

Inspired SOCIAL STUDIES 3

For the CISCE curriculum



Orient BlackSwan



Orient BlackSwan

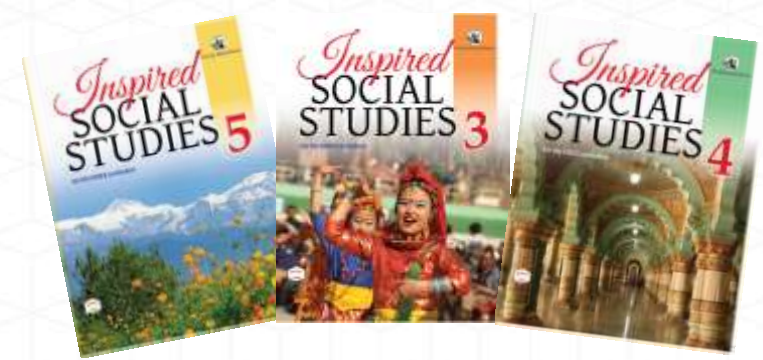
Inspired Social Studies 3-5

For the CISCE Curriculum

Smart
App

PRODUCT PRESENTATION

PACKAGE



For Students

- Students' Books 1–8
- Students' App 3–5

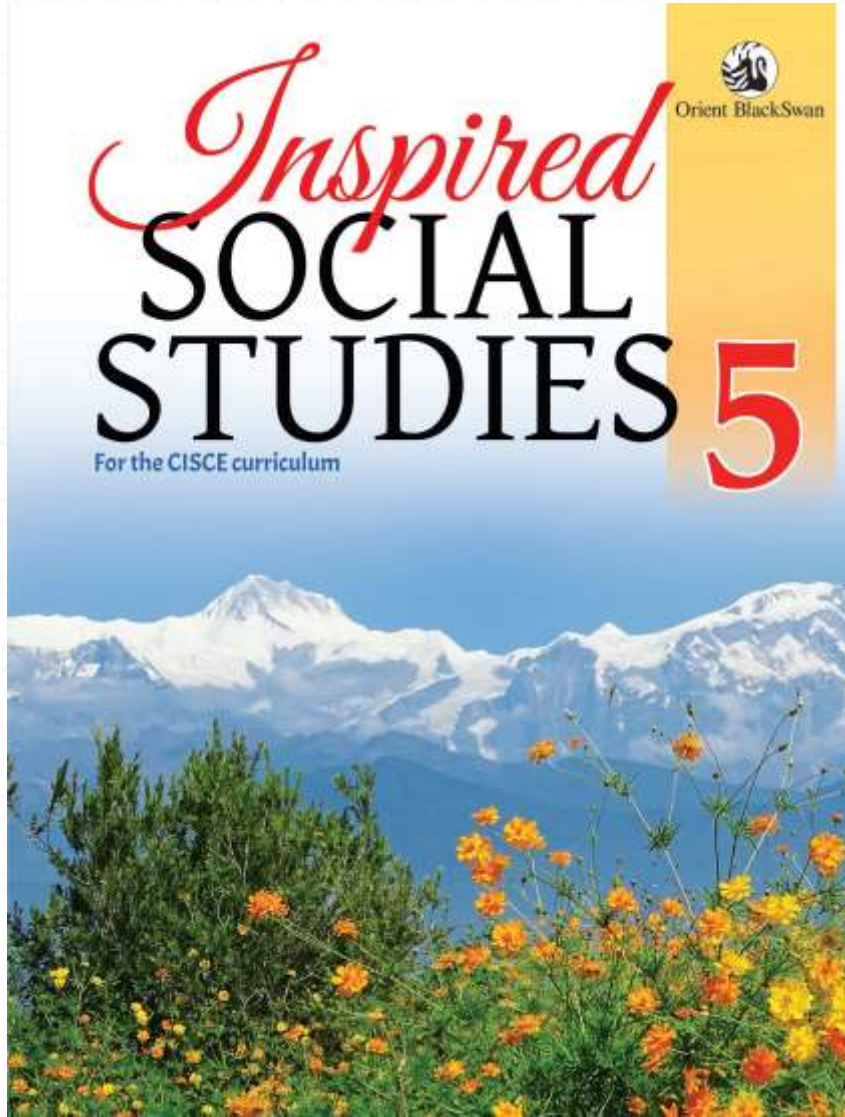
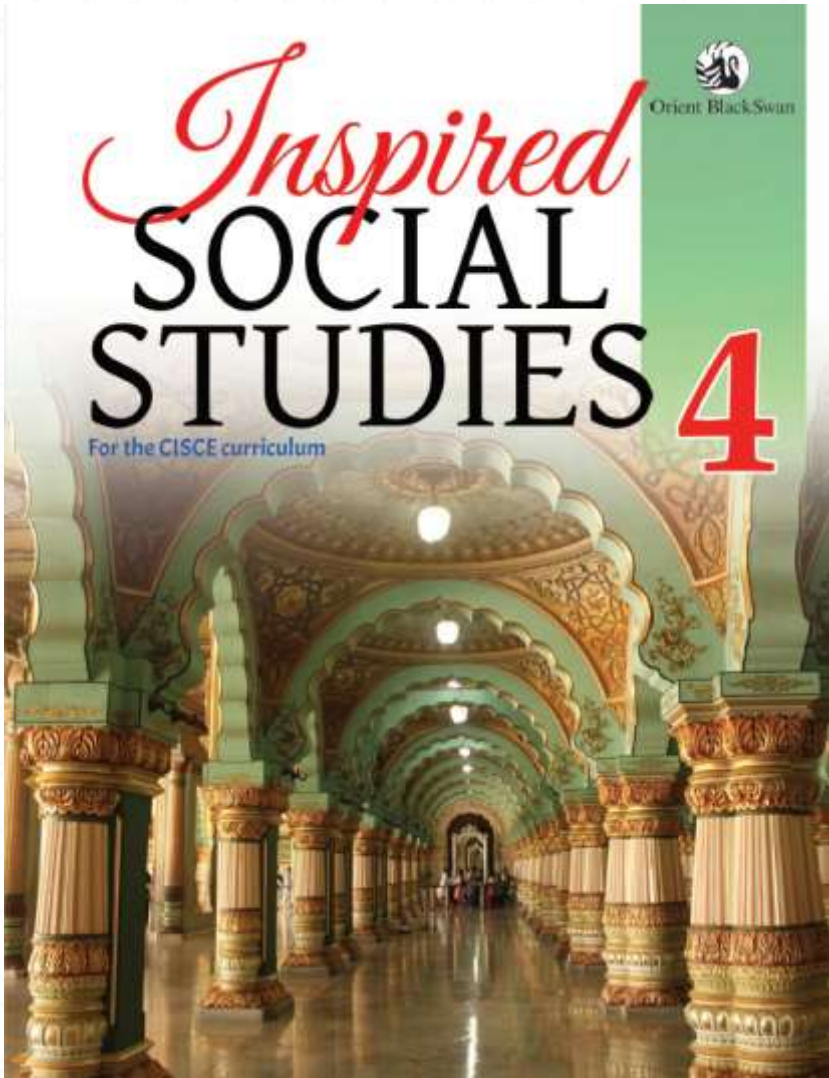
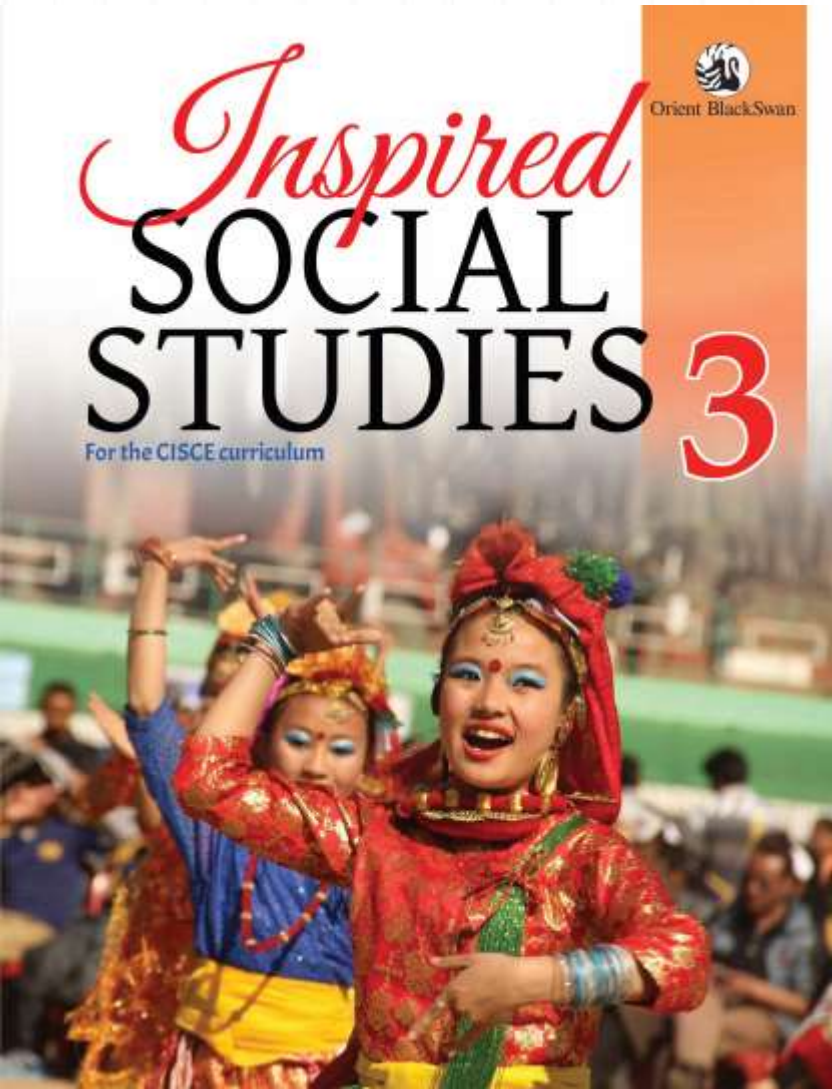
IN THIS SERIES

- Inspired Environmental Studies 1 and 2
- Inspired Social Studies 3–5
- Inspired History 6–8
- Inspired Geography 6–8

