

KENDRIYA VIDYALAYA SANGATHAN 2022

BRIDGE COURSE
Social science

CLASS VIII

ACADEMIC YEAR 2022

MODULE 1
DAY 1
TRACING THE CHANGES

Skill /Competencies/ Concept	Target Learning Outcomes	Suggested Strategies
Evaluation, report writing Interpretation, Notes making summarizing Observation, interpretation, critical thinking, analysis	Critical Appraisal of changes in the subcontinent with time Comprehension of passages from primary sources and appreciates its basic thrust. Finding out differences/similarities between learner’s own life and surroundings with the one depicted in the visual.	Class activities individual activity Picture reflection

LEARNING ACTIVITY 1:

TLO: Critical Appraisal of changes in the subcontinent with time

Hold a planned mock press conference (with principal/teacher as special invitee guest) in the class on the topic ‘Periodization of Indian history into Ancient ,Medieval and Modern periods’ with special reference to the main changes in different names used and their meaning especially in the Medieval times. The bright group of 8 shall answer, others shall ask questions including tricky ones

and note down answers and individually shall prepare a report.
(Video recording recommended also to be shown to class.)

1. Make a tree sketch and provide all the sources of history as leaves and importance of it in a caption.

कबीरदास जी के कुछ प्रसिद्ध दोहे

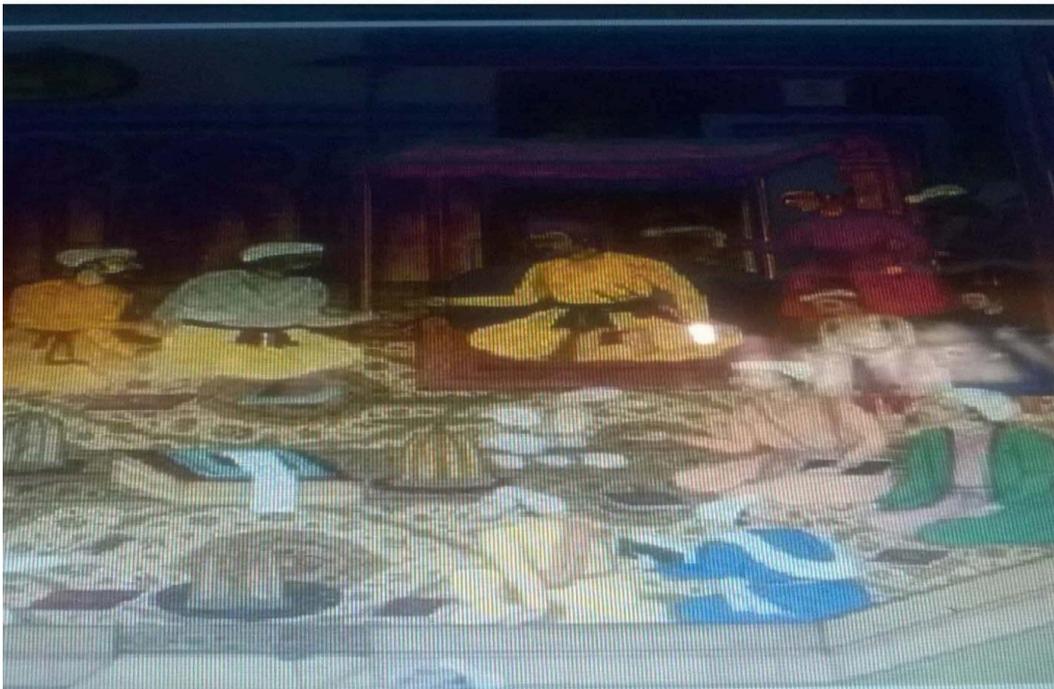
गुरु गोविंद दोउ खड़े काके लागू पया बलिहारी गुरु आप गोविंद दियो बताय ॥	ऐसी वाणी बोलिए मन का आप रोये ओरन को काल करे आपहुं शीतल होए ॥	लूट सके तो लूट ले, राम नाम की लूट । बाँटे लिये पछताओगे, प्राण आप नाम लूट ॥
बड़ा भया तो क्या भया, जैसे पेड़ खजूर । पंथी को छाया नहीं फल लागे अति दूर ॥	बुरा जो देखन में चला, बुरा न मिलिया कोय । जो मन देखा आपना, मुझ से बुरा न कोय ॥	तिनका कबहुँ ना निंदये, जो पाँव तले होय । कबहुँ उड़ आँखो पड़े, पीर घानेरी होय ॥
दुःख में सुमिरन सब करे, सुख में करे न कोय । जो सुख में सुमिरन करे, तो दुःख काहे को होय ॥	माटी कहे कुमार से, तू क्या रोदे मोहे । एक दिन ऐसा आएगा, मैं रोदुंगी तोहे ॥	मांगन मरण सामान है, मत मांगो कोई भीख, । मांगन से मरना भला, ये सतगुरु की सीख ॥
चलती चक्की देख के, दिया कबीरा रोये । दो पाटन के बीच में, साबुत बचा न कोए ॥	काल करे सो आज कर, आज करे सो अब । पल में परलय होएगी, बहुरि करेगा कब ॥	माया मरी न मन मरा, मर-मर गए शरीर । आशा तृष्णा न मरी, कह गए दास कबीर ॥

LEARNING ACTIVITY 2: TLO: Comprehension of passages from primary sources and appreciates its basic thrust.

Write meaning of any 4 of the above (in 10 minutes.)

LEARNING ACTIVITY 3: TLO: Finding out differences/similarities between learner's own life and surroundings.

Official meeting in medieval times



Individual Activity :- (Picture reflection) Find out similarities and differences between a meeting then and now and write a report in 150 words.

Suggested Activities

You can similarly provide useful projects, teaching strategies and activities based on resources at Vidyalaya level and round like field trip to a museum or a palace or fort, panel discussion, Mock talk show, project method, film show, Power Point Presentation, Quiz etc.

