

(1)

LESSON PLAN-1

PRELIMINARY INFORMATION

Name of the student Teacher / Regd No :

Subject : Social studies Class - VI

Unit : 3 - From Gathering food To Hunting
TO Gathering food

Topic : Gathering food and hunting

Date :

Name of the School :

(2)

ACADEMIC STANDARDS TO BE ACHIEVED 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 period.

II. Reading the Text (given), understanding and Interpretation:

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

III. Information Skills:

- * Complete the cross word puzzle with given clues 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 occurrence of storage of food.

(3)

TOPIC OF TEACHING	TEACHING STRATEGY	RESOURCES/MATERIALS FOR TEACHING	OBSERVATION OF TEACHING
<p>Gathering food And hunting.</p> <p>Thousand of years ago people lived by collecting fruits, flowers, honey, wild grains and edible herbs and roots that grew naturally that grew forest. They also hunted birds and animals for and animals for their food any crop or nearly any animal.</p> <p>If you were sent to forest would you be able to find edible food there? You need to know what food is edible, where it grows and when it is available. You may also ask, can the raw? Does there take cooked or pounded or ground with some in my raw to soaked in water?</p> <p>Even hunt, the hunters tool of the early man is very well. Where does it fit the dirt? Is it dangerous? The earliest people over many generations, had learnt about all these things and taught them to their children.</p>	<p>T.A * what is your name? P.A NAGARAJ</p> <p>* what is your father name? Rajesh</p> <p>* what type of food you eat? veg</p> <p>* How is the food grown untouched</p> <p>* What tools were used in cutting the trees? axe</p> <p>* Prehistoric people led what type of life? ear</p> <p>* Today I will teach the lesson on how to grow my food to growing food the easiest way.</p> <p>These stone tools and the location where they were found.</p>	<p>PICTURES related to the life of the earliest people</p>	<p>How did the earliest people make house?</p> <p>* Please tell me what are you doing.</p>

(4)

Topic of Teaching	Teaching Strategy	Resources/ Materials for teaching	Understand and observe - nature of student.
<p>Stone tools</p> <p>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, bones initially longer ones were given sharp edges by chipping them with another stone. This tool enabled stone. This tool enabled them to eat flesh, dig the earth for tubers and hunt animals.</p> <p>After thousands of years, they were able to make small, sharp pieces from hard stone. They were called nicked litho.</p> <p>They were fixed to wooden or bone handles that served as knives, arrows, sickles etc. These used to dig soil, chop trees for huts, remove great stones.</p>	<ul style="list-style-type: none"> 1) What type of tools present people used? 2) The earliest people what types tools used? 3) What is the microliths? 4) Largest people which poor people used tools? 	<ul style="list-style-type: none"> 1) Pictures of tools. 2) Andhra Pradesh Map. 	<p>What were the main occupations of the earliest people?</p> <p>What type of clothes were they wearing?</p>

(5)

A. TEACHING POINTS :- Gathering food and hunting
stone tools.

B. TEACHING LEARNING MATERIAL :- With class text book, 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 respect district.

D. ASSIGNMENT :-
1) What type of clothes we they wearing.
2) What purpose we stones used today.

(6)

Lesson Plan - II

PRELIMINARY INFORMATION

Name of the Student Teacher / Regd No :

Subject : Social Studies Class - VI

Unit : 3

Time : - 40 min.

Topic : Fire Nomadic Life

Date :

Name of the School :

Topic of Teaching	Teaching Strategy	Resources/Materials for teaching	Observation of study.
<p>Fire,</p> <p>The discovery of fire by the early people brought about great changes in their lives.</p> <p>Probably they made fire by striking two stone, fire enabled them to eat roasted meat.</p> <p>This was the beginning of the cooked food.</p> <p>They also used fire to keep off wild animals and to light the caves.</p> <p>Wood would often be heated on fire to harden it for use.</p>	<p>1) Earliest people what type of clothes were they wearing?</p> <p>2) What type of tool and weapons by earliest people?</p> <p>3) Earliest people gathering what type food.</p> <p>4) Who people discovery of life?</p> <p>5) What is the Nomadic life.</p>	<p>Picture/sketch showing invention of fire by the primitive men?</p>	<p>Can you give the reason for Non-die life of the earliest people?</p>
<p>Nomadic Life,</p> <p>The earliest people used to live in small groups in the caves or under trees on rock. They did not build houses. Actually they had a mobile life, constantly moving from one place to another. People who neglected to move place are called Nomadic life.</p>			

(8)

