

MACRO TEACHING LESSON PLAN - I

Practical Introduction - Subject : Social Science

Class : VII

Topic : The King of Vijayanagara

Conceptual understanding :-

Understanding of Content :- * In this lesson explained briefly about Hoer Hoer Raja of Bukka Raja.

* Vijayanagara means the City of Victory.

* To discuss that how they worshipped Sri Virupaksha (Shiva) and greatly enlarged temple.

* We learn that these kingdoms are ruled by combining many of common common sense of Arabia.

Reading the text understanding and interpretation :-

* Page No - 401, Read the text and understand briefly.

* To know by his lesson where is the City of Vijayanagara.

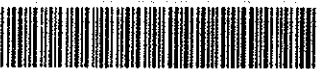
Introduction skills :-

* In this brief paragraph how Hoer Hoer Raja and Bukka Raja families decided into families.

* In this period 1489 and 1520 AD took up into 5 Vijayanagara kingdoms.



Steps	Teacher Activity	Black board work	T-2-M
<p><u>g</u><u>e</u><u>t</u><u>r</u><u>i</u><u>n</u><u>d</u><u>w</u><u>e</u><u>r</u><u>e</u><u>m</u><u>i</u><u>n</u><u>g</u> <u>N</u><u>e</u><u>w</u><u>d</u><u>a</u><u>d</u><u>a</u><u>d</u><u>e</u><u>m</u><u>p</u><u>i</u><u>n</u><u>g</u> <u>Q</u><u>u</u><u>e</u><u>s</u><u>t</u><u>i</u><u>o</u><u>n</u><u>s</u><u>!</u> <u>Q</u><u>u</u><u>e</u><u>s</u><u>t</u><u>i</u><u>o</u><u>n</u><u>s</u><u>!</u></p>	<p>Good morning childrens Q: what is the meaning of vizianogaram? 2) where was vizianogaram located? 3) who were banded viziana-goram? * which God was worshipped? * How is temple? * which decision was explained by the teacher? * what is the name of captain Teacher reads the lesson Page no 40 to 46 under line the difficult words</p>	<p>A vizianogaram means "The City of Victory" vizianogaram was banded by the beauties of Tunga bhadrta river in Karnataka. vizianogaram banded were two brothers - that's named Hathi - Hathi Raya and Bukka Raya. it is greatly enlarged temple. The king of vizianogaram - test bode The capital name is Gubbarga.</p>	<p>The picture of Krishna Dola Raya.</p>
<p><u>P</u><u>r</u><u>o</u><u>b</u><u>i</u><u>n</u><u>g</u> <u>Q</u><u>u</u><u>e</u><u>s</u><u>t</u><u>i</u><u>o</u><u>n</u><u>s</u><u>!</u> <u>T</u><u>o</u><u>p</u><u>i</u><u>c</u><u>a</u><u>n</u><u>d</u> <u>o</u><u>o</u><u>k</u><u>e</u><u>m</u><u>e</u><u>n</u><u>t</u></p>			
<p><u>L</u><u>e</u><u>s</u><u>s</u><u>o</u><u>n</u><u>r</u><u>e</u><u>a</u><u>d</u> <u>a</u><u>n</u><u>d</u> <u>S</u><u>i</u><u>n</u><u>g</u> <u>K</u><u>e</u><u>y</u> <u>W</u><u>o</u><u>r</u><u>d</u><u>s</u></p>			





Steps	Teacher Activity	Black board work	TLM
<p><u>Discussion to team!</u>:-</p> <p><u>Discussion on the black board - consulting!</u>:-</p> <p><u>Activity basic Method!</u>:-</p>	<p>* who is Abdul Razak? Children and the king domes discuss in the term.</p> <p>Children read the lesson is where any doubt and ask me?</p> <p>write the questions on the black board in the class room and discuss on the basis of children answer.</p> <p>* There are bad opinions among the king domes?</p> <p>Vishnugaram Jais impo-rtant a large numbers of houses.</p> <p>* sultans and working many of whom come from Iran and Arabian.</p>	<p>Abdul Razak means the personal freedom the nature of the Tula-Gabhadra River.</p> <p>Opinion that the city had two separate divisions.</p> <p>* How many had separate divisions? A) The city had 4 separate divisions.</p>	<p>Chalk piece pen, pencil Black board duster etc.</p>
<p><u>Discussion!</u>:-</p> <p><u>Demonstration Discussion!</u>:-</p>	<p>* There are bad opinions among the king domes?</p> <p>Vishnugaram Jais impo-rtant a large numbers of houses.</p> <p>* sultans and working many of whom come from Iran and Arabian.</p>	<p>They impressed a large and build many strong boats.</p>	





Steps	Teacher Activity	B Buo	TLM
<p><u>Conclusion</u>:-</p> <p><u>Evaluation</u>:-</p>	<p>To create important answers - are which children say.</p> <p>1) To give answer on this topic what are dis cuss?</p> <p>2) Children answers to give this questions?</p> <p>3) Children improve your skills to write answer to first question.</p> <p>4) Children activity to can omit details about vi ziamagam.</p>	<p>* what is the time of Havi Hava Raja,</p> <p>* 1336 - 1357 AD</p> <p>who are the motherless</p>	<p>TLM</p>



MACRO TEACHING LESSON PLAN - 2

Real time energy interaction: -

Subject : Social Science

Class : VII

Topic : Energy from the Sun

Conceptual understanding: -

- * In this lesson energy from the sun, we learn about another important form of diversity means which we cannot see what any body.
- * Diversity is an temperature.
- * Polar regions which are very cold.

Reading the text (Given) understanding and interpretation: -

- * Page no. 18 to 20 read and understand briefly.
- * We also learn about the temperature difference between places also comes.
- * In this lesson we know that we get energy from the sun comes in the form of sun rays.

Appreciation and Sensitivity: -

- * Student appreciated how the solar energy falls on a small area on the equator rays but and ~~area~~ a larger area of as we made North of South of it.



Steps	Teaching Learning Process / Strategies	Black-board work	TLM
<p><u>Introducing</u></p> <p><u>Mind mapping</u></p> <p><u>Questions:-</u></p> <p><u>Probing Questions:-</u></p> <p><u>Topic annotation:-</u></p>	<p>Good morning childrens? Good morning teacher.</p> <p>*What are some aspect of diversity? *What is diversity? *Which months are hot month every year? *Which months are cold in every year? *How to change temperature difference? Q: what we will discuss about the lesson? Q: what is cold is solution?</p>	<p>* Same aspect of diversity and continent pictures and places are the continent of religions are high. * Diversity is in temple * March to May</p> <p>A) Decem ber to February A) Temperature difference between places also Ca- uses winds and trading. A) Energy from the sun. A) The solar radiation received on the surface of the earth is called insolation.</p>	TLM





Steps	Teaching Learning Process/ Strategies	BBO	TLM
<p><u>Lesson reading</u> and <u>recognising</u> <u>key words</u> :-</p> <p><u>Discussion to</u> <u>lesson</u> :-</p> <p><u>Discussion to</u> <u>black board</u> <u>writing</u> :-</p> <p><u>Discussion to</u> <u>questioning on</u> <u>the content</u> :-</p> <p><u>Activity basic</u> <u>method</u> .</p>	<p>Teacher tract the lesson name and page no. 18 to 21 under line the difficult words.</p> <p>children observe & discuss about the plants and animals.</p> <p>children's - - - - write words on the slate explain briefly</p> <p>write the questions on the black board in the class-room and discussion on the basic of children answers.</p>	<p>* Difference between insolation and radiation.</p> <p>Plants and animals depend upon heat and water on by certain kinds of trees and plants.</p> <p>* will grow in hot regions and some another kinds will grow in cold regions</p> <p>write about the UV rays radio waves rays,</p> <p>Q: why don't the rays reach the ground don't heat the earth surface uniformly?</p> <p>A) This is because of the curved nature of the earth <u>surface</u>.</p>	<p>Chalk piece pencil Duster etc.</p>





Steps	Teacher Activity	B-Block	TLM
<p><u>Discussion</u> -</p> <p><u>Activity</u> -</p> <p><u>Demonstration</u> - - <u>Hot discussion</u></p> <p><u>Homework</u> -</p>	<p>The solar radiation received on the surface of the earth is called insolation.</p> <p>Q: Which type rays are harmful on the earth?</p> <p>The temperature distribution over land and oceans is much different & surprising.</p> <p>* Children improve your skills to write answer to the best ones to get your home career.</p> <p>Children activity to read briefly "Energy from the Sun" from page no. 18 to 21.</p> <p>If any doubt you will ask me.</p>	<p>The picture of earth</p> <p>A) The harmful rays of sun like the UV rays don't reach the ground.</p> <p>Q: Write about the temperature between places also causes wind.</p>	<p>TLM</p>





Macro Teaching Lesson Plan - 3

Preliminary information -

Subject : Social Science

Class : VI

Topic : Social religious involvements.

