

Lesson-1: Introduction to Early Civilizations

Theme 1: How Do We Live?

12 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Blackboard, newspaper.



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)

To enable the students:

- to identify and describe key aspects of ancient civilizations, including the lifestyle, occupations and cultural practices of the people.
- to understand and apply important terms and concepts related to ancient civilizations in discussions and written responses.
- to independently locate and extract relevant information from the text to answer comprehension questions.
- to demonstrate creativity and sustainability by making Chinese lanterns using old newspapers, fostering an appreciation for upcycling.
- to analyse and evaluate the significance of a good drainage system in the development of well-planned cities, connecting it to modern urban infrastructure.
- to integrate interdisciplinary knowledge by using concepts from English, Mathematics and Science to solve real-world problems in Social Studies.
- to develop a sense of social responsibility by creating a 'Little Book of Values' and writing about the importance of contributing to society.

Methodology

Period 1

Confirming better

MUST DO

10 MIN.



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.

Re-KAP

Teacher: Well done. Let us dive in. Today, we are 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.

Kinaesthetic

MUST DO

10 MIN.

Teacher: Let us 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.

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.

6

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.)

Teacher: Great work, everyone.

Auditory

MUST DO

10 MIN.

Teacher: Now, Let us give our bodies a rest and use our ears. I will read a short story about the life of early humans. Listen carefully—you will answer some questions afterwards.

Auditory*

Listen to your teacher carefully. Answer the questions.

6

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

Teacher: I hope you all listened to the text carefully. Now it is 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.)

Pictorial

MUST DO

10 MIN.

Teacher: Now Let us 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 have identified their activities correctly. What do these pictures tell us about early civilizations?

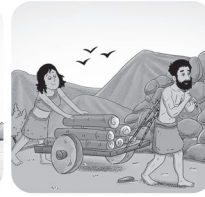
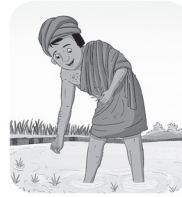
Students: They show how early humans started farming, invented the wheel and used fire.

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

Pictorial

PS

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



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Poster

Social Studies Theme 1: How Do We Live?

Inventions and Discoveries by Early Civilizations

<p>Chinese Civilization</p> <p>Chinese silk weaving</p> <p>An ancient Chinese compass</p>	<p>Egyptian Civilization</p> <p>Bust portraying the eye make up invented by the Egyptians</p> <p>Egyptian papyrus with antique hieroglyphs</p>
<p>Harappan Civilization</p> <p>Ancient Stepwell with Geometric Staircase</p> <p>Terracotta Toy Cart</p>	<p>Mesopotamian Civilization</p> <p>Antique ceramic utensils</p> <p>Cuneiform tablet</p>

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

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.

Home Task

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

Period 2


Interacting better

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

SHOULD DO

15 MIN.





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

ICL

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(Use CRM signs to settle the class.)

Today, we are going to travel back in time to learn about early civilizations. But first, Let us 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.)


Teacher: Now that we have thought like early humans, Let us 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 us start reading.

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

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

Teacher: Let us now discuss the Mesopotamian Civilisation.

MUST DO

15 MIN.



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

Discovering better

SHOULD DO

10 MIN.





Discovering better

adept: being good at something **LAD**

granaries: buildings where grains are stored

weavers: people who make cloth, mats or baskets using different materials

metalworkers: people who make objects using metal

jewellers: people who make and sell jewellery items, such as rings, necklaces, bangles and so on

masons: people whose job is to work or build structures with stones

traders: people whose job is to buy and sell things

reed: a grass like plant with a hollow stem **8**

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

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.'

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).

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).

Period 3

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

SHOULD DO

5 MIN.



Students: We are good/fine.

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

Students: Sindhu-Sarasvati and Mesopotamian.

Understanding better

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.

MUST DO

05 MIN.



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.

8

THE EGYPTIAN CIVILIZATION AND THE CHINESE CIVILISATION

(Let the students read the statements and answer)

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

MUST DO

25 MIN.

Teacher: The Egyptians lived in present-day Egypt. What do you think was the most important thing for them?

