LESSON PLAN

Class	: **VI**	Name of the Teacher	: SUNKARI RAMBABU
Subject	: **SOCIAL STUDIES**	School	: ZPHS, Garudabilli

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Summary / Any specific Information
			From	To	
Early Civilisations	• Prerequisites	1			Civilisation, History, Historian, excavations, BC, Literary sources, Archaeological sources, hereditary, Monogamy, Polygamy.
	• Indus Civilisation • City Planning • Drainage system • Houses	1			• The ancient civilization of India is Indus valley civilization. It developed along the rivers Indus. It spread over more than 1500 places in Punjab, Haryana, Gujarat, Rajasthan Uttara Pradesh and Maharashtra. • The cities of the Harappan civilization were well planned. They had a well-planned underground drainage system. The harappan people built their houses with dried or baked bricks.
	• Economic life • Social life • Food and crops • Entertainment • Art	1			• Agriculture, animal rearing, trade, crafts were main economic activities of the Indus people. They are credited for growing cotton for the first time. Lothal port was used for trade activities. • Both men and women were fond of decorating themselves. • Agriculture was their main occupation. They grew wheat, barley, peas etc.

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Summary / Any specific Information
			From	To	
Early Civilisations	• Religion • Script • Weights and measures • Causes of the decline	1			• The people of Indus valley civilization worshipped Pasupathi (Siva) and mother god (Amma Talli). • Harappans were the first to develop a system of standard weights and measures. • Change in course of Indus River and floods led to Indus civilization to decline.
	• Advent of Aryans • Source to know about Aryans	1			• The Vedic civilization flourished on the plains of rivers Indus and Saraswathi and later in the plains of the rivers Ganga and Yamuna by Aryans. • The period in which Vedic literature formed is called the Vedic Period.
	• Vedic Literature • Classification of Vedic Period	1			• The term Veda means “superior knowledge” in Sanskrit. It is the knowledge of knowing or self-realisation. Four major Vedas constitute the Vedic literature. They are – Rig Veda, Yajur Veda, Sama Veda and Atharvana Veda. • The period of Vedic Civilisation (1500 – 500 BCE) is divided into two broad parts – 1. Ealy Vedic Period (1500- 1000 BC) also known as Rig Vedic Period, 2. Later Vedic Period (1000-600 BC).

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Summary / Any specific Information
			From	To	
Early Civilisations	• Early Vedic Period • Varna System • Political life	1			• The family is the basic unit of society. Women held a respectable place in their society. They wore Vasa (dhoti), Adhivasa (upper cloth) as we ware tody. There were gurukulas and give great importance to education. There was no caste discrimination in early vedic period. Kingship was not hereditary. The king was asserted by the assemblies of Sabha and Samiti.
	• Later Vedic period • Epics	1			• As time passed by the Vedic people migrated to the plains of Ganga and Yamuna from the plain of rivers Indus – Saraswati. They crossed the mountain ranges of the Vindhyas and moved towards south. • During the later Vedic period, the king become more powerful. Even Sabha and Samithi lost their importance. • The asrama system of ***brahmacharya, grihastha, vanaprastha and sanyasa*** started during this period. The Yagnas and Yagas were performed frequently. • The Ramayana (written by Vamiki in Sanskrit) and The Mahabharatha (written by Vedavyasa in Sanskrit) are two great epics.

Prior Concepts / Skills:

