



Teacher Resource Pack

Social Studies
Class 5

1. Our Earth

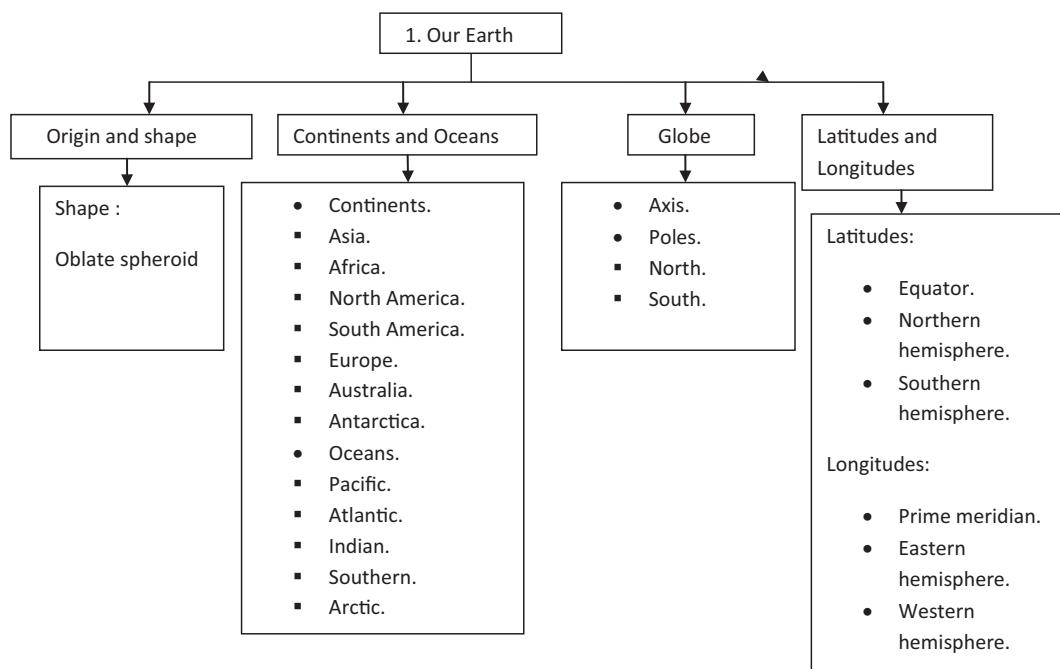
Periods required: 4 periods

Objectives

The lesson helps the students to:

- Understand the position of earth in the solar system, origin, size and shape of the earth.
- Identify and locate the continents and oceans in the world map.
- Comprehend that globe is the three dimensional representation of the earth.
- Observe and understand that the latitudes and longitudes are imaginary lines on the surface of the earth as found in globe, and learn that they help to locate a place on the earth.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the '**Let us begin**' section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required

Carry a globe, world map and **Nexrise** interactive CD.

Learning outcomes

The student will be able to:

- Understand the position, shape, size and origin of the earth.
- Identify and recognize the different parts of oceans and continents on the globe and map.
- Understand that globe is a three dimensional model of the earth.
- Be aware of the characteristic features of latitudes and longitudes that are imaginary lines on the surface of the earth.
- Realize that latitude and longitude helps to locate a place.
- Know the differences between latitudes and longitudes.

Suggested transactional process

- Encourage students to have a look at the globe and map in detail.
- Help students to identify and locate the oceans and continents in the globe and map.
- Make students differentiate between latitudes and longitudes.
- Help students to locate different places on the globe.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is the position of the earth in the solar system?
- Guess the age of our earth.
- Where is it located?
- Why life is possible only on earth?
- What is the shape of the earth?
- What are latitudes and longitudes?
- Name some important latitudes.
- What is prime meridian?
- What is IDL?
- What are northern and southern hemispheres?

Follow up task/Assignment

- Ask students to locate India in the world map.
- Ask students find the city they live in the map of India.
- Students can be guided to draw a map to show the location of their school.
- Students are encouraged to do the interactive questions that appear in the **Nexrise CD**.
- Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer Key:

What I Know

A. Choose the right answer.

1. b 2. b 3. b 4. c 5. d

B. Fill in the blanks with the correct answer.

1. $23\frac{1}{2}^\circ$
2. third
3. fifth
4. prime meridian
5. latitude
6. equator

C. Match the following.

1. $23\frac{1}{2}^\circ$ N
2. 0° latitude
3. $23\frac{1}{2}^\circ$ S
4. 0° longitude
5. 180° longitude

What I understand

A. Answer the following briefly.

1. earth
2. 4.54 billion years
3. oblate spheroid
4. arctic ocean
5. prime meridian

B. Answer the following.

1. Presence of air and water on the earth makes life possible.
2. Asia, Africa, North America, South America, Europe, Australia and Antarctica.
3. Pacific ocean, Atlantic ocean, Indian ocean, Arctic ocean and Southern ocean.
4. Latitudes are circles running parallel to each other from east to west whereas, longitudes are semicircles running from North Pole to South Pole.
5. Prime meridian or the zero point longitude passes royal observatory at Greenwich near London.

Challenger

There is no life in planets other than earth as there is no air or water which supports life.

Spaceships are being sent to planet mars in order to explore if it is suitable for living.

Value and life skills

Earth can be protected by:

- Stopping pollution
- Planting more saplings
- Conserving forests and wildlife

Creative corner**Inhuman ways**

Humans use us in all possible ways

We feed them, we guard them,

We lead them, we ride them,

But all they do is harm us.

Human beings become so cruel
To the animals including wild ones
In fact the earth is common for all
Rights of animals are to be protected.

2. Maps

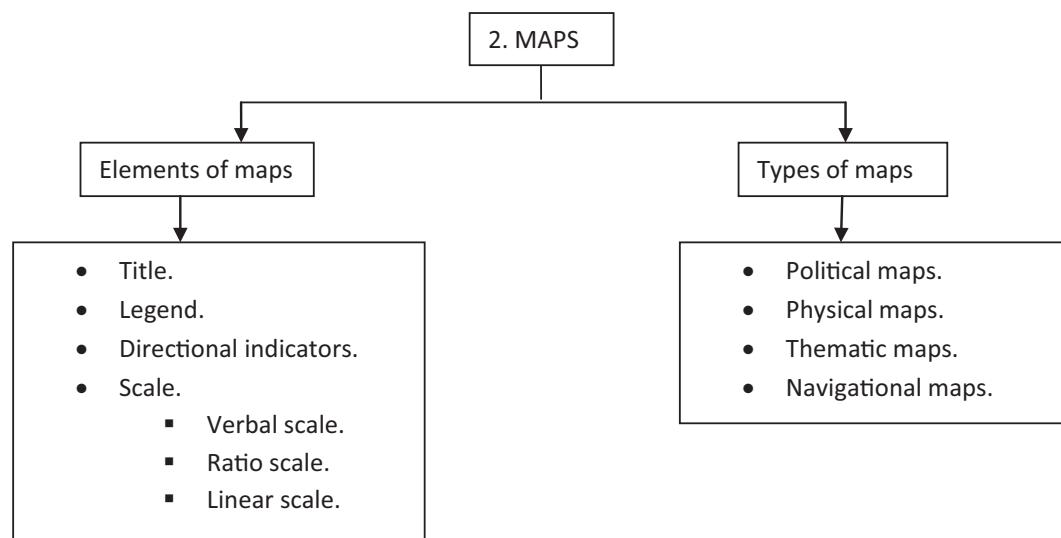
Periods required: 4 periods

Objectives

The lesson helps the students to:

- Understand that map is two dimensional representation of the earth.
 - Realise the advantage of maps over globe.
 - Know the different elements such as the title, legend, direction and scale in a map.
 - Learn about different types of maps to represent different aspects such as political, physical, thematic, navigational maps.

Lesson at a glance:



Motivation: The teacher can introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the ‘Let us begin’ section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required

Carry a globe, world map and **Nexrise** interactive CD.

Learning outcomes

The student will be able to:

- Understand the map as two dimensional model of the earth.
 - Know the map as portable device giving detailed information of places.

- Understand that the book of map is atlas.
- Make a comparison between globe and map.
- Explain elements of map — title, legend, direction, scale.
- Know the types of maps — political, physical, thematic, navigational.

Suggested transactional process

- Encourage students to have a look at the globe and map in detail.
- Help students to identify — title, legend, direction, scale.
- Show different types of maps to help students identify different types of maps.
- Help students to use the atlas to locate different places.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- Can you get complete view of the earth on a globe? Why?
- Is it possible to carry it everywhere?
- Is it possible to get a detailed view of a place?
- What is a globe?
- What is a map?
- How do they differ from each other?
- What are the advantages of maps?
- What is the map about? Where do you find it?
- What do the different colours indicate?
- Locate few capital cities. How are they indicated?
- How are the states demarcated?

Follow up task/Assignment

- Ask students to differentiate between national and international boundaries in the world map.
- Ask students to identify the capitals of different countries.
- Students can be asked to read the legends in the map and identify the symbols they indicate. Similarly, they can identify the colours and what they stand for.
- Students are encouraged to do the interactive questions that appear in the **Nexrise CD**.
- Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

1. b 2. c 3. d 4. a

B. Fill in the blanks with the correct answer.

1. scale
2. atlas
3. navigational
4. representative fraction or ratio scale

C. Match the following.

1. Railway line
2. National boundary
3. River
4. International boundary
5. North arrow

What I understand**A. Answer the following.**

1. Maps are two dimensional representation of the earth on a flat surface.

2. Globes are three dimensional representation of the earth whereas maps are two dimensional representation of the earth.

Globes cannot be carried from place to place; on the other hand, maps can be easily carried.

Globes do not give detailed information but maps give detailed information.

3. Elements of the maps are title, legend, directional indicator and scale.

4. Four cardinal directions are north, south, east and west.

5. Political maps, physical maps, thematic maps and navigational maps.

3. Movements of the Earth

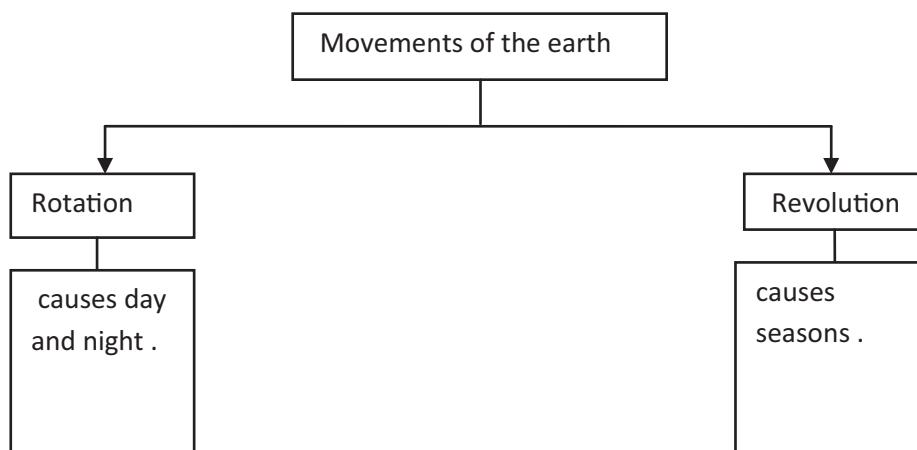
Periods required: 7

Objectives

The lesson helps the students to describe the two movements of the earth – rotation and revolution.

- To understand rotation is the spinning of the earth on its own axis. Earth rotates from west to east resulting in day and night.
- Be able to define the term axis of the earth, orbit and leap year.
- Realise the two hemispheres experience season differently.

Lesson at a glance:



In brief:

The earth moves in 2 ways -Rotation and revolution.

- The movement of the earth around itself from west to east is called rotation .
- The rotation cause day and night .
- The movement of the earth around the sun is called revolution.
- Revolution causes seasons.

Motivation: The teacher can introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Begin the lesson by demonstrating the experiment, showing day and night with the help of the globe and torch.

Teaching aids required:

Carry a globe and charts to explain rotation and revolution, **Nexrise** interactive CD.

Learning outcome

After the lesson the students will be able to:

- Explain and describe the two movements of the earth – rotation and revolution how they are caused.
- Demonstrate with the help of globe how the earth spins and is tilted at a particular angle.
- Define the term axis of the earth, orbit and leap year.
- Comprehend how days and nights are caused, how are seasons caused.
- Define summer solstice and winter solstice and equinoxes.
- Reason out
- Why places in the east get exposed to sun first.
- Why day and night differ for different countries.
- Why when northern hemisphere experience summer the southern hemisphere experiences winter.
- Identify the four main seasons— summer, winter, spring and autumn.

Suggested transactional process

- Encourage students to spin the globe and observe the light and shade and let them understand the day and night phenomenon.
- Let them reason out that the places in the east get exposed to the sun light first and therefore they are ahead in time to the places in the west.
- Ask them to observe the tilt of the axis of the globe and explain how it brings about the variation of the light received by the earth.
- Explain northern and southern hemisphere do not experience the season at the same time.

Phenomenon of equinoxes and solstices with the help of charts and CD.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is axis?
- What is its angle?
- What are the two types of movements of the earth?
- How long does it take for the earth to complete one rotation?
- How does the earth rotate?
- Which part of the earth gets the sunlight first?
- What is equinox?

- What is solstice?
- When does the northern hemisphere experience spring and autumn equinox?

Follow up Activities

Ask students compare rotation and revolution.

Reason out the differences in season in northern and southern hemispheres.

Describe the position of the sun during equinoxes and solstices.

Exercises at the end of the lesson can be completed.

Activity: Class can be divided into 4 groups. Each group can make a collage using pictures of food, clothing of the different seasons.

Answer key:

What I Know

A. Choose the right answer.

1. b 2. a 3. d 4. a

B. Fill in the blanks.

1. two 2. 365 days 6 hours 3. $23\frac{1}{2}^{\circ}$ 4. elliptical 5. four

C. State whether the following statements are true or false.

1. false 2. false 3. true 4. true 5. false

D. Match the following.

1. $23\frac{1}{2}^{\circ}$
2. path of the earth
3. longest day
4. vernal equinox
5. shortest day

What I understand

A. Answer the following.

1. The movement of the earth on its axis is called rotation. The rotation of the earth causes day and night. When one half of the earth experiences day the other half experiences night.
2. The revolution of the earth around the Sun on its axis results in seasons. Even though the Sun gives out same amount of heat, the part of Earth which leans towards the Sun gets more heat than the other part. This result in seasons.

