

GRADE: VI
- 8th

MONTH/WEEK/DATE: April/ Wk-2/4th

SUBJECT: SOCIAL SCIENCE.
Moumita

NAME OF THE TEACHER: Ms. Maheshwari & Ms.

Notes for the parents:

- Dear parents, we hope that this learning module for the week serves its purpose with regards to student's understanding and learning.
- The learning content for the week is attached day wise in this module to facilitate learning for your ward.
- For better clarity, kindly zoom the content. You can enlarge the content by clicking on the right bottom corner of the screen where the zoom option is given.
- Please refer to the page numbers of the text book mentioned in the module for the learning content which is mentioned in the day wise planning. E-content is attached in the module as well.
- Important notes for the chapter are attached with the learning module and the student must go through those for revision of the concepts.
- By the end of the chapter, the students should be able to understand the following:
 1. The meaning of History.
 2. The importance of studying history.
 3. The different sources of history.
 4. Influence of geography on the history of our country.
 5. Timeline – the use of BCE and CE.

Days	Topic
Day - 1	Chp 1 - Explanation about the different sources of history – Literary sources.
Day - 2	Chp 1 - Explanation on the reconstruction of the past.
Day - 3	Chp 1 - Explanation on what is timeline and why is it important to arrange the events in a chronological order.
Day - 4	Explanation on how to arrange the events in a chronological order.

Thank you,

ARBOR INTERNATIONAL SCHOOL

E-Learning module/file



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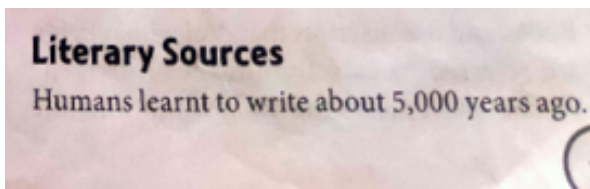
NAME OF THE TEACHER: Ms. Maheshwari & Ms.

Maheshwari

CONTENT- DAY-1

- The teacher will recapitulate the topics done in the previous class.
- The teacher will explain about the different sources of history – Literary sources.
- The teacher will ask the students to read the Student's book.

Kindly refer to page number 15&16 of the text book for the content. E- content is attached below for your reference.



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They invented letters and put letters and symbols together to form words and sentences. They used various types of **scripts**. Our knowledge of history is largely based on written records. Historians give a special emphasis to written records such as books and manuscripts, writings on rocks, pillars, parchment (skins of sheep and goats), bark of birch trees, palm leaves, clay tablets and stone walls. There are a range of literary sources available to historians to learn about the past. These include manuscripts, stories, religious texts, biographies and accounts of foreign travellers.

Manuscripts

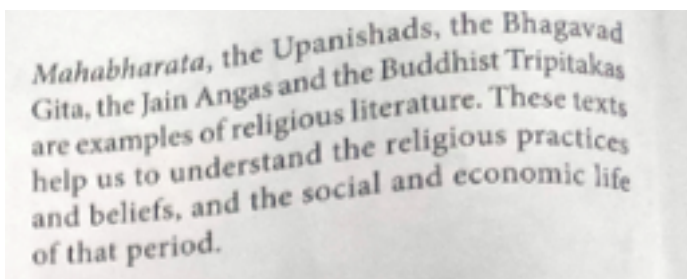
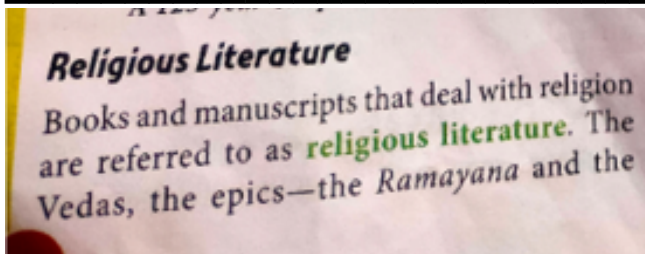
A manuscript is a handwritten record of information. It could be in the form of a letter, writing on leaves and barks of trees, or scrolls. Palm-leaf manuscripts, made of dried palm leaves, were commonly used in India. They served as paper and were used to record actual and mythical events. Many manuscripts have been preserved in libraries and museums. Manuscripts help us to understand the form of script used in the olden times. The written material could be religious or secular (non-religious).

