

CLASS-VI
SOCIAL SCIENCE
CIVICS

1. UNDERSTANDING DIVERSITY

KEY CONCEPTS:

Meaning of Diversity, Types of diversity, Contribution of diversity in our lives, Diversity in India, Diversity in two far places of India i.e.- Ladakh & Kerala, Meaning of Unity in Diversity.

TLO'S:

1. Understand the meaning of Diversity.
2. Can explain different types of diversity.
3. Significant role of diversity in our lives.
4. Can explain the various forms of diversity found in India.
5. understand of the phrase 'Unity in diversity'.

Values embedded in the chapter:

1. Can appreciate the diversity.
2. Motivated to learn diverse culture.
3. Motivated to explore more and more diversity in India and to learn new culture and practices.

METHODOLOGY

Gist of the lesson	Specific Instructional Objective	Teacher's Activity	ICT	Additional Resources	Suggested Projects/Student's Activity
<p>1. Meaning of diversity. 2. Different forms of diversity. 3. Contribution of diversity in our lives. 4. Diversity in India. 5. Diversity between Ladakh and Kerala. 5. Role of Independence movement in creating 'unity in diversity'.</p>	<p>1. Explain the meaning of Diversity. 2. Can tell the different types of diversity found in her surroundings. 3. Can explain the importance of diversity in lives. 4. Explain the various form of diversity found in India. 5. Can tell the differences between Ladakh and Kerala. 6. Can explain the meaning of 'Unity in Diversity'.</p>	<p>1. Explains the meaning of the diversity with the help of an activity based on diversity in our classroom. 2. Gives several examples of diversity with help story of Samir Ek and Samir Do. 3. Explain the benefits of living in a diversified nation. 4. Glorify the beauty of diversity. 5. Explain the differences between culture of</p>	<p>Power point presentation on- 1. Meaning of diversity. 2. Different forms of diversity. 3. Difference in Ladakh and Kerala. Video Link: https://www.youtube.com/watch?v=5NlFxfjdtLA&t=66s https://www.youtube.com/watch?v=ZBdmBygd8Cg</p>	<p>Videos on different cultural activities across India. Traditional dresses on India: https://www.youtube.com/watch?v=U40vCgRm-mQ Dances of India: https://www.youtube.com/watch?v=dfIUaiRcv88 monuments and foods: https://www.youtube.com/watch?v=9CxqdkQ11i0</p>	<p>1. Presentation of a skit based on 'Diversity in India'. 2. Present the song in assembly programme which shown in the class. (Link is given the ICT column) 3. Make a poster on 'Unity in Diversity'.</p>

		Ladakh and Kerala. 6. Discuss the role of freedom fighters from different religion, caste.			
--	--	---	--	--	--

B. Assessment:

Text Book based questions /LSRW based Question Bank	Exam Oriented Question Bank	Questions from Blue Print	LAT Questions	Difficult Areas of Assesment
Exercise Questions and Try These from NCERT Text Book Chapter 1 Understanding Diversity	https://www.learncbse.in/ncert-solutions-for-class-6th-social-science-civics-chapter-1-understanding-diversity/ http://www.cbseguide.com/cbse-guide-class-6/civics-cbse/diversity3.php https://www.topperlearning.com/study/cbse/class-6/civics/text-book-solutions/ncert-	https://kv1devlalilibrary.files.wordpress.com/2017/04/sample-question-paper-social-science-class-vi-2017.pdf https://www.vedantu.com/sample-papers/cbse-sample-papers-for-class-6-social-science-mock-paper-1	(i) Samir Do thought Samir Ek did not know..... (a) English (b) Hindi (c) Punjabi (d) Urdu. (ii) Samir Do’s family lived in..... a) Delhi (b) Meerut (c) Bihar (d) Jaipur. (iii) Which of these not an example of inequality? (a)casting the vote for electing government (b)belonging to a different religion (c)speaking one language and not another	Question 1. What do you think living in India with its rich heritage of diversity adds to your life? Question 2. Do you think the term “unity in diversity” is an appropriate term to describe India? What do you think Nehru is trying to say about Indian unity in the sentence quoted above from his book “The Discovery of India”? Question 3. India’s diversity has always been recognised as a source of its strength. Explain.

