

Subject : Geography**Topic : Globe: Latitudes and Longitudes****LESSON PLAN**

CONTENT	LEARNING OUTCOMES GENERAL	LEARNING OUTCOMES SPECIFIC
<u>PRE- CONTENT</u> Globe	The students will be able to- recognize the shape of the earth	The students will be able to- recall the shape of the earth as seen in the globe
<u>CONTENT</u> Equator	outline the various hemispheres of the earth- northern and southern hemisphere	develop the awareness that the equator divides the earth into 2 equal halves
Lines of latitude	identify the different latitudes and longitudes	mark and list the important latitudes and longitudes
Heat zones of the world	find out different heat zones with the help of longitudes and latitudes of the world	interpret the use of latitudes
Lines of longitudes	analyse the degrees of different longitudes and their uses	locate the lines of latitude on a world map
Prime meridian	draw prime meridian in the copy and appreciate its significance	relate to the concept of time identification in relation to the prime meridian
Grid	appreciate the use of grid	develop the understanding of time
<u>POST CONTENT</u> - Time calculation - Map Activity - Worksheet	analze the time if the longitudes are known to them	calculate time of a particular place

HOMEWORK/ ASSIGNMENT

- To bring a medium size plastic ball, two different color tapes, black permanent marker
- What is Globe? Differentiate between globes and maps.
- Draw and color the different heat zones of the world.

MONTH- MAY

CLASS- VI

TEACHER'S ACTIVITY	STUDENTS' ACTIVITY	Teacher's Observation and Remedial action taken
Teacher will: -put forth the globe and ask to find out oceans and continents	Students will: -point out continents and oceans on the globe	
-highlight the importance of equator	-identify the equator and draw in their copies	
ANNEXURE 2 A Activity -assist and instruct the students to make important latitudes	Annexure 2 a Activity -mark the latitudes on the ball and write the observation in the copy	
-show a fig. and ask the students to draw the heat zones.	- draw heat zones on an A-4 size sheet and answer the questions asked by the teacher.	
Map activity – showcase main lines of latitudes and longitudes	-identify and mark the various continents lies in different heat zones.	
-discuss prime meridian and its importance	write its definition and importance in copies	
-make grid on a world map and ask students to identify the country	-make grid on the map and write the countries	
-assist the students in completing Worksheet ANNEXURE 2 A	-complete the worksheet ANNEXURE 2 A	

Teaching Aids : Activity sheet, Interactive board and relevant support material.

Methodology/Innovative Methods: activity oriented learning, map pointing, discussion, lecture method

Interdisciplinary Links – Maths-time calculation, Art- Grid making and important parallels.

Coordinator

HOD

V.P.

Principal

ANNEXURE 2 A

EXPERIENTIAL LEARNING ACTIVITY NO.-G II

Subject	Geography
Class	VI
Chapter/Unit	L-2, Globe: Latitudes and Longitudes.
Topic	Latitudes and longitudes
Time	30 minutes
Nature of Activity	Individual

Activity Name: Grid formation (Hands on)

What will I learn (Learning outcome)? – The students will be able to:-

- make, locate and identify the different longitudes and latitudes with the help of a ball.
- differentiate between the lines of latitudes and longitudes.

Skills:- Analyzing and Creating.

What I have to do? – To make main lines of Latitudes and Longitudes on a rubber ball.

What do I require? - A medium sized 8-10 inches rubber ball, 1 red and 1 blue colored tape, 1 red and 1 black colored round bindi.

What I need to know? –Globe, parallel lines and cardinal points or directions.

Teacher's Activity- Teacher will:

- explain the important longitudes and latitudes.
- show the grid which is made with the lines of latitudes and longitudes.
- guide the students to put the tapes properly on the ball and show the samples from image 1 and 2.



Image 1



Image 2

How will I proceed? –

Student's Activity- Students will:

- put the ball, tapes and round bindis on the table.
- take out the bindis. Stick red bindi at some point on the ball and black bindi on diametrically opposite point on the ball.
- now, identify that red is North pole and black is south pole.
- take red colored tapes to make parallels. Try to locate a point on the ball such that it is approximately equidistant from north and South pole.
- put one end of the tape at the above mentioned point, rotate the ball and simultaneously go on sticking the red tape on it till the tape reaches the starting point from where it was initially stuck to make the equator.
- now, make other parallels in same manner by choosing different points above and below the equator at equal distance up to the poles.
- observe that parallels are complete circles while meridians are semi-circles.
- take blue color tape to draw meridians. Put one side of the tape on North pole and extend it till south pole.
- cover the ball by making such semi-circles by leaving equal space between them. It will resemble an orange with its peel removed.

What have I observed?

Observation table: Important parallels and meridians.

Indicator	Response
★ Equidistant Semi-circles on the globe from north pole to south pole	Meridians
Full circles on the globe parallel to the equator	
Longest parallel	
0 degree longitude	
90 degree North	
90 degree South	

★ Sample filled.

What have I learnt?

- ★ Horizontal lines which are made on a ball are _____ while the vertical lines are called _____.
- ★ The two points marked with red and black round bindis are _____ and _____ respectively.

What am I curious to know?

- If there would be no imaginary lines, will it be easy to study the earth?
- In what way these latitudes and longitudes are helpful in finding the time at two places?

Let me evaluate myself

Q1. Write the degrees of the following parallels.

1. Equator-_____
2. Arctic Circle- _____
3. Tropic of Capricorn-_____
4. Tropic of Cancer-_____
5. Antarctic Circle-_____

Q2. When you went from equator to North pole or South pole, mention any two changes which you see in the parallels and why?

Q3. 'Latitudes and longitudes are important for us.' Justify the statement in two points.

Q4. Highlight any two differences between latitudes and longitudes.

Q5. Elucidate any two reasons, how these latitudes and longitudes are helpful in our daily lives.