

CLASS – VI
LESSON PLAN
CHAPTER-4: Maps

Unit	Geography (Chapter 4: Maps)
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of shape, size, movement of earth. Knowledge of maps, globe and atlas etc.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans/ Activities
Objective	Students would be able to distinguish among different maps and describe the terms used in maps, conventional symbols, essential components of maps etc.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. the advantages of map over globe. 2. map as representation of the Earth on a flat surface. 3. the symbols, direction and scale of the map. 4. the types of maps and symbols of maps <u>SKILLS</u>- <i>Students would be able</i> 1. To enable the students to identify the cardinal directions and intermediate directions. 2. To develop basic skills of map reading. 3. To enable the students to differentiate between sketch and plan 4. To differentiate between different types of maps. To differentiate between small scale map and large-scale map. • Critically analyses various types of maps. • Appreciate the importance of Maps over Globe collaboratively • Develop citizenship by visualizing and observing the various features that can be shown of a region or world on different types of maps Differentiation- Difference between types of maps. (Competencies: Critical thinking, COLLABORATION and COMMUNICATION)

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Student-teacher interaction, Wipro- G.O.S (Web charts, Flow-Charts and differentiation table, compare-contrast matrix), silent reading, collaborative learning, Hands-on experiment, Experimental work DOL1,2,3 (Competencies: Critical thinking, COLLABORATION and COMMUNICATION) Questioning- NCERT: to cater the needs of various students. <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Class discussion, reading of the chapter, diagrams, web charts, explaining the lesson with the help of a globe, lesson progress using Smart Class <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –The Earth Our Habitat
Self- Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Assessments	4 UNIT TESTS (critical thinking) 5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL EXAMINATION (critical thinking) 20 Marks INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
Addressing Classroom Diversity	It's a different classroom today: As the kids are from different socio-economic background, so are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So, the teaching learning process must be devised in such that can cater to the needs and aspirations of students of abilities . The following techniques can be used for different groups: <i>For gifted students:</i> • Higher order questions to be done • Preparing a debate • Making PPT • Designing an exhibit • Writing a report • Preparing a talk • Encouragement for referring other resources <i>For weak students:</i> • Basic understanding questions to be completed • Buddy help to be provided • Provide grade-up classes • Making a Chart/diagram/poster/ flashcards <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals Provide grade-up classes
Assessment Questions	1. What are the essential elements of a map? 2. Differentiate between a sketch, a plan and a map. 3. What are the limitations of globe? 4. Describe the three types of maps. 5. Differentiate between a small scale map and a large scale map.
Marks	The weightage would be given by CBSE.

CLASS – VI
DAY WISE CONSOLIDATED LESSON PLAN

SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY 1	Topic- What are maps. Types of maps.
Class Transaction	40 min each
Pre-requisite for the course	This topic requires Basic knowledge maps.
Assessment of qualifying knowledge	The facilitator introduces the chapter by using a globe and a map. It will be followed by Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now i.e. Maps and its types. They would also be told the significance of the topic that they would be studying. It will be followed by Class discussion for 5 minutes and reading of the chapter till page no. 24 (para) .
Objective	The students will be able to comprehend map as representation of the Earth on a flat surface. To enable the students to differentiate between different types of maps and between sketch and plan.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> <i>What are maps.</i> Why is it more useful than a globe? <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses various types of maps. • Appreciate the importance of Maps over Globe collaboratively Attitudes and beliefs- <i>Students will be able to</i> Develop citizenship by visualizing and observing the various features that can be shown of a region or world on different types of maps
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner- Differentiation- In Groups- visualizing and observing the various features that can be shown of a region or world on different types of maps (Character, Citizenship)

mentioned techniques, wherever applicable, and can use any other too.)	<i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), silent reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Social Science.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Questions done in the class related to the topics.
Assessments	Oral Test (5 minutes)

