**BUDHA DAL PUBLIC SCHOOL, SAMANA**

**LESSON PLAN (Term- II)**

**CLASS - VI**

**SUBJECT - SOCIAL SCIENCE**

**Topic - New Questions and ideas**

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| **Technical Tools** | White board, Green board, chalk, smart board |
| **Learning Objectives** | * To explain the students the meaning of 'upanishad'.
* To tell them there are 108 upanishads and 11 are considered to be the main upanishads.
* To understand them the life of Mahavira and Buddha and their teachings.
 |
| **P.K. Testing** | * What was the real name of Lord Buddha?
* Where Buddha taught for the first time?
* Who was the founder of Buddhism?
* Who was the founder of Jainism?
 |
| **Curriculum / Content** | * The Upanishads, other literary works, Jainism, Buddhism, The Sangha, Monasteries.
 |
| **Activity with Art Integration** | Students will be asked to draw or paste the pictures of Lord Buddha and Mahavira and write their teachings also |
| **Recapitulaiton** | Questions will be asked from inside the chapter |
| **Assigment** | Book exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Rural Local Government**

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| **Technical Tools** | White board, Green board, chalk, smart board |
| **Learning Objectives** | * To explain the students sarpanch is the head of Gram Panchayat.
* To tell them Nyaya Panchayat is established for providing speedy justice and resolving minor disputes.
* To understand them the zila parishad is the highest governing body under the panchayati raj system.
 |
| **P.K. Testing** | * Who is the head of Gram Panchayat?
* What do you mean by ward?
* What is a panchayat samiti?
* What is the Nyaya Panchayat?
 |
| **Curriculum / Content** | * The Panchayati Raj System, the Gram Panchayat, composition, functions, the Panchayat samiti Zila Parishad, composition, functions.
 |
| **Activity with Art Integration** | Students will be asked to draw the flow chart of Gram Panchayat, Panchayat samiti and Zila Parishad in their notebook. |
| **Assignment** | M.C.Q will be conducted in Google form |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Major landforms of the Earth**

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| **Technical Tools** | White board, Green board, chalk, smart board |
| **Learning Objectives** | * To explain the students that the landforms are divided into three parts- mountains, plains and plateaus.
* To tell the students the different types of mountains.
* To understand them volcanic activities and earthquakes are the results of internal process.
 |
| **P.K. Testing** | * What is a mountain range?
* What are the different types of mountains?
* Define Plateau.
* Name any one old fold mountains of the world.
 |
| **Curriculum / Content** | * Mountains, Plateaus, plains
 |
| **Activity with Art Integration** | Students will be asked to make and label - Himalaya , Rocbies andes, Indus Plain on an outline map of world. |
| **Recapitulation** | Question will be asked from inside the chapter |
| **Assignment** | Book Exercise will be given to do as an assignment |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Ashoka, The Emperor who gave up war**

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| **Technical Tools** | White board, Green board, chalk, smart board |
| **Learning Objectives** | * To explain the students Patliputra, taxila and Ujjan were the capital cities of the mauruan empire.
* To tell them that Ashoka was the first ruler who tried to propogate his message among people through inscription.
* To Understand them Ashoka was inspired by Buddha.
 |
| **P.K. Testing** | * What is a dynasty?
* Who wrote Arthashastra?
* What do you mean by an empire?
* Name the king who gave up conquest after winning a war.
 |
| **Curriculum / Content** | * Empire chandragupta maurya, Bindusara, Ashoka the Great, the Mauryan administration, life of people in the mauryan period, end of the mauryan empire.
 |
| **Activity with Art Integration** | Students will be asked to draw or paste the picture of emperor Ashoka, in their notebook. |
| **Assignment** | Book Exercises will be given to do as an assignment and question answers will be done |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Vital villages, Thriving Towns**