TOPIC OF Teaching	Teaching Strategy	Resources/ Materials for Teaching	Observation of STUDY.
Belen caves, Archeologists are people who study the past by digging up old places where people lived and people lived and talk ing out remaining out remains at their lives like tools, bones, pots, buildings etc.	<ul style="list-style-type: none"> ⇒ Earliest man where is kurnool district in A.P. the habitation/ shelter of fine Now-a-days the earliest man. ⇒ In kurnool district which place covered by earliest people? ⇒ In Belen caves, what type of tools gathering, ⇒ when the earliest people were migrating, what night they take go carried with then? 	pictures showing	what were the changes that brought the invention in the earliest man's life?
Archeologists have recorded a large no. of stone tools from the caves of Kurnool district. These are hundreds of caves in Kurnool district near Belancherla and Managanapalli. These caves been to have been used by tool using hunter gatherer as nesting place for thousand of years.			
Animal bone, stone tools especially micro cores made of bones have been found in them. Tools made of bones are found only in these caves in the entire Indian subcontinent.			

(a)

A. TEACHING POINTS : Fire, Nomadic life, Belonc caves etc.

B. TEACHING LEARNING MATERIAL : VIth class text book, pictures / skill showing invention of fire by the Primitive man.

C. EXERCISING THE SKILLS :- Student understand the root of Kerenou! district and field trip of this root ?

D. ASSIGNMENT : When the earliest people were migrating what might they have carried with them?

(10)

Lesson Plan

Name of the Student Teacher / Regd No:

Subject : Social Studies

Unit : 3

Topic : Paintings and Hunting
gatherer-mixer time

Class : VI

Time : 40 min.

Name of the school:

(11)

TOPIC of Teaching	Teaching Strategy	Resources/ Materials FOR TEACHING	Observations of Studyday.
<p>Paintings ,</p> <p>The early people drew pictures of animals and hunting scenes on the walls of many caves, and of many rocky shelter, and colour stones were ground and mixed with animal fat pictures were then painted on rock with bamboo or breeches. Perhaps drawing picture like gious importance for them.</p>	<p>→ who was the discovery of fire?</p> <p>→ what is the mode of fire the early people?</p> <p>→ when was begining of the cooked food.</p> <p>→ which type of life the early people?</p> <p>→ where is the drew pictures in A.P?</p>	<p>Pictures showing the painting of the earliest people.</p>	<p>which groups of our staff we depending on gathering food?</p>
<p>Chintakunta is in Muddanur Mandal of Y.S.A Kurnool district. There are ten rock shelters near it are more than 200 painting in white and red colour. But there are only ten white paintings. In others colour paintings, humped oxen are found in locally called Eduma Arvule Girudu. In the remaining paintings, of deer, stag, fox, freshets, birds, human beings.</p>			

Topic of Teaching	Teaching strategy	Resources / Materials for teaching	Observation of study.
<p>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 Yerdis and Chenchus, till very recently, lived in this manner. Recently Recently, lived in this manner. Scholars have tried to live among them and understand their lives. From many such over the all world. historians try of people who lived in the forests thousands of years ago.</p>	<p>→) When was called food the earliest people? →) Who was the living in forest -</p>	<p>Pictures of tribes.</p>	<p>What were the concepts we came to know - through the picture of the earliest man.</p>

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

B. TEACHING LEARNING

MATERIAL:- 11th class, pictures of
showing the painting of
the tribes.

C. EXERCISING THE

SKILLS:- student practice the
earliest paintings, pictures of
tribes.

D. ASSIGNMENT :- Importent Socie Art sites in
A.P identity?

(14)

Lesson Plan - IV

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.
<p>Shared Living</p> <p>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 made a fire in food gathering and hunting of small animals.</p> <p>Hunting large animals may have taken many days of tracking to distant places - this too was probably done mostly by men.</p> <p>Hunter-gatherers shared the food they collected with all the members of the group. There wasn't much scope making for perishable things like meat, fish, fruits, leaves, tubers and small quantities of wild.</p>	<p>→ In Y.S.R district how many rock shelters need it?</p> <p>→ Which colours were used in Rock paintings?</p> <p>→ In nomadic life early people which type of groups live?</p>	<p>Pictures showing the mode of living of the earliest man?</p>	<p>What did the primitive man could not eat food?</p>