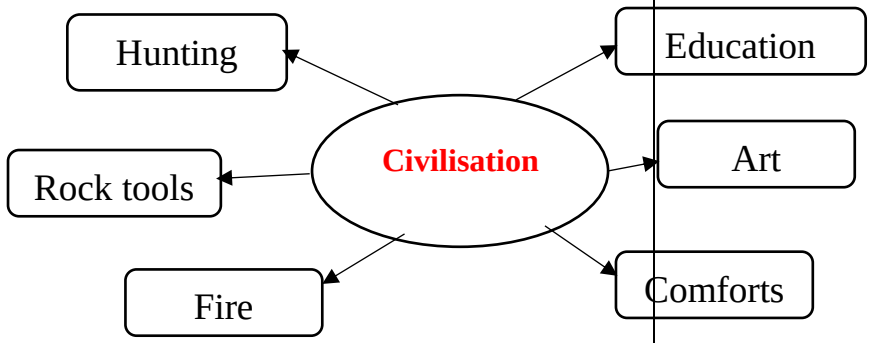
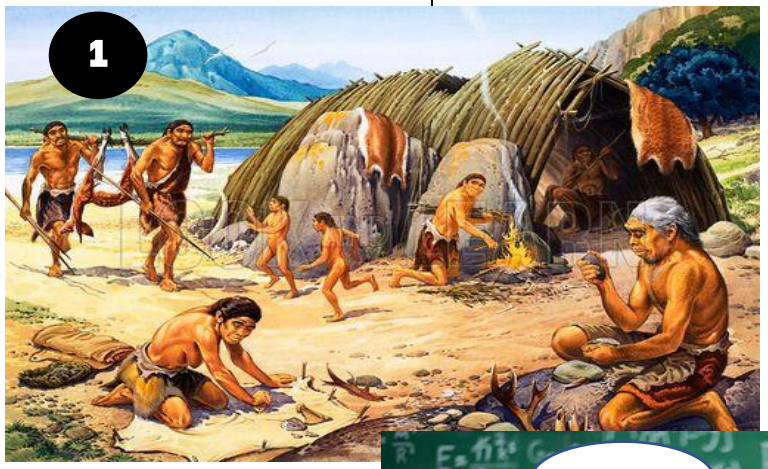
- Civilisation
- History,
- Historian,
- excavations,
- Literary sources,
- Archaeological sources,
- Heriditary,
- Monogamy,
- Polygamy.
- BC

Learning Outcomes	No. of Periods
▪ Understand about Indus valley civilisation.	8
▪ Appreciate the city planning and drainage system in Indus valley civilisation.	
▪ Locate the sites of Indus valley civilisation and Indus River in India map.	
▪ Understand Aryan culture, political organisations during Vedic period.	
▪ Differentiate between Early Vedic period and later Vedic period.	
▪ Locate the places related Vedic period like Ganga River, Yamuna River, Vindhya Range etc.	

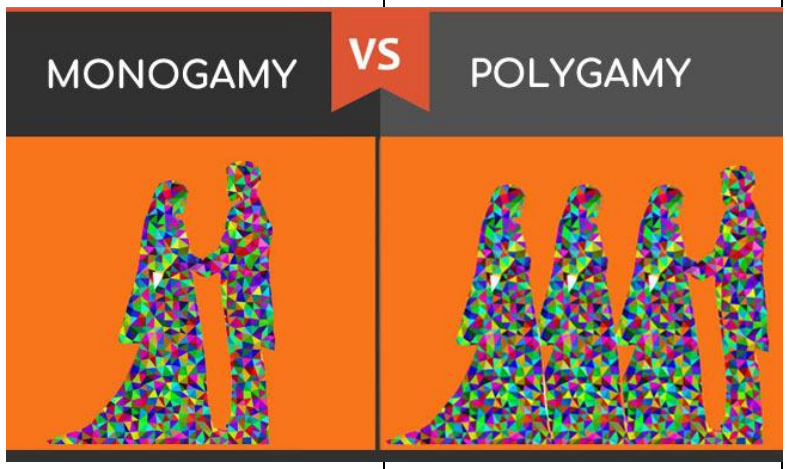
Teaching Period -1 (Pre-requisites)

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Pre requisites: • *Teacher writes key concepts and key words on the board and read for the students.* • *Ask questions on prerequisites and explain in brief.*	• Students read prerequisites and discuss in groups about their understanding on prerequisites.	• Copy the prerequisites in their note books. • Read prerequisites on their own.	

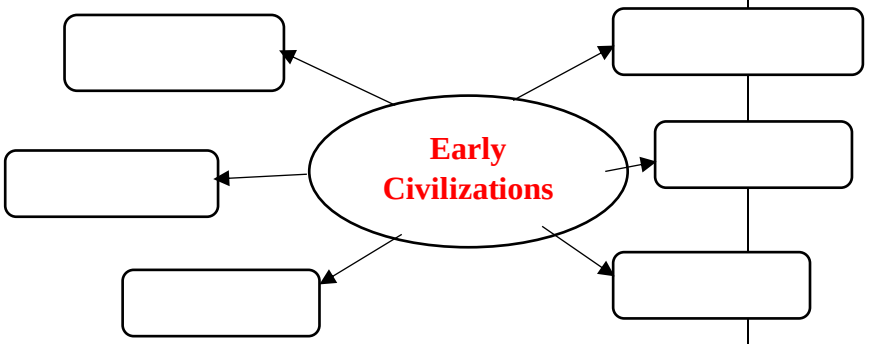
- Civilisation
- History
- Historian
- excavation
- Archaeological sources
- Literary sources
- Hereditary
- Monogamy
- Polygamy
- BC

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students, what do you know about the word "Civilisation"? • What do you think about the picture -1? • What do you think about the picture -2? • What are the differences do you observe between these two pictures? Civilisation is an advanced stage of human society, where the people live with comforts and can think about things like art and education.  	 		