3. Rotation is spinning of the earth on its own axis whereas going around the Sun in the orbit is revolution. Rotation causes day and night abut revolution results in seasons.
4. Equinoxes are days on which day and night are equal. On March 21 and September 23 Sun shines directly over the equator resulting in equinoxes.
5. Solstices are longest and shortest days of the year. The Sun shines directly over the tropic of cancer all the places in the northern hemisphere experience summer solstice. Places in southern hemisphere are away from the Sun and hence experience winter solstice. On December 22 southern hemisphere experiences summer solstice and northern hemisphere experiences winter solstice.

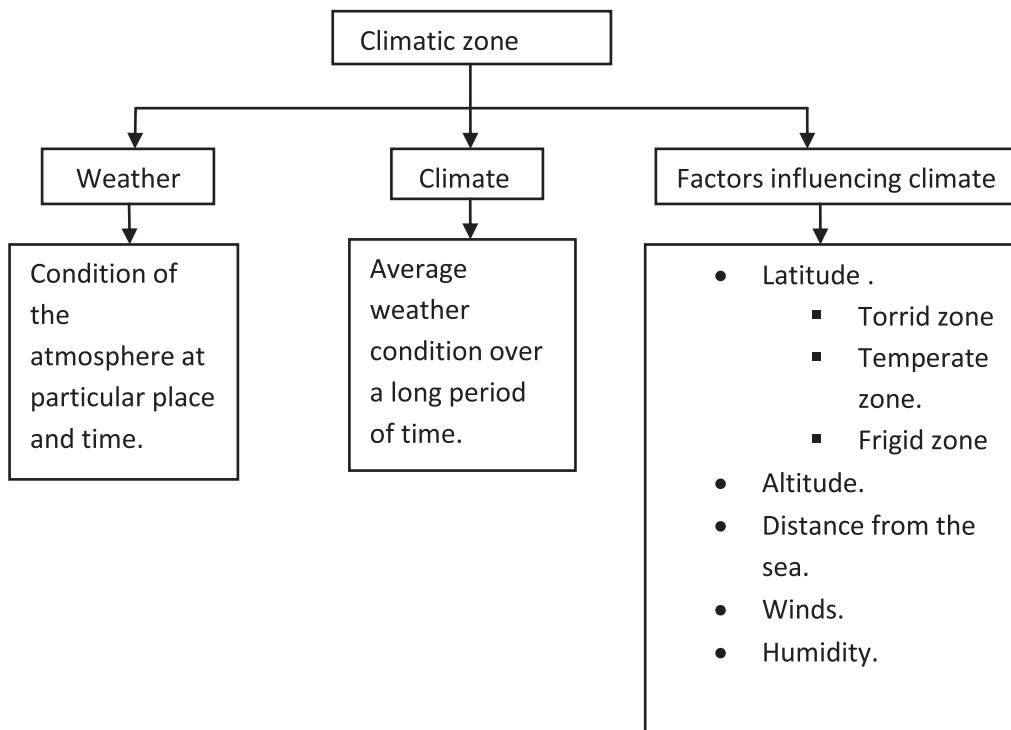
4. Climatic Zones

Periods required: 7

Objectives

- The lesson aims to make students understand weather and climate and the differences between them.
- Realise the factors affecting the climate.

Lesson at a glance:



In brief:

- Weather is the condition of the atmosphere at a particular place and time.
- The climate is the common, average weather conditions over a long period of time.
- The factors influencing climatic conditions are latitude, altitude, distance from the sea, winds, humidity.

Motivation: The teacher can introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids:

- **Nexrise** interactive CD.
- Charts on factors influencing climate and heat zones to be displayed.

Following charts to be prepared by the teacher.

- Chart showing the sun's rays falling on the earth.
- Chart showing sea breeze and land breeze.
- Chart showing the different climatic zones— torrid, temperate and frigid zones.

Learner outcome

After the lesson the students will be able to:

- Define weather and climate.
- Understand weather constantly varies from sunny to rainy, hot to cold depending on temperature and wind.
- Comprehend that average weather condition over a place for a long period of time defines climate.
- Compare weather and climate.
- Observe weather conditions in a day.
- Understand weather forecast that comes in radio and television.
- Explain and describe the factors affecting climate and the climatic zones.
- Reason out
- Closer the place to the equator, hotter it is as it receives the direct rays of the sun.
- Higher the altitude of the place cooler it is even if it is nearer the equator.
- Places near the coast have moderate climate due to the influence of the sea.
- Suggested transactional process
- Encourage students to talk about the day to day weather condition using appropriate words like windy, sunny, rainy, cloudy etc.
- Mention some climatic conditions and ask them to identify the features.
- Let students talk about activities and clothes worn in different climatic conditions.
- Explain different places in the world have different climate.
- Climate of a place is influenced by factors like latitude, altitude, distance from the sea, winds, humidity.
- Places nearer the equator receive direct rays of the sun.
- Based on the distance from the equator earth is divided into different heat zones.
- The climatic conditions vary according to the heat zones.
- Higher the altitudes lower will be the temperature.

Evaluation

- During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- How will you feel when you receive direct rays of the sun?
- How will you feel when you receive slanting rays of the sun?
- Which place will be warmer place - under direct rays or place under slanting rays?
- What will happen to your ice-cream in a place near equator?
- What will happen to your ice- cream in a place near the poles?
- If you are moving towards poles from equator what kind of dresses you will carry with you?
- What is weather?
- How do you describe the weather?
- What is climate?
- How will you differentiate climate from weather?
- What are the factors which affect climate?

Follow up activity

- Explain which season will prevail when North pole is tilted towards the sun. What will the people eat?
- How will they dress up?

Food court

- Make a cool salad and lemonade to beat the heat during summer season. Find out some of your grandma's tips to avoid heat stroke.
- Make hot chocolate to beat the cold winter nights. Enjoy the drink during bed time.
- Your friend wants to visit Delhi. Which part of the year would you recommend?
- Complete the exercises in the lesson.

What I Know

A. Choose the right answer

1. b 2. d 3. b 4. d 5.d

B. Fill in the blanks with the correct answer.

1. weather 2. hotter 3. decreases with increase 4. tropic of cancer and tropic of capricorn 5. humidity

C. State whether the following statements are true or false.

1. true 2. false 3. false 4. true 5.true

What I understand

A.

1. Altitude, distance from the sea
2. Torrid zone
3. It is at higher altitude hence Bengaluru is hotter than Chennai.

4. Hot and dry in summer and cold in winter.

5. Hot and dry.

B.

1. Climate is average weather condition over a long period of time, usually over 30 years.

2. Weather is the condition of the atmosphere for a shorter period whereas climate is the average weather condition over a long period of time. Weather pertains to a smaller area and changes rapidly but climate pertains to a larger area and changes slowly.

3. The temperature of a place decreases with increase in altitude.

4. Wind blowing from hot region has a warming effect and winds blowing cold region will have a cooling effect.

5. Due to the influence of the sea, the coastal areas are warmer in winter and cooler in summer. The sea has a moderating influence on the coastal areas.

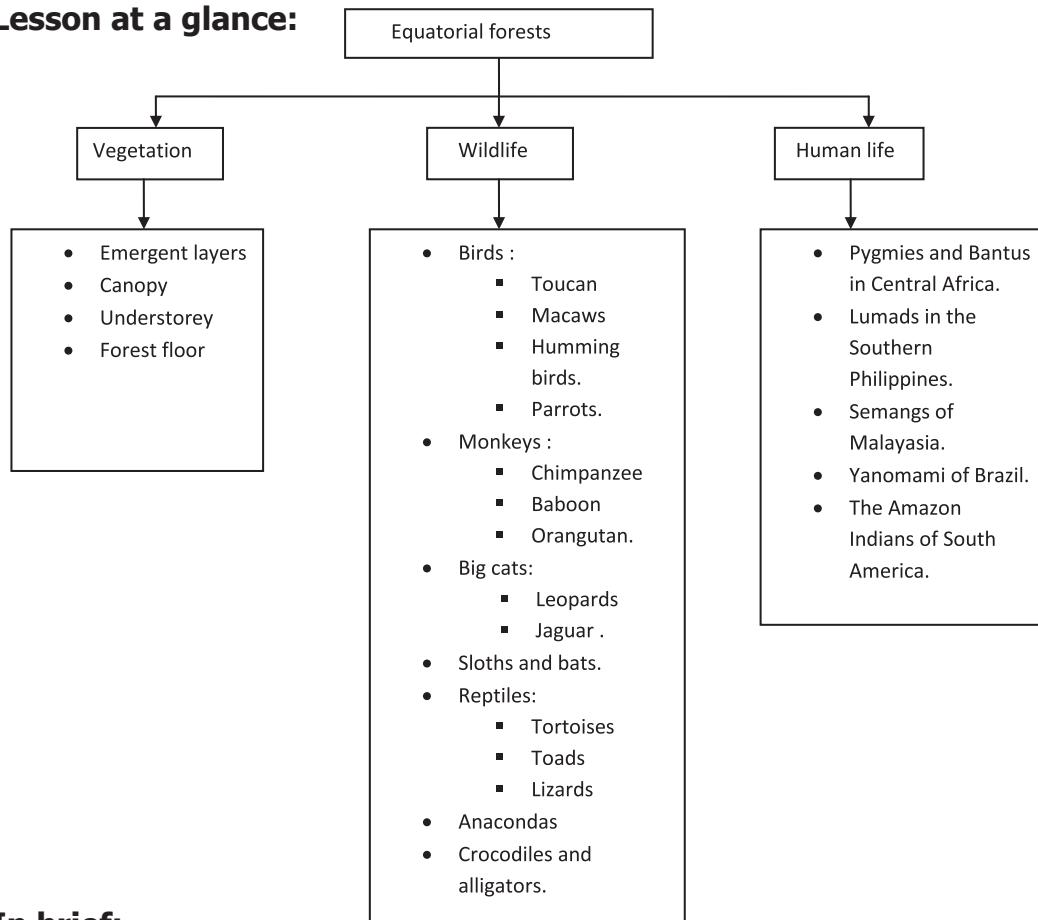
5. Equatorial forests

Periods required: 7

Objectives

The lesson helps the students observe and understand location and extent of equatorial forest, climatic conditions, vegetation, wildlife, human life and natural resources of this region.

Lesson at a glance:



In brief:

- Equatorial regions are located in a band around the equator and cover about 6% of the earth's surface.
- The average temperature is 25°C to 30°C.
- The layers of the forests are the emergent layers, canopy , understorey and forest floor.
- The animals present in the forests are:
- Birds - Toucan , Macaws , Humming birds and Parrots.

- Monkeys -Chimpanzees , Baboons and Orangutans.
- Big cats - Leopards and Jaguars .
- Sloths and Bears .
- Reptiles - Tortoise, Toads, Lizards, Snakes and many kinds of insects.
- Anacondas , Crocodiles and Alligators.
- Pygmies and Bantus in central Africa.
- Lumads in Southern Philippines.
- Semangs of Malayasia .
- Yanomami of Brazil.
- Amazon Indians of South America.

Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Carry a colourful chart showing the forests of equatorial forest region and animals in the forests.

Interactive CD of **Nexrise**.

Learning outcomes

The student will be able to:

- Define equatorial climate.
- Locate the equatorial forests in the world map.
- Characterise the different layers of the equatorial forest.
- Delineate the wildlife in the forest and their habitats.
- List different tribes in the equatorial forests and their lifestyles.
- Understand the natural resources available.

Suggested transactional process

Teacher explains:

the features of equatorial forest.

the extent and location of the equatorial forests. names of the equatorial forest in different region and climatic conditions.

Vegetation

- different layers of the equatorial forests and characteristics of different layers of vegetation
- types of trees and plants found there

Wildlife

- variety of animals found in different layers of the forest
- habitats provided by the different layers

Human life

- tribes that live in the rain forests
- the lifestyle
- occupations
- their methods of conservation

Natural resources

- forest products and their uses
- minerals obtained in the forest

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

1. In which climatic zone will you find thick forests?
2. What are the different names of equatorial forests?
3. What is the climate in equatorial forests?
4. What kind of vegetation will be there in regions of heavy rainfall?
5. What kind of wildlife would you find in the forests?
6. What kind of people would stay there?
7. Name some of the products of the forest.
8. Name the tribes in the equatorial forest.
9. What are the minerals obtained in this region?

Follow up task/Assignment

Students can be asked to make charts on the equatorial animals.

Teacher asks the students to solve the exercise questions given at the end of the chapter.
Answer key:

What I Know

A. Choose the right answer

1. b 2. c 3. d 4. a 5. c

B. Fill in the blanks with the correct words.

1. 4'o clock in the afternoon
2. Forest floor
3. Crocodiles and Alligators
4. Yanamomi
5. Shifting cultivation

C. State whether the following statements are true or false.

1. false
2. false
3. true
4. true
5. false

D. Match the following.

1. snake
2. tribe
3. colourful bird
4. forest layer
5. planting saplings

What I understand**A. Answer the following briefly.**

1. Equatorial forests are located around the equator
2. Macaws and Toucans
3. Shifting cultivation
4. Cassava and banana
5. Coffee, cocoa and wood

B. Answer the following.

1. South America, Africa, Hawaii, Asia and Australia.
2. It is hot throughout the year with heavy rainfall. Rainfall occurs every afternoon due to continuous evaporation.

3. Emergent layer, canopy, understorey and forest floor are the four layers of the equatorial forest.

Emergent layer is made up of tall trees trying to catch as much sunlight as possible. Second layer canopy, does not allow sunlight to penetrate. The understorey is made up of shrubs ferns and creepers. Forest floor is the dark region below which is made up of fallen and decayed leaves.

4. In the trees of emergent layer are the birds like Toucan, Macaws, Parrots and Humming birds that are found. Animals like Baboons, Chimpanzees swing on the branches of the trees.

Canopy is the home for butterflies and tree frogs. Leopards and Jaguars come to eat them.

Sloths and Bats are found in the understorey.

Many reptiles like tortoises, lizards and snakes are found on the forest floor.

5. The people of the forest practice shifting cultivation. They clear an area of forest by burning. This land is used later for cultivation. They leave the land for regeneration after harvesting. Thus overusing of the land is prevented.

