

# ART INTEGRATED LEARNING ACTIVITIES

## VIBRANT WORLD 5

### Chapter 1. Globes and Maps

1. **Map Work:** On an outline map of the world, write the names of the continents and oceans. (Page 11)
2. **Activity:** Make a list of the continents according to size. (Page 11)

### Chapter 2. Parallels and Meridians

1. **Life Skills:** Draw a rough map of your colony. Locate some important places on it. (Page 17)

### Chapter 3. Major Landforms

1. **Activity:** Complete the following table based on the three courses of the Ganga. (Page 24)

### Chapter 4. Weather and Climate

1. **Activity:** Do the following experiment. (Page 31)
2. **Life Skills:** Learn to read the weather report. (Page 32)

### Chapter 5. DRC—The Land of Dense Forests

1. **Project:** With the help of your school library and Internet, write a brief description on the ethnic people of the Democratic Republic of the Congo. (Page 42)

### Chapter 6. Greenland—The Land of Ice and Snow

1. **Project:** Find out how will the global warming affect the life of people of Greenland. (Page 49)

### Chapter 7. Saudi Arabia—The Land of Hot Sand

1. **Activity:** Make a model of an oasis. (Page 57)

### Chapter 8. The Temperate Grasslands (Prairies in North America)

1. **Activity:** On a world map shade the locations of different grasslands and name them. (Page 64)

### Chapter 9. Global Warming

1. **Activity:** Design a poster on the topic 'Save the Environment'. (Page 69)

### Chapter 10. Natural Disasters

1. **Project:** Find out about the earthquakes that have occurred in our country in the recent past, taking help of the internet. (Page 79)

### Chapter 11. Need for Transport

1. **Activity:** Follow the instructions to make an aeroplane. (Page 88)

### Chapter 12. Means of Communication

1. **Gear Up:** Match the logos of companies with the names of companies. (Page 89)
2. **Life Skills:** Let us learn how to find information on the Internet. (Page 96)

### **Chapter 13. The Power of Knowledge**

1. **Activity:** Write your names in the Braille script. **(Page 102)**

### **Chapter 14. A Healthy and Long Life**

1. **Activity:** Collect pictures of healthy food and make a poster on 'Eat Healthy, Live Healthy' **(Page 110)**

### **Chapter 15. Some People Never Die**

1. **Gear Up:** Can you name these two great persons? **(Page 113)**
2. **Activity:** Gather information about Swami Vivekananda and write about his service to mankind. **(Page 119)**

### **Chapter 16. Struggle for Freedom in India**

1. **Activity:** Collect information about Rani Lakshmi Bai and write a biographical note on her. **(Page 126)**
2. **Life Skills:** Learn a patriotic song/poem and recite it in the classroom. **(Page 126)**

### **Chapter 17. India Wins Freedom**

1. **Activity:** Collect photographs of five leaders who sacrificed their life for independence of India. Paste them on charts and then put up on the notice board. **(Page 133)**

### **Chapter 18. Governing Our Country**

1. **Life Skills:** Suppose, the Education Minister of your state is going to pay a visit to your locality. Prepare two proposals to place before him/her for the spread of education in your locality. **(Page 140)**

### **Chapter 19. The United Nations (UN)**

1. **Gear Up:** Can you name this person? **(Page 141)**
2. **Project:** Using the Internet, collect information about the activities of WHO in India. Make a project report on it. **(Page 148)**

# ART INTEGRATED LEARNING ACTIVITIES

## VIBRANT WORLD

### TEACHER'S RESOURCE MANUAL – 5

Art Integrated Learning (AIL) has been covered in the lesson plans given in the Teacher's Resource Manual.

Given below are the activities for AIL given in the Teacher's Resource Manual.

#### Chapter 1: Globes and Maps

- ▶ **Teacher's Aids:** Share Earth pictures available on YouTube, etc. (Page 3)
- ▶ **Tips for Teacher:** Make learning fun: for example, a student goes around in a circle and comes to the same place. That's how we know the Earth is round. Explain about views from space. (Page 3)
- ▶ Create interest in your students in map reading collectively and individually, playing memory games about places, names, etc. (Page 3)
- ▶ **Worksheet 2:** A. Name the following pictures. (Page 7)
- ▶ **Worksheet 2:** B. What do the following symbols on a map mean? (Page 7)
- ▶ **Project:** Divide the class into two groups. Each group will use clay, paper or any convenient materials. One group will make a globe with latitudes and longitudes marked on it. The other group will make a small model of landforms on a tray – mountains, lakes, rivers, trees, etc. (Page 7)

