

## **Lesson Plan of Social science**

### **Class 5**

#### **Number of teaching days required to complete the topic– 12**

#### **Lesson 1 – Coming of The British To India**

##### **Learning Outcomes -**

- 1 Knowledge Objectives** – Students will be able to define the European expeditions, reason behind European expedition to India, recognize the names and countries of European explorers who first come to India and know about the significant event that took place during early expedition.
- 2 Understanding Outcomes** – Students will be able to explain the impact of European expeditions on India and understand the cultural differences between Europeans and Indians.
- 3 Application Objectives** – Students will be able to apply the critical thinking skills to compare the different expedition and their impact on India.
- 4 Skill Objective** – Students will be able to develop research skills to collect information about European expedition.

**Previous knowledge testing** – Teacher will ask students if they are familiar with any European explorers who came to India. Ask them to share their prior knowledge about the impact of European expedition on India.

**Teaching Aids** -Textbooks images of explorers and their ships, maps, videos ICT resources, PPTS and interactive whiteboards or educational apps.

**Pedagogical strategies** - The teacher will use lecture- based teaching to deliver a comprehensive introduction to the chapter and provide context to the students. Teacher will encourage students to explore the topic and to build their research and analytical skills. Group discussion method will be used to build their communication skills. Teacher will involve students working together on a task or a project. Visual aids will be used to understand the complex concepts. Interactive learning activities like quizzes and games can make lesson more exciting and memorable for students.

Teacher can use role method to help students gain deeper understanding. Lesson will be read by students and difficult words will be marked.

**Hand on activities (Experiential learning)**-Divide students into groups and assign each group a different explorer who arrived in India. Have them research and prepare a short presentation on their assigned explorer including the explorer's background reason for coming to India and significance events during their expedition.

**Arts integrations** – Students will create a visual representation of impact of Europeans expedition on India. This can be in a form of drawing, painting and collage.

**Interdisciplinary linkages and infusion of life skills**

Social Science- Historical context, cultural differences and global perspectives.

\*Language –Reading, writing and oral communication skills.

\*Mathematics – Analysing data and statistics related to expedition.

\*Life skills – Critical thinking, research skills and teamwork.

**\*Recapitulation -**

Review the main point covered in the lesson, emphasizing the impact of European expedition on India and the significance of understanding the cultural differences.

**Resources including ICT -**

\*Textbooks and reference material

\* Online articles and websites

\* Educational apps

\*Videos

\* Audio recordings

\***Assessment item** – The teacher will assess the students use oral or written tests, group presentation, class participation and discussion.

\***Feedback and remedial teaching**- Provide feedback to students on their performance and address and misconception or area where they may need additional support offer remedial teaching to help struggling students catch up with the rest of the class.

\***Inclusive practices and Full participation**- Encourage full participation of all the students in the lesson, regardless of their backgrounds and abilities. Use inclusive language and activities that cater to different learning styles. Make necessary adaption to accommodate students with special needs.

**Lesson 2- India's Freedom Struggle**

**Teaching Days - 10**

**Learning outcomes -**

**Knowledge objectives** – Students will able to understand the meaning and significance of reforms after 1857 and the Partition of Bengal.

Students will be able to identify the main cause and consequences of the reforms and partition

**Understanding objectives** – Students will be able to explain the historical context of the reforms and partition. Students will be able to relate the reforms and partition to the larger social , economic and political changes in India during the colonial period.

**Application objectives** – Students will be able analyse the impact of reforms and partition on Indian society and politics. Students will able to compare different viewpoint on reforms and partition

**Skills objectives** – Students will able to critically evaluate the primary and secondary resources related to reforms and partition. Students will be able construct evidence-based arguments on the significance of the reforms and partitions.

**Previous knowledge testing** – Ask students to recall the main events and personalities of Indian war independence of 1857

**Teaching Aids –**

\*Whiteboard and markers

\*Maps and charts

\*Video resources

\*Workshops and handouts

**Pedagogical strategies** – The teacher will provide the brief historical context of reforms and the partition and encourage students to ask question and participate in the discussion. Students will work in groups to analyse the primary and secondary sources related to the reform and partition. Students will debate the different viewpoints on reforms and partitions. Students will do reading of the lesson and will also role play. Difficult words will be underlined by the students.

