

Lesson-9: India- Ancient and Medieval Times

Theme 6: Why Is Change Important?

12 Periods (40 minutes each)



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



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

Confirming better

I like listening to stories

Curricular Goals and Objectives (NCF)

To enable the students:

- to learn about ancient and medieval Indian history.
- to know about important rulers and their achievements.
- to work towards community welfare and shared responsibility.
- to utilise maps to locate historical sites and gather information.
- to learn new historical terms and use them correctly.
- to relate past events to present-day values such as peace and unity.
- to build communication, collaboration and reflection skills.

Methodology

Period 1

Teacher: Good morning, everyone. How are you all feeling today? I hope you are ready to begin a new chapter filled with exciting stories from our past.

SHOULD DO

10 MIN.



Confirming better



Confirming better I like listening to stories.

PLH 64

Teacher: Let us begin with a simple affirmation. When I say, 'I like listening to stories,' you will repeat it with a smile and raise one hand. Ready?

(The students repeat the affirmation enthusiastically.)

Teacher: Very good. This chapter will take us back in time to ancient India.

Teacher: We will begin a new chapter 'India: Ancient and Medieval Times' 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 you want to know and the third column is labelled 'L' which is what I have learnt, which you 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 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: Let us begin with a fun game – 'Dumb Charades: Harappan Style'.

Kinaesthetic

Form two groups in class and play dumb charades. One member from each group will enact a word associated with the Harappan Civilization. The other team will have to guess it. (Hint: a child can enact the professions of people in the Harappan Civilization)

Confirming better 64

Teacher: Can anyone tell me what kind of work people did in the Harappan Civilisation?

(Students respond: potter, trader, farmer...)

Teacher: Well said. Now, I will divide you into two groups. One member from each group will come up and act out a Harappan profession or scene. The other group will guess.

Teacher: Remember, no talking – only actions. If you know the answer, raise your hand to guess.

(Students perform and guess in turns.)

Teacher: Excellent teamwork. What did you learn by watching your friends?

(Students respond.)

Teacher: Great. You understood how people lived and worked in Harappan times. Let us now move on to a listening activity.

Auditory

Teacher: Now, let us test how well you can listen and think. I will read out four statements. If you think the statement is correct, raise your hand. Ready?

MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

64

1. Emperor Ashoka belonged to the Mughal dynasty.
2. The capital of Ashoka's empire was Pataliputra.
3. Emperor Ashoka adopted Buddhism.
4. Emperor Ashoka fought several wars after the Kalinga War.

(Students raise hands as they listen.)

Teacher: Well done. Now let us quickly discuss.

Teacher: Statements 2 and 3 are correct. Ashoka ruled from Pataliputra and adopted Buddhism. Great listening, everyone.

Teacher: Now let us use our eyes and thinking skills for a picture-based task.

Pictorial

Teacher: Let us now observe some historical images and use our thinking skills. Please open your Main Coursebook to page 64. Look at the five images on the page.

MUST DO

10 MIN.



Pictorial

Look at the pictures. Tick (✓) the picture that is associated with Harappan Civilization.



64

Teacher: Carefully observe each image and think: which one shows a structure from the Harappan Civilization?

Teacher: Talk with your partner if needed and then tick (✓) the correct image.

(Students observe and tick.)

Teacher: Well done. This image shows an archaeological site of a Harappan city. We are doing great work so far.

Differentiated Activities

110 km/hr



Name one feature of the Harappan Civilisation that you find interesting and explain why.

80 km/hr



What did people in the Harappan Civilisation use to build their houses?

40 km/hr



Write the name of one ancient city of the Harappan Civilisation.

Home Task

Ask your grandparents or parents to tell you one thing they know about ancient India. Prepare to share what they told you in class tomorrow.

Period 2

Teacher: Good morning, everyone.

I hope you are excited to continue exploring ancient India.

SHOULD DO

10 MIN.



Teacher: Before we begin, let me ask

– did anyone complete their home task? Did you speak to your parents or grandparents about ancient India?

(Students share briefly.)

Teacher: Wonderful. It is always great to learn from the people around us. Let us now begin today's activities.

Interacting better

Teacher: Now, I want to know something special from each of you.

Think for a moment – what is your favourite monument in India?

MUST DO

10 MIN.



Interacting better

Which is your favourite monument? Tell your friends.

ICL

65

Teacher: Turn to your partner and tell them the name of your favourite monument and why you like it.

(Students share in pairs.)

Teacher: Would anyone like to share with the class?

(A few students respond.)

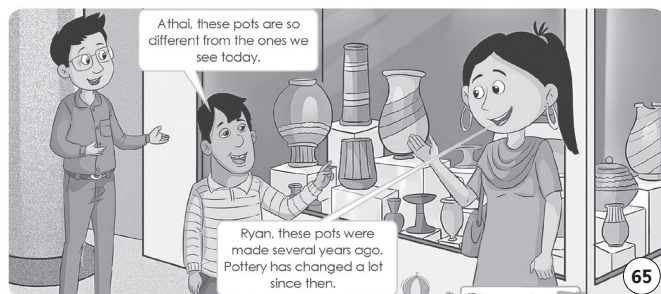
Teacher: Beautiful answers. Our country is full of grand and historical structures. Let us now look at one such monument from the past.

Teacher: We will now observe and discuss a scene from the Harappan gallery.



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

Ryan recalls visiting the National Museum in New Delhi with his Athai*. They visited the Harappan Gallery there. They had seen a collection of pots from the Harappan Civilization there, apart from other artefacts.



Teacher: Please open your Main Coursebook to page 65. Look at the image of Ryan and his Athai visiting the National Museum.

MUST DO

10 MIN.



Teacher: Let us carefully observe the artefacts shown in the image. What do you notice about the pots?
(Students respond.)

Teacher: How are these pots different from what we use today?

Teacher: Why do you think the Harappan people made such pots?
(Students share their ideas.)

Teacher: These artefacts are clues that help us understand the lives of people in ancient times. Let us now learn what artefacts are.

Teacher: Look at the blue box below the image.



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

Discovering better

Teacher: The word 'artefacts' means man-made objects that are important in history or culture.

MUST DO

10 MIN.



Discovering better

artefacts: man-made objects that are of historical or cultural importance

LAD

65

Teacher: Can anyone give me an example of an artefact we saw in the picture?

(Students respond: pots, tools, jewellery...)

Teacher: Why do you think these artefacts are important for us today?

(Students respond: they teach us about the past.)

Teacher: Very well said. These objects tell us stories about how people lived long ago.

Differentiated Activities

110 km/hr



Why do you think museums are important for students like us? Share one reason.

80 km/hr



Name one artefact you saw in today's picture and explain what it was used for.

40 km/hr



What is the meaning of an artefact?

Home Task

Ask your parents if they have visited any monument or museum. Ask them what they saw there.

Period 3

Teacher: Good morning, everyone.

SHOULD DO

5 MIN.



Let us begin today's class with a guessing game called 'Who Am I?' I will give you clues. You have to listen carefully and guess who or what I am talking about. Ready?

1. I was not a farmer. I hunted animals and gathered fruits. I kept moving all the time. Who am I?
(Students: A hunter-gatherer)
2. I am an ancient city. I had a Great Bath and well-planned streets. Who am I?
(Students: Mohenjo-daro or Harappa)
3. I am a round pot made long ago. You saw me in the museum Ryan visited. Who am I?
(Students: An artefact or Harappan pot)
4. I was a powerful king who changed after a great war. I followed Buddhism. Who am I?
(Students: Emperor Ashoka)
5. I am a large river. Many civilisations grew around me. Who am I?
(Students: River Indus)

Teacher: Brilliant thinking, everyone. Now, let us travel back in time and begin our journey through Ancient India.

Ancient India

(The students will read the topic and the teacher will explain and discuss it with the students)

MUST DO

20 MIN.



ANCIENT INDIA

In the museum, Ryan and Athai saw the entire range of history from the Stone Age to the Sindhu-Sarasvati Civilization* to the events of ancient and medieval India.

Initially, people were hunter-gatherers and nomads. They were always on the move as they travelled in search of food, water and shelter. Gradually, from being food-gatherers, humans became food-producers. Agriculture changed the life of the early humans.

During 2500 – 1500 BCE, the Sindhu-Sarasvati Civilization flourished. Map 9.1 shows the extent of the Sindhu-Sarasvati Civilization. The first cities of this civilization, Harappa at

65

Teacher: Please open your Main Coursebook to the page that begins with 'Ancient India'.

Teacher: Ryan and Athai are at the museum, learning about the journey from the Stone Age to the Mauryan Empire. Let us begin with the first part.

Teacher: First, let us discuss: What were early humans like? (Students respond: nomads, hunter-gatherers...)

Teacher: Yes, they moved around looking for food, water and shelter. Later, they began farming and settled down.

Teacher: Look at the paragraph about the Sindhu-Sarasvati Civilisation. What was special about this time? (Students respond. The teacher guides the discussion using keywords: flourished, food producers, settlements.)

Teacher: Now, let us discuss the Vedic Age and Buddhism.

Teacher: Who composed the Vedas? (Students: The Aryans.)

Teacher: What were Gautama Buddha and Mahavira known for? (Students: Buddhism and Jainism.)

Teacher: Lastly, let us talk about the Mauryan dynasty.

Teacher: Who was the first ruler of the Mauryan dynasty? (Students: Chandragupta Maurya.)

Teacher: What change came after the Kalinga War? (Students: Ashoka followed peace and Buddhism.)

Teacher: Excellent discussion, everyone. Let us now explore this through a map.

Map 9.1

Teacher: Now, please look at Map 9.1. It shows the extent of the Harappan Civilisation.

MUST DO

15 MIN.



Teacher: Can anyone find Mohenjo-daro? Raise your hand when you spot it. (Students point it out.)

Teacher: Now look for Harappa, Dholavira and Lothal.

Teacher: What do you notice about the location of these sites? Are they near rivers or deserts? (Students observe and answer.)

Teacher: Right. Most Harappan cities were built near rivers, which helped with farming and trade.

Differentiated Activities

110 km/hr



Why do you think rivers were important for ancient civilisations like the Harappan?

80 km/hr



Name any two Harappan cities you saw on the map.

40 km/hr



What is the name of the civilisation shown in Map 9.1?

Home Task

Mark three cities of the Harappan Civilisation (like Harappa, Mohenjo-daro and Lothal) on a blank map of India and colour them.

Period 4

Teacher: Good morning, students. Today, let us start with a quick recap. Can you name one famous ruler we discussed in the last period and one contribution they made?

SHOULD DO

5 MIN.

Teacher: Very good, students. I appreciate your active recall and participation. Let us now discover some new terms that will help us understand today's lesson better.

Discovering better

Teacher: Let us take a closer look at the new words in today's lesson. These are important words to understand the history of Ashoka and his empire.

MUST DO

10 MIN.

Discovering better

surplus: extra

witnessed: saw something happening

attributed: here, believing that someone was responsible for doing something

LAD

66


Teacher: Look at the blue box on page 67. These words will help us connect better with the content:

- **Surplus:** Extra, like the grain stored by the people of the Harappan Civilisation.
- **Witnessed:** This means someone saw something happening, like Ashoka witnessing the effects of war.
- **Attributed:** When we believe someone is responsible for something, like how Ashoka's policy of peace is attributed to what he witnessed during the Kalinga War.

Teacher: Can anyone think of an example of surplus from your daily life?

(Students share their thoughts.)

Teacher: Exactly. Now, let us look at the next part of our lesson, which is a map-based exploration.

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

Map 9.2: Empire of Ashoka

Teacher: Please look at Map 9.2 on page 68. This map shows the extent of Ashoka's empire. Let us examine it carefully.

MUST DO

15 MIN.



Teacher: Can anyone locate the capital of Ashoka's empire on the map?

(Students respond.)

Teacher: Very good. It's Pataliputra. Let us now explore the locations of Ashoka's Rock Edicts and Pillar Edicts.

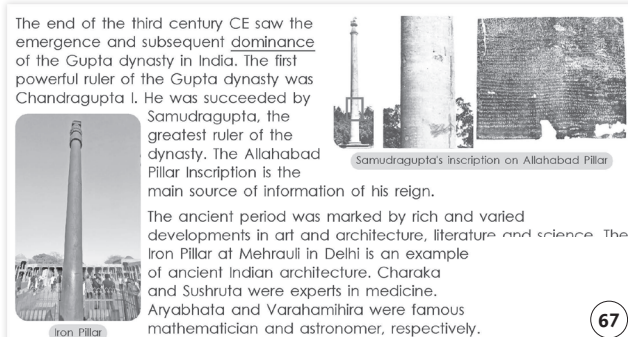
Teacher: Look for the regions marked with red squares. Can anyone tell me where the Pillar Edicts are placed?

(Students respond.)

Teacher: Excellent. Now, let us think about why Ashoka might have chosen these places for his edicts.

(Discuss with students how Ashoka used Edicts to spread his message of peace and Buddhism.)

Ancient India



Teacher: Now, turn to page 67. Let us read the section on the Gupta dynasty and the Iron Pillar in Delhi.

MUST DO

10 MIN.



Teacher: The Iron Pillar in Mehrauli is an example of ancient Indian architecture. It stands as a testament to the advanced technology and culture of that time.

Teacher: Can anyone share why the Iron Pillar is so significant?

(Students respond: it doesn't rust, shows advanced metalworking skills.)

Teacher: Great observation. The Gupta dynasty also contributed to art, literature and science.

Teacher: Let us wrap up today's class by acknowledging how rich our ancient history is. Your active participation has been wonderful today.

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

Differentiated Activities

110 km/hr



Name two major cities in Ashoka's empire and state why they were important.

80 km/hr



Which two types of edicts did Ashoka create?

40 km/hr



Who was Ashoka?

Home Task

Label any two cities from Ashoka's empire on map and paste in your notebook and write one interesting fact about each city.

Period 5

MUST DO

5 MIN.



Understanding better

Teacher: Good morning, students. Let us quickly review our learning from yesterday. Open your books to the 'Understanding better' section.

Understanding better

Name the following:

1. The location of the Great Bath
2. The first ruler of the Mauryan Empire

67

Teacher: Can anyone name the location of the Great Bath?

Teacher: Yes, exactly. It was located in Mohenjo-daro. Now, who was the first ruler of the Mauryan Empire?

Teacher: Correct, Chandragupta Maurya. Great recall, students. Let us smoothly move on to today's main topic about Medieval India.

Medieval India and the Delhi Sultanate Timeline

Teacher: Let us now explore Medieval India. Open your books to the section on Medieval India. During this period, India faced invasions by several rulers. Who first invaded India and from which region?

MUST DO

25 MIN.

MEDIEVAL INDIA

Let us now learn about the medieval period. Hearing about India's wealth, many rulers **invaded** India. The first was Mahmud, the ruler of Ghazni (now in Afghanistan). He attacked India to collect money and raise a large army. In a span of 26 years (1000–1026), Mahmud invaded India 17 times. Muhammad Ghori invaded India for its wealth and to build an empire. He faced **resistance** in the form of the First Battle of Tarain in 1191 with Prithviraj Chauhan. Prithviraj defeated Muhammad Ghori but made no attempt to chase away the Ghurids completely. Soon after, the two armies met once again in 1192 and this time, Prithviraj was defeated and captured.

The period from 1206 to 1526, is known as the age of the Delhi Sultanate. Delhi was the capital of the sultans who conquered a large part of the Indian subcontinent*. The first ruler of the dynasty was Qutb-ud-Din Aibak, who was a slave of Muhammad Ghori. Credited with the establishment of the Qutb Minar, he was succeeded by Iltutmish in 1211, who tackled rebellions and protected the frontiers of the empire. Thereafter, Raziya Sultan, Iltutmish's daughter became India's first female ruler in 1238. However, her reign was short-lived and marked by problems. In 1266, Balban emerged as the most powerful ruler of the dynasty. He strengthened the army and established an effective administration*.



67

Teacher: Good. Mahmud of Ghazni from Afghanistan invaded India first. Do you know how many times Muhammad Ghori invaded India?

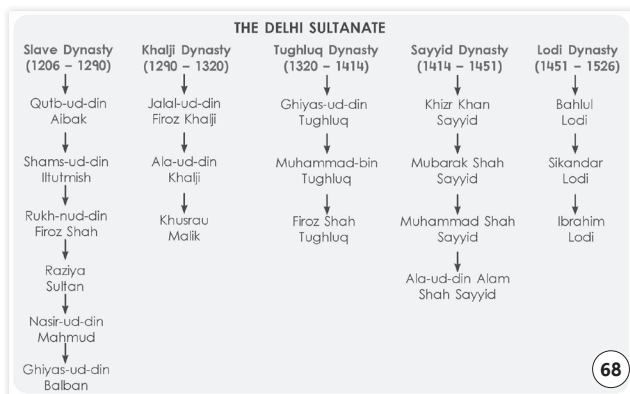
Teacher: 17 times. Despite resistance, notably from Prithviraj Chauhan, Ghori eventually established his dominance.

