

**Let's pave the way for  
learning and move forward...**

**Standard 10**

**SOCIAL SCIENCE**



**SCERT KERALA THIRUVANANTHAPURAM**

**Dear Students**

**The evaluation of the answer scripts of the First Terminal Examination 2022 and the classroom experiences shared by the teachers concerned, have brought to light the fact that our children have suffered some serious learning gap due to the non- availability of proper learning experiences as a result of the unprecedented situation created by the Covid Pandemic from 2019 to 2022. An activity book has been designed to assist children internalize the concepts which they ought to have mastered in the previous classes and with the intention to facilitate further learning. Necessary explanations and activities are included in the booklet to help children bridge the gap. It is hoped that this package will facilitate the learners for self-study or for studying with the help of their teachers and I wish them success in their endeavours to move forward with confidence.**

**Director  
SCERT, Kerala**

**SOCIAL SCIENCE I**  
**UNIT 1 REVOLUTIONS THAT INFLUENCED THE WORLD**

**Activity 1**

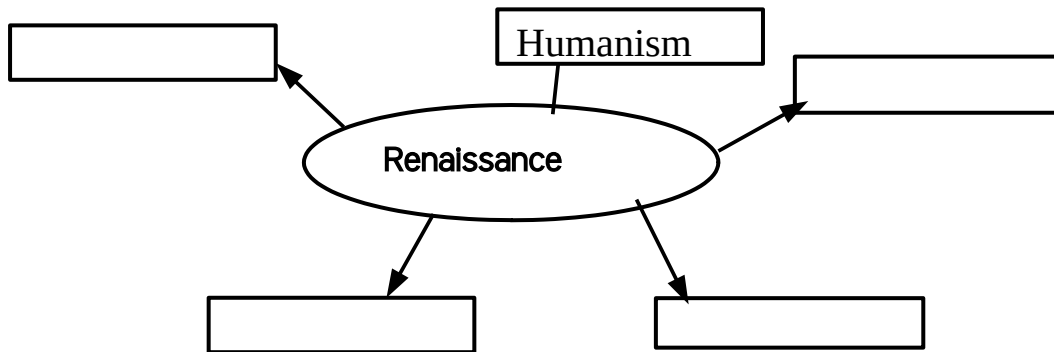
Class 7 Unit 1 **Europe in Transition**

**Learning outcome**

- Analyse the various factors that led to the emergence of Renaissance.

Class 10 Unit 1 **Revolutions that influenced the world**

- Complete the word web indicating the characteristics of Renaissance.



