


## Lesson-1: Introduction to Early Civilizations

Theme 1: How Do We Live?

 12 Periods (40 minutes each)



Learn Better (MCB), Stay Ahead (WB), newspaper, blackboard



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

Confirming better  
Studying old cultures helps us learn

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- know about the ancient civilizations—people, their way of living, etc.
- understand and learn key terms in the lesson.
- find answers to the questions based on the text independently.
- make Chinese lanterns using old newspapers.
- think, analyse, and answer why a good drainage system is important for a well-planned city.
- integrate the conceptual knowledge gained in English, Maths and Science to answer the problems in Social Studies.
- make their own Little Book of Values and write about the value of social responsibility.

### Methodology

#### Period 1

##### Confirming better

**Teacher (with a smile):** Good morning/afternoon, everyone! How are you all?

**Students:** We are good/fine.

**Teacher:** Before we dive into today's lesson, let us start with a quick activity to help us focus and get ready. Repeat after me: "Studying old cultures helps us learn."

**Teacher:** Now, I want you to take a moment and think about what will old cultures help us learn. It could be about the people, how they lived, what they did. Ready?

**Teacher:** Great! Let us start with a special activity called the “KWL Chart.”

**Teacher:** KWL stands for What I Already Know, What I Want To Know and What I Have Learnt. It helps us organize our thoughts and set goals for our learning.

K	W	L

**Teacher:** Let us begin with the K section—What I Know. Think about what you already know about this lesson concepts such as civilizations, how people lived, what they did.

**Teacher:** Now, let us move to the W section—What You Want to Know. For example, you could say, “about different civilizations, their importance, inventions”. What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)

**Teacher:** We will complete the “What You Have Learnt” section after end of lesson.

MUST DO

10 MIN.

Re-KAP

**Teacher:** Well done! Let’s dive in. Today, we’re going to explore a fascinating topic: Early Civilizations. First, we will see what we already know about Early Civilizations.

Through movement—this is called **Kinaesthetic learning**.

By listening—this is called **Auditory learning**.

By looking at pictures—this is called **Pictorial learning**.

Are you ready?

**Students:** Yes, ma’am/sir!



# Introduction to Early Civilizations



Re-KAP

SPD

## Kinaesthetic

Let us play a game of dumb charades where you act out different activities from the life of early humans. Think about what they might have done daily or the significant discoveries they made. Your partner will guess the activity correctly within a time frame.

## Auditory\*

Listen to your teacher carefully. Answer the questions.

## Pictorial

PS

Look at the pictures. Identify and write the names of the activities.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Confirming Letter Studying old cultures helps us learn.

PLH

K (What I Know)\*

ICL W (What I Want)

6

## Kinaesthetic

**Teacher:** Let's start with a game of dumb charades! Imagine you're an early human. You'll act out activities they used to do, like hunting, farming, or discovering fire. Think about what they might have done daily or something important they invented. Your partner will guess what you're acting out.

**Teacher:** (Demonstrates an example, miming someone grinding grains on a stone) What do you think I'm doing?

**Students:** Grinding grains! (Accept all relevant responses)

**Teacher:** That's right! Now, pair up and take turns acting. You have 2 minutes to guess each activity.

**(Students act out various activities like fishing, making tools and lighting fires. The teacher walks around, encouraging them.)**

MUST DO

10 MIN.



**Teacher:** Great job, everyone!

## Auditory

**Teacher:** Now, let's give our bodies a rest and use our ears. I'll read a short story about the life of early humans. Listen carefully—you'll answer some questions afterwards.

**(Teacher reads a brief story about early humans discovering fire, farming, and making tools.)**

**Teacher:** I hope you all listened to the text carefully. Now it's time to answer a few questions.

What did early humans use fire for?

Why was farming an important discovery?

How did making tools help them?

**(Let the students answer the questions. You may add a few more questions of your own.)**

MUST DO

10 MIN.



## Pictorial

**Teacher:** Now let's look at the pictures of early humans on Page 6. Can you identify what they are doing? Write the activity name under each picture.

**Teacher:** You've identified their activities correctly. What do these pictures tell us about early civilizations?

**Students:** They show how early humans started farming, invented the wheel and used fire!

MUST DO

10 MIN.





### Interacting *better*

ICL

Consider your friend is an early human. If you could ask them one question, what would it be and why?