Conceptual understanding :- * we learn by this lesson social and religious religious involvement necessary christian missionaries came to india along with europeans to preach christianity in india.

Reading the text (given) understanding & interpretation :-

The ancient Sanskrit, Tamil, Telugu, Persian and Arabian books got translated into European languages. The rich and diverse cultural heritage of the country was recognised by all.

Enrichment skills :- In this lesson we gathered information that Christian missionaries came to india with a purpose to change the people as Christians.

Reflection on content/poetry issues and Questioning :-

* Raja Rama Mohan Roy was born in Bengal in 1792. He was a great speaker of Sanskrit, Persian, English more over he knew Arabic, Latin and Greek.



Steps	Teacher Activity	B. BU	TLM
<p><u>Introducing:</u></p> <p><u>Mind mapping</u></p> <p><u>Questions:-</u></p>	<p>Good morning children</p> <p>Good morning teacher.</p> <p>Q: Who came to India to preach Christianity?</p> <p>Q: What have their aims?</p>	<p>A) Many christian missionaries.</p> <p>A) They have to persuade to people to adopt Christianity.</p> <p>A) The Euro press</p>	
<p><u>Printing</u></p> <p><u>Questions:-</u></p>	<p>Q: Who first introduced printing press in India?</p> <p>Q: In which language books are published?</p> <p>Q: Who is Raja Ram Mohan Roy?</p>	<p>A) Books are published in different india languages.</p> <p>A) Raja Ram Mohan Roy is a great secularist, Sanskrit, Persian, English.</p> <p>A) He knew Arabic, Latin and Greeks.</p>	
<p><u>Discussion</u></p> <p><u>to team:-</u></p>	<p>children read and discuss about Raja Ram Mohan Roy</p>	<p>worshipping of idols and making sacrifices were in vogue.</p>	





<p><u>Steps</u></p> <p><u>Discussion to</u> <u>Black board</u> <u>writing!</u></p> <p><u>Discussion to</u> <u>Questioning</u> <u>the content!</u></p> <p><u>Demonstration</u> <u>of dis-</u> <u>ussion!</u></p> <p><u>Conclusion</u> <u>Evaluation!</u></p>	<p><u>Teacher Activity</u></p> <p>Children write lesson the state and briefly.</p> <p>Sum has also mass influence up on kondakurugur Nilam. It entered reform movement in Andhra. How ever drive-able arose among the members of the Brahma-Samaj and they break into smaller organizations. To write important parts on the state which childrens verify.</p>	<p><u>13.12.20</u></p> <p>Dr 1828 Ram Natham Roy founded the Brahma Samaj.</p> <p>Brahma Samaj say that an assembly of all of these who believes in- volvement religion based on the principle are Dr Supreme God.</p>	<p><u>TLM</u></p> <p>Chalk piece Pen, pencil duster, Black board etc.</p>
		<p>Q: What started reform movement in Andhra Andhra.</p>	





Stops	Teacher Activity	B.B.W	T.M
<p><u>Homework:</u></p>	<p>Children give answers to the Questionary? Children improve your skills to write answer to have kind questions at your hand of come Children activity to read biobli several and religious Thebom movement broun Page no. 211 to 213.</p>	<p>Q: Kandeukavari Vastres- althy. Q: which Rara Ram Mohan Roy? Q: which subjects are lesson? Q: which year Panchama samrat was started?</p>	



MACRO TEACHING LESSON PLAN - 4

Preliminary information:-

subject : Social Science

class : VI

topic : Land lords and tenants under British & Nizam.

Conceptual understanding:- we read this lesson land lords and tenants the British and the Nizam what the land. Land revenue was called collected from the peasants during the time of the Mughal emperors. * Learning by this the king collects the revenue from the zamindar.

Regarding test (given) understanding and interpretation:-

- * Read the page no 111 to 115 and understand briefly.
- * when the zamindars went to collect land revenue from the peasants they had a small band of soldiers with horses & guns.
- * we learn that how given did not know the language of peasant.
- * The peasants became as knowledge and the zamindars increased as land rents.



Steps	Teacher Activity	Black board work	THM
<p><u>Get</u> <u>Intro</u> - <u>Strong</u> :-</p> <p><u>Mind</u> <u>ma</u> - <u>ping</u> <u>Ques</u> - <u>tions</u> :-</p> <p><u>Probing</u> <u>Questions</u> :-</p> <p><u>Topic</u> <u>an</u> - <u>ouncement</u> :-</p> <p><u>Lesson</u> <u>and</u> <u>Reading</u> <u>and</u> <u>recognising</u> <u>key</u> <u>words</u> :-</p> <p><u>Discussion</u> <u>to</u> <u>learn</u> :-</p>	<p>Good morning Children.</p> <p>Q: In which time started to collect kind revenue?</p> <p>Q: who collected kind revenue from the Zamindars?</p> <p>who collected Revenue from the peasants?</p> <p>Q: which types of their houses are look like?</p> <p>Teacher read the lesson name and page no 111 to 115</p> <p>Under the difficult words.</p> <p>Children read and discuss about land lords.</p>	<p>Black board work</p> <p>A) During the time of the migrate emigrants.</p> <p>A) The kings</p> <p>A) The Zamindars</p> <p>A) Their houses are look like small Goats.</p> <p>A) Land lords and terrads Under the British and the Nizam.</p> <p>self Cultivated.</p> <p>Zamindars gave their land to presents either to a Shrotr the produced of a bread rest. We can say such land necessary as land lord</p>	<p>THM</p>





Steps	Teacher Activity	B. B. W	TLM
<p><u>Discussion to</u> <u>Questioning</u> <u>on true castles</u></p>	<p>Childrens - ... write words on the slate out explain briefly.</p> <p>Children read the lesson as these any doubt and ask me.</p> <p>write the questions on the black board in class - room and discussion on the basic of childrens answer.</p> <p>The British were also developed peasant should bill more and more land and grow crops that were in dependg in the market</p>	<p>There were to kinds of peasants - those who were independent land own- ing land and reliance th- rough the zamindars and those who were tenants of the land lords</p> <p>who were considered to be low and castee - ched status?</p> <p>A): Indian villages had a large number of castes. who used to provide skilled and manual work.</p>	<p>Black board Chalk board pen, pencil Duster etc.</p>
<p><u>Discussion to</u> <u>Lesson:-</u></p> <p><u>Activity</u> <u>basic</u> <u>Method:-</u></p>	<p><u>Discussion:-</u></p>		
<p><u>Discussion:-</u></p>			





Steps	Teacher Activity	B.B.W	T:LM
<p><u>Activity</u> :-</p> <p><u>Conclusion of Evaluation of</u></p> <p><u>Homework</u> :-</p>	<p>Which items are exported to England?</p> <p>How was that agriculture? To write important on the state which children say. To give answers on this topic what we discuss?</p> <p>Childrens activity read briefly this lesson from page no. 115 - 116. 96 is there any doubts and ask me.</p>	<p>A) Cotton Sugar cane, wheat etc are exported to England.</p> <p>B) The main agricultural - -ture</p> <p>A) Can wall</p> <p>Q: Using did peatons because as labour?</p> <p>Q: How did Zamindars become land lords?</p>	





MACRO LESSON PLAN - 5

Preliminary information:-

Subject : Social Science

Class : VII

Topic : Handi Craft of Hand Looms

Academic Standards:

Conceptual understanding:-

* we discuss about this lesson Handi crafts and hand looms how they worked hand by their child hood.

* Let's learn about a tribal community in our India.

* we have to by weaving basket sometimes in our market for baskets.

* weaving basket are made of Bamboo sticks.

* we discuss about operation who is a basket maker in our Andhra Pradesh village in Kalva Kuthi Mandal Mahabubnagar district.

* There are some people in our street in village they have been weaving baskets for generations.