Teacher: Yes, the River Nile. It helped with farming and transportation. Why do you think rivers were so important?

Teacher: Right. Now, let's talk about their king. What was the Egyptian king called?

Teacher: Exactly, the Pharaoh. People believed he was a god. What do you think that would be like?

Teacher: The Pharaoh built huge pyramids to rest in after death. Why do you think they built such large tombs?

Teacher: Great. Now, let's move to China. The Chinese civilization grew along the River Hwang Ho. Why do you think rivers helped them, too?

Teacher: Yes, the river provided water and fertile land. The Chinese king was also very powerful. Who helped him rule?

Teacher: Right, priests, officers, and soldiers helped. The Chinese believed in the sky, the sun, and rivers. What do you think that shows about their beliefs?

Teacher: They worshipped nature's forces. Now, the Chinese also built the Great Wall of China. What do you think it was for?

Teacher: Yes, to protect against enemies. The Chinese also invented things like paper and the compass. Which invention do you use the most today?

Teacher: Both civilizations did amazing things. The Egyptians with their pyramids and the Chinese with their inventions. What do you think was the most impressive thing they did?

Teacher: Excellent. You have all learned so much today. Well done.

THE EGYPTIAN CIVILIZATION

The Egyptian Civilization flourished in present-day Egypt. River Nile was its lifeline.

The people

- The king was called a pharaoh (say, fa-row). People believed he was a god. The king was

jewellers: people who make and sell jewellery items, such as rings, necklaces, bangles and so on

masons: people whose job is to work or build structures with stones

traders: people whose job is to buy and sell things

reed: a grass like plant with a hollow stem

8

advised by priests and important officers. The Egyptians worshipped many gods and goddesses. The Sun god, Ra, was the chief god.

What they did

The Egyptians wrote on paper-like sheets made from a plant called papyrus. The word 'paper' comes from papyrus.

The Egyptians were great builders. They built magnificent buildings, called the pyramids. These were resting places for kings after their death. The Great Pyramid of Giza, the largest pyramid in the world, was built for King Khufu.

The Egyptians believed that there was life after death. So, they preserved the dead bodies of their kings. These were called mummies.

The Egyptians also knew a lot about the human body. They could set broken bones.



the Great Sphinx located next to the pyramids of Egypt

THE CHINESE CIVILIZATION

The Chinese Civilization came up along the River Hwang Ho.

The people

The king held a very powerful place in the Chinese society. Priests, officers and soldiers helped him rule. The Chinese worshipped the sky, the Sun and the rivers. Kite flying was very popular there.

What they did

The Chinese wrote from top to bottom on bamboo plates, animal bones and silk cloth. Later, they began to write on paper.

The Great Wall of China was built to keep out their enemies.

The Chinese were the first to grow tea and produce silk. The technique of printing was also invented by them.

Other important inventions by the Chinese included the compass, umbrella and paper money.



the Great Wall of China

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You may show **eBook** given on digital platform.

Understanding better

Understanding better

Say true or false.

1. The Egyptians did not know how to write.
2. The Chinese Civilization came up along the River Hwang Ho.

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

10 MIN.

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



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

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.

Home Task

Draw a picture of the Egyptian Civilization in your notebook.

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.



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

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 did not eat enough food, or if we ate the wrong kinds of food?

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."

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Student: Yes, we would not 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 us 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.

SHOULD DO

05 MIN.



MUST DO

15 MIN.



COULD DO

20 MIN.



(Read the text and explain it to students)

Teacher: Today, we are traveling back in time. Each group will become an ancient civilization and solve a challenge. Here are your roles:

Sindhu-Sarasvati – Design a drainage system.

Mesopotamians – Plan a trade route.

Egyptians – Organise pyramid construction.

Chinese – Improve farming techniques.

Discuss for 10 minutes and prepare to present.

Teacher: Time's up. Let us hear from the Sindhu-Sarasvati Civilization. A good drainage system is essential for cleanliness and health. What methods have you planned?

(Students present their ideas.)

Teacher: That is a well-thought-out plan. Now, let us move to the Mesopotamian traders. Trade played a key role in their economy. What goods will you trade and how will you transport them?