Teacher: Now, let us discuss the Delhi Sultanate. Who was the first ruler of the Delhi Sultanate?

Teacher: Correct, Qutb-ud-Din Aibak. He built the famous Qutub Minar. Can anyone identify an important female ruler during this period?

Teacher: Perfect. Razia Sultan became India's first female ruler. Let us quickly look at the timeline chart in your books. It shows the dynasties and important rulers of the Delhi Sultanate. Can anyone name the dynasty started by Ghiyas-ud-din Tughluq?

Teacher: Yes, it was the Tughluq Dynasty. Observe the timeline carefully. Discuss with your partner any two rulers and their contributions.



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(Discuss the timeline with the students)

Teacher: Excellent discussions, everyone. Let us move to our next important activity.

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

Discovering better

Teacher: Open your books to the 'Discovering better' section. We have some key terms to understand. What does 'dominance' mean?

MUST DO

10 MIN.



Discovering better

dominance: the state of being more important and powerful than others

LAD

invaded: entered a country forcefully and caused problems

resistance: opposition or dislike

67

Teacher: Yes, dominance means being more important and powerful. Who can explain 'invaded'?

Teacher: Correct, it means forcefully entering another country. Lastly, what does 'resistance' mean?

Teacher: Excellent. Resistance means opposition or dislike. Understanding these words helps us grasp historical events better. Now, let us summarise today's learning clearly and concisely.

Differentiated Activities

110 km/hr



Name two important contributions of Ghiyas-ud-din Balban to the Delhi Sultanate.

80 km/hr



Who succeeded Qutb-ud-Din Aibak as ruler of the Delhi Sultanate?

40 km/hr



Which monument was built by Qutb-ud-Din Aibak?

Home Task

Write a few line on any one ruler from the Delhi Sultanate and mention one of their important achievements.

Period 6

Teacher: Good morning, everyone. Let us begin today's lesson with a quickfire quiz to warm up our minds.

SHOULD DO

5 MIN.

Teacher: I will ask you 3 questions and you must answer as quickly as you can. Ready?

1. Who was the first ruler of the Delhi Sultanate?
2. What is the name of the fort built by Akbar?

3. Which river was tapped by Muhammad-bin Tughlaq for water?
(Students answer quickly and teacher gives immediate feedback.)

Teacher: Well done. Now let us continue with today's lesson.

Medieval India

Teacher: Today, we are going to talk about the rise and fall of some key dynasties in Medieval India. Let us start with the Khalji dynasty.

MUST DO

5 MIN.



Thereafter, Delhi was taken over by the Khalji dynasty in 1290. Ruling for three decades, they further strengthened the Sultanate. Ala-ud-din Khalji undertook several financial and military reforms during his reign.

Ghiyas-ud-din Tughluq in 1320 defeated Ala-ud-din Khalji's successors and established the Tughluq dynasty. Muhammad bin Tughluq and Firoz Shah Tughluq emerged as the most famous emperors of this dynasty. Crowned in 1325, Muhammad bin Tughluq is best remembered for introducing policies such as shifting the capital to Daulatabad and a new token currency. Firoz Tughluq, on assuming the throne in 1351, brought in several reforms. His demise led to a period of unsettlement, leading to invasion by the Mongol ruler, Timur. He attacked and looted Delhi in 1398. Thereafter, he left for his kingdom leaving behind his deputy, Khizr Khan, who established the Sayyid dynasty during 1414-1451. Alam Shah, the last Sayyid ruler, lost Delhi to Bahlul Lodi, marking the establishment of the Lodi dynasty. Under the Lodi dynasty, the Sultanate experienced consolidation of authority and introduction of several public welfare measures.

Rebellion by the local rulers resulted in the defeat of the first Battle of Panipat in 1526. This led to the establishment of the Mughal dynasty. Babur's son, Humayun, endured several challenges during his reign. The biggest one was Sher Shah, the emperor of the Sur dynasty. Humayun and Sher Shah engaged in several battles. This was followed by

68

(Read about medieval India given on page 68)

Teacher: Who was the most famous ruler of the Khalji dynasty?

Teacher: Yes. Ala-ud-Din Khalji. He made changes to the economy and military. Why do you think controlling prices was important for him?

Teacher: Great. Now, let us move to the Tughlaq dynasty. Muhammad bin Tughlaq moved the capital to Daulatabad and introduced a new currency. Why do you think people resisted these changes?

Teacher: Exactly. After Muhammad bin Tughlaq's reign, Timur invaded Delhi in 1398, leading to more chaos. Let us talk about the Mughal empire now.

Teacher: The Mughal empire began with Babur in 1526, after the First Battle of Panipat. What challenges did Babur face in India?

Teacher: Babur's victory helped him establish the Mughal empire. But Sher Shah of the Sur dynasty became a strong rival. Sher Shah introduced reforms such as building roads and improving administration.

Teacher: After Sher Shah's demise, Humayun re-established the Mughal empire.

Teacher: So, what did these rulers have in common? What made them successful?

Teacher: They were successful due to their military strength, economic control and reforms.

Thereafter, Akbar became the emperor of India in 1556 and is remembered as the country's greatest ruler. Map 9.3 shows the extent of Akbar's empire. He built a vast empire and brought in place several reforms—religious, economic and administrative. Akbar's successors gradually led the Mughal empire towards its decline. Thereafter, the absence of centralised rule and weak policies led to the rise of the English East India Company in the 1600s.



Agra Fort, built by Akbar

69

Teacher: Let us talk about Akbar, who became emperor in 1556 and expanded the Mughal Empire.

Teacher: Akbar introduced important reforms in religion, economy and administration. He was known for his religious tolerance and centralised administration.

Teacher: The Agra Fort, built by Akbar, still stands today. How do you think such forts helped in maintaining control?

Teacher: Yes, they helped with trade, communication and maintaining order.

Teacher: After Akbar's death, his successors struggled and the empire declined. Now, let us take a look at the extent of Akbar's empire in Map 9.3 but before that we will explore some key terms.



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

Discovering better

Teacher: Let us explore some key terms from today's lesson. These words will help us understand the context of Akbar's rule and his empire's expansion.

MUST DO

5 MIN.



Discovering better

demise: death

consolidation: to strengthen an existing set up

LAD

68

- Demise: Death
- Consolidation: To strengthen an existing set-up

Teacher: Can anyone use consolidation in a sentence?
(Students respond: Akbar's rule was a time of consolidation of power.)

Teacher: Well said. Now, let us take a closer look at Akbar's empire using a map.

Map 9.3

Teacher: Now, please look at Map 9.3 on page 70. This shows the extent of Akbar's empire in 1605.

MUST DO

5 MIN.



Map 9.3 India under Akbar

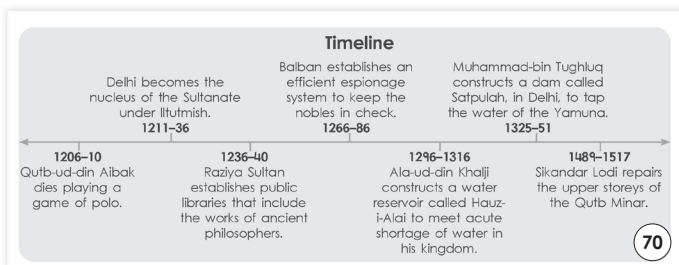
69

Teacher: Can anyone identify the capital of Akbar's empire on this map?

(Students: Agra)

Teacher: Very good. Akbar made Agra his capital and expanded the empire to the north, east and west.

Timeline




(Discuss the timeline with the students given on page 70)

Teacher: Let us also look at the timeline of the Delhi Sultanate and its key events. From Qutb-ud-Din Aibak to Ibrahim Lodi, we saw how the Sultanate evolved, with rulers making contributions such as building the Qutb Minar and constructing water reservoirs.


Teacher: How do you think the construction of dams and water reservoirs helped these rulers maintain power? (Students discuss.)

Teacher: Great points. These infrastructures helped rulers gain control over resources and the people.


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

Differentiated Activities

110 km/hr

 Why do you think Akbar is remembered as India's greatest ruler? Discuss the key reforms he brought about.

80 km/hr

 What was the significance of Muhammad-bin Tughlaq's decision to shift the capital? How did this affect the people?

40 km/hr

 Who was the first ruler of the Delhi Sultanate? What did he establish?

Home Task

Draw Map 9.3 showing the extent of Akbar's empire and label 3 major cities under his rule (e.g., Agra, Delhi, Fatehpur Sikri).

Period 7

Teacher: Good morning, everyone. How are you all today? I hope you're ready to learn and participate actively. Let us have a fun and interactive lesson today.

MUST DO

10 MIN.

Connecting better

Teacher: Let us start by thinking about the lessons we've learnt so far. Remember how Akbar's policies of religious tolerance and centralised administration helped him bring people together in his vast empire.

Connecting better

Science

Charaka, an expert in medicine from ancient India, is known for his contributions to ayurveda. His book, 'Charaka Samhita' is one of the main texts on ayurveda.

HoLL

70

Teacher: Now, let us connect that to our lives today. How can we apply these ideas of tolerance and unity in our daily lives to create a more connected and peaceful community?

Teacher: Discuss with your partner and share your thoughts. (Students discuss.)

Teacher: Wonderful ideas. The key takeaway here is that just like Akbar, we too can foster unity and understanding in our communities. Let us keep this in mind as we move to our next activity.

Helping better

Teacher: Today, we're going to talk about how Ancient Indian civilizations practised sustainable living. Did you know that ancient people were very conscious of their environment?

Helping better

Ancient Indian civilizations propounded sustainable living practices. Store rainwater in small containers and use it later for household cleaning and watering the plants. Take the help of an adult to practise such sustainable ways of living.

OL

70

Teacher: One important practice they followed was storing rainwater in small containers. This water was then used for household tasks like cleaning and watering plants. Isn't that amazing?

Teacher: Can anyone think of why this practice is important?

Teacher: Exactly. By storing rainwater, they made sure to conserve water, which is still a very important habit today.

Teacher: Now, I want you to try this at home. Helping Better asks you to store rainwater in small containers and use it for cleaning or watering plants. You will need the help of an adult to do this safely.

Teacher: So, who is ready to start practising sustainable living at home? (Students discuss their thoughts.)

Grasping better

Teacher: Now, let us move on to the Grasping better activity to learn some key terms:

MUST DO

10 MIN.

Grasping better

subcontinent: a large landmass that forms part of a continent
administration: here, activities that are planned to run the place
revenue: here, the money received by taxing people or through the business of the empire

DING

70

- Subcontinent: A large landmass that forms part of a continent.
- Administration: Activities planned to run the place.
- Revenue: Money received from taxing people or through business activities of the empire.

Teacher: Now, let us apply these terms in a fun activity. Please turn to Page 70 in your Main Coursebook. We are going to do a few quick questions to test how well you have understood these terms.

Teacher: What is a subcontinent? Can anyone give an example of one?

(Students answer: India)

Teacher: Exactly. India is a subcontinent, part of the larger Asian continent. Great.

Teacher: What does administration mean and why is it important for running an empire?

Teacher: Right. Administration helps the rulers manage and organise the empire's activities, ensuring smooth functioning.

Teacher: Finally, what is revenue and how did rulers collect it?

Teacher: Perfect. Rulers collected revenue through taxes and trade, which helped run the empire.

Teacher: Excellent work, everyone. You have developed a strong understanding of these important terms. Let us move to the next activity.

Recalling better

Teacher: Let us revise some key points from our lesson. I will ask you a few questions. Listen carefully and answer one by one.

MUST DO

10 MIN.

Recalling better

- Agriculture changed the life of early humans.
- The Sindhu-Sarasvati Civilization flourished during 2500–500 BCE.
- The Mauryan dynasty established the first-ever empire in India.
- The ancient period was marked by rich and varied developments in art and architecture, literature and science.
- The period from 1206 to 1526, is known as the age of the Delhi Sultanate.
- Babur defeated Ibrahim Lodi in the First Battle of Panipat, leading to the onset of the Mughal dynasty.
- Akbar became the emperor of India in 1556.

CING

70

Teacher: How did agriculture change the life of early humans?

Teacher: Very good. Now, can anyone tell me during which period the Sindhu-Sarasvati Civilisation flourished?

Teacher: Correct. It was from 2500–500 BCE. Now tell me, which dynasty established the first-ever empire in India?

Teacher: Excellent. That was the Mauryan dynasty. What were some important features of the ancient period?

Teacher: Yes, it was marked by developments in art, architecture, literature and science. Can someone tell me which period is known as the age of the Delhi Sultanate?

Teacher: Well remembered. From 1206 to 1526. Now, who defeated Ibrahim Lodi in the First Battle of Panipat?

Teacher: Absolutely right. It was Babur. And finally, in which year did Akbar become the emperor of India?

Teacher: Perfect. You all have done wonderful work recalling all the important facts. Give yourselves a round of applause.

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

Differentiated Activities

110 km/hr



Explain how ancient Indian practices such as storing rainwater are still useful today. How can you adopt such practices at home?

80 km/hr



Name one way Akbar's rule promoted peace and unity in his empire. How can you follow a similar value in school?

40 km/hr



What did ancient people do with stored rainwater? Why is storing rainwater helpful?

Home Task

Caring better

Caring better

Place earthen pots for stray animals and birds outside your house. Fill them with water. Clean them every other day.

Seva

70

Place earthen pots with clean water outside your house for stray animals and birds. Make sure to refill and clean them every other day with the help of an adult.

Period 8

Teacher: Good morning, everyone.

Let us begin today's class with a quick review. Who remembers where the first cities of the Sindhu-Sarasvati Civilisation came up?

SHOULD DO

5 MIN.

Teacher: Wonderful. We will now move on to some interesting exercises that will help us revise everything we have learnt so far.

Learning better

SHOULD DO

15 MIN.

Exercise A

Learning better CBA

A. Tick (✓) the correct answer.

- On the valley of which river did the first cities of the Sindhu-Sarasvati Civilization come into being?

a. Indus	<input type="checkbox"/>	b. Ganga	<input type="checkbox"/>	c. Yamuna	<input type="checkbox"/>
----------	--------------------------	----------	--------------------------	-----------	--------------------------
- Who founded Jainism?

a. Mahavira	<input type="checkbox"/>	b. Gautam Buddha	<input type="checkbox"/>	c. Aryabhatta	<input type="checkbox"/>
-------------	--------------------------	------------------	--------------------------	---------------	--------------------------
- Who is considered as the first powerful ruler of the Gupta dynasty?

a. Samudragupta	<input type="checkbox"/>	b. Chandragupta I	<input type="checkbox"/>
c. Chandragupta II	<input type="checkbox"/>		
- Which year saw the reign of India's first female ruler?

a. 1238	<input type="checkbox"/>	b. 1249	<input type="checkbox"/>	c. 1250	<input type="checkbox"/>
---------	--------------------------	---------	--------------------------	---------	--------------------------
- Humayun was the son of which Mughal emperor?

a. Babur	<input type="checkbox"/>	b. Akbar	<input type="checkbox"/>	c. Shah Jahan	<input type="checkbox"/>
----------	--------------------------	----------	--------------------------	---------------	--------------------------

71

Teacher: Please open your Main Coursebook to the page with 'Learning Better'. We will solve Exercise A together.

Teacher: I will read each question aloud and you will choose the correct option.

Question 1: On the valley of which river did the first cities of the Sindhu-Sarasvati Civilisation come into being?

- Indus
- Ganga
- Yamuna

Teacher: Who thinks the answer is a? Raise your hands. (The students respond.)

Teacher: Yes, the correct answer is a) Indus. Let us go to the next question.

(Follow the same pattern for the remaining questions.)

Learning better

SHOULD DO

10 MIN.

Exercise B

B. Fill in the blanks with the correct answers.

- The Great Bath in Mohenjo-daro was _____ in shape.
- The _____ composed the Vedas.
- The aftermath of the Kalinga War transformed Emperor _____.
- _____ was India's first female ruler in 1238.
- _____ became the emperor of India in 1556.

71

Teacher: Now, let us solve the fill-in-the-blanks in Exercise B.

Teacher: Please think about the answers before writing. I will read the sentences and you can respond.

Question 1. The Great Bath in Mohenjo-daro was _____ in shape.

