

# INFANT JESUS CONVENT SCHOOL

## ANNUAL PLAN SOCIAL STUDIES CLASS: VIII

MONTH/ NO. OF DAYS	TOPIC: SUB TOPIC	OBJECTIVES	AIDS/ ACTVITIES	MULTIPLE INTELLIGENC E SKILLS	LEARNING OUTCOMES
<b>APRIL</b> No. of Days: 18	<b>RESOURCES</b> >Definition >Types of resources >Human resources >Conservation of resources  <b>HOW, WHEN AND WHERE</b> >Importance of dates >Periodisation >Definition of colonial >Administrative records >Surveys  <b>THE INDIAN CONSTITUTION</b> >Need of constitution >Key features of Indian constitution >Difference between state & government	Students will be able to: >Differentiate between different types of resources. > Analyses uneven distribution of natural and human made resources on the earth.  >Understand the process of periodisation. >Try to extract more information on administrative records.  >Understand need of constitution. >Get to know about different features of constitution.	<b>SKILL</b> Write 10 points on 'What would happen if water disappears from earth?'  <b>KNOWLEDGE</b> Mind map.  <b>UNDERSTAND ING</b> Write the preamble of Indian constitution.	Logical intelligence Interpersonal skill Critical thinking  Intrapersonal skill Expressive skill Thinking skill  Logical intelligence Interpersonal skill Verbal skill	At the end, the students are able to: >Understand the importance of resources & their conservation. >List out ways of conservation. >Understand the role of British government in preserving records. >Examine the sources of modern history. > Grab main features of constitution. >List out different fundamental rights.

<b>MAY</b> No. of Days: 14	<b>FROM TRADE TO TERRITORY</b> >East India Company >Trade begins in Bengal >Battle of Plassey >Company expands rule >Tipu Sultan >War with Marathas >Paramountcy >Doctrine of Lapse >Company sets up new administration	Students will be able to: >Understand the ways used by Britishers to control India. >Get to know about different regional powers of that time.	<b>APPLICATION</b> Map of battles fought by Britishers in India.	Critical thinking Spatial skill Intrapersonal skill	At the end the students are able to: >Summarise the rivalries and battles among the trading companies. >Evaluate the policies followed by British to annex the Indian territories.
	<b>REVISION: PT-1</b>				
<b>CONDUCTION OF PT-1</b>					
<b>JULY</b> No. of Days: 27	<b>LAND, SOIL, WATER, VEGETATION &amp; WILDLIFE RESOURCES</b> >Land & its conservation >Soil – its degradation & conservation >Water & its conservation >Natural vegetation & wildlife >Distribution of natural vegetation >Conservation of natural vegetation & wildlife.	Students will be able to: >Interpret the land use pattern in India. > Get to know about conservation measures of different resources. >Justify judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.	<b>SKILL</b> Map on different kinds of soil.	Spatial skill Logical skill Verbal skill	At the end the students are able to: >Map out different kinds of soil in India. > Summarise the factors responsible for water scarcity and discuss the need to conserve water.

	<p><b>UNDERSTANDING SECULARISM</b>          &gt;Definition of Secularism          &gt;Separation of religion from state          &gt;Indian secularism          &gt;American secularism</p> <p><b>RULING THE COUNTRYSIDE</b>          &gt;Company becomes diwan          &gt;Revenue for company- Permanent Settlement System; Mahalwari System; Munro System          &gt;Crops for Europe          &gt;Demand for Indian indigo          &gt;Nij cultivation          &gt;Ryotwari system          &gt;Blue rebellion</p> <p><b>TRIBALS, DIKUS AND THE VISION OF A GOLDEN AGE</b>          &gt;Life of tribal groups          &gt;Effect of colonial rule          &gt;A closer look on Birsa Munda and his contribution to freedom struggle</p>	<p>&gt;Define secularism, its need &amp; importance.</p> <p>&gt;Get hold of the different laws promoting secularism.</p> <p>&gt;Understand different taxation systems of Britishers.</p> <p>&gt;Analyse the failures of taxation systems.</p> <p>&gt;Understand tribal culture &amp; way of life.</p> <p>&gt;Perceive information on Birsa Munda's life.</p>	<p><b>UNDERSTANDING</b>          Poster on secularism.</p> <p><b>KNOWLEDGE</b>          Mind map.</p> <p><b>APPLICATION</b>          Map on different tribes of India.</p>	<p>Expressive skill          Critical thinking          Interpersonal skill</p> <p>Spatial skill          Thinking skill          Intrapersonal skill</p> <p>Verbal skill          Spatial skill          Interpersonal skill</p>	<p>&gt;Discuss the ideals of secular state.</p> <p>&gt;Differentiate between Indian secularism &amp; American secularism.</p> <p>&gt;Explain how commercialisation of agriculture affected Indian agriculture.</p> <p>&gt;Highlight reasons for blue rebellion.</p> <p>&gt;Describe changes that came after coming of Britishers.</p> <p>&gt;Cite reasons for discontentment of the tribals leading to revolts.</p>
<p><b>AUGUST</b>          No of Days: 23</p>	<p><b>PARLIAMENT AND THE MAKING OF LAWS</b></p>	<p>&gt;Get know how of procedure of electing the legislature.</p>	<p><b>UNDERSTANDING</b>          Worksheet.</p>	<p>Logical thinking</p>	<p>&gt;Understand need of people's participation in</p>