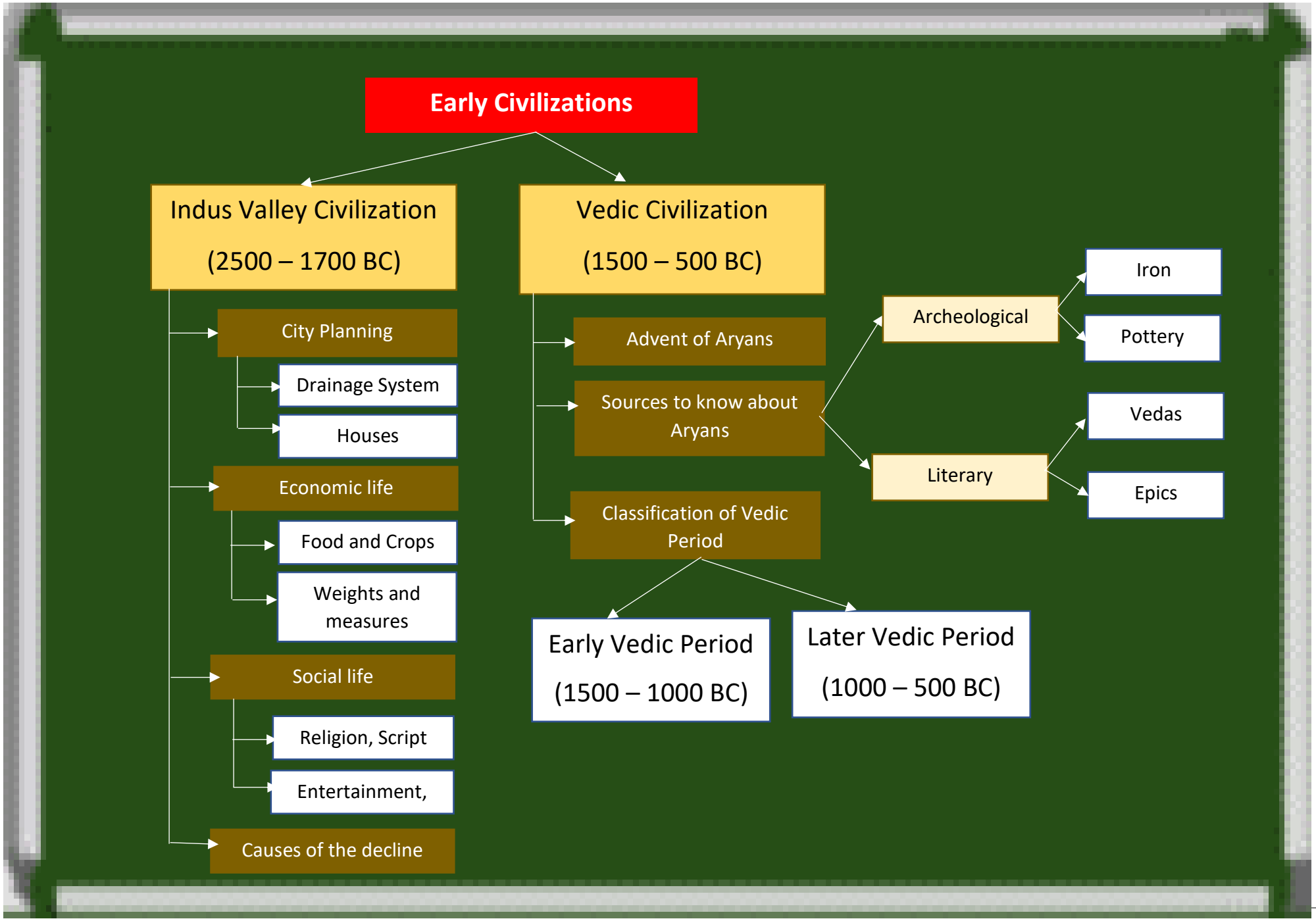
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear student, how do we know about early man? • Do you know about the study of past events? The science which studies of past events is called "History" • Can you say some past events? • Who writes about these past events? The person who studies and writes about the past events is called "Historian" • How historians study the past events? • What are the sources helps to study the past events to historian? Excavation is one of the important ways to study the past events. Excavation is the process of digging in ancient sites to know about past events. *Teacher displays the video related to recent excavations in India to better understand.* These sources are called archaeological sources.	Students participated in discussion in the groups to understand the pre requisites. ***Excavation Video***	• Student read the words. • Students try to express their understanding about pre requisites.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students do you know any other sources to know history? The other important sources to know history are literary sources. The literature in the books which gives us important information about the past is called literary source. • When was our country got independence? • Before independence who ruled our country? • Before Britishers who ruled our country? Hereditary refers to the political power or administrate power comes from inheritance. • Do you hear the words "Monogamy" and "Polygamy"? Teacher displays the picture to elicited students' experiences. • Now, can you say about the above words based on this picture? One person marry with another one person is called "Monogamy". One person marry with more than one person is called "Polygamy".	Students participated in discussion in the groups to understand the pre requisites.  	• Student read the words. • Students try to express their understanding about pre requisites.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Have ever seen BC or AD before years? "B.C." stands for "before Christ." The system labels years based on a traditional notion of when Jesus was born — with the "A.D." denoting years after his birth and "B.C." designating the years that predate his birth. The full form of AD is **Anno Domini**. This is a Medieval Latin and means 'year of the Lord'. The terms BC (Before Christ) and AD (Anno Domini) are used to label or number the years in the Julian and Gregorian calendars. This calendar era is derived from the traditionally reckoned year of the birth of Jesus. • Now we are in BC or AD?	Students participated in discussion in the groups to understand the pre requisites.	• Student read the words. • Students try to express their understanding about pre requisites.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Mind map/ Title of the lesson: • *Teacher writes key word/ title of the lesson on the board and ask triggering questions to share their experiences on the topic.*  • What do you see in these pictures? • Do you find such things in your area? • What do you observe in the picture-1? • What do you observe in the picture-4? • What do you observe in the picture-3? • Can you guess to which period or these pictures belong to?	• Students read mind map in the group. 	• Read words written on the board individually with spelling.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Relevance of the lesson: • *Teacher conduct discussion through questions about the importance of the lesson.* • Dear students today we will learn about "Early Civilisations" • Teacher asks students what they want to know in this lesson & why. • *Write those responses on the board and give brief description about the need of the lesson.*	Students ask questions and participate in the discussion.	• Write questions/ concepts what they want to know in the chapter.	
Concept Map: • Teacher writes the concepts map of the chapter / unit step by step in a flow chart form. • Read concept map for the students.	• Read concept map in groups. • Students study the flow chart in group.	• Read individually. • Copy the flow chart in their note books. • Explain connection between concepts in the flowchart.	