TOPIC OF Teaching	Teaching Strategy	Resources/ materials FOR TEACHING	OBSERVATION OF STUDY.
<p>Rains and places which we eat today do not perish so quickly. We also have rains and has to store them for months. But, the earliest people did not should be difficult to carried all carry them around as they migrate from place to place.</p>	<ul style="list-style-type: none"> ⇒ Which people active participated in hunting? ⇒ Which type of food gathering? ⇒ The early people workship man? 	<p>Pictures showing the mode of living of the earliest man?</p>	<p>What was the reason for no poor people among earliest man?</p>
<p>Since they shared all the food and had true access to the resources of the forests, hunter gatherers did not have rich, poor, classes among them. They were all equal and treated each other equally. They also took all important decisions by discussing together.</p>	<ul style="list-style-type: none"> ⇒ Why couldn't the early people store food for a long term? ⇒ Why were there no poor people among them? 		
<p>Even though they hunted wild animals hunted - gather needed and gathered from the forest, the plants and trees, the forest, the plants and trees; They them, so that they may get through food all the time.</p>			

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 main formation of rock art sites in A.P and compute the table with relevant information.

D. Assignment: Do you find any similarity between thinking the killed animal by the earliest people and worshiping the horse or by the former 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
Date growing food.

Time - 1 hour.

Name of the school:

Topic of Teaching	Teaching Strategy	Resources Materials for Teaching	UNDERSTANDING AND OBSERVATION OF STUDENTS
<p>From Gathering to growing food.</p> <p>For thousand of years human being lived by hunting and gathering they tool and gathering they tool to growing crop only about did they change their life style when find out.</p> <p>Around 12,000 years ago there were major change around of the world. It lead to great change in natural vegetation and started vegetation turned that into grassland due to fodder for grazing animal like cattle, sheep and goats. They also had and goats. They he catch by the early into contact with these grassland and animal to control them. This is called domestication. Let see what this means see what this means and what it led to.</p>	<p>1) What is the meaning of Nomadic Life?</p> <p>2) Why were there no poor people among them?</p> <p>3) How many year in hunting and gathering filled?</p> <p>4) What is the natural vegetation?</p> <p>5) Which contact the early people?</p>	<p>Picture showing the food of the earliest man.</p>	<p>Prepare the list of agricultural products and do not forget by the earliest people?</p>

Topic of Teaching	Teaching Strategy	Resources / Materials for teaching	Understand and organize better study.
<p>Learning to grow crops and tend animals.</p> <p>Men, women and children probably observed the places where early plant were found. now new plow looking after plants and animals and the seeds could grow and the seeds called mesen. many people who grow many grass and to relay more on the grow to many group of people in different parts of the earth become farmer.</p>	<p>a) How do people protect the animals they want to breed?</p> <p>b) Which type of cultivation do?</p> <p>c) How do people protect the animals they want to breed?</p>	<p>pictures showing the harvesting of crops.</p>	<p>Differentiated between the farmers herders of Neolithic age and present farmers and herderist.</p>
<p>Different people different places learnt to grow Paddy, wheat, barley, wheaty barley vegetables control, they learnt from each other how to grow and use diff kinds of crops and vegetables.</p>			
<p>Similary, people may have and gentle and other and gentle care over food. They may also animals eat. Other have protected their animals. In the process the herders got plenty of herds got plenty of meat, animal and milk later on they the fields.</p>			

A. Teaching points: from gathering to growing food,
Learning to grow crops and tend
animal.

B. Teaching learning

Materials:- vi th class text book, chart
of food of the earliest man, harve-
sting of crops.

C. Exercising The Skills: collect the information/pic
ture of tool during the period
of the earliest man.

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

(22)

Lesson plan - VI

Preliminary Information

Name of the student Teacher/ Regd No:

Subject: social studies

Unit : 3

class : VI

Topic : domestication

Time - 40 min.

Date :

Name of the school:

TOPIC OF TEACHING	TEACHING STRATEGY	RESOURCES / UNDERSTANDING & OBSERVATION OF STORY
<p>Domestication</p> <p>People usually select 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 self-tended type are allowed to breed. Thus plants and animals tend ed by people are different from the wild ones. When people sow self-tended crops and protect fruit or when they allow selected animals to breed and protect them for their own use it is called domestication.</p> <p>In this way, over hundreds of years people tamed and animals are and been in some, to then in some special way.</p>	<p>Q) why couldn't the early people store food for along time?</p> <p>Q) Do you think it could have created problems if the hunter-gatherers didn't share their food?</p> <p>Q) why were there no poor people among them?</p>	<p>Pictures showing the former, harvesting of crops? Differentiate between the farmers, herders of Neolithic age and present farmers and herders.</p>

TOPIC OF Teaching	Teaching Strategy	Resources/ Materials for Teaching	Understanding Diving and importance of today
<p>of course, not all people took to growing crops or herding animals. Many people continued to hunt and gather from forests, and again, not all people practised agriculture in the same way. In Italy many people practised many people practising this "polyculture" in Italy and also combined a little hunting and gathering from the growing crops.</p> <p>Some of them realised that the fertility of land applying tillage and when they plough and spreading manure. They did not have to go in search of new fertile land this had to combine farming with herding animals, which were needed for pulling transport from inuring the soil and other purposes.</p>	<p>What is the meaning of Polyculture?</p>	<p>PICTURE showing the harvesting of crops.</p>	<p>Differences between the farmers, herdsmen, and hunters of Neolithic age and present farmers and herdsmen.</p>

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 Domestification

explain it ?