**Activity 2**

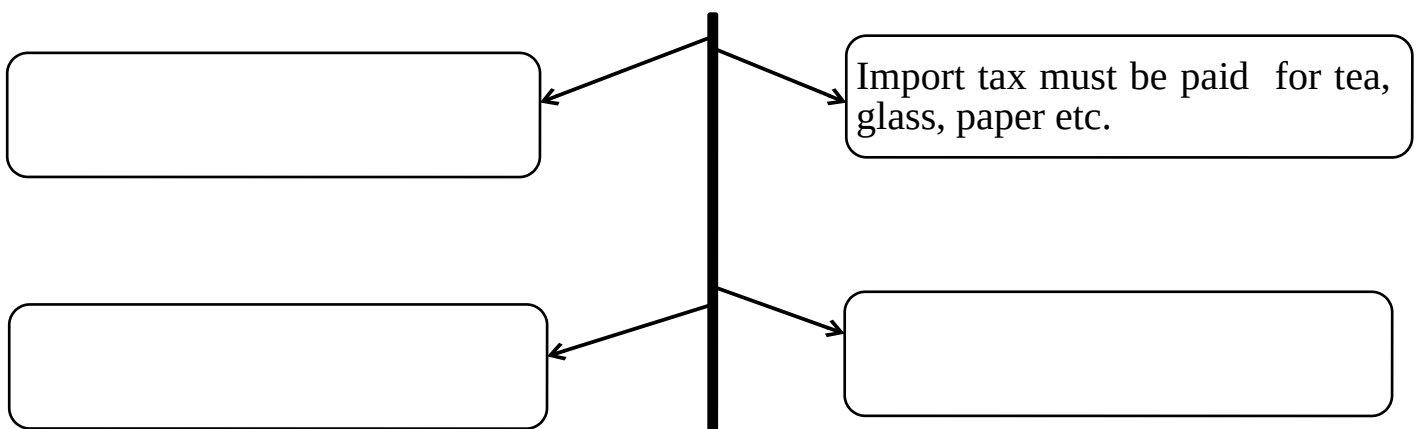
**Learning outcome**

- ➔ Analyses the background of the American war of independence.

Concept

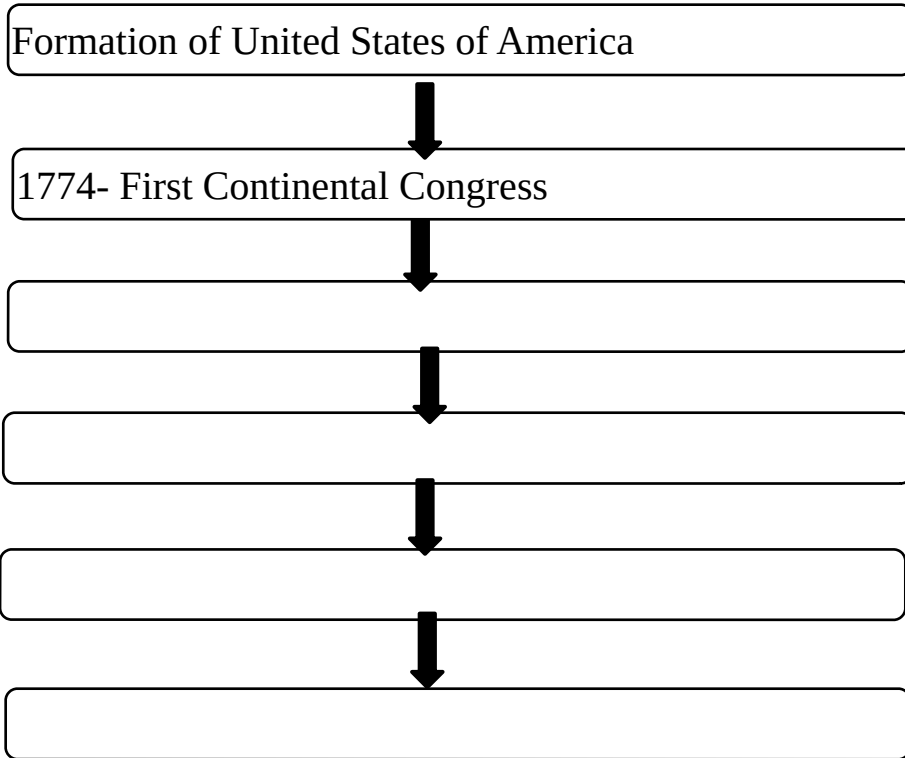
- American war of independence

- Complete the worksheet related to Mercantilist laws.



**Activity 3**

- Complete the flowchart related to the formation of the United States of America.