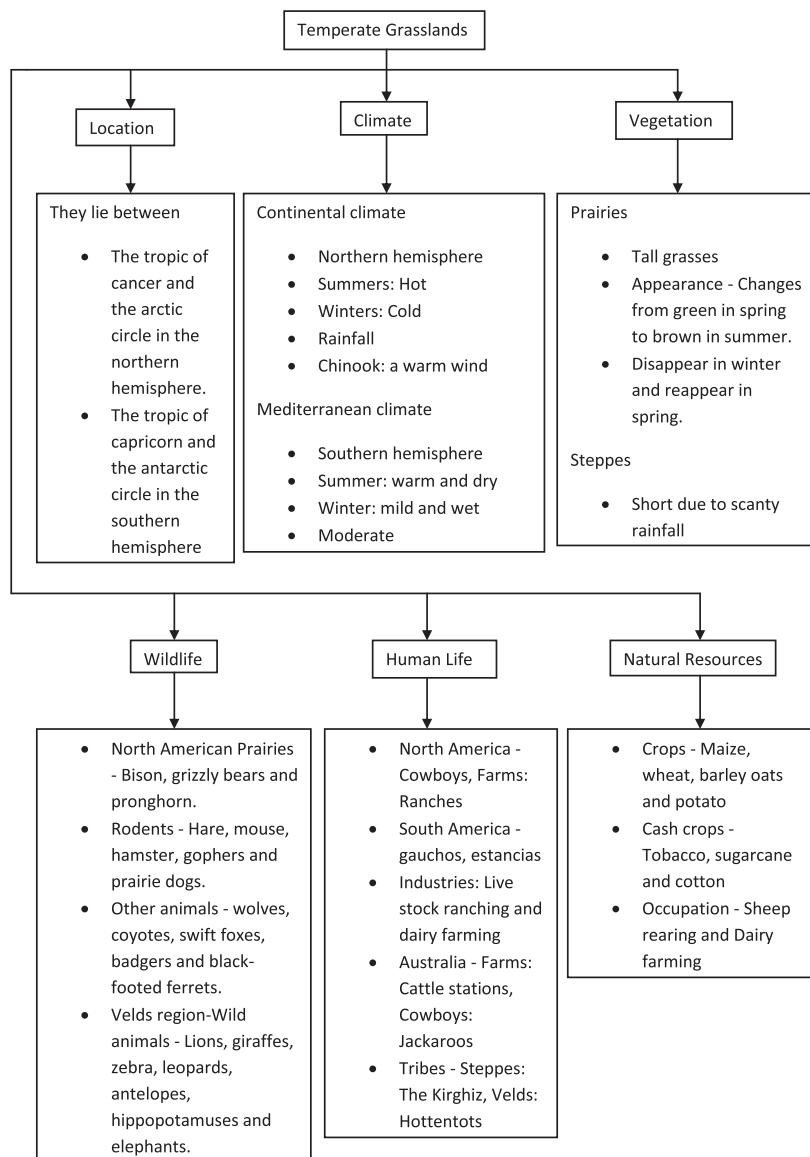
6. Temperate Grasslands

Periods required: 7

Objectives

The lesson helps the students to understand location and extent of temperate grasslands, climatic conditions, vegetation, wildlife, human life and natural resources of this region.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Carry a colourful chart showing the temperate grasslands and variety of animals in the forests.

Interactive CD of **Nexrise**.

Learning outcomes

The student will be able to:

- Define temperate grasslands.
- Locate the temperate grasslands in the world map.
- Understand the climatic condition.
- Characterise the Mediterranean and continental climate.
- Understand the types of vegetation grown — types of grasses grown.
- Types of wildlife — birds, animals.
- Elucidate different tribes in the temperate grasslands, natives of different regions and their lifestyles.
- Understand the natural resources available.

Teaching Aids:

Nexrise interactive CD.

Maps and charts.

Suggested transactional process

Teacher explains:

- The features of temperate grasslands.
- The extent and location of the temperate grasslands.
- Names of the temperate grasslands in different regions.
- Climatic conditions

Vegetation

Explains the characteristics of the temperate grasslands.

Types of crops grown.

Types of trees and plants found there.

Wildlife

Variety of animals found in temperate grasslands.

Habitats provided by temperate grasslands

Human life

Tribes that live in the rain forests.

The lifestyle.

Occupations.

Their methods of conservation.

Natural resources

Forest products and their uses.

Minerals obtained in the forest.

Human life

Tribes that live in the grasslands.

The lifestyle.

Occupations.

Their methods of conservation.

Natural resources

Crops grown and minerals obtained in this region.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- In which climatic zone will you find grasslands?
- What kind of climate prevails in temperate zone?
- What kind of vegetation will be there in this region?
- What kind of wildlife would you find in the grasslands?
- Name the occupation of the people here.
- Name the tribes in the temperate grassland
- Name some of the crops grown.
- What are the minerals obtained in this region?

Follow up task/Assignment

Students can be asked to make charts on the temperate grasslands.

Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer

1. d
2. a
3. c
4. a

B. Fill in the blanks with the correct answer.

1. Continental climate
2. Alfa alfa
3. Cattle station
4. Merino

C. Match the following.

1. Africa
2. South America
3. Australia
4. Eurasia
5. North America

D. State whether the following statements are true or false.

1. true
2. false
3. true
4. true
5. true

What I understand

A. Answer the following briefly.

1. Pampas
2. Cattle station
3. Kirghiz and Hottentots

4. Cattle rearing, dairy farming and agriculture
5. Coal and iron in prairies, gold and diamond in Velds

A. Answer the following.

1. Temperate grasslands lie between the Tropic of Cancer and the Arctic circle in the northern hemisphere and Tropic of Capricorn to Antarctic circle in the southern hemisphere.
2. In the northern hemisphere the summers are hot and winters are cold. In the southern hemisphere summers are warm dry and winters are mild and wet.
3. The grasses disappear in winter due to cold and reappear in spring as the roots of the grasses remain.
4. The crops grown here are wheat, maize, soybean and potatoes.
5. Agriculture, farming and sheep rearing are the important occupations of the people here.
6. Bison, Grizzly bear, Pronghorn Hamsters, Gophers, Swift Foxes, Badgers and Black-footed Ferrets are some of the animals.

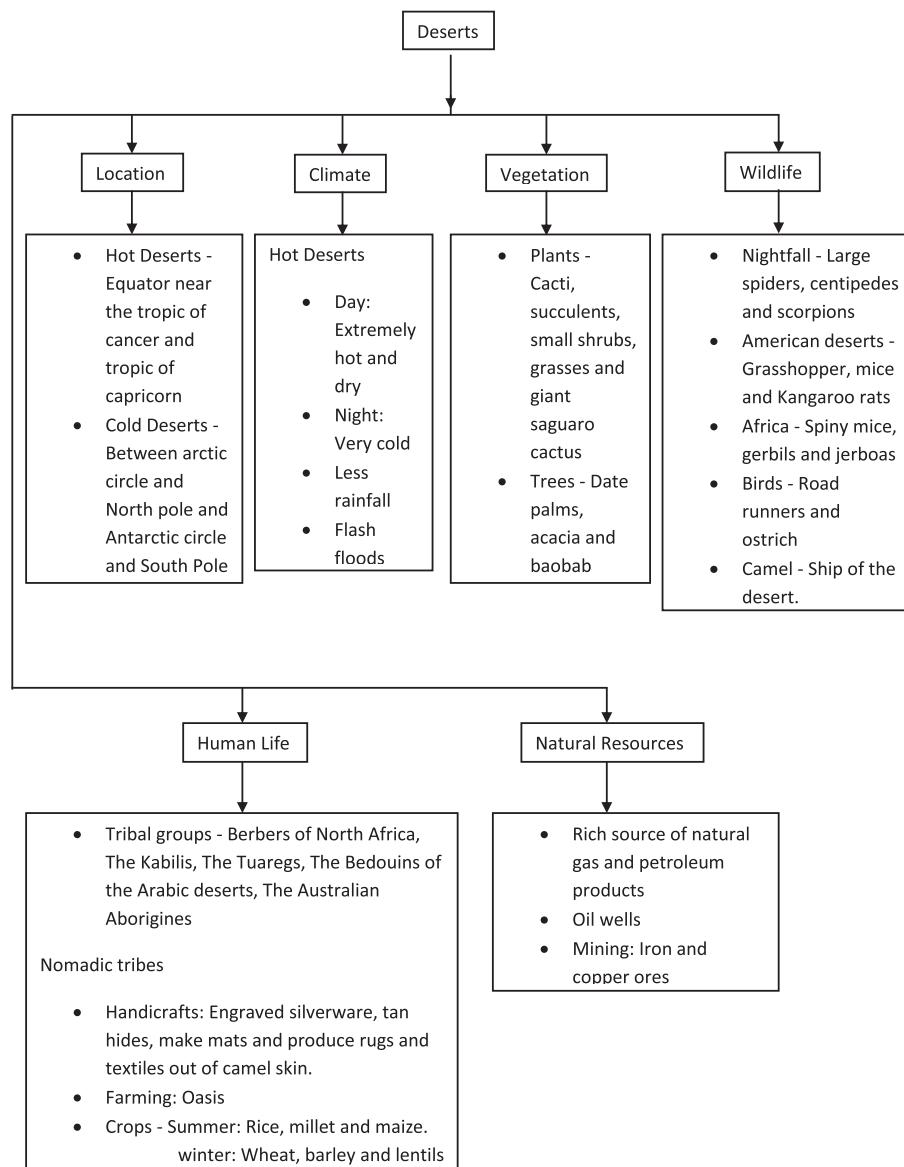
7. Deserts

Periods required: 7

Objectives

The lesson helps the students to understand location and extent of deserts, climatic conditions, vegetation, wildlife, human life and natural resources of this region.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Carry a colourful chart showing the deserts and the vegetations and animals found in the deserts.

Interactive CD of **Nexrise** is very helpful.

Learning outcomes

At the end of the lesson student will be able to:

- Define desert lands.
- Locate the hot deserts in the world map.
- Understand the climatic condition in desert.
- Differentiate between the hot desert and cold desert.
- Understand the types of vegetation grown — plants and trees grown.
- Types of wildlife — insects, birds and animals.
- Elucidate different tribes in the desert, natives of different regions and their lifestyles.
- Understand the natural resources available.

Teaching Aids:

- **Nexrise** interactive CD.
- Maps and charts.

Suggested transactional process

Teacher explains:

- The features of desert lands.
- The extent and location of the desert lands.
- Names of the deserts in different region.
- Climatic conditions.

Vegetation

Explain the characteristics of the desert.

Types of vegetation and the adaptation of the plants that grow in desert.

Types of trees and plants found there.

Wildlife

Variety of animals found in desert.

Adaptation features of the animals of deserts.

Human life

Tribes that live in the deserts.

Their lifestyle.

Occupations.

Their methods of conservation.

Natural resources

Crops grown in deserts and minerals obtained in this region.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- Where do you find deserts?
- What are the names of the deserts in different continents?
- What are some of the features of the desert?
- What are characteristic features of the vegetation of deserts?
- In which climatic zone will you find hot deserts?
- What kind of wildlife would you find in the deserts?
- Name the tribes in the desert regions
- Name some of the crops grown.
- What are the minerals obtained in this region?

Follow up task/Assignment

Students can be asked to make charts on the deserts.

Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

1. a 2. d 3. a 4. a 5. a

B. Fill in the blanks with the correct answer.

1. Antarctica 2. few leaves or waxy covering 3. shallow root system
4. Kangaroo rats and lizards 5. padded feet

C. Rearrange the jumbled letters.

1. Sahara 3. Tuaregs 4. Berbers 5. Petroleum

What I understand**A. Answer the following briefly.**

- 1.Arctic and Antarctic deserts
- 2.Acacia, cactus
- 3.Tuaregs and Kabilis
- 4.Kangaroo rats and lizards live in burrows during day time and emerge at night.
- 5.Deserts are rich in natural resources like natural gas, petroleum and minerals like copper.

B. Answer the following.

- 1.Deserts experience extreme of temperatures. Days are very hot and nights are cold.
- 2.The desert plants are adapted to the dry climate. The giant saguaro cacti have shallow roots which allow them to soak up in rain and dew due to the spongy interior which hold more water. The acacia tree has small leaves that grow upward and act like a funnel to collect rain water.
- 3.The camels have hump for the storage of fat, they can go without food and water for many days. The long legs and padded feet help them to walk in the sand.
- 4.The tribe here wear long robes and veils to protect themselves from the sand and heat of the desert.
- 5.Baobab trees found in deserts can store large amount of water in their barrel shaped trunks.

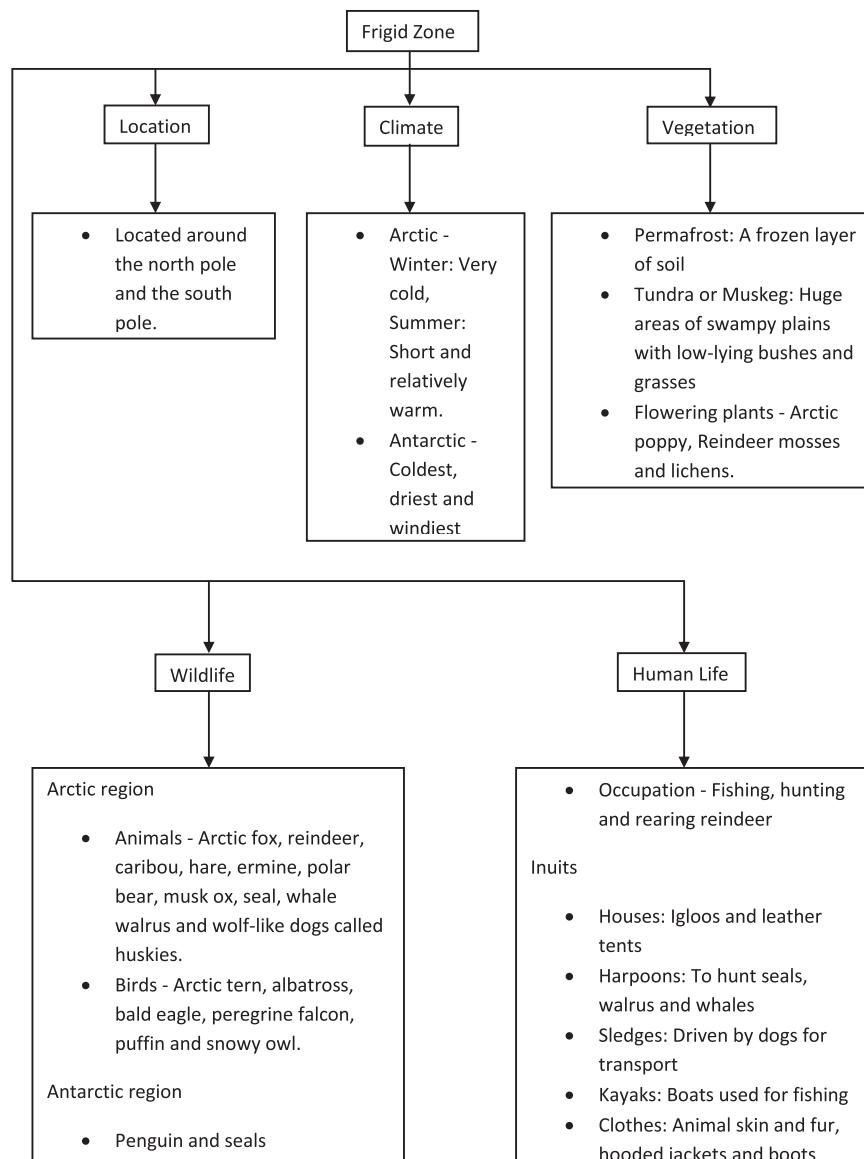
8. Frigid Zone

Periods required: 7 periods

Objectives

The lesson helps the students to understand location and extent of the frigid zone, climatic conditions, vegetation, human life of this region.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Carry a colourful chart of the Frigid Zone. **Nexrise** Interactive CD is helpful giving visual depiction. Using smart boards to show the concepts in colourful three-dimensional forms is all the more welcome.