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Secular Literature

Secular literature contains all those texts that are of a non-religious nature, such as autobiographies, biographies and court chronicles. *Harshacharita*, the biography of King Harshavardhana written by Banabhatta, poems and dramas written by famous writers, such as *Abhijnanashakuntalam* by Kalidasa, folk tales, such as the *Panchtantra*, works on politics, such as Kautilya's *Arthashastra*, and books on law, such as *Manusmriti*, are examples of secular literature.

Many writers, scholars and traders visited India at various times and wrote about their experiences here. The accounts of these foreign travellers form an important historical source. Megasthenes, the Greek ambassador, visited the court of Chandragupta Maurya. He wrote a book called *Indika* which gives us valuable information about the Mauryan society. Other important accounts include those given by Chinese travellers, Fa Hien and Hiuen Tsang, who came to India to study Buddhism and wrote about the people, their lifestyles and the society at that time.

Please follow the link for the videos on Sources of History:

- <https://www.youtube.com/watch?v=gNVsHz7dOGY>

<https://www.youtube.com/watch?v=PNOV6zUi0DI>

Activity

Students will complete the Analytical Skills given in the textbook page no.15

Key words

Manuscripts, religious literature, secular literature

Assignment :

Read and understand pg.no 15&16 from the textbook

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CONTENT- DAY-2

- The teacher will recapitulate the topics done in the previous class.
- The teacher will explain how historians use various sources to reconstruct history.
- The teacher will explain how history and geography are closely connected.
- The teacher will ask the students to read the student's book.

Kindly refer to page number 16&17 of the text book for the content. E- content is attached below for your reference.

Oral History

Another source used by historians is **oral history**. Oral history refers to the record of historical information which is based on the personal experiences and opinions of the speaker. Oral history involves the use of interviews, myths, folk tales and songs that have been passed down from generation to generation through word of mouth.

RECONSTRUCTION OF THE PAST

You have read about how historians use various sources and techniques to reconstruct the past. The historian is, in many ways, a detective using various clues to understand and investigate the past. In the chapters to come, you will learn about people who lived in India from the prehistoric times to about 8th century CE.

To aid your understanding of events, you will need to know where history takes place, in other words, the geographical context, and when history takes place or the complex dating system used in the study of history.

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GEOGRAPHICAL LOCATION

India's topography is such that the land is almost as big as a continent. Hence, India and its neighbouring countries are referred to as the subcontinent. India is bound by the Himalayas in the north and seas on the three sides. The Himalayas in the north acted as a natural barrier for the country, protecting it from the various invaders across the border and the cold winds of North and Central Asia.

The mountain passes along the north-west of the country also acted as trade routes through which many groups such as the Central Asians came into the country. Many seafaring nations

used the sea routes along the coast for trade and interaction.

The names that we use for our country today are India and Bharat. The name 'India' is derived from the Indus River that flows through the north-western part of the subcontinent and is referred to as Sindhu in Sanskrit. The Iranians and Greeks, who came to India through the north-west around 2,500 years ago, referred to the River Indus as Hindu or Indu. The land to the east of the Indus was called India. Bharat, as mentioned in the Rig Veda, was used for people who lived in the north-west and was later used for the whole country.

India is a land of rivers. People preferred to live near rivers such as the Ganga, the Indus or the Narmada, as the rivers watering the fertile plains provided tremendous scope for settled life. People from the north moved to the south and people from the south moved to the north, crossing the Vindhyas, and the Satpura Mountains, rivers and the Deccan Plateau.

As you read along, you will realize the great influence of geography on the history of our country and how it shaped some of the most momentous events in our past.

- The teacher will then show a video to the students related to the topic.

Please follow the link for the video : <https://www.youtube.com/watch?v=FEG00ruzewl>

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Oral History



- Along with archaeological and literary sources, another source used by historians is **oral history**.
- Oral history refers to the record of historical information which is based on the personal experiences and opinions of the speaker.
- It involves the use of interviews, myths, folk tales and songs that have been passed down from generation to generation through word of mouth.