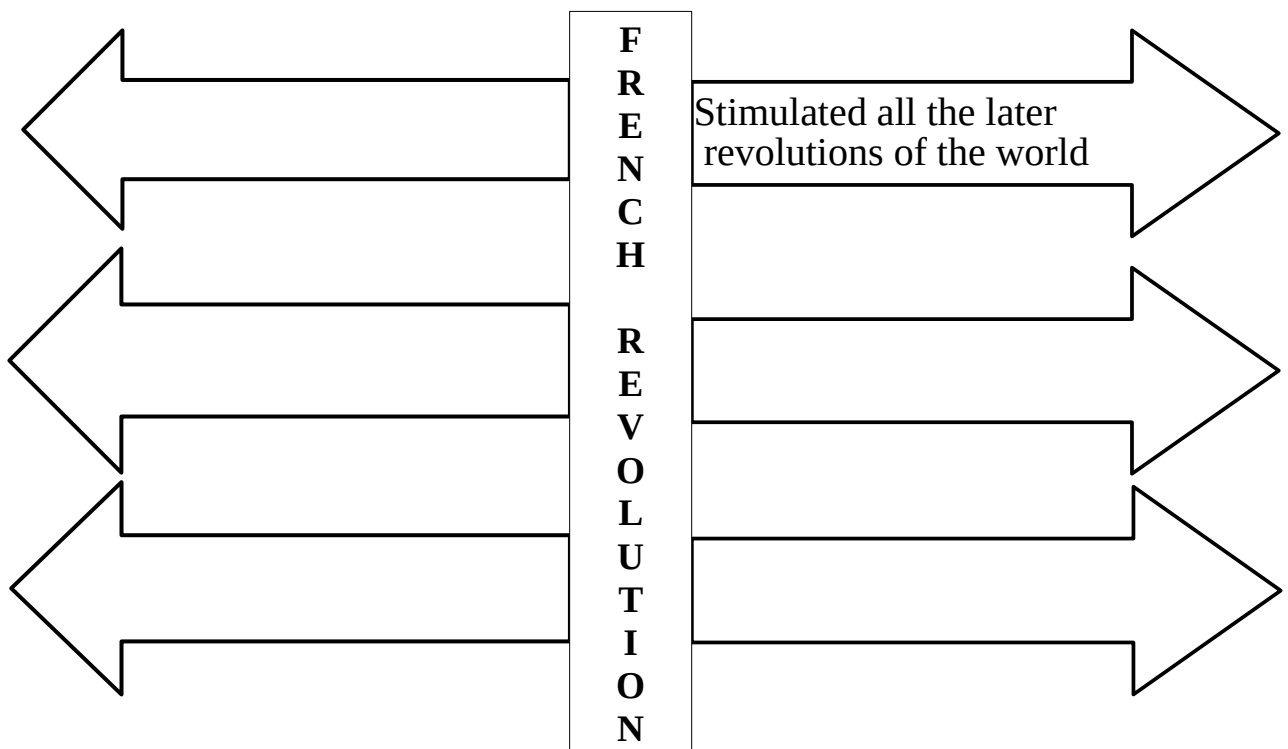
**Activity 4**

**Learning outcomes**

- Evaluates the impact of the French Revolution.

**Concept**

- French Revolution
- List out the impact of the French Revolution.



### Activity 5

■ How the colonial rule led to the Latin American Revolution? Complete the list.

- The indigenous culture of Latin America collapsed.
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### Activity 6

