

## Expedition Overview

Expedition Title: Evolution of Human Needs	Timeframe: 55 days
Grade level: 6	Authors: Prerna, Meenu, Parminder Singh, All grade 6 teachers
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## Expedition Summary

This expedition will introduce children to the story of our society from the very beginning. Students will study about the development of man from being a hunter to a civilized being. They will learn how the social and political structures in society have evolved with the changing needs of mankind. The emphasis will be on the transition from a nomadic to a settled life and how gradually the needs change over a period of time leading to subsequent changes in the structure of society. Students will learn about the notion of civilization, power and territorial expansion and finally the need for self-actualization. The focus will be to build an understanding of the terms 'needs' and 'wants' and become aware of the diminishing difference between the two.

## Big Ideas

Human needs evolve over a period of time and influence the social and political structures of society.

## Guiding Questions

1. What are the basic needs of man for survival?
2. Do our basic needs change over time? Why?
3. How does the evolution of need influence the social and political structures of society?

Focus of the Expedition			
Subjects	Concepts/Understanding	Process skills	Craftsmanship and Character
Hindi		Designing and Asking Questions	Working in crews
English	Reading, Comprehension, Analyzing, Inferring		
Social Science	Earliest societies, First farmers and herders First Cities & States, Empires, New Ideas, Political Developments		

## Learning Targets to be addressed in the Expedition

## Social Sciences

- I can draw connections between the changing needs of the society and the change in the social and political structures in the Indian subcontinent from Pre historic period to the beginning of the Common Era.
- **I can explain the factors that led to the beginning of human settlements.**
- I can explain the skills of survival and adaptability of Stone Age man.
- I can describe how the skills of hunter-gatherers helped them to survive.
- I can explain the essential features of human settlements and the factors that led to the transition from a nomadic to a settled life.
- **I can identify and explain the defining features of a civilization.**
- I can describe the features of a civilization by observing pictures and artifacts of a particular civilization.
- I can identify the defining features of a civilization with the help of a case study.
- I can list the possible causes that led to the development of a civilization.
- I can make connections between evolving human needs and the change in social and political structures around.
- **I can give reasons for the formation of small and big kingdoms during 1000- 300 BCE**
- I can use a textual source to describe the social structure of a society(Vedas)
- I can describe the structure of society during the Vedic Age.
- I can explain with the help of a case study how small kingdoms expanded into big ones.
- **I can explain the social and political structures that gave rise to new ideas and thoughts in the Indian subcontinent during the 6<sup>th</sup> Cent BCE**
- I can explain with the help of a case study the advent of new ideas during the 6<sup>th</sup> Cent BCE.
- I can describe the impact of Ashokan Empire in Indian history.

Reading and Writing	<ul style="list-style-type: none"> <li>• I can cite evidence from the text to support my views on what the text says.</li> <li>• I can summarize a text using only information from the text.</li> <li>• I can describe how the plot evolves throughout a text.</li> <li>• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text.</li> </ul>
Hindi	<ol style="list-style-type: none"> <li>1. मैं नाटक विधा के तत्त्वों को लिख सकूँगा/सकूँगी।</li> <li>2. मैं नाटक को पढ़कर रचनात्मक और सर्जनात्मक प्रश्नों के उत्तर लिख सकूँगा/सकूँगी।</li> <li>3. मैं नाटक की घटनाओं का क्रमवार उल्लेख कर सकूँगा/सकूँगी।</li> <li>4. मैं नाटक को मंच पर प्रस्तुत करने से पहले की तैयारी को क्रमानुसार लिख सकूँगा/सकूँगी।</li> <li>5. मैं नाटक की कथावस्तु को लिखित रूप में प्रस्तुत कर सकूँगा/सकूँगी।</li> <li>6. मैं नाटक को पढ़कर आबंटित पात्र के चरित्र के गुण-अवगुण की विवेचना कर सकूँगा/सकूँगी।</li> </ol>
Skill of Designing and Asking questions	<ul style="list-style-type: none"> <li>• I can ask questions to get information about objects, events and people.</li> <li>• I can convert exactly what I want to know or understand into a question.</li> <li>• I can raise questions that show a concern for justice and equality and for the environment.</li> <li>• I can raise critical questions that probe and facilitate deeper analysis.</li> </ul>
Skill of Working in Crews	<ul style="list-style-type: none"> <li>• I can take directions from others.</li> <li>• I can consider my crewmates points of view while taking a decision.</li> <li>• I can contribute actively to the discussion/work happening.</li> <li>• I can take responsibility of my crew's failure and shortcomings.</li> <li>• I can manage deadlines.</li> <li>• I can keep my crew on track by using short and long term goals.</li> </ul>