(Students present their ideas.)

Teacher: Excellent connections. Next, the Egyptian builders. Constructing a pyramid was a massive task. How will you organise the workforce and materials?

(Students present their ideas.)

Teacher: That is a practical strategy. Lastly, our Chinese farmers. Agriculture was key to survival. What farming techniques will you use?

(Students present their ideas.)

Teacher: Fantastic work. These ancient solutions still influence modern cities, trade, construction and farming. 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 **Infographic** given on digital platform.

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.

Home Task

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

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?

MUST DO

15 MIN.



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.

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 is why it is 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).

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?

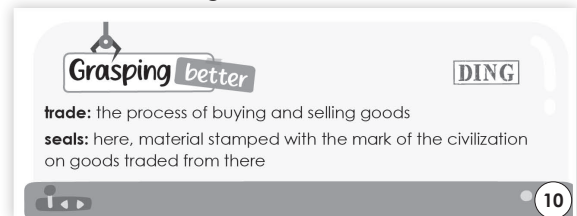
Students: Yes ma'am/sir.

Grasping better

MUST DO

15 MIN.

Teacher: Great. Look at the 'Grasping better' section on Page 10.



Teacher: Today, we will understand two important terms from our lesson. Let us start with the word 'trade'. Can anyone guess what trade means?

Teacher: Exactly, trade is the process of buying and selling goods. Ancient civilizations traded items like food, cloth and pottery to get what they needed.

Teacher: Now, let us look at the word 'seals'. In ancient times, traders used seals on goods. Can you think of why they did that?

Teacher: Yes, seals were materials stamped with the mark of a civilization. They helped identify where the goods came from, just like how logos work today.

Teacher: So, trade helped civilizations exchange goods and seals marked them. Understanding these terms helps us connect with how ancient economies worked.



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

Teacher: Today, we will step into the shoes of early civilizations and experience how they communicated. Imagine there is no paper, no pens and no books. How do you think people shared information?

Teacher: That is right. They used symbols, seals and carvings. Let us try the same. I will divide you into four groups and each group will send a message using an ancient method.

Group 1: Draw simple symbols, like cave drawings, to share a message.

Group 2: Create a seal using clay or paper to stamp a trade item.

Group 3: Write a short message using pictorial symbols, like Egyptian hieroglyphs.

Group 4: Carve a message using sticks on playdough, like Mesopotamian clay tablets.

You have 5 minutes to complete your task. Then, we will decode each message together.

Teacher: Time's up. Let us look at the messages. Group 1, show us your drawing. What message are you trying to share?

Teacher: That was fun. Now, Group 2, show us your seal. What does it represent?

Teacher: Fantastic. Now, let us see Group 3's pictorial writing. Can anyone decode the message?

Teacher: Well done. Finally, Group 4, what did you carve into the clay?

Teacher: Amazing work, everyone. Now, tell me—why do you think early civilizations needed these forms of communication?

Teacher: Exactly. They used these to trade, record history and share important information. Think about how much easier writing is today. But the methods they developed were the foundation of what we use now.

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 **Video** given on digital platform.

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.

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.

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 is 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.



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.

Seva

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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.

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.

MUST DO

15 MIN.



Recalling better

CING

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

10

(Tell the students to look at the section 'Recalling better'. Read and explain the points)

Teacher: Let us play a quick recall game. I will give you clues and you have to guess the correct answer. Are you ready?

Teacher: First question—what do we call a developed and organised society where people live together with rules, works and culture?

Teacher: That is right. It is called a civilization. Now, here is your next clue. This ancient civilization developed near the River Indus and is also called the Indus Valley Civilization. Can you name it?

Teacher: Yes. It is the Sindhu-Saraswati Civilization. Why do you think civilizations grew near rivers?

Teacher: Exactly. Rivers provided water for drinking, farming and trade. Now, for the final challenge—name any two other great civilizations from ancient times.

Teacher: Well done. The Mesopotamian, Egyptian and Chinese civilizations were some of the most important early civilizations. Each had its own unique contributions to the world.

