

Social Science

Social Science as a subject at the Secondary Stage comprises the components of History, Geography, Political Science and Economics. Therefore, while preparing the eight-week calendar in Social Science, these components have been divided into 4 + 4 (total 8 weeks for Social Science and 2 weeks for each component). Accordingly, a two weeks calendar for History has been planned for each of Class IX and Class X

(a) History

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)</i>						
<p>The learner</p> <ul style="list-style-type: none"> identifies reasons for participation of different sections of society in the February Revolution of 1917 classifies and compares relevant information data/events pertaining to the February and October Revolution explains the impact of significant events such as the February Revolution and October revolution constructs views or arguments on reading primary sources constructs a timeline in order to grasp the pattern of events and not just a mechanical listing of events. 	<p>Textbook: India and the Contemporary World I</p> <p>Textbook in History for Class IX</p> <p>Theme</p> <p>Socialism in Europe and the Russian Revolution</p> <p>QR Code mapped E Content in “Rise of Socialism in Europe and the Russian Revolution” (Class IX textbook)</p> <p><i>Dictionary of History for Schools (Trilingual)</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p>	<p>Chapter Revision</p> <p>In the previous calendar we have learned about the Significance of powerful ideas generated during the French Revolution and their spread to Europe; Differing views of Political Traditions ; Socio-Economic and Political factors that led to the outbreak of the Revolution ; Impact of World War I .</p> <p>WEEK 5</p> <p>The focus will be on events leading to the February Revolution of 1917 and the end of monarchy; the October Revolution of 1917 and the changes brought about by the Bolsheviks immediately after October 1917.</p> <p>Activity 1: Preparing a table of classification of factors</p> <p>Teacher may recapitulate with students on the factors which led to the outbreak of the Revolution (which was done in the previous weeks). Students may be given some time to read Section 3 on the February Revolution (p. 35-36) followed by discussion. They may analyse the reasons why different sections of society participated in the protests leading to the February Revolution.</p> <p>After reading students may place relevant information / analysis in the columns placed below.</p> <table border="1" data-bbox="884 1875 1474 1964"> <tr> <td>Factory Worker</td> <td>Women</td> <td>Soldier</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Factory Worker	Women	Soldier			
Factory Worker	Women	Soldier						



Activity 2: Reading and analysing Sources

Students may be asked to read Source A on p. 32 and Box 1 on p. 36. After reading both the sources students may be asked to write down their understanding of the following:

- What was the mood of the workers and what changes can you identify in their moods?
- How did women cope with both situations and what changes did they witness?

Activity 3: Question and Answer Session

This is a largely factual section of the lesson. A teacher can make students grapple with these facts through a question and answer session. Thus, the teacher can ask students the following straightforward questions to involve everyone in the class and write down the right answers.

Students may read Section 3.1 on p. 36-37. and then answer the following questions.

- What was the most significant impact of the February Revolution?
- What was the April Theses and what were the key demands?
- What changes did Russian society see in the aftermath of the February Revolution?
- What measures did the Provisional Government take to check the influence of the Bolsheviks?

Activity 4: Preparation of Comparative Chart on the February Revolution and October Revolution

The teacher may explain to students the factors that led to the October Revolution of 1917.

Students may then be asked to prepare 'comparative charts' in order to compare significant events/various factors that led to the February Revolution and October Revolution; and changes brought about after both the revolutions.



The chart may have two columns and each column may contain visuals/images, etc., contribution of leaders, women, etc.

Comparative Chart

	Factors/ Events/ Leaders/ People/ Women	Impact on Polity, Economy and Society
February Revolution of 1917		
October Revolution of 1917		

Activity 5: Write a letter to Lenin

Teacher may ask students to imagine themselves to be writers/artists. They may write a letter to Lenin explaining why they are disillusioned with the Bolsheviks and what were their expectations from Lenin.

Activity 6: Discussion on the Civil war

Teacher may ask students to read Sections 4 and 4.1 on pages 39-41 and then initiate a discussion on the following—

- What measures did the Bolsheviks take to do away with private property?
- Why were some sections of society disillusioned with the Bolsheviks?
- Who constituted the non-Bolsheviks and why did their leaders move to south Russia?
- What were the reasons that led to the Civil War?