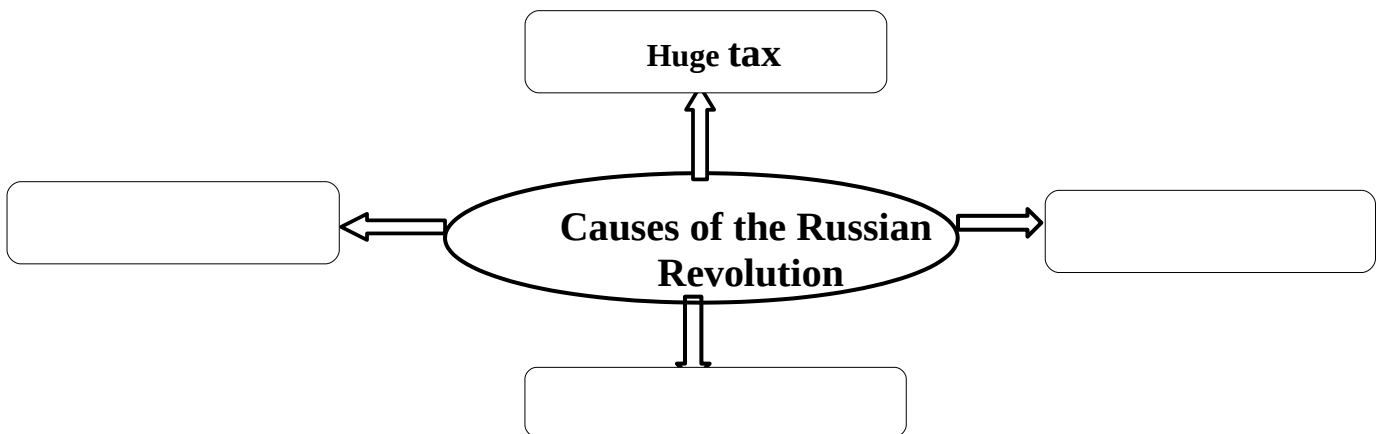
Learning outcome

- ✓ Analyzes the factors that led to the Russian Revolution.

Concept

- Russian Revolution

■ Find out the causes that led to the Russian Revolution and complete the diagram.



### Activity 7

■ Compare the February Revolution and the October Revolution and complete the table.

| February Revolution   | October Revolution    |
|-----------------------|-----------------------|
| Led by the Mensheviks | Led by the Bolsheviks |
|                       |                       |
|                       |                       |
|                       |                       |

### Activity 8

Learning outcomes

- ✓ Explains the different stages of the Chinese Revolution.

Concept

- The Chinese Revolution
- Point out the different stages of the Chinese Revolution.
  - The Manchu dynasty in China favoured foreign interference and domination.
  - 
  - 
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**UNIT 2**

**WORLD IN THE TWENTIETH CENTURY**

**Activity 1**

Class 7 Unit 1 Europe in Transition

Learning outcome

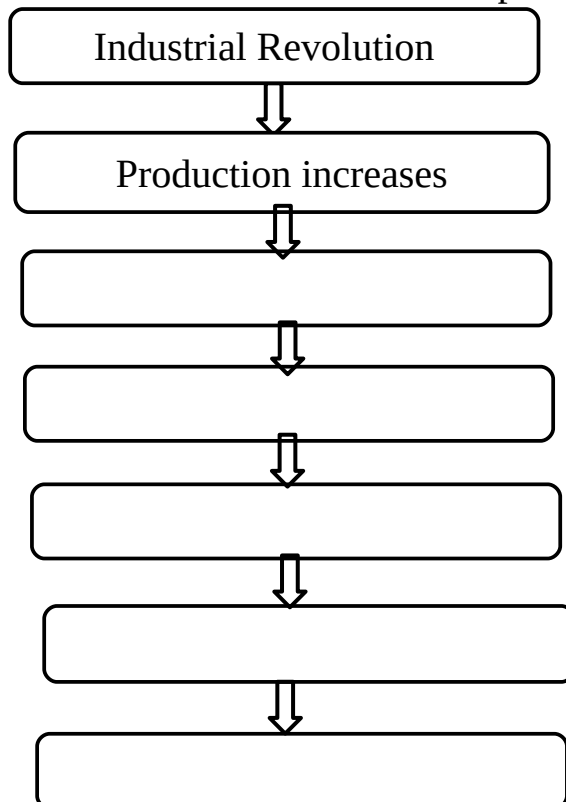
- ✓ Analyses how the growth in science and technology led to the Industrial Revolution.

Unit 2

World in the Twentieth Century

Learning outcome

- Understands the different phases of development of imperialism.
- How the Industrial Revolution led to colonization? Complete the flowchart.