**Hand on Activity (Experiential Learning)-**

Students will visit a local museum, historical site related to reform and partition and write a reflection on their experiences.

\***Art Integration** – Students will draw a timeline related to reforms and partition and illustrate the main events and personalities involved.

**Interdisciplinary linkages and infusion of life skills-** Link – [http ://you tube/2baFILIVVIE](http://youtu.be/2baFILIVVIE)

Link with language – Students can be ask to write short essays or stories based on the topic. This is also linked with mathematics and life skills as students can analyse the economic impact of revolt and its effect which can increase their critical thinking, empathy etc

**Recapitulation** – The teacher can summarize the points discuss in class and ask students to reflect on their learning .

**Resources related to ICT-** The teacher can use videos and online resources to

supplement the class discussion and provide additional information for students to explore.

### **Assessment items -**

- \*Group presentation on the analyses of primary and secondary sources .
- \* Debates on different viewpoints on reforms and partition
- \*Written reflection on field trip experience
- \***Feedback and Remedial teaching** – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.
- Inclusive Practices and full participation-** The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

### **Number of teaching days required to complete the topic – 10**

#### **Topic – Lesson 3 (India achieves Independence)**

##### **\*Learning outcomes -**

**Knowledge objective** – Students will be able to describe the key events and personalities involved in India's struggle for freedom.

**Understanding objectives** – Students will understand the causes and consequences of India's freedom struggle.

**Application objectives** - Students will be able to analyse the impact of India's freedom struggle on the country's political, economic and social language.

**Skill Objective** – Students will be able to evaluate the relevance and significance of India's freedom struggle in contemporary times

**Previous knowledge testing** – Teacher will start a lesson by asking students to share their understanding of what freedom means to them. Then ask students to recall the names of a few prominent Indian freedom fighters.

**\*Teaching Aids** – Chart paper, markers, PPT'S, slides, videos and images.

**\*Pedagogical strategies-** Teacher will deliver a lecture on the topic of India's freedom struggle, highlighting the key events, personalities and movements that led to the country's independence. The teacher will encourage the students to share their opinions and ask questions and debate the significance of the freedom struggle.

\*Ask the student to research the topic and present their findings in the class.

\*Few short documentaries or short films on India's freedom struggle to help students

visualise the event

\*Encourage the students to brainstorm ideas on how they contribute to making India a better place inspired by the lesson of India's freedom struggle.

**Hands on Activity (Experiential learning)**- Design hand on hand on activities that allow students to experience and connect with history. For example – Ask them to create a poster, skits or speech on the theme of freedom

**\*Arts Integration** –Ask students to create poster depicting the different stages of Indian freedom struggle

**\*Interdisciplinary linkages and infusion of life skills** Link – <http://youtu.be/7KF7u2GhdvU>

Encourage students to connect the lesson from India's freedom struggle to their everyday lives. Ask them to reflect the role of perseverance, courage and resilience in achieving personal goals

**\*Recapitulation-** Review the key events and personalities of India freedom struggle using a mind map or timeline

**\*Resources including ICT-** The teacher can use variety of resources such as textbooks, websites and interactive software to provide students with additional information and reinforce their understanding of key concepts.

**\*Assessment items** – To assess students written and oral tests will be taken. The teacher can use variety of assessment items such as MCQ, short answer and long answer etc.

**\*Feedback and Remedial teaching** – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support

**Inclusive Practices and full participation-** The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

## **Chapter 4 : Social Reformers of India**

**Teaching days to complete the topic - 6**

### **1. Learning Outcomes / Objectives**

**Knowledge Objectives:** Students will recognize and recall major contributions of Indian social reformers.

**Understanding Objectives:** Students will understand the historical background, challenges and aims of these reformers.

**Application Objectives:** Students will relate past reform movements to current issues such as education, women's rights, and equality.

**Skill Objectives:** Students will develop observation, research, presentation, and collaboration skills through various activities.

## **2. Previous Knowledge Testing**

Ask questions:

What do you understand by the term "reformer"?

Have you heard of anyone who fought against wrong practices in society?