Teacher: Great work, everyone. Today, we recalled that civilizations are organised societies, rivers helped them grow and some of the greatest early civilizations were Sindhu-Sarasvati, Mesopotamian, Egyptian and Chinese. Keep these in mind, as they shaped the world we live in today.


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

Book of Project Ideas

Teacher: Today, we are going to create a quick poster on an ancient civilization. You will work in groups and use what we have learned so far. Are you ready?

COULD DO

15 MIN.

 **Making better**

Chapter 1: Introduction to Early Civilizations

Theme 1: How Do We Live?

PRO 2nd CS

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

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

10

Teacher: Choose one ancient civilization—Sindhu-Sarasvati, Mesopotamian, Egyptian, or Chinese. On your poster, draw a simple map to show its location. Add a sketch of one invention and one important structure from that civilization. Do not forget to label them.

Teacher: You have 5 more minutes. Make sure your drawings and labels are clear.


(After 15 minutes.)

Teacher: Time's up. Now, each group will quickly show their poster and tell us about their civilization.


Teacher: Fantastic work, everyone. Each civilization had something unique to offer. Let us give ourselves a big round of applause.

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.

Home task

complete poster and revise recalling better activity.

Period 7

SHOULD DO

10 MIN.

Teacher: Good morning, students. Before we start today's lesson, let us play a quick warm-up game called 'Civilization Riddles.' I will give you a riddle and you have to guess which civilization or concept it describes. Are you ready?

Teacher: Here is your first riddle:

'I am an ancient civilization that developed near the River Indus. My people built well-planned cities with drainage systems. Who am I?'

Teacher: That is correct. The Sindhu-Sarasvati Civilization. Now, let us try another one:

'I am a massive triangular structure built in Egypt for my pharaohs. Who am I?'

Teacher: Yes. The Pyramids of Giza. Well done. Now, here is a tricky one:

'I am a writing system used by Mesopotamians, written on clay tablets. What am I called?'

Teacher: Great. That is Cuneiform. You all are doing an amazing work. Let us do one last riddle:

'I am a river that supported the Mesopotamian Civilization along with the Euphrates. Can you name me?'

Teacher: Correct. The Tigris River.


Teacher: Fantastic work, everyone. This warm-up helped us recall important facts in a fun way. Now, let us move on to today's exercises

Learning better Exercise A

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.

MUST DO

30 MIN.

 **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 ☐

10

(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).

Teacher: Let us begin with Exercise A. I will read a statement and you have to choose the correct answer from the options given. Think carefully before you decide.

(Read each question one by one, allowing students to respond and discuss the correct answers.)

Teacher: Well done. Now, let us move to Exercise B. I will read a sentence with a missing word. Your task is to complete it with the correct answer. Let us see how many you can get right.

B Fill in the blanks with the correct answers.

1. Areas close to rivers are _____.
2. The children in the Harappan cities played with _____ toys.
3. The Mesopotamian Civilization lies in modern-day _____.
4. _____ was one of the biggest cities in the Mesopotamian Civilization.
5. In Egypt, the king was called a _____.

10

(Read each fill-in-the-blank statement, encouraging students to respond quickly.)

Teacher: Fantastic work, everyone. These exercises help us remember important facts about civilizations. Before we finish, take a moment to think—why do you think civilizations developed near rivers?

(Pause for responses.)

Teacher: Excellent answers. Water was essential for farming, transport and daily life. Keep thinking, questioning and exploring. Well done, everyone. Let us have a big round of applause for our efforts today. See you in the next class



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

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.

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.

Home Task

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

Period 8

Teacher: Good morning, everyone. Let us begin with a quick recap before

SHOULD DO

15 MIN.



we start today's exercises. We will play a fun game called 'Rapid Fire Recap.' I will ask a series of quick questions about what we learned in our previous lessons and you have to answer as fast as you can. Are you ready?

Teacher: Great. Here we go.

What do we call a developed and organised society?

Name one civilization that developed near the River Indus. Which river was important for the Mesopotamian Civilization?

What is the name of the famous structure built by the Egyptians for their kings?

What was the writing system used in Mesopotamia?

(Pause after each question to let students respond.)