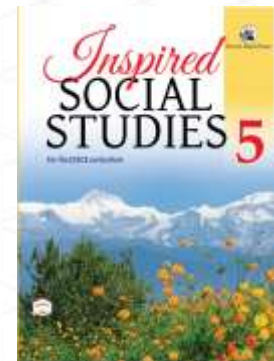
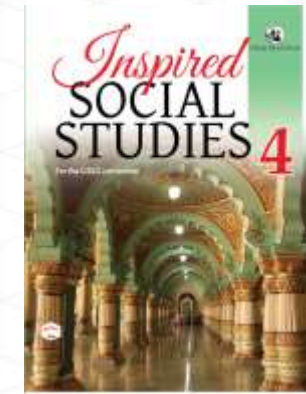
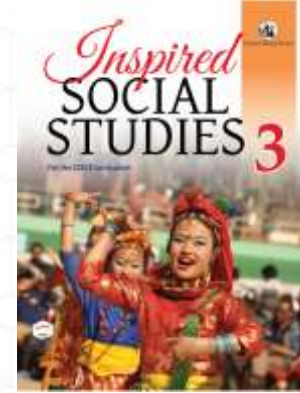
For Teachers

- Teachers' Resource Pack 1–8
- Teachers' Smart Books 1–8
- Teachers' Portal

COVERS



CORE FEATURES



- **Syllabus match**

- **Focus on 21st century skills and human values**

- **Blended learning with rich digital resources**

- **Student-friendly layout with richly informative illustrations and images**

Syllabus match

CISCE CURRICULUM FOR PRIMARY SOCIAL STUDIES CLASS 3

Each topic, learning outcome and key concept listed in the CISCE curriculum has been carefully covered.

Theme and learning outcomes	Key concepts	Suggested transactional processes
Theme 1: Understanding Changes Children will be able to: <ul style="list-style-type: none"> Identify and compare Nuclear, Joint and Single Parent Families; share and reflect on changes in family, neighbourhood and environment; discuss and compare changes in lifestyle, food, shelter, clothing, transport and entertainment; reflect positively and verbally on gender related issues; draw a timeline to depict the birthdates of family members; discuss and list important holidays and festivals. 	Changes in a Family (Lesson 1) Joint Families, Nuclear families, Working parents, Birth of a sibling, Marriage in the family	<ul style="list-style-type: none"> Revisiting earlier concepts and building on previous learning; showing video clips of family types, followed by classroom discussions on the different types of families and their lifestyles. Facilitating group discussions with children on changes within families. Arranging visits to each other's homes to understand different family lifestyles (working parents, single parents and homemakers). Drawing a family tree of two and three generations, pasting pictures of family members, writing names and date of birth of family members. Discussing with elders and peer group.
	Changes in neighbourhood and School (Lesson 2) Changes in lifestyle, food, work, clothes, houses and traditions, etc., Reasons for changes, changing school, classroom, etc.; Making new friends, Adapting to change	<ul style="list-style-type: none"> Encouraging class discussions to enable children share their experiences of shifting to new places/ homes and changing of schools. Showing pictures or documentaries on different lifestyles, food, clothes, traditions, etc. Appreciating the diversity observed in various changes children have experienced and shared. Discussing with elders and neighbours, organising a change for children in school by making them sit in another classroom situation and then asking them to share their thoughts about the changes they experienced.
	Changes in the Transport system (Lesson 3)	<ul style="list-style-type: none"> Showing videos and PPTs on changes in transportation /modes of transport down the ages. Engaging children in class discussions on the benefits of walking and cycling for good health and how motorized transport causes air pollution; Organising visit to a rail museum, bus stand, railway station, etc.
	Gender sensitivity related to work and play (Lesson 4)	<ul style="list-style-type: none"> Guiding children to enact role plays in class to enable them understand that gender is not a barrier for any occupation. Showing videos of women participating in modern day sports and employed in various professions. Organizing street play on gender parity.
	Concept of Time and Calendar (Lesson 5) Sequence of events taking place over a period of time; tracing one's own timeline; Tracing the date of birth of family members on a timeline Identifying and marking important events: Family events, National events; School events	<ul style="list-style-type: none"> Guiding children through a simple story sequencing activity to enable them to understand the concept of chronology of events. Helping children to paste their own pictures in a book/album from infancy to the present class; to design a chart with pictures and ages and dates of birth of their family members; discussing with elders in the family and with peer group Sharing celebration of family events by children with peers in the class. Celebrating national days and festivals in class or school. Organizing activities to share photographs of family events (i.e., birthday, marriage etc.) Drawing/ pasting or making a collage of pictures of various festivals and national days by children in groups/individually. Celebrating national days and social festivals in schools.
Theme 2: Community: Helping Each Other Children will be able to: <ul style="list-style-type: none"> Identify and appreciate different people in community who help us and show respect towards them; discuss and acknowledge the interdependence between people in society for various services; value and show respect for different types of work; display sensitivity, care and concern towards the old, sick, needy and differently abled persons. 	Community helpers e.g., Soldiers, Farmers, Teachers, Doctors, Policemen, Fire fighters and what they do. Care of and compassion for the old, sick, needy and differently abled people in the community. Value and respect for work and dignity of labour (Lesson 6)	<ul style="list-style-type: none"> Revisiting previous concepts from Classes I to II in EVS. Building on previous learning. Showing videos on the contribution of community helpers in our daily lives. Discussing the interdependence in community life. Sensitising children to help the old, sick and the needy people. Discussing who the differently abled people are and ways of helping them. Discussing and sensitising children on values and principles and show respect for all kinds of work and labour; designing thank you cards for the support staff in school and for domestic workers at home and giving it to them at an appropriate time. Planning and conducting an assembly by children on labour day and honouring the support staff. Conducting a "Cleanliness Drive" to clean the surroundings. Sharing and giving gifts i.e. utility items to the support staff on festivals/ special events. Role play of a school student and a rag picker child to inculcate a sense of empathy.

