

Lesson-8: Our Government

Theme 6: What Is Culture?

12 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Confirming better

I love my country.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify the states and Union Territories of India using a political map.
- to understand the layers of government in India, including the roles of the central and state governments.
- to develop a sense of patriotism and express love and pride for the country.
- to express ideas clearly in group discussions about governance and national identity.
- to write about the value of order and discipline in the Little Book of Values.

Methodology

Period 1

Teacher: Good morning, everyone. Let us begin with the affirmation of the day. Please repeat after me.

MUST DO

10 MIN.



Confirming better I love my country.

PLH

47

Teacher: I love my country.

Teacher: We will begin a new chapter 'Our Government'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Teacher: Now, everyone will take part in a group game called Monument Pictionary. Please divide yourselves into four groups.

MUST DO

10 MIN.

Kinaesthetic

Organise a Monument Pictionary activity in class. Split into 4-5 groups. A referee will whisper the name of a monument in your city to a member of a team. Teams will take turns sending one member to the board to draw it. The rest of the team will guess the name of the monument based on the drawing.

Confirming better

47

Teacher: Each group will choose a referee from among yourselves. The referee will whisper the name of a famous monument from your city to one team member.

Teacher: That team member will come up and draw the monument on the board. The rest of the team will guess the name based on the drawing. No letters or numbers should be used.

Teacher: Each group will get one turn. Begin when ready. (The students take turns drawing and guessing monuments.)

Teacher: Excellent teamwork. This shows how important it is to work together to understand and guess correctly, just like in elections where everyone's opinion matters.

Auditory

Teacher: Now, I will read a short passage that is given on page 88. Please listen carefully.

MUST DO

10 MIN.

Auditory*

Listen to your teacher carefully. Answer the questions.

my country

47

Teacher: During summer holidays, Sam and her friends visit different places in India. Ryan and his family visit Kashmir. They go on shikara rides on the Dal Lake in Srinagar. Sam visits the backwaters in Kerala. She and her family stay in a houseboat.

Teacher: Now answer my questions.

Teacher: Where is Dal Lake situated?

Students: In Srinagar.

Teacher: Well done. Next question. Where do Sam and her family stay during their summer holidays in Kerala?

Students: In a houseboat.

Teacher: Very good. Listening carefully always helps us remember things better.

Pictorial

Teacher: Now, look at the Indian food items in the images given on page 47. Each of them is linked to a festival celebrated in India.

MUST DO

10 MIN.

Pictorial PS

Look at the Indian food items. Which festival of India is associated with each of them? Write in the space provided.

K (What I Know)

ICL (What I Want to Know)

47

Teacher: Can you guess which festival each food is associated with? Write your answers in the space provided. (The students observe the images and write down the festival associated with each food.)

Teacher: Excellent thinking. Food and festivals are part of our culture and they tell us how different states in India celebrate unity in diversity.

Differentiated Activities

110 km/hr



Name the two places visited by Sam and Ryan during their summer holidays.

80 km/hr



Where is Dal Lake located?

40 km/hr



What is the name of the lake in Srinagar?

Home Task

Draw two suitcases in your notebook. In one suitcase, draw and label what Sam's family packed for their trip to Kerala.

In the second suitcase, draw and label what Ryan's family packed for their trip to Kashmir.

Add one fun activity each family did on their trip next to the suitcase.

Period 2

SHOULD DO

10 MIN.

Teacher: Good morning, everyone.

Let us begin with a fun activity. I will give you a situation and I want you to think and tell me what you would do.

Teacher: Imagine this – You are the leader of your class for one day. You can make three rules that everyone must follow. What rules would you make?

(The students raise their hands and respond with their imagined rules.)

Teacher: Very interesting. Some of you want more games, some want extra reading time and others want no littering in the classroom.

Teacher: Now imagine you are organising a class election. What kind of qualities will you look for in the person you vote for?

(The students share qualities like kindness, fairness, good speaking and helpful.)

Teacher: Wonderful. You are all thinking like responsible citizens. Let us now continue learning more about how our government works.

Interacting better



You may show the **eBook** of the story given on the digital platform.

MUST DO

10 MIN.

Interacting better

Discuss with your partner and write the things you like the best about your country.

ICL

48

Teacher: Everyone please open the 'Interacting better' section on page 48. Today, you will work with your partner. Talk to each other and discuss – What do you like the best about your country?

Teacher: You can talk about the places, people, food, festivals, nature or anything else you love about India.

Teacher: What do you like the most about our country? (The students will give random responses and the teacher will ask questions)

Teacher: Lovely answers, everyone. You truly make our classroom a proud place to talk about India.

Teacher: Now look at the picture on page 48 of your book. Observe it carefully and tell me what you notice.

MUST DO

20 MIN.



The rehearsals for the Independence Day celebrations are in full swing. The children go back to their class for lunch.



India lies in Asia. India consists of smaller parts known as states and Union Territories. There are 28 states in India. Each state has a capital (see Map 8.1). A capital is the most important city or town of a state. The government offices of the states are located in the capital. In terms of land area, Rajasthan is the largest state and Goa is the smallest state in India.

India selects its own leaders through the process of elections. These leaders form the government. The government makes laws or rules. Through these, the government looks after the welfare of the country. The two levels of government in India are the central government and the state government. Table 8.1 lists all the states and their capitals.

48

(The students will read and the teacher will explain and discuss by asking open-ended questions.)

Teacher: What do you see happening on the left side of the picture?

Teacher: That is right. One child is offering coconut laddoo and another mentions Diwali as her favourite festival. Why do you think they are discussing sweets and festivals?

Teacher: Very good. This shows how children from different families and cultures enjoy food and celebrate festivals together. Now look at the right side of the picture. What is happening there?

Teacher: Exactly. The teacher is starting a lesson about the states and Union Territories of India. How many states do we have in India?

Students: 28 states.

Teacher: Yes. And what is a Union Territory? (Expected answer: Regions controlled by the central government.)

Teacher: Good. Every state and Union Territory has a capital. Can you name the largest state and the smallest state in India by land area?

Teacher: Excellent. What are the two levels of government in India?

Students: The central government and the state government.

Teacher: Well done. This picture helps us understand that we learn not only through books but also by sharing with our friends and respecting our culture.

Teacher: Now take two minutes and write three things you have learnt from the picture about India's states, people or government.

(The students write their responses. The teacher may ask 2–3 students to read aloud.)

Teacher: Please bring a political map of India to class tomorrow. Make sure the map shows all the states and Union Territories. You will use the map in our next lesson to learn more about the locations of different states and their capitals. See you in the next class.

You may show the **Animation** of the story given on the digital platform.

Differentiated Activities

110 km/hr



Why do we have states in India?

80 km/hr



What is a Union Territory?

40 km/hr



What is the capital of your state?

Home Task

Please bring a political map of India to class tomorrow.

Period 3

SHOULD DO

05 MIN.



Teacher: Good morning, everyone. I hope you brought the political map of India. Can you hold it up and show me if you have it?

Teacher: Excellent. We will use the map in today's lesson, so make sure you have it ready. Let us take a few minutes to see how well you know the states and Union Territories.

Map Activity (8.1)

Teacher: Now, let us start learning about the states and Union Territories of India. Take your political map from your book and look at the map on page 49.

Teacher: I will call out the name of a state or Union Territory and you will first find it on the map in your book. Then, you will mark it on the blank map you brought from home.

Teacher: Let us begin. First, find 'Uttar Pradesh' on your map in the book and mark it on your blank map. (Wait for the students to find Uttar Pradesh and mark it.)

Teacher: Good job. Now, let us move on to 'Bihar.' Find Bihar in your book and mark it on your map.



(continue with states and Union Territories like 'Maharashtra,' 'Goa,' 'Puducherry,' 'Kerala,' etc.)

Teacher: Excellent work. Keep marking all the states and Union Territories on your map. Once you have marked them, you will cut and paste the map in your notebook for future reference.

Teacher: Now, let us play an exciting atlas game to practice. I will start by saying the name of a state or Union Territory and you will need to pick the last letter of that state or Union Territory.

COULD DO

10 MIN.

Teacher: After that, raise your hand when you have found another state or Union Territory that starts with that last letter. For example, if I say 'Rajasthan,' the last letter is 'N,' so you should find a state or Union Territory that begins with 'N' and raise your hand.

Teacher: let us try it. The first state is 'Maharashtra.' What is the last letter?

(Students find a state or Union Territory starting with 'A' and raise their hands.)

Teacher: Great. Now, let us continue. The next state is 'Kerala.' What is the last letter?

(Students find a state or Union Territory starting with 'A' and raise their hands.)

Teacher: Excellent. We will keep going like this. Ready? let us start finding more states and Union Territories based on the last letter.

Teacher: This will help you get familiar with all the places in India. Keep up the good work.

Differentiated Activities

110 km/hr



Can you name one state that is close to the sea?

80 km/hr



Can you name the largest state in India by area?

40 km/hr



Can you point to your state on the map?

Home Task

Write Fun Facts: Pick two states or Union Territories that you find interesting. Write one fun fact about each. For example, the best-known festival, food or a famous place.

Period 4

Teacher: Good morning, everyone. Let us begin with a quick warm-up activity. I will ask you something famous about your state and I want you to tell me what it is.

(Ask random states and students respond with something famous related to that state.)

Teacher: Excellent. Now, let us move on to learning more about the states and Union Territories of India.

Table 8.1 (States and Capitals)

Teacher: Please open your books to page 50, where we have Table 8.1. This table shows the names of all the states in India along with their capitals.

SHOULD DO

05 MIN.

MUST DO

15 MIN.

State	Capital	State	Capital
1. Andhra Pradesh	Amaravati*	15. Manipur	Imphal
2. Arunachal Pradesh	Itanagar	16. Meghalaya	Shillong
3. Assam	Dispur	17. Mizoram	Aizawl
4. Bihar	Patna	18. Nagaland	Kohima
5. Chhattisgarh	Raipur	19. Odisha	Bhubaneswar
6. Goa	Panaji	20. Punjab	Chandigarh
7. Gujarat	Gandhinagar	21. Rajasthan	Jaipur
8. Haryana	Chandigarh	22. Sikkim	Gangtok
9. Himachal Pradesh	Shimla	23. Tamil Nadu	Chennai
10. Jharkhand	Ranchi	24. Telangana	Hyderabad
11. Karnataka	Bengaluru	25. Tripura	Agartala
12. Kerala	Thiruvananthapuram	26. Uttar Pradesh	Lucknow
13. Madhya Pradesh	Bhopal	27. Uttarakhand	Dehradun, Gairsain**
14. Maharashtra	Mumbai	28. West Bengal	Kolkata

Table 8.1 States and their capitals

50

Teacher: Let us go through this table together. I will call out the name of the state and I want you to look at the capital listed next to it. Let us start with the first one: 'Andhra Pradesh' – the capital is 'Amaravati.'
(Continue through the list, calling out each state and its capital, allowing students time to look and learn.)

Teacher: I will give you a few minutes to go through this table on your own. You can underline the names of the states and their capitals. Take your time and learn them carefully.