Learning outcomes

The student will be able to:

- Define Frigid Zone.
- Locate the frigid zone in the world map.
- Understand the climatic condition in frigid zone.
- Explain ice caps, aurora borealis and aurora australis.
- Understand the types of vegetation grown — bushes, mosses and grasses.
- Types of wildlife — birds and animals.
- Elucidate natives of the arctic circle and their lifestyles.
- Understand the natural resources available.

Suggested transactional process

Teacher explains:

- The features of frigid zone.
- The extent and location of the frigid zone.
- Names of the countries in this region.
- Climatic conditions.

Vegetation

Explain the characteristics of the vegetation in frigid zone.

Adaptation of the plants that grow in frigid zone.

Types of plants found there.

Wildlife

Variety of animals found in frigid zone.

Adaptation features of the animals of frigid zone.

Human life

Natives of different places in arctic zone.

Their lifestyle.

Occupations.

Modernisation of people of these region.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- Where do you find frigid zone?
- What are the countries in this region?
- What is the kind of climate do you find in frigid zone?
- What are some of the features of frigid zone?
- What kinds of vegetation are there in this region?
- What kind of wildlife would you find in the deserts?
- What kind of people would stay there?
- Name the occupation of the people here.

Follow up task/Assignment

Students can be asked to make charts on the plants and animals and lifestyle of the people in the frigid zone.

Students are encouraged to do the interactive questions that appear in the **Nexrise CD**.

Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. True or false

- 1.true 2. false 3. true 4. false 5. true

B. Rearrange the jumbled words.

1. Mosses 2. Walruses 3. Aurora Australis
4. Harpoon 5. Igloos

C. Fill in the blanks with the correct answer.

- 1.Antarctica 2. Penguin 3. Lapps 4. Fishing 5.Day time

What I understand

A. Answer the following briefly.

- 1.The frigid zones are located around the north pole and the south pole.
2. Alaska, Canada, Greenland, Norway and Russia.
3. Reindeer mosses, lichens, tundra and muskeg.

4. Arctic fox, reindeer, Caribou, Hare, Ermine, Polar Bear, Musk ox, Whale, Seal, Walrus etc.

5. Inuits or Eskimos in Canada and Greenland, Lapps in Scandinavia, Yakuts, Chukchis and Nenets of Russia.

B. Answer the following.

1. Frigid zones are located around the poles. North frigid zone is in the north pole and south frigid zone in the south pole.

2. Permafrost is the frozen underlying of soil in the frigid zone

3. As the frigid zone is frozen for most part of the year vegetations scarcely grow here.

4. These are displays of lights due to solar winds that enter earth's atmosphere.

5. The animals in the frigid zones have thick fur to protect them from the severe cold. Animals in the arctic zones are Arctic Fox, Caribou, Hare, Polar Bear, Seal Walrus etc.

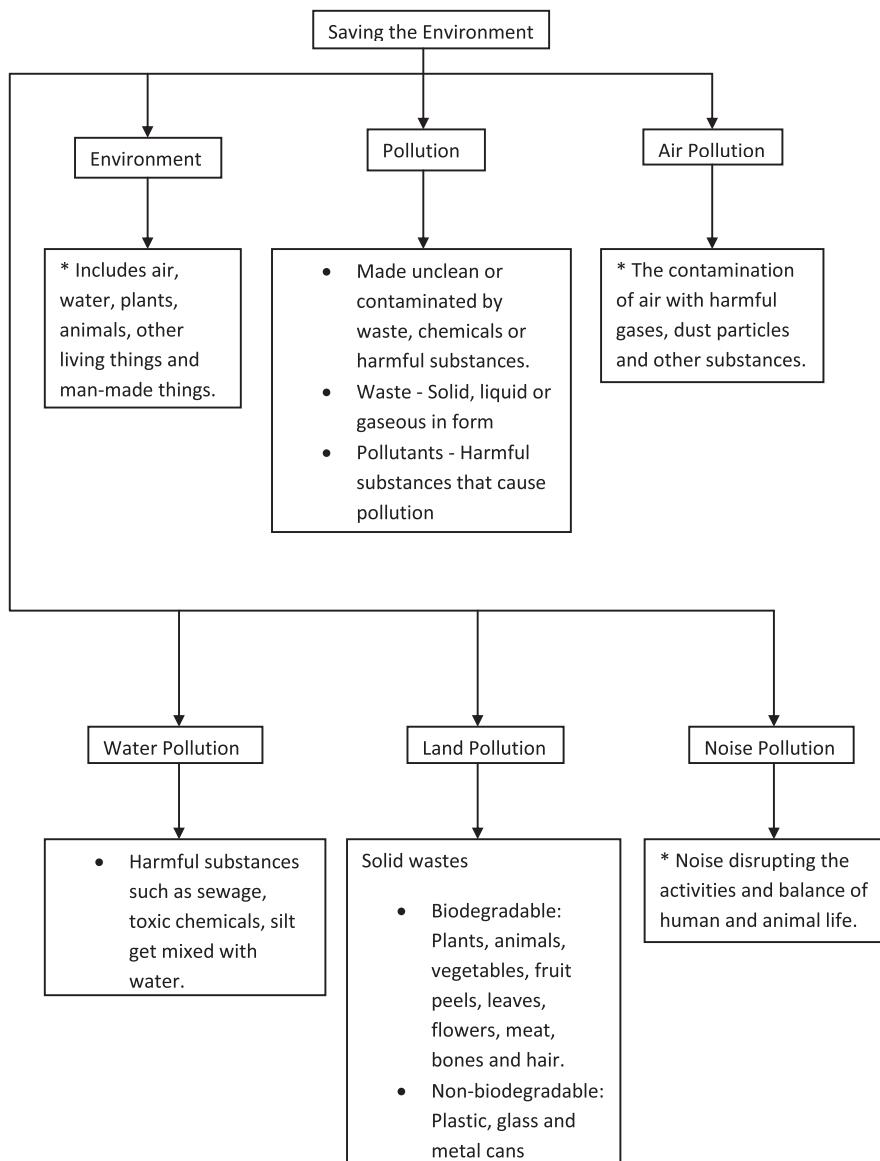
9. Saving the Environment

Periods required: 7

Objectives

The lesson helps the students to understand what is environment, pollution, air pollution, water pollution, water pollution, land pollution and noise pollution. Causes and effects and control of different kinds of pollution are dealt in detail.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required: Always carry a colourful chart of the organ systems and a pointer to point out the parts after displaying the chart. Models on different kind of pollution can be used to explain. **Nexrise** interactive CD is very helpful. Using smart boards to show the concepts in colourful three-dimensional forms can also be used.

Learning outcomes:

The student will be able to:

- Define pollution.
- Explain what causes pollution.
- Understand different types of pollution.
- List the different kinds of pollutants.
- Explain air, water, land and noise pollution.
- Understand causes and effects of various kinds of pollution.
- Comprehend the methods to control pollution.

Suggested transactional process

The teacher explains in detail:

- What is environment?
- Need for a clean environment.
- Talks about the deterioration of environment.
- Explains pollution and types of pollution.
- Defines pollutants.
- Different kinds of pollutants.
- Harmful effects.

Air pollution

Explain in detail what is air pollution and its causes.

Discuss in detail causes for air pollution.

Give details of the methods to control air pollution.

Water pollution

Explain in detail what is water pollution and its causes.

Discuss in detail causes for water pollution.

Describe the methods to control water pollution.

Land pollution

Give details of how land gets polluted. Explain causes for land pollution.

Describe ways to control land pollution.

Noise pollution

- Describe the causes for noise pollution.
- Explain effects of noise pollution.
- Describe in detail methods to control noise pollution.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is environment?
- What happens to our surroundings when we dispose unwanted substances?
- What is the need for a clean environment?
- What is pollution?
- Name some of the ways environment gets polluted.
- What are pollutants?
- What are the ways in which air, water and land get polluted?
- What are the harmful effects of pollution?
- How can we control pollution?
- What are the three Rs?
- How can we control land pollution?
- What causes noise pollution?
- Give some of the effects of noise pollution.

Follow up task/Assignment

Group activity

Students can be asked to prepare charts on different types of pollution.

Teacher asks the students to prepare models on different types of pollution.

Students are encouraged to do the interactive questions that appear in the Nexrise CD.

Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Chooses the correct answer.

1. a 2. c 3. d 4. d 5. c

B. Fill in the blanks with the correct answer.

1. Environment
2. pollutants
3. Air
4. portable
5. noise pollution

C. Match the following.

1. soil pollution
2. air pollution
3. noise pollution
4. water pollution
5. global warming

What I Understand**A. Answer the following briefly.**

1. Use of fertilisers and pesticide results in soil and air pollution.
2. Water pollution results in diseases like cholera, typhoid and jaundice. Consuming fish in the polluted water can cause sickness.
3. Smoke and carbon dioxide from vehicles, houses and factories. Volcanic eruptions, pesticides household cleaning substances release certain harmful chemicals into the air.
4. The 3 Rs are reduce, reuse, recycle.
5. Household wastes can be classified as biodegradable and non-biodegradable.

B. Answer the following.

1. Environment is all that surrounds and affects our lives on earth.
2. Smokes from vehicles, factories and household cause air pollution. Agricultural activities like uses of pesticides and insecticides also cause air pollution.
3. Water pollution can be controlled by avoiding throwing of garbage in water bodies. Sediments from water bodies should be removed regularly.
4. Land can become barren. Disease causing germs will spread.
5. Noise pollution can be controlled by keeping noise producing machines in noise proof rooms. Machines should be maintained and lubricated.

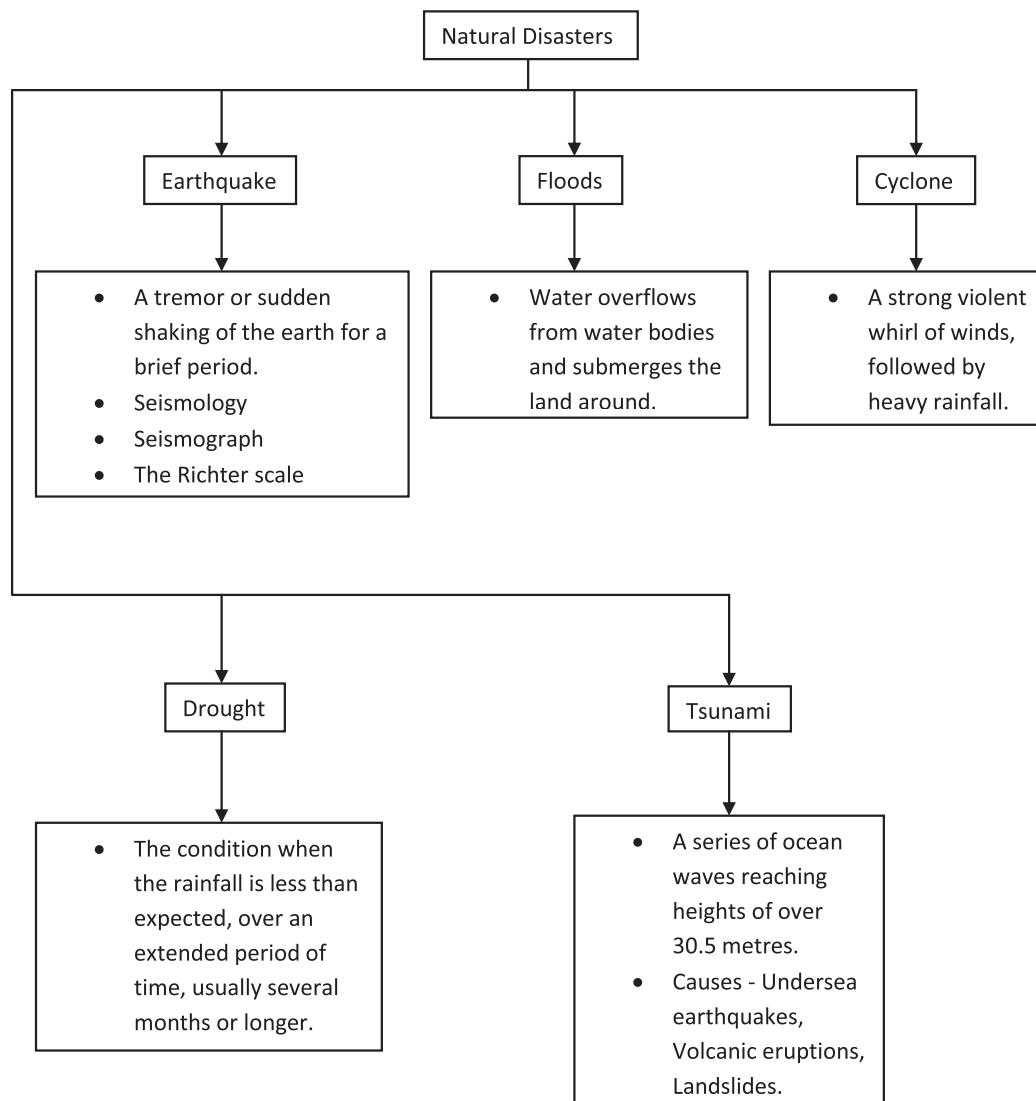
10. Natural Disasters

Periods required: 7 periods

Objectives

The lesson helps the students to understand the major natural disasters like earthquake, floods, cyclone, drought and tsunami.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by talking about the recent disaster in the country and asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Carry a colourful chart displaying the disasters.

