



**MAGNOLIA
LESSON PLAN
EVS-II**

A – Curriculum to Learning Objectives: Study of Maps

Prior Knowledge		<ul style="list-style-type: none"> • <i>Definition of maps</i> • <i>Making a map</i> • <i>Shape of the Earth</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
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
4	3	What Does the Earth Look Like?	3.a 3.b 3.c 3.d	<ul style="list-style-type: none"> • major landforms and water bodies • how landforms and water bodies are shown on a map • some interesting physical features on Earth • using the colours on a map to point out the landforms on it
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
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	3	The Climatic Zones of the Earth	3.a 3.b 3.c 3.d	<ul style="list-style-type: none"> • weather, seasons and climate • factors that affect the climate, climatic zones • climate of India • climatic zones and countries

B – Vision-to-Action Plan: 1 Maps and Globes

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"> Familiarise with the characters of Rashi, Meher and Morad Define 'globe' and 'map' Classify the different types of maps 	<ul style="list-style-type: none"> Interactive Discussion Peer Learning – Group 	–	WB: Pg. 1 (Q 1, 2, 4)	WB: Pgs. 1, 4 (Q 7, 16)	
2 DD/MM/YYYY	3-4 (REM)	1.a	<ul style="list-style-type: none"> Examine the features of maps and globes 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> India Political Map India Physical Map Globe 	WB: Pg. 1 (Q 3, 6)	WB: Pgs. 2, 3 (Q 12, 15) Bring a blank sheet of paper.	
3 DD/MM/YYYY	4-5 (UND)	1.b	<ul style="list-style-type: none"> Distinguish between a map and a globe Identify the important points and lines on a globe 	<ul style="list-style-type: none"> Questioning Flipped Classroom 	<ul style="list-style-type: none"> Blank sheet of paper World Map Globe 	WB: Pgs. 1, 2 (Q 5, 8, 9)	WB: Pgs. 2, 3 (Q 11, 14)	

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	
4 DD/MM/YYYY	6-7 (UND, APP)	1.b 1.c	<ul style="list-style-type: none"> Analyse the differences between the Equator and the Prime Meridian Describe the process of making a globe 	<ul style="list-style-type: none"> Interactive Discussion Peer Learning – Pair 	<ul style="list-style-type: none"> Globe 	WB: Pg. 2 (Q 10, 13)	WB: Pg. 4 (Q 17, 18)	
5 DD/MM/YYYY	7 (H.O.T.S., AF)	1.a 1.b 1.c 1.d	<ul style="list-style-type: none"> Examining a globe Summarise the features and uses of maps and globes 	<ul style="list-style-type: none"> Summarising 	<ul style="list-style-type: none"> Globe 	WB: Pg. 5 (Q 19) WB: Map Practice, Pg. 26 (Q 1)	WB: Pg. 5 (Q 20)	

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Important Words

Duration: –



Lesson 1

Maps and Globes

Let Us Learn About

- 1) features of maps and globes.
- 2) differences between maps and globes and important lines on a globe.
- 3) making a globe.
- 4) getting familiar with globes.



Transactional Tip(s)

Duration: 6 min



Interactive Discussion:

- Ask learners to read the speech bubbles in pairs. Ask them the following questions.
 - Do Rashi and Meher go to the same school?
 - What do Rashi and Meher do together?
 - What does Morad show Meher?

Class Pulse Check

Duration: 1 min



- 1) Name the three characters who will join us on this exciting journey.

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Think

Rashi and her friends are planning a holiday. They are looking at travel magazines when Rashi's father walks into the room.

Mr Jain: Hi Rashi! What are you doing?

Rashi: Hi Papa! We are looking through travel magazines and trying to decide where we should go on our next holiday.

Mr Jain: That is great. But I do not see any maps or a globe in front of you.

Rashi: Maps? Why maps?

Mr Jain: Well, maps are a great way to know about a place. They help you answer questions like, 'How far away is the place?' or 'Where do I go from here?' They even help you find places like railway stations, hotels and other landmarks. Whereas, a globe can show you where your holiday spot is on the Earth.

Rashi: Oh! You are right! I shall get the globe from the hall right away!



A globe

- Q.** What does Rashi's father want her to use to plan her holiday?
- (A) the internet and newspapers (B) maps and a globe
(C) maps and her school textbooks (D) a globe and a magazine



Remembering

The huge size of the Earth makes it difficult for us to study it as a whole. To make this easy, we **represent** the Earth in different ways. Two of the most important tools for doing this are **maps** and **globes**.