Teacher: Now, I want you to work with a partner. You will ask each other the names of states and their capitals. One of you will say a state and the other will reply with its capital. Then, you can switch.

Teacher: Remember to help each other if you get stuck. I will be walking around to check how everyone is doing.

Table 8.2 (Union Territories and Capitals)

Teacher: Now, we will move on to Table 8.2, which shows the Union Territories of India and their capitals. These are smaller parts of India, which are governed by the central government.

MUST DO

15 MIN.

UNION TERRITORIES

Other than the states, there are smaller parts of India that are known as the Union Territories. The central government governs the Union Territories. There are 8 Union Territories in India.

Table 8.2 lists all the Union Territories and their capitals.

Union Territory	Capital	Union Territory	Capital
1. Andaman and Nicobar Islands	Sri Vijaya Puram***	5. Puducherry	Puducherry
2. Chandigarh	Chandigarh	6. National Capital Territory of Delhi	Delhi
3. Dadra and Nagar Haveli and Daman and Diu	Daman	7. Jammu & Kashmir	Srinagar, Jammu****
4. Lakshadweep	Kavaratti	8. Ladakh	Leh

Table 8.2 Union Territories and their capitals

50

Teacher: I will call out a few Union Territories and I want you to listen carefully to their capitals.

Teacher: For example, the first Union Territory is 'The Andaman and Nicobar Islands' and the capital is 'Sri Vijaya Puram.'
(Continue with other Union Territories such as 'Chandigarh,' 'Delhi,' 'Puducherry' and 'Jammu & Kashmir,' allowing students time to learn and mark the capitals in their books.)

Teacher: I will give you some time now to look through the table and learn the Union Territories and their capitals. Remember to take your time and understand each one.

Teacher: Now, that we have gone through the states and Union Territories, let us quickly recap what we have learnt today.

Teacher: Can anyone tell me one state and its capital?


Teacher: Excellent. Now, can anyone name a Union Territory and its capital?


Teacher: Great job, everyone. I am proud of how well you


have learnt today. We will continue practicing in our next class. Keep reviewing the states and Union Territories and I will see you in the next lesson

 You may show the **Infographic** given on the digital platform.

Differentiated Activities

110 km/hr
 Can you explain the difference between a state and a Union Territory with an example?

80 km/hr
 Which state is located next to your state? What is its capital?

40 km/hr
 Can you name one Union Territory and tell its capital?

Home Task

Choose two states from the list and write a few sentences about their culture, food or famous landmarks. Also, include their capitals.

Period 5

SHOULD DO

05 MIN.

Teacher: Good morning, everyone.
Let us start with a quick warm-up to get our bodies moving and our minds ready. Everyone, please stand up.

Teacher: We are going to do a back stretch to help us feel more relaxed and focused. Let us all stretch our backs.

Teacher: First, take a deep breath and as you exhale, stretch your arms above your head and lean to the left. Hold it for 5 seconds.
(Allow students to stretch.)

Teacher: Excellent. Now that we are all stretched and ready, let us move on to learn more about the central and state governments.

Central Government

MUST DO

10 MIN.

Teacher: Let us now learn more about the central government. The central government is responsible for making laws for the entire country. It ensures the safety and welfare of all citizens.

CENTRAL GOVERNMENT

The central government makes laws for the whole country. It ensures the safety and welfare of the country's citizens. The offices and residences of the President*, the Vice President, the Prime Minister* and other officers of the central government are located in the capital of India, New Delhi.

51

Teacher: Where do you think the offices and residences of the President, Prime Minister and other central officials are located?
(Students respond.)

Teacher: Yes, they are located in New Delhi, the capital of India.

Teacher: The central government helps manage the country's needs, like security and resources and making laws for the whole nation.

Teacher: Can you think of any example where the central government helped you or your family directly?
(Allow students to share ideas.)

Teacher: Great responses. Now that we know more about the central government, let us move on to understanding the state government.

Discovering better

Teacher: Now, let us explore the 'Discovering better' section. It talks about 'citizens'—people who belong to a particular country.

MUST DO

05 MIN.



Discovering better

citizens: people who belong to a particular country

LAD

51

Teacher: So, who is a citizen? Can anyone give an example?

(Students respond.)

Teacher: Excellent. Now, can you think of why it is important for citizens to follow the laws made by the government?
(Allow students to share their ideas.)

Teacher: Wonderful. Now that we know what it means to be a citizen, let us continue our lesson.

State Government

Teacher: Now, let us look at the state government. Each state has its own government that takes care of the needs of its people.

MUST DO

10 MIN.

STATE GOVERNMENT

Each state of India elects its own government. This is known as the state government. It looks after the needs and requirements of the people of the state. The Governor, the Chief Minister* and all other senior officials of the state government reside and work in the state capital.

51

Teacher: Who works in the state government?

Teacher: Yes. The Governor, the Chief Minister and other senior officials work in the state capital, helping manage the state's needs.

Teacher: Can you think of some things the state government takes care of for the people?
(The students share ideas, such as education, health, roads, etc.)

Teacher: Great. Now, I want you to take a few minutes to read about the state government. After reading, can anyone explain the role of the Chief Minister in the state government?

(The students read and respond.)

Understanding better

Teacher: Now, let us move to the 'Understanding better' section. I will ask you two questions:

MUST DO

10 MIN.



Understanding better

Answer the questions.

1. How many states are there in India?
2. How many Union Territories are there in India?

ICL

51

1. How many states are there in India?

2. How many Union Territories are there in India?

(Give time to students to think and share their answers.)

Teacher: Fantastic. You have done an excellent job today in understanding the central and state governments. Keep reviewing the content and we will continue our discussion in the next class.

 You may show the **I Explain** given on the digital platform.

Differentiated Activities

110 km/hr



What is the role of the Chief Minister?

80 km/hr



Why do citizens need to follow the laws?

40 km/hr



What is one job of the state government?

Home Task

Create a table in your notebook. List the important government posts such as the present President, Vice President, Prime Minister and Governor of India.

Period 6

Teacher: Good morning, everyone. Let us begin today by reviewing something we have learnt earlier.

SHOULD DO

05 MIN.

Teacher: Can anyone tell me the difference between the central government and the state government?
(Allow students to share their thoughts.)

Teacher: Excellent. The central government makes laws for the whole country, while the state government looks after the needs of the people within its own state. Now, let us dive deeper into our lesson today.

Connecting better

Teacher: Let us now look at the 'Connecting better' section given on page 51. This is a math problem that connects what we learned today to fractions.

MUST DO

10 MIN.



Maths

Connecting better

Sam has started learning about fractions in her Maths class. Help her solve the following word problem: Out of the 28 states in India, Rina read about $\frac{3}{7}$ of them for her project.

How many states did Rina read about and how many are left for her to read?

HoLL

51

Teacher: Sam has started learning about fractions in her math class. The problem says: 'Out of the 28 states in India, Rina read about $\frac{3}{7}$ of them for her project.'

Teacher: How many states did Rina read about and how many are left for her to read?

(Allow students time to calculate and share their answers.)

Teacher: Great job. Now that we have worked through this problem, let us move on to the next section.

Helping better

Teacher: Now, let us explore the 'Helping better' section given on page 51. It talks about using public transport to reduce pollution in the city.

MUST DO

10 MIN.



Helping better

Use public transport to commute to nearby places. This way you will help reduce pollution in your city.

OL

51

Teacher: Can anyone share how using public transport can help reduce pollution?

(Allow students to respond and engage in a discussion.)

Teacher: Excellent ideas. Public transport helps reduce the number of cars on the road, which in turn helps reduce the pollution in our cities. Let us remember to use it whenever we can. Now, let us move on to the next section.

Grasping better

Teacher: Let us now move to the 'Grasping better' section. This explains the important government posts that we learned about earlier:

MUST DO

10 MIN.



Grasping better

President: here, the head of the Indian state chosen by some members of the central government and the state governments

Prime Minister: here, the main minister elected by the people of India

Chief Minister: here, the main minister of a state

DING

51

President: the head of the Indian state chosen by some members of the central and state governments.

Prime Minister: the main minister elected by the people of India.

Chief Minister: the main minister of a state.

Teacher: Who do you think would be in charge of leading the event? The President, Prime Minister or Chief Minister?
(Allow students to think and share.)

Teacher: Exactly. The President would represent the country, the Prime Minister would oversee everything and the Chief Minister would look after everything happening in the state.

Teacher: Great. Now, let us wrap up. We learned that these leaders work together, each helping in different ways to make India a better place.

You may show the **Dictionary** given on the digital platform.

Caring better

Teacher: For today's home task, we have the 'Caring better' section. The task is to "Donate books, stationery items and uniforms to underprivileged children with an adult's help."

MUST DO

05 MIN.



Caring better

Donate books, stationery items and uniforms to underprivileged children with an adult's help.

Seva

51

Teacher: In the classroom, we can discuss how helping others makes our society better and how small actions can make a big difference.

Teacher: Think about how you can help someone in need and remember to do it with an adult's help. Be ready to share your thoughts in the next class.

Differentiated Activities

110 km/hr



Why does the central government make laws for the whole country?

80 km/hr



How does public transport help reduce pollution?

40 km/hr



How does public transport save money?

Home Task

Complete the 'Caring better' section given on page 51. The task is: "Donate books, stationery items and uniforms to underprivileged children with an adult's help."

Period 7

Teacher: Good morning, everyone. let us start with a quick warm-up to refresh our memory.

SHOULD DO

05 MIN.

Teacher: I will ask a few questions about what we have learnt so far.

1. Can anyone tell me how many states there are in India?
2. Which is the most important city or town in each state?

(Allow students to answer.)

Teacher: Great. Now, let us get ready for today's lesson.

Recalling better

Teacher: Let us now explore the 'Recalling better' section. I will ask you all the questions together. Answer each question carefully.

MUST DO

15 MIN.

Recalling better

- India lies in Asia. It consists of 28 states and 8 Union Territories.
- The capital of India is New Delhi. The Union Territories are small parts of India. These are directly governed by the central government.
- The central government and the state government, together, look after the welfare of the people.

CING

Teacher:

1. How many states are there in India?
 2. Which is the most important city or town of a state?
 3. Which state is the largest in terms of land area?
 4. How many Union Territories are there in India?
 5. What is the capital of Andaman and Nicobar Islands?
- (Allow students time to answer all the questions.)

Teacher: Excellent work. Now, let us move on to the next section.

Learning better

MUST DO

10 MIN.

Exercise A

Teacher: Now, let us move on to Exercise A on page 45. This is a multiple-choice exercise where we will tick the correct option.

Learning better

A Tick (✓) the correct answer.

1. How many states are there in India?
a. 28 b. 29 c. 27
2. Which is the most important city or town of a state?
a. capital b. locality c. neighbourhood
3. Which is India's largest state, in terms of land area?
a. Goa b. Sikkim c. Rajasthan
4. How many Union Territories are there in India?
a. 8 b. 28 c. 15
5. What is the capital of Andaman and Nicobar Islands?
a. Kavaratti b. Sri Vijaya Puram c. Daman

CB

Teacher: I will read the first question aloud and then you will discuss it with your partner for 30 seconds. After that, raise your hand when you are ready to answer.