Steps	Teacher Activity	Black board work	T.L.M
<p><u>Introduction</u> <u>mind mapping</u> <u>Questions</u></p>	<p>Good morning Children Q: who is palish which community belong to him? Q: who is Bugyasmara? Q: what is she? Q: How he Children Q: which lesson is explained by the teacher?</p>	<p>A: palish is basket maker A: He belongs to a tribal community. A: His family has been weaving baskets for generations. A: Bugyasmara is palish Basket maker. A: Yes he has children. Handi Crabbs and Handloom * Palish uses the spines of valid data looms.</p>	
<p><u>Topic</u> <u>Comment!</u></p>	<p>Teacher reads the lesson name page no 50 to 52 broom the text books underline the difficult words Q: where is Aindugula village?</p>	<p>A: Aindugula village in Kolaveerthi mandal Mahabali Nagar district</p>	
<p><u>Lesson Learning and Recognising</u> <u>Keywords</u></p>			





Steps	Teacher Activity	Black board work	T.M
<p><u>Discussion</u> <u>Lesson</u> :-</p> <p>Concussion and evaluation</p>	<p>Children read and discuss a tribal community.</p> <p>To write important points on the state which children see/say.</p>	<p>Polish uses the spines of Valad data palm leaves using a knife he shares of the leaves and keep them in hot sun shine to dry them.</p> <p>Q: How much got the income of his family? A: The income of his family is Rs 300/- both 2 months.</p>	<p>Chalk board pens pencil Duster Black board</p>





Steps	Teacher Activity	B.B.W	T.L.M
<p><u>Home work</u> :-</p>	<p>Children activity read briefly lesson from page no 80 to 81 identify attribute Community member to house.</p>	<p>Q: How many members of Palich's Lathans asking question? Q: whose are living Yenukula attribute Community?</p>	





MACRO TEACHING LESSON PLAN - 6

Preliminary information - Subject : Social Science
class : VI

Topic : Public health & Government.

Academic Standards

Conceptual understanding :-

* we know that govt to look after the basic need of people clean drinking water, proper sanitation, minimum food, education of health. Facilities are required for all.

* These are required health workers, nurses, doctors, lab technicians in our village & town of country.

Reading the text (given) understanding and interpretation :-

* Reading this lesson, we learn how to improve public and the government.
* Govt provide all basic like enough food, drinking water, proper sanitation (safe disposal of waste) and clean improvement.

Integration Skills :-

* The students learn by this lesson that India a large number of clinics and hospitals.

* India has the target number of medical colleges in the total.



Steps	Teacher Activity	Black board work	TLM
<p>Start introducing:- <u>Need Mapping</u> <u>Questions:-</u></p>	<p>Good morning children. How are you? Fine teacher Due year hearing beauty in your town or village born to treat illnesses? Q: is there any <u>are there any</u> <u>workers in your hospitals?</u> Q: <u>is there any</u> <u>questions</u> <u>workers in your hospitals?</u></p>	<p>* Yes we have many facilities studies such as health hospital. Laboratories born change is in blood banks sent vices blood banks etc incubators A: Yes there are many Qualified workers, nurses Doctors, lab technicians etc in our hospitals.</p>	
<p><u>Probing Questions:-</u></p>	<p>Q: What is problem created if there are no hospitals? Q: Are hospitals helpful? Q: Which lesson is explained by the teachers? Teacher read the lesson name and page no: 74 to 78 from the textbook under an line the difficult words.</p>	<p>A: Public health and the govt.</p>	
<p><u>Topic Assignment:-</u></p>	<p>Teacher read - <u>ing and pro-</u> <u>cessing key</u> <u>words:-</u></p>		





Steps	Teacher Activity	B.B.U	TLM
<p><u>Discussion to learn</u> :-</p> <p><u>Discussion to Blackboard writing</u> :-</p> <p><u>Discussion to Questioning on the context</u> :-</p> <p><u>Activity based on method</u> :-</p> <p><u>Discussion</u></p>	<p>Q: what is the Hepati - H's 'B'</p> <p>Children read and learn on discuss about health.</p> <p>Children write words state and explain briefly.</p> <p>Children read the lesson is there any doubt ask me.</p> <p>write the Questions on the black board.</p> <p>Due year here any beci - lity in town and village be treat illness. gardia a large number of Clinics and hospitals opens.</p>	<p>A: Hepatitis 'B' is a disease which create in pollution & shortage of water.</p> <p>The diseases about hospitals doctors, Laboratories, diagnosis</p> <p>Q: How many hospitals open in the year 2000</p> <p>A: There are 18,218 hospitals open in the year 2000.</p>	<p>Chalkboard pen pencil duster black board.</p>





Steps	Teacher Activity	B.B.W	TLM
<p><u>Activity!</u> -</p> <p>Demonstration of digestion & digestion class!</p> <p><u>Home work!</u> -</p>	<p>It was also the experiences and a large picture health came first.</p> <p>Q: when we see illness where we should go?</p> <p>Each primary health center covers a people to 20,000 people.</p> <p>* To write "important on the slate which childrens say"</p> <p>Children's activity need briefly lesson from Page no. 76 to 78 observe the Asha worksheets and centers.</p>	<p>A: we should go to the hospital when we feel illness.</p> <p>Q: what is the abbreviation of (MPHAS)</p> <p>A: Multi purpose health assistants.</p> <p>Q: How many population in the center covers?</p> <p>A: 5000 people.</p>	



MACRO LESSON PLAN - 7Pre liminary information:-

Subject : social science

Class : VIII

Topic : Public Health and the govern-
~~ment~~Conceptual under Academic Standards:

Standing :- * How the about the revolt of 1857 phase → The military
 commentariat Narrat, where the British arrange head campus.
 * Indian soldiers were not getting their soldiers time and they were not
 treated with respect in the British army.

* on the top of their Siphasis respected that the catridges bore their name
 gun (rubbles) were being coated with cow and pig but to keep them drug.
Reading the text (given) Understanding & interpretation:-
 * Based on this suspicion a similar apressing occurred at Barrhakpur in
 1857.

Appreciation and Sensitivity :-

* Siphasis went on the same page in the commentments at alights attack and
 Mathura his English were spoken their situation.

Lesson teaching and recognizing key words:-

* The teacher also reads the lesson exercise and page no 101 to 104 underline
 the difficult words.



Steps	Teacher Activity	Black board work
<p><u>Introducing:</u> <u>Mind Mapping</u> <u>Questions:-</u></p>	<p>Good medicine? Children? Good medicine? Modern? How are you? Fine Modern. Q: Who helps people in getting health science? Q: What are necessary for teaching patients? Q: Who give suggestion for treating patients? Which lesson is explained by your teacher.</p>	<p>A: There is Voluntary Council 'ASHA' worker. A: Medicines about that are necessary written - A: public health and the Government. * India also has the explanation and knowledge of furnishing a public health care system. * This is a system of hospitals and health run by the govt. India is 4th largest producer of medicine in the world and in large exporter of medicines</p>
<p><u>Problem Questions:-</u> <u>Topic anno-uncement:-</u></p>	<p>The teacher also reads the lesson name and page no 101 to 106 underline the difficult words. children head has discuss about the india doctors.</p>	<p>Text-book</p>
<p><u>Lesson Reading and Recognising Key words:-</u></p>	<p>Discussion to team:-</p>	<p></p>
<p><u>Discussion to black board writing.</u></p>	<p></p>	<p></p>





<p><u>Discussion to</u> answering on <u>the content</u> :-</p>	<p>Children write words on the slate explain briefly.</p>	<p>Children write words on the slate explain briefly.</p>	<p>Chalkboard Pencil Pen Duster Black-board.</p>
<p><u>Activity basic</u> <u>Method</u> :-</p>	<p>Children read the lesson is there any doubt and ask me. write the questions black- board in the classroom and discuss on the basic of children answers. The public health services is a systems health centers</p>	<p>approximately 15,000 new doctors every year health care facilities have grown substan- tially over the year in 1950. There were only 2717 hospitals in India. In 1981 there were 11,171 hospitals 2000 the hospitals in 2000 the no. grows to 18,218. <u>Q:</u> write about me- dicine briefly? <u>A:</u> India is the 4th largest producer of medicinal in the world and is also a large ex- porter of medicines.</p>	<p>approximately 15,000 new doctors every year health care facilities have grown substan- tially over the year in 1950. There were only 2717 hospitals in India. In 1981 there were 11,171 hospitals 2000 the hospitals in 2000 the no. grows to 18,218. <u>Q:</u> write about me- dicine briefly? <u>A:</u> India is the 4th largest producer of medicinal in the world and is also a large ex- porter of medicines.</p>
<p><u>Discussion :-</u></p>	<p>Children write words on the slate explain briefly.</p>	<p>Children write words on the slate explain briefly.</p>	<p>Chalkboard Pencil Pen Duster Black-board.</p>