Teacher: Fantastic. You all answered so well. Now, let us make it a little more interesting. I will say an invention or structure and you have to tell me which civilization it belongs to.

The Great Bath

The Pyramids of Giza

Cuneiform Writing

The Great Wall

Seals used in trade

(Students respond quickly and you may encourage participation.)

Teacher: Amazing work, everyone. You remembered so many important details. Now that our minds are warmed up, let us move to our next task. Open Page 11 and get ready for the next exercise.

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

MUST DO

25 MIN.



C Write short answers in your notebook.

1. Give one reason why early civilizations emerged close to rivers.
2. Gurmeet is reading about an early civilization that came up between two rivers in Asia. Which civilization is she reading about?

10

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.

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 is important.

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.

Period 9

Teacher: Good morning, everyone. How are you all?

SHOULD DO

10 MIN.



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.

MUST DO

30 MIN.




You may mention it in their diary and ask them to get help from adults at home).

**Creating better**

Make your own Chinese lanterns!

1. Take old newspapers. Paint them in different colours.
2. Fold the painted newspapers length wise.
3. Ask an adult to cut straight slits along the paper. Leave some uncut space at the top.
4. Unfold and roll the newspapers in a tube shape.
5. Glue the lantern to retain the tube shape.
6. Cut and paste a strip of colourful paper to make the handle of the lantern.



Hang your Chinese lanterns in your house!

Art1 21a CS

11

Teacher: Open Page 11 and look at the section 'Creating Better.' Today, we are going to learn how to make beautiful Chinese lanterns. These lanterns are often used in festivals and celebrations.

Teacher: Follow the steps in your book. First, take old newspapers and paint them in different colours. This will make your lanterns look bright and festive.

Teacher: Now, fold the painted newspaper lengthwise. This will help us create the shape of the lantern.

Teacher: Since scissors are sharp, you need an adult's help to cut straight slits along the folded newspaper. Remember to leave some space at the top so the strips stay connected.

Teacher: Once the cutting is done, unfold the paper and roll it into a tube shape. You can now glue the ends to hold it in place.

Teacher: To make a handle, cut a strip of colourful paper and paste it on top. Your lantern is now ready. You can hang it at home as a decoration.

Teacher: Since we do not have time to make the lanterns in class, I want you to try this at home. Write it down in your diary as a home activity and remember to ask an adult for help when using scissors. Will you all try this at home?

Teacher: Wonderful. I look forward to hearing about your experience in the next class. Enjoy making your lanterns.

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.

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.

Period 10

Teacher: Good morning, everyone. How are you all?

SHOULD DO

10 MIN.



Students: We are good/fine.

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

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?

(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.


Thinking better

MUST DO

10 MIN.



Teacher: Open Page 11 and look at the section 'Thinking Better.' Read the question carefully: Why do you think a good drainage system is important for a well-planned city?

**Thinking better**

Think and answer in your notebook.

Why do you think a good drainage system is important for a well-planned city?

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11

Teacher: Take a moment to think about this. Why do cities need drainage? What happens when there is no proper system to remove wastewater?

Teacher: Now, I want you to write down some key points based on your thoughts. After listing your points, frame them into complete sentences to form a meaningful answer.

Teacher: Once you are done, raise your hand and I will check your answers. Then, we will discuss them together to make sure we have covered all important points.

Teacher: Time's up. Let us now share our answers. Who would like to read theirs first?

Teacher: Well done. A good drainage system prevents flooding, keeps the city clean and protects people from diseases. It is an important part of any well-planned city. Great thinking, everyone.

Choosing better

Teacher: Alright, students. To solve the next question, you all need to make a choice. Every choice we make, whether it is 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.

Choosing better

Which city would you like to live in? Tick (✓) your answer. Write in your notebook why you chose that answer.

1. a big city with shopping malls and amusement parks, but a bad drainage system ☐

2. a city with few buildings and malls, but with a good drainage system ☐

MUST DO

10 MIN.

11

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.



English

Fill in the blanks with the correct words from the box.

pieces view

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



Maths

As per some historians, the Sindhu-Sarasvati Civilization* developed 4700 years ago.

