

Vision Empower & XRCVC
Teacher Instruction KIT
My district – Your district

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Third Standard

Chapter Number & Name: 25. My district - Your district

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To learn about our district, taluk, hobli

Prerequisite Concept:

- Knowledge about locality and its geographical features

EVS Grade 2 – Karnataka Textbook Syllabus – Chapter 19 – My beautiful native land

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

A district is an area of a country or town that has fixed borders that are used for official purposes, or that has a particular feature that makes it different from surrounding areas. A hobli, nad or mágani is defined as a cluster of adjoining villages administered together for tax and land tenure purposes. A taluk (tehsil) a subdivision of a district; a group of several villages organized for revenue purposes

2.2 LEARN MORE: NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: General discussion about the State *

Materials Required: NA

Prerequisites: Awareness about the state and district

Activity Flow:

The teacher can choose to sing any popular song related to Karnataka. Start the discussion by talking about Karnataka. Allow students to share their knowledge about Karnataka. Inform that Karnataka is a state and Bengaluru is the capital city of Karnataka. Have a general discussion about what they understand by hobli, taluk and district. Do not expect them to give perfect answers.

Summarise in a simple language by saying that a hobli is a cluster of many adjoining villages. There are many districts in a State. Each district is further divided into smaller units called Taluk.

Explain this by saying that in a school, there are many classes from 1 to 10. Imagine the school as a state like Karnataka and each class in the school is a district. Again, when there are many children in a class, each class is divided into many sections like 3A, 3B, 3C. Similarly, each district is subdivided into many Taluks.

3.2 CONCEPT GENERATION ACTIVITY

VILLAGE, HOBLI, TALUK

Activity 2: My village, hobli, taluk and district (reading and writing) *

Materials Required: Writing materials with 3 braille writing sheet

Prerequisites: Comfortable writing in braille

Note: Teacher has to find details of taluks and villages of their own district in advance.

Activity Flow:

Ask if anyone heard of Mallepura village? There are many houses there. Mallepura belongs to Channarayapatna hobli. In this hobli, there are a number of villages like Mallepura. Many hoblis together form a taluk. Encourage students to share the names of villages, taluks and hoblis they know.

List out verbally a few names of villages and the hobli and taluk it belongs to.

For example:

Bengaluru is divided into Bengaluru Urban and Bengaluru Rural.

Bengaluru urban has 5 taluks and Bengaluru rural has 4 taluks.

Pass around a braille writing sheet and ask students to write the names of the village, hobli and taluk they belong to. Pass around the braille sheet to everyone and encourage each student to read the names.

For example,

Village – Mallepura

Hobli – Channarayapatna

Taluk – Devanahalli

District – Bengaluru Rural

Activity 3: Karnataka State *

Materials Required: A tactile map of the state.

Prerequisites: NA

Activity Flow:

Inform students that a state has many districts. The state of Karnataka has 30 districts, 175 talukas and 745 hoblis.

Pass around the map of Karnataka. Help students explore and understand the tactile map of the state by showing its borders and districts.

BIRDS, ANIMALS, CROPS

Activity 4: Birds, animals and crops of our district *

Materials Required: A sample of locally grown crop

Prerequisites: NA

Activity Flow:

Inform students that every state has its own speciality in terms of the animals and birds that are found. The state is also known for crops which are grown locally. Pass around the sample of the crop and ask students if they have eaten that in their meals.

Bird: The state bird of Karnataka is the Indian roller and the Indian elephant respectively. Indian roller is commonly known in the country as Palapitta or Neelkanth. They are brightly coloured birds with various shades of blue on the wings, tails, and belly.

Animal: The state animal of Karnataka is the Indian elephant. They are the biggest animal on land with a long trunk and 2 flat big ears.

Crops: The main crops that are grown in Karnataka are ragi, jowar, maize, sugarcane, coconut, arecanut, grains, oilseeds etc., are grown in different districts of our Karnataka

Pass around the locally grown crop in the district for students to get familiar with them and discuss the items that are cooked using these crops.

INDUSTRIES, OCCUPATION, RIVER

Activity 5: Industries, occupation and rivers of our district *

Materials Required: A sample of locally grown crop

Prerequisites: NA

Activity Flow:

Continue the discussion from the previous activity and mention that every state has its own industries where they manufacture items with the raw materials locally available in the area. Inform students that there are some occupations which are largely adapted by the local population. There are rivers that flow through a state and which may pass through many districts. In Karnataka we have the following:

Industries: Industries like sugar, cement, fertilizer, aeronautic, fabric and paper etc., are found in different districts of our state Karnataka.

Occupations: We find different occupations like agriculture, fishing, manufacturing cloth, making baskets, pottery etc., in the districts of our state.

Rivers: Rivers like Bhima, Krishna, Tungabhadra, Nethravathi and Cauveri flow in our state.

FAMOUS PLACES

Activity 6: Famous places of our district *

Materials Required: A sample of locally grown crop

Prerequisites: NA

Activity Flow:

Ask students if they remember visiting any famous places near their house or anywhere in the state. Discuss their experience of visiting such places.

Some of the famous places of our state are Hampi (stone chariot), Vijayapura (Golgumbaz), Mysuru (Palace), Bengaluru (Vidhanasoudha), Shivamogga (Jog falls), Mandya (Kokkare Belluru bird sanctuary). They also depict the specialities of the concerned districts. Every district has its own famous places.

Discuss about the famous place of your district. If possible, arrange for a tour to the place and allow the students to explore the place.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Thinking Time: Discuss in general about all the points mentioned earlier with respect to their district. Encourage students to share their knowledge for other states and districts as well.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: More about own district

Materials Required: NA

Prerequisites: NA

Activity Flow

Each district of our state is unique. Each district has its own weather, crops, industries, occupations, and famous places. Know about your district. Go on a tour to other districts and try to know more about them.

Teaching Tips

NA

References

NA

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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