

Ancient World

Theme 1: The River Valley Civilizations

'River Valley Civilizations' aims at enabling children to understand how our present-day society has evolved. It will help them understand the reasons for development of the earliest societies near rivers. Children will be aware of and appreciate the rich and flourishing civilization on the basis of historical evidences. It will further help to develop in them a world historical perspective of the contribution made by various cultures to the heritage of mankind.

Learning outcomes:

Children will be able to:

- ☑ identify and locate the sites of major river valley civilizations on an outline map of the world;
- ☑ discuss and understand with reason the development of early civilizations near river beds;
- ☑ question, discuss and appreciate the sources to know these civilizations;
- ☑ compare the society then (in the past) and now;
- ☑ discuss, debate and appreciate the development in early civilizations;
- ☑ draw a comparative analysis between Indus valley civilization and Mesopotamian, Egyptian and Chinese civilization;
- ☑ appreciate the contribution of these civilizations in today's world.

The River Valley Civilizations

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ➤ 'Civilization'- meaning ➤ Reasons for settlement near rivers. ➤ Major Civilizations: <ul style="list-style-type: none"> ☛ Indus Valley ☛ Mesopotamian ☛ Egyptian ☛ Chinese ➤ Main Characteristics: <ul style="list-style-type: none"> ☛ Origin ☛ Location (*Map) ☛ Rivers ☛ Society ☛ Social life – Family, Community ☛ Town Planning ☛ Occupations ☛ Trade ☛ Art and (Craft), Architecture ☛ Religious Beliefs | <ul style="list-style-type: none"> ➤ Organising discussions (whole class/group) on the different civilizations, important features and the decline. ➤ Organising Audio Visual shows on: <ul style="list-style-type: none"> ☛ Map of Ancient civilizations ☛ Bharat Ek Khoj ☛ Sources – excavated sites, remains etc. followed by a discussion with the children. ➤ Providing opportunities to: <ul style="list-style-type: none"> ☛ analyse cause, effects and relationship between different river valley civilizations. ☛ identify and define world's earliest civilizations. ➤ Providing opportunities to discuss: <ul style="list-style-type: none"> ☛ Reasons for river settlements. ☛ Geographical significance to location of ancient civilizations. ☛ Sources to know these civilizations. | <ul style="list-style-type: none"> ➤ Documentaries on different civilizations. ➤ PPT on the sources to know these civilizations. ➤ The documentary "The Masters of Rivers". ➤ Guest lectures by local historians ➤ Outline map of the world. ➤ Maps showing River Valley Civilizations. ➤ Clay ➤ Audio-Visual materials. ➤ Charts and pictures on different civilisations. ➤ Museum. |

The River Valley Civilizations

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|-------------------------|--|------------------------------|
| ▶ Decline | <ul style="list-style-type: none"> ▶ Assigning a Project work as a group activity on undertaking a comparative study between river valley civilizations in different parts of the world. ▶ Making models by children based on the Seal, Great bath (<i>using only environmental friendly materials</i>) - Clay models. ▶ Preparing a Scrap Book by each child – on pictures related to the civilization. ▶ Enacting/ role plays, for example: children can imagine themselves as traders from Harappa on a business trip and give an account of the trading systems. ▶ Making projects (group/individual) on the Planning in Indus Valley Civilization /tracing the rise and decline of any ONE of the four civilizations in the theme. ▶ Showing the extent of related civilizations and rivers through Map Work. | |

Integration: Geography

Life Skills: Appreciation for Heritage



Theme 2: The Vedic Civilization

The aim of the theme 'Vedic Civilization' is to acquaint and inform children of India's glorious past dating back to 3500 years ago. They will understand and appreciate how ancient literatures like Vedas and Epics provide an insight into our past and the genesis of our present-day society.

Learning outcomes:

Children will be able to:

- ☑ define the term 'Vedic' and list the various literature related to it;
- ☑ summarize the life style of the Vedic period by relating it to the epics;
- ☑ discuss and identify the differences and similarities between the early and later Vedic period;
- ☑ trace the changing position of woman in early and later Vedic society;
- ☑ analyze and appreciate the rich cultural heritage of India in terms of values, beliefs and traditions.

| The Vedic Civilization | | |
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| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Aryans in the Sapta Sindhu & Gangetic valley ➤ 'Vedas' and 'Vedic' - meaning ➤ The four Vedas, Upanishads, Puranas ➤ Epics Ramayana & Mahabharata ➤ Brahmavarta (Early Vedic age) <ul style="list-style-type: none"> ☛ Political Organization ☛ Social life ☛ Economic life ➤ Aryavarta (Later Vedic age) <ul style="list-style-type: none"> ☛ Political Org. ☛ Social Life ☛ Four Ashramas <p>Gurukul System Economic life</p> | <p>Providing opportunities for:</p> <ul style="list-style-type: none"> ➤ Sharing their personal experiences on Epic stories of <i>Ramayana</i> and <i>Mahabharata</i>, <i>Hawan</i> and chanting of <i>Shlokas</i>. ➤ Explaining the terms "Vedas' and 'Vedic'. ➤ Comparing the society, lifestyles and position of women and discuss their ideas and views. ➤ Highlighting the differences between early and later Vedic period. (Economic, Social and Cultural). ➤ Underlining the difference in the evolution of religion: open air – temple, Gods and Goddesses. ➤ Discussing with each other and their parents briefly the teachings of <i>Shrimad Bhagwadgita</i>. <p>➤ Preparing a slide show on the oldest city (Vedic city) of India, Varanasi.</p> <p>Organising Audio Visual shows on:</p> <ul style="list-style-type: none"> - The Ramayana and Mahabharata through animated videos. - "Bharat Ek Khoj." <ul style="list-style-type: none"> ➤ The early and later Vedic period – Comparing the society, lifestyles and position of women. | <ul style="list-style-type: none"> ➤ Narratives ➤ Maps of ancient times – Indus, Sapt Sindhu and Gangetic valley. ➤ Videos on the story of Ramayana and Mahabharata ➤ Slide shows /Videos on Varanasi. ➤ Animated version of Ramayana – "The Vedic Way". ➤ Bharat Ek Khoj. ➤ Documentary on 'Manual Scavengers'. – attend in later Vedic period. ➤ PPTs on Vedic society. ➤ Mapping skills ➤ Visit to a museum ➤ Role Play ➤ Guest Lecture ➤ Copy of the <i>Bhagwadgita</i> ➤ Amar Chitrakatha Series on: <ul style="list-style-type: none"> ☛ Ramayana. ☛ Mahabhartha, ☛ Krishna and ☛ Bhagwadgita. ➤ Experts |

The Vedic Civilization

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
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| | <ul style="list-style-type: none"> ➤ Preparing a Scrap Book (by each child) on – Musical Instruments during the Vedic period. ➤ Using maps to show the spread of the civilization along Saptsindhu and Gangetic valley through Map Work. ➤ Organising a visit to a museum and interacting with a guide. Discuss what all children saw and their views on the same after the visit is over. ➤ Inviting Experts/ special guests to class to discuss the ideas in the Vedic literature, the epics and the Bhagwad Gita. ➤ Enacting/ role plays by children on the main characters from the Ramayana & Mahabharata. ➤ Organising a Skit – on the basic Gurukul System. | |

Integration: Arts Education and Mathematics



Theme 3: Mahavira & Buddha - Great Preachers

The theme on 'Mahavira and Buddha' will enable children to understand and appreciate the teachings of Gautam Buddha and Mahavira. Use of interesting pedagogy can help them compare and find the similarities and dissimilarities between the two ideologies. It will also develop their understanding on the importance of Ahimsa and tolerance which will in turn help them become responsible citizens.

Learning outcomes:

Children will be able to:

- ☑ discuss the social conditions that led to the rise of new religions ideology – Buddhism and Jainism;
- ☑ explain the teachings and ideologies of the two great preachers;
- ☑ compose and analyze the reasons that led to the spread and decline of Jainism and Buddhism;
- ☑ critically analyze the importance of Ahimsa and tolerance in today's society.

| Mahavira & Buddha - Great Preachers | | |
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| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Social conditions for rise of Jainism and Buddhism. ➤ Vardhamana Mahavira <ul style="list-style-type: none"> ☛ Jainism ☛ Early life ☛ Teachings (Ahimsa, Caste system, Karma, Rebirth, Search for truth) ☛ Sub Sections of Jainism ➤ Gautama Buddha <ul style="list-style-type: none"> ☛ Buddhism ☛ Early life ☛ Teachings (Four Noble Truths, Eight-Fold Path, Ahimsa, Karma, Nirvana, Caste System) ☛ Sub Sections of Buddhism ➤ A comparative study between Jainism and Buddhism <ul style="list-style-type: none"> ☛ Spread and Decline. | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Explaining the social conditions during the later Vedic period. ☛ Comparing the teachings of Mahavira and Buddha. ☛ Explaining the ideas of Ahimsa, the Four Noble Truths, Nirvana and the Eight-fold path. ➤ Narrating stories on: <ul style="list-style-type: none"> ☛ The period of these times through Amar Chitra Katha. ☛ The lives of Gautama Buddha and Mahavira. ➤ Organising a field trip to visit and explore caves like Ajanta, Ellora, Karla caves, and many more. (Buddhist era). ➤ Preparing charts (by children) on: <ul style="list-style-type: none"> ☛ The Four Noble Truths ☛ The Eight-Fold Path ➤ Conducting a Seminar and inviting resource person/s to enable children to understand the significance of 'Ahimsa' in today's world. ➤ Organising: <ul style="list-style-type: none"> ☛ a debate on Ahimsa ☛ a quiz competition/games on Buddha and Mahavira. ➤ Enacting/ Role Plays by children: <ul style="list-style-type: none"> ☛ of stories from the Jataka tales. ☛ as Gautam Buddha and Mahavira on the stories based on their lives. | <ul style="list-style-type: none"> ➤ Videos and Films– films and life story of Gautam Buddha. ➤ Experts. ➤ Charts, pictures on Buddha and Mahavira. ➤ Quizzes. ➤ Guest lectures ➤ Role Play ➤ Creative expression - preparing Charts on: <ul style="list-style-type: none"> ☛ Four Noble Truths ☛ Eight-Fold Path ➤ Comics – Amar Chitra Katha & Jataka Tales. ➤ Books on stories from the life of Gautama Buddha and Mahavira. |

Theme 4: Rise of Kingdoms & Republicans

'Rise of Kingdoms and Republicans' will enable children to understand the way men became rulers in the past and their ambition for expansion of their empires resulted in wars and invasions. This will help them understand how our present day social and political life has evolved through the kingdoms of the past.

Learning outcomes:

Children will be able to:

- identify and locate Janapadas and Mahajanapadas on an outline map of India;
- explain the terms "Janapadas" and "Mahajanapadas" and list the major powerful kingdoms;
- draw a time line, mark the rise of Magadha and list the rulers who ruled it;
- question and give reasons for the Mahajanapada being so powerful;
- reflect critically on the invasion of Alexandra.

| Rise of Kingdoms & Republicans | | |
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| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Introduction to terms – Janapadas & Mahajanapadas. ➤ Powerful Kingdoms: <ul style="list-style-type: none"> ☛ <i>Vatsa</i> ☛ <i>Avanti</i> ☛ <i>Kosala</i> ☛ <i>Magadha</i> ➤ Mighty Kingdom of Magadha: <ul style="list-style-type: none"> ☛ <i>Rulers (Bimbisara, Ajatashatru)</i> ☛ <i>Rule of Nandas</i> ☛ <i>Alexander's Invasion</i> ☛ <i>Chandragupta Maurya (Brief Mention of his life before he became the ruler)</i> | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Constructing a timeline to plot the rise of Kingdoms, republicans using an ancient map of India. ☛ Identifying and naming the powerful Kingdoms of Vatsa, Avanti, Kosala and Magadha. ☛ Describing the keywords and Janapadas and Mahajanapadas. ☛ Outlining the different rulers of Magadha and describing Alexander's invasion. ☛ The discovery and use of Iron ore and development of new kingdoms. ☛ The reasons for foreign invasions. ☛ Analysing critically the reason for some Republican Janapadas. ➤ Organising audio visual shows to show the extent of the powerful Magadha Empire and the invasions of Alexander the Great. ➤ Narrating stories: <ul style="list-style-type: none"> ☛ Of Alexander and King Porus. ☛ Folk tales ➤ Using Maps to show the extent of the powerful kingdoms of India during this period. ➤ Enacting/ Role plays/Skits by children on: <ul style="list-style-type: none"> ☛ The War between Alexander and King Porus and the famous dialogues between them. ☛ 'Ashwamedha yagna' and becoming 'Chakravarty Samrat'. ➤ Inviting Resource personnel/ Guest lecturers /Local historian to talk on the reasons for Magadha being the most powerful Mahajanapada during those times. | <ul style="list-style-type: none"> ➤ Audio/Visuals ➤ Books – The story of Alexander and Porus. ➤ Outline map of India. ➤ Materials necessary for roleplay. ➤ Related PPT's/Videos. |

Theme 5: The Mauryan Empire

The 'Mauryan Empire' with special mention of Emperor Ashoka who gave up war provides an insight into the glorious traditions of non-violence and a welfare state. The children will get to know about 'Chanakya' a famous Indian thinker and appreciate his ideas in 'Arthashastra'. It will enable children to understand the relationship between the concept of Ashoka's welfare state and present-day society.

Learning outcomes:

Children will be able to:

- ☑ infer and illustrate the features of the Mauryan empire through the sources of Indica and Arthashastra and list the notable rulers;
- ☑ discuss and analyze the features of Mauryan administration;
- ☑ trace the ascent and extent of the Ashoka empire and outline the causes and effects of the Kalinga war;
- ☑ analyze the effects of Ashoka's 'Dhamma' and reflect on the relevance of the teachings of Dhamma in present day society;
- ☑ appreciate the public welfare activities of Ashoka.

| The Mauryan Empire | | |
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| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Sources: Indica & Arthashastra ▷ Chandragupta Maurya <ul style="list-style-type: none"> ☛ <i>Role of Chanakya</i> ▷ Bindusara ▷ Ashoka (<i>Ascend to throne, extent of kingdom, Kalinga War, Welfare state</i>) ▷ Ashoka's Dhamma & Edicts. ▷ Mauryan Administration <ul style="list-style-type: none"> ☛ <i>With reference to Pataliputra</i> ▷ Mauryan Art and Economy ▷ Decline. | <ul style="list-style-type: none"> ▷ Organising Presentations / discussions on: <ul style="list-style-type: none"> ☛ The different sources from the Mauryan period and asking children to describe them. ☛ Analysing the role and influence of Chanakya in the administration of Magadha. ☛ Outlining the rule of Ashoka and the extent of his empire. ☛ Critically analysing the reasons for Ashoka being called a great emperor. ☛ Describing the influence of Ashoka's Dhamma and edicts. ☛ The public welfare activities of Ashoka. ☛ Exploring and analysing the reasons for the decline of the Mauryan Empire. ▷ Conducting Audio visual shows on: Bharat – Ek Khoj, Episodes on The Mauryan Empire, Ashoka the Great, Chanakya, followed by discussion. ▷ Tracing the extent of Ashoka's Empire on an outline map of India. | <ul style="list-style-type: none"> ▷ Audio Visuals ▷ Debate – Who was a greater King? Chandragupta or Ashoka |

The Mauryan Empire

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|-------------------------|--|------------------------------|
| | <ul style="list-style-type: none">➤ Enacting/ Role Plays by children on:<ul style="list-style-type: none">☛ The Kalinga War;☛ Chanakya and Chandragupta Maurya.➤ Narrating:<ul style="list-style-type: none">☛ stories on the Kalinga war.☛ short moral based stories.➤ Encouraging children to write a brief report on the influences of Buddhism on Emperor Ashoka.➤ Organising a visit / field trip to any of Ashoka's rock edicts / local museum and then asking them to prepare individual or group reports. | |



Theme 6: The Golden Age – Gupta Empire

'The Golden Age - Gupta Empire' will provide children an insight into the glorious past of India owing to advancements in trade, economy, literature, astronomy, Ayurveda, and mathematics. Interesting pedagogies will help children understand the reasons for this period of study to be known as the Golden Age in the History of India and they will learn to appreciate India's rich heritage.

Learning outcomes:

Children will be able to:

- ☑ draw the extent of Gupta empire on an outline map of India;
- ☑ discuss and analyze the sources to know about Gupta rulers;
- ☑ identify and describe the important achievements of the Gupta rulers -Chandragupta I & II and Samudragupta;
- ☑ evaluate and appreciate the achievements during the Gupta period to summarize the golden age of India.

The Golden Age – Gupta Empire

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ➤ Sources: The history of the Gupta Empire ➤ Rulers of the Gupta Empire: <ul style="list-style-type: none"> ☛ Chandragupta I ☛ Samudragupta ☛ Chandragupta II ➤ The Golden Age: <ul style="list-style-type: none"> ☛ Features / Characteristics ☛ Administration ☛ Economy ☛ Religious Life ☛ Scientific Progress ☛ Art, Architecture and Literature ☛ Education | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Exploring and understanding the term "Golden Age". ☛ Listing the names of the rulers during the Gupta reign. ☛ Comparing the periods of the Mauryan dynasty vs Gupta dynasty. ➤ Showing audio visuals on: <ul style="list-style-type: none"> ☛ Kalidasa, Aryabhata ☛ Samudragupta – A Great Warrior ➤ Drawing the extent of the Gupta Empire on an outline map of India. ➤ Guiding children individually or in groups to make a Collage/Scrap Book of Mauryan age Coins, value of coins, metals used, figures, etc. ➤ Helping children to make coin models of the Gupta Age, using clay. ➤ Making a chart to highlight the scientific progress during the Gupta Age with reference to contributions of Aryabhata. ➤ Discussing and writing reports: <ul style="list-style-type: none"> ☛ explaining the accounts of Chinese traveller 'Fa Hein'. ☛ on evidences of Gupta Age as seen in a Museum. ➤ Organising a visit to a Museum followed by writing either individual or group reports on the Visit. | <ul style="list-style-type: none"> ➤ Audio/Visuals ➤ Mapping Skills ➤ Research ➤ Report writing ➤ Visit to a museum ➤ Bulletin Board-collate achievements of Golden age ➤ Travellers account on India's Past & Present ➤ Children's history of India |

Theme 1: Rural Local Self Government

The theme 'Rural Local Self Government' aims at children developing an understanding of the main features and functions of the Panchayati Raj System and other local bodies in India. Children will be able to understand the functioning of the three tiers of the Panchayati Raj System.

Learning outcomes:

Children will be able to:

- ☑ describe the rural local self-government (Panchayati Raj system);
- ☑ explain the features and functions of local government at the village, block and district levels;
- ☑ appreciate the role played by the local bodies;
- ☑ initiate responsibilities to help local bodies.

Rural Local Self Government

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ▷ Local-Self Government-meaning ▷ Panchayati Raj System: <ul style="list-style-type: none"> ☛ Panchayats (Features and Functions) ▷ Gram Sabha: <ul style="list-style-type: none"> ☛ Gram Panchayat ☛ Nyaya Panchayat ▷ Block Samiti: <ul style="list-style-type: none"> ☛ Composition ☛ Functions ▷ Zila Parishads: <ul style="list-style-type: none"> ☛ Composition ☛ Functions | <ul style="list-style-type: none"> ▷ Working with children to create a web chart of the Panchayati Raj System. ▷ Discussing the composition and functions of each unit of the Panchayati Raj system. ▷ Assigning groups, the activity of listing and discussing the composition and functions of each unit of the system. ▷ Conducting a mock panchayat (role play) to – solve a money lending issue between two members of a village. ▷ Encouraging children to write an essay on – ‘A day in your area without supervision’. ▷ Asking children to prepare a PowerPoint presentation on the role and responsibilities of a Zila Parishad (after accessing information on the related topic). ▷ Assigning project to groups of children to show the working of all the tiers of the Panchayati Raj system. ▷ Organising a field trip to a nearby village to see the working of the Panchayat. ▷ Assigning groups of children, the task of conducting an interview with a member of Panchayat and the Sarpanch to discuss the common problems faced by them at the village level and the role of the Panchayat in solving them. ▷ Conducting a survey in the locality to find the existing problems of the area and ways to solve them. | <ul style="list-style-type: none"> ▷ Learner’s daily life experiences ▷ Web chart ▷ Writing essay, report, application ▷ Mock Panchayat ▷ An interview with a member of panchayat ▷ Media and ICT on the Panchayat elections, and self-government. ▷ Tracking the municipal elections |

Theme 2: Urban Local Self Government

The theme 'Urban Local Self Government' aims at providing information and developing children's understanding of the composition and functions of Municipal Corporations. Transactional processes will help children in taking up responsibilities and solving common problems in their surroundings. These will also enable them to be proactive citizens who will give back to society through an understanding of their duties.

Learning outcomes:

Children will be able to:

- ☑ explain the term 'Metropolitan' and state the names of four major cities;
- ☑ locate and identify metropolitan cities on an outline map of India;
- ☑ describe the functioning of Municipal Corporations;
- ☑ demonstrate the ability to take initiatives and responsibility in solving community problems such as sewage, traffic jam, pollution, cleanliness;
- ☑ create simple awareness programmes in the vicinity on public welfare issues.

| Urban Local Self Government | | |
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| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Define the term – 'Metropolitan' ▷ Names of major cities– Kolkata, Delhi, Mumbai, Chennai ▷ Municipal Corporations ▷ Composition ▷ Functions (Water Supply, Public health Sanitation, Education, Lighting, Public Security, Public Works, Maternity and Child Welfare) ▷ Municipalities <p><i>*Brief Mention.</i></p> | <ul style="list-style-type: none"> ▷ Sharing of prior knowledge and experiences children have of small and big cities, and the city they live in. ▷ Building on children's previous learning. ▷ Providing opportunities to children for participating in activities such as: <ul style="list-style-type: none"> ☛ Describing the term 'Metropolitan' and listing the major cities of India. ☛ Showing and locating the major cities on an outline map of India. ☛ Listing and explaining the composition and functions of the Municipal corporations. ☛ Principles and practices of local governance among officials and elected members. ▷ Assigning children, the task of conducting an interview with the local municipal corporation on common problems of the area. E.g. garbage collection, unsafe water, poor street lighting, etc. ▷ Writing a report (individually or in groups) on problems faced by people in metropolitan cities, such as the water logging during monsoons. ▷ Organizing a cleanliness drive in the school - under the Swachh Bharat Initiative. | <ul style="list-style-type: none"> ▷ Collate data to compare population in towns and in cities (any four) ▷ Newspaper, ICT. ▷ Mapping skills. ▷ Hands on experience. ▷ Map of India. ▷ Local Municipality Office and people working there. ▷ Questions to conduct an interview. ▷ Tracking the municipal elections |

The Medieval World

Theme 1: Medieval Europe – Rise and Spread of Christianity

'Medieval Europe - Rise and Spread of Christianity' aims at exposing and providing children information to be able to understand the transition of Europe from the Ancient Roman Empire to the Medieval Byzantium Empire. The rise and spread of Christianity will broaden their perspectives on beliefs across the globe.

Learning outcomes:

Children will be able to:

- ☑ trace the origin and spread of Christianity;
- ☑ reflect on the basic principles and teachings of Christianity;
- ☑ identify similarities in the good teachings of the various forms of Religion;
- ☑ discuss and analyse the relevance of Christ's teachings in the present-day context;
- ☑ analyse the relationship between the decline of the Roman empire and the spread of Christianity;
- ☑ study the impact of crusades in Europe;
- ☑ analyse the influence of the church on the life of the people in Europe.

Medieval Europe – Rise and Spread of Christianity

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ➤ Meaning of the term 'Medieval', tracing the beginning of the Medieval period in the world and India on the basis of evidences. ➤ Socio / political circumstances. ➤ Birth of Christianity. ➤ Roman conquest of Palestine. ➤ Birth of Jesus in Bethlehem. ➤ Main Teachings of Jesus. ➤ Jesus's opposition with Jewish leaders. ➤ Crucifixion of Jesus. ➤ Role of Emperor Constantine in spreading Christianity. ➤ Emergence of Constantinople as a new Christian Capital. | <ul style="list-style-type: none"> ➤ Mind mapping of the European society during the medieval period and the circumstances that led to the rise of Christianity. ➤ Organising discussions with children on: <ul style="list-style-type: none"> ☛ sharing their previous knowledge (if any) about Christianity. ☛ appreciating the good teachings that various religions offer. ☛ constructing a time line on the rise and spread of the Roman Empire. ☛ analysing the reasons and impact of the Barbarian and Byzantium invasions. ☛ explaining the meaning and the impact of the crusades. ➤ Showing Audio Visuals on: <ul style="list-style-type: none"> ☛ practices in Christianity – Crusades and Sacred journeys. ☛ suggested film – Greatest Story ever told as a movie experience. ☛ related videos on the medieval society- the three orders, Barbarian | <ul style="list-style-type: none"> ➤ Related films, videos and documentaries. ➤ Role play ➤ Mind mapping ➤ Flowcharts ➤ Quizzes ➤ Children's illustrated Bible and Encyclopaedia. ➤ PPTs. ➤ Heritage walks – to a Church ➤ Outline map of the world ➤ Newspapers clippings and articles. |

Medieval Europe – Rise and Spread of Christianity

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
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| <p>Medieval Europe.</p> <ul style="list-style-type: none"> ➤ Decline of the Ancient Roman Empire. ➤ Barbarian Invasions by Goths, Vandals and Franks; its impact on Europe. ➤ Byzantium: birth of a new empire. ➤ Emergence of the Turks and the Crusades. ➤ Monasteries and their impact. | <p>invasions and crusades followed by discussions.</p> <ul style="list-style-type: none"> ➤ Enactment of scenes by children from the life of Jesus Christ through role plays / skits. ➤ Organising a visit to a church and discussing what was seen. ➤ Conducting activities related to: <ul style="list-style-type: none"> ☛ celebrating Christmas in School. ☛ organising ‘a day of Selfless Service’ in school. ☛ designing web charts and flow charts (individually and in groups) on the rise and spread of Christianity. ☛ class presentations on the common features of different religions. ☛ Flow chart of chronology of events ➤ Creating an imaginary role of a monk or a nun living in a monastery during the medieval period – writing an account of his/her daily routine. ➤ Showing on an outline map of the world, the routes taken by the crusaders and marking the countries in which Christianity is the official religion. | |



Theme 2: Rise and Spread of Islam

The theme 'Rise and Spread of Islam' aims at enabling the children to understand a major turning point in the history of mankind with the emergence of a new faith that spread across many continents and affected the politics, life and culture of many places. The theme will generate an awareness and provide the children with an insight into the conditions and processes that led to the rise and spread of Islam. The Pedagogies will help the children to appreciate the 'welfare of mankind' as the basis of all religions.

Learning outcomes:

Children will be able to:

- ☑ trace the emergence and spread of Islam in Saudi Arabia;
- ☑ discuss the basic principles and teachings of Islam;
- ☑ report on observations related to some other beliefs and practices;
- ☑ appreciate a humanitarian approach as the basis of all religions.

| Rise and Spread of Islam | | |
|---|---|---|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Pre-Islamic times - conditions in Saudi Arabia ▷ Birth of Prophet Mohammad ▷ Early life teachings and five basic principles of Islam ▷ Migration of Prophet Mohammad to Medina-Hizrat ▷ Prophet Mohammad's return to Mecca (Mecca and Medina – the two holy places for Muslims) ▷ Death of Prophet Mohammad and the beginning of the Caliphate ▷ Spread of Islam ▷ The Abbasid and Umayyad Dynasties | <ul style="list-style-type: none"> ▷ Organising discussions on: <ul style="list-style-type: none"> ☛ the socio-political conditions responsible for the rise and spread of Islam. ☛ appreciating the similarities in the basic teachings and principles of all the religions. ☛ inculcating a sense of compassion, empathy and welfare among humans that forms the basis of all religions. ▷ Showing documentaries on - the cities of Mecca and Medina, Haj, Eid celebrations. This may be followed by discussions. ▷ Narrating / reading stories from 'illustrated Quran Stories', followed by discussions. ▷ Undertaking a visit / trip to a Mosque. ▷ Conducting activities: <ul style="list-style-type: none"> ☛ celebrating the festival of Eid in school. ☛ making a project (by children) on the holy cities of Mecca and Medina, and the celebration of Ramzan and Eid. ☛ Writing a report on the month of Ramzan explaining the significance of this special month; describing the main events of Eid-ul-Fitr. | <ul style="list-style-type: none"> ▷ Documentary on "Sacred Journeys – Haj" ▷ Mosque ▷ Timeline ▷ Mind mapping ▷ Films and documentaries. ▷ Subject-related videos and PPTs ▷ Books, magazines and encyclopaedias ▷ Flash cards – Pillars of Islam – Words, Symbols and actions |

Theme 3: The Delhi Sultanate

'The Delhi Sultanate' will provide children with an insight of the period and enable them to understand the rule of the Sultanate period in Delhi, their capital, administration, achievements and socio-cultural developments. Interesting pedagogy will motivate children to discuss, explore, compare and analyse the information on this period and relate it to present day life. It will help children to understand how the past has helped in shaping the present.

Learning outcomes:

Children will be able to:

- discuss the emergence of Delhi as a seat of power;
- name the five dynasties that ruled Delhi;
- analyse the influence and impact of notable rulers on the Sultanate;
- evaluate the key features of the different dynasties of the Delhi Sultanate;
- draw out a comparative analysis between the policies of the different dynasties;
- evaluate the reasons for the decline of the Delhi Sultanate.

| The Delhi Sultanate | | |
|--|---|---|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ The Turkish invasions ➤ The rule of the five dynasties of Delhi Sultanate ➤ Time line exercise, (expansion of empire, administration, significance of court, nobility and land control). ➤ A case study of the Tughlaqs ➤ A comparative study between the Tughlaqs and the Khaljis. ➤ Art and architecture, socio-cultural development during this period | <ul style="list-style-type: none"> ➤ Organising discussions with children on: <ul style="list-style-type: none"> ☛ interpreting the meaning of "Sultanate". ☛ analysing the reasons and the impact of invasions. ☛ familiarising with the capital, administration, achievements and court rooms of Sultans ☛ reflecting on the art, architecture and poetry of this period. ➤ Organising a time-line and a mind-mapping exercise on the spread of Islam in different parts of the World. ➤ Showing Audio visuals on: <ul style="list-style-type: none"> ☛ the Impact of the Sultanate period ☛ the invasions of Mahmud of Ghazini and his plunder of temples. ☛ "Bharat ek Khoj". ☛ the Episodes on the rulers of Delhi Sultanate. ➤ Organising Heritage walks and interaction with guides – or walk coordinators ➤ Encouraging children to prepare a power point presentation on the architectural development of this period. | <ul style="list-style-type: none"> ➤ Charts, Maps ➤ Flowchart ➤ Related Videos, films, documentaries and slide shows. ➤ Written expression ➤ Books, Comics, Encyclopaedias and plays (Tughlaq). ➤ Illustrations made by learners. ➤ Bulletin Board. ➤ Puppets. ➤ Coins, Costumes – images or actual. ➤ Museums. |

The Delhi Sultanate

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|-------------------------|--|------------------------------|
| | <ul style="list-style-type: none"> ➤ Making a Flow chart activity on Sultans of Delhi ➤ Enactment/ role plays/skits on: <ul style="list-style-type: none"> ☛ the failed experiments of Muhammad bin Tughlaq. ☛ an actual transfer of Class to comprehend Muhammad bin Tughlaq's transfer of capital. ☛ creating a simulation of markets in the Khilji dynasty and designing market policies. ➤ Organizing a debate on the views of historians on Muhammad bin Tughlaq (wisest fool/way ahead of his time) ➤ Written assignments may include: <ul style="list-style-type: none"> ☛ designing a Delhi Sultanate Newspaper ☛ creating a royal officials account in Ghiyasuddin Balban's Court – Giving an account of their observations of the usual day to day proceedings in the Royal court. ☛ comparative study between the Tughlaqs and the Khaljis ☛ timeline exercise on the Sultans of Delhi. ➤ Conducting Activities relating to: <ul style="list-style-type: none"> ☛ narrating events based on the Delhi Sultanate. ☛ preparing flannel boards (Basic scene of Delhi Court, with different rulers as characters as the background) that has the teacher narrating the sequence of events. ☛ reading excerpts from the play "Tughlaq" by Girish Karnad ☛ designing a class bulletin board on the Monuments of the Delhi Sultanate. ☛ writing a historian's account of any one of the policies introduced in the Delhi Sultanate and the impact it caused. ➤ Organising visits to Historical buildings, monuments and Museum related to the period of the Delhi Sultanate, followed by discussions. | |

Theme 4: The Vijayanagar and Bahamani Kingdoms

'The Vijayanagar and Bahamani Kingdoms' theme deals with two of the most prominent kingdoms that existed in South India. Decline and disintegration of the Tughlaq Empire paved the way for the rise of these two Kingdoms. Interesting pedagogies will help children to appreciate the development of art and architecture of the Vijayanagar and the Bahamani Kingdoms. This understanding is critical for our children to feel proud of the rich cultural heritage of our country.

Learning outcomes:

Children will be able to:

- identify the location of the kingdoms;
- assess the reasons for the emergence of the Vijayanagar and the Bahamani Kingdoms;
- understand and discuss the major achievements of the Kingdoms;
- appreciate the architectural legacy left behind.

The Vijayanagar and Bahamani Kingdoms

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| <ul style="list-style-type: none"> ➤ Disintegration of Tughlaq empire – causes ➤ Rise of the Vijayanagar and the Bahamani Kingdoms ➤ Case study of Krishnadeva Raya ➤ Mahamud Gawan – the founder of Bahamani Kingdom ➤ Achievements, Administration, Art and Architecture – special mention of Hampi and Gol Gumbaz | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Explaining the reasons for the rise of the prominent kingdoms of the South. ☛ Encouraging children to share stories of Krishnadeva Raya. ☛ Depicting the extent of the kingdoms of Vijayanagar and Bahamani and discussing the achievements of various kings. ➤ Showing films/documentaries on: <ul style="list-style-type: none"> ☛ The Architectural marvels of the Vijayanagar and the Bahamani Kingdoms/ ☛ Hampi followed by discussions. ➤ Enactment /role play of stories from Tenali Raman ➤ Written work could include: <ul style="list-style-type: none"> ☛ A comparative study of life and conditions of people during the rule of the Vijayanagar Kings and the Bahamani Kings. ☛ Tracing the location of the Vijayanagar and Bahamani Kingdoms on an outline map of India. ➤ Organising a visit to Hampi / a museum and encouraging children to share their experiences by writing a report. | <ul style="list-style-type: none"> ➤ Learners' experiences ➤ Audio – Visual aids; Videos, films, Power Point presentations ➤ Books and Encyclopaedia |

Theme 5: The Mughal Empire

The theme will expose children to the Mughal Empire and enable them to understand why and how it became the most important Empire of the later period of Medieval Indian History. The Empire stretched over a vast area of the Indian subcontinent and had a rich diversity of people and cultures. The children will also be able to appreciate the Mughal Art and Architecture which form a part of the rich heritage of India.

Learning outcomes:

Children will be able to:

- ☑ trace the emergence of the Mughal dynasty in India;
- ☑ identify the factors that led to the conquest of India by Babur;
- ☑ analyse the achievements and failures of Mughal emperors;
- ☑ discuss the impact of Sher Shah Suri on the Mughal empire;
- ☑ discuss and appreciate the administration, foreign policy, relation with regional kings and Din-e-Illahi of Akbar;
- ☑ discuss Jahangir and Shah Jahan as the patrons of art and architecture;
- ☑ evaluate the influence of the legacy this period left behind;
- ☑ examine the rise of regional powers posing a threat to the Mughal empire.

| The Mughal Empire | | |
|---|--|---|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ An overview of the Mughal Empire. ➤ The first battle of Panipat and establishment of Mughal Empire. ➤ Babur and Humayun ➤ Sher Shah Suri – The great administrator. ➤ A case study of Akbar and his times. (relation with other rulers, administration, revenue system, religious policy). ➤ Jahangir and Nur Jahan. ➤ Jahangir's and Shah Jahan's patronage of architecture. ➤ Aurangzeb and his Deccan policy. ➤ Decline of the Mughal Empire | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the origin of the Mughals. ☛ difference in the origins of the Mughals and the rulers of the Delhi Sultanate. ☛ analysing the reasons for the defeat of Ibrahim Lodi in the first battle of Panipat and the establishment of the Mughal Empire. ☛ the main features of administration of Sher Shah Suri and evaluating the same. ☛ tracing the patterns of political developments and military conquests of the Mughal Emperors. ☛ Akbar's policy towards Indian rulers with special reference to the Rajputs and his Din-E-Illahi ☛ The political developments and military conquests during the times of Akbar, Jahangir, Shah Jahan and Aurangzeb. ☛ role of Jahangir and Shah Jahan as patrons of art and architecture. ☛ the varied types of monumental architecture, wide range of materials, skills and styles used and resources required for building these monuments | <ul style="list-style-type: none"> ➤ Flannel Board ➤ Interactions ➤ Interaction with guests ➤ Pictures of Mughal era. ➤ Videos and films. ➤ Illustrations made by children ➤ Visits and trips ➤ Games designed by children. ➤ Books and encyclopaedia's ➤ Creating a Mughal newspaper ➤ Organising art festivals, Mughal festivals. ➤ Pictorial depictions ➤ Diary recording ➤ Quizzes. ➤ Web chart, flow charts |

The Mughal Empire

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|-------------------------|---|------------------------------|
| | <ul style="list-style-type: none"> ➤ Audio Visual shows on: <ul style="list-style-type: none"> ☛ the Mughal rulers and their achievements ➤ Narrating stories of this period through printed / published material that is age appropriate. ➤ Enactment/ Role Plays by children on: <ul style="list-style-type: none"> ☛ a simulation of Diwan-i-aam, where the class resolves their conflict on different issues. ☛ Akbar - Birbal stories. ☛ any one ruler of the Mughal dynasty – Babur, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb ☛ Ad- acting on the rich legacy of the Mughal era – art, culture, language, jewellery, dresses, and many more. ➤ Conducting activities based on: <ul style="list-style-type: none"> ☛ integrating Mughal art in art classes (miniature paintings) ☛ organising art festivals for exploration of the variety of Mughal art. ☛ creating a class bulletin board – elect and create ‘Hall of fame’. ☛ interaction with artists who specialise in contemporary Mughal art. ☛ organising heritage walks/visits to sites of historical significance- Agra, Delhi, etc. ☛ visit to a museum. ☛ organising a ‘Mughal festival” that showcases the rich art, culture, dress, and cuisine based on that era. ➤ Written assignments may include: <ul style="list-style-type: none"> ☛ launching a Newspaper based on events of the Mughal era. ☛ devising Web charts and flow charts ☛ assembling a ‘Recipe book of Mughal Cuisine. ➤ Creating a Newspaper Ad- Games inviting membership to Designing Board Games Din – I - Illahi. <ul style="list-style-type: none"> ☛ achievement of rulers. ☛ a diary recording of Shah Jahan’s plight when imprisoned in the Agra Fort. | |

Integration: Arts Education

Theme 6: Making of Composite Culture

'Making of Composite Culture' will enable children to understand and appreciate the legacy of the Bhakti and Sufi movements that have evolved in India since the eighth century. The period after the thirteenth saw a strong wave of the Bhakti movement when Islam, Brahmanical Hinduism, Sufism and many other different strands of Bhakti influenced one another. The teachings of Bhakti and Sufi saints will develop and inculcate a sense of humanity among children. The Pedagogy used will help them to appreciate common features of all religions for the welfare of mankind.

Learning outcomes:

Children will be able to:

- ☑ analyse and appreciate the ideas of Bhakti and Sufi saints;
- ☑ discuss their influence on making of a composite culture;
- ☑ compare and list the similarities in ideas of the Bhakti and Sufi saints;
- ☑ list the similarities and dissimilarities between the Alwars and the Nayanars;
- ☑ appreciate and narrate the contribution of the Bhakti and Sufi saints.

| Making of Composite Culture | | |
|---|--|--|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Bhakti and Sufi Movements (Causes, significant features, role of saints). ➤ Teachings of Kabir, Guru Nanak Dev, Shankara, Jananeswara. ➤ Alwars and Nayanars. ➤ Sufi saints and their teachings. ➤ Impacts on society | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ different religions - beliefs and practices. ☛ sharing views on the teachings of Bhakti and Sufi Saints. ☛ analysing and comparing the teachings of Bhakti and Sufi Saints. Similarities between the two movements. ➤ Audio-Visual shows on: <ul style="list-style-type: none"> ☛ famous Gurudwaras and Gurubani. ☛ Bijak and dohas of Kabir. ☛ famous Dargahs and Qawwalis. ☛ prominent exponents of Sufi music ☛ Alwars, Nayanars, Shankara Jananeswara etc ➤ Organising Role Plays/ Recitation/ Musical concerts on: <ul style="list-style-type: none"> ☛ Gurubani, Bhajans, Qawwalis and dohas of the saints. ☛ life and teachings of any of the Bhakti saints. ☛ Sufi-Bhakti music. ➤ Written assignments may include: <ul style="list-style-type: none"> ☛ reasons for the rise and growth of the Bhakti and Sufi movements. ☛ making of a Composite culture. ☛ similarities between the teachings of Bhakti and Sufi Saints. ➤ Organising a visit to a Gurudwara or a Dargah followed by class discussion. | <ul style="list-style-type: none"> ➤ Musical concert ➤ Related videos / PPTs / Audio tapes ➤ Books like Bijak and Guru Granth Sahib. ➤ Books on the lives of famous Bhakti & Sufi Saints. ➤ Itinerary for tour and visits. ➤ Dargahs, Gurudwaras and interaction with the preachers. ➤ Books containing Dohas of Kabir, Bhajans, poetry etc. of other saints. |

Theme 1: The Constitution of India

The theme 'The Constitution of India' aims at providing information and an insight to children into the supreme law of India containing the fundamental rules governing its politics and society as a whole. Children will also be able to discuss and understand the need and main features of a Constitution. This understanding is necessary for them to grow into responsible citizens in a secular democracy.

Learning outcomes:

Children will be able to:

- ☑ infer and illustrate the idea of a Constitution and its purpose;
- ☑ discuss the role of the Constituent Assembly;
- ☑ understand the Preamble, its aims and objectives;
- ☑ appreciate the contribution of great Indian thinkers in framing the Constitution of India.

| The Constitution of India | | |
|---|---|--|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ The Constitution – its meaning. ➤ The role of the Constituent Assembly. ➤ The Preamble. ➤ The nature of State – Sovereign, Socialist, Secular, Democratic, Republic. ➤ The other objectives of the Constitution: Justice, Equality, Fraternity and Liberty. | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the meaning of 'Constitution'. ☛ purpose of a Constitution ☛ the important elements of the Preamble ☛ the ideas of the Indian Constitution ☛ the role of Dr B.R. Ambedkar - architect of the Constitution. ➤ Audio Visual shows: <ul style="list-style-type: none"> ☛ Documentary - Tryst with Destiny ☛ the making of India's Constitution Parts 1 -2. ➤ Organising visits/ trips to the Parliament House museum / local museum followed by class discussion. ➤ Enactment/ Role Plays by children on: the practice of Justice, Liberty, Equality and Fraternity in our lives. ➤ Conducting a mock Parliament in the class and understanding the functions of its constituents. ➤ Inviting a judge or an advocate and organising a talk and discussion on the salient features of the Constitution. | <ul style="list-style-type: none"> ➤ A copy of the Indian Constitution. ➤ Videos and Films. ➤ Experts/ Judge/Advocate |

Theme 2: Directive Principles of State Policy

'Directive Principles of State Policy' will enable children to understand the principles that direct the State to create opportunities for the welfare of all citizens. Pedagogies help children grasp the interconnectedness between political, social and economic issues. This understanding in turn will help them grow as sensitive, deliberative, responsible and transformative citizens.

Learning outcomes:

Children will be able to:

- discuss the meaning of the Directive Principles of State Policy;
- examine the features of a welfare state;
- enlist welfare activities conducted by the concerned local authorities;
- assess the importance of the Directive Principles;
- analyse the welfare activities performed by various kings in the Indian history;
- compare the welfare activities in the past with the welfare activities in the present day.

| Directive Principles of State Policy | | |
|---|---|---|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Welfare state – Features. ▷ Directive Principles of State Policy – Meaning. ▷ Principles promoting economic equality: general principles, Gandhian principles. ▷ Difference between Fundamental Rights and Directive Principles. | <ul style="list-style-type: none"> ▷ Organising discussions on: <ul style="list-style-type: none"> ☛ need for a welfare state. ☛ rulers in history who believed in and created welfare states. ☛ a comparative study of a welfare state of earlier times with that of today. ▷ Conducting a class debate on: <ul style="list-style-type: none"> ☛ The Directive Principles of state policy – A dream or a reality. ▷ Audio Visual shows: <ul style="list-style-type: none"> ☛ short documentaries on initiatives started by Government. ☛ building toilets ☛ removal of child labour. ☛ promotion of Cottage Industries. ▷ Enactment/ Role plays by children on: An effective Village Panchayat' which can resolve daily problems of villagers and help them towards establishing a welfare state. ▷ Written Assignments may include: <ul style="list-style-type: none"> ☛ writing a letter to the DM giving suggestions for fixing the street lights in your area. ☛ a 'welfare school' plan ☛ a case study on repair of roads in the child's colony (they can write applications and fix meetings with | <ul style="list-style-type: none"> ▷ Discussions/Debate <ul style="list-style-type: none"> ☛ News Paper articles ☛ Magazine articles and Images. ☛ Films/videos and Documentaries. ☛ Experts. ▷ Visits and Excursions to <ul style="list-style-type: none"> ☛ Visit to a local village. ☛ Visit to an NGO ☛ NGOs ☛ Local Village ▷ Audio – visuals ▷ Project work |

Directive Principles of State Policy

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|-------------------------|--|------------------------------|
| | <p>the concerned authorities to provide a solution).</p> <ul style="list-style-type: none"> ➤ Undertaking a visit to: <ul style="list-style-type: none"> ☛ an NGO and understanding how it supports the government in its vision of a welfare state. ☛ a local village and enlisting the needs of the people in order to promote the vision of a welfare state. ☛ a local village and meeting members of the village panchayat, exploring/finding solutions to their problems. ➤ Preparing a project report – (by children, individually or in groups), based on a survey/ research conducted on local craftsmen and the help provided to them by the government / NGOs. | |



The Modern World

Theme 1: A Period of Transition

The theme 'A Period of Transition' will enable children to understand the process of change in the world due to the renaissance, industrial revolution and imperialism. The renaissance was a socio-cultural movement that spanned between the 14th-18th centuries. It influenced literature, philosophy, art, politics, science and religion. Industrial revolution and imperialism marked a lasting impact on the countries across the globe. In a globalized society, an understanding of the different periods of transition is critical for developing the understanding of children about the modern world.

Learning outcomes:

Children will be able to:

- ☑ create a general idea of events and changes that occurred all over the world during the period of study;
- ☑ identify the basic differences between primary and secondary sources;
- ☑ recognize, understand and reflect on the important movements such as renaissance, reformation;
- ☑ analyse the radical changes brought about by the industrial revolution;
- ☑ evaluate the impact of imperialism on the world.

A Period of Transition

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|---|--|---|
| <ul style="list-style-type: none"> ➤ The period of transition – basic understanding. ➤ Sources – Primary and Secondary. ➤ Transition from Medieval to Modern Age (a brief mention of Renaissance, Reformation, Voyages, discoveries). ➤ The Industrial Revolution – meaning and reasons why it began in England, major inventions, Impacts of Industrial Revolution. ➤ Imperialism- Its meaning, caused and impacts with special reference to South Asian Countries. | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the Renaissance – its meaning features, impact, etc. ☛ the voyages and discoveries in the 16th - 18th centuries. ☛ studying history through various sources and evidences. ☛ the preservation/conservation of historical records. ☛ life and times before the industrial revolution. ☛ analysing the impacts of imperialism and colonialism with special reference to India. ➤ Conducting a debate on the positive and negative impacts of the Industrial Revolution on societies all over the world. ➤ Planning and organising a visit to the archives, followed by the children preparing a report on the trip. ➤ Enactment/role plays/skit by children on the Industrial revolution, voyages and discoveries. | <ul style="list-style-type: none"> ➤ Charlie and the Chocolate Factory ➤ Industrial Revolution through Charlie Chaplin. ➤ Audio-visual aids <ul style="list-style-type: none"> ☛ News Papers and ICT. ☛ Local villages. ☛ Archives. ☛ Factory or Industrial Unit. |

A Period of Transition

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|-------------------------|--|------------------------------|
| | ▶ Assigning project work (after a visit to a factory or an industry manufacturing goods), on preparing a comparative analysis on handmade and manufactured goods. | |

Life Skills: Social skills- respect, empathy, sensitivity, compassion

Communication skills: Listening and verbalizing



Theme 2: The Growth of Nationalism

The theme 'The Growth of Nationalism' is crucial for enabling children to understand the changes in the thought process of people and the demand for equality and liberty in France and America. These movements finally resulted in social, political, religious and economic justice to the people of France and America and ended monarchy. This theme will help children understand how the world they live in has evolved in last three centuries.

Learning outcomes:

Children will be able to:

- ☑ identify the earliest Nationalist movements in history;
- ☑ examine major changes that occurred in the world due to the French revolution and the American War of Independence;
- ☑ analyse various factors leading to the French revolution;
- ☑ trace the history of the American War of Independence;
- ☑ identify the reasons for the Civil war;
- ☑ analyse the role played by Abraham Lincoln;
- ☑ evaluate and assess the impact of the civil war.

The Growth of Nationalism

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|---|--|---|
| <ul style="list-style-type: none"> ➤ The French Revolution – causes, the outbreak, impact, the post – revolution period, Napoleon Bonaparte (brief study of the revolution). ➤ The American War of Independence - colonies, causes, beginning, birth of the United States of America. ➤ American Civil War - background, causes, beginnings, role of Abraham Lincoln and the Gettysburg Address. | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the pros & cons of War ☛ the French Revolution and the ideas of Freedom, Equality and Fraternity. ☛ impact of the American Civil War. ➤ Audio Visual shows: <ul style="list-style-type: none"> ☛ Documentaries on 'The French Revolution' and 'The American War of Independence'. ☛ the Life and times of Abraham Lincoln. ➤ Enactment/ role plays/skits by children: <ul style="list-style-type: none"> ☛ based on the meeting of the Constituent Assembly in the French Revolution. ☛ on 'Abraham Lincoln.' ➤ Conducting activities: <ul style="list-style-type: none"> ☛ preparing a mind map of the related topics in a sequential order. ☛ organising a one-day seminar on the American Civil War. ☛ interactive time line. ☛ developing and showing a PPT on the American Civil war. | <ul style="list-style-type: none"> ➤ Audio-visual aids- documentaries, clippings on American, French Revolution. ➤ Books. ➤ Short questions. ➤ Quizzes. |

Theme 3: India in the 18th Century

The theme 'India in the 18th Century' focuses on developing an understanding of how the medieval period in Indian history gradually drew to a close following the death of Aurangzeb which marked the decline of the Mughal Empire. This was followed by the rise of independent regional kingdoms. These kingdoms were founded by powerful nobles who took advantage of the weak central authority and began to break away from the Mughal Empire. Children will also understand and appreciate the transition of India from medieval Mughal era to the modern British Period.

Learning outcomes:

Children will be able to:

- identify the Mughal rulers who ruled after Aurangzeb (later Mughals);
- discuss factors responsible for the decline of the Mughal empire;
- examine the rise of regional kingdoms;
- recognize the rising power of the Marathas under the Peshawas.

| India in the 18 th Century | | |
|--|--|---|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Decline of the Mughal Empire – (Major factors/causes). ➤ Rise of independent/regional kingdoms- Hyderabad, Awadh, Bengal, Rajputs, Sikhs, Mysore, Marathas (brief). | <ul style="list-style-type: none"> ➤ Building on children’s previous learning. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ various reasons leading to the decline of the Mughal Empire. ☛ the invasion of Nadirshah and Ahmad Shah Abdali. ☛ factors that led to the rise of independent kingdoms. ☛ achievements of Hyder Ali and Tipu Sultan. ➤ Tracing the important independent kingdoms on an outline map of India. ➤ Audio Visual shows on: <ul style="list-style-type: none"> ☛ invasions of Nadir Shah and Ahmad Shah Abdali. ☛ the times of later Mughal Emperors. ☛ Haider Ali and Tipu Sultan. This may be followed by discussions. ➤ Enactment/role play by children on ‘Tipu Sultan.’ ➤ Conducting quizzes on various aspects of the theme. For e.g. Tipu Sultan, Ahmad Shah Abdali, Mughal Emperors. | <ul style="list-style-type: none"> ➤ Essays and articles writings. ➤ Animated clips, videos and photographs of revolution. ➤ Quizzes. ➤ Map of India. ➤ Costumes and articles required for role plays. |

Theme 4: Traders to Rulers

'Traders to Rulers' will help children understand how the British gradually gained political control over India and established their supremacy over different parts of the country. They will discover and gain insights into how the Battles of Plassey and Buxar led to the establishment of the British as a major power in India. Most parts of India were either directly or indirectly controlled by the British through various expansionist policies. They will also develop the ability to analyse the conditions of 18th century India and the impact of colonial rule on the country.

Learning outcomes:

Children will be able to:

- understand and discuss the system of trade and commerce in India in the 17th and 18th centuries;
- identify the intense rivalry among the trading companies;
- discuss the impact of the Battle of Plassey and Buxar in strengthening the British position in India;
- understand the expansionist policy of the British with reference to dual government, doctrine of lapse, subsidiary alliance and annexation of Avadh.

| Traders to Rulers | | |
|---|--|--|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Advent of English East India Company- a brief mention ➤ Conquest of Bengal- Battle of Plassey, Buxar- causes and results. ➤ Dual Government- Drawbacks of Dual government. ➤ Policy of British Expansion (meaning and examples) – Doctrine of lapse, Subsidiary Alliance, Annexation of Awadh (pretext). | <ul style="list-style-type: none"> ➤ Building on children's previous learning and experiences. ➤ Drawing a timeline and understanding dates on it ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Political, Trade and Commerce conditions of 18th century India. ☛ Conspiracies and rivalries for succession in the kingdoms. ☛ Strategies and new type of arms of the East India Company. ☛ Expansionist policy of the East India company. ➤ Written assignments may include: <ul style="list-style-type: none"> ☛ Research work by children in groups or individually on the impact of British policies of expansion. They can write a small report. ☛ Mind mapping on the annexation of Awadh. ☛ The reasons for victory of the British over native rulers. ➤ Narrating events based on the rivalry among the trading communities and the monopoly of the East India. Company. ➤ Depicting the British policy of expansion in the form of a small skit/play. ➤ Screening of a documentary/films/audio-videos on the advent of the East India Company in India. ➤ Organising a role play by children on the East India Company coming to India and the British taking over the country. | <ul style="list-style-type: none"> ➤ Audio-visual aids ➤ Documentary, videos and films ➤ Books ➤ E-Content |

Theme 5: British Policies and Impacts

'British Policies and Impacts' will enable children to understand that apart from the pro-western educational policy, the British also made administrative decisions, which affected India's economic structures. The main aim of the British government was to establish India as an agricultural supplier of cheap raw materials to the industries in England. Children will also be able to analyse the impact of British Rule on native traders, peasants and artisans.

Learning outcomes:

Children will be able to:

- critically analyze and reflect on the economic policy of India under the Company;
- identify the different land revenue systems introduced by the British;
- discuss and examine the impacts of the British rule on the traditional industries;
- evaluate and analyze the educational policy of the British.

| British Policies and Impacts | | |
|---|---|--|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Economic policy <ul style="list-style-type: none"> ☛ <i>Land Revenue system (Permanent Settlement, Mahalwari, Ryotwari), highlight Permanent Settlement only,</i> ➤ Exploitation of artisans and weavers. ➤ Drain of wealth. ➤ Introduction of Modern Education. <p><i>Wood's Despatch (What was Wood's despatch and its effects).</i></p> | <ul style="list-style-type: none"> ➤ Building on children's previous learning and daily life experiences. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Comparing the economic condition of peasants, artisans and traders before and after the British rule. ☛ The pros and cons of the Land Revenue System with special mention of the permanent settlement. ☛ The objectives of British rulers for the introduction of modern education and its impacts. ☛ The long-term impact of the economic policy of British rulers. ➤ Written assignments on: <ul style="list-style-type: none"> ☛ A Case study on 'Wood's Despatch' and its effects. ☛ Research undertaken in groups/individually on the impacts of colonial policies on peasants and artists. ➤ Conducting a debate on the impact of modern education and introduction of English language in India - pros and cons. ➤ Screening of a movie on different aspects of the theme. ➤ Enactment/ role plays to highlight the exploitation of peasants under the British rule. | <ul style="list-style-type: none"> ➤ Case study ➤ Research ➤ Mind Mapping |

Theme 6: The Great Uprising of 1857

'The Great Uprising of 1857' deals with the first War of Independence of India against the oppressive colonial rule. The theme aims at enabling children to understand the reasons and results of the uprising and also the beginning of the National Movement in India.

Learning outcomes:

Children will be able to:

- analyse the reasons for the great uprising;
- trace and locate centres of the great uprising on an outline map of India;
- discuss the policy of lapse;
- examine the consequences of the great uprising of 1857.

| The Great Uprising of 1857 | | |
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| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Reasons – political, socio religious, economic, military. ➤ Immediate causes. ➤ Leaders and Spread of the uprising ➤ Consequences. ➤ Nature of uprising. | <ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ The social, political and economic conditions in the 19th century India. ☛ Analysing reasons for discontentment of the sepoys in the British army. ☛ Lord Dalhousie's policy of Lapse. ➤ Audio-Visuals shows on: <ul style="list-style-type: none"> ☛ Events that led to the great uprising of 1857. ☛ Leaders and centres of the Uprising and their contribution to the uprising of 1857. ➤ Enactment /Role plays by children: <ul style="list-style-type: none"> ☛ preparing a script for role play on Rani Laxmi Bai and its enactment in class. ☛ scripting a dialogue between Mangal Pandey and a British officer insisting on using the Enfield rifle. ➤ Written assignment based on: The last Mughal Emperor Bahadur Shah Jaffar and receiving threats of annexation of Empire by the British Rulers - ask children to write a report on the oppressive policies of the British rulers and read it in class. ➤ On an outline map of India ask children to mark the important centres of the uprising. ➤ Organising visits to important places related to the uprising and sharing their experiences. | <ul style="list-style-type: none"> ➤ Related videos and PPTs. ➤ ICT. ➤ Related books and comic series. |

Theme 7: Socio-Religious Reforms

The theme 'Social Reformers' deals with the socio-religious awakening in the 19th century India during which period educated Indians initiated a number of movements to bring about socio-cultural changes in the Indian society. This was the result of the British era bringing about many changes in almost every aspect of Indian society. British imperialism led to the imposition of western ideas about rationality and scientific thinking on Indian society. The theme aims at enabling children to understand how the native people in India started resisting colonial ideas of superiority.

Learning outcomes:

Children will be able to:

- identify the socio-religious practices that existed in Indian society in the 19th century;
- discuss the importance of social reform movements during the 19th& 20th century raising awareness about prevalent social practices;
- explain the efforts of the reformers to deal with issues such as caste system, child marriage, sati pratha, etc.;
- analyse the impact of the reform movement on the Indian society;
- appreciate the role of social reformers.

| Socio-Religious Reforms | | |
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| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Contribution of Social Reformers in brief: Raja Ram Mohan Roy, Ishwar Chand Vidyasagar, Dayanand Saraswati, Swami Vivekanand, JyotibaPhule, Annie Beasant, Veerasalingam, Kandukuri, Sree Narayana Guru, Sir Syed Ahmad Khan and Singh Sabhas | <ul style="list-style-type: none"> ➤ Building on children's previous learning and daily experiences and views. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the social evils in the Indian society in 18th century India under the British rule. ☛ Comparing society in India in the 19th century with that of the present day. ☛ role of the different social reformers and their impact on society. ➤ Enactment /Role Plays/Skits by children on the evils present in the Indian society during the British rule. ➤ Conducting debates on existing social evils (post-independence). ➤ Written assignments on: <ul style="list-style-type: none"> ☛ Preparing multiple choice questions for revision. ☛ Case study on the contribution of different social reformers. ☛ Research undertaken on the British rule and writing project reports on the conditions of women in the 19th century. ➤ Preparing a collage of social reformers. | <ul style="list-style-type: none"> ➤ Related PPT's/Audios/visuals. ➤ Books/ICT. ➤ Essays, Articles, animated clips. ➤ Audio visuals. ➤ Role Play ➤ Debate ➤ Creative expression ➤ Collage making |

Theme 8: India's Struggle for Freedom

India's Struggle for Freedom is one of the important turning points in the history of India. This theme provides an insight into a phase that changed the course of India's future. The end of the 19th century and the beginning of 20th century witnessed the rise of nationalist feelings among many Indians. These feelings ultimately led to the birth of Indian National Movement. The foundation of Indian National Congress marked the beginning of an organised political movement by Indians. The politically active Indians expressed their dissatisfaction with the exploitation of Colonial rule in India that gradually gained the momentum for the demand of self-rule. Mahatma Gandhi adopted the unique method of protest based on Satyagraha and Non-Violence that finally led the country to its independence. This theme will enable children to understand and appreciate the contributions and the sacrifices made by our nationalist leaders for the sake of freedom of our country.

Learning outcomes:

Children will be able to:

- ☑ define nationalism and identify factors giving rise to nationalism;
- ☑ state the objectives of the Indian National Congress;
- ☑ discuss and comprehend the methods and demands of the moderates;
- ☑ appreciate the ideas of Nationalism and Swadeshi;
- ☑ identify the significance of the Home Rule Movement and the Lucknow Pact;
- ☑ discuss various campaigns initiated by Gandhi;
- ☑ explain the various factors responsible for the launching of Non-Cooperation and Civil Disobedience movement and Quit India movement;
- ☑ discuss the impact of the mass movements;
- ☑ analyse the objectives of Forward Bloc and the INA;
- ☑ examine the various clauses of the Indian Independence Act;
- ☑ appreciate and reflect on the sacrifices made by our national heroes.

India's Struggle for Freedom

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|--|
| <p>Phase 1</p> <ul style="list-style-type: none"> ➤ Rise of nationalism – factors- economic exploitation, spread of western education, role of the Press, repressive policy of Lord Lytton (to be covered briefly) ➤ Early political associations – The Indian National Congress (formation and objectives), The Moderates- leaders, methods, demands Partition of Bengal- only the Anti Partition | <ul style="list-style-type: none"> ➤ Building on children's previous learning. ➤ Providing opportunities for children to share their experiences and views on the theme both individually and in groups. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Factors giving rise to nationalism with special reference to the role of the press. ☛ Ideas of Swadeshi and Boycott. ☛ Emergence to Gandhi as a leader of the masses. ☛ Ahimsa and Satyagraha ☛ Split and Rule policy of the British ☛ Mind mapping of causes, events and impact of the mass movements. | <ul style="list-style-type: none"> ➤ Movie on Mahatma Gandhi and S.C Bose. ➤ Class assembly depicting-mass movements of Mahatma Gandhi ➤ Collage/charts on the contribution of Mahatma Gandhi. ➤ Case study. ➤ Flow Chart. ➤ Videos. ➤ Documentaries on Freedom Struggle, experts/Historians/Freedom Fighters. ➤ Projects. |

India's Struggle for Freedom

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|--|--|------------------------------|
| <p>Movement-Swadeshi and Boycott to be covered briefly, Surat split- a brief understanding.</p> <p>Phase 2</p> <ul style="list-style-type: none"> ➤ Home Rule Movement-leaders and objectives, Lucknow Pact (1916)- as Unity Pact (a brief understanding). ➤ Gandhian Era (1917 – 1947). ➤ Early campaigns- Kheda, Champaran, Ahmedabad (a brief description). ➤ Mass Movements-Non-cooperation (causes, withdrawal, impact), Rowlatt Act, Jallianwala, Khilafat (Chauri-Chaura). ➤ Civil Disobedience Movement (causes) Simon Commission, Lahore Session Quit India-Forward Bloc and INA (objectives only) Independence and partition – Cabinet Mission Plan, Mountbatten plan, Indian Independence Act (only clauses). | <ul style="list-style-type: none"> ➤ Preparing a project on the role of the press in the rise of nationalism in India. ➤ Audio Visuals/documentaries on: <ul style="list-style-type: none"> ☛ the role of Subhash Chandra Bose or other freedom fighters in the freedom struggle. ☛ The mass movements of Mahatma Gandhi. ➤ Written Assignments on: <ul style="list-style-type: none"> ☛ Preparing a project report on the 'Role of Mahatma Gandhi in the freedom struggle'. ☛ Preparing a flow chart of important dates and events in the national movement. ☛ The contribution of local leaders in the National movement. ☛ Preparing a Flow chart of important dates. ➤ Making a Case Study on: <ul style="list-style-type: none"> ☛ Mohammad Ali Jinnah and the demand for Pakistan. ☛ Partition and its impact. ☛ Subhash Chandra Bose and the forward block. ➤ Organising visits/ trips to: <ul style="list-style-type: none"> ☛ Public libraries. ☛ museums and Archives. ☛ historical places related to the freedom movement. ➤ Conducting a seminar and inviting resource persons to reinforce learning concepts about related issues. ➤ Organising a class assembly on the Role of Mahatma Gandhi in the Freedom Struggle. ➤ Tracing the important sessions of the Congress on the map of India. ➤ Enactment/ role plays by children on: <ul style="list-style-type: none"> ☛ The life of Mahatma Gandhi, Netaji Subhash Chandra Bose, Sardar Vallabhai Patel, etc. ☛ The famous movements of Mahatma Gandhi. ➤ Depicting the Anti-partition movements i.e. Swadeshi & Boycott. | |

Theme 1: The Three main Organs of the Indian Government: Legislature, Executive, Judiciary

The Legislature, Executive and the Judiciary form the main organs of governance in India. The Union Legislature is entrusted with the task of making laws. Similarly, the Union Executives are entrusted with the task of enforcing laws throughout the country. The Legislature includes Lok Sabha and Rajya Sabha, whereas the Executive includes the President, the Vice-President and the Prime Minister and the other Ministers. The Judiciary is the third branch or the pillar of the Indian democratic setup. This theme will enable children to understand the nature and functions of the government of their country.

Learning outcomes:

Children will be able to:

- ☑ discuss the composition of the Indian parliament - the Lok Sabha and Rajya Sabha;
- ☑ compare and understand the working of the Lok Sabha and the Rajya Sabha;
- ☑ describe the relation between the two houses;
- ☑ explain the powers and the functions of the Union Parliament;
- ☑ state the qualifications, elections, powers and functions of the President, Prime minister and Council of ministers;
- ☑ discuss the composition of the Supreme court and High court and state the qualifications and appointment of judges to the Supreme court and High court;
- ☑ highlight the powers and functions of Judges of the supreme court and high courts;
- ☑ discuss the concept of judicial review and court of record;
- ☑ explain the term 'writ' giving examples.

The Three main Organs of the Indian Government: Legislature, Executive, Judiciary

| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
|---|--|--|
| <ul style="list-style-type: none"> ▷ Legislature – Lok Sabha and Rajya Sabha, composition, term, election, qualifications, Presidency officer. Powers & functions of the Union Parliament. ▷ Executive – The President, The Vice-President, Prime Minister and Council of Ministers- qualifications, election (method not procedure) powers and functions. ▷ The Judiciary– The Supreme Court and High Court – Composition, qualifications of judges, appointment, Jurisdiction and functions: Original, Appellate, Revisory, Judicial Review, Court of Record, Writs, what are Writs-few examples | <ul style="list-style-type: none"> ▷ Organising discussions with children on: <ul style="list-style-type: none"> ☛ The composition and working of the Union Parliament. ☛ The Composition of the Supreme Court and High Court, qualifications of the President, the Prime minister and the Council of ministers. ☛ Powers and functions of the Union parliament. ▷ Conducting Visits/Field Trips to: <ul style="list-style-type: none"> ☛ The Rashtrapati Bhawan, Supreme Court, Parliament House, etc. to facilitate a better comprehension. ☛ To the State Assembly House/ High Court/ Local Courts to understand the functioning of the Judiciary. ▷ Conducting a Mock Court session to know about the working of the Judiciary. ▷ Planning and organising a “Mock Parliament” to explain the working of the Parliament. | <ul style="list-style-type: none"> ▷ Audio-visual aids. ▷ Clippings of newspapers and magazines. ▷ Rashtrapati Bhawan. ▷ Parliament in session. ▷ Local Courts. |

Theme 2: United Nations

The beginning of the 20th century witnessed World War I, the horror and tragedy of which devastated the world. There was an overwhelming desire for an end to the war and an establishment of peace and security in the world. The United Nations was formed for this purpose in 1945. Some other objectives of UN organs and agencies that work together is to improve the lives of poor people, to eradicate hunger, disease and illiteracy and to encourage mutual respect for each other's right and freedoms. This theme will help children appreciate the role and services of United Nations.

Learning outcomes:

Children will be able to:

- understand and describe the aims and principles of the United Nations(U.N.);
- outline the organs of the U.N.;
- discuss the composition of the General Assembly, Security Council and the International Court of Justice;
- highlight the functions of the U.N. Agencies (UNESCO, UNICEF, WHO);
- appreciate the role and services provided by U.N. Agencies.

| United Nations | | |
|--|---|---|
| Key Concepts / Concerns | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Aims and Principles, Organs (all SLR mention in brief)- General Assembly, Security Council, International Court of Justice (detail) – Composition and functions. ➤ Agencies of UN – UNESCO, UNICEF, WHO – functions only. | <ul style="list-style-type: none"> ➤ Carrying out survey on the functioning of the UN ➤ Preparing Bulletin Boards-agency of UN ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ The aims and principles of the United Nations. ☛ The composition and functions of Different Organs of the UN. ➤ Writing a report on the working of WHO on eradication of life threatening diseases in the world. ➤ Model making on: Any one heritage site under protection from the UNESCO. ➤ Analysing the work done by the UNICEF in providing clean and safe drinking water to children of developing countries. ➤ Conducting a role Play based on a Model United Nation “MUN” for a first-hand experience. ➤ Showing short documentaries on the UNICEF, WHO, ILO, UNESCO. | <ul style="list-style-type: none"> ➤ Audio-visual aids. ➤ Project work-research work/making report on eradication of Zika & Ebola viruses |