## Activity 2

### Learning outcome

- ✓ Analyses the factors that led to the First World War.
- List out the factors that led to the First World War.
  - Extreme nationalism
  - 
  - 
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## SOCIAL SCIENCE II

### Unit 1. SEASONS AND TIME

#### Activity 1

#### Class 6 Unit 5 Earth: Myth and Reality

#### Learning outcome

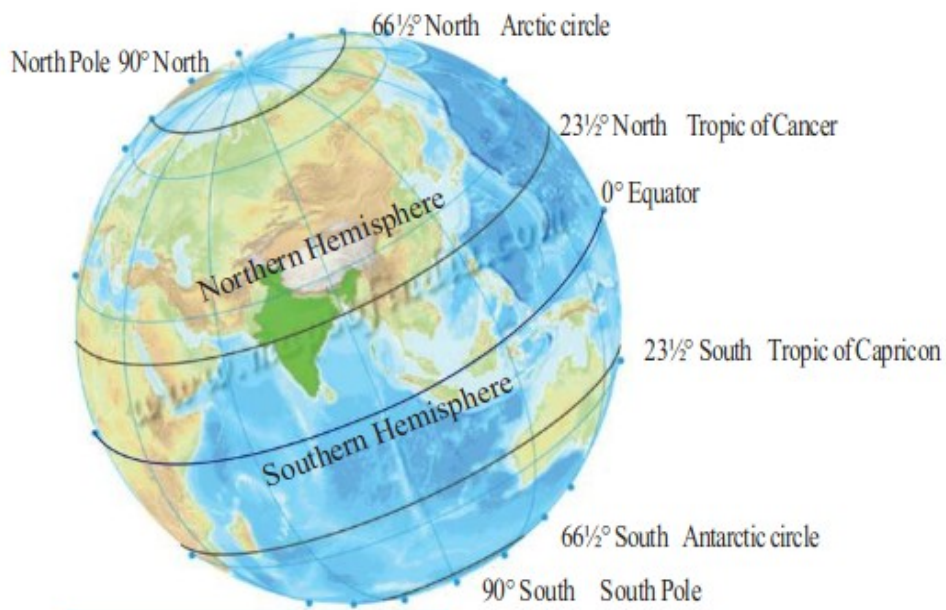
- identifies the lines of latitude and longitude and depicts as angular distances from the equator.

#### Unit 1. Seasons and time

#### Learning outcome

- ✓ Explains the rotation and its effects.

(i) Find out the major Latitudes from the figure and complete the table.



| Major Latitudes  | Features                                 |
|------------------|--|
| Tropic of Cancer | ➤ .....A.....                            |
| .....B.....      | ➤ $23\frac{1}{2}^{\circ}$ South Latitude |
| Arctic Circle    | .....C.....                              |
| .....D.....      | .....E.....                              |
| North Pole       | .....F.....                              |
| .....G.....      | ➤ $90^{\circ}$ North Latitude            |

(ii) Find out the following

➔ Which latitude that divides the Earth into two hemispheres.

➔ The Hemisphere that is located North of the Equator.

➔ The Hemisphere that is located South of the Equator.

### Activity 2

#### Learning outcome

- ✓ Explain the various seasons as well as the environmental and atmospheric changes in each seasons.

