

MERUVAMBAYI M U P SCHOOL
Teaching Manual
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Subject: SOCIAL SCIENCE (English Medium)
class V.
Unit-1

A ROAD TO HISTORY

Learning Out comes:

- Explains that history is recorded on the basis of evidences.
- Differentiates between Historic and Pre-Historic Periods.

Activity 1:

Teacher shows the pictures of schools and other public institutions. ^{R1} Then teacher asks some questions.

- What are the major institutions we can see in our locality?
- what are the services we get from these institutions?

You are also studying in such a school, aren't you? You know a lot of facts about your school, don't you? Try to write down the details of your school.

Teacher gives a format to each students as given in the TB P7. They fill the format by collecting information from others.

- Name of the Headmaster/Headmistress
- Number of students
- Number of teachers
- Names of teachers
- Library/Laboratory/Computer Lab facilities
- Availability of playground
- Number of buildings
- Details of the place where the school is situated (district, taluk, village, survey number)
- Panchayath/Municipality/Corporation

Then teacher asks to Prepare a brief report including the data collected, and discuss it in your class.

Discover and Record

Now, let us gather the data on the past of our school.

What information to be found out?

- Year of establishment

- Former teachers
- Alumni
- Buildings at the time of establishment
- Later changes

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From where do we get this data?

It is possible for you to gather some of the data using the following hints

- Name board of the school
- Plaque
- School diary
- Annual souvenir
- Attendance registers of previous years
- Admission register

Let us collect some information orally. To whom shall we approach for this?

- The elders living near the school.
- Alumni
- PTA representatives

Do we need more data?

- Head master

We can collect more data from the school wiki of IT @ school.

Using the information and photos gathered, prepare a book titled 'The History of my School'. You can release it in the class PTA meeting or assembly.

Assessment: What are the sources that you depended to record the history of your school?

Activity: **Searching for Evidence.**

By showing the book 'The History of My School' teacher make a discussion by asking questions.

How did you collect the information about school?

In which way you collected the information?

Did you get any evidences?

*Like the school, each family, village and country has its own history. We get information on the food habits, dress, dwelling places, occupation and administrative system of different ages through **historical inquiry**.*

This information helps us to recognize the gradual development that human beings attained through different periods of history.

History is the record of the progress that human beings acquired down the ages.

T L Material: Picture of institutions.^{R1} Historical remains,^{r2} Local history album,^{R3} school history.^{R4}

Ideas/Values: History is the record of gradual development of human beings attained through different periods of history.

Assessment: History of school.

Activity: Pre-Historic Period

observation pictures given in the T B P-9,10 and the pictures that shows by teacher. Discussion. Preparing note.^{r5}

Hints: What sources can be used to draw out information on human life that existed before the beginning of the art of writing?

The remains of the materials that human beings of those ages made and used help us to construct knowledge on those periods. A few such objects can be found in the pictures given below.

The period before the formation of art of writing is known as Pre-Historic Period.

The period with written records is know as the Historic Period.

Module:

- Describes the need of conserving historical monuments.
- Acquaints methodology of writing local history.

Activity: Observation of video of Historic museum. Discussion - Preparing note.^{R6}

Hints: What are the things kept in the museum?

Why these things keep there in the museum?

Do you keep such type of things in your home?

Students responds and write it.

Again teacher shows the video of different forts and monuments in Kerala.^{R7}

How then what are the historical Remains?

Codification:

A museum keeps the objects or their remains that were once used by man. They are preserved because they give much valuable information on the past of human life. Besides these

objects, monuments like forts, palaces, old buildings, etc. are preserved because of their historical importance.

Assessment: Teacher check whether all the students prepared the note correctly.

Activity: Seek and Find.

Teacher asks the students to read and observe the pictures in the T B P-12 and 13 and prepare note.^{R8}

Students responds.

Assessment: Collect the objects of historical importance from your home and locality and set up a history museum in your school.

Codification:

There are a lot of historical remains around us. They are to be preserved for the coming generations as it would provide them with the opportunity to learn about the past. If we are able to recognize the period to which these sources belong, the study about them would be more interesting.

Extended Activity: Collect pictures of historical sources and prepare an album with proper description.

Module: Analyses the concepts of AD, BC and century.

Activity: Table observation, Historical observation, Calender observation.

T L Material: Table, History, Calender.^{R9}

Ideas/Values: In history, the chronological sense helps us to find out the answer to this question 'when' and 'where'.

Products: Observation note, Table.

Activity step: The Year of independence of India and the year and events that happened before and after the independence presents by a table.

Discussion. Hints:

When did India attain independence? It was in 1947.

The formation of the state of Kerala was in 1956.

How many years after independence was the state of Kerala formed?

Gandhiji led the Salt Sathyagraha in 1930.

How many years before the independence was the Salt Sathyagraha organized?

Codification:

Here, chronology is measured based on the year of Indian independence. Chronology needs to be based on specific year.

Activity step 2: Presents the digital picture of scale to recognize the concept of AD and BC.^{R10}

Discussion- Hints:

Which events based to measure chronology here?
How the periods known.

Codification: The birth of Jesus Christ based to measure chronology. The time before and after the birth of Jesus Christ is known as BC (Before Christ) and AD (Anno Domini) respectively. Now they are also known as CE (Common Era) and BCE (Before Common Era).

Activity:3 Shows a calendar.^{r11}

What are the different eras mentioned in the calendar?
Divide the students into groups by giving the name of eras.
Gives calendar to each group.
Write down their findings.

Hints: Different eras.

Importance of eras.

Name of current months.

Codification: There is Christian Era, Kolla Era, Hijra Era, Shaka Era.
Each Era has its own importance and relevance.

Activity:4 students say the year of their birth and noted on the board.

Discussion: hints.

In which century these years belongs?

Which is the current century.?

1947 belonged in which century?

Presents the centuries 19,20,21 in a picture.

A century denotes 100 years. For example, AD 1 to AD 100 is the first century. AD 1901 to AD 2000 is the 20th century.

We are living in the 21st century.

1947 belonged in 20th century.

T L Material: Video charithra sheshippukal samrakshikkam.^{R2}

Video kalam kanakkakam.^{r12}

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