Early Civilizations
Indus Valley Civilization
(2500 – 1700 BC)
City Planning
Drainage System
Houses
Economic life
Food and Crops
Weights and measures
Social life
Religion, Script
Entertainment,
Causes of the decline
Vedic Civilization
(1500 – 500 BC)
Advent of Aryans
Sources to know about Aryans
Archeological
Iron
Pottery
Literary
Vedas
Epics
Classification of Vedic Period
Early Vedic Period
(1500 – 1000 BC)
Later Vedic Period
(1000 – 500 BC)

Teaching Period -2

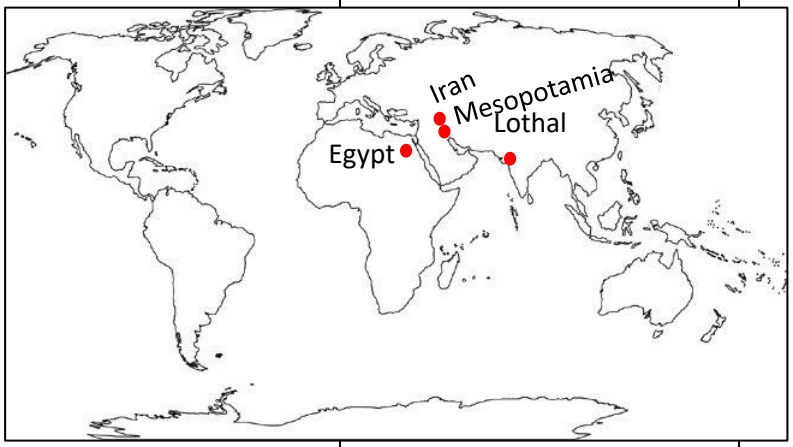
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher reads the lesson for students and identify the key words and concepts.* • *Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.* • *Teacher writes the unknown words said by the students*	• Read the lesson in the groups and identify the unknown words. • Reed key words in group – peer group reading.	• Read key words individually with spelling. • Copy the key words in their note book.	
• *Teacher introduces these concepts through questioning or pictures or video or map etc.* ➢ What is history? ➢ Who is historian? ➢ Name some historical events?		• Students gave responses and note down the key points.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher displays the India map with Indus River.* ➢ Teacher asks the students - ➢ Which river do you see in this map? ➢ Though which countries does this river flow? Along this river Indus valley civilisation developed. • *Teacher gives model reading.* • *Teacher forms heterogeneous groups (inclusive group)* • *Teacher asks to read in groups about key concepts in the textbook.* • *After reading in groups teacher explain the key concepts through discussion mode.*	• Students participated group reading in their respective groups.	• Students observe the India map with Indus River and gave answers to the questions asked by teacher ***Indus Valley Civilisation video-1***	• Why civilisations evolved along the river banks?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Teacher displays the textual pictures related to these concepts and ask question. ➢ What was the period of Indus valley civilisation? ➢ Locate the stated where this civilisation developed. ➢ This civilisation developed in which places? ➢ What do know about city planning? ➢ Was Indus drainage system more advanced? How? ➢ What do you understand about houses in this period? **Synopsis Reading:** *(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)* • The ancient civilization of India is Indus valley civilization. It developed along the rivers Indus. It spread over more than 1500 places in Punjab, Haryana, Gujarat, Rajasthan Uttara Pradesh and Maharashtra. • The cities of the Harappan civilization were well planned. They had a well-planned underground drainage system. The harappan people built their houses with dried or baked bricks. *Teacher writes the above summary of the day and asked the students to read on their own.*	***Indus Valley Civilisation video-2*** ***Indus Valley Civilisation video-3***	 ➢ Students point out the states where this civilisation developed in the given India map. • Students read the summary of the day and note down it.	• What was the ancient civilisation in India? • Through which states did the Indus valley civilization spared? • Locate the states in the India map. • Which was the popular harbour during Indus civilisation? • Which material used in house construction by the Harappans? • The Great bath found in which place?

Teaching Period- 3