LESSON PLAN - VII

Preliminary Information

Name of the Student Teacher / Regd No:

Subject: Social Studies

Class: VII

Unit: 3

Time - 40 min.

Topic: Settled life

Date:

Name of the School:

Topic of Teaching	Teaching Strategy	Resources/ materials for teaching	Observations on study.
<p>Settled life</p> <p>When people began growing plants, they had to stay in one place for a long time looking after the plants, watering, weeding, driving away animals, and birds till the grain ripened. At the harvest grain that was left was stored for long periods in one place and buried wheels to store the grain.</p>	<p>What is the uses of domestication?</p> <p>DO Form use domestication better seeds for the next year?</p>	<p>Picture showing the tools of the early man.</p>	<p>If there was no grinding stone how did man. how did it effect out food.</p>
<p>When staying at one place became inevitable, they can trusted huts of grass. vessels were needed water in the making of pot of diff food and cooking also stores and stones for niches day up the place they found remains liths and stone. In some place, they also some residue of grain.</p>			
<p>The early farmers needed to clear some sites by cutting trees by one cutting trees and branches. They developed a new kind cattle of neolithic by archerjistl.</p>			

Topic of Teaching	Teaching Strategy	Resources Materials for Teaching	Understanding and Observation of Study
<p>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 clear trees, etc by growing root the early people began arranging almost all aspects of terminals in a very fundamental manner. This period of early agriculture caused Neolithic Period. (named after the new tool Neolith).</p>	<p>⇒ what is the meaning of Neolithic period? ⇒ How do you think the early people stored grain?</p>	<p>Different tools shows</p>	<p>What is the use of stones.</p>

- A. Teaching Points; Settled life.
- B. Teaching learning Materials : - with class Text book, Picture and Models.
- C. Exercising the skills; observe the different life style.
- D. Assignment: Imagine and draw the house used by the earliest people. How are they different from your home?

Lesson Plan - vii

Preliminary Information

Name of the student Teacher/ Regd. No:

Subject: Social Studies

Class - vii

Unit : 3

Topic : Keywords of gathering Time - 40 min.
Food to growing.

Date :

Name of the school.

TOPS OF Teaching	Teaching Strategy	Resources materials etc etc	OBS EARTH ION OF STUDY
<p>Key words of Gathering Food to growing food.</p> <p>We find earliest evidens for cultivation of crops from 5000 years ago. In India there are erosion ago and Bihar some four or five thousand years ago.</p> <p>The earliest evidence for domestication never comes from the hordens of Andhra Pradesh, Andra and Karnataka. In these states large mound in a number of places.</p> <p>Archaeologists believe that around five thousand years ago when in specific place where a low spelt place cow dung was of fed and driven. They Kurnool, Mahabubnagar and Nizamabad Puranpur districts. Neolithic stone axe, stone heddles and rudimentary hand made pots were also found. After of thousands of years, many of them cultivating started cultivating crop and settling down in villages.</p>	<u>Key words</u> <ul style="list-style-type: none"> Hunter gatherer stone tools Microlith Nomads Shared living No mestication Herders Settled life Neolithic Archaeologist Agriculture 	<p>Explain the key word list</p>	<p>Preparation of words.</p>

TOPIC OF TEACHING	TEACHING STRATEGY	RESOURCES MATERIAL FOR TEACHING	OBSERVATION OF STUDY
			WRITTEN WORK.

- 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 - TX

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 TEACHING	OBSERVA- TION OF & STUDY
<p>1. why do you think the earliest people did not wear cotton and mooken clothes? As,</p> <p>2. what tools would you use today for cutting fruits? what would you do if the tools are not available? As,</p> <p>3. compare the tools used by the earliest people with those of modern with the of modern times. As,</p> <p>4. Why did the earliest people travel from place to place? in what ways are they similar to/ different from travel to day? As,</p> <p>5. Locate the following rock art sites in the map of Andhra Pradesh As</p> <p>A. chintakunta B. Adon.</p> <p>D. Nayudetla E. velupu madugu</p> <p>C. Karail vinukanda</p> <p>F. Srikrishna hatti.</p> <p>6. List three ways in which the present life of farmers and herders are different from that of the Neolithic people? As,</p>	Practice the learning classroom discussing.	Project work	clarify my the items in picture.