Key words:

Oral history, topography

Assignment :

Read and understand pg.no 16&17 from the textbook.

Complete Sec 6 Q a, b &c given on pg. 19 of Student's book in the class notebook. Write answers in points.

6. Answer the following questions in four or five sentences.

- (a) What is history? How does the study of history help us?
- (b) What is archaeology? Give two examples of archaeological sources.
- (c) What are inscriptions? Why are they a reliable source of information?

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(a) History is the study of the past and the people who lived in the past. It is a record of people, places and events of the past, arranged in chronological order.

History helps us understand the growth and development of human society over the ages. It helps us learn about how people lived, the food they ate, and the clothes they wore many years ago. It helps us to discover why, when, where and how certain things happened.

(b) Archaeology is the study of past cultures and how people lived, based on the material remains left by people long ago. The remains that have been found buried deep under the earth are excavated by archaeologists, who build a picture of what life must have been like in the past, with the help of the evidence found.

(c) Inscriptions refer to writings and texts carved on solid objects, such as pillars, walls of temples, forts, caves, palaces, and stone and copper tablets.

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Inscriptions are reliable sources because they provide important information such as the name of the ruler, the date of his/her reign, and important events and achievements of a period. They are useful and reliable because they were written during the reign of the kings, and most of them are still intact today.

CONTENT- DAY- 3

Introduction – Timeline.

The teacher will explain why is it important **to arrange the events in a chronological order** (the order in which the events have occurred).

The teacher will then explain what a timeline is.

The teacher will also show some examples of timeline.

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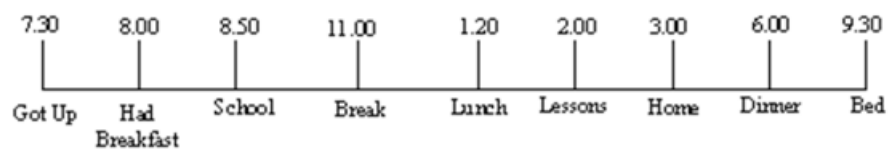
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WHAT IS A TIMELINE?

A timeline is the presentation of a chronological sequence of events along a drawn line.

A Simple Timeline showing a pupil's day

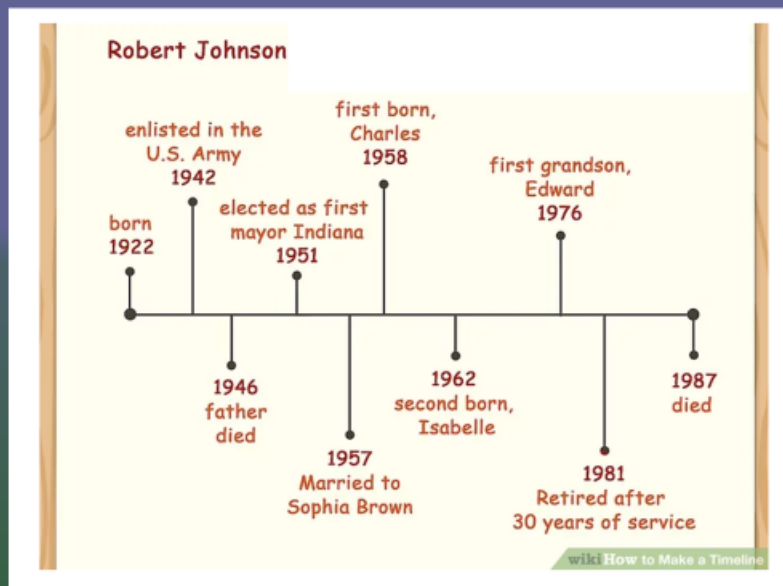


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The above images are from a PPT that was shown during the online class.

The teacher would show a data. She will then ask the students to arrange it in a chronological order and present it on a timeline. The picture of the data has been attached.

- Arrange the following events in a chronological order and also show them on a timeline -



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Please follow the link for the video : <https://www.youtube.com/watch?v=5-I1yi28uUo>

The above video talks about the importance of arranging events in a sequence.

Assignment

- In your notebook, write any 5 important events that happened in your life and also show it on a timeline.

CONTENT- DAY- 4

- The teacher will recapitulate the topics done in the previous class.