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students, in the previous class we learnt about which civilisation? • We have learnt which elements of this civilisation? • *Today we will learn about economic life, social life, food and crops, entertainment, Art of this civilisation.* • *Teacher reads the lesson for students and identify the key words and concepts.* • *Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.* • *Now, teacher writes key concepts and words on the board.* • *Teacher introduces these concepts through questioning or pictures or video or map etc.* ➢ Name some occupations?		• Students gave responses and note done key points.	

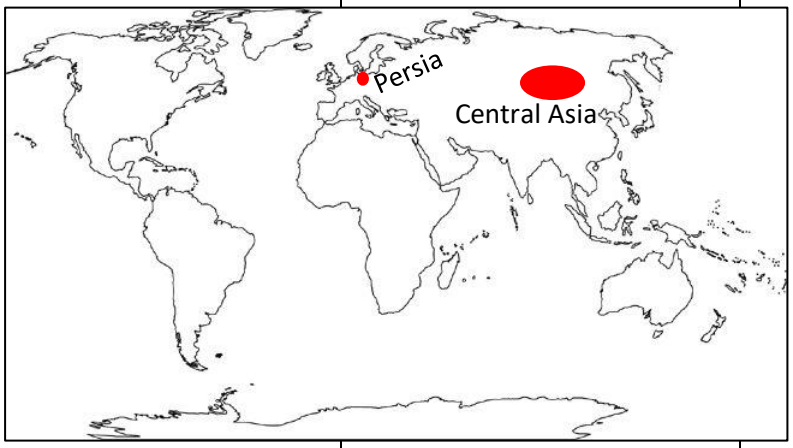
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher displays the following pictures and ask questions.* ➢ Picture-1 one shows which occupation? ➢ What do you observe in the picture-2? ➢ Picture-3 shows which occupation? ➢ What do you observe in the picture -4? Agriculture, cotton weaving, Brick making, rearing animals are the main occupations of the Indus valley civilisation people. ➢ What do you know about trade? **Trade** involves the transfer of goods and services from one person or entity to another, often in exchange for money. It includes exports and imports. Indus organise trade activities through Lothal port with Mesopotamia, Egypt, Iran etc. *Ask to point out Lothal port, Mesopotamia (Iraq), Egypt in the world map.*		• Students observe pictures and give responses. Point out the above places in the given world map.	• What are the occupations of Indus civilisation people? • Indus people trade with which country? • Indus people organise trade activities through which port? • Can you say this port is now in which state?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
➢ Do you know about crafts? ➢ What do observe in this picture? Agriculture, animal raring, trade, crafts were the economical activities of Indus people. ➢ Teacher asks to fill the table related to economic activities based on the given picture related to economic activities. • *To introduce other concepts, teacher gives model reading.* • *Teacher forms heterogeneous groups (inclusive group)* • *Teacher asks to read in groups about key concepts in the textbook.* • *After reading in groups teacher explain the key concepts through discussion mode by displaying textual pictures related to these concepts.* ➢ Teacher asks to fill the table related to social life of Indus people.	Students participated group reading in their respective groups.	• Fill up the table related to economic activities based on the given picture related to economic activities. • Fill up the table related to social life of the Indus people.	• What were the economic activities of Indus people? • What did you understand about social life of Indus people? • Name the crops grown during Indus civilisation? • What were the entertainment activities of Indus people? • What did you know about art of Indus civilisation?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Synopsis Reading: *(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)* • Agriculture, animal rearing, trade, crafts were main economic activities of the Indus people. They are credited for growing cotton for the first time. Lothal port was used for trade activities. • Both men and women were fond of decorating themselves. • Agriculture was their main occupation. They grew wheat, barley, peas etc. *Teacher writes the above summary of the day and asked the students to read on their own.*		• Students read the summary of the day and note down it.	•