social-and-political-
life-
vi/262/understandin
g-
diversity/609/b101c
5s22e9

- (d)earning money.
- (iv) Which of these is not a reason for diversify?
- (a)history of a region
(b)habitat of a person
- (v) Ladakh is a desert in the state of.....
- (a)Kerala
(b) Madhya Pradesh
(c) Jammu andKashmir
(d) Rajasthan

2-DIVERSITY AND DISCRIMINATION

KEY CONCEPTS:

Difference and Prejudice, creating stereotype, Inequality and Discrimination, On Being discriminated, Striving for equality

TLO'S:

1. Identify the Differences all around and respect to all.
2. Can explain the meaning of Prejudice.
3. Can identify and criticize the stereotype we have all around us.
4. Can criticize some practices based caste which prevailed in past.
5. Knowledge about life of Dr. B. R. Ambedkar.

6. Understanding about fight for equality and provisions of equality in our constitution.

Values embedded in the chapter:

1. Students should not be stereotype.
2. They will be able appreciate the effort of various leaders to bring equality
3. Motivated to advocate for equality in daily life.

METHODOLOGY

Gist of the lesson	Specific Instructional Objective	Teacher’s Activity	ICT	Additional Resources	Suggested Projects/Student’s Activity
7. Difference and Prejudice 8. creating stereotype 9. Inequality and Discrimination 10. On Being discriminated 11. Striving for equality	1. Identify the Differences all around and respect to all. 2. Can explain the meaning of Prejudice. 3. Can identify and criticize the stereotype we have all around us. 4. Can criticize some practices based on caste which prevailed in past. 5. Knowledge about life of Dr. B. R. Ambedkar. 6. Understanding about fight for equality and provisions of equality in our constitution.	7. Explain the meaning of Prejudice with the help of daily life examples. 8. Give examples of Stereotype for clear understanding. 9. Explain the various practices which were based on caste system in India. 10. Discuss the story of Dr. B R Ambedkar. 11. Explain the constitutional	Power point presentation on- 1. Meaning of Difference. 2. Meaning of Prejudice. 3. Meaning of Stereotype. Video Link: https://www.youtube.com/watch?v=Rc67SMxi0sk https://www.youtube.com/watch?v=ti36JA04LY0 https://www.youtube.com/watch?v=903t9xnwdU0	Life of Dr. B R Ambedkar https://www.youtube.com/watch?v=2CB_6zNHgbS	4. List out five stereotypes about Boys and Girls. 5. Make a poster on Life of Dr. B R Ambedkar.

		provisions for equality.			
--	--	--------------------------	--	--	--

B. Assessment:

Text Book based questions /LSRW based Question Bank	Exam Oriented Question Bank	Questions from Blue Print	LAT Questions	Difficult Areas of Assessment
<p>Exercise Questions and Try These from NCERT Text Book Chapter 1 Understanding Diversity</p>	<p>https://www.topperlearning.com/study/cbse/class-6/civics/text-book-solutions/ncert-social-and-political-life-vi/262/diversity-and-discrimination/610/b101c5s22e9</p> <p>https://schools.agla sem.com/65300</p> <p>https://www.learn cbse.in/ncert-solutions-for-class-6th-social-science-civics-chapter-2-diversity-and-discrimination/</p>	<p>https://kv1devlalilibrary.files.wordpress.com/2017/04/sample-question-paper-social-science-class-vi-2017.pdf</p> <p>https://www.vedantu.com/sample-papers/cbse-sample-papers-for-class-6-social-science-mock-paper-1</p>	<p>(i) The number of major religions in the world is</p> <p>(a) six (b) seven (c) eight (d) nine.</p> <p>(ii) An important reason why Muslim girls do not attend school or drop out from school after a few years is</p> <p>(a) poverty (b) superstition (c) lack of willingness to go to school (d) None of the above.</p> <p>(iii)..... community was treated as untouchables in the Bombay Presidency.</p> <p>(a) Koli (b) Mahar (c) Nayar (d) Munda.</p> <p>(iv)..... is known as the leader of the Dalits.</p>	<p>Question 1. What does the Constitution say with regard to equality? Why do you think it is important for all people to be equal?</p> <p>Question 2. How can the stereotype that girls are a burden on their parents affects the life of a daughter? Imagine this situation and list at least five different effects that this stereotype can have on the way daughters get treated in the house.</p> <p>Question 3. What are the Constitutional provisions for establishing equality in Indian society? Do you think these are enough?</p>