Steps	Teacher Activity	B.B.U	THM
<p><u>Activity</u> :-</p> <p><u>Conclusion Evaluation</u> :-</p> <p><u>Homework</u> :-</p>	<p>and hospitals run by the govt to provide treatment to all kinds of programmes from common illness to special services in both rural & urban areas.</p> <p>Q: who helps people in getting health science? is called?</p> <p>Q: are there any anganwadis centers in your street?</p> <p>to write important words on the childrens slate which childrens say.</p> <p>children activity read briefly lesson from 101-104 observe the AASHA workers of Anganwadis centers in your town or village.</p>	<p>A: There is volunteer called "ASHA" worker.</p> <p>A: Yes only one Anganwadis center in your street.</p> <p>Q: what is the abbreviation of (MPH&AS)?</p> <p>A: MPH purpose health assistants.</p> <p>Q: How many population of Sub center cover</p> <p>A: 5000 people.</p>	





Macro-teaching lesson plan - 8

Preliminary information :-

Subject : Social Science

Class : VI

Topic : Public Health & Government.

* Academic Standards:

Conceptual understanding :- * we learn about the established of the British expands

to all over the entire Sub continent.

* After reading the lesson we know that every year of india addresses the natural

an indian residence the red fort in Delhi the residence of the.

Reading the text understanding and interpretation :-

* Let us know the establishment of British emperor of British emperor.

* The teacher explained the sense of Bernhart about several emperor in India.

Information Skills :-

* The student's learn by this lesson that india is ruled by several emperor in India by several Britishian.

* Mapping skills :- * once look at the picture in the text book a drawing of

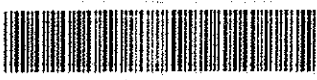
Machili pattanam brass 1676.

* Vasco de gamma a port usage explorer who had decided this sea route to India in 1498.

Appreciation and Sensitivity :- student's appreciate that how Vasco de gamma discovered the sea route to India in 1498.

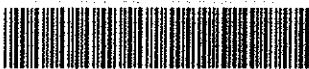


Steps	Teacher Activity	Black board work	T-L-0
<p><u>Introducing</u>:-</p> <p><u>Mind Mapping</u>:-</p> <p><u>Questions</u>:-</p> <p><u>Topic annotation</u>:-</p> <p><u>Comment</u>:-</p> <p><u>Lesson reading and recognising key words</u>:-</p> <p><u>Discussion is</u></p> <p><u>Lesson</u>:-</p> <p><u>Discussion is</u></p> <p><u>black board writing</u>:-</p>	<p>Good morning children?</p> <p>Good morning Madam.</p> <p>Q: who's Vasco dogama?</p> <p>Q: In which year discovered this sea route in India?</p> <p>Q: By the early 17th Century who were the exploring the possibilities of trade in the Indian Ocean?</p> <p>Q: what we distinguish?</p> <p>The teacher reads the lesson name of page no 118-125 and define the difficult words.</p> <p>Children read and write about the private & public sector.</p> <p>Vice.</p> <p>Children - - - - write words on the state and explain briefly.</p>	<p>A: Vasco dogama is a port usage explorer.</p> <p>A) 1498.</p> <p>A) The Dutch.</p> <p>A: Establishment of the British empire in India.</p> <p>Merchantile is a business enterprise that makes profit throughout.</p> <p>Another important function of public sector is to take action to prevent spread of diseases such as TB.</p>	<p>Blackboard</p> <p>Chalk piece</p> <p>Pencil</p> <p>Duster</p>





Steps	Teacher Activity	B.B.U	TM
<p><u>Discussion to</u> <u>answering on</u> <u>the content :-</u> <u>Activity basic</u> <u>Method :-</u></p> <p><u>Discussion :-</u></p> <p><u>Activity :-</u></p> <p><u>Demonstration-</u> <u>tion Discu-</u> <u>ssion :-</u></p>	<p>write the questions the black-board in the classroom and discuss on the basis of children answers.</p> <p>write the answers on the black-board in the class room & discuss on the basis of children answers.</p> <p>Q: In which year india has discovered?</p> <p>Q: who is discovered india?</p>	<p>Q) which times of time Qualities? A) The time Qualities of Cotton and Silk made in india. A: 1498 A: Vascodegama.</p>	





Steps	Teacher's Activity	B.B.U	TLM
<p><u>Conclusion</u></p> <p><u>Discussion:-</u></p> <p><u>Home work:-</u></p>	<p>To write important part on the slate which children write.</p> <p>Children activity read briefly and write about the East India Company.</p>	<p>Q: who had discovered the sea route to India.</p> <p>A: Vasco de gama.</p>	



MACRO TEACHING LESSON PLAN - 9

Preliminary information - Subject : Social Science

Class : VII

Topic : Establishment of British empire in India.

Conceptual understanding Academic Standards

- * Use lesson by this lesson that courageously by the lot of the rules.
- * After details his death in 1707 AD many Mughal got and began asserting their authority and establishing regional.

Reading the text (Given) understanding interpretation :-

- * Let by know about India also established by Britishism.
- * India has the target number of history about establishment in the total.

Reflection on contemporary issues and questioning :-

- * NonComtile is a business enterprise that makes profit through out trades.
- * After reading this lesson the royal character, however and not prohibit other European power from entering the Eastern market.

Mapping Skills :- * once look at the picture in the text book & a drawing of Mughal pattern from 1676.

Appreciation and sensitivity :- By the early 17th century the Dutch were exploring the passionate makes in the India ocean.



Steps	Teacher Activity	B.B.W	T.L.M
<p><u>Get introducing!</u> -</p>	<p>Good morning students! How are you?</p>		
<p><u>Mind mapping</u></p>	<p>Good morning Madam. Fine madam.</p>	<p>A: Vascodegama is a Portuguese explorer.</p>	
<p><u>Questions!</u></p>	<p>Q: Who is Vasco de gama? Q: In which year discovered this sea route in India? Q: By the early 17th century who started exploring the possibilities of trade in Indian Ocean?</p>	<p>A: In 1498. A: The Dutch A: Establishment of the British empire in India.</p>	
<p><u>Topic Assessment</u></p>	<p>Q: What we distinguish?</p>	<p>Mercantile is a business enterprise that makes profit through net trade.</p>	
<p><u>Lesson reading</u></p>	<p>The teacher reads the lesson name and page no 143 underline the difficult words.</p>		
<p><u>Organising</u></p> <p><u>Keywords!</u></p> <p><u>Discussion to</u></p> <p>team 1 -</p>	<p>children read and write about the private & public ^{sector}.</p>		





Steps	Teacher Activity	B.B.W	T.M
<p><u>Discussion to</u> <u>black board</u> <u>writing</u> <u>Discussion to</u> <u>Lesson:</u></p> <p>Activity basic Method:-</p> <p><u>Discussion:-</u></p>	<p>children read the lesson is there any doubt and ask me.</p> <p>write the question on the black board in the class - group discuss on the basis children answers.</p> <p>By the time the first Eng- lish ships down the west coast of Africa to the Cape of Good Hope and crossed the Indian Ocean. The Portuguese and already established their presence.</p>	<p>All where was the East India Company occupied? A: The head quarter of East India Company in London.</p>	<p>Black board Charts pencil Dustor</p>





Steps	Teacher Activity	B.B.W	T.L.N
<p><u>Activity</u>:-</p> <p><u>Demonstration</u>-</p> <p><u>Discussion</u></p>	<p>Western Coast of India and had their base in Goa.</p> <p>Which were very scuffed about the English ship?</p> <p>It was Vasco da Gama a Portuguese explorer who had discovered this sea route to India in 1498.</p> <p>To write important part of the story with children</p>	<p>The first English ship sailed down the west coast of India.</p> <p>Q: Who who had discovered India?</p> <p>A) Vasco da Gama</p>	
<p><u>Conclusion</u></p> <p><u>Evaluation</u>:-</p> <p><u>Home work</u>:-</p>	<p>Children Activity read briefly and write about the East India Company.</p>		



Macro Teaching Lesson Plan - 10

Preliminary information:-

Subject : social science

class : VII-16

Topic : Establishment of British empire in India

Academic standards:

Conceptual understanding:-

* Welcome by this lesson that arranged by the last of the 9th class.
* Arranged established country over a very large part of the territory.