Write the expanded form of this number in your notebook.



Science

How do you think Harappans stored their grains?

29

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

Teacher: Amazing work. 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-Sarasvati 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 store their grains?

Students: Granaries.

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

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.

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.

Period 11

Revising better

Teacher: Good morning, everyone. How are you all?

Revising better

As described on page 14 of the English book, you have already learnt how to make a Little Book. Now, make another Little Book in the same way. Write My Little Book of Life on the cover, using your favourite colours. Decorate the cover with glitter, stars, stickers or drawings.

The Harappans planned their city well. It also had a proper drainage system. This shows us that the administrators had a sense of social responsibility towards their people. What are your social responsibilities towards your neighbourhood? Write in your Little Book. You can keep adding more pages to your Little Book.

Teacher's Note: *Guide the students to recall and answer this in their notebooks.

DBL

L (What I have Learnt?)

11

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)

MUST DO

15 MIN.

Teacher: I will now ask some quick questions based on what you just revised. Think carefully before you answer.

(Ask questions to reinforce key concepts while students respond.)

Teacher: That was a great discussion. This revision will help us with our next activity.

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.

Teacher: Alright, students. We have answered some questions and solved a few exercises earlier. Teacher: Open Worksheet 1 and 2 given on page 3 and 4. We will solve Exercises A and B together. Before you begin writing, let us discuss the questions.

(Teacher reads each question aloud and guides students in understanding them.)

Teacher: Now, take your time to write the answers neatly in your notebooks. If you need help, raise your hand.

(Students work on their answers while the teacher moves around to assist.)

Teacher: Time's up. Let us review the answers together. I will call on some of you to read your responses and we will check if they are correct.

(Students read their answers while the teacher provides feedback.)

Teacher: Well done, everyone. You have worked hard today. Let us give ourselves a big round of applause. See you in the next class.

MUST DO

15 MIN.

Theme 1: How Do We Live?

1. Introduction to Early Civilizations

Worksheet 1

A. Fill in the blanks.

- Presence of towns and cities with _____-planned houses are one of the features of a civilization.
- A _____ and organised society is called a civilization.
- The Sindhu-Sarasvati Civilization* came up along the banks of River _____.
- The term Mesopotamia means 'the land _____ rivers'.
- The Mesopotamians were the first ones to write down _____.

B. Write true or false.

- Mohenjo-daro was a part of the Egyptian Civilization. _____
- The Great Bath is the name of an important structure. _____
- The dancing girl was an important city of the Sindhu-Sarasvati Civilization*. _____
- Mesopotamia lies in modern-day Iran. _____
- River Hwang Ho was the lifeline of the Egyptian Civilization. _____

C. Match the columns.

Column A	Column B
1. Harappa	a. river
2. Tigris	b. Sindhu-Sarasvati Civilization*
3. Ur	c. Chinese Civilization
4. Ra	d. Mesopotamian Civilization
5. printing	e. Sun God

3

(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).

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.

Home Task

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

Worksheet 2

A. Fill in the blanks.

- Some of the earliest civilizations developed on the banks of _____.
- The Great Bath at _____ is an important structure of the Sindhu-Sarasvati Civilization*.
- Traders in the Sindhu-Sarasvati Civilization* used different _____ to ensure the sanctity of the goods being traded.
- The _____ were the first ones to divide time as we read it today.
- An Egyptian king was called a _____.

B. Rearrange the letters to make words associated with the Chinese Civilization.

- VIRER WAHNG OH: _____
- ITKE YLFING: _____
- ABMOOB PALTES: _____
- APPRE: _____
- ARGET LLAW OF INCHA: _____

C. Write true or false.

- The people of Sindhu-Sarasvati Civilization* were adept builders. _____
- The people of the Sindhu-Sarasvati Civilization* were excellent fishermen. _____
- The Mesopotamian Civilization came up between two rivers – Tigris and Euphrates. _____
- The Mesopotamians built big buildings called pyramids. _____
- The Egyptians Civilization flourished in the present-day Egypt. _____

*also known as Indus Valley Civilization

4

Period 12

Teacher: Good morning, everyone.
How are you all?