Teacher: Think carefully.

(The students think and respond.)

Teacher: The answer is 'rectangular'. Very good.

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

Book of Holistic Teaching

Chapter 9: India: Ancient and Medieval Times

Theme 6: Why Is Change Important?

A English

HoLL MDA

Insert apostrophe marks in the following sentences.

- Hearing about India's wealth, many rulers invaded India.
 - Babur's son, Humayun, endured several challenges during his reign.
- 34

B Maths

Look at the map and answer the questions that follow.



map not to scale

- Which water body lies to the western side of the Ashoka's empire?
- Name the islands that lie to the eastern side of Ashoka's empire.

C Science

What is the ayurvedic remedy to heal burns?

35

(Refer to the Book of Holistic Teaching, pages 34 and 35 under the title 'India: Ancient and Medieval Times'.

COULD DO

10 MIN.

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 complete the activities.)

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

Differentiated Activities

110 km/hr



Mention one similarity between Emperor Ashoka's and Emperor Akbar's rule.

80 km/hr



Name one Mughal emperor and write one fact about him.

40 km/hr



Write the name of India's first female ruler.

Home Task

Draw any two objects used in ancient India (like pots, tools, coins). Label them and write one line about their use.

Period 9

Gratitude Sheet

SHOULD DO

10 MIN.



Gratitude Sheet



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

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 teacher or any helper.

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.

Exercise C

C Write short answers in your notebook.

1. Which ancient Indian dynasty is said to have built the concept of India as a country that we understand today?
2. Who was the most powerful ruler of the Delhi Sultanate?
3. Which Mughal Emperor built the Agra Fort? In which year did he become the ruler?

71

Teacher: Now, open your Main Coursebook to page 71. Let us look at Exercise C. We will discuss the questions first and then you will write the answers in your notebooks.

MUST DO

15 MIN.



Question 1: Which ancient Indian dynasty is said to have built the concept of India as a country that we understand today?

Teacher: Think back to what we discussed about the Mauryan Empire.

Teacher: Yes, the correct answer is: The Mauryan dynasty.

Teacher: Write this in your notebook now.

(Follow the same pattern for the rest of the questions in Exercise C.)

Exercise D

D Write long answers in your notebook.

1. Describe the significant features of the Vedic Age.
2. How was the reign of the Delhi Sultanate different from the reign of the Gupta dynasty?

71

Teacher: Let us now move to Exercise D. These are long answer questions, so we will first discuss them together.

MUST DO

15 MIN.



Question 1: Describe the significant features of the Vedic Age.

Teacher: Can anyone recall what made the Vedic Age special? Think about what was composed during this time and how people lived.

Teacher: Yes, the Vedic Age was marked by the composition of the Vedas, the growth of settled life and a society divided into tribes.

Teacher: Now, write your answer in your notebook.

(Encourage students to write in their own words. Follow the same pattern for the next question.)

Differentiated Activities

110 km/hr



Write three reforms introduced by Emperor Akbar and explain their impact in one line each.

80 km/hr



List any two contributions of the Mauryan dynasty.

40 km/hr



Name one ruler from the Delhi Sultanate and write one sentence about their rule.

Home Task

Create your own miniature painting inspired by the Mughal style. Cut a thick chart paper into a small square, draw a design of your choice and colour it. Bring it to class tomorrow to share with your classmates.

Period 10

Teacher: Good morning, everyone. Let us start today's class with a quick reflection. Think about all the monuments, kings and empires we have learnt about.

SHOULD DO

5 MIN.



Teacher: Now, close your eyes for a moment and imagine you are visiting one of those places. What do you see? What sounds do you hear?

Teacher: Take a deep breath and open your eyes. You are now ready to think better, choose better and pledge better. Let us begin.

Thinking better

Teacher: Please open your notebook. Let us think and answer this question:

MUST DO

10 MIN.



Thinking better

Think and answer in your notebook.
Why do you think the Harappans stored surplus grains in granaries?

72

Teacher: Why do you think the Harappans stored surplus grains in granaries?

Teacher: Take a minute to think, then write your answer neatly.

(Students write in their notebooks.)

Teacher: Well done. These answers show that you understand the importance of planning ahead and storing resources wisely.

Choosing better

Teacher: Now let us make a choice. What will you do if a classmate talks to you rudely?

MUST DO

5 MIN.



Choosing better

Tick (✓) your answer.
Your classmate talks to you rudely. What will you do?

- Calmly tell your classmate to not talk to you in that manner.
- Avoid talking to that classmate for some time.
- Tell your teacher.

LSV

72

Teacher: Look at the three options in your book.

1. Calmly tell your classmate not to talk to you in that manner.

2. Avoid talking to that classmate for some time.

3. Tell your teacher.

Teacher: Think about which one is the best response. Tick (✓) your answer.

(Students tick their chosen answers.)

Teacher: Very thoughtful choices. Talking calmly and respectfully always helps solve problems.

Revising better

Teacher: Let us now revise a life lesson from this chapter. People in ancient and medieval India built beautiful monuments.

MUST DO

10 MIN.



Revising better

In this chapter, you have learnt that people in ancient and medieval India built various monuments. What rules do you follow while visiting monuments? Write in your Little Book.

DBL

72

Teacher: When we visit monuments today, we must follow rules to keep them clean and safe.

Teacher: Open your Little Book and write the rules you follow while visiting monuments.

Teacher: You can begin with: 'I do not touch the carvings', 'I do not litter' and 'I stay quiet'.

(Students write in their Little Books.)

Teacher: Excellent work. Respecting history is also a way of learning.

Pledging better

Teacher: Let us end our class today with a strong pledge. Please repeat after me.

MUST DO

10 MIN.



Pledging better

With my whole heart, I pledge to:

- be kind and polite with everyone
- help and support my family, friends and classmates

SDGs

SDG 16: PEACE, JUSTICE AND STRONG INSTITUTION

72

Teacher: With my whole heart, I pledge to:

- be kind and polite with everyone.
- help and support my family, friends and classmates.

Teacher: Well said. This pledge shows how we carry the values of peace and unity, just like the great rulers we studied.

Teacher: You all did fantastic work today. From thinking about the Harappans to choosing how to care for monuments and ending with a heartfelt pledge – we have completed a meaningful journey through this chapter.

Teacher: Each one of you showed understanding, reflection and care. Let us carry these values with us in everything we do.

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



What is one similarity between Akbar's rule and the Mauryan Empire?

80 km/hr



Why is it important to follow rules while visiting historical places?

40 km/hr



Name one way you can show respect at a monument.

Home Task

Chapter 9: India: Ancient and Medieval Times

Make an online presentation on ancient India. You may include slides on the following:

- Sindhu-Sarasvatī, its cities and main structures
- Images of artefacts popular from the Sindhu-Sarasvatī
- Introduction to the Maurya dynasty
- Monuments associated with the Mauryan dynasty
- Fun facts

Theme 6: Why Is Change Important?

PRO 21st CS

22

(For project Ideas, please refer to the book of Project Ideas, page number 22 under the title 'India: Ancient and Medieval Times'. 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 ancient and medieval times through this engaging project.)

Period 11

Teacher: Good morning, everyone. Let us begin today's class with a quick treasure hunt – not for gold, but for facts. I will give you clues and you will have to find the treasure by guessing the right answer. Ready?

SHOULD DO

10 MIN.

Teacher: I lived in the valley of a great river and built cities like Harappa and Mohenjo-daro. Who am I?

Teacher: I became famous for building a beautiful red fort in Agra. Who am I?

Teacher: I was the first female ruler of India. Who am I?

Teacher: I changed after the Kalinga War and followed the path of peace. Who am I?

Teacher: I became the emperor in 1556 and brought in many reforms. Who am I?

Teacher: Amazing, everyone. You found all the treasures of knowledge. Let us now move on to our worksheet time with the same excitement.

Worksheet 1

Theme 6: Why Is Change Important?

9. India: Ancient and Medieval Times

Worksheet 1

A. Fill in the blanks.

1. Agriculture changed the life of early _____.
2. The Sindhu-Sarasvatī Civilization* flourished along the River _____.
3. The rectangular Great Bath is the most impressive structure at _____.
4. The _____ established the first-ever empire in India.
5. The first ruler of the Delhi Sultanate was _____.

B. Write one-word answers.

1. He was the founder of Buddhism. _____
2. He was the successor of Chandragupta Maurya. _____
3. It was the capital of Qutb-ud-Din Albak. _____
4. She was India's first female ruler. _____
5. The first emperor of the Mughal dynasty. _____

C. Write True or False.

1. During 2500–1500 BCE, the Sindhu-Sarasvatī Civilization flourished. _____
2. The first cities of this civilization, Harappa and Mohenjo-daro, came into being in the valley of River Ganges. _____
3. The rectangular Great Bath is the most impressive structure at Mohenjo-daro. _____
4. At Mohenjo-daro, many granaries have been found. _____
5. The end of the Sindhu-Sarasvatī Civilization was followed by the Vedic Age. _____

32

Teacher: Open your workbook to page 32. We will solve Worksheet 1 together.

MUST DO

15 MIN.

Teacher: Let us begin with the Fill in the blanks section. Read each statement carefully and write the correct word.

Teacher: Now move to Section B – One-word answers. Think before you write.

Teacher: Once you complete that, go to Section C – True or False. Think about each statement and mark your answer.

Teacher: Raise your hand if you are done and I will check your work.

(Guide the students to complete the worksheet)

Worksheet 2

Worksheet 2

A. Fill in the blanks with the correct options.

1. The aftermath of the Kalinga War transformed Emperor _____ (Ashoka/Bindusara).
2. Charaka and Sushruta were experts in _____ (medicine/astronomy).
3. Raziya Sultan, India's first female emperor, was the daughter of _____ (Iltutmish/Akbar).
4. Khizr Khan established the _____ dynasty during 1414–1451 (Sur/Sayyid).
5. Babur defeated Ibrahim Lodi in the _____ Battle of Panipat (First/Second).

33

B. Write D for Delhi Sultanate. Write M for Mughal Dynasty.

1. Qutb-ud-Din Aibak became the first ruler in 1206. _____
2. Akbar became the emperor of India in 1556. _____
3. In 1266, Balban emerged as the most powerful ruler of the dynasty. _____
4. Babur's son, Humayun endured several issues during his reign. _____
5. Qutb-ud-Din Aibak was succeeded by Iltutmish in 1211. _____

C. Write True or False.

1. Human beings evolved from food-producers to food-gatherers. _____
2. Buddhism and Jainism evolved in the sixth century BCE. _____
3. Qutb-ud-Din Aibak was a slave of Mahmud Ghazni. _____
4. Ghiyas-ud-Din Tughluq established the Tughluq dynasty. _____
5. The English East India Company established itself in India in 1650. _____

33

Teacher: Let us now solve Worksheet 2 that is given on page 33. This is a little different, so read the instructions for each section.

Teacher: In Section A, choose the correct option to complete each sentence.

Teacher: In Section B, you have to write 'D' for Delhi Sultanate and 'M' for Mughal Dynasty.

Teacher: And in Section C, mark each statement as True or False.

Teacher: Please begin now. I will walk around and help you if you need it.

(Guide the students to complete the worksheet)

Teacher: Wonderful work today, everyone. These worksheets helped us revise all the main points about ancient and medieval India.

Teacher: Let us give ourselves a big round of applause for completing all the exercises with focus and energy.

Differentiated Activities

110 km/hr



List three ways in which the Mauryan Empire influenced Indian administration.

80 km/hr



Name any two dynasties that ruled during the medieval period.

40 km/hr



Who built the Agra Fort?

Home Task

Create a mini timeline on a sheet of paper showing any five key events from Ancient to Medieval India. Add one line for each event with the year and a short note. Decorate your timeline creatively.

Period 12

Teacher: Good morning, everyone. Let us begin today's class with a fun activity called Dynasty Chain. I will say the name of a dynasty and then we will go around the class, one by one. Each of you must say either an important ruler or an achievement of that dynasty. Let us begin.

Teacher: Mauryan.

Students response: Ashoka, The Kalinga War, Spread of Buddhism.

Teacher: Very good. Let us continue. Next dynasty – Gupta.

Students response: Samudragupta, Iron Pillar, Development of science and mathematics.

Teacher: Excellent. Now let us try the Delhi Sultanate.

Students response: Qutb-ud-din Aibak, Raziya Sultan, Construction of the Qutb Minar.

Teacher: You are doing great. The last one – Mughals.

Students response: Akbar, Red Fort, Miniature paintings.

Teacher: Wonderful, everyone. You have remembered so many important names and events. Now that our minds are warmed up, let us move into the next worksheet with the same energy.

Worksheet 3

Worksheet 3

A. Write one-word answers.

1. The most impressive structure at Mohenjo-daro _____
2. The name of the pottery type used during the Vedic Age _____
3. The main source of information on Samudragupta's reign _____
4. The ruler who invaded India 17 times _____
5. The last Sayyid emperor _____

B. Write True or False.

1. Muhammad Ghori was defeated in the First Battle of Tarain in 1191. _____
2. Many rulers invaded India for its books and architecture. _____
3. The period from 1206 to 1526, is known as the age of the Mughal Dynasty. _____
4. Khizr Khan established the Lodi dynasty during 1414–1451. _____
5. Akbar became the emperor of India in 1556 and is remembered as the country's greatest ruler. _____

C. Fill in the blanks.

1. The people who composed the Vedas are referred to as the _____.
2. The first powerful ruler of the Gupta dynasty was _____.
3. _____ and _____ were famous mathematicians and astronomers in the ancient period.
4. The _____ century BCE witnessed the birth of the founders of Buddhism and Jainism.
5. In the beginning, people were _____ and farmers.

34

Teacher: In this worksheet, you will answer one-word questions, mark true or false and fill-in-the-blanks.

Teacher: Start with Section A. Read each statement carefully and write the correct one-word answer.

Teacher: Then go to Section B. You just need to decide whether each sentence is true or false.

Teacher: Finally, move to Section C and complete the blanks with the correct words.

Teacher: Keep your handwriting neat and raise your hand when you are done so I can come to check your answers.

Teacher: Now, let us assess each other's work. I will now read out the answers one by one. Check each answer carefully.

(Read the answers aloud slowly for Section A, B and C.)

Teacher: Now return the worksheet to your partner. Say one kind thing to them about their effort today.

Worksheet 4

Worksheet 4

A. Describe the Vedic Age and its key features.

B. How did the Mughal dynasty come into power, and what were its early challenges?

C. Circle the odd one out.

1. Harappa	Kalinga	Mohenjo-daro
2. Charaka	Aryabhatta	Balban
3. Raziya Sultan	Balban	Bahlul Lodi
4. Babur	Qutb-ud-Din Albak	Samudragupta
5. Lodis	Sayyids	Mauryas

35

Teacher: Well done. Now let us turn to Worksheet 4. This one has long answer questions and a fun activity at the end.

Teacher: In Section A, you will write about the Vedic Age. Use 3–4 lines to explain the key features.

Teacher: Section B asks you to describe how the Mughal dynasty started and its early challenges.

Teacher: Section C is your fun challenge. Circle the odd one out from each set.

Teacher: Begin now and do your best. I will be walking around to help anyone who needs it.

Teacher: You have worked very hard on Worksheet 4. Let us again do a Peer Assessment. This time, check if your partner has written 3–4 complete sentences in Sections A and B.

Teacher: For Section C, check if they have correctly circled the odd one out.

Teacher: Be kind while giving feedback. If something is missing, just write a friendly note like – 'Try to write a little more next time' or 'Good idea, add one more detail'.

Teacher: Peer Assessment helps us learn from each other. Let us clap for our partners and appreciate their efforts.


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



If you were Emperor Ashoka, what would you say after the Kalinga War?

80 km/hr



If you were a traveller visiting the Gupta Empire, what is one thing you would write about in your travel journal?

40 km/hr



If you met Raziya Sultan, what one question would you ask her about being a ruler?

Home Task

Design a "Royal Scroll" for a ruler of your choice (Ashoka, Akbar or any other). On the scroll, write a message they might have sent to their people about peace, unity or progress. Decorate the scroll with traditional borders and symbols.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• participating actively in class tasks such as map work, drawing timelines and artefacts.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show empathy, gratitude and appreciation for peace, unity and sustainable practices.
Cognitive Development	<ul style="list-style-type: none">• recall historical facts, analyse rulers' decisions and make connections to modern life.
Language and Literacy Development	<ul style="list-style-type: none">• read, discuss and write short and long answers using historical vocabulary correctly.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• create artwork like miniature paintings, scrolls and scrapbooks showcasing India's heritage.
Positive Learning Habits	<ul style="list-style-type: none">• listen attentively, work collaboratively, complete tasks responsibly and reflect meaningfully.

