

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
CHAPTER-8: RURAL LIVELIHOOD

Unit	Rural Livelihood
Class Transaction	Total: 7 (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of concept of rural administration 2. Knowledge of working and functions of agricultural labourers, farmers Panchayat etc.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Students would be able to *Students will develop <i>collaboration by taking part in the discussion</i> understand various types of occupation prevailing in rural areas. *Difference between farm and non farm activities. *The miserable condition of farmers when they are caught in debt trap. * working conditions of landless farmers like Thulasi * working conditions of small farmers like Sekar * working conditions of large scale farmers like Ramalingam <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i>
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> 1. Different occupation in which rural people are engaged. 2. The miserable conditions under which rural people have live 3. Difference between farm and non farm activities . <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> 4. Collaboratively discuss the miserable condition in which rural people have to earn their livelihood.. 5. Critically think to suggest the measures to improve the conditions of rural people ATTITUDES AND VALUES Students will be able to develop civic sense by realizing that it is important to give equal economic opportunities to all in the country .
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. <i>Introduction of the topic-</i> PPT and Digital Content would be shared Active Learning- Four Squares Topic –Different occupation done by the rural people

other too.)	Group Learning-Role play Topic – The story of Thulasi and Sekar Facilitator will introduce the topic which will be further discussed and explained by the students through a role play . Differentiation- A work sheet will be given to the students to cater the need of all the students Questioning- NCERT questions will be discussed and done in the notebooks . <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS25 Mark each=100 Marks HALF YEARLY EXAMINATION 80+20 (internal)=100 Marks ANNUAL EXAMINATION 80+20(internal)=100 Marks By administering pen paper test, we assess creativity and critical thinking. INTERNAL ASSESSMENT 20 Marks in each Term - Subject Enrichment Activity 10 Marks With the help of subject enrichment activities we assess communication, collaboration, character building and citizenship. The students in a group of 5 will be demonstrating the activity. - Note Book Submission 10 Marks
Addressing Classroom Diversity	It's a different classroom today: As the kids are from different socio-economic background, So are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So, the teaching learning process must be devised in such that can cater to the needs and aspirations of students of abilities . The following techniques can be used for different groups: <i>For the gifted:</i> - Preparing a debate - Making PPT - Designing an exhibit - Writing a report - Preparing a talk - Encouragement for referring other resources

	<i>For the average/slow learners:</i> • Making a Chart/diagram/poster/ flashcards • Buddy system help to be provided • Provide grade-up classes <i>For differently able:</i> • Ignore grammatical inaccuracy • Call parents at regular intervals Provide grade-up classes
Marks	The weightage would be given by CBSE.

Day 1	Kalpattu village
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of main occupation of the people in village. 2. Types of farmers on the basis of field
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	Students would be able to understand various types of occupation prevailing in rural areas.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> 1 Different categories of farmers -landless farmers, small scale farmers and large scale farmers 2 The condition that underline and impact life strategies of rural people. <u>SKILLS-</u> <i>Students would be able</i> 1. To enable the students to know the main occupations of the people in the village. 2. Apart from farm activities rural people are engaged in non farm activities like construction work ,pottery ,carpenter etc
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. Introduction of the topic- PPT and Digital Content would be shared Facilitator starts the class by showing a short video Followed by a small activity. Active learning – Four Squares Students will be sitting in the group . Facilitator will give a work sheet in which students are suppose to write the responses. Group learning- Students will discuss and write the responses in the given worksheet . Facilitator will divide the story of Thulasi amongst the sudents . <i>Guided practice followed by Independent Practice-</i> NCERT questions to be

	discussed in the classroom.
Resources	Text Book: NCERT text book –Social and political life

Day-2	Thulasi
Class Transaction	Total: 7-8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of harvesting and farming. 2. Knowledge of insecticides, pesticides, growing paddy
Assessment of qualifying knowledge	3. Written test 4. Group Discussion 5. HW notebook 6. FA Activities
Objective	Students would be able to understand various processes involved in farming and the challenges faced by the small scale farmers and People like Thulasi have to face .
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. Different crops need different climatic condition and soil. <u>SKILLS</u>- <i>Students would be able to</i> 1. Collaboratively discuss the problems faced by Thulasi and Sekar 2. How Thulasi and Sekar were exploited by the traders.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. Active Learning – Students will sit in their allotted groups and discuss the given topic . <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
Day-3	Thulasi
Class Transaction	Total: 7-8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of harvesting and farming.