7

**Teacher:** Write it in the space provided in the book.

**(In the meantime, teacher pastes the poster on the wall for Theme 1: Inventions and Discoveries by Early Civilizations)**

### Home Task

Write the names of some famous, ancient human civilizations that have contributed greatly to the evolution of man, in your notebook.

### Differentiated Activities

**110 km/hr**



Draw and label one invention or tool used by early humans.

**80 km/hr**



Make a list of three activities early humans did daily.

**40 km/hr**



Write two sentences describing what you think life was like for early humans and how they adapted to survive.

### Period 2

### Interacting better

**Teacher:** Good morning/afternoon, students! How are you all today?

(Use CRM signs to settle the class.)

Today, we're going to travel back in time to learn about early civilizations. But first, let's do an exciting activity where you get to think like an early human.

**Teacher:** Imagine that one of your friends is an early human. If you could ask them one question, what would it be and why? Take a minute to think, and then share your question with the class.

**(Students take a moment to think.)**

**Teacher:** Alright, who would like to go first?

(You may call out students randomly and let them ask questions to their friends like:

What did you eat every day and how did you find it?

How did you discover fire and what did you use it for?

How did you live without phones and computers?

(Accept all relevant questions.)

SHOULD DO

15 MIN.



**Teacher:** Now that we've thought like early humans, let's learn about **civilizations**—how they grew and became organized.

A civilization is a large group of people living in an area with well-planned towns and cities, markets, holy places, and even systems for trade and drainage. Some of the first civilizations appeared near rivers. Can anyone guess why?

**Students:** Accept all relevant responses.

**Teacher:** Exactly! Rivers also made the land fertile for farming and provided a way to travel and trade. Let's start reading.

**(Read and explain till The Mesopotamian Civilization on Page 8. Explain the images on Pages 7 and 8)**



**Teacher:** Now we are going to watch an Animation. Please watch carefully because we will discuss it later. Let us begin.

**(Play the Animation from LMS and students watch attentively.)**

### Discovering better

**Teacher:** Let us now discuss the Mesopotamian Civilisation.

**(Explain the meaning of Mesopotamia, discuss the two rivers, the people and what they did)**

**(Also make the students read the word meanings from "Discovering better" on page 8)**

MUST DO

25 MIN.



### Home Task

Look around your home or neighbourhood and find two things that we still use today but were first developed by early civilizations (e.g., roads, farming, tools).

### Differentiated Activities

110 km/hr



Draw a basic map showing a river and how people might have built their homes, farms and markets near it. Label your drawing with words like "river," "fields," "homes," and "markets."

Understanding better

Say true or false.

1. The people of Mesopotamia worshipped only one god.

2. They wrote with a pen, from left to right.

ICT

8

80 km/hr



Write down three important features of a civilization (e.g., markets, houses, roads). Think about why each feature is important for a group of people living together.

40 km/hr



Write two sentences imagining yourself living in an early civilization. Describe what you would do during the day (e.g., farming, trading, or building).

Period 3

**Teacher:** Good morning/afternoon, students! How are you all?

**Students:** We are good/fine.

Understanding better

**Teacher:** In our last class we read about two civilisations. Can you name them?

**Students:** Sindhu-Sarasvati and Mesopotamian.

**Teacher:** Good! Let us see if you remember certain facts about these civilizations. Read the statements given in “**Understanding better**” on Page 8 and tell if the statements are true or false.

SHOULD DO

05 MIN.

(Let the students read the statements and answer)

**Teacher:** Well done! Let us now proceed with the next two civilizations: Egyptian and Chinese.



(Show the ebook from LMS. Read and explain the civilizations, their people and what they did. Explain the images on Page 9)

**Teacher:** Now that we read about the Egyptian and Chinese civilizations, let us read the statements given in “**Understanding better**” on Page 9 and tell if the statements are true or false.

MUST DO

25 MIN.

**Teacher:** Now that we know about four civilizations, let us do some activities. Read the questions carefully and answer.



(Open Animated Activity: 1 and Animated Activity: 2 from LMS and let the students answer the questions in the activities)

COULD DO

10 MIN.

## Home Task

Draw a picture of the Egyptian Civilization in your notebook.