Starry Knights

Do you notice a change in the learners' response as compared to the learners in early days? Has it impacted your teaching also? If yes, how?

Give yourself a STAR.

☐

Lesson-10: Towards World Peace: Major Wars

Theme 6: What Is Change Important?

10 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 am cooperative.

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop historical understanding of world events like wars and peace movements.
- to encourage empathy and cooperation as core civic values.
- to explore peace-building through creative, collaborative and experiential learning.
- to reflect on real-life examples of cooperation and conflict.
- to use visual, auditory and movement-based learning strategies.

Methodology

Period 1

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Today, we are beginning a very thoughtful and important lesson – 'Towards World Peace: Major Wars'. But before we dive in, let us reflect quietly. Please close your eyes and imagine a world where everyone is smiling, helping one another and living peacefully.

(Pause for 30 seconds.)

Teacher: How do you feel thinking about such a peaceful world?

(Students respond.)

Teacher: That is beautiful. Now, let us begin our lesson and explore how we can become peacekeepers too.

SHOULD DO

10 MIN.



Confirming better



Confirming better I am cooperative.

PLH 74

Teacher: Now, let us begin with 'Confirming better'. Today's thought is 'I am cooperative'. What do you think this means?

(Students give answers.)

Teacher: When we cooperate, we work together in harmony. In times of war, people forget to cooperate. But in times of peace, cooperation brings people together.

Teacher: Can you share a moment when you helped someone and it made you both happy?

(Peer sharing – two or three volunteers share.)

Teacher: Wonderful. So throughout this chapter, let us remember to be cooperative, just like peace ambassadors.

Teacher: We will begin a new chapter Towards World Peace: Major Wars. 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 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, we will do a hands-on activity. You will make a 'Thank You' card for your partner. You can decorate it and write one sentence thanking them for something they have done.

MUST DO

10 MIN.

Kinaesthetic

Make a 'Thank You' card for your partner. Draw and colour it as you like. Tell your partner the things you are grateful to them for.

74

(Distribute cards. Students begin drawing and writing.)

Teacher: Once you are done, give the card to your partner and read it aloud to them.

(Students exchange cards.)

Teacher: How did it feel to say thank you? Did you see their smile?

(Students respond.)

Teacher: When we say kind words, we build peace. Now, let us hear kind words from world leaders.

Auditory

Teacher: Now, I will read quotes by great leaders who believed in peace. Listen carefully.

MUST DO

10 MIN.

Auditory*

Listen to your teacher carefully. Answer the questions.

74

(Read out the following quotes in class along with the names. Repeat the quotes again and ask the students to write who said these in their notebook.)

1. "An eye for an eye only ends up making the whole world blind." -Mahatma Gandhi
2. "See the good in people and help them." -Mahatma Gandhi
3. "Peace begins with a smile." - Mother Teresa
4. "If you light a lamp for somebody, it will also brighten your path." -Gautama Buddha)

Teacher: Now tell me—who said: 'Peace begins with a smile'?

Students: Mother Teresa.

Teacher: Correct. Let us write the quotes in our notebooks with the name of the speaker.

(Students write and follow the same manner.)

Teacher: These voices remind us how powerful peace can be. Let us see how a country remembers its brave soldiers next.

Pictorial

Teacher: Look at this picture. What do you see?

(Show image of India Gate.)

MUST DO

10 MIN.

Pictorial

PS

This building was built as a memorial for the Indian soldiers who had given up their lives fighting in the First World War. Work in pairs. Answer the questions in your notebook.

- a. Name the building and the city where it is located.
- b. What, according to you, are ways to avoid conflict?
- c. How can you contribute towards a more peaceful world?



74

Teacher: This building is a memorial for Indian soldiers who died in the First World War. Now, work in pairs to answer three questions:

- a. Name the building and city in which it is located.
 - b. What are the ways to avoid conflict?
 - c. How can you help build a peaceful world?
- (Pair work for 5–6 minutes, then discussion.)

Teacher: Excellent thinking. Peace starts with each one of us. Let us finish with one final fun activity.

Differentiated Activities

110 km/hr



Write three ways in which people can build peace in their communities.

80 km/hr



If you were a leader, how would you stop a fight between two friends?

40 km/hr



Imagine you could give someone a peaceful gift. What would it be?

Home Task

Interview your parents or grandparents. Ask them if they remember any story of a war, conflict or peace-building from the past. Write their story in 5–6 lines in your own words.

Period 2

Teacher: Good morning, students.

Students: Good morning, teacher.

SHOULD DO

10 MIN.

Interacting better



Interacting better

What makes you feel peaceful? Discuss with your partner.

ICL

75

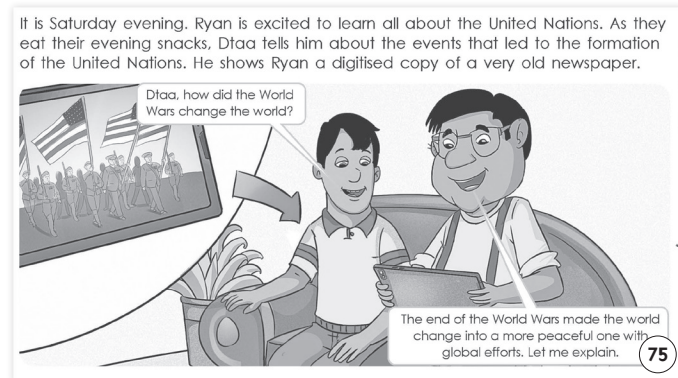
Teacher: Today, we are going to explore something very important—the First World War. But before we dive into the topic, let us begin with an interactive question:

Teacher: What makes you feel peaceful? Discuss with your partner for a minute.

(Students discuss.)

Teacher: Wonderful thoughts, everyone. Now, let us move forward and explore how peace and war are related.

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



(Show the image from the main coursebook given on page 75, where Dtaa explains the events leading to the formation of the United Nations.)

MUST DO

10 MIN.

Teacher: I want you to look at this picture. What do you see?

Teacher: This picture is from a conversation between Ryan and Dtaa. It helps us understand how wars like the First World War led to the formation of organizations like the United Nations.

Teacher: Now, in pairs, discuss the following:

1. How did the First World War change the world?
2. What role do you think the United Nations plays in world peace?

(Pairs discuss for a few minutes.)

Teacher: Great. Let us now look at how the First World War started and what caused it.

1914–1918: First World War

Teacher: Let us now turn to page 75 in your books and learn about the First World War.

MUST DO

15 MIN.

1914–1918: FIRST WORLD WAR

The First World War (also known as the Great War) started on 28 July, 1914. It ended on 11 November, 1918. In this war, two blocs* fought against each other—the Allied Powers (Britain, France, Russian Empire**, Italy, the USA and Japan) and the Central Powers (Germany, Austria-Hungary, the Ottoman Empire*** and Bulgaria).

Cause

In the city of Sarajevo, a tragic event started a big war. Sarajevo was the main city of Bosnia, which was part of the Austro-Hungarian Empire. Austria-Hungary and Serbia did not get along well for a long time. Some people in Serbia wanted all Serbians to be united and hoped those in Bosnia would break free from Austria-Hungary. On 28 June, 1914, a Bosnian Serbian shot and killed the nephew of the Austro-Hungarian emperor, Archduke Francis Ferdinand. Austria-Hungary blamed Serbia for the attack.

On 28 July, Austria-Hungary declared war on Serbia. Both countries asked their friends for help. Austria-Hungary's friends were Germany and the Ottoman Empire. Serbia, though small, had the support of Russia and Russia's friends were France and the United Kingdom. Later, Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria became Central Powers and Russia, Britain, Italy, the USA and Japan became Allied Powers.

75

Teacher: The First World War started in 1914 and lasted until 1918. It was a huge war between two major groups of countries. One group was the Allies—Britain, France, Russia, Italy, the USA and Japan. The other group was the Central Powers—Germany, Austria-Hungary, the Ottoman Empire and Bulgaria.

Teacher: So, what caused this war? Well, it started with an event in Sarajevo, where a bosnian Serbian shot the nephew of the Austria-Hungary emperor. This led Austria-Hungary to declare war on Serbia. And soon, other countries joined in.

Teacher: In your groups, let us answer these questions:

1. Why did the war begin in 1914?
2. Who were the main countries involved in this war?
3. What was the impact of this war on countries around the world?

(Groups discuss for 10 minutes.)

Teacher: Excellent responses. We have learnt how quickly conflicts can grow into world wars. Now, let us discuss this more next time.

Teacher: Let us quickly recap what we have learnt today. The First World War began in 1914 and many countries got involved. We also discussed how important events, like the assassination in Sarajevo, caused the war.

Teacher: For the next class, we will explore the consequences of the war and how the world changed afterward.

Teacher: Well done, everyone. You have all participated wonderfully today. Let us finish the class with a round of applause.

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

Differentiated Activities

110 km/hr



Create a timeline of events leading to the First World War.

80 km/hr



Write a short paragraph (4–5 sentences) explaining how the First World War began.

40 km/hr



Match the countries to their groups:

1. Britain, France, Russia – Allies
2. Germany, Austria-Hungary – Central Powers

Home Task

Imagine you are a journalist in 1914, just before the First World War starts.

1. Write a newspaper article titled 'The World on the Brink of War'.
2. Include the following in your article:

- A description of the countries involved in the war.
- A brief explanation of what happened in Sarajevo and how it led to the war.
- Your opinion on what could have been done to prevent the war.

Period 3

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Today, we will continue exploring the consequences of the First World War and the period between the wars. Let us start with a quick question:

Teacher: What makes you think of war? Discuss it with your partner for a minute.

(Students discuss.)

Teacher: Wonderful thoughts. Now, let us move on and learn more about the end of the war and what happened afterward.

The War and Its End

Teacher: The First World War ended in 1918 with the victory of the Allied Powers. But what led to the end of the war?

SHOULD DO

5 MIN.

MUST DO

10 MIN.

The war and its end

The battles of this war took place in different countries. In Europe, people fought along the eastern (France–Belgium) and western front (Russia). Soldiers fought from trenches. They used heavy artillery and machine guns widely. The Great War saw the use of tanks, U-boats and poison gas for the first time. The Great War ended with the victory of the Allied Powers. Both the blocs signed an armistice*.



soldier fighting from a trench



tank used during the First World War

76

Teacher: In this war, many soldiers fought from trenches and new technologies like tanks and poison gas were used. The war ended with the signing of an armistice. (Show images of soldiers and tanks.)

Teacher: Let us take a look at how the war and its end impacted Europe.

Teacher: Read the text on page 76 and discuss the following in pairs:

- What were trenches and why were they used?
- How did new technology, like tanks and poison gas, change the war?

(Students discuss for a few minutes.)

Teacher: Excellent work. The war ended, but the consequences continued, which leads us to the period between the wars.

Between the Wars

Teacher: After the First World War ended, the Treaty of Versailles was signed in 1919. This treaty placed a huge penalty on Germany and some of its regions were taken over by the Allied Powers.

MUST DO

15 MIN.

BETWEEN THE WARS

Germany and the Allied Powers signed the Treaty of Versailles in 1919. The Treaty dictated that Germany would have to pay a huge penalty. It could not grow its military forces. Some of Germany's regions would be taken over by the Allied Powers. The League of Nations was formed to prevent a future war and solve any international disputes. However, it did not bring peace to Europe. It was hit by the Great Depression* in 1929. Countless people became unemployed. Trade underwent losses and many factories and banks had to shut down. During this time, two dictators rose to power – Benito Mussolini (Italy) and Adolf Hitler (Germany). The latter became the Chancellor of Germany in 1933.



newspaper headline announcing the Treaty of Versailles

76

Teacher: The League of Nations was also formed to prevent future wars and solve international disputes. However, the treaty did not bring peace to Europe.

Teacher: The period was marked by economic hardship, especially after the Great Depression of 1929, which led to the rise of dictators like Benito Mussolini in Italy and Adolf Hitler in Germany.

Teacher: Let us read the passage on page 76.

Teacher: Now, in groups, answer these questions:

- Why was the Treaty of Versailles so important?
- How did the Great Depression affect Europe?
- Who were the two dictators that rose to power?

(Students discuss in groups for 7–8 minutes.)

Teacher: Excellent responses. Let us now explore how these events shaped the world further.

Understanding better

Teacher: Let us now move to the 'Understanding better' section.

MUST DO

10 MIN.

Understanding better

Name the following:

1. The bloc that was defeated in the First World War
2. The country that Benito Mussolini belonged to

76

Teacher: Please name the following:

1. The bloc that was defeated in the First World War.
2. The country that Benito Mussolini belonged to.

(Students answer)

Teacher: Well done. These questions help us understand the major impacts of the war and its aftermath. You are doing great.

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

Differentiated Activities

110 km/hr



If you were a soldier in World War I, how would you feel fighting from a trench?

80 km/hr



Imagine you are a civilian during the Great Depression. How would you try to stay positive?

40 km/hr



If you were a leader after the First World War, how would you prevent future wars?

Home Task

Design a Peace Poster

Imagine that you are a peace ambassador and you need to create a poster to spread awareness about the importance of peace after a major conflict like the First World War.

- On your poster, include:
 - A peaceful message or slogan.
 - Visuals that represent peace (e.g., doves, olive branches or peaceful landscapes).
 - The impact of war on people and the world.
- Write a short description (4–5 sentences) explaining your poster's message and why peace is important to you.

Make your poster colorful, creative and meaningful.

Period 4

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Today, we will learn about the Second World War, one of the most significant events in history. But before we begin, let us start with an interactive question:

Teacher: Think about the wars we have discussed so far. What do you think makes a war happen? Discuss with your partner.

(Students discuss for 2–3 minutes.)

Teacher: Great ideas. Now, let us dive deeper into the causes and effects of the Second World War.

1939–1945: The Second World War

Teacher: The Second World War started on 1 September 1939 and ended in 1945. It was fought between two major groups: the Axis Powers (Germany, Italy, Japan) and the Allied Powers (Britain, France, the Soviet Union, the USA).

SHOULD DO

5 MIN.



MUST DO

25 MIN.



1939–1945: SECOND WORLD WAR

The Second World War began on 1 September 1939 and ended in the year 1945. This war was fought between two blocs – the Axis Powers (Germany, Italy, Japan) and the Allied Powers (Britain, France, the Soviet Union**, the USA).

Cause

The enraged Germans started supporting Adolf Hitler after the Treaty of Versailles and its negative impact. Hitler led the Nazi Party*. He strengthened the military of Germany, worrying the other European nations. Germany attacked Poland in order to conquer it. To support Poland, Britain and France declared war on Germany. Thus began the Second World War.

76

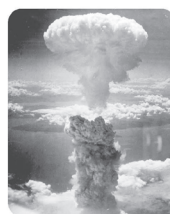
The war, its end and world peace

Battles took place in air, land and water. Soldiers and common people were attacked using poison gas. Cities were bombed and air raids were conducted. The war resulted in entire cities being destroyed. Submarines and warships were also used.

Hitler wished to remove the Jews* from Germany entirely. He blamed them for the country's downfall. The Holocaust refers to the killing of almost six million Jews in concentration camps* by the Nazi army. The Holocaust is one of the most horrific events in world history.



Pearl Harbor Memorial Wall, Hawaii, the USA



the mushroom cloud formation from the atomic bomb dropped on Nagasaki

Soon, the war gained strength in the regions next to the Pacific Ocean. Japan won many major battles. The Japanese Army attacked USA's Pearl Harbor on 7 December 1941. This led to the latter joining the Allied Powers in the Second World War.

After mid-1942, the Allied Powers defeated Japan and Germany. On 7 May 1945, Germany gave up. However, Japan did not stop fighting in the Pacific region. In response, the USA dropped two atomic bombs in the Japanese cities of Hiroshima and Nagasaki. Japan then admitted defeat. This brought the war to an end. To facilitate world peace, the United Nations was formed on 24 October 1945.

77

Teacher: The war began after Germany under the leadership of Adolf Hitler started supporting his Nazi Party and violated the Treaty of Versailles. Germany attacked Poland, leading Britain and France to declare war on Germany.

Teacher: Let us look at some key aspects of the war:

- Battles were fought on land, air and water. New technologies like tanks, poison gas and submarines were used.
- The Holocaust was a horrific event where millions of Jews were killed by Nazi forces.
- The USA joined the war after the Japanese attack on Pearl Harbor in 1941.
- The war ended after the Allied Powers defeated Germany and Japan. The USA dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki in 1945.