			<p>(a) Dr. Rajendra Prasad (b) Guru Teg Bahadur</p> <p>(c) Dr. Bhim Rao Ambedkar (d) Sardar Ballabh Bhai Patel</p> <p>(v) India is a secular country—It means</p> <p>(a) People of different religions have the freedom to practise their religion with any discrimination.</p> <p>(b) People of single religion, i.e. Hinduism are allowed to live in the country.</p> <p>(c) People of India have the freedom to live in any part of the country.</p> <p>(d) All Indians are equal on the basis of caste and creed.</p>	
--	--	--	---	--

3-WHAT IS GOVERNMENT?

KEY CONCEPTS:-

1. What is Government?
2. Laws and the government.
3. The need for government.
4. Participation and accountability.
5. Various forms and levels of government.

TLO'S:-

1. Understand why we need the government.
2. Understanding the level of government and types of government.
3. Recognize the need for universal adult franchise.
4. Appreciate why people much take decision together.
5. A Democratic government
6. Working of the government

Values embedded in the chapter:

To get knowledge about various types of government such as monarchy or dictatorship, democratic.
To understand them the idea of universal adult franchise

METHODOLOGY

Gist of the lesson	Specific instructional objective	Teacher's activity	ICT	Additional resources	Suggested projects/ students activity
1.What is government? 2.Level of government. 3.Type of government. 4.Work of government.	1.Explain- "What is the government?" 2.Explain about the various types of government such as monarchy or dictatorship, democratic. 3.Explaining about the role and need of democratic government. 4.To understand them the idea of universal adult franchise 5.Make them understand levels of government.	1.explain the chapters with the help of local examples and also current election. 2. Discussion among the students. 3. Sample LAT's and worksheet at the end of the lesson keeping in mind both high and low achievers. 4.Role play in which the teacher would divide the class in different roles. 5.Teacher will show videos related to parliamentary system of government, election etc.	1.PowerPoint presentation of "what is government". 2.Videos of following links may be used to enrich the teaching. 3. https://youtu.be/H3DtIH-Pz7A 4.Use mobile applications such as: MyCBSEGuide, 5. https://youtu.be/YbB6B_ecs20 6. more PPT from the slideshare	1.Videos on "What is the government" 2.Apart from the textbook use of question banks/ videos available on different websites.	1. Election procedure-teacher will divide the class into 2 groups Group A will nominate their leader and Group B elect their leader. 2. Get visited them any government office. 3. Play a skit show in the function of morchical and democratic government.

