

SUBJECT – CIVICS

TOPIC- L-8 RURAL LIVELIHOODS

CONTENT	GENERAL LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES
Pre content Farming	The students will be able to- follow the instructions given by the teacher for the activity	The students will be able to- recall the various activities related to farming
Content Non agricultural activities	highlight the different activities taking place in villages	pinpoint the different non agricultural activities that take place in villages
Different work done by different people	link the dependence of village on agriculture	extract relevant details of the work done by different people related to farming / agriculture
Agriculture as a source of livelihood	categorise the work done by different sets of people	differentiate between an agricultural labourer and a farm owner
People involved in farming	link the dependence of village on agriculture	infer the dependence of villages on agriculture
Post content Solution	link the dependence of village on agriculture	propose a solution for farmers caught in debt

HOMEWORK/ ASSIGNMENT

1. Read the chapter
2. Find out the non-farming activities.
3. Worksheet

CLASS-VI**MONTH- DECEMBER**

TEACHER'S ACTIVITY	STUDENTS' ACTIVITY	TEACHER'S OBSERVATION
Teacher will ANNEXURE 8 A -Activity -highlight the steps of paddy cultivation	Students will Annexure 8 a -Activity -write the steps of cultivation and complete the activity	
ANNEXURE 8 B -differentiate between the agricultural and non-agricultural activities	Annexure 8 b -find out and write the non-agricultural activities.	
-highlight the work of different people at different stages	-participate in the discussion and write the same in copy	
-show a reference video and hypothetically ask the source of livelihood for the agricultural families	-understand the work and way of living of an agricultural labourer and farm owner	
-see a video on ICR on people involved in the whole process of farming	-watch the video and write the importance of agriculture in the village	
ANNEXURE 8 C -initiate the discussion on problems of farmers.	Annexure 8 c -sensitize the problems of the farmers.	

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

METHODOLOGY- Activities, share personal experiences , discussion method

INTERDISPLINARY LINK – English –story writing

COORDINATOR**H.O.D.****V.P.****PRINCIPAL**

ANNEXURE 8 A

EXPERIENTIAL LEARNING ACTIVITY NO.- P.S.- VIII

Subject	Political Science
Class	VI
Chapter/Unit	L- 8, Rural Livelihoods
Topic	Cultivation of paddy
Time	40 minutes
Nature of Activity	Pair

Activity Name: Story Board

What will I learn (Learning Outcome)? - The students will be able to:-

- identify the different steps involved in cultivation of paddy crop.
- creatively present their ideas by making a story board.

Skills:- Creating and Synthesizing.

What I have to do? – To prepare a story board on – ‘An interview with paddy crop’.

What I require? – Sample of story board and rewritable sheet provided by the teacher, colour pen and duster.

What I need to know? –

What is agriculture?

Major crops grown in India

Teacher’s Activity- Teacher will:

- discuss the journey of rice from farm to plate, a day before the activity.
- instruct the students to pair up with their partners and keep the colour pen on the tables.
- provide 20 samples of story board and 20 rewritable sheets and distribute them to each pair.
- share a sample image 8.1 of the story board and instruct the students to create the story board with the help of colored pen.
- ask a trigger question – Imagine that the rice crop has come to life, you started an informative conversation in the form of interview about its life from farm to plate. Describe the conversation with proper dialogues and suitable narrations.

- guide the students to arrange the dialogues and present them on story board.
- ask students to share the story board with the class and display the same on the class board.