Teacher: Let us read the passage on page 76 and 77 and discuss the following questions in groups:

- Why did Germany attack Poland?
- What role did Hitler play in the war?
- How did the United States get involved in the war?
- How did the war end?

(Students discuss for 10 minutes.)

Teacher: Excellent work. Now, let us explore some terms that will help us understand the war better.

Discovering better

Teacher: Now, let us move on to an interesting part of our lesson—Discovering better. In this section, we will explore some important words related to the Second World War and I want you to imagine you are back in 1940, during the war. Ready to be history detectives?

(Students nod.)

MUST DO

10 MIN.



Discovering better LAD

trenches: here, deep holes dug in the ground to fire arms

artillery: large and heavy guns, wheeled from one place to another

disputes: here, disagreements between two countries over a subject

dictators: political leaders who have complete power over the country

76

Connecting better Science

Dtaa and Ryan finish watching the documentary on the World Wars. Dtaa tells Ryan, "During the First World War, many factories worked overtime to produce weapons, vehicles and supplies for the soldiers. These factories released a lot of smoke and pollutants into the air, making it dirty and unhealthy. Soldiers also used poisonous gases as weapons, which made the air very dangerous to breathe in certain areas."

HOLY 77

Teacher: Let us dive into some words that were super important during the war.

Trenches: Deep holes dug in the ground where soldiers took shelter.

Artillery: Large, heavy guns used in the war.


Disputes: Disagreements between countries over certain issues.

Dictators: Political leaders with absolute power over a country.

Teacher: Let us take these words and apply them to today. Imagine a country is in a major dispute. How would you handle it if you were a leader? What would you do to avoid a war?


(Allow students to think and respond.)

Teacher: Fantastic. These words will help us better understand the causes and consequences of the Second World War. Now, let us keep these powerful ideas in mind as we move forward and discuss the impact of the war.


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

Differentiated Activities


110 km/hr

 How did Hitler's actions lead to the war?

80 km/hr

 How did war affect the world after it ended?

40 km/hr

 What is a dictator?

Home Task

Create a short timeline (4–5 events) showing the key moments in the Second World War. Include events like the start of the war, Germany attacking Poland, the USA joining and the end of the war with the atomic bomb.

Period 5

Connecting better

Teacher: Good morning, students.

Students: Good morning, teacher.

MUST DO

10 MIN.



Teacher: Let us begin today's class with an important thought. Think about everything we have learnt about wars. What is the one thing that helps us prevent war? (Students discuss briefly.)

Teacher: That is right. Peace is the key. But how do we achieve peace? It begins with understanding, caring and taking action to make the world better.

Teacher: Let us take a moment to connect history with our daily lives.

Teacher: I want you to think about how factories produced weapons, vehicles and supplies during the First World War. These factories released a lot of pollutants and smoke into the air, making the environment dirty and unhealthy. Soldiers also used poisonous gases as weapons, which made the air dangerous to breathe.

Teacher: Now, think about the factories today. How do they affect the environment? Do we see any similarities to what happened during the war?

(Students think and share their ideas.)

Teacher: What can we do today to reduce the pollution caused by factories? Let us discuss ways to reduce, reuse and recycle to keep our environment safe and healthy. (Encourage students to share ideas.)

Teacher: Excellent thoughts. We can all make small changes to protect our environment, just like we have learnt about protecting peace and harmony.

Helping better

Teacher: We have been learning a lot about peace and how wars impact the world. Now, I want you to think about how we can help make the world a better place by reducing plastic waste.

MUST DO

10 MIN.



Helping better

Draft a 'Go Green Treaty' to reduce the usage of plastic products. For instance, during birthday parties, request your parents to use traditional leaf 'pattals' or bio-degradable utensils instead of disposable plastic cutlery.

OF 77

Teacher: Imagine we can make the world a cleaner place by taking simple steps, like using leaf plates instead of plastic ones at parties.

Teacher: Here's what I want you to do for the next 5 minutes. Draft a 'Go Green Treaty' to reduce the usage of plastic products in your daily life.

(Students begin drafting their treaty.)

Teacher: Fantastic. By starting small, we can help make our world cleaner and more peaceful, just like we have been learning.

Grasping better

Teacher: Now, let us move to Grasping better. We are going to learn some important terms that will help us understand the world better. These words are important not only for history but also for life today.

MUST DO

10 MIN.

Grasping better

DING

blocs: a group of countries united by a shared interest

armistice: a formal agreement between warring parties to end a war

Great Depression: the global economic downfall during 1929-33

Nazi Party: a political party that came to power in Germany under Adolf Hitler's leadership; known for its ruling method that provided no space for individual freedom

Jews: people who traditionally believe and follow Judaism

concentration camps: here, zones or spaces where Jews were exploited and punished

78

Teacher: Here are some words:

- Blocs: A group of countries united by a shared interest.
- Armistice: A formal agreement to end a war.
- Nazi Party: A political group led by Adolf Hitler, known for its harsh rule.
- Concentration Camps: Places where people, especially Jews, were exploited and punished during World War II.

Teacher: Let us discuss these words together. What does armistice mean to you? Why do you think an agreement to stop fighting is important?

(Allow students to share their thoughts.)

Recalling better

Teacher: Let us recap what we have learnt so far. I will ask you a few questions. Listen carefully and try to remember the answers.

MUST DO

10 MIN.

Recalling better

CING

- o The First World War, 1914-1918, took place between the Allied Powers and the Central Powers. The Allied Powers won the war.
- o In 1919, the Treaty of Versailles was signed between Germany and the Allied Powers.
- o The Second World War, 1939-1945, took place between the Allied Powers and the Axis Powers. The Allied Powers won the war.

78

Teacher: Ready? Here we go.

- Who won the First World War?
- Name the treaty and the year it was signed between Germany and the Allied Powers.
- When did the Second World War take place?
- Who won the Second World War?

Teacher: Excellent. You are all recalling the key points very well. Now, let us keep these lessons in mind and think about how we can continue working towards peace in our own lives.



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

Differentiated Activities

110 km/hr



Imagine you could meet with Adolf Hitler before the war. What would you say to persuade him to choose peace instead of war?

80 km/hr



How do you think you can help in your community to prevent conflicts?

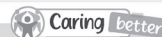
40 km/hr



If you were in a position of power, how would you protect the environment to prevent pollution caused by factories?

Home Task

Caring better



We have learnt that wars take place in the absence of peace, understanding and brotherhood. Being kind at home and outside is a small step towards world peace. Keep a 'SAD FACE' jar at home. Each time you say an unkind thing, drop a sad face sticker in that jar. This hands-on activity will help you think before you commit an unkind act.

77

Complete caring better activity given on page 77.

Period 6

MUST DO

10 MIN.

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

Gratitude sheet

Gratitude Sheet

Thank you!	I've made you	Thanks a lot!
Thank you so much!	I'm so grateful!	Thanks a million!
Thanks, you're great!	Thanks, you're amazing!	I really appreciate it!
Thank you for helping me!	I'm truly thankful.	I can't thank you enough!

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.

Learning better

Exercise A

Teacher: Now, let us start with Exercise A on page 78. We are going to do this as a group activity.

MUST DO

15 MIN.



Learning better

CBA

A Tick (✓) the correct answer.

- When did the First World War start?

a. 28 July 1914

b. 29 June 1915

c. 27 August 1916
- Which of the following country was not a part of the Allied Powers?

a. Germany

b. Britain

c. Italy
- Adolf Hitler was the leader of which country?

a. Japan

b. Russia

c. Germany
- The Second World War began on 1 September _____.

a. 1939

b. 1950

c. 1945
- In which country are the cities Hiroshima and Nagasaki located?

a. Japan

b. Germany

c. Soviet Union

78

Teacher: I will read each question aloud and your group will discuss the possible answers. Then, each group will tick the correct answer in their books.

Teacher: Ready? Let's begin.

Teacher: The first question is:

"Name the rulebook according to which India works."

- a. States
- b. The Constitution
- c. Union Territories

(Allow students to discuss within their groups for 5 minutes.)

Teacher: Alright, which group has their answer ready? Let us go over the answers.

(After each question, groups will present their answers and the teacher will provide feedback, discussing why the chosen answer is correct.)

Exercise B

Teacher: Now, let us complete Exercise B together as a group. You will discuss each statement and decide whether it is true or false.

MUST DO

15 MIN.



B

Write true or false.

- The Second World War is also known as the 'Great War'. _____
- Archduke Franz Ferdinand was the heir to the throne of Austria-Hungary. _____
- U-tanks and poison gas were used in the Second World War for the first time. _____

78

4. The Treaty of Versailles was signed by Germany and the Allied Powers. _____

5. The First World War started on 28 July 1914. _____

79

Teacher: Write down the answers in your main coursebook. We will discuss the answers with the class after that.

Question 1:

'The Second World War is also known as the 'Great War'. (Group members discuss whether this statement is true or false.)

Teacher: Now that you have discussed it with your group, let us go over the answers together.

The Second World War is not known as the 'Great War'. The term 'Great War' refers to the First World War. So, this statement is false.

(Continue the same pattern for the rest of the exercise, discussing each question and encouraging student participation.)

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

Differentiated Activities

110 km/hr



Imagine you are a world leader today. How would you address conflicts between countries to avoid war?

80 km/hr



If you were a soldier in the Second World War, what would you do to protect yourself and others from poisonous gases?

40 km/hr



What lessons can we learn from the actions of the Nazi Party?

Home Task

Write a short paragraph (4-5 sentences) on how being thankful can lead to a more peaceful world. Please share what you are most grateful for and how it helps you create a peaceful environment.

Period 7

Poster

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Before we start with today's exercises, let us take a moment to reflect. We have been discussing the importance of peace and learning from history. Today, I want you to think about how we, as individuals, can contribute to creating peace in our world today.

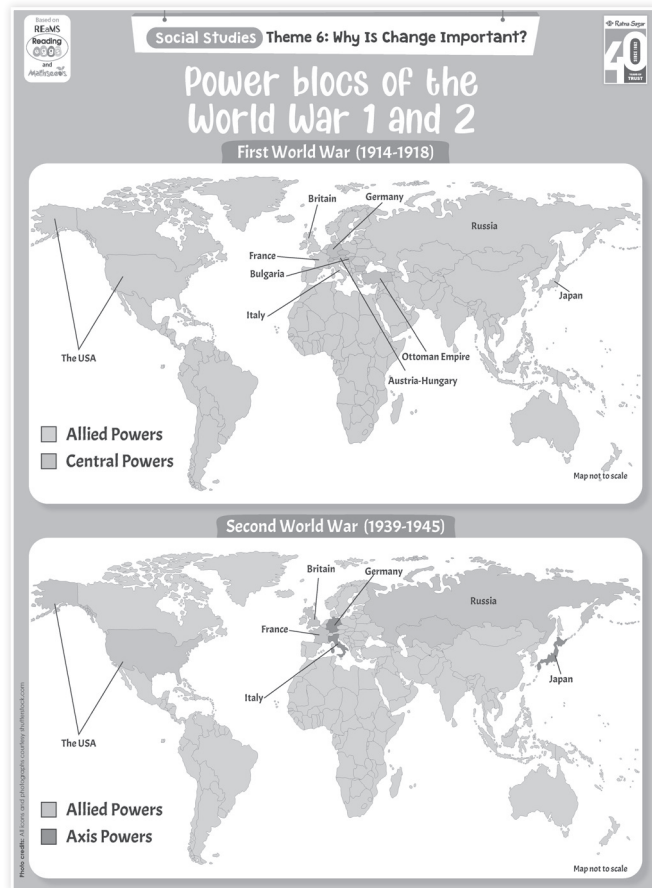
(Show the poster of Power Blocs of World War 1 and 2 to the students.)

SHOULD DO

10 MIN.



Poster



Teacher: Take a look at this poster. It shows the different power blocs of the First and Second World Wars. Can anyone identify which countries were involved in the Allied Powers and the Central Powers in the First World War?

(Allow students to respond based on the map.)

Teacher: Great. Now, thinking about the Second World War, why do you think countries form alliances or join blocs during a war?

(Students reflect briefly and share ideas.)

Teacher: Wonderful thoughts. Let's carry this idea with us as we move into today's exercises.

Exercise C

Teacher: Now, turn to Exercise C on page 79. We are going to answer these short-answer questions together. Take out your notebook and we will write answers briefly.

MUST DO

15 MIN.

C Write short answers in your notebook.

1. When did the First World War start and end?
2. Name the blocs between whom the First World War was fought.
3. When was the UN formed?

79

Question 1:

When did the First World War start and end?

Teacher: What do you think? Can anyone tell me when the First World War started and ended?

(Allow students to share answers.)

Teacher: That's correct. The First World War started on 28 July 1914 and ended on 11 November 1918.

Teacher: Now, I want you to write this answer in your notebooks.

(Follow the same pattern for the rest of the exercise)

Exercise D

Teacher: Let us now move on to Exercise D, where you will write longer answers. Here are two questions in this exercise, take out your notebooks and write down the answers.

MUST DO

15 MIN.

D Write long answers in your notebook.

1. How was Adolf Hitler responsible for the Second World War?
2. How did the Second World War come to an end?

79

Question 1: How was Adolf Hitler responsible for the Second World War?

(Allow students to share their ideas.)

Teacher: Yes, great points. Hitler's aggressive expansionist policies, such as the invasion of Poland in 1939, were a major factor. His leadership of the Nazi Party and the formation of the Axis Powers led to the outbreak of the war. His policies, which disregarded international agreements, resulted in the destruction of much of Europe and the loss of millions of lives.

Teacher: Now that we have discussed the answer, please write it down in your notebooks.

(Follow the same pattern for the next question)

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

Differentiated Activities

110 km/hr



Why do you think Hitler's policies led to the destruction of so many lives during the war?

80 km/hr



How did the Second World War come to an end?

40 km/hr



What were the two main groups that fought in the First World War?

Home Task

Imagine you are a soldier during the First World War. Write a journal entry describing a day in your life and bring materials to make origami dove given in creating better activity.

Period 8

Teacher: Good morning, students.

Students: Good morning, teacher.

MUST DO

15 MIN.

Teacher: Today, we have some exciting activities to complete. Before we start, can anyone tell me what we have been focusing on in our lessons recently?


(Allow students to reflect briefly on the theme of peace and war.)

Teacher: Exactly. Today, we will explore how we can contribute to peace, both creatively and thoughtfully. I hope you all brought materials to create your origami dove, symbolising peace. Can anyone show me their square paper?

(Students respond.)

Teacher: Fantastic. Let us start our Creating Better activity and dive into the world of origami.


Creating better


Creating better

Make an origami dove.

1. Take a square sheet of paper.
2. Fold it to make a triangle and then unfold it.
3. Take each corner of the triangle and fold it towards the top corner. Your paper will now resemble a kite.
4. Turn the paper. Fold the top point down, leaving a small triangle of the top fold visible to make the head of the dove.
5. Fold the sides of the paper to the centre. These folds will form the wings of the dove.

Your dove is ready.



ArtI 2LrCS

79

Teacher: Now, let us get ready for a hands-on creative activity. We are going to make an origami dove, a symbol of peace.

Teacher: Please follow the steps carefully. I will guide you through them:

1. Take a square sheet of paper.
2. Fold it to make a triangle and then unfold it.
3. Take each corner of the triangle and fold it towards the top corner. Your paper will now resemble a kite.
4. Turn the paper. Fold the top point down, leaving a small triangle of the top fold visible to make the head of the dove.
5. Fold the sides of the paper to the center. These folds will form the wings of the dove.

Teacher: Now, let us all make our dove. I will give you time to work on it. Do not worry if it does not look perfect, just enjoy the process.

Teacher: Great job, everyone. Once you have completed the dove, hold it up and admire your peace symbol.

Thinking better

Teacher: Let us move on to our next activity. I want you to think about why peace is so important after a world war.

MUST DO

10 MIN.


Thinking better

Think and answer in your notebook.

Why was there a need to facilitate world peace after the Second World War?

2LrCS HOTS

79

Teacher: The question for you is:

'Why was there a need to facilitate world peace after the Second World War?'

Teacher: Take a moment to think about it and then share your ideas.

(Allow students to share answers.)

Teacher: Yes, excellent responses. After the devastating impact of the Second World War, it became clear that the world needed a framework to prevent future wars and promote cooperation. This led to the formation of the United Nations, which was created to maintain peace and security worldwide.


Teacher: Let us keep these reflections in mind and continue our journey towards understanding peace.

Choosing better

Teacher: Now, let us move on to a quick activity to encourage positive decision-making. I want to present you with a situation and you will need to decide how to act.

