Teacher Companion Book

classklap BY Eupheus

Rosewood

EVS - II (Social Studies)

Name of teacher:_____

Section(s) taught:_____

Class 5

Part 1

Annual Academic Calendar | Curriculum to Learning Objectives | Vision-to-Action Plans | Exit Assessments

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Contents

Textbook Features

Let Us Learn About

Contains the list of concepts to be covered in the lesson along with the learning objectives

Think

Introduces the concept/subtopic and arouses curiosity among students

Understanding

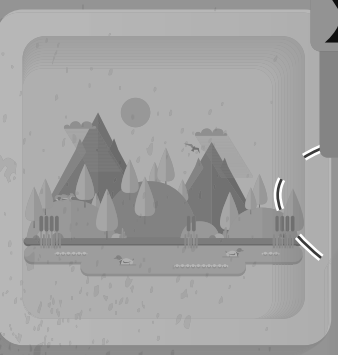
Explains the aspects in detail that form the basis of the concept
Includes elements to ensure that students are engaged throughout

Remembering

Introduces new concepts to build on the prerequisite knowledge/skills to understand and achieve the objective of the topic

Application

Connects the concept to real-life situations by giving an opportunity to apply what students have learnt



Higher Order Thinking Skills (H.O.T.S.)

Encourages students to extend the concept learnt to advanced application scenarios

Amazing Facts

Fascinating facts and trivia for students to establish a better real-life connect with the concept

Workbook Features

Remembering

Recollecting critical information related to the 'who', 'what', 'when' and 'where' of the concept

Understanding

Engaging with the 'how' and 'why' of the concept

Application

Applying the understanding of the concept to questions related to real-life scenarios

Higher Order Thinking Skills (H.O.T.S.)

Extending the application of the concept to more advanced and challenging questions that meet the criteria of higher order thinking skills

Map Practice

Developing spatial thinking abilities and sharpening map work skills for improved application and analysis of the concepts learned

Pedagogical Explainer

Indicates the class

Knowledge that learners are expected to have in order to understand the concept better. This is acquired from the previous lessons or classes.

Indicates the lesson name

Indicates how the concept taught is related to concepts covered in the previous, current and next class(es)

A – Curriculum to Learning Objectives: Introduction to History

Prior Knowledge	• *Words such as yesterday, now, tomorrow* • *Concept of passing time*			
Class	**L. No.**	**Lesson Name**	**KC No.**	**Key Concept**
3	1	What Is History?	1.1.a 1.1.b 1.1.c 1.1.d	• 'past', 'history', 'timeline' and 'sources of history' • the importance of learning history • people who study history and how they use the sources of history • making a timeline of events
3	2	Monuments and Museums	2.1.a 2.1.b	• monuments and museums • differences between monuments and museums
3	4	The Story of the Past	4.1.a 4.1.b 4.1.c 4.1.d 4.2.a 4.2.b 4.2.c 4.2.d	• early human beings • changes in early human beings • how agriculture and tools changed the lives of early human beings • comparing modern and ancient clothing • civilization and ancient civilization • why ancient civilizations grew • how climate is related to civilization • features of ancient civilizations
4	1	Explorations, Discoveries and Inventions	1.1.a 1.1.c 1.1.d	• explorations, discoveries and inventions • BC and AD • a few everyday things that have been invented by children

LIST OF ABBREVIATIONS USED

- L. No. - Lesson number
- KC No. - Key concept number
- Comp. No. - Indicates the Competency numbers as per NCF 2022
- TB - Textbook
- WB - Workbook
- THK - Think
- REM - Remembering
- UND - Understanding
- APP - Application
- H.O.T.S. - Higher Order Thinking Skills
- AF – Amazing Facts
- CW/HW - Classwork & Homework
- PTM - Parent Teacher Meeting
- PRS - Personal Revision Sheet
- FA - Formative Assessment
- SA - Summative Assessment
- MYA - Mid-year Assessment
- AA - Annual Assessment
- PA - Periodic Assessment

Teaching day for the lesson and the actual date on which the plan is taught

Indicates the textbook/workbook page numbers and the section(s) covered on that day

The class level outcomes or enabling objectives for the day

Teaching strategies for the day

The list of teaching resources to be procured/arranged before the class

The suggested CW/HW for the day

Space for teacher's notes

Checklist for textbook/workbook implementation

Space for the teacher to write how to handhold/challenge learners

B – Vision-to-Action Plan: 1: What Is History?
Concept 1.1: What Is History?

Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice		Teacher's Notes
						CW	HW	
1 DD/MM/YYYY	1-2 (THK, REM)	1.1.a	• Familiarise with the characters of Rashi, Meher and Morad • Identify the concept of history • Define a timeline	• Interactive Discussion • Real-life Connect	–	WB: Pg. 1 (Q 3)	WB: Pg. 1 (Q 5)	
2 DD/MM/YYYY	3 (REM, UND)	1.1.a 1.1.d	• Describe a timeline • List the sources of history • Enumerate the reasons why different people study history	• Guided Learning	• Pictures of various sources of history	WB: Pg. 1 (Q 6, 7)	WB: Pg. 1 (Q 1, 2, 4)	

Written Work																					
Section	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Comp. Qs./ Total Qs.
A																					
B																					
C																					

	Names	Teacher's Notes
Handhold Learners		
Challenge Learners		

Indicates the current day out of the total days allotted for the lesson

Indicates the textbook/workbook page number(s)

All the important words covered in the last class or on that day

Suggested ways to teach the concept effectively using the teaching strategies provided in the Teaching Strategies section of this book

Annual Day:	Day:	Actual Date:	Page(s):
1/27	1/5	_____	2-3

Think

Rashi and her friends are planning a holiday. They are looking at travel magazines when Rashi's father walks into the room.

Mr Jain: *Hi Rashi! What are you doing?*

Rashi: *Hi Papa! We are looking through travel magazines and trying to decide where we should go on our next holiday.*

Mr Jain: *That is great. But I do not see any maps or a globe in front of you.*

A globe

Rashi: *Maps? Why maps?*

Mr Jain: *Well, maps are a great way to know about a place. They help you answer questions like, 'How far away is the place?' or 'Where do I go from here?' They even help you find places like railway stations, hotels and other landmarks. Whereas, a globe can show you where your holiday spot is on the Earth.*

Rashi: *Oh! You are right! I shall get the globe from the hall right away!*

Q. What does Rashi's father want her to use to plan her holiday?

(A) the internet and newspapers (B) maps and a globe

(C) maps and her school textbooks (D) a globe and a magazine

Remembering

The huge size of the Earth makes it difficult for us to study it as a whole. To make this easy, we **represent** the Earth in different ways. Two of the most important tools for doing this are **maps** and **globes.**

MAPS

A map is a **two-dimensional** drawing of a place on a flat surface as it appears from a position above. It shows where things are in that place. Maps can be of various types and sizes based on what the maps show. Different colours are also used to highlight the different

2

Important Words **Duration: 1 min**

- Today: represent, maps, globes, two-dimensional

Transactional Tip(s) **Duration: 17 min**

Peer Learning – Group:

- Read the definitions of maps and globes on TB: Pgs. 2, 3 and discuss why they are used.
- Ask learners to read 'Maps' (TB: Pgs. 2, 3).
- Divide the class into three groups. Assign one of the following to each group: 'Political Map', 'Physical Map' and 'Thematic Map'.
- Ask the groups to look at the maps given on TB: Pg. 3 and discuss the features and uses of the map assigned to them.
- Ask each group to come up and speak about the features and uses of the map they are assigned.
- Ask learners to list the differences between political, physical and thematic maps.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Is a map a two-dimensional or a three-dimensional object?
2) We can locate mountains with the help of a **physical/ political** map.

Indicates the pages of the book where the teacher can spend more time than suggested when needed

Indicates the pages of the book that the teacher can speed up when needed

Quick questions to check learners' understanding

Questions to test the key concept(s) on suggested days or for revising the concepts taught

Space for the teacher to write approximately how many learners answered correctly

Space to track TB and WB completion; also to reflect on the learners' understanding of a concept

C – Exit Assessment

	Suggested questions to test the key concept(s)	Key concept(s)	Number of learners who answered correctly
1	Are newspapers a source of history? (Ans. Yes)	Day 2 - 'past', 'history', 'timeline' and 'sources of history'	
2	How can you know about Indian kings and queens of the past? (Ans. By studying history)	Day 3 - the importance of learning history	
3	Neerja excavates and studies the objects found underground. What is her occupation? (Ans. Archaeologist)	Day 4 -people who study history and how they use the sources of history	
4	Remembering past events is made easier with the help of _____. (Ans. timelines)	Day 5 - making a timeline of events	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach ☐ Revise ☐	Practise ☐
App Report	Number _____	Signature _____

Space for the teacher to write the names of learners who need handholding or learners who need to be challenged

Helps the teacher identify if the concept is to be retaught, revised or practised for exams

Teaching Strategies

Interactive Discussion

What?

- ✓ Engages learners in a discussion and enables them to share their inputs

Why?

To involve learners in a conversation to discuss the concept/related example/scenario with the class

How to use?

Teacher

- ✓ Ask questions to check previous knowledge.
- ✓ Introduce a new concept by asking questions/sharing an example/describing a scenario.
- ✓ Initiate a discussion among learners either in groups, pairs or individually.
- ✓ Capture learners' responses on the blackboard using appropriate graphic organisers (refer to sub-section 5 of this book).
- ✓ Conclude the discussion by arriving at the expected learning outcome.

Learners

- ✓ Respond to the questions.
- ✓ Have doubts clarified.

Sample

- Group the class into pairs.
- Let each pair read the information given in the speech bubble in the textbook.
- After they have finished reading, ask the following questions.
  - What do Rashi and Meher do together?
  - What does Morad show Meher?
- Ask learners questions on how they interact with their friends.
- Ask them to compare their interactions to that of Rashi and Meher by asking leading questions such as the following.
  - Do they talk about similar topics or different topics?
  - Are they also curious to know similar information about their friends like Meher and Rashi?
  - What can they say about Rashi and Meher from their interaction?
    (Example: They are polite; they are curious and so on.)

Activity Method

What?

- ✓ Helps learners to explore and learn by designing role plays, dramas, games, songs and so on

Why?

To encourage them to participate actively, collaborate and learn; to facilitate multisensory learning of concepts

How to use?

Teacher

- ✓ Plan for the activity based on the learning outcome.
- ✓ Arrange resources if required.
- ✓ Arrange the classroom so that it is convenient to conduct the activity.
- ✓ State the purpose of the activity by writing it on the blackboard.
- ✓ Ensure all learners participate and have hands-on experience while conducting the activity.
- ✓ Summarise the activity by clearly stating what the learners did, what they observed and the learning from it.

Learners

- ✓ Organise for the activity as per the instructions.
- ✓ Understand the rules and the purpose of the activity.
- ✓ Participate in the activity and note down the observations/results.
- ✓ Relate the activity to the concept to be learnt.

Sample

Activity: Make a collage on the topic 'A source of my family history'.

- Plan for the activity at least two days in advance.

Day 1: Choose an example of a collage (many pictures pasted in different ways with an appropriate heading). For example, 'The Very Hungry Caterpillar' by Eric Carle.

- Show them how each picture is related to the caterpillar and how the information is presented visually.
- Tell the learners that they will make a collage on the topic 'A source of my family history'.
- Ask learners to read the information from TB: Pgs. 7 and 11.
- Ask learners to choose any one source of history for the collage and get information on the following.
  - Who has provided the information about their family?
  - What information have they provided?
  - How did this help them learn more about their family?
  - Get photographs if possible of the person and the information.
- Example: Grandmother told me about my parents and their aunts and uncles.
- Ask each learner to get a chart paper and sketch pens.

Day 2: Show learners how to present visually the information they have brought on sources.

- Let each learner do the activity of making a collage.
- Ask a few learners to present the collage.
- Conclude by saying that in the study of history, it is important to document the information for further references.

Flipped Classroom

What?

- ✓ Engages learners in a self-learning activity inside/outside the classroom which they can prepare and present

Why?

To help in building higher order thinking skills in learners; to gain knowledge at their own pace

How to use?

Teacher

- ✓ Choose a topic on which the learners can read or watch a video at home or in the classroom.
- ✓ Ask them to read/watch the video and prepare to present their learnings.
- ✓ Let the learners present.
- ✓ Ask questions of higher order thinking skills.
- ✓ Guide and help the learners answer the questions.

Learners

- ✓ Read/Watch the video and prepare to present.
- ✓ Ask questions to clarify doubts.
- ✓ Present the topic to the class.
- ✓ Understand and answer the higher order questions based on the topic.

Sample

- Ask learners to read information on older forms of communication and newer forms of communication.
- Give them the various sources from which they can get this information (textbook content, internet).
- After reading, let the learners choose two older forms of communication and two newer forms of communication.
- Let them list the uses of each of them.
- Ask the learners to present the information about the sources of communication.
- List down all the sources on the blackboard.
- Talk about the differences and similarities of each of these sources.
- Conclude by talking about the positive and negative effects of communication.

Guided Learning

What?

- ✓ Enables the teacher to be a facilitator and to guide the learners; a crucial strategy for lower age groups

Why?

To build the basic skills of reading and writing and understanding concepts; to help in transitioning from direct instruction to independent learning

How to use?

Teacher

- ✓ Plan the learning for the entire class or in groups.
- ✓ Play the lead role in the class.
- ✓ Introduce the skill/concept or the problem to be solved.
- ✓ Ensure the learners follow the instructions and repeat the action.
- ✓ Be aware of learners who need more support and focus on them.
- ✓ To conclude, call over a few learners to the blackboard and make them repeat the skill/concept learnt.

Learners

- ✓ Listen to the instructions and follow the teacher.
- ✓ Repeat the action as instructed by the teacher.
- ✓ Answer questions.

Sample

- Start by reading about timelines, given in the textbook
- After reading, draw two columns on the board — the name of the period and information about the period.
- Read about the ancient period and fill in the columns on the board.
- Next, ask a few learners to read about the medieval period. Ask leading questions and fill the information on the blackboard.
- Now, ask each learner to read about the modern period silently and fill the information in their books.

Outdoor Learning

What?

- ✓ Uses outdoor resources such as parks, community services such as a post office or a hospital and excursions to relate concepts to real-life applications

Why?

To help learners to explore and apply concepts learnt outside the classroom

How to use?

Teacher

- ✓ Plan a relevant outdoor activity for a concept.
- ✓ Brief learners specifically on the learning expected. Be very specific about the points to observe.
- ✓ Instruct them to take a notebook to note down their observations.
- ✓ Give learners pointers to observe in the outdoor environment.
- ✓ Help learners observe, state and write down their observations specific to the learning.
- ✓ Reinforce and summarise the learning immediately after the outdoor activity. Ensure minimal time lapse.

Learners

- ✓ Follow the guidelines set by the teacher for the outdoor activity.
- ✓ Ask questions to clarify and know more about the points observed.
- ✓ Note down the observations.
- ✓ Relate the concept to the observations.

Sample

Plan: Visit an automobile museum

Purpose: To make a note of the vehicles on display and how vehicles have evolved

- Plan for this outdoor activity in advance.
- Brief the learners about the purpose of the outdoor activity.
- Ensure that all the learners carry a notebook and pen.
- Ask each learner to observe the vehicles, write the name of the vehicle, and note down its features.
- The next day, discuss each type of vehicle observed, categorise the modes of transport observed, discuss how the vehicles have changed over the years.
- Relate this to the information they have learnt in the lesson 'Ideas for a Better Life' *(the stages of evolution in modes and systems of transportation and communication).*

Peer Learning (Group/Pair)

What?

- ✓ Helps learners to interact with each other and learn from each other

Why?

To engage and involve all types of learners and build cooperative learning, in order to collaborate, work in a team and build confidence among learners

How to use?

Teacher

- ✓ Plan for peer learning as per the learning outcome (consider: concept/problem to be solved/tasks to be completed).
- ✓ Group learners as a team or a pair with complementary strengths.
- ✓ Instruct the group with the expected learning and the time frame in which it has to be completed.
- ✓ Supervise and moderate the discussions in the groups.
- ✓ Ensure that learners have learnt from their peers by asking questions, helping them write, or solving the problems in the notebooks or on the blackboard.

Learners

- ✓ Understand the question to be solved and one's role in peer learning.
- ✓ Contribute according to one's individual strength in the group.
- ✓ Help all the members to understand and learn.
- ✓ Present information as asked in the notebook/on the blackboard to demonstrate learning.

Sample

- Ask learners to think of any school event conducted during the previous year.
- Form groups of five members. Let each group have a chart.
- Ask each group to pick one event.
- Make a star diagram on the board with the headings what, who, when, where and how long.
- Ask learners to discuss in the group about these five questions for the event they have chosen.
- Let them present these as a star diagram (refer to the Graphic Organiser in sub-section 5 of this book) on the chart paper.
- Let each group present the information to the class.
- Discuss with learners how the star diagram tells the story of the past event.
- Ask them how they would conduct the same event this year. Would they like to make improvements or plan better?
- Conclude by saying that knowing about the past help us to make our lives better. Hence, studying history is important.

Questioning

What?

- ✓ Asks questions during the teaching-learning process to prompt learners to think about what is being taught and also assess the learning levels, encourages learners to frame questions to test their understanding of a concept

Why?

To adjust the instructions/pace of the teaching-learning process to achieve the learning outcomes and support learners to progress towards the learning outcomes

How to use?

Teacher

- ✓ Frame different types of questions at different stages of the teaching-learning process.
- ✓ Ask questions at different intervals during the teaching-learning process.
- ✓ Based on the responses, pace the teaching-learning process.
- ✓ Change the questioning technique to build curiosity and add variety. Ask learners to frame questions for a given section.
- ✓ Avoid yes/no type of questions.
- ✓ Use quiz as a questioning technique at the end of the chapter to know how much the learners have learnt.

Learners

- ✓ Be attentive to the instructions and the questions.
- ✓ Answer only if one knows the answer.
- ✓ Participate in the quiz.

Sample 1

- Read 'I Think' aloud.
- Ask:
  - What is an heirloom?
  - How is an heirloom helpful?
  - What does an heirloom tell us about the family's history?
- Let each learner mark the sentences in the text which answers these questions.

Sample 2

- Divide learners into groups of six. They can read 'A baby in the family' and 'A wedding in the family' together. Ask them to make three questions from the two sections.
- Ask each group to share their questions; other groups may answer the same.

Real-life Connect

What?

- ✓ Connects learning in the classroom to real-life tasks, or simulated tasks

Why?

To involve the learners and allow them to experience and practice concepts; build application and creative skills

How to use?

Teacher

- ✓ Ask questions related to their real life, such as examples/experiences related to the concept.
- ✓ Connect the answers to the concept to be learnt.
- ✓ Plan for experiments/demonstrations/activities according to the learning outcomes.
- ✓ Give an opportunity to the learners to interact and present information.
- ✓ Ask application/higher order thinking skills based questions.

Learners

- ✓ Observe and listen to the teacher.
- ✓ Answer questions based on one's real-life experiences.
- ✓ Clarify doubts if any.

Sample

Learning outcome: Examine the components in an address

- Ask each learner to write their house address on a sheet of paper.
- Now ask each of them if they have written the Flat Numbe/House number, Street Name, Locality name (Colony/Society), City name, Post office, State name.
- Ask learners to compare their addresses and see which component of the address is unique to each of them and which is the same for all.
- Conclude by saying that locating places becomes easier since our country is divided into states, villages, towns and cities.

Summarising

What?

- ✓ Presents the most important ideas in the chapter/concept often in the form of a graphic organiser using keywords or key phrases

Why?

To help learners to remember and understand the most important information, and integrates the central ideas in a meaningful way

How to use?

Teacher

- ✓ Make a list of the main points for a concept.
- ✓ Ensure the keywords and phrases are highlighted.
- ✓ Use an appropriate graphic organiser to present the information.

Learners

- ✓ Underline the keywords and phrases.
- ✓ Revise the summarised points.

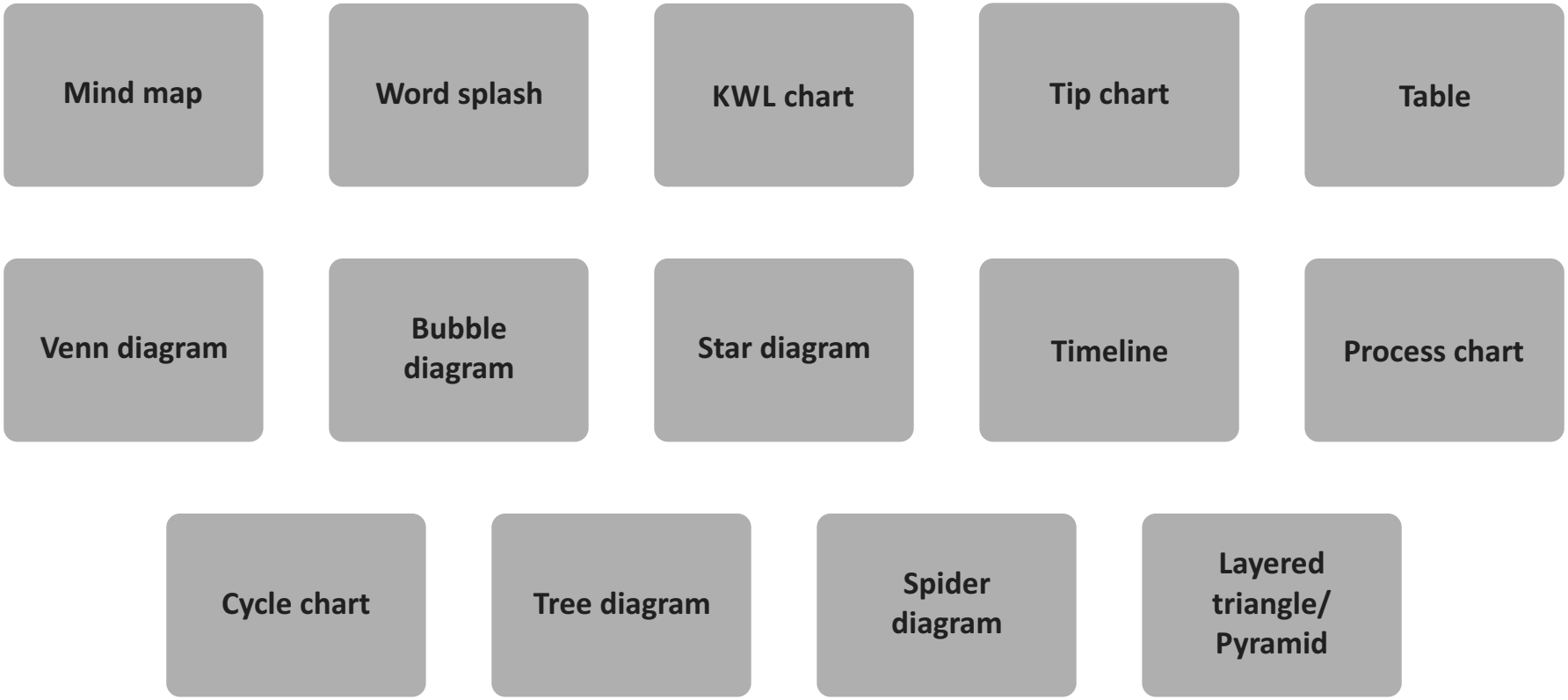
Sample

- Help learners to summarise their learnings of 'Changes in Society' using a table.
- Draw a table on the blackboard. Write 'What has changed' in one column and 'How it has changed' in another column.
- Ask individual learners to share points for each of the questions in the table.
- Write down the responses on the blackboard.
- After all the points are covered, ask one of the learners to read the information.
- Let the learners write this information.

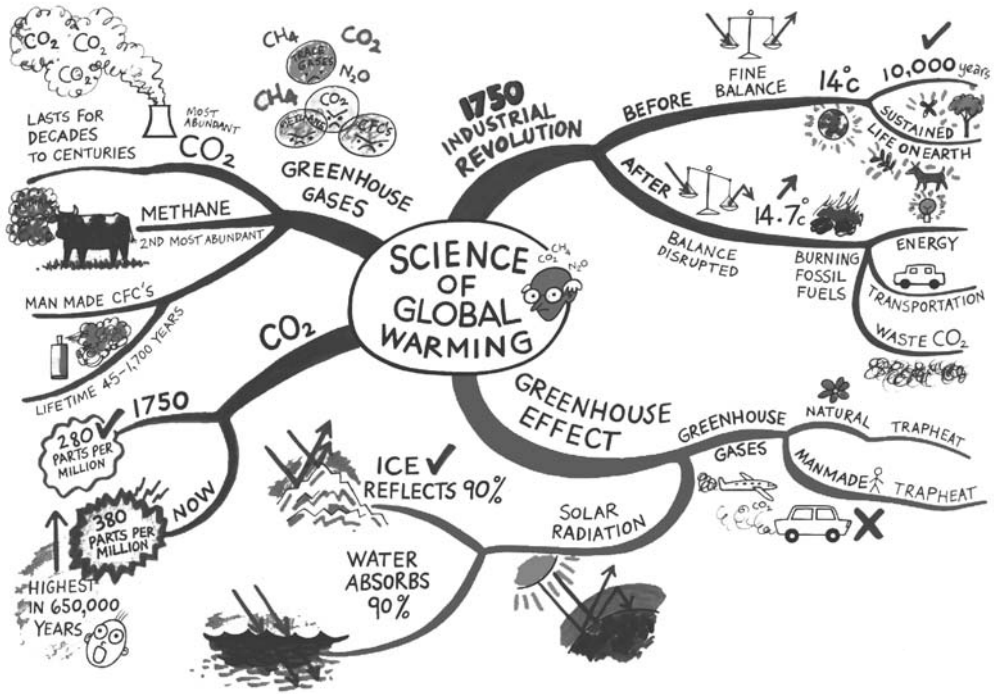
Note: Descriptions provided for samples of teaching strategies may vary from the content in the 'Transactional Tip' section of the lesson plan. Teachers need to plan on the same lines.

Graphic Organisers (Blackboard Information Organising Tips)

- Graphic organisers mostly use words or phrases and drawings at times. They help learners see and think about information in a more systematic and connected way.
- Different organisers serve different functions. Describing processes, comparing, sequencing, arranging, showing relationships are some of the functions that graphic organisers have.
- Using these helps learners to process, store and recall information and discover new relationships.



Mind map



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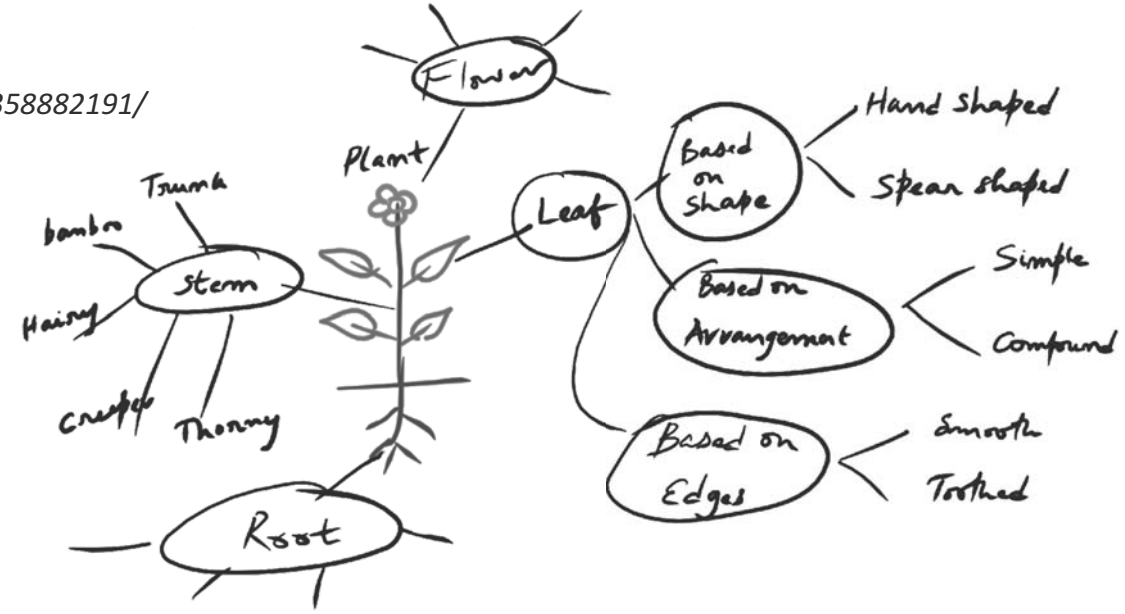
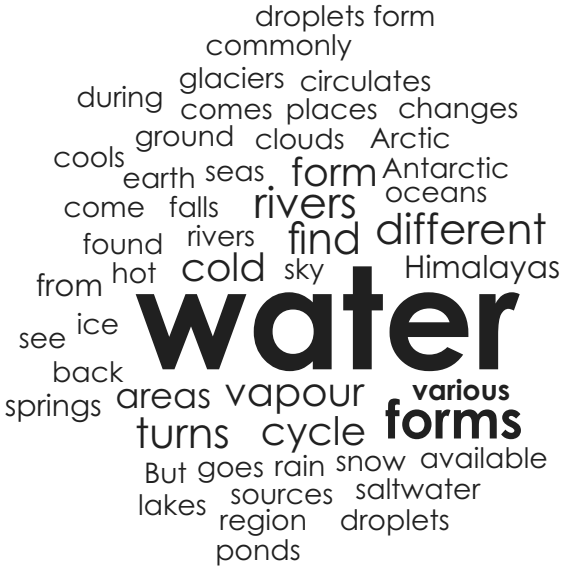
- Useful to build connections between concepts
- Helps in understanding information and discovering new relationships

Sample blackboard illustration:



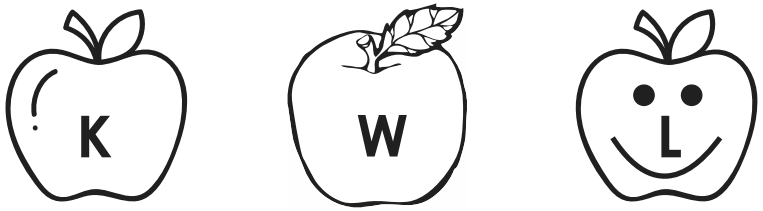
Word splash



- Makes learning terminology easier for learners
- Helps make connections
- Keywords discussed can be written on the board and learners can be asked to make the connections

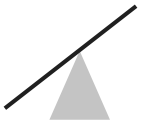
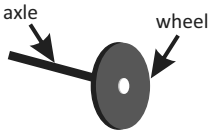
KWL chart

Builds outcome orientation and help learners/teachers to organise information before, during and after a lesson/activity



I know	I want to know	I have learned
Air is everywhere.	Why do we need air?	• We need air to breath. • Air helps in burning.

