their parents, and other teachers of the school who have time to visit a nearby ice cream/biscuit/soap factory/garments/brick kiln.
- During the factory visit, we will make sure that all students are looking at the inquiry table mentioned in the 'Society and Resources' chapter of the *History and Social Science* textbook and taking notes on observations. We would encourage everyone to take notes. In the next class, everyone will present their findings from the factory visit using different media (multimedia/posters, etc.). After everyone's presentation, we will explain to everyone how the production is currently done in the factory. Then, we want to know how the production was done in the past. Later, divide the students into groups and guide them to carry out research activities on the past production systems.

Sessions 6-7:

- Students will be divided into groups of 5-6. In groups, everyone will develop questions for inquiry to find out how production was done in the past. All groups will formulate the questions of inquiry, and together, they will formulate the final set of questions of inquiry. The students will collect information about past production systems by collecting information from reliable sources, including textbooks, other books, magazines, or the internet.

- Data obtained through an inquiry about the past production systems will be presented in the classroom using various media and submitted to us. We will save them. Now, we will present the production methods of the past through role-playing according to the data obtained from the findings mentioned in the report.
- First, the team will be formed. Select a specific item from anything you use daily, a product bought from the market, or any food. Choose the food item—for example, cakes, mobile phones, combs, chips, or anything like these. Now, conduct an inquiry for 1. Trace from where the product came. For example, Pitha is made by Baba. However, what was used to make it? Where did they come from? Shop? How did it come to the store? In this way, find the source of the material related to it. 2. Which/how many (maybe more than one) production systems were involved and how? 3. Who is engaged with this production system and how? 4. What kind of changes have occurred in this production system over time? 5. Discovering different forms of this production system in other parts of the country or outside the country.
- Then, instruct the students to role-play based on the information and results obtained from ancient human production methods.