MUST DO

5 MIN.


Choosing better

What will you do in the given situation? Tick (✓) the correct answer.

Your friend pushes you by accident. He apologises and helps you get up. You will

1. not talk to him.
2. forgive him.

LSV

79

Teacher: Imagine this: Your friend accidentally pushes you. He apologises and helps you get back up. What will you do?

1. Not talk to him.
2. Forgive him.

Teacher: What do you think is the right choice? Let us discuss why forgiveness is important, especially when people make mistakes.

(Allow students to reflect and share their thoughts.)


Teacher: Well done. Forgiveness is an important part of maintaining peace and resolving conflicts.

Revising better

Teacher: Finally, let us do a quick revision of everything we have learnt so far.

MUST DO

10 MIN.


Revising better

In this chapter, you learnt the importance of peace. The World Wars and the subsequent loss of lives reiterates the importance of peace all over the world. Recall instances where you solved problems peacefully. Write it in your Little Book.

DBL


79

Teacher: In this chapter, we have talked about the importance of peace, the consequences of wars and the role of peacekeeping organizations like the United Nations.

Teacher: Now, I want you to recall some personal examples. Can you think of a time when you solved a problem peacefully? Write your answer in your Little Book.

Teacher: Share with me your thoughts on how you made the situation better by staying calm and peaceful.

(Allow students time to reflect and write their responses.)

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

Differentiated Activities

110 km/hr



What is the UN and why was it formed?

80 km/hr



What can we do today to avoid wars and promote peace?

40 km/hr



What does peace mean to you?

Home Task

Book of Project Idea

Chapter 10: Towards World Peace: Major Wars

Find out the names of the personalities who have won the Nobel Peace Prize over the years. (Example: Nelson Mandela, Kailash Satyarthi, Wangari Maathai, etc.) Collect information on 2-3 of them. Prepare a scrapbook containing their pictures, names and achievements. Add famous quotes by them, if any.

PRO 21st CS

79

(For project Ideas, please refer to the book of Project Ideas, page number 22 under the title 'Towards World Peace: Major Wars.' 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 major wars through this engaging project.)

Period 9

Teacher: Good morning, students.

Students: Good morning, teacher.

Worksheet 1

Theme 6: Why Is Change Important?

10. Towards World Peace: Major Wars

A. Fill in the blanks.

- The First World War ended on _____.
- During the First World War, soldiers used heavy _____ and machine guns widely.
- Germany and the Allied Powers signed the Treaty of _____ in 1919.
- The Second World War ended in the year _____.
- The _____ was formed on 24 October, 1945 to facilitate world peace.

36

Worksheet 1

B. Which of the following countries was not a part of the Central Powers in the First World War? Tick (✓) the correct answer.

- | | | | |
|-------------------|--------------------------|--------------------|--------------------------|
| 1. Britain | <input type="checkbox"/> | 2. Germany | <input type="checkbox"/> |
| 3. Bulgaria | <input type="checkbox"/> | 4. Austria-Hungary | <input type="checkbox"/> |
| 5. Ottoman Empire | <input type="checkbox"/> | | |

C. Match the columns.

Column A

Column B

- | | | |
|------------------------------------|---|-----------|
| 1. First World War | • | • a. 1939 |
| 2. Great Depression | • | • b. 1941 |
| 3. Second World War | • | • c. 1929 |
| 4. Japanese attack on Pearl Harbor | • | • d. 1945 |
| 5. formation of the United Nations | • | • e. 1914 |

36

Teacher: I hope you all had a great time reflecting on our past lessons and discussions. Before we start with today's exercises, let us take a quick look at Worksheet 1 on page 36.

MUST DO

15 MIN.

We are going to work through three sections: Fill in the blanks, which of the following countries were not a part of the Central Powers in the First World War? and match the columns.

(Guide the students to complete the Worksheet 1. You may take this worksheet as a revision or assessment.)

Worksheet 2

Teacher: Now, let us move to Worksheet 2. We will focus on two sections: Fill in the blanks and True or False.

MUST DO

15 MIN.

Worksheet 2

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

Germany Jews Allied Japan Archduke Franz Ferdinand

- The immediate cause of the World War I was the assassination of _____.
- _____ and the Allied Powers signed the Treaty of Versailles.
- In World War II, USA was part of the _____ Powers.
- Hitler wished to remove the _____ from the Germany.
- After mid-1942, the Allied Powers defeated Germany and _____.

B. Rearrange the letters to make meaningful words related to the two world wars.

- | | |
|-------------------|--------------------|
| 1. WARGREAT _____ | 2. CHESTREN _____ |
| 3. ATORDICT _____ | 4. CAUSTHOLO _____ |
| 5. IONSNT _____ | |

C. Write True or False.

- USA dropped 3 atomic bombs on Japan. _____
- The enraged Germans were against Adolf Hitler. _____
- In Germany, soldiers and regular citizens were attacked using poison gas. _____
- The World War II was fought between the Axis Powers and the Allied Powers. _____
- After the defeat of Japan and Germany, on 7 May 1946, Germany gave up. _____

37

(Guide the students to complete the Worksheet 2. You may take this worksheet as a revision or assessment.)

Doubt Session

Teacher: If you have any questions, now is the time to ask.

Teacher: Let us go through any questions that were tricky for you.

Teacher: If anyone finds any difficult question, share it and we will do it together.

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

Book of holistic teaching

(Refer to the Book of Holistic Teaching, page number 36 under the title 'Towards World Peace: Major Wars.' 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

10 MIN.

Chapter 10: Towards World Peace: Major Wars

A English

HoLL MDA

Fill in the blanks using zz words.

1. Aditya completed the pieces of the world map pu _ _ le.

2. The soldiers witnessed a light dri _ _ le before the onset of the day.

B Maths

Why do you think there is no 'profit' in wars, only loss?

C Science


The Second World War witnessed the use of chemical warfare methods, in addition to the traditional artillery. If you were to be present in the battlefield as a medical personnel, how would you address chemical burns? Write your answer in your notebook.

36


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

Differentiated Activities


110 km/hr

 Explain the consequences of the First World War on the countries involved.

80 km/hr

 Identify the different countries involved in Central Powers during the First World War.

40 km/hr

 Discuss why Germany attacked Poland, leading to the Second World War.

Home Task

Create a flag that represents world peace. Include symbols of peace and harmony and explain the meaning behind your design.

Period 10

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Today we will start with a quick warm-up. Imagine you are living in the time of the Second World War. What is one thing you would do to help your country? (Students share their answers.)

Teacher: Wonderful responses. Now let us begin with today's activities.

Worksheet 3

Teacher: Please open your books to Worksheet 3 on page 38. We will work on three sections today.

SHOULD DO

5 MIN.

MUST DO

15 MIN.

Worksheet 3

A. Fill in the blanks with the correct options.

1. Archduke Franz Ferdinand was assassinated by _____ (a Serbian/an Italian).

2. The Great War ended with the victory of the _____ (Central Powers/ Allied Powers).

3. The Second World War resulted in entire cities being _____ (destroyed/safeguarded).

4. The _____ refers to the killing of six million Jews by the Nazi Army (Great Depression/Holocaust).

5. USA dropped two atomic bombs in the cities of _____ and _____ (Rome, Venice/Hiroshima, Nagasaki).

B. Write the names of the countries that were part of the Allied Powers in the World War I.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

C. Write five sentences about the World War II.

1. _____

2. _____

3. _____

4. _____

5. _____

38


- Section A: Fill in the blanks with correct options
 - Section B: Write the names of countries that were part of the Allied Powers
 - Section C: Write five sentences about World War II
- Teacher:** Let us begin with Section A. Read the first question aloud.

(One student reads the question. Guide the class in finding the correct answer.)

Teacher: Good job. Now complete the rest of Section A. If you have doubts, raise your hand.

(Allow students to complete and discuss answers briefly.)

Teacher: Continue with Sections B and C. If you complete it early, help your partner. We will do a peer assessment in the end.

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









More to Know

Teacher: Let us now open page 73 – 'More to Know'. Do you remember the powerful slogans we learnt at the beginning of this chapter in 'Auditory' activity?

MUST DO

20 MIN.

SOME FAMOUS SLOGANS FROM INDIA'S INDEPENDENCE STRUGGLE

 <p>"Jai Hind" Netaji Subhas Chandra Bose</p>	 <p>"Vande Mataram" Bankim Chandra Chatterjee</p>	 <p>"Swaraj is my birthright, and I shall have it" Bal Gangadhar Tilak</p>	 <p>"Give me blood and I will give you freedom" Subhash Chandra Bose</p>
 <p>"Karo, ya maro" Mohandas Karamchand Gandhi</p>	 <p>"Inquilab Zindabad" Hasrat Mohani</p>	 <p>"Safaroshi ki tamanna ab humare dil mein hai" Ramprasad Bismil</p>	 <p>"Simon go back" Lala Lajpat Rai</p>

73

Teacher: Raise your hand if you can recall any one of those freedom slogans.

Teacher: Well done. Each of these slogans was filled with courage and determination.

Teacher: Now, let us think deeply. What do these slogans teach us? Can they be useful even today?

Teacher: Imagine you had to make a slogan for world peace. What would your slogan be? Say it aloud.

(Students share slogans. Encourage a few students to explain their slogans briefly.)

Teacher: Excellent. Now tell me – how can simple words like these bring change in the world?

(Students reflect and respond.)

Teacher: Good thinking. Why are peace messages still important today, even after all the wars have ended?

(Students respond.)

Teacher: Very thoughtful answers. The slogans of freedom fighters inspired action and your words today can inspire peace. Let us keep spreading good messages, just like they did.

Teacher: Excellent work today. You connected history, peace and your own thoughts so well.

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 job, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr



If you were a leader after World War II, what would be your first step to create world peace?

80 km/hr



Imagine you lived in a country that faced war. How would you help your neighbours during that time?

40 km/hr



If you saw someone being unkind in school, how would you bring peace?

Home Task

Revise the entire chapter thoroughly and complete any pending worksheet exercises from Worksheet 1, 2 or 3.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">participate actively in kinaesthetic and hands-on activities such as making origami doves, creating posters and gratitude card exchanges.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">demonstrates empathy, cooperation and ethical decision-making through activities like peer sharing, forgiveness discussions and gratitude reflections.
Cognitive Development	<ul style="list-style-type: none">develops historical understanding of world wars, explores cause-effect relationships, analyses maps and posters and engages in critical thinking discussions.
Language and Literacy Development	<ul style="list-style-type: none">enhances vocabulary and comprehension through reading, writing journal entries, responding to worksheets and explaining key concepts in their own words.
Aesthetic and Cultural Development	<ul style="list-style-type: none">expresses creativity through art-based activities like poster-making, slogan creation and recognising symbols of peace; connects with India's cultural heritage.
Positive Learning Habits	<ul style="list-style-type: none">demonstrates active listening, cooperation in group tasks, regular reflection through KWL chart\ and responsibility in completing home tasks and peer assessments.

Starry Knights

What was the learners' take on war and peace? Do you think you could raise peacekeepers of the modern world?

Give yourself a STAR for being a resourceful teacher.

☐

Lesson-11: Towards World Peace: The United Nations

Theme 6: Why Is Change Important?

10 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, Infographic, Quiz, Slideshow, Test Generator

Confirming better

I embrace harmony.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the United Nations (UN) and its objectives.
- To learn about the role of the UN in maintaining world peace.
- To identify the six main organs of the UN.
- To think of ways to recycle waste paper and promote recycling.
- To analyse the role of the UN in managing global issues like pandemics.
- To raise awareness about human rights within their household.

Methodology

Period 1

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

SHOULD DO

10 MIN.

Confirming better

Teacher: Let us begin the class with a powerful affirmation. Today's affirmation is: I embrace harmony.



Confirming better I embrace harmony.

PLH

80

Teacher: When I say it, you will repeat it loudly and confidently and raise your hand with pride. Ready?

Teacher: I embrace harmony.

(The students repeat while raising one hand.)

Teacher: Wonderful energy. This affirmation connects perfectly with our topic of world peace.

Teacher: We will begin a new chapter Towards World Peace: The United Nations. Please take out your notebooks and draw the KWL 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' where you will write what you have learnt at the end of the lesson.

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

Teacher: Who can tell me what Fundamental Duties are? Why are they important?

MUST DO

10 MIN.

Kinaesthetic

Perform a short skit in class on Fundamental Duties. Form groups of 4-5.

80

(The students share answers.)

Teacher: Wonderful thoughts. Now, you will perform a short skit to show how citizens can follow Fundamental Duties.

Teacher: Form groups of 4 to 5 students. Choose any one Fundamental Duty and prepare a skit around it. You may use simple dialogues or actions.

Teacher: What kind of duties can you show in your skit? Helping others? Protecting public property?

(The students share ideas.)

Teacher: Great. You will get 5 minutes to prepare and 5 minutes to perform. You will do this activity on your own. I will only watch and enjoy. Let us begin.

(The students prepare and perform.)

Teacher: That was amazing. You expressed your ideas clearly and worked beautifully as a team. Now, let us listen and respond in the next activity.

Auditory

Teacher: Now, I will read a few sentences aloud. You need to listen carefully.

MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

80

Teacher: If you think the sentence is about Directive Principles, wave your hand. If not, stay still. Ready?

Teacher:

1. All citizens are free to follow their religion.
 2. Every child should go to school.
 3. All citizens are equal before law.
 4. Everyone should get proper treatment if they fall sick.
- (The students listen and respond by waving their hands.)

Teacher: Well done. Can someone explain why the second sentence is a Directive Principle?

(A student answers.)

Teacher: Excellent. These principles guide our government to do the right things for the people. Now, let us move to a picture-based task.

Pictorial

Teacher: Please turn to the picture on page PS in your books. Look at it carefully.

MUST DO

10 MIN.



Pictorial PS

Identify and write the name the person in the picture. In which year did the Constitution of India come into effect? Write your answer in the space provided.



80

Teacher: Who do you think this person is? Raise your hand if you know the name.

(The students respond.)

Teacher: Good guesses. Now write the name of this person in your notebook.

Teacher: Can anyone tell me when the Constitution of India came into effect?

(The students respond.)

Teacher: Excellent. Now write down the correct year under your answer.

Teacher: You have 5 minutes to complete this. Let us begin.

(The students complete the task.)



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

Differentiated Activities

110 km/hr



What are two goals of the United Nations?

80 km/hr



Name one Fundamental Duty of an Indian citizen.

40 km/hr



What is the full form of UNO?

Home Task

Draw the national flag of the United Nations. Write two lines about what it symbolises.

Period 2

SHOULD DO

5 MIN.



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

Teacher: Before we begin, let me ask: Did you complete your home task? Who would like to show their drawing of the United Nations flag and read their two lines?

(The students respond and share.)

Teacher: Wonderful effort, everyone. Now let us move ahead and have some thoughtful discussions.

Interacting better

Teacher: Today, we will discuss something very close to our lives – our rights and duties in school.

MUST DO

10 MIN.



Interacting better

What according to you are your rights and duties in school? Hold a discussion in class.

ICL

81

Teacher: Who can tell me one right you think you have at school?

Teacher: What about duties? What should we all do to make our school a better place?

(The students share.)

Teacher: Now, turn to your partner and discuss one right and one duty you feel strongly about.

(The students discuss in pairs.)

Teacher: Let us hear a few responses. Raise your hand if you would like to share.

(The students share.)

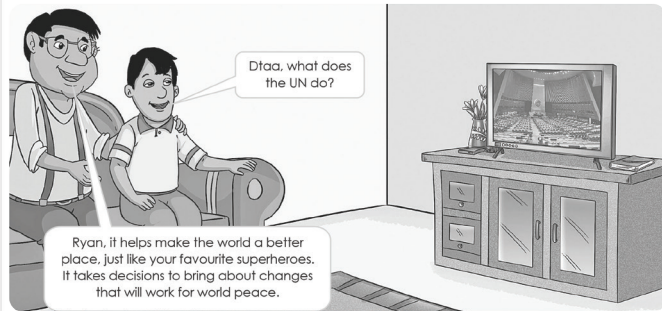
Teacher: Beautiful thoughts. Just like we have rights and duties in school, citizens also have rights and duties in a country. Let us now look at a picture and see what it tells us.

Teacher: Everyone, open to the page showing the cartoon of Ryan and Dtaa watching a film. Look at the picture closely.

MUST DO

10 MIN.

The Sunday evening sees Ryan and Dtaa settle comfortably in the living room. They are watching a film on the United Nations (hereafter, the UN).



The United Nations is an international organisation that helps maintain peace all over the world. It includes nearly all of the world's countries. The UN also works to improve people's lives in many ways.