Learning outcomes	Key concepts	Suggested transactional processes
Safety Rules be able to: <ul style="list-style-type: none"> Recognise the need for observing safety at home, in school and on the road; Rate safe ways of using different objects; Recognise the need of safe use of multimedia; Understand and obey the signs of road safety; Experiences on the road safety; the peer group; Interpersonal and social skills; Recognise and differentiate a good touch and bad touch. 	Safety at home: (Lesson 7) Kitchen appliances, Knives, Blades, Irons, Inflammable objects, etc Toilet cleaners; Electronic gadgets ICT: mobiles, tablets, computers and the internet Safety at School: Safety in the classroom, laboratories, playgrounds, staircases. Safety on the Roads: Rules while crossing the road – walking, cycling etc. Traffic symbols – basic understanding First aid, Emergency numbers	<ul style="list-style-type: none"> Demonstrating safe ways of using different objects / items. Encouraging children to share their own experiences with peers. Discussing the need to use gadgets and appliances safely and under supervision. Facilitating a class discussion on the safe use of internet under adult supervision. Showing a video that highlights bullying to sensitise children in schools. Motivating children to sign a pledge against bullying in school. Demonstrating safe traffic rules through class trips or showing of videos or a mock road drill in class. Discussing on do's and don'ts related to safety rules Discussing simple first aid measures that can be used at home. Organising Activities: Children will design a traffic signal cut out and write a poem or song or slogan Encourage children to write poems on safety; Making a chart of dos and don'ts and putting it on wall magazine Making a first aid kit Noting down emergency numbers in school diary; preparing a chart, depicting emergency numbers. For e.g., 101, 102, 103, etc.; along with description and putting it on the classroom wall Sensitising children through open discussions on how to differentiate between a good or bad touch.
India - A Land of Rich Heritage be able to: <ul style="list-style-type: none"> Recognise important local and national festivals; epics and national tales; and national symbols; Recognise the rich and diverse art and architecture of the country; Recognise verbally or in writing the feeling of pride in the rich heritage; and the accomplishments of national leaders; Recognise the diverse festivals and national days. 	Meaning and understanding of Heritage National symbols, Festivals and community celebrations (Lesson 9) Great National leaders and their achievements (Lesson 10) Languages, epics and folk tales, e.g. Panchatantra and Jataka tales, dance, music, buildings and monuments (Lesson 11)	<ul style="list-style-type: none"> Organising presentation of PPTs, videos and pictures, etc. on the rich heritage of our country. Asking children to collect pictures of historical buildings, monuments, national symbols, festivals, etc. and make a collage. Celebrating national and cultural festivals in the school and organizing discussions on them with children. Discussion on books like the Ramayana, Mahabharata, Panchatantra and Jataka Tales in class. Exchanging photos and videos of festival celebrations by children. Enacting role play on some of our important national leaders – showcasing their achievements. Showing documentaries / videos of monuments and historical sites. Organising trips and visits to historical sites, monuments and national festivals and cultural events Organising Activities like: Reading of Panchatantra, Amar Chitra Katha, Showing videos of Tejan Bhai; Puppet shows based on folk tales; Storytelling by Grandparents.
Our Earth – An Amazing Planet be able to: <ul style="list-style-type: none"> Recognise planets in the solar system; Recognise the uniqueness of the Earth in the solar system; Identify and describe the Earth and Political maps; and the relationship between a globe and a map and develop their use. 	The Earth and the Solar System (Lesson 12) The Sun and the solar system The planets, the satellites, the stars Our Earth – A Unique Planet (Lesson 13) Our Planet: The Earth (presence of air, water, distance from sun) Shape of the Earth Knowing our Earth (Lesson 14) Globes and Maps Directions and Compass	<ul style="list-style-type: none"> Facilitating a class activity to make a model of the Solar system (charts/ models/ power point presentations). An interclass exhibition can also be planned. Explaining that a globe is a 3D model of the earth. Explaining that a map is a 2D presentation of the earth, which may be used to represent parts of the earth. Facilitating discussions on the features of globes and maps. Comparing and enlisting the uses of a map and the globe. Visit to a Planetarium followed by discussions on the Solar System.
Our Environment – An Amazing World be able to: <ul style="list-style-type: none"> Recognise and reflect on the pollution, i.e., air, water, noise; Recognise and sensitively on the importance of a clean environment; Recognise and sensitively in tree plantation; and healthy habits in the environment. 	Environment – meaning (Lesson 15) Pollution (Introduction) Types of pollution (air, water, noise) Plantation to save the environment (case study). Need for cleanliness in the surroundings.	<ul style="list-style-type: none"> Facilitating a class discussion on the importance of cleanliness. Showing a video and newspaper clippings to sensitise on the pollution caused by cars and factories - to be followed by the children penning down or drawing their thoughts and reflections. Organising a class demonstration of how loud horns or loud music can be disturbing. This can be followed by a class discussion on the effects of noise pollution. Providing opportunities to observe stagnant water pools to understand the importance of cleanliness and hygiene. Discussing how cleanliness in the surroundings can be undertaken. Discussing the Chipko movement and the Van Mahotsav festival to enable children to understand the importance of green belts.