TIP chart

Term	Information	Picture
Lever	A lever is a bar, rod or platform that can move about a fixed point.	
Wheel and axle	Wheel and axle make work easier by reducing friction. A wheel helps things to move. The axle helps the wheel turn.	

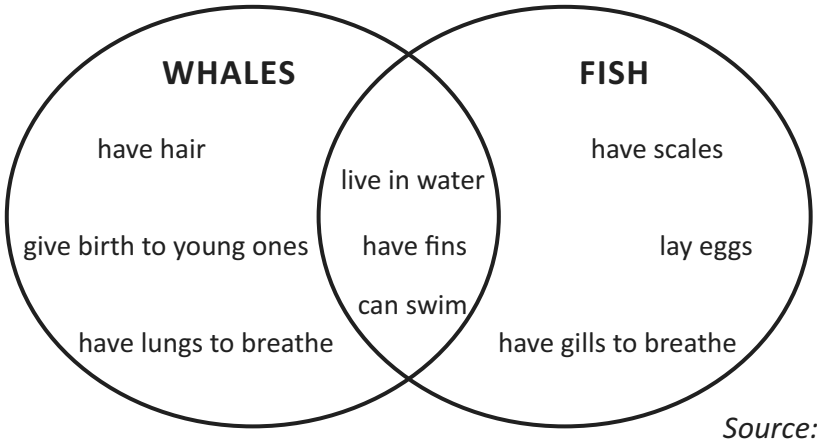
Helps learners to remember and understand complex terms with the help of pictures and information

Table

- Useful to note down information after discussions and clearly bring out points about different things from different perspectives
- Helps build modular thinking ability in learners

Planet	Key Feature	No. of Moons	Position from the Sun
Mercury	Smallest planet	Zero	1st
Venus	---	---	---
Earth	---	---	---

Venn diagram

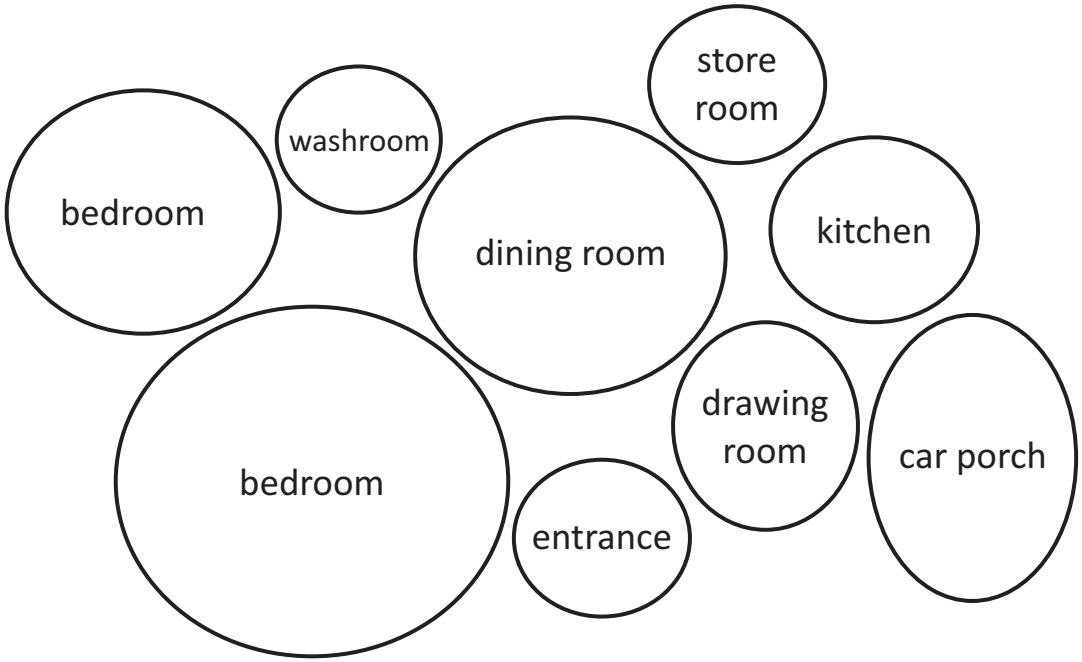


- Useful for remembering logical relationships between groups of things
- Can be used to indicate what is common and what is different between two things or groups of things

Source: http://www.learnnc.org/lp/pages/2646

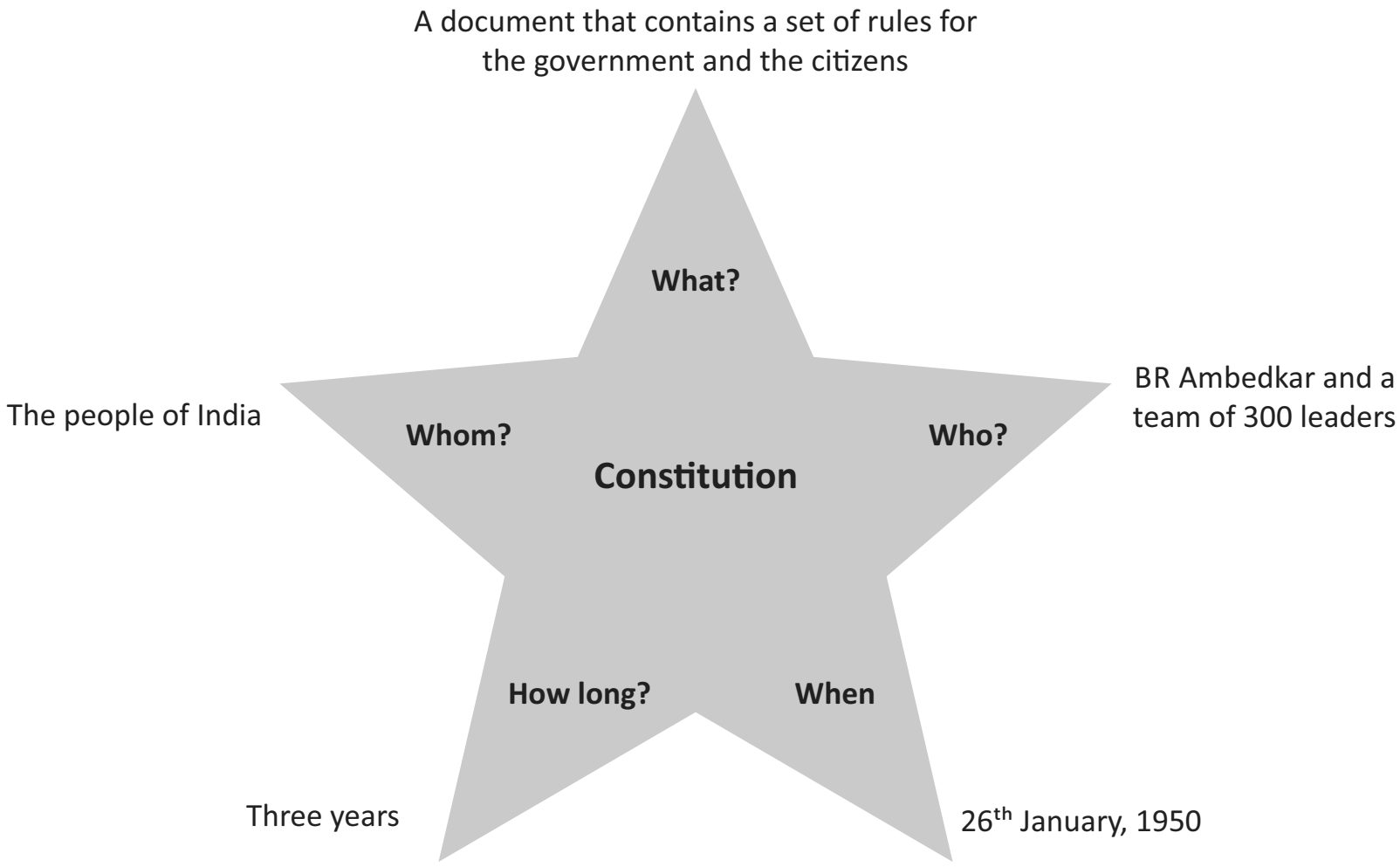
Bubble diagram

Can be used to visualise the components of a concept along with their relative sizes, quantity and connections between them



Star diagram

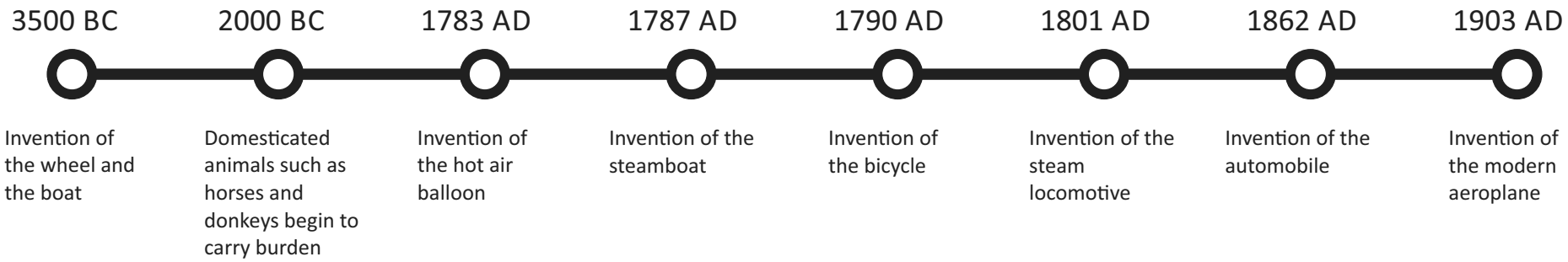
Can be used to describe the key points of a story or event using the 5Ws



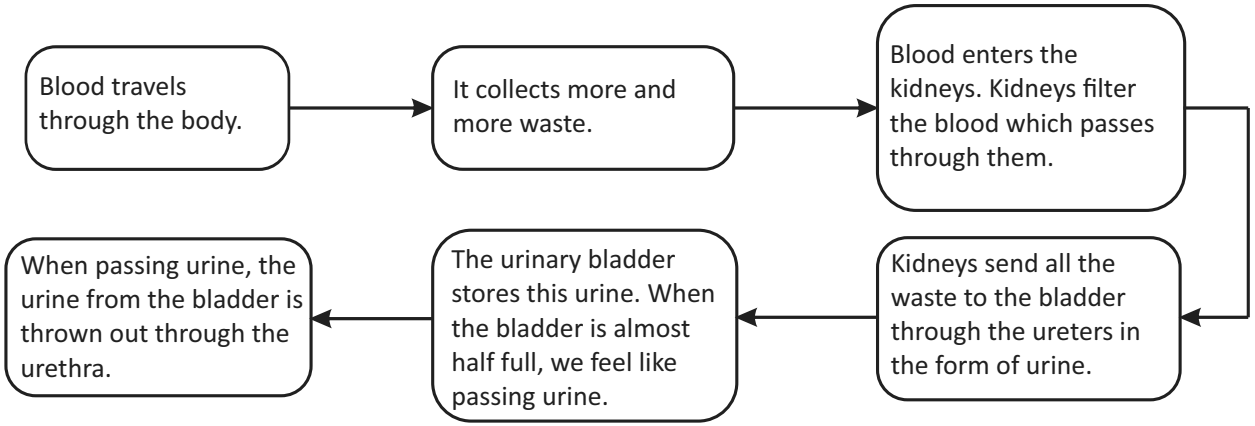
Timeline

Useful to recall events in chronological order with dates

Timeline of evolution of transportation

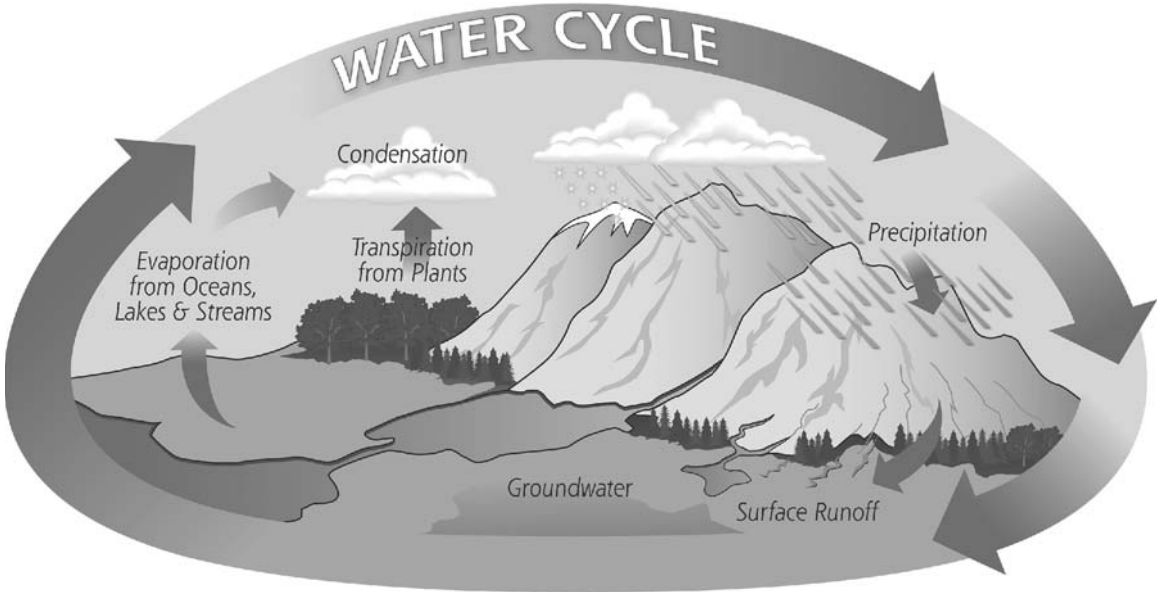


Process chart



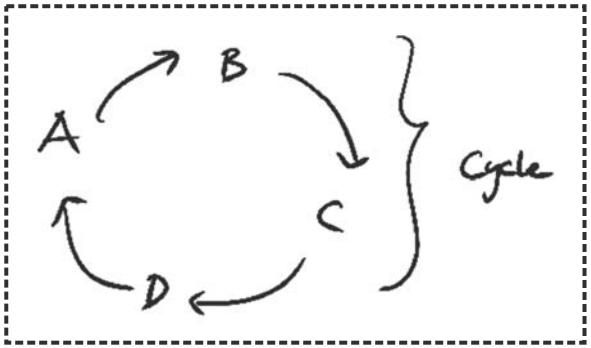
Useful to represent and remember information that follows a particular sequence

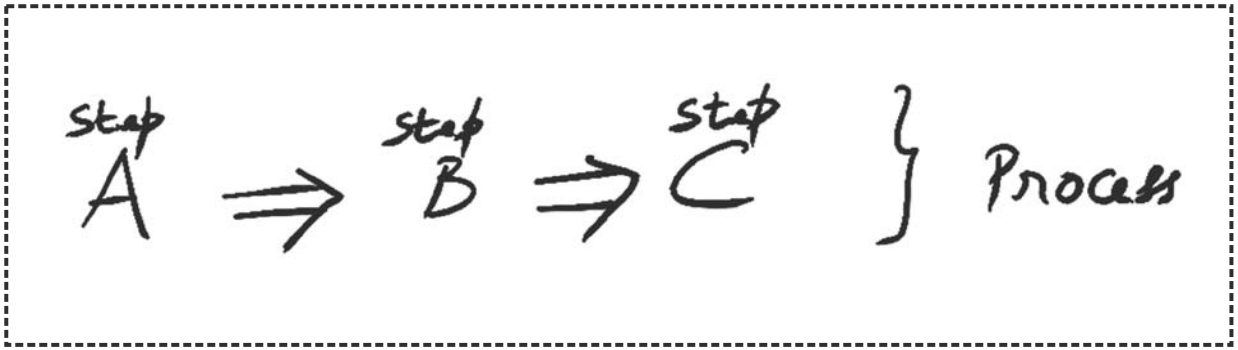
Cycle chart



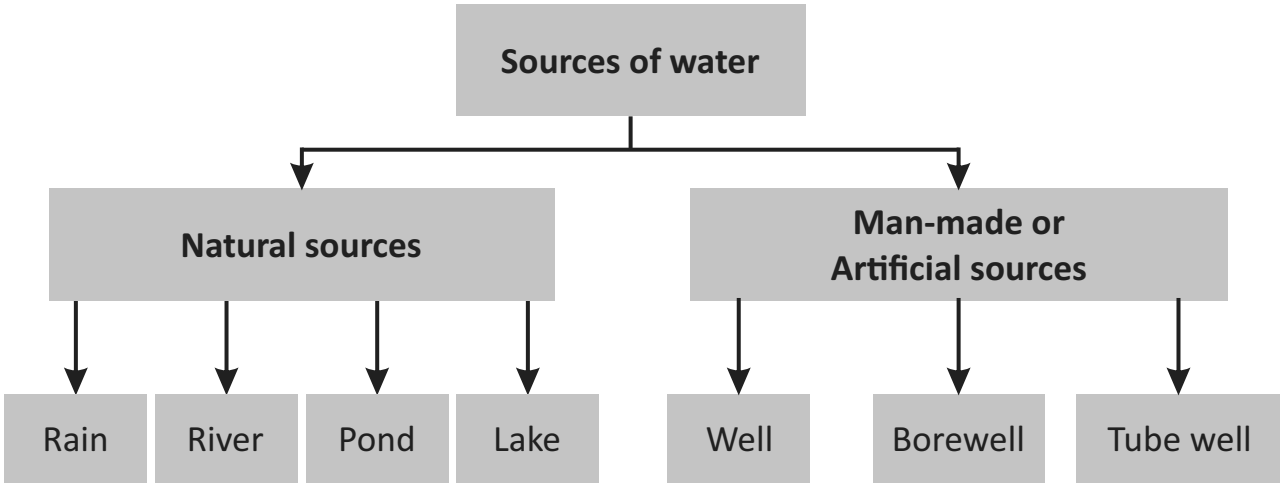
- Useful to represent and remember information that follows a particular sequence
- Both open-ended simple process or closed cycles can be used

Sample blackboard illustrations:





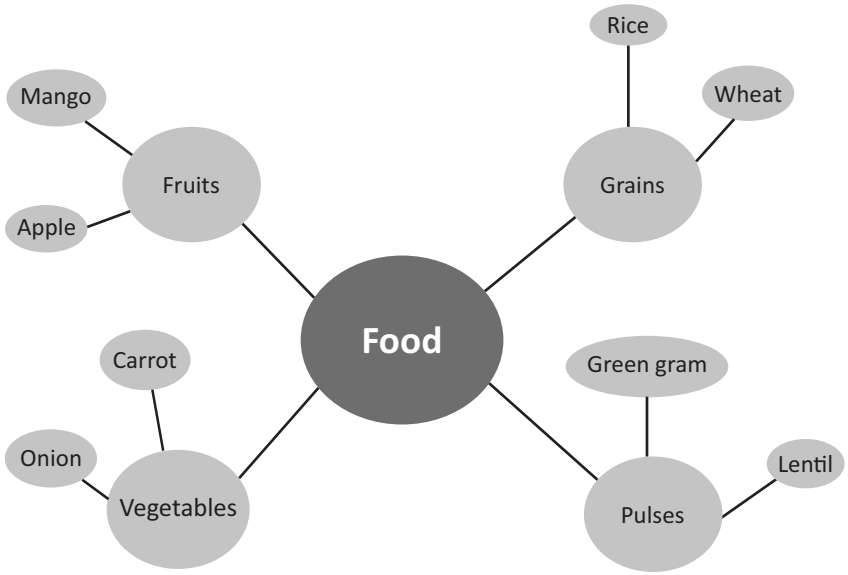
Tree diagram



Helps in classifying or categorising information

Spider diagram

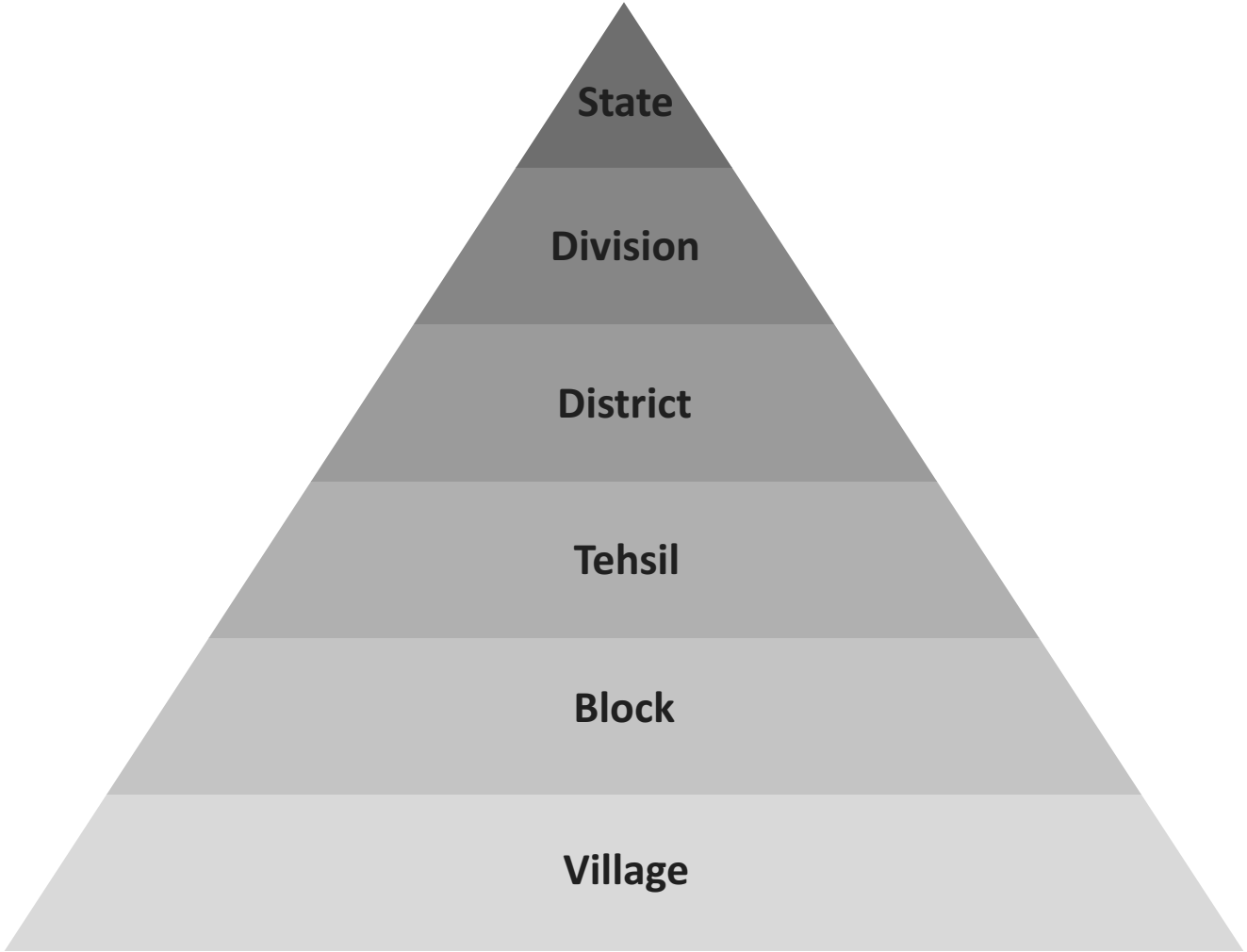
- Useful to represent and remember complex topics
- Useful to build connections within a concept or between concepts



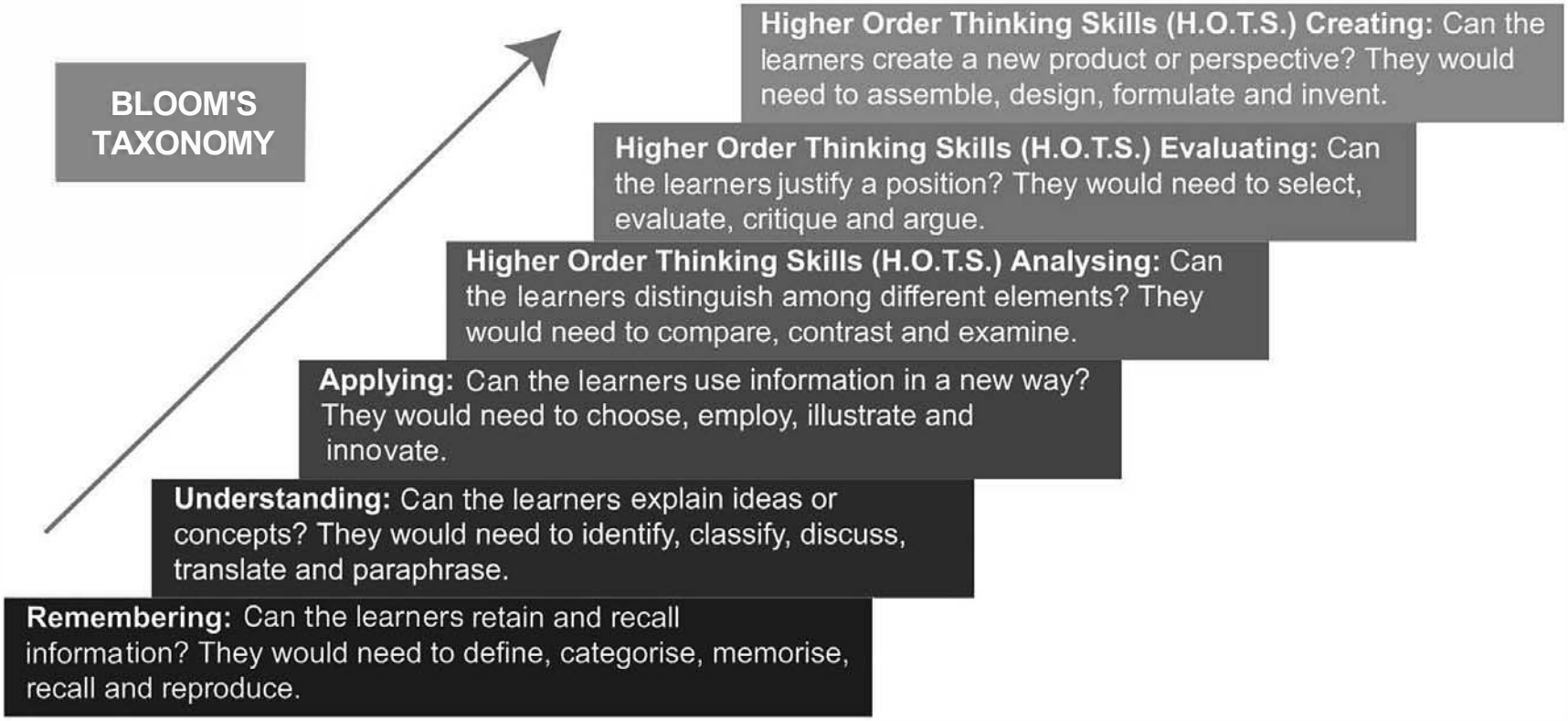
Layered triangle/Pyramid

- Can be used to start with a broad topic and move to a more focussed or complex topic
- Can be used to start with a basic topic and move to a more evolved/complex topic

Structure of State Administration



Bloom's Taxonomy in Class



Grade 5 SST 2 Part						
Part	Lesson No.	Lesson Name	Teaching Days	Exam Syllabus		
				FA Coverage	SA Coverage	PA Coverage
1	1	Maps and Globes	5	FA1	SA1	PA1
1	2	Latitudes and Longitudes	5	FA1	SA1	PA1
1	3	The Climatic Zones of the Earth	6	FA2	SA1	PA1
1	4	Early Human Beings	6	FA2	SA1	X
1	5	Ancient Civilizations	5	X	SA1	X
2	6	Some Powerful Dynasties of India	4	FA3	SA2	PA2
2	7	The Mughal Empire	5	FA3	SA2	PA2
2	8	India's Democratic Government	7	FA4	SA2	PA2
2	9	Local Administration	5	FA4	SA2	X
2	10	People with Physical Disabilities	7	X	SA2	X

Note: SA1=MYA, SA2=AA

Annual Planning Tool for Teachers (to be filled as per Term/Semester)

Month	No of Working Days in School	Assessments (If Any)	Other Non-Teaching Events if Any	No of Teaching Days in School	No of "Teaching Periods" based on the Subject Time-Table (Referred to as "Teaching Days" going forward)	Lesson/Concept List to be Covered	CK Teaching Days Total	Days Allocated for CK PRS	Buffer Days
Sample Month	20	None	Opening PTM (1 Day)	19	25	1, 2, 3	16	7	2
April									
May									
June									
July									
August									
September									
October									
November									
December									
January									
February									
March									

Assessment Blueprint - EVS-II - Beginner - FA_20M

Question Source	Summary
DIRECT	Direct questions from TB/WB
DIRECT PLUS	DIRECT questions with minor changes.
MODIFIED	DIRECT questions with changes in skill and/or question type
MODIFIED PLUS	MODIFIED questions with increased difficulty
TWISTED	NEP/BOARD question types based on TB/WB content

EVS-II - Class 5

			Beginner	*Values*
			20M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	2	2
		Modified	3	3
B	Very Short Answer Questions	Direct		
		DirectPlus	2	2
		Modified	3	3
C	Short Answer Questions	Direct	2	4
		DirectPlus		
		Modified	1	2
D	Long Answer Questions	Direct	2	4
Grand Total			**15**	**20**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Beginner - PA_40M

EVS-II - Class 5

			Beginner	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	1	1
		DirectPlus	2	2
		Modified	5	5
B	Very Short Answer Questions	Direct	4	4
		Modified	5	5
C	Short Answer Questions	Direct	1	2
		DirectPlus	2	4
		Modified	1	2
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	DirectPlus	4	8
F	Map/Picture Based Questions	DirectPlus	1	4
Grand Total			**27**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Beginner - MYA/AA_40M

EVS-II - Class 5

			Beginner	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	1	1
		DirectPlus	1	1
		Modified	2	2
B	Very Short Answer Questions	Direct	4	4
		DirectPlus	2	2
		Modified	7	8
C	Short Answer Questions	Direct	1	2
		Modified	2	4
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	DirectPlus	2	4
F	Map/Picture Based Questions	Direct	2	9
Grand Total			**25**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Beginner - MYA/AA_50M