### 1. Hook for the Expedition

As the name itself suggests, the 'hook' should be able to create the curiosity and excitement in children for the expedition. The idea is to prepare children for the expedition.

A mystery piece using a combination of pictures will be released in crews for them to decipher. The pictures will basically depict different scenarios belonging to different time periods. The purpose will be to enable the students to think that there is a cause for any action/event in society and that the cause stems from needs and sometimes wants and desires of its members.

### 2. Building Background Knowledge (BBK) for the expedition

Building Background Knowledge is a protocol through which we build required background knowledge among children for the expedition –this knowledge will help children to ask and engage with the right questions during the expedition. The design of the BBK enables students to quickly engage with the topic and raise questions to further deepen their understanding.

Students will be shown a video for them to build connections to the 'needs and wants' present in their own lives.

#### Expedition Launch

This involves sharing of the expedition design i.e. big idea, guiding questions, learning targets, projects, products, etc with the students and the parents through an expedition overview document.

A video on Oral Traditions of India will be shared to bring to light the various forms of story-telling and its relevance in telling the history of a place. This will also act as a hook to theatre as a medium of story-telling which is an integral part of this expedition

### 3. Projects

Project 1	
<p><b>Project Title:</b> Hunters and gatherers to Farmers and Herders</p> <p>Key Steps</p> <ol style="list-style-type: none"> <li>a. Stone tool picture analysis and text on 3 stages of the Stone Age</li> <li>b. Video on Cave paintings- Bhimbetka</li> <li>c. Tracking the transition from hunter to farmer on a ‘Cause and Effect’ sheet.</li> <li>d. Building connections between Needs and Change in society- Track the changes in societal structure vis-a vis Needs on a Change tracker.</li> <li>e. Learning Reflection- Building connections between Learning Targets, Guiding questions and the Big Idea</li> </ol>	<p><b>Big Idea:</b> Need for food and shelter led to a settled life in humans.</p> <p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>a. Why did hunter-gatherers move often? What were some tools created by early humans? What was the purpose?</li> <li>b. What were the differences in the needs of the Stone Age man and the early Agrarians?</li> </ol> <p><b>Concepts</b> -Early Societies: 3 stages of the Stone Age -Importance of Historical/Archaeological sources: caves, tools, Sites.</p>
<p>Case study Bhimbetka cave paintings</p> <ul style="list-style-type: none"> <li>• Burzahom( Neolithic)</li> </ul>	<p>Final product/ performance and the audience</p> <p>Theatre: ‘Patthar Ki Saanse’</p>

## Project 2

<p>Project Title: Development of Civilizations</p> <p>Key Steps</p> <ol style="list-style-type: none"> <li>a. Features of a Civilization- Picture analysis</li> <li>b. Case Study on Indus Valley to study the Development of social structures.</li> <li>c. Tracking the transition from early agrarian to early cities on a ‘Cause and Effect’ sheet.</li> <li>d. Building connections between Needs and Change in society- Track the changes in the societal structure vis-a vis Needs on a Change tracker.</li> <li>e. Defining the term, ‘Civilizations’.</li> <li>f. Learning Reflection- Building connections between Learning Targets, Guiding questions and the Big Idea.</li> </ol>	<p><b>Big Idea:</b> Civilizations have social and political structures.</p> <p>Guiding question:</p> <ol style="list-style-type: none"> <li>a. What is a Civilization? What are its essential features?</li> <li>b. What change in needs led to the development of civilizations?</li> </ol> <p>Concepts</p> <ul style="list-style-type: none"> <li>• Earliest Cities- Indus Valley Civilization</li> </ul>
<p>Case study</p> <p>Case Study of Mohenjo-Daro- ‘Once upon a Time’</p>	<p>Final product/ performance and the audience</p> <p>Theatre: ‘Sindhu tat par maati ke sangh’</p>