DAY 2	Topic- The Components of maps
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge about maps, globe, types of maps.
Assessment of qualifying knowledge	The facilitator will conduct One-minute quiz to recap the learning of previous day and check the understanding. She will ask the questions given below: RECAP 1. What is a map? 2. What is a globe? 3. Which type of map shows the natural features like plains, plateaus, rivers, oceans of the earth? 4. Which type of map shows different cities, states, countries with their boundaries? 5. What is the other term for Physical map? 6. What is a thematic map? She will then explain the lesson with the help of a globe and maps. Class discussion for 5 minutes will take place followed by the reading of the

	chapter. The teacher elaborates the Components of maps with the help of web charts, and diagrams. She then explains the large-scale maps, small scale maps, cardinal points and intermediate directions (till page no. 25) by drawing diagrams on the green board. DEFINE (e, f) & Q1 will be done in the class. DEFINE (a, d)
Objective	Given the content (topic) the students will be able to discuss about the various components of maps: Distance Directions Symbols
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know and understand:</i> Components of maps with the help of web charts, and diagrams. She then explains the large-scale maps, small scale maps, cardinal points and intermediate <u>SKILLS AND COMPETENCIES</u> - <i>Students would be able to</i> • Develop their analyzing skills using their understanding of directions • Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Group learning- The class will be divided in the group of 5 students. They will discuss the importance of the components of Map and difference between small-scale and large-scale map. (Communication, Collaboration) Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Social Science.
Closure	Student will be involved in locating the directions and will be able to find out distance of a particular place from the other area around.
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks

	On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	Oral Test (5 minutes)

DAY 3	Topic- Symbols
Class Transaction	approx. 40 min each
Pre-requisite for the course	This lesson requires basic knowledge of symbols used in maps.
Assessment of qualifying knowledge	The facilitator will share the PPT and Digital Content of the chapter and elaborate the topic-Symbols (till page no. 26). It will be followed by Class discussion for 2 minutes to recap the learning of previous day and check the understanding. She will ask the questions given below: RECAP 1. What is a small-scale map? 2. What is a large-scale map? 3. Name four cardinal points. 4. Name four intermediate directions. 5. Name the instrument used to find direction of a place. She will elaborate the topic- Symbols by drawing symbols on the green board. It will be followed by the reading of the chapter (till page no. 26). Q2, Q4 will be done in the class. Q5
Objective	Given the content (topic) the students will be able to understand the importance of Conventional Symbols that are shown on maps.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will be able to understand the importance of symbols and what symbol is used to show various things. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Design Creative methods depict their neighborhood and use various symbols to depict local park, hospitals, temple, post-office, etc.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Questioning- <i>Multiple level question</i>- Teacher will prepare a list of question about various components of maps. (Critical thinking, Communication) <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem Questioning Student -teacher interaction, silent reading, collaborative learning,
Resources	Text Book: NCERT text book for Social Science.
Closure	Name the types of maps and their uses.
Self- Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission..... 1 mark Presentation/ Neatness..... 1 mark Content..... 3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	Oral Test (5 minutes)

Topic	DAY 4 Sketch and Plan
Class Transaction	(approx. 40 min each)

Pre-requisite for the course	This lesson requires basic knowledge of Direction, Distance and Symbols.
Assessment of qualifying knowledge	The facilitator will conduct One-minute quiz to recap the learning of previous day and check the understanding. She will ask the questions given below: RECAP 1. Which symbol denotes Post Office? 2. Which symbol is used to show Post and Telegraph Office? 3. Which colour is used to show mountains? 4. Which colour is used to show plateaus? 5. Which colour is used to show plains?
Objective	Given the content (topic) the students will be able to differentiate between a sketch and a plan.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand about a sketch and a plan.</i> <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Design Creative methods to make a plan of their own house. • Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), silent reading, collaborative learning,
Resources	Text Book: NCERT text book for Science.
Closure	Summarization by students with the help of web chart

Self-Study, Home Work, Assignments	Independent Practice: Questions related to the topic done in the class.
Assessments	Oral Test (5 minutes)
DAY 5	Topic- Summarizing the chapter and explain the topics the topics with diagrams and use of Topographic sheet.
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires Basic knowledge of maps.
Assessment of qualifying knowledge	The facilitator will conduct One-minute quiz to recap the learning of previous day and check the understanding. She will ask the questions given below: RECAP 1. What is sketch? 2. What is a plan?
Objective	To create an understanding of maps and its various uses. Make them know what a topographic sheet is. What is it used for.
Learning Outcomes	KNOWLEDGE- Students will know and understand the Importance of maps.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Differentiation- Difference between Sketch, Plan and Map. (Character, Citizenship) Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), silent reading, collaborative learning, Research work/surveys

Resources	Text Book: NCERT text book for Social Science.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self- Study, Home Work, Assignments	Independent Practice: Questions done in the class.
Assessments	Oral Test (5 minutes)