EVS-II - Class 5

			Beginner	*Values*
			50M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	2	2
		Modified	2	2
B	Very Short Answer Questions	Direct	3	3
		DirectPlus	6	6
		Modified	9	10
C	Short Answer Questions	Direct	1	2
		DirectPlus	2	4
		Modified	1	2
D	Graphic Organiser	Modified	2	6
E	Long Answer Questions	DirectPlus	2	4
F	Map/Picture Based Questions	Direct	2	9
Grand Total			**32**	**50**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Beginner - MYA/AA_80M

EVS-II - Class 5

			Beginner	*Values*
			80M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	3	3
		DirectPlus	2	2
		Modified	3	3
B	Very Short Answer Questions	Direct	5	6
		DirectPlus	6	6
		Modified	16	17
C	Short Answer Questions	Direct	3	6
		DirectPlus	1	2
		Modified	3	6
D	Graphical Organisers	Modified	3	9
E	Long Answer Questions	DirectPlus	4	8
F	Map/Picture Based Questions	Direct	3	12
Grand Total			**52**	**80**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Proficient - FA_20M

EVS-II - Class 5

			Proficient	*Values*
			20M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	2	2
		Twisted	2	2
B	Very Short Answer Questions	DirectPlus	2	2
		Modified	2	2
C	Short Answer Questions	Direct	1	2
		Modified	1	2
		Twisted	2	4
D	Long Answer Questions	Modified	2	4
Grand Total			**14**	**20**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Proficient - PA_40M

EVS-II - Class 5

			Proficient	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Modified	3	3
		ModifiedPlus	3	3
		Twisted	2	2
B	Very Short Answer Questions	Direct	1	1
		Modified	4	4
C	Short Answer Questions	DirectPlus	2	4
		ModifiedPlus	1	2
		Twisted	2	6
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	DirectPlus	2	4
		Modified	2	4
F	Map/Picture Based Questions	DirectPlus	1	4
Grand Total			**24**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Proficient - MYA/AA_40M

EVS-II - Class 5

			Proficient	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	1	1
		ModifiedPlus	1	1
		Twisted	2	2
B	Very Short Answer Questions	Direct	2	2
		Modified	5	6
		ModifiedPlus	2	2
C	Short Answer Questions	DirectPlus	1	2
		Modified	1	2
		Twisted	2	6
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	Modified	2	4
F	Map/Picture Based Questions	Direct	1	4
		DirectPlus	1	5
Grand Total			**22**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Proficient - MYA/AA_50M

EVS-II - Class 5

			Proficient	*Values*
			50M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Modified	1	1
		ModifiedPlus	1	1
		Twisted	2	2
B	Very Short Answer Questions	Direct	3	3
		DirectPlus	3	3
		Modified	7	8
		ModifiedPlus	1	1
C	Short Answer Questions	DirectPlus	1	2
		ModifiedPlus	2	4
		Twisted	2	6
D	Graphic Organiser	Modified	2	6
E	Long Answer Questions	Modified	2	4
F	Map/Picture Based Questions	Direct	2	9
Grand Total			**29**	**50**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Proficient - MYA/AA_80M

EVS-II - Class 5

			Proficient	*Values*
			80M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	2	2
		DirectPlus	1	1
		Modified	1	1
		ModifiedPlus	3	3
		Twisted	2	2
B	Very Short Answer Questions	Direct	2	3
		DirectPlus	1	1
		Modified	15	16
		ModifiedPlus	4	4
C	Short Answer Questions	Direct	2	4
		DirectPlus	2	4
		Modified	1	2
		ModifiedPlus	1	2
		Twisted	2	6
D	Graphic Organiser	Modified	3	9
E	Long Answer Questions	Modified	4	8
F	Map/Picture Based Questions	Direct	3	12
Grand Total			**49**	**80**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
K□v□]Resource	India Political Map	1) Maps and Globes
	India Physical Map	
	World Map	
	World Map	3) The Climatic Zones of the Earth
	India Physical Map	
	India Political Map	
	Human Evolution chart	4) Early Human Beings
	Ancient Civilizations chart	5) Ancient Civilizations
Learners to bring	Blank sheet of paper	1) Maps and Globes
		2) Latitudes and Longitudes
	Blank political map of India	3) The Climatic Zones of the Earth
	Atlas	
	Blank sheets of paper	4) Early Human Beings
Teacher to arrange	Globe	1) Maps and Globes
	Globe	2) Latitudes and Longitudes
	A smartphone with a world clock application	

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Teacher to arrange	Newspaper clippings of daily weather, climate and seasons	3) The Climatic Zones of the Earth
	Globe	
	Torch	
	Blank chits in a bowl	
	Pictures of people living in polar regions	
	Pictures of different kinds of food items	4) Early Human Beings
	Blank sheets of paper	5) Ancient Civilizations
	Pencils, erasers, sharpeners and pens	
	Pictures of the Indus Valley Civilization	

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Online Resource	Kingdoms Chart	6) Some Powerful Dynasties of India
	Government in India Chart	8) India's Democratic Government
	Dutiful Citizen Chart	10) People with Physical Disabilities
Learners to bring	Blank sheets of paper	6) Some Powerful Dynasties of India
	Chart paper and sketch pens	7) The Mughal Empire
	Blank sheet of paper	
	Chart paper and sketch pens	8) India's Democratic Government
	Chart papers and sketch pens	9) Local Administration
	Blank sheet of paper	
	Blank sheets of paper	10) People with Physical Disabilities
	Scarf	
	Chart paper and sketch pens	

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Teacher to arrange	Slips of paper	8) India's Democratic Government
	Ballot box	
	Newspaper articles about how citizens participate in the work of their local government	9) Local Administration
	Blank sheets of paper	10) People with Physical Disabilities
Storyweaver resource	Raza Meets the King	7) The Mughal Empire

LESSON PLANS AND TEACHER REFERENCE MATERIAL

A – Curriculum to Learning Objectives: Study of Maps

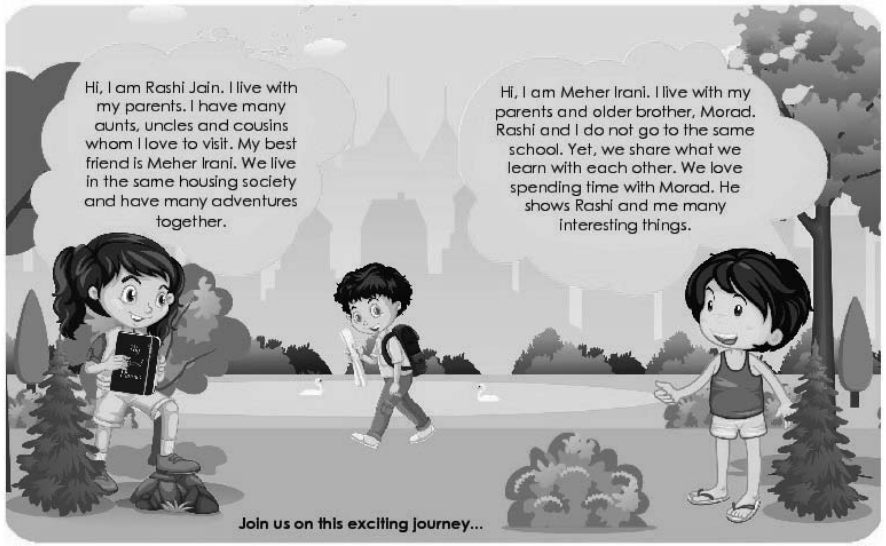
Prior Knowledge		• *Definition of maps* • *Making a map* • *Shape of the Earth*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	2	The Shape of the Earth	2.a 2.b 2.c 2.d	• the shape of the Earth and its movements • why the Earth is an oblate sphere • how we can prove the shape of the Earth • other planets in the solar system
3	3	Using and Making Maps	3.a 3.b 3.c 3.d	• maps and what we can see on a map • how a map is made and its uses • how and where maps are used • making a map
4	2	Continents and Oceans on Earth	2.a 2.b 2.c 2.d	• the positions of continents and oceans • continental drift • latitudes and longitudes • finding a sea route from one place to another
4	3	What Does the Earth Look Like?	3.a 3.b 3.c 3.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • some interesting physical features on Earth • using the colours on a map to point out the landforms on it
5	1	Maps and Globes	1.a 1.b 1.c 1.d	• features of maps and globes • differences between maps and globes and important lines on a globe • making a globe • getting familiar with globes
5	2	Latitudes and Longitudes	2.a 2.b 2.c 2.d	• latitudes and longitudes • features of latitudes and longitudes; grids and coordinates • time difference and standard time • using longitudes to calculate time
5	3	The Climatic Zones of the Earth	3.a 3.b 3.c 3.d	• weather, seasons and climate • factors that affect the climate, climatic zones • climate of India • climatic zones and countries

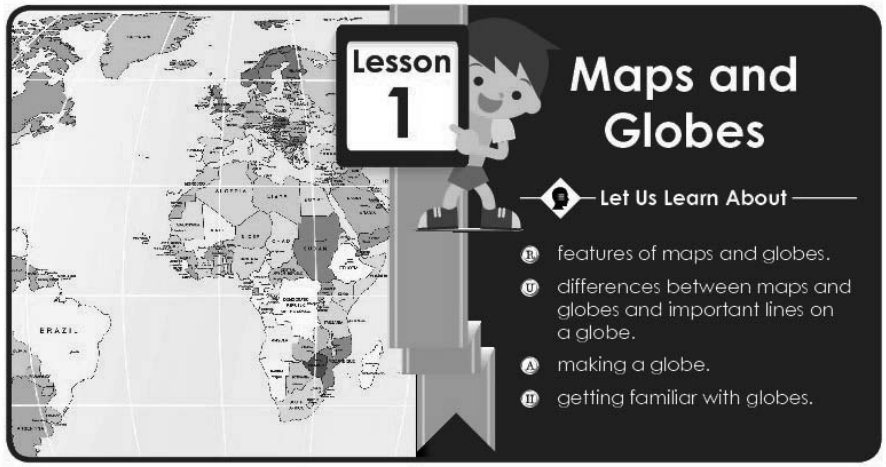
B – Vision-to-Action Plan: 1 Maps and Globes

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
1 DD/MM/YYYY	1-3 (THK, REM)	1.a	• Familiarise with the characters of Rashi, Meher and Morad • Define 'globe' and 'map' • Classify the different types of maps	• Interactive Discussion • Peer Learning – Group	–	WB: Pg. 1 (Q 1, 2, 4)	WB: Pgs. 1, 4 (Q 7, 16)	
2 DD/MM/YYYY	3-4 (REM)	1.a	• Examine the features of maps and globes	• Real-life Connect	• IMAX India Political Map • IMAX India Physical Map • Globe	WB: Pg. 1 (Q 3, 6)	WB: Pgs. 2, 3 (Q 12, 15) Bring a blank sheet of paper.	
3 DD/MM/YYYY	4-5 (UND)	1.b	• Distinguish between a map and a globe • Identify the important points and lines on a globe	• Questioning • Flipped Classroom	• Blank sheet of paper • IMAX World Map • Globe	WB: Pgs. 1, 2 (Q 5, 8, 9)	WB: Pgs. 2, 3 (Q 11, 14)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
4 DD/MM/YYYY	6-7 (UND, APP)	1.b 1.c	• Analyse the differences between the Equator and the Prime Meridian • Describe the process of making a globe	• Interactive Discussion • Peer Learning – Pair	• Globe	WB: Pg. 2 (Q 10, 13)	WB: Pg. 4 (Q 17, 18)	
5 DD/MM/YYYY	7 (H.O.T.S., AF)	1.a 1.b 1.c 1.d	• Examining a globe • Summarise the features and uses of maps and globes	• Summarising	• Globe	WB: Pg. 5 (Q 19) WB: Map Practice, Pg. 26 (Q 1)	WB: Pg. 5 (Q 20)	

Annual Day:	Day:	Actual Date:	Page(s)
1/27	1/5	_____	1,2,3





1

Important Words

–

Transactional Tip(s) **Duration: 6 min**

Interactive Discussion:

- Ask learners to read the speech bubbles in pairs. Ask them the following questions.
  - Do Rashi and Meher go to the same school?
  - What do Rashi and Meher do together?
  - What does Morad show Meher?

Class Pulse Check **Duration: 1 min**

1) Name the three characters who will join us on this exciting journey.

Annual Day:	Day:	Actual Date:	Page(s)
1/27	1/5	_____	2

Think

Rashi and her friends are planning a holiday. They are looking at travel magazines when Rashi's father walks into the room.

Mr Jain: *Hi Rashi! What are you doing?*

Rashi: *Hi Papa! We are looking through travel magazines and trying to decide where we should go on our next holiday.*

Mr Jain: *That is great. But I do not see any maps or a globe in front of you.*

A globe

Rashi: *Maps? Why maps?*

Mr Jain: *Well, maps are a great way to know about a place. They help you answer questions like, 'How far away is the place?' or 'Where do I go from here?' They even help you find places like railway stations, hotels and other landmarks. Whereas, a globe can show you where your holiday spot is on the Earth.*

Rashi: *Oh! You are right! I shall get the globe from the hall right away!*

Q. What does Rashi's father want her to use to plan her holiday?

(A) the internet and newspapers (B) maps and a globe

(C) maps and her school textbooks (D) a globe and a magazine

Remembering

The huge size of the Earth makes it difficult for us to study it as a whole. To make this easy, we **represent** the Earth in different ways. Two of the most important tools for doing this are **maps** and **globes**.

MAPS

A map is a **two-dimensional** drawing of a place on a flat surface as it appears from a position above. It shows where things are in that place. Maps can be of various types and sizes based on what the maps show. Different colours are also used to highlight the different

Important Words **Duration: 1 min**

- **Today:** represent, maps, globes, two-dimensional

Transactional Tip(s) **Duration: 9 min**

Interactive Discussion:

- Encourage learners to ask questions they might have regarding these characters.
- Read 'Think' and discuss the 'Think' question (TB: Pg. 2).
- Ask learners if they have ever come across a situation where maps and globes would be useful.
- Read the definitions of maps and globes on TB: Pgs. 2, 3 and discuss why they are used.
- Ask learners to read 'Maps' (TB: Pgs. 2, 3).

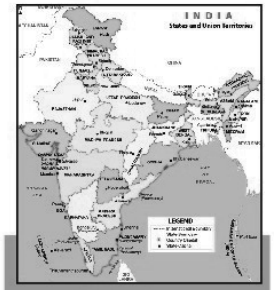
Class Pulse Check **Duration: 2 min**

1) What does Rashi's father want her to use to plan her holiday? (Think, TB: Pg. 2)
2) Is a map a two-dimensional or a three-dimensional object?

Annual Day:	Day:	Actual Date:	Page(s)
1/27	1/5	_____	3

features of maps. Nowadays, maps can also be used on phones. Some important types of maps and what they show are given.

Types of Maps

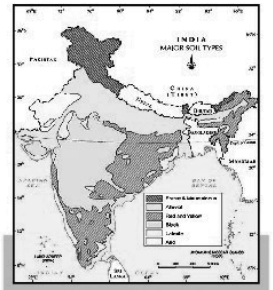


Political map

- borders of countries and states
- national capitals and state capitals
- other cities

Physical map

- landforms and water bodies
- the heights of different places
- natural regions



Thematic map

- information related to a particular theme
- Example: major crops, rainfall in different parts of the country and so on

Features of maps

- **Title** to explain what the map is about
- **Key** to explain the symbols and colours used
- **Scale** to show how much area is covered by the map
- **Direction** to show north, south, east and west
- **Grid** lines that divide the map into equal parts

GLOBES

The word 'globe' comes from the Latin word 'globus', meaning 'sphere' or 'something that is round'. A globe is a **three-dimensional** model of the Earth. It is shaped like the Earth and shows us how the Earth looks. The rod on which a globe spins is called its **axis**. It passes through the poles and the centre of the globe.

A globe showing its axis

Important Words

–

Transactional Tip(s) **Duration: 10 min**

Peer Learning - Group:

- Divide the class into three groups. Assign one of the following to each group: 'Political Map', 'Physical Map' and 'Thematic Map'.
- Ask the groups to look at the maps given on TB: Pg. 3 and discuss the features and uses of the map assigned to them.
- Ask each group to come up and speak about the features and uses of the map they are assigned.
- Ask learners to list the differences between political, physical and thematic maps.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) We can locate mountains with the help of a **physical/ political** map.

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How does a globe help us to study the Earth?

- Since it is shaped like the Earth, a globe makes it easier to understand the shapes of continents and water bodies.
- Since it is made to scale, the positions of places and the distances between them are also accurately shown.

Features of globes

1) We can turn the globe on its axis to see any part of the Earth we want.
2) The axis of a globe is not vertical. It is tilted at an angle of 23.5°. This shows the tilt of the Earth with respect to the path that it takes to go around the Sun.
3) The globe shows some important points and lines. As the shape of a globe is similar to that of the Earth, we can understand the positions of these lines and points much better on a globe than on a map.

Tilt in the Earth's axis

Understanding

DIFFERENCES BETWEEN MAPS AND GLOBES

Map	Globe
• We can see the whole Earth at a time on a world map.	• A globe shows only one part of the Earth at a time.
• It is the drawing of a place on Earth on a flat surface as seen from above.	• It is a small model of the Earth which shows us what the Earth looks like.
• It can provide detailed information.	• It does not provide detailed information as it shows the whole Earth.
• It cannot be used to study the rotation and revolution of the Earth.	• It can rotate on an axis, and so, can be used to study the rotation and revolution of the Earth.
• It is easy to carry around.	• It is difficult to carry around.

Important Words

- **Last class:** represent, maps, globes, two-dimensional
- **Today:** –

Transactional Tip(s) **Duration: 12 min**

Real-life Connect :

- Choose learners to read 'Features of globes' (TB: Pg. 4).
- After reading about each feature, point it out on the globe.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) How does a map look different from a globe?

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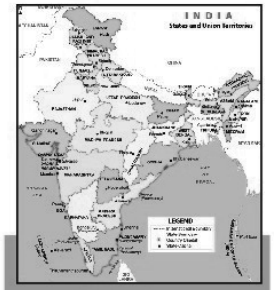
features of maps. Nowadays, maps can also be used on phones. Some important types of maps and what they show are given.

Types of Maps

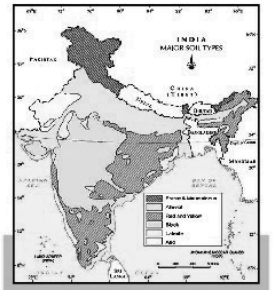


Political map

- borders of countries and states
- national capitals and state capitals
- other cities

Physical map

- landforms and water bodies
- the heights of different places
- natural regions



Thematic map

- information related to a particular theme
- Example: major crops, rainfall in different parts of the country and so on

Features of maps

- **Title** to explain what the map is about
- **Key** to explain the symbols and colours used
- **Scale** to show how much area is covered by the map
- **Direction** to show north, south, east and west
- **Grid** lines that divide the map into equal parts

GLOBES

The word 'globe' comes from the Latin word 'globus', meaning 'sphere' or 'something that is round'. A globe is a **three-dimensional** model of the Earth. It is shaped like the Earth and shows us how the Earth looks. The rod on which a globe spins is called its **axis**. It passes through the poles and the centre of the globe.

A globe showing its axis

Important Words **Duration: 1 min**

- **Last class:** geographer
- **Today:** three-dimensional, axis

Transactional Tip(s) **Duration: 15 min**

Real-life Connect :

- Use the Classklap India Political Map and Classklap India Physical Map to revise the features of maps.
- Ask learners about models of trains, cars, and doll houses that they may have seen.
- Ask them to think about the differences between the models and the real objects.
- Read the first two paragraphs of 'Globes' (TB: Pgs. 3, 4).
- Show a globe to the learners. Allow them to touch and turn it to get a feel of what it is.

Class Pulse Check **Duration: 1 min**

1) What is the use of scale on a map?

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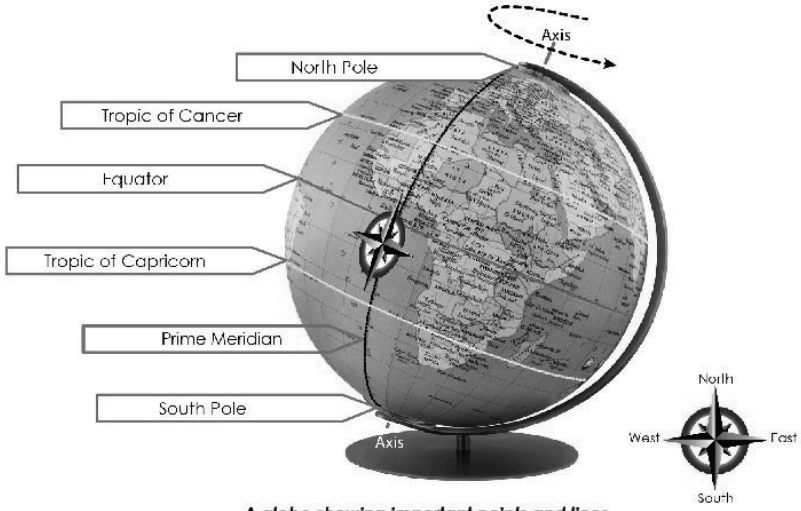
IMPORTANT POINTS AND LINES ON A GLOBE

Look at the picture of the globe. Some important points and lines are marked on it.



A globe showing important points and lines

1) **The North and South Poles:** They are the two ends of the Earth's axis. They are found at the top and bottom of a globe.
2) **The Equator:** It is an imaginary line drawn around the middle of a globe to divide it into two equal parts or **hemispheres**. To the north of the Equator, is the **northern hemisphere**. Below the Equator, to the south, is the **southern hemisphere**.
3) **The Tropics of Cancer and Capricorn:** These are two imaginary lines drawn around the globe on either side of the Equator. The Tropic of Cancer is in the northern hemisphere, and the Tropic of Capricorn is in the southern hemisphere.
4) **The Prime Meridian:** It is a vertical imaginary line from the North Pole to the South Pole. There is another imaginary line on the other side of the Prime Meridian known as the 180° meridian. These two lines divide a globe into the **eastern** and **western hemispheres**.

Important Words **Duration: 1 min**

- **Last class:** three-dimensional, axis
- **Today:** hemispheres, northern hemisphere, southern hemisphere, eastern hemisphere, western hemisphere

Transactional Tip(s) **Duration: 14 min**

Flipped Classroom:

- Ask learners to read 'Important Points and Lines on a Globe' (TB: Pg. 5).
- Choose four learners and assign one of the following to each of them: the Equator, Tropic of Cancer, Tropic of Capricorn and poles.
- Ask each learner to explain their topic to the rest of the class and point it out on the globe.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Where is the Equator drawn on a globe?

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How does a globe help us to study the Earth?

- Since it is shaped like the Earth, a globe makes it easier to understand the shapes of continents and water bodies.
- Since it is made to scale, the positions of places and the distances between them are also accurately shown.

Features of globes

1) We can turn the globe on its axis to see any part of the Earth we want.
2) The axis of a globe is not vertical. It is tilted at an angle of 23.5°. This shows the tilt of the Earth with respect to the path that it takes to go around the Sun.
3) The globe shows some important points and lines. As the shape of a globe is similar to that of the Earth, we can understand the positions of these lines and points much better on a globe than on a map.

Tilt in the Earth's axis

Understanding

DIFFERENCES BETWEEN MAPS AND GLOBES

Map	Globe
• We can see the whole Earth at a time on a world map.	• A globe shows only one part of the Earth at a time.
• It is the drawing of a place on Earth on a flat surface as seen from above.	• It is a small model of the Earth which shows us what the Earth looks like.
• It can provide detailed information.	• It does not provide detailed information as it shows the whole Earth.
• It cannot be used to study the rotation and revolution of the Earth.	• It can rotate on an axis, and so, can be used to study the rotation and revolution of the Earth.
• It is easy to carry around.	• It is difficult to carry around.

Important Words **Duration: 1 min**

- **Last class:** three-dimensional, axis
- **Today:** –

Transactional Tip(s) **Duration: 12 min**

Questioning:

- Choose learners to read 'Differences Between Maps and Globes' (TB: Pg. 4).
- Divide the class into groups of three or four.
- Ask each group to frame questions on the differences between maps and globes on a blank sheet.
- Allow each group to present a question and have the other learners answer. Encourage them to use the Classklap World Map or a globe to support their answer.

Class Pulse Check **Duration: 1 min**

1) Which representation of the Earth shows the tilt in its axis?

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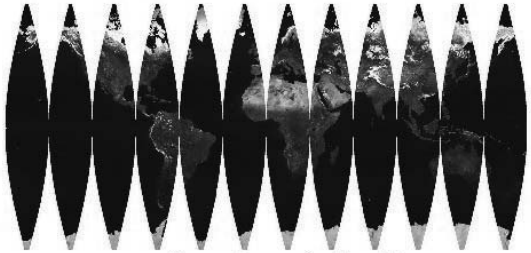
The Equator divides the Earth into the northern and the southern hemispheres.

The Prime Meridian and the 180° meridian divide the Earth into the eastern and the western hemispheres.

Application

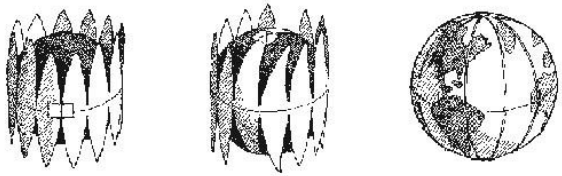
MAKING A GLOBE

A globe can be made from a special map of the Earth like this one. The map is cut as shown in the picture. It is then folded around a sphere.



Shape of a map for the globe

After the map is folded around the sphere, the ends are pasted on the top and bottom of the globe as shown below.



Map is folded around a sphere

The completed globe

Important Words **Duration: 1 min**

- **Last class:** hemispheres, northern hemisphere, southern hemisphere, eastern hemisphere, western hemisphere
- **Today:** –

Transactional Tip(s) **Duration: 27 min**

Interactive Discussion:

- Ask learners to observe the pictures of the Equator and the Prime Meridian (TB: Pg. 6).
- Discuss the similarities and differences between the two lines.
- Choose learners to come up and point out the lines on the globe.

Peer Learning - Pair :

- Ask learners to read 'Making A Globe' (TB: Pgs. 6, 7) in pairs.
- Ask them to discuss how globes are made, emphasising the need for specially-made maps for the purpose.
- Ask them to discuss the following with their partners.
  - Can you remove the paper covering the globe and convert it into a map?
  - Can an outline map of the world be placed over a sphere to make a globe?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) **True/False:** The Equator runs through the North Pole.
2) What kind of a map do we need to make a globe?

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A globe can only be made to show the entire Earth. We cannot use a map of a country, city or neighbourhood to make a globe. Do you know why?

Higher Order Thinking Skills (H.O.T.S.)

1) Look at a globe and point out the following.

- the Equator
- a continent in the southern hemisphere
- a continent which is in all four hemispheres
- the continent where India is located

Amazing Facts

The German **geographer**, Martin Behaim, made a globe more than 500 years ago that still exists. He was able to create the globe after travelling around the world.

New Words

1)	represent	–	show
2)	two-dimensional	–	an object that has length and breadth
3)	three-dimensional	–	an object that has length, breadth and depth
4)	geographer	–	someone who is an expert at and continues to study geography

Important Words **Duration: 1 min**

- **Today:** geographer

Transactional Tip(s) **Duration: 26 min**

Summarising:

- Using a globe, help learners solve 'H.O.T.S.'(TB: Pg. 7).
- Select learners to read 'Amazing Facts' (TB: Pg. 7).
- Ask learners to summarise the importance of maps and globes that they have studied in the lesson.
- Help them to summarise features of maps and globes using a tree diagram.
- Ask them to discuss the following questions with a partner.
  - What have you learnt about the features and uses of maps and globes?
  - How does the study of the important points and lines on a globe help in your daily life?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) How many continents does the globe show?
2) Would a thematic map tell you about state capitals? Give reasons.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	A **scale/key** can be used to know the area covered by a map. (Ans. scale)	Period 1 - features of maps and globes	
2	Asha is travelling to Paris. Should she carry a globe or a map of Paris? (Ans. Map of Paris)	Period 3 - differences between maps and globes and important lines on a globe	
3	Name an important imaginary line found between the Equator and the South Pole. (Ans. Tropic of Capricorn)	Period 3 - differences between maps and globes and important lines on a globe	
4	**True/False:** We can use the map of our city to make a globe. (Ans. False)	Period 4 - making a globe	
5	If we look at the globe, which ocean is closest to Japan? (Ans. Pacific Ocean)	Period 5 - getting familiar with globes	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 1: Maps and Globes

Think

1) What does Rashi's father want her to use to plan her holiday? *(TB, Pg. 2)*

   (A) the internet and newspapers

   (B) maps and a globe

   (C) maps and her school textbooks

   (D) a globe and a magazine

Ans. (B) maps and a globe

Application

1) We cannot use a map of a country, city or neighbourhood to make a globe. Do you know why? *(TB, Pg. 7)*

Ans. A country, city or neighbourhood is a part of the Earth's sphere. It is not a complete sphere in itself. To make a globe we would need a map of the whole world.

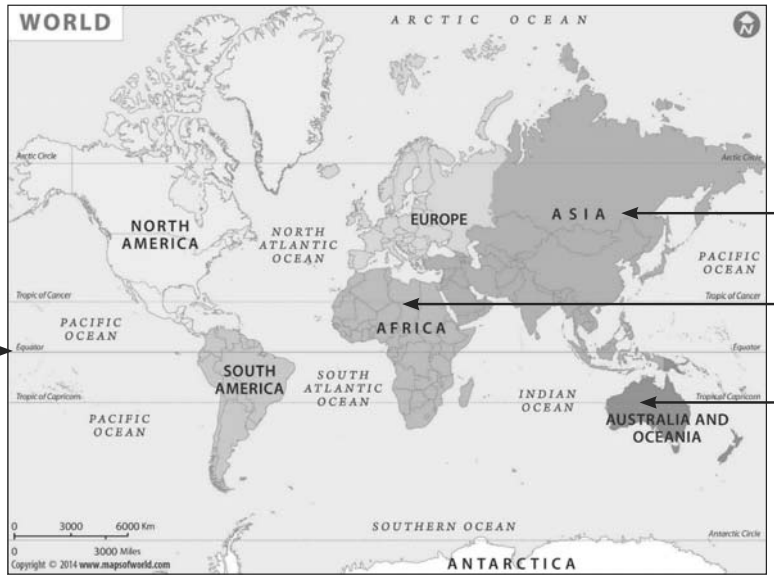
Higher Order Thinking Skills (H.O.T.S.)

1) Look at a globe and point out the following. *(TB, Pg. 7)*

   - the Equator
   - a continent in the southern hemisphere
   - a continent which is in all four hemispheres
   - the continent where India is located

Teacher Reference: Textbook

Ans.