Teaching Period- 4

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • *Today we will learn about religion, script, weights and measures, causes of the decline of this civilisation.* • *Teacher reads the lesson for students and identify the key words and concepts.* • *Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.* • *Now, teacher writes key concepts and words on the board.* • *Teacher introduces these concepts through questioning or pictures or video or map etc.* ➢ Name some religions?		• Students gave responses and note done key points.	

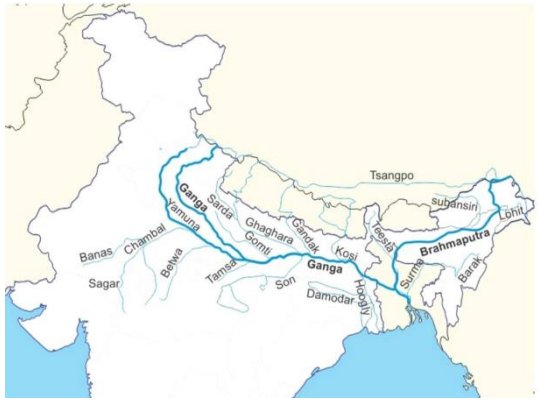
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher forms heterogeneous groups (inclusive group)* • *Teacher asks to read in groups about key concepts in the textbook.* • *After reading in groups teacher explain the key concepts through discussion mode by displaying textual pictures related to these concepts.* ➢ Name the worshipped gods of the Indus people? ➢ Which was the symbol commonly used by Indus people? ➢ Did the Indus people have their own script? ➢ Did the Indus people develop weights and measures? ➢ What were the various causes to decline Indus civilisation? • *Ask to point out Persia, Central Asia in the world map*	Students participated group reading in their respective groups.	Students point out Persia, Central Asia in the given world map.  	***Decline of Harappan civilization*** • The measures and weights of Indus people moved to which parts of the world? • Fire pits found in which places? • Who is Martimar Wheeler?

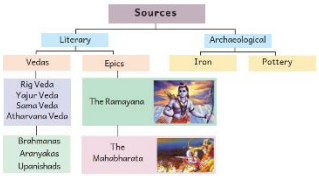
Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Synopsis Reading: *(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)* • The people of Indus valley civilization worshipped Pasupathi (Siva) and mother god (Amma Talli). The symbol of Swastika was most commonly found. • They had developed their own unique script. • Harappans were the first to develop a system of standard weights and measures. • Change in course of Indus River and floods led to Indus civilization to decline. *Teacher writes the above summary of the day and asked the students to read on their own.*		• Students read the summary of the day and note down it.	•

Teaching Period -5

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • *Teacher reads the lesson for students and identify the key words and concepts.* • *Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.* • *Teacher writes the unknown words said by the students* • *Teacher introduces these concepts through questioning or pictures or video or map etc.*	• Read the lesson in the groups and identify the unknown words. • Reed key words in group – peer group reading.	• Read key words individually with spelling. • Copy the key words in their note book. • Students gave responses and note down the key points.	

