

CLASS – X
LESSON PLAN GEOGRAPHY
Ch. 1 Resources and Development

Unit	Geography
Class Transaction	Total: 8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires Recalling and interaction through question based on their previous knowledge like 1. What substance/ goods do we need to study? 2. Where and how are they prepared? 3. What do we need to prepare these good that fulfill our need? 4. What do we call these good? 5. Basic knowledge of patent, economic goods and non-economic goods, renewable and nonrenewable resources.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. Unit Test
Objective	Students would be able to Understand the importance of resource as well as develop awareness towards judicious use and conservation
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand about</i> • Various types of resources as well as their uneven distribution • Explain the need for their judicious utilization • Meaning of Resource planning and why it is done in the country like India. • Importance of resource planning and how it is done. • Factors responsible for land degradation and conservation measures.. • To develop awareness towards judicious use of resources and their conservation. <u>SKILLS</u>- <i>Students would be able to</i> To develop awareness towards judicious use of resources and their conservation • <i>Students will critically think about sustainable development and how it will solve the problem of depletion of resources and global ecological crises.</i>

	- Students will develop <i>character and citizenship</i> through self-control of their action, by conservation of resources by different methods. <i>Students would be able to enhance their creativity</i> by creating mind map for entire chapter. - Students would be able to enhance their Collaborative skills, when students will sit together and interact effectively 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- Transaction would proceed in the following manner- Student-teacher interaction, Wipro-G.Os(Web charts, Flow Charts ,and differentiation table ,compare-contrast matrix),silent /loud reading ,collaborative learning, Hands-on experiment ,Experimental work Active Learning and group learning : Topic- Class will be divided into eight groups . Group 1 – Development of resources. Group 2 - Resource planning Group 3 - Conservation of resources and land resource. Group 4 Land utilization and land use pattern Group 5 Land degradation and conservation measures. Group 6 Classification of soil: alluvial and black soil. Group 7 Red and yellow soil, laterite soil and arid soil. Group 8 Soil erosion (Competencies: Critical thinking and collaboration) Students will be divided into 8 groups 86 x 5). Each group will study the topic given to them and will present presentation in the class .Analysis will be done by other group members groups, followed by cross questioning. Topic- Development of Resources and Resource planning (Competencies: Critical thinking and problem solving) Students will critically think about the importance resources for human survival as well as maintain the quality of life and will also think critically that indiscriminate exploitation of resources has led to global ecological crises. Differentiation Topic- Land use pattern in India. (Competencies: Citizenship, Critical thinking)

	Students will get aware about factors responsible for the use of land and they will critically compare the change in use of land pattern from 1960 to 2009. Students will critically analyse the why reasons for change in land use pattern. To understand the importance of conservation of resources and why Ghadhiji was against of mass production and wanted to replace it with the production done by the masses. Topic : Classification of soil: Competencies: Citizenship, Critical thinking) <i>Students will critically analyse the formation of different types of soil found in India and measures to conserve soil</i> 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
Resources	Text Book: NCERT text book for geography
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks 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	3 UNIT TESTS (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL BOARD EXAMINATION (critical thinking) 20 Marks INTERNAL ASSESSMENT 10 Marks • Subject Enrichment Activity 5 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 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. Define soil erosion. Briefly explain the different types of soil erosion in India. 2. Explain the classification of resources based on ownership. 3 Explain the classification of resources on the basis of status of development. 4.Explain the importance of resources planning. 5.Explain the factors responsible for the land degradation in Punjab, Gujarat, Orrisa.

CLASS – X
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-1 : RESOURCES AND DEVELOPMENT
SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to develop awareness towards judicious use of resources and their conservation
Assessment of qualifying knowledge	Students will be brainstormed by a stimulating question- • What kind of resources you use in your home. • Do you think these resources are important for you. Write down your opinion in two or three lines • Are these resources free gift of nature. Justify Your answer
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Different types of resources and its classification. • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of resources 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic Recalling and interaction through question based on their previous knowledge like 1. What substance/ goods do we need to study? 2. Where and how are they prepared? 3. What do we need to prepare these good that fulfill our need? 4. What do we call these good? Discussion of topic through Collaborative Learning: • Activity Introduction of resource 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 eight groups . Group 1 – Development of resources. Group 2 - Resource planning Group 3 - Conservation of resources and land resource. Group 4 Land utilization and land use pattern Group 5 Land degradation and conservation measures. Group 6 Classification of soil: alluvial and black soil.

	Group 7 Red and yellow soil, laterite soil and arid soil. Group 8 Soil erosion Students will sit together and in Collaboration they will discuss the topic given to them Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> 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: Independent Practice-preparation of group presentation
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	To understand the importance resources for human survival as well as maintain the quality of life. with 95% accuracy.
Assessment of qualifying knowledge	Recapitulation of the previous day in the form of mind map
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know about</i> importance resources for human survival <u>SKILLS and COMPETENCIES</u> <i>Students would be able to develop the skill for sustainable development by critically analyzing 17 sustainable development goals in collaboration with each other.</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- Anticipatory Set: <u>10 min</u> Recapitulation of the previous day. Activity- Activity- Class presentation by • Discussion of development of resources by Group no -1 • Discussion of resource planning by group no-2 and compilation will be done teacher. (Competencies: Critical thinking and problem solving , collaboration) After discussion All the students will write about sustainable development , Agenda 21 , Rio de Janeiro Earth Summit ,1992 in their notebooks on their own.