	2.Knowledge of insecticides, pesticides, growing paddy
Assessment of qualifying knowledge	1.Written test 2.Group Discussion 3.HW notebook 4.FA Activities
Objective	Students would be able to understand various types crops grown, transplanting the paddy, understanding about small farmers.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1 Learning about main crop that is grown in irrigated lands. <u>SKILLS</u>- <i>Students would be able to</i> 2. Collaboratively the students will discuss the main occupations of the people in the village. 3. Critically think to suggest some measures to improve the condition of landless farmers like Thulasi.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. Active Learning – Students will discuss in the groups and will get ready for the presentation. Group Learning- Presentations through Charts or Role Play. Students in groups will be called for presentations .Each group will be given 3-5 minutes time to present their topics . After the presentation facilitator will collate the points and further give clarity on the topic . Students can use chart paper or any other material for presentations <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
Day-4	On being Debt
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Borrowing money from moneylenders. 2. If seeds are not of good quality or pests attack their crop, then what will be the consequence?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook

Objective	Students would be able to understand that why small farmers do not go to the town market to get a better price for their produce. Conditions faced by the farmers on taking debts .
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> The main sources of livelihood of some families in the villages. Kind of taxes given by the farmers. <u>SKILLS</u>- <i>Students would be able to</i> 1. To enable the students to know the circumstances under which poor workers have to take loans. 2. To analyse the conditions of landless labourers after taking loan and the situation when they are in debt trap.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Facilitator will show a short video on debt trap . DOL 2 & 3. Active learning – In the Hot Seat One of the students from the group will be sitting in the centre who will be representing the person who is under the pressure of debt trap. Students will take an interview of the students sitting on the Hot seat and will make a report mentioning the problems Group Activity- Students will be discussing about the person showed in the video and will make a report on the issues and challenges faced by him after interviewing a student who is playing a role of the person shown in the video. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
Day-5	Agricultural Labourers and Farmers in India The story of Aruna and Paarivelan
Pre-requisite for the course	This lesson requires Basic knowledge of condition of farmers in India. Knowledge of working and functions of agricultural labourers and farmers.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities

Objective	Students would be able to understand various types of farmers and their work.
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> The condition that underline and impact life strategies of rural people. The working condition of fishermen and he challenges they have to face to earn money. SKILLS- <i>Students would be able to</i> 1. To enable the students to know condition about small farmers. 2. To analyse the work done apart from farming like collection from forest, animal husbandry, dairy produce etc. 3. Collaboratively they will realize the working condition of fishermen like Aruna and Paarivelan and he challenges they have to face to earn money.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Recap will be done by the facilitator through anticipatory set. Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Active Learning – Facilitator will ask the questions from the students. Student will sit in pair to discuss the answers. Q. After reading the chapter would you say that a majority of country's farmers are quite poor? What do you think can be done to improve the situation? Group learning - After the wait time facilitator will ask the same questions and will allow the students for open discussion in which will enhance their communication skills Asking small questions based on the content. DOL 2 & 3. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life

DAY	SIX NCERT questions
Objective	Students will be able to find and discuss the answers of the questions being asked by the facilitator
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• KNOWLEDGE- <i>Students will know</i>

	• <u>The facts related to rural livelihood</u> • The way of writing the answers • To comprehend the question <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyze and comprehend the question and will further write in their note books
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Activity Facilitator will ask NCERT questions from the students will allow the students to give one point related to the question to involve maximum students . Independent Practice: Students will do selected questions from NCERT text book. Closure: 5 min Facilitator will do the quick recap with the students by discussing key points of the content
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	SEVEN EXTRA QUESTIONS
Objective	Students will be able to find and discuss the answers of the questions being asked by the facilitator
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE-</u> <i>Students will know</i> • <u>The facts related to rural livelihood</u> The way of writing the answers To comprehend the question <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyze and comprehend the question and will further write in their note books
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Activity Facilitator will ask questions from the students will allow the students to give one point related to the question to involve maximum students . Independent Practice: Students will do selected questions from NCERT text book.

	Closure: <u>5 min</u> Facilitator will do the quick recap with the students by discussing key points of the content
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)