



**MAGNOLIA
LESSON PLAN
EVS-II**

A – Curriculum to Learning Objectives: Study of Maps and Introduction to History

Prior Knowledge		<ul style="list-style-type: none"> • <i>How people travelled many years ago</i> • <i>How to study past events</i> • <i>The Earth as a planet</i> 		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
3	2	The Shape of the Earth	2.a 2.b 2.c 2.d	<ul style="list-style-type: none"> • the shape of the Earth and its movements • why the Earth is an oblate sphere • how we can prove the shape of the Earth • other planets in the solar system
3	3	Using and Making Maps	3.a 3.b 3.c 3.d	<ul style="list-style-type: none"> • maps and what we can see on a map • how a map is made and its uses • how and where maps are used • making a map
3	9	What Is History?	9.a 9.b 9.c 9.d	<ul style="list-style-type: none"> • 'past', 'history', 'timeline' and 'sources of history' • the importance of learning history • people who study history and how they use the sources of history • making a timeline of events
4	1	Explorations, Discoveries and Inventions	1.a 1.b 1.c 1.d	<ul style="list-style-type: none"> • explorations, discoveries and inventions • differences between discoveries and inventions • discoveries and inventions used in daily life • a few everyday things that have been invented by children
4	2	Continents and Oceans on Earth	2.a 2.b 2.c 2.d	<ul style="list-style-type: none"> • the positions of continents and oceans • continental drift • latitudes and longitudes • finding a sea route from one place to another
5	1	Maps and Globes	1.a 1.b 1.c 1.d	<ul style="list-style-type: none"> • features of maps and globes • differences between maps and globes and important lines on a globe • making a globe • getting familiar with globes

A – Curriculum to Learning Objectives: Study of Maps and Introduction to History

Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
5	2	Latitudes and Longitudes	2.a 2.b 2.c 2.d	<ul style="list-style-type: none"> • latitudes and longitudes • features of latitudes and longitudes; grids and coordinates • time difference and standard time • using longitudes to calculate time
5	4	Early Human Beings	4.a 4.b 4.c 4.d	<ul style="list-style-type: none"> • early human beings • changes in early human beings • how agriculture and tools changed the lives of early human beings • comparing modern and ancient clothing
5	5	Ancient Civilizations	5.a 5.b 5.c 5.d	<ul style="list-style-type: none"> • meaning of civilization and life in ancient civilizations • why ancient civilizations grew • how climate is related to civilization • features of ancient civilizations

B – Vision-to-Action Plan: 1 Explorations, Discoveries and Inventions

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
1 DD/MM/YYYY	1-3 (THK, REM)	1.a	<ul style="list-style-type: none"> Recognise the characters of Rashi, Meher and Morad Define exploration and discuss some famous explorers 	<ul style="list-style-type: none"> Interactive Discussion Guided Learning 	<ul style="list-style-type: none"> World Map Pictures of famous explorers 	WB: Pgs. 1, 2 (Q 3, 4, 11)	WB: Pg. 2 (Q 12)	
2 DD/MM/YYYY	3-4 (REM)	1.a	<ul style="list-style-type: none"> Define discovery and invention List some useful discoveries and inventions 	<ul style="list-style-type: none"> Interactive Discussion 	–	WB: Pg. 1 (Q 1, 2)	Bring chart paper and colours.	
3 DD/MM/YYYY	4 (REM)	1.a	<ul style="list-style-type: none"> Make a poster on an important discovery or invention 	<ul style="list-style-type: none"> Activity Method 	<ul style="list-style-type: none"> Chart paper and colours 	WB: Pg. 2 (Q 7)	Find out about some famous inventions and discoveries.	
4 DD/MM/YYYY	4-5 (UND)	1.a 1.b	<ul style="list-style-type: none"> Analyse the importance of discoveries and inventions Distinguish between discoveries and inventions 	<ul style="list-style-type: none"> Flipped Classroom 	–	WB: Pg. 2 (Q 8, 9, 10)	WB: Pgs. 3, 5 (Q 15, 19) Bring a blank sheet of paper.	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
5 DD/MM/YYYY	5 (UND, APP)	1.b 1.c	<ul style="list-style-type: none"> List a few important discoveries and inventions used in daily life 	<ul style="list-style-type: none"> Guided Learning Peer Learning – Pair 	<ul style="list-style-type: none"> Blank sheet of paper 	WB: Pg. 4 (Q 16, 17)	WB: Pg. 2, 3 (Q 13, 14)	
6 DD/MM/YYYY	6 (H.O.T.S., AF)	1.a 1.b 1.c 1.d	<ul style="list-style-type: none"> List some of the inventions designed by children Summarise the concepts covered in the lesson 	<ul style="list-style-type: none"> Interactive Discussion Summarising 	–	WB: Pg. 2 (Q 5, 6)	WB: Pg. 5 (Q 18, 20)	