TOPIC OF Teaching	Teaching Strategy	Resources Materials for Teaching	Instructional Material for STUDY
7. Prepare a list of stones indicated animals and agricultural products of the earliest people and write of few lines about each of them. AS ₃ .	DICTATION CLOTHES TOOLS BURIALS	LIST OF CROSS WORD PUZZLE	COMPUTER THE CROSS WORD PUZZLE
8. If there was no stone and no grinding stone how would it affect our food? AS ₄ .			
9. Write five questions that you would like to ask an archaeologist to know about present excavation. AS ₄ .			
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 diff signs to distinguish them. AS ₁ .			
11. How can you say that the lives of earliest people became easier on domesticating animals AS ₆ .			
12. Read the first para of page 51 and comment on it. AS ₂ .			
AS ₂			

- A: Teaching Points: Invent your Learning.
- B: Teaching learning Materials: vith Text book, Cross word puzzle.
- C: Exercising the skills: Practice the different word meanings.
- D: Assignment: collect some pictures of Adelant people and prepare an album.

Lesson plan - 8

Preliminary Information

Name of the Student Teacher / Regd No :

Subject : Social Studies

Class - VI

Unit : Agriculture in our
times.

Time - 1 hours

Topic : ~~Venkatapetam~~ agricultural labours
in groundnut fields.

Date :

Name of the school:

AGRICULTURE IN OUR TIMES

(39)

ACADEMIC STANDARDS TO BE ACHIEVED BY TEACHING
THIS LESSON:

I. Conceptual understanding:

- ⇒ Explain the activities taken up by Government to curb migration in Venkateswaram.
- ⇒ Compare the condition of big farmers of their village with that of Vifayakumar at Venkateswaram.
- ⇒ Suggest measures to improve the conditions of farmers in the Andhra Pradesh.
- ⇒ Explain the reason why do small farmers become laborers 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 here and comment it.

III. Information skills:

- ⇒ Complete the table in page 67 by collecting information on mages.
- ⇒ Collect information on articles from news papers on problems in agriculture and farmers.
- ⇒ 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 reachis to the debt persons.
- ⇒ Respond on suicides of cotton farmers.
- ⇒ Question the need of harvester and thresher of paddy, how are responsible from now wage to

V. APPreciation And Sensitivity:

- o Reveals the advantages of debts can collection
- o " now Mahatma Gandhi Rural Employment Guarantee Act (MGNREGA) is helpful to agricultural labourers.
- o APPreciate the credit system of bank to the farmers and the way they reshape tonnes.
- o Readiness of teacher (notes):
 (Additional of information to gathered by labourers of and to be planned)
- o collecting wage rate of agricultural labourers of their region.
- o collecting the list of money lenders to the farming.
- o collecting with small farmer and big farmer.
- o " information on irrigation sources of our area.
- o collecting information, pictures on mechanisation of agriculture.
- o Teacher's response:
 o Self evaluation of the teacher his teaching experiences, activities, success / failure of this expectation etc

TOPIC OF Teaching	Teaching Strategy	Resources Materials for teaching	Observation of study
VENKATAPURAM - Agricultural laborer in groundnut Field :-	* what is your name? Narayanan. * What are you doing? In class. * What is your father's job? * What is the farmer's work? cultivation.	* Andhra Pradesh MAP.	* For now many days do the farm work in a year.
Squatting on the floor in field for long years bearing the scorching sun and tiring job. Rani, our employer pays us on the basis of the quantity of ground- nut not get even in Go Repees for the whole day's effort work. Lashman said.	* The cultivation is a agricultural Today teaching the lesson agri- culture.	* Information table the wages of Agriculture, legumes	
All of you must be very busy these days, we asked. Yes, but we get such work only for few weeks in a year. Some- times we get work in government schools. WORK. 80 of them we sit idle in our houses Padma said.	Lashman said, we don't know why the prices of fess veg etc., clothes and stationery for wages.	Normally women workers earn about 70-80 per day. whereas as Rs. 120 per day. during harvest or sown with land get Rs. 120-150 per day, whereas nate.	
Even in government schools also we get employment only for a few weeks in the entire year. Rani said.			