#### Concepts

- Summer, Winter
- Equinoxes
- Solstices
- Spring, Autumn

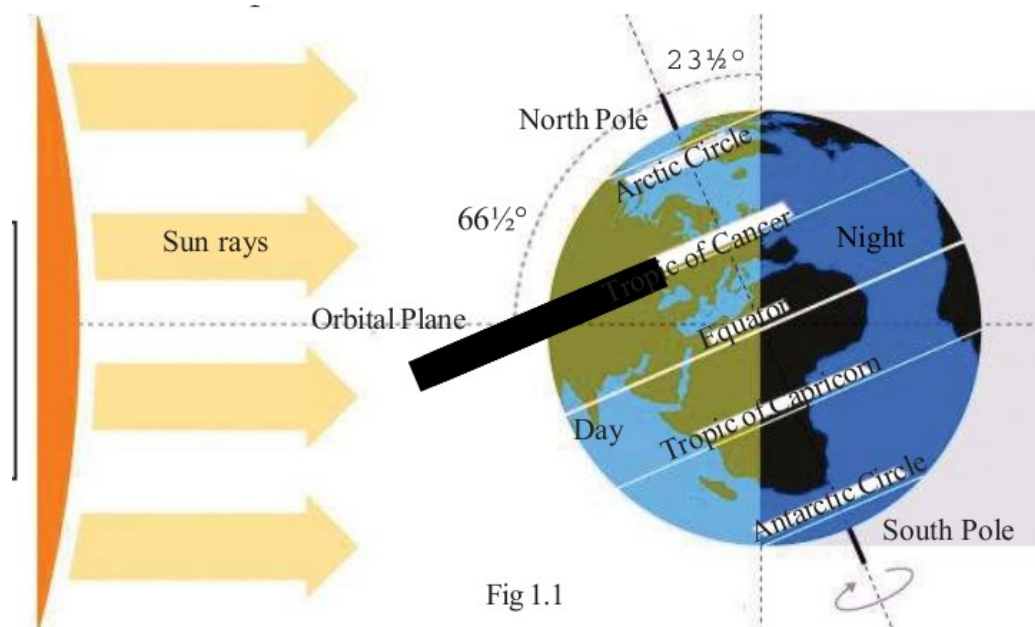


Fig 1.1

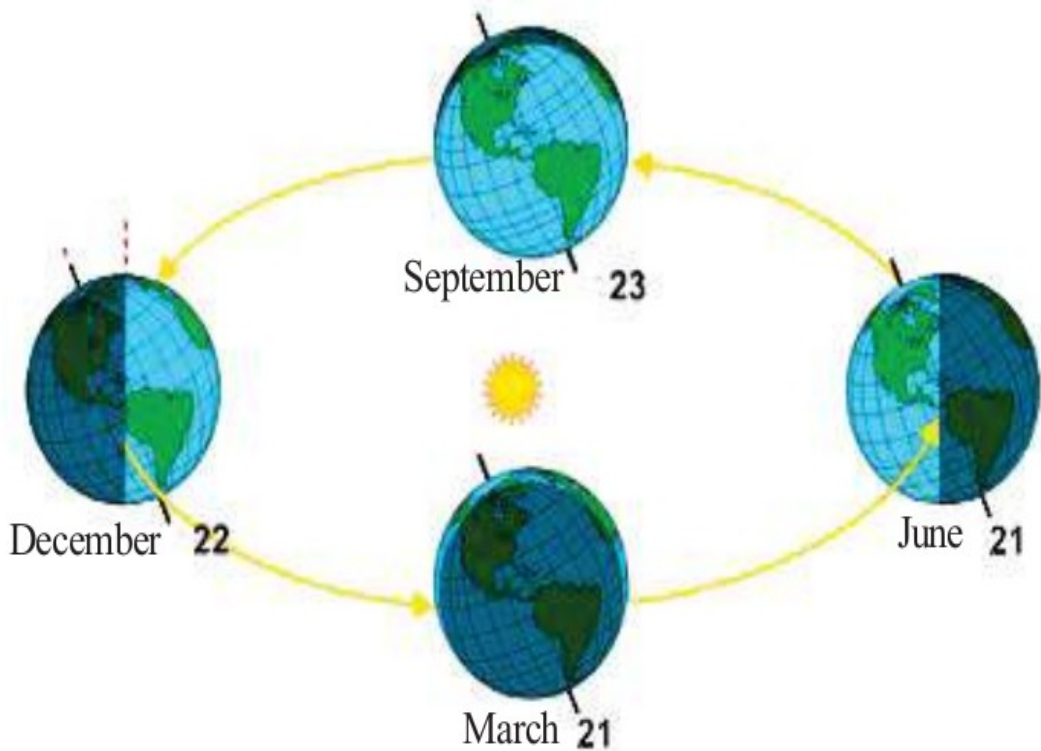


- Observe the picture and write the factors that cause the change in season.