81

Teacher: What do you see on the television? What kind of place is it?

Teacher: Who is speaking in the cartoon? What is Ryan asking?

Teacher: What does the answer tell us about the role of the United Nations?

(The students share their ideas.)

Teacher: Excellent observations. The UN works just like our favourite superheroes – helping the world become peaceful. Let us now understand how it all began.



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

Formation of the UN

Teacher: Now look at the paragraph titled 'Formation of the UN' given on page 81.

MUST DO

10 MIN.

FORMATION OF THE UN

The aftermath of the Second World War led to the signing of a charter* for the formation of the UN. It was signed by the representatives of 51 countries on 24 October 1945 in the USA. As on date, the UN has 193 member states and its headquarters are in New York.

81

(The students will read the paragraph and teacher will ask the question.)

Teacher: Can anyone tell me what event happened before the UN was formed?

Teacher: Correct. The Second World War led to the need for peace.

Teacher: How many countries signed the charter in 1945?

Teacher: Where is the UN headquarters located?

Teacher: Wonderful. Let us now answer a few quick questions to check our understanding.

Understanding better

MUST DO

5 MIN.

Teacher: Look at the questions in the 'Understanding better' section given in the pink box, page 81.

Understanding better

Answer the following questions.

1. In which year was the UN formed?
2. Name one purpose of the UN

81

Teacher: In which year was the UN formed?

(The students respond.)

Teacher: Name one purpose of the UN.

(The students answer.)

Teacher: Great work. These answers show that you understood the topic well. Let us now try some level-based tasks.

Differentiated Activities

110 km/hr



Why do you think countries decided to form an organisation like the UN after the war?

80 km/hr



If your school had a UN, what would you want it to do for students?

40 km/hr



Name the year the UN was formed and how many countries signed the charter.

Home Task

Write two ways in which the UN helps people across the world. Use your textbook to find examples.

Period 3

Teacher: Good morning, students.

SHOULD DO

Let us begin today's class with a quick game called Peace Pass.

5 MIN.

Teacher: I have an imaginary 'Peace Globe' in my hand. I will toss it to one of you. Catch it and answer my question. Ready?

(Pretend to toss the imaginary globe to a student.)

Teacher: What is the full form of UN?

(A student answers and tosses the globe to another student.)

Teacher: Next. When was the UN formed?

Teacher: Wonderful. Keep it going.

Teacher: Why was the UN formed after World War II?

Teacher: Great thinking. One last one—name one thing the UN does to make the world better.

(After four to five rounds...)

Teacher: Fantastic. You remembered so much from our previous class. Let us now jump into the next part of our learning journey today.

Objectives of the UN

Teacher: Please open the section titled 'Objectives of the UN'.

MUST DO

10 MIN.

OBJECTIVES OF THE UN

The objectives of the UN are to promote and maintain world peace; promote cooperation among nations; improve the socio-economic conditions of people; and protect human rights. The UN works towards the discussion and resolution of problems. The organisation works towards making the world a safer place for the present and future generations.

81

Teacher: Can anyone read out the first line for us?

Teacher: Good. Now tell me, what does 'promote cooperation' mean in your own words?

Teacher: Lovely responses. The UN tries to make countries work together peacefully.

Teacher: What other objectives are mentioned? Raise your hand and tell me one.

Teacher: That is right. The UN also works to improve lives and protect rights. This shows that peace is not only about stopping war, but about caring for people too.

Discovering better

Teacher: Look at the box called 'Discovering better'.

MUST DO

10 MIN.



Discovering better

aftermath: the situation that takes place after an event

LAD

generations: all the people born around the same time in a society or family

81

Teacher: Who can read out the meaning of the word 'aftermath'?

Teacher: Can someone use it in a sentence related to what we are studying?

(The students try.)

Teacher: Good try. Here is one example: 'In the aftermath of World War II, the UN was formed.'

Teacher: Now, who will read the meaning of 'generations'?

Teacher: Right. When the UN works for peace, it is helping both present and future generations.

Teacher: Discuss with your partner: Why is it important to think about future generations?

(The students discuss briefly in pairs.)

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

Organs of the UN

Teacher: Now we will learn about the main organs of the United Nations given on page 81.

MUST DO

15 MIN.

ORGANS OF THE UN

There are six main organs of the UN. Let us now read about them in brief.

82

(The students will read and attempt to explain the content in the classroom, while the teacher will support and discuss it with them.)

General Assembly

Teacher: I will call three students to each read one short section. First, who would like to read about the General Assembly?

General Assembly

The main organ is the General Assembly where each member state has one vote. It meets every year in September to discuss and debate on peace and security issues.



General Assembly

82

Teacher: Can anyone explain what the General Assembly does?

(The students respond.)

Teacher: Great. It is a place where all countries share their ideas equally.

Security Council

Teacher: Next, who will read about the Security Council?



Security Council

Security Council

The Security Council is responsible for maintaining international peace and security. It has 15 members, five of which are permanent. China, France, Russia, the United Kingdom and the USA are the permanent members while the rest are non-permanent members elected for a period of two years.

82

(A student reads.)

Teacher: What is special about the five permanent members?

(The students respond.)

Teacher: Well said. They always stay in the council and make big decisions about peace.

Economic and Social Council

Teacher: Now, who will read about the Economic and Social Council?

Economic and Social Council

The UN has created a network of agencies to manage issues such as human rights, equality of women and regulation of trade. The work of these agencies is coordinated by the Economic and Social Council.



Economic and Social Council

82

(A student reads.)

Teacher: Can someone explain why this council is important? What kind of problems does it solve?

(The students answer.)

Teacher: Excellent. All three organs work like different departments of a school—each has a special work to make the whole world a better place.

Teacher: Let us clap for our learning today. You made the class fun, thoughtful and full of ideas.



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

Differentiated Activities

110 km/hr



If you were asked to create a new organ for the UN, what would it be called and what would it do?

80 km/hr



Which UN organ do you think is the most important and why?

40 km/hr



Name one organ of the UN and one thing it does.

Home Task

Draw a peace symbol or your own logo for the United Nations. Write one sentence explaining its meaning.

Period 4

Teacher: Good morning, students. Today, we will begin with a fun game called Guess the Organ.

SHOULD DO

5 MIN.



Teacher: I will give you clues about one of the UN organs we discussed yesterday. You have to guess which one I am talking about. Ready?

1. I have 193 members and every country has one vote. (General Assembly)
2. I make big decisions about war and peace. (Security Council)
3. I solve problems like trade, education and human rights. (Economic and Social Council)

Teacher: Fantastic. Now let us continue learning about more UN organs. But first, let us explore some new words.

Discovering better

Teacher: Everyone, please look at the 'Discovering better' section given in blue box on page 82.

MUST DO

10 MIN.



Discovering better

coordinated: made different agencies work together successfully

functional: in use

LAD

82

Teacher: Can someone remind us of what 'aftermath' means?

Teacher: Now, look at the word 'generations'. Who can use it in a sentence related to the UN?

Teacher: Good. Now, work in pairs and make your own sentence using either 'aftermath' or 'generations'. I will ask a few of you to share.

(The students work in pairs. A few students share.)

Teacher: Great thinking. New words help us explain big ideas. Let us now learn about the remaining organs of the UN.

Organs of the UN

Teacher: We learnt about three organs of the UN in the last class. Today, we will learn about three more.

MUST DO

20 MIN.



Trusteeship Council

Teacher: Please open the page on Organs of the UN. Let us begin with the Trusteeship Council.

Trusteeship Council

The Trusteeship Council was established to supervise the administration of the trust territories of the world, which were not independent. Since all of these are now independent, the Trusteeship Council is no longer functional.

82

Teacher: Who would like to read aloud the paragraph on Trusteeship Council?

(A student reads.)

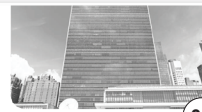
Teacher: What do you think it means to help countries that are not fully independent? Can someone explain?

Secretariat

Teacher: Excellent. Now let us move to the Secretariat.

Secretariat

The Secretariat undertakes the day-to-day work of the UN and the policies of the other UN organs. The Secretary-General is the head of the Secretariat. The current Secretary-General is António Guterres*.



UN Secretariat, New York, the

82

Teacher: Who will read this section?

(A student reads and the teacher will discuss with them)

Teacher: Very good. Who is the head of the Secretariat?

(The students respond – Secretary-General.)

Teacher: What kind of work do you think the Secretariat does every day?

(The students answer.)

International Court of Justice (ICJ)

Teacher: Now, let us move to the International Court of Justice or ICJ.



ICJ in session

International Court of Justice (ICJ)

As the principal judicial organ, the International Court of Justice settles any dispute between countries and advises member states on matters of international law. The Court has 15 judges elected for a term of nine years. Its headquarters are at the Hague (the Netherlands).

82

Teacher: Who will read this part?

(A student reads and the teacher will discuss with them)

Teacher: Where is the ICJ located?

(The students respond – The Hague, Netherlands.)

Teacher: What kind of problems do you think are solved in this court?

(The students respond and share ideas.)

Teacher: Well done. These three organs may sound complex, but they are very important in keeping the world fair and peaceful.

Teacher: You all did a great work reading and sharing your ideas today.

Let us quickly review what we have learnt.

COULD DO

5 MIN.

Teacher: Raise your hand if you can tell me the name of the UN organ that helps countries that are not fully independent.

(The students respond – Trusteeship Council.)

Teacher: Very good. And who leads the Secretariat?

(The students respond – Secretary-General.)

Teacher: Excellent. What is the role of the International Court of Justice?

(The students respond – It solves disputes between countries.)

Teacher: Perfect. These organs may work quietly behind the scenes, but they play a powerful role in keeping peace and justice alive in the world.

Teacher: Let us give ourselves a big round of applause for exploring the United Nations deeply and thoughtfully today.

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

Differentiated Activities

110 km/hr



Imagine you are a judge at the International Court of Justice. What kind of case would you solve for two countries?

80 km/hr



If you were the Secretary-General, what would your first task be at the UN?

40 km/hr



Name one UN organ we learnt today and say one thing it does.



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

Home Task

Write two lines about which UN organ you found most interesting and why.

Period 5

Teacher: Good morning, students. Let us begin today with a game called Clap if it is Clean.

MUST DO

10 MIN.

Teacher: I will say a few actions. If the action helps keep the air clean, you will clap. If it does not, you stay quiet. Ready?

1. Rohan plants trees every year in his garden. (Clap)
2. Sneha burns garbage in an empty plot. (No clap)
3. Isha rides a bicycle to school instead of taking a car. (Clap)
4. Vansh leaves the fan and lights on when he leaves the room. (No clap)

Teacher: Great work. You clearly know which actions keep our environment clean.

Connecting better

Teacher: Now, open your books to the 'Connecting better' box.

Connecting better

Later, the same day, Ryan reads about the importance of clean air. He tells Dtaa how air forms a life support for all living beings. Dtaa goes on to explain the role of the UN in addressing air pollution across the world. The International Day of Clean Air for Blue Skies is a step taken by the UN.

83

Teacher: Who can tell me why clean air is important for living beings?

(The students respond.)

Teacher: Right. Clean air is essential for our health and life. Did you know the United Nations also works for clean air across the world?

Teacher: Who can read the last line in this box aloud?

(A student reads: 'The International Day of Clean Air for Blue Skies is a step taken by the UN.')

Teacher: Yes, the UN takes action not only for peace, but also for health and nature. Think of one small step you can take to protect the air around you.

(The students raise hands and share ideas.)

Teacher: Excellent. Let us now move to the next activity and see how caring for others is part of being a responsible citizen.

Grasping better

Teacher: Now, let us learn a new word — charter.

MUST DO

10 MIN.

Grasping better

charter: a written statement describing the rights of a particular group of people

83

Teacher: A charter is a written statement that describes the rights of a group of people.

Teacher: Can anyone tell me who created the UN Charter?

(The students respond – Representatives of countries.)

Teacher: Correct. It was written by countries that wanted to protect peace and human rights after World War II.

Teacher: Why do you think it is important to write down rights in a charter?

(The students respond – So everyone knows and follows them.)

Teacher: Very good. Just like classroom rules help us work together, a charter helps the world stay peaceful and fair.


Helping better

Teacher: Let us now think about how we can help the planet, just like the UN helps the world.

MUST DO

10 MIN.





Helping better

Introduce measures of collecting waste paper and its subsequent recycling as a habit.

OL

83

Teacher: One simple way is by collecting waste paper and making recycling a habit.

Teacher: What kind of paper do we throw away at home or school?

(The students respond – old notebooks, newspapers, wrappers, used worksheets.)

Teacher: Imagine if we collected all that paper in a special bin every week. What do you think we could do with it?

(The students respond – recycle it, make new paper, reduce waste.)

Teacher: Great ideas. Starting this week, we will keep a waste paper box in class. At the end of the week, we will collect and weigh it. Let us see how much we can save and reuse.

Teacher: This small habit can help the Earth, reduce waste and show that we care—just like the United Nations does.

Recalling better

Teacher: Let us begin today with a quick recall round. We have learnt many things about the United Nations. Who is ready to help us revise?

MUST DO

10 MIN.



Teacher: First, who can tell me one objective of the UN?

(The students respond – to promote peace, cooperation, human rights, etc.)

Recalling better

CING

- The objectives of the UN are to promote and maintain world peace; promote cooperation among nations; improve the socio-economic conditions of people; and protect human rights.
- There are six main organs of the UN.

83

Teacher: Excellent. Let us try to remember all four.

Teacher: What are the four main objectives of the United Nations?

(The students respond – to promote and maintain world peace, promote cooperation among nations, improve socio-economic conditions, protect human rights.)

Teacher: Well remembered. Now, let us move to the organs of the UN.

Teacher: How many main organs does the United Nations have?

(The students respond – six.)

Teacher: Can we list them together? Raise your hand if you want to name one.

(General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, Secretariat.)

Teacher: Well done. You remembered all six. This shows how well you have understood the role and structure of the UN.

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

Differentiated Activities

110 km/hr



Design a badge for yourself that says 'UN Peace Helper'. What will it show and why?

80 km/hr



Write two things you can do this week to spread peace or kindness.

40 km/hr



Name one way the UN helps people in need.

Home Task

Caring better

Design a plan to plant a garden in your community where each plant represents a different human right. Name at least three rights and explain how you will involve the community in the project.



Caring better

Plant a garden in a community space where each plant represents a different human right and involve the community in the project.

Seva

83

Period 6

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

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.

Learning better

Exercise A

Teacher: Let us now solve Exercise A from the 'Learning better' section.

Teacher: Who would like to read question 1 aloud?

MUST DO

10 MIN.

Learning better CBA

A Tick (✓) the correct answer.

- The United Nations is _____ organisation.
 - a. an international ☐
 - b. a national ☐
 - c. a local ☐
- The United Nations was established in the year _____.
 - a. 1945 ☐
 - b. 1946 ☐
 - c. 1947 ☐
- The United Nations is headquartered in _____.
 - a. New York ☐
 - b. Paris ☐
 - c. Montreal ☐
- Each member state has one _____ in the General Assembly.
 - a. vote ☐
 - b. speech ☐
 - c. network ☐
- The headquarters of the International Court of Justice is located in _____.
 - a. the Netherlands ☐
 - b. Germany ☐
 - c. the USA ☐

83

(A student reads.)

Teacher: What do you think is the correct answer? Let us discuss.

(The students respond – a. an international.)

Teacher: Good. Now let us solve all five questions one by one, together. I will guide you with clues if needed.

(Facilitate discussion for each MCQ, ensuring the student responses and checking understanding before moving to the next.)

Teacher: Great work. Let us now move to the next part—Exercise B.

Learning better

MUST DO

15 MIN.

Exercise B

Teacher: We will now solve the fill-in-the-blanks questions. These are based on facts we have already learnt.

B Fill in the blanks with the correct answers.

- The _____ of the UN are located in New York.
- There are _____ permanent members in the Security Council.
- There are _____ member states in the UN as on date.
- The Secretary-General is the head of the _____.
- There are _____ judges in the International Court of Justice.

84

Teacher: I will read each sentence and pause. You tell me what the blank should be. Ready?

(Read each question one at a time and encourage the students to guess the correct answer.)

Differentiated Activities

110 km/hr



If you could write one new rule in the UN Charter, what would it be and why?

80 km/hr



Imagine you are the Secretary-General for a day. What is the first change you would make?

40 km/hr



Name one way the UN helps the world and draw a symbol for it.

Home Task

Make a poster on 'How the UN helps the world'. Use at least three pictures and one slogan.

