

CLASS – X
LESSON PLAN GEOGRAPHY
Ch. 4 AGRICULTURE

Unit	GEOGRAPHY
Class Transaction	Total: 7 periods (approx. 40 min each)
Pre-requisite for the course	Recalling and interaction through question based on their previous knowledge like 1. What is the main occupation of the rural people in India? 2. How do farmers do cultivation? 3. What do they require to cultivate the land?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Learners will understand the importance of agriculture and spatial distribution of crops in India.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> • To know the importance of agriculture in the Indian Economy. • To understand types of Agriculture farming: primitive subsistence, intensive subsistence and commercial farming • To know different climatic conditions required for different type of crops. • To know about technology and institutional reforms for the benefits of Indian farmers. • To know contribution of agriculture to the national economy, employment and output. <u>SKILLS-</u> • <i>Students will critically think why agriculture is the backbone of Indian economy.</i> • Students will develop problem solving through the policy of land reforms by government in the interest of government . • <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> • Students would be able to enhance their collabration skills by doing presentation on different crops.
Transaction Methodology	Transaction would proceed in the following manner- Active Learning • Topic- Introduction of agriculture

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	(Competencies: Critical thinking) Students will be explained about different farming methods and they will critically compare all types of farming. Students will critically think about why rice is subsistence crop in Orissa and commercial crop in Punjab. Group learning- Questioning- <i>Pose, pause, pounce and bounce</i>- Teacher will prepare a list of question about the different crops and their climatic condition and will ask these questions during discussions by posing the question to the entire class, pause for 30 seconds and then pounce the question and facilitator can bounce it as well to other students.. (Critical thinking, Communication) 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. Inside outside circle: This activity will take place for recap of previous class. Students will stand in two concentric circles with students facing each other. Students are paired up with someone directly across from them in the other circle. Pairs discuss questions and when the facilitator indicates to move on, the students in the outside circle take one step to the right and make new partners with the participate across from them in the inside circle. a new question is asked, and new partners discuss until the next time to move. when everyone has had a chance to talk to each person around the circle. This activity will take place for the revision of the chapter. Group Learning Division of chapters into different groups Class will be divided into nine 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 Sugarcane, horticulture and rubber Group 6 Types of crops: jute and cotton. Group 7 Types of crops : maize and millets. Group 8 Technological and Institutional reforms Group 9 Contribution of agriculture to national economy ,employment and output and impact of globalization on Indian Agriculture.
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	(Competencies: Critical thinking and problem solving , collaboration) Students will be divided into 9 groups (6 x 5). Each group will study ways their own topic and will give presentation. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- types of crops (Competencies: Critical thinking and problem solving) Students will get aware and will critically think that why different crops are grown in different area. (Competencies: Collaboration) Students will work in groups and discuss about different climatic conditions for different crops.. • 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 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	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 20 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 question 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 Rice cultivation in India under the following heads. (i) Temperature (ii) Rainfall (iii) Agricultural season (iv) Major producing areas. 2. Identify the second most important cereal crop of India. Write its climatic condition and the major areas in which it is grown 3. Explain the various institutional and technological reforms introduced by the government in the interest of farmers 4. What are the problems faced by Indian farmers, due to which there is increase in suicides in farmers 5. Explain the difference primitive, intensive and commercial farming.

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

DAY	ONE
Objective	Objective : Students will be able to Understand the importance of Agriculture as well as develop awareness towards it.
Assessment of qualifying knowledge	Questions from the previous knowledge: 1. What is the main occupation of the rural people in India? 2. How do farmers do cultivation? 3. What do they require to cultivate the land?
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> the importance of Agriculture as well as develop awareness towards it. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to critically analyses the importance of agriculture for Indian economy.</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 Recalling and interaction through question based on their previous knowledge like 1. What is the main occupation of the rural people in India? 2. How do farmers do cultivation? 3. What do they require to cultivate the land? 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 nine 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 Sugarcane, horticulture and rubber Group 6 Types of crops: jute and cotton. Group 7 Types of crops : maize and millets. Group 8 Technological and Institutional reforms Group 9 Contribution of agriculture to national economy ,employment and output.

	Discussion of topic through Collaborative Learning: <u>15 min</u> Students will sit together and in Collaboration they will discuss the topic given to them. Think pair and Share-After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding Independent Practice: Students will go through NCERT text book. • Independent Practice-preparation of group presentation Closure: <u>5 min</u> • - Summarisation by students with the help of mind map on their own.
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 as mentioned in the monthly planner. • -preparation of group presentation
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	: To understand different types of farming depending on geographical conditions, demand and level of technology
Assessment of qualifying knowledge	Questions from previous class about different type of farming
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know different farming methods</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to critically compare all types of farming. Students will critically think about why rice is subsistence crop in Orissa and commercial crop in Punjab. in collaboration with each other.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever)	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Anticipatory Set- Recapitulation of the previous day.