## Differentiated Activities

110 km/hr



Imagine you are an inventor in one of these civilizations. Write down one invention you think would be useful (e.g., a tool, a vehicle, or a communication method).

80 km/hr



Imagine you are a trader in one of the civilizations. Write or say one sentence about what you might trade (e.g., "I am a Mesopotamian trader exchanging wheat for tools.").

40 km/hr



Write one sentence explaining why rivers were important for these civilizations.

## Period 4

**Teacher:** Good morning/afternoon, students! How are you all?

**Students:** We are good/fine.

**Teacher:** Can you tell me how many civilizations we read about?

**Students:** 4

**Teacher:** Great! Now can you tell me their names?

**Students:** Sindhu-Sarasvati, Mesopotamian, Egyptian and Chinese.



**Teacher:** Awesome! Alright, class, we've learned a lot about these early civilizations in our previous lessons. Today, we will take a look at a **Concept Map** to help us quickly review what we've studied and connect all the important details. Are you ready?

**Students:** Yes ma'am/sir!

**Teacher:** This concept map helps us visualize the connections between these civilizations.

(Open the Concept Map in LMS. Ask questions about the civilizations and then click on the tabs one by one. Explain the images and discuss the points)

SHOULD DO

15 MIN.



Science

Connecting better

Lina says, "The people who lived in Harappa were excellent masons. Their nature of work must require a lot of physical effort. I wonder what kind of diet they had!" Maria replies, "I am sure they ate food items which were rich in carbohydrates. We know that eating carbohydrates gives us energy."

HoLL

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Connecting better

**Teacher:** Alright! Students, we know how the food we eat helps us do different kinds of work. Can anyone think of what might happen if we didn't eat enough food, or if we ate the wrong kinds of food?

**Student:** Yes, we wouldn't be able to play or study well! (Accept all relevant responses)

**Teacher:** Exactly! Food gives us the energy to work and play. Now, I want you to imagine something with me. Think about the people of those early civilizations we read about. They built beautiful buildings and walls with amazing skills, and it must have been really hard work! Can you guess what kind of food might have helped them do this kind of work?

**Student:** A lot of fruits and vegetables. (Accept all relevant responses)

**Teacher:** Good guess! But let's think about food that gives us energy for physical work, like building or carrying things. What do you think they might have eaten?


Let us read the conversation between Lina and Maria in "Connecting better" on Page 9 to understand this better.

MUST DO

15 MIN.

☐

(Read the text and explain it to students)

 **Teacher:** Now, we're going to learn about something that can help make information clearer and easier to remember—it's called an **Infographic**. Have you ever seen one before?

**Students:** Yes/No ma'am/sir! (Accept all relevant responses)

**Teacher:** Let me tell you what an infographic is.

An infographic is a visual tool that combines images, charts and short pieces of text to explain a concept or share important information. It's like a picture that tells a story or explains an idea quickly.

Can you think of a reason why using pictures and simple words might be helpful when we're trying to learn something?

**Student:** It helps us understand better because we can see it! (Accept all relevant responses)

**Teacher:** Exactly! Infographics help us understand information faster because they break things down in a simple way. Instead of reading lots of words, you can look at pictures or symbols that explain the same idea. This makes learning fun and easy to remember.

COULD DO

10 MIN.

☐

(Open the infographic in LMS. Explain the images and discuss the points)





## Home Task

Draw a picture of the Egyptian Pyramid in your notebook. Also, write the name of the king who built it.

## Differentiated Activities

110 km/hr



Imagine you are an architect in one of these ancient civilizations. Design and describe a building or structure that would be important for the people of that time (e.g., a temple, a marketplace, or a storage facility).

80 km/hr



Imagine you are a farmer in an ancient civilization. Write or say one sentence about the type of crops you grow and how they help your community (e.g., "I am an Egyptian farmer growing wheat for bread and trade.").

40 km/hr



Name the four civilizations and the rivers they emerged along.

## Period 5

**Teacher:** Good morning, children! How are you feeling today?

**Students:** Good/Happy/Excited.

## Helping better

**Teacher:** Great! Today, we are going to talk about something very important that helps our planet stay healthy. Can anyone tell me where paper comes from?

