

CLASS – VIII
LESSON PLAN GEOGRAPHY
Ch. 4 AGRICULTURE

Unit	Geography
Class Transaction	Total: 8 periods (approx. 40 min each)
Pre-requisite for the course	- The human beings involve themselves in work to earn. Agriculture is the most ancient type of economic activity performed by man. - The various crops which provide us all the basic needs – food, clothing.
Assessment of qualifying knowledge	- Written test - Group Discussion - HW notebook - UT Plans
Objective	- Enlist the various economic activities in which the human beings are involved. - Trace the inputs, process involved as well as the outputs of a farm system. - Deduce the geographical requirement for the growth of major crops. - Enumerate the ways in which the government has overcome the basic problem of providing food to everyone. The human beings involve themselves in work to earn. The various crops which provide us all the basic needs – food, clothing.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> <i>Agriculture as a primary activity</i> <i>Types of Farming with respect to Economic output</i> <i>Conditions required for the growth of major crops</i> <i>Efforts taken to increase farm production</i> <u>SKILLS-</u> <i>Collaborative Learning, graphic organizers.</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- Student – teacher interaction , Wipro-GOs.(web chart, flow chart and differentiation table, compare – contrast matrix), silent reading, collaborative learning, Hands on experiment, Experimental work DOL 1,2,3 Active Learning Think-pair -share-Students in group of two will read the topic again after teacher explanation, think for a minute and then discuss in pair. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Topic- Economic activities (Competencies: Critical thinking) Students will be able to analyze different economic activities with respect to

	production of goods and services • Topic: Types of Farming (Competencies: Critical thinking) Students will be able to differentiate between the different types of farming and construct a flowchart to depict the same. • Topic – Major Crops (Competencies: Critical thinking and Creativity) Students will be able to analyze the geographical conditions required for the growth of different crops and identify the major producing regions on the map. • Topic –Agricultural Development (Competencies: Critical Thinking) The students will be able to find out the efforts made by the government to increase farm production and aim at food security. Techniques to be used: Think pair share Discussion Atlas Activity Graphic Organizers Mind Map
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) HALF YEARLY EXAMINATION (critical thinking) ANNUAL EXAMINATION (critical thinking) 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	Due to various social backgrounds and multiple intelligences, the classroom

Classroom Diversity	might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • High order questions to be done • 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 <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	1. Explain the difference between primitive and subsistence farming. 2. Name the two are vital factors required for agricultural activity. 3. Mention two human farm inputs. 4. Explain the difference between the life style of farmers in the USA and India. 5. Mark and label the following on the political world map – 1. Country which is the Leading producer of rice cultivation 2. Any one country where cotton is cultivated 3. Country which is the Leading producer of jute cultivation.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER- 4: AGRICULTURE
SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY	ONE
Objective	Students will be able to Understand • The meaning of economic activities and categorize them into Primary, Secondary and Tertiary • The importance of Agriculture as well as develop awareness towards it.
Assessment of qualifying knowledge	Oral questions: What are economic activities? Why is agriculture regarded as a primary activity?
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Enlist the various economic activities in which the human beings are involved. • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critical Thinking - categorize the economic activities into Primary, Secondary and Tertiary Creativity – <i>Construct graphic organizers to depict the various types of farming</i> Collaboration – <i>Work in groups to brainstorm on the textual content and communicate the same via presentations</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 • Why people work in agriculture? • Why agriculture considered as primary activity? • What is arable land? • Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), Group work by presentation. Map reading – Compare the map given in the textbook to the political and physical map of the world in the atlas. Find out the names of countries and topographical and climatic

	reasons for the prospering of agriculture in these countries. - Eg. – northern part of Africa is devoid of agricultural activity – reason it is a desert{HW] Activity : Introduction of agriculture with the help of interactions with student through Brain storming’ and by asking questions based on their previous knowledge and formation of groups and assigning their topics. So that discussion of the topics (group wise) will take place. Class will be divided into seven groups . Group 1 – Types of farming : primitive and intensive subsistence farming . Group 2 Commercial farming and plantation crops Group 3 Types of crops : wheat and rice Group 4 Types of crops : beverage crops – tea and coffee Group 5 Types of crops: jute and cotton. Group 6 Types of crops : maize and millets. Group 7 Comparison of farming done in USA and India. students will sit together and in Collaboration they will discuss the topic given to them Guided Practice- Spiral Level- 1- Questions topic wise Closure- Summarisation by students with the help of mind map on their own. Independent Practice-preparation of group presentation
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W notebooks
Assessments	Oral Test (5 minutes)

