

LESSON PLAN

SPECIFIC OBJECTIVES

- The students will learn about
- ❖ importance of clothes
 - ❖ fibres and fabrics
 - ❖ types of fibres
 - ❖ cotton, jute, silk and wool producing states and how they are obtained
 - ❖ history of clothing

TEACHING AIDS

Pictures/charts/models/animation on clothes worn by people of different states; natural and man-made fibres; cotton plant with bolls, cotton clothes, map of India showing cotton and jute growing states; process of obtaining cotton, jute, silk and wool; jute articles, clothes; ancient clothing (all as given in the chapter).

LESSON PLAN

- ❖ Teacher will start the chapter by going through the points given in 'Know these points before you start' section.
- ❖ Teacher will discuss the importance of clothes and will define that the clothes worn by people of different states mainly depend on the climate of their living place.
- ❖ Now, teacher will define fibre and discuss different types of fibres.
- ❖ Teacher will discuss the sources of natural and man-made fibres.
- ❖ Teacher will discuss uses, growing areas and process of obtaining cotton and jute fibres.
- ❖ Teacher will ask students to solve Check Point 1.
- ❖ Teacher will discuss uses, sources and features of silk and wool fibres.
- ❖ Teacher will discuss the uses, advantages and disadvantages of using synthetic fibres and the differences between natural and synthetic fibres.
- ❖ Teacher will discuss the history of clothing since early man to modern era.

- ❖ Teacher will discuss the features of flax and its uses.
- ❖ Teacher will perform the burning test to identify the yarn as given in Table 3.2.
- ❖ Now, teacher will ask students to solve Check Point 2.
- ❖ Teacher will make students revise the new terms given under the head 'Know These Terms'.
- ❖ Finally, teacher will help students to solve the questions given in exercises under the head 'Practice Time' and 'Think Zone'.

BOOST UP

- ❖ Teacher should demonstrate and explain activities given in the chapter.
- ❖ Teacher should discuss the information given under the head 'Something More'.
- ❖ Teacher should discuss the conversation of Annu and Mannu given in between the topics.
- ❖ Teacher should discuss the facts given in the table.
- ❖ Teacher should encourage students to watch Discovery, National Geographic and Animal Planet channels to know more about plants and animals.

EXPECTED LEARNING OUTCOMES

The students understand and know the

- ❖ importance of clothes.
- ❖ differences between natural and man-made fibres.
- ❖ process of making fabric from fibre.
- ❖ different types of fibres such as cotton, jute, silk, wool and flax.
- ❖ clothing since early age till today.

EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating the learning and understanding of students:

1. Name two natural fibres.
2. How are synthetic fibres made?
3. Why do we feel cool to wear cotton clothes in summer?
4. What is meant by retting of fibres?
5. What is the difference between spinning and ginning?
6. Which fibre is called the golden fibre?