**Student:** From trees!

**Teacher:** Yes! Trees are cut down to make paper, and then we use it for things like books and notebooks. But, have you ever wondered, how people in early civilizations like the ones in Harappa or Egypt communicated or kept records? They didn't have paper like we do now. Instead, they used materials like clay tablets, papyrus and even animal skins. Do you think they had the same amount of paper as we do today?

**Students:** No ma'am/sir.

Grasping better

DING

**trade:** the process of buying and selling goods

**seals:** here, material stamped with the mark of the civilization on goods traded from there

11

**Teacher:** Exactly! They used different materials that were available to them. Now, imagine if they had used a lot of paper back then, just like we do now. What might have happened to the trees and forests in those ancient times?

**Students:** They would have run out of trees for paper.

**Teacher:** Yes, and that's why it's so important for us today to use paper wisely. In early civilizations, people were careful with the materials because they knew how valuable they were. We can do the same thing. By reducing paper waste and using recycled paper, we can help protect our trees and the environment. Do you all agree?

**Students:** Yes ma'am/sir.

**(Read the text given in "Helping better". Emphasise the importance of recycling paper).**

COULD DO

10 MIN.

**Teacher:** We learned the meanings of some new words that we came across in the chapter earlier in the section "**Discovering better**". Would you like to learn some more words?

**Students:** Yes ma'am/sir.


Grasping better

**Teacher:** Great! Look at the "**Grasping better**" section on Page 10.

**(Read and explain it to the students).**

**Teacher:** Can you tell me the name of a book that contains a list of the words in a language and that tells you what they mean, in the same or another language?

**Students:** A dictionary.

 **Teacher:** Well done. Let me open the **Dictionary** in our LMS and revise some words and their meanings that you learnt earlier.

**(Open Dictionary in LMS. Ask some students to come up and read the word meanings).**

MUST DO

20 MIN.

 **Teacher:** Now that we know about the civilizations and their people, let us watch an I Explain video.

**(Open Video in LMS. Ask the students to observe carefully).**

**Teacher:** Can you share facts about the other civilizations that you read in the previous lessons?

**(Ask students randomly. Accept all relevant responses).**

SHOULD DO

10 MIN.


**Caring better**

Organise a bake sale, art sale or talent show where you can take on various roles (e.g., weavers, chefs, artists) to raise funds for a local charity or community project.

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## Home Task

Imagine you are living in one of the ancient civilizations. Write a letter to someone in the future explaining your daily life, challenges and achievements.

## Differentiated Activities

110 km/hr



Imagine you are an inventor in an ancient civilization. Draw your invention, such as a tool, a vehicle or an irrigation system.

80 km/hr



Compare two ancient civilizations (e.g., Mesopotamia and the Sindhu-Saraswati) in a simple chart. Include aspects like trade, innovations, and lifestyle.

40 km/hr



Create a symbol or picture to represent an object, similar to how ancient civilizations used symbols in writing.

## Period 6

**Teacher:** Good morning, everyone! How are you all?

**Students:** We are good/fine.

## Caring better

**Teacher:** Today, I have an exciting idea that involves all of us coming together to help others. But first, let me ask you something. Have you ever helped someone and felt really happy about it?

**Students:** Yes, I helped my mom/dad in the kitchen. (Accept all relevant responses)

**Teacher:** That's wonderful! Helping others is a great way to show we care about our community. Now imagine if we could do something bigger together—something fun and creative that also makes a difference.

How about we organize an event where we can all take on different roles—like bakers, artists, or performers—and raise funds for a good cause? For example, we could have a bake sale where some of you could be chefs, or an art sale where others could sell paintings or crafts you've made. What do you think?

**Students:** That sounds fun! I can draw pictures and sell them.



Recalling
better

CING

- A developed and organised society is called a civilization.
- The cities of the Sindhu-Sarasvatī Civilization developed near the River Indus.
- Other important civilizations of this time were the Mesopotamian, Egyptian and Chinese civilizations.

11

**Teacher:** Perfect! This way, we can all contribute in our unique ways and learn how small actions can make a big difference.