Worksheet

1. What are the sources of Medieval History?
2. Divide time period of Indian history into Ancient, Medieval and Modern Periods?
3. What is the importance of written sources of Medieval History?
4. Divide time period of Indian history into Ancient, Medieval and Modern.

MODULE 2

DAY 2

ENVIRONMENT

Skill /Competency/Concept	Target Learning Outcomes	Suggestive Strategies
Observation Explanation Differentiate Co-relate	Understands the inter relationship between natural environment and human habitation Takes interest In exploring the surroundings, observes The details	Individual task Group activity Role Play Classification game Visit to a nearby Park

LEARNING ACTIVITY 1 **TLO:** Understands the interrelationship between natural environment and human habitation.

ROLE PLAY:

Procedure:

The class will be divided into two groups and asked to present small skit based on issues related to Environmental degradation and conservation.

For example: If all the trees are cut in the forest, what will be the consequences. After the skit each group will analyze the issue raised by the other group and list out the steps taken to protect the environment.

LEARNING ACTIVITY 2 **TLO:** Takes interest in exploring the surroundings, observes the details

CLASSIFICATION GAME:

Procedure:

1. The class will be divided into four groups and asked to make a list of atleast fifteen things from their surroundings.

2. Classify these things into Biotics, Abiotic, Natural and Human made components in the given table:

Biotic components	Abiotic components	Natural components	Human made components

Worksheet

1. Tick the correct answer:

a) Which one of these is a part of natural environment?

- i) Tree
- ii) Road
- iii) school
- iv) house

b) Which one of these is a biotic component?

- i) Soil
- ii) rose plant
- iii) rainwater
- iv) oxygen

2. Give one word for the following:

a) The surroundings and the conditions in which we live, constitute our _____.

b) The solid crust of the earth is known as _____.

DAY 3

MODULE 3
WATER

Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
Explain classification Analyzing	Understands the importance of Water Resources Knows about the various movements of water Reflects environmental concerns in his/her behavior.	Individual task Group activity Poster making

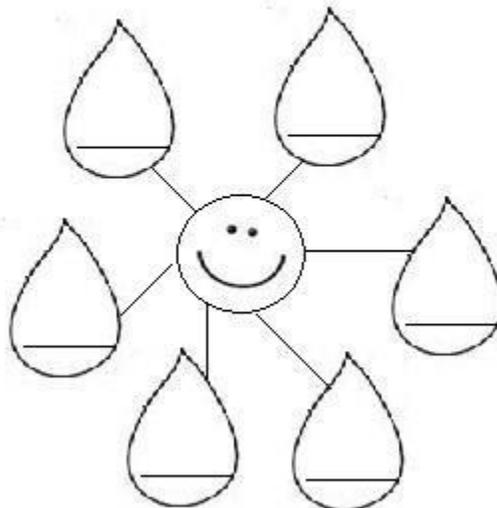
LEARNING ACTIVITY 1

TLO: Understands the importance of Water resources

SLOGAN OR POSTER MAKING:

For ex.: Write the measures to conserve water in the given picture.

Ways to conserve water



SAMPLPE ACTIVITY 2**TLO:** Knows about the various movements of water**CLASSIFICATION GAME:**

1. Classify the ocean currents into warm ocean currents and cold ocean currents:

- a) Gulf stream
- b) Labrador current
- c) Brazil current
- d) East Australian current
- e) Peru current
- f) Kuroshio current
- g) California current
- h) Canary current

Warm ocean current	Cold ocean current
G-----	C-----
B-----	L-----
E-----	C-----
K-----	P-----

WORKSHEET

Q1. Answer in one word:

- a) What is the other name of hydrologic cycle?

- b) What is the cause for the occurrence of tides?

Q2. Write true or false:

- a) The total amount of water on the earth's surface is fixed. (_____)
- b) The highest high tide occurs only on the full moon day. (_____)
- c) The highest salinity is found near the poles. (_____)

MODULE 4

DAY 4

NATURAL VEGETATION

Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
Explain Design Creativity Analyzing	Knows about various types of natural vegetation and understands the importance of Bio diversity Reflects environmental concerns in his/her behavior.	Individual task Group activity Slogan Role play

LEARNING ACTIVITY 1 :TLO: Reflects environmental concerns in his/her behavior.

1. Identify the pictures given below and answer the following question.



a) What does the picture depict? _____



B) What is its significance? _____

c) What plant is this? _____

d) What kind of vegetation is this? _____

e) What kind of landform is seen in this picture? _____

LEARNING ACTIVITY 2 TLO: Knows about various types of natural vegetation

GRID PUZZLE :

In this grid are hidden the names of grasslands of various countries. Look for them and write down their names and colour them in grid also.

X	Z	A	B	S	P	N	C	E
P	A	M	P	A	S	L	Q	R
R	L	T	X	V	E	L	D	F

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

Names of Grassland

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

WORKSHEET

1. Give one word for the following:
 - a) The tropical evergreen forests are also known as the _____
 - b) Tropical deciduous forests are also known as _____
2. Fill in the blanks:

- a) The savannas in Africa are an example of _____. (grassland/rainforest)
- b) Mosses, Lichen and small shrubs belong to the _____ type of vegetation.
- c) The Pine tree is a _____ tree. (coniferous/deciduous)

MODULE 5

DAY 5

ROLE OF GOVERNMENT IN HEALTH

Skill/Competency/Concept	Target Learning Outcome	Suggestive Strategies
Analyze Compare & Contrast Explain Classify Evaluate	Introduce the learner to Private and public health care system. Health care in India. Health care and equality.	Classification Game Individual Task Group Task Survey

LEARNING ACTIVITY 1

TLO: Introduce the learner to Private and public health care system

Classification Game

Some words are given in the boxes choose these words and write them in their appropriate column.

Clean, Crowded, High cost of treatment, Availability of Doctors, Lots of test, Long queue, Mostly in urban area, Poor can afford, Not run for profit, Services organized by the government.