(42)

TOPIC OF TEACHING	TEACHING STRATEGY	RESOUR- CE/MATERIAL FOR TEACHING	OBSERVA- TION OF STUDY
Workers get Rs. 150 - 200 per day. In the govt. Employment Scheme, men as well as women get Rs. 150 per day. In non-agricultural activities such as loading and unloading of sand and unloading of sand or brick sand and construction work - Rs. 200 - 250 for men and Rs. 200 for men and Rs. 200 for women. But such work is scarce. Where do we get non-agricultural employment here? Also it is not workers who have to go to towns and cities Partha said.	* what is the village name? Poor labourers live there, Lekhmann and Padna, a place lot of challenges in earning in coming to earn. The women even suspend at their house school, preparing food and getting water and firewood.	4 ft of money lenders to the farmers	why there is a difference in wage rates of males and females.
Some farmers in our neighbouring villages grow grapes. Only those have vacant work get employed. They learn to do grafting, learn to do whatever we suddenly learn to do year? They children asked.	Nearly two - third of all rural families in other states have small plots of land and the rest although earnings are higher in non-farm areas. That is why migrant families go to towns and cities.		
We live to work in government schools as they do not receive any special skills, Partha said.	* How much amount you will get per day?		

(43)

A. Teaching point: Venkataapuram, Agricultural
Labourers list of greenut

B. Teaching Learning
Material? APMAP, wage of Agricultural
Labourer listed money [eders

C. Exercising the skill? Student's answer the
different labour group.

D. Assignment: What kind of work do
Labourers find in venkataapuram?

(49)

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 venkateswaran

Date:

Name of the school:

Topic of Teaching	Teaching Strategy	Resources/ Materials for Teaching	Observation on of Story.
<p>Small farmers in village atapur.</p> <p>On seeing us talking to the workers, Ravi their employer, Ravien says only One or two men workers and several labor and several women workers, for harvesting groundnut are engaged to uproot ground nut plant, gather, bunchie and carry the white to appear. Women are engaged to break ground nut gaged to apart from the plant.</p> <p>I employ labourers only for harvesting. I go to school or take the mem- ber or take the help Ravi said.</p> <p>Ravi's daughter was also pushing groundnuts. Ravindra said she other expenses, she works in the field now.</p> <p>Ravi has 4 acre of land with a stone wall, water from the village reach higher 2-3 years like the first rain water years. Since pot suffic- ent to element of even one crop may go</p>	<p>1) What is harves- ting in venukarpur?</p> <p>2) How much get day?</p> <p>3) How much amount per day labor?</p> <p>4) Ravi have the land in cultures?</p> <p>5) Most of farmers get the money where?</p>	<p>Informal table showing the wages of Agricul- tural labourers</p>	<p>why there is a differenc- e is a differenc- in wage rates of males and females.</p>

Topic of Teaching	Teaching Strategy	Resource Materials for lesson
<p>I borrowed money from a broker in our village to buy seeds and fertilizers to pay back I have to sell this ground but to form at some what lower price than the market price. He has already telephone me for the produce.</p>	<p>there is a lot of difficulties in farmers. In general in small farmers there is no one who can help them. They could not find any buyers.</p>	<p>* Farmers which used by PUPPDSO get the money from money lenders.</p>
<p>Why don't you take loans from bank? We asked.</p> <p>Bank are reluctant to lend need desperately money lenders.</p>		
<p>Farmers like are willing to borrow money to buy inputs or good quality seeds etc. They will then obtain them at lower prices to obtain better quality and for their family and for one should to repay. Good returns tell all they need to large sum, they facing from borrow of dairy they name lang cows, deducted some more there is a scarcity of fuel, they face failure due to HR fines due to one other reason, conq country.</p>		

A. Teaching Points: Small Farmer in Environment.

B. Teaching learning

Materials: Fertilizers used by

farmers found A.P.M.A.P.,
different labour photo's

Skills. Students understand the
of Farming Agriculture field.

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

LESSON PLAN 2011

(48)

Preliminary Information

Name of the Student Teacher/ Regd No:

Sohjeet - Social Studies

Class VI

Unit - 7

Time : 40 min

TOPIC : contract learning

Date :

Name of the school :