River plains
Arctic region
Vedas
Desert
Literary sources
Archeological sources
Epics

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher displays the India map with Ganga River.*  ➢ Teacher asks the students - ➢ Which river do you see in this map? ➢ Though which countries does this river flow? Along this river Indus valley civilisation developed. • *Teacher gives model reading.* • *Teacher forms heterogeneous groups (inclusive group)* • *Teacher asks to read in groups about key concepts in the textbook.* • *After reading in groups teacher explain the key concepts through discussion mode.*	• Students participated group reading in their respective groups.	• Students observe the India map with Ganga River and gave answers to the questions asked by teacher ***Vedic Period***	• Why civilisations evolved along the river banks?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Teacher displays the textual pictures related to these concepts and ask question. ➢ What are the various theories about the advent of Aryans? ➢ What is meant by arctic region? ➢ Where was the Vedic culture flourished? ➢ Locate the rivers Indus, Ganga and Yamuna on India map. • Teacher displays a flow chart that depicts different sources to know about Aryans. Teacher reads the chart aloud for the class and encourages students to read the chart in group. Then the teacher explains various sources in discussion mode. **Synopsis Reading:** *(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)* • The Vedic civilization flourished on the plains of rivers Indus and Saraswathi and later in the plains of the rivers Ganga and Yamuna by Aryans. • The period in which Vedic literature formed is called the Vedic Period. • There are two major sources to know about Aryans. They are literary and agrological sources. *Teacher writes the above summary of the day and asked the students to read on their own.*	Students read the flow chart in group and participated in discussion.  	 ➢ Students point out the Indus, the Ganga, Yamuna rivers on given India map. • Students read the summary of the day and note down it.	• What are various theories about the origin of the Aryans? • Along which rivers the Vedic culture flourished? • What was Saraswathi river? • What are the various sources to know about Aryans? • What are the literary sources? • What are the archaeological sources?

Teaching Period -6

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • *Teacher reads the lesson for students and identify the key words and concepts.* • *Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.* • *Teacher writes the unknown words said by the students* • *Teacher introduces these concepts through questioning or pictures or video or map etc.*	• Read the lesson in the groups and identify the unknown words. • Reed key words in group – peer group reading.	• Read key words individually with spelling. • Copy the key words in their note book. • Students gave responses and note down the key points.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher displays a chart that shows the list of literary sources and organise group discussion as well as individual activity.* ➢ What does the term Veda mean? ➢ What are Vedas? ➢ What is the importance of Vedas? ➢ Name the four Vedas? • *Teacher displays a chart that shows the classification of Vedic period and organise group discussion as well as individual activity.* ➢ What are the various division in Vedic periods? ➢ What is Early Vedic period? ➢ What is later Vedic period?	• Students participated group reading in their respective groups. • Students participated group reading in their respective groups.	• Students write the key concepts in their note books • Students give responses to the questions which are asked by the teacher.	***Literary Sources***

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Synopsis Reading: *(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)* • The term Veda means "superior knowledge" in Sanskrit. It is the knowledge of knowing or self-realisation. Four major Vedas constitute the Vedic literature. They are – Rig Veda, Yajur Veda, Sama Veda and Atharvana Veda. • The period of Vedic Civilisation (1500 – 500 BCE) is divided into two broad parts – 1. Ealy Vedic Period (1500- 1000 BC) also known as Rig Vedic Period, 2. Later Vedic Period (1000-600 BC). *Teacher writes the above summary of the day and asked the students to read on their own.* ➢ Teacher writes two or threes question for individual assessment.		• Students read the summary of the day and note down it. • Students write answers to the questions write on the board.	• What does the term Veda mean? • How many Vedas are there? • Name the Vedas. • How the Vedic period classified? • What is Early Vedic period? • What is later Vedic period?

