

CLASS – VIII
LESSON PLAN CIVICS
Ch. 7+8 UNDERSTANDING MARGINALISATION

Unit	CIVICS
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. Adivasis and development 2. Minorities and marginalization 3. Laws for marginalized 4. Protecting the rights of dalits and adivasis
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plan
Objective	Students would be able to understand what is meant by marginalized. Gain a critical understanding of social and economic injustices and developing skills to analyse an argument from the marginalised point of view.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> 1. About the process of marginalisation 2. About the social and economic inequalities. 3. About the steps taken by the Indian Government to eradicate discrimination <u>SKILLS</u>- 1. Students will develop an understanding about the different forms of social inequality which will make them develop citizenship. 2. Students will critically think about the constitutional provisions relating to social justice 3. Students will develop collaborative skill while discussing together about the effects of social inequalities on economic inequalities 4. Students will critically think on reservations 5. Students will know about the law on manual scavenging with reference to existing realities in rural and urban areas
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use	Transaction would proceed in the following manner- Active Learning • Topic- Socially Marginalised- Adivasis and Dalits (Competencies: Critical thinking and Collaboration) Students will be asked to survey the areas around their homes and find out the families of lower caste and what kind of situation they are facing in the society and how do they deal with this and what has government doing for them. Group Learning

any other too.)	• Topic- Minorities and Marginalized (Competencies: Critical thinking and Collaborative) Students will be divided into 6 groups (5x 6). Each group will study about the marginalized groups in the country. Analysis will be done by the groups, followed by cross questioning. Differentiation • Topic- Laws for the Marginalized (Competencies: Citizenship, Critical thinking) Students will get to know the different schemes that have been introduced in the recent year for the under privileged people and the awareness programs that are been run for them by the government and different NGO's • Topic-Demands and Acts passed for the Marginalized groups (Competencies: Citizenship and Collaboration) Students will work in group of six and will discuss about which acts were passed for the marganilsed section of the society • 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	1. Describe the religious practice of Adivasis. 2. Elaborate the role and importance of forests in the lives of Adivasis. 3. Describe the challenges that Adivasi communities had to face as a result of development. 4. Explain why the minorities need safeguards. 5. Describe the circumstances that resulted in dalits demanding a law to protect their interests. 6. Describe the reasons why constitutions safeguards to protect minority communities are very important.

CLASS –VIII
DAY WISE CONSOLIDATED LESSON PLAN

CHAPTER-7+8: UNDERSTANDING MARGINALISATION

SUBJECT: CIVICS

SESSION: 2019-2020

DAY	ONE
Objective	Students would be able to understand the imaginary line that is created in the society by the people between rich and poor, majority and minority, in religions, male and female, high caste and low caste which is known as Marginalization. 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 meaning of marginalization and problems faced by these groups <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think that why this marginalization was started and who were these people, 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 • Name some tribal groups living in different parts of the country. • Explain the term social injustice. • Do you think social justice exist in India? • Topic- Socially Marginalised- Adivasis and Dalits Discussion of topic through Collaborative Learning: 15 min (Competencies: Critical thinking and Collaboration) Students will be asked to survey the areas around their homes and find out the families of lower caste and what kind of situation they are facing in the society and how do they deal with this and what has government doing for them. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work Discussion of topic through Collaborative Learning: 15 min 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 the different marginalized groups DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about the socially marginalized groups.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The different marginalized groups which small in numbers like females, poor, weaker section of the society, religious groups etc. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the socially and economically marginalised, 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 • Who are the marginalized groups? • What are the various causes of marginalization? • Who are the weaker section of the society? • Topic- Minorities and Marginalized (Competencies: Critical thinking and Collaborative) Students will be divided into 6 groups (5x 6). Each group will study about the marginalized groups 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	THREE
Objective	Students will know about the actions taken by the government to maintain equality and justice in the society and considering everyone equal before the law. DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about the marginalized groups in the country
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> About the actions taken by the government to maintain equality and justice in the society and considering everyone equal before the law.

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about the laws that are been passed by the government to bring equality in the country and 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? • Why casteism a hindrance to democracy? • What is the Right to Constitutional Remedies? • Topic- Laws for the Marginalized (Competencies: Citizenship, Critical thinking) Students will get to know the different schemes that have been introduced in the recent year for the under privileged people and the awareness programs that are been run for them by the government and different NGO's. 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	Four
Objective	Students would be able to understand the demands of the weaker section of the society and the action taken by the government DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about the policies introduced by the government catering to the demands of the weaker section of the society.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i> Students would be able to understand the demands of the weaker section of the society and the action taken by the government by introducing reservation system in the country giving chances to the people to educate, take jobs etc. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a citizenship through the knowledge of Fundamental Rights to the weaker section of the society, in collaboration with each other.
Transaction Methodology (The teacher can use	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic

the mentioned techniques, wherever applicable, and can use any other too.)	- What are some Constitutional provisions for the protection of the marginalized? - Who are the Scheduled Caste, Scheduled tribes and OBC? - Name some leaders who have fought for the weaker sections of the society. • Topic- Demands and Acts passed for the Marginalized groups (Competencies: Citizenship and Collaboration) Students will work in group of six and will discuss about which acts were passed for the marginalised section of the society. 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>- Students will know Students would be able to attempt questions <u>SKILLS and COMPETENCIES</u> Students would be able to 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 spiral and notebook