MAPS

A map is a **two-dimensional** drawing of a place on a flat surface as it appears from a position above. It shows where things are in that place. Maps can be of various types and sizes based on what the maps show. Different **colours** are also used to highlight the different

Important Words

Duration: 1 min

- Today: represent, maps, globes, two-dimensional

Transactional Tip(s)

Duration: 9 min



Interactive Discussion:

- Encourage learners to ask questions they might have regarding these characters.
- Read 'Think' and discuss the 'Think' question (TB: Pg. 2).
- Ask learners if they have ever come across a situation where maps and globes would be useful.
- Read the definitions of maps and globes on TB: Pgs. 2, 3 and discuss why they are used.
- Ask learners to read 'Maps' (TB: Pgs. 2, 3).

Class Pulse Check

Duration: 2 min



- 1) What does Rashi's father want her to use to plan her holiday? (Think, TB: Pg. 2)
- 2) Is a map a two-dimensional or a three-dimensional object?



features of maps. Nowadays, maps can also be used on phones. Some important types of maps and what they show are given.

Types of Maps



Political

- borders of countries and states
- national capitals and state capitals
- other cities



Physical

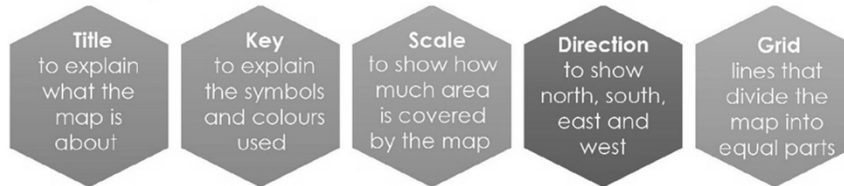
- landforms and water bodies
- the heights of different places
- natural regions



Thematic

- information related to a particular theme
- Example: major crops, rainfall in different parts of the country and so on

Features of maps



GLOBES

The word 'globe' comes from the Latin word 'globus', meaning 'sphere' or 'something that is round'. A globe is a **three-dimensional** model of the Earth. It is shaped like the Earth and shows us how the Earth looks. The rod on which a globe spins is called its **axis**. It passes through the poles and the centre of the globe.



A globe showing its axis



Transactional Tip(s)

Duration: 10 min



Peer Learning – Group:

- Divide the class into three groups. Assign one of the following to each group: 'Political Map', 'Physical Map' and 'Thematic Map'.
- Ask the groups to look at the maps given on TB: Pg. 3 and discuss the features and uses of the map assigned to them.
- Ask each group to come up and speak about the features and uses of the map they are assigned.
- Ask learners to list the differences between political, physical and thematic maps.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 1 min



- 1) We can locate mountains with the help of a **physical/ political** map.

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Types of Maps



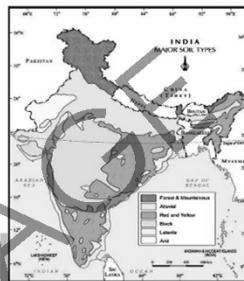
Political

- borders of countries and states
- national capitals and state capitals
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Physical

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Thematic

- information related to a particular theme
- Example: major crops, rainfall in different parts of the country and so on

Features of maps

Title
to explain what the map is about

Key
to explain the symbols and colours used

Scale
to show how much area is covered by the map

Direction
to show north, south, east and west

Grid
lines that divide the map into equal parts

GLOBES

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A globe showing its axis



Important Words

Duration: 1 min

- Last class: represent, maps, globes, two-dimensional
- Today: three-dimensional, axis

Transactional Tip(s)

Duration: 15 min



Real-life Connect:

- Use the India Political Map and India Physical Map to revise the features of maps.
- Ask learners about models of trains, cars, and doll houses that they may have seen.
- Ask them to think about the differences between the models and the real objects.
- Read the first two paragraphs of 'Globes' (TB: Pgs. 3, 4).
- Show a globe to the learners. Allow them to touch and turn it to get a feel of what it is.

Class Pulse Check

Duration: 1 min



- 1) What is the use of scale on a map?

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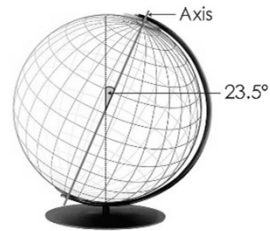
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How does a globe help us to study the Earth?

- Since it is shaped like the Earth, a globe makes it easier to understand the shapes of continents and water bodies.
- Since it is made to scale, the positions of places and the distances between them are also accurately shown.

Features of globes

- 1) We can turn the globe on its axis to see any part of the Earth we want.
- 2) The axis of a globe is not vertical. It is tilted at an angle of 23.5° . This shows the tilt of the Earth with respect to the path that it takes to go around the Sun.
- 3) The globe shows some important points and lines. As the shape of a globe is similar to that of the Earth, we can understand the positions of these lines and points much better on a globe than on a map.