Teaching Period -7

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • *Teacher reads the lesson for students and identify the key words and concepts.* • *Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.* • *Teacher writes the unknown words said by the students* • *Teacher introduces these concepts through questioning or pictures or video or map etc.*	• Read the lesson in the groups and identify the unknown words. • Reed key words in group – peer group reading.	• Read key words individually with spelling. • Copy the key words in their note book. • Students gave responses and note down the key points.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher encourages peer teaching each group takes an aspect in this topic "The Early Vedic Period " – Social life, Position of women, dress, amusements, education, food and crops and religion.* • *Teacher asks students to read the paragraphs about "Varna System and Political life". The teacher instructs them to write their observations in groups and present.* • *Teacher concludes the presentation and pose some questions.* ➢ What were the good qualities of Varna System in the Early Vedic period? ➢ How was the king asserted? ➢ What are Sabha and Samiti? ➢ How was the then political system different that of today?	• Students participated in peer group teaching • Each group read the paragraphs, write their observations and present.	• Students write their observations in the notebook. ***Vedic Culture***	• What do you understand about the social life during the Early Vedic period? • What do you understand about the economic life during the Early Vedic period?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Synopsis Reading: *(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)* The family is the basic unit of society. Women held a respectable place in their society. They wore Vasa (dhoti), Adhivasa (upper cloth) as we ware tody. There were gurukulas and give great importance to education. There was no caste discrimination in early vedic period. Kingship was not hereditary. The king was asserted by the assemblies of Sabha and Samiti. *Teacher writes the above summary of the day and asked the students to read on their own.* ➢ Teacher writes two or three question for individual assessment.		• Students read the summary of the day and note down it. • Students write answers to the questions write on the board.	• Which is the basic unit of society? • What type of role did women play? • What do you about their dressing? • What was the importance of Gurukulas? • How was the king asserted? • What were their assemblies?

Teaching Period -8

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• Dear students, in the previous classes we learnt about which civilisation? • We have learnt which elements of this civilisation? • *Teacher reads the lesson for students and identify the key words and concepts.* • *Teacher writes key concepts and key words from the concepts going to teach in this period on the board and explain briefly.* • *Teacher writes the unknown words said by the students*	• Read the lesson in the groups and identify the unknown words. • Reed key words in group – peer group reading. **Aswamedha** **Rajasuya** **Asrama System** **Brahmacharya** **Grihastha** **Vanaprastha** **Sanyasa** **Yagnas** **Polygamy** **Epics**	• Read key words individually with spelling. • Copy the key words in their note book. • Students gave responses and note down the key points.	

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
• *Teacher gives a power point presentation on the political changes, social changes and religious life of the later Vedic period. Then the teacher conducts a class room discussion on each these topics.* • *Teacher introduces these concepts through questioning or pictures or video or map etc.* • What change occurred regarding kingship in later Vedic period? • Describe the Asrama System? • Name the Gods and Goddesses of this period? • What was the Adi Kavya? • What does the Mahabharata talk about? • Locate the rivers Ganga and Yamuna, Vidhya Satpura mountains on the map of India.	• Students participated in the group discussion 	• Students write key point in their notes. • Students point out the rivers Ganga and Yamuna, Vidhya Satpura mountains on the map of India.	• What do you understand about the social life during the later Vedic period? • What change have you observed in later Vedic period when compared to Early Vedic period?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions
Synopsis Reading: *(Based on the concepts discussed, teacher generated the summary of the period through questions from the students and teacher writes it on the board)* • As time passed by the Vedic people migrated to the plains of Ganga and Yamuna from the plain of rivers Indus – Saraswati. They crossed the mountain ranges of the Vindhyas and moved towards south. • During the later Vedic period, the king become more powerful. Even Sabha and Samithi lost their importance. • The asrama system of ***brahmacharya, grihastha, vanaprastha and sanyasa*** started during this period. The Yagnas and Yagas were performed frequently. The Ramayana (written by Vamiki in Sanskrit) and The Mahabharatha (written by Vedavyasa in Sanskrit) are two great epics. *Teacher writes the above summary of the day and asked the students to read on their own.* ➢ Teacher writes two or three question for individual assessment.		• Students read the summary of the day and note down it. • Students write answers to the questions write on the board.	• To which river plains did the Vedic people migrate? • What were the political changes occurred in later Vedic period? • What are the phases of Asrama System? • What are the Epics?

TLM (Digital and Physical)

- AP SECRT – Textbook
- DIKSHA Videos
- World map, India Map, Andhra Pradesh map, Globe

Assessment

1. Write the similarities between Indus and Vedic civilisations?
2. Who participated in the excavations of the Indus valley civilisation?
3. Describe the economic life of Indus people.
4. How did the Indus people build their houses?
5. The drainage system of Indus was exemplary. How?
6. How many Vedas are there? What are they?
7. Write about the social life of the early Vedic period.
8. What is the importance of epics?
9. Locate the following rivers on the outline map of India.

   a) River Indus b) River Ganges c) River Yamuna d) Vindhya range

   e) Punjab f) Rajasthan

Signature of the Teacher ***Signature of the Headmaster***

Visiting officer with remarks