Private Health Services	Public Health Services
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

WORKSHEET:

1. What are the two broad categories of healthcare services?

2. Explain any two main features of Public health services.
3. Explain any two main features of Private.

MODULE 6

DAY 6

STRUGGLES FOR EQUALITY

Skill/Competency/Concept	Target learning outcome	Suggestive strategies
Understand Criticize Explain Analyze	Introduce the learner to different ways of Struggles for equality The Indian Constitution as a living document	Picture Comprehension Group discussion

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LEARNING ACTIVITY1

TLO: Introduce the learner to different ways of
Struggles for equality.

COMPREHENSION BASED

Throughout the world in every community, village, city and town you will find that there are some people who are known and respected because of their fight for equality. Some people join protest movement to fight inequality. At the same time others use their pen, or their voice to draw attention to issues of inequality.

1. What do you understand by inequality?
2. What do people do when they face inequality?
3. What is the reason for inequality in our society?

Worksheet

1. FILL IN THE BLANKS:

- a) -----the person who purchases a thing from another person, firm or agency.
- b) -----is the trader who sells goods to consumer.
- c) -----is the person who earns his livelihood by doing manual labour.
- d) -----is a person who sells goods abroad.
- e) All Indian's are equal before -----.

2. How has government tried to implement equality?

3. What do you mean by chain of market?

MODULE 7

DAY 7

HOW WHEN AND WHERE

Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<p>To understand the skills and methods of historical Inquiry</p> <p>To understand the different ways to periodise Indian history and politics associated with it.</p> <p>To evaluate various sources for the modern period in India and problems faced by historians while using certain sources.</p>	<p>Introduce the learners to core concepts of sources , and dates</p> <p>Delineate major developments within the time frame</p> <p>Suggest how the sources of study for this period are different to those of earlier periods.</p> <p>Introduce the learners to various kinds of museums of</p>	<p>Pair and share activity</p> <p>Group Activity</p> <p>Individual activity</p> <p>Written assignments involving inference</p>

	India	
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LEARNING ACTIVITY 1

TLO--Suggest how the sources of study for this period are different to those of earlier periods.

Primary sources for studying history



Coins of the earlier period

Observe the sources of history and answer the questions that follow

—

1 Name some other oral sources of history?

2 Do you find any similarities with coins of Gupta period and today's coins?

3 How official documents help us to understand what people of a country think?

LEARNING ACTIVITY 2

TLO--Introduce the learners to core concepts of sources, and

dates

Written sources of studying history



Name some other written sources of history?

LEARNING ACTIVITY 3

TLO--Suggest how the sources of study for this period are different to those of earlier periods.

Read the passage and answer the questions-

James Mill divided his book into three periods, namely: Hindu Muslims and British. According to his prejudiced version of Indian history, the British rule represents all the forces of progress and civilization, while the period before British rule represents darkness, ignorance, despotism, religious intolerance, caste taboos, superstitious practices, etc.

1 The view of Mill has several problems which is not acceptable. Do you agree with the statement?

2 Due to which reasons Mill's views were not accepted?

LEARNING ACTIVITIES

TLO--Introduce the learners to various kinds of museums of India

Collect pictures of the museums of India and find out history associated with it.

Collect coins /stamps of different countries.

WORKSHEET

- Arrange the following developments in proper chronological sequence.

a) Battle of Plassey

c) Industrial revolution in England

d) First Independence struggle of

b) Third battle of Panipat

India

- Do you think all the changes brought in by the British were good? Mention some policies introduced by the Britishers which have benefited us.

Read the passage and answer the following questions-

History is certainly about changes that occur over time. It is about finding out how things were in the past and how things have changed. As soon as we compare the past with the present we refer to time, we talk of "before" and "after"

a) What is History?

b) Are dates important in knowing history?

c) Name the oral sources of history

MODULE 8

DAY 8

RULING THE COUNTRYSIDE

Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<p>understand the skills and methods of historical and cultural inquiry</p> <p>understand the various land revenue system of the country during 18th century</p>	<p>Introduce the learners to the change over a period of time.</p> <p>Introduce the learner to the idea that the growth of new crops disrupted the rhythms of peasant life and led to revolt</p>	<p>Pair and share activity</p> <p>Group Activity</p> <p>Individual activity</p> <p>Map skills</p> <p>Role play</p> <p>Written assignments involving inference, interpretation and</p> <p>Evaluation</p>

LEARNING ACTIVITY 1 TLO-- Introduce the learners to the change over a period of time.

Make a comparative table between permanent, Mahalwari and

Ryotwari system.

Permanent	Mahalwari	Ryotwari

LEARNING ACTIVITY 2

TLO--Introduce the learner to the idea that the growth of new crops disrupted the rhythms of peasant life and led to revolt

Role play – The famous play Neel Darpan is based on the hardships faced by the Indian peasant. Look at the script and do a role play based on it.

LEARNING ACTIVITY 3—VALUE BASED

AIM--- Written assignments involving inference, interpretation and evaluation

Describe in short the role played by Gandhi in Champaran movement.

LEARNING ASSESSMENT

- Arrange the following developments in proper chronological sequence.
 - a) Battle of Plassey
 - b) Third battle of Panipat
 - c) Industrial revolution in erg land
 - d) First Independence struggle of India
- Do you think all the changes brought in by the British were good? Mention some policies introduced by the Britishers which have benefited us directly.

- On a map of India shade the area of:

The Permanent Settlement

The Ryotwari settlement

The Mahalwari Settlement

MODULE 9

DAY 9

POLITICAL FORMATIONS OF 18TH CENTURY

Skill /Competencies/ Concept	Target Learning Outcomes	Suggested Strategies
Exploration, taking initiatives	Likes to explore her surroundings and takes initiative in talking to elders and consulting the library to collect popular tales.	Individual activity, group activity

**LEARNING
ACTIVITY 1:**

TLO: Likes to explore her surroundings and takes initiative in talking to elders and consulting the library to collect popular tales

Individual Activity – Collect the pictures of some famous Rajput rulers, Later Mughal Rulers and Peshwas of the Marathas and Guru Gobind Singh and paste in the scrap book .