B. ASSESSMENT

TEXT BOOK BASED QUESTIONS/ LSRW based question bank	EXAM ORIENTED QUESTION BANK	QUESTIONS FROM BLUE PRINT	LAT QUESTIONS	DIFFICULT AREAS OF ASSESSMENT
<p>1.Exercise questions and try these from NCERT textbooks.</p>	<p>1.Use mobile applications such as: MyCBSEGuide</p> <p>2.www.studyadda.com</p> <p>3.www.learnbse.in/ncert-solutions-for-class-6-social-and-political-life-the-what-is-the-government/</p> <p>4.www.studiestoday.com</p> <p>5. www.vedantu.com</p>	<p>1.www.kvbirdhum.org. In/kvbhirbhum/images/SAMPLE PAPERS FOR SESSION ENDING EXAM 2018.pdf</p> <p>2.www.studyrankers.com</p> <p>3. www.meritnation.com</p>	<p>1.what type of government is in India? A- dictatorship B- monarchy C- democratic</p> <p>2.Who is the head of nation in the monarchical form of government? A- people B-the king or the queen C- military</p> <p>3.In which type of government people have the power to elect their leader? A-Monarchy B-Military C-Democracy</p> <p>4. Which type of government is not answerable to citizen? A-Democracy B-Monarchy C-Military</p> <p>5. What do government do for their people</p>	<p>1. list 5 ways in which do you think the government affects your daily life?</p> <p>2.Why do you think the government needs to make rules for everyone in the form of law.</p> <p>3.Name two essential features of a democratic government.</p>

			<p>A-Provides entertainment B-construction of roads C-solve personal issue</p> <p>6.what is an important part of government A-public school B-private company C-Parliament</p> <p>7.At which level does the government work A-internal and external B-small and big C-local state and central</p>	
--	--	--	---	--

4-KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT

KEY CONCEPTS:

1. Understanding the government, the levels of government, and types of Government.
2. Articulates on the working of the Govt.
3. Shows interest in finding the problem faced by people.

TLO'S:

1. Understand that voting is a right one has as a citizen of a country.
2. Learn that voting is one of the key forms of participation in the process of government.
3. Understand why voting is important.
4. Understand the role of the government in ensuring free and fair elections.
5. Learn about the other ways to engage with the government.
6. Understand the need for them to exercise their vote once they are 18 years of age.
7. Understand how as citizens they can work with their government for an effective democracy.

Values embedded in the chapter:

1. The people play an important role in the proper functioning of a democratic government, which includes elections as well as the working and decision-making responsibility of the government.
2. In a democracy, people cast their vote to elect their representatives, who take decisions on behalf of the people.
3. People express their views in many ways like dharmas, strikes, rallies and signature campaigns etc.
4. The democratic character of the government of a country would be stronger if the minority people (Dalits, Adivasis, Women) participate in the process of the government.
5. The key idea of a democratic government is its commitment to equality and justice.

A. METHODOLOGY

Gist of the lesson	Specific Instructional Objective	Teacher's Activity	ICT	Additional Resources	Suggested Projects/Student's Activity
<p>1.Role of the People 2. Election 3. Social Movements 3. Recognition to Minority 4. Role of the Government 5. Equality and Justice</p>	<p>1.Explain In South Africa, we can find people of several races — black native people, whites and Indians.</p> <p>2. Explaining Equality and justice are key elements of democracy.The practice of untouchability is now banned by law in order to bring equality and justice in society.</p> <p>3. Explaining Representative: The person elected through people's voting right to take part in the system of governance.</p> <p>Participation: People's involvement in the process of government.</p> <p>4. Explaining Differences between people of various castes, cultures or creed. The conflict may arise in the name of region, religion, language, etc.</p>	<p>1. Write a short note on 'The African National Congress'.</p> <p>2. Write a short note on Dr. Ambedkar and equality and justice</p>	<p>Power point presentation on- KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT 3.Animations/ videos on following links may be use to enrich the teaching</p> <p>Videos on Dr. BR Ambedkar's 'tireless efforts' towards equality, social justice made him a pioneer: UN official https://www.youtube.com/watch?v=3RNYVr9PR04</p>	<p>1.Videos on working procedure of in side of earh. 2.Apart from the text-books use of Question Banks/Videos available in different Websites.</p>	<p>1. Letters to the Editor/ Raising issues through TV, Radio and Newspapers One way to influence decision making is to get more public support for your cause. People often use the media – newspapers, radio and TV to talk about issues and generate support. Some even write letters to editors with their opinions. In the case of newspapers, these are often published. In the case of TV/ radio, they are often read out loud.</p> <p>2.Signature Campaign Citizens in a democracy often make their voices heard through signature campaigns. This is a peaceful way to demonstrate support for a cause and make an appeal to the government. A large number of people come together, draft a common demand and add signatures to show support. Examples include signature campaigns by people, including school students, for reducing the usage of plastics and banning firecrackers to reduce pollution</p>