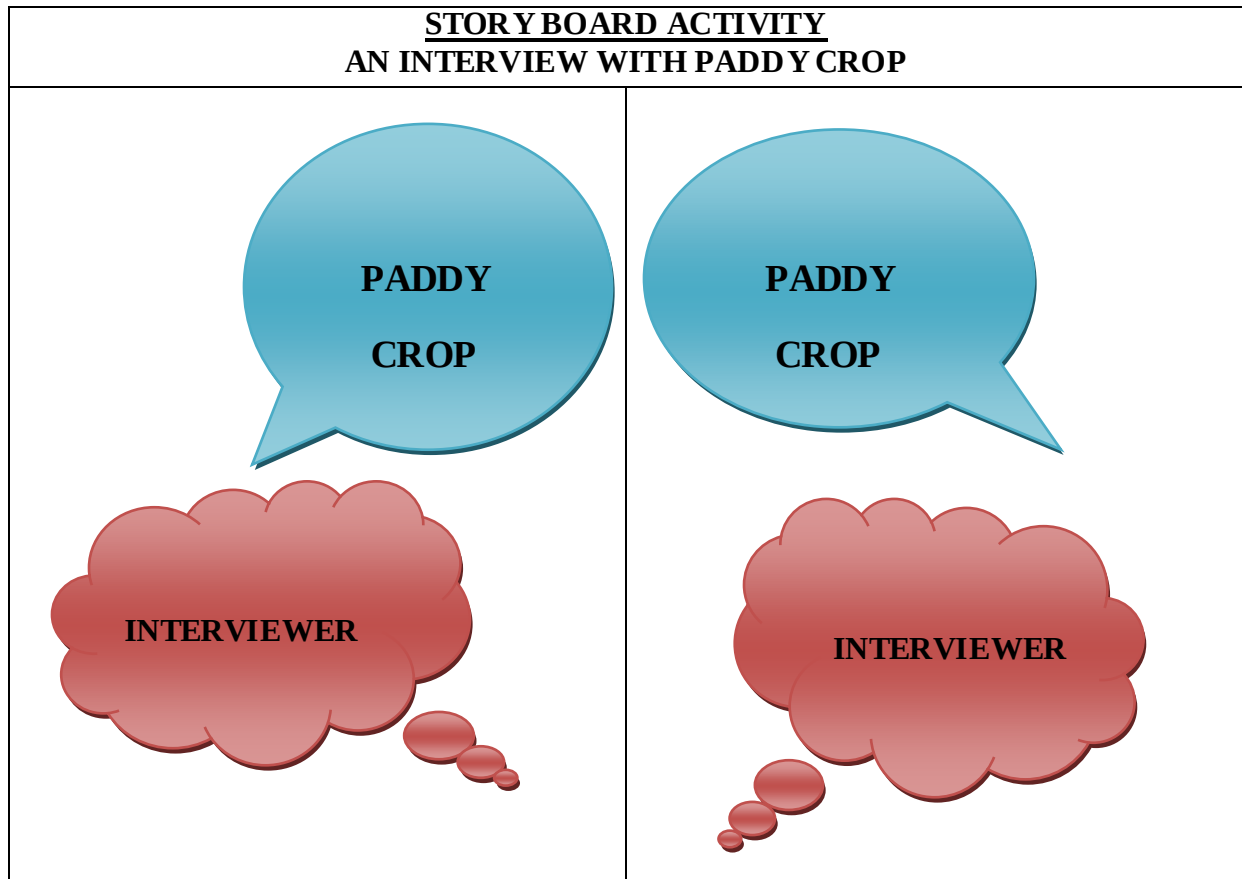


Image 8.1

How will I proceed? –

Student's Activity- Students will:

- research on paddy crop and keep the required material on the table.
- pair up with their partners and refer to the trigger question by conducting an interview with paddy crop which comes to life and the conditions in which it is grown.
- compile the information on story board with the help of the image 8.1.
- complete the story board and display the same on the class board.

What have I observed?

Observation table: Paddy crop

Month	Sowing/Harvesting	Climatic condition(any2)	State (any 4)

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What have I learnt?

When the crops ripen _____ takes place.

Rice is the staple food of _____ and _____.

What am I curious to know?

Large proportion of Indian population is still employed in agricultural sector. What does it reflect about Indian economy?

Let me evaluate myself

Q1. Name the festivals of India associated with harvesting of crops.

Ans. _____

Q2. Complete the table:-

Steps of paddy cultivation	
1.	Preparation of field.
2.	_____
3.	Weeding
4.	_____
5.	_____

Q3. Suggest any three ways to bring out farmer from debt trap and help them to increase farm production.

Ans. _____

Q4. Match the following:

A	B
a. Apples	i) Assam
b. Bananas	ii) Kerala
c. Wheat	iii) Kashmir
d. Rice	iv) Karnataka

- e. Coconut v) West Bengal
- f. Tea vi) Uttar Pradesh

Q5. State any three uses of seeds and fertilizers for a farmer.

Ans. _____

ANNEXURE 8 B

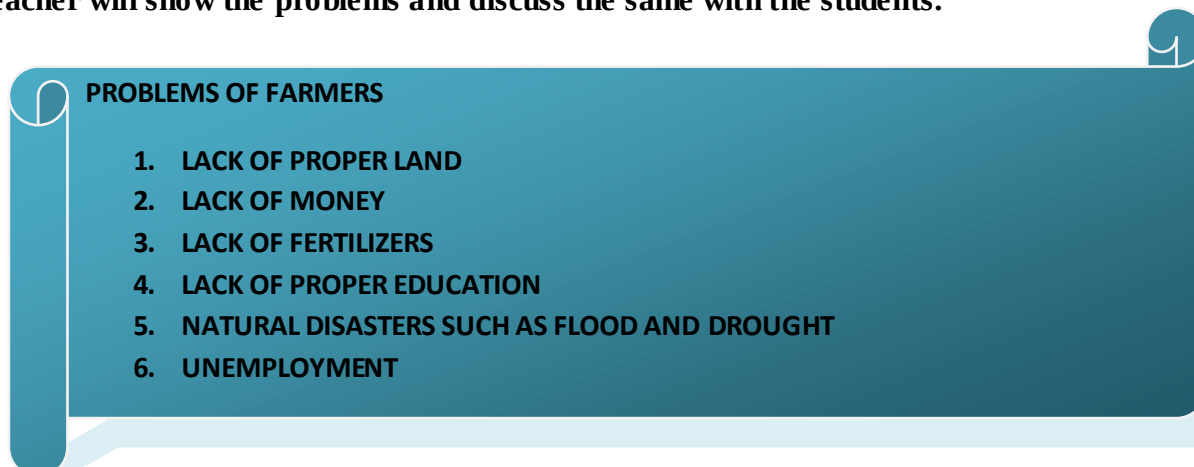


Annexure 8 b

Students will discuss about the activities, suggest the farm activities and then compare both of them.

ANNEXURE 8 C

teacher will show the problems and discuss the same with the students.



Annexure 8 c

Students will write the same in their copies.