Teacher:

Question 1: How many states are there in India?

- a. 28
- b. 29
- c. 27

Teacher: Think carefully. Discuss with your partner for 30 seconds and raise your hand when you are ready to answer.

(Allow students to discuss and respond.)

Teacher: Fantastic. The correct answer is 28. There are 28 states in India.

(Proceed in the same way for the following questions.)

Teacher: Well done. Let us now discuss Exercise B.

Exercise B

Teacher: Now, let us turn to Exercise B on page 52. This is a fill-in-the-blank exercise. I will read the first sentence and we will solve it together.

MUST DO

10 MIN.

Fill in the blanks with the correct answer.

1. The government offices of a state are located in the _____.
2. In terms of land area, _____ is the smallest state.
3. The President of India resides and works in _____.
4. The Governor works in the _____ capital.
5. _____ is the capital of Lakshadweep.

52

Teacher: The government offices of a state are in the _____.

(Allow students time to discuss with their partner.)

Teacher: Think carefully. Where do the government offices of a state usually work from?
(Students discuss.)

Teacher: That is right. The correct answer is 'capital.' So, the full sentence is:

'The government offices of a state are located in the capital.'


Teacher: let us move on to the next one.

(Follow the same pattern for the rest of the questions.)


 You may show the **Concept Map** given on the digital platform.

Differentiated Activities

110 km/hr

 Imagine you are guiding a tourist around India. Name three states you would take them to and explain why.

80 km/hr

 Write one sentence each about a state and a Union Territory of India. Mention their capitals too.

40 km/hr

 Solve riddle 'I am a state where people love fish and sweets. My capital is Kolkata'. Who am I?

Home Task

Create one page for your scrapbook about your favourite Indian state. Include the name of the state, its capital, one famous food, one famous place and a festival celebrated there. Decorate it with colours.

Period 8

Teacher: Good morning, everyone. let us start today's class with a fun game to refresh our memories.

SHOULD DO

10 MIN.



Teacher: We are going to play a 'Guess the Role' game. I will describe the role of the government and you will guess which part of the government does that job.

Teacher: Ready? Here is the first clue:

Teacher: 'This person is the head of the country and represents the entire nation.'

(Students respond: 'President')

Teacher: Well, done. let us move on to the next one.

Teacher: 'This person works for the needs of a state and makes decisions at the state level.'

(Students respond: 'Chief Minister')

Teacher: Great. Now let us get started with today's exercises.

Exercise C

Teacher: Now, let us open our books to Exercise C on page 45. You will write short answers to the questions given in your notebooks.

MUST DO

15 MIN.



C Write short answers in your notebook.

1. What is meant by the capital of a country?
2. List any two functions of the central government.
3. Ravi is writing a letter to the editor of Kerala Mail, regarding the issue of bus frequency in the city. Which level of the government, according to you, is responsible for the resolution of the issue?

52

Teacher: I will read the first question aloud and we will solve it together.

Teacher: What is meant by the capital of a country?
(Allow students to think and answer.)

Teacher: That is right. The capital is the main city where the government works. Now, write in your notebooks: 'The capital of a country is the main city where the government is based.'

Teacher: let us move to the next question.

(Follow the same pattern for the rest of the questions. Students write answers in their notebooks, while the teacher monitors and assists.)

Teacher: Great job, everyone. Now, let us move to our next exercise.

Exercise D

Teacher: Now, let us turn to Exercise D on page 45. In this exercise, you will write longer answers in your notebook.

MUST DO

15 MIN.



D Write long answers in your notebook.

1. What is the function of the central government of India? Who all make the central government?
2. Write the function of the state government of India. Name the official people who live in the state capitals.

52

Teacher: I will read the first question aloud and we will solve it together.


Teacher: What is the function of the central government of India? Who all make the central government?
(Allow students to think and answer.)

Teacher: Think about what the central government does for the country.
(Students respond.)

Teacher: Excellent. The central government makes laws for the whole country, ensures security and manages national resources. The President, Prime Minister and other officials make up the central government. Now, write your answer in your notebook in 2-3 sentences.

Teacher: If you need any help, feel free to ask.

(Follow the same pattern for the rest of the questions. Students write answers in their notebooks, while the teacher monitors and assists.)

 You may show the **Animated Activities** given on the digital platform.

Differentiated Activities

110 km/hr



Can someone give an example of a service or task that the central government handles?

80 km/hr



Can you think of any local issues the state government might manage?

40 km/hr



Imagine you are the Prime Minister for one day. What law would you create to make the country safer and healthier?

Home Task

Please gather the following materials for our DIY Map Bookmark activity in the next class:

An old map or map printout, a ruler and pencil, a glue stick, markers or coloured pencils, pen or pencil, ribbon or string.

Period 9

Creating better

MUST DO

30 MIN.

Teacher: Good morning, everyone. Today, we will be making a fun and creative DIY Map Bookmark. let us begin.

Creating better

DIY Map Bookmark

- Pick an old map or a map printout that you like. Look for interesting places or designs that you think would look good on a bookmark.
- Use a ruler and pencil to measure and mark out a rectangle on the map. The rectangle should be the same size as your blank bookmark.
- With adult supervision, carefully cut out the rectangle you marked on the map. Take your glue stick and apply glue to the back of the rectangular area. Press it firmly onto your blank bookmark, making sure it's smooth and there are no bubbles.
- Use markers or colored pencils to add any extra decorations to your bookmark. You could outline places, add your name, or even draw symbols that represent the map's location.
- Use a pen/pencil to make a small hole at the top of the bookmark. Thread a piece of ribbon or string through the hole and tie it to create a tassel.

53

Teacher: First, can everyone show me if you have brought the materials for today's activity?

(Allow students to confirm if they have brought their materials.)

Teacher: First, we will need an old map or a map printout. Look for an interesting place or design from the map that you would like to feature on your bookmark. You could pick a city, a landmark or even a route you find exciting.

Teacher: I will give you a few minutes to find the perfect map section.

(Allow students time to choose a map.)

Teacher: Next, use your ruler and pencil to measure and mark out a rectangle. Make sure the rectangle is the same size as your blank bookmark. You can use a pre-made bookmark template if you like.

Teacher: Once you have marked the rectangle, carefully cut it out. If you need help, ask an adult to assist you. After

cutting, apply glue to the back of the rectangle and press it firmly onto your blank bookmark.

Teacher: Now, let us get creative. Use markers or coloured pencils to add any extra decorations. You can draw your name, highlight some places or even use symbols to represent the map's location. This is your chance to make the bookmark unique.

Teacher: Lastly, use a pen or pencil to make a small hole at the top of the bookmark. You can tie a piece of ribbon or string through the hole to create a lovely tassel at the top.

Teacher: You now have your very own map bookmark. Great job, everyone.

Thinking better

MUST DO

10 MIN.

Teacher: Now, let us move on to our 'Thinking better' section. This part will encourage you to think deeply about what changes you could make in your country or state if you were part of the central or state government.

Thinking better

21st CS HOTS

Think and answer in your notebook.

What changes will you bring in your country or state if you were a part of the central state government?

53

Teacher: The question is: 'What changes will you bring in your country or state if you were a part of the central or state government?'

Teacher: Think about your answers for a moment. Would you focus on better education, improved roads or solving problems like pollution?

Teacher: You can discuss your ideas with a partner and then we will write them down in our notebooks.

(Allow students to discuss and write their answers.)

Teacher: I am excited to hear your creative ideas. Let us share a few of them. Who would like to go first and tell us what changes they would bring?

(Allow students to share their ideas.)

Teacher: Excellent thinking, everyone. You have come up with some amazing ideas. Keep thinking about how you can make a difference.



You may show the **Quiz** given on the digital platform.

Differentiated Activities

110 km/hr



Write any two changes you would bring in your state as a government leader and explain why.

80 km/hr



Write one change you would like to make in your country and draw a picture of it.

40 km/hr



Circle what you would like to improve in your state:

roads / schools / hospitals – Then draw one of them.

Home Task

Project Idea

(For project Ideas, please refer to the book of Project Ideas, page 21 under the title 'Our Government.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about government through this engaging project.)

Chapter 8: Our Governments

Theme 6: What is Culture?

Conduct a simple class election.

Nominate candidates, create campaign posters, give speeches, and vote. Discuss the importance of voting and fair elections.

ICT PRO 2LCS

21

Period 10

Teacher: Good morning, everyone. Let us begin today's class with a quick round of Would You Rather – India Edition.

Teacher: Would you rather visit the snowy mountains of Kashmir or the sunny beaches of Goa? (The students raise their hands and respond)

Teacher: Would you rather celebrate Diwali with lights or Holi with colours?

Teacher: Would you rather be the Prime Minister for a day or the Chief Minister of your state?

Teacher: Wonderful choices. These answers show how much you enjoy the different parts of our country. Let us now move to a small situation-based activity.

Choosing better

Teacher: Everyone please open the 'Choosing better' section on page 91.

Choosing better

LSV

Tick (✓) the correct answer.

At the Independence Day event, Maria is a part of the choir. While singing the national anthem, Maria should _____.

1. look at her friends and smile	<input type="checkbox"/>	2. stand in attention and sing	<input type="checkbox"/>
3. sing wrong words	<input type="checkbox"/>	4. sit and sing	<input type="checkbox"/>

53

Teacher: Read the situation carefully – At the Independence Day event, Maria is a part of the choir. While singing the national anthem, Maria should.

Teacher: Let us go through the options together.

1. Look at her friends and smile
2. Stand in attention and sing
3. Sing wrong words
4. Sit and sing

Teacher: Take a moment and tick the correct answer.

Students: (Tick option 2 – Stand in attention and sing)

Teacher: That is correct. During the national anthem, we must stand in attention and sing with respect. Well done, everyone. Now let us move on to a more thoughtful and personal task.

Revising better

Teacher: Now, look at the 'Revising better' section on page 92.

MUST DO

15 MIN.

Revising better

In this chapter, you have learnt that the government of our country makes laws. If given a chance, what law would you like to make for your house? Write in your Little Book.

DBL

53

Teacher: We have learnt that the government makes laws to help people live safely and happily. But imagine if you had the power to make one law just for your house. What would it be?

Teacher: Think carefully. Would it be about keeping things clean, sharing toys or helping each other more?

Teacher: Talk to your partner for one minute and share your ideas. Then you will write your law in your Little Book. (Students discuss and write. Teacher walks around to observe.)

Teacher: I can already see some very thoughtful rules. Who would like to share theirs?

Student 1: In my house, everyone must spend 10 minutes reading together every day.

Student 2: My law is no shouting. Everyone must speak politely.

Teacher: Beautiful ideas. If we all follow such small rules at home, we can create a peaceful and happy environment, just like the government tries to do for the whole country.

Book of Holistic Teaching

(Refer to the Book of Holistic Teaching, page 35 under the title 'Our Government.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Chapter 8: Our Governments

Theme 6: What is Culture?



English



FLN

HoLL

MDA

Read the sentences. Fill in the blanks with the sound words.

1. Elsa works as the secretary to the Ch_____f Minister of her state.
2. Rina's n_____ce lives in Mumbai, the capital of Maharashtra.