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| **Technical Tools** | White board, Green board, chalk, smart board |
| **Learning Objectives** | * To explain the students there were three kinds of people in later vedic period.
* To tell them several thousands of coins have been found in later vedic period.
* To understand them shrenis was formed in this period.
 |
| **P.K. Testing** | * Who was the Gram Bhojaka?
* What do you mean by Dasa Karma Kara?
* What do you understand by the Jatakas?
 |
| **Curriculum / Content** | * Life in village, life in Towns, the people, occupations
 |
| **Activity with Art Integration** | MCQs will be conducted from this chapter. students will be asked to read the chapter thoroughly for MCQ |
| **Assignment** | Book Exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Traders, Kings and Pilgrims**

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| **Technical Tools** | White board, Green board, chalk, smart board |
| **Learning Objectives** | * To explain the students there was three southern kingdoms in India around 2300 years ago.
* To till them there was two forms of Buddhism Mahayana and Hinayana.
 |
| **P.K. Testing** | * Who was Kanishka??
* Where was the capital of the Cheras?
* What do you mean by Bhakti?
* Who was called the ' second Ashoka' by the historian?
 |
| **Curriculum / Content** | * The southern Kingdoms, common features of the cholas cheras and Pandyas, Buddhism, Hinduism, Bhakti
 |
| **Activity with Art Integration** | Quiz will be conducted from this chapter. Students will be asked to read the chapter thoroughly for Quiz. |
| **Learning Outcome** | Students will be able to know the Neolithic period. Questions will be asked from inside the chapter. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - New Empire and kingdoms**

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| **Technical Tools** | White board, Green board, chalk, smart board |
| **Learning Objectives** | * To explain the students Harshavardhane ruled about 1400 years ago
* To tell them the pallavas andchalukyas were the most important ruling dynasties in south India during this time.
 |
| **P.K. Testing** | * What do you mean by ' prashasti'?
* Who was called the Indian Napoleon?
* What do you mean by Nagaram?
 |
| **Curriculum / Content** | * The Gupta Dynasty , chandragupta-1 , samudragupta, chandragupta II , Harshvardhana, Pulakeshin-II the Pallavas, changes in the army, lives of the ordinary people.
 |
| **Activity with Art Integration** | Map activity will be done from this chapter. Students will be asked to mark and locate important cities and kingdoms of gupta period on an outline map of India.  |
| **Learning Outcome** | Students will be able to understand about the different ways of life during Aryan period. |
| **Assignment** | Book Exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Latitudes and Longitudes**

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| **Technical Tools** | Model of globe, book, pictures of latitudes and longitudes, picture of earth grid, wall map of India and world, link from you tube |
| **Learning Objectives** | * Define globe.
* Explain the term longitude and latitude.
* To explain the students three heat zones of the earth.
 |
| **P.K. Testing** | * What is a globe?
* What is a map?
* What is an atlas?
 |
| **Curriculum / Content** | * Globe, latitudes, longitudes, longitudes and time, standard time, what is Indian standard time
 |
| **Activity with Art Integration** | Students will be asked to draw heat zones of the Earth in their notebook |
| **Learning Outcome** | Students will be able to know about the latitudes and longitudes. |
| **Assignment** | Book Exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Motions of the Earth**

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| **Technical Tools** | Book, globe, white board, zoom app, link from you tube |
| **Learning Objectives** | * To define the students the two different motions of the Earth rotation and revolution.
* To explain them the process and the effects of the earth's rotation.
* Identify when equinoxes, solstices and the leap year occur.
 |
| **P.K. Testing** | * What is a leap year?
* What do you know about rotation and revolution?
* On which dates summer and winter solstices occur?
 |
| **Curriculum / Content** | * Rotation of the Earth, Revolution of the Earth, Summer solstice, winter solstice Equinoxes.
 |
| **Activity with Art Integration** | From this chapter M.C.Q will be conducted. Students will be asked to read the chapter thoroughly. |
| **Learning Outcome** | Students will be able to know the meaning of rotation and revolution of the Earth. They will come to know how rotation causes day and night. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Maps**