Factors that cause the change in seasons.

- ◆
- ◆
- ◆
- ◆

### Activity 3



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- 
- 

Observe the picture and complete the table.

| Apparent movement of the sun            | Months                     | Seasons             |                     |
|---|----------------------------|---------------------|---------------------|
|   |                            | Northern Hemisphere | Southern Hemisphere |
| From Tropic of Capricorn to the Equator | ...C.....                  | Winter              | .....G.....         |
| .....A.....                             | From March 21 till June 21 | .....E.....         | Winter              |
| From Tropic of Cancer to the Equator    | .....D.....                | Summer              | .....H.....         |
|   | From September             |                     |                     |

|             |                      |             |        |
|-------------|----------------------|-------------|--------|
| .....B..... | 23 to December<br>22 | .....F..... | Spring |
|-------------|----------------------|-------------|--------|

## UNIT 2 IN SEARCH OF THE SOURCE OF WIND

### Activity 1

Class 7 Unit 12 Solar heating and atmospheric conditions

#### Learning Outcome

- Illustrates the inter-relationship between temperature, pressure and air movement.

Unit 2. In search of the source of wind

#### **Learning outcome**

- ✓ Explains that the atmospheric pressure is not uniform everywhere.

#### Concepts

- Atmosphere, pressure distribution in vertical plane, temperature and atmospheric pressure, humidity.

Solar energy is not received in equal amounts everywhere on the earth's surface. In the equatorial regions, the heat is higher because the sun's rays fall vertically. As the sun's rays fall obliquely towards the poles, the heat gradually decreases. So the heat availability of the earth is according to the latitude of each place. Like all matter, air has weight. Atmospheric pressure is the weight exerted by the atmospheric air.

#### ■ Complete the table.

|  |       |
|--|-------|
| The weight exerted by the atmospheric air            | ..... |
| Instrument used to measure the atmospheric pressure. | ..... |
| The unit used to record atmospheric pressure         | ..... |