WEEK 6

Activity 1: Project work

Students may be asked to prepare a project—



'Towards a Socialist Society in Russia'. Students may consult books, journals and relevant websites in consultation with parents/teachers.

The following aspects may be included in the project—

- Idea of Socialism and its spread to different parts of the world including Russia
- Political, social and economic conditions on the eve of the revolution
- Spread of Socialism and the role of Vladimir Lenin
- Factors that led to the 1905 Revolution, February Revolution and the October Revolution
- Participation of different sections of the society including women
- The Bolsheviks and their attempts to bring about a socialist society
- Timeline- Significant events/developments /dates

Activity 2: Making a Poster

Students may be asked to make a poster on any one of the following—

- Karl Marx
- Vladimir Lenin
- Stalin

The poster may highlight contributions, important written works, quotes, visuals/ cartoons, etc.

Activity 3: Analysing a Source

Dreams and Realities of a Soviet Childhood in 1933

Students may be asked to read Source C on p. 43. After reading the source, students may write down their views /understanding on the following—

- Why did the 13-year-old boy choose to write to the Soviet president?
- What hardships did the boy have to undergo?



- Do you think other children were facing similar hardships?
- Does the letter provide us a glimpse of living conditions of workers?

Activity 4: Creating a Timeline

Students may be asked to construct a timeline (1905-1918) highlighting key events leading to the Russian revolution and its aftermath. The timeline will act as an effective tool to help students to grasp the pattern of events and not just a mechanical list of events.



(b) Geography

Learning Outcomes	Sources and Resources	Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)
<p>The learner recognises and retrieves facts, figures and narrates processes, for example,</p> <ul style="list-style-type: none"> locates physical features on the map of India. recognises and describes different physical features <p>classifies and compares, for example,</p> <ul style="list-style-type: none"> classifies physical features in the surroundings and compare them with physical features of other places; <p>interprets, for example,</p> <ul style="list-style-type: none"> maps of physiography photographs 	<p>NCERT Textbook Contemporary India, Part 1</p> <p>http://ncert.nic.in/textbook/textbook.htm?iess1=ps-6</p> <p>Chapter 2: Physical Features of India</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Explore School Bhuvan:</p> <p>http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</p> <p><i>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 7</p> <p>Major Physiographic Divisions</p> <ul style="list-style-type: none"> Learner may read the introduction of the chapter and understand that our vast country has varied landform. They can observe the Fig.2.2 'Relief' to understand where they will find these different landforms. Learners may be encouraged to use School Bhuvan to understand the relief features of India. Compare the political map of India with relief map and identify the main states where these major physiographic divisions are found. <p>The Himalayan Mountains</p> <ul style="list-style-type: none"> Read about the Himalayan Mountains. Take help of Geography dictionary to understand various terms. <ul style="list-style-type: none"> Identify the highest peaks of the Himalayas on the map of India. Identify the Karakoram range and the K2 peak. Mark Purvanchal on the map of India Learners may be asked to write in their own words about— <ul style="list-style-type: none"> three parallel ranges of Himalayas in its longitudinal extent Duns and their examples Division of Himalayas on the basis of regions from west Purvanchal <p>The Northern Plains</p> <ul style="list-style-type: none"> Read about the northern plains. Take help of Geography dictionary to understand various terms.



- Identify the three major rivers, namely, the Indus, Ganga and Brahmaputra and with the help of atlas/school bhuvan/maps in the textbooks. Find out which are the states where these rivers flow in the plains.
- In your own words write about the four divisions of this region.

WEEK 8

The Peninsular Plateau

- Learner can read about the peninsular plateau in the textbook and take help of Geography dictionary to understand various terms.
- Identify the river Narmada and the broad divisions of the plateau and Chota Nagpur plateau on the map.
- Identify the extension of the plateau in the northeast and three prominent hill ranges from the west to the east.
- Compare western and eastern ghats.
- Write the main characteristics of the peninsular plateau in your own words.