**(Ask the students to open Page 10 and look at the section “Caring better”. Read and explain the text).**

### Recalling better

**Teacher:** Now that we have learned a lot about the civilizations, it is also important to revise the facts.

**(Tell the students to look at the section “Recalling better”.**

**Read and explain the points)**



**Teacher:** Students, have you ever watched a **Slideshow** during a lesson or at an event? What do you think of them?

**Students:** Yes/No ma'am. (Accept all relevant responses)

**Teacher:** Slideshows are like visual storytellers. They use pictures, bullet points and sometimes videos to explain ideas.

Let us take a look at a Slideshow in our LMS.

**(Open Slideshow in LMS. Let them listen to the audio on every slide)**

COULD DO

10 MIN.

☐

MUST DO

15 MIN.

☐

### Home Task

#### Book of Project Ideas

Make a poster on an ancient civilization you found the most interesting. Use the internet for details and images. Here are some ideas:

1. Use a map to show the location of the civilization.
2. Paste pictures of the inventions associated with that civilization and write their names.
3. Paste pictures and write the names of important structures of that civilization.

### Differentiated Activities

**110 km/hr**



Design a layout for a city in an ancient civilization, including areas for housing, trade and temples.

**80 km/hr**



Compare two ancient civilizations (e.g., Mesopotamia and the Indus Valley) in a simple chart. Include aspects like trade, innovations and lifestyle.

40 km/hr



Draw a simple picture of an ancient tool or structure (e.g., a plough or pyramid) and label its parts.

## Period 7

**Teacher:** Good morning, everyone! How are you all?

**Students:** We are good/fine.

## Learning better

**Teacher:** We have been learning a lot about the early civilizations. It is equally important to check our understanding. We will start this by answering a few questions.

(Tell the students to open Page 10 and look at exercises A and B of the section "Learning better". Ask them to read the questions carefully and answer. Discuss every question and the correct answer once done).

**MUST DO**

20 MIN.



**Teacher:** Now, I will conduct a **Quiz** from the LMS to check your understanding further. For this activity, you will form groups. Every correct answer will give you 5 points. The team with the highest point wins.

(Open Quiz on the LMS and ask the questions. You may add a few questions of your own).

**SHOULD DO**

20 MIN.

## Home Task

Discuss with your family why rivers are important even today. Write down three points from the discussion.

## Differentiated Activities

110 km/hr



Write about an invention from ancient civilizations (e.g., the wheel, irrigation, writing) that you think had the greatest impact on human development.

80 km/hr



Imagine you're an ancient villager. Write a list of three natural resources you would use and what you'd make with them.

## Learning better

CBA

### A Tick (✓) the correct answer.

- Which of the following best defines a developed and organised society?  
a. house ☐ b. village ☐ c. civilization ☐
- Which of the following structures can be seen in Mohenjo-daro?  
a. the Great Bath ☐ b. the Pyramid of Giza ☐ c. the Great Wall of China ☐
- Along with river Euphrates, the Mesopotamian Civilization came up on the banks of which of the following rivers?  
a. the Indus ☐ b. the Tigris ☐ c. the Hwang Ho ☐
- Which of the following civilizations did King Khufu belong to?  
a. Harappan ☐ b. Chinese ☐ c. Egyptian ☐
- Tea was first grown by the people of which of the following civilizations?  
a. Harappan ☐ b. Chinese ☐ c. Egyptian ☐

### B Fill in the blanks with the correct answers.

- Areas close to rivers are \_\_\_\_\_.
- The children in the Harappan cities played with \_\_\_\_\_ toys.
- The Mesopotamian Civilization lies in modern-day \_\_\_\_\_.
- \_\_\_\_\_ was one of the biggest cities in the Mesopotamian Civilization.
- In Egypt, the king was called a \_\_\_\_\_.

11

40 km/hr



Draw a picture of an animal or plant that was important to ancient people and explain why it was useful in one sentence.

## Period 8

**Teacher:** Good morning, everyone! How are you all?

**Students:** We are good/fine.

**Teacher:** In the previous class, I asked some questions to check your understanding. We will continue with the same today.

You will work in pairs. Both the partners will choose one part to answer (either question 1 or 2). You can ask for help if you have any doubts. Draft your answers and read them one by one. We will then discuss the answers. After the discussion, you can write the answers in your notebooks. Are you ready?