Project 3	
<p>Project Title : Power and Expansion</p> <p>Key steps</p> <ol style="list-style-type: none"> <li>a. Case Study on expansion of an Empire</li> <li>b. Importance of studying Manuscripts as a source to study the Vedic period- its impact on the social and political structures.</li> <li>c. Tracking the transition from Small kingdoms to setting up of Empires on a ‘Cause and Effect’ sheet.</li> <li>d. Building connections between Needs and Change in society- Track the changes in the societal structure vis-a vis Needs on a Change tracker.</li> </ol>	<p>Big Idea:</p> <p>Need to control led to territorial expansion and a craving for power.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>- How did some men become rulers?</li> <li>- How flexible were the social and political structures under the rule of the kings?</li> </ul> <p>Concepts</p> <ul style="list-style-type: none"> <li>• Manuscripts- importance of Rig Vedas</li> <li>• Janapadas, Mahajanapadas, Kingdoms</li> </ul>
<p>Case study Magadha/Vajji/Kasi</p>	<p>Performance of understanding Theatre: Kingship and Power</p>

Project 4	
<p>Project Title : Beyond Needs and Desires</p> <p>Key steps</p> <ol style="list-style-type: none"> <li>a. Case Study to introduce the notion of ‘Self Questioning’</li> <li>b. Study the tenets of ‘New Ideas’- Buddhism</li> <li>c. Tracking the transition from the notion of power and control to that of Self Realization on a ‘Cause and Effect’ sheet.</li> <li>d. Building connections between Needs and Change in society- Track the changes in the societal structure vis-a vis Needs on a Change tracker.</li> <li>e. Difference between Needs and Wants.</li> </ol>	<p>Big Idea: An inner urge to question the meaning of life leads to the development of new Ideas</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>- How much is enough?</li> <li>- What is my real need?</li> </ul> <p>Concepts</p> <ul style="list-style-type: none"> <li>• Empire</li> <li>• Teachings of Buddha- tenets</li> <li>• Impact of Ashokan Empire in spreading Buddhism- literary and Non-literary sources</li> </ul>
<p>Case study</p> <p>Ashoka</p>	<p>Final product/ performance</p> <p>Theatre: Self Questioning and Spirituality based on the life of Ashoka</p>

Theatre: Play depicting the Turning points in the life of man from the Prehistoric to the start of the Common Era will be the product for each project.

**Final performance:** Theatre being an integral part of the expedition will be finally culminated through a play on ‘Self Actualization’- based on the story of Ashoka. This play has been selected as a final product due to its relevance as it catches the essence of the Big Idea of the expedition.

Students will take the audience through the entire journey, portraying the evolving human needs along with transitions in the structures seen during the period under study.

How will we prepare children for this?

- Scripts will be written by a professional script writer based on detailed research.
- These will be read and studied during the Hindi classes to build further knowledge about the period.
- The students will be able to associate with these plays as they would simultaneously be building their understanding of the period through case studies, movies, expert texts and discussions during expedition classes.
- All students will participate in the final production. They will have different areas of work that will not only enhance their learning of History but also add a fun element to it. After all, that is what the purpose is; the children must enjoy while they learn.
- To develop an enduring understanding of the concept, there is nothing more stimulating than the Theatre, as it involves a variety of methodologies for learning. Play reading and comprehending, visualizing the character, getting into the character, writing a synopsis, researching and innovative ways of creating props representing the era... all of this requires interest, commitment and an in-depth knowledge of the subject.
- Students will receive assistance from the Theatre experts and Hindi teachers in this task.
- Theatre work and expedition will progress simultaneously to achieve maximum integration.

**Audience:** Parent community, Students and Teachers

Fieldwork	
Experts	Lalit Chandra Bhatt and Zubair will be the theatre experts.
Service learning	As part of service learning the students will be evaluating their own consumption patterns, reflect on their motives for buying things and how their actions impact the environment. They will have an opportunity to share the privileges they have, in terms of resources with those who struggle to achieve even the basic needs in life. An organization working with the street kids will be involved here.
Expedition culmination	Hindi Theatre