Reflection on contemporary issues and questioning:-

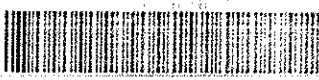
* Mercantile is a business enterprise that makes profit through out-trades.

Mapping Skills:- once look at the picture in text book a draw

using the Nachli pattern from 1674.



Steps	Teacher Activity	B.B.U	T.M
<p><u>Introducing</u></p> <p><u>Mind Mapping</u></p> <p><u>Question</u> :-</p>	<p>Good morning children</p> <p>Q: Who is Vasco da Gama?</p> <p>Q: In which year discovered this sea route in India?</p> <p>Q: By the early 17th century who were too exploring the possibilities of trade in the Indian Ocean?</p> <p>Q: What we distinguish?</p>	<p>A) Vasco da Gama is a Portuguese explorer.</p> <p>A: 1498</p> <p>A: The Dutch.</p>	
<p><u>Probing Questions</u> :-</p>	<p>The teacher read the lesson name and page no 114 underline the difficult words.</p> <p>Children read the lesson about the mercantilism.</p>	<p>A: Establishment of the British empire in India.</p> <p>Mercantile is a business enterprise that makes profit through short trades.</p> <p>The trading companies in these ways made profit</p>	<p>Text book</p>
<p><u>Topic</u> :-</p> <p><u>Comment</u> :-</p> <p><u>Lesson</u> read -</p> <p><u>ing of</u> :-</p> <p><u>Genising key</u> -</p> <p><u>words</u> :-</p> <p><u>Discussion</u> :-</p> <p><u>Team</u> :-</p>			





Steps	Teacher Activity	B.B.W	TLM
<p><u>Discussion to</u> <u>black board</u> - <u>writing</u></p> <p><u>Discussion to</u> <u>Questioning</u> <u>on the content</u> :-</p> <p><u>Discussion to</u> <u>Lesson</u> :-</p> <p><u>Activity basic</u> <u>Method</u></p> <p><u>Discussion</u> :-</p>	<p>Childrens write words on the slate and explain briefly.</p> <p>Childrens read the lesson is there any doubt and ask me.</p> <p>write the questions on black board in the class room & discuss on the basis of childrens answers.</p> <p>paper close criticism too were in great demand</p>	<p>Primary by education competition, so that they could by check and will learn.</p> <p>European traders bought their own companies to trade in India.</p>	<p>Pen Pencil Duster Chalk-piece blackboard</p>



Steps	Teacher Activity	B.B.W	TLM
<p>Conclusion Evaluation</p>	<p>Competition amongst the European companies invited by pushed up the spices at which the goods were purchased to write important points on the slate which childrens give examples.</p>	<p>A) European traders.</p>	
<p>Homework:</p>	<p>Children Activity Read briefly and write about armed traders.</p>		



MACRO LESSON Plan - IIPreliminary information.

Subject : social sciences

Topic : Mughal empire

class : VIII

Academic standardsConceptual understanding :-

* We learned about the Mughal empire. Mughals created an empire between 1526 and 1700 AD and expanded it from around Delhi to all over the entire Subcontinent.

Reading the Text (Given) understanding and interpretation :-

* Babur the first Mughal emperor (1526-1530) AD was bound to leave his country due to the invasion of another ruler.
* After years of wandering, Babur seized Kabul in 1504 AD.

Generation skills :-

* We gathered some information about the Mughal emperors that Babur 1526 AD defeated Ibrahim Lodi and established control over Agra and Delhi.

Mapping skills :- * Identify Delhi and Agra how they sized Kabul in

1504 AD by the map.

* See the map and Akbar's emperor in 1605 AD.



Steps	Teacher Activity	B3B0	TLM
<p><u>Get used using:</u> <u>Mind mapping</u> <u>Questions!</u> -</p> <p><u>probing</u> <u>Questions!</u> -</p> <p><u>Topic Announcements</u> <u>Comments!</u> -</p> <p><u>Lesson reading</u> <u>and recognising</u> <u>key words!</u> -</p> <p><u>Discussion to</u> <u>teams!</u> -</p> <p><u>Discussion to</u> <u>blackboard</u> <u>writing</u></p>	<p>Good morning Children</p> <p>Q: who were the Mughals?</p> <p>Q: who was the first Mughal emperor?</p> <p>Let us discuss about the lesson.</p> <p>The teacher also reads the lesson name and page no. 142 to us underline the difficult words.</p> <p>Children read and discuss about the Establishments the Mughal empire</p>	<p>A: The Mughals were born during British times of Central Asian countries like Uzbekistan & Magadha.</p> <p>A: Babur</p> <p>In 1600 AD the East India Company arrived from the North of England Queen Elizabeth both granting trade with East.</p>	<p>Textbook</p> <p>Blackboard</p>





Steps	Teacher Activity	B.B.W	TLM
<p><u>Discussion to</u> <u>Question on</u> <u>the content:-</u></p> <p><u>Discuss to</u> <u>lesson:-</u></p>	<p>children write words on the slate and explain briefly.</p> <p>children read the lesson is there any doubt and ask me.</p>	<p>with the character the Mughal empire could venture.</p> <p>Humayun (1530-1556)AD debated coming to the throne. Humayun received help from Babur Shah.</p> <p>Q: who was debated by Ibrahim Lodi? A: Babur.</p>	
<p><u>Activity basic</u> <u>Method:-</u></p>	<p>write the question on the blackboard in the classroom and discuss the basic of children's answers.</p> <p>Shahjahan debated Humayun coming him to throne.</p> <p>Q: who died in an accident the following year?</p>	<p>A: Humayun.</p>	
<p><u>Discussion:-</u></p> <p><u>Activity:-</u></p>			





Steps	Teacher Activity	B.P.W	T.L.M
<p><u>Demonstration and discussion:-</u></p>	<p>Alkooz was 13 years old when he became the emperor he rapidly conquered Bengal, Central India, Rajasthan & Gujarat.</p> <p>To write important parts on the slate which childrens give examples.</p>	<p>How many years he ruled Alkooz? A: 13 years</p>	
<p><u>Conclusion & Evaluation:-</u></p>			
<p><u>Homework:-</u></p>	<p>Childrens Activity read briefly and write about the important part.</p>		



MACRO TEACHING LESSON PLAN - 12

Preliminary information - Subject : Social Science
 Class : VIIth
 Topic : Mughal Empire

Academic standards:Conceptual understanding:-

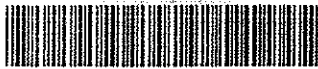
- * We learn briefly about the Mughal emperor Akbar 1556 - 1605 AD.
- * He was 13 years old when he became the emperor.
- * When he was 13 years he rapidly conquered Bengal Central India Rajasthan and Gujarat.

Information skills:-

- * The teacher gathered information about Shahanshah 1627 - 1658 AD
 - * Shahanshah faced many revolts by chiefs of his empire.
- Reflection Contemporary issues and Questioning :-
- * In 1657 - 1658 AD there was a conflict over success on emperor Shahanshah.
 - * Aurangzeb was victorious and his three brothers were killed.
 - * Shahanshah was imprisoned for the rest of his life in Agra.