Period 7

SHOULD DO

10 MIN.

Teacher: Good morning, students. Let us start with a calm activity. Close your eyes for a moment and imagine a peaceful world.

Teacher: What do you see? Fewer fights? More kindness? More sharing?

(The students share their ideas.)

Teacher: Excellent. Now open your eyes and tell me one word that comes to your mind when you think of peace.

(The students respond: love, care, help, unity, calm.)

Teacher: Beautiful words. These are the same values the UN stands for. Let us now move to today's writing task.

Short Question Answers

Teacher: Let us begin with Exercise C – Short answers. Please open your notebooks.

MUST DO

15 MIN.

C Write short answers in your notebook.

1. Who is the head of the Secretariat?
2. Describe the working of the International Court of Justice.
3. Rahul is reading a newspaper report on the UN. He reads that all the member nations attended a meeting in September. Which organ of the UN is he reading about? **84**

Teacher: I will guide you with the first question so that we all follow the same format.

Teacher: Question 1 – Who is the head of the Secretariat?

Teacher: Raise your hand if you know the answer. Yes?

(The students respond.)

Teacher: Correct. The answer is: The Secretary-General is the head of the Secretariat.

Teacher: Now, let us do the next two questions together. I will read the question and I want you to try giving the answer before writing it. Ready? Follow the same pattern and write the answers to the next two questions in your notebook. Take your time and write neatly. I will walk around to help if needed.

(The students write answers to the remaining short questions.)

Long Question Answers

Teacher: Now let us move to Exercise D – Long answers. Please open your notebooks and look at the first question.

MUST DO

15 MIN.

D Write long answers in your notebook.

1. Enumerate the objectives of the UN.
2. Describe the reasons behind the creation of the United Nations. **84**

Teacher: These answers will help you understand the deeper purpose of the UN's work.

Teacher: Question 1 – Enumerate the objectives of the UN.

Teacher: Who would like to share one objective of the UN before we write?

(The students respond – to maintain world peace, to promote cooperation, etc.)

Teacher: Very good. There are four main objectives. Let us recall them together.

(The students list the objectives aloud.)

Teacher: Excellent. Now write the answer in bullet points or short paragraphs in your notebook.

(Follow the same pattern and write all your answers neatly in your notebook. I will walk around to help if needed.)



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

Differentiated Activities

110 km/hr



Imagine you are the Secretary-General. Write a short message you would give to the world on Peace Day.

80 km/hr



List any three ways in which the UN helps countries during difficult times.

40 km/hr



Name two organs of the UN and what they do.

Home Task

Creating better

Creating better

Art1 2L CS

Make a peace poster.

1. Write slogans.
2. Draw/paste pictures of peace symbols such as the dove, olive branches and peace sign.

84

Make a peace poster:

- Write your own slogan for peace.
- Draw or paste pictures of peace symbols like a dove, olive branch or peace sign.

Period 8

SHOULD DO

5 MIN.

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

Teacher: Close your eyes and think of one way the world would be different without the United Nations.

Teacher: Now open your eyes and tell your partner what you imagined.

(The students share with a partner.)

Thinking better

MUST DO

10 MIN.

Teacher: Open to the 'Thinking better' section. Let us read the first question:

Thinking better

2L CS HOTS

Think and answer in your notebook.

1. Why is it important for countries to work together through the United Nations?
2. Would the absence of the UN make the resolution of issues easier or more difficult? **84**

Teacher: Why is it important for countries to work together through the United Nations?

Teacher: Discuss this in pairs first, then I will ask a few of you to share your answers.

(The students discuss, then respond aloud.)

Teacher: Now look at question 2 – Would the absence of the UN make solving global issues easier or harder? Why? (The students reflect and respond.)

Teacher: Good thinking. These are Higher Order Thinking questions. Write both answers in your notebooks in 2–3 lines.

Choosing better

Teacher: Now let us move to the 'Choosing better' section. Read the situation carefully.

MUST DO

5 MIN.



Choosing better

What will you do in the given situation? Tick (✓) your answer.
You see two classmates fighting. You will

- watch the fight silently. ☐
- inform the monitor or a teacher so that they can stop the fight. ☐
- ignore the situation. ☐

84

Teacher: If you see two classmates fighting, what would be the best choice? Raise your hand if you would choose option 2 – inform the monitor or a teacher.

(Some students raise hands.)

Teacher: That is the correct choice. Choosing what is right is part of being a responsible citizen, just like the UN tries to do for the world.

Revising better

Teacher: Let us now look at the 'Revising better' section.

MUST DO

10 MIN.



Revising better

In this chapter, you have learnt about making the world a better place to live in. What can you as a student do to make your world a better place? Write in your Little Book.

84

Teacher: You have learnt about how the UN makes the world better. But what can you do as a student?

Teacher: Think about your actions at home, school or in your neighbourhood.

Teacher: Write your thoughts in your Little Book – one paragraph on how you can help make the world a better place.

(The students begin writing.)

Through My Eyes

Teacher: Open to the 'Through My Eyes' section. Here you will see a list of UN agencies and their locations.

MUST DO

10 MIN.



Teacher: Read each one carefully. Now turn to the world map on page 86.

Teacher: Your task is to mark the locations of these agencies on the map and label them neatly.

Teacher: Work in pairs to support each other. I will help if you are unsure of any place.

(The students begin map labelling and peer checking.)

Through My Eyes

Given below are the names of the UN agencies located around the world. Mark and label them on the world map given on page 86.

- Food and Agriculture Organization (FAO): Rome, Italy
- International Labour Organization (ILO): Geneva, Switzerland
- International Maritime Organization (IMO): London, United Kingdom
- International Monetary Fund (IMF): Washington, D.C., USA
- International Telecommunication Union (ITU): Geneva, Switzerland
- United Nations Educational, Scientific and Cultural Organization (UNESCO): Paris, France
- United Nations Children's Fund (UNICEF): New York, USA
- United Nations Development Programme (UNDP): New York, USA
- United Nations Environment Programme (UNEP): Nairobi, Kenya
- United Nations High Commissioner for Refugees (UNHCR): Geneva, Switzerland
- United Nations Industrial Development Organization (UNIDO): Vienna, Austria
- World Food Programme (WFP): Rome, Italy
- World Health Organization (WHO): Geneva, Switzerland
- World Intellectual Property Organization (WIPO): Geneva, Switzerland
- World Meteorological Organization (WMO): Geneva, Switzerland
- World Tourism Organization (UNWTO): Madrid, Spain
- World Trade Organization (WTO): Geneva, Switzerland

84

Differentiated Activities

110 km/hr



Choose one UN agency and design a logo that shows its main purpose.

80 km/hr



Match three UN agencies with their headquarters and write one line on what each does.

40 km/hr



Name two UN agencies and the countries they are located in.

Home Task

Book of Project Idea

(For project Ideas, please refer to the book of Project Ideas, page number 12 under the title "Towards World Peace: The United Nations." 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 The United Nations through this engaging project.)

Chapter 11: Towards World Peace: The United Nations

Make an online presentation on all the Secretaries-General of the UN, since it was founded. Mention their names, nationalities, tenure in office and significant achievements during their tenure.

22

Worksheet 1

Teacher: Good morning, students. Let us begin today with a quick warm-up.

MUST DO

15 MIN.



Theme 6: Why Is Change Important?

11. Towards World Peace: The United Nations

Worksheet 1

A. Fill in the blanks.

1. The United Nations (UN) was formed on _____.
2. The UN has _____ member states.
3. The UN is headquartered in _____.
4. The Security Council has _____ members.
5. The _____ undertakes the day-to-day work of the UN.

B. Write True or False..

1. The UN comprises 195 member states. _____
2. One of the objective of the UN is to maintain world peace. _____
3. There are six main organs of the UN. _____
4. The Security Council is the main organ of the UN. _____
5. The Trusteeship Council is still functional. _____

C. Match the columns.

Column A

Column B

- | | | |
|-------------------------------------|---|---|
| 1. main organ of the UN | • | • a. Economic and Social Council |
| 2. organ with 15 members | • | • b. International Court of Justice (ICJ) |
| 3. organ that works on human rights | • | • c. Trusteeship Council |
| 4. the principal judicial organ | • | • d. General Assembly |
| 5. no longer functional | • | • e. Security Council |

39

Teacher: I will say a fact about the UN. If you think it is true, raise your right hand. If it is false, raise your left hand.

1. The UN was formed in 1945.
2. The UN is headquartered in Paris.
3. There are six main organs of the UN.
4. The UN has 193 member states.
5. The Trusteeship Council is still active.

(The students respond and enjoy identifying the correct facts.)

Teacher: Well done, everyone. Now open Worksheet 1 given on page 39.

Teacher: Let us begin with Exercise A – Fill in the blanks. I will read the first sentence aloud and you will write the answer.

(The teacher reads, the students respond and write.)

Teacher: Now move to Exercise B – Write True or False. You may discuss your answers with your partner before we check them together.

Teacher: Next is Exercise C – Match the columns. Use a pencil to match Column A with Column B. We will discuss the correct matches as a class after everyone finishes.

(The teacher guides and clarifies doubts as the students complete the worksheet.)

Worksheet 2

Teacher: Let us now open Worksheet 2 given on page 40. Begin with Exercise A – Fill in the blanks with the help of the box.

MUST DO

15 MIN.



Worksheet 2

A. Fill in the blanks with the help of the box.

Secretariat vote permanent world World War II

1. The UN was formed after _____.
2. The UN strives to make the _____ a safer place.
3. In the General Assembly, each member has one _____.
4. China is a _____ member of the Security Council.
5. The Secretary-General is the head of the _____.

B. Write the names of the UN organs.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C. Which of the following is not a major objective of the UN? Tick (✓) the correct answer.

1. to protect human rights
2. to promote and maintain world peace
3. to promote cooperation among nations
4. to vote for the President of the United States
5. to improve the socio-economic conditions of the people

40

Teacher: Let us try the first one together.

Teacher: Question 1 – The UN was formed after...? Who knows the answer?

(The students respond – World War II.)

Teacher: Yes, that is correct. Now complete the remaining blanks on your own. If you are unsure, raise your hand.

Teacher: Now turn to Exercise B – Write the names of the UN organs.

Teacher: We have already discussed all six organs. Try to recall them and write them down. Work quietly and check your spellings.

Teacher: Let us now move to Exercise C – Which of the following is not a major objective of the UN? Tick (✓) the correct answer.

Teacher: Read all the five options carefully. Think about what we have learnt in class. Tick only the one that does not belong.

Teacher: Once you finish, I will walk around and check your work. Take your time and do your best.

Book of Holistic Teaching

COULD DO

10 MIN.

(Refer to the Book of Holistic Teaching, page number 36 and 37 under the title "Towards World Peace: United Nations." 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 11: Towards World Peace: United Nations

A English

HOLL MDA

Underline the articles in the following sentences.

1. In which continent is the UN headquartered?
2. The General Assembly meets once a year in September.

B Maths

Look at the world map* on the next page. Mark the location and the names of the permanent member countries of the Security Council on the map.

36



C Science

Amongst all the functions of the UN, providing clean drinking water for everyone forms an important goal. Drinking water comes from which source of water? Write in your notebook.

37

Differentiated Activities

110 km/hr



Suggest a slogan for a UN peace campaign.

80 km/hr



Write one question you would ask the UN Secretary-General.

40 km/hr



In one sentence, say what the UN does.

Home Task

Draw a tree with three leaves. On each leaf, write one human right you think everyone should have.

Period 10

SHOULD DO

10 MIN.

Teacher: Good morning, students. Today is our final review of this chapter.

Teacher: Let us start with a quick quiz game. I will give you clues and you tell me the name of the UN organ I am thinking of. Ready?

1. I am the head of the Secretariat. (Answer: Secretary-General)
2. I settle disputes between countries. (Answer: International Court of Justice)
3. I handle social and economic matters. (Answer: Economic and Social Council)

Teacher: Excellent. Now let us revise with two worksheets.

Worksheet 3

Teacher: Open Worksheet 3 given on page 41. Let us begin with Exercise A – Write one-word answers.

MUST DO

15 MIN.

Worksheet 3

A. Write one-word answers.

1. The aftermath of this led to the formation of the UN. _____
2. This organ of the United Nations has 15 members. _____
3. This UN body coordinates the work of the organisation's agencies. _____
4. The head of the UN Secretariat. _____
5. This body advises member states on matters of international law. _____

B. Which of the following is not a UN organ? Tick (✓) the correct answer.

1. The Secretariat ☐
2. The General Council ☐
3. The Humanitarian Aid Council ☐
4. The International Court of Justice ☐
5. The Economic and Social Council ☐

C. Write one sentence about each of the different organs of the UN.

41

Teacher: I will read the first one. Write just the correct word in your worksheet.

Teacher: Now move to Exercise B – Which of the following is not a UN organ? Tick (✓) the correct answer.

Teacher: Read all the options carefully before you tick.

Teacher: Finally, for Exercise C – Write one sentence about each of the different organs of the UN, use your own words. Keep the sentences short but meaningful.

Teacher: If you finish early, you may read through your previous answers and check spelling.
(Guide the students to complete the Worksheet 3. You may take this worksheet as a revision or assessment.)

Worksheet 4

Teacher: Let us now turn to Worksheet 4 given on page 42.

MUST DO

15 MIN.

Worksheet 4

A. Fill in the blanks with the correct options.

1. The UN works towards the discussion and _____ of problems (resolution/creation).
2. Members of the General Assembly of the UN meet every year in _____ (september/october).
3. Non-permanent members of the UN are elected for a period of _____ years (three/two).
4. The current Secretary-General of the UN is _____ (António Guterres*/ Kofi Annan).
5. The International Court of Justice has _____ judges elected for a term of nine years (15/20).

B. Which of the following countries is not a permanent member of the Security Council of the UN. Tick (✓) the correct answer.

- | | | | |
|-------------------|--------------------------|-----------|--------------------------|
| 1. the USA | <input type="checkbox"/> | 2. China | <input type="checkbox"/> |
| 3. India | <input type="checkbox"/> | 4. Russia | <input type="checkbox"/> |
| 5. United Kingdom | <input type="checkbox"/> | | |

C. Fill in the blanks with the names of the main organs of the UN using the hints provided in each box.

a. This is the main organ of the UN.
b. Each member state has one vote.
c. It meets every year in september to discuss and debate on peace and security issues.

a. This organ has five permanent members and ten non-permanent members who are elected for a period of 2 years.
b. It maintains International Peace and security.

a. This organ undertakes the coordination of the agencies.
b. Agencies manage issues, such as human rights, equality of women and regulation of trade.

42

Teacher: Start with Exercise A – Fill in the blanks with the correct options. Use the word bank provided.

Teacher: Raise your hand if you are unsure of any word.

Teacher: Now move to Exercise B – Which of the following countries is not a permanent member of the Security Council of the UN?

Teacher: Read carefully and tick the correct answer.

Teacher: For Exercise C – Fill in the blanks with the names of the main organs of the UN using the hints, match the description to the correct organ name. You can refer to your textbook if needed.

(Guide the students to complete the Worksheet 3. You may take this worksheet as a revision or assessment.)

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 the 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 **Test Generator** given on digital platform.

Differentiated Activities

110 km/hr



Create a new UN organ. What would it be called and what would it do? Write two lines.

80 km/hr



Choose one UN organ and explain its role in 1–2 lines.

40 km/hr



Name any two organs of the UN.

Home Task

Make a mini-booklet titled 'UN for Peace'. Include any two symbols, one slogan and two sentences about what peace means to you.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">engage in hands-on activities like creating a scrapbook or anchor chart on the UN and recycling waste paper, promoting active participation in learning.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">develop a sense of responsibility by understanding human rights and creating rules for their home similar to the UN's, fostering cooperation and respect.
Cognitive Development	<ul style="list-style-type: none">demonstrate the ability to recall, analyse and apply knowledge about the UN, its objectives and the six main organs, fostering critical thinking.
Language and Literacy Development	<ul style="list-style-type: none">enhance their writing skills by documenting their reflections on human rights and the role of the UN in their Little Book, improving articulation.
Aesthetic and Cultural Development	<ul style="list-style-type: none">express creativity through art-based tasks like designing a peace badge, creating a UN-themed poster and preparing a PowerPoint presentation on the UN.
Positive Learning Habits	<ul style="list-style-type: none">develop positive learning habits by engaging in individual and collaborative activities like creating peace-themed projects and researching UN history.

Starry Knights

What was the learner's take on war and peace? Do you think you could raise peacekeepers of the modern world through the activities in the lesson?

Give yourself a STAR for being a resourceful teacher.