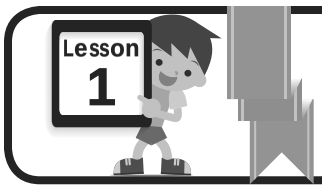
Asia: the continent where India is located

Africa: a continent which is in all four hemispheres

Australia: a continent located in the southern hemisphere

the Equator

Note to Teacher: We have used a map instead of a globe here for easier understanding.



Maps and Globes

Remembering

Multiple Choice Questions

1) What is a map of landforms and water bodies called? [**B**]

(A) political map (B) physical map

(C) sketch map (D) thematic map

2) What kind of an object is a globe? [**D**]

(A) no-dimensional object (B) one-dimensional object

(C) two-dimensional object (D) three-dimensional object

Fill in the Blanks

3) The shape of a globe is similar to that of the _____**Earth**_____.

4) The _____**key**_____ of a map explains the symbols and colours used.

Answer in One Word

5) From which Latin word is the word 'globe' derived?

Ans. Globus

6) At what angle is the axis of a globe titled?

Ans. 23.5°

Short Answer Question

7) Define 'map'. Name any one type of map.

Ans. A map is a two-dimensional drawing of a place on a flat surface as it appears from a position above. A physical map is a type of map.

Understanding

Circle the Correct Word

8) A map is **easy** / **difficult** to carry.

9) A **map** / **globe** can be used to study the rotation and revolution of the Earth.

10) The **Equator** / **Prime Meridian** forms part of a circle that divides a globe into eastern and western hemispheres.

11) The globe is divided into the northern and southern hemispheres by the **Equator** / **Prime Meridian**.

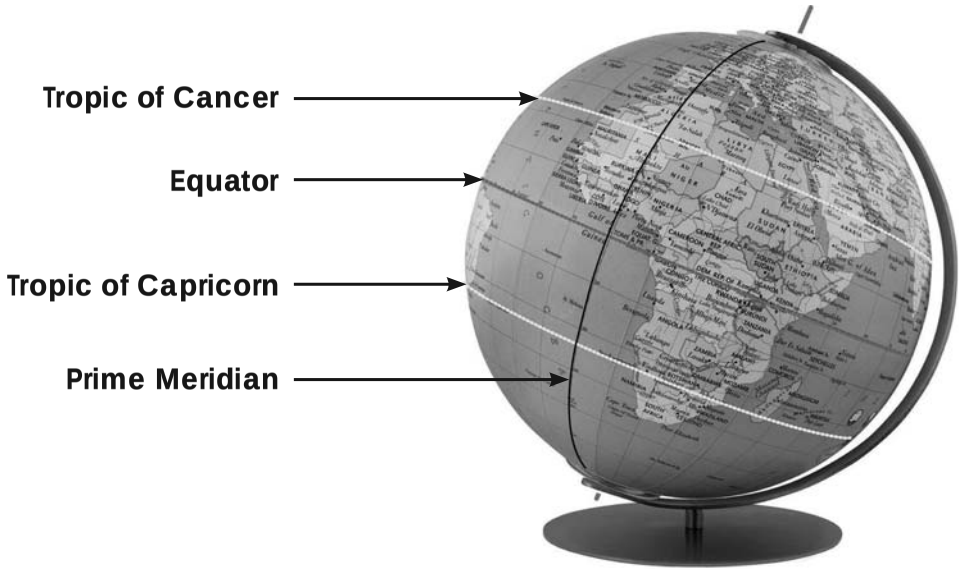
Short Answer Questions

12) Write a note on the North and the South Poles.

Ans. The North and South Poles are the two ends of the Earth's axis. They are found at the top and bottom of a globe.

13) Label the four lines marked on the globe that has been given below.

Ans.



Long Answer Question

14) Outline any four differences between maps and globes.

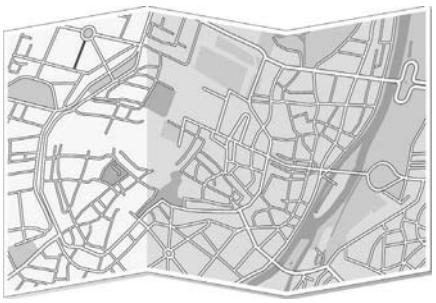
Ans.

Map	Globe
a) It is a drawing of a place on Earth on a flat surface as seen from above. b) We can see the whole Earth at a time on a world map. c) It can provide detailed information. d) It is easy to carry around.	a) It is a small model of the Earth that shows us what the Earth looks like. b) A globe shows only one part of the Earth at a time. c) It does not provide detailed information, as it shows the whole Earth. d) It is difficult to carry around.

Application

Multiple Choice Questions

15) Identify the given picture.

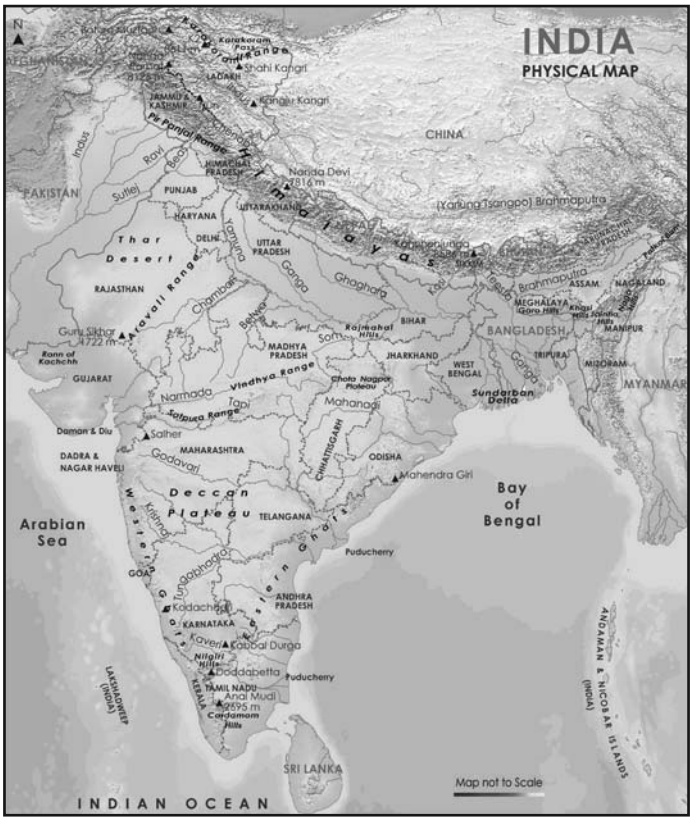


[**B**]

(A) globe (B) map

(C) compass (D) telescope

16) Which of the following are not shown on the given map? [**A**]



(A) cities (B) rivers

(C) mountain ranges (D) plateaus

Short Answer Questions

17) Imagine that the Earth is flat. Which representation of the Earth would not be used in that case? Why?

Ans. If the Earth was flat, globes would not be used to represent it, because a globe is a spherical model of the Earth.

18) While visiting a new place, what does a traveller use — a map or a globe? Give one reason for your answer.

Ans. While visiting a new place, a traveller uses a map because maps are easy to carry around.

Long Answer Question

19) Two friends, Reema and Abdul, were working on an assignment on maps. Reema wanted to locate capitals and other important cities of India on the map. Abdul wanted to show the information related to population density of the country on the map.

a) Which type of map should each of them use?

Ans. Reema should use a political map, and Abdul should use a thematic map.

b) Write any two ways in which maps are useful to you in your everyday life.

Ans. While travelling, maps can be used to find out the route and calculate the journey time.

Maps can also be used to get detailed information about various landforms.

Higher Order Thinking Skills (H.O.T.S.)

Long Answer Question

20) Look at the road map given as an example and make your own road map. Show the route from your home to your school. Mark and label the important landmarks that you will find on this route. Use the symbols given in the key.

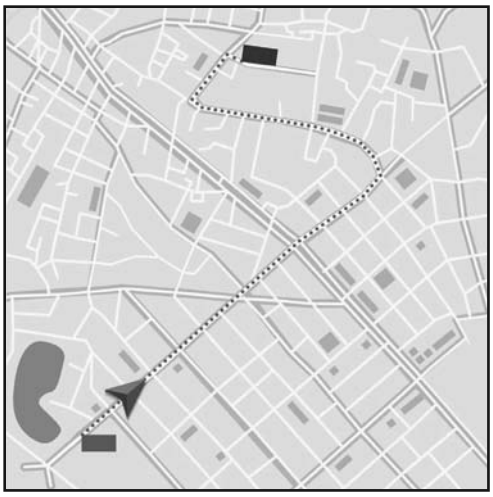
KEY	
	my school
	my house
	landmark
.....	road to take

Ans.

Learner's response

Sample:

KEY	
	my school
	my house
	landmark
.....	road to take



Map Practice

1) Draw a map of your neighbourhood. Mark all important landmarks such as the school, hospital and shops on it.

Ans.

KEY	
	School
	House
	Playground
	Swimming pool
	Hospital

A – Curriculum to Learning Objectives: Study of Maps

Prior Knowledge	• *Features of maps and globes* • *Difference between maps and globes* • *Lines on a globe*

Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
3	2	The Shape of the Earth	2.a 2.b 2.c 2.d	• the shape of the Earth and its movements • why the Earth is an oblate sphere • how we can prove the shape of the Earth • other planets in the solar system
3	3	Using and Making Maps	3.a 3.b 3.c 3.d	• maps and what we can see on a map • how a map is made and its uses • how and where maps are used • making a map
4	2	Continents and Oceans on Earth	2.a 2.b 2.c 2.d	• the positions of continents and oceans • continental drift • latitudes and longitudes • finding a sea route from one place to another
4	3	What Does the Earth Look Like?	3.a 3.b 3.c 3.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • some interesting physical features on Earth • using the colours on a map to point out the landforms on it
5	1	Maps and Globes	1.a 1.b 1.c 1.d	• features of maps and globes • differences between maps and globes and important lines on a globe • making a globe • getting familiar with globes
5	2	Latitudes and Longitudes	2.a 2.b 2.c 2.d	• latitudes and longitudes • features of latitudes and longitudes; grids and coordinates • time difference and standard time • using longitudes to calculate time
5	3	The Climatic Zones of the Earth	3.a 3.b 3.c 3.d	• weather, seasons and climate • factors that affect the climate, climatic zones • climate of India • climatic zones and countries

B – Vision-to-Action Plan: 2 Latitudes and Longitudes

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
1 DD/MM/YYYY	8-9 (THK, REM)	2.a	• Define 'latitudes' and 'longitudes' • Identify the important latitudes	• Interactive Discussion • Guided Learning	• Globe	WB: Pg. 7 (Q 1, 2, 6)	WB: Pgs. 7, 8 (Q 7, 8, 9) Bring a blank sheet of paper.	
2 DD/MM/YYYY	10 (REM)	2.a	• Identify the important longitudes • Differentiate between the Prime Meridian and the International Date Line	• Activity Method • Peer Learning – Pair	• Blank sheet of paper	WB: Pg. 7 (Q 3, 4, 5)	WB: Pg. 8 (Q 10) WB: Map Practice, Pg. 26 (Q 2) Read 'Features of Latitudes and Longitudes' (TB: Pgs. 10, 11).	
3 DD/MM/YYYY	10-12 (UND)	2.b	• Discuss the features of latitudes and longitudes, and grids and coordinates • Determine the climate of a place based on its latitude	• Flipped Classroom • Guided Learning	• Globe	WB: Pg. 8 (Q 11, 12)	WB: Pg. 8 (13, 14)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
4 DD/MM/YYYY	12-13 (APP)	2.c	• Infer the importance of time difference and standard time	• Real-life Connect • Questioning	• Smartphone with a world clock application	WB: Pg. 9 (Q 17, 18)	WB: Pg. 10 (Q 19)	
5 DD/MM/YYYY	13-14 (H.O.T.S., AF)	2.a 2.b 2.c 2.d	• Reinforce the concept of calculating time using longitudes	• Peer Learning – Group • Summarising	–	WB: Pg. 9 (Q 15, 16)	WB: Pg. 10 (Q 20) WB: Map Practice, Pg. 27 (Q 4)	

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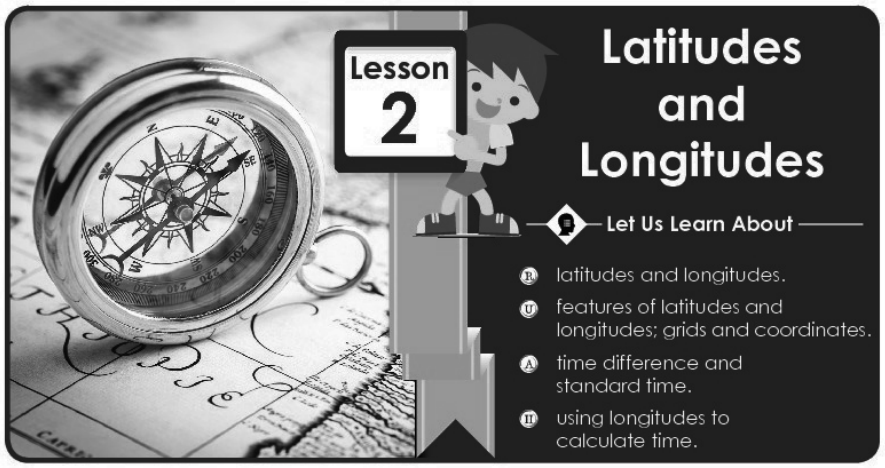

Think

Rashi: *I have decided that I want to visit Australia.*

Mr Jain: *That is interesting. Can you show me where it is on this globe?*

Rashi: *I cannot see it.*

Mr Jain: *You can use the latitudes and longitudes on the globe to find places. Do you know where Australia is?*

Rashi: *It is in the southern hemisphere. And it is to the east of the Prime Meridian.*

Australia on a globe

Q. What does Rashi's father ask her to use to find the location of a place on the globe?

(A) only latitudes (B) latitudes and longitudes

(C) only longitudes (D) the internet

8

Important Words

–

Transactional Tip(s) **Duration: 10 min**

Interactive Discussion:

- Choose learners to read 'Think' and solve the 'Think' question (TB: Pg. 8).
- Ask learners to recall the important points and lines on the globe.
- Write them down on the board.
- Ask, 'How can you find someone who is stranded in a desert or lost at sea or stuck high up in a mountain?'

Class Pulse Check **Duration: 1 min**

1) What does Rashi's father ask her to use to find the location of a place on the globe? (Think, TB: Pg. 8)

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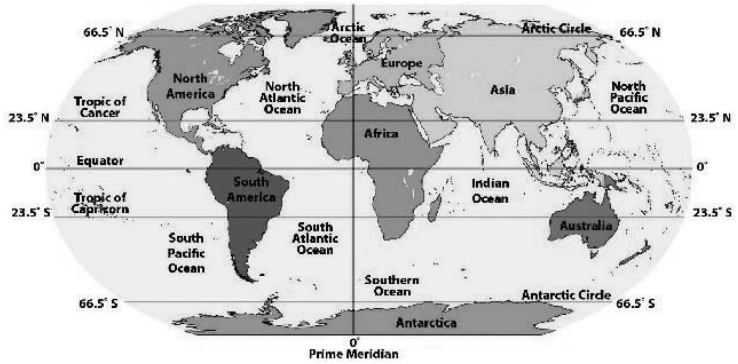
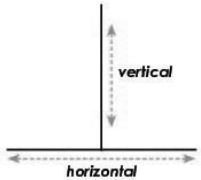
Remembering



Important latitudes and longitudes on a map of the world

The North Pole and the South Pole marked on the globe show the northernmost and the southernmost points of the Earth. The Earth is divided into small sections. The lines which make these sections are called **latitudes** and **longitudes**. Horizontal lines drawn parallel to the Equator are latitudes. Vertical lines that join the North and South Poles are longitudes. Latitudes and longitudes are measured using degrees and the direction in which they fall. Example: 20° N is read as '20 degrees, north'.



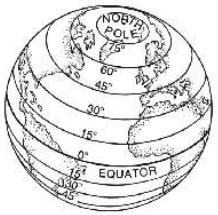
Horizontal and vertical lines

LATITUDES

Latitudes are imaginary horizontal lines which run from east to west around the Earth. They are also known as **parallels**. This is because these lines do not meet each other at any point.

The Equator: It is the longest latitude. It marks 0° on the globe. The Equator is an important latitude.

Other than the Equator, there are four major latitudes. They are as follows.



Latitudes

1) **Tropic of Cancer (23.5° N):** It is also called the Northern Tropic.
2) **Tropic of Capricorn (23.5° S):** It is also called the Southern Tropic.

Important Words **Duration: 1 min**

- **Today:** latitudes, longitudes, parallels

Transactional Tip(s) **Duration: 16 min**

Guided Learning:

- Define latitudes and longitudes. Refer to the map on TB: Pg. 9.
- On a globe, point out the important latitudes and longitudes. Demonstrate how these lines run all around the globe.
- Read 'Latitudes' (TB: Pgs. 9, 10) and draw the five major latitudes on the board.
- Using examples, explain to learners that there are several latitudes present between the major latitudes. Reinforce that these latitudes are measured in degrees.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Name the imaginary lines which form sections on the Earth.
2) Name any three major latitudes.

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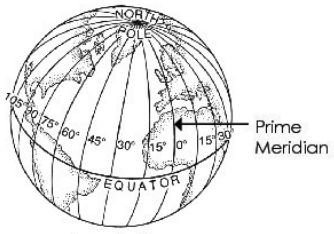
3) **Arctic Circle (66.5° N):** It is the northernmost major latitude that surrounds the North Pole.

4) **Antarctic Circle (66.5° S):** It is the southernmost major latitude that surrounds the South Pole.

LONGITUDES

Longitudes are imaginary lines that run from the north to the south. They meet at the poles. They are 360 in number, 0° to 180° in the east and 0° to the 180° in the west. These are known as **meridians** or lines of longitudes.



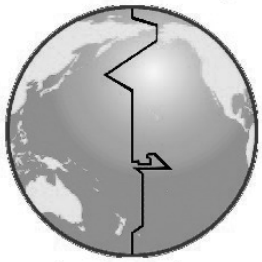
Longitudes

1) **0° meridian:** It is called the **Greenwich Meridian** as it passes through a place called Greenwich in the United Kingdom. It is also known as the **Prime Meridian**.

2) **180° meridian:** On a globe, you will find this longitude opposite to the 0° meridian. At roughly 180° longitude lies another imaginary line called the **International Date Line**. It is used to calculate the dates around the world.

The 0° and 180° meridians divide the Earth into the eastern and western hemispheres.


180° meridian


International Date Line

Understanding

FEATURES OF LATITUDES AND LONGITUDES

Latitudes

- Are drawn horizontally on a map.
- Form complete circles, except at the two poles, which are points.
- Are parallel lines. They are always **equidistant**.
- Decrease in diameter from the Equator towards the poles.

Latitudes

Important Words **Duration: 1 min**

- **Last class:** latitudes, longitudes, parallels
- **Today:** meridians, Greenwich Meridian, Prime Meridian, International Date Line

Transactional Tip(s) **Duration: 28 min**

Activity Method:

- Ask learners to read 'Longitudes' (TB: Pg. 10).
- Divide learners into pairs. Ask each pair to draw the Earth and then draw two important lines of longitude on a blank sheet. Have one learner draw and the other learner label.
- You can go around the classroom to see that learners have drawn and labelled correctly.

Peer Learning - Pair :

- Ask learners to look at the pictures of the 180° meridian and the International Date Line on TB: Pg. 10.
- Ask learners to discuss with their partners:
  - Why is the International Date Line curved in some places?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Which longitude lies opposite to the 0° meridian?
2) What is the difference between the 180° meridian and the International Date Line?

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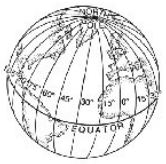
Longitudes

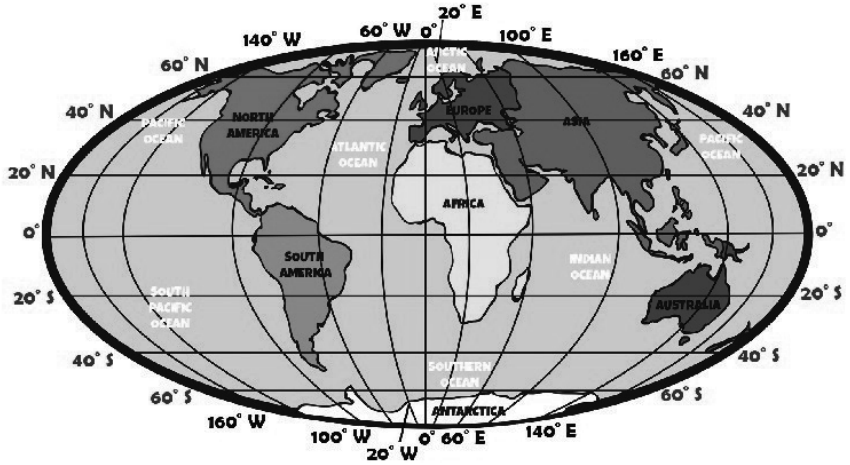
- Are drawn vertically on a map.
- Meet at the poles.
- Are closest to each other at the poles and farthest apart at the Equator.



Longitudes

Grids and coordinates

Parallels of latitude and meridians of longitude cross one another at various points on the Earth. This forms an imaginary grid on the Earth's surface which can be seen on a map or globe. Every place on Earth is located on a latitude and a longitude. Coordinates of a place tell us which latitude and longitude meet there. They can be used to locate any place on the Earth. Look at the given map to see how latitudes and longitudes form a grid on the Earth.



Latitudes and longitudes on a world map

THE RELATIONSHIP BETWEEN LATITUDES AND SUNLIGHT

The tilt of the Earth along with its revolution has various effects. The most important effect is that all the latitudes do not get the same amount of sunlight.

Important Words **Duration: 1 min**

- **Last class:** meridians, Greenwich Meridian, Prime Meridian, International Date Line
- **Today:** equidistant

Transactional Tip(s) **Duration: 26 min**

Guided Learning:

- Draw a grid to illustrate how we can use latitudes and longitudes to determine the position of a place.
- Read aloud 'The Relationship between Latitudes and Sunlight' (TB: Pgs. 11, 12).
- Explain to learners that latitudes closer to the Equator receive more sunlight than the ones closer to the poles. Refer to the picture on TB: Pg. 12.
- Describe how the latitude of a place determines climate.
- Ask learners to solve the allotted WB questions in class.

Flipped Classroom:

- Divide the class into two groups – 'latitudes' and 'longitudes'.
- Ask them to discuss the features of their assigned topic.
- Choose learners from each group to explain the features they have discussed to the rest of the class. They may use a globe. Encourage other learners to ask questions.

Class Pulse Check **Duration: 3 min**

1) Which imaginary lines meet at the poles?
2) Which latitude(s) get the most sunlight?
3) Why are the tropics warmer than the polar circles?

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Different amounts of sunlight received at different latitudes

The latitudes between which the Sun appears directly overhead are the Tropic of Cancer (23.5° N) in the north and the Tropic of Capricorn (23.5° S) in the south.

Application

LONGITUDES AND TIME

Mr Jain lives in Pune. He wants to call up his cousin who lives in the United Kingdom. Before he calls, he checks his watch to calculate what time it is in London. He does not do this before calling his sister in Jaipur. Why does he need to do this?

Just as the position of the Sun on a particular latitude determines the climate of the place, the position of the Sun on a particular longitude determines the time. When the Sun is directly overhead a meridian of longitude, the time at all places along it is 12 noon. This is the **local time** of the places on that longitude. Every place on Earth has a local time. The longitude of a place can be used to determine its time. Places that lie along a particular meridian of longitude have the same local time. Let us read about how the local time of a place is affected by longitude.

Time difference: Every country in the world uses a specific longitude to calculate the time for the people living there. The time for different countries is measured relative to the Greenwich Mean Time. It is commonly called GMT.

Standard time: The time is different at different meridians. An **expansive** country like India has many meridians. So, places on different meridians would have different local times. To avoid confusion, we have a **standard time**. A standard time is decided on the basis of a centrally

Important Words **Duration: 1 min**

- **Last class:** equidistant
- **Today:** local time, expansive, standard time

Transactional Tip(s) **Duration: 14 min**

Real-life Connect :

- Ask learners to read 'Application' (TB: Pgs. 12, 13).
- Explain how longitudes can be used to tell the time of a place.
- Explain the concepts of time difference and standard time with reference to Standard times around the world (TB: Pg. 13).
- Reinforce understanding by writing on the board the current time at: Tokyo, Rome, New York, Sydney, Hanoi, Buenos Aires. You may use a smartphone with a world clock application.

Class Pulse Check **Duration: 1 min**

1) Will there be a time difference between India and China?

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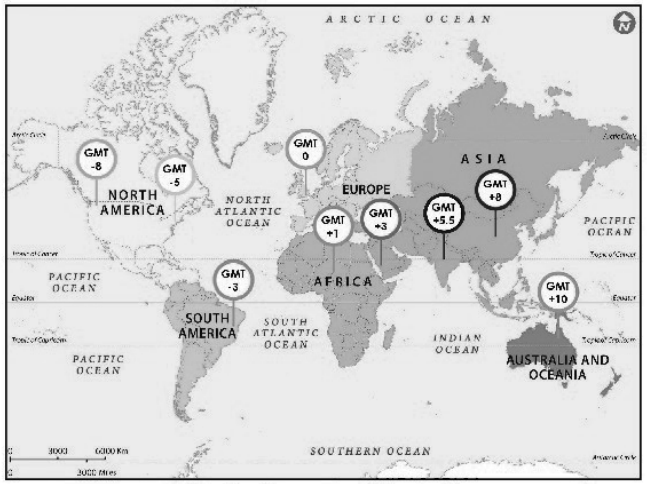
located meridian of a region. In India, this centrally located meridian is the 82.5° E longitude. The standard time for the whole country follows the local time of this meridian. This is known as the Indian Standard Time.



Standard times around the world

International Date Line

The International Date Line is an imaginary line that joins the North Pole and the South Pole. It roughly follows the 180° meridian. Unlike the 180° meridian, it does not pass through any country. The time difference between places on either of this line is exactly 24 hours. This means that if a traveller crosses this line from the west to the east, they will gain a day. On the other hand, if they cross it from the east to the west, they will lose a day.

Higher Order Thinking Skills (H.O.T.S.)

1) When the Sun is directly above a meridian, it is 12 p.m. (noon) at that meridian. It takes the Sun 4 min to move from 0° to 1° meridian, 1° to 2° meridian and so on.

- So, when it is 12 p.m. at 0° meridian, it will be 12:04 p.m. at 1° E. We add minutes to the time for meridians to the east of 0°.
- Similarly we subtract minutes for meridians to the west of 0°. So, it will be 11:56 a.m. at 1° W.

Important Words

–

Transactional Tip(s) **Duration: 12 min**

Questioning:

- Ask learners:
  - Why does a person need to check the time before calling someone in another country?
  - Does every country have its own specific longitude to calculate standard time?
  - On what basis is the standard time of a region decided?
  - Can a country have more than one standard time?
  - What is the importance of the International Date Line?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Why is it important to keep in mind that all parts of the Earth do not experience the same time over the same period?

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Using a time zone map, fill in the table.

The time at:	Greenwich Time (0°)	The time at:
2° W is 11:52 a.m. [2 × 4 = 8 So, 12:00 p.m. - 8 minutes = 11:52 a.m.]	12 p.m.	2° E is 12:08 p.m. [2 × 4 = 8 So, 12:00 p.m. + 8 minutes = 12:08 p.m.]
5° W is _____	1 p.m.	5° E is _____
80° W is _____	12 a.m.	80° E is _____
100° W is _____	3 a.m.	100° E is _____

Amazing Facts

Africa is the only continent that lies on both sides of the Equator and the Prime Meridian. It is also the only continent in the world that lies in all four hemispheres.

New Words

1) equidistant – at the same distance from one another
2) expansive – covering a large area or a wide space

Important Words

- **Last class:** local time, expansive, standard time
- **Today:** –

Transactional Tip(s) **Duration: 14 min**

Summarising:

- Ask learners to read 'Amazing Facts'.
- Ask learners to find the longitude of their city using an atlas.
- Summarise the features of latitude and longitude using a spider diagram.
- Ask them to discuss with a partner:
  - What have they learnt about latitudes and longitudes?
  - How can knowing about latitudes and longitudes help in their daily lives?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) **True/False:** We use latitudes to calculate the time for different places.

Annual Day:	Day:	Actual Date:	Page(s)
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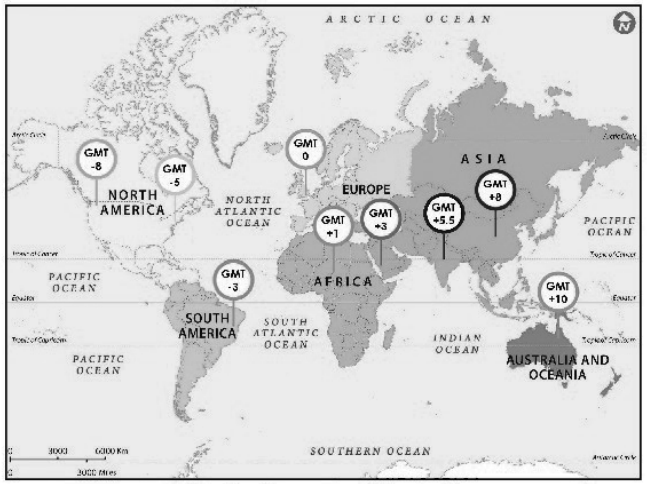
located meridian of a region. In India, this centrally located meridian is the 82.5° E longitude. The standard time for the whole country follows the local time of this meridian. This is known as the Indian Standard Time.



Standard times around the world

International Date Line

The International Date Line is an imaginary line that joins the North Pole and the South Pole. It roughly follows the 180° meridian. Unlike the 180° meridian, it does not pass through any country. The time difference between places on either of this line is exactly 24 hours. This means that if a traveller crosses this line from the west to the east, they will gain a day. On the other hand, if they cross it from the east to the west, they will lose a day.

Higher Order Thinking Skills (H.O.T.S.)

1) When the Sun is directly above a meridian, it is 12 p.m. (noon) at that meridian. It takes the Sun 4 min to move from 0° to 1° meridian, 1° to 2° meridian and so on.

- So, when it is 12 p.m. at 0° meridian, it will be 12:04 p.m. at 1° E. We add minutes to the time for meridians to the east of 0°.
- Similarly we subtract minutes for meridians to the west of 0°. So, it will be 11:56 a.m. at 1° W.

