

SUBJECT - CIVICS

TOPIC- L-3 WHAT IS GOVERNMENT ?

CONTENT	GENERAL LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES
PRE CONTENT The constitution- respect for diversity	Students will be able to- recall elements of prejudice and discrimination	Students will be able to- focus on the lines of the constitution
CONTENT The need for government	justify the needs of the government	assimilate why a government is required
UAF	appreciate the term UAF	recognize the need of universal adult franchise
- Various forms of government 1. Monarchy 2. Democracy 3. dictatorship	list the various forms of the government	distinguish between various forms of government classify govt. at different levels- local, state and national.
POST CONTENT WORKSHEET	creatively think and complete the worksheet.	complete the worksheet

HOME WORK

1. Read the lesson
2. What are the functions of government?
3. Mention any three forms of government. Give two features of each type of government.

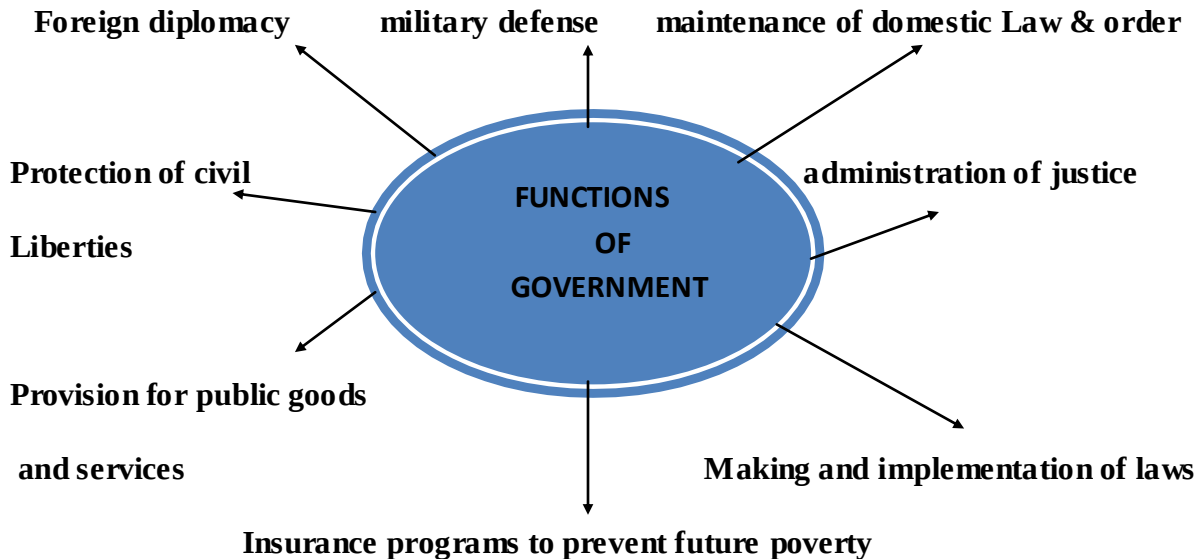
CLASS-VI**MONTH- May**

TEACHER'S ACTIVITY	STUDENTS' ACTIVITY	TEACHER'S OBSERVATION
Teacher will: - initiate the session of discussion on the constitution which showcase the respect of all forms of diversity	Students will: - share their views and ideas on the diversity and the rights provided in the constitution for every citizen	
ANNEXURE 3 A -highlight the works of the government for the citizens of India	Annexure 3 a -think and write the work done by the government for the welfare of the citizens	
ANNEXURE 3 B -highlight the need and importance of UAF	Annexure 3 b -discuss the importance and write the same in their notebooks	
ANNEXURE 3 C Activity -guide the students to do the activity	Annexure 3 c Activity -do the activity step by step	
-assist the students in completing the worksheet ANNEXURE 3 C	-complete the worksheet ANNEXURE 3 C	

TEACHING AIDS- Activity sheet, Interactive board and relevant support material.**INNOVATIVE METHODS-** Reading the lesson, oral work, discussion, map activity, self learning**INTERDISCIPLINARY LINK-** GENERAL AWARENESS- Keeping in touch with the world by reading newspapers**COORDINATOR****H.O.D.****V.P.****PRINCIPAL**

ANNEXURE 3 A

Teacher will draw a Mind map explaining the need and role of the government.



ANNEXURE 3a

Students will draw the mind map in their notebooks and will be able to list the functions of government.

ANNEXURE 3B

Teacher will explain the concept of UAF in class.

1.What is Universal Adult Franchise?