35

B Maths

A class is going on a field trip to visit 4 states and 6 Union Territories. What fraction of the total places visited are states?

C Science

The central government and the state government ensure the safety and welfare of its citizens. What should every public place have for safety purposes as an emergency measure? Write the answer in your notebook.

35

 You may show the **Slideshow** given on the digital platform.

Differentiated Activities**110 km/hr**

Write one law you would make for your house. Also explain why this law is important and how it will help your family.

80 km/hr

Write one helpful law you would like to have in your house

40 km/hr

Circle one house rule you like:
clean room / help parents / no shouting
Then draw a picture of it.

Home Task

Ask your parents or grandparents about one important rule they followed in their home when they were young. Write it in your notebook and draw a small picture showing that rule.

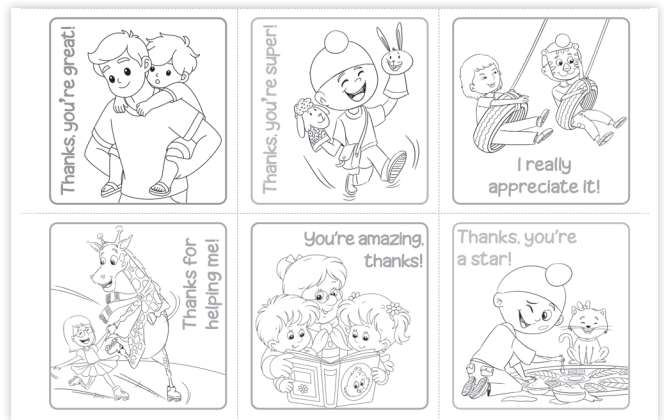
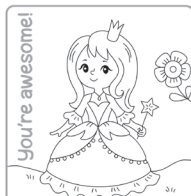
Period 11**SHOULD DO**

10 MIN.



Teacher: Good morning, everyone. I hope you are all doing great today. Let us start with something really fun and heartwarming.

Teacher: I want you to take out your gratitude sheet. Who can tell me what a gratitude card is? (Pause for responses)

Gratitude Sheet

Teacher: That is right. A gratitude card is where you write a note to show appreciation to someone who has made a positive impact on your life.

Teacher: Now, I want you to take a moment to think. Can you remember a time when someone helped you? It could be your parents, teacher or anyone who helped you. (Pause for students to think)

Teacher: Got your person in mind? Great. Now, on your card, write a short note for that person. Tell them why you are grateful.

Teacher: As you are writing, I want you to think about this: How did their kindness or help make your day better? (Pause for a few students to reflect aloud)

Teacher: When you are done, we will share these messages with the class. I am excited to hear your thoughts. This is going to be a wonderful way to spread positivity and gratitude.

Worksheet 1

Teacher: Please open Worksheet 1 on page 24. We will solve the questions one section at a time.

MUST DO

15 MIN.



Teacher: Let us begin with Exercise A – One-word answers. Read each question and write the correct one-word answer. I will help you with clues if needed.

Theme 6: What Is Culture?

8. Our Governments**Worksheet 1****A. Write one-word answers.**

1. In terms of land area, India's largest state. _____
2. The total number of states in India. _____
3. The term used to define the most important city or town of a state in India. _____
4. India chooses its leaders through this process. _____
5. The leaders chosen through an election form this body. _____

24

(Allow students to solve and support as required.)

Teacher: Now, move to Exercise B – Fill in the blanks using the words in the box. Read the sentence carefully and choose the correct word from the box.

B. Fill in the blanks. Use the words from the box.

leaders welfare two eight capital

- India has _____ Union Territories.
- The _____ is the most important city or town of a state.
- India selects its own _____ through elections.
- The government looks after the _____ of the people of a country.
- There are _____ types of government in India.

24

(Monitor student progress while they solve.)

Teacher: Let us now do Exercise C – Write S for State and UT for Union Territory. Look at the names and write 'S' or 'UT' accordingly.

C. Write S for State. Write UT for Union Territory.

- Odisha _____
- Chandigarh _____
- Maharashtra _____
- Lakshadweep _____
- Madhya Pradesh _____

24

Teacher: If you finish early, you can revise your answers or help your partner check theirs.

Worksheet 2

Teacher: Now, turn to Worksheet 2 on page 25. We will again work through this step by step.

MUST DO

15 MIN.



Teacher: Start with Exercise A – Fill in the blanks. Read the sentences carefully and complete each one.

Worksheet 2

A. Fill in the blanks.

- There are _____ states in India.
- The _____ looks after the welfare of the people of a country.
- The central government makes laws for the _____ country.
- The central government ensures the _____ and welfare of the citizens.
- The Governor of a state works in the _____ capital.

25

(Pause and check understanding.)

Teacher: Next, read Exercise B – Tia buys a political map of India. You have to tick the names of places that are part of India.

B. Tia buys a political map of India. Which of these places will she not see on the map? Tick (✓) the correct answers.

- | | |
|--|---|
| 1. Kerala <input type="checkbox"/> | 2. Lisbon <input type="checkbox"/> |
| 3. Meghalaya <input type="checkbox"/> | 4. Uttar Pradesh <input type="checkbox"/> |
| 5. Madhya Pradesh <input type="checkbox"/> | |

25

Teacher: For example, Kerala – is it on the map of India?

Students: Yes.

Teacher: How about Lisbon?

Students: No.

Teacher: Great. Now, complete the rest of this exercise.

Teacher: Finally, go to Exercise C – Which of these officials form a part of the central government?

C. Which of these government officials form a part of the central government? Tick (✓) the correct answers.

- | | |
|--|--|
| 1. The President <input type="checkbox"/> | 2. The Governor <input type="checkbox"/> |
| 3. The Chief Minister <input type="checkbox"/> | 4. The Prime Minister <input type="checkbox"/> |
| 5. The state government officials <input type="checkbox"/> | |

25

Teacher: Read each option and tick the correct answers.

Teacher: Raise your hand when you have completed all the exercises.

Teacher: You all did a brilliant job solving both worksheets today. You understand how the government works and who makes important decisions for the country.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you at the next class.

Differentiated Activities

110 km/hr



Suppose you are in charge of the cleanliness of your town. What steps would you take to keep it clean?

80 km/hr



If you were the class leader, what rule would you make to help your class?

Circle one:

Be kind / Play more / Shout loudly

40 km/hr



Circle one job done by the central government and draw a picture of it:

Making laws / Cleaning the house / Drawing pictures

Home Task

Create a slogan or short message to encourage people to vote in elections. Write it in your notebook and decorate it with colours or symbols of India.

Period 12

SHOULD DO

10 MIN.



Teacher: Good morning, everyone.

Today, we will begin our class by looking at a colourful and beautiful poster called 'Classical Dances of India'.

Poster

(Please display and discuss the posters prominently in the classroom to reinforce the learning about Classical Dances of India. Encourage students to observe the posters and discuss the different types of animal reproduction.)



Teacher: Please observe the poster carefully. What do you see?

Teacher: Excellent observations, everyone. Let us now move ahead with our next activity.

Worksheet 3

Teacher: Please open Worksheet 3 on page 26. Let us work together through each section.

MUST DO

15 MIN.

Teacher: Start with Exercise A – Match the columns. Match the items in Column A with the correct option in Column B.

Worksheet 3

A. Match the columns.

Column A	Column B
1. New Delhi •	a. India's neighbour
2. Sri Lanka •	b. India's capital
3. 28 •	c. smallest state by land area
4. Rajasthan •	d. number of states
5. Goa •	e. largest state by land area

26

(Give students time to complete the matching. Check answers together.)

Teacher: Now move to Exercise B – Rearranging letters to form complete words. Let us do the first one together.

B. Rearrange the letters to form complete sentences. Write the answers in your notebook.

- There are 28 TESSA in India.
- Each state has a TALCAPI.
- India selects its own leaders through the process of IONSELECT.
- The central government makes WSLA for the country and its citizens.
- The central government ensures the TYSAFE of the citizens.

26

Teacher: There are 28 TESSAT in India. What is TESSAT?

Students: STATES.

Teacher: Good. Now solve the rest on your own.

Teacher: Lastly, complete Exercise C – Tick the correct statements about India. Read each one carefully and tick the right ones.

C. Which of these statements about India is correct? Tick (✓) the correct answers.

- India has 28 states. ☐
- Kerala is a capital of a state of India. ☐
- There are 8 Union Territories in India. ☐
- The government offices of the state are located in the capital of India. ☐
- In terms of land area, Goa is the smallest state in India. ☐

26

Worksheet 4

MUST DO

15 MIN.

Teacher: Let us now turn to Worksheet 4 on page 27.

Teacher: Start with Exercise A – Tick which region is NOT governed by the central government. Think carefully and select the correct answer.

Worksheet 4

A. Which of these is not one of India's regions governed by the central government? Tick (✓) the correct answer.

1. Ladakh <input type="checkbox"/>	2. Chandigarh <input type="checkbox"/>
3. Uttarakhand <input type="checkbox"/>	4. Jammu & Kashmir <input type="checkbox"/>
5. National Capital Territory of Delhi <input type="checkbox"/>	

27

Teacher: Now go to Exercise B – Who has their office in the national capital? Tick all the correct options.

B. Who has their office in the national capital? Tick (✓) the correct answer.

- | | |
|--|---|
| 1. President <input type="checkbox"/> | 2. Governor <input type="checkbox"/> |
| 3. Prime Minister <input type="checkbox"/> | 4. state officials <input type="checkbox"/> |
| 5. all of the above <input type="checkbox"/> | |

27

Teacher: Finally, in Exercise C, read the clue carefully – Ria is visiting the smallest Indian state in terms of land area. Which one will she visit? Colour it with a blue crayon.

C. Ria is visiting this Indian state during her summer holidays. It is the smallest state in terms of land area. Colour the answer with a blue crayon.

- | | |
|---------------|--------------|
| 1. Goa | 2. Bihar |
| 3. Rajasthan | 4. Karnataka |
| 5. Tamil Nadu | |

27

(Allow students time to solve each exercise. Teacher provides support as needed.)

Teacher: You all have done a wonderful job today. You matched, rearranged, answered clues and learnt so many new facts about our states, capitals and governments.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learned in this chapter.

Teacher: Think about the topics, we have learned and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using **Test Generator** given on the digital platform.

Differentiated Activities

110 km/hr



If you were the person who designed the national flag, what colours or symbols would you choose and why?

80 km/hr



If you could be part of the central government, which part would you join – law making, helping people or building things – and why?

40 km/hr



Circle the correct answers:

- Delhi is a state / Union Territory
- Goa is the largest / smallest state
- A Prime Minister / Governor works in a state

Home Task

Ask an adult at home which level of government – central or state – they think affects their daily life the most. Write one sentence about what they said in your notebook.

