

LESSON PLAN
CLASS – VII GEOGRAPHY
Ch. 3 OUR CHANGING EARTH

Unit	Geography
Class Transaction	Total: 8 periods (approx. 40 min each)
Pre-requisite for the course	• K-The students know about Layers of the earth and Rock cycle • W- the students would want to know about the changing surface of the earth • L-Students will learn about the formation of certain types of landforms of the earth
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Given the content (chapter) the learners will be able to • Familiarize with the basics of lithospheric plates and plate tectonics • Differentiate and understand between Endogenic Forces and exogenic forces • Identify the structure and cause of Volcanoes and Earthquakes • Identify the landforms caused by the agents of denudation like, river, sea waves, glacier and wind
Learning Outcomes	<u>KNOWLEDGE</u>- Given the content of the chapter the students will be able to: • Define Lithospheric plates. • Differentiate between endogenic and exogenic forces. • Explain the formation and structure of a volcanic mountain. • Explain the terms focus, epicenter, seismic waves, seismograph and Richter scale in reference to the earthquakes. • Enlist the things one should know as a preparedness of an earthquake. • Explain the terms weathering and erosion. • Explain the land forms carved by the action of a river, sea waves, glacier and wind. • The learner will be able to represent the following with the help of diagrams- volcanic mountain, cross section of an earthquake, waterfall, meanders, ox bow lakes, delta, sea arches, moraines, sand dunes and mushroom rocks. <u>SKILLS AND COMPETENCIES</u> - • Critical thinking – the students will be able to critically analyze the cause and effect of the generation of endogenic forces and the action of the exogenic forces

	• <i>Creative techniques</i> – the students will be able to create the landforms by means of diagrams, models, and presentations • <i>Collaborative learning</i> – they will work in group to discuss the cause and effect relationship of the formation of various landforms.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1, 2, 3 Anticipatory set A ppt will be shown exhibiting a breathtaking view of varied landforms to generate curiosity and excitement among the learners and elicit question about their formation. <i>Introduction of the topic-</i> pictures of different landforms and Digital Content would be shared <u>Topic: Endogenic and Exogenic forces</u> (Competencies – Critical thinking) • A short narration of the birth of planet earth with the help of a video. • Recap of the layers of the earth • Explaining the movement of lithospheric plates on the layer of mantle with an interesting example of ice cubes floating on mango shake. Kids would love it. • Hands on activity with the help of paper will be done to explain the convergence and divergence of plates that cause mountain building, earthquakes and volcanoes. [endogenic forces – explained etymologically] • The landforms are carved with precision by the outside forces like wind, water and ice just like a sandpaper [exogenic forces] • Flow chart would be used to summarize the forces that cause landforms. Endogenic forces and Exogenic forces. <u>Topic: Volcanoes and Earthquakes}</u> (Competencies – Critical thinking) • Introduce through a small discussion on recent earthquakes and discuss its causes • Show the following map and explain the cause of recent quakes • Discuss – Focus, Epicentre, Seismograph, Richter scale. • video to be shown to explain formation of a volcano . • examples of active and dormant to be given <u>Topic: Weathering and Erosion</u> (Competencies – Critical Thinking) • Hands on activity: The teacher will demonstrate weathering with the help of a biscuit. Smash it to pieces(physical weathering) add vinegar/water to disintegrate it chemically(chemical weathering).

	- A video will be shown to explain the process of weathering and erosion <u>Topic: Work of river, sea waves, Glacier & Wind</u> (Competencies – Critical thinking) - Stepwise formation of the landforms carved by the different agents will be discussed. - The class will be divided into 4 groups. Each group will be assigned one agent. - They will first silently read the text. Then discuss the work of the agent to carve out the given landforms. - Each group will explain to the rest of the class the formation of different landforms. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Explanation with the help of diagram Flow Chart MCQ Peer Assessment Case Studies Any Other
Resources	- Text Book: NCERT text book - PPT based on the chapter
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	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> - HOTS questions to be completed - Encouragement for referring other resources <i>For weak students:</i> - Knowledge based questions to be completed - Buddy help to be provided - Provide grade-up classes <i>For differently abled students:</i> - Ignore spelling mistakes - Call parents at regular intervals - Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	- What are lithospheric plates and how do they move? - Explain endogenic and exogenic forces with examples. - Define the terms focus and epicenter. - Explain the landforms formed by the river in its plain stage. - Why do some rocks have a shape of a mushroom in the desert regions?

