

Improve your learning

1. Why do you think Ashoka chose lions and bulls to put on his pillars rather than cows or parrots? What animal would you have chosen if you were in his place? Give reasons for your choice.
2. Look at the sculpture panel from Kanganahalli and identify the features that distinguish the king from other people.
3. Many stupas of Andhra Pradesh are on the banks of rivers (like Salihundam, Nagarjunakonda, Amaravati etc). Why do you think the monks selected these sites to build stupas?
4. Look at the sculpture showing the calming of the elephant. You can see some people watching the event from a height. Who do you think were these people?
5. Carefully look at the dresses of men and women in the sculptures. Can you try to draw them in a notebook? In what way are they different from the dresses we wear today?
6. Why do you think only the rock cut viharas and chaityas survived till today?
7. Compare the features of a Chaitya with that of a temple. Do you think the mode of worship in a Chaitya and a temple would be different?
8. Why the Buddhist Stupas, Chaityas are sacred?
9. How the Buddhist monks probably used the Viharas and Chaityas?
10. Locate Buddhist and Jain sites in Andhra Pradesh outline map?

Project

Visit a place of worship in your village or town and draw a sketch of the structure. Try to get the name of each part of the structure and its use and meaning. Prepare a report about this place of worship and conduct an exhibition in your class.

ACADEMIC STANDARDS

Time should be spent in making sure that children comprehend the passages given in text. In between questions are useful in this context. These questions are of different types that would include the aspects reasoning, cause and effect, justification, mind mapping / concept mapping, observation, analysis, thinking and imagination, reflection, interpreting etc. The key concepts have been discussed subconceptwise in every chapter with examples and also given in the form of keywords.

1) **Conceptual understanding:** Promoting learning of basic concepts through inquiry, discussion, reflection giving examples through case studies interpreting, observation etc.

2) **Reading the text (given), understanding and interpretation :** Occasionally there are case studies about farmers, labourers in factory, or images that are used in text which do not directly convey the concept. Time should be given for children to grasp the main ideas, interpret images etc.

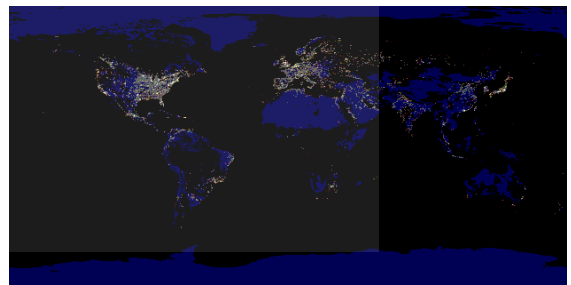
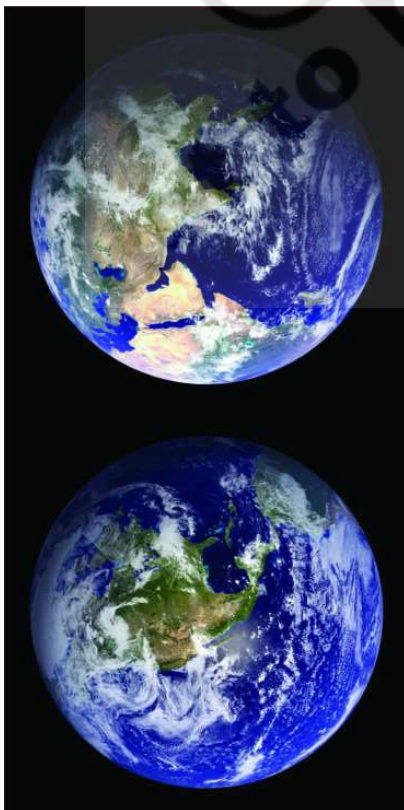
3) **Information skills:** Textbooks alone cannot cover all different aspects of social studies methodology. For example children living in an urban area can collect information regarding their elected representatives or children living in the rural area can collect information about the way irrigation / tank facilities are made available in their area. These information may not exactly match with that of the textbooks and will have to be clarified. Representing the information that they have collected through projects are also an important ability. For example if they collect information about a tank – they may decide to draw an illustration or map etc along with written material. Or represent the information collected through images or posters. Information skill includes, collection of informatic tabulation / records and analysis.

4) **Reflection on contemporary issues and questioning:** Students need to be encouraged to compare their living conditions along with that of different regions or people from different times. There may not be a single answer to these situations of comparison. Giving reasons for certain happening process and justification of informatic and interpretative.