Steps	Teaching Learning Process/strategies	B. B. W	T. L. M
<p><u>Introduction</u> :-</p> <p><u>Mind Mapping</u></p> <p><u>Questions</u> :-</p>	<p>Good morning children</p> <p>Q: How many ruled years of Akbar?</p>	<p>A: Akbar was 13 years old.</p>	
<p><u>Probing Questions</u></p>	<p>Q: which places are achieved by Akbar?</p>	<p>A: He rapidly conquered Bengal, Central India, Rajasthan, and Gujarat.</p>	Textbook
<p><u>Topic announcement</u> :-</p> <p><u>Lesson reading and recognising key words</u> :-</p>	<p>Q: which lesson was described?</p> <p>The teacher also reads the lesson name of page no 136-137 underline the difficult words.</p>	<p>A: Mughal empire.</p> <p>Akbar was 13 years old when he became the emperor. He rapidly conquered Bengal, Central India, Rajasthan and Gujarat.</p>	
<p><u>Discussion team</u> :-</p>	<p>Children read and discuss about Mughal emperors of Akbar, Jahangir, Shahjahan and Aurangzeb.</p>	<p>Sahasran 1627-1658AD Mughal Companis Com-tines in the Decem. He based many robots</p>	





Steps	Teaching Learning Process/strategies	B.B.W	TLM
<p><u>Discussion to</u> <u>Black board write-</u> <u>thing:-</u></p>	<p>by nobles & chiefs of his empire.</p>	<p>900 1657 - 1658 AD there was an invasion amongst Shah Jahan, Aurangzeb was victorious and his 3 brothers were killed.</p>	<p>Black board Chalk piece Dustpan Pen Pencil etc.</p>
<p><u>Discussion to</u> <u>Questioning on</u> <u>the contents:-</u></p>	<p>Childrens write the words on the slate and explain briefly.</p>	<p>Q: who was imprisoned? A: Shahjahan was imprisoned for the first of his life in Agra.</p>	
<p><u>Discussion to</u> <u>Lesson:-</u></p>	<p>children read the lesson is there any doubt and ask me.</p>		
<p><u>Activity: basic</u> <u>method:-</u></p>	<p>write the questions on the black board in the classroom and discuss on the basis of childrens answers.</p>		





Steps	Teacher Activity	B.B.W	TLM
<p>Discussion:-</p> <p><u>Activity :-</u></p> <p><u>Demonstration</u> <u>& discussion:-</u></p> <p><u>Conclusion</u> <u>Evaluation:-</u></p>	<p>Aurangzeb (1658-1707) con- quered Assam but faced a long no. of Talait all over his King- dom because of Agastya, Assam Purab.</p> <p>Q: which time of Aurangzeb? Shivaji succeeded in establis- hing an independent Kingdom. Aurangzeb conquered in Bija- pur in 1685 of Golkonda in 1687 AD. His death was followed by a Succession Conflict amongst his gens.</p> <p>To write important points on the slate which children gives examples.</p>	<p>A: 1658-1707 AD</p> <p>Q: when did Aurang- zeb Conquer Bija- pur, Golkonda? A: In 1685 Bija-pur and Golkonda in 1687.</p>	



MACRO LESSON PLAN - 13Preliminary information:-

Subject : Social Science
 Class : VII-TH
 Topic : Europe.

Academic Standards:Conceptual understanding:-

- * First western about the country of Europe industrial relation take place first in Europe.
- * Teacher explained briefly that Asia and Europe and continents landmark.
- * Europe has several high snow covered continents.

Reflection on contemporary issues and questioning:-

- * The Eastern Europe is a vast plain which stretches across several countries like Russia, Ukraine etc.
- * These plains experience heavy snow falls and bitter cold in winter.

Mapping Skills:- * Identify Europe in the map.

- * Look at the picture page no. 60 Budapest capital of Hungary by the river in Eastern Europe.

Appreciation:- Student appreciated the continents which the between the Caspian sea and play across the southern boundary of Europe.



Steps	Teacher Activity	B.B.W	TLM
<p><u>Get introducing:-</u></p> <p><u>Mind mapping</u></p> <p><u>Questions:-</u></p> <p><u>Drilling</u></p> <p><u>Questions:-</u></p> <p><u>Topic Assessment-</u></p> <p><u>Comment:-</u></p> <p><u>Lesson teaching</u></p> <p><u>& recognizing</u></p> <p><u>key words:-</u></p> <p><u>Discussion to</u></p> <p><u>team:-</u></p> <p><u>Discussion to</u></p> <p><u>black-board</u></p> <p><u>writing:-</u></p> <p><u>Discussion to</u></p> <p><u>lesson:-</u></p>	<p>Good morning children.</p> <p>Q: Where does the ocean separate?</p> <p>Q: Why is called Europe?</p> <p>Q: What will the teacher explain?</p> <p>The teacher read the lesson page no 39-41 underline the difficult words.</p> <p>Children read the lesson is there any doubt and ask me.</p>	<p>A: The ocean separate the two continents Europe and north America.</p> <p>A: In fact Asia is a Europe or one continuous land-mass. This land mass is Europe.</p> <p>The Alps the most important mountain ranges of Europe are called with snow all the year round.</p>	<p>Text book</p> <p>Black board</p> <p>Chalk piece</p> <p>Pen</p> <p>Marker</p> <p>Duster etc.</p>





<p>steps</p> <p><u>Activity</u> <u>basic</u> <u>method</u>! -</p> <p><u>Discussion</u>! -</p> <p><u>Activity</u>! -</p>	<p>write the question on the black board in the discussion on the basic of children answer.</p> <p>from this report shine is one of a most important hubs as it blows through out several countries empties itself into the North sea.</p> <p>Q what is and possible? A: Transport to the open sea through this river.</p>	<p>B B W</p> <p>Q: what is vast plain? A: The Eastern Europe is a vast plain.</p>	<p>TLM</p>
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Steps	Teacher Activity	BBW	TLM
<p><u>Conclusion & Evaluation</u>:-</p> <p><u>Home work</u>:-</p>	<p>Give a continental + trade winds into the Rhine the valley drainage into the Caspian ocean which is a vast lake.</p> <p>To write important points in your notes which children give examples</p> <p>Children activity read briefly and write about the mountains, plains rivers.</p>	<p>Q: what is called Vost lake?</p> <p>A: Unlike the Rhine, the valley drains into the Caspian Sea which is a vast lake.</p>	



MACRO Lesson plan - 14

Preliminary information! - Subject : Social Science
 Class : VII
 Topic : Mughal Empire.

Academic standards:Conceptual understanding! -

- * First we learn about Mughal relation with other tribes in India of those times - those were several kings as artists in all parts of the country.
- * The teacher explained that might rules complained constantly against tribes who refused to accept their authority.

Information Skills! -

The Mughal of Jahangir was the daughter of Rostam Fuloor of Ameer. The mother of Safarun was a daughter of the Rostam Fuloor of Jodhpur.

Reflection Contemporary issues and Questioning! - From a small those who Mughal service were envied as Munsabdar.

Map Skills! - We identify how they explained to encompass different reasons the Mughals recruited diverse kind of people.

Appreciation and Sensitivity! - Students are appreciated that a Munsabdar ~~was~~ son conduct become a Munsabdar automatically.



Steps	Teacher Activity	B.B.W	TLM
<p><u>Introducing:</u> <u>Read mapping</u> <u>Questions:-</u></p> <p><u>Probing</u> <u>Questions:-</u></p> <p><u>Topic Assessment:-</u> <u>Assessment:-</u></p> <p><u>Lesson read-</u> <u>100 pages:-</u> <u>5 key words</u></p>	<p>Good morning children Q: Who married the Mughals? M who was the father of Jahangir? who was the father of Jahangir? what will we discuss? The teacher reads the lesson same and page No. 138-140 underline the difficult words.</p>	<p>A: The Mughals married 12 princesses of various local rulers as a work of friendship ship.</p> <p>A: The mother of Jahangir was the daughter of the Ruler of Amber. A: Mughal Empire. Mughal Empire.</p> <p>The Kayakas in Vijai- anagara empire could become independent of Portugal.</p>	<p>TLM</p> <p>Testbook</p>





<p><u>Steps</u></p> <p><u>Discussion to team:-</u></p> <p><u>Discussion to board writing.</u></p> <p><u>Discussion to question the content:-</u></p> <p><u>Activity:-</u></p>	<p><u>Teacher Activity</u></p> <p>Children write the words in their notes of explain briefly.</p> <p>Children write the words in their notes explain briefly.</p> <p>How many years were the jagirs + transbards?</p> <p>A) The jagirs too were constantly transbards every 2-3 years.</p>	<p><u>B B W</u></p> <p>Enough to declare the kings. The mughals prevented this by constantly transferring mansabdar from one place to another every 2-3 years.</p> <p>The Mansabdar brought his own revenue got them registered their horses money to pay them as salary.</p> <p>Mansabdar received their salaries as revenue using name called jagirs, which were some sort like vizir jagogam nayakas.</p>	<p><u>T M</u></p> <p>Black board Chalk piece pen pencil Duster etc.</p>
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Steps	Teacher Activity	B.B.W	JLM
<p><u>Demonstrations</u></p> <p><u>Discussions</u>:-</p> <p><u>Conclusion</u></p> <p><u>Evaluation</u></p> <p><u>Homework</u>:-</p>	<p>in Akbars region, these regions were completely assad. So that their revenue were brought to salary of the main - Sabdar.</p> <p>To write important parts in your state which childrens give examples.</p>	<p>Q: In which region their revenue were brought to the salary of Musabdar?</p> <p>A: Akbars region.</p>	



Macro lesson Plan - 15Preliminary information -

Subject : Social Science

Class : VII

Topic : Mughal Empire.