TOPIC OF TEACHING	TEACHING STRATEGY	RESOURCES / MATERIALS FOR TEACHING	OBSERVATION OF STUDY
<p>contract farming 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.</p>	<p>Venkatapuram village which type of crops in the land?</p>	<p>Chart showing the stages of contract farming</p>	<p>What is contract farming?</p>
<p>Part of Andhra Pradesh, some companies have made contracts with farmers to cultivate crops such as jip pain, rice, cucumbers, cotton, beans, soybean, cotton and chili.</p>	<p>What are the different ways in which the expenses of the family?</p>	<p>Contract farming</p>	
<p>In contract farming, companies advise, companies advise farmers to follow specific practices and also provide financing the harvest at pre-determined price pre-pay the farmer a fixed price to export them directly to other countries.</p>	<p>What was the crops to produce the farmer?</p>	<p>apply chemical fertilizers - circa 40 kg of phosphogypsum when resources This may reduce</p>	
<p>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 case the quality desired by the company it may refuse to buy their may throwing to the farmers in trouble. In order to get high yield under contract farming farmers</p>	<p>ground water deficit erosion of soil Small best lands earmarked for contract farming - thus warning the security of their own food.</p>	<p>This may reduce ground water deficit erosion of soil Small best lands earmarked for contract farming - thus warning the security of their own food.</p>	

TOPIC OF
Teaching

Teaching
Strategy

Revised
Materials
on
Teaching
STUDY

Small farmer - can
Lives in Venkata-
apuram.

We ascended a hill in
front of which there
was a tractor which
leads of harvested ground
not plants. We talked to
local farmer living in
the house. His name is
Renu. He is son another
small farmer like Rani.
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.

Renu owns two acres of
land which depends upon
the Yilla getank for
irrigation. However,
a few big farmers divert
tank water to their
fields and do not bother
whether Renu land is
irrigated or not. Four
years ago, Renu dug
so well by borrowing
money from his top
bossing down workers
only at the time of harvest.
Since then come 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 the help employs a few
for more than three
workers in his own fields.

* Who was the
preceding old
facility of
agriculture?

* Who was the
big farmer in
Venkataapuram?

* How many acres
harvest Renu?

It is a tank water
provides water
for Renu's
Paddy field. By
retaining tanks
to irrigate his
enormous large
and do whatever
he wants, signed
to him. Renu
Renu can
drive, he is used
borrowed ploching
and transporting
paddy and other
things to the
market.

charts
of Banis
and
London's
photo's

Why do
small
farmers
need
harvest
time?

- (51)
- A. Teaching Points: contract farming, small farmer's - can labourers in rent/lease/own.
- B. Teaching learning materials: VIth class text book, and contract farming chart.
- C: Exercising the skills: Student develop the diff cultivation and contract farming.
- D: Assignment: Why do small farmers employ labourers during harvest time?

(52)

Lesson Plan - 1

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	Resource/Comprehension Differences of Thinking
Small farmers of Andhra Pradesh	What is the contracting farmer?	Chart showing crops in A.P.
Four out of five farms in Andhra Pradesh are like Rani and Ramu. They own very poor irrigation infrastructure and have to approach bank of rich money lenders or brokers for these. They are forced to sell their produce to make money even when prices are low. They meet their labourers in other areas.	Why do small farmers and labourers in cash rather than in kind? What type of family is below poverty line?	What are the each crop of Andhra Pradesh?
Why is it not possible for Renu to grow two or three crops a year?	In Andhra Pradesh state what type of training facility?	
How are small farmers dependent on big farmers? Give examples from Ramu's case.	What are the economical A.P. banks?	
Why do you think small farmers can not borrow the bank?		
What similarities and differences do you find in the condition of Rani and Ramu?		

A. Teaching Points: Small farmers of Andhra Pradesh.

(54)

B. Teaching Learning

Materials: A.P Map and irrigation and Banking photo's.

C. Exercising the Skills: Students using irrigation and Banking exercises skills developed.

D. Assignment: What are the similarities and differences do you find in the condition of Ray and Renu.

Lesson plan - XIV

Preliminary Information

Name of the student Teacher / Regd No :
Subject : Social Studies

Unit : 7

Class : VI

Topic : conversation with big
farmer.

Time : 40 min

Name of the school

TOPIC OF TEACHING	TEACHING STRATEGY	RESOURCES FOR TEACHING	IMPROVEMENT OF STUDY
<p>Vitayekumar has 25 acres of land with three borewells. His paddy fields are in the commanding area of the village tank. He borrowed Rs 25 lakhs from a bank to buy the harvester and thresher. He hires them out to others for more money. Many farmers in renkatapton and the surrounding villages use his services. With all this additional income, Vitayekumar is able to buy more wells and machines. Moreover, with this additional farm machinery, his well-farmed farm is able to buy water and reach in more land from other small farmers.</p> <p>Listening to our talk, Vitayekumar's 75-year-old father came out and joined us for discussion. He said I don't think farming is something worth talking about these days. Earlier we used only small amounts 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 fail.</p>	<p>* What type of cultivation is renkatapton?</p> <p>* How is Vitayekumar able to want for higher price well sell it at low prices?</p> <p>farmer in my fields. Now we use heavy dose fertilizer and use our tractor 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 fail.</p>	<p>Chart showing comparison of Renu Rani.</p>	<p>What do you know by the comparison with a big farmer?</p>