Annual Day:
1/28

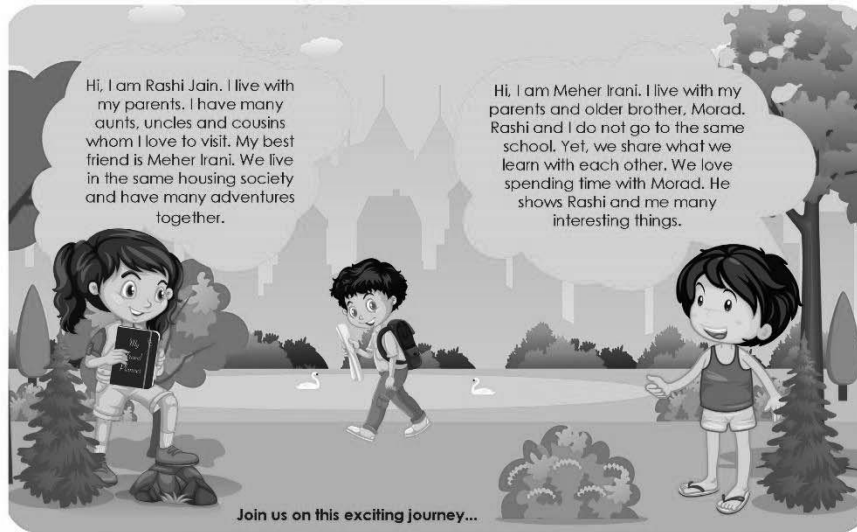
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Important Words

Duration: –



Lesson 1

Explorations, Discoveries and Inventions

— Let Us Learn About —

- explorations, discoveries and inventions.
- differences between discoveries and inventions.
- discoveries and inventions used in daily life.
- a few everyday things that have been invented by children.

Transactional Tip(s)

Duration: 5 min



Interactive Discussion:

- Ask learners to read the speech bubbles in pairs.
- Ask:
 - Name the three characters that you have read about.
 - Do Rashi and Meher go to the same school?
 - What do Rashi and Meher do together?
 - What does Morad show Meher and Rashi?
- Encourage learners to ask any questions that they might have regarding these characters.

Class Pulse Check

Duration: 1 min



- 1) Name the three characters who will join us in our exciting journey.



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Important Words

Duration: 1 min

- Today: exploration



Think

Rashi is at Meher's house. Meher's elder brother, Morad, is telling them about a girl named Laura Dekker from New Zealand.

Morad: There is a girl from New Zealand named Laura Dekker. When she was 14 years old, she decided to sail around the world all by herself.

Rashi: Really? Did she manage to do it?

Morad: Yes! It took her two years to complete the entire journey.

Rashi: That is so cool!

Morad: She is the youngest person to have sailed around the whole world alone.



Laura Dekker

Q. What did Laura Dekker decide to do when she was 14 years old?

- (A) swim around the world alone (B) sail around the world alone
(C) fly around the world alone (D) drive around the world alone



Remembering

In the olden days, it was only possible to travel across Asia, Africa and Europe by land. However, many rulers from Asia, Europe and Africa blocked the different roads passing through their lands. So, people had to find new ways to reach these places.

EXPLORATIONS

When people travel to unknown areas, they learn about them. Searching for a place or finding out more about an unknown place is called **exploration**. Explorers are people who travel and find out more about a place.

Transactional Tip(s)

Duration: 10 min



Guided Learning:

- Choose learners to read 'Think' (TB: Pg. 2).
- Ask learners to answer the 'Think' question (TB: Pg. 2).
- Read 'Remembering' (TB: Pg. 2).
- Define exploration.
- Explain why new routes were needed to be discovered in the olden days and how they made lives easier.

Class Pulse Check

Duration: 2 min



- 1) What did Laura Dekker decide to do when she was 14 years old? (Think, TB: Pg. 2)
- 2) Who is an explorer?



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Important Words

Duration: –



Land and sea routes used by traders and explorers

Some famous explorers were as follows.

- 1) **Vasco da Gama:** He was the first European to discover a sea route to reach India from Europe.
- 2) **Alexandrine Tinne:** She explored the path followed by the River Nile in Africa for the first time.
- 3) **Ferdinand Magellan:** He was the first person who went around the entire world.
- 4) **Yuri Gagarin:** He was the first person to travel to space.

Sometimes, exploration may lead to a discovery.



Vasco da Gama



Alexandrine Tinne



Ferdinand Magellan



Yuri Gagarin

DISCOVERIES

Finding or learning about something that no one knows about is called a **discovery**.