B. ASSESSMENT:-

Text Book based questions /LSRW based Question Bank	Exam Oriented Question Bank	Questions from Blue Print	LAT Questions	Difficult Areas of Assessment
<p>Exercise Questions And Try These from NCERT Text Book Chapter-4</p>	<p>https://educationwithfun.com/mod/resource/view.php?id=641</p> <p>https://www.learncbse.in/ncert-solutions-for-class-6th-social-science-civics-chapter-4-key-elements-of-a-democratic-government/</p>	<p>http://www.kvmati.org/admin/downloads/2089037720download_file.pdf</p> <p>https://mycbseguide.com/downloads/cbse-class-06-social-science/1544/cbse-last-year-papers/3/</p>	<p>Q1When South Africa became a democratic country?</p> <p>Ans. In 1994 South Africa became a democratic country.</p> <p>Q 2. List the various races that live in South Africa.</p> <p>Ans. There are black people who belong to South Africa, whites who came there to settle, and Indians who came as labourers and traders.</p> <p>Q 3. Which party fought against the system of apartheid in South Africa?</p> <p>Ans. The African National Congress was the party who fought against the system of apartheid in South Africa.</p>	<p>1. What are apartheid laws? Ans. South Africa was earlier governed by apartheid laws. South African people were divided into white, black, Indian and coloured races. According to apartheid laws, these races were not allowed to mingle with each other, to live near each other or even to use common facilities.</p> <p>2. What happened to Hector and his classmates? Why did it happen? Ans: Hector and his classmates, because they were non-whites luring in one black township named Soweto, were being forced to learn the language of whites i.e. Afrikaans. But they wanted to learn their own language, zulu and joined the protest against learning the Afrikaans language in school. The South African police beat up the protestors ruthlessly and shot at the crowd. One of their bullets killed Hector.</p> <p>3. Write a short note on ‘The African National Congress’. Ans: The African National Congress, a group of</p>

			<p>Q 4. What Hector and other school students were forced to do?</p> <p>Ans. Hector and other school students were being forced to learn Afrikaans language but they wanted to learn their own language, Zulu.</p> <p>Q 5. What is the key idea of a democratic government?</p> <p>Ans. One of the key ideas of a democratic government is its commitment to equality and justice. Equality and justice are inseparable.</p> <p>Q 6. What are the effects of conflict in the society?</p> <p>Ans. People may use violent means to settle their differences. This leads to fear and tension among others living in an area.</p> <p>Q 7. How did South African police treat the protesters?</p> <p>Ans. The South African police beat up the protestors mercilessly and shot at the crowd. One of their bullets killed Hector. This was on 30th of April, 1976.</p>	<p>people who led the struggle against the system of apartheid. Dr. Nelson Mandela was their leader. The struggle got intensified under his leadership. He fought the apartheid system for several years. Finally, the system was abolished in 1994 and South Africa became a democratic country in which people of all races were considered equal.</p> <p>4. How does the power of the government get limited?</p> <p>Ans: The power of the government gets limited by regular elections. Elections are usually held once in five years. Once elected, governments can stay in power only for that period. If they want to continue to be in power then they have to re-elected by the people. This is a moment when people can sense their power in a democracy.</p> <p>5. When do conflicts occur? What happens afterwards?</p> <p>Ans: Conflicts occur when people of different cultures, religions, regions or economic background do not get along with each other, or when some among them feel they are being discriminated against. This leads to fear and tension among others living in an area.</p>
--	--	--	---	--