<p>&gt;Mutiny becomes popular &gt;From Meerut to Delhi &gt;Spread of rebellion &gt;Company fights back &gt;Aftermath of the revolution</p> <p><b>AGRICULTURE</b> &gt; Definition of Agriculture &gt;Types of farming &gt;Major crops &gt;Agriculture development &gt;A farm in India and a farm in USA</p> <p><b>UNDERSTANDING MARGINALISATION</b> &gt;Definition of Adivasi &gt;Adivasi &amp; stereotyping &amp; development &gt;Minorities &amp; marginalisation &gt;Muslims &amp; marginalisation</p> <p><b>CONFRONTING MARGINALISATION</b> &gt;Invoking fundamental rights &gt;Laws for marginalised</p>	<p>&gt;Describe major crops, types of farming and agricultural practices.</p> <p>&gt;Understand farm system and type of farming.</p> <p>&gt;Understand reasons for marginalisation.</p> <p>&gt;Ascertain effect of marginalisation.</p>	<p><b>APPLICATION</b> Map on major crops.</p> <p><b>UNDERSTANDING</b> Worksheet</p> <p><b>UNDERSTANDING</b> Worksheet</p>	<p>Spatial skill Verbal skill Logical skill</p> <p>Expressive skill Interpersonal skill Critical thinking</p> <p>Intrapersonal skill Expressive skill</p>	<p>&gt;Understand the importance of agriculture. &gt;Draw interrelationship between types of farming and development in different regions of the world.</p> <p>&gt;Find out information about lives of Adivasis.</p> <p>&gt;Discover safeguards given by constitution for minorities.</p>
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	<ul style="list-style-type: none"> <li>&gt;Promoting social justice</li> <li>&gt;Protecting rights of Adivasis &amp; Dalits</li> <li>&gt;Scourge of manual scavenging</li> <li>&gt;Adivasi demands &amp; 1989 act</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Get know how of laws for the marginalised.</li> <li>&gt;Understand ways of promoting social justice.</li> </ul>		Critical thinking	<ul style="list-style-type: none"> <li>&gt;Find out information about manual scavenging.</li> <li>&gt;Discover safeguards given by constitution for Adivasis &amp; Dalits.</li> </ul>
<p><b>NOVEMBER</b> No. of Days: 23</p>	<p><b>CIVILISING THE “NATIVE”, EDUCATING THE NATION</b></p> <ul style="list-style-type: none"> <li>&gt;Tradition of Orientalism</li> <li>&gt;Grave errors of East</li> <li>&gt;Education for commerce</li> <li>&gt;Report of William Adam</li> <li>&gt;Agenda for National Education</li> </ul> <p><b>INDUSTRIES</b></p> <ul style="list-style-type: none"> <li>&gt;Secondary activities</li> <li>&gt;Classification of industries</li> <li>&gt;Factors affecting location of industries</li> <li>&gt;Industrial system</li> <li>&gt;Industrial disaster</li> <li>&gt;Distribution of industry</li> <li>&gt;Iron &amp; steel industry</li> </ul>	<ul style="list-style-type: none"> <li>&gt;Explain the institutionalisation of the new education system in India.</li> <li>&gt;State the change in the British policy.</li> <li>&gt;Get to know about various industries.</li> <li>&gt;Understand industrial system.</li> <li>&gt;Find out information about different industrial</li> </ul>	<p><b>SKILL</b></p> <p>Suggest some measures which you think would help remove illiteracy from the country.</p> <p><b>APPLICATION</b></p> <p>Map on major industries.</p>	<p>Logical Thinking</p> <p>Expressive skill</p> <p>Critical thinking</p> <p>Spatial skill</p> <p>Verbal skill</p> <p>Thinking skill</p>	<ul style="list-style-type: none"> <li>&gt;Highlight the reasons for the introduction of Western education.</li> <li>&gt;Evaluate the impact of education policies.</li> <li>&gt;Differentiate between different types of industries.</li> <li>&gt;Grasp knowledge of industrial system &amp; factors affecting location of industries.</li> <li>&gt;Locate industrial</li> </ul>