A **Nexrise interactive CD** is very helpful. Using smart boards show the concepts in colourful three-dimensional forms.

Learning outcomes

The student will be able to:

- Define disaster.
- Understand natural and man-made disasters.
- Describe how earthquake occurs.
- Elucidate precautions to be taken before the earthquake.
- Define floods, causes and effects.
- Explain the precautions to be taken before floods.
- Define cyclone, effect, precautions.
- Explain drought, and the ways to prevent them.
- Describe tsunami, causes and effects of it.

Suggested transactional process

The teacher:

- Explains what is a disaster.
- Explains the differences between natural and man-made disaster.
- Defines earthquake and gives details about the causes.
- Describes the precautions to be observed.
- Explains study of earthquake.
- Describes the preparation of emergency kit used in times of disaster.
- What is flood? Causes and effects of floods.
- Precautions to be observed to prevent floods.
- What is cyclone? Causes and effects of flood.
- Causes of drought.
- Measures to prevent drought.
- Explains tsunami.
- Causes for tsunami.
- Precautions to be observed in times of tsunami.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What do you call when there is a sudden tremor which results in great destruction?
- What are the cautions to be observed in earthquake prone areas?
- What is flood? When do we get floods?
- How can we prevent floods?
- Have you come across cyclone in your city?
- How was your experience during natural disaster?
- Did you learn any lesson out of the disaster?
- What are the important things we should remember before any disaster?
- What are the things we should keep ready at the time of disaster?
- What is drought? How can drought be prevented?
- What is tsunami? What are the precautions to be observed?

Follow up task/Assignment

Students can be asked to prepare a first aid kit.

Students are encouraged to do the interactive questions that appear in the Nexrise CD.

Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

1. b 2. d 3. a 4. b

B. Fill in the blanks with the correct answer.

1. aftershocks 2. disease 3. Richter scale 4. cyclone 5. Tsunami

C. Match the following.

1. tremor 2. submerged land 3. strong winds 4. harbour wave 5. dry land

What I understand

A. Answer the following briefly.

1. Natural disasters are sudden events caused by environmental factors which cause damage to human life and property.
2. An earthquake is a tremor or sudden shaking of the earth, for a brief period.
3. Earthquake is caused by the disturbance below the earth's surface.

4. When water flows from water bodies and submerges the land around, it results in floods.
5. Floods are caused by overflow of water from water bodies or melting of snow or landslides that block the course of river.
6. Rainwater drains should be cleared of garbage well before the rains.
Embankment should be built to prevent overflowing rivers. Growing trees help to control flooding.
7. Drought results from the failure of rain over an extended period of time.
8. Severe shortage of water leads to withering of crops and shortage of food resulting in famine.
9. When a strong violent wind is followed by heavy rainfall, it results in a cyclone.
10. Tsunami is a series of ocean waves reaching heights of over metres onto a land.
11. Cyclone can lead to flooding in coastal areas and erosion and uproot trees, poles and building.
12. At the time earthquake strikes we should run out of the building and reach an open space. Stay away from heavy objects, electric cables, trees and buildings.

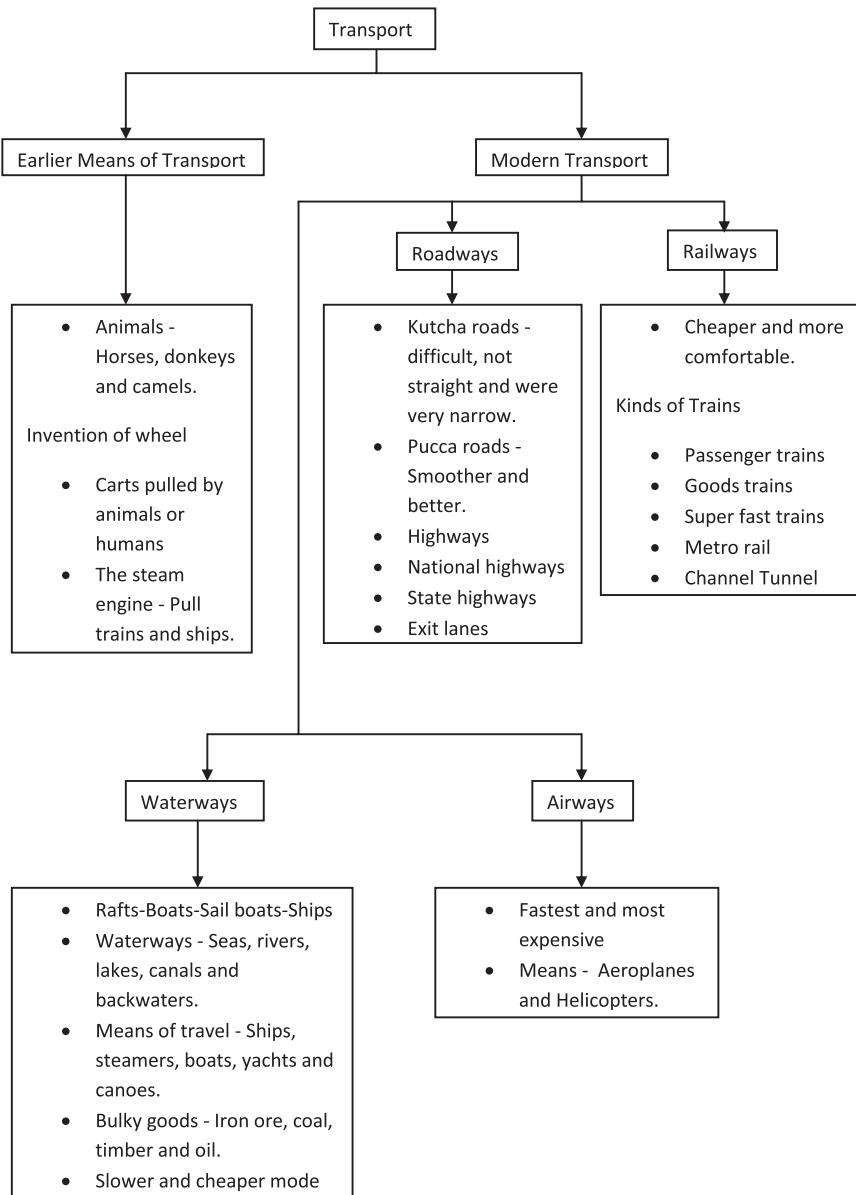
11. Transport

Periods required: 7 periods

Objectives

The lesson helps the students observe and understand the means of transport and how it plays an important role in the modern day.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Carry a colourful chart of the means of transport. Display it if possible. A **Nexrise** interactive CD is very helpful. Using smart boards to show the concepts in colourful three-dimensional forms is all the more welcome.

Learning outcomes

The student will be able to:

- Understand different means of transport both ancient and modern.
- List the types of transport with examples.
- Explain the different means of road transport and their advantages.
- Identify the railways and metro system as mass means of transport.
- Be familiar with waterways and different means of waterways.
- Realise airways as the quicker means of transport.

Suggested transactional process

The teacher:

- Encourages students to talk about the means of transport they are familiar with and use of different modes.
- Gives students a chance to analyze the use of different means of communication.
- Makes students realise the use of different modes of transport based on the requirement.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is meant by transport?
- What are different types of transport?
- Name the different means of transport in roadways?
- Differentiate between roadways and waterways?
- What is the advantage of railways?
- When do we use airway?

Follow up task/Assignment

Teacher asks the students to make charts of different means of transport.

- Students are encouraged to do the interactive questions that appear in the **Nexrise** CD.
- Teacher asks the students to solve the exercise questions given at the end of the chapter.

Answer key:**What I Know****A. Choose the right answer**

1. b
2. a
3. c
4. d
5. c

B. Fill in the blanks with the correct answer.

1. Grand trunk road
2. Mumbai and Thane
3. Wright brothers
4. Aeroplanes
5. Mediterranean sea with Red sea

C. State true or false .

1. false
2. false
3. true
4. true
5. true

What I understand**A. Answer the following briefly.**

- 1.Road ways, railways, waterways and airways.
- 2.Car, bus, truck , van, train are some of the means of land transport.
- 3.Passenger train and goods train.
- 4.Boats, ships, steamers are some of the means of waterways.
- 5.Kandla, Mumbai, Kochi, Marmagao, Paradeep, Vishakapatnam and Chennai.

B. Answer the following briefly.

1. Wheel and steam engine are important inventions.
2. National highways connect important cities and towns all over the country.
3. Metro rail is specifically designed for big cities. They run on different tracks from the long distance trains. The tracks can be underground and elevated tracks.
4. Waterways are slower but cheaper mode of transport. Large amounts of goods can be easily transported to long distances.
5. Suez canal connects Mediterranean sea to the Red sea. It not only makes the travel easier but also cuts down the distance.

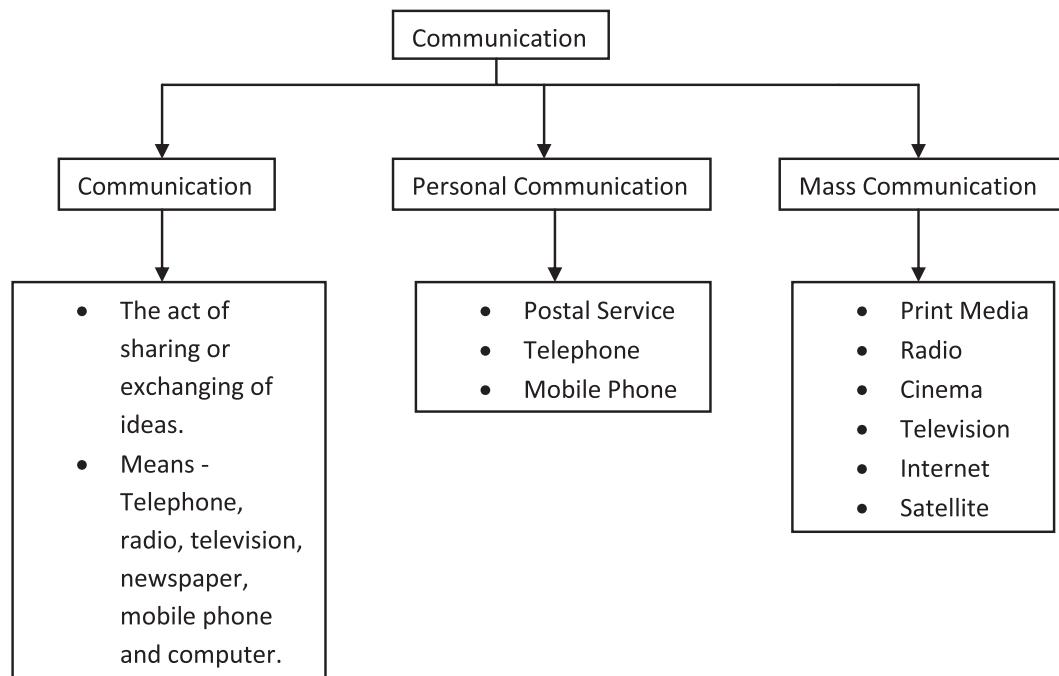
12. Communication

Periods required: 7

Objectives

The lesson helps the students to understand the meaning of the word communication and the different types of communication.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Carry a chart showing different devices of the means of transport and display it.

Nexrise interactive CD is very helpful. Using smart boards to show the concepts in colourful three-dimensional forms is all the more welcome.

Learning outcomes

The student will be able to:

- Define the term communication and different means of communication.
- Explain personal communication and different means of personal communication like postal service, telephone and mobile and how they are put to use.
- Define mass communication.
- Identify the different means of mass communication.
- Explain different means of mass media like print media, radio, cinema, television, internet, and satellite.
- Realise how different means of communications are made use of according to the need.

Suggested transactional process

The teacher

- Encourages students to talk about the means of communication they are familiar with how these are put to use.
- Gives students a chance to analyse the use of different means of communication depending on the need.
- Makes students infer the advantage of different modes of communication.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is meant by communication?
- What are different types of communication?
- Name the different means of communication.
- Differentiate between personal communication and mass communication.
- What is the advantage of mobile phone?
- Which are the most popular means of mass communication?

Follow up task/Assignment

Teacher asks the students to make charts of different means of communication.

Students are encouraged to do the interactive questions that appear in the **Nexrise CD**.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

Answer key:**What I Know****A. Choose the right answer**

1. a
2. c
- . a
4. a
- 5.c

B. Fill in the blanks with the correct answer.

1. aural
2. mass
3. internet
4. satellite

C. Match the following.

1. telephone
2. printing
3. television
4. radio

What I understand**A. Answer the following briefly.**

1. Personal communication and mass communication.
2. Postal and telephone.
3. Television and internet.
4. Letter and money order.
5. E-mail and SMS.

B. Answer the following briefly.

1. Pigeons and horses were used to send messages.
2. Radio is the cheapest means of mass communication. It is most useful for people who do not know how to read and write. News, music, plays, weather reports and speeches are broadcast on radio.
3. News paper is the most powerful tool in creating awareness among people.
4. Internet is a fast and well organised way of communication. It also helps to share information very quickly.
5. Satellites pick up signals from the earth station and transmit them around the world. With the help of satellite we are able to watch live programmes.