Why do you think some people try to change old traditions?

## **3. Teaching Aids**

- Flashcards and portraits of reformers
- Timeline chart
- Map of India
- Smartboard/projector
- Educational videos and PPT
- Printed worksheets and activity sheets

## **4. Pedagogical Strategies (Descriptive)**

### **Storytelling Method:**

Narrate short real-life stories from each reformer's life to create emotional connection and understanding.

### **Role Play and Dramatization:**

Students act out scenes showing the reformers' challenges and successes (e.g., Savitri Bai Phule opening a school for girls).

**Think-Pair-Share:** Students think individually, then pair with a classmate to discuss questions like "How can we bring change in our society?" and share ideas with the class.

### **Group Discussion:**

Divide students into groups, each assigned a reformer. They prepare and present posters, slogans, and a short summary of the reformer's life.

### **Concept Mapping:**

Teacher guides students to create a web diagram linking reformers to their contributions and values.

### **Discussion Circle:**

A student-led discussion where they reflect on why education, equality, and courage are important in today's world.

## **5. Hands-on Activity**

Reformers' Gallery Walk:

Each group creates a visual display or collage about one reformer. Classmates walk around to observe and learn from each display.

## **6. Art Integration**

- Drawing posters of reformers
- Making a timeline using colored chart paper
- Enacting skits
- Writing short poems or slogans on women's rights or education

## **7. Interdisciplinary Linkages & Life Skills**

Subjects Integrated:

**History: Reform movements and their historical context**

**Civics: Values of democracy, equality, and justice**

**Language: Speech writing, biographies, diary entries**

**Life Skills Infused:**

**Empathy**

**Leadership**

**Gender sensitivity**

**Problem-solving**

**Respect for diversity**

## **8. Recapitulation**

- Rapid-fire Q&A
- Flashcard matching game (name the reformer)
- Quiz round using reformer clues

- Fill-in-the-blanks or short MCQs

## **9. Resources Including ICT**

- NCERT textbook
- YouTube educational videos on reformers
- Slideshows and PPTs
- Kahoot or Quizziz for digital quizzes
- Smartboard for interactive timelines

## **10. Assessment Items**

- Formative Assessment:
- Group presentations
- Participation in class activities
- Worksheets and quizzes
- Summative Assessment:
- Written test (short answer/MCQs)
- Timeline creation task
- Role-play performance evaluation

## **11. Feedback and Remedial Teaching**

Provide specific feedback on projects and presentation

- Address misconceptions in peer groups
- Use simplified language, pictures, or videos for struggling learners
- Encourage peer support and buddy system.

## **12. Inclusive Practices and Full Participation**

- Assign roles that suit each learner's strength (e.g., artist, speaker, writer)
- Encourage shy or hesitant students through small group leadership
- Use visuals and simple stories for children with learning difficulties.

## **Chapter 5 We Are Proud of Them**

**Teaching days to complete the topic - 6**

### **1. Learning Outcomes / Objectives**

#### **Knowledge Objectives:**

Students will identify the major contributions of Swami Vivekananda, B. R. Ambedkar, Mother Teresa, and Dr. A. P. J. Abdul Kalam.



**Understanding Objectives:**

Students will understand the values of selflessness, dedication, service, knowledge, and equality represented by these national figures.

**Application Objectives:**

Students will apply the learned values (like hard work, compassion, courage) in their own daily actions and behavior.

**Skill Objectives:**

Students will enhance skills such as research, presentation, teamwork, public speaking, and value-based reflection.

**2. Previous Knowledge Testing**

Ask:

Have you heard of any famous Indians who have made us proud?

What do you know about Mother Teresa or Dr. Abdul Kalam?

Why do we call someone a "great personality"?

**3. Teaching Aids**

Portraits and brief biographies of each personality

Timeline charts

Quotes of the personalities

PPT or short documentary clips

Worksheets and flashcards

**4. Pedagogical Strategies (Descriptive)****Storytelling Approach:**

The teacher narrates short, inspiring stories from the lives of each personality—for example, how Swami Vivekananda spoke at the Chicago Conference, or how Mother Teresa helped the poor in Kolkata.