applicable, and can use any other too.)	Activity- Activity- Group presentation - Discussion of Types of farming by group no -1 and 2 and compilation will be done teacher. Topic : Types of farming (Competencies: Critical thinking and collaboration) Students of group 1 and 2 will present presentation on different farming methods. Analysis will be done by groups, followed by cross questioning 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. 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 Closure: 5 min Summarization by students with the help of muddiest point
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. 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
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	To understand the climatic conditions, features of various crops and areas where they are grown
Assessment of qualifying knowledge	Questions from previous class
Learning Outcomes	KNOWLEDGE- Students will know climatic conditions, features of various crops and areas where they are grown

	<u>SKILLS and COMPETENCIES</u> <i>Students will critically analyses that different climatic conditions give rise to different crops and areas where they are grown 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: 10 min Recapitulation of the previous day. 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. The following questions will be asked to check their understanding: - Name the major food crop of the world? - Write two important wheat growing zones in India. - Identify the beverage crop which was introduced by British in India. - Name the variety of coffee which produced in India.. • Competency : collabrative and critical thinking Topic- wheat and rice and Group 4 tea , coffee and compilation will be done teacher • . (Competencies: Collaboration and critical thinking Students will work in groups and will be critically think that why do we have variety of groups in India.. Independent Practice: Students will go through NCERT BOOK Closure: 5 min Summarization by students with the help of mind map 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

	Map activity: Students will mark major areas where rice, wheat ,tea, and coffee is cultivated in India
Assessments	Oral Test (5 minutes)

DAY	FOUR
Objective	To understand the climatic conditions, features of crops and areas where they are grown
Assessment of qualifying knowledge	Questions from previous class about liberalization policy for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> climatic conditions, features of various crops and areas where they are grown <u>SKILLS and COMPETENCIES</u> <i>Students will critically analyses that different climatic conditions give rise to different crops and areas where they are grown 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- Recapitulation of the previous day. Activity- Group presentation by Group 5 Types of crops: jute and cotton and Group 6 Types of crops : maize and millets ,group 7 sugarcane, horticulture 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. The following questions will be asked to check their understanding: • Which crop is also know as fiber crop? • Name the states where jute is grown extensively in India. • Write the uses of jute. • Why demand of jute is decreasing day by day? Topic- Day 4 – Subtopic: Types of crops : jute , cotton, maize and millets, sugarcane, horticulture , rubber • (Competencies: Collaboration and critical thinking Students will work in groups and will be critically think that why do we have variety of groups in India.. Independent Practice: Students will go through NCERT geography text book.

	Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed. Summarization by students with the help of mind map
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 • Map activity: Students will mark major areas where jute and cotton is cultivated in India.
Assessments	Oral Test (5 minutes)

DAY	FIVE
Objective	To understand the importance of technological and institutional reforms for the agriculture development.
Assessment of qualifying knowledge	Questions from previous class about globalization for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> the importance of technological and institutional reforms for the agriculture development. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to critically analyses the role of technological and institutional reforms in the interest of Indian farmers,in collaboration</i> 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 - Recapitulation of the previous day. Teaching strategy (WIPRO)–group presentation , think pair share , , comparison, explanation by teacher • Competency : Collaboration, Critical thinking and problem solving, Citize Activity - Group presentation by Group 8 and compilation will be done teacher. Guided Practice After discussion • All the students will enlist all the : Tecnological and Institutional reforms for the interest of farmers. The following questions will be asked to check their understanding: • What is KCC?

	• What is Bhodam and Gramdan? • Why bhodam and Gramdan is called as blood less revolution. Topic Subtopic: Tecnological and Institutional reforms • (Competencies: Citizenship, Collaboration, Critical thinking and problem solving) Students will work in group and will critically analyses the role of government in the interest of farmers. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> • Summarization by students with the help of mind map
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	SIX
Objective	To understand the contribution of agriculture to national economy , employment and output
Assessment of qualifying knowledge	Questions from previous topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> the contribution of agriculture to national economy ,employment and output. Impact of globalization on Indian agriculture. <u>SKILLS and COMPETENCIES</u> <i>Students would be critically analyses the contribution of agriculture to national economy, employment and output, in collaboration with each other.</i> <i>They would also critically analyses the impact of globalization on Indian agriculture with collaboration with each other.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner Anticipatory Set- Recapitulation of the previous day. Activity- Group presentation by Group 9 and compilation will be done teacher. Guided Practice

applicable, and can use any other too.)	After discussion - All the students will write why farmers in India are committing suicides? The following questions will be asked to check their understanding: - What are the challenges faced by Indian farmers? - Why declining share of agriculture in GDP is the matter of serious concern? Discussion of topic: contribution of agriculture to national economy ,employment and output through Collaborative Learning: (Collaboration, Critical thinking and problem solving, Citizenship) Students will critically analyses the contribution of agriculture to national economy and employment. They will also critically analyse why share of agriculture is declining and why Indian farmers a are committing suicides and will take out solution to this problem. 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. - Summarization by students with the help of mind map
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	SEVEN
	: Class test and doubt clarification class Self-assessment test of map work