

SUBJECT- CIVICS

TOPIC- L- 1 UNDERSTANDING DIVERSITY

CONTENT	LEARNING OUTCOME GENERAL	LEARNING OUTCOME SPECIFIC
PRECONTENT Diversity	The students will be able to- pinpoint diversity in our lifestyles	The students will be able to- appreciate various forms of diversity in our everyday environment
CONTENT Specific information about self	recognize differences among their classmates	highlight certain aspect of self
Comparison of two people as taken in the book	make comparison between two people	differentiate between Samir Ek and Samir Do
Diversity	assimilate the concept of diversity	identify as to how diversity could have emerged in the world
Diversity in caste , religion and languages	highlight differences between two places	point out differences seen in Ladakh and Kerala
Diversity in India – case study	appraise unity in diversity in India	appreciate living in India with its rich heritage of diversity
Prejudice and discrimination	interpret differences between prejudice and discrimination	argue prejudice as a measure to lead to discrimination
POSTCONTENT Worksheet	analyze the questions and complete the worksheet given in the class	complete the worksheet given in the class

HOMEWORK/ ASSIGNMENT

- Complete the worksheet given in the assignment booklet
- Give three differences between Samir Ek and Samir Do.
- Make a list of food that you have had from different parts of India.
- Collage making activity on the topic UNITY IN DIVERSITY

TEACHER'S ACTIVITY	STUDENTS' ACTIVITY	TEACHER'S OBSERVATION
Teacher will - initiate the session of discussion about food habits , dresses, festivals etc.	Students will -share their views and ideas on their ways of living in different states with the help of discussion method.	
Starter Activity -make pairs in the class and help students in completing the activity given in the book	Starter Activity -create an image and answer the questions asked in the book which relates to their favourite items.	
ANNEXURE 1 A -showcase the story of Samir Ek and Samir Do with the help of book reading	Annexure 1 a -analyze and write the difference in the life of both the boys with same name but different meanings	
Activity -initiate the group activity in which each student will discuss about the diversity in different states	Activity -inquisitively ask the questions from each other and record it.	
ANNEXURE 1 B -hypothetically provide a case study from the chapter to let students know about diversity	Annexure 1 b -find out the diversity between two places of India- kerala and Ladakh	
ANNEXURE 1 C Activity -guide the students to make a collage	Annexure 1 c Activity -make a collage on Unity in Diversity in India	
-highlight the difference between prejudice and discrimination	-differentiate between the prejudice and discrimination	
-help and guide the students in completing the worksheets ANNEXURE 1 C	-complete the worksheet ANNEXURE 1 C	

TEACHING AIDS –Activity sheet, Interactive board and relevant support material.

METHODOLOGY/INNOVATIVE METHODS – comparative study , activity based teaching , use of text and reference books , discussion method, use of dictionary

INTERDISCIPLINARY LINKS – science – climatic changes EVS-festival celebrated.

COORDINATOR

HOD

VICE PRINCIPAL

PRINCIPAL

TEACHER'S ACTIVITY**ANNEXURE 1A**

Teacher will highlight the differences.

Samir Ek	Samir Do
1. Samir Ek is Hindu.	1. Samir Do is Muslim.
2. Samir Ek goes to school	2. Samir Do sells newspaper.
3. He celebrates the festivals of Hindus	3. He celebrates the festivals of Muslims.

Annexure 1 a

Students will write the difference in their copies.

ANNEXURE 1B

Teacher will highlight the differences.

Kerala	Ladakh
1. Kerala is a state in the south west of India. It is surrounded by the sea on the sides and hills on the other.	1. Ladakh is a desert in the Eastern part of Jammu and Kashmir.
2. Agriculture is the main activity and number of spices are grown here.	2. Very little agriculture is possible here.
3. It is an attractive trading centre.	3. It is not a trading Centre but it is used as a trading route.
4. People of Kerala follow Islam, Hinduism, Christianity etc.	4. People of Ladakh follow Islam and Buddhism.

Annexure 1 b

Students will write the difference in their copies.

ANNEXURE 1C**EXPERIENTIAL LEARNING ACTIVITY NO.- P.S.-I**

Subject	Political Science
Class	VI
Chapter/Unit	L-1, Understanding Diversity

Student's Activity- Student will:

- put all the material such as A-4 size colored sheet, cut outs of the pictures, scissors and glue on the table.
- creatively start pasting the cut outs one by one with the help of glue on an A-4 size sheet.
- pin up the collage on the soft board in the class.

What have I observed?

Observation table: Diversity in India.

S.No.	Indicator	State
1.	★ Food	West Bengal (Rosogullah)
2.	Festival	
3.	Dance	
4.	Dress	

- ★ A sample is filled for the help on the basis of the image shown by the teacher in the class.

What have I learnt?

- ★ A country known for its rich diversity is _____.
- ★ We have so many differences but still we live in _____.

What am I curious to know?

- Cultural and religious diversity across the world.

Let me evaluate myself

Q1. Name the person who coined the word 'Unity in Diversity'.

Ans. _____

Q2. Examine any three reasons, why India is called as the land of diversities.

Ans. _____

Q3. Highlight any three benefits of living in a diverse country like India.

Ans. _____

Q4. Match the following:-

A.	B
a. Ladakh.	i) Dal baati
b. Kerala.	ii) Durga Puja
c. Rajasthan.	iii) Spices
d. West Bengal.	iv) Monasteries.