13. British Rule and the revolt of 1857

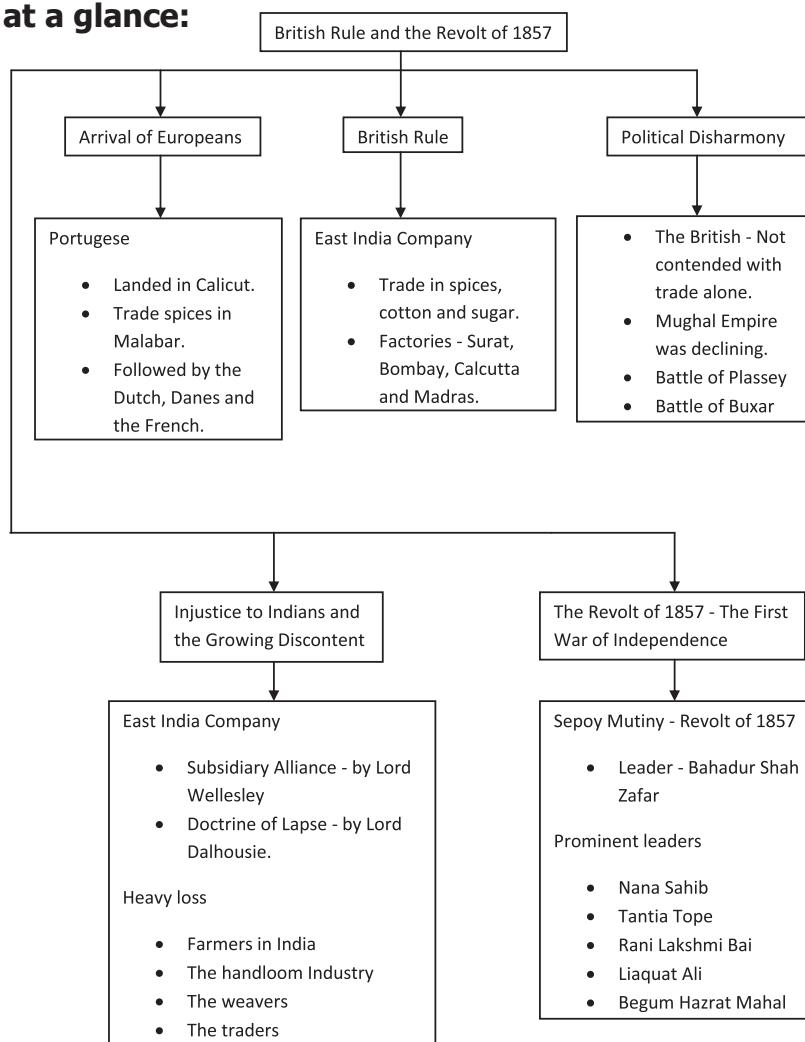
Periods required: 8

Objectives

The lesson helps the students to:

- Be aware of the advent of Europeans and the impact of it in India.
- Familiarise with the effects of British rule in India and political disharmony that resulted.
- Understand the injustice done to Indians which resulted in the discontent among Indians.
- Comprehend the causes and effects of first war of Indian Independence.

Lesson at a glance:



Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities. Talk about how independence is important for growth and progress.

Teaching aids required:

Carry a chart showing different devices of the means of transport and display it.

Nexrise interactive CD is very helpful. Using smart boards to show the concepts in colourful three-dimensional forms is all the more welcome.

Learning outcomes

The student will be able to:

- Explain the advent of Europeans rule and its effects.
- Describe political disharmony that resulted from foreign rule.
- Realise the discontent that prevailed among Indians due to the injustice done to them.
- Identify the causes for first war of Indian Independence.
- Understand the reasons for the failure of the revolt of 1857.

Suggested transactional process

The teacher:

- Explains how India attracted many European traders.
- Describes how they competed with each other to establish their companies in India.
- Familiarises the strategies adopted by the British to establish the east India company.
- Explains the causes for political disturbance.
- Makes clear the injustice done to Indians which resulted in discontent.
- Gives details about the causes of the first war of Indian Independence.
- Accounts for the failure of the revolt of 1857.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is meant by revolt?
- Who were the Europeans to trade with India?
- How did the British establish their rule in India?
- What was the result of British rule?
- What were the injustices that the Indians had to face?
- What were the causes for first war of Indian Independence?

Follow up task/Assignment

Students are encouraged to do the interactive questions that appear in the **Nexrise CD**.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

1. a
2. a
3. a
4. c
5. b

A. Fill in the Blanks.

1. Calicut
2. Sepoys
3. East India Company

4. First war of Indian Independence

Subsidiary alliance and Doctrine of Lapse

C. Match the following.

1. Portuguese landed at Calicut.
2. Royal charter by queen.
3. Battle of Plassey.
4. First War of Indian.
5. Battle of Buxar.

What I understand

A. Answer the following briefly.

1. India was famous for spices, gold, pearl and calico etc.
2. Vasco da Gama, a Portuguese sailor was the first to discover the new sea route to India.
He landed in Calicut in 1498.
3. Europeans who traded with India were the Portuguese, the Dutch, the Danes, the French and the British.
4. Nana Saheb, Tantia Tope, Rani Lakshmi Bai, Liaquat Ali, Begum Hazrat Mahal are some of the prominent leaders who took part in the first war of Indian Independence.
5. After the revolt of 1857 the rule of East India company came to an end and India came under the rule of the British Government. A viceroy was appointed to represent the English Queen.

B. Answer the following briefly.

1. The farmers in India were forced to grow crops like cotton for selling it at a low price to the British traders. The finished goods from England were sold in India. As a result of this the handloom weavers suffered heavy loss.
2. Based on the Subsidiary alliance, Doctrine of Lapse, Jhansi and Nagpur were annexed.
3. The immediate cause was the new rifles the sepoys had to use. It was rumoured that the cartridges were greased with fat of cows. This hurt the sentiments of both Hindu and Muslim sepoys as they had to bite the cartridges. Indian soldiers revolted immediately.
4. The revolt failed because the Indians were no match for the British who were well equipped. Many of the Indian kings supported the British.
5. Though the revolt failed Indians were inspired by the bravery of their leaders. People realised the value of freedom and the need to be united.

14. Freedom Struggle

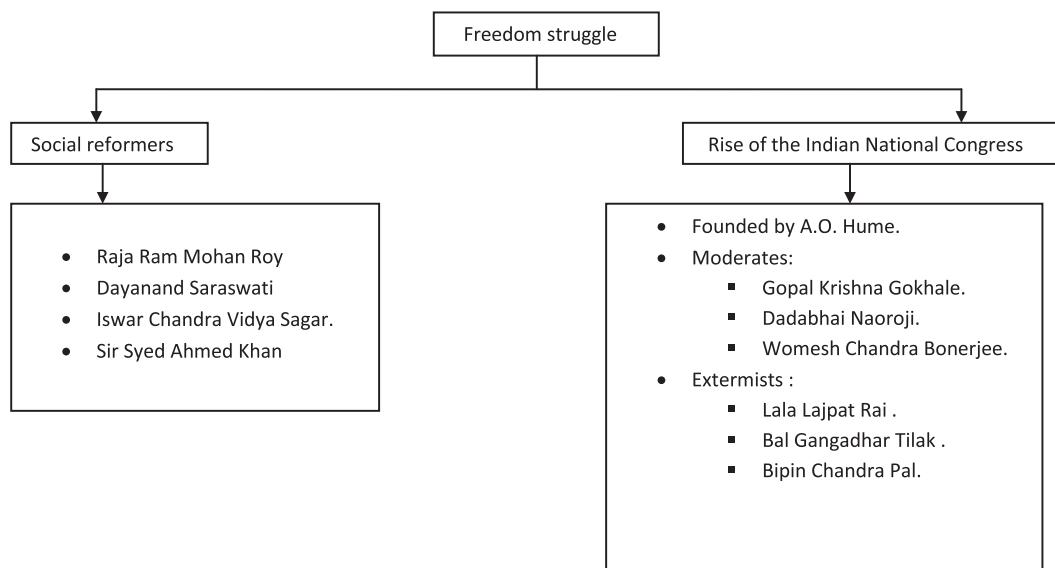
Periods required: 8

Objectives

The lesson helps the students to:

- Understand causes that lead to freedom struggle.
- Be aware of the social reformers who fought against the social evils.
- Familiarise with rise of Indian national congress and the leaders who were part of it.
- Understand reason for the partition of Bengal.

Lesson at a glance:



In brief:

- Social reformers are Raja Ram Mohan Roy , Dayanand Saraswati , Iswar Chandra Vidya Sagar, Sir Syed Ahmed Khan.
- The Indian national congress is founded by A.O. Hume.
- The moderates are Gopal Krishna Gokhale, Dadabhai Naoroji , Womesh Chandra Bonerjee.
- The extremists are Lala Lajpat Rai , Bal Gangadhar Tilak , Bipin Chandra Pal.
- During the partition of Bengal they adopted the policy of divide and rule.
- Swadeshi Movement promoted the goods made in India and boycotted the British goods.

Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities. Talk about the freedom fervour that prevailed and the struggles that the leaders had to undergo.

Teaching aids required:

- Charts showing the leaders of the freedom struggle
- **Nexrise** interactive CD

Learning outcomes

At the end of the lesson students will be able to:

- Explain what is meant by freedom struggle.
- List the political evils that prevailed in India and the reformers who fought against it.
- Understand the role of Indian national Congress and the leaders who were members of it.
- Realise the reason for Bengal partition and how British were able exercise their supremacy.
- Explain Swadeshi movement and what resulted from it.

Suggested transactional process

The teacher:

- Explains the evil practices that prevailed in India.
- Describes how social reformers put an end to the ill practices
- Gives an account of the Indian national Congress and the different leaders who were members.
- Familiarises the different groups in the country like extremists, moderates and revolutionaries.
- Makes clear the reason behind partition of Bengal.
- Gives detail of the Swadeshi movement.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- Who is a social reformer?
- Name some of the reformers in India.
- What were some of the evil practices in India?
- When was INC founded?
- Who were moderates? Name some of them.
- Who were extremists?

- What was the reason behind dividing Bengal?
- What was Swadeshi movement?

Follow up task/Assignment

Students are encouraged to do the interactive questions that appear in the **Nexrise CD**.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

1. a 2. c 3. d 4. b 5. a

B. State whether true or false.

1. false 2. false 3. true 4. false 5. false

What I understand

A. Answer the following briefly.

1. Sati, killing of female babies and child marriage.
2. Raja Ram Mohan Roy, Dayanand Saraswati, Vidya Sagar, Sir Sayed Ahmed Khan are a few.
3. Gopal Krishna Gokhale, Dadabhai Naoroji, Womesh Chandra Bonnerjee are few of the moderates.
4. Lala Lajpat Rai, Bal Gangadhar Tilak, Bipin Chandra Pal were extremists.
5. British followed the policy of “divide and rule”.

B. Answer the following briefly.

1. Indian National Congress was formed in the year 1885. It was founded by Sir. A.O Hume.
2. “Swaraj is my birth right and I shall have it” was the declaration made by Tilak.
3. British followed the policy of “divide and rule” to prevent Indians from uniting. In 1905, they divided the Bengal into two one portion occupied by Hindus and the other by Muslims.
4. To protest against partition of Bengal Indians started the Swadeshi movement. Swadeshi means ‘own country’. This movement promoted the goods made in India. British goods were boycotted.
5. After the First World War the British levied fresh taxes on Indians to recover their losses in the war.

15. Gandhian Phase

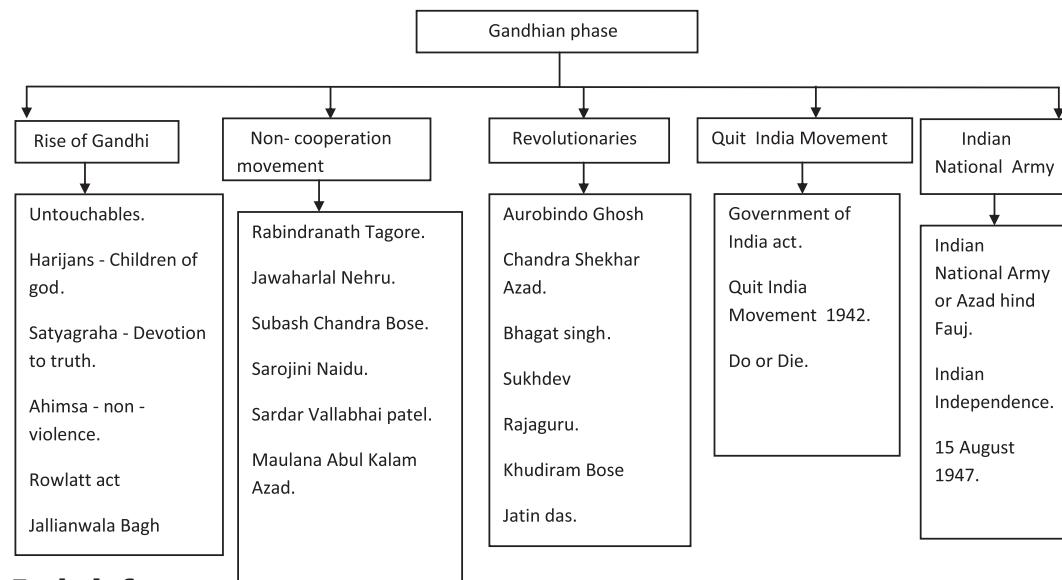
Periods required: 8

Objectives

The lesson helps the students to:

- Understand role of Gandhi in freedom struggle.
- Be aware of the social reforms he brought about.
- Familiarise non cooperation movement and its effects.
- Understand the role of revolutionaries.
- Know what was Simon commission and why was it formed.
- Understand civil disobedience movement.
- Recognise the role of India in world war II.
- Comprehend Quit India Movement and seriousness of the struggle.
- Understand the role played by Subhas Chandra Bose and his INA in freedom struggle.

Lesson at a glance:



In brief:

- Mohandas Karamchand Gandhi returned to India from South Africa in the year 1915.
- He was shocked to see lower caste people were treated as "untouchables."
- He named them 'harijans' meaning 'children of god'.
- He preached and practised the policy of Satyagraha(devotion to truth) and Ahimsa (non - violence).

- On 13 April , 1919 , a public meeting was held in Jallianwala Bagh in Amritsar, to peacefully protest against the British.
- On the order of General Dyer, the policemen blocked the only exit and opened fire killing thousands and injuring many more. This brutal killing is known as the Jallianwala Bagh Massacre.
- The Indian National Congress launched the non - cooperation movement in 1920.
- Many leaders joined Gandhiji in the struggle for independence .
- Some of them were Jawaharlal Nehru , Subhas Chandra Bose , Sarojini Naidu , Sardar Vallabhai Patel and Maulana Abul Kalam Azad .
- Some freedom fighters who were disappointed with the withdrawal of the non-cooperation movement started revolutionary activities .
- They were called revolutionaries. They were ready to sacrifice their lives for the sake of the country .
- Some prominent leaders among them were Aurobindo Ghosh , Chandra Shekar Azad, Bhagat Singh , Sukhdev , Rajaguru, Khudiram Bose , Jatin Das.
- In 1928 , to review the Law and order Situation in India , and to bring about reforms , the British Government sent a committee under the leadership of Sir John Simon .
- The congress boycotted it, because there were no Indians in the seven members committee .
- They protested showing black flags and shouting the slogan ' Simon Go Back '
- Indians refused to pay taxes, especially the tax on salt.
- With the historic salt satyagraha , Mahatma Gandhi began the civil disobedience movement .
- He marched from Sabarmathi Ashram near Ahmedabad in Gujarat to Dandi and broke the 'salt law' by making salt.
- Gandhiji launched the Quit India Movement in August 1942.
- Mahatma Gandhi gave the slogan Do or die .
- Netaji organised an army of 40,000 soldiers in Japan.
- He called it the Indian National Army or Azad Hind Fauj.
- India became Independent on 15th august 1947.

Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities. Talk about the freedom fervour that prevailed and the struggles that the leaders had to undergo.

Teaching aids required:

Charts showing the leaders of the freedom struggle.

Nexrise interactive CD.

Learning outcomes

At the end of the lesson students will be able to:

- Explain the role of Gandhi in the freedom struggle.

- Define what is meant by non-cooperation movement.
- List some of the revolutionaries.
- Describe why Simon commission was brought to India.
- Give details of the civil disobedience movement. Dandi march, and satyagraha.
- Clarify the role of India in world war II.
- Explain what was Quit India Movement and its effectiveness.
- Give details of the role played by Subhas Chandra Bose and his INA in freedom struggle.

Suggested transactional process

The teacher:

- Explains the role of Gandhiji in freedom struggle.
- Describes the non-cooperation movement and how it made an impact on the British.
- Clarifies the role played by the revolutionaries.
- Describes the role of Simon commission.
- Gives details of the Civil Disobedience, Salt Satyagraha, Dandi March and Quit India movement.
- Describes how social reformers put an end to the evil practices.
- Explains the role played by Subhas Chandra Bose and INA.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- Who was Gandhi?
- Name the role of Gandhi as a reformer.
- What happened at Jalianwala Bagh?
- What is non-cooperation movement?
- What is Satyagraha?
- What was Simon commission?
- What was Dandi march? What were some of the evil practices in India?
- Who founded INA?
- When did India become an Independent country? Who were the first Prime Minister and President?

Follow up task/Assignment

Students are encouraged to do the interactive questions that appear in the **Nexrise CD**.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

Answer key:**What I Know****A. Choose the right answer.**

1. a 2. d 3. c 4. a 5. b

B. Fill in the blanks.

1. General Dyer 2. Ahimsa, Satyagraha 3. Simon 4. Sabarmati ashram to Dandi 5. Netaji

C. Match the following.

1. 1919 2. 1928 3. 1935 4. 1930 5. 1942

What I Understand**Answer the following briefly.**

1. According to Rowlatt act passed in 1919 any Indian could be imprisoned without trial.
2. Satyagraha means devotion to truth.
3. On 13 April 1919 a public meeting was held in Jallianwala bagh in Amritsar. On the orders of general Dyer the policemen blocked the only exit available and opened fire killing thousands of people.
4. To protest against the killing of Jallianwala Bagh massacre Gandhiji started the non-cooperation movement in 1920. Was called off when it turned violent.
5. Simon commission was set up to review the law and order situation in India.
6. Purna swaraj means complete independence. Congress started demanding Purnaswaraj in order get complete independence from British.
7. Civil disobedience movement was launched in 1930 against salt tax.
8. British agreed for some reforms. Many leaders including Gandhiji were arrested.
9. Quit India movement was launched in 1942 demanding the British to leave.
10. With the independence came the division of India and Pakistan which disappointed Gandhiji.

16. Indian Government

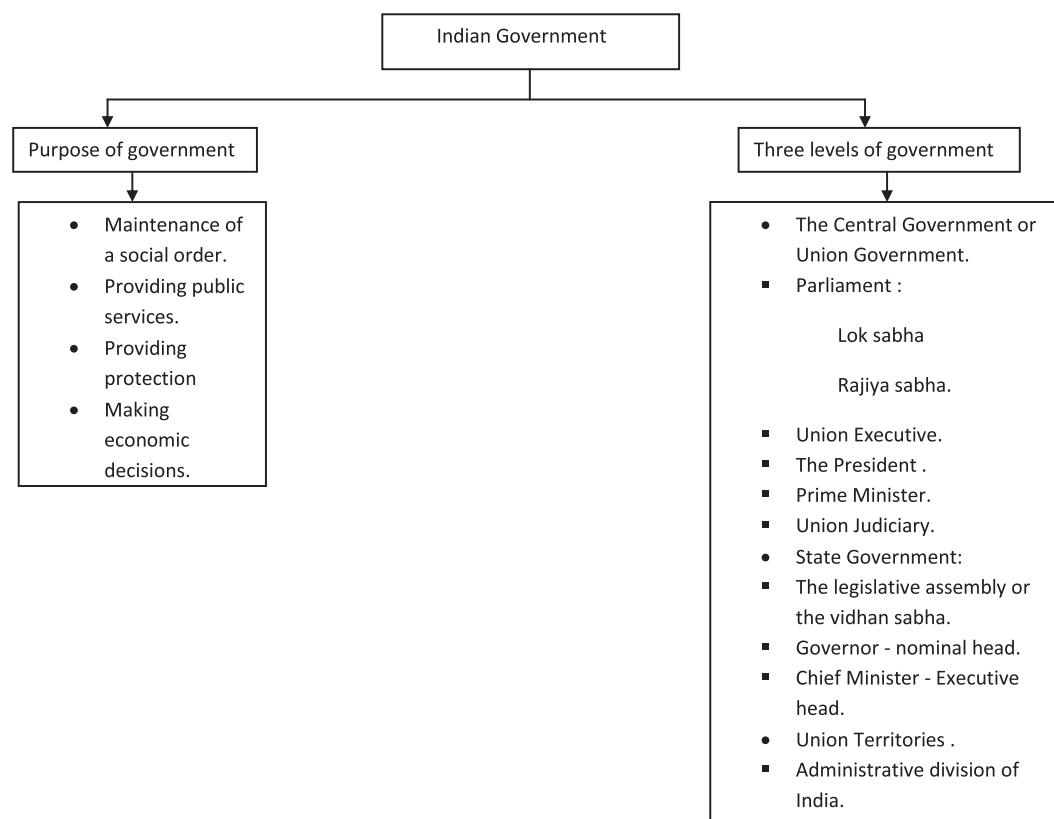
Periods required: 7 periods

Objectives

The lesson helps the students to:

- Understand role of Government in our country.
- Be aware of the functions of the government.
- Familiarise three levels of governments- central, state, local.
- Know the three tier of the government- legislative, executive, judiciary.
- Understand the role of parliament, legislative and judiciary.
- Know what is the function of the state government.
- Understand role of legislative assembly, chief minister and high court.
- Recognise the place of union territories and their functions.

Lesson at a glance:



In brief:

Purpose of the government :

- Maintaining of social order.
- Providing Public services.
- Providing protection.
- Making economic decisions.

Three levels of government :

- The Central Government or Union Government.
- The state government .
- Local self - government.
- Central Government:

Parliament :

- Lok Sabha
- Rajya Sabha
- Union executive.
- The President .
- Prime Minister.
- Union Judiciary .

State government :

- Legislative assembly or Vidhan sabha.
- Legislative council or Vidhan parishad.
- Governor is the nominal head .
- Chief Minister is the executive head.

Union Territories :

- Administrative division of India.
- Directly ruled by the central government.

Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities. Talk about the role of government and its need for the welfare of citizen.

Teaching aids required:

Flow charts showing the levels government.

Nexrise interactive CD.

Learning outcomes

At the end of the lesson students will be able to:

- Explain the role of Government and need for it.
- Define what is meant by democracy, monarchy, dictatorship, and communism.
- List purpose of government.
- Describe the three levels of government.
- Give details and functions of central government and the three branches.
- Explain the state government and its different bodies.

Suggested transactional process

The teacher:

- Explains the role of Government.
- Describes the function of the government.
- Gives details of the three levels of the government.
- Clarifies the role played by the central government and its three branches.
- Describes the role of State government.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is government?
- Name the role of Government in a democracy?
- What are the three levels of government?
- What is the role of central government?
- What are the three branches of the government?
- What is judiciary? What are the different levels of the judiciary?
- What is the role of state government?

Follow up task/Assignment

Students are encouraged to do the interactive questions that appear in the **Nexrise** CD.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

1. c 2. b 3. a 4. b 5. b

B. Fill in the blanks.

1. Lok Sabha , Rajya Sabha
2. Rashtrapathi Bhavan
3. 29, 7
4. President
5. High Court

C. Complete the following.

1. Governor
2. lower house
3. State Government
4. MLA

What I Understand**A. Answer the following briefly.**

- 1.The central government, the state government and the local self government
- 2.The President, Sri Pranab Mukherjee
- 3.The Prime Minister and the council of ministers
- 4.The chief minister
- 5.Supreme court and high court

B. Answer the following.

- 1.The government maintains the social order, provides public services, provides protection and makes decision regarding governance.
- 2.Democracy is rule of the people. People elect their representatives through elections.
- 3.The president is elected by the members of the parliament and state legislative assemblies.
- 4.Members of the Lok Sabha are elected by the citizens of India who are 18 years of age for a term of five years.
- 5.The three levels of governance help to reach out to all the people of the country and for easier administration.

17 – Our right and Duties

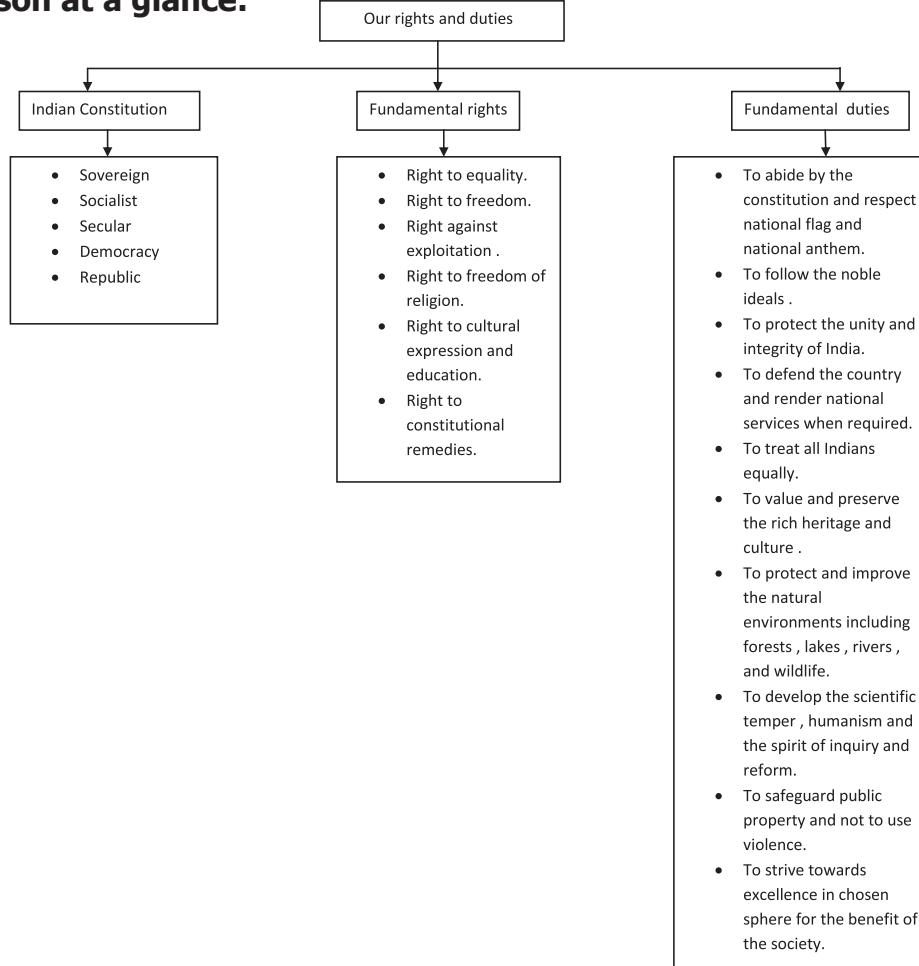
Periods required: 7

Objectives

The lesson helps the students to:

- Understand constitution of India.
- Know what is meant by sovereign, socialist, secular, democratic, republic.
- Explain meaning of fundamental right and duties.
- List the fundamental rights.
- Explain the fundamental rights.
- Know the fundamental duties explain them.
- Recognise the directive principles.

Lesson at a glance:



In brief:

- The task of framing the constitution was carried out by Dr. Babasaheb Ambedkar.
- The constitution came into force on 26th January, 1950 .
- The preamble, or introduction to our constitution, declares India as sovereign, socialist, secular, democratic and republic.
- **The fundamental rights of India:**
 1. Right to equality.
 2. Right to freedom.
 3. Right against exploitation.
 4. Right to freedom of religion.
 5. Right to cultural expression and education.
 6. Right to constitutional remedies.
- **Fundamental duties :**
 1. To abide by the constitution and respect the National Flag and National Anthem;
 2. To follow the noble ideals which inspired our national struggle for freedom;
 3. To protect the unity and integrity of India;
 4. To defend the country and render national service when required;
 5. To treat all Indians equal;
 6. To value and preserve the rich heritage and culture ;
 7. To protect and improve the national environments including forests , lakes , rivers and wild life;
 8. To develop the scientific temper , humanism and spirit of inquiry and reforms;
 9. To safeguard public property and not to use violence :
 10. To strive towards excellence in chosen sphere for the benefit of the society and country.

Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities. Talk about the need for fundamental right and duties.

Teaching aids required:

charts showing the fundamental rights and duties

Nexrise interactive CD

Learning outcome

At the end of the lesson students will be able to:

- Explain the constitution of India.
- Define what is meant by fundamental rights and duties.
- List fundamental rights.
- Describe the fundamental rights.
- Give details and fundamental duties.
- Explain directive principles.

Suggested transactional process

The teacher:

- Explains the role of Government.
- Describes the function of the government.
- Gives details of the three levels of the government.
- Clarifies the role played by the central government and its three branches.
- Describes the role of State government.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is meant by fundamental right?
- List the fundamental rights.
- Name the fundamental duties.
- Explain the right to freedom.
- What is right to education?
- What are our duties towards nation?
- What are directive principles?