Academic StandardsConceptual Understanding :-

* We learn briefly about Akbar's policies. The broad features of administration were laid down by Akbar and were elaborately discussed by his biographers. Tenders to his court in his book Akbar Nama.

Information Skills :-

- * Instead of based on a system of honesty, Justice that was universal and applicable.
- * Abul Fazl helped Akbar in grammar division of Government and understood this idea of Judicial.

Mapping Skills :- we observe the pictures from the text book page no.

1-1 Akbar holding discussion with learned individuals of different faiths in his Ibadatkhana.

Appreciation Sensitivity :- The student are more appreciated that the economic wealth and resources commanded by the Mughal nobility made them an externally powerful group.



Steps	Teacher Activity	B.B.U	TLM
<p><u>Introducing!</u> - <u>Mind mapping</u> <u>Questions!</u> -</p> <p><u>Probing</u> <u>Questions!</u> -</p> <p><u>Lesson read!</u> <u>long</u> <u>reaffirm!</u> <u>sing words!</u> -</p> <p><u>Discussion to</u> <u>team!</u></p> <p><u>Discussion</u> <u>to blackboard.</u></p>	<p>Good morning Childrens. Q: with whom Akbar started discussion in religion? Q why did Abdul Fazul help Akbar?</p> <p>The teacher reads the lesson and page no 40-41 underline the difficult words. Childrens read and discuss about Akbars.</p>	<p>A: Akbar started discussion on religion with the Muslim scholars Brahmin priest who were Roman Catholics and Zoroastrians. Abdul Fazul helped Akbar in bringing a vision of governance around this idea of Sakshikal. Mughal Empire. with the Muslim scholars, Brahmins, priests who were Catholics and Zoroastrians.</p>	<p>TLM</p>
			<p>Blackboard pen pencil dustpan.</p>





Steps	Teacher Activity	BBLW	TLM
<p><u>Discussion to</u> <u>Lesson</u> -</p> <p><u>Activity</u> <u>basic</u> <u>Method</u> -</p> <p><u>Demonstration</u> <u>Discussion</u> -</p> <p><u>Conclusion</u> <u>Evaluation</u></p>	<p>Children read the lesson is there any doubt and ask me.</p> <p>write the questions on the black board in the classroom and discuss on the basis of children answers.</p> <p>Q: who helped Akbar? A: Akbar helped Akbar.</p> <p>Q: Akbar helped Akbar. The scales revenue collection lost very little. Govt invest most in the other hand.</p> <p>Primary products the peasant and the artisans</p> <p>* To write important point in your notes which children ask</p>	<p>Q: What did Aurangzeb deviate? A: Aurangzeb deviated policy started to protect himself has believing only Muslims.</p>	<p>TLM</p>





Steps	Teacher Activity	B Buo	TLN
<p>Homework: -</p>	<p>Children activity read briefly and write about the Mughal empire in the 17 Century after.</p>	<p>Q: what are learn from the 20th year side Sahasabam re region</p> <p>A: Documentals from 20th year of Sahasabam region in from US that the wishes from King Mansabdar were only 1445 in numbers out of a total of 8000.</p>	



Macro Teaching Lesson plan - 16

Preliminary information, -

subject : social science

class : VIII

Topic : The Polar Region.

Conceptual Understanding:-

- * Let's learn about the polar region. This region has continuous night and continuous day for many months.
- * The teacher explains that there is no daily sunrise and sunset like we have in our country.
- * This season is very cold.

Reflection on contemporary issues and questions:-

- * The teacher explains the region which has near the poles is called the polar region.

Reflection on contemporary issue and questioning:-

- * The north horn part of the continent with the polar region is the Thundra.
 - * Thundra means very cold.
- Appreciation! - Since the Thundra regions get very little sunlight it has unique type of vegetation known as "Thundra vegetation."





Steps	Teacher Activity	Black board work	T.L.M
Start introducing: Mind mapping Questions: - Probing Questions: -	Good morning children. Q: what is called the polar region? Q: How many daily sunrises sunset little we have in our country? Q: which lesson was explained by your teacher - the teacher reads the lesson name and pg. No to underline the difficult words.	A: The region which lies near the polar region. A: No, there is no daily sunrise and sunset like us. A: The polar regions.	Text book
Topic Annou- nouncement:- Lesson read- ding read- ing Key words	Children write the words in your writes and explain briefly. Children reads the lesson	The region which lies near the poles is called the polar region. The northern part of the sun which the polar region is known as the thunder.	
Discussion to black board work:- Discussion to question - is there any doubt and any other question?	Children reads the lesson		





Maple Teaching Lesson Plan - 17

Prerequisite Information! -

Subject : Social Science

Class : VIII

Topic : The Polar Regions

Academic Standards!:-

Conceptual understanding!:-

* Even in the 3 months of summer it is cold but it is comparatively less cold than the winter.

* The rains which are frozen the winter most and begins to blow.

Appreciation and Sensitivity!:-

* Due to the cold the copper soil suitable to the region is frozen into a rock like state all through this year.

* The hard ground soil being hard it difficult to grow damages and with the strong wind.

Mapping Skills!:-

* We observe in the map when summer approaches many multi layered plates, lichens grass and berries present at around.

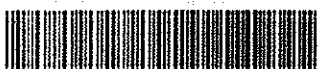


Steps	Teacher Activity	B. Buw	T.L.M
<p>got introducing Mind mapping Questions:- Probleming questions:-</p> <p>Topic anno- uncement:- Lesson tea- ding effere amizing key- words:- Discussion to team:- Activity:-</p>	<p>Good introducing Children Q: In which months do the sun shines? Q: How many months does the sun never set? Q: which lesson does discuss? The teacher reads the lesson name page no 41 underline the difficult words. Children read and dis- cuss about the polar re- gion in summer sea- son. During the winter melt and begin to follow</p>	<p>A: The sun begins to Sun- shine the Tundra over- land Feb - March. A: The sun never sets for almost 3 months from May to July. A: The polar region. In the beginning the sun- shines for a hour and a half and then gets. It lengthens to 20hr when 8 hours, 6 hours and finally 21 hours.</p>	





Steps	Teacher Activity	B.B.W	TLM
<p>Discussion to blackboard - work:-</p> <p>Discussion to Question the content:-</p>	<p>Q: How do the ice melt and how it is changed?</p> <p>Q: Due to the relatively warm weather the before which are broken during the winter melt and begins to blow.</p> <p>Children write the words in yellow notes and explain briefly.</p>	<p>Q: How does the plain - coming in changed in summer season?</p> <p>A: When summer approaches many more its colored plants like lichens, grass and berries spread all round.</p> <p>Thermon almost three months from May to July the sun never sets. It shines all 24 hours.</p>	<p>Black board Chalk Pencil Duster</p>





<p>Steps</p> <p>Discussion is lesson! -</p> <p>Activity basic method! -</p> <p>Discussion! -</p> <p>Conclusion Evolution</p> <p>Home work! -</p>	<p>Teacher Activity</p> <p>children read the lesson is there any doubt askme.</p> <p>write the questions on black board in the class -</p> <p>sum of discuss on the basis of children answers.</p> <p>Due to the warm weather some of rivers ice melts the means which are frozen.</p> <p>The lakes billup and huge changes of ice break off and hood into the oceans like ice.</p>	<p>B.B.W</p> <p><u>Q</u>: horizon crossing?</p> <p><u>A</u>: The horizon is the place where the earth appear to meet the sky.</p>	<p>7-11</p>
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Macro Lesson Plan - 18

Preliminary information: -

Subject : Social Science

Class : VI

Topic : The Polar Region.

Academic Standards

Reflection on issues - Custom poetry issues and Questioning

* The Eskimos are descendants of Siberians now a part of the Russian northern ark.

* Eskimo languages have been spoken for thousand of years but they were not written down until modern times.

Mapping Skills - * we observe a photograph of people in polar region 1920.

* we collect some photograph from the text book a very old photograph of Siberian Yupik woman holiday tasks.

Appreciation: - student's are appreciated the languages of Eskimos. There main languages are Inuit and Samiuk, spoken from northern Alaska to Greenland has the most speakers and it has many dialects.