#### Chapter 2: Parallels and Meridians

- ▶ **Tips for Teacher:** Use the ball, the fruit, the globe and the blackboard to practically show the shape of the Earth, the divisions on a grid. (Page 8)
- ▶ **Gear Up and Background:** Explain what the two movements of rotation and revolution are, using the students to 'rotate' in one place and 'revolve' around each other. Show them a small ball speared on a stick or thick wire to show how the axis works. Then show them the globe. (Page 9)
- ▶ **Locating Places on the Globe:** Explain how to locate countries, land features, cities, etc., on the globe. Use the atlas also and show students how the grids and index are used for finding places. (Page 9)
- ▶ Draw a rough map of India showing its relationship with the Equator and the Tropic of Cancer. (Page 13)

#### Chapter 3: Major Landforms

- ▶ **Teacher's Aids:** Get magazines like National Geographic from the library and show landforms. (Page 14)
- ▶ **Tips for Teacher:** Paper cut-outs can be made in class, as also tray models for which the students can bring materials to make different landforms: for example, sand, blue tissue, brown paper, paints, etc. (Page 14)
- ▶ **Plateaus:** Use a sandpaper to show the work of erosion. (Page 15)
- ▶ **Worksheet 2:** A. See the two pictures below and name the landforms. (Page 20)
- ▶ **Worksheet 2:** B. This monument is on the banks of a river. Name the river. (Page 20)
- ▶ **Project:** In a tray make any landform or landforms using any material you like. (Page 20)

## Chapter 4: Weather and Climate

- ▶ **Tips for Teacher:** Use the newspaper reports about weather forecast to create relevance and interest. You can have a warm day in winter or rain on a hot summer day. **(Page 21)**
- ▶ **Worksheet 2:** A. Given below are pictures of two animals. State which zone they belong to. **(Page 25)**
- ▶ **Worksheet 2:** B. Look at the following pictures and briefly write what you think would be the climate of each place. **(Page 25)**
- ▶ **Project:** Divide the class into three groups. Each will represent one heat zone. Give the groups 10 minutes to discuss. Then each one will present what is special about the zone. **(Page 25)**

## Chapter 5: DRC—The Land of Dense Forests

- ▶ **Physical Features:** Explain the physical features of DRC using the map: the river basin, the mountains and plateaus, the lakes, rapids and waterfalls. Show pictures on internet, National Geographic, etc. The source of the river, etc., can be discussed. **(Page 27)**
- ▶ **Vegetation and Wildlife:** This section can be made interesting with pictures and craft-work. Ask students to draw a tropical forest, and add pictures of various animals found in the region. **(Page 27)**
- ▶ **Worksheet 2:** A. See the pictures of the animals below and tick the ones that may be found in DRC. **(Page 32)**
- ▶ **Worksheet 2:** B. See the pictures of different forests below and write which one is likely to be found in DRC. **(Page 32)**
- ▶ **Worksheet 2:** C. Name the crops shown below. **(Page 32)**

## Chapter 6: Greenland—The Land of Snow and Ice

- ▶ **Tips for Teacher:** Can start a project to dress up little dolls in clothes of the different countries the students are learning about in this class. **(Page 33)**
- ▶ Recall movies like Titanic or Ice Station Zebra to familiarise the region. **(Page 33)**
- ▶ Making a tray model of the region always helps as visuals can be powerful memory aids. **(Page 33)**
- ▶ **Worksheet 2:** A. Here are pictures of some animals. Which of them will you find in Greenland? Tick (✓) them. **(Page 38)**
- ▶ **Worksheet 2:** B. Given below are pictures of Greenland. Give a brief description of each. **(Page 38)**
- ▶ **Project:** Using thermocol, brown paper, etc., make small models of an igloo, a toupig and a kayak. **(Page 38)**

## Chapter 7: Saudi Arabia—The Land of Hot Sand

- ▶ **Physical Features:** Make learning fun: Share Tintin's travel comics, National Geographic, internet, films like Lawrence of Arabia, etc. **(Page 40)**
- ▶ **Worksheet 2:** A. Name the animals seen below. **(Page 45)**
- ▶ **Worksheet 2:** B. What do the following pictures show. **(Page 45)**
- ▶ **Worksheet 2:** C. Take a map of the world and mark the outline of Saudi Arabia on it, showing its neighbouring countries, seas and gulfs. **(Page 45)**

- ▶ **Project:** Make a sandy desert with sand dunes, cacti and a caravan travelling over it in a small tray. (Page 45)