Group Activity –Divide the class in group of ten students each. Each group will collect the informations on the Marathas / Rajputs /Sikhs and share this collected information with other students of the class.

WORKSHEET

Short answer type question.....

(a)Why was Awadh an important Province?

Long answer type questions....

(a) What is the contribution of the Pala rulers of Bengal to languages and literature?

(b) Write the common features of the State of Hyderabad, Bengal and Awadh?

MODULE 10

DAY 10

TRIBAL DIKUS AND THE VISION OF GOLDEN AGE

Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<p>To understand the skills and methods of historical Inquiry</p> <p>To understand the different ways of how tribals lived in the Country</p>	<p>Introduce the learners</p> <p>to discuss and debate on different forms of tribal societies</p> <p>Show how government records can be read to reconstruct histories of tribal revolt</p>	<p>Pair and share activity</p> <p>Group Activity</p> <p>Individual activity</p> <p>Collage/scrape book</p> <p>Conducting interview of historical figures</p>

LEARNING ACTIVITY 1

TLO-Introduce the learners to discuss and debate on different forms of tribal societies

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Observe the picture and answer the following:

1. Who is in the above picture?
2. Which Tribal community he belonged to?
3. What was the role of Birsa in the Munda revolt in 19th century?
4. How did colonial rule affect Tribal lives?

LEARNING ACTIVITY
2

TLO-Show how government records can be read to reconstruct histories of tribal revolt

Write the names of four tribal groups under the following heads:

Shifting cultivation	Settled cultivation

Suggested Activity

Collect pictures of various tribes of India and prepare a Collage /scrap book in a unique and innovative manner.

WORKSHEET

1. Write the names of the 12 Months of the Hindi calendar.

1	5.	9
2	6	10
3	7	11
4	8	12

2. Find out the following about the tribal of India: (any 2 tribal groups)

- Their population
- Language
- Religious Practices
- Their family structure
- Occupation

MODULE 11

DAY 10

MARGINALISATION AND SOCIAL JUSTICE

Skill/Competency/Concept	Target learning outcomes	Suggestive strategies
<ul style="list-style-type: none">• Understanding• Observation• Analyzing	<ul style="list-style-type: none">* Understand what is meant by marginalized.* Gain a critical understanding of social and economic injustices.* Develop skills to analyse an argument from the marginalised point of view.* To respect the tradition & culture of	<ul style="list-style-type: none">• Explanation• Individual task• Group Activities• Source based

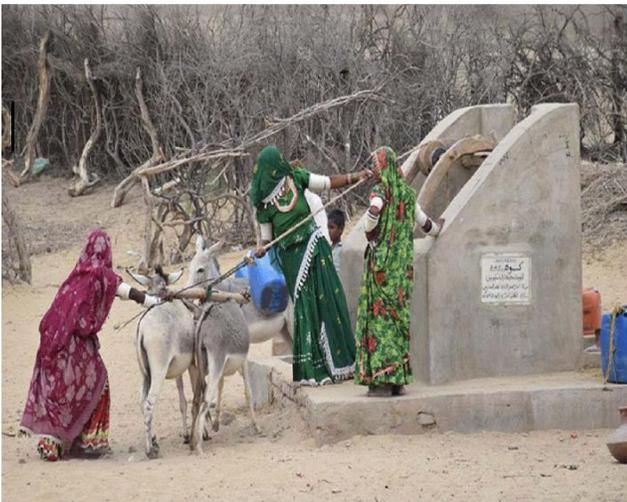
	this group.	Analysis
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LEARNING ACTIVITY 1 TLO-Students will learn about the way of livelihood of the marginalized group.

Role Play

1. The teacher would divide the class into five groups.
2. Topic will be assigned to the each team.
3. Each team will enact a skit shown the way of livelihood of minority group.

LEARNING ACTIVITY 2 TLO-Identify these people and write about their occupation and habitat area.





SUGGESTED ACTIVITIES- Observe and report local Marginalised people and visit to local mohala.

WORKSHEET

1. In the Indian Constitution, safeguards are provided to protect:

(a) Brahmin (b) Minorities (c) Majority (d) Hindus

2. Who is an Adivasi?

(a) Who lives in a city

(b) Who lives in a village

(c) Who generally lives in close association with forests

(d) Who lives in foreign lands

3. Which of the following is a Marginal group?

(a) Muslims (b) Dalits (c) Adivasis (d) All of the above

4. Reservation Policy is adopted by the government for the benefits of:

(a) Scheduled castes (b) Schedule tribes (c) Backward classes (d) All of the these

5. What are the main problems of tribal communities?

6. Write in brief the New Forest Policy of 1988 with regard to tribal people.

7. Explain at least three different reasons why groups may be marginalized.

8. Why do we need safe guards for minorities.

MODULE 12

DAY 12

PUBLIC FACILITIES

Skill/Competency/Concept	Target learning outcomes	Suggestive strategies
<ul style="list-style-type: none">• Observation• Analyzing	<ul style="list-style-type: none">* Role of government in the economic sphere.* Links between people's aspirations/needs and role of government.	<ul style="list-style-type: none">• Explanation• Individual task• Group Activities• Source based Analysis

LEARNING ACTIVITY 1 TLO - Links between people's aspirations/needs and role of government

Take some of the public facilities in your area, such as water, electricity, etc. Is there scope to improve these? What in your opinion should be done? Complete the table.

Name of the Facility	Is it available?	Scope for Improvement
Water		
Electricity		
Roads		
Public Transport		

Are the above public facilities shared equally by all the people in your area? Elaborate.

LEARNING ACTIVITY 2 TLO- Links between people's aspirations/needs and role of government

Look at the following pictures and answer the questions that follow:



- What is being depicted in the above pictures?
- What does the Indian Constitution provide to all children of India?
- What is an important aspect of this right?

LEARNING ACTIVITY 3

TLO- Role of government in the economic sphere

Study the given pictures and answer the following questions:



- Which social evil is depicted in the picture?
- Which Constitutional Act bans such practice?

