

STANDARD VI - SOCIAL SCIENCE

New Curriculum and Syllabus with effect from the Academic year 2003-2004

- A. Social Science includes contents of History, Sociology, Economics, Civics and Geography.**
B. Broad Aim : To shape pupil into a good citizen, socially aware and take interest in social development
C. Evaluation : I. History : 40 Marks, II. Civics : 20 Marks, III. Geography : 40 Marks, Total : 100 Marks.

I. History of Tamil Nadu - Sangam Age, Pallava Period (Society, Economy and Culture) - 68 Periods (Inclusive of Revision, Test etc.,)					
Unit/ Lesson No.	Expected Learning Outcome	Syllabus	1. Instructional strategy 2. Practical Exercise 3. Evaluation	1. Teaching Aids/Media 2. Illustrations	Periods
I.1	1. Pupil acquires knowledge about the pre-historic people of Tamil Nadu 2. Pupil will be able to differentiate the life of the people during the stone age and metal age	Pre-Historic Age - Palaeolithic period - New Stone Age - Metal Age - Megalithic Age - condition of People's Life	1. Prepare a chart showing the weapons used by old stone age men and explain 2. Ask pupil to mark on TN map places where old stone age men lived 3. Ask pupil to compare and contrast old stone age and new stone age	1. Use map of TN 2. Use pictures of weapons used by men during old, new, metal and megalithic ages	5
I.2	1. Pupil acquires knowledge on the sources of Sangam age 2. Pupil will be able to explain the sources of Sangam age 3. Able to describe the Tamil kingdoms of the Sangam age	Sangam Age - Sources - Tamil Kingdoms	1. Indicate the boundaries of the Three kingdoms of the Sangam age on TN map and explain 2. Ask pupil to mark the three kingdoms, their capitals, ports and important cities by using different colours. 3. Map work	1. Use TN map (with Sangam kingdoms) 2. Use pictures of flags, emblems, coins etc of the three kings	10
I.3	1. Pupil acquires knowledge about the social, economic, religious and cultural life of the people of Sangam age 2. Compares and contrasts the life of the people of Sangam	Social, Economic, Religious and Cultural life of the people of Sangam Age	1. Showing in the TN map the centres of trade during the Sangam Age • Showing the capitals and ports in the map 2. Ask pupil to list out the	1. Use TN map 2. Use pictures of musical and other instruments used by the people of Sangam age	10

	<p>age with stone age</p> <p>3. Acquires knowledge on how trade and commerce flourished in Sangam age</p> <p>4. Able to describe the life of the people during the Sangam age</p>		<p>economic goods of Sangam age</p> <p>3. Ask pupil to write an essay on the social, economic, religious and cultural life of the Sangam people and award 10 marks</p>		
II.4	<p>1. Acquires knowledge about the contact of Greeks and Romans with ancient Tamil Nadu</p> <p>2. Identifies the commercial goods from TN to Greece and Rome vice versa</p> <p>3. Pupil will be able to explain Greek and Roman contact with ancient TN</p>	The Greek and Roman contacts with ancient Tamil Nadu	<p>1. Locate Arikkamedu and Puhar on the map of TN and explain</p> <p>2. Ask pupil to list out the things excavated at Arikkamedu and Puhar.</p> <p>3. Pupil to write an essay on Greek and Roman contact with TN and award 10 marks</p>	<p>1. Use TN map to locate Arikkamedu and Puhar</p> <p>2. Use pictures of Greek and Roman remains excavated at the above sites</p>	5
II.5	<p>1. Pupil understands who were the Kalabhras</p> <p>2. Able to explain the literary works of Kalabhra period</p> <p>3. Pupil will be able to describe why it is called as dark age</p>	Post-Sangam period - Kalabhras - Literary works of the period	<p>1. Locate on the TN map the areas ruled by Kalabhras and explain</p> <p>2. Ask pupil to mark on the map Kalabhra ruled areas</p> <p>3. Ask pupil to write on the literary works of the period</p>	<p>1. Use TN map to show Kalabhra ruled areas</p> <p>2. Quote literary works of Kalabhra period</p>	5
III.6.	<p>1. Pupil acquires knowledge about the sources for Pallava history</p> <p>2. Understands about early and later Pallavas</p> <p>3. Able to classify the Pallava sources into edicts, inscriptions, copper plates, coins and literature</p>	Pallavas - Sources - Early and Later Pallava Rulers	<p>1. Indicate on TN map where Archaeological remains of Pallava period are available and explain</p> <ul style="list-style-type: none"> • Locate on TN map Pallava Capital, Cities and Ports. <p>2. Ask pupil to list out Pallava sources</p> <p>3. Conduct oral Test on Pallava Sources and award 10 marks</p>	<p>1. Use TN map and point out places ruled by Pallavas</p> <p>2. Use pictures of inscriptions, coins and other Pallava remains</p>	5
III.7	<p>1. Acquires knowledge about the Pallava administration</p> <p>2. Identifies the divisions of Pallava Empire</p>	Pallava Administration-Role of Kings - Ministers - Divisions of Empire - Taxes - Justice - Punishments -	<p>1. Show the Pallava administered areas on the TN map</p> <p>2. Indicate the divisions of</p>	<p>1. Use the map of TN and show the extent of Pallava empire</p> <p>2. Draw a diagram of Pallava administrative set up and</p>	10