Learning Outcomes

The students will:

Domain	Learning Outcomes
Physical Development	<ul style="list-style-type: none"> develop fine motor skills through map labelling, drawing, cutting and pasting activities such as the DIY Map Bookmark and scrapbook creation.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> express gratitude and appreciation through gratitude cards. understand the importance of unity, order and patriotism in society. reflect on ethical choices while creating home and classroom rules.
Cognitive Development	<ul style="list-style-type: none"> identify states and Union Territories of India and their capitals. understand the difference between central and state governments. apply knowledge of government roles in real-life contexts.
Language and Literacy Development	<ul style="list-style-type: none"> enhance listening and speaking skills through discussions, pair work and dialogues. write short and long answers clearly and logically. use pronouns meaningfully in responses. write meaningful reflections in the Secret Journal and Little Book of Values.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> explore and appreciate the diversity of India through classical dances, food, clothing and festivals. express creativity through drawing posters, decorating bookmarks and completing cultural activities.
Positive Learning Habits	<ul style="list-style-type: none"> show active participation in class discussions and partner work. take responsibility in group tasks and project activities. complete home tasks regularly and independently. express ideas confidently and respectfully.

Starry Knights

Do you think your learners could understand the functioning of the state and the central governments? How is their response to the class activities? Please mention here.

Appreciable efforts.. Give yourself a STAR for being a fantastic teacher:))



Lesson-9: India- Festival and Dances

Theme 6: What Is Culture?

Confirming better
I like celebrating festivals.

11 Periods (40 minutes each)

Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet

Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify different festivals celebrated in the country and categorise them as national, religious or harvest festivals.
- to recognise various dance forms and differentiate between classical and folk dances.
- to understand and apply new vocabulary from the lesson in daily communication.
- to frame accurate and meaningful responses for text-based questions independently.
- to apply conceptual knowledge from various disciplines to solve situational problems.

Methodology

Period 1

Teacher: Good morning, everyone. Today we will explore something colourful, joyful and full of fun. Can you guess what it is?

SHOULD DO

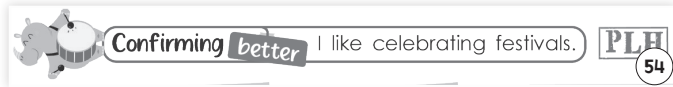
10 MIN.



Teacher: Yes, we are going to talk about festivals and dances in India.

Confirming better

Teacher: Now, please review the 'Confirming better' section. Let us share our feelings. Raise your hand if you like celebrating festivals.



Teacher: Wonderful. Now say with me – 'I like celebrating festivals.'

Teacher: Can someone tell me the name of a festival that you celebrated the last??

Teacher: Thank you for sharing. Celebrating festivals brings people together. Let us explore this more.

Teacher: We will begin a new chapter 'India- Festivals and Dances'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

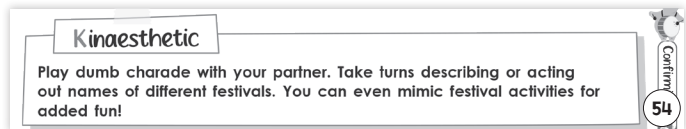
Kinaesthetic

MUST DO

10 MIN.



Teacher: Now we will play a fun game called 'Festival Dumb Charades'.



Teacher: Pair up with your partner. One of you will act out a festival or something we do during a festival without speaking. The other will guess.

Teacher: You can show actions like putting up a Christmas tree, playing with colours or lighting lamps. Ready? Start.

Teacher: Well done, everyone. You all had fun and showed great teamwork. Now let us learn by listening.

Auditory

Teacher: Let us now read and listen to a small passage about Lina and her favourite festival. Please look at your books.

MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

54

Teacher: Lina's favourite festival is Christmas. She and her family put up a Christmas tree and decorate it. On Christmas Eve, they go to St Mark's Church for prayers.

Teacher: Now answer these questions:

Teacher: What is Lina's favourite festival? (Christmas)

Teacher: Where do they go for special prayers? (St Mark's Church)

Teacher: Very good. You listened carefully and answered well. Let us move to a fun activity using pictures now.

Pictorial

Teacher: Everyone please look at the 'Pictorial' section in your book. You can see two pictures – Picture A and Picture B.

MUST DO

10 MIN.



Pictorial PS

Look at the two pictures below. Can you find and circle five differences between Picture A and Picture B?

Picture A



Picture B



54

Teacher: Look closely and try to find five differences between the two pictures.

Teacher: Circle the differences you find. For example, look at the lamp, the tree or the clothes.

Teacher: Take your time.

Teacher: Excellent observation. Finding differences helps us notice details, just like when we celebrate festivals and decorate our homes.

Teacher: Festivals are not just about fun; they help us learn about cultures, family and joy. You did very well today. We acted, listened and observed like true learners.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

Differentiated Activities

110 km/hr



Can you name one festival that is celebrated in more than one state of India? Why do you think people in different states enjoy it?

80 km/hr



What is the name of the festival where people decorate a tree and go to church for prayers?

40 km/hr



Which festival is celebrated by lighting lamps?

Home Task

Write the name of your favourite festival. Then, draw one thing you do to celebrate it – like making sweets, dancing or decorating your home. Label your drawing.

Period 2

Teacher: Good morning, children. Yesterday we enjoyed acting out festivals, listening to a story about Lina and spotting differences in pictures.

SHOULD DO

05 MIN.



Teacher: Today we will talk more about our favourite festivals, describe a beautiful picture and learn about different kinds of festivals celebrated in India. Let us begin with a class discussion.

Interacting better

Teacher: Everyone please look at the 'Interacting better' section in your book given on page 55.

MUST DO

10 MIN.



Interacting better

Which is your favourite festival? How do you celebrate it? Talk about it in class.

ICL

55

Teacher: Think about your favourite festival. Raise your hand if you would like to share its name.

Teacher: Thank you. Now tell us how you celebrate it. Do you decorate your house? Do you wear special clothes?

Teacher: Who prepares the special food? What do you enjoy the most?

Teacher: You all shared such lovely memories. Festivals truly bring us joy. Now let us look at a colourful celebration from your book.



You may show the **eBook** of the story given on the Digital Platform.

Teacher: Everyone please open your books to page 57. You will see two pictures under the heading 'Festival and Dance Day'.

MUST DO

15 MIN.



It is 'Festival and Dance' Day during the Cultural Week. Maria and Ryan are making a rangoli in front of the stage. Later, they all watch a dance performance by their senior students.



Teacher: What do you see in the first picture?

(Possible responses: Rangoli, children decorating, colourful stage)

Teacher: What do you think the children are doing?

Teacher: Can you name the festival when we make rangolis like this?

Teacher: Now look at the second picture. What are the children doing on stage?

Teacher: What kind of clothes are they wearing? Do you think this is a traditional dance?

Teacher: Does anyone know the name of the dance being performed?

(Possible response: Bihu dance)

Teacher: Beautiful observations. These pictures show how schools also celebrate festivals and dances. Let us now learn about the types of festivals we celebrate in our country.

FESTIVALS OF INDIA

Teacher: Everyone please look at the section that says 'Festivals of India'.

MUST DO

10 MIN.

FESTIVALS OF INDIA

Different types of festivals are celebrated in India. Let us learn about these.

NATIONAL FESTIVALS

We celebrate national festivals to learn about the important days of our country. The three national festivals we celebrate are Republic Day, Independence Day and Gandhi Jayanti. We have read about these in the previous classes.

RELIGIOUS FESTIVALS

India is a land with many religions. Different religions celebrate different festivals. Diwali or Deepawali, Dussehra, Durga Puja, Holi, Eid, Christmas, Navroze are the festivals we already know about.

55

NATIONAL FESTIVALS

Teacher: It says that we celebrate many festivals in India. Can anyone tell me the name of a festival we all celebrate together as a country?

(Possible responses: Republic Day, Independence Day)

Teacher: Very good. These are called national festivals.

RELIGIOUS FESTIVALS

Teacher: Now, let us read about religious festivals. These are celebrated by different people based on their religion. Can you name a religious festival you know?

(Possible responses: Diwali, Eid, Christmas, Holi)

Teacher: Excellent. All these festivals make India colourful and united.

Teacher: So, we learnt that some festivals are national and some are religious. All of them teach us to share happiness.

Teacher: Well done, everyone. Today you spoke beautifully about your favourite festivals, described pictures with detail and learnt the difference between national and religious festivals.

Teacher: Let us have a huge round of applause for our hard work today. See you in the next class.

You may show the **Concept Map** given on the Digital Platform.

Differentiated Activities

110 km/hr



Name one national festival and one religious festival. Write one sentence about how each is celebrated.

80 km/hr



Which festival do we celebrate as a nation on 26 January?

40 km/hr



Name any one religious festival you celebrate at home.

Home Task

Write the name of a national festival and a religious festival. Draw one symbol or object related to each (like a flag or a diya) and label them.

Period 3

Teacher: Good morning, children. In the last class, we talked about our favourite festivals and how we celebrate them. We also saw colourful pictures and learnt about national and religious festivals.

Teacher: Today, we are going to explore a very special type of festival. Can anyone guess the type of festival that celebrates crops?

(Possible response: Harvest festivals)

Teacher: That is correct. Let us now learn more about harvest festivals.

Harvest Festivals

Teacher: Everyone please open your books to page 56. Today, we are going to play a group game called Festival Fact Relay. You do not need any extra materials – just your book and your group.

Teacher: I will divide the class into five groups. Each group will work together to become Festival Experts. Here is how the game works:

SHOULD DO

05 MIN.

MUST DO

20 MIN.

HARVEST FESTIVALS

Some festivals are celebrated to mark the cutting and gathering of crops. Such festivals are called harvest festivals. For example, Pongal, Onam, Basant Panchami and Bihu are harvest festivals.

Table 9.1 details various festivals celebrated in India.

Festival	Facts
Pongal	It is the harvest festival of Tamil Nadu. It is celebrated for four days in January. Cows are specially worshipped on this day.
Basant Panchami	It marks the beginning of spring. Saraswati, the goddess of knowledge, is worshipped on this day. People wear yellow clothes.
Navroze	It is a spring festival celebrated on 21 March. It marks the Parsi New Year. People offer prayers and exchange gifts.
Bihu	It is the harvest festival of Assam. It is celebrated three times in a year. Music and dance are a part of the celebrations. People perform the Bihu dance.
Raksha Bandhan	On this day, sisters tie rakhis, or threads, on their brothers' wrists. They pray for each other's well being and long life.
Onam	It is the harvest festival of Kerala. It is famous for boat races and beautifully decorated elephants. A special feast, called onam sadya, is prepared on this day.
Teacher's Day	It is celebrated on 5 September. It is the birthday of Dr S Radhakrishnan, the second President of India.
Children's Day	It is celebrated on 14 November. It is the birthday of Jawaharlal Nehru, the first Prime Minister of India. Children fondly call him 'Chacha Nehru'.

56

1. I will say the name of the festival from the table.
2. The group whose turn it is will quickly read the festival description from the book.
3. Then, each member of the group will take turns sharing one fact about the festival aloud.
4. If they repeat a fact or say something not in the book, the turn moves to the next group.

Example:

- I say 'Basant Panchami'.
- Group 1 reads silently.
- Student 1: 'We wear yellow clothes.'
- Student 2: 'We worship Goddess Saraswati.'
- Student 3: 'It marks the beginning of spring.'