5) **Mapping skills:** There are different types of maps and pictures used in the textbook. Developing ability related to maps as abstract representation of places are important. There are different stages of developing this ability, from creating a map of their classroom to understanding height, distance as represented in a map. There are illustrations, posters and photographs used in the textbook, these images often relate to the text and are not merely for visual effect. Sometimes there are activities like write a caption or read the images that are about architecture etc.

6) **Appreciation and Sensitivity:** Our country has vast diversity in terms of language, culture, caste, religion, gender etc. Social studies does take into consideration these different aspects and encourages students to be sensitive to these differences.

Q. In this page there are two images of the earth taken from space. Would you agree with the title given to the first images as "Blue Marble"? Second image shows the earth by the night. What can you tell about lives in different continents from this image?



ACKNOWLEDGEMENT

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CLASS - VI SOCIAL STUDIES SYLLABUS

S.No.	Theme	Sub Theme	Key Concept
1.	Diversity on the Earth	1. Reading and Making Maps	-Sketch map -Scale -Directions on the map. -Symbols
		2. Globe – A model of the Earth	-Earth is a sphere -Cardinal directions -Latitudes and Longitude (Equator, Poles) -Continents and Oceans
		3. From gathering food to Growing food – The Earliest people	-Gathering, hunting and stone tools -Domestication of animals and plants -Survival of hunting gathering and early farming practices
		4. Land forms of A.P.- Part A Penamakuru - A Village in the Krishna delta - Part B	-Land forms introduction -Plain & Delta (A study of Penamakuru village)
		5. Salakamcheruvu - A Village on the Plateau	-Plateau (study of Salkam cheruvu village)
		6. Kunavaram - Tribal Villages on the Hills	-Hilly region (Study of Kunavaram village)
2.	Production, Exchange and Livelihoods	7. Agriculture in our times;	-Categories of farmers (rich, middle, small and marginal) and agricultural workers. -'Dry', 'wet' and 'garden' agriculture -Rural Credit and marketing -Sustainable agriculture
		8. Trade in Agricultural Produce: Part-A and part-B	- Types of market places -Retail shops: retail shops in villages weekly markets / Rythu bazaars / Mandi / Wholesale markets for paddy. - Buying and selling in the market. - Different kinds of traders retail shopkeepers, wholesale traders -Holding capacity of farmers, transport facilities, ware-housing, sale through public auction

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S.No.	Theme	Sub Theme	Key Concept
3.	Political Systems and Governance	9. Community Decision making in a Tribe	- Popular perceptions of tribal societies - Tribal egalitarianism (minimal gender, age and economic differences), kinship relations, access to common resources, \ collective decision making, tribal religion
		10. Emergence of Kingdoms and Republics	Janapadas Maha Janapadas, Kingdoms, Gana.
		11. First empires	- Mauryan empire, Kingdoms and empires in the Deccan.
		12. Democratic Government	- Kingship & dictatorship - Citizenship - Participatory decision making - Representation - Role of Majority & Minority - Independent Judiciary - Inequality and democracy - Casteism / communalism and democracy
		13. Village Panchayats	- Decentralization of decision making and implementation - Implementation of projects - What is a ward election to ward? - Electoralroll? Gram sabha, Sarpanch, Reservations etc., - Functions of Grampanchayat. - Village secretary and VRO
		14. Local Self- Government in Urban areas.	Urban local self government
4.	Social Organization and Inequities	15. Diversity in Our society	- Diversity in our neighborhood and country - Unity in Diversity - Difference and prejudice - Stereo types - Inequality and discrimination - Discrimination and exclusion based on gender, caste, region, physical capabilities etc - Experiences of discrimination - Struggle for equality

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S.No.	Theme	Sub Theme	Key Concept
		16. Towards Gender equality	- Gender & sex - Sex ratio in the population - Stereotypes about boys and girls - household work - Opportunities and employment for women - Schooling and women - Struggle for women empowerment New forms of gender discrimination and exploitation
5.	Religion and Society	17. Religion and Society in Early times	-Pre historic religion – Folk worshipping and trees and animals -Vedic Religion – Worship associated practices, rituals. Upanishads, Jainism & Buddhism
		18. Devotion and Love towards God	- Early Bhakti Movement - Always and Nayanars and their poetry - Ideas about Universal God and Devotion and love - Temples and idol worship - Emergence of Christianity Emergence of Islam
6.	Culture and Communication	19. Language, writing and Great Books	- Story of writing - Epics - Sangam Literature - Books on Science, Maths and Medicine
		20. Sculptures and Buildings	- Buddhist Architecture - Stupas, Viharas and Chaityas. - Temple Architecture - Rock cut and structural Temples

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