Introduction

- **BCE**
- **CE**

The teacher will introduce the above terms and also explain how these terms are used on a timeline. She would also tell the importance of writing 'BCE' and 'CE' while making a timeline.

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► What is BCE AND CE?

BCE

BCE, Before the Common Era,
is the preferred term
referring to
the time prior
to year 1.

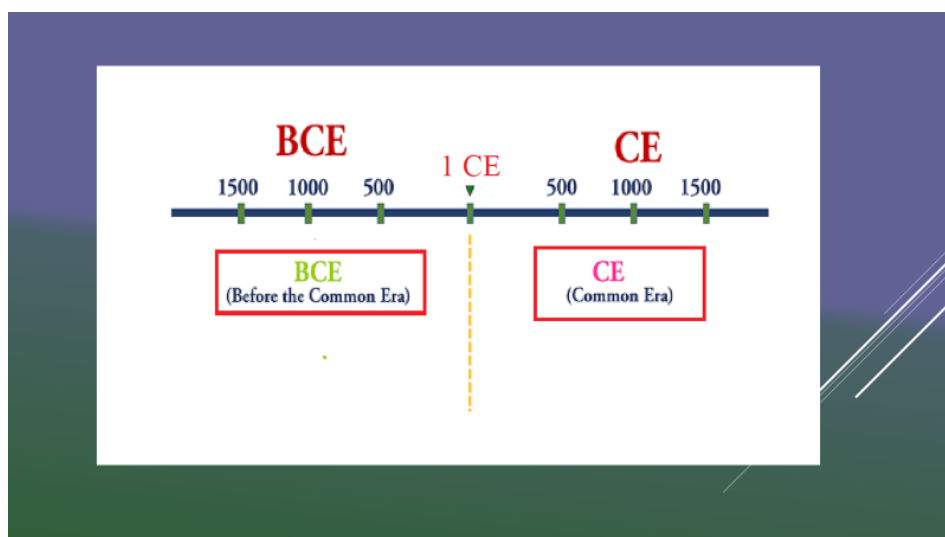
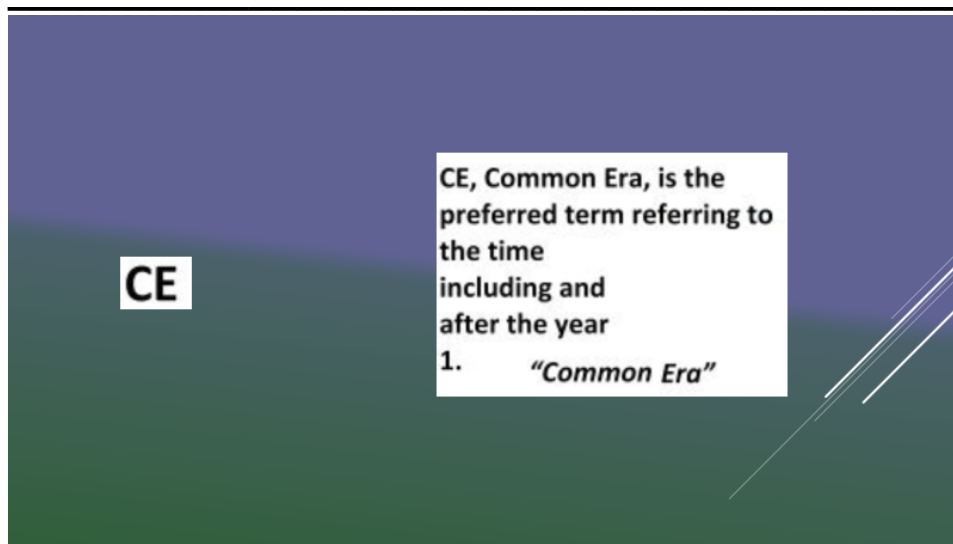
"Before Common Era"

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The above images are from a PPT that was shown during the online class.

Please follow the link for the video on the use of BCE and CE:

https://www.youtube.com/watch?v=2lY_yWqZtZQ

This video talks about the use of BCE and CE on a timeline.

JAM Board Activity – Students will have to arrange the years in order keeping 'BCE' and 'CE' in mind.

(End of the module)