Important Words **Duration: 1 min**

–

Transactional Tip(s) **Duration: 12 min**

Peer Learning - Group:

- Explain how movement of the sunrays over the longitudes determines the time over a place.
- Divide learners into groups of three.
- Ask each group to read and solve the 'H.O.T.S.' section (TB: Pgs. 13, 14).
- Write down the correct answers on the board.

Class Pulse Check **Duration: 2 min**

1) How much time does it take the Sun to move from 10° E to 1° E?

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Which latitude is called the Equator? (Ans. 0°)	Period 1 - latitudes and longitudes	
2	The distance between latitudes always remains _____, whereas the distance between longitudes is _____. (Ans. equal, unequal)	Period 3 - features of latitudes and longitudes; grids and coordinates	
3	Johnny lives in Canada and Neha lives in New Zealand. Who is ahead of GMT? (Ans. Neha)	Period 4 - time difference and standard time	
4	If the time at 0° is 12 p.m., what will be the time at 15° E? (Ans. 1 p.m.)	Period 5 - using longitudes to calculate time	

Post-lesson Reflection						
TB completed	Yes ☐	No ☐	WB completed	Yes ☐	No ☐	
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐			
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐			
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐			

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 2: Latitudes and Longitudes

Think

1) What does Rashi's father ask her to use to find the location of a place on the globe? *(TB, Pg. 8)*

(A) only latitudes

(B) latitudes and longitudes

(C) only longitudes

(D) the internet

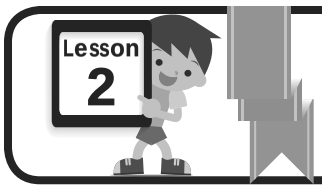
Ans. (B) latitudes and longitudes

Higher Order Thinking Skills (H.O.T.S.)

1) Using a time zone map, fill in the table. *(TB, Pg. 14)*

Ans.

The time at	Greenwich Time (0°)	The time at
2° W is 11:52 a.m. [2 × 4 = 8 So, 12:00 p.m. - 8 minutes = 11:52 a.m.]	12 p.m.	2° E is 12:08 p.m. [2 × 4 = 8 So, 12:00 p.m. + 8 minutes = 12:08 p.m.]
5° W is **12:40 p.m.**	1 p.m.	5° E is **1:20 p.m.**
80° W is **6:40 p.m.**	12 a.m.	80° E is **5:20 a.m.**
100° W is **8:20 p.m.**	3 a.m.	100° E is **9:40 a.m.**



Latitudes and Longitudes

Remembering

Multiple Choice Questions

1) What are latitudes also known as? [**C**]

(A) semicircles (B) longitudes

(C) parallels (D) circles

2) Which unit is used to mark latitudes and longitudes? [**D**]

(A) centimetres (B) decibels

(C) kilograms (D) degrees

Fill in the Blanks

3) The **International Date Line** does not pass through any country.

4) The Prime Meridian passes through **Greenwich** in the United Kingdom.

Answer in One Word

5) What is the Prime Meridian also known as?

Ans. Greenwich Meridian

6) Which imaginary lines are drawn vertically on a map?

Ans. Longitudes

Short Answer Question

7) Define 'Equator'.

Ans. The Equator is the longest latitude. It marks 0° on the globe.

Understanding

Write 'True' or 'False'

8) The Antarctic Circle is a latitude. [**True**]

9) Longitudes run from west to east. [**False**]

10) Longitudes are not parallel lines. [**True**]

11) The Polar Circles receive the least sunlight on the Earth. [**True**]

Short Answer Questions

12) The country of Kenya is located between the Tropic of Cancer and the Tropic of Capricorn. Describe the position of the Sun over this country.

Ans. Kenya is located on the Equator, between the Tropic of Cancer and the Tropic of Capricorn. Thus, Kenya receives the vertical rays of the Sun throughout the year.

13) Describe the combined effect of the tilt of the Earth and its revolution on the different parts of the Earth.

Ans. The tilt of the Earth, along with its revolution, has various effects. The most important effect is that all the latitudes do not get the same amount of sunlight. As a result different parts of the Earth experience varying climate.

Long Answer Question

14) John and Amrita are discussing some of the important lines which divide the globe into smaller sections. Complete their discussion and identify the lines about which they are discussing.

Ans.

John	Amrita
These are horizontal lines drawn (a) **parallel** to the Equator.	These are (b) **vertical** lines that join the North and South Poles.
They run from (c) **east to west**.	They run from (d) **north to south**.
They (e) **decrease** in length from the Equator towards the poles.	The distance between them is least towards the poles and they are (f) **farthest apart** at the Equator.

Application

Multiple Choice Questions

15) How long will it take the Sun to move from overhead of 70° W meridian to overhead of 85° W meridian? [**B**]

(A) 1 hour 30 minutes (B) 1 hour

(C) 4 hours (D) 2 hours

16) Ankur lives at a place on the 40° W meridian. His father lives at Greenwich. If the local time at Ankur's place is 4:00 p.m., what would be the time at his father's place? [**A**]

(A) 6:40 p.m. (B) 7:02 p.m.

(C) 7:04 p.m. (D) 3:16 a.m.

Short Answer Questions

17) Wabang lives in Aizwal. She wants to talk to her cousin who lives in Austria. Does she need to check the time before she calls? If yes, why?

Ans. Yes, she needs to check the time before she calls her cousin. This is because there is a time difference between Aizawl and Austria.

18) Why do you think time for different countries is measured relative to the Greenwich Mean Time (GMT)? Give two reasons to support your answer.

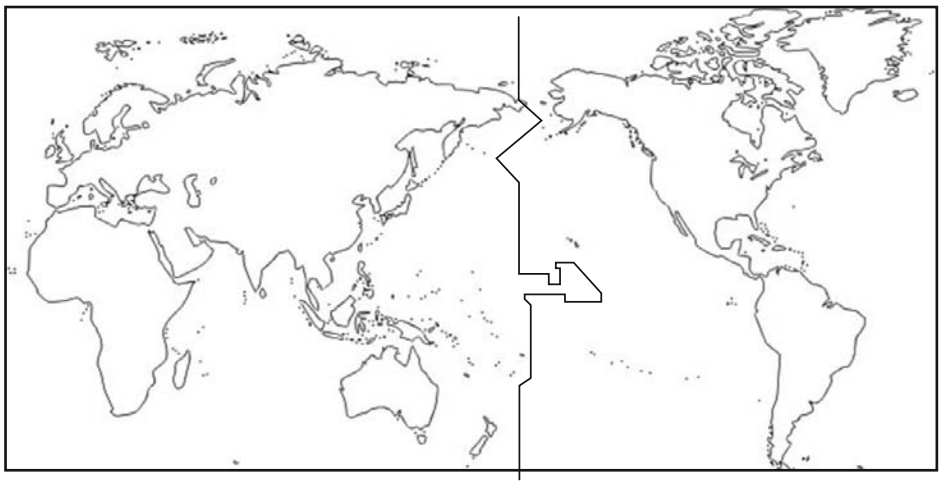
Ans. Time is different for places on different meridians. Every country in the world uses a specific longitude to calculate time for the people living there. So, to avoid confusion, time for different countries is measured relative to the Greenwich Mean Time (GMT).

Long Answer Question

19) Draw the International Date Line on the map given below. Why is it curved in some places?

Ans. Learner's response

Sample: The International Date Line is curved at some places so that it does not pass over any islands in the oceans. This is to avoid any confusion in date in those regions.



Higher Order Thinking Skills (H.O.T.S.)

Long Answer Question

20) Write the names of four cities that you would like to visit. Find out the exact coordinates of these cities using the internet. Also, find out the standard times of these places.

Ans. Learner's response

Sample:

Sydney: 33.8° S and 151.2° E; Standard time – Australian Eastern Daylight Time (AEDT)

London: 51.5° N and 0.1° W; Standard time – Greenwich Mean Time (GMT)

Paris: 48.8° N and 2.3° E; Standard time – Central European Time (CET)

New Delhi: 28.6° N and 77.2° E; Standard time – Indian Standard Time (IST)

Map Practice

2) Solve the clues and mark the answers on the map.

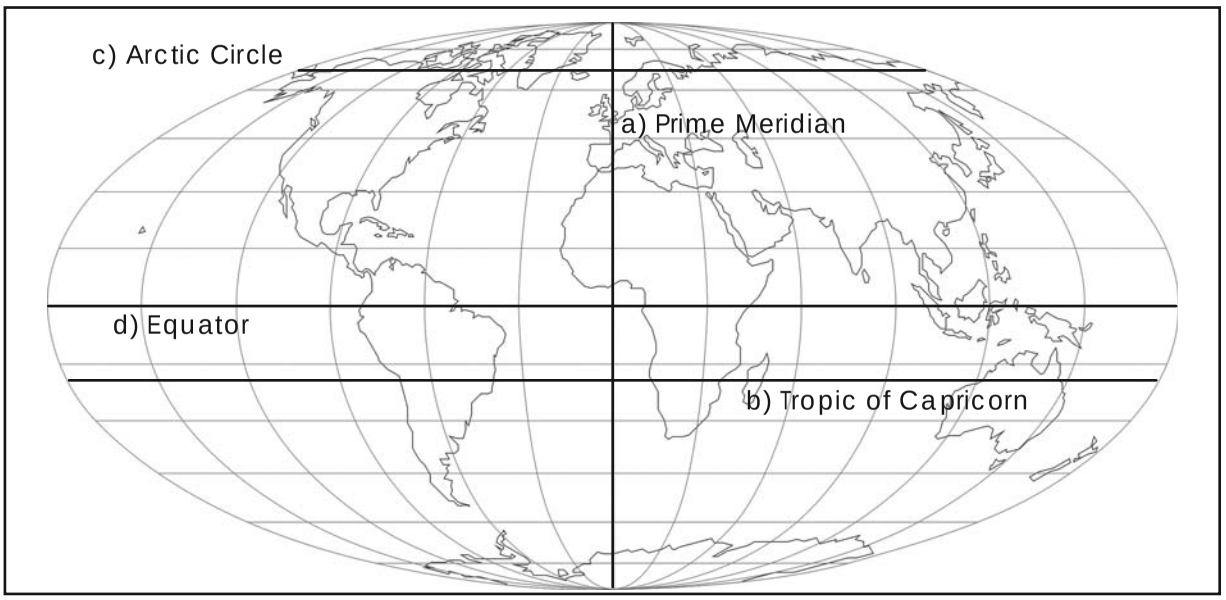
a) It is also known as the Greenwich meridian. **Prime Meridian**

b) It is called the Southern Tropic. **Tropic of Capricorn**

c) It is the northernmost major latitude that surrounds the North Pole. **Arctic Circle**

d) It is the longest latitude. **Equator**

Ans.



4) Use the internet to find out countries that have these standard times and colour them on the world map.

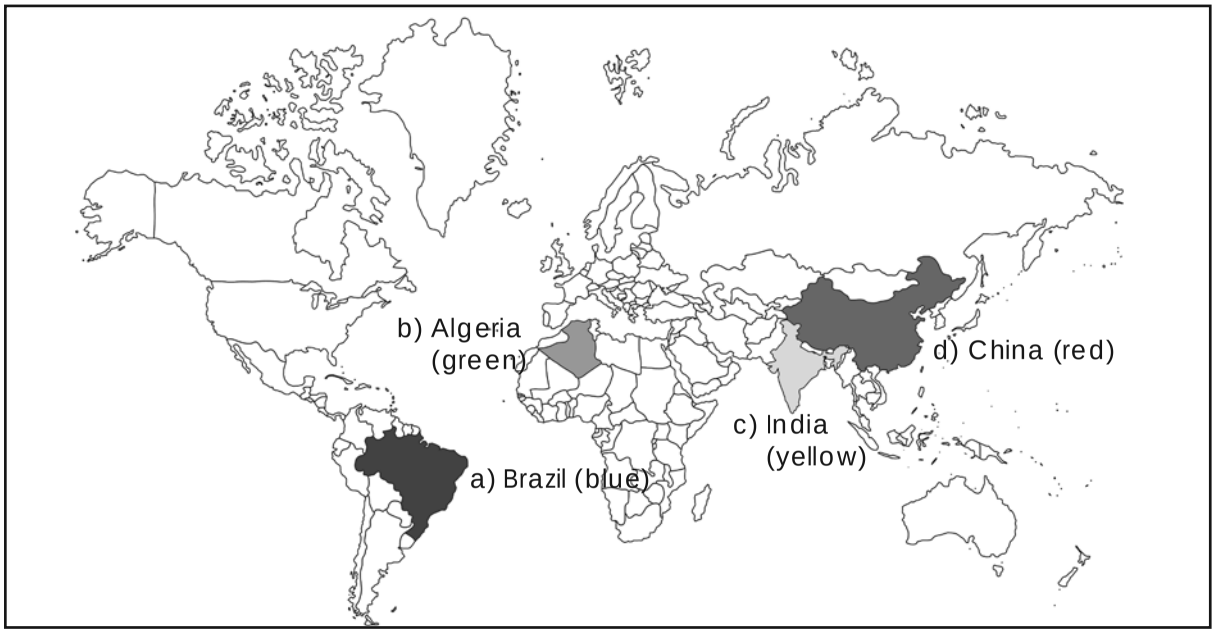
a) -3 GMT (blue)

b) +1 GMT (green)

c) +5.5 GMT (yellow)

d) +8 GMT (red)

Ans.



(Accept any relevant response.)

A – Curriculum to Learning Objectives: Physical Geography of the World

Prior Knowledge	• *Sunny/windy/rainy days* • *Summer, winter, rainy, spring and autumn seasons*

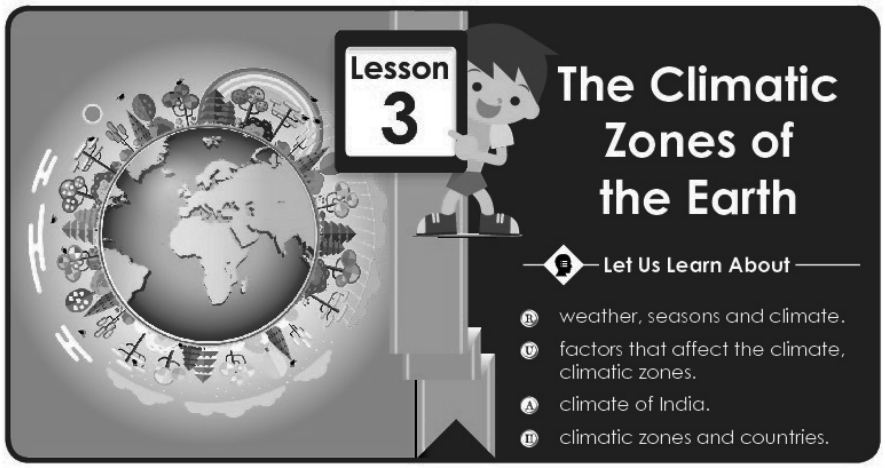
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
3	2	The Shape of the Earth	2.a 2.b 2.c 2.d	• the shape of the Earth and its movements • why the Earth is an oblate sphere • how we can prove the shape of the Earth • other planets in the solar system
3	3	Using and Making Maps	3.a 3.b 3.c 3.d	• maps and what we can see on a map • how a map is made and its uses • how and where maps are used • making a map
4	2	Continents and Oceans on Earth	2.a 2.b 2.c 2.d	• the positions of continents and oceans • continental drift • latitudes and longitudes • finding a sea route from one place to another
4	3	What Does the Earth Look Like?	3.a 3.b 3.c 3.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • some interesting physical features on Earth • using the colours on a map to point out the landforms on it
5	1	Maps and Globes	1.a 1.b 1.c 1.d	• features of maps and globes • differences between maps and globes and important lines on a globe • making a globe • getting familiar with globes
5	2	Latitudes and Longitudes	2.a 2.b 2.c 2.d	• latitudes and longitudes • features of latitudes and longitudes; grids and coordinates • time difference and standard time • using longitudes to calculate time
5	3	The Climatic Zones of the Earth	3.a 3.b 3.c 3.d	• weather, seasons and climate • factors that affect the climate, climatic zones • climate of India • climatic zones and countries

B – Vision-to-Action Plan: 3 The Climatic Zones of the Earth

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
1 DD/MM/YYYY	15-16 (THK, REM)	3.a	• Define weather, season and climate	• Real-life Connect • Interactive Discussion	• Newspaper clippings of daily weather, climate and seasons • Globe • Torch	WB: Pg. 11 (Q 1, 2, 3)	WB: Pg. 11 (Q 4, 6, 7)	
2 DD/MM/YYYY	17 (UND)	3.b	• Analyse how distance from the Equator affects the climate of a place	• Guided Learning • Questioning	• Globe • Torch • World Map	WB: Pgs. 11, 12 (Q 5, 11)	WB: Pg. 13 (Q 17) Read 'Factors affecting the climate of a place' (TB: Pg. 17).	
3 DD/MM/YYYY	17-18 (UND)	3.b	• Infer how climate is affected by various factors	• Peer Learning – Pair • Flipped Classroom	• India Physical Map	WB: Pg. 12 (Q 8, 10)	WB: Pg. 14 (Q 18, 19)	
4 DD/MM/YYYY	18-19 (UND)	3.b	• Discuss the three climatic zones of the Earth • Compare the three climatic zones of the Earth	• Interactive Discussion • Questioning	• World Map • Blank chits in a bowl	WB: Pg. 12 (Q 9, 12)	WB: Pgs. 12, 13 (Q 13, 14, 15) Bring a blank political map of India.	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
5 DD/MM/YYYY	20 (APP)	3.c	• Identify different climatic regions of India	• Interactive Discussion • Activity Method	• India Political Map • India Physical Map • Blank political map of India	–	Bring an atlas.	
6 DD/MM/YYYY	20-21 (H.O.T.S., AF)	3.a 3.b 3.c 3.d	• Relate countries to climatic zones	• Peer Learning – Pair • Summarising	• Atlas • World Map • Pictures of people living in polar regions	WB: Pg. 13 (Q 16) WB: Map Practice, Pg. 27 (Q 3)	WB: Pg. 15 (Q 20)	

Annual Day:	Day:	Actual Date:	Page(s)
11/27	1/6	_____	15,16



Think

Meher: *Morad, what are you doing with all these maps and magazines?*

Morad: *I am making a list of all the amazing places that I want to visit.*

Meher: *Which are the places you want to visit?*

Morad: *I want to travel to Greenland, the Democratic Republic of Congo and ummm... Athens! But right now, I want to go to New Zealand.*

Meher: *New Zealand will be much colder than Pune, right? After all, it is December.*

Milford Sound, New Zealand

Q. Do you think it will be cold in New Zealand during December?

(A) yes (B) no

(C) maybe (D) do not know

Important Words

–

Transactional Tip(s) **Duration: 11 min**

Real-life Connect :

- Take learners on a quick stroll around the school.
- Ask them to share their observations on temperature, cloud condition, etc.
- Ask them to recall the weather conditions prevalent over the last few days.
- Ask, 'What kind of weather do you enjoy?'
- Return to the classroom and ask learners to read 'Think' (TB: Pg. 15).

Class Pulse Check **Duration: 1 min**

1) Do you think it will be cold in New Zealand during December? (Think, TB: Pg. 15)

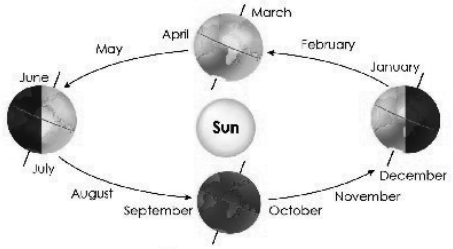
Annual Day:	Day:	Actual Date:	Page(s)
11/27	1/6	_____	16

Remembering

During the winter, it gets cold. It might be very cold one day and a little less cold another day. Similarly, it might be less windy one day and very windy the next day. This change in the day-to-day conditions of temperature, **humidity** and wind at a place is called **weather**.

SEASONS

The weather is cold between December and February in the northern hemisphere. However, between March and May, the temperature starts to increase in the northern hemisphere, and we feel hot.



Revolution causes seasons

These **cyclical** changes in the weather, over a period of a year, are called **seasons**. In India, there are three main seasons — summer, **monsoon** and winter. Some parts of the country experience **spring** and **autumn**.

What causes seasons?

You have learnt that there are two movements of the Earth — rotation and revolution. The revolution of the Earth around the Sun causes seasons. The Earth is tilted on its axis. So, while revolving around the Sun, one hemisphere of the Earth is tilted towards the Sun and receives the vertical rays of the Sun. Thus, this part gets more heat and light and experiences summer. However, the other hemisphere of the Earth is tilted away from the Sun and receives the slanting rays of the Sun. So, it gets less heat and light and experiences winter.

Sometimes, while revolving, neither hemisphere is tilted towards the Sun. So, both hemispheres receive equal amounts of heat and light. We experience either spring or autumn.

CLIMATE

We know that the Earth's revolution leads to seasons. However, during a particular season, the climate does not remain the same everywhere. **Climate** is the weather conditions of an area recorded over a long period. For example, during winter season, it is very cold in the Northern Mountains, but it is pleasant in the coastal plains. This is because many factors affect the climate of a place.

Important Words **Duration: 1 min**

- **Today:** humidity, weather, cyclical, seasons, monsoon, spring, autumn, climate

Transactional Tip(s) **Duration: 15 min**

Interactive Discussion:

- Show learners the daily weather forecast section of the local newspaper. Also show them newspaper clippings related to weather, climate and seasons.
- Ask learners whether or not these three mean the same.
- Based on their answers, define the three terms and explain the differences between them.
- Ask learners to read 'What causes seasons?' (TB: Pg. 16).
- Using a globe and a torch, demonstrate how the revolution of the Earth causes seasons.
- Discuss, 'What would have happened if the Earth's axis was not tilted?'
- Read 'Climate' (TB: Pg. 16).
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

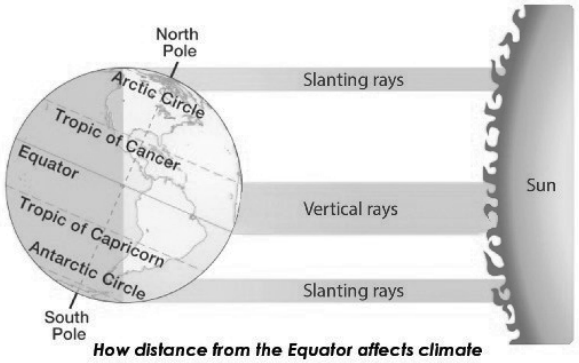
1) Name the three main seasons of India.
2) How do you know the climate of a place?

Annual Day:	Day:	Actual Date:	Page(s)
12/27	2/6	_____	17

Understanding

FACTORS AFFECTING THE CLIMATE OF A PLACE

There are several factors that affect the climate of a place. Some of them are the following.



How distance from the Equator affects climate

- **Distance from the Equator:** If a place is close to the Equator, the vertical rays of the Sun fall directly over it and the heat spreads over a smaller area. This makes the area very hot. However, if a place is further away from the Equator, the rays of the Sun are slanting and spread over a larger area. This area is much cooler. Therefore, places closer to the Equator are hotter than places away from the Equator.
- **Height above the sea level:** The higher you go, the cooler it gets. So, places located above **sea level** are cooler than places located at sea level. For example, Shimla is cooler than Mumbai.
- **Distance from the sea:** Places close to the sea have milder climate than those away from the sea as they experience **sea breeze**.
- **Wind and humidity:** Wind and humidity also affect the climate of a place. For example, hot winds blowing from the Thar Desert make the climate of Delhi hot during summer. Coastal regions are more humid because of the **evaporation** of water from the seas and oceans.
- **Relief features:** The type of landforms surrounding a place can affect the climatic conditions of that place. For example, the rain-bearing winds enter the Thar Desert from the west. There are no hills, mountains or natural barriers to stop them and thus, the Thar Desert receives very little or no rain.

Important Words **Duration: 1 min**

- **Last class:** humidity, weather, cyclical, seasons, monsoon, spring, autumn, climate
- **Today:** –

Transactional Tip(s) **Duration: 26 min**

Guided Learning:

- Place a globe on a table and shine a torch on the globe from one side. The torch beam represents the rays of the Sun.
- Identify the regions that receive the maximum amount of sunlight.
- Explain how distance from the Equator affects the climate of a place.

Questioning:

- Divide the learners into five groups.
- Write down the names of ten countries from various parts of the world on the board.
- Assign two countries to each group. Based on what has been taught, ask them to deduce what kind of climate that country is likely to have.
- They can use the Classklap World Map and the globe for help.
- Choose learners from each group to justify their answer.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

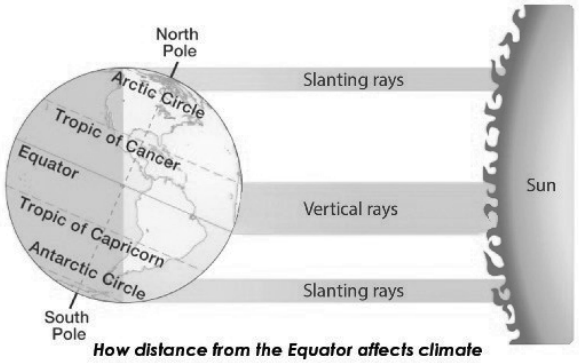
1) Places further away from the Equator are _____ than places nearer to the Equator.

Annual Day:	Day:	Actual Date:	Page(s)
13/27	3/6	_____	17

Understanding

FACTORS AFFECTING THE CLIMATE OF A PLACE

There are several factors that affect the climate of a place. Some of them are the following.



How distance from the Equator affects climate

- **Distance from the Equator:** If a place is close to the Equator, the vertical rays of the Sun fall directly over it and the heat spreads over a smaller area. This makes the area very hot. However, if a place is further away from the Equator, the rays of the Sun are slanting and spread over a larger area. This area is much cooler. Therefore, places closer to the Equator are hotter than places away from the Equator.
- **Height above the sea level:** The higher you go, the cooler it gets. So, places located above **sea level** are cooler than places located at sea level. For example, Shimla is cooler than Mumbai.
- **Distance from the sea:** Places close to the sea have milder climate than those away from the sea as they experience **sea breeze**.
- **Wind and humidity:** Wind and humidity also affect the climate of a place. For example, hot winds blowing from the Thar Desert make the climate of Delhi hot during summer. Coastal regions are more humid because of the **evaporation** of water from the seas and oceans.
- **Relief features:** The type of landforms surrounding a place can affect the climatic conditions of that place. For example, the rain-bearing winds enter the Thar Desert from the west. There are no hills, mountains or natural barriers to stop them and thus, the Thar Desert receives very little or no rain.

Important Words **Duration: 1 min**

- **Today:** sea level, sea breeze, evaporation

Transactional Tip(s) **Duration: 26 min**

Peer Learning - Pair/Group:

- Divide the learners into pairs.
- Ask them to discuss amongst themselves the five factors affecting the climate of a place that they have read about at home.

Flipped Classroom:

- Choose six pairs of learners and assign one factor to each pair.
- Ask the learners to explain the factor assigned to them to the rest of the class.
- They can illustrate their points using the Classklap India Physical Map.
- Encourage the rest of the learners to ask them questions.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) What is sea breeze?
2) How does wind affect the climate of a place?

Annual Day:	Day:	Actual Date:	Page(s)
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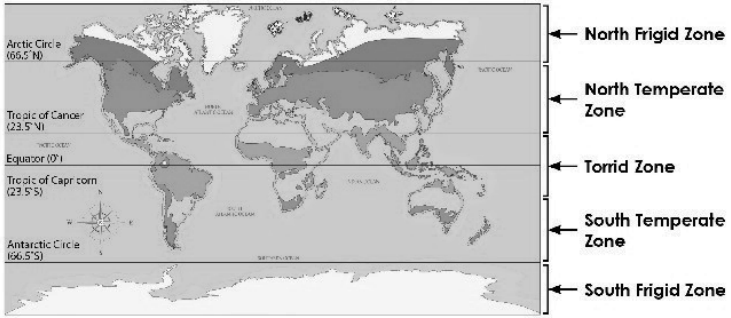
- **Ocean currents:** An ocean current is a large body of water in an ocean moving from one place to another. Ocean currents are responsible for moving warm water to the poles and cold water to the Equator. Cold currents which flow through a region make that region cooler while warm currents make it hotter.

CLIMATIC ZONES OF THE EARTH

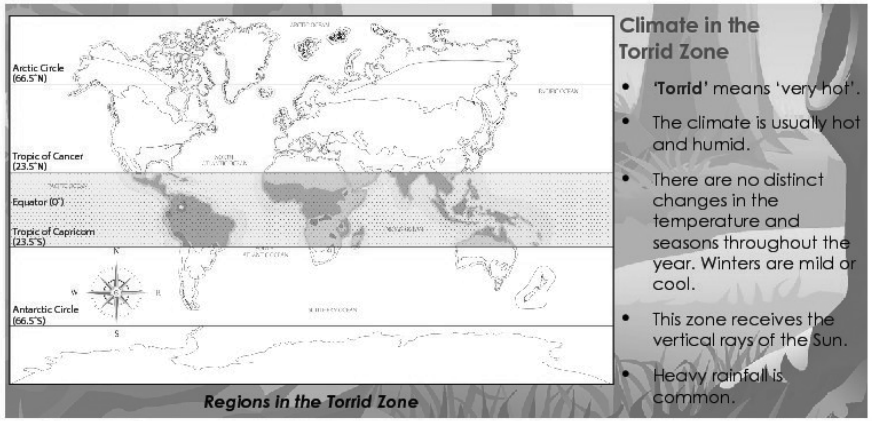
You have read that depending on their closeness to the Equator, different regions receive different amounts of heat and light from the Sun. The Earth is divided into three climatic zones based on the amount of heat received from the Sun. These climatic zones are as follows.

- the Torrid Zone
- the Temperate Zone
- the Frigid Zone



Climatic zones of the Earth

The Torrid Zone



Regions in the Torrid Zone

Important Words **Duration: 1 min**

- **Today:** torrid

Transactional Tip(s) **Duration: 13 min**

Interactive Discussion:

- Ask learners to read 'Climatic Zones of the Earth' (TB: Pgs. 18, 19).
- Discuss the features of each climatic zone.
- Ask learners to discuss the following with a partner.
  - The similarities between the Torrid Zone and the Temperate Zone
  - The differences between the Temperate Zone and the Frigid Zone
- Choose learners to share what they have discussed. Ask other learners if they would like to add anything.
- Outline the different climatic zones on the Classklap World Map.

Class Pulse Check **Duration: 1 min**

1) On what basis is the Earth divided into climatic zones?