	The following questions will be asked to check their understanding: - List the major problems ,when human being use resource indiscriminately. - How resource planning is done for a country like India. - Why resource planning is done in a country like India. • Closure- 5 mins Summarization by students with the help of muddiest point.
Resources	Text Book: NCERT text book for geography
Self Study, Home Work, Assignments	Independent Practice- After discussion - All the students will write about sustainable development, Agenda 21 , Rio de Janeiro Earth Summit ,1992 in their notebooks on their own.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students would be able to analyse the importance of conservation of resources and why Ghadhiji was against of mass production and wanted to replace it with the production done by the masses.
Assessment of qualifying knowledge	Questions from previous class about resource planning for whole class group. Give some examples from your daily life where you can use the concept of resource planning for sustainable development.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know why conservation of resources is important .</i> Topic-: Conservation of resources and land resource Land utilization. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Solve the problem of depletion of resources 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- Anticipatory Set: 10 min Anticipatory Set- Recapitulation of the previous day. Topic- Conservation of resources and land resource Land utilization. Competency : Critical Thinking and problem solving Citizenship ,Collaboration

	Activity Group presentation by Group 3 Conservation of resources and land resource and Group 4 Land utilization and land use pattern and compilation will be done teacher Guided Practice After discussion • All the students will explain about There is enough for everybody 's need and not for any body's greed . • List of land resources used for different purpose. • Closure- Summarization by students with the help of mind map • 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. notebooks.
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	To develop awareness how change in land use pattern change during 1960-61 to 2008-09 To Compare the land use pattern in 1960-61 and 2008-09 with 90% accuracy.. Land utilization and land use pattern
Assessment of qualifying knowledge	Questions from previous topic . 1.what is the need for conserving resources? 2.Is there any change in land use pattern in India. 3.what are the factors responsible for land use? 4. what is the total geographical area of India. 5. Why Gandhiji was against of mass production.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know about land utilization and change in land use pattern in India.</i>

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to critically compare the use of land utilization in different time period in collaboration with each other</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- Competency : Critical Thinking and problem solving ,Collaboration Activity- Students will make table , and compare the changes in land use pattern in India and will identify the reason why this change took place. The following questions will be asked to check their understanding: 1. What are the reasons for low proportion of net sown area in Mizoram, Manipur and Andaman Nicobar islands. 2. Why pattern of net sown area varies from one state to another? 3. What is the desired percentage of forest to total geographical area? • Closure- Summarization by students with the help of flow chart • Independent Practice- questions from NCERT book 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. notebooks.
Assessments	Oral Test (5 minutes)

DAY	Five
Objective	Understand the Land degradation to develop awareness towards judicious use and conservation measures
Assessment of qualifying knowledge	Questions from previous class about resources form whole class group. 1. On what basis resources are classified 2. What problems we will face if we use resources recklessly. 3. How we can conserve resources by resource planning? 4.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Factors responsible for land degradation</i>

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Solve the problem the problem of land degradation by various measures 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- - Competency : Critical Thinking and problem solving Citizenship ,Collaboration Activity- Group presentation of group 5 will analyses the regions where land degradation take place and why . The following questions will be asked to check their understanding: - What are the reasons for land degradation in the states of Rajasthan, Punjab, Western Uttar Pradesh? - How management of grazing can solve the problems of land degradation? - How land degradation can be controlled in suburban and industrial areas? Closure- Summarization by students with the help of mind map Independent Practice: Students will go through NCERT text book. table of land degradation in various states with reasons. 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. notebooks.
Assessments	Oral Test (5 minutes)

DAY	SIX
Objective	Classification of soil Objective : To understand that , due to varied relief features, landform ,climate and vegetation various types of soil are developed in India.
Assessment of qualifying knowledge	Questions from previous class about resources for whole class group.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i>

	<i>Various types of soil found in India. difference and between these soil is based on the basic of certain attributes like: formation, climatic conditions, regions.</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Compare the features of different types of soil and their location 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- - Competency : Collaboration Activity- Activity- 1 Class presentation by - Discussion of classification of soil by group 6 and 7 2 and compilation will be done teacher. After discussion All the students will make the table of soil on the basic of formation, features, regions, type of crops which can grown in these soil. in their notebooks on their own. Activity 2 map activity. Students will mark major soil type found in India on the political map of India. The following questions will be asked to check their understanding: - Which is most widely spread in India? - Which soil is also called as regur soil? - How laterite soil is formed? - Why humus content is low in laterite soil? - Name the soil which is found in the eastern coastal plains of India? Closure- Summarization by students with the help of muddiest point Independent Practice- After discussion - All the students will make the table of soil on the basic of formation, features, regions, type of crops which can grown in these soil. in their notebooks on their own. 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. notebooks the table of soil on the basis of formation, features, regions, type of crops which can grow in these soils. in their notebooks on their own.
Assessments	Oral Test (5 minutes)

DAY	Seven
Objective	: To develop awareness towards judicious use of soil and its conservation
Assessment of qualifying knowledge	Questions from previous class about resources for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> <i>Factors responsible for soil erosion</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Solve the problem of soil erosion by various measures in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	- Competency : Critical Thinking and problem solving Citizenship ,Collaboration Activity- Activity- Class presentation by - Discussion of soil erosion and soil conservation by group 8 - and compilation will be done teacher. After discussion The following questions will be asked to check their understanding: - What are the different types of erosion? - What is bad land? - List out the steps taken to avoid soil erosion in hilly areas. Closure- Summarization by students with the help of muddiest point Independent Practice- After discussion - All the students will write different measures to conserve soil in their notebooks on their own They will also read the case study of Sukhomanjari village , to reverse land degradation.
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. notebooks .
Assessments	Oral Test (5 minutes)

Day 8 **Class Test and doubt clarification class.**