

CLASS – VI
LESSON PLAN CIVICS
CHAPTER-3: What is government?

Unit	Civics (Chapter 3 : What is Government?)
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Who makes the laws for the country? 2. Why are the rules important for us ? 3. What do you understand by governing body?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Given the content (chapter) the students will be able to learn about different types of government . *Explain the different types of Government ,. *levels of Government . *<i>Students would be able to enhance their critical thinking in discussing the importance of rules in the country to promote equality amongst the citizens .</i> *to appreciate the need of Universal Adult Franchise . *<i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> *understand the importance of individual contribution in promoting equality to all with 90% accuracy.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to • <i>Discuss different types of government</i> • Appreciate the need of government and rules in the country • Aware of the importance of three levels of government . <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse various functions performed by the government • Appreciate the importance of rules in the country collaboratively • Design Creative methods to bring a positive change in the life style so as to participate in the government.

	• <i>Built character amongst themselves by discussing /communicating the importance of role of citizen in following rules</i> • <i>To answer knowledge and understanding based questions on the topic.</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-G.Os(Web charts,Flow Charts,and differentiation table, compare-contrast matrix),silent /loud reading ,collaborative learning, Hands-on experiment, Experimental work DOL1,2,3 Active Learning • Topic- Every country needs a government. (Competencies: Critical thinking) Students will be brainstormed by a stimulating question- Mention the various functions of the government ? Do you think it is important to have government.? Write down your opinion in two or three lines. Group Learning. COLLABORATION • Topic- levels of Government (Competencies: Critical thinking) Students will be divided into 6 groups . Three problems will be given to the each group and students will discuss in the groups.They will discuss to which level of government the statement belongs too. Differentiation Topic- Differentiate between monarchy and Democracy (Critical thinking) Students will discuss the features of various types of government. • Topic- Features of the democratic government (Competencies: Critical thinking) Students will learn the key features of democratic government • Topic- Suffrage movement Students will be able to understand the struggle that women across the globe had to face to get the right to vote . • 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- Questioning- Multiple choice questions and NCERT to cater the needs of various students.

	Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book for Civics
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.....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 TESTS25 Mark each=100 Marks HALF YEARLY EXAMINATION 80+20 (internal)=100 Marks ANNUAL EXAMINATION 80+20(internal)=100 Marks By administering pen paper test, we assess creativity and critical thinking. INTERNAL ASSESSMENT 20 Marks in each Term • Subject Enrichment Activity 10 Marks With the help of subject enrichment activities we assess communication, collaboration, character building and citizenship. The students in a group of 5 will be demonstrating the activity. • Note Book Submission 10 Marks
Addressing Classroom Diversity	It's a different classroom today: As the kids are from different socio-economic background, So are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So, the teaching learning process must be devised in such that can cater to the needs and aspirations of students of abilities . The following techniques can be used for different groups: <i>For the gifted:</i> • Preparing a debate • Making PPT

	• Designing an exhibit • Writing a report • Preparing a talk • Encouragement for referring other resources <i>For the average/slow learners:</i> • Making a Chart/diagram/poster/ flashcards • Buddy system help to be provided • Provide grade-up classes <i>For differently able:</i> • Ignore grammatical inaccuracy • Call parents at regular intervals Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	1. Name the three levels of government. 2. Name the two types of government. 3. What is Universal Adult Franchise? 4. Discuss three problems highlighted by Gandhiji in the journal 'Young India'. 5. How are the democratic governments more accountable to people? Explain in three points.

CLASS – VI
DAY WISE CONSOLIDATED LESSON PLAN

SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE • Topic- Every country needs a government.
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Objective	Students will be able to learn functions of the government with 90% accuracy
Assessment of qualifying knowledge	Students will be brainstormed by a stimulating question? Why do we need government? Do you think it is good for the nation.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • <i>Definition of Government</i> • <i>When did India get Independence?</i> <u>SKILLS and COMPETENCIES</u> Students collaboratively will be able to discuss in group the importance of government in a country Students will critically think the various functions performed by the government
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic Discussion of topic through Collaborative Learning: <u>15 min</u> ACTIVITY-GIVE ONE AND GET ONE Students will be asked to write 3 functions of the government individually . in 2 minutes. After this they will be asked to go to any student and give one and take any one from the other .By this they will have different functions of that government performed. <u>The facilitator will allow the students to speak the functions and then she will write few of them on the board</u> • Practice: Students will go through NCERT text book. Closure: <u>5 min</u> Facilitator will sum up by discussing the functions of the government.
Resources	Text Book: NCERT text book for Civics
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 Topic- Differentiate between monarchy and Democracy (Critical thinking) Students will discuss the features of various types of government
Objective	Students will be able to learn different types of political ideology with 90% of accuracy.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Different types of government Like democracy , dictatorship, monarchy etc <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between democracy and monarchy .(communication). Given They will find out the politically ideology of given countries.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Facilitator will explain different political ideologies by giving examples . She will explain the features of different government. Students will think critically and will present the features of different forms of government. • Students will sit in groups and write the points on given form of government. • Students in the group of 6 will present .Each student will talk about the given form of the government Facilitator will give 10 minutes time to the students to discuss amongst themselves . Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> She will do a recap the features of democracy and monarchy.
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	. Students will go through NCERT text book.
Assessments	Oral Test (5 minutes)

DAY	THREE Topic- Features of Democratic government
Objective	Students will be able to learn the features of different forms of government and why representative democracy is the best amongst all.
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Different types of government Like democracy , dictatorship, monarchy etc <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Present the features of different form of government in front of the whole class which will develop their communication skills monarchy .
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: <u>10 min</u> Group presentation Students will think critically and will present the features of different forms of government. • Students will come in groups to present their given form of government. • Students in the group of 6 will present. Each student will talk about the given form of the government • <i>Like wise each group will come and present their topic in the given time facilitator will take the points from each presentation and will explain the students</i> 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 Civics
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)

DAY	Four Suffrage Movement
Objective	Students will be able to understand struggle and challenges faced by the women across the globe to get the right to vote like men or to participate in the government
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • <u>About the suffrage movement.</u> • Who all enjoyed the right to vote before independence? <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyse why the right to equality is given to all irrespective caste ,colour or gender etc
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: 5 min <u>Q In which year India adopted its constitution?</u> <u>Q. Why do you think it is important for a teacher to treat every one equally?</u> Facilitator will ask few questions to introduce the topic Q.What will happen if the right to choose the leader is given to only rich and educated people? Q.Name the countries who have adopted democracy . Teacher will start the topic with the set of questions and will bring the class in the mode of debate . Activity – Silent Reading Students will be give 10 minutes time to do silent reading . After the reading is over she motivates the students for open discussion on suffrage movement and its importance across the globe. Independent Practice: Students will go through NCERT text book. Closure: 5 min Facilitator will do the quick recap with the students by discussing key points of the content
Resources	Text Book: NCERT text book for Civics
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)

DAY	FIVE NCERT questions
Objective	Students will be able to find and discuss the answers of the questions being asked by the facilitator
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • <u>The facts related to the government</u> The way of writing the answers To comprehend the question <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyse and comprehend the question and will further write in their note books
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 Activity Facilitator will ask NCERT questions from the students will allow the students to give one point related to the question to involve maximum students • Independent Practice: Students will do selected questions from NCERT text book. Closure: 5 min Facilitator will do the quick recap with the students by discussing key points of the content
Resources	Text Book: NCERT text book for Civics
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)