(Continued)

21st century skills: Collaboration, Critical thinking, Communication, Creativity



THINK AND ANSWER

Class 3, Chapter 3, Page 24

In your opinion, which was more important—the invention of the wheel or the invention of the steam engine? Give reasons for your answer.

CRITICAL THINKING

Class 3, Chapter 4, Page 31

PICTURE STUDY

Look at the given picture. What are the women doing? What are the men doing? What does it tell you about the role of women in this family? Do you think it is right? Have a discussion in class.



COMMUNICATION



HANDS-ON

Class 3, Chapter 3, Page 24

1. **Interview:** Talk to your grandparents, or any elderly person, and find out how they travelled when they were young. What were the various means of transport they used? Were they comfortable with those means? Share your findings with your class.
2. **Group project:** Take the help of your teacher to do this project. Stand at a safe spot by the side of a busy road. Observe the vehicles that run on the road. How many kinds of vehicles can you see? Note them down. Once back in class, make a project on the different kinds of vehicles that run in your city. Draw or paste pictures. Write a few sentences about each. Compare the findings of each group.
3. **Presentation:** Do a project highlighting the changes in any one means of transport, such as railways, automobiles, aircraft or ships. Present your findings in the form of a presentation.

CREATIVITY



HANDS-ON

Class 3, Chapter 14, Page 119

1. **Learn to make a map:** Make a map of your house and label each room. Draw a grid on the map and number the lines. Then share the map with your friends in class and ask them to give the grid number for each of the rooms in your house. For example:
 - Where is the kitchen located?
 - Where is the bedroom located?
 - Where is the drawing room located?

Class 3, Chapter 11, Page 92

2. **Make a model:** Work in groups. Each group should choose any one monument of India. Make a model of it using any material you like, such as clay, modelling clay, cardboard or thermocol. Decorate it in any way you like. Present the model in class, and speak a few sentences about it.

Blended learning with rich digital resources

Rich digital support provides students with a blended learning experience, and helps broaden and strengthen their understanding of concepts



Orient BlackSwan
D I G I T A L

FOR
STUDENTS

App for Revision and Practice:

- IA** Interactive Tasks
- G** Games

... and much more!

FOR
TEACHERS



Teachers' Portal



Teachers' Smart Book

*With many exciting features!
Please see the Preface for details.*

Student-friendly layout with rich illustrations and images

India has eight classical dance forms. These are **Bharatanatyam** from Tamil Nadu, **Kathakali** from Kerala, **Manipuri** from Manipur, **Sattriya** from Assam, **Kathak** from north India, **Odissi** from Odisha, **Kuchipudi** from Andhra Pradesh and **Mohiniattam** from Kerala.



Bharatanatyam



Kathakali



Manipuri



Sattriya



Kathak



Odissi



Kuchipudi



Mohiniattam

Some of our folk dances are **Bhangra** and **Giddha** from Punjab, **Chhau** from Mizoram, **Bihu** from Assam, **Jhumur** from Assam and West Bengal, West Bengal, Jharkhand and Odisha, **Garba** and **Dandiya Raas** from Gujarat and **Ghoomar** from Rajasthan.

Class 3, Chapter 11, Page 86

Class 4, Chapter 3

Mountains, Hills and Valleys

Mountains are landforms that rise high above the surrounding land. They generally have very steep slopes, and end in sharply pointed tops called **peaks**.

Often mountains form long and continuous chains across the surface of the Earth. Such a chain of mountains is called a **mountain range**. The youngest and highest mountain range in the world is the Himalayan range. The highest peak in the world is Mount Everest in the Himalayas. Other major mountain ranges of the world include the Alps, the Andes and the Rockies.



The longest mountain range in the world is found under water. It is called the Mid-Oceanic Ridge.



A mountain peak.



A mountain range.

Like mountains, **hills**, too, are landforms which rise higher than the surrounding land. But they are lower, more rounded and less steep than mountains.



Hills



A river valley.