Teacher: If your group finishes giving all the facts correctly, you earn a star for your group. Let us begin. First festival – Pongal. Group 1, ready?

(Continue with all groups and all festivals from the table)

Teacher: You did a fantastic work listening, reading and working together. Now, that you are all experts, let us move to a short section to check how well we understood it.

 You may show the **Slideshow** given on the Digital Platform.)

Understanding better

Teacher: Everyone please look at the 'Understanding better' section.

Understanding better

Answer the following.

1. On which festival do we wear yellow clothes?
2. When do we celebrate Children's Day?

ICL

56

Teacher: Question 1 – On which festival do we wear yellow clothes?

(Possible response: Basant Panchami)

Teacher: Good. Question 2 – When do we celebrate Children's Day?

(Possible response: 14 November)

Teacher: These questions help us remember details about our festivals. Well done.

Teacher: Let us quickly recap what we have learnt today.

COULD DO

Teacher: Who can tell me what a harvest festival is?

05 MIN.

Teacher: Can you name two harvest festivals from the table?

Teacher: What special activity do we see in Onam?

Teacher: Why do we celebrate Teacher's Day and Children's Day?

Teacher: Very nice. You have remembered everything so well.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

Differentiated Activities

110 km/hr



Name any two harvest festivals and write one unique feature of each.

80 km/hr



Which state celebrates the harvest festival called Pongal?

40 km/hr



Name one harvest festival you learnt about today.

Home Task

Ask someone in your family (grandparents, parents or siblings) about a harvest festival they have celebrated. Write down:

- The name of the festival
- One activity they enjoyed
- One special food they ate

Period 4

Teacher: Good morning, everyone. We had so much fun learning about harvest festivals yesterday. I still remember how beautifully you described Pongal and Bihu.

SHOULD DO

05 MIN.

Teacher: Now, let us move our feet and hands today – what do you think we will learn about?

Teacher: Yes, it is Dance – a very important part of every Indian celebration.

Teacher: Raise your hand if you have ever seen a dance performance during a festival or wedding.

Teacher: Wonderful. Now, let us dive into the colourful world of Indian dances.

DANCES OF INDIA

Teacher: Please open your book to the section titled 'Dances of India'.

MUST DO

5 MIN.

☐

DANCES OF INDIA

Dance is an important part of India's culture. Different dance forms are popular in different parts of the country. Indian dances are of two kinds – classical and folk.

56

Teacher: Can you read the first line for us? What does it say?

Teacher: Very nice. Dance makes our celebrations more lively and joyful.

Teacher: It says there are two types of Indian dances. Can someone tell me what they are?

Teacher: Correct. Classical dances are more traditional and follow special steps. Folk dances are more fun and are done by common people during fairs and festivals.

CLASSICAL DANCE FORM: Kathak

Teacher: Now, look at the picture of the dancer in yellow and blue. This dance form is called Kathak.

MUST DO

10 MIN.

☐

Kathak

CLASSICAL DANCE FORMS

Kathak

It is a dance form of northern India. The dance focuses on complex foot movements and hand gestures. Both men and women perform Kathak.

56

Teacher: It comes from northern India. Can you see the dancer's feet and hands? What are they doing?

(Possible response: Moving, making patterns, showing gestures)

Teacher: Kathak dancers tell stories through quick footwork and graceful hand movements. Can we all try tapping our right foot and showing a circle with our hands?

(Allow a short movement moment)

Teacher: Beautiful. And who can perform Kathak – only women?

(Possible response: No, both men and women)

Teacher: Excellent. Kathak is enjoyed and performed by all.

Discovering better

Teacher: Let us look at the word 'gestures' in the blue box. It means movements that show meaning.

MUST DO

05 MIN.

☐

Discovering better

gestures: movements to show a particular meaning

LAD

56

Teacher: Can you make a gesture to say 'go away' without using words?

(Students act)

Teacher: What about 'come here'? Or 'I am happy'?

(Students show)

Teacher: These are all gestures. Dancers use them to tell a story without speaking.

Bharatanatyam

Teacher: Now, turn the page and find Bharatanatyam. It comes from Tamil Nadu.

MUST DO

10 MIN.

☐

Bharatanatyam

It is a popular dance form of the state of Tamil Nadu. It evolved from a dance called the Sadir or Dasi Attam. This dance was practised in temples. Bharatanatyam dancers use hand movements, called mudras, to tell a story.



Bharatanatyam

57

Teacher: The dancers use their hands to tell a story. These hand signs are called mudras.

Teacher: Can you all freeze in a pose like a temple dancer with hands up and one leg out?

(Students pose)

Teacher: Beautiful. Bharatanatyam is full of storytelling and grace. It is one of India's oldest dance forms and was performed in temples long ago.

Kathakali

Teacher: Now, look at the picture of the dancer with a green painted face. This is Kathakali, from Kerala.

MUST DO

05 MIN.

☐

Kathakali

Kathakali

It is a religious dance that comes from the state of Kerala. This dance form is based on the stories of Ramayana.

57

Teacher: It is like a theatre performance. They wear costumes and tell stories from the Ramayana.

Teacher: Can you try showing a surprised or angry face like a Kathakali dancer?

(Students act)

Teacher: Well done. Expression is everything in this dance.

Teacher: Let us quickly remember what we learnt today.

- Which dance form is from Tamil Nadu? (Bharatanatyam)
- Which one uses foot movements and gestures? (Kathak)
- Where does Kathakali come from? (Kerala)

Teacher: Wonderful work. You danced, posed, expressed and remembered so much today.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.



You may show the **Animation** given on the Digital Platform.

Differentiated Activities

110 km/hr



Which classical dance form is performed with painted faces and tells stories from the Ramayana?

80 km/hr



From which state does Bharatanatyam come?

40 km/hr



Name any one classical dance form of India.

Home Task

Choose any one classical dance form from today's lesson. In your notebook, draw a stick figure showing a dance pose. Below it, write two lines about the dance (its name and where it is from).

Period 5

Teacher: Good morning, everyone. Yesterday we learnt about graceful classical dances like Bharatanatyam and dramatic Kathakali.

SHOULD DO

05 MIN.

Teacher: Now we move to dances that are full of joy, music and movement. These are performed by people during festivals and fairs. Can you guess what they are called?

(Possible response: Folk dances)

Teacher: That is right. Folk dances are colourful and fun. Let us explore a few from different parts of India.

FOLK DANCES

Giddha

Teacher: Please turn to the section on Giddha. Look at the picture. What do you notice about the dancers?

MUST DO

10 MIN.

FOLK DANCES

Giddha

Giddha is a traditional Punjabi dance performed by women. The performance includes singing fun songs and dancing to them.



Giddha

57

(Possible response: They are women wearing colourful dresses.)

Teacher: Giddha is a traditional dance from Punjab. It is performed by women and they sing joyful songs while dancing.

Teacher: Can we try clapping our hands in rhythm like they do in Giddha? Ready – 1-2-3-clap.

(Allow students to try)

Teacher: That was fun. Giddha brings people together and spreads happiness.

Chhau

Teacher: Now, look at the colourful costumes in the Chhau dance picture.

MUST DO

10 MIN.



Chhau

Chhau

Chhau is popular in the states of Odisha, Jharkhand and West Bengal. The dance steps are highly acrobatic in nature.

57

Teacher: Chhau is performed in Odisha, Jharkhand and West Bengal. The dance is energetic and acrobatic. Do you know what acrobatic means?

(Possible response: Using jumps, flips or strong body movements.)

Teacher: Imagine jumping like a warrior or stretching your arms wide like a bird. Can we try one strong pose together?

(Students pose)

Teacher: Great. Chhau uses these movements to tell stories with strength and style.

Garba

Teacher: Now, turn to the section on Garba. This dance is from Gujarat. It is performed by men and women in colourful clothes.

MUST DO

05 MIN.

Garba

Garba is a popular folk dance of Gujarat. It is performed by women and men wearing traditional dresses.



Garba

57

Teacher: Do you know when Garba is usually performed? (Possible response: During Navratri)

Teacher: In Garba, dancers move in a circle and clap their hands in rhythm. Can we form a pretend circle with our seats and try clapping in a pattern?

(Students follow)

Teacher: Well done. That felt festive and fun. Garba is a dance of joy and devotion.

Understanding better

Teacher: Now, let us check what we have learnt. Look at the 'Understanding better' box.

MUST DO

05 MIN.

Understanding better

Say true or false.

1. Kathak is an Indian folk dance form of northern India.
2. Giddha is a traditional Punjabi dance form.

ICT

57

Teacher: Read the first sentence: 'Kathak is an Indian folk dance form of northern India.' True or False?

(Possible response: False – it is a classical dance)

Teacher: Very good. Now read the second sentence: 'Giddha is a traditional Punjabi dance form.' True or False?

(Possible response: True)

Teacher: Excellent. You remembered well.

Discovering better

Teacher: Now let us look at the word acrobatic in the blue box. It means doing difficult movements with the body – like jumping or bending.

MUST DO

05 MIN.





Discovering better

LAD

acrobatic: doing difficult movements with the body

57

Teacher: Which dance used acrobatic moves?

(Possible response: Chhau)

Teacher: Can you show me a jumping pose with arms up?
(Students show)

Teacher: Lovely. You all understood the word perfectly.


Teacher: Today, we danced with joy through the folk dances of India – Giddha, Chhau and Garba. We also learnt a new word – acrobatic.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.


 You may show the **Dictionary** given on the Digital Platform.)

Differentiated Activities


110 km/hr

 If you were part of a Chhau dance performance, what kind of character would you choose to act out – a warrior, an animal or a king? Why?

80 km/hr

 Imagine you are preparing for Garba night. What clothes would you wear and what colours would you choose? Why?

40 km/hr

 If your school organised a Giddha dance, what would you enjoy more – singing the songs or clapping to the beat? Why?

Home Task

Make a small invitation card to invite your friend or cousin to a folk dance show. Mention the name of the dance, where it is performed and what they will enjoy.

Period 6

SHOULD DO

05 MIN.



Teacher: Good morning, everyone.

You have done a wonderful work learning about the different dances and festivals of India.

Teacher: Today we will talk about how festivals are not only fun, but also a way to care, help and connect with others.

Teacher: Let us start with a question – What do you like most about festivals?

(Possible responses: Dressing up, meeting family, sweets, dancing)

Teacher: That is lovely. Now let us see how we can make festivals better for everyone.

Connecting better

Teacher: Everyone please look at the 'Connecting better' box. It says that in Sam's school, there was a first-aid booth during Cultural Week.

MUST DO

10 MIN.



Science

Connecting better

There is a first-aid booth in Sam's school during the Cultural Week. The students learn how to make a basic first-aid kit there.

HoLL

57

Teacher: Why do you think it is important to learn about first aid during school events?

(Possible responses: In case someone gets hurt, we can help)

Teacher: Very good. Can you name one thing that should be in a first-aid kit?

(Possible answers: Bandage, antiseptic cream, cotton, scissors)

Teacher: That is right. Learning to make a simple first-aid kit helps us stay safe and care for others. Let us now discuss how we can protect our environment while celebrating.

Helping better

Teacher: Now look at the 'Helping better' box. It tells us that we should not harm the environment while enjoying festivals.