Discoveries are made in every field. A few of them are as follows.

- **Fire:** One of the most important discoveries made by early human beings was finding out how fire could be created and used.

Transactional Tip(s)

Duration: 10 min



Guided Learning:

- Draw learners' attention to the map on TB: Pg. 3. Outline the different land and sea routes used by traders and explorers on the World Map.
- Circulate pictures of famous explorers and explain why they are famous. (Hints: Megasthenes, Fa Hien, David Livingstone)
- Describe famous explorers and their explorations mentioned on TB: Pg. 3.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 1 min



- 1) Name an explorer and mention what they explored.

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- **Medicine:** Charaka was a very learned man from ancient India. He discovered the importance of cleanliness for proper digestion and good health. He is usually known as the 'Father of Medicine' in India.
- **Fingerprint:** Look at the tips of your fingers. Can you see patterns on your skin? These are fingerprints. Each human being has a different set of fingerprints. About 100 years ago, fingerprints began to be used to find criminals.



A fingerprint

INVENTIONS

The process of designing and creating something new, which did not exist earlier, is called an **invention**.

All tools and machines are examples of inventions. They generally make our lives easier. They help us to complete our work faster. Some important inventions are as follows.

- **Wheel:** The wheel is one of the most important inventions. It made travel and transport faster and easier.
- **Paper:** The Chinese invented paper to wrap **delicate** materials. But soon, people found out that it was useful for writing too.
- **Ballpoint pen:** In 1938, L J Biro invented the first ballpoint pen. Before this, people could only use fountain pens that needed to be dipped in ink.



A basic wheel



Paper

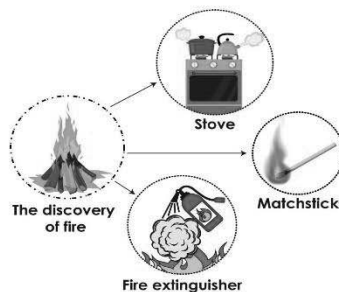


Understanding

IMPORTANCE OF DISCOVERIES AND INVENTIONS

Humans have discovered many things in nature. Very often, discoveries led to inventions. Inventions generally make our lives simple. For example, the discovery of fire led to many different inventions.

Discoveries and inventions are related to each other. However, there are certain differences between them.



Important Words

Duration: 1 min

- Last class: exploration
- Today: discovery, invention, delicate

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Choose learners to read 'Discoveries' and 'Inventions' (TB: Pgs. 3, 4).
- Discuss the discoveries and inventions mentioned in the TB.
- Ask learners if they know about other famous discoveries and inventions. Ask if they can name famous discoverers and inventors.
- Point out the interconnection between discoveries and inventions.
- Discuss, 'Are discoveries and inventions being made in the present day?'
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 2 min



- 1) Name two discoveries and two inventions that have made our life easy.
- 2) **Discovery/Exploration** is finding something that no one knows about.

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- **Medicine:** Charaka was a very learned man from ancient India. He discovered the importance of cleanliness for proper digestion and good health. He is usually known as the 'Father of Medicine' in India.
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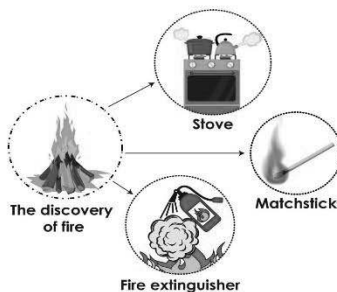


Understanding

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Discoveries and inventions are related to each other. However, there are certain differences between them.



Important Words

Duration: 1 min

- Last class: discovery, invention, delicate
- Today: –

Transactional Tip(s)

Duration: 27 min



Activity Method:

- Divide the class into groups of five.
- Assign 'discovery' or 'invention' to each group.
- Ask each group to make a poster on the assigned topic.
- The poster must include a drawing of an important discovery/invention and information about its discoverer/inventor.
- Ask the groups to present their posters in class.
- Ask learners to solve the allotted WB question in class.
- For homework, ask learners to read about people whose discoveries and inventions are used by us today.

Class Pulse Check

Duration: 2 min



- 1) How has the discovery of fire helped us?
- 2) When was the first ballpoint pen invented?