	<p>&gt;Cotton textile industry &gt;Information &amp; technology industry</p> <p><b>WOMEN, CASTE AND REFORM</b></p> <p>&gt;Working towards change &gt;Changing lives of widows &gt;Girls begin going to school &gt;Women write about women &gt;Caste and social reform &gt;Demands for equality and justice Gulamgiri &gt;Who could enter temples &gt;The non-brahman movement &gt;Organising reforms</p>	<p>regions of the world.</p> <p>&gt; Get to know about various problems lowering status of women and Dalits.</p> <p>&gt;Analyse the role of reformers in reforming caste system and position of women.</p>	<p><b>KNOWLEDGE</b></p> <p>Biography on any Indian social reformer of British times.</p>	<p>Intrapersonal skill Critical thinking Expressive skill</p>	<p>regions on world map.</p> <p>&gt;Analyse the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.</p> <p>&gt;Find out more information about reforms and reformers.</p>
<p><b>DECEMBER</b></p> <p>No. of Days: 11</p>	<p><b>PUBLIC FACILITIES</b></p> <p>&gt;Water as fundamental right &gt;Public facilities &gt;Government's role &gt;Other alternatives</p>	<p>&gt; Get to know who provides public facilities.</p> <p>&gt;Understand the role &amp; need of govt. in providing public facilities.</p>	<p><b>UNDERSTANDING</b></p> <p>Worksheet</p>	<p>Interpersonal skill Logical thinking Expressive skill</p>	<p>&gt;Find out more information about changes brought in Porto Alegre, Chennai &amp; Hyderabad. &gt; Describe terms like sanitation etc.</p>

**REVISION: PT-2**

## CONDUCTION OF PT-2

<p style="text-align: center;"><b>JANUARY</b> No. of Days: 21</p>	<p><b>LAW AND SOCIAL JUSTICE</b> &gt;Minimum wages &gt;Bhopal Gas Tragedy &gt;Worker’s worth &gt;Enforcement of safety laws &gt;New laws to protect Environment</p> <p><b>THE MAKING OF THE NATIONAL MOVEMENT: 1870s – 1947</b> &gt;Emergence of nationalism &gt;Formation of Congress &gt;Growth of nationalism &gt;Advent of Gandhi &gt;Rowlatt satyagrah &gt;Non-cooperation movement &gt;Happenings of 1922-29 &gt;Quit India &gt;Freedom and partition</p>	<p>&gt;Get know how of laws for minimum wages &amp; workers’ safety.</p> <p>&gt;Make out factors responsible for Bhopal Gas Tragedy.</p> <p>&gt;Get to know about various problems faced by Indians during British times.</p> <p>&gt;List the young revolutionaries and activities done by them.</p>	<p><b>SKILL</b> Pamphlet on Bhopal Gas Tragedy</p> <p><b>APPLICATION</b> Map of major movements during freedom struggle.</p>	<p>Spatial skill Verbal skill Intrapersonal skill</p> <p>Spatial skill Verbal skill Interpersonal skill</p>	<p>&gt;List reasons responsible for Bhopal Gas Tragedy.</p> <p>&gt;Explore other examples of industrial disasters.</p> <p>&gt;Grasp the knowledge of different movements &amp; role of different freedom fighters.</p> <p>&gt;Find out more information about different political associations.</p>
<p style="text-align: center;"><b>FEBRUAR Y</b> No. of Days: 22</p>	<p><b>HUMAN RESOURCES</b> &gt;Definition of human resources &gt;Distribution &amp; density of population</p>	<p>&gt;Find out patterns of population change.</p> <p>&gt;Ascertain factors affecting change in</p>	<p><b>SKILL</b> Discussion over different characteristics of society.</p>	<p>Logical thinking Spatial skill Expressive skill</p>	<p>&gt;Explain human resources.</p> <p>&gt;Grasp knowledge of factors affecting</p>



	>Factors affecting distribution of population >Population change & its patterns >Population composition	population.			distribution of human population.
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**REVISION: TERM-2**

<b>MARCH</b>	<b>CONDUCTION OF FINAL ASSESSMENT</b>
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