Steps	Teacher Activity	B: B:uo	TLM
<p><u>Introducing</u></p> <p><u>Mind map</u>-</p> <p><u>Picq Ques</u>-</p> <p><u>tions</u>:-</p> <p><u>probing</u></p> <p><u>Questions</u>:-</p>	<p>Good morning Children</p> <p>Q: How is the home of the Eskimos?</p> <p>Q: Where do the Eskimos live?</p>	<p>A: The Arctic is region of vast treeless plain and Rocky islands.</p> <p>A: Eskimos live in the sea-land settlements in Greenland, Canada, Alaska.</p>	
<p><u>Topic</u> <u>ann-</u></p> <p><u>ouncement</u>:-</p> <p><u>Lesson</u> <u>lea-</u></p> <p><u>ding</u> <u>lea-</u></p> <p><u>ding</u></p> <p><u>Key</u> <u>words</u>:-</p>	<p>Q: What will we discuss now?</p> <p>*The teacher reads the lesson, marks and gives underlines the difficult words.</p>	<p>A: The polar region. The Eskimo traditional way of life developed to meet the challenges of the mountains.</p>	
<p><u>Discussion</u></p> <p><u>to</u> <u>read</u>:-</p>	<p>Children read and discuss and the people of Eskimos. Some Eskimo groups then moved westward again to the Bering Sea area.</p>		





Steps	Teacher's Activity	B.B.W	TLM
<p><u>Discussion:-</u></p> <p><u>Activity:-</u></p> <p>Discussion to Blackboard work:-</p> <p>Discussion to Question on the content:-</p>	<p>They moved rapidly across the Canadian north to Greenland and some Eskimo groups. Then made westward again to the bearing area.</p> <p>Q: what are their languages?</p> <p>There are three main languages: A land Yupik and a mixed.</p> <p>Children write the words notes and explain briefly.</p>	<p>The difference among the small dialects of Yupik are spoken in south western Alaska and Siberia.</p>	<p>Chalk-piece Duster Text book Pencil</p>





Steps	Teacher Activity	B.B.W	TLM
<p><u>Discussion/5</u> <u>Lesson</u> -</p> <p><u>Activity</u> <u>basic</u> <u>Method</u> :-</p> <p><u>Demonstra-</u> <u>tion and dis-</u> <u>ussion</u> -</p> <p><u>Home work</u> :-</p>	<p>Children read the lesson is there any doubt and ask me. write the Questions black board in the class room and discussion the basic of children answer. Today the Eskimo population is out large but it is growing about 200,000, Eskimos live in Siberia, 30,000 in Alaska, 22,500 in Canada and 13,500 in Greenland. Children activity read and write about the people of Eskimo.</p>	<p>The Eskimos first entered North America about 5000 years ago. Crossing the Bering Straits from Asia.</p>	<p>The picture of Eskimos.</p>



Macro Teaching Lesson Plan - 19

Preliminary information :-

Subject : Social Science
 Class : VIII
 Topic : The polar Region.

Reflection on contemporary issues and Questionst-

- * Much larger group over 100 people would work together Cariboll of large sea animals such as whale.
 - * Some activities are carried out by small family groups tracking bears fishing with nets and gathering berries.
- Application - * student appreciated Eskimo's because they depend on hunt-ings, to live Eskimos are highly skilled at these activities.

Reading the text and (Given) understanding Interpretation:-

- * In summer they move inland to gather berries.
- * Some times they even circuit to more than kilometre they across snow and ice on judges pulled by dogs they on water in open boats called umiaks.





Steps	Teacher Activity	Black board work	TLM
<p><u>Introducing:-</u> <u>Mind mapping</u> <u>Questions:-</u></p>	<p>Good morning students Q: Where do Eskimo live? Q: How many members are there in a village? Q: What will be discussed?</p>	<p>A: The Eskimo live in family small groups. A: There are about 500 people in the northern Alaska coast. A: The polar region.</p>	<p>TLM</p>
<p><u>Topic announcement</u></p>	<p>The teacher reads the lesson name and page no. & underlines the difficult words.</p>	<p>* In the polar region (Greenland Island) typical group consist have 25-15 people. Eastern groups are born place to place through out the year following a family based even to seasonal.</p>	<p>Text book.</p>
<p><u>Lesson reading</u> <u>Identifying key words:-</u></p>	<p>Children write the words in your notes and explain briefly.</p>	<p></p>	<p></p>
<p><u>Discussion to lesson:-</u></p>	<p></p>	<p></p>	<p></p>
<p><u>Discussion to black board work:-</u></p>	<p></p>	<p></p>	<p></p>





Steps	Teacher Activity	B.B.W	TLM
<p><u>Activity</u> <u>basic Method:-</u></p>	<p>write the questions on black-board in the class room & discuss on the basic of child-gen answers.</p>	<p>Gen Summer - the arctic island to west coast born and getting berries some of times they collect licorice of marshmallow Lt, Loco Kora.</p>	
<p><u>Discussion:-</u></p>	<p>* close to operation is low-Portent.</p>		
<p><u>Activity:-</u></p>	<p>* How do they travel? A: They cross snow ice on sledges pulled by dogs and they travel on water in open boats called umiaks.</p>		
<p><u>Demonstration:-</u></p>	<p>Much longer grows than 100 people would work together to harvest and</p>		
<p><u>Discussion:-</u></p>	<p>100 people</p>		





<p>Steps</p> <p><u>Conclusion of Evaluation:</u> -</p>	<p>Home work:</p>	
<p>Teacher Activity</p>	<p>Some activities are coordinated by individuals and small groups talking about, finishing with nets and barriers.</p> <p>Children activity read and write about the life of Eskimos?</p>	
<p>B.B.U</p>	<p>Q: What do the Eskimos use in hunting?</p> <p>A: In Eastern groups there are 10-12 hunters would be needed to be held in the winter - tea ice.</p>	
<p>7Lm</p>		



Macro teaching lesson plan - 20Problem/ inquiry information:

Subject: Social Science

Class: VIIth

Topic: The Polar Region

Academic standards:Conceptual understanding:

* We learn that Eskimos depend on hunting and fishing to live. Eskimos are highly skilled at these activities.

* Some people Caribous are driven by lines of people into lakes narrow streams when they are spread with bears.

Reading the text (Given) understanding of interpretation:

* After reading the lesson we know that using is as important as hunting.

* Fish are netted in deep muddy waters on through holes in the ice.

Mapping Skill: - We observe the picture that a woman carrying in Cape area of Russia.

Some people land houses are built as shown in the picture. Some people have the houses and on both sides of the door there are snow benches.



Steps	Teacher Activity	B.B.W	T-L-M
<p><u>Get reading!</u> - Mind mapping Questions.</p> <p><u>Priority</u> <u>Questions:</u> -</p> <p><u>Topic anno-</u> <u>ment:</u> -</p> <p><u>Lesson reading</u> <u>organising</u> <u>key words!</u> -</p> <p><u>Discussion to</u> <u>team!</u> -</p>	<p>Good evening children. Q: what clarity depend on?</p> <p>Q: How are carib driven by lines of people? what will be discuss about the lesson?</p> <p>The teacher read the lesson name and page no. 44 underline the difficult words. children read and discuss about the hunting of bishering.</p>	<p>A: The depend on writing and pointing to line Eskimo are highly skilled at these activities.</p> <p>A) Carib are driven by lines of people in the lakes of narrow streams what they are spread shot with arrows on have happen.</p> <p>Eskimos also use bundles because took on small lines to fish. Through holes in the ice in</p>	<p>Blackboard Chalkpiece pen pencil stick</p>





Steps	Teacher Activity	B B U	FLM
<p>Discussion to black board work</p>	<p>Children read the lesson is there any doubt and ask me.</p>	<p>Weather on land on the edge of the ice is spawning.</p>	
<p>Discussion to Questioning on the content</p>	<p>Write the Questions on the black board in the classroom and discussion the basic of children answers.</p>	<p>Some meat especially meat. Sea party de-Cayed state through meat becomes digest Skims in water in Alaska very large winter tents were made by placing heavy water and shells on wood boards.</p>	





<p>Steps</p>	<p>Teacher Activity</p>	<p>B.B.W</p>	<p>TLM</p>
<p>Conclusion</p> <p>Evaluation:-</p> <p>Homework:-</p>	<p>*The Eskimo wore boots Called hooded boots Socks Called parkas all made of animal skins there are different in details of cloth- ing for men and women. Pui Children activity read and write about hunting birds.</p>	<p>Q: what are called boots? A: Trousers and hooded socks Called parka made of animal skins.</p>	<p>7</p>