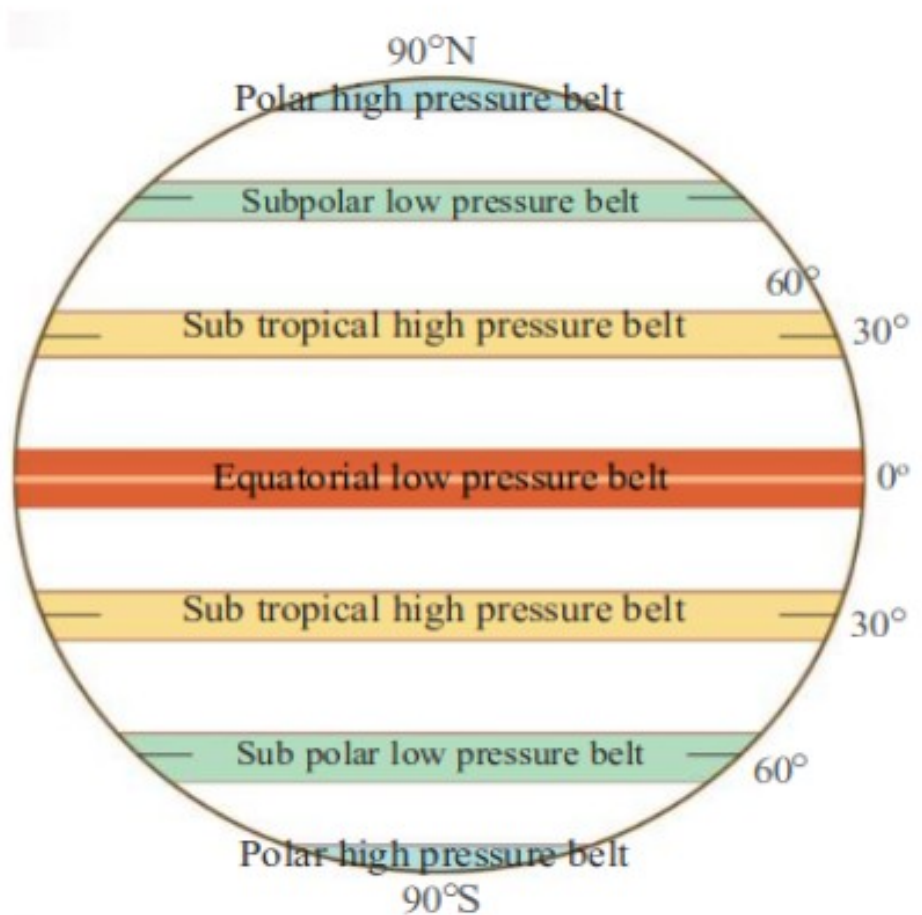
### Activity 2

#### **Learning Outcome**

Depicts the global pressure zones

**Concept**

- Illustrates the Global pressure belts.
- Observe the figure and list out the global pressure belts and their latitudinal extent.



| Global pressure belts | Latitudinal extent |
|-----------------------|--------------------|
| •                     | •                  |
| •                     | •                  |
| •                     | •                  |
| •                     | •                  |

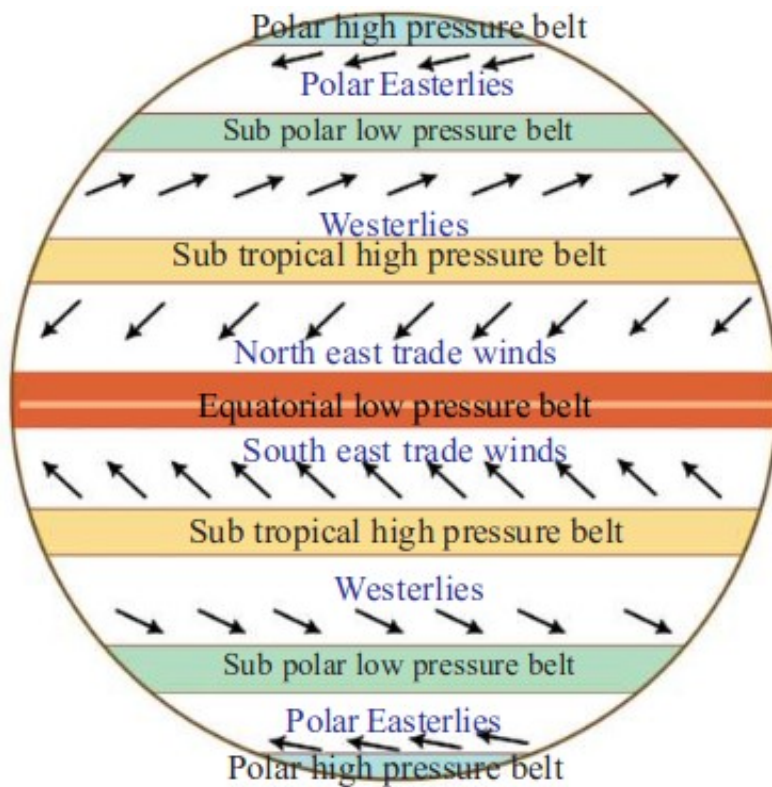
### Activity 3

Learning objective

- ✓ Classifies the different types of winds

Concept

- Atmospheric pressure and winds
- Observe the picture and complete the table given below.



| Winds                 | Latitudinal location of pressure zones  | Direction of movement |
|-----------------------|---|-----------------------|
| Northeast trade winds | Blows from sub-tropical high pressure belts to Equatorial low pressure belts. | .....C.....           |
| Westerlies            | .....B.....   | Blow from the West    |
| .....A.....           | Blows from the Polar high pressure belts to the Sub-polar low pressure belts. | Blow from the East    |

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