MUST DO

10 MIN.





Helping better

Having fun on festivals is important but we should never pollute the environment. We should not burst firecrackers on Diwali. We should use only environment friendly colours on Holi.

OL

57

Teacher: Can someone tell me why we should not burst firecrackers?

(Possible responses: It causes air pollution, it hurts animals, it is noisy)

Teacher: Correct. What can we do instead of bursting crackers?

(Possible responses: Light lamps, make rangoli, celebrate peacefully)

Teacher: What should we do during Holi to protect nature?

(Possible responses: Use natural colours, play with flowers, avoid wasting water)

Teacher: Wonderful ideas. You are becoming responsible festival lovers. Now let us think about helping others who may not get these chances.

Caring better

Teacher: Let us now read the 'Caring better' box. It says that our teachers help us learn and we can share what we know with others.

MUST DO

10 MIN.



Caring better

Our teachers play a very important role in our lives. Find a person in your neighbourhood who does not have access to education. Help her or him by sharing what you learn at school. Take an adult's help.

58

Teacher: Do you know someone who does not go to school?

Teacher: What can you teach them?

(Possible responses: Letters, numbers, how to draw, simple words)

Teacher: Can you do this on your own or with help?

(Possible response: With help from parents or teachers)

Teacher: Very good. Even small acts of care and sharing make a big difference. Helping others learn is a beautiful gift.

Teacher: Let us quickly recall what we learnt today.

COULD DO

05 MIN.



- Why is a first-aid kit useful during school events?
- What should we avoid during Diwali?
- What should we use during Holi?
- What can we teach someone who does not go to school?

Teacher: You answered so well. That shows you are not just smart learners, but also kind and helpful friends.

Teacher: Today, we learnt how to celebrate festivals with care, safety and kindness. You all shared such thoughtful answers.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

Differentiated Activities

110 km/hr



Imagine your school is celebrating Diwali. Design a short plan for how you can help celebrate without harming the environment.

80 km/hr



List any two things you can put in a small first-aid kit that you can keep in your school bag.

40 km/hr



What should we not do during Diwali to keep the air clean?

Home Task

Make a Kindness Tree: Draw a tree and write one kind act on each branch.

Period 7

Teacher: Good morning, everyone. You have done a wonderful work learning about Indian festivals and dances. Today, we will revise what we have learnt and complete a few fun exercises from your book. Let us begin with a quick quiz to refresh our memory.

SHOULD DO

05 MIN.



Recalling better

Teacher: Let us revise what we have learnt. I will ask a few questions and you can answer aloud.

MUST DO

10 MIN.



Recalling better

CING

- The three national festivals we celebrate are Republic Day, Independence Day and Gandhi Jayanti.
- Dussehra, Diwali, Holi, Eid, Christmas and Navroze are some religious festivals.
- Pongal, Basant Panchami, Onam and Bihu are some harvest festivals.
- Kathak, Bharatanatyam and Kathakali are some classical dance forms of India.
- Giddha, Chhau and Garba are some popular folk dances of India.

58

1. Can you name the three national festivals?
2. Which festival is celebrated with colours?
3. Name two classical dances.
4. Name one folk dance from Gujarat.

(Wait for student responses and appreciate participation.)

Teacher: Wonderful. Let us now move to 'learning better', exercise A.

Learning better

Exercise A

MUST DO

10 MIN.



Teacher: Now, let us start Exercise A on the page 58. This is a multiple-choice exercise. We will tick the correct answer.

Learning better CBA

A Tick (✓) the correct answer.

- This is a religious festival.

a. Bihu	<input type="checkbox"/>	b. Giddha	<input type="checkbox"/>	c. Dussehra	<input type="checkbox"/>
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- This is a harvest festival.

a. Eid	<input type="checkbox"/>	b. Republic Day	<input type="checkbox"/>	c. Basant Panchami	<input type="checkbox"/>
--------	--------------------------	-----------------	--------------------------	--------------------	--------------------------
- What kind of a festival is Eid?

a. harvest	<input type="checkbox"/>	b. national	<input type="checkbox"/>	c. religious	<input type="checkbox"/>
------------	--------------------------	-------------	--------------------------	--------------	--------------------------
- This is a classical dance form from Tamil Nadu.

a. Garba	<input type="checkbox"/>	b. Kathak	<input type="checkbox"/>	c. Bharatanatyam	<input type="checkbox"/>
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- This is a popular folk dance of Gujarat.

a. Chhau	<input type="checkbox"/>	b. Garba	<input type="checkbox"/>	c. Kathak	<input type="checkbox"/>
----------	--------------------------	----------	--------------------------	-----------	--------------------------

58

Teacher: I will read the first question for you:

'This is a religious festival.'

a. Bihu b. Giddha c. Dussehra

Teacher: Think carefully. Discuss with your partner and raise your hand when ready.

(Students discuss and respond.)

Teacher: Correct. The answer is Dussehra. Tick option 'c'.
(Follow the same pattern for the rest of the exercise. Students will read each question and option carefully. Work with your partner and tick the correct answer.)

Exercise B

Teacher: Now let us do Exercise B. This is a fill-in-the-blank activity.

Teacher: I will read the first one:

B Fill in the blanks with the correct answer.

- Gandhi Jayanti is a _____ festival.
- Pongal is a _____ festival.
- _____ is a classical dance form of northern India.
- Kathakali is a popular dance of the state of _____.
- The steps of Chhau dance are _____ in nature.

58

'Gandhi Jayanti is a _____ festival.'

Teacher: Take 30 seconds to think or discuss with your partner.
(Students discuss and respond.)

Teacher: The correct answer is 'national'. So the sentence is:
'Gandhi Jayanti is a national festival.'

(Follow the same pattern for the rest of the exercise. Students will read each sentence, discuss it with their partner and fill in the blanks.)

Teacher: Now, let us hear a few answers. Who would like to read one sentence aloud?

(Selected students read and the teacher gives feedback.)


Teacher: Well done, everyone. You have completed both exercises correctly and revised the entire chapter beautifully.

Teacher: Let us have a huge round of applause for our hard work today. See you in the next class.

 You may show the **Quiz** given on the Digital Platform.

Differentiated Activities

110 km/hr

 Create your own multiple-choice question based on any festival or dance you have learnt about. Write the question and three options and mark the correct one.

80 km/hr



Fill in the blank: '_____ is a classical dance form from Kerala.'

(Think and write the correct answer.)

40 km/hr



Tick the correct answer:

Which of these is a national festival?

a) Diwali b) Pongal c) Republic Day

Home Task

Write 3 'Did you know?' facts about any two festivals or dances.

Period 8

MUST DO

10 MIN.

Teacher: Good morning, students.

How are you feeling today?

Students: Good morning, teacher. We are doing well.

Teacher: That is wonderful. Today, before we begin our writing work, let us enjoy a quick warm-up using our imagination.

Teacher: Imagine you are at a big dance show. You see dancers performing in colourful clothes with drums playing in the background. Some dancers move slowly and gracefully, others spin quickly and clap. What do you think they are performing?

(Possible responses: Classical dances, Folk dances)

Poster

Teacher: Now, let us observe this poster of Classical Dances of India. Please look at the names and the costumes.



(Please display and discuss the poster prominently in the classroom to reinforce learning about festivals and dances. Encourage students to observe the posters and discuss the different types of festivals and dances.)

Exercise C

Teacher: Now, open your books to Exercise C given on page 58. You will write short answers in your notebook.

MUST DO

15 MIN.

C Write short answers in your notebook.

1. Name the different kinds of festivals celebrated in India.
2. Name the two kinds of dance forms of India.

58

Teacher: I will read the first question and we will do it together.

1. Name the different kinds of festivals celebrated in India.

Teacher: We have read about this in class. Who can tell me one type?

Teacher: That is correct. So the answer is – National festivals, religious festivals and harvest festivals. Write this answer in your notebook.

(Follow the same pattern for the rest of the questions and students write answers in their notebooks, while the teacher monitors and assists.)

Teacher: Great work, everyone. Now, let us move to our next exercise.

Exercise D

Teacher: Now let us move to Exercise D given on page 59. Here, you will write longer answers in your notebook.

MUST DO

15 MIN.

D Write long answers in your notebook.

1. Write about any five festivals that are celebrated in India.
2. Write about the two kinds of Indian dances. Give examples.

59

Teacher: I will read the first question aloud and we will solve it together.

1. Write about any five festivals that are celebrated in India.

Teacher: Can you name some festivals we have learnt? (Possible responses: Diwali, Eid, Christmas, Pongal, Republic Day)

Teacher: Very good. Now in your notebook, write – Some festivals celebrated in India are Diwali, Eid, Christmas, Pongal and Republic Day. They are celebrated with joy in different parts of the country.

Teacher: You may now complete the second question on your own. Remember to include two types of dance forms – classical and folk – and give examples.

(Move around to support students as needed.)

Teacher: Wonderful work today, everyone. You observed, remembered and wrote beautifully. Now, you can tell anyone about Indian festivals and dances with confidence.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.



You may show the **Animated Activities** given on the Digital Platform.)

Differentiated Activities

110 km/hr



Imagine you are invited to perform one classical and one folk dance at your school's annual day. Which two dances would you choose and why?

80 km/hr



List the three types of festivals celebrated in India.

40 km/hr



Suppose you are visiting a friend in another state during a festival. What is one thing you would be most excited to see or do?

Home Task

Project Idea

(For project Ideas, please refer to the book of Project Ideas, page number 21 under the title 'India- Festivals and Dances.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about festivals and dances through this engaging project.)

Chapter 9: India – Festivals and Dances

Make a presentation on the computer on any five Indian classical dance forms. Use the Internet* to collect information and pictures on the poses, music and the state it belongs to.

ICT PRO 2Lr CS

21

Period 9

Gratitude sheet

Teacher: Good morning, everyone. Today, let us begin by focusing on something truly meaningful—gratitude.

MUST DO

10 MIN.

Gratitude Sheet





Teacher: I want you to think about one person who has made a positive difference in your life. It could be a family member, a friend or even a teacher.

Teacher: Now, take your gratitude sheet and cut out a space where you can write a short note to the person you are grateful for.

Teacher: Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

Teacher: Once you are done writing, we will share our notes with the class and place them on our gratitude chart.

Creating better

Teacher: We will now do a colourful activity. Can anyone tell me what we decorate during festivals using patterns and colours?

MUST DO

20 MIN.

Creating better

Draw and paint a rangoli pattern in your art file.

Art 1 2L CS

59

(Possible responses: Rangoli)

Teacher: Yes, we make rangolis. Today, in your art file, you will draw and colour a rangoli pattern. Use any shape – flowers, circles or dots. Be creative and neat.

Teacher: What colours will you use to make your rangoli bright and festive?

(Possible responses: Red, yellow, green, blue)

Teacher: Wonderful choices. Begin now and take your time.

(Students draw and colour. Teacher encourages effort and praises creativity.)

Teacher: These rangolis are full of life and joy. Just like how festivals bring colours to our lives, your artwork brings joy to the class. Now, let us move to a thinking task.