**Role-play and Skits:**

Students act out moments from each personality's life (e.g., Ambedkar's fight for equality or Kalam's childhood passion for science), helping them understand their values emotionally and socially.

**Think-Pair-Share:**

A reflective question is asked: "Which value do you admire most—compassion, knowledge, courage, or equality?" Students think individually, discuss in pairs, and then share with the class.

**Quote Interpretation:**

Students interpret quotes like "Arise, awake, and stop not till the goal is reached" to discuss their meanings and relevance today.

**Group Presentations:**

Each group prepares a collage, speech, or timeline on one personality and presents to the class.

**Mind Mapping:**

On the board, a collective mind map is created connecting all four personalities with their

traits and achievements.

### **5. Hands-on Activity**

Pride Wall Project:

Students create a “Pride Wall” displaying quotes, drawings, and values of each figure. Each student adds one contribution of their own to society they are proud of.

### **6. Art Integration**

Drawing national heroes and designing posters on their quote

Enacting scenes from their life in costume

Composing a poem or jingle about being proud Indians

### **7. Interdisciplinary Linkages & Life Skills**

**Subjects Integrated:**

**History & Civics:** Understanding reforms, leadership, and social service.

**Science:** Abdul Kalam’s contribution to ISRO and missiles.

**English/Hindi:** Writing biographies, speeches, or letters to the personalities.

Life Skills Infused:

Leadership

Confidence

Respect for diversity

Compassion

Goal-setting

### **8. Recapitulation**

Rapid quiz game

“Guess Who Am I” (students describe a personality without naming them)

Matching values with the correct personality

### **9. Resources Including ICT**

NCERT Textbook

YouTube clips/documentaries on each figure

Smartboard for PPT and video display

Kahoot or Quizziz for interactive quizzes

### **10. Assessment Items**

**Formative Assessment:**

Group activity observation

Individual worksheet  
Participation in discussion  
**Summative Assessment:**  
Short answer questions

Poster or timeline evaluation

Multiple-choice quiz

### **11. Feedback and Remedial Teaching**

Encourage quiet learners with small, manageable tasks  
Use visuals and audio support for better understanding  
Provide one-on-one support or peer help for students struggling with reading or comprehension

### **12. Inclusive Practices and Full Participation**

Use diverse teaching strategies (visual, auditory, kinesthetic)  
Assign tasks based on student strengths (e.g., art, writing, speaking)  
Ensure every child presents something (even a quote or drawing).

**Teaching days to complete the topic - 10**

## **Chapter 6 : Planet Earth**

### **1. Learning Outcomes / Objectives**

#### **Knowledge Objectives:**

Students will identify and name the seven continents and five oceans.  
Students will recognize Earth as a part of the solar system and understand its unique features like water, land, and atmosphere.

#### **Understanding Objectives:**

Students will understand the division of Earth's surface into land (continents) and water (oceans).  
Students will comprehend the globe as a model of Earth.

#### **Application Objectives:**

Students will locate continents and oceans on a globe or map.  
Students will relate the importance of oceans and continents to human life, climate, and biodiversity.

#### **Skill Objectives:**

Map reading  
Observation and memory enhancement  
Spatial understanding  
Group discussion and collaboration

## **2. Previous Knowledge Testing**

Ask:

What is the name of the planet we live on?

Have you seen a globe or map before?

Can you name any continent or ocean you have heard of?

## **3. Teaching Aids**

Globe and world map

Flashcards of continents and oceans

PPT with images and videos of Earth from space

Worksheet for labeling map

Colored pencils and chart paper

## **4. Pedagogical Strategies (Descriptive)**

### **Visual-Auditory Learning:**

Using globe, maps, and videos to show Earth's structure and location of continents/oceans.

### **Interactive Discussion:**

Teacher leads a discussion about the unique features of Earth, encouraging curiosity and student participation.

### **Story-Based Learning:**

Short stories or facts about different continents or ocean animals to build connection and interest.

### **Think-Pair-Share:**

Ask students to guess which continent/ocean is the biggest/smallest, discuss in pairs, then share with the class.

### **Map-Based Learning:**

Students use maps to trace, color, and label the continents and oceans, enhancing spatial learning.