KEY FEATURES

Inspired Social Studies

has been developed in accordance with the CISCE primary Social Studies curriculum. Its aims are:

- to develop in students critical 21st century skills necessary for informed and thoughtful participation in society
- to develop strong human values, mutual respect, trust, and a healthy respect for diversity
- to build concepts, and make the learning process engaging and joyful, through the use of clear and simple language, colourful and informative images, and interesting activities

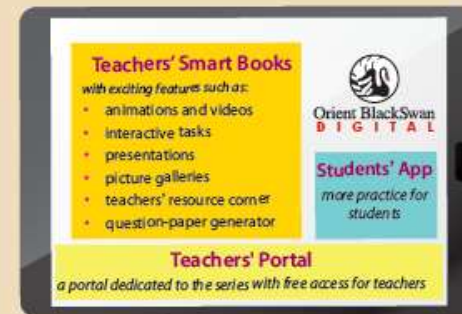
The Package

Students' Books

- complete syllabus coverage
- carefully graded text
- informative and colourful illustrations and photographs
- appropriate activities and exercises

Teachers' Resource Packs

- lesson plans
- question bank with answers
- worksheets with answer key
- activities for internal assessment
- question papers with answer key
- answer key to the exercises in the students' book



Let's learn



Learning outcomes

encourage students to take responsibility for their learning



Get going

helps focus and direct students' attention to the lesson



Activities

help students learn through practical exercises



Stop and check

provides checkpoints for teachers and students to evaluate progress

Spotlight

focuses on important topics in greater detail



Go further

provides additional, interesting, relevant information

Let's apply



Exercises

covers a variety of exercises (objective type, short answer and long answer)



Think and answer

encourages students to develop higher-order thinking skills necessary for the 21st century



Picture study

offers picture-based questions that encourage students to observe, identify and relate concepts to real life



Hands-on

offers a variety of projects that reinforce 21st century skills through experiments, model-making, discussion, role-play, research work, report writing and so on



Life skills and values

help children develop skills needed for everyday life and values needed to be well-adjusted members of society

Let's revise



In a nutshell

lists the main points of the lesson briefly



Keywords

lists important words and their definitions

Let's work

Test papers based on the ICSE pattern

Let's explore



Internet links

provides sources for further study and research



Heritage corner

provides interesting information on India's rich cultural heritage

LET'S LEARN

THEME 1: UNDERSTANDING CHANGE



CHANGES IN THE FAMILY

LEARNING OUTCOMES

Learning outcomes

By the end of this lesson, you will be able to:

- explain what change is and why change is an integral part of all our lives
- identify and compare nuclear, joint and single parent families
- explain what a family tree is and create one of your own
- share and reflect on changes in the family, namely birth of a sibling, we don't discuss this as a change, where a parent who was not working goes to work, or due to their work, the family has had to change something and marriage in the family



Get going

What do you think this picture shows? Tell your classmates. All of us start our lives as babies. Then, as we grow, we change. You, too, change a little every year. Collect pictures that show how you have changed over the years. Paste the pictures in your scrapbook. You could also paste pictures that show how your parents have changed.

GET GOING

To **change** means to become something different. If you look around, you can see things changing all the time. The Sun's position in the sky, for example, changes through the day. When you wake up early in the morning, you see the Sun rising in the east. By noon, the Sun is directly over your head, and in the evening, it sets in the west.

People, animals and plants change. So does the weather and the shape of the Moon. Plants grow into tall trees, flowers bloom from buds, baby birds and

Class 3, Chapter 1, Page 1



Go further...

Like us, birds and animals also have their families. You must have seen birds prepare their nest and lay eggs in them and start a family.

GO FURTHER

Class 3, Chapter 1, Page 5

Stop and check

1. What are the changes that have taken place in Ranjit's family? Do you think these changes have made him happy or sad? Think about it and then have a discussion in class.

STOP AND CHECK

Class 3, Chapter 1, Page 3

LET'S LEARN

In-text ACTIVITIES

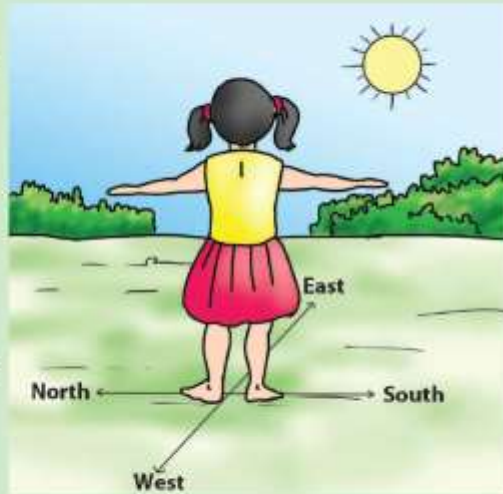


Activity

In earlier times, people used the position of the Sun to find the cardinal directions. Do the activity given below to understand how this is done.

We know that the Sun rises in the east and sets in the west. This helps us find the other two cardinal directions. Go out early in the morning when the Sun is rising in the sky. Stretch your arms and turn around till you are facing the rising Sun. You are now facing the east (E) and behind you is the west (W). Your left arm is pointing to the north (N), and your right arm is pointing to the south (S). Use a stick or a piece of chalk to mark the directions on the ground.

Now turn around so that your right hand is pointing to the Sun. Which direction are you facing now, and which is the direction behind you? To which direction is your left hand pointing?



Class 3, Chapter 14, Page 113

SPOTLIGHT

OUR EPICS AND FOLK TALES

Our heritage also includes our **epics** and **folk tales**. Long ago, people in India used to pass on their rich collection of stories and poems from one generation to the other **orally** (through word of mouth). Some of these poems were about the lives and deeds of great heroes. They were also very long. Such long poems are called epics.

Two of these **epics** became very famous. They are the **Ramayana** and the **Mahabharata**. Many people continue to read them, and find meaning in them, even today.