Universal adult franchise means all citizens whose age is above 18 years and above have the right to vote. All citizens except mentally retarded, minors, aliens, bankrupts, criminals... etc. are entitled to vote without any discrimination on the basis of sex, religion, caste, language etc.

2.Why is it important to vote ?

It is important to cast our vote because-

1. As a citizen we are responsible for establishing a better system of governance by casting our votes and choosing our government.
2. By casting our votes and choosing right people who can better address our current problems and improve the overall governance of our country.
3. By **voting**, we are making our voice heard and register our opinion on how we think the government should operate

ANNEXURE 3b

Students will understand the concept of UAF and the importance of successful administration of UAF in a democratic country like India.

ANNEXURE 3 C

EXPERIENTIAL LEARNING ACTIVITY NO.- P.S- III

Subject	Political Science
Class	VI
Chapter/Unit	L- 3, What is government?
Topic	Forms of government.
Time	30 minutes
Nature of Activity	Team work (5 students in each team)

Activity Name: Forms of government.

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

-examine the key features of different types of government.

-categorize the key features of different types of government (democracy, dictatorship and monarchy)

What I have to do? – To highlight the key elements of different types of government.

Skills:- Analyzing and Examining

What do I require? - A-4 size colored sheet, glue and envelope with chits containing key features of different governments.

What I need to know?

What is government?

Three forms of government.

Teacher's Activity- Teacher will:

- hold a discussion on 3 forms of government.
- divide the class of 40 students in 8 teams with 5 students each (adjustable as per class size)
- make 8 feature envelopes containing 15 chits each having key elements of different types of government written on them as shown in table 3.1.and give 1 envelope to each group.
- instruct students to horizontally divide the sheet in three parts each and label the type of government. Ask to segregate and organize the chits according to the types of government and paste them.

- blow the whistle to commence the activity and ask the students to complete it within 10 minutes.
- again blow the whistle after 10 minutes indicating conclusion of the activity and ask a team representative from each teams to display their sheet on the class board.
- instruct the students to match the answers from the response sheet table 3.1 provided by the teacher. The team securing maximum correct responses will be the winner.

Key features of government Response Sheet		
Democracy	Monarchy	Dictatorship
Elected Representatives	King or Queen	Dictators
Universal Adult Franchise	Throne is hereditary	Become leaders by Fraud or force
Leaders rule of Fixed years(5)	Ruler Rule till the new successor is appointed	Rule until death
People have right to question the government's decision	People can't question on the decision	People are forced to obey the decision and if they raise a question, they will get strict punishment.
Take decisions for the people and suggested by the people	Take decisions for the welfare of people only by asking trusted ministers	Take strict actions and decisions and don't think about the welfare of people

Table 3.1

How will I proceed? –

Student's Activity- Students will:-

- keep the A-4 size sheet and glue and sit with their team.
- all the groups will keep the A-4 size sheet horizontally on the table, divide the same in three parts and write the types.
- start the activity when the teacher will blow the whistle.
- take out the chits from the envelope and paste them in the correct type of government.
- complete the activity before the teacher will blow the whistle again for completion of the activity.

- match the responses with response sheet table 3.1 provided by the teacher and discuss the activity with the whole class.
- see that the team which has more correct responses will be declared as the winner.

What have I observed?

Observation table: Types of Government.

Form of government	Features
*Monarchy	King or Queen is the supreme power.

*Sample filled.

What have I learnt?

The process in which people above 18 years can vote is called_____.

Kings and queens lead in _____.

What am I curious to know?

In 2006, people's movement for democracy began gaining immense force and it repeatedly refused the small concessions that the King made. In April 2006, the King restored the Third Parliament and asked the political parties to form a government. Finally, in 2007, Nepal adopted an Interim Constitution. Find out the reasons why did people of Nepal want to adopt democratic for of government.

Let me evaluate myself.

Q1. Differentiate between democracy and monarchy in three points.

Ans. _____

Q2. Democracy comes with some flaws. Mention any two flaws of democratic government.

Ans. _____

Q3. You have read about the three forms of government. Which government according to you is the best form of government and why? Support the answer with three points.

Ans. _____

Q4. Imagine yourself as a citizen of North Korea which has dictatorial form of government. Compare your experience of living in democracy with that of dictatorship in India.

Ans. _____

Q5. Match the following:-

- | A. | B. |
|---------------------|---------------------|
| a. Victoria. | i. President |
| b. Hitler. | ii. Prime Minister |
| c. Narendra Modi. | iii. Chief Minister |
| d. Ram Nath kovind. | iv. Queen |
| e. Arvind Kejriwal. | v. Dictator |