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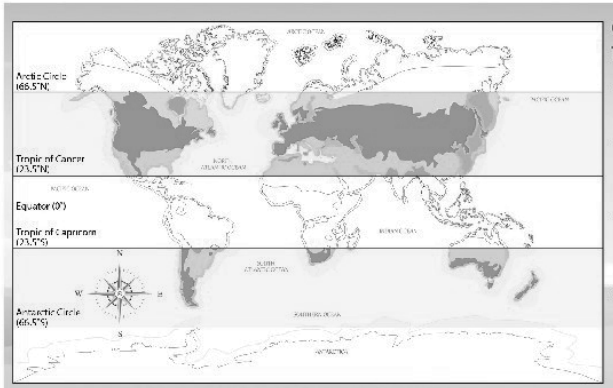
The Temperate Zone

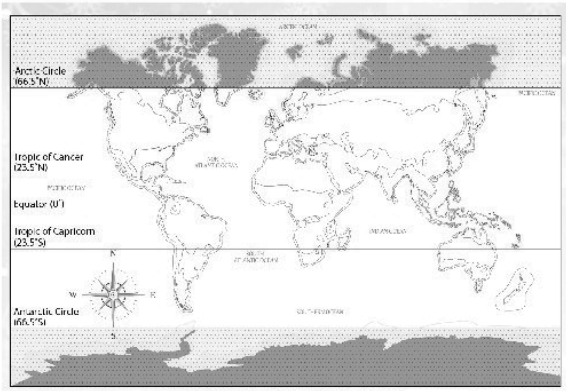


Regions in the Temperate Zone

Climate in the Temperate Zone

- '**Temperate**' means 'moderate' or 'mild'.
- There are four seasons — summer, autumn, winter and spring.
- The changes between seasons are distinct but not extreme.
- This zone experiences slightly slanting rays of the Sun. Therefore, the climate is neither too hot nor too cold.
- Moderate rainfall is seen.

The Frigid Zone



Regions in the Frigid Zone

Climate in the Frigid Zone

- '**Frigid**' means 'cold'.
- There are two seasons — winter and summer.
- Winters last for eight to nine months. Summers last for three to four months.
- The rays of the Sun that reach here spread over a wide area. So, this zone receives very little sunlight and heat.
- The climate is extremely cold for most of the year. Mildly cold climate is seen during summers.

Important Words **Duration: 1 min**

- **Today:** temperate, frigid

Transactional Tip(s) **Duration: 13 min**

Questioning:

- Divide the class into four groups.
- Ask the groups to frame five questions on the three climatic zones of the Earth.
- Write each question on a chit. Put all the chits in a bowl.
- Ask one learner from each group to come up and pick a chit. Have the them read the question on it.
- The other members must answer the question.
- The group with the most correct answers wins.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Why is the climate of the Temperate Zone milder than the other two zones?

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Application

CLIMATE OF INDIA

A large part of India lies in the Torrid Zone, while some parts of it lie in the Temperate Zone. Hence, India experiences different types of climatic conditions. Different landforms such as mountains, plains, coasts and so on also affect India's climate. Due to the differences in the rainfall and temperature in the two climatic zones formed in India, there are different plants and animals in each zone.

Climate in different parts of India

The Himalayan ranges in India are always covered with snow as they are extremely high above sea level.

The Thar Desert has a dry and hot climate. This is because the region has very few water bodies and receives **scanty** rainfall.

The coastal areas are closer to the Equator than New Delhi. But they are cooler than New Delhi because they receive sea breeze.

Higher Order Thinking Skills (H.O.T.S.)

Look at the climatic zones map given in this lesson. Using an atlas, find out the zones in which the following countries are located.

- Germany
- Saudi Arabia
- Singapore
- Nigeria
- France
- Norway

Important Words **Duration: 1 min**

- **Last class:** torrid, temperate, frigid
- **Today:** scanty

Transactional Tip(s) **Duration: 27 min**

Activity Method:

- On a blank political map of India ask the learners to label and colour states of India with different kinds of climate.
- The learners can use the following hints.
  - A state which receives scanty rainfall
  - A state in eastern India which receives sea breeze
  - A state in northern India which experiences snowfall

Interactive Discussion:

- Ask learners to read the 'Climate of India' (TB: Pg. 20).
- Discuss whether the climate can be the same across India during a particular season.
- Ask learners to recall the factors that affect the climate.
- Relate the various physical features of India to the climate in different parts of India using the Classklap India Political Map and the Classklap India Physical Map.
- Ask learners to read 'Climate in different parts of India' (TB: Pg. 20) and continue the discussion.

Class Pulse Check **Duration: 2 min**

1) Why are there different plants and animals in different regions of India?

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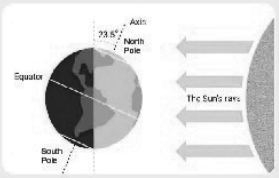
Amazing Facts

The poles experience six months of sunlight and six months of darkness. Due to the angle of the Earth, each pole spends six months tilted towards the Sun. So, for six months, there is continuous daylight at one pole while, the other pole remains in the dark for those six months.



New Words

1)	humidity	–	amount of moisture present in the air
2)	cyclical	–	occurring in a repeated manner
3)	monsoon	–	the season when India receives a lot of rain
4)	spring	–	the season between winter and summer
5)	autumn	–	the season when leaves of trees begin to fall
6)	sea level	–	the average level of the surface of the sea
7)	sea breeze	–	slight wind that blows from the sea towards the land
8)	evaporation	–	the process in which water turns into vapour
9)	scanty	–	very little

Important Words **Duration: 1 min**

- **Last class:** scanty
- **Today:** –

Transactional Tip(s) **Duration: 27 min**

Peer Learning - Pair/Group:

- Ask learners to complete the activity given in 'H.O.T.S.' (TB: Pg. 20) in pairs.
- Use the Classklap World Map to point out the countries mentioned and in which zones they are located.
- Read 'Amazing Facts' (TB: Pg. 21). Discuss the impact of this phenomenon on the lifestyle of people living in the polar regions.
- Illustrate the lifestyle of people living in polar regions by showing pictures of them.

Summarising:

- Make word splashes with the terms 'seasons' and 'climate' using responses from the learners to recapitulate the lesson.
- Use a spider diagram to summarise the factors affecting climate and the different climatic zones.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Name a country other than India located in the Torrid Zone.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	**True/False:** The daily change in temperature and humidity is called climate. (Ans. False)	Period 1 - weather, seasons and climate	
2	Brazil has warmer climate than Greenland as it is closer to the **Equator/poles**. (Ans. Equator)	Period 2 - factors that affect the climate, climatic zones	
3	Would the capital of Maharashtra be cooler than the capital of Madhya Pradesh during summer? (Ans. Yes)	Period 5 - climate of India	
4	South Korea receives moderate rainfall throughout the year. In which climatic zone does it lie? (Ans. Temperate Zone)	Period 6 - climatic zones and countries	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	 ☐	 ☐	 ☐
Concept clarity in the classroom	 ☐	 ☐	 ☐
Concept clarity through the workbook	 ☐	 ☐	 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐	**Practise** ☐
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 3: The Climatic Zones of the Earth

Think

1) Do you think it will be cold in New Zealand during December? *(TB, Pg. 15)*

(A) yes

(B) no

(C) maybe

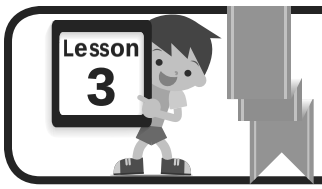
(D) do not know

Ans. (B) no

Higher Order Thinking Skills (H.O.T.S.)

1) Look at the climatic zones map given in this lesson. Using an atlas, find out the zones in which the following countries are located. *(TB, Pg. 20)*

Ans.
- Germany – **North Temperate Zone**
- Saudi Arabia – **Torrid Zone and North Temperate Zone**
- Singapore – **Torrid Zone**
- Nigeria – **Torrid Zone**
- France – **North Temperate Zone**
- Norway – **North Temperate Zone and North Frigid Zone**



The Climatic Zones of the Earth

Remembering

Multiple Choice Questions

1) What is the weather conditions of an area recorded over a long period known as? [**C**]

(A) temperature (B) season

(C) climate (D) hemisphere

2) During which months does the northern hemisphere experience winter? [**B**]

(A) February to March (B) December to February

(C) March to May (D) June to August

Fill in the Blanks

3) When the southern hemisphere experiences winter, the northern hemisphere experiences _____**summer**_____.

4) The cyclical changes in weather over a period of a year are called _____**seasons**_____.

Very Short Answer Questions

5) Name one factor that affects the climate of a place.

Ans. Distance from the Equator/Wind and humidity (Accept any relevant response.)

6) How many seasons do we experience in all parts of India?

Ans. Three

Short Answer Question

7) Define 'weather'.

Ans. The day-to-day conditions of temperature, humidity and wind at a place is called its weather.

Understanding

Circle the Correct Word

8) Places closer to the sea are cooler than other places because they experience **sky / (sea)** breeze.

9) The North Frigid Zone extends from the Arctic Circle to the **Antarctic Circle / (North Pole)**.

10) The higher we go above sea level, the **warmer / (cooler)** we feel.

11) Places near the **(Equator) / poles** receive direct rays of the Sun.

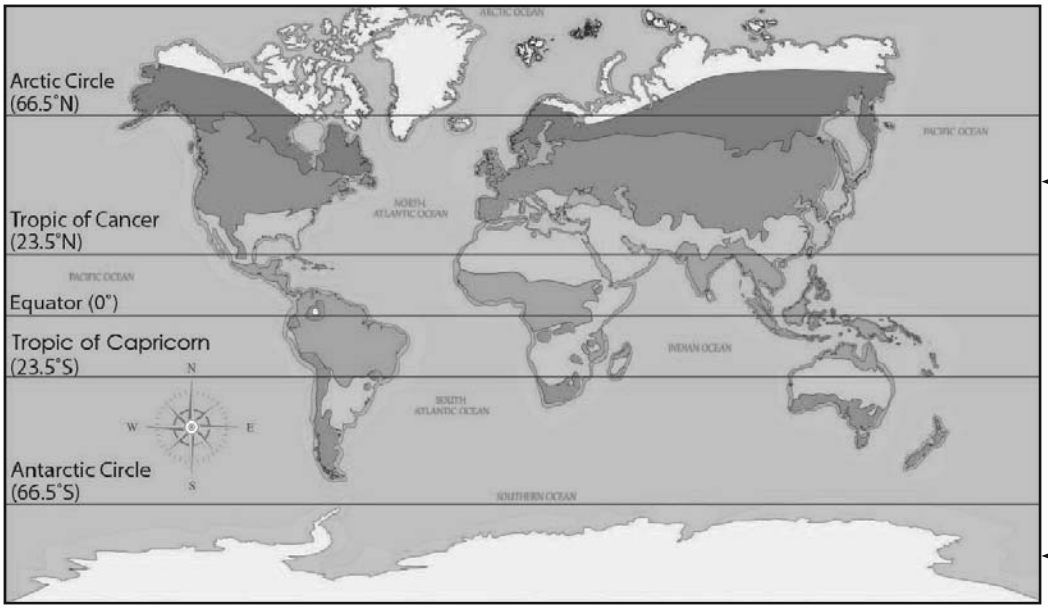
Short Answer Questions

12) What does 'torrid' mean? Why is it hot in the Torrid Zone?

Ans. 'Torrid' means 'very hot'. It is hot in the Torrid Zone because it receives the vertical rays of the Sun.

13) Look at the world map given below. Mark and label any two climatic zones of the Earth.

Ans.



(Accept any relevant response.)

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Long Answer Question

14) Find and circle eight words related to climatic zones of the Earth from the word search puzzle.

G	C	N	V	E	O	L	T	C	D
B	T	K	I	J	Q	Z	T	O	Z
R	E	V	O	L	U	T	I	O	N
W	Z	G	C	L	I	M	A	T	E
E	C	S	E	A	S	O	N	O	N
A	T	E	M	P	E	R	A	T	E
T	Y	K	T	O	R	R	I	D	I
H	U	M	I	D	I	T	Y	W	J
E	A	F	R	I	G	I	D	I	Y
R	P	Q	W	C	O	L	A	D	L

Application

Multiple Choice Questions

15) Why does Svalbard in Norway experience 24 hours of sunlight between April and August? [**A**]

(A) It is close to the North Pole.
(B) It is surrounded by water.
(C) It is a group of islands.
(D) It is mostly covered with ice.

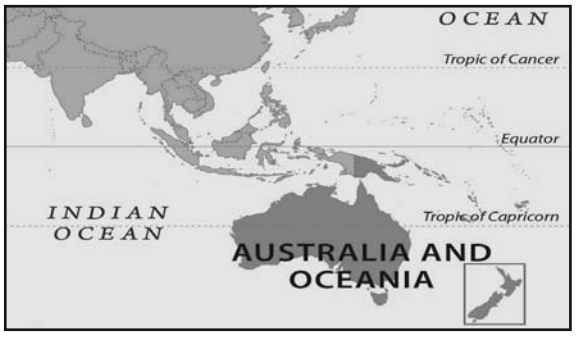
16) Jakarta always experiences hot and humid climate. Which climatic zone does it lie in? [**B**]

(A) North Temperate Zone
(B) Torrid Zone
(C) South Frigid Zone
(D) South Temperate Zone

Short Answer Questions

17) New Zealand is marked on the given map. If you visit it during your summer vacation, which season will you experience at that time? Why?

Ans. New Zealand will experience winter because it is located in the southern hemisphere. When the northern hemisphere experiences summer, the southern hemisphere experiences winter.



Location of New Zealand

18) Diveagar is a coastal village in Maharashtra, whereas Bori is a village located in the interiors of Maharashtra. Which village will be cooler? Why?

Ans. Diveagar will be cooler than Bori because it is located near the sea and experiences sea breeze.

Long Answer Question

19) Udagamandalam, popularly called Ooty, is a hill station in Tamil Nadu. Even during the summer season, it is cool. However, Chennai is hot all around the year. Why is there such a difference in climate? Use an atlas to mark the two places on the map of Tamil Nadu.

Ans. The difference in temperature is because Udagamandalam (Ooty) is situated above the sea level and Chennai is at the sea level.

Higher Order Thinking Skills (H.O.T.S.)

Long Answer Question

20) Which climatic zone would you like to live in? Why?

Ans. Learner's response

Sample: I would like to live in the Temperate Zone because it experiences moderate climate.

3) On the world map, mark the following.

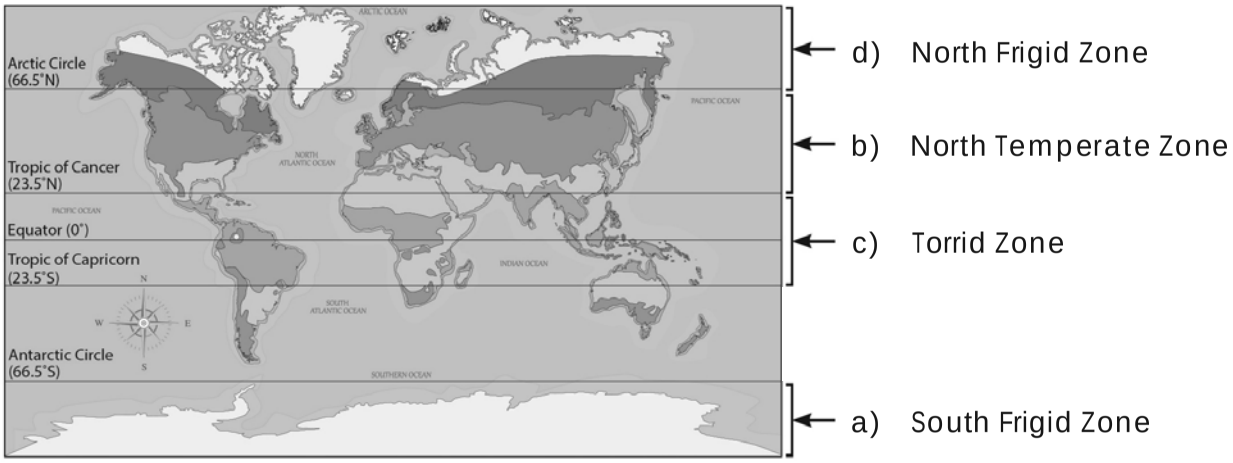
a) South Frigid Zone

b) North Temperate Zone

c) Torrid Zone

d) North Frigid Zone

Ans.



← d) North Frigid Zone

← b) North Temperate Zone

← c) Torrid Zone

← a) South Frigid Zone

A – Curriculum to Learning Objectives: Introduction to History

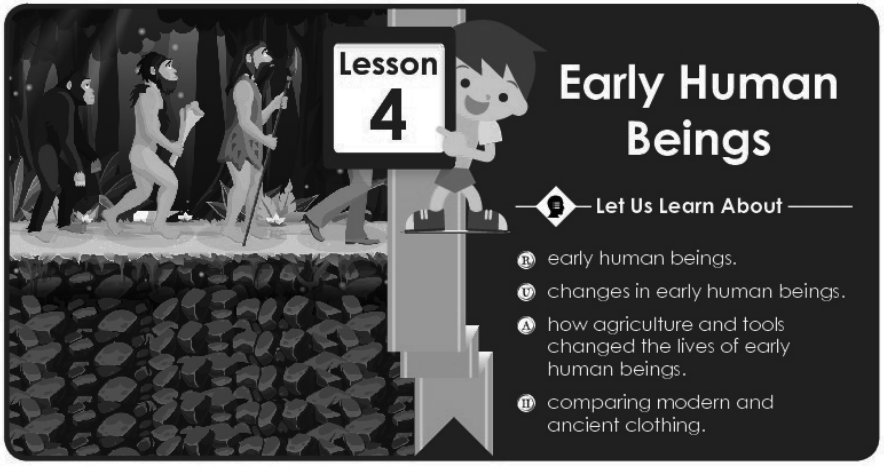
Prior Knowledge		• *Meaning of history* • *Sources of history* • *How to make a timeline*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	9	What Is History?	9.a 9.b 9.c 9.d	• 'past', 'history', 'timeline' and 'sources of history' • the importance of learning history • people who study history and how they use the sources of history • making a timeline of events
4	1	Explorations, Discoveries and Inventions	1.a 1.b 1.c 1.d	• explorations, discoveries and inventions • differences between discoveries and inventions • discoveries and inventions used in daily life • a few everyday things that have been invented by children
5	4	Early Human Beings	4.a 4.b 4.c 4.d	• early human beings • changes in early human beings • how agriculture and tools changed the lives of early human beings • comparing modern and ancient clothing
5	5	Ancient Civilizations	5.a 5.b 5.c 5.d	• meaning of civilization and life in ancient civilizations • why ancient civilizations grew • how climate is related to civilization • features of ancient civilizations

B – Vision-to-Action Plan: 4 Early Human Beings

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
1 DD/MM/YYYY	22-23 (THK, REM)	4.a	• Compare the lives of early human beings and modern human beings • Identify the habits of early human beings	• Peer Learning – Pair • Interactive Discussion	• Pictures of different kinds of food items	WB: Pg. 17 (Q 8)	WB: Pg. 16 (Q 6)	
2 DD/MM/YYYY	23-24 (REM)	4.a	• Examine the use of tools by early human beings	• Real-life Connect • Questioning	–	WB: Pg. 16 (Q 1, 2, 4)	WB: Pg. 16 (Q 5, 7) Bring a blank sheet of paper.	
3 DD/MM/YYYY	24 (UND)	4.b	• Explain how early human beings began changing	• Interactive Discussion • Activity Method	• Blank sheet of paper	WB: Pg. 18 (Q 14)	WB: Pg. 17 (Q 9, 10, 11)	
4 DD/MM/YYYY	24 (UND)	4.b	• Outline how early human beings began using fire	• Guided Learning • Real-life Connect	–	WB: Pg. 16 (Q 3)	WB: Pgs. 17, 18 (Q 12, 13) Bring a blank sheet of paper.	
5 DD/MM/YYYY	25 (APP)	4.c	• Analyse the changes in lifestyle of early human beings	• Activity Method • Peer Learning – Pair	• Blank sheet of paper	WB: Pg. 18 (Q 15)	WB: Pg. 19 (Q 16, 17)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
6 DD/MM/YYYY	25-26 (H.O.T.S., AF)	4.a 4.b 4.c 4.d	• Outline the evolution of early human beings into modern human beings	• Peer Learning – Group • Summarising	• Human Evolution chart	WB: Pg. 19 (Q 18)	WB: Pg. 19 (Q 19, 20)	

Annual Day:	Day:	Actual Date:	Page(s)
17/27	1/6	_____	22,23



Think

Rashi, Morad and Meher visit a museum. They look at the different **exhibits**. Meher notices an exhibit labelled 'An Early Human Being'. He is surprised that it looks more like a monkey.

Meher: *Morad, look! How can this monkey be a human being! How silly!*

Morad*: It is not a monkey, but an* ***ape****. Once upon a time, human beings looked and behaved just like apes. After thousands of years, some of those apes changed into what we are today.*

Rashi: *Then, how did we become so different from apes?*

An early human

Q. Which animal did early human beings look like?

(A) fish (B) lizard

(C) ape (D) bird

Important Words **Duration: 1 min**

- **Today:** exhibits, ape

Transactional Tip(s) **Duration: 8 min**

Peer Learning - Pair/Group:

- Ask the pairs to read 'Think' in pairs and answer the 'Think' question.
- Discuss the definition of 'ape' with the learners.
- Ask learners to discuss the following questions with their partners.
  - Have you been to a museum? If yes, what did you see? If no, what object/remains will you like to see from the past?
  - How are we different from apes?
  - Do you agree that we looked like apes in the past?
- Choose a few learners to share their responses. Ask other learners if they would like to add anything.

Class Pulse Check **Duration: 1 min**

1) Which animal did early human beings look like? (Think, TB: Pg. 22)

Annual Day:	Day:	Actual Date:	Page(s)
17/27	1/6	_____	23

Remembering

Human beings did not always look and act like they do now. A very long time ago, human beings looked and behaved like apes. They lived in forests and near rivers. They collected nuts, fruits, berries, eggs and hunted animals for food. Many also caught fish from the rivers and ate them. So, they are called **hunter-gatherers.**

How did they dig earth and cut fruit and meat?

STONE TOOLS

Early humans used different shapes and sizes of stones as tools. A **tool** is an object that is made for a specific function. Example: A pencil is made for writing.

Type of stone tool	Use
large and heavy stones	kill animals for food, protect themselves from animals
small, sharp stones	cut fruit and skins of animals
long and flat stones	dig earth
sharp stones, called **scrapers**	clean the skins of animals

THE LIFE OF EARLY HUMAN BEINGS

Early human beings lived in groups. They used leaves and animal skins to cover themselves. They used the parts of the animals that they hunted in different ways.

Some stone tools used by early humans

Parts of the animals	Their uses
bone	tools **weapons** jewellery
meat	food
skin	clothes

A handle tied to a stone tool

Important Words **Duration: 1 min**

- **Today:** hunter-gatherers

Transactional Tip(s) **Duration: 17 min**

Interactive Discussion:

- Ask learners to read the first paragraph on TB: Pg. 23.
- Ask:
  - Where do you live now?
  - How do you get the food you eat?
- Show pictures of different kinds of food. Include pictures of modern food items along with items that early human beings would have had.
- Ask them to choose the food items that early human beings would have been able to get.
- Discuss with the learners the meaning of the word 'hunter-gatherer'.
- Ask them what kind of food the early human beings would have had to gather and what kind of food they would be able to get by hunting.
- Discuss with the learners why the early human beings were called 'hunter-gatherers'.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 2 min**

1) How were the food habits of early humans different from ours?
2) **True/False**: Early human beings ate bread.

Annual Day:	Day:	Actual Date:	Page(s)
18/27	2/6	_____	23

Remembering

Human beings did not always look and act like they do now. A very long time ago, human beings looked and behaved like apes. They lived in forests and near rivers. They collected nuts, fruits, berries, eggs and hunted animals for food. Many also caught fish from the rivers and ate them. So, they are called **hunter-gatherers.**

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Some stone tools used by early humans

Parts of the animals	Their uses
bone	tools **weapons** jewellery
meat	food
skin	clothes

A handle tied to a stone tool

Important Words **Duration: 1 min**

- **Today:** tool, scrapers, weapons, raw

Transactional Tip(s) **Duration: 27 min**

Questioning:

- Ask learners to form questions. (Hints: Types of tools used by early humans and how they were made, How early human beings lived)
- Choose learners to ask the rest of the class their questions. Ask learners to solve the allotted WB questions in class.

Real-life Connect :

- Read 'Stone Tools' (TB: Pg. 23). Ask:
  - Can you eat the flesh of a watermelon without using a knife?
  - What can you use to scoop out the flesh of the fruit?
  - What would you use to dig earth?
- Ask learners to brainstorm ways in which early humans would cut and eat fruit and how early humans used to dig earth.
- Read 'The Life of Early Human Beings' (TB: Pgs. 23, 24). Discuss how present day clothes and jewellery differ from those used by early human beings.

Class Pulse Check **Duration: 2 min**

1) Give one example of a tool that early human beings used.
2) Why did early human beings live in caves?

Annual Day:	Day:	Actual Date:	Page(s)
19/27	3/6	_____	24

A cave

Early humans lived in caves. Caves protected them from animals, rain, wind and cold. They also stored food in caves. When there was no food left in one area, they moved to a new place.

When humans found food to eat, they ate it **raw**. They did not know how to cook.

Understanding

HOW DID EARLY HUMAN BEINGS CHANGE?

In the beginning, early human beings looked like apes. As time went by, their faces and bodies changed.

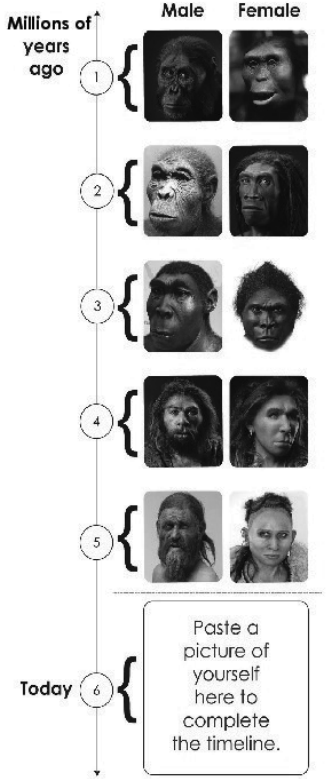
They stopped living in trees like apes and began living on the ground. They stopped walking on four legs. They started walking on two legs with their backs straight. They also started using their hands to do other things.

USING AND LEARNING TO MAKE FIRE

Early humans saw that lightning made trees catch fire and burn. All the animals were afraid of fire. Early humans picked up burning branches to protect themselves from dangerous animals.

At times, meat and roots fell into the fire. Early humans tasted this food. They found that it tasted better than raw food. This is how early human beings learnt to cook. But, they had to wait for lightning to burn a tree to get fire.

To make tools, early humans banged stones against each other. Sometimes, while making tools, they observed sparks, which made the grass catch fire. In this way, early human beings learnt to make their own fires.



Human beings change over time

Important Words **Duration: 1 min**

- **Last class:** exhibits, ape, hunter-gatherers
- **Today:** –

Transactional Tip(s) **Duration: 28 min**

Activity Method:

- On a blank sheet of paper ask the learners to draw a process chart of how human beings evolved.
- Choose learners to draw their process chart on the board and explain the various stages of evolution.
- Ask learners to solve the allotted WB question in class.

Interactive Discussion:

- Ask learners to look at the timeline on TB: Pg. 24.
- Discuss the following stages of human evolution with reference to the timeline.
  - Early human beings lived mostly in trees. (1)
  - They started to live on the ground and use their hands to make tools. (2)
  - They walked with their back straight and could use fire. (3)
  - They learnt to make fire and started to cook. (4)
  - They began resembling modern human beings. (5)

Class Pulse Check **Duration: 1 min**

1) Name one thing that early human beings could do after they began to live on the ground.

Annual Day:	Day:	Actual Date:	Page(s)
20/27	4/6	_____	24

A cave

Early humans lived in caves. Caves protected them from animals, rain, wind and cold. They also stored food in caves. When there was no food left in one area, they moved to a new place.

When humans found food to eat, they ate it **raw**. They did not know how to cook.

Understanding

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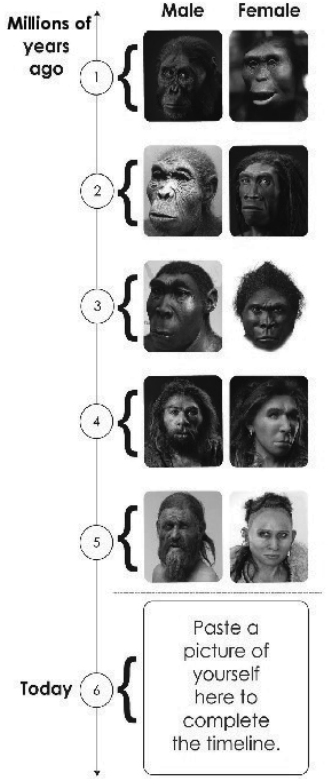


Human beings change over time

Important Words **Duration: 1 min**

- **Last class:** tool, scrapers, weapons, raw
- **Today:** sparks

Transactional Tip(s) **Duration: 27 min**

Guided Learning:

- Ask learners to read 'Using and Learning to Make Fire'.
- Make a process chart on the board to explain the usage and making of fire. Use the following steps to make it.
  - **Stage 1**: [Lightning made trees catch fire] → [Humans picked burning branches to keep animals away] → [Meat and roots fell into the fire] → [Food tasted good; humans learnt to cook but had to wait for lightning to strike]
  - **Stage 2**: [Banged stones to make tools] → [Observed sparks] → [Grass caught fire] → [Humans learnt to make fire]

Real-life Connect :

- Ask learners to list ways fire is used at home.
- Discuss how using the ways of using fire at home are similar to the ways early human beings used them.
- Explain to the learners how the discovery of fire changed the lives of early human. Illustrate the various uses of fire to early human beings.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 2 min**

1) What made trees catch fire and burn?
2) How did early humans protect themselves from wild animals?

Annual Day:	Day:	Actual Date:	Page(s)
21/27	5/6	_____	25

Application

FARMING

Early humans carefully observed nature. They threw seeds of fruit on the ground. Soon, they saw new plants growing from these seeds. They saw that seeds grew well in warm weather. They stored fruit for the cold weather. They wrapped fruit in the skins of animals to keep them fresh. They planted seeds, grew plants and began farming.