The Indian Desert

- Read about the Indian desert. Take help of Geography dictionary to understand various terms.
- Identify the following on the map of India—
 - ✓ Aravali hill
 - ✓ Luni river
 - ✓ Jaisalmer

The Coastal Plains

- Learner can read about the coastal plains in the textbook and take help of Geography dictionary to understand various terms.
- Identify the major rivers in this region and their deltas on the map.
- Identify lake Chilka. Collect more information from various sources and write a note about it.
- Compare both coastal plains.



	<p>The Islands</p> <ul style="list-style-type: none"> • Learner may read about the islands in the textbook and take help of Geography dictionary to understand various terms. • Identify these islands on the map of India. • Compare these two island groups of India and write their major characteristics in your own words. <p>Own Region</p> <ul style="list-style-type: none"> • Your home falls under which physiographic division? Write the characteristics of your region in your own words. • Compare your physiographic region with any other region of the country. You can prepare a drawing/write a poem or prepare a write up. <p><i>Note: You may collect information/pictures about these physiographic divisions from various other sources like books, magazines, internet, and from elders at home and broaden your understanding. Prepare a scrap book and share with your friends when your school reopens.</i></p> <p><i>Do the activities and exercises given in the textbook.</i></p>
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(c) Political Science

Learning Outcomes	Sources and Resources	Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)
<p>The learner</p> <ul style="list-style-type: none"> explains the importance of Rights in a democratic form of government demonstrates different ways of highlighting Democratic Rights explains Amnesty International describes Bill of Right explains the role of National Human Right Commission 	<p>NCERT/STATE TEXTBOOKS</p> <p>Theme : Democratic Rights</p> <p>Sources</p> <p>Other state books</p> <p>News paper and Magazines</p> <p>Youtube</p> <p>Discussion on T.V/Radio</p> <p>Talk on the Swayam -Prabha Channel</p>	<p>WEEKS 9 AND 10</p> <ul style="list-style-type: none"> Write a short note on the importance of security, dignity and fair play in Democracy. Prepare a write-up for your Annual Magazine on: Rights comes with obligations to respect others. You may prepare a script on “The History of Women getting Voting Rights in India.” Prepare a chart on Fundamental Rights and explain each one of them. Prepare a write-up on “How can we secure Rights in Democracy”. Share the same with friends. Write a short note on Amnesty International. Prepare an essay on the National Human Right Commission Prepare a collage collecting different write-ups on National Human Right Commission.



(d) Economics

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> • may be exposed to the rural realities through the discussion on factors of production i.e to land, labour, physical capital and human capital • visualises the village economy as a self organizing entity • recognises the difference between farm as well as non-farm activities • familiarises about different economic agents and their role in the village economy. • gets exposure to the different seeds grown in the field • demonstrates inquisitiveness, enquiry and raises questions which can help to construct views, ideas and arguments 	<p>NCERT Economics Textbook</p> <p>Trilingual dictionary in economics is available on www.ncert.nic.in</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p>WEEK 11</p> <ul style="list-style-type: none"> • Write or tell the story of a village economy in your language and share it with your parents or siblings. • Learners can visualise and write paragraphs on several activities undertaken in the rural economy. • Discuss through emails/WhatsApp the difference and similarity between farm and non-farm activities • Questions can be raised on who are the cultivators, moneylenders, shopkeepers, rich farmers and so on. • Parents can show the picture of wheat, rice, maize and some other seeds of basic commodities. • A child with special needs can be asked to identify seeds of wheat, rice, rajma etc and discuss how are these cultivated in the field <p>Teachers can also encourage students to pose problems from the online textbooks and the e resources available on NROER.</p> <p>WEEK 12</p> <ul style="list-style-type: none"> • Land is fixed in nature, but the population is increasing. How do we meet the ever-growing demand for food of the increasing population? • Discuss the need for green revolution in your country. • Role plays can be modelled to show the difference between the two situations i.e before and after the green revolution. • Show on the map of India which states have benefitted (colour with green) or not benefitted from the green revolution (colour with blue). • Debates can be organised on advantages and disadvantages of the green revolution.