Spotlight



OUR EPICS

The **Ramayana** is believed to have been composed by Sage Valmiki thousands of years ago. It tells us the story of Rama, the prince of Ayodhya, and his victory over Ravana, the king of Lanka. The **Ramayana** stands for the victory of good over evil. Even today, for many Hindus, Rama is the symbol of purushottam—or the best among men.

The **Mahabharata** is believed to have been created by the sage Vyasa over 2,000 years ago. The epic describes the battle between the five Pandava brothers and their 100 Kaurava cousins, for the throne of Hastinapura. In the battlefield of Kurukshetra, Krishna, believed to be the god Vishnu himself, explains to Arjuna the difference between good and evil and his duties as a prince and a human being.



Rama and Lakshmana in the forest



Krishna and Arjuna in the battlefield

Class 3, Chapter 11, Page 84

LET'S REVISE



KEYWORDS

neighbourhood the area surrounding
adjust to change ourselves
transferred made to move from



IN A NUTSHELL

- Like everything else around you, your neighbourhood, too, changes all the time.
- Old buildings are pulled down, and new ones built. New shops, schools or hospitals come up. Some people might be happy with these changes, while some might be angry or unhappy.
- Changes happen in school too. Every year, you go to a new class, study new things and make new friends.
- When you move to a new place, you have to deal with many changes in your lives.
- You must learn to adapt to change.

KEYWORDS and IN A NUTSHELL

Class 3, Chapter 2, Page 13

EXERCISES

A. Choose the correct answer.

- Which of these could be a change in your classroom?
 - a new swing
 - a new shop
 - a large garden
 - a new smartboard
- Which of these could be a change in your school playground?
 - a new computer
 - a smartboard
 - a new basketball court
 - new fans
- Which of these could be a change in your neighbourhood park?
 - a new block of flats
 - a new play area for children
 - a new mall
 - a new computer
- Which of these people might have to shift their homes often?
 - a person working in the army
 - a gardener
 - a farmer
 - a hair dresser

B. Given below are some changes happening around you. Do you think the changes are good or bad? Mark G for good, and B for bad. If both apply, write both G and B. Give reasons for your answer.

- A large old tree standing outside your house is cut down to make way for a car park.
- Earlier, garbage was cleared from your neighbourhood once in two days. Now it is cleared every day.
- Your teacher now uses a whiteboard instead of a blackboard in the classroom.
- The old hospital in your neighbourhood is being broken down, and a new, modern hospital is being built.
- They have built a pathway around the neighbourhood park for people to walk.
- The neighbourhood vegetable market has been removed, and a big mall is being built in its place.

C. Answer the following questions.

- What are the changes that can occur in your neighbourhood?
- What are any two changes that can happen in your school?
- What are the changes that can happen in your classroom?
- Why did Roohi's family have to move to Mumbai?
- Why did Roohi want to go back to the village? What did her mother tell her?
- What are the challenges people face when they have to move to a new place?

Class 3, Chapter 2, Page 14

TEST PAPER

(Total marks 50; Time allotted: One and a half hours)

Question: Name the following.

(1/2 X 14 = 7 marks)

- A brother or a sister: _____
- Means of transport that can be used by everyone, such as buses and trains: _____
- Something which shows us the days, weeks and months in a year: _____
- A person who delivers letters and parcels to our houses: _____
- A place on the road where it is safe for pedestrians to cross: _____
- Something special about our country, that is passed down to us from our ancestors: _____
- The harvest festival of Tamil Nadu: _____
- The 'festival of lights': _____
- The 'Iron man of India': _____
- The Harmandir Sahib in Amritsar is also known as this: _____
- The word that means "Earth-shaped": _____
- A book of maps: _____
- An instrument that helps us find directions: _____
- The surroundings in which we live: _____

Question 2: Match the following.

(1/2 X 6 = 3 marks)

A	B
(a) Mercury	(i) It has several spectacular rings around it.
(b) Uranus	(ii) It has a giant red spot on its surface.
(c) Jupiter	(iii) It is the smallest planet.
(d) Saturn	(iv) It is the hottest planet.
(e) Venus	(v) Three-fourths of its surface is covered with water.
(f) Earth	(vi) This planet's surface is covered with the gas methane.

Question 3: Answer the following questions.

(2 X 15 = 30 marks)

- What does it mean 'to change'? Give any two examples of change.
- How is a nuclear family different from a joint family?
- Why was the invention of the wheel important?
- What is a timeline? Choose any five events from your life, and use them to create a timeline of your life. (For example, you could start from the year you were born.)
- What do we mean by the term 'dignity of labour'?
- What is the importance of road safety signs? Draw any one road safety sign, and explain what it means.
- What is the importance of national symbols? Name any two.
- Mahatma Gandhi refused to use violent methods to win freedom for India. Which method did he use instead?
- To which state does each of the following dances belong: Kuchipudi, Sattriya, Bhangra, Garba.
- When does a comet glow?



TEST PAPER

(k) How are craters formed on the Earth's surface?

- Why is the atmosphere important for living beings on Earth? Give two reasons.
- Give any two differences between a globe and a map.
- What did Ferdinand Magellan's voyage prove?
- What is pollution? Give any two causes of pollution.
- What is deforestation? How does it harm the environment?