CLASS – VII GEOGRAPHY
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER- 3 Our Changing Earth

DAY	ONE – Endogenic and Exogenic forces
Objective	- Familiarize with the basics of lithospheric plates and plate tectonics - Differentiate and understand between Endogenic Forces and exogenic forces
Pre-requisite for the course	Students are familiar with the three layers of the earth and their specific features.
Assessment of qualifying knowledge	- Written test - Group Discussion - HW notebook - UT Plans

Learning Outcomes	<u>KNOWLEDGE- Students will know</u> • The earth as a dynamic and ever changing planet • Lithospheric plates and their movements • Endogenic and exogenic forces <u>SKILLS and COMPETENCIES Students would be able to</u> Critically analyze the forces that act inside the earth and the forces that act on the surface to change the face and create landforms on the earth
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set • The lithosphere is broken into a number of plates known as the Lithospheric plates • The earth movements are divided on the basis of the forces which cause them. The forces which act in the interior of the earth are called as Endogenic forces • the forces that work on the surface of the earth are called as Exogenic forces Teaching strategy- Set induction, Think, pair and share, Wipro strategy(graphic organiser), SmartClass module Wipro Technique: Brain storming, flow chart, (KWL- What you Know, What you will Learn, What you have learned), Group work by presentation. Closure by students with the help of muddiest point • Guided practice- Students will be asked to draw the diagram of different types of endogenetic and exogenetic forces. • Assignment : Spiral level 2 Question Closure- Summarisation by students with the help of mind map on their own. •
Resources	• Text Book: NCERT text book • PPT based on the content
Self Study, Home Work, Assignments	• Guided Practice- Spiral Level- 1- Questions topic wise • Independent Practice- Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) Questions based on the following will be asked to check their understanding: • Lithospheric plates • Endogenic forces • Exogenic forces

DAY	TWO
Objective	• Draw and label the structure of a volcano Explain the formation of a volcanic mountain
Assessment of qualifying knowledge	Recap of the previous day RECAP: What are Endogenic forces? What are exogenic forces?
Learning Outcomes	
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set- Recapitulation of the previous day. Teaching strategy (WIPRO)–Discussion, think pair share, group activity DOL 1,2,3 <i>Introduction of the topic-</i> pictures of different landforms and Digital Content would be shared 1.The movement of these plates causes changes on the surface of the earth. 2.The earth movements are divided on the basis of the forces which cause them. 3.The forces which act in the interior of the earth are called as Endogenic forces and the forces that work on the surface of the earth are called as Exogenic forces 4.T he teacher will explain these forces with the help of a flow chart. 5.will check the understanding of the students by framing some questions. • Guided Practice- Spiral Level- 1- Questions • Closure- Summarization by students with the help of muddiest point Independent Practice-
Resources	• Text Book: NCERT text book • PPT based on the content
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	THREE and FOUR
Objective	Explain the formation of a volcanic mountain explain the reason of the earthquakes in context to movement of the lithospheric plates
Assessment of qualifying knowledge	Recapitulation of previous day
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i> • The formation of a volcanic mountain • Reason of the earthquakes in context to movement of the lithospheric plates • Draw and label the structure of a volcano • Draw and label the diagram of the earthquake cross section. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Collaborative Learning – Students will design hands on activity to show the movement of the plates

	Critical thinking – Identify the major earthquake belts by observing the map of lithospheric plate boundaries of the earth Creative – Drawing the diagrams of the cross section of a volcano and earthquake originating point
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1, 2,3 Anticipatory Set- Recapitulation of the previous day. Teaching strategy –Discussion Wipro strategy-(graphic organiser) • A volcano is an opening on the earth's surface. • Active volcano erupts frequently. • Sudden vibrations or violent tremors felt on the earth's surface due to force are earthquakes. • A volcano is a vent (opening) in the earth's crust through which molten material erupts suddenly Teaching strategy (WIPRO)–Discussion, think pair share, matrix of crops and group presentation and map work Guided Practice – Spiral level 1 questions Independent Practice- Spiral level 2 questions Map activity – Students will mark the ring of fire on the world map, Identify the major earthquake belts on the map of India
Resources	• Text Book: NCERT text book • PPT based on the content
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) The following questions will be asked to check their understanding: • How is a volcanic mountain formed? [After watching video] • How many types of volcanoes are there? Give examples of each. • What is Focus? • What is Epicentre? • What is the scale of measuring the magnitude of these earthquakes?

DAY	FIVE and SIX
Objective	• define weathering , erosion and denudation Enlist the agents of denudation
Assessment of qualifying knowledge	Recapitulation of the previous day.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> the processes weathering and erosion the agents of denudation that carve out the landforms on the surface the work of the river in three stages and the formation of valleys, waterfalls, floodplains, meanders and ox bow lakes <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i>

	Critically analyze the force of running water in different altitudes and the subsequent landforms carved out of it Creativity – they will be able to depict the various landforms via diagrams and models. Collaborative Learning – Design and work on hands on activity to understand the work of the river in groups
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set- Recapitulation of the previous day. Teaching strategy (WIPRO)–Discussion, think pair share, group activity DOL 1,2,3 Activity- Activity- • Demo: The teacher will demonstrate weathering with the help of a biscuit. Smash it to pieces(physical weathering) add vinegar/water to disintegrate it chemically(chemical weathering). Explain relating to rock cycle. • A video will be shown to explain the process of weathering and erosion http://schoolmediainteractive.com/view/object/clip/6EF46CAA2D38E0EABB11A57BAFFB1753 Discussion on the result of the activity with guided questions - What happened to the biscuits when broken? The broken pieces are subject to be transported by agents like wind and water. • Guided Practice- Spiral Level- 1- Questions • Closure- Summarization by students with the help of muddiest point
Resources	• Text Book: NCERT text book • PPT based on the content
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) • Define weathering • Define erosion. • Name the agents of denudation. • Mention landforms formed by the river in each stage.