### **Chapter 8: The Temperate Grasslands (Prairies in North America)**

- ▶ **Teacher's Aids:** Use the internet to show students the various Temperate Zones and their significance in the farming and agricultural activities. (Page 46)
- ▶ **Worksheet 2:** A. Name the following activities. (Page 51)
- ▶ **Worksheet 2:** B. What will you call the Temperate Zone grasslands marked on the maps below. (Page 51)
- ▶ **Worksheet 2:** C. Make a chart showing the details of the climate of the four zones that you have learnt about: Name of Zone – Latitude – Summer – Winter – Rainfall – Any other feature. (Page 51)

### **Chapter 9: Global Warming**

- ▶ **Teacher's Aids:** The Internet will be very useful to show the update and impact of Global Warming. (Page 52)
- ▶ Show pictures of natural disasters like tsunami, the floods of Uttarakhand, etc. (Page 52)
- ▶ **Worksheet 2:** A. Name the natural disasters shown below. (Page 56)
- ▶ **Worksheet 2:** B. Name those creatures that are endangered. (Page 56)
- ▶ **Project:** Write a paragraph about how you would like to improve the environment. Paste pictures too. (Page 56)

### **Chapter 10: Natural Disasters**

- ▶ **Teacher's Aids:** The internet, films, film clips, etc., are useful to show students the magnitude of natural disasters. (Page 57)
- ▶ Point out places on the map/globe where natural disasters have occurred: islands that will soon vanish due to rise of the sea level – Samoa, etc.; places where tsunamis have occurred – Japan, India, Indonesia; places where cyclones have occurred – USA, the Pacific Islands; floods – Europe, India, Bangladesh, China, etc.; earthquakes – India, Nepal, Chile, Pakistan, Afghanistan, China, etc. (Page 57)
- ▶ **Worksheet 2:** A. Name the natural disasters given below. (Page 63)
- ▶ **Worksheet 2:** B. On a map of India, mark one place that had drought, one that had floods, one a cyclone, one a tsunami and one an earthquake. Write down the names of the states below. (Page 63)
- ▶ **Worksheet 2:** C. Name these things. They are useful in case of a natural disaster: (Page 63)

### **Chapter 11: Need for Transport**

- ▶ **Teacher's Aids:** Use the internet to show how things were moved in olden times; for instance, in the construction during old civilisations in India, Egypt, etc. (Page 65)
- ▶ Models of different means of transport: students can try to bring one each for a display or project. (Page 65)
- ▶ **Gear Up and Background:** Students can be asked to name different forms of transport they see on the roads. Share the models each one has brought and ask them to say something about them. (Page 66)

- ▶ **The Invention of the Wheel and the Steam Engine:** How do you think the idea of the wheel could have come into the mind of human beings? Have you watched a log rolling? Rolling something is easier than pushing or pulling it. Hence the wheel. **(Page 66)**
- ▶ **Types of Transport:** Using the models and the internet, ask students to list various modes of transport. **(Page 66)**
- ▶ **Worksheet 2:** Name the following modes of transport. **(Page 71)**

## Chapter 12: Means of Communication

- ▶ **Teacher's Aids:** The Internet, magazines like National Geographic, science magazines that show the operations of the various modes of communication. **(Page 72)**
- ▶ **Tips for Teacher:** Explain the significance of communications by playing one round of Chinese Whisper in the class. Start with a slightly long and not too easy message to be whispered from one ear to another. When the last person is reached, ask him/her to say what the message was. The message is likely to be very different from the original one! **(Page 72)**
- ▶ **Worksheet 2:** A. Name the three men shown below and say what they invented. **(Page 80)**
- ▶ **Worksheet 2:** B. Name the following modes of communication: **(Page 80)**
- ▶ **Worksheet 2:** C. Make the following imaginary means of communication: **(Page 80)**

## Chapter 13: The Power of Knowledge

- ▶ **Teacher's Aids:** Keep a few things to show the students: some seals from Indus Valley, abacus, clay tablets, palm leaf writing, types of the old letterpress, a sheet or book written in Braille. **(Page 81)**
- ▶ Use the internet to show students some of these things and basic aspects of modern printing. **(Page 81)**
- ▶ **Tips for Teacher:** Ask the students to enact how they would communicate something without a formal language, words, etc. **(Page 81)**
- ▶ **Worksheet 2:** A. Name the man shown below and write two lines about his invention. **(Page 87)**
- ▶ **Worksheet 2:** B. What do the following pictures represent? Which civilisation do they belong to? **(Page 87)**
- ▶ **Worksheet 2:** C. Two Indian scripts are shown below, one ancient and one still in use. Name them. **(Page 88)**