**Students:** Yes ma'am/sir.

**(Ask the students to open Page 11 and read the questions carefully in exercise C).**

**MUST DO**

20 MIN.

☐

**Teacher:** For the exercise, you will form two groups. Each group will answer one part of the exercise. You may discuss with your group and write the points in the notebook. Then, frame sentences to form a meaningful answer. Once you are done with the discussion and the answers are ready, you will read aloud for the other team to confirm if your answers are complete or if more information is needed.

Once done, I will discuss the correct answers. Are you ready?

**Students:** Yes ma'am/sir.

**MUST DO**

20 MIN.

☐

## Home Task

Look around your house for items that could have been inspired by ancient inventions (e.g., pottery, wheels). Draw them and explain their connection to ancient times.

## Differentiated Activities

110 km/hr



Imagine you are a time-traveller and you travel to an early civilization. What would you carry with you for the people of that civilization and why?

80 km/hr



Draw an artefact or a structure from your favourite civilization.

40 km/hr



Choose one invention from history and write one sentence about why you think it's important.

## Period 9

**Teacher:** Good morning, everyone! How are you all?

**Students:** We are good/fine.

**Teacher:** Have you all seen Chinese lanterns? (Show a picture to the students, if required)

**Students:** Yes/No ma'am/sir.

**Teacher:** Where have you seen them?

**Students:** During Diwali. (Accept all relevant responses)

**Teacher:** Great! You will make a similar lantern at your home today with the help of your parents. I will explain the procedure of making a Chinese lantern using old newspapers. Listen carefully. You can bring it for a class presentation in the next period.

(Open Page 11 and tell the students to follow the steps given in the section "Creating better" to make the lantern. You may mention it in their diary and ask them to get help from adults at home).

MUST DO

20 MIN.

☐

**Teacher:** Now, you draw a Chinese lantern and colour it. Write the places where you have seen it.

**Students:** Yes ma'am/sir.

COULD DO

20 MIN.

☐

## Home Task

Create a simple model of an ancient tool (e.g., a plough, a wheel) using materials at home. Write a short note explaining how it works.

## Differentiated Activities

110 km/hr



Imagine you are in an ancient civilization, promoting a new invention (e.g., the wheel, pottery). Create a poster to convince others to use it.

80 km/hr



Draw and label a busy marketplace in an ancient civilization. Write one or two sentences about what is being traded and why.

40 km/hr



Write one sentence about why temples, rivers, or markets were important in ancient civilizations.

## Period 10

**Teacher:** Good morning, everyone! How are you all?

**Students:** We are good/fine.

**Teacher:** Were you all able to make the Chinese lantern at home?

**Students:** Yes ma'am/sir.

**Teacher:** Great! Now, you will stand up one by one and show your lantern to the class. Then you will explain the steps to make the lantern. Are you all ready?

**Students:** Yes ma'am/sir.



**(Call out the students one by one and let them show their lanterns to the class)**

**Teacher:** Alright, students! Now let us reflect on what we have learned about the civilizations in the previous classes.

Open Page 11 and read the question in the section **"Thinking better"** and think about it. You can write the points and then frame sentences to form a meaningful answer. Write your answer in the notebook. Once done, I will discuss the answer.



**Teacher:** Alright, students! To solve the next question, you all need to make a choice. Every choice we make, whether it's big or small, can have an effect. Making the right choices helps us feel proud of ourselves, keeps us healthy and happy, and helps others around us too.

Open Page 11 and read the question in the section **"Choosing better"**, think about it and choose your answer. Write in your notebook why you chose that answer.





### Additional Activity

#### Book of Holistic Learning

**Teacher:** We have learned about early civilizations in this chapter. What kind of toys did the children play with in Sindhu-Sarasvati civilization?

(Accept all relevant responses)

**Teacher:** Can you also tell me the place where The Great Wall is located?

**Student:** China.

**Teacher:** Good. Now, take out your notebooks. Write the answers for the following questions.

1. Riya uses clay toys as decorative \_\_\_\_\_ .
2. The \_\_\_\_\_ from the Great Wall of China is breathtaking.

Choose your answer from the given options: **pieces, view**

When you finish, hold up your notebook for me to check.

(Teacher walks around to check the students' work.)

**Teacher:** Amazing job! Now, you already know about expanded form in Maths. Can anyone expand the number 546?

(Accept all relevant responses)

**Teacher:** Great! Let me tell you an interesting fact. Did you know that according to some historians, the Sindhu-Sarasvatī Civilization developed 4700 years ago.

