

CLASS – VIII
LESSON PLAN CIVICS
Ch. 4 UNDERSTANDING LAWS

Unit	CIVICS
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. Laws for all 2. Formation of new laws 3. Case study 4. Unpopular and Controversial laws 5. Domestic Violence
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plan
Objective	Students would be able to unravel: 1. develop an understanding of the rule of law and our involvement with the law 2. understand the Constitution as the primary source of all our laws 3. understand laws as evolving and subject to change. 4. Understand the vision and the values of the Constitution 5. Develop an appreciation of human rights guaranteed in the Constitution 6. Appreciate our continuous involvement with the constitution as a living document understand the ways in which the government and other groups respond to such issues
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> 1. About the term 'rule of law'. 2. About the application and implementation of law in our country. 3. About the new laws 4. About the popular and controversial laws 5. About the role, enthusiasm and involvement of people in making and implementing these laws successfully for the better functioning of the parliament 6. About the actual process of making laws with examples. <u>SKILLS</u>- 1. Students will critically think about the rule of law and our involvement with the law 2. Students will be able to develop communication skills about the Constitution as the primary source of all our laws 3. Students will develop a character building through the

	understanding about the laws as evolving and subject to change. 4. Students will be able to develop a creative thinking about the actual process of making laws with examples.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active Learning • Topic- Importance of Laws (Competencies: Critical thinking, creativity and collaboration) Students will be asked to make laws for the school and class considering all the facts and situation of the school and they all work in groups. Group Learning • Topic-Introduction of new Laws (Competencies: Critical thinking and collaboration) Students will be divided into 6 groups (5x 6). Each group will going to make some laws for the country after considering the importance of laws. Differentiation • Topic- Unpopular and Controversial laws (Competencies: Citizenship, Critical thinking) Students will get into groups and work together finding out that what kind of laws can become controversial and unpopular in the country. Analysis will be done by the groups, followed by cross questioning. • 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 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 Social Science
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks. 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 (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 10 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> • Hot questions have to be done • Encouragement for referring other resources <i>For weak students:</i> • Easy questions have 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. Discuss the meaning of rule of law. 2. Explain the two grounds on which historians have disputed the claim that British colonist introduced the rule of law in India. 3. Describe the role played by Indians in the evolution of the rule of law during colonial period. 4. Describe the process that helps in formulating new laws. 5. Discuss the role of citizens in a situation where parliament passes unpopular laws.

CLASS –VIII
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-4: UNDERSTANDING LAWS

SUBJECT: CIVICS
SESSION: 2019-2020

DAY	ONE
Objective	Students would be able to know the importance of Laws DOL 1,2,3
Assessment of qualifying knowledge	Questions from the real-life situation
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The importance of Laws in the country like India. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate India with other countries, 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Imagine your school without any laws and rules. - How will you live in the country where there are no laws? - What will happen to the country and to us when there will no laws? Topic- Importance of Laws Discussion of topic through Collaborative Learning: 15 min Students will be asked to make laws for the school and class considering all the facts and situation of the school and they all work in groups. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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 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
Objective	Students would be able to know that the circumstances of creating new laws. DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the importance of making Laws
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The circumstances of creating new laws in the country.

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to differentiate between the laws of India different from other countries, 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 Facilitator will ask few questions to introduce the topic • What are Laws? • Who are responsible for making these Laws? • Why we need Laws in the school and classroom? Topic- Introduction of new Laws (Competencies: Critical thinking and Collaboration) Students will be divided into 6 groups (5x 6). Each group will going to make some laws for the country after considering the importance of laws. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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 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	THREE
Objective	Students will compare some laws of country and school DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about importance for introducing new laws
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i> That sometimes laws can become unpopular when they cannot satisfy particular need of the section of the society <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about the role and participation of the people in protesting against the controversial laws in the country 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Why it is important to have democracy in the country? • What are reasons of conflict in the country? • Imagine a country without laws.

any other too.)	• Topic- Unpopular and Controversial laws (Competencies: Citizenship) Students will get into groups and work together finding out that what kind of laws can become controversial and unpopular in the country. Analysis will be done by the groups, followed by cross questioning. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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 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	FIVE
Objective	Students would be able to do NCERT questions which will enhance their knowledge.
Assessment of qualifying knowledge	Questions from NCERT
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Students would be able to attempt questions <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a communication skills to discuss questions with the follow students and teacher 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- Independent Practice: Students will go through NCERT text book. Closure: 10 min 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.
Assessments	Completion of work in notebook