## Chapter 14: A Healthy and Long Life

- ▶ **Teacher's Aids:** A visit to a hospital to see the other equipment used. **(Page 89)**
- ▶ Use the internet to show the different aspects of health. **(Page 89)**
- ▶ **Worksheet 2:** A. Name the instruments shown in the pictures below. **(Page 96)**
- ▶ **Worksheet 2:** B. These things relate to a healthy life. Describe them. **(Page 96)**
- ▶ **Worksheet 2:** C. These pictures show some unhealthy habits. Describe why you think them unhealthy: **(Page 96)**

## Chapter 15: Some People Never Die

- ▶ **Teacher's Aids:** Use photographs and the internet to relate the background and history of these people. For example, the death of Socrates is recorded by someone who was present at the time. The speech of Martin Luther King 'I have a Dream' is available on the internet. Old recordings of Mahatma Gandhi and his works are available on the internet. **(Page 97)**
- ▶ **Worksheet 2:** A. See the pictures below and name the persons, each of whom has contributed to the dignity of human life: **(Page 103)**
- ▶ **Worksheet 2:** B. What events do the pictures below show you? **(Page 104)**

## Chapter 16: Struggle for Freedom in India

- ▶ **Teacher's Aids:** Use old maps to show how the British slowly entered India; and where the revolt of 1857 spread. **(Page 105)**
- ▶ There are miniature paintings showing the British envoys to the Mughal court, and paintings and photos of India during the British Raj. **(Page 105)**
- ▶ Pictures and postage stamps are available of all the heroic figures of the revolt of 1857, and most of the leaders of the freedom struggle, and of the events that occurred in various parts of India during the years of the British Raj. **(Page 105)**
- ▶ Amar Chitra Katha comics of various leaders of the revolt, the freedom movement and the reformers. **(Page 106)**
- ▶ **Worksheet 2:** A. Name the following persons. **(Page 112)**
- ▶ **Worksheet 2:** B. Describe what you think these pictures show. **(Page 112)**
- ▶ **Worksheet 2:** C. Name the following members of the INC. **(Page 113)**

## Chapter 17: India Wins Freedom

- ▶ **Tips for Teacher:** This period in history is closer to the present; therefore, many records, etc., are available. A visit to the Gandhi Memorial and Library, the films clips on various aspects of the movement, etc., are also available. **(Page 115)**
- ▶ There is a National Philatelic Museum on Ashoka Road, New Delhi, with postage stamps on practically all the great leaders of the movement and the regional uprisings, etc. A visit may be useful. **(Page 115)**
- ▶ Films made on topics relating to the period will supplement the classes to create the right atmosphere. However, it is advisable that history and the story-telling of films be strictly monitored. **(Page 115)**
- ▶ Some books like Ananda Math, which is the source of 'Vande Mataram', are available as Amar Chitra Katha and may be used to explain the background of the period. **(Page 115)**
- ▶ **Worksheet 2:** A. Name the following and state whether they were moderates or radicals. **(Page 120)**
- ▶ **Worksheet 2:** B. Name the people below. **(Page 120)**
- ▶ **Worksheet 2:** C. What movements/events/objects do the pictures below tell you? **(Page 121)**

## Chapter 18: Governing Our Country

- ▶ **Teacher's Aids:** The internet has pictures and working of the Parliament and practically of all states and central departments and ministries. **(Page 123)**
- ▶ Show students the Lok Sabha and Rajya Sabha channels of Doordarshan to see the Parliament working. **(Page 123)**
- ▶ **Tips for Teacher:** This session can be made interesting with the charts, shows, etc., mentioned above. **(Page 123)**
- ▶ Also a mock session of Parliament-like debate can be held in class with one half as the government and the other as the opposition. Make sure of a healthy debate and not a verbal skirmish as often happens in real life! **(Page 123)**
- ▶ **Worksheet 2:** Name the following. **(Page 128)**
- ▶ The following people hold important offices in the Government of India. What are their offices? **(Page 128)**

## Chapter 19: The United Nations (UN)

- ▶ **Teacher's Aids:** The internet and books that can be shared to bring the UN closer to the students. **(Page 130)**
- ▶ Newspapers and cuttings of UN concerns – Indian Ocean, terrorism, India's differences with Pakistan and China, etc. **(Page 130)**
- ▶ **Tips for Teacher:** Show the students UNICEF cards, etc. – the work done to help eradicate poverty, disease and illiteracy around the world. **(Page 131)**
- ▶ **Worksheet 2:** A. To which organisation do the following logos belong? **(Page 136)**
- ▶ **Worksheet 2:** B. Name the pictures given below. **(Page 136)**
- ▶ **Worksheet 2:** C. Name the following people. **(Page 136)**