Thinking better

Teacher: I have an interesting question for you. Please listen carefully – Bihu is celebrated more than once in a year. Why do you think so?

MUST DO

05 MIN.

Thinking better

Think and answer in your notebook.
 Bihu is celebrated more than once in a year. Why?

2L CS HOTS

59

Teacher: Think quietly and write one short answer in your notebook.

(Students write. After a minute...)

Teacher: Who would like to share your answer?

(Possible response: Because Bihu is celebrated during different times of farming)

Teacher: That is right. Bihu is special because it celebrates planting, harvesting and the change of seasons. Now, let us do a small values activity.

Choosing better

Teacher: Let us now think about being kind. Look at this question – Shruti and Riya go to dance class. Riya forgets her steps and feels sad. What should Shruti do?

MUST DO

05 MIN.

Choosing better

Tick (✓) your answer.
 Shruti and Riya attend dance classes together. Riya often forgets her dance steps. She feels discouraged. Shruti

1. should help Riya practise more.
 2. should make fun of her.

LSV

59

Teacher: Should she (1) help her practise more or (2) make fun of her?

Students: She should help her practise more.

Teacher: Yes. That is the correct answer. Helping our friends makes every celebration better. Just like we shared gratitude, created art and thought deeply, we also learnt how to care.

Teacher: I am truly proud of how you all expressed your thoughts, showed creativity and chose kindness today. These are the real colours of every festival – joy, care and learning.

Teacher: Take this feeling with you and spread it wherever you go. I look forward to another wonderful session with you. Till then, keep smiling and growing.

Differentiated Activities

110 km/hr



Imagine you are a dance teacher and one of your students is nervous about performing. What would you say or do to help them feel confident?

80 km/hr



If you could thank a festival helper (like a cleaner, decorator or cook), who would it be and what would you say?

40 km/hr



Think of someone in your family who helped you during a festival. What did they do?

Home Task

Draw a flower with five petals. In each petal, write the name of a person you are thankful for. In the middle, write 'Thank You'.

Period 10

Teacher: Good morning, everyone. How are you feeling today?

Students: Good morning, teacher. We are feeling good.

Teacher: That is great. Today is our final session for this chapter, so we will reflect, revise and do something fun too. Let us begin with a small discussion.

Teacher: What is one thing you enjoyed most while learning about Indian festivals and dances?

(Students share responses: making rangoli, learning about Bihu, singing songs, etc.)

Teacher: I loved hearing your answers. Now, let us revise everything we have learnt.

Must Do (10 mins)

SHOULD DO

05 MIN.

Revising better

Teacher: Open your book to the Revising better section. Read this line:

MUST DO

10 MIN.

Revising better

In this chapter, you have learnt about various festivals. Festivals are all about celebrating with one's family and friends and spreading love. Which is your favourite festival? Write in your Little Book.

DBL

59

'Which is your favourite festival? Write it in your Little Book.'

Teacher: Take one minute to think about the festival that makes you happiest. Why do you love it?

(Students think quietly.)

Teacher: Now, in your Little Book, write the name of your favourite festival and one sentence about how you celebrate it. For example:

'I love Diwali because I decorate my house with diyas and make sweets with my family.'

(The students begin writing. Teachers walk around and appreciate their efforts.)

Teacher: You all have wonderful memories and celebrations to share. Let us now think about sharing joy with others.

Must Do (5 mins)

MUST DO

10 MIN.

Pledging better

Teacher: Look at the Pledging better box. It says:



Pledging better

In my own way, I pledge to share my books and toys with my school bus driver's children.

SDGs

SDG 10: REDUCED INEQUALITIES

59

'I pledge to share my books and toys with my school bus driver's children.'

Teacher: Now, I want you to think of your own pledge. It could be something simple like:

- I will help my neighbour clean their garden.
- I will share sweets with my cousin who lives far away.

Teacher: Close your eyes and think for 30 seconds. What would you like to do to spread joy this festive season?

(Students share their pledges. Teacher writes a few on the board.)

Teacher: Well done. These little promises make a big difference. Let us now explore India in a colourful way.

Holistic Teaching

(Refer to the Book of Holistic Teaching, page 35 under the title 'India- Festivals and Dances. Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

COULD DO

15 MIN.

Chapter 9: India – Festivals and Dances

A English

Underline the superlative adjectives in the following passage.

Festivals and dances are the most beautiful part of our culture. Onam is the harvest festival of Kerala. On this day, one can see the biggest boats decorated beautifully.

35

B Maths

The stage is divided into four parts for four groups of dancers. How much part of the stage is allocated to each group? Tick (✓) the correct answer.

1. one fourth ☐
2. one third ☐
3. half ☐

C Science

What precautions should you take while performing puja at home? Write the answer in your notebook.

36

You may show the **Infographic** given on the Digital Platform.

Differentiated Activities

110 km/hr



If you could plan a festival to celebrate at your school. How would you plan?? Name one dance, one food item and one activity.

80 km/hr



Imagine you are celebrating your favourite festival with a friend from another state. What is one thing you would explain to them about your tradition?

40 km/hr



Write the name of your favourite festival and one thing you do to celebrate it.

Home Task

Complete Worksheet 1 given in the workbook on page 28.

Theme 6: What Is Culture?
9. India – Festivals and Dances

Worksheet 1

A. Match the columns.

Column A	Column B
1. Republic Day	a. religious festival
2. Dussehra	b. harvest festival
3. Pongal	c. Kerala
4. Bharatanatyam	d. national festival
5. Kathakali	e. Tamil Nadu

B. Write true or false.

- We celebrate three national festivals in our country. _____
- India is a land with many religions. _____
- Dance is an unimportant part of Indian culture. _____
- Holi is the festival of lights. _____
- Onam is the harvest festival of Kerala. _____

C. Write one-word answers.

- These festivals are celebrated to mark important days for our country. _____
- This festival is celebrated to mark the victory of good over evil. _____
- This festival is celebrated on 25 December. _____
- This is a classical dance form of northern India. _____
- Giddha is the traditional folk dance of this state. _____

28

Period 11

Teacher: Good morning, everyone.

Students: Good morning, teacher.

Teacher: Before we begin today's class, I want to ask – have you all completed Worksheet 1 at home?

Teacher: Very good. Please take out your worksheets. Let us quickly share some of your answers with the class. Who would like to begin?

(Students share answers. The teacher listens, appreciates and gently corrects if needed.)

Worksheet 2

Teacher: Let us now move on to Worksheet 2 on page 29. Let us begin with Exercise A – Fill in the blanks. I will read the first one aloud.

Teacher: 'Gandhi Jayanti is celebrated as a _____ festival.'

Teacher: What do you think the answer is?

(Students: National)

Teacher: Yes, it is a national festival. Write that down.

SHOULD DO

10 MIN.



MUST DO

15 MIN.



Worksheet 2

A. Fill in the blanks.

- Gandhi Jayanti is celebrated as a _____ festival.
- Dussehra is a _____ festival.
- _____ are of two types—classical and folk.
- Navroze is a _____ festival.
- Garba is a popular folk dance form of _____.

B. What kind of festivals are these? Fill in the blanks with the correct answers.

- Holi _____
- Onam _____
- Diwali _____
- Gandhi Jayanti _____
- Independence Day _____

C. Write C for classical dance form. Write F for folk dance form.

- Kathak _____
- Garba _____
- Chhau _____
- Giddha _____
- Bharatanatyam _____

29

Teacher: Complete the rest of the blanks on your own. I will walk around and help if needed.

(Students complete Exercise A. Teacher monitors.)

Teacher: Now, look at Exercise B – 'What kind of festivals are these?'

Teacher: I will read one and you fill the blank. 'Holi – _____',

(Students: Religious festival)

Teacher: Correct. Please finish the rest of the questions in Exercise B.

Teacher: Lastly, for Exercise C, write 'C' for classical and 'F' for folk next to each dance form. Let us do the first one together – 'Kathak'.

Students: Classical.

Teacher: Well done. Now, finish the rest.

(Give support as needed and students complete the worksheet.)

Worksheet 3

Teacher: Let us now move to Worksheet 3 on page 30.

Teacher: First, look at Exercise A. Maya and her friends are preparing a skit for 15 August. Which festival do you think that is?

Students: Independence Day.

Teacher: That is right. Tick the correct option.

Teacher: Now for Exercise B – Fill in the blanks using the box of words. I will help you with the first one.

MUST DO

15 MIN.



A. Maya and her classmates are preparing a skit for the celebration on 15 August. Tick (✓) the festival that they are preparing to celebrate.

- | | | | |
|---------------------|--------------------------|-------------------|--------------------------|
| 1. Holi | <input type="checkbox"/> | 2. Diwali | <input type="checkbox"/> |
| 3. Republic Day | <input type="checkbox"/> | 4. Gandhi Jayanti | <input type="checkbox"/> |
| 5. Independence Day | <input type="checkbox"/> | | |

B. Fill in the blanks. Use the words from the box.

national festival Jesus Christ Giddha Kathak Garba

- Gujarat: _____
- Christmas: _____
- Punjab: _____
- Gandhi Jayanti: _____
- A classical dance form: _____

C. Which of the following statements about national festivals is incorrect? Tick (✓) the correct answers.

- We celebrate five national festivals in our country. ☐
- Republic Day is celebrated on 26 January. ☐
- A grand parade is held at Kartavya Path, New Delhi, on 15 August. ☐
- India became independent on 15 August 1947. ☐
- Gandhi Jayanti is not a national festival. ☐

30

Teacher: 'Gujarat – _____'

Students: Garba.

Teacher: Good. Write your answers carefully for the rest.

Teacher: Finally, let us solve Exercise C – Tick the incorrect statements about national festivals. Read each line with your partner and decide.

(The students discuss and respond and the teacher provides help if needed)

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column, we will write what we have learnt in this chapter.

Teacher: Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using the **Test Generator** given on the Digital Platform.)

Differentiated Activities

110 km/hr



Write the correct type for each:

- Garba – _____
- Kathak – _____

(Answer: F, C)

80 km/hr



Write the festival type for each:

- Independence Day – _____
- Diwali – _____

(Answer: National, Religious)

40 km/hr



Write 'C' for classical or 'F' for folk next to this dance: Bharatanatyam – _____

Home Task

Review all exercises carefully and complete worksheets neatly.

Learning Outcomes

The students will:

Domain	Learning Outcomes
Physical Development	<ul style="list-style-type: none">• participate in dance poses and gestures to enhance motor coordination and body balance.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express gratitude, show kindness and understand the importance of sharing and caring during celebrations.
Cognitive Development	<ul style="list-style-type: none">• categorise festivals, compare dance forms, identify regional practices and apply reasoning to answer questions.
Language and Literacy Development	<ul style="list-style-type: none">• use new vocabulary in context, construct grammatically correct sentences and respond to text-based exercises.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• recognise the richness of Indian culture through festivals and dances and express this through art and music.
Positive Learning Habits	<ul style="list-style-type: none">• work collaboratively, listen attentively, express views confidently and complete assigned tasks with responsibility.

Starry Knights

Do you think festivals are a great learning for the teacher and the taught? If yes, mention one such instance here.

Give yourself a STAR for being a keen observer.

