

CLASS – VII LESSON PLAN : GEOGRAPHY CH. 10 Life in Deserts SESSION: 2019-20	
Session	TOPIC: Ch 10 Life in the Deserts
Class Transaction Hrs	40 minutes each (4 sessions)
Pre-requisite for the course	Students will be asked questions- 1.What do you understand by deserts? 2.Name some of the deserts. 3. How are grassland different from tropical areas? 4.discuss any two features of desert area? 5. What are the different categories of deserts?
Objective	1. Understand about the features two desert regions- The Sahara Desert of Africa and Ladakh of India. 2.To do an illustrated study of the desert region 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 Sahara Desert and its features. 2. Understand lifestyle, flora and fauna, people's occupation in and around Ladakh region. 3. Analyze how these regions are same and different from each other in different perspectives. 4. Goods that are produced in summer Ladakh and exported all over the world. 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. Attitudes: The students will be able to: Empathize with people living in harsh climatic conditions in desert areas.
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 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	(a) What are the two types of deserts found in the world? (b) In which continent is the Sahara desert located? (c) What are the climatic conditions of the Ladakh desert? (d) What mainly attracts tourists to Ladakh? (e) What type of clothes the people of the Sahara desert wear? (f) Name the trees that grow in Ladakh.

CLASS – VII
 DAY WISE CONSOLIDATED LESSON PLAN
 CHAPTER- 10 Life in Deserts
 SUBJECT: GEOGRAPHY
 SESSION: 2019-20

DAY	ONE and TWO
Objective	Given the content (chapter) the learners will be able to Compare the life in the highest cold desert of the world– Ladakh and the largest hot desert - Sahara
Assessment of qualifying knowledge	Comparison between the geographical and economic aspects of both regions
Learning Outcomes	KNOWLEDGE- Students will know about Location, climate and flora – Fauna of sahara 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 Largest hot desert Landforms and terrain Major river – Nile – Cradle of ancient civilization Major Flora and fauna found Major tribes of the region, religions and cultural practices Economic activities of the people • 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- 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. PPT
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) • What is an Oasis? • How is camel able to survive in the hot deserts travelling long distances? • Mention the economic activities of people of Sahara

DAY	THREE and FOUR
Objective	Given the content (chapter) the learners will be able to Compare the life in Ladakh
Assessment of qualifying knowledge	Location and climate of Prairies
Learning Outcomes	KNOWLEDGE- Students will know about Life of people and their economic activities in Ladakh 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 Roof of the world Location and altitude Extremely cold and difficult climate Dry climatic condition Rocky terrain Flora and fauna Life of People, economic activities, herding and trade • 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. PPT
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