Tilt in the Earth's axis



Understanding

DIFFERENCES BETWEEN MAPS AND GLOBES

Map	Globe
<ul style="list-style-type: none">• We can see the whole Earth at a time on a world map.	<ul style="list-style-type: none">• A globe shows only one part of the Earth at a time.
<ul style="list-style-type: none">• It is the drawing of a place on Earth on a flat surface as seen from above.	<ul style="list-style-type: none">• It is a small model of the Earth which shows us what the Earth looks like.
<ul style="list-style-type: none">• It can provide detailed information.	<ul style="list-style-type: none">• It does not provide detailed information as it shows the whole Earth.
<ul style="list-style-type: none">• It cannot be used to study the rotation and revolution of the Earth.	<ul style="list-style-type: none">• It can rotate on an axis, and so, can be used to study the rotation and revolution of the Earth.
<ul style="list-style-type: none">• It is easy to carry around.	<ul style="list-style-type: none">• It is difficult to carry around.



Important Words

Duration: –

Transactional Tip(s)

Duration: 12 min



Real-life Connect:

- Choose learners to read 'Features of globes' (TB: Pg. 4).
- After reading about each feature, point it out on the globe.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 1 min



- 1) How does a map look different from a globe?

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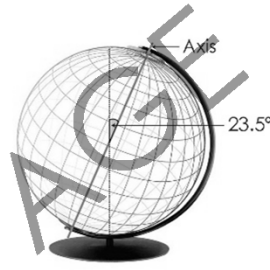
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Tilt in the Earth's axis



Understanding

DIFFERENCES BETWEEN MAPS AND GLOBES

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<ul style="list-style-type: none">• It is easy to carry around.	<ul style="list-style-type: none">• It is difficult to carry around.

Important Words

Duration: 1 min

- Last class: three-dimensional, axis
- Today: –

Transactional Tip(s)

Duration: 12 min



Questioning:

- Choose learners to read 'Differences Between Maps and Globes' (TB: Pg. 4).
- Divide the class into groups of three or four.
- Ask each group to frame questions on the differences between maps and globes on a blank sheet.
- Allow each group to present a question and have the other learners answer. Encourage them to use the World Map or a globe to support their answer.

Class Pulse Check

Duration: 1 min



- 1) Which representation of the Earth shows the tilt in its axis?



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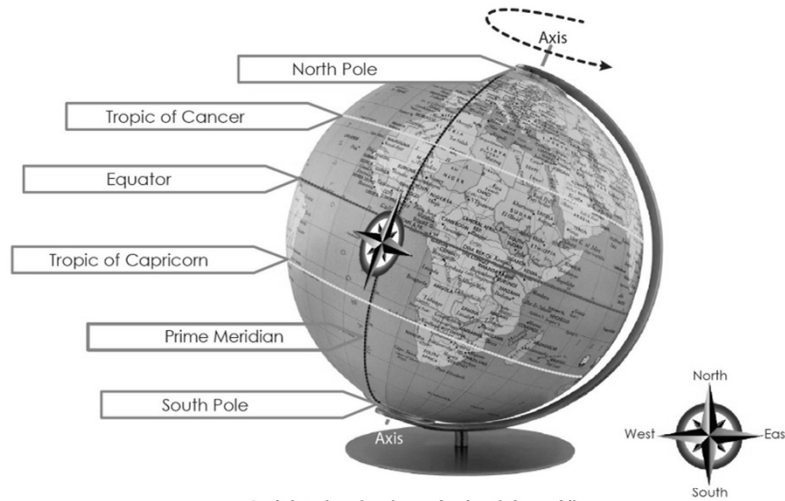
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IMPORTANT POINTS AND LINES ON A GLOBE

Look at the picture of the globe. Some important points and lines are marked on it.



A globe showing important points and lines

- 1) **The North and South Poles:** They are the two ends of the Earth's axis. They are found at the top and bottom of a globe.
- 2) **The Equator:** It is an imaginary line drawn around the middle of a globe to divide it into two equal parts or **hemispheres**. To the north of the Equator, is the **northern hemisphere**. Below the Equator, to the south, is the **southern hemisphere**.
- 3) **The Tropics of Cancer and Capricorn:** These are two imaginary lines drawn around the globe on either side of the Equator. The Tropic of Cancer is in the northern hemisphere, and the Tropic of Capricorn is in the southern hemisphere.
- 4) **The Prime Meridian:** It is a vertical imaginary line from the North Pole to the South Pole. There is another imaginary line on the other side of the Prime Meridian known as the 180° meridian. These two lines divide a globe into the **eastern** and **western hemispheres**.