WORKSHEET

1. In which state, water supply was handed over to Private Company?

(a) India (b) Bolivia (c) Brazil (d) Egypt

2. Who ensures that public facilities are made available to everyone?

(a) Governor (b) Parliament (c) Government (d) State Legislature

3. Which of the following right is not a part of the Right to Life?

(a) Right to Equality (b) Right to Freedom (c) Right to Information (d) None of these

4. Name any five ways through which the problem of water supply can be reduced.

DAY 13**RESOURCES**

Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<p>Understanding</p> <p>Recognize</p> <p>Analyzing</p> <p>Appreciate</p>	<p>Understand the resources</p> <p>Awareness about location, variety and distribution of resources</p> <p>Develops awareness towards resource conservation</p> <p>Understand the interrelationship between natural and human made environment</p>	<p>Individual task</p> <p>Group Activities</p> <p>Project work</p> <p>Presentation</p>

LEARNING ACTIVITY 1 TLO- Understand the resources

Circle those resources from Muskan's list that have no commercial value as yet.

- a. A good singing voice
- b. Grandmother's home remedies

- c. Affection from son
- d. Cotton cloth
- e. Copper ore
- f. Intelligence
- g. Medicinal plants
- h. Medical knowledge
- i. Coal deposits
- j. Agricultural land
- k. Clean environment
- l. Good weather

LEARNING ACTIVITY 2 TLO- Develops awareness towards resource conservation

Give suitable title for the conservation of following resources:



1.....



2.....



3.

LEARNING ACTIVITY 3 TLO- Awareness about location, variety and distribution of resources

(a) Study the life styles of tribal's living in and around your locality. Snap or draw a picture and paste here.

(b) Make a list of maximum number of different resources found in your surroundings.

Suggested Activities-

Collect information regarding some endangered plants and animal species of India. Visit to local agricultural farm/forest.

WORKSHEET

1. Tick the correct answer

(i) Ruhr region of Germany is famous for.....

- (a) Petroleum (b) Coal (c) Gold (d) Silver

(ii) Which type of soil is found in Maharashtra state?

- (a) Black (b) Red (c) Alluvial (d) Laterite

(iii) Nagercoil is famous for generating.....energy.

- (a) Tidal (b) Wind (c) Geothermal (d) Solar

2. What is the main purpose of resources?

3. Name any two factors on which resources development depends.

4. What do you mean by appropriate technology?

5. Why consumption of resources is higher in developed nations than developing nations?

6. What is sustainable development? What are its basic principles?

7. 'It is said that resources saved are resources created.' Discuss.

MODULE 14

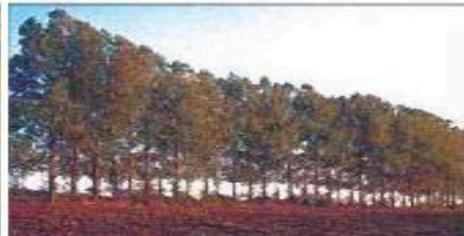
DAY 14

NATURAL RESOURCES AND VEGETATION AND WILDLIFE

Skill/Competency/Concept	Target Learning Outcomes	Suggestive strategies
<p>Write/tell the meaning</p> <p>Understanding</p> <p>Appreciation</p> <p>Evaluation</p>	<p>Know about the write the meaning of land resources and soil conservation.</p> <p>Understand the importance of resources in our life.</p> <p>Appreciate the judicious resource</p> <p>Use of resources for</p>	<p>Pair and share Activity</p> <p>Group Activity</p> <p>Individual activity</p>

	<p>sustainable development. Develop awareness towards conservation and take initiative towards conservation process.</p>	<p>Field Trips</p>
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LEARNING ACTIVITY-1 TLO- Know about the meaning of land resources and soil conservation



A

B

C

Look at the above pictures and write answers to the following:

- (a) Can you identify above A, B and C methods of soil conservation?
- (b) Which picture is related to coastal areas to conservation?
- (c) Write two salient features of 'A' type method.

LEARNING ACTIVITY-2 TLO- Know about the meaning of land resources and soil conservation

Demonstrate some techniques of conserving and enhancing ground water supplies.

Or

Draw or snap a picture of soil erosion in your surrounding and
paste here. Or

Demonstrate any three methods of soil conservation.

Suggested Activities-

Observe and report about local agricultural practices, crops grown.

Collect information regarding land use pattern, type of soil, type of vegetations in local area. Prepare a list of national parks, wildlife sanctuaries, biosphere reserves of India.

WORKSHEET

1. For which purposes is land used?
 2. Which human factors are determinant of land use pattern?
 3. What is responsible for rapid depletion of all kind of resources/
 4. What are the elements of soil?
 5. Explain the factors controlling soil formation.
 6. What are the different techniques of rain water harvesting?
 7. Why is the Earth called a 'blue planet'?
 8. How are landslides dangerous?
 9. What is the role of insects in soil formation?
10. Forests are our wealth. Plants give shelter to the animals and together they maintain the ecosystem. Changes of climate and human interferences can cause the loss of natural habitats for the plants and animals. Many species have become vulnerable or endangered and some are on the verge of extinction.

Read above paragraph and give following answers

- (i) What is the importance of forests for us?
- (ii) Write any two human activities which are responsible for climate change.
- (iii) List any two animals and plants which have been included in endangered category.

Module 15

DAY 15

AGRICULTURE

Skill/Competency/Concept	Target learning Outcomes	Suggestive strategies
Recognize	Understanding the natural resources provided by agriculture and appreciates their importance in our life. Awareness about the location and distribution of main crops. Differentiate between the various types of farming according geographical conditions, demand of production, labour and level of technology.	Map Activity
Recall		Explain
Distinguish		Class Activities
Appreciate		Group work
Explain		
Locate		Flow Chart

LEARNING ACTIVITY-1

TLO- Awareness about the location and distribution of main crops

(i) On an outline map of the world, show the following:

- (a) Two wheat producing countries of Asia
- (b) Ukraine area
- (c) Prairies
- (d) Wheat producing areas in Southern Hemisphere
- (e) Two wheat exporting countries.