Students: We are good/fine.

Teacher: Before we move forward, let us check—have you all completed Worksheet 2 from our last class?

Teacher: Great. Now, let us do a peer assessment. Pair up with a classmate and exchange your answers. Read through their responses carefully and discuss that are the answers correct and complete?

Do they need any improvements?

Can you suggest a better way to frame the answer?

Take 5 minutes to review and discuss with your partner.

(Students begin peer assessment while you walk around observing and guiding discussions.)

Teacher: Time's up. Let us quickly share—did you find any interesting points in your partner's answers?

Teacher: Well done. Discussing our answers helps us learn from each other. Now, let us move on to our next worksheet.

SHOULD DO

10 MIN.



Worksheet 3

Teacher: Just like in our last class, we will solve more worksheets today. Open Worksheet 3 on Page 5 and look at Exercises A, B and C. Before you start writing, let us discuss the questions together.

MUST DO

30 MIN.



Worksheet 3

A. Write one-word answers.

- The River along which Sindhu-Sarasvati Civilization* developed: _____
- An important city of the Sindhu-Sarasvati Civilization*, apart from Mohenjo-daro: _____
- A civilization that came up between two rivers: _____
- Big buildings built by Mesopotamians: _____
- Egyptian kings were known by this name: _____

B. Which civilization will you associate the following with? Write your answers on the blanks.

- Ur: _____
- silk: _____
- papyrus: _____
- The Great Bath: _____
- terracotta toys: _____

C. Write true or false.

- Harappa is an important structure in the Sindhu-Sarasvati Civilization*. _____
- Sindhu-Sarasvati Civilization* is known for its pyramids. _____
- Each city in Mesopotamia was ruled by a minister. _____
- Egyptians believed that the pharaoh was God. _____
- The Chinese Civilization came up along River Indus. _____

*also known as Indus Valley Civilization

5

(Read and explain each question, allowing students to ask doubts.)

Teacher: Now, start solving the exercises. Take your time and write neatly. If you need help, raise your hand. (Students work on their answers while the teacher assists.)

Teacher: Time's up. Let us quickly review the answers. I will call on some of you to read out your responses and we will check them together.

Teacher: Great work today, everyone. You have shown great focus and teamwork. Let us have a big round of applause for our efforts. See you in the next class.

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.

Home Task

Complete worksheet 4 given on page 6 and revise the lesson at home.

Worksheet 4

A. Fill in the blanks.

1. Harappan Civilization is known for its proper _____ system.
2. Children in the Harappan cities played with _____ toys.
3. The famous _____ of the dancing girl belongs to the Sindhu-Sarasvati Civilization*.
4. _____ were big buildings built by Mesopotamians.
5. _____, Ra was the chief god for the Egyptians.

B. Tick (✓) the names of the words associated with Mesopotamian Civilization.

- | | | | |
|--------------|--------------------------|--------------|--------------------------|
| 1. Ur | <input type="checkbox"/> | 2. Ra | <input type="checkbox"/> |
| 3. Tigris | <input type="checkbox"/> | 4. Ziggurats | <input type="checkbox"/> |
| 5. Euphrates | <input type="checkbox"/> | | |

C. What is papyrus? Tick (✓) the correct answer.

- | | | | |
|----------------------|--------------------------|-------------------|--------------------------|
| 1. paper | <input type="checkbox"/> | 2. a plant | <input type="checkbox"/> |
| 3. a building | <input type="checkbox"/> | 4. a civilization | <input type="checkbox"/> |
| 5. paper-like sheets | <input type="checkbox"/> | | |

*also known as Indus Valley Civilization

6

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour ancient artefacts/tools/structures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn about the civilisations and how people lived
Cognitive Development	<ul style="list-style-type: none">• identify different civilisations• learn about inventions and trade• learn about the importance of rivers
Language and Literacy Development	<ul style="list-style-type: none">• express their thoughts and ideas about civilisations in meaningful sentences
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity in making lanterns
Positive Learning Habits	<ul style="list-style-type: none">• learn to take better care of people/community

Starry Knights

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

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

Give yourself a STAR for being an efficient teacher.