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- **Medicine:** Charaka was a very learned man from ancient India. He discovered the importance of cleanliness for proper digestion and good health. He is usually known as the 'Father of Medicine' in India.
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A basic wheel



Paper

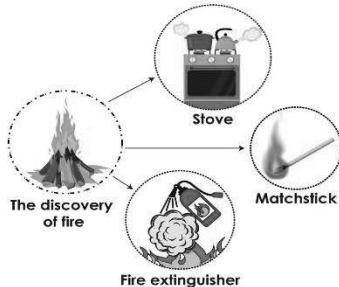


Understanding

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Important Words

Duration: –

Transactional Tip(s)

Duration: 28 min



Flipped Classroom:

- Ask learners to read 'Importance of Discoveries and Inventions' (TB: Pg. 4).
- Choose learners to talk about the famous discoveries/inventions and discoverers/inventors they have found out about.
- Ask learners to mention why these discoveries and inventions are important.
- Allow each learner 2–3 minutes to speak.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 2 min



- 1) Name one invention that is related to the discovery of fire.
- 2) A car is a **discovery/an invention**.

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THE DIFFERENCE BETWEEN DISCOVERY AND INVENTION

Discovery	Invention
Discovery is finding for the first time an information, a place or an object that already exists.	Invention is the process of creating or designing a new object.
Example: fire	Example: stove

Sort the given items into discoveries and inventions. Tick the correct column for each.

	Discovery	Invention
wheel		
oxygen		
computers		
red panda		
television		
gravity		
Australia		



Application

Many discoveries and inventions from the past are still used by us in the present day. Can you list five discoveries and five inventions that you use in your daily life? Think about the objects and materials in your home, school or other places that you have visited. Write them down in the table given below.

	Discoveries	Inventions
1)		
2)		
3)		
4)		
5)		

Important Words

Duration: –

–

Transactional Tip(s)

Duration: 27 min



Guided Learning (12 min):

- Using a mind map, explain the difference between discoveries and inventions.
- Emphasise how these have made our life easier and more comfortable.
- Ask learners to fill in the table in the 'Understanding' section on TB: Pg. 5.
- Discuss the correct answers in class.

Peer Learning – Pair (15 min):

- Ask learners to read the 'Application' section and fill the given table in pairs.
- Ask each pair to make a bubble diagram of the discoveries and inventions they have listed.
- Choose a few learners to share what they have made.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 3 min



- 1) Name a discovery, other than fire, that led to many different inventions.



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Higher Order Thinking Skills (H.O.T.S.)

Let us read about some inventions designed by children.

Ice pop: It was invented by an 11-year-old boy named Frank Epperson. On a winter night, he left a glass of powdered soda and water outside. The soda water in the glass froze. The next morning, he found a frozen piece of ice on a stick. This gave him the idea of making flavoured ice pops.

Earmuffs: These were invented by a 15-year-old boy named Chester Greenwood. He was feeling cold even though he had wrapped a scarf around his ears. With the help of his grandmother, he used wire and animal fur to make the first earmuffs.

Trampoline: It was invented by a 16-year-old boy named George Nissen. He wanted to jump like the **acrobats** and performers whom he saw in the circus. So, he built the first trampoline.



Ice pop



Earmuffs



Earmuffs keep our ears warm.



Trampoline



Amazing Facts



Many animals also know how to use different kinds of tools for different purposes.

Example: An elephant uses a stick to scare away the flies that trouble it. It holds the stick with its trunk and flicks it around to scare the flies away.

New Word

- 1) delicate – something that may break easily
- 2) acrobat – someone who jumps skillfully to entertain people



Important Words

Duration: 1 min

- Last class: –
- Today: acrobat

Transactional Tip(s)

Duration: 28 min



Interactive Discussion (12 min):

- Choose learners to read 'H.O.T.S.'.
- Ask learners if they have any ideas for inventions. Discuss with them how they can work on those ideas.
- Ask learners to read 'Amazing Facts'.

Summarising (16 min):

- Summarise explorations, discoveries and inventions using a mind map. Ask learners:
 - What have you learnt about explorations, discoveries and inventions?
 - How do these things affect you in your daily life?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 1 min



- 1) How was the ice pop invented?



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	True/False: Alexandrine Tinne discovered River Nile in Africa. (Ans. False)	Period 1 - explorations, discoveries and inventions	
2	Abhi says the wheel is an invention. Anu says it is a discovery. Who among the two is correct? (Ans. Abhi)	Period 4 - differences between discoveries and inventions	
3	True/False: Discoveries and inventions of the past cannot be used in the present day. (Ans. False)	Period 5 - discoveries and inventions used in daily life	
4	How old was Chester Greenwood when he invented earmuffs? (Ans. 15 years old)	Period 6 - a few everyday things that have been invented by children	

Post-lesson Reflection		Handhold Learners	Challenge Learners
TB completed Yes <input type="checkbox"/> No <input type="checkbox"/> WB completed Yes <input type="checkbox"/> No <input type="checkbox"/>			
Enthusiastic participation 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>			
Concept clarity in the classroom 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>			
Concept clarity through the workbook 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>			
Names			
Exam Revision Strategy	Reteach <input type="checkbox"/>	Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
App Report	Number _____	Signature _____	