(ii) On the outline map of the world, show the following:

- (a) Two important rice producing countries
- (b) Two rice exporting countries
- (c) The country in which highest yield per hectare is found
- (d) Yangtse valley, Myanmar, Sri Lanka.

(iii) On the outline map of the world, show the following:

- (a) Two cotton producing countries
- (b) Two cotton exporting countries
- (c) Nile Delta
- (d) Cotton Belt of U.S.A.

(iv) On the outline map of the world, show the following: (a) Two important tea producing countries

- (b) Coffee producing areas in Asia
- (c) A country known as 'Sugar Bowl'
- (d) A country known for rubber plantation

LEARNING ACTIVITY-2 **TLO-** Differentiate between the various types of farming according to geographical conditions, demand of production, labour and level of technology.



Rice Cultivation with the help of
human labour

Mechanised wheat farm



A farm in the U.S.A.

A Farm in India

1. Name the chief rice producing nation.
2. Name the main wheat producing countries in the world.
3. Why is rice known as 'labour-intensive' crop?
4. Observe and study the pictures carefully and compare agricultural development in India and the U.S.A. State any four differences.

LEARNING ACTIVITY-3 TLO- Awareness about the location and distribution of main crops

In the given political outline map of the World, five features a, b, c, d, and e have been shown. Identify countries with these features, with the help of the information given below and write their correct names on the lines drawn near them:

- (a) Maximum production of rice in the world
- (b) Maximum production of wheat in the world
- (c) Maximum production of coffee in the world
- (d) Maximum production of tea in the world
- (e) Maximum production of jute in the world



Suggested Activities-

- * Collect information regarding crops and production in your area.
- * Visit to near agriculture farm to more know about food crops and cash crops.
- * Prepare a chart showing difference between life style of farmers in the developed countries and India on basis of pictures collected from magazines, newspapers and the internet.

WORKSHEET

1. Tick the correct answer.

(i) Agriculture is an activity of the type:

(a) Primary (b) Secondary (c) Tertiary (d)
Quarternary

(ii) What is growing of grapes?

(a) Sericulture (b) Pisciculture (c) Viticulture (d) Horticulture

2. What is zaid cropping season?

3. What is 'Slash and Burn' agriculture?

4. What are the physical conditions required for the cultivation of rice?

5. What has been the impact of mechanization on agriculture?

6. Describe the various steps taken by the Government of India to improve agriculture.

7. Distinguish between subsistence farming and commercial farming.

8. How does excessive use of chemical fertilizers affect soil fertility? How can we restore soil fertility and maintain it?

Module 16

DAY 16

INDUSTRIES

Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
Explain Classification Enumerate Understanding Remembering	Recalling secondary activities Able to define industries on the basis of raw material, size and ownership The meaning of industrial regions and location and distribution in the world with special reference in India.	Demonstration Class activity Group Work Explanation Map Activity

LEARNING ACTIVITY-1

TLO- The meaning of industrial regions and location and distribution in

the world with special reference in
India

- (i) On an outline map of the world, identify the following:
(a) Pittsburg (b) Ruhr Valley (c) Ukraine (d) Tokyo Yokohama (e) Damodar Valley



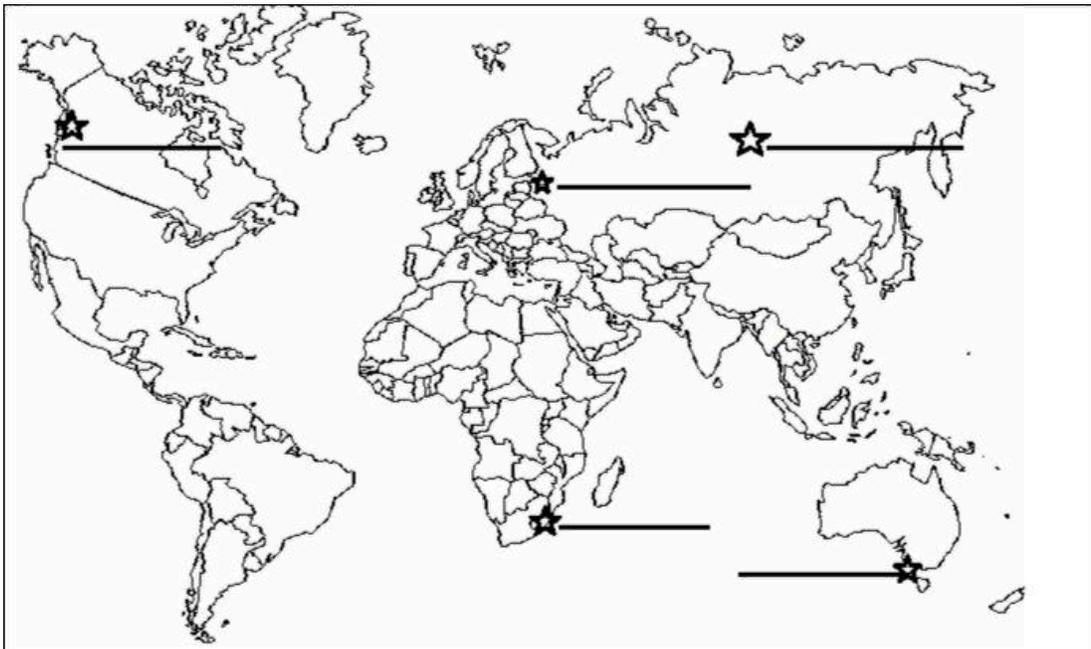
(ii) On the outline map of the world, show the following:

- (a) An important steel Centre of Russia
- (b) An important steel Centre each in Europe and U.S.A.
- (c) Cotton textile centre each in Russia and China
- (d) New England Region
- (e) Manchester
- (f) Osaka

LEARNING ACTIVITY-2 TLO- The meaning of industrial regions and location and distribution in the world with special reference in India

On an outline map of the World show the following industrial region of the world.

