

LESSON PLAN (CONSOLIDATED)

SUBJECT: GEOGRAPHY

GRADE: VIII

Chapter Number and Title of Chapter	CHAPTER—4 AGRICULTURE
No. of Periods	Total: 4 periods (approx. 40 min each)
Learning Objectives	Given the content (chapter) the students will be able to (1) Why is India called an agrarian country? (2) What is the main occupation of the rural people in India? (3) List the agricultural products we use in our daily life. (4) Identify the importance of three different economic activities required in the production of goods and services. (5) Students will learn about the different types of farming in India. (6) Different stages to trace the farm system—input, process, output. (7) Classify the different types of farming into subsistence and commercial farming. (8) Identify the geographical requirements or conditions of growing different crops in India. (9) On an outline map of India, students will be able to locate and label the areas or regions where these crops are cultivated/produced. (10) List the factors for the agricultural development. (11) Find the difference between a farmer in India and a farmer in U.S.A
Teaching Aids / Resources	1. Power point presentation on the Explanation content. 2. Power point presentation in the end for the recapitulation of the chapter. 3. Concept Maps • This will give a snapshot of the chapter, presented in a flow chart that highlights the important concepts in the chapter logically and hierarchically. 3. Resources---NCERT GEOGRAPHY TEXTBOOK SOCIAL SCIENCE CONTEMPORARY INDIA---1

Previous Knowledge/ Curiosity Questions	(1) Agriculture is a primary activity, which includes growing of crops, fruits, vegetables, flowers and rearing of livestock. (2) The transformation from a seed to a finished product involves three types of economic activities----primary, secondary and tertiary.
Announcement of topic	Chapter 4 Agriculture ---It is the science and art of cultivating plants and livestock. It was the main important feature in the development of human civilization.
Teaching Methodology/ Strategy	Transaction would proceed in the following manner- Suggestive Methodologies: Brain Storming / Have you ever thought about the agricultural productivity in India? Active learning- Why is there not the same geographical conditions of the crops grown in India? Group learning- Group discussion about the economic activities, types of farming, and major crops in India with the help of wall map. Questioning- The explanation would proceed by the teacher's interaction/ power point presentation/ silent reading/ reading with explanation/ collaborative learning. Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Teacher will discuss all subjective as well as objective questions in the class and give it as a written assignment to the students.
Content Obligatory Vocabulary (Keywords)	• Agriculture • Sericulture • Viticulture • Pisciculture • Horticulture • Subsistence farming • Commercial farming • Nomadic Herding • Plantation agriculture • Mixed farming

Learning Concepts/ Teaching Points	TOPIC—1. THREE DIFFERENT TYPES OF ACTIVITIES (Inter disciplinary ,critical thinking) Students will analyze the importance of three different economic activities in the production of goods and services. The teacher can discuss two scenarios in the classroom—one group of students can harvest sugarcane crop and the other group can make sugar from the sugarcane juice.(Role Play). The first activity is a primary activity and the second one is a secondary activity.Students can discuss more activities as hunting, herding,lumbering. 2. TOPIC----TYPES OF FARMING (Critical thinking) (1) Students will learn about the different types of farming--- Subsistence farming and Commercial farming. With the help of the flow chart ,students will understand that Subsistence farming is divided into Intensive subsistence and Primitive subsistence ,Shifting cultivation,Nomadic Herding. Commercial farming is divided into Mixed farming, Plantation Agriculture. (2) Different types of farming depend on the different geographic conditions, demand of produce, labour, and level of technology used. 3. TOPIC----MAJOR CROPS (Creativity) (1) List the places where the major crops are grown. (2) Describe the geographical conditions favourable for the growth of different types of crops. TOPIC---- AGRICULTURAL DEVELOPMENT (Critical thinking) (1) Compare and contrast the farming techniques in India and U.S.A. (2) Meaning of agricultural development. (3) How the government maintains the food security by the increase in farm production. (4) Discuss the impact of modern agricultural techniques on the environment.								
Hard Spots/ Focus Spots	<table> <tr> <td>CHAPTER</td><td>AGRICULTURE</td></tr> <tr> <td>TOPIC/CONCEPT</td><td>TYPES OF FARMING</td></tr> <tr> <td>FOCUS SPOT</td><td>INTENSIVE AND PRIMITIVE SUBSISTENCE FARMING</td></tr> <tr> <td>WHY</td><td>Students struggle to comprehend the difference between these two types of farming.</td></tr> </table>	CHAPTER	AGRICULTURE	TOPIC/CONCEPT	TYPES OF FARMING	FOCUS SPOT	INTENSIVE AND PRIMITIVE SUBSISTENCE FARMING	WHY	Students struggle to comprehend the difference between these two types of farming.
CHAPTER	AGRICULTURE								
TOPIC/CONCEPT	TYPES OF FARMING								
FOCUS SPOT	INTENSIVE AND PRIMITIVE SUBSISTENCE FARMING								
WHY	Students struggle to comprehend the difference between these two types of farming.								

	IMPACT	Students face difficulty in remembering the definition of Intensive and Primitive subsistence farming and usually interchange the definition and the meaning, at the time of assessment.
Experiential Content		
	CHAPTER	AGRICULTURE
	TOPIC/CONCEPT	MAJOR CROPS/AGRICULTURAL PRODUCTS
	NAME OF THE ACTIVITY	STORY BOARD
	TYPE OF ACTIVITY	GROUP ACTIVITY
	LEARNING OUTCOME	Students will learn about the different crops and their geographical requirements required in India and how to increase agricultural productivity.
	PROCEDURE/METHODOLOGY	- The class will be divided into four groups to study four different crops like Rice, Wheat, Cotton, and Sugarcane. - They will be asked to write on a sheet of paper, regarding their knowledge about the crop, soil, temperature, climate, region, type of crop, favourable for their growth. - Students will then share their information with each other and the concept will be clarified. - Students will then be using the outline political map of India to carry out the colour filling exercise.
	QUESTIONS	1. What are the geographical requirements for Rice? 2. On what type of soil is cotton crop cultivated?

		3. Name the countries where jute is found?	
	SOLUTIONS/ HINTS	1. High temperature,high humidity and rainfall,alluvial and clayey soil. 2. Cotton grows best on black and alluvial soils 3. India and Bangladesh are the leading jute producing countries in the world.	
Subject Enrichment Activities for Internal Assessment	- Students will be asked to paste pictures regarding the 3 economic activities in their project files. - Students to write about the importance of different farming cultures with the help of the diagrams in their project files. - Students will collect samples of crops grown as subsistence farming and commercial farming and paste them in their project files. - Collect samples of rice, wheat,cotton, pulses,millets and paste them in your project file, and write about their favorable geographical conditions - Discuss and debate—Human needs more forests than farms. Critically analyze the role of agriculture directly or indirectly in our daily lives with respect to the pros and cons of green revolution in India		
Recapitulation :	Students who have a better understanding can solve the HOT'S Questions. Few students can be joined with their peer groups for better understanding and the slow learners can be given remedial classes during the school hours itself, by the teachers. HOTS Questions. - How was the term agriculture coined? - Discuss why agricultural growth is decelerating in India? - Do you think Humans need more forests and less farms? - Are farmers today worse off or better off than farmers a hundred years ago?		

Assignment:	Teacher will discuss all the textbook as well as extra questions with the students and give as home assignments to write in their class work registers.
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