USING WHEELS

Early humans travelled a lot. They did not have an easy way to move heavy things from one place to another. They observed rocks and logs rolling easily on land. This gave them the idea to roll heavy things on logs. This is how early humans started using wheels. Early humans also started making wheels from stone.

SETTLING DOWN

Human beings travelled in search of food. When they started farming, they started staying in one place. They started making simple huts with the stems of plants and long leaves. They also used animal skins and bones to make huts.

An early human settlement

Higher Order Thinking Skills (H.O.T.S.)

1) Look at the two pictures on the next page. The clothes shown are different from each other. Discuss the following.

- the difference between them based on the material
- one special feature of each item of clothing

Important Words **Duration: 1 min**

- **Today:** observed, logs

Transactional Tip(s) **Duration: 28 min**

Activity Method:

- Choose learners to read aloud 'Farming', 'Using Wheels' and 'Settling Down' (TB: Pg. 25).
- Ask learners to work in pairs and make a mind map on the life of early human beings.
- Choose a few learners to come up and replicate their mind maps on the board.

Peer Learning - Pair/Group:

- Ask learners to discuss with their partners how farming and the use of wheels by early human beings has shaped modern life.
- Choose a few learners to share their responses.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 1 min**

1) Name one activity of early human beings that allowed them to change the way they lived.

Annual Day:	Day:	Actual Date:	Page(s)
22/27	6/6	_____	26

Picture A

Picture B

Amazing Facts

Ötzi, also known as the Iceman, was an early human being. His body and belongings were preserved in ice for thousands of years. Ötzi is displayed in the South Tyrol Museum in Italy.

New Words

1)	exhibit	–	something that is displayed for people to see
2)	ape	–	an animal that is like a monkey but does not have a tail
3)	weapon	–	a tool used to hunt animals
4)	raw	–	uncooked; without cooking

Important Words **Duration: 1 min**

- **Last class:** observed, logs
- **Today:** –

Transactional Tip(s) **Duration: 28 min**

Peer Learning - Pair/Group:

- Ask learners to discuss 'H.O.T.S.' (TB: Pgs. 25, 26) in groups of four.
- Let each group present their points for a minute.
- Encourage other learners to ask questions to the presenting group.
- Read aloud 'Amazing Facts'. Ask learners to find out about other such famous early human beings.

Summarising:

- Summarise the stages of human evolution that they have studied in the lesson using the Classklap Human Evolution chart.
- Ask learners to discuss the following questions with a partner.
  - What have they learnt about early human beings?
  - How is the learning related to their daily lives?
- Ask a learner to share. After they have shared, ask other learners if they would like to add something.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 1 min**

1) What is an invention made by early human beings that we still use today?

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	For what did early humans use long and flat stone tools? (Ans. To dig earth)	Period 2 - early human beings	
2	What did the early human beings discover that helped them to eat cooked food? (Ans. Fire)	Period 4 - changes in early human beings	
3	_____ helped early humans to start settling down. (Ans. Farming)	Period 5 - how agriculture and tools changed the lives of early human beings	
4	**True/False:** Early humans made clothes from cotton cloth. (Ans. False)	Period 6 - comparing modern and ancient clothing	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 4: Early Human Beings

Think

1) Which animal did early human beings look like? *(TB, Pg. 22)*

   (A) fish

   (B) lizard

   (C) ape

   (D) bird

Ans. (C) ape

Higher Order Thinking Skills (H.O.T.S.)

1) Look at the two pictures on the next page. The clothes shown are different from each other. Discuss the following.

   - the difference between them based on the material
   - one special feature of each item of clothing *(TB, Pg. 25)*

Picture A

Picture B

Ans.

Picture A	Picture B
1) The clothes are made of grass, animal skin and fur. 2) All the materials are almost of a similar colour. 3) The materials appear to be very heavy and rough.	1) The clothes are made from different kinds of material. 2) Many colours and patterns can be seen on the clothes. 3) Lightweight materials are used to make the clothing.
Special feature: The clothes in Picture A were made by the people themselves. The clothes in Picture B represents the clothes we wear today. We go to a shop to buy these clothes.	

Early Human Beings

Remembering

Multiple Choice Questions

1) What did early human beings make using bones of animals? [**D**]

(A) food (B) clothes

(C) shoes (D) weapons

2) Where did early human beings live? [**A**]

(A) in caves (B) in rivers

(C) in buildings (D) on the roads

Fill in the Blanks

3) Early human beings did not know to cook food. They ate it _____**raw**_____.

4) _____**Scrapers**_____ were sharp stones that were used to clean the skins of animals.

Very Short Answer Questions

5) What did early human beings make with the skins of the animals they killed?

Ans. Clothes

6) What did the early human beings who lived near rivers eat?

Ans. Fish

Short Answer Question

7) What is a tool? Give an example.

Ans. A tool is an object that is made for a specific function. For example, a pencil is a tool made for writing.

Understanding

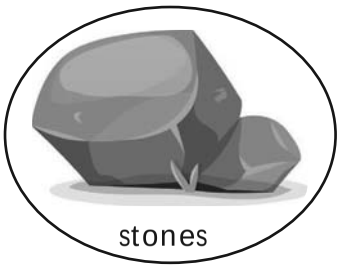
Circle the Odd One

8)


nuts

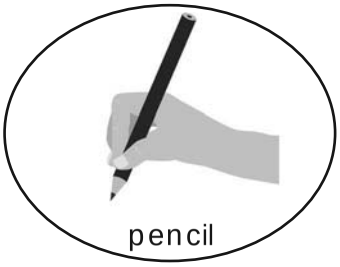

fruit


eggs


stones

9)

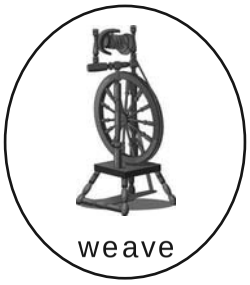

bone


pencil


meat


skin

10)


weave


hunt


collect


dig

11)


tool


jewellery


weapon


clothes

Short Answer Questions

12) How did early human beings start cooking their food?

Ans. Sometimes, meat and roots would fall into fire. Early humans liked this food more than raw food. This is how they started cooking.

Page 120

13) How did early human beings learn to make fire?

Ans. Early humans observed sparks while making tools. These sparks were used to light dry grass. This is how they learnt to make fire.

Long Answer Question

14) Arrange the events in the correct order to show how human beings changed over time. One has been done for you.

Ans.

3	They stopped living in trees.
2	With time, their faces changed.
5	They stopped walking on four legs.
8	They started using their hands to do other things.
4	They started living on the ground.
1	They looked like apes.
7	Their backs became straight.
6	They started walking on two legs.

Application

Multiple Choice Questions

15) What do you think these early humans are doing? [**A**]

(A) farming (B) hunting animals

(C) making homes (D) making tools

16) The picture shows a very useful and important invention. What is it?

[**B**]

(A) carriage (B) wheel

(C) bullock cart (D) road

Short Answer Questions

17) Why did early human beings start living in one place?

Ans. Early humans did not need to travel in search for food when they started farming. So, they made huts and stayed in one place to farm.

18) Look at the picture. Why are the clothes of early human beings different from the ones we wear nowadays?

Ans. Early humans used to wear clothes made from animal skins. Nowadays, we wear clothes made from different materials like cotton, silk and so on.

Long Answer Question

19) Early humans began farming and using the wheel. How has that helped modern humans?

Ans. Farming has helped us settle and grow our own food. We no longer have to search for food. The use of wheels has made it easier to travel. It has also made it easy for us to move heavy things from one place to another.

Page 122

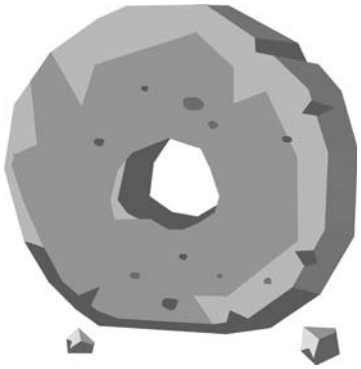
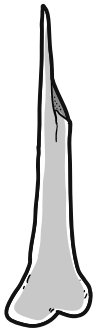
Higher Order Thinking Skills (H.O.T.S.)

Long Answer Question

20) Look at the things you see around you and complete the table. Draw or paste pictures of each object. Name them.

Ans. Learner's response

Sample:

Early humans did not have these	Early humans also used these
cars 	wheels 
computers 	pots 
telephones 	bone knives 

A – Curriculum to Learning Objectives: Introduction to History

Prior Knowledge	
	• *Evolution of human beings* • *Features of early human life*

Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
3	9	What Is History?	9.a 9.b 9.c 9.d	• 'past', 'history', 'timeline' and 'sources of history' • the importance of learning history • people who study history and how they use the sources of history • making a timeline of events
4	1	Explorations, Discoveries and Inventions	1.a 1.b 1.c 1.d	• explorations, discoveries and inventions • differences between discoveries and inventions • discoveries and inventions used in daily life • a few everyday things that have been invented by children
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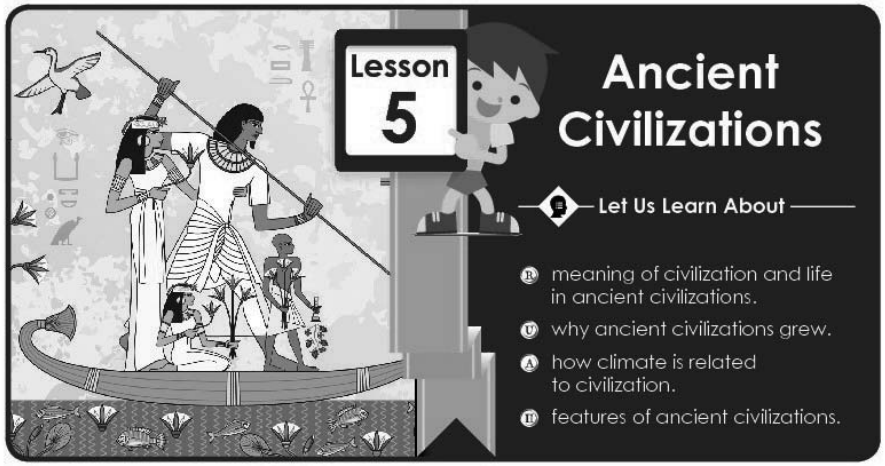
5	5	Ancient Civilizations	5.a 5.b 5.c 5.d	• meaning of civilization and life in ancient civilizations • why ancient civilizations grew • how climate is related to civilization • features of ancient civilizations

B – Vision-to-Action Plan: 5 Ancient Civilizations

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
1 DD/MM/YYYY	27-28 (THK, REM)	5.a	• Define 'civilization' and discuss its features	• Interactive Discussion • Questioning	• Blank sheets of paper • Ancient Civilizations chart	WB: Pg. 21 (Q 1, 3, 4) WB: Map Practice, Pg. 28 (Q 5)	WB: Pgs. 21, 22 (Q 5, 6, 7, 8)	
2 DD/MM/YYYY	29 (UND)	5.b	• Examine the beginning of agriculture	• Guided Learning • Peer Learning – Group	–	WB: Pgs. 21, 22 (Q 2, 9)	WB: Pgs. 22, 24 (Q 14, 18)	
3 DD/MM/YYYY	29 (UND)	5.b	• Develop an idea about trade and the growth of civilizations	• Activity Method • Questioning	• Pencils, erasers, sharpeners and pens	WB: Pg. 22 (Q 10, 11, 12)	WB: Pgs. 22, 23 (Q 13, 17)	
4 DD/MM/YYYY	30 (APP, H.O.T.S.)	5.c 5.d	• Assess the influence of climate on the formation of civilizations • Discuss the features of the Indus Valley Civilization	• Interactive Discussion • Guided Learning	• Pictures of the Indus Valley Civilization	WB: Pg. 23 (Q 15)	WB: Pgs. 23, 24 (Q 16, 19)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
5 DD/MM/YYYY	31 (AF)	5.a 5.b 5.c 5.d	• Infer how ancient civilizations traded with each other • Summarise the concepts learned in the lesson	• Interactive Discussion • Summarising	–	WB: Pg. 25 (Q 20)	–	

Annual Day:	Day:	Actual Date:	Page(s)
23/27	1/5	_____	27,28



Think

Rashi, Meher and Morad are still at the museum. The next section has different exhibits. There are photographs of many buildings made of bricks. There are metal tools too. The human beings in this exhibit look different.

Rashi: *Morad, these people look like we do! Did not all early human beings look like apes?*

Meher: *No! Remember, they changed? They started to look more like we do.*

Morad: *That is correct. After thousands of years, people started living in cities. Their cities were different from ours. They did not use the same language or machines. They did not dress like we do. But, they were the builders of the first ancient cities.*

An ancient civilization

Q. What did human beings start to build?

(A) zoos (B) museums

(C) cities (D) bridges

Important Words

–

Transactional Tip(s) **Duration: 10 min**

Interactive Discussion:

- Ask learners to read 'Think' (TB: Pg. 27) in pairs and answer the 'Think' question.
- Ask learners to discuss the following questions with their partner.
  - What are your basic needs?
  - What were the basic needs of early humans?
  - What did they do for food?
  - What do you do for food?
  - How did they live?
  - What changes happened from then to now?

Class Pulse Check **Duration: 1 min**

1) What did human beings start to build? (Think, TB: Pg. 27)

Annual Day:	Day:	Actual Date:	Page(s)
23/27	1/5	_____	28

Remembering

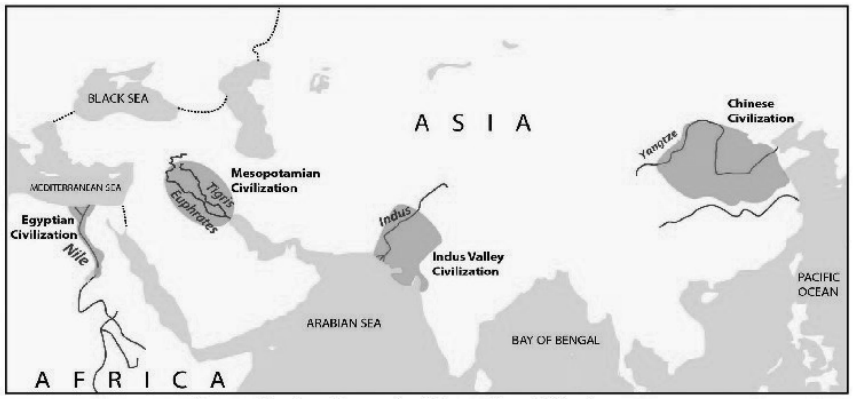
BIRTH OF CIVILIZATIONS

Civilizations began to appear about 10,000 years ago. A **civilization** is a group of human beings living together who have common rules, language and way of life. The very old civilizations are called **ancient civilizations**. All the ancient civilizations are found near rivers. A list of the ancient civilizations are given.

Civilization	River
Mesopotamian	Tigris and Euphrates
Indus Valley	Indus
Egyptian	Nile
Chinese	Yangtze

LIFE IN ANCIENT CIVILIZATIONS

The people of these civilizations were a lot like us. They used languages. They made and did different things. Some people had farms and farm animals. Others made things from **clay**. Some people made tools from iron and other metals. There were special people to make rules. These people were usually the **priests**. The other people were mostly **soldiers** and builders. Let us find out what led to the growth of these civilizations.



A map showing the ancient river valley civilizations

Important Words **Duration: 1 min**

- **Today:** civilization, ancient, clay, priests, soldiers

Transactional Tip(s) **Duration: 17 min**

Questioning:

- Write the word 'ancient' on the board. Ask learners for the meaning of the word.
- Ask learners to read 'Remembering'.
- Divide learners into groups of four.
- Say the following words one after the other and ask each group to form questions with the words.
  - 10,000 years
  - Ancient
  - Language
  - Priests
  - Soldiers
  - Indus
- Ask each group to present their questions and have the other learners answer.
- Use the Classklap Ancient Civilizations chart to show the differences between the four civilizations.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Where did ancient civilizations mostly grow?

Annual Day:	Day:	Actual Date:	Page(s)
24/27	2/5	_____	29

Understanding

GROWING CROPS

Human beings needed to stay in one place to take care of their farms. They grew **crops**, collected and stored **grains**. This is called **agriculture**. They built strong houses so that they could stay in the same place for a long time. They needed water for their farms. So, they built houses near big rivers.

DOMESTICATING ANIMALS

People found that a few animals could be used to carry heavy loads and do other tasks. They gave these animals food and water to **domesticate** them. Some animals domesticated by early humans were the cow, sheep, goat, buffalo, horse, dog, cat, donkey, ox and bull.

Humans allowed these animals to live close to them. They observed the young ones of these animals and soon began milking cows and goats. They also got wool and meat from animals such as sheep.

A house from an ancient village

TRADE

Families of early human beings lived together. Sometimes, one family had little meat but a lot of grain. Another family had more meat and less grain. They exchanged meat and grain to get what they needed. Such exchange of **resources** is called **trade.**

As people grew crops and domesticated animals, they built houses and settled in one place. People of different villages traded with each other. When people settled down in places of trade, more houses were built. This led to rise of cities. Some cities were close to each other. The people spoke the same language. They also followed the same rules. A number of cities where people shared a common way of life became a civilization.

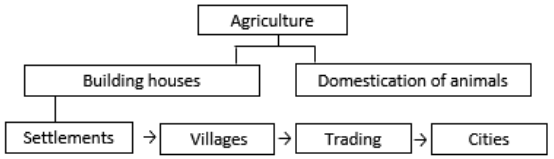
Important Words **Duration: 1 min**

- **Last class:** civilization, ancient, clay, priests, soldiers
- **Today:** crops, grains, agriculture, domesticate, resources, trade

Transactional Tip(s) **Duration: 28 min**

Guided Learning:

- Read 'Understanding' (TB: Pg. 29).
- Help them to make a process chart showing the different aspects of life in ancient civilizations.



Peer Learning - Pair/Group:

- Divide learners into groups of four. Ask learners to discuss within their groups how animals would have felt if they were kept against their wish. Ask them whether it was right to domesticate animals. Choose a learner from each group to share their responses.
- Discuss the importance of treating animals with kindness. Ask the groups to brainstorm ways to prevent animal cruelty.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Why were rivers important for the growth of ancient civilizations?

Annual Day:	Day:	Actual Date:	Page(s)
25/27	3/5	_____	29

Understanding

GROWING CROPS

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Important Words **Duration: 1 min**

–

Transactional Tip(s) **Duration: 28 min**

Activity Method:

- Read 'Trade'.
- Define resources.
- Divide the class into four groups. Give one group ten pencils, one group ten eraser, one group ten sharpeners and the last group ten pens.
- Explain to them the concept of trade and how they can exchange things to get what they need.
- Instruct each group to obtain a different set of items from what they have.
- Encourage the learners to exchange items amongst themselves to get what they want.

Questioning:

- Conduct a short quiz. Frame questions on:
  - Why people settled down
  - Rise of cities
  - How civilizations were formed
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) What do resources mean?

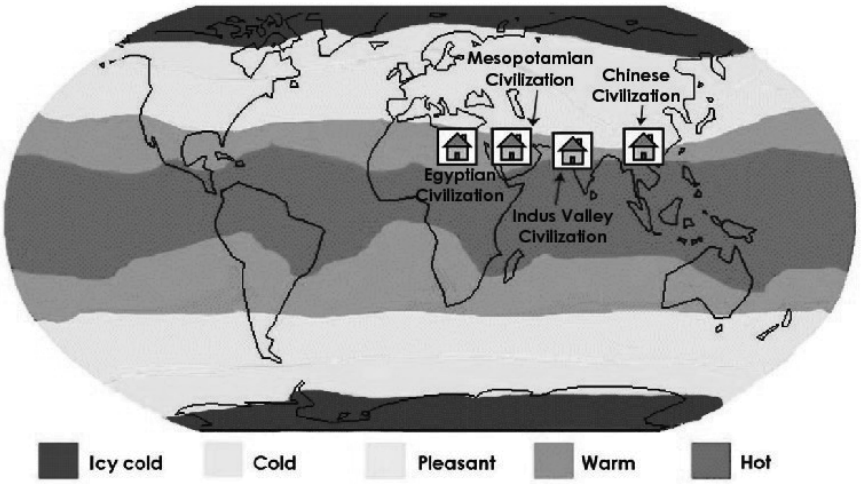
Annual Day:	Day:	Actual Date:	Page(s)
26/27	4/5	_____	30

Application

CLIMATE AND CIVILIZATIONS

Crops grow easily in places where there is warm sunlight. Rivers are used to get water for growing crops. Warm climate is also easy for humans to live in. All ancient civilizations started in the warm regions. Look at the map and answer the questions.

1) Were there any civilizations in the very cold areas?
2) Why do you think this happened?



Favourable climate for growth of civilizations

Higher Order Thinking Skills (H.O.T.S.)

1) Find out which ancient city had a place called the Great Bath. Name the civilization that it belonged to. Discuss three important features of this civilization.

An ancient city

Important Words

- **Last class:** crops, grains, agriculture, domesticate, resources, trade
- **Today:** –

Transactional Tip(s) **Duration: 27 min**

Guided Learning:

- Direct learners' attention to 'H.O.T.S.' (TB: Pg. 30).
- Ask if they know about this place.
- Explain to them that this city was a part of the Indus Valley Civilization.
- Circulate pictures of what remains of the Indus Valley Civilization. Ask learners to imagine the life of the people there.
- Ask learners to solve the allotted WB question in class.

Interactive Discussion:

- Read 'Application' (TB: Pg. 30).
- Ask learners to look at the infographic on TB: Pg. 30. Tell learners that the different colours represent different climates. Explain that the house icons represents the different civilizations.
- Ask learners to mention the various factors that affected the growth of civilizations.

Class Pulse Check **Duration: 3 min**

1) Why did ancient civilizations grow in warm areas?
2) Mention one important feature of the Indus Valley Civilization.

Annual Day:	Day:	Actual Date:	Page(s)
27/27	5/5	_____	31,32

Amazing Facts

Cities in the Indus Valley Civilization traded with cities in the Mesopotamian Civilization. The distance between the two civilizations was about 4,000 kilometres.

New Words

1) clay – a soft, muddy material used to make pots and other objects
2) priest – someone who performs religious duties and makes rules of worship
3) soldier – a person who serves in the army
4) crop – the plants grown for getting grains and other food
5) grains – the seeds of some plants, such as rice, that we cook and eat
6) domesticate – train a wild animal to live and work with human beings
7) resource – a place or thing that provides something useful

Important Words

–

Transactional Tip(s) **Duration: 29 min**

Summarising:

- Summarise the growth of ancient civilizations by making a word splash.
- Complete the word splash using responses from the learners.
- Add elements to the word splash to recall parts of the lesson discussed.
- Ask learners to solve the allotted WB question in class.

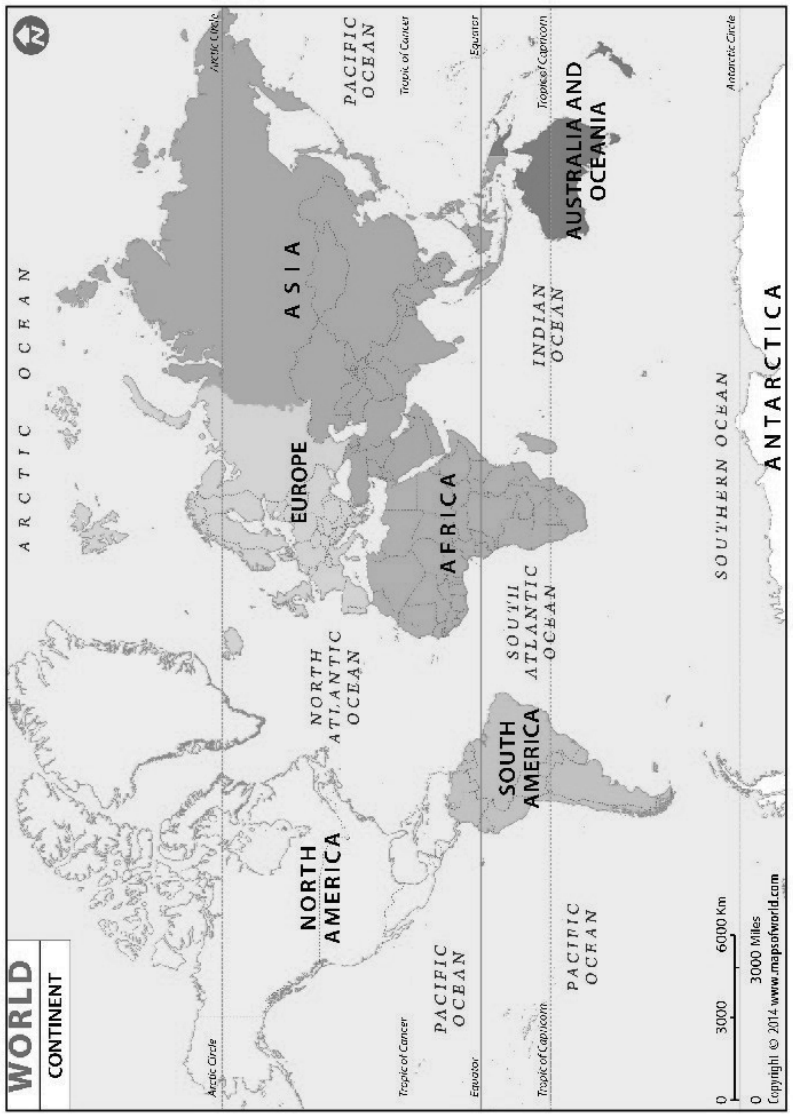
Interactive Discussion:

- Ask learners to read 'Amazing Facts' (TB: Pg. 31).
- Ask, 'If the cities were so far apart, how did they trade with each other?'
- Take a few responses and discuss with learners the use of ships in ancient times.

Class Pulse Check **Duration: 1 min**

1) Name a way in which ancient civilizations could trade with each other.
2) Name two things that were common for people living in the same civilization.

Annual Day:	Day:	Actual Date:	Page(s)
27/27	5/5	_____	32



Important Words

–

Transactional Tip(s)

–

Class Pulse Check

1) -

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Chang is a soldier in an ancient civilization which grew around the river Yangtze. Name this ancient civilization. (Ans. Chinese Civilization)	Period 1 - meaning of civilization and life in ancient civilizations	
2	Mamta gives jewellery and takes meat in return. What is such an exchange called? (Ans. Trade)	Period 3 - why ancient civilizations grew	
3	Was there any ancient civilization in the very hot regions of the world? (Ans. No)	Period 4 - how climate is related to civilization	
4	Name an important building in Mohenjo-daro. (Ans. The Great Bath / any relevant answer)	Period 4 - features of ancient civilizations	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 5: Ancient Civilizations

Think

1) What did human beings start to build? *(TB, Pg. 27)*

(A) zoos

(B) museums

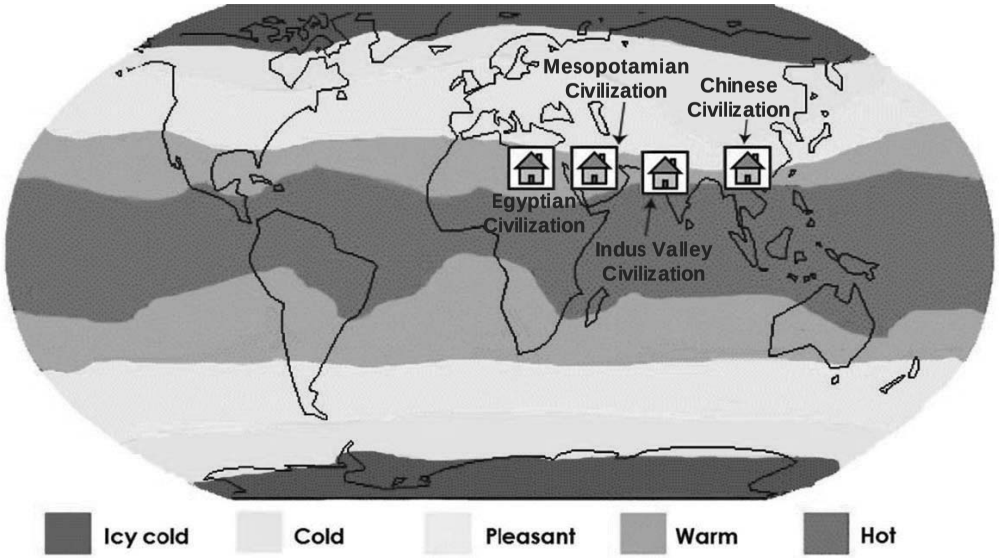
(C) cities

(D) bridges

Ans. (C) cities

Application

1) Look at the map and answer the questions. *(TB, Pg. 30)*



1) Were there any civilizations in the very cold areas?

Ans. According to the map, there were no civilizations in the very cold areas.

2) Why do you think this happened?

Ans. This happened because the climate was too cold to grow crops and live.

Higher Order Thinking Skills (H.O.T.S.)

1) Find out which ancient city had a place called the Great Bath. Name the civilization that it belonged to. Discuss three important features of this civilization. *(TB, Pg. 30)*

Ans. The Great Bath was in an ancient city called Mohenjo-daro. This city was a part of the Indus Valley Civilization. The three important features of this civilization are the following.

a) The Indus Valley Civilization was known for its careful town planning.

b) There was a neat drainage system. The drains carrying waste water from all the houses were covered.

c) Agriculture and domesticating animals were major occupations in the Indus Valley Civilization.

Ancient Civilizations

Remembering

Multiple Choice Questions

1) How many years ago did civilizations begin to appear? [**A**]

(A) 10,000 (B) 11,000

(C) 12,000 (D) 13,000

2) What is the process of growing crops known as? [**B**]

(A) horticulture (B) agriculture

(C) apiculture (D) pisciculture

Fill in the Blanks

3) The Egyptian Civilization was built near the river _____**Nile**_____.

4) The people who usually made rules were _____**priests**_____.

Very Short Answer Questions

5) Give an example of a metal used by the people of ancient civilizations.

Ans. Iron

6) Near which river did the Chinese Civilization grow?

Ans. River Yangtze

Short Answer Question

7) What is a civilization?

Ans. A civilization is a group of human beings living together who have common rules, language and way of life.

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Understanding

Circle the Correct Word

8) (**Soldiers**) / **Priests** in ancient civilizations fought in wars.

9) The (**cow**) / **elephant** was domesticated by the people of ancient civilizations.

10) **Many** / (**A few**) houses made up a village.

11) People started to live in one place after they began to (**grow crops**) / **domesticate animals**.

Short Answer Questions

12) In ancient civilizations, why did families live close together? Give two reasons.

Ans. Families in ancient civilizations lived close together in order to take care of their farms and to exchange resources.