- a. Durban
- b. Melbourne
- c. Kuzbos
- d. St. Petersburg
- e. Vancouver



SUGGESTED ACTIVITIES-

- * Observe and report about local manufacturing industry.
- * Visit to an industry/local mining area.

WORKSHEET

A. Tick the correct answer-

1. Superior lake is located in
(a) North America (b) South America (c) Africa (d) Asia
2. Which city is known as the Manchester of Japan?
(a) Tokyo (b) Osaka (c) Nagasaki (d) Kobe
3. Hugli region is located in state.....
(a) Punjab (b) Kerala (c) West Bengal (d) Tamil Nadu
4. Jamshedpur is famous for which industry?
(a) Iron and Steel (b) Chemical Fertilizer (c) Cotton Textile
(d) Petro Chemical

B. Write full form of following words.

BEL BHEL HAL NAL DRDO ISRO NAL

C. How does infrastructure help in industrial development?

D. Why are cotton textile mills decentralized in the country?

E. Distinguish between agro based industry and heavy industries.

MODULE 17

DAY 17

HUMAN RESOURCES

Skill/Competency/Concept	Target Learning Outcomes	Suggestive strategies
Understanding Appreciate Analyzing Applying	Awareness about human resources. Appreciate the gender quality and respect for human dignity. Analysis of the population distribution in the world. Understanding the factors affecting distribution of population.	Explanation Group Activity Individual Task Map skill

SAMPLE ACTIVITY-1 TLO- Appreciate the gender quality and respect for human dignity

(i) On an outline map of the world, show the following:

(a) The country with the largest population in the world.

(b) Two areas of low density of population.

(c) A desert with sparse population.

(d) A sparsely populated area in Asia.

(e) A densely populated area in N. America.

(f) A sparsely populated forested area.

(ii) On an outline map of India show the following:

(a) Two states/ union territories which have sex ratio of 880 or less.

(b) Show the sex ratio of your state

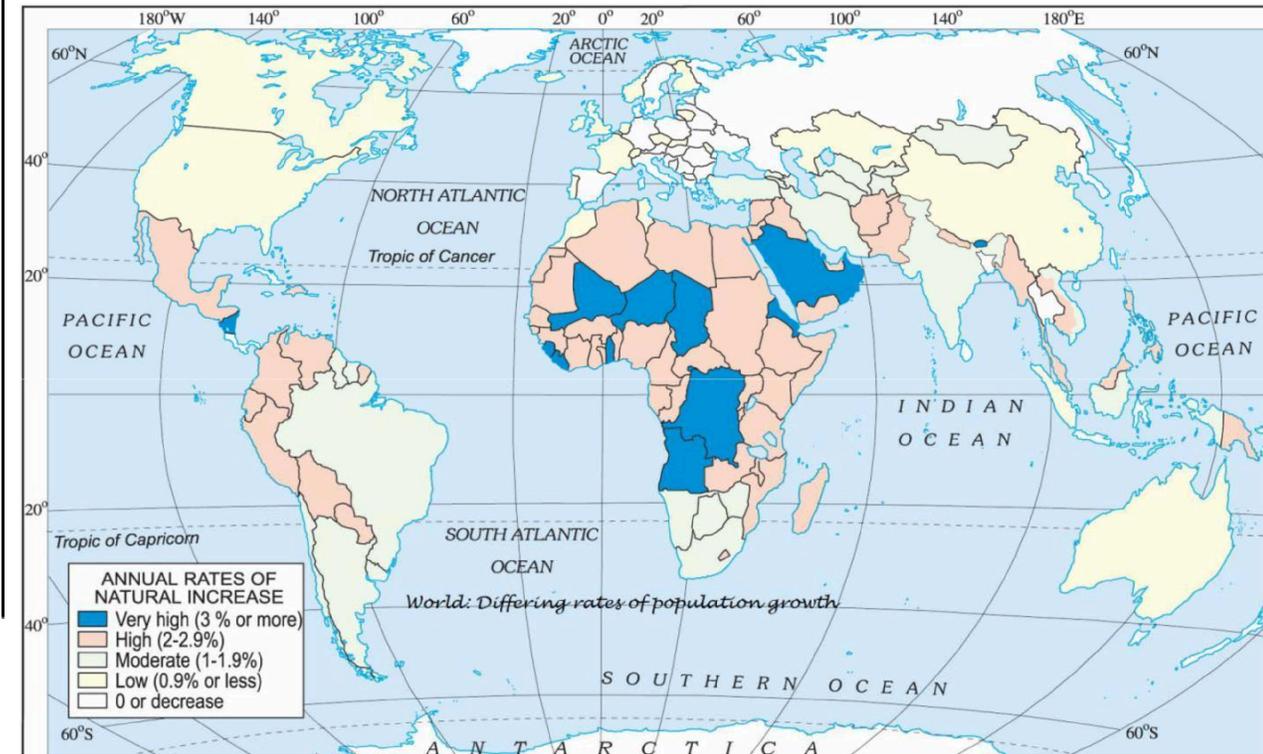
(c) Show two such states whose literacy percentage is between 71 and 80.

(d) Compare density of population of Delhi and Chandigarh with that of Arunachal Pradesh.

SAMPLE ACTIVITY-2 TLO- Analysis of the population distribution in the world

Read the following map and give answer.

- Which countries have higher population growth rate in the world
- Identify two countries with lower population growth rate
- Which factors are responsible for low population growth rate in European Countries
- Identify Saudi Arabia, Chad and Niger



LEARNING ACTIVITIES-

*Collect data related to population of your locality and calculate population density.

WORKSHEET

1. Tick the correct answer.

(i) What was the total population of India in 2011?

(a) 100 crore (b) 101 crore (c) 121 crore (d) 103 crore

(ii) Which is densely populated area?

