

CLASS – VI
LESSON PLAN CIVICS
CHAPTER-4: Key elements of the democratic government

Unit	Civics (Chapter 4 : Key elements of the democratic government)
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of government 2. Basic knowledge of different levels of government
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 understand Apartheid and its abolition. * Students will develop <i>collaboration by taking part in the discussion to</i> understand how people’s participation is an important part of democracy *To comprehend the key elements that influence the functioning of Democracy. *Participation and accountability in a democratic government. * Concern for equality and Justice. *<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 learn about</i> • The importance of Universal Adult Franchise.. • When was Apartheid abolished in South Africa? <u>SKILLS</u>- • <i>Students will critically think about merits of Universal Adult Franchise.</i> Students will develop <i>collaboration by taking part in the discussion of importance of the law ‘Equal before the law’</i> <i>Students would be able to enhance their communication skills by discussing various methods by which citizens can participate in the government</i>

	• <i>Students would be able to enhance their creativity</i> by creating a poster on abolition of Apartheid • Students would be able to enhance their critical thinking skills by marking any 3 countries on the map which were not democratic.
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- Story of Hector and Maya Naidoo. (Competencies: Critical thinking) Students will be brainstormed by a stimulating question- Mention different kinds of discrimination in India?Do you think it is important to abolish them for the growth of the nation.?Write down your opinion in two or three lines. Group Learning • Topic-Abolition of apartheid (Competencies: Critical thinking) Students will be divided into 6 groups . Each group (a portion from the story board given in the chapter) Analysis will be done by groups, followed by cross questioning to have democratic country . Differentiation Topic- Differentiate between Ruling party and opposition party (Critical thinking) • Topic- Unrest in the country due to various conflicts (Competencies: Collaboration, Critical thinking) Students will analyse the various conflict that leads to unrest or violence in the country..Students will discuss the different ways to solve the issues • Topic-Different ways of participating in the government (Competencies: Collaboration) Students will list out various ways in which people can participate in the country. • 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	Q.How are non whites were discriminated in South Africa? Q.Why are regular elections important in the country? Q.Differentiate between whites and non whites. Q.Who was the president of African National Congress Q.Equality and Justice are the two sides of a same coin .Explain

CLASS – VI
DAY WISE CONSOLIDATED LESSON PLAN

SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE • Topic- Story of Hector and Maya Naidoo.
Objective	Students will be able to understand the problems faced by the non -white in South Africa and how they were discriminated by the Whites .. .
Assessment of qualifying knowledge	Students will be brainstormed by a stimulating question-How were people in India discriminated ?Do you think it is good for the nation.

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The various ways by which non whites were discriminated by whites in South Africa. <u>SKILLS and COMPETENCIES</u> -<i>Students would be able to</i> differentiate between the social and economic status of whites and nonwhites 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- DOL1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What do you mean by discrimination? • What is the voting age of Indians in our country? • What is right to equality? Discussion of topic through Collaborative Learning: 15 min Role Play • Students will develop <i>collaboration doing a role play</i> . • <i>The class will be divided in to 5 groups .Each group will be given a a portion of the story from the chapter. Students will be given time to sit in the groups and discuss. Share your findings in the class. Independent Practice:</i> Students will go through NCERT text book. Closure: 5 min Facilitator will sum up by giving instructions for the next class for presentations on the given topics
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	TWO
Objective	Students will be able to understand the problems faced by the non -white in South Africa and how they were discriminated by the Whites .. .
Assessment of qualifying knowledge	Questions from previous class about the idea of supreme god for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i> The various ways by which non whites were discriminated by whites in South Africa. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the social and economic status of whites and non whites 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- DOL1,2,3 Facilitator will give 5 min time to the students to organise themselves for presentation Discussion of topic through Collaborative Learning: <u>15 min</u> <u>Role Play</u> • Students will come in groups to present their given topic . • <i>After the presentation the rest of the students will be asked to cross question in case they have a query</i> • <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> She will do a recap with the students to reinforce the major points of the story.
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-Different ways of participating in the government
Objective	Students will be able to learn the importance of having regular elections in the country .
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> The various ways by which people can participate in democracy. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Identify the most effective way of participating in the democracy and importance of citizen's role 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 1,2,3 Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic Q.Name the language that Black wanted to speak. Q.To which party Nelson Mandela belonged to? Q.In which year Apartheid came to an end? Q.How were Non whites were treated in South Africa. Discussion of the new topic through critical and collaboration learning ACTIVITY-GIVE ONE AND GET ONE Students will be asked to write few ways of participating in 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 ways of participating in the government. 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 Why to have regular elections?
Objective	Students will be able to understand the importance of regular elections in the country and to have multiparty system in the country.
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE- Students will know</u> • <u>What is one party system and Multi party system</u>
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 Name few ways of participating in the government.</u> <u>Q. What is UAF?</u> Facilitator will ask few questions to introduce the topic Q.Which is the ruling party in India ? Q.Which all parties are there in the country? Name few of them . Teacher will start the topic with the set of questions and will bring the class in the mode of debate . Activity -Debate – Which system should we have in our country -One party system or multi party system. The class will be divided in to two groups Independent Practice: Students will go through NCERT text book. Closure: 5 min Facilitator will do the quick recap with the students by discussing few important points that are important of Democracy.
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 Why do we have regular elections in the country?
Objective	• Topic- Unrest in the country due to various conflicts

	(Competencies: Collaboration, Critical thinking) Students will analyse the various conflict that leads to unrest or violence in the country..Students will discuss the different ways to solve the issues Topic-Different ways of participating in the government
Assessment of qualifying knowledge	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE- Students will know</u> • <u>Different reasons which can lead to conflicts and violence in the country</u>
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. For how many years the party is elected in India.</u> <u>Q. Who is the president of BJP/congress?</u> Facilitator will ask few questions to introduce the topic <u>Q. Give examples of conflicts in class, neighbourhood or park</u> • Teacher will start the topic with the set of questions and will explain the topic through a map work and a PPT Activity Map Visual Aid- Smart board Facilitator will explain the conflict between Karnataka and Tamil Nadu through a map showing River Kaveri . Loud Reading Students will be asked to do loud reading and then facilitator will explain the content Independent Practice: Students will go through NCERT text book. Closure: 5 min Facilitator will ask few questions to check the understanding of the students.
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)