

CLASS – IX
LESSON PLAN GEOGRAPHY
Ch.3 DRAINAGE

Unit	Drainage
Class Transaction	Total: 6 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • Name some of the rivers that are located in India. • Which is the longest river in India? • Why population density is more near the river bank? • Do you think that river effects the economic activities of the people?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Cycle
Objective	To understand the river systems of the country and explain the role of rivers in the evolution of human society.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • How climate , topography ,slope affect the river, three major stages of the river system and various erosional and depositional landforms created by the river. • Major river systems of India • Importance of rivers in our daily life <u>SKILLS</u>- • <i>Students will critically think about</i> various challenges related to our drainage system. . • <i>Students would be able to enhance their creativity</i> by creating mind map for entire chapter. • Students would be able to enhance their communication skills by debating on the topic
Transaction Methodology (The teacher can use the mentioned techniques, wherever	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 DOL1,2,3 Active Learning and group learning : Cubing In this strategy each topic will have six different prospective describing, Comparaing, associating, analyzing, applying and arguing which help in

applicable, and can use any other too.)	developing critical thinking skills. In this chapter we have divided the class into different river systems and lakes. They will write 1. Describing: The drainage pattern and length, size 2. Comparing How Himalayan river system is different from peninsular 3. Associating How rivers are associated with human life (stages of rivers) 4. Applying What is the importance of rivers in our daily life 5. Arguing Is interconnecting the rivers a boon or a bane? This activity will take place on the last day of the chapter Group activity for the transaction of the chapter Topic- Class will be divided into eight groups. Group 1 – Introduction of Himalayan rivers and Peninsular rivers Group 2 - Indus river system Group 3 - Ganga river system Group 4 Brahmaputra river system Group 5 Narmada and Tapi (West flowing rivers) Group 6 Mahanadi, Krishna and Kaveri (East flowing rivers) Group 7 Lakes Red and yellow soil Group 8 Role of rivers and pollution Group Learning • Topic- Drainage basin (Competencies: Critical thinking, citizenship and collaboration) Students will be divided into 6 groups (6 x 5). There are 3 ways, hence two groups will work on way. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- Drainage systems in India. (Competencies: Citizenship, Critical thinking, collaboration) Students will get aware through discussion about the two major types of drainage basins. Hence, students will get to know about various drainage patterns. Will be able to differentiate between Himalayan and peninsular rivers. • Topic- Lakes (Natural and Manmade) (Competencies: Citizenship, Critical thinking, collaboration) Students will work in pair and discuss about the topic and will mark and understand with the help of Map work. They will have positive attitude to conserve water which will also develop good citizenship. • Topic- Role of rivers in the economy and River pollution (Competencies: Citizenship, Critical thinking, collaboration) Students will understand the importance of rivers in any economy and major challenges that we face due to river pollution
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	• Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. Questioning- Multiple questions as per spiral and NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map Map Work Cube Matrix
Resources	Text Book: NCERT text book for Geography
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebook. 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.....3marks 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> • 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	Describe the largest Peninsular west flowing river with regard to its source, flow and drainage basin Differentiate between the salient features of the East flowing rivers and the West flowing rivers of peninsular India How do rivers affect the economy of a country ? Explain. Explain any five causes of river water pollution.

CLASS – IX
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-3 DRAINAGE
SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to analyse the meaning of drainage basin and water divide and difference between them.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> The term drainage describe the river system of an area. Any elevated area or an upland separates two drainage basins is known as water divide

	SKILLS and COMPETENCIES <i>Students would be able to</i> Understand the importance of different water bodies, will develop social skills such as critical thinking, communicating effectively in collaboration with each other.
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 NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What is meaning of drainage basin? • What is the meaning of water divide? Discussion of topic through Collaborative Learning: 15 min Understand the importance of different water bodies, will develop social skills such as critical thinking, communicating effectively in collaboration with each other. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
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)

DAY	TWO
Objective	Students would be able to divide Indian river system into two major groups and will be able to analyse the difference between them The Himalayan rivers The Peninsular rivers
Assessment of qualifying knowledge	Questions from previous class about drainage system form the whole class group.
Learning Outcomes	• KNOWLEDGE- <i>Students will know</i> The difference between the following The Himalayan rivers The Peninsular rivers SKILLS and COMPETENCIES <i>Students would be able to</i> Understand the importance of different water bodies, will develop social skills such as critical thinking, communicating effectively in collaboration with each other.
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What is the difference between Himalayan rivers and peninsular rivers? • Name some of the features that river makes • Explain the three stages of rivers. Topic- Drainage patterns and different features rivers make along its course by the rivers. (Competencies: Critical thinking, communication and collaboration) Students will be divided into 6 groups (6 x 5). The groups will work in collaboration. Analysis will be done by groups, followed by cross questioning. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
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)

DAY	THREE
Objective	Students would be able to understand the various features of Himalayan rivers - from where they do originate, what are the various tributaries, drainage basin area and river mouth.
Assessment of qualifying knowledge	Questions from previous class form the whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • Topic- The Himalayan Rivers- The Indus river system, Ganga river system, Brahmaputra river system <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Understand the importance of different water bodies, will develop social skills such as critical thinking, communicating effectively in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner DOL NO-1, 2,3 Anticipatory Set: 10 min

wherever applicable, and can use any other too.)	Facilitator will ask few questions to introduce the topic - What is the origin of the all the river systems? - What is Indus water treaty? Independent Practice: Students will go through NCERT text book Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	Students would be able to understand the various features of Peninsular rivers -from where they do originate, what are the various tributaries, drainage basin area and river mouth.
Assessment of qualifying knowledge	Questions from previous class about the topic from the whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know the various features of peninsular rivers</i> <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Understand the importance of different water bodies, will develop social skills such as critical thinking, communicating effectively in collaboration with each other.
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 NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Express the example of different peninsular rivers - What is the difference between Himalayan rivers and peninsular rivers? Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
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)

DAY	Five
Objective	Students would be able to analyse the role of rivers in the economy
Assessment of qualifying knowledge	Questions from previous class about the topic
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> the role of rivers in the economy <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Understand the importance of different water bodies, will develop social skills such as critical thinking, communicating effectively in collaboration with each other.
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 NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Differentiate between natural lakes and man made lakes. • Give examples of natural lakes and man made lakes. Topic- the role of rivers in the economy and lakes Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
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)