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| **Technical Tools** | Book, globe, white board, zoom app, link from you tube |
| **Learning Objectives** | * To explain the students what is map?
* To tell them the difference between a globe and map.
* To recognize the components of a map
 |
| **P.K. Testing** | * What is a map?
* Differentiate between map and globe.
* What are thematic maps?
* What is a scale?
 |
| **Curriculum / Content** | * Maps, Advantages of Maps, Types of Maps, components of a map, distance or scale, direction conventional symbols, sketch
 |
| **Activity with Art Integration** | Students will be asked to draw the conventional symbols in their notebook. |
| **Learning Outcome** | Students will be able to understand about different types of map and their use. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Major Domains of the Earth**

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| **Technical Tools** | Book, globe, white board, zoom app, link from you tube |
| **Learning Objectives** | * To explain the students four major subsystem of the Earth - Lithosphere. Hydrosphere, atmosphere, Biosphere.
* To tell them the seven continents and five layers of atmosphere.
 |
| **P.K. Testing** | * Which is the largest continent in the world?
* What is global warming?
* Which is the smallest continent?
* Which is the largest ocean?
 |
| **Curriculum / Content** | * Lithosphere, Hydrosphere, Atmosphere, biosphere, Interaction of the sphere.
 |
| **Activity with Art Integration** | Students will be asked to locate the continents in world Political map. |
| **Learning Outcome** | Stduents will be able to know the meaning of Lithosphere, Hydrosphere and atmosphere. Questions will be asked from inside the chapter. |
| **Assignment** | Book Exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Diversity and Discrimination**

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| **Technical Tools** | Book, globe, white board, zoom app, link from you tube |
| **Learning Objectives** | * To explain the students the term Prejudices and discrimination.
* To recognize that inequality has its basis in discrimination.
* To tell them that the constitution of India protects diversity.
 |
| **P.K. Testing** | * What is Prejudice?
* What do you mean by stereotype?
* Who was Dr. B.R. Ambedkar?
* What do you mean by discrimination?
 |
| **Curriculum / Content** | * Prejudices, stereotypes, Inequality and discrimination, struggle for equality, respect for equality.
 |
| **Activity with Art Integration** | Students will be given an activity to write the preamble of our country and paste the picture of Dr. B. R. Ambedkar and write about its contribution towards our constitution. |
| **Learning Outcome** | Students will be able to understand Prejudice discrimination on the basis of caste, colour and creed. |
| **Assignment** | Book Exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Government**

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| **Technical Tools** | Book, globe, white board, zoom app, link from you tube |
| **Learning Objectives** | * To explain the students meaning of government.
* Recognize the need for a government.
* Identify the different forms of a government.
* To tell them the features of a democratic form of government.
 |
| **P.K. Testing** | * In which country do we live?
* How do we elect our representatives?
* What do you mean by government?
* What is democracy?
 |
| **Curriculum / Content** | * Meaning of government. The need for functions of a government, types of governments, features of a democracy, levels of government.
 |
| **Activity with Art Integration** | Students will be given an activity to take up the duties of their mother / father for one day and manage the household works |
| **Learning Outcome** | Students will be able to understand about the different type of government and the procedure to elect our representatives. |
| **Assignment** | Book Exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Key Elements of a Democracy**

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| **Technical Tools** | Book, globe, white board, zoom app, link from you tube |
| **Learning Objectives** | * To explain the students why government is required.
* To recognize the need for universal adult franchise.
* Appreciate need to make decisions with collective sanction.
* Understanding key elements that influence the functioning of democracy.
 |
| **P.K. Testing** | * What do you mean by Participation in a democracy?
* What do you mean by equality?
* What do you mean by Justice?
 |
| **Activity with Art Integration** | Group Discussion will be hold from this chapter. Students will be asked to read the chapter thoroughly. The topic will be "Television is a better means of expressing opinion than the newspaper, especially in India." |
| **Learning Outcome** | Students will be able to understand the importance of participation through elections, resolution of conflict. They will come to know equality and justice are the central theme of democracy. |
| **Assignment** | Book Exercises will be given to do as an assignment. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |