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LESSON PLAN-1

PRELIMINARY INFORMATION

Name of the student Teacher / Regd No.:

Subject : Social studies Class - VI

Unit : 3 - From Gathering food
To Growing food

Topic : Gathering food and hunting

Date:

Name of the School:

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ACADEMIC STANDARDS TO BE ACTIVATED BY TEACHERS THIS LESSON:

I. Conceptual understanding:

- * Explain the mode of living of the earliest man.
- * Differentiates the stone tools of the earliest man and tools of modern man.
- * Compare and contrast the nomadic life of Primitive man and modern man -
- * Explain the reason why the earliest man could not store food.
- * Explain the reason for no poor people for Primitive man.
- * Compare and contrast the ancient, middle and modern periods.

II. Reading the Text (given). Understanding and Interpretation.

- * Read the topic "started living" in page no 21 and comment it.
- * Comment on rock art sites of Chintakunta in YSR Kadapa dist and the pictures the earliest man.

III. Information Skills.

- * Complete the cross word puzzle with given sources from page no. 27.
- * Collect the information of rock art sites in Andhra Pradesh and complete the tab with relevant information.
- * Collect the information pictures of tools during the period of the earliest man.
- * prepare the period of the earliest of our natural sources of food.

Topic of Teaching	Teaching Strategy	Resources/Materials for Teaching	Observation of Teaching
Gathering food And hunting. Thousands of years ago people lived by collecting fruits, flowers, honey, wild grains and edible tubers and roots that grew naturally that grow forest. They also hunted birds and animals for and animal's corn their food and crop on near any animal. If you were sent to forest would you be able to find edible food there you need to know what food is easy to eat grows and when it is available. you may also it. Can I be a hunter? I have take corn on pound and ground with some honey and no soaked in water. Even hunt, the hunter need to know the hunter and very well. Where does it live? Is it dangerous? Is it dangerous? The earliest people, over many generations, had learnt about all these things and brought them to their children.	T.A P.A * what is your name? NAGRAJ * what is your other name? Rajesh * what type of food you eat? veg * How the food grown naturally? * What tools were used in the process? axe * What type of animal you eat? deer * Today I will teach the lesson on <u>my food to grow my food</u> <u>The early it animals</u>. Chop Fry my food to grow my food the early. These stone tool on the early people have survived to have about five by studying them tool and the location where they were found.	Pictures related to the mode of living of the earliest people	How did the earliest people make tools? * pictures leopu what are you doing.

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Topic of Teaching	Teaching Strategy	Resources/Materials for teaching	Understand and observation - Vattoral Stopen.
Stone tools Today we used machines tractor and tools made of steel. The earliest people also used tools people also used tools, but they were made of stones, bones or wood stones, bone Initially large stones were given sharp edges by chipping them with another stone. This tool enabled stone. This tool enabled them to cut flesh dig the earth for 'tuber' and hunt animals. After thousands of years, they were able to make small, sharp pieces from hard stone. They were called micro litho. They were fixed to wooden or bone handles that served as knives, arrows, sickles etc. These used today salt. chop knives for hair, no more. Clear bones.	→) what type of tools present people used? →) The earliest people what types tools used? →) what is the micro litho? →) earliest people which purpose used tools?	→) Pictures of tools. →) Andhra Pradesh Map.	what were the main occupations of the earliest people? what type of clothes are they wearing?

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A. TEACHING POINTS : Gathering food and hunting
Stone tools.

B. TEACHING LEARNING

MATERIAL : — WITH class textbook, Pictures
related to the mode of living of the
earliest people, pictures of tools, A.P, map.

C. EXERCISING THE

SKILLS : — Student can read /
recognise the rock art sites
that are located in respective
district.

D. ASSIGNMENT :- 1/ What type of clothes were they
wearing.

2/ What purpose were stones used for today.

Lesson plan - 11

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PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No.:

Subject : Social Studies

Class - VI

Unit : 3

Time :- 40 min.

Topic : Five Nomadic Life

Date :

Name of the School:

Topic of Teaching	Teaching Strategy	Resources/ Materials for teachers	Dissension rather of study.
Fire : The discovery of fire by the early people brought about great changes in their lives. Probably they made fire by striking two stones. Fire enabled them to eat roasted meat. This was the beginning of the cooked food. They also used fire to keep off wild animals and to light the caves. Wood would often heated on fire to harden it for use. Nomadic Life : The earliest people used to live in small groups in the caves or under the soft rock. They did not build houses. Actually they a mobile life, constantly moving from a place to another. People who regularly to move place are called Nomadic life.	→ Earliest people what type of clothes wearing? → what type of tool and weapons by earliest people? → Earliest people gathering what type food. → who people discovery of fire? → what is the Nomadic life.	picture/ sketch showing invention of fire by the primitive man?	can you give the reason for none die like of the earliest people?

Topic of Teaching	Teaching Strategy	Resources/Materials for Teaching	Observation of Study
Belen caves, Archaeologists are people who study the past by digging up old places where people lived and people lived and talking out remaining out remain of their lives like tools, bones, pots, buildings etc.	1) Against many where is Kurnool district in A.P? 2) What do we use fine flow-a-dog? 3) In Kurnool district which place covered by earliest people? 4) In Belen caves, what type of tools gathering? 5) When the earliest people were migrating, what might they have carried with them?	1) Pictures showing the habitation/shelters of the earliest man.	What were the changes that brought the invention in the earliest man's life?
Archaeologists have recorded a large no. of stone tools from the caves of Kurnool district there are hundreds of caves in Kurnool district near Belancherla and Banaganapali. These caves seem to have been used by tool using hunter gatherers as nesting place for thousands of years. Animal bone, stone tools especially microliths made of bones have been found in them. Tools made of bones are found only in these caves in the entire Indian subcontinent.			

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- A. TEACHING POINTS : Fire, Nomadic life, Belem caves etc.
- B. TEACHING LEARNING MATERIAL : VIth class text book, picture / Skill showing invention of fire by the Primitive man.
- C. EXERCISING THE SKILLS :- Student understand the root of Kerenoul district and field trip of this root?
- D. ASSIGNMENT : When the earliest people were migrating what might they have carried with them?

Lesson Plan

Name of the Student Teacher / Regd. No.:

Subject : Social studies

Unit : 3

Topic : Paintings and Hunting
gatherers move time

Class : VI

Time : 40 min

Name of the School:

Topic of Teaching	Teaching Strategy	Resource/ Materials for teaching	Observations of study day.
Paintings ; The early people drew pictures of animals and hunting scenes on the walls of many cave, and of many rock shelters, and colour stones were ground and mixed with animal fat. Pictures were then painted on rock with bamboo or brushes. Perhaps drawing pictures like gives importance for them.	Q) who was the discoverer of fire? Q) what is the mode of life of the early people? Q) when was the beginning of the cooked food. Q) which was ^{type} of life the early people?	Picture showing the painting of the earliest people.	Which groups of our class we depending on gathering food?
Chintarkunta is in Muddanur Mandal of Y.S.R. Kapada district. There are ten rock shelters near it and more than 200 paintings in white and red colour. But there are only ten white paintings. Inherited colour paintings, humped oxen and found in locally called Eddula Arkula Grendu. In the remaining paintings, of deer, stag, fox, fish, birds, human beings etc.	Q) where is the draw pictures in A.P?		

Topic of Teaching	Teaching Strategy	Resources/ Materials for teaching	Observation of study.
Hunter-gatherers in our times, Even now, several groups of people live by hunting and gathering food in different parts of the world. In our state, the Yonadis and Chenchus, till very recently, lived in this manner. So recently, lived in this manner. Scholars, have tried to live among them and understand understand their lives. From many such over the all world. historians try of people who lived in the forests thousands of years ago.	→ when was called food the earliest people? → who was the living in forest.	Pictures of tribes.	What were the concepts we come to know - through the picture of the earliest man.

A. TEACHING POINTS :- Paintings, Hunter gatherings in our times?

B. TEACHING LEARNING MATERIAL :- With class, pictures of showing the painting of the tribals.

C. EXERCISING THE SKILLS :- Student practice the earliest paintings, pictures of tribals.

D. ASSIGNMENT :- Important folk art sites in A.P. identify?

Lesson plan - IV
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Preliminary Information:-

Name of the student teacher / Regd No.:

Subject: Social Studies

Unit: 3

class - VI

Topic: Shared living

Time - 40 min.

Date:

Name of the school:

Topic of Teaching	Teaching Strategy	Resources/ Materials for Teaching	Observation of Study.
<u>Shared Living</u> We saw that the early people lived in small groups and led a nomadic life. It appears that women and men both participated in hunting and food gathering. Women more active in food gathering and hunting of small animals. Hunting large animals may have taken many days of tracking to distant places - this was probably done mostly by men. Hunter-gatherers shared the food they collected with all the members of the group. There was not much scope making for perishable things like meat. Fish, fruits, leaves, tubers and small quantities of wild.	→ In y.s.R. district how many rock shelters are there? → Which colours were used in rock paintings? → In nomadic life early people which type of groups live?	pictures showing the mode of living of the earliest man?	what did the primitive man could not eat food?

Topic of Teaching	Teaching Strategy	Resources/ materials for teaching	Observation of study.
Rains and Poles which we eat today do not perish so quickly. we also have cans and has to store them for months. But the earliest people did not should be difficult to carried out carrying them around as they migrate from place to place. Since they shared all the food and had free access to the resources of the forests, hunter gatherers did not have rich, poor, classes among them. They were all equal and created each other equally. They also took all important decisions by discussing together. Even though they hunted wild animals hunted - gathered and against for the forest, the plants and trees, the forest. They then stated they may get through food all the time.	→ Which people active participated in hunting? → Which type of food gathering? → The early people work like him? → Why couldn't the early people store food for a long time? → Why were there no poor people among them?	Pictures showing the mode of living of the earliest man?	What was the reason for no poor people among earliest men?

A. Teaching points: shared living

B. Teaching learning

Material: A.P map, pictures showing the mode of living of the earliest man.

C. Exercising The

Skills: collect the information of rock art sites in A.P and complete the table with relevant information.

D. Assignment: Do you find any similarity between thinking the killed animal by the earliest pre and worshipping the horn of by the farmers Now-a-days.

Lesson plan - V
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Preliminary Information

Name of the student teacher / Regd No.:

Subject : Social Studies

Unit : 3

Class : VI

Topic : From gathering to
hunting and food.

Time - 40 min.

Name of the school:

Topic of Teaching	Teaching Strategy	Resources Materials for Teaching	UNDERSTANDING and observation of student
From Gathering to cirrowing Food. For thousand of years human being lived by hunting and gathering they tool and gathering they tool to growingerpony about did they change their life style later find out. Around 12,000 years ago there were major change in the world. It lead to great change in natural vegetation all over the world. Vegetation turned into grassland and fodder for grazing animals like cattle, sheep and goats. They also had and goats. They be early by the early into contact with these grassland and tried to control this. This is called done. Let see what this means see what this means and what it led to.	1) What is the meaning of Nomadic Life? 2) Why were there no poor people among them? 3) How many years in hunting and gathering lived? 4) What is the natural vegetation? 5) Which control the early people?	picture showing the food of the earliest man.	Prepare the list of agricultural products and do research by the earliest people?

Topic of Teaching	Teaching Strategy	Resources Materials for teaching	Understand and on a critical study.
Learning to grow crops and find animals. Men, women and children probably observed the places where early plants were found. now new plow looking after plants and animals and the seeds could grow and the seeds could ripen. many people who grow. many grass and to many more on the grow to many group of people in different parts of the earth become farmers. different people different places learnt to grow Paddy, wheat, barley, wheat, barley vegetables, cotton, they learnt from each other how to grow and use different kinds of crops and vegetables. Similarly, people may have allowed gentle and other and gentle. cared over food. They may also animals and other have protected these animals. In the process the herders got plenty of meat, animal and milk later on they the fields.	a) How do people protect the animals they want to breed? b) which type of cultivation do? c) How do people protect the animals they want to breed?	pictures showing the harvesting of crops.	Differentiated between the farmers herders of Neolithic age and pre-sett farmers and herders.

A. Teaching points: From gathering to growing food, learning to grow crops and tend animals.

B. Teaching learning

Materials: - 12th class text book, chart of food of the earliest man, harvesting of crops.

C. Exercising The skills: collect the information/picture of tool during the period of the earliest man.

D. Assignment: How do you think people protect the crops they select to show?

Lesson plan - VI
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Preliminary Information

Name of the student Teacher Regd No:

Subject: social studies

class: VI

unit: 3

Time - 40 min.

Topic: nonviolence

Date:

Name of the school:

Topic of Teaching	Teaching Strategy	Resources for Teaching	Understanding in a series of story
Domestication People usually grow those plants and animals that give good yields and but not prone to disease. Seeds of such crops are selected and used for sowing in the next season. and only animals of better type are allowed to breed. These plants and animals tend to be people like and different from the wild ones. When people sow seeds and protect fruit or when they allow selected animals to breed and protect them for their own use it is called domestication.	Q Why couldn't the early people store food for a long time? Q Do you think it could have created problems if the hunter-gatherers didn't share their food? Q Why were there no poor people among them?	Pictures showing the harvesting of crops.	Millennia ago, let's the farmers, herders of Neolithic age and pre sent farmers and herders.
In this way, over hundreds of years people reared animals and been in some, to then in some special way.			

Topic of Teaching	Teaching Strategy	Resource Materials for Teaching	Understanding and Application
of course, not all people took to growing crops or rearing animals. Many people continued to hunt and gather to forests. and again, not all people practised agriculture in the same way. In it all, many people practised many people practised the "poja" in chapter 6 and also combined a little hunting and gathering from the growing crops. Some of them realised that the fertility of and applying tilling and when they plough and applying manure. They did not have to go in search of new fertile lands. This had to combine farming with rearing animals, which were needed for ploughing transport for moving the soil and other purposes.	→ What is the meaning of Poja?	picture showing the harvesting of crops.	difference between the farmers, herders of Neolithic age and present farmers and herders.

A. Teaching points : Domestication .

B. Teaching Learning

Materials : VI th class text book ,
pictures showing harvesting of
crops.

C. EXERCISING THE

Skills : Appreciate the shared living
of the earliest man and modern man.

D. Assignment : What is the domestication
explain it ?

Lesson plan - VII
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Preliminary Information

Name of the Student Teacher / Regd No:

Subject: Social Studie

Class: VII

Unit: 3

Time - 40 min.

Topic: Settled life

Date:

Name of the School:

Topic of Teaching	Teaching Strategy	Resources/ materials for teaching	Assessment on ul study
<u>Settled Life</u> When people began growing plants, they had to stay in same place for a long time looking after the plants, watering, weeding, driving away animals, and birds till the grain ripened. As the harvest grain that a lot had just stored for long periods in one place and built houses to store the grain. When staying at one place became inevitable, they constructed huts of grass. Hunters were not water in milk to the making of part of their food and cooking also stored and stored for richologists day up the place they found remains like and stone. In some place, they also some roasted grain. The early Farmers needed to create some st by sitting tree by one cooking trees and branch. They developed a new kind cattle & rabbits by archologist.	What is the uses of domestication? And how use domestication he then used for the next year?	Picture showing the tools of the early man.	If there was no grinding stone how did it effect out food.

Topic of Teaching	Teaching Strategy	Resources/Materials for Teaching	Understanding and Observation of Study
The early farmers selected the right kind of stone which was ground on rock to give it an axe like edge. This axe head was then fixed to a wooden handle and used to cut grass, etc. By growing food the early people began a changed aspect of farming in a very fundamental manner. This period of early agriculture called Neolithic Period, (named a of to term the new to neolith).	→ What is the meaning of Neolithic period? → How do you think the early people stored grain?	Different tools shows	What is the use of stone.

A. Teaching Points: settled life.

B. Teaching learning Materials: - VIth class B Text book, Picture and Models.

C. Exercising the skills: observe the different life style.

D. Assignment: Image and draw the house used by the earliest people. How are they different from your home?

Lesson Plan - vi
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Preliminary Information

Name of the student teacher/ Rgt. No.:

Subject: social studie

class - vi

Unit: 3

Time - 40 min.

Topic: keywords of gathering  
Food to growing.

Date:

Name of the school.

| TOPICS OF Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teaching Strategy                                                                                                                                                                                           | Resource materials               | ASSESSMENT OF STUDY         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|
| <p><u>Key words of Gathering Food to growing Food.</u></p> <p>We find earliest evidences for cultivation of crops from Neolithic period about 9000 years ago in India there are evidences in Bihar some four or five thousand years ago.</p> <p>The earliest evidence for domestication of cereals comes from the Neolithic of Andhra Pradesh, Andam and Karnataka. In these states large mound in a number of places.</p> <p>Archaeologists believe that around five thousand years ago, when in some place where a low fertile place could grow wheat or rice and other.</p> <p>They Kurnool, Mahabubnagar and Nellore districts.</p> <p>Neolithic stone axe, stone beads and rudimentary hand made pots were also found. After of thousands of years, many of them cultivating wheat and other crops and settling down in villages.</p> | <p><u>Key words</u></p> <p>Hunter gatherer<br/>Stone tools<br/>Neolithic<br/>Nomads<br/>Shared living<br/>Domestication<br/>Herders<br/>Settled life<br/>Neolithic<br/>Archaeologist<br/>Pottery making</p> | <p>Explain the key word list</p> | <p>Preparation of words</p> |



A. Teaching points: Key words

B. Teaching learning  
Material: List of key words.

C. Exercising the  
Skills: student.

D. Assignment: Find out the some life  
styles?

Lesson plan - 7x  
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Preliminary Information

Name of the student teacher/ Regd No.:

Subject: Social studies

Unit: 3

Class - VI

Topic: Improve your learning

Time: 40 min

Date:

Name of the school:

TOPIC OF TEACHING	Teaching Strategy	Resources/materials for teachers	Organization of STUDY
1. Why do you think the earliest people did not wear cotton and mohen clothes? As, 2. What tools would you use today for cutting fruit? What would you do if the tools are not available? As, 3. Compare the tools used by the earliest people with those of modern with the of modern times. As, 4. Why did the earliest people travel from place to place? In what ways are they similar to/ different from travel to day? As, 5. Locate the following rock art sites in the map of Andhra Pradesh. As, A. Chintakunta B. Adoni. D. Nagadipeta E. Vespu madga C. Karavali Vinu and a F. Srikalahasti. 6. List three ways in which the present life of farmers and herders are different from that of the Neolithic of people? As,	Practice the Learning classroom discussion.	Project work	Classifying the items in pictures.

Topic of Teaching	Teaching Strategy	Resources / Material for Teaching	Integration of Learning or Study
7. Prepare a list of domesticated animals and agricultural products of the earliest people and write a few lines about each of them. AS3.	list of cross world puzzle	List of cross world puzzle	complete the cross world puzzle
8. In here was no stone and no grinding stone how would it affect our food? AS4.			
9. Write five questions that you would like to ask an archaeologist to know about present excavation. AS4.			
10. There are many things in the picture given below which of them did not belong to the hunter-gatherers, which things - gatherers and the farmers? Put different signs to distinguish them. AS1.			
11. How can you say that the lives of earliest people become easier on domesticating animals? AS6.			
12. Read the first para of page 57 and comment on it. AS2.			

- A. Teaching points: Improve your learning.
- B. Teaching Learning Materials: VIth text book, cross word puzzle.
- C. Enriching the skills: Practice the different word means.
- D. Assignment: collect some pictures of ancient people and prepare an album.

Lesson plan - 2

Preliminary Information

Name of the Student Teacher / Regd No.:

Subject : Social Studies

Class - VI

Unit : Agriculture in our times.

Term - II

Topic : Vengatapuram agricultural labourers in groundnut fields.

Date :

Name of the School :

AGRICULTURE IN OUR TIMES

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ACADEMIC STANDARDS TO BE ACHIEVED BY TEACHING THIS LESSON:

I. Conceptual Understanding:

- ⇒ Explain the activities taken up by Government to curb migration in Venkata Puram.
- ⇒ Compare the condition of big farmers of their village with that of vilayatiyama at Venkata Puram.
- ⇒ Suggest measures to improve the conditions of farmers in the Andhra Pradesh.
- ⇒ Explain the reason why do small farmers to come to houses during harvest time.
- ⇒ Differentiate between contract farming and common agriculture.

II. Reading the text (given); Understanding and Interpretation.

- ⇒ Read about "contract farming" on page 62 and comment it.
- ⇒ Read about Agriculture in Andhra Pradesh from page - 65 and comment it.
- ⇒ Analyse the conditions of small farmers and comment it.

III. Information skills:

- ⇒ Complete the table in page 67 by collecting information on pages.
- ⇒ Collect information on articles from news paper on problems in information articles farmer.
- ⇒ Collect information on Government programme to solve their problems.
- ⇒ Prepare the table of profession.

IV. Reflection on contemporary issues and questioning.

- ⇒ Respond on the cancelling of debts for Farmers taken up by government.
- ⇒ Suggest suitable measures to mean to the people.
- ⇒ Respond on suicides of cotton farmers.
- ⇒ Question the need of harvesters and threshers in paddy, how are responsible from low wages.

V. Appreciation And Sensitivity:

- 1) Reveals the advantages of debt co-operation
- 2) " how Mahatma Gandhi Rural Employment Guarantee Act (MGNREGA) is helpful to agricultural labourers.
- 3) Appreciate the credit system of bank to the farmers and the way they reschedule loans.
- 4) Readiness of teacher (notes).
(Additional of information to gathered by labourers of area to be planned)
- 5) orienting wage rate of agricultural labourers of their region.
- 6) collecting the list of money lenders to the farming.
- 7) collecting with small farmer and big farmer.
- 8) " Information on irrigation sources of our area.
- 9) collecting information, pictures on mechanisation of agriculture.
- 10) Teacher's response.
- 11) self evaluation of the teacher his teaching experiences, activities, success / Review of this expectation etc

Topic of Teaching	Teaching Strategy	Resources for teaching	Observation of study
Venkatasubban - Agricultural labourer in groundnut field :- Squatting on the floor in field for long years bearing the scorching sun and doing job. Rent, our employer pays us on the basis of the quantity of groundnut not get even in 60 days for the whole day's effort work. Lashman said. All of you must have very busy these days, we agreed. Yes, but we get such work only for few weeks in a year. Sometimes we get work in government schemes. work. So of ten we sit idle in our houses. Padma said. Even in government schemes also we get employment only for a few weeks in the entire year. Rama said.	* what is your name? Nanyan. * what are you doing? <u>Chal</u>. * what is your father's name. * what is the farmer's work? cultivation. * The cultivation is a agricultural. Today teaching the lesson agriculture. Lashman said, we don't know why the prices of less vegetables, cottons and stationary for wages. Normally women workers earn about 70-80 per day. where as Rs. 120 per day, during harvest or sown in the field get Rs. 120-150 per day, whereas male.	* Andhra Pradesh MAP. * Information table the wages of Agricultural labourers.	* For how many days in a year do the labourers find work in a year.

Topic or Teaching	Teaching Strategy	Resource / Material for Teaching	Observation of STUDY
Workers get Rs. 150-200 per day. In the govt. run ment employ ment scheme, men as well as women get Rs. per day. In non-agri- cultural activities such as loading and unloading of sugar and unloading of sugar or brick and construction more - Rs. 200-250 for men and Rs. 200 for men and Rs. 200 for women. But such work is scarce.	What is the village name? Poor labourers live in Panna, Lakshmanpur and Padma, a lot of changes in earning in come to near. The women all spend a lot of time at home school, preparing food and getting water and firewood.	Rs. 200 per day for men and Rs. 200 for women.	Why there is a difference in wage rates of males and females.
Where do we get non-agricultural employ ment? Also it is not workers who have to go to towns and cities Panna said.	Nearly two-thirds of all rural families suffer from lack of land and small plots of land and the rest although earnings are higher in non-agricultural work they are in rural areas that is why they have to go to towns and cities.	Rs. 200 per day for men and Rs. 200 for women.	
Some farmers in our neighbouring villages grow grapes. Only those who have learnt work get employed in the season to do what they learn to do what they learn to do. Sudden they learn to do what they learn to do.	How much a month you will get per day?	Rs. 200 per day for men and Rs. 200 for women.	
We live to work in government schools as they do not receive any special skills, Kano said.		Rs. 200 per day for men and Rs. 200 for women.	

- A. Teaching points: Venkatapuram, agricultural
labourers list of ground &
fields
- B. Teaching Learning
material: APMP, wage of agricultural
labourers list of money lenders
- C. Exercising the skill: student's observe the
different labour occupation.
- D. Assignment: What kind of work do
labourers find in Venkatapuram?

Lesson plan - XI
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Preliminary Information:

Name of the student Teacher / Regd No.:

Subject: Social Studies

class VI

Time: 40 min.

Unit: 7

Topic: Small Farmers in Karnataka.

Date:

Name of the school:

Topic of Teaching	Teaching Strategy	Resources/Materials for Teaching	Observation of Story
Small farmers in very arid region. On seeing us talking to the workers, Ravi employs only one or two men workers and several women workers. For harvesting groundnut they engaged to uproot groundnut plant, further, bundle and carry the whole to apart. Women are engaged to pick groundnut gaged to apart from the plant. I employ labourers only for harvesting. I gave my get other who school or take the men or take the help Ravi said. Ravi's daughter was also picking groundnut. Ravi said: Since she other expenses, she work in the field now. Ravi has a acre of native with a hand well, water from the village reach within 2-3 years like old first part water year. Since part water ent to climate of even one crop may	What is harvesting in Ravi's part? How much get day? How much amount per day the work labour? ⇒ Ravi have the land in arid? Most of farmers get the money where?	Information showing the action of African chocolate laboratory	Why there is a difference is a assessed in wage rates of males and females.

Topic of Teaching	Teaching Strategy	Resource Materials	
1. Borrowed money from a money lender in our village to buy seeds and fertilizers. To pay back I have to sell this grain at some what lower price than the market price. He has already telephoned me for the produce. Why don't you take loan from bank? we asked. Bank are reluctant to lend, need desperately money lenders.	there is acute distress in farmers. In nearest in small farmer's share on the of the income could be they could not find a way out.	Fertilizer used by farmer photo.	* Farmers which purpose to get the money from money lender
farmers like are worried to borrow money to buy inputs on good quantity size of machinery but they have to make lower quality and for their family and for one share to repay. good returns sell all they do to large survive, they have from borrow of debt they have large crop failed some more there is a 'screwed' of to them some failure there to the time due to one or other reason, come in try.			

A. Teaching Points: small farmer in new atapuram.

B. Teaching learning

Materials: fertilizer used by farmer photo and A.P. map, different labour photo's

C. Exercising the skills: Students understand the of farming agriculture field.

D. Assignment: What are the different ways in which the labours meet the expenses of the family over the year.

Lesson Plan 201
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Preliminary Information

Name of the Student Teacher/ Regd No:

Subject - social studies

unit - 7

class VE

time: 40 min

Topic: contract farming

Date:

Name of the school:

Topic of Teaching	Teaching Strategy	Resources/Materials for Teaching	Observation of STUDY.
<u>Contract Farming</u> Some farmers have tried to get out of this problem by entering into a contract with companies for production and supply of some special crops, although not widespread. In some part of Andhra Pradesh some companies have made contracts with farmers to cultivate crops such as p/ain, rice, cucumbers, celer, but amla, soyabeen, cotton and chilli. In contract farming, companies advise farmers to follow specific practice and also provide financial help at pre-determined price. Pre-pay the farmers a fixed price to export their directly to other countries. Many farmers welcome this arrangement as this get advance for the crop inputs and are however, they have to bear the risk of poor harvest. In not the quality desired by the company it may refuse to buy the in may throwing to the farmers in trouble. In order to get high yield under contract farming farmers.	• Venkatapuram village which type of crops in the land? • What are the different ways in which the expenses of the family? • What was the crops to produce the farmers? • apply chemical fertilizer and use of and employment of labor resources. This may reach this my use of ground water det. orion of small best lands can harvest for farming - thus warning the security of their own food.	Chart showing the stages of contract farming	What is contract farming?

Topic of Teaching	Teaching Strategy	Resource / Material / Non-Teaching	Observation / Study
Small farmer - cello labours in Venkatapuram. We found a tiled house in front of which there was a tractor which loads of harvested grain not plants. We talked to house farmer living in the house. His name is Ramu. He is an another small farmer like Hari. If you wish to know about farming, you should go to a big farmer, he said. You have a tractor in front of your house and we thought of discussing with you, we said. Ramu owns two acres of land which depends upon the raina get tank for irrigation. However, a few big farmers divert tank water to their fields and do no bother when their Ramu land is irrigated or not. Four years ago, Ramu dug borewell by borrowing money from Nistop, dreaming about workers only at the time of harvest. Since the income from his field is not sufficient to run the family for more than three months in a year, he works on at the time of rain. He employs about four more than three workers on his agricultural fields.	Who was the providing of facility of agriculture? Who was the big farmer in Venkatapuram? How many acres having Ramu?	charts of Hari's and London's photo's	Why do small farmers need harvesting time?
Ramu owns two acres of land which depends upon the raina get tank for irrigation. However, a few big farmers divert tank water to their fields and do no bother when their Ramu land is irrigated or not. Four years ago, Ramu dug borewell by borrowing money from Nistop, dreaming about workers only at the time of harvest. Since the income from his field is not sufficient to run the family for more than three months in a year, he works on at the time of rain. He employs about four more than three workers on his agricultural fields.	At Ayakamurti provides water for Ramu's paddy field. But Ramu has to irrigate his employees large and do whatever has to do, given to him. Since Ramu can drive, he is used to driving for driving, he used to go to the market.		

- A. Teaching points: contract farming, small farmer's - can labourers in ventatapuram
- B. Teaching learning materials: VIth class text book, and contract farming chart.
- C. Exercising the skills: student develop the diff cultivation and contract farmer.
- D. Assignment: why do small farmers employ labourers during harvest time?

Lesson plan
mm mm - 24
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(52)

Preliminary Information

Name of the student Teacher / Regd No.

Subject: Social Studies

Unit: 7

Class VI

Topic: Small Farmers in A.P.

Time - 45 min.

Date:

Name of the school:

Topic of Teaching	Teaching Strategy	Resources / Differences of Study
Small Farmers of Andhra Pradesh Four out of five farms in Andhra Pradesh are five gari and Rani. They own very and have poor irrigation in great need to have to approach bank of rich money lenders or brokerers for this. They are forced to sell their produce. To make produce low even prices. To make both ends meet they labourers in other less so. Why is it not possible for Rani to grow two or three crops a year? How are small farmers dependent on big farmers? Give examples from Rani's case. Why do you think small farmers can not borrow the banks? What are the similarities and differences do you condition of Rani and Rani?	What is the contracting farmers? Why do small farmers and labourers in cash rather than in kind? What type of family is below poverty line? In Andhra Pradesh state what type of farm? How farming? What are the economical A.P. banks?	Chart showing crops in A.P. What are the cash crop of Andhra Pradesh?

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A. Teaching Points: Small farmers of Andhra Pradesh.

B. Teaching Learning

Materials: A.P. map and irrigation and banking photo's.

C. Enriching The Skill: Students using irrigation and banking utilization in the field.

D. Assignment: What are the similarities and differences do you find in the condition of ~~the~~ varying roads.

Lesson plan - xiv

Preliminary Information

Name of the student Teacher / Regd No :

Subject : social studies

Unit : 7

class : vi

Topic : conversation with big
farmers.

Time : 40 min

Name of the school :

Topic of Teaching	Teaching Strategy	Resources for Teaching	Organization of STUDY
Vitayakumar has 25 acres of land with three borewells. His paddy fields are in the command area of the village tank. He borrowed Rs 25 lakh from a bank to buy the harvester and thresher. He hires them out to other farmers. Many farmers in Vengalapuram and the surrounding villages use his seedlings. With all these additions, with and the son's help he additional income Vitayakumar is able to buy more wells and machines. Borewells also this additional farm machines. Now well farm is able to buy wells also reach in more land from other some small farmers. Listening to our talk, Vitayakumar's 75 year old father came out and joined as for discussion. He said I don't think farming is something worth talking about the days. Earlier we used only small amount of fertilizer and amounts of fertilizer and pesticides. Though the yield was low, ground water level was always stable. I do not remember any crop	What type of cultivation in Vengalapuram? How is Vitayakumar able to want for higher price well sell it at low price? Farmers in my fields. Now we use heavy dose fertilizer and use our tractors to plough our lands. We are also using our own harvester and thresher. Yet yields are not going up. Many of our neighbours suffered crop failures.	Chart showing comparison of Panu Rari.	What do you know by the concentration with a big farmers?