(a) Ganga Plain (b) Andes (c) Alps (d) Himalayan

2. Which geographical factors affect the distribution of population?

3. What is meant by dependent population?

4. Plain occupy about half the world's land surface but support more than 90% of world population; Give reasons.

5. What is a population pyramid? Explain the main features of the population pyramids of India, Japan and Kenya

MODULE 18

DAY 18

WOMEN CASTE AND REFORM

Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<p>To understand the skills and methods of historical inquiry</p> <p>Debates around sati, widow remarriage, child marriage and age of consent.</p>	<p>Discuss why so many reformers focused on the women's question, and how they visualized a change in women's conditions.</p> <p>Outline the history of new laws that affect women's lives.</p>	<p>Pair and share activity</p> <p>Group Activity</p> <p>Individual activity</p> <p>Debate /Seminar</p>

	<p>Illustrate how autobiographies, biographies and other literature can be used to reconstruct the histories of women.</p>	
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LEARNING ACTIVITY 1 TLO-- Illustrate how autobiographies, biographies and other literature can be used to reconstruct the

Primary sources for studying history

While an autobiography is usually written by the subject instead of another writer, some individuals hire a writer to assist with the document. Usually, this results in a dual by-line that includes both names.

Some of the most famous autobiographies include "The Diary of a Young Girl" by Anne Frank, "Night" by Ellie Wiesel and "Long Walk to Freedom" by Nelson Mandela. Famous biographies include "Steve Jobs" by Walter Isaacson, "John Adams" by David McCullough and "Team of Rivals: The Political Genius of Abraham Lincoln" by Doris Kearns Goodwin.

1 what is the difference between an autobiography and biography?

LEARNING ACTIVITY 2 – TLO- Discuss why so many reformers focused on the women’s question and how they visualized a change in women’s conditions



Read the passage and draw your own conclusion.

Ishwar Chandra Vidyasagar is considered as one of the pillars of Bengal renaissance. In other words, he managed to continue the reforms movement that was started by Raja Ram Mohan Roy. Vidyasagar was a well-known writer, intellectual and above all a staunch follower of humanity. He brought a revolution in the education system of Bengal. In his book, "Barno-Porichoy" (Introduction to the letter), Vidyasagar refined the Bengali language and made it accessible to the common strata of the society. The title 'Vidyasagar' (ocean of knowledge) was given to him due to his vast knowledge in almost all the subjects. Poet Michael Madhusudan Dutta while writing about Ishwar Chandra said: "The genius and wisdom of an ancient sage, the energy of an Englishman and the heart of a Bengali mother

LEARNING ACTIVITY 3 –



Identify the system.

Write a short note on this system?

Suggested Activities

Collect pictures of Swami Vivekananda find out history associated with him.

WORKSHEET

Read the passage and answer the following questions-

Raja Ram Mohan Roy was a key social reformer of modern India and a vital personality of Indian Renaissance period. Due to his contribution to social reforms he was also called the "Father of Modern India". He established the Atmiya Sabha and Brahma Samaj which played an important role in abolition of Sati and child marriage. He was a scholar and a great educationist who had detailed knowledge of Sanskrit, Persian, English, Arabic, Latin and Greek. He supported English as a medium of teaching in India as he believed that teaching through English language was superior to traditional Indian education system.

1. Who was Raja Ram Mohan Roy?
2. What are his contributions in the field of education?
3. Write note on Brahma Samaj ?

ASSESSMENT

DURATION : 1 HOUR

Q. 1 Fill in the blanks...

- (a) Asaf Jah was first made the governor of.....
- (b) The capital of Bengal under the Mughals.....
- (c) The saints devoted to Vishnu were called.....
- d) The surroundings and the conditions in which we live, constitute our _____
.
- e) Land cover about.....percent of total surface area of the Earth
- (f) Manikaran is located in the state of _____.

Short answer type questions.....

- (a) Give a life sketch of Guru Nanak.
- (b) Why was Awadh an important Province?
- (c) What is an ecosystem?
- (d) Why people do not sink in the saline water?
- (e) What is shifting cultivation?
- (f) Describe the different methods of extracting minerals

Long answer type questions....

(a) What do you know about the Bhakti Movement? What were its basic principles?

(b) What is the contribution of the Pala rulers of Bengal to languages and literature?

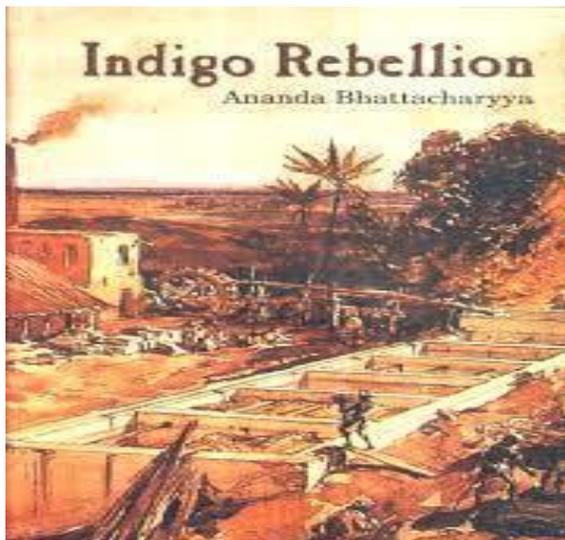
(c) Write the common features of the State of Hyderabad, Bengal and Awadh?

(d) What is the difference between Emigrants and Immigrants?

(e) What are the main factors affecting location of industries?

(f) What are the main features of agricultural farms in the U.S.A.?

(g) Observe the picture to answer the following questions --



1 Why did indigo Rebellion take place?

2 How did it affect the peasants?

3 Can you think of some other name for the Rebellion?

(h) Weavers often belonged to communities that specialized in weaving. Their skills were passed on from one generation to the next. The Tanti weavers of Bengal, the julahas or momin weavers of north India, sale and kaikollar and devangs of south India are some to the communities famous for weaving.

Read the paragraph and write the answers of following question:

i. Who are weavers?

ii. Name some weavers of North and South

India?

iii. Why is muslin named so?

MAP based questions:

On an outline map of India show the followings

(a) Cotton Producing area in India (b) TISCO

Plant

(c) Manchester of India (Ahmedabad)

(d) Gurgaon-Delhi-Meerut industrial region