Topic of Teaching	Teaching Strategy	Resources for Teaching	Orientation for STUDY
Conservation with a big farmer.	Q) why do you think small farmers cannot increase honey easily from the hives?	charach showing comparison by the Ramu-Ram with a big farmer.	What do you know
Ramu took us to his employer Mayakumari. VTakemani's house had a big compound wall inside which we found in paddy have stem, a threshing and a trusted ground nut plants and about 10-15 women were picking the pods in a tiled shed. Mayakumari told us that this year he ground nut.	Q) what is the progress of A.P farmers.	Q) when are going of kalan?	conversion
When are you going to sell it.	Q) How many acres have Mayakumari?		
Not now. I will sell after drying it for few days Mayakumari said.			
Mayakumari has no longer not sell slate floor, used to dry the meadow - like large shed to keep paddy pent.			
Since the fresh ground nut sell now price goesate low price. I usually try in and sell after a few months. Theders generally pay a dried price for dried groundnut, Mayakumari said.			

A/ Teaching points: conversion with big farmers.

B/ Teaching relearning

Materials: A.P Map and different Agricultural equipment tools list.

C/ Exercising the

skills: Student's are leading & tending the agriculture facility in A.P.

D/ Today Assignment: List all the sources of income of usayakumar.

(59)

Lesson Plan - XV

Preliminary Information

Name of the student teacher/ Regd No:

Subject: Social Studies

Class - V

Unit: 7

Time - 10 min.

Topic: Agriculture in A.P

Date:

Name of the school:

TOPIC OF Teaching

(6)

TOPIC OF Teaching	Teaching Strategy	Resources or sources of Materials for Teaching
<p>Agriculture in Andhra Pradesh.</p> <p>over the years, agriculture in Andhra Pradesh has changed. Even though Paddy continues to be the main crop, other food crops like ragi have also come into being in Andhra Pradesh. Groundnut, cotton, chilies etc. All these crops need investment. Investment in fertilizers in the form of loans.</p>	<p>On the other hand, big farmers are able to benefit from the new equipment and they own market for agriculture. They are engaged in dairy, selling, dealing, feeding shops, schools, money lending etc.</p>	<p>What type of agriculture prevalent time?</p> <p>VII class text book A.P map.</p>
<p>A few decades ago, most of the farmers were dependent on the lands. Now more than half of the area is under water. This has led to depletion in the ground water levels and increased soil salinity.</p>	<p>Agricultural labours are not getting enough work and not receiving government help provide relief only for a few days in a year. So they are migrating to other states or urban areas.</p>	
<p>Rainfall. All this has very much failed to crop fail to crop fail to give them enough to repay their loans. As they are forced to sell their lands and sell their houses as loan owners. Today a large number of small farmers are in such conditions.</p>		

Topic of Teaching	Teaching Strategy	Resources for Teaching	Observation of STUDY
Key words Agricultural labour or Money Lenders cash crop s Supporting price Small farmers contact Iarning Pesticide Migration Kharif food CROPS .	e) which purpose Farmers take loans? f) A.P Farmers depend on water facility by? g) what is the main crop of Andhra Pradesh?	A.P Map and Agricultural Producer's chart.	What is the main crop in Andhra Pradesh?

(62)

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 - X¹

Preliminary Information

Name of the Student Teacher / Regd No:

Subject : Social & Political Science. 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.

1. conceptual understanding;
- 2) Explain the establishment of Mauryan empire, its regions borders etc.
- 3) compare and contrast Mahaparvas and Empires.
- 4) " the historical evidences of Mauryan empire..
- 5) Explain why Ashoka was a unique ruler.
- 6) " what is Ashoka's Dharma and how did he spread dharma among the common people.
- 7) Differentiate the administration of Nandas and Ashoka of Mauryan ruler.
- 8) Explain the services rendered by Satakarnis to other religions.
- 9) Explain how the leaders improved their status as king with the help of stone inscription from Mahabodhi village in Benares district.

I. Reading the text (girs), 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 Satakarna times unit.
- 4) Read page no 96 and comment on extent of monarchy forming in administration..

II. Reading of Teacher (notes):

- 1) Historical books by D.D. Kosambi, A.L.Basham, Romila Thapar,
- 2) Andhra Sanghika Charitra by Surararam Pratop Reddy gari.
- 3) Pictures, maps related to Ashoka from internet.
- 4) Prepare children to visit nearby Bodh Gaya.
- 5) Download powerpoint presentation from curatedra can nets.