**Students (surprised):** Wow.

**Teacher:** Yes. Can you expand the number 4700?

(Accept all relevant responses)

**Teacher:** Awesome! You learned about 4 different civilizations. Can you tell me where did the Harappans stored their grains?

**Students:** Granaries.

**Teacher:** Wonderful. Write that in your notebooks.  
Great work today!



### Home Task

Draw an artefact (e.g., a tool, a pot, or jewellery) from an ancient civilization.

P.S. Tell the students to bring SST Workbook for the next class.

### Differentiated Activities

110 km/hr



Imagine you are designing a futuristic tool inspired by past inventions. Draw it and explain its use.

80 km/hr



Imagine you're a trader travelling along a historical trade route. Write what goods you carry, whom you trade with and what challenges you might face.

40 km/hr



Draw a simple tool, structure, or vehicle from the past and write one sentence describing its purpose.

### Period 11

#### Revising better

**Teacher:** Good morning, everyone! How are you all?

**Students:** We are good/fine.

**Teacher:** Now, that we have come to the end of the chapter, let us recall all that we have learned to answer the question given in the section “**Revising better**” on Page 11. Read the text carefully and write the answer in your notebooks.

(Read and explain the text to the students)

COULD DO

10 MIN.

#### L (What Have I Learnt)

Ask the students to sit with their partners and discuss what they have learnt from the lesson. Then, give each pair a turn to share their points. Consolidate their ideas on the “What Have I Learnt” part of the KWL chart. Once the chart is complete, discuss their journey, reflecting on what they initially knew, what they wanted to know, and what they have learnt.

MUST DO

10 MIN.

**Teacher:** Alright, students! We have answered some questions and solved a few exercises earlier. We will solve more such exercises. Open Worksheet 1 on Page 3 and solve exercises A, B and C. I am sure you all know the answers. Read the questions carefully. Once done, I will discuss the answers.



**Students:** Okay ma'am.

**Teacher:** Okay, students! Let us move to Worksheet 2 on Page 4 and solve exercises A and B. We will discuss the questions first and then you will write the answers.

**Students:** Okay ma'am.

**(Read and discuss the questions for fill-in-the-blanks in exercise A and help the students rearrange the letters in exercise B by giving them hints about each word).**



### Home Task

Solve exercise C (True or False) of Worksheet 2 on Page 4.

### Differentiated Activities

**110 km/hr**



Design a layout for a city in an ancient civilization, including areas for housing, trade, and temples. Explain why you arranged it that way.

**80 km/hr**



Roleplay as a merchant, farmer or craftsman. Act out what you produce or trade in your community.

**40 km/hr**



Create a simple timeline with three key events from an ancient civilization.

### Period 12

**Teacher:** Good morning, everyone! How are you all?

**Students:** We are good/fine.

**Teacher:** Alright, students! Just like in our last class, we will solve more worksheets. Open Worksheet 3 on Page 5 and solve exercises A, B and C. We will discuss the questions first and then you will write the answers. We will solve exercises A, B and C in Worksheet 4 similarly.



**Students:** Okay ma'am.

Home Task

Revise the lesson at home.

Differentiated Activities

110 km/hr



Imagine you are a ruler in one of these civilizations. Write a short speech to your people about how to maintain peace and prosperity in your kingdom (e.g., focusing on trade, laws, or community efforts).

80 km/hr



Imagine you are a craftsman in one of these civilizations. Write or say one sentence about what kind of products you make and how they help the society (e.g., "I am a craftsman in Harappa, making pottery to store grains and trade.").

40 km/hr



Write one sentence explaining how the development of writing systems helped these civilizations.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"><li>draw and colour ancient artefacts/tools/ structures</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>learn about the civilisations and how people lived</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>identify different civilisations</li><li>learn about inventions and trade</li><li>learn about the importance of rivers</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>express their thoughts and ideas about civilisations in meaningful sentences</li></ul>

<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>display creativity in making lanterns</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>learn to take better care of people/ community</li> </ul>

### Starry Knights

Hope the first lesson started on a positive note for you and the learners.

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Share some of their strengths here. Also, identify their weaknesses that you need to work on through the year.

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Give yourself a STAR for being an efficient teacher!

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