			<p>Q 8. How does our society value the girl or the boy child?</p> <p>Ans. Society does not value the girl and boy child equally. In our society there is a general tendency to value and care for the boy child more than the girl child.</p>	
--	--	--	--	--

5. PANCHAYATI RAJ

KEY CONCEPTS:-

1. Decentralization of power-primary unit of governance
2. Gram Sabha Gram panchayat
3. Work of PanchayatSamiti

TLO'S:-

1. Understanding the gram Sabha and gram panchayat
2. Understanding the three levels of Panchayat.
3. Articulates on working of PanchayatSamiti.
4. Show interest in finding the problem faced by the people at Panchayat level.

Values embedded in the chapter:

- To understand them the idea of primary unit of governance.
- Three level of Panchayat-district level, block level, village level.

METHODOLOGY

Gist of the lesson	Specific instructional objective	Teacher's activity	ICT	Additional resources	Suggested projects/ students activity
<p>1.What is Gram Sabha? 2.What is Gram panchayat. 3. Three level of Panchayat- district level, block level, village level 4.Work and development plans of Panchayat.</p>	<p>1.Explain- "What is Panchayati raj?" 2.Explain about the three levels of panchayat- district,block,village. 3.Explaining about the role and need of Gram Sabha. 4.To understand them the idea of primary unit of governance. 5.Make them understand the develop plans of panchayat.</p>	<p>1.explain the chapters with the help of local examples and also local election. 2. Discussion among the students. 3. Sample LAT's and worksheet at the end of the lesson keeping in mind both high and low achievers. 4.teacher can make a chart based on Panchayat work.</p>	<p>1.PowerPoint presentation of "Panchayati raj". 2.Videos of following links may be used to enrich the teaching. 3. https://www.youtube.com/watch?v=tkbKSaZU6_8 4.Use mobile applications such as: MyCBSEGuide, 5. https://www.youtube.com/watch?v=OtihrPUxvnE 6. more PPT from the slideshare</p>	<p>1.Videos on "Panchayati raj" 2.Apart from the textbook use of question banks/ videos available on different websites.</p>	<p>1. Get visited them any PanchayatBhawan. 3. Play a skit based on the function of Gram Sabha. 3. Use chart based activity.</p>

B. ASSESSMENT

TEXT BOOK BASED QUESTIONS/ LSRW based question bank	EXAM ORIENTED QUESTION BANK	QUESTIONS FROM BLUE PRINT	LAT QUESTIONS	DIFFICULT AREAS OF ASSESSMENT
<p>1.Exercise questions and try these from NCERT textbooks.</p>	<p>1.Use mobile applications such as: MyCBSEGuide</p> <p>2.www.studyadda.com</p> <p>3.www.studiestoday.com</p> <p>4. www.vedantu.com</p> <p>https://www.studyrankers.com/2016/02/panchayati-raj-class-6th-ncert-solutions.html</p>	<p>1. https://www.topperlearning.com/study/cbse/class-6/civics/text-book-solutions/ncert-social-and-political-life-vi/262/panchayati-raj/613/b101c5s22e9</p> <p>2.www.studyrankers.com</p> <p>3. www.meritnation.com</p>	<p>1.Who is the head of Gram Panchayat</p> <p>A- Gram Sarpanch</p> <p>B- DM</p> <p>C- SP</p> <p>D- chief minister</p> <p>2.name the primary unit of governance</p> <p>A- District</p> <p>B-Block</p> <p>C- Village</p> <p>D-State</p> <p>3. The village panchayat is elected for the period of</p> <p>A-1 year</p> <p>B-2year</p> <p>C-5 year</p> <p>D-10 year</p> <p>4. Percantage of seats are reserved for women in Panchayati raj</p> <p>A-15%</p> <p>B-33%</p> <p>C-50%</p> <p>D-75%</p>	<p>1. Discuss the work of Gram Panchayat.</p> <p>2.Explain the significance of Panchayati raj system in India.</p>