

CLASS – VII
LESSON PLAN CIVICS
Ch.1 ON EQUALITY
SESSION: 2019-20

Unit	CivicsCh-1 ON EQUALITY
Class Transaction	Total: 5periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge about what is democracy. 2. Basic knowledge of rules and regulations laid down in the constitution.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activites
Objective	Students would be able to understand the concept of Equality and challenges of a democratic country.
Learning Outcomes	KNOWLEDGE: <i>The Students will be able to understand :</i> 1. Equality is the underlying principle. 2. Concept of Adult Franchise- Above the age of 18 every citizen can vote. 3. Religion, caste, gender inequality also becomes the reason of discrimination. 4. Government also ensures that every citizen is treated equally. 5. The constitution of India has also made provisions to enforce equality. 6. Government initiatives like midday meal an effort in bringing about equality. SKILLS: <i>The Students will be able to :</i> 1. Students will be able to enhance their creativity by putting their views on their responsibility for all to treat others with respect and dignity. 2. Students will discuss on how dignity of an individual is violated on the basis of their caste, religion or gender. This will enhance their collaborative work skill.
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, cause and effect chart(fish diagram))silent reading, Collaborative learning. DOL 1,2,3 Active Learning • Topic- Equality and dignity Students will be taught about equality and will be able to list different types of equality.

applicable, and can use any other too.)	• Topic- Recognizing dignity (Competencies: Critical thinking) Students will be explained what is dignity, Will think critically and explain the statement “When persons are treated unequally, their dignity is violated” Group Learning • Topic- Issues of equality in other democracies (Competencies: Collaborative Learning) Students will understand and discuss in groups Issues of equality in other democracies Differentiation • Topic- disparity in equality in Indian democracy. (Competencies: Citizenship, communication) Students will get aware the equality in Indian democracy. Will enhance the citizenship and communication skills by presenting their views on equality in other democracies by comparing it with India . • 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- (Competencies: Critical thinking) • Suppose you the prime minister of India how will you bring equality your country. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book for Social Science
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	4 UNIT TESTS(25 MARKS EACH)=100

	HALF YEARLY EXAMINATION 80 MARKS+20(internal)=100 ANNUAL EXAMINATION 80 MARKS+20(internal)=100 INTERNAL ASSESSMENT 20 MARKS in each term • Subject Enrichment Activity 10 Marks • With the help of subject enrichment we assess communication, collaboration, character building and citizenship. • The students in group of five will demonstrate the activity. Note book submission 10 Marks
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> • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 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. What was the role of Rosa Parks in Civil Rights Movement in the USA? 2. Explain the sphere of equality as recognized by the Constitution of India. 3. State the various provisions mentioned in the constitution to promote equality in India. 4. Mention the positive effects of Midday Meal Scheme 5. Elaborate on the issues and results of Civil Rights Movement.(2 points each)

CLASS – VII
DAY WISE CONSOLIDATED LESSON PLAN
Ch.1 ONEQUALITY
SESSION: 2019-20

DAY	ONE
Objective	Students will be able to- • To comprehend the significance of having equal status in society • To understand the importance of the value of leading a dignified life. • To identify with the basic rules and regulations laid down the Constitution
Assessment of qualifying knowledge	Questions will be asked from the whole class group. • What is democracy? • What do you understand my equality and dignity? • What is the voting age in India?
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • The importance of the value of leading a dignified life. • The basic rules and regulations laid down the Constitution. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> • The students will find out the information about different kinds of inequalities that exist in India by discussing in groups which will enhance their collaborative skill. The facilitator would take rounds and help the students in adding more relevant information.
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 • Mention the form of government we have in India. • Name the key elements of a democratic government. • Define Parliament. • Mention different types of Government. • What is Universal Adult Franchise? • What is Universal Adult Franchise? Will work through Collaborative Learning: 15 min • The students will find out the information about different kinds of inequalities that exist in India by discussing in groups which will enhance their collaborative skill. The facilitator would take rounds and help the students in adding more relevant information. 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 Political science
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 find a link between Kanta,OmPrakashValmiki and Ansaris all of whom experience inequality in different ways.
Assessment of qualifying knowledge	Questions from previous class about equality and different types of inequalities.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - will understand the concept of dignity - the caste that we are born into,the religion we practice,the class background we come from ,whether we are male or female <u>SKILLS and COMPETENCIES</u> - Students will derive information about the inequalities that continue to be practiced and experienced by various communities in groups. This will enhance their critical thinking and collaborative skills.
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 - What do you understand by dignity. - What do you understand by caste, religion and gender. - What do you understand by equality and dignity. (Competencies: Critical thinking) Students will be explain what is dignity, Will think critically and explain the statement “When persons are treated unequally, their dignity is violated” 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 Political science
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	THREE
Objective	Students will be able to know about ‘Equality in Indian democracy’

Assessment of qualifying knowledge	Questions from previous class about cast, religion, gender, inequality of various types.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - How constitution of India recognizes every person equal irrespective of caste, religion, sex. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> - Students will be able to enlist all the information about the provisions given in the constitution which recognizes equality ,students sitting in groups will recollect all the information about the laws and schemes. This will enhance their collaborative work skills.
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 - What is constitution? - What do you understand by democracy? - What is equality? Topic-‘Equality in Indian democracy’ (Competencies: Collaborative) Students will be able to enlist all the information about the provisions given in the constitution which recognizes equality,students sitting in groups will recollect all the information about the laws and schemes. This will enhance their collaborative work skills. 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 Political science
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
Objective	Students will understand one of the steps taken by the government includes the midday meal scheme for promoting equality.
Assessment of qualifying knowledge	Questions from previous class about equality in India.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About steps taken by the government includes the midday meal scheme for promoting equality. <u>SKILLS and COMPETENCIES</u> - The students will find out the positive effects of the midday meal scheme in

	groups with the help of their facilitator. This will enhance their collaborative working skills.
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> Facilitator will ask few questions to introduce the topic • What is mid-day meal? • What schemes are you aware about by the government to bring equality . (Competencies: creativity and communication) • The students will find out the positive effects of the midday meal scheme in groups with the help of their facilitator. This will enhance their collaborative working skills. 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 Political science
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
Objective	Students will be able to understand the issue of Inequality in the USA, to highlight that this is a global phenomenon and a feature of many democratic countries.
Assessment of qualifying knowledge	Questions from previous class about mid-day meal scheme.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • About issue of Inequality in the USA. <u>SKILLS and COMPETENCIES</u> Students will be able to discuss in group that although democracy is the most common and popular type of government in the modern world ,no country is a hundred percent democratic ,and we must all work together to make perfect democracy a reality. This will enhance the collaborative skill of students.
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> Facilitator will ask few questions to introduce the topic • What is inequality? • What is Democracy? • How can people be treated unequally? (Competencies: Collaborative) Students will be able to discuss in group that although democracy is the most common and popular type of government in the modern world ,no country is a hundred percent

	democratic ,and we must all work together to make perfect democracy a reality. This will enhance the <i>collaborative</i> skill of students. 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 Political science
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)