

CLASS – VII
LESSON PLAN
CHAPTER-10 STRUGGLE FOR EQUALITY

Unit	Struggles For Equality
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • The right to equality which means that all the people should be treated equally irrespective of their caste, color, creed and sex. • Poverty and lack of resources continue to be key reason why so many people lives in India are highly unequal. • Issues of equality are central to a democracy.
Assessment of qualifying knowledge	1. Written test 2. Quiz 3. Group Discussion 4. HW notebook
Objective	• To help the children understand the true meaning of equality. • To understand the various problems faced by different types of people.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> To make the children aware of the that the idea of democracy • To recognize the significance of constitution in peoples struggle for equality. SKILLS- <i>Students would be able to</i> • They would be able to develop this notion that the Indian constitution recognizes the equality of all persons. . • They would be able to get an opportunity of bringing in the experience of struggling for their rights. • They would become aware of the ways in which people have struggled against inequality. • They would become aware that our constitution is a living document.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner: Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be

	studying. Introduction of the topic- PowerPoint and Digital Content would be shared Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Reading MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book for Political 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: Assessment Parameters: 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: For gifted students: • Encouragement for referring other resources For weak students: • Buddy help to be provided • Provide grade-up classes For differently abled students: • Ignore spelling mistakes and grammatical mistakes • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	1. Explain the concept of Equality as recognised by the Constitution of India. 2. Describe the basic reasons for the inequality that is prevalent in India. 3. Mention the ways in which the lives of people are disrupted when dams are built. 4. 'The fishing rights in the Tawa reservoir was the result of long and consistent struggle'. Discuss. 5. Draw a flowchart to show the sequence of events that led to TMS taking over the fish workers in Madhya Pradesh.

DAY	ONE
Objective	• To help the children understand the true meaning of equality. • To understand the various problems faced by different types of people
Assessment of qualifying knowledge	Questions from the previous knowledge: • Who was Rosa Parks? • What do you mean by Universal Adult Franchise? • Define apartheid.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • To make the children understand the various problems faced by the people in India. • To recognize the significance of the constitution. <u>SKILLS</u>- <i>Students would be able to</i> • They would be able to analyse the role of constitution. • They would be able to get an opportunity of bringing in the experience of Universal Adult Franchise for discussion in the classroom.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Technique (KWL-What you Know, What you will Learn , What you have learned), Collaborative Learning, Graphic organizers. Student teacher interaction, Think-Pair and Share, Silent/ loud reading;; group work-collaborative learning. DOL NO- 2,3 Competency: Critical Thinking and Collaborative, Citizenship Anticipatory Set: 10 min the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on meaning and importance of constitution. Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: spiral and NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
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	- To help the children understand the true meaning of equality. - To understand the various problems faced by different types of people
Assessment of qualifying knowledge	Questions from the previous knowledge: - What do you mean by discrimination? - Why people are discriminated in the society?
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know The provisions against discrimination given in the constitution. <u>SKILLS and COMPETENCIES</u>Students would be able to know The role of govt. in abolishing discrimination on the basis of caste, colour, creed, religionetc..
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 NO- 2,3 (Competencies: Critical thinking, Citizenship) Anticipatory Set: 10 min the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on the role of constitution.

	Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: spiral and NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
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	- To help the children understand the true meaning of equality. - To understand the various problems faced by different types of people
Assessment of qualifying knowledge	Questions from the previous knowledge: - Apart from caste and religion what are the other basis of discrimination? - What do you mean by inequality
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> That what are the other basis of inequality.. <u>SKILLS and COMPETENCIES</u> They would become aware of the causes of inequality in the country or society.
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 NO- 2,3 (Competencies: Critical thinking, Citizenship) Anticipatory Set: 10 min the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on Introduction of the topic: PPT Digital content and group discussion the causes of inequality in the country or society. Guided practice followed by independent practice: spiral and NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study

Resources	Text Book: NCERT text book for Political Science Reference Book
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	- To help the children understand the true meaning of equality. - To understand the various problems faced by different types of people
Assessment of qualifying knowledge	Questions from the previous knowledge: - What do you mean by struggle for equality? - Mention the different methods used by the people to get equality.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know that</i> How people struggle for equality. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to know</i> The various ways and method used by the people during that struggle.
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 NO- 2,3 (Competencies: Critical thinking, Citizenship) Anticipatory Set: 10 min the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on the various ways and method used by the people during that struggle. Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: spiral and NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
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	- To help the children understand the true meaning of equality. - To understand the various problems faced by different types of people

Assessment of qualifying knowledge	Questions from previous knowledge: • Mention the methods used by women to raise issues of equality. • What are the functions of govt.? • What do you mean by law? • How can govt. help poor people?
Guiding values of	• <u>KNOWLEDGE</u>- <i>Students will know</i> The role of govt. in making law for the protection of poor people with the help of the example of ‘TawaMatsyaSangh’. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Analyse the role of govt. and law to help these poor people, To save them from exploitation, By forming cooperatives.
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 interaction, Wipro-GOs.(web chart,flow chart and differentiation table, compare – contrast matrix), silent / loud reading, collaborative learning, Hands on experiment, Experimental work DOL1,2,3 (Competencies: Critical thinking) Anticipatory Set: 10 min the process of class room transaction will go on as follows Brain storming: The class would start with a discussion on the people who wre uprooted from their villages for making dams. Introduction of the topic: PPT Digital content and group discussion Guided practice followed by independent practice: spiral and NCERT question to be discussed in the class Techniques to be used: Quiz MCQs Peer assessment Case studies group discussion Picture study
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)