### **Question Prompts:**

Use guided questions like “Why do we need to protect our oceans?” to spark critical thinking.

## **5. Hands-on Activity**

### **Continents & Oceans Puzzle Game:**

Students assemble a cut-out puzzle of the world map placing continents and oceans in correct positions.

**Salt Dough Globe Activity (Optional):**

Create a 3D Earth model showing continents and oceans using colored clay or dough.

**6. Art Integration**

Coloring and labeling continents and oceans

Making continent flags or ocean animal drawings

Create a paper plate globe with labeled parts

Compose a rhyme or chant to remember names of continents/oceans

**7. Interdisciplinary Linkages & Life Skills****Subjects Integrated:**

Geography: Understanding Earth and its divisions

Science: Earth's physical features and water bodies

Language: Vocabulary and pronunciation (continents/oceans)

**Life Skills:**

Curiosity and observation

Environmental awareness

Teamwork and cooperation

Memory and recall enhancement

**8. Recapitulation**

“Name that continent/ocean” game

Flashcard revision

Oral quiz using the globe

Fill in the blank activity (Map-based)

## **9. Resources Including ICT**

Educational videos (e.g., YouTube Earth from Space)

Interactive world map websites

PowerPoint with labeled and blank maps

NCERT textbook

Smartboard (if available)

## **10. Assessment Items**

### **Formative:**

Observation of participation in activities

Map labeling worksheet

Oral quiz performance

### **Summative:**

Written short-answer questions

Label the map (continents/oceans)

MCQs based on Earth's structure and water/land division

## **11. Feedback and Remedial Teaching**

Offer positive feedback on map skills and creativity

Repeat content using visuals for students who struggle

Use simpler language and real-world comparisons (e.g., size of continents)

Give additional labeling practice for slow learners

## **12. Inclusive Practices and Full Participation**

Pair strong and weak learners during group tasks

Use visual aids and tactile models for students with special needs

Assign roles in group work to every student (coloring, cutting, labeling)

Celebrate each child's work through wall displays and verbal praise

## **Chapter7: Movements of the Earth**

**Number of teaching days required to complete the topic– 10**

### **1. Learning Outcomes / Objectives**

#### **Knowledge Objectives:**

Students will recognize the two major movements of the Earth: rotation and revolution.

**Understanding Objectives:** Students will understand how rotation causes day and night, and revolution causes seasons.

#### **Application Objectives:**

Students will apply their understanding to explain daily life phenomena like sunrise, sunset, and seasonal changes.

#### **Skill Objectives:**

Map and globe interpretation

Observation and logical reasoning

Verbal explanation and group discussion

### **2. Previous Knowledge Testing**

Ask simple questions:

Have you seen a globe?

What happens when the Sun rises and sets?

## **Lesson 8 (Latitudes and Longitudes)**

**Number of teaching days required to complete the topic– 10**

### **\*Learning outcomes**

**Knowledge objective** – Students will be able define and differentiate between latitudes and longitudes. They will be able to identify the various latitudes and longitudes that are important.

**\*Understanding Objective** – Students will be able to explain the concept of latitudes and longitudes and how they help in finding a location on the globe.

**\*Application Objective** – Students will be able to apply their knowledge of latitudes and longitudes to locate different places on a world map.

**\*Skills Objective** -Students will develop the skills of using latitudes and longitudes to

navigate and find locations on maps.

\* **Previous knowledge testing** - The teacher will begin the lesson by asking students some question to assess their prior knowledge.

1. What is a map?
2. How do we use maps to find direction?
3. What are the cardinal direction?
- 4 What is the difference between a map and globe?

**Teaching Aids -**

World Map

Globe

Chart showing parallels and meridians

Chalkboard and chalk.

Worksheets

**Pedagogical Strategies** – The teacher can start the lesson by showing a world map and asking students if they know how to locate places on it. This can be followed by a discussion on the need for systems to locate places accurately. The teacher can explain the concepts of latitude and longitude and how they help us in locating places on a map. The teacher can demonstrate how to locate places using latitudes and longitudes on world map and a globe. The teacher can have a discussion with students on the importance of latitudes and longitudes and they help us in our daily lives.