Important Words

Duration: 1 min

- Today: hemispheres, northern hemisphere, southern hemisphere, eastern hemisphere, western hemisphere

Transactional Tip(s)

Duration: 14 min



Flipped Classroom:

- Ask learners to read 'Important Points and Lines on a Globe' (TB: Pg. 5).
- Choose four learners and assign one of the following to each of them: the Equator, Tropic of Cancer, Tropic of Capricorn and poles.
- Ask each learner to explain their topic to the rest of the class and point it out on the globe.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 1 min



- 1) Where is the Equator drawn on a globe?



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The Equator divides the Earth into the northern and the southern hemispheres.



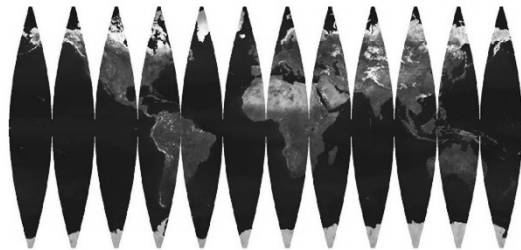
The Prime Meridian and the 180° meridian divide the Earth into the eastern and the western hemispheres.



Application

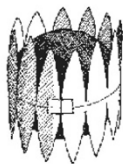
MAKING A GLOBE

A globe can be made from a special map of the Earth like this one. The map is cut as shown in the picture. It is then folded around a sphere.



Shape of a map for the globe

After the map is folded around the sphere, the ends are pasted on the top and bottom of the globe as shown below.



Map is folded around a sphere



The completed globe

Important Words

Duration: 1 min

- Last class: hemispheres, northern hemisphere, southern hemisphere, eastern hemisphere, western hemisphere
- Today: –

Transactional Tip(s)

Duration: 27 min



Interactive Discussion (10 min):

- Ask learners to observe the pictures of the Equator and the Prime Meridian (TB: Pg. 6).
- Discuss the similarities and differences between the two lines.
- Choose learners to come up and point out the lines on the globe.

Peer Learning – Pair (17 min):

- Ask learners to read 'Making A Globe' (TB: Pgs. 6, 7) in pairs.
- Ask them to discuss how globes are made, emphasising the need for specially-made maps for the purpose.
- Ask them to discuss the following with their partners.
 - Can you remove the paper covering the globe and convert it into a map?
 - Can an outline map of the world be placed over a sphere to make a globe?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 2 min



- 1) **True/False:** The Equator runs through the North Pole.
- 2) What kind of a map do we need to make a globe?



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A globe can only be made to show the entire Earth. We cannot use a map of a country, city or neighbourhood to make a globe. Do you know why?



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

- 1) Look at a globe and point out the following.
 - the Equator
 - a continent in the southern hemisphere
 - a continent which is in all four hemispheres
 - the continent where India is located



Amazing Facts

The German **geographer**, Martin Behaim, made a globe more than 500 years ago that still exists. He was able to create the globe after travelling around the world.



New Words

- | | | |
|----------------------|---|--|
| 1) represent | – | show |
| 2) two-dimensional | – | an object that has length and breadth |
| 3) three-dimensional | – | an object that has length, breadth and depth |
| 4) geographer | – | someone who is an expert at and continues to study geography |

Important Words

Duration: 1 min

- Last class: –
- Today: geographer

Transactional Tip(s)

Duration: 26 min



Summarising:

- Using a globe, help learners solve 'H.O.T.S.' (TB: Pg. 7).
- Select learners to read 'Amazing Facts' (TB: Pg. 7).
- Ask learners to summarise the importance of maps and globes that they have studied in the lesson.
- Help them to summarise features of maps and globes using a tree diagram.
- Ask them to discuss the following questions with a partner.
 - What have you learnt about the features and uses of maps and globes?
 - How does the study of the important points and lines on a globe help in your daily life?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check

Duration: 3 min



- 1) How many continents does the globe show?
- 2) Would a thematic map tell you about state capitals? Give reasons.





C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	A scale/key can be used to know the area covered by a map. (Ans. scale)	Period 1 - features of maps and globes	
2	Asha is travelling to Paris. Should she carry a globe or a map of Paris? (Ans. Map of Paris)	Period 3 - differences between maps and globes and important lines on a globe	
3	Name an important imaginary line found between the Equator and the South Pole. (Ans. Tropic of Capricorn)	Period 3 - differences between maps and globes and important lines on a globe	
4	True/False: We can use the map of our city to make a globe. (Ans. False)	Period 4 - making a globe	
5	If we look at the globe, which ocean is closest to Japan? (Ans. Pacific Ocean)	Period 5 - getting familiar with globes	

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"/>		Exam Revision Strategy Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
Concept clarity through the workbook 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>		App Report Number _____	Signature _____