DAY	TWO and THREE
Objective	Trace the inputs, process involved as well as the outputs of a farm system. To understand different types of farming depending on geographical conditions, demand and level of technology.
Assessment of qualifying knowledge	Recap of the previous day
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i> <i>The difference between the subsistence and commercial farming on the following parameters: Land, Labour, Tools used, Market and capital investment</i> <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Critical Thinking: the students will be able to critically analyze the types of farming in economic aspects. Creativity: the students will be able to construct graphic organizers to compare and contrast the different types of farming.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and	Transaction would proceed in the following manner- DOL 1,2,3 Topic: Types of Farming (Competencies: Critical thinking)

can use any other too.)	Teaching strategy(WIPRO)–Discussion, think pair share, group activity Activity- Activity- Group presentation • Discussion of Types of farming by group no -1 and 2 and compilation will be done teacher. After discussion The following questions will be asked to check their understanding: • Which type of farming is done in north east states of India? • Why shifting cultivation is also known as slash and burn agriculture? • In which type of farming max profit is earned by farmers. • Law of inheritance takes place in which type of farming. • Guided Practice- Spiral Level- 1- Questions • Closure- Summarization by students with the help of muddiest point Independent Practice- After Discussion all students will compare all the three types of farming that is primitive, intensive and commercial in their notebooks on their own in the form of table
Resources	Text Book: NCERT text book for Geography PPT
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	FOUR and FIVE
Objective	To understand the climatic conditions, features of various crops and areas where they are grown . Deduce the geographical requirement for the growth of major crops.
Assessment of qualifying knowledge	Recapitulation of previous day
Learning Outcomes	• <u>KNOWLEDGE-</u> <i>Students will know</i> About various types of subsistence and commercial farming To differentiate between shifting cultivation and nomadic herding, commercial grain farming and plantation agriculture. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> <i>Develop Critical Thinking to understand the features of different types of farming.</i> <i>Develop Creativity to construct graphic organizers to compare the different types of farming</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set- Recapitulation of the previous day. Teaching strategy(WIPRO)–Discussion, think pair share, matrix of crops and group

can use any other too.)	presentation and map work Activity Group presentation by Group 3 wheat and rice and Group 4 tea , coffee and compilation will be done teacher Guided Practice After discussion • All the students will make matrix of crops on the following attributes: features, geographical conditions: temperature , rainfall , humidity and the major areas where these crops are grown. • Closure- Summarization by students with the help of mind map • Independent Practice- Spiral level 2 question • Map activity: Students will mark major countries where rice, wheat ,tea, and coffee is cultivated. The following questions will be asked to check their understanding: • Name the major food crop of the world? • Name the countries where wheat is grown extensively. • Name the country which is the leading producer of coffee cultivation. • Name the countries which produce the best quality of tea in the world. Day 4 – Subtopic: Types of crops : jute , cotton, maize and millets. Objective: To understand the climatic conditions, features of crops and areas where they are grown . Anticipatory Set- Recapitulation of the previous day. Teaching strategy(WIPRO)–group presentation, think pair share, , matrix of crops, explanation by teacher Activity- Group presentation by Group 5 Types of crops: jute and cotton and Group 6 Types of crops : maize and millets and compilation will be done teacher. Guided Practice After discussion • All the students will make matrix of crops on the following attributes: features, geographical conditions: temperature, rainfall , humidity and the major areas where these crops are grown. • Closure- Summarization by students with the help of mind map • Independent Practice- Spiral level 2 question • Map activity: Students will mark major countries where jute and cotton is cultivated. The following questions will be asked to check their understanding: • Which crop is also known as fiber crop? • Name the countries where jute is grown extensively. • Name the country which is the leading producer of cotton cultivation.
Resources	Text Book: 1. NCERT text book for Geography 1. PPT
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks

Assessments	Oral Test (5 minutes)
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DAY	Six and seven
Objective	To Enumerate the ways in which the government has overcome the basic problem of providing food to everyone. To compare farming done in USA and India.
Assessment of qualifying knowledge	Recapitulation of the previous day.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> About the pros and cons of different types of farming. How different type of farming is conducted <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Critical thinking –the students would develop a thought process of analyzing the types of farming on the parameters mentioned above Creativity – Students will collate the information into tabular charts.
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(WIPRO)–group presentation , think pair share, , comparison, explanation by teacher Activity- Group presentation by Group 7 Comparison of farming done in USA and India. of and compilation will be done teacher. Guided Practice After discussion - All the students will make two column in the table will compare farming done in USA and India a Closure- Summarization by students with the help of mind map Independent Practice- Spiral level 2 question The following questions will be asked to check their understanding: - How much area is under cultivation in USA and India. - Why farmer in USA is business man not like a peasant farmer.
Resources	Text Book: NCERT text book for Geography
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook.
Assessments	Oral Test (5 minutes)