**Hands on Activity** - (Experiential learning)

The teacher can divide the students into groups and give each other group a world map. The students can be asked to locate different countries and cities using latitudes and longitudes.

**Art Integration** – The teacher can ask students to create a collage or a poster on the theme “Journey around the world using latitudes and longitudes “

Students will make a diagram of important latitudes with degree using art materials.

**Interdisciplinary linkage and infusion of life skills** - Link –

<http://youtube/CWUuVdF8ohY>

The lesson can be linked to history, as the concept of latitude and longitude was developed by ancient Greek astronomers. The lesson can also be linked to Mathematics



as it involves the use of coordinates and angles. The lesson can help students develop skills such as critical thinking, problem solving and spatial awareness.

### **Recapitulation-**

## **Lesson 9 – The Temperatue Zones of the Earth**

**Number of teaching days required to complete the topic– 10**

### **Learning Outcomes -**

**Knowledge Objective** – By the end of this lesson, students will be able to identify and describe the different climatic zones of the Earth including their characteristics and examples of regions within each zone.

**Understanding Objective-** Students will develop an understanding of the factors that contribute to the formation of different climate zones and their impact on the environment and human life.

**Application Objective** – Students will be able to appple their knowledge of climatic zones to analyse and explain the variations in climate across different regions of the world.

**Skills Objective** – Students will develop critical thinking and observational skills through hands on activities and experiential learning.

**Previous Knowledge testing** -The teacher can ask the students to describe weather patterns they have observed in their local area or ask them to identify different types of climates they have learned about in pervious lessons.

**Teaching aids** – Globes, world maps, pictures of different climate zone, videos, interactive websites, charts and diagrams.

**Pedagogical strategies** – The teacher will provide a lecture on the different climatic zones of the Earth. Using images and graphic organizers of different climatic zones to aid in the understanding the different zones. Students will identify the factors that influence the Earth’s climate. Students will make a diagram of

The teacher can summarize the key points of the lesson and ask students to repeat them.

### **Resources including ICT -**

The teacher can use videos and interactive maps to enhance the learning experience of students.

**Assessment items** - The teacher can assess the understanding of student's through written tests, quizzes and worksheets.

**Feedback and remedial teaching** -The teacher can give feedback to students on their performance and provide remedial teaching to those who need it.

### **Inclusive Practices and full Participation-**

The lesson can be made inclusive by using visuals aids and providing opportunities for all students the

in the activities. The teacher can also modify the activities based on the learning needs of students with special needs.

different climatic zones on a poster and discuss the impact of climate change on the Earth's climate zones as a group. The lesson will be read by the students and different words will be underlined.

**Hands on Activity** - (Experimental Learning) - The teacher can conduct a stimulation activity where a students can experience different climatic conditions in different parts of the world usings props such heaters, fans, water sprays and different clothing materials.

They can also conduct a field trip to a nearby park or botanical garden to observe the plants and animals adapted to different climatic conditions.

**Arts Integration** –Students can create posters on collages depicting different climatic zones and the flora and fauna associated with each zone. They can also write poems or stories inspired by the different climatic conditions.

**Resouces including ICT** – Videos, interactive websites and other ICT resources can be used to enhance the learning experiential.

**Assessment items-** The teacher can use a variety of assessments items such as quizzes, and projects and worksheets to evaluate students understanding of different climatic zones

**Feedback and Remedial teaching-** The teacher can provide feedback on students' performance and offer remedial teaching to those who need additional support.

**Inclusive Practices and Full Participation** – The lesson should be designed to accommodate the learning needs of all students, including those with

disabilities and those from diverse cultural background. The teacher should ensure that all students have equal opportunities to participate in the learning activities and express their ideas.

**Interdisciplinary Linkages and infusion of life skills- Link :**

<http://youtube/5tC800x0FER>.

The lesson can be linked with other subjects such as science, math and language arts. Students can learn about scientific concepts behind climatic zones, use math to intercept climate data and develop communication skills through groups discussion and presentation. Life skills such as observation, critical thinking and collaboration can also infused throughout the lesson.

**Recapitulation** – The teacher can summarize the key concepts covered in the lesson and ask students to recall the different zones and their characteristics.