Topic of Teaching	Teaching Strategy	Resources for Teaching	onset ⁵⁴ not study
Conservation with a big farmer. Ram took us to his employer, Vayakumar. Vayakumar's house had a big compound wallside which we found in paddy harvest, a threshing and a trashed groundnut plants and about 10-15 women were picking the pods in tiled shed. Vayakumar told us that this year the groundnut. When are you going to sell it. Not now. I will sell it after drying it for several days. Vayakumar said. Vayakumar has a large room used to dry the seedling - like a large hall to keep paddy bent. Since the fresh groundnut is not now price is low. I usually try to sell after a few months. The dealer generally pay a dried price for dried groundnut, Vayakumar said.	Why do you think small farmers cannot borrow money easily from the bank? What is the progress of A.P. farmers? When are you going to sell it? How many acres have you planted?	Charts showing comparison of Ramo-Ram.	What do you know by the comparison with a big farmer?

- 1/ Teaching points: Conversion with a big farmers.
- 2/ Teaching learning materials: A.P. Map and different agricultural tools list.
- 3/ Enriching the skills: Students are leaders founding the Agriculture Society in A.P.
- 4/ ~~Topic~~ Assignment: List all the sources of income of Nayanuram.

Lesson plan - xv
mm mm mm

Preliminary Information

Name of the student teacher / Regd No.:

Subject: Social Studies

class - vi

Unit: 7

Time - 40 min.

Topic: Agriculture in A.P.

Date:

Name of the school:

Topic of Teaching	Teaching Strategy	Resources for Material Teaching	Organization of Study
Agriculture in Andhra Pradesh. Over the years, agriculture in Andhra Pradesh has changed. Even though paddy continues to be the main crop. Other food crops like rice, wheat, etc. have to exist. Andhra Pradesh groundnut, turmeric, chillies etc. All these crops need investment. need investment for fertilizer in the form of loans. A few decades ago, most of the farmers depend upon the rains. Now most of the soil of the area is poor. This has depletion of in the ground water levels and increasing in. rainfall. All this has very negative impact on crop. Since to crop failure they are unable to repay their loans. Many of them are forced to sell their lands and sell their land as labourers. Today as leaving four out of five small farmers are in such condition.	on the other hand big farmers are able to have better facilities. the new equipment and they have received from agriculture credit their in every day in to selling dairy, dairy, shops, etc., namely feeding etc. Agricultural labourers are not getting enough work and not receiving government and provide relief only for a few days in a year. so they are migrating to other villages or urban areas.	with class text book A.P. map.	what type of agriculture time spent?

Topic of Teaching	Teaching Strategy	Resources for Teaching	Observation of Study
Key words Agricultural labourer Money lenders Cash crops Supporting price Small farmers Contract farming Pesticide Migration labourer Food crops.	1) Which purpose farmers take loans? 2) A.P. farmers depend on water facility by? 3) What is the main crop of Andhra Pradesh?	A.P. map and Agriculture products chart.	What is the main crop in Andhra Pradesh?

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A// Teaching Points: Agriculture in Andhra Pradesh:

B// Teaching Learning

Materials: AP Map, Agricultural products list and products.

C// Exercising The skills: develop the AP Agriculture System.

D// Assignment: collect news items on problems faced by small and marginal farmers and the measures?

Lesson plan - xv
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Preliminary Information

Name of the student teacher / Regd No.:

Subject: Social & ~~to~~ Studies. class - vi

Unit: Social First Empires Time - 40 min.

Topic: Mauryan Empire.

Date:

Name of the school:

ACADEMIC STANDARDS TO BE ACHIEVED BY
TEACHING THIS LESSON.

- I. Conceptual Understanding:
 - 1) Explain the establishment of Mauryan empire, its regions borders etc.
 - 2) compare and contrast Mahatrapas and Empires.
 - 3) " the historical evidences of Mauryan empire.
 - 4) Explain why Ashoka was a unique ruler.
 - 5) " what is Ashoka's Dhamma and how did he spread dhamma among the common people.
 - 6) Differentiate the administration of Nandas and Ashoka of Mauryan rulers.
 - 7) Explain the Senas murdered by Satavahanas to other religions.
 - 8) Explain how the leaders improved their status asking with the help of stone inscription from myanahoni village in Bhamary district.
- II. Reading the text (91-95), understanding and Interpretation:
 - 1) comment on Mauryan empire by describing "How do we know", from page no 98.
 - 2) comment on Ashoka's inscription describing the page no 99.
 - 3) Read page no 102 - inscription of Satavahana times on it.
 - 4) Read page no 96 and comment on extent of muryan's forming in administration.
- III. Reading of Teachers (notes):
 - 1) Historical books by B.D. Kaushkarshi, A.L. Bashan, Ronila Thapar.
 - 2) Andhrula Sanghiva Charitra by Suranaram Prasad Reddy garu.
 - 3) pictures, maps related to Ashoka from internet.
 - 4) prepare children to visit nearest Buddhist stupa.
 - 5) down loading powerpoint presentation from eunetnet can nets.