

CLASS – VII
LESSON PLAN : GEOGRAPHY
CH. 9 Life in Temperate grasslands
SESSION: 2019-20

Session	TOPIC: Ch-9 Life in the Temperate Grasslands.
Class Transaction Hrs	40 minutes each (4 sessions)
Pre-requisite for the course	Students will be asked questions- 1.What do you understand by grasslands? 2.Name some of the grassland. 3. How are grassland different from tropical areas? 4. Do they have plenty trees around them?
Objective	1. Understand about the features two grassland regions- Prairies of North America and Veld's of South Africa. 2. To have a real life connect with grassland regions. Competencies- • Critical thinking-Analyzing and comparing 2 grassland regions, • Citizenship- understanding diversity in world with actual regional example • Collaboration- Group work and planning.
Learning Outcomes	KNOWLEDGE: <i>The Students will be able to know:</i> 1. About Prairies region of North America. 2. Understand lifestyle, flora and fauna, people's occupation in and around Veld's region. 3. Analyze how these regions are same and different from each other in different perspectives. 4. Economical advantage of minerals like-Gold and Diamond of Veld region 5. Wheat surplus region (Granaries of the world)- due to surplus of wheat production in North America's Prairies region. SKILLS: <i>The Students will be able to do:</i> 1. Create a tabular chart for both the regions. 2. Create tree diagram for both the regions. : The students will be able to: Know about continues extraction of minerals of Veld region and struggle of common people residing there.
Transaction Methodology	What instructional strategies would you use for each of these stages? Also briefly write what you would do with the strategy: 1. <i>Activating prior knowledge:</i> 5 MCQs related to previous chapters. 2. <i>Introducing new knowledge:.</i>

	- The class will be divided into five groups. Each group will be given one aspect of both the regions - Each group will sit together and analyze, discuss and compare among themselves. 3. <i>Sharing Objectives:</i> - Understand about the features of both regions. - To have a real life connect with grassland regions. 4. <i>Opportunities for applying, practicing or reflecting or Reviewing:</i> The Students will be able to do: - Create a tabular chart for both the regions. - Create tree diagram for both the regions. 5. <i>Reflection and Consolidation:</i> - Quiz at the end of session. - One Minute paper at the end of session.
Resources	Text Book: NCERT text book
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 done - Encouragement for referring other resources

	<i>For weak students:</i> • Knowledge based questionl to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	• The Prairies are also known as the “Granaries of the world,” give reason. • Name the Important cities in the American prairies. • Name the rivers that drain the Velds. • What is the major occupation of the people of the South African grasslands? • Compare the two grasslands on the basis of – location and climate.

CLASS – VII GEOGRAPHY
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER- 9 Life in Temperate Grasslands

DAY	ONE
Objective	<u>Students will be able to –</u> <u>Locate the two regions on a map.</u> <u>Decipher the climatic contrast in the two regions as per the hemispheres</u>
Assessment of qualifying knowledge	• Which continent are Praries located in? • Which continent are Veldts located in? • How is climate different in southern hemisphere from the northern hemisphere?
Learning Outcomes	KNOWLEDGE- Students will know about Location, climate and flora – Fauna of Prairies SKILLS and COMPETENCIES Students would be able to • <i>Critically analyze</i> the type of human activities in context to the in context to the climatic zone. • <i>Develop Global Citizenship.</i>
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 • Wheat surplus region (Granaries of the world)- due to surplus of wheat production in North America’s Prairies region. • Grasslands are now converted into agricultural belts producing large quantities of Wheat and Corn • Most Developed region of the world • Wipro Technique: Brain stroming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation.</i>

	• Guided Practice- Spiral Level- 1- Questions topic wise • Closure- Summarisation by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
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) • Why are these regions called the graineries of the world? • Comment on the climate with reference to its latitudinal location • What do you know about Chinook?

DAY	TWO
Objective	Given the content (chapter) the learners will be able to Compare the life in the temperate grasslands of Prairies and Veldts
Assessment of qualifying knowledge	Location and climate of Prairies
Learning Outcomes	KNOWLEDGE- Students will know about Life of people and their economic activities in Prairies SKILLS and COMPETENCIES Students would be able to • <i>Critically analyze</i> the type of human activities in context to the in context to the climatic zone. • <i>Develop Global Citizenship.</i>
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 Population in Prairies Farmers working like businessmen Agricultural development in the region – Commercial grain farming Bison as the major fauna • Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation.</i> • Guided Practice- Spiral Level- 1- Questions topic wise • Closure- Summarisation by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
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)

	- Name the commercial centres of the region. - Mention other occupation of the people apart from agriculture

DAY	THREE
Objective	Given the content (chapter) the learners will be able to Given the content (chapter) the learners will be able to Compare the life in the temperate grasslands of Prairies and Veldts
Assessment of qualifying knowledge	
Learning Outcomes	KNOWLEDGE- Students will know about Location, climate and flora – Fauna of Veldts SKILLS and COMPETENCIES Students would be able to <i>Critically analyze</i> the type of human activities in context to the in context to the climatic zone. - Develop <i>Global Citizenship</i>. <i>Collaborative Learning</i>
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 Location in the southern hemisphere Climatic conditions reversed to that of Prairies July coldest month Rainfall in summer – November to February - Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation</i>. - Guided Practice- Spiral Level- 1- Questions topic wise - Closure- Summarisation by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
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) Why are the climatic conditions of Veldts reversed to Prairies?
DAY	FOUR
Objective	Given the content (chapter) the learners will be able to Compare the life in the Veldts.
Assessment of qualifying knowledge	Climatic condition of Veldts
Learning Outcomes	KNOWLEDGE- Students will know about Life of people and their economic activities in Veldts SKILLS and COMPETENCIES Students would be able to <i>Critically analyze</i> the type of human activities in context to the in context to the climatic zone. - Develop <i>Global Citizenship</i>.
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL 1,2,3 Anticipatory Set • Human Environment of Veldts – different races living in the region. • Economic activities of the people – Agriculture, Mining, manufacturing industries, trade, tourism, tertiary activities • Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation</i>. • Guided Practice- Knowledge based Questions topic wise • Closure- Summarisation by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
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) • Which mineral is particularly mined in the region. • Name the important towns in the region.