Question 4: Give reasons why.

(1 X 4 = 4 marks)

- It is important to know our heritage.
- We not able to see stars in the morning.
- Mars is known as the Red Planet.
- I would use a globe rather than a map if I wanted to see the true shape of a continent.

Question 5: Picture study.

(2 X 3 = 6 marks)

- Study the picture, and then answer the following questions.
 - What does this picture tell you about the role of women in this family?
 - How has the role of women in the family changed these days?



- Label the diagram. Name the four cardinal directions.



- Look at the map given below, and then answer the following questions.

- Is this a political map or a physical map of the world?
- Why do you say so?
- What do the following colours used in the map stand for: blue, green and dark brown?



Class 3, Page 129

LET'S APPLY



THINK AND ANSWER

THINK AND ANSWER

1. Your father has been suddenly transferred to another city. Will you be:
- a. happy and excited
 - b. scared and angry
 - c. scared and nervous, but also a little excited and happy
- Give reasons for your answer.



PICTURE STUDY

PICTURE STUDY

In the picture, draw a circle around all the places that are there in your neighbourhood. Draw out the places that are not there. Are there any other places you see in your neighbourhood, but are missing here—such as an ice cream parlour, or a skating rink, or a tennis court? Draw them in the picture.



VALUES AND LIFE SKILLS



VALUES AND LIFE SKILLS

Changes happen in all our lives. But it is easier to handle the change when you are young. Older people, like our grandparents, find it harder to deal with change. They feel lonely and lost. We must spend more time with them, and help them adjust to any changes that might occur in their lives.



HANDS-ON

HANDS-ON

1. **Find out and discuss:** Talk to your parents, or any person who has lived in your neighbourhood for a long time, and find out what changes have taken place over the past ten years. Note down what they say. Share your findings with your class.
2. **Make a poster:** Our neighbourhood should be neat, clean and green. But some people throw garbage on the streets and water bodies and make the neighbourhood dirty. Work in groups, and make a poster encouraging people to keep the neighbourhood clean.
3. **Give your class a new look:** Put up charts and posters on the display board. Hang shapes cut out of coloured paper from a string tied across the back of the class.



HERITAGE CORNER

HERITAGE CORNER

The Banjaras are a group of people in India who traditionally led a wandering life. They lived in tents and practised animal herding and trade. They moved from place to place in search of food for their herds. These days many of them have started leading a settled life.



INTERNET LINKS

INTERNET LINKS

<https://www.youtube.com/watch?v=iwxkwPA8c68> (Our Neighbourhood)

LET'S EXPLORE

TEACHER SUPPORT

TEACHERS' RESOURCE PACK(1-8)

- Lesson Plans
- Students' Book Answer Key
- Question Bank with Answer Key
- Worksheets with Answer Key
- Question Papers with Answer Key

SMART BOOKS FOR TEACHERS' (1-8)

- Animations
- Interactive Tasks
- Picture Galleries
- Embedded Questions
- Worksheets
- Teacher's Resources
- Question-paper Generator

TEACHERS' PORTAL

- Assets from Smart Books
- Assets from Teacher Resource Packs

DIGITAL SUPPORT

For STUDENTS



Apps
3-5

FEATURES

- Interactive Tasks
- Games

For TEACHERS

Smart Books for
Teachers' 1-8

FEATURES

- Animations
- Interactive Tasks
- Picture galleries
- Embedded Questions
- Worksheets
- Teacher's Resources
- Question-paper Generator

Teachers'
Portal

FEATURES

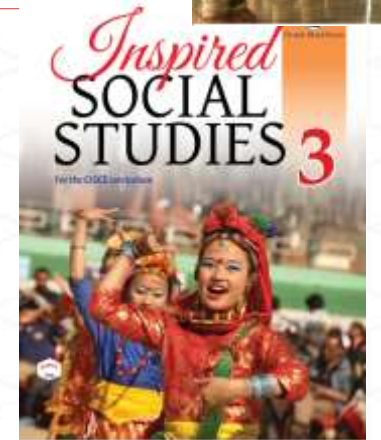
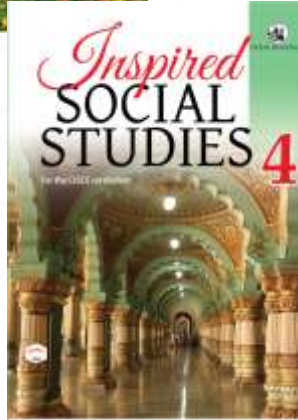
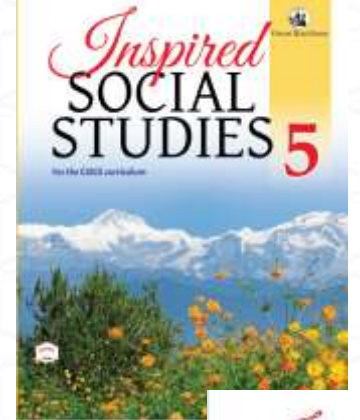
- Assets from Smart Books
- Assets from Teacher Resource Packs



Orient BlackSwan

Inspired Social Studies 3–5

Primary Social Studies for ICSE Schools



THANK YOU