13) Why did early human beings begin to trade?

Ans. Early humans began to trade to get what they needed. This started when families needed to exchange resources among themselves.

Long Answer Question

14) Describe how animals became useful to the people in ancient civilizations.

Ans. A few animals were used to carry heavy loads and do other tasks. The people observed the young ones of these animals and soon began milking cows and goats. They also got wool and meat from animals such as sheep. These animals became useful to people.

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Application

Multiple Choice Questions

15) Which place shown in the following pictures would be the best for growing crops and living? [**B**]

(A) 

(B) 

(C) 

(D) 

16) This picture shows an object from the Indus Valley Civilization. What does it tell us about the civilization? [**A**]

(A) There were domesticated animals.

(B) Priests were important people.

(C) People wore clothes with patterns.

(D) Stone tools were used for farming.

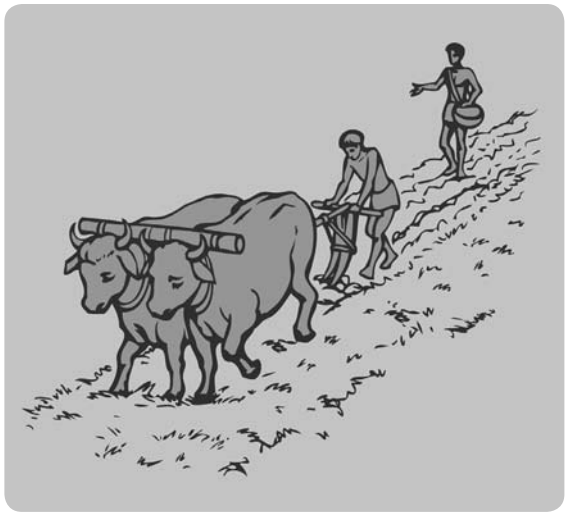
Short Answer Questions

17) Read the situation below and answer the question.

The people of the Indus Valley Civilization had copper. They needed raw wool to make thread. The people of the Mesopotamian Civilization had raw wool. They needed copper. Explain how each civilization would get what they needed.

Ans. The people of Indus Valley and Mesopotamian Civilizations could exchange raw wool and copper. They could trade to get the resources that they needed.

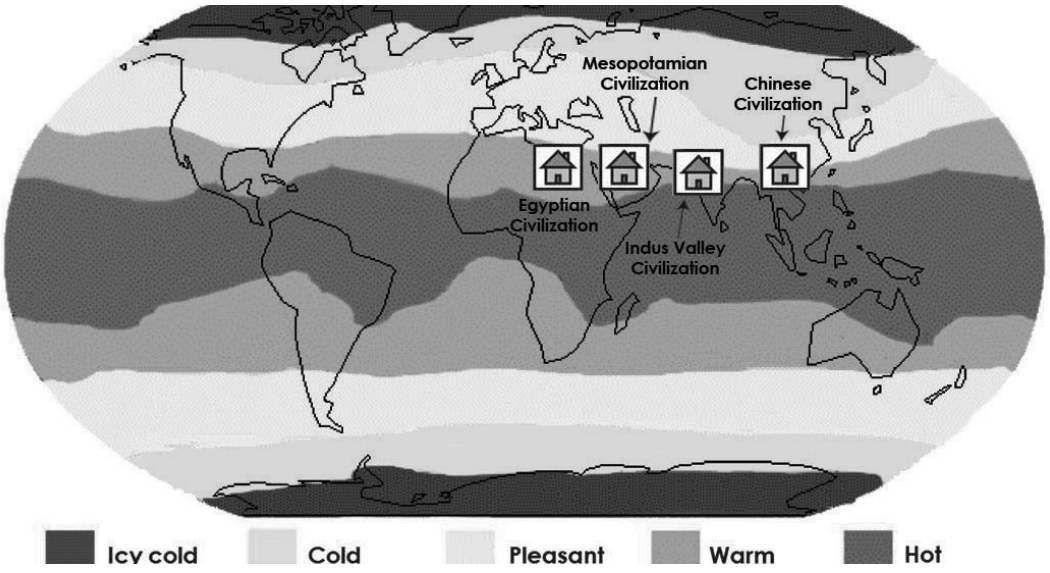
18) Look at the picture. What are the people doing? Which animals do you see? How are the animals helping them?



Ans. The people are planting seeds to grow crops. The animals in the picture are oxen. These oxen are helping with farming.

Long Answer Question

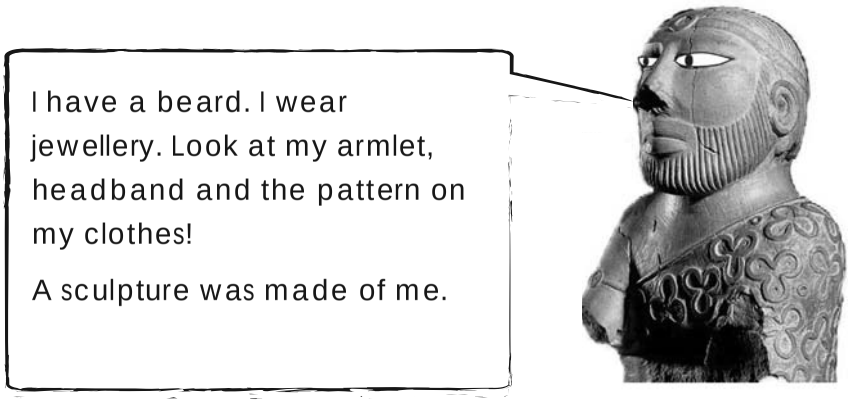
19) Mark and label the ancient civilizations that grew in the continents of Asia and Africa. Why did civilizations not grow in the hot areas? Give two reasons.



Ans. Civilizations did not grow in hot areas because the weather was not suitable for farming. It was also not easy to live in such hot weather.

Long Answer Question

20) We can imagine lives of people in ancient civilizations by looking at statues from the past. Archaeologists found a statue in a city of the Indus Valley Civilization. Read on to know what the statue tells us about the people of Indus valley.



Look at the man from the Mesopotamian Civilization. What can you say about him? Fill in the blanks.

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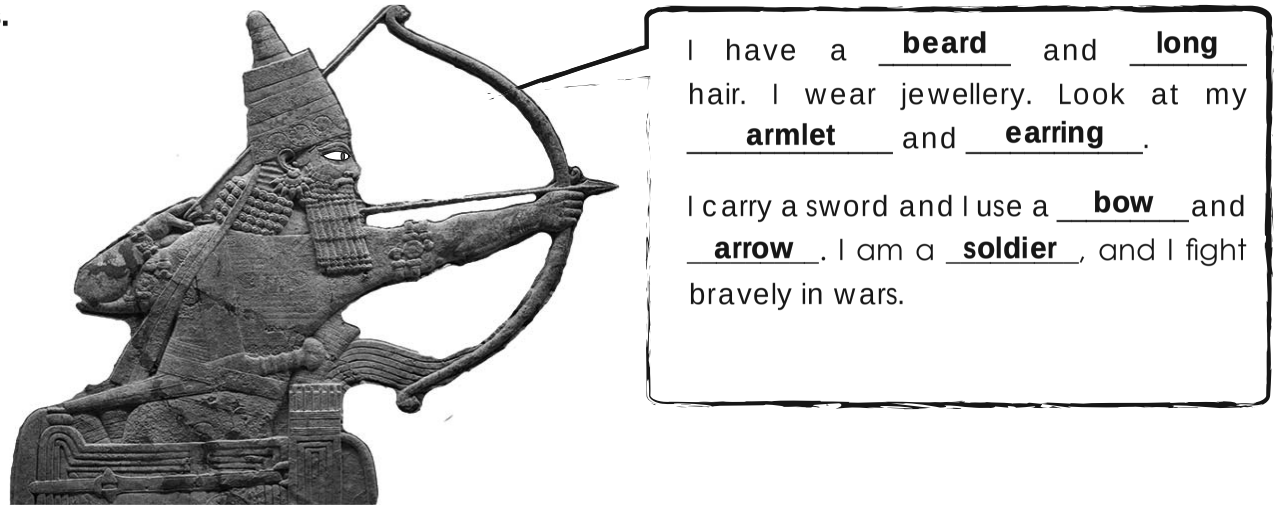
Ans.



5) On the map of the world, mark the following civilizations and the river(s) they are found around.

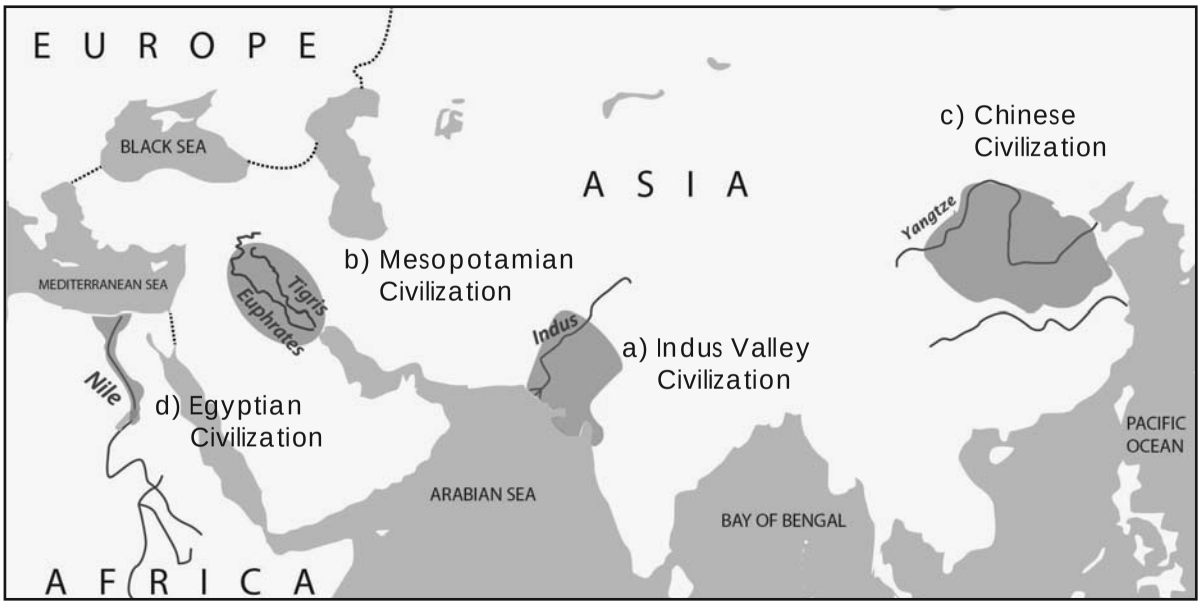
a) Indus Valley Civilization

b) Mesopotamian Civilization

c) Chinese Civilization

d) Egyptian Civilization

Ans.



Grade: 5, FA1

Subject: EVS - II

Lesson: Maps and Globes

Learning Outcome(s):

- Identifies the locations of different landforms in India on a physical map
- Develops a thorough understanding of how the Earth looks
- Locates the important latitudes and longitudes on the globe

Integrated Art Form(s):

- Bamboo Weaving
- Sketching and Painting

Materials Required:

Ice-Breaker:

1) A large blank outline map of India
2) Sticky notes or paper to make chits
3) Thumb tacks
4) Pens

Core Activity:

1) Thin bamboo strips used for weaving

2) Scotch tape
3) Chart paper
4) Pencils
5) Erasers
6) Paint (blue, green, brown, white)
7) Paintbrushes
8) Markers

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Bamboo Weaving

Time Needed:

Ice-Breaker: 20 min

Core Activity: 70 min (to be done over 2 teaching periods)

Ice-Breaker:

Summary: Conduct a group activity through which learners exemplify the geographical diversity in India.

Procedure:

Step 1:

- Hang a large blank outline map of India on the classroom wall.
- Divide the class into groups of four.

Step 2:

- Ask each group to make chits with names of different types of landforms such as mountains, rivers plains, plateaus, coastal plains, etc.
- Instruct learners to pin these chits to the map according to where a specific landform is located in our country.

Step 3:

- Initiate a discussion on the geographical diversity in India. Invite learners to add any relevant points to the discussion.
- Show a physical map of India and explain how this geographical diversity is depicted.
- Ask learners to state the kind of landform they see in their city and mention any other place they might have visited which had a different landform.
- Allot 20 minutes for this activity.

Core Activity:

Summary: Facilitate a group activity where learners employ the techniques of bamboo weaving to make a globe and illustrate its components.

Procedure:

Step 1:

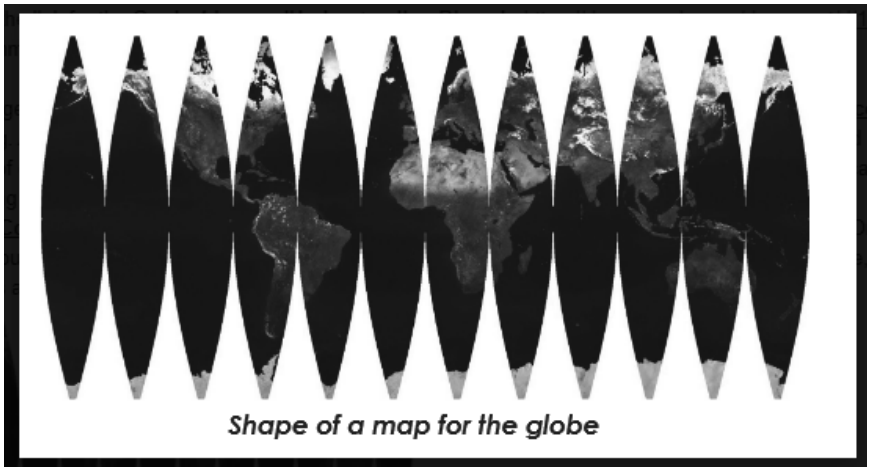
- Introduce learners to the concept of bamboo weaving. Tell them that this form of art is created by folding and twisting bamboo strips to make the desired object.
- Inform learners that the art of bamboo weaving is popularly practiced in many of the north-eastern states of India like Manipur, Meghalaya, Mizoram and Nagaland.
- Show learners the video on bamboo weaving to teach them how it is done.

Step 2:

- Divide the class into two groups.
- Assign the bamboo weaving activity to Group 1, and instruct Group 2 to draw and paint a map of the world.

Step 3:

- Ask Group 1 to follow the steps shown in the video and make a sphere with bamboo strips to build the structure of the globe.
- Ask Group 2 to draw a map of the world as shown in the image below and paint it.



Shape of a map for the globe

- Allot 50 minutes to this task.

Step 4:

- Once the structure of the globe is ready and the continents map is dry, the groups can assemble it together.
- Paste the continents map on the woven bamboo structure of the globe.
- Mark the important lines of latitude on the globe.
- Learners can display the model in class or hang it using a string.
- Allot 20 minutes for this part of the activity.

Step 5:

- Conclude the activity by asking the learners how they find out the locations of the places they plan to visit.

- Then ask how the system of latitudes and longitudes helps us.

Extension Activity:

Make a thematic food map. Take an outline map of India and draw or paste pictures of food items from different parts of the country.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity facilitates the learner's analysis of the importance of latitudes and longitudes and furthers their knowledge of the continents and oceans of the world.

Suggested Rubric for Assessing Art Integrated Learning

	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
PARAMETERS	RATING	4	3	2	1
	Knowledge Construction and Expression	**Demonstrates excellent** use of inquiry and higher order thinking skills, and **accurate representation** of arts standards.	**Demonstrates good** use of inquiry and higher order thinking skills and **effective representation** of arts standards.	**Demonstrates moderate** use of inquiry and higher order thinking skills and **occasional representation** of arts standards.	**Demonstrates minimal** use of inquiry and higher order thinking skills and **little representation** of arts standards.
	Collaboration	**Participates proactively** in community building through collaborative work, and **always communicates** well within team(s) and with the facilitator.	**Participates actively** in community building through collaborative work, and **mostly communicates** within team(s) and with the facilitator.	**Participates moderately** in community building through collaborative work, and **occasionally communicates** within team(s) and with the facilitator.	**Participates rarely** in community building through collaborative work, and **hardly communicates** within team(s) and with the facilitator.

	Envisioning	**Engages proactively** in rigorous arts integration by embracing change; has multiple perspectives and takes **adequate calculated risks**.	**Engages actively** in arts integration by accepting change; has some perspectives and takes **some calculated risks**.	**Engages moderately** in arts integration by accepting few changes; has few perspectives and takes **few calculated risks**.	**Engages rarely** in arts integration; has minimal perspectives and **hardly takes risks**.
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	Self-Assessment	Demonstrates **significantly increased awareness** of relevance and purpose of the arts integration process.	Demonstrates **increased awareness** of relevance and purpose of the arts integration process.	Demonstrates **occasional awareness** of relevance and purpose of the arts integration process.	Demonstrates **rare awareness** of relevance of the arts integration process.

Grade: 5, FA2

Subject: EVS - II

Lesson: The Climatic Zones of the Earth

Learning Outcome(s):

- Develops an understanding of the characteristic features of different climatic zones
- Assesses how lives of people differ in the different climatic regions in India

Integrated Art Form(s):

- Roleplay

Materials Required:

Ice-Breaker:

1) Sheets of paper
2) Pens

Core Activity:

1) Sheets of paper
2) Pens

Resources (External References):

Ice-Breaker: NA

Core Activity: NA

Time Needed:

Ice-Breaker: 15 min

Core Activity: 75 min (to be done over 2 teaching periods)

Ice-Breaker:

Summary: Conduct a group activity where learners are required to recall words related to the assigned climatic zone.

Procedure:

Step 1:

- Divide the class into pairs or groups of four. Assign a climatic zone (torrid, temperate or frigid) to each.
- Distribute the sheets and ask learners to think of as many words related to the assigned climatic zone and write them down on the sheet provided.
- The words could be climatic conditions, animals, plants, vegetation, names of countries and so on.
- Set the timer to two minutes and begin the activity.

Step 2:

- Once the time is up, invite learners to read out the words written by them.
- Have a discussion on the characteristic features of each climatic zone.

Core Activity:

Summary: Conduct a group activity where learners write the script for a roleplay and perform it.

Procedure (Day 1):

Step 1:

- Inform learners that they will write the script for a roleplay and perform it in class.
- Divide the class into three groups.
- Assign a character belonging to different climatic regions in India to each group. For example, Rohan from Himachal Pradesh, Isha from Rajasthan, Amayra from Goa and so on.

Step 2:

- Ask the groups to write a story for a roleplay on a day of their lives which is affected by the climate of the places they are from. Inform learners that more characters can be included if required by the storyline.
- Tell them that the focal points of the story can be climatic conditions, food habits, clothing, kind of activities, etc.
- The script should not span over more than five minutes.
- Allot 45 minutes for this activity, including script writing and rehearsal.
- Assist learners in editing and fine-tuning their scripts.
- Ask learners to practice their roles at home for the final performances in the next class.

Procedure (Day 2):

Step 1:

- Allot 20 minutes to the learners to rehearse their roles.
- Once they are ready, invite the groups in turns to perform their scripts in front of the class.
- Allot 5 minutes to each group for the performance.

Step 2:

- At the end of the activity, initiate a discussion on the lives of people living in the different regions.

Extension Activity:

Ask learners to think of an activity that they would do if they visit a hill station, a coastal area and a desert.
For example: If I visit a desert, I would like to see the sand dunes and go for a camel ride.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

The activity facilitates learners' analysis of different climatic zones of the world and provides them an understanding of the climatic regions within our country.

Suggested Rubric for Assessing Art Integrated Learning

PARAMETERS	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
	RATING	4	3	2	1
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	Self-Assessment	Demonstrates **significantly increased awareness** of relevance and purpose of the arts integration process.	Demonstrates **increased awareness** of relevance and purpose of the arts integration process.	Demonstrates **occasional awareness** of relevance and purpose of the arts integration process.	Demonstrates **rare awareness** of relevance of the arts integration process.

Grade: 5, SA1

Subject: EVS - II

Lesson: Early Human Beings

Learning Outcome(s):

- Explores how early human beings painted on surfaces such as rocks
- Examines the life and activities of early human beings

Integrated Art Form(s):

- Sketching, painting

Materials Required:

Ice-Breaker:

1) Paper
2) Sketching pens

Core Activity:

1) Pebbles or rocks with a smooth surface
2) Large leaves (e.g., Banyan leaf, lotus leaf)
3) Pieces of wood (4”x 3” approx)
4) White, black or red poster paint
5) Paintbrush

Resources (External References):

Ice-Breaker:

- Rock shelters of Bhimbetka

Core Activity:

- Cave paintings at Ajanta and Ellora

Time Needed:

Ice-Breaker: 15 min

Core Activity: 45 min

Ice-Breaker:

Summary: Introduce learners to cave paintings done by early human beings with illustrated examples, and facilitate an activity in which learners explore the style of art practiced by the people of that time period.

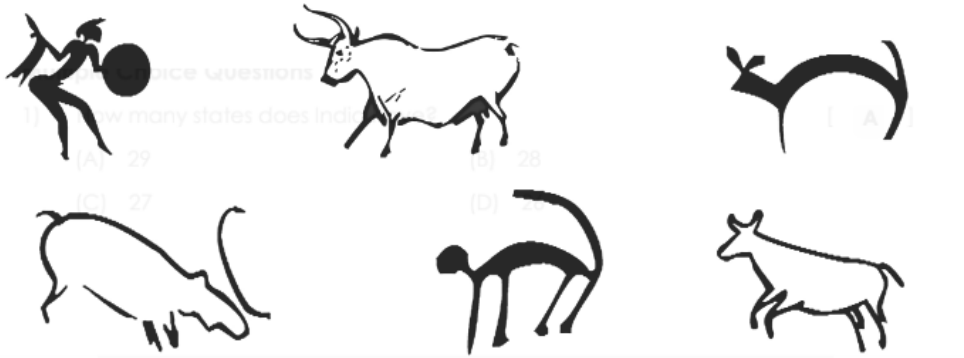
Procedure:

Step 1:

- Share the article on the rock shelters of Bhimbetka and ask learners to pay close attention to the ancient cave paintings.
- Ask them to identify what these paintings show.

Step 2:

- Show different pictures of animals drawn by early human beings to the learners.



- Demonstrate how early human beings used different types of lines to make their pictures look like they were moving.

Step 3:

- Ask the learners to make their own drawings with sketch pens using the different kinds of lines found in ancient paintings.
- Ask them to change the pressure with which they draw to get thick and thin lines.
- Instruct them to draw their favourite animals using different kinds of lines.

Core Activity:

Summary: Conduct a group activity through which learners explore how early human beings used different surfaces available in nature to paint and depict their activities through art.

Procedure:

Step 1:

- Divide the class into 3 groups.

- Assign each group an object on which they will paint - pebbles or rocks, leaves and pieces of wood.
- Ask the learners to imagine that they live like the early human beings.
- Tell them to draw scenes from their lives, if they were early human beings, on the objects assigned to them.
- Allow 25-30 minutes to complete this activity.

Step 2:

- At the end of the activity, ask each group to present their paintings and describe in short what they have painted.
- Ask questions such as the following.
    a. What part of their imagined life is shown in your painting?
    b. Which animals and plants have you shown in the painting?
- Conclude the activity by showing them the cave paintings at Ajanta and Ellora and discussing how rock paintings evolved in India.

Extension Activity:

Look at this exhibit on early human beings at the Smithsonian National Museum of Natural History.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity uses early forms of art to encourage the learner to explore painting on natural objects which facilitates the learners' interpretation of early human life.

Suggested Rubric for Assessing Art Integrated Learning

PARAMETERS	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
	RATING	4	3	2	1
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Art Integrated Lesson Plans

Grade: Grade 5, SA 1

Subject: EVS - II

Lesson: Ancient Civilizations

Learning Outcome(s):

- Understands the history of ancient civilizations
- Analyses how ancient indigenous influences shaped Indian culture

Integrated Art Form(s):

- Saura Art

Materials Required:

Ice-Breaker:

1. Plastic knife
2. Flour dough

Core Activity:

1. Pictures of Saura paintings
2. Black A4 sheets of paper
3. White pen
4. Ruler

Resources (External References):

Ice-Breaker:

- Tutorial video on making seal paperweight / pendant
- Pictures of the ancient seals

Core Activity:

- Saura Art
- An article on Saura Art

Time Needed:

Ice-Breaker: 20 min

Core Activity: 60 min

Ice-Breaker:

Summary: Conduct a group activity in which learners will make ancient seals with flour dough.

Note: Learners will have to be instructed beforehand to make and bring the dough.

Procedure:

Step 1:

- Divide the class into four groups.
- Show learners this tutorial video on how to make seals with refined flour dough.
- Provide each group with a photograph of a seal that they can use to design their seal, or they can make a seal of their choice.

- Ask learners to refer to these images.




Step 2:

- Ask learners to take the dough and mould it into a round ball of their choice.
- Instruct them to flatten the round ball between their palms and give it a shape of their choice (round/rectangle/square). They must even out the edges of the shape they make with a plastic knife.
- Ask learners to make designs that give some information about their seals with the sharp pointed nib of a pen. (They can refer to the seal images listed under external resources.)
- Inform learners that they must let the seal dry for 2-3 days.

Step 3:

- After the activity, ask learners the following questions:
    a. What do you think the seals were used for?
    b. Name any civilization where seals were used.
    c. What do you think the designs on the seals signified?
- Conclude this activity with a discussion on the importance of the sources of history and how these help us to get to know our past.

Core Activity:

Summary: Conduct a group activity in which learners depict aspects of the social life in ancient civilizations through Saura Art.

Procedure:

Step 1:

- Divide the class into four groups.
- Introduce learners to the Saura art form. Inform them that this form of art has its origins in Odisha, and is traditionally used to decorate walls of houses.
- Show learners this video on Saura Art to teach them the basic techniques of figure drawing employed in this art form.

Step 2:

- Assign one ancient civilization, such as theEgyptian Civilization, the Mesopotamian Civilization, the Indus Valley Civilization, the Chinese Civilization and so on, to each group.
- Ask learners to discuss within their groups and choose at least three aspects of the social life - growing crops, domesticating animals, pottery, barter system, etc - that existed in the civilization that they want to depict in their painting.

Step 3:

- Instruct the groups to draw and paint their chosen scene on a black A4 sheet.
- Guide learners to first draw the border with a white pen. They can refer to the figures used in Saura Paintings as shown in this article.
- Allot 60 minutes for this activity.

Step 4:

- At the end of the activity, ask each group to present their painting and talk about the aspects of social life they have depicted in it and what they signify about the civilisation..
- Conclude the activity by asking learners how their paintings depict the bygone era.
- Discuss how cave paintings and pictographs of ancient civilizations help us similarly, in learning about their society.

Extension Activity:

Ask learners to use the internet and find the names of two modern cities located in the regions where the four ancient civilizations flourished.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity facilitates learners' understanding of the relevance of historical sources to get a clearer picture of the ancient civilizations through Saura art, and helps them to get acquainted with the different aspects of the lifestyle that existed in ancient civilizations.

Art Integrated Lesson Plans

Suggested Rubric for Assessing Art Integrated Learning

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	RATING	**4**	**3**	**2**	**1**
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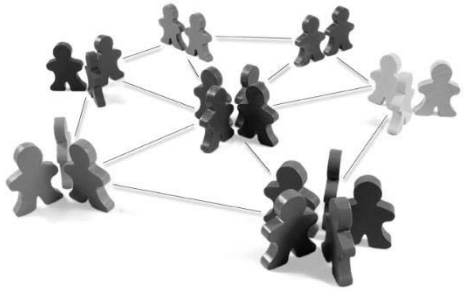
How to Create an Effective Learning Environment?

NCF 2022 aims at achieving a holistic overall transformation of the teaching-learning process that will ensure an enjoyable, inclusive and positive overall learning experience. NCF 2022 asserts that the teacher is at the heart of the practice of education and is the torchbearer of the transformation it envisions for the Indian education system. It also re-emphasises the overall guiding principles of the NEP 2020, some of which include:

a) emphasis on conceptual understanding rather than rote learning and learning for examinations,
b) development of 21st-century skills such as problem-solving, creativity, and critical thinking to encourage logical decision-making and innovation
c) respect for diversity and respect for the local context in curriculum and pedagogy

Here we have outlined some additional pointers that are in alignment with NCF 2022 that we feel will support teachers of social studies.



Social studies is all about locating oneself in the complex maze of society and understanding how the world is interrelated. The goal of social studies for learners at the primary level is to develop an understanding based on observation and illustration rather than abstraction. Below are some goals of teaching social studies at the primary school level:

- ☆ to develop the skills of observation, identification and classification
- ☆ to develop in learners a holistic understanding of the environment with an emphasis on the inter-relationship of the natural and social environments
- ☆ to sensitise learners to social issues and develop in them a respect for difference and diversity

While social studies is a fascinating subject, learners often find it difficult to like if they come to think of it as just a lot of rote learning. Teaching-learning of social studies can in fact be one of the most enjoyable experiences of school life if done through innovative ways. Here are some ideas and ways for making the teaching of social studies more engaging and relevant:

1) **Use ample graphic organisers and visual aids:** Social studies is a subject that particularly requires more graphic organisers and visual aids to make it come alive and help learners 'see' what is being taught or discussed. Do not lose any opportunity to represent something visually, be it a mind map, a geographical map or a timeline to organise information.

2) **Relate it to their lives:** Social studies has 'life around us' as its basis. If this connection does not come out clearly while teaching the subject, there is a high possibility of learning happening by rote. Especially for the primary level, ask learners to share examples from their lives. Ensure you have an inclusive approach and do not allow any biases to creep into the discussion.

3) **Cooperative and peer learning:** This is a method that works really well with social studies. At the primary level, it is important to develop empathy in learners. The easiest way of doing this is by exposing them to the perspectives and lives of their classmates.

Remember to be sensitive to aspects of gender, religion, caste and class in your classroom.

We do not see things as they are, we see things as <u>we</u> are.

End-of-Term Reflection

Q 1) Which were the four best performing areas/concepts for Term 1 as per your Teacher Companion Book?

1) _____

2) _____

3) _____

4) _____

Q 2) Which four areas/concepts were highlighted for improvement as per your Teacher Companion Book?

1) _____

2) _____

3) _____

4) _____

Q 3) Which transactional tips do you find most useful to remediate the areas/concepts highlighted for improvement?

Q 4) How many periods have you used to remediate areas/concepts highlighted in the Teacher Companion Book?

Q 5) What other transactional tips do you plan on using in Term 2?

Q 6) List at least five learners who you would like to particularly support based on inputs from the Teacher Companion Book.

1) _____

2) _____

3) _____

4) _____

5) _____