III.8	3. Able to explain the main aspects of Pallava administration	Regulation of life	Pallava empire on the map and explain 3. Ask pupil to write on the Pallava administration and award 10 marks	explain	
	1. Pupil acquires knowledge about the social, economic and religious life of the people under the Pallavas 2. Pupil understands the religious condition of Pallava period 3. Pupil will be able to list out the Alvars and Nayanmars	Social, Economic and Religious life of people under the Pallavas	1. Explain the social, economic and religious life of people with evidences 2. Ask pupil to list out the names of Alvars and Nayanmars 3. Ask pupil to write an essay on the social, economic and religious life of people under the Pallavas and award 10 marks	1. Use names and pictures of Alvars and Nayanmars to explain the religious condition 2. Use the picture of the light-house monument at Mahabalipuram to explain the shipping activity under the Pallavas	5
III.9	1. Pupil acquires knowledge about the Cultural Development under the Pallavas 2. Understands the literary works of Pallava period 3. Able to describe Pallava art and architecture	Cultural Development under Pallavas-Literature, art and Architecture	1. Explain the literary masterpieces of Pallava period • Show on TN map where Pallava monuments are located 2. Organise a tour to Kanchipuram or Mahabalipuram 3. Ask pupil to write an essay on the Cultural Development under Pallavas and award 10 marks	1. Use TN map to locate the places of Pallava monuments 2. Show the religious literary works of Alvars and Nayanmars to pupil	5
IV.10	1. Pupil understands about the First Pandyan Empire 2. Acquires knowledge about the social and cultural life of people of the period 3. Able to describe social and cultural life of people of the period	First Pandyan Empire Social and Cultural life of people of Tamil Nadu	1. Mark the extent of the First Pandyan empire on TN map and explain • Explain the social and cultural life of people 2. Ask pupil to mark the Pandyan capital and extent of empire on TN map 3. Ask pupil to write an essay on the topic and award 10 marks	1. Use TN map and mark the extent of the First Pandyan empire 2. Use pictures of monuments or temples to explain	8

II. Civics - 34 Periods (Inclusive of Revision, Test etc.,)

I.1	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about the present social life of the people 2. Understands the urban way of life 3. Understands the rural way of life 4. Able to differentiate between the two 	Social Life - Urban and Rural Way of Life	<ol style="list-style-type: none"> 1. Explain the social life of the people <ul style="list-style-type: none"> • Explain urban and rural life 2. Ask pupil to observe urban and rural life and record the observations 3. Ask pupil to compare and contrast urban and rural life <ul style="list-style-type: none"> • Oral test - award 10 marks 	<ol style="list-style-type: none"> 1. Use pictures depicting urban life <ul style="list-style-type: none"> • Use pictures depicting rural life 2. City, Town and Village maps 	5
I.2	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about the existence of various social groups in the society 2. Understands the services rendered by the social groups 3. Able to describe the role of various social groups in the society 	Social Groups - Teachers, Officials, Doctors, Lawyers, Engineers, etc., etc.	<ol style="list-style-type: none"> 1. Explain the services of the teachers, officials, doctors, lawyers and engineers 2. Pupil to list out the social groups living in her/his neighbourhood 3. Pupil to list out the services of these groups - award 10 marks based on good presentations 	<ol style="list-style-type: none"> 1. Use pictures of the social groups 2. Pupils to dramatise as teachers, officials, doctors, lawyers, merchants etc. etc. 	5
I.3	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about public property 2. Understands the need to protect public property 3. Able to suggest measures to protect public property 	Protection of public property	<ol style="list-style-type: none"> 1. Classify public property and explain the need to protect them 2. Ask pupil to write about the public property in their vicinity 3. Ask pupil to write on measures of safeguarding public property and award 10 marks 	<ol style="list-style-type: none"> 1. Use of pictures of public property such as hospitals, offices, school buildings, bus, railways etc. 2. Use drawings or art works to educate 	5
II.4	<ol style="list-style-type: none"> 1. Pupil acquires knowledge about the Panchayat system 2. Understands the functions of Panchayats and Panchayat Unions 3. Able to describe the role of Panchayats and Panchayat Unions 	Panchayat and Panchayat Unions	<ol style="list-style-type: none"> 1. Explain the functions of the Panchayats and Panchayat Unions 2. Ask pupil to list out the functions of these bodies <ul style="list-style-type: none"> • Conduct a mock Panchayat working 3. Essay Test : 10 marks 	<ol style="list-style-type: none"> 1. Use diagram of the Panchayat functions 	5

II.5	<ol style="list-style-type: none"> 1. Acquires knowledge about the existence of Municipalities and Corporations 2. Understands the heads of these bodies 3. Understands the functions of these bodies 4. Able to explain the composition and functions of these bodies 	Municipality, Corporations, Townships and Contonments	<ol style="list-style-type: none"> 1. Explain the composition and functions of these bodies 2. Ask pupil to list out the functions of these bodies 3. Conduct a oral test : 10 marks 	<ol style="list-style-type: none"> 1. Use pictures of Municipal, Corporation, Township and Contonment boards 2. Use diagram of the functions and functionaries of these bodies 	5
II.6	<ol style="list-style-type: none"> 1. Acquires knowledge about the district administration 2. Understands the officials' role at the district level 3. Able to explain about the district administration 	District Administration Collector - Revenue Officials - Superintendent of Police - Law and Order - Judicial Officials - Courts	<ol style="list-style-type: none"> 1. Explain with a diagram about the district administration 2. Ask pupil to collect information on district level officials and their services 3. Oral Test : 10 marks 	<ol style="list-style-type: none"> 1. Use District Map 2. Use diagram showing the district officials 	9