Follow up task/Assignment

Students are encouraged to do the interactive questions that appear in the Nextrise CD.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

- 1.b 2. c 3. b 4. d 5. c

B. Fill in the blanks.

1. six 2. 14 3. right to education 4. duty 5. right

C. Identify the principle behind the following statements.

1. Right to equality 2. Right to freedom 3. Right against exploitation
4. Fundamental duty 5. Right of equality

What I Understand**Answer the following.**

1. Right to Equality, Right to Freedom.
2. To abide by the constitution and respect the national flag and anthem, to protect the unity and integrity of India.
3. These are certain guidelines laid down by the constitution for the government to follow for better governance and welfare of the people.
4. Right to education act was passed in the year 2009. According to this every child between 6-14 years of age, has the right to get free and compulsory education.
5. No one can be forced to work against his / her wish. No child below the age of 14 years can be employed in hazardous places.
6. To abide by the constitution and respect the national symbols. To protect the unity and integrity of India. To defend the country and render service whenever required. To treat all Indians as equal.
7. TI or right to information act was passed in 2005. According to this every Indian has the right to know how the government works.

18. Famous Indians

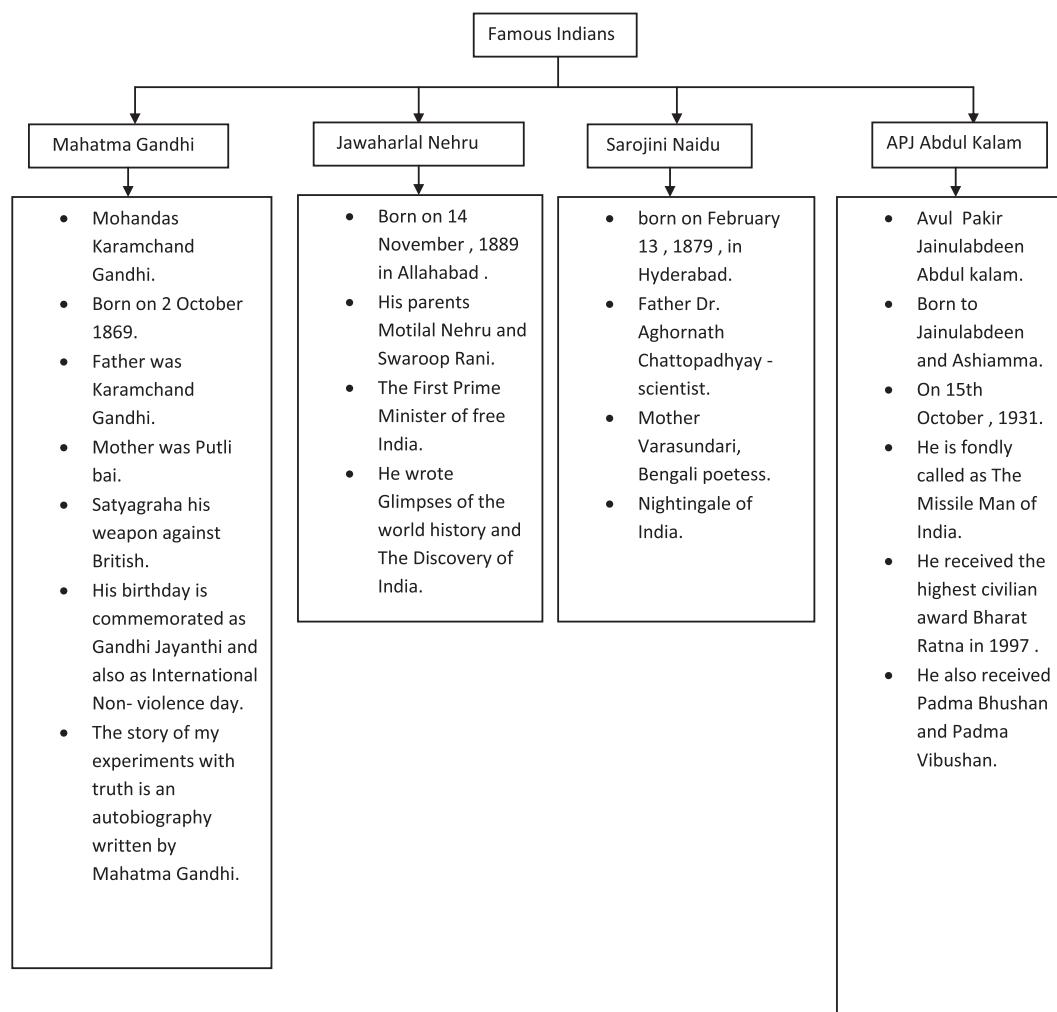
Periods required: 6

Objectives

The lesson helps the students to:

- Know about famous people who contributed to the welfare and progress of our nation.
- Learn about leaders, their background, their rise to fame and their accomplishments.

Lesson at a glance:



In brief:

- Mohandas Karamchand Gandhi was born in Porbandar, Gujarat on 2 October, 1869.
- His father was Karamchand Gandhi and mother was Putli bai.
- Satyagraha was his weapon against British.
- Gandhiji's birthday was commemorated as Gandhi Jayanthi and also as International Non - violence Day.
- He was shot dead on 30 January , 1948 by Nathuram Godse.
- The story of my Experiments with truth is an autobiography written by Mahatma Gandhi.
- Jawaharlal Nehru was born on 14th November, 1889 in Allahabad, Uttar Pradesh.
- He became the first Prime Minister of free India .
- He authored the famous books Glimpses of the world history and The Discovery of India.
- On 27th May, 1964 , Jawaharlal Nehru passed away.
- Sarojini Naidu was born on 13 February 1879 , in Hyderabad.
- Her father Dr. Aghornath Chattopadhyay, was a scientist, philosopher , and educator
- Her Mother, Varasundari , was a Bengali poetess.
- She is known as the nightingale of India.
- Sarojini Naidu passed away on March 2, 1949.
- Avrul Pakir Jainulabdeen Abdul Kalam , was born to Jainulabdeen and Ashaamma in the southern town of Rameswaram.
- He was fondly called as the Missile man of India.
- Abdul kalam received the highest civilian award Bharat Ratna in the year 1997 .
- He also received Padma Bhushan and Padma Vibhushan.
- On 27th July, 2015 he passed away.

Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities. Ask children to talk about people who inspire them and what they have learnt from them.

Teaching aids required:

Charts showing the famous personalities.

Nexrise interactive CD.

Learning outcome

At the end of the lesson students will be able to:

- Understand how people become famous.
- Describe the contributions made by them.

- Explain their admirable qualities.
- Give details of how they made their nation proud of them.

Suggested transactional process

The teacher:

- Talks in detail about famous Indians.
- Explains the unique qualities.
- Describes their contributions to the nation.
- Gives details of the achievements of famous people.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- Who was Gandhiji?
- What were his principles?
- What was the contribution of Jawaharlal Nehru?
- What were the achievements of Sarojini Naidu?
- Why was Abdul Kalam the most famous president in India?

Follow up task/Assignment

Students are encouraged to do the interactive questions that appear in the Nexrise CD.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

Answer key:

What I Know

A. Choose the right answer.

1. b
2. b
3. c
4. a

B. Fill in the blanks.

1. Satyagraha
2. Five year plan
3. Indian National Congress
4. Bharat Ratna

C. Match the following.

1. My experiments with truth
2. Discovery of India
3. Nightingale of India
4. Wings of fire What I Understand

Answer the following.

- 1.Gandhiji followed the policy of truth and non- violence.
- 2.He was the prime minister of India and was the president of Indian National Congress for five times.
- 3.Sarojini Naidu's parents were Dr. Agornath Chattopdyay and Varasundari.
- 4.Abdul kalam received the highest civilian award Bharat Ratna in the year1997. He also received Padma Bhushan and Padma Vibhushan earlier.
- 5.Abdul Kalam served as the chief project coordinator for Pokhran II nuclear tests. He was also principal Scientific advisor to the government of India.

19. United Nations

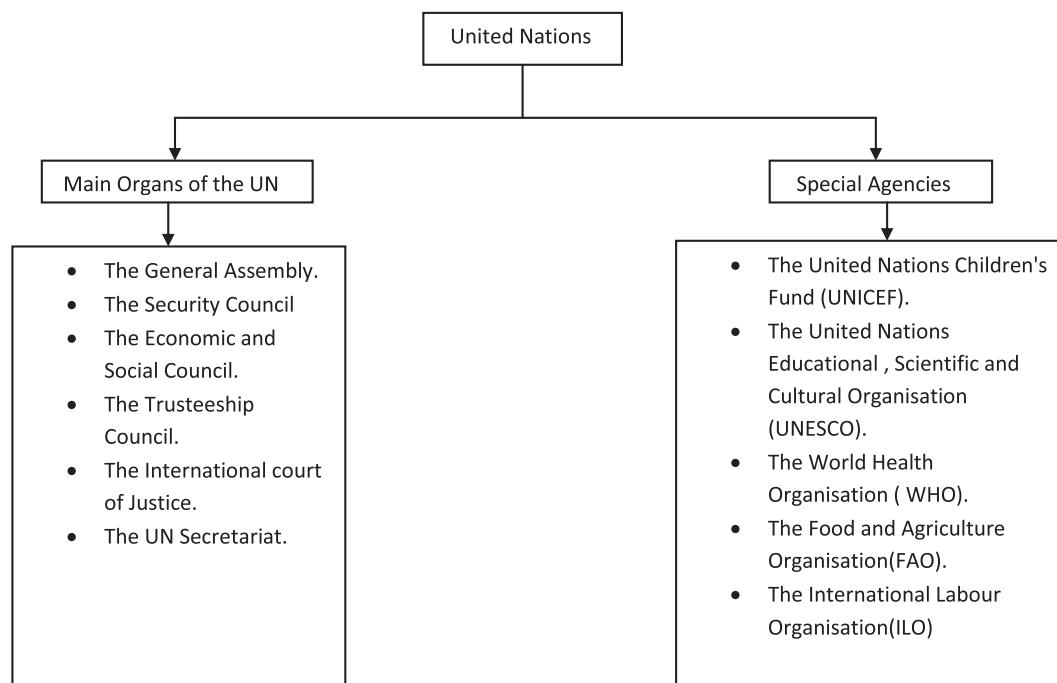
Periods required: 7

Objectives

The lesson helps the students to:

- Learn about United Nations, aims of the organisations, main organs, and special agencies.
- Know about the achievements of UN and role of India in UN.

Lesson at a glance:



In brief:

Aims of the UN:

- To maintain international peace and security.
- To develop friendly relations among nations .
- To encourage Worldwide cooperation in solving economic , social , cultural and humanitarian problems .
- To promote human rights and fundamental freedom for the people in the world.
- To serve as a centre where various nations can coordinate their activities towards the attainment of the objectives of the United Nations.
- To save succeeding generation from the ill effects of war.

Main organs of the UN

1. The General Assembly.
2. The Security Council.
3. The Economic and Social Council.
4. The Trusteeship Council.
5. The International Court of Justice.
6. The UN Secretariat .

Special Agencies :

1. The United Nations Children's fund (UNICEF).
2. The United Nations Educational , Scientific and Cultural Organisation (UNESCO).
3. The World Health Organisation (WHO).
4. The Food and Agriculture Organisation (FAO).
5. The International Labour Foundation(ILO).

Motivation: The teacher can gently introduce the topic to the students by asking relevant questions and eliciting the answers. Teacher can use what is given in the **let us begin** section of the textbook or can come up with his/her own innovative questions or activities.

Teaching aids required:

Flow charts showing main organs of UN and special agencies can be shown.

Nexrise interactive CD.

Learning outcomes

At the end of the lesson students will be able to:

- Define UNO.
- Explain why was it formed and when.
- Elaborate the aims of UN.
- List the organs of UN and describe the functions of each organ.
- Describe special agencies and functions.
- Give details of achievements of UN.
- Make clear the role played by India in UN.

Suggested transactional process

The teacher:

- Talks in detail about the UN and purpose of its formation.

- Explains the aims of UN.
- Lists the organs of the UN and explains the functions.
- Familiarises with the special agencies of the UN and give details of their functions.
- Describes the achievements of UN.
- Gives details of role of India in UN.

Evaluation

During the course of the lesson, teacher can ask small questions related to the topic. Here are some samples.

- What is UNO? When was it formed?
- What are aims of UN?
- What were the main organs of the UN?
- What are functions of the Security council?
- What are the special agencies of UN?
- What was the contribution of Jawaharlal Nehru?
- What are the achievements of UN?
- What was role played by India in UN?

Answer key:

What I Know

A. Choose the right answer.

1. b 2. a 3. c 4. c 5. 5

B. Fill in the blanks.

1. The secretary general
2. peace-keeping missions
3. food and agricultural organisation
4. The Hague (Netherlands)
5. 10

Students are encouraged to do the interactive questions that appear in the Nexrise CD.

Teacher asks the students to complete the exercise questions given at the end of the chapter.

C. State true or false.

1. false 2. true 3. true 4. false 5. true

D. Expand the following abbreviations.

1. United Nations Organisation

2. United Nations Children's Fund
3. World Health Organisation
4. United Nations Educational Scientific and Cultural Organization
5. International Labour Organisation

What I Understand

A. Answer the following.

1. The United Nations Organisation was formed on 24 October 1945 to bring all nations together and save future generations from war, reaffirm human rights and establish equal rights for all persons.
2. The six main organs are
 - a. The general assembly
 - b. The security council
 - c. The economic and social council
 - d. The trusteeship council
 - e. The international court of justice
 - f. The UN Secretariat
3. The Security council consists of 5 permanent members and 10 non-permanent members.
4. The special agencies of UN are
 - a. The United Nations Children's fund(UNICEF).
 - b. The United Nations Educational, Scientific and cultural Organisation (UNESCO).
 - c. The World Health Organisation (WHO).
 - d. The food and agriculture Organisation (FAO).
 - e. The International labour Organisation (ILO).
5. Main objectives of UNO are
 - To main international peace and security.
 - To develop friendly relations among nations.
 - To encourage worldwide cooperation in economic, social, cultural land humanitarian problems.
 - To promote human rights.
 - To serve as a centre to coordinate the activities.

- To save the future generation from war.

6. Achievements of UN

- It has supplied food for many countries.
- Protects the rights of children.
- Resolved many conflicts between nations.
- The UN has fought for the rights of people.
- Has contributed to the decline of population.

7. India has raised the concerns regarding colonialism, apartheid and racial discrimination. India has taken part in 43 peace-keeping missions. India has always represented the concerns of developing countries in the UN.