**BUDHA DAL PUBLIC SCHOOL, SAMANA**

**LESSON PLAN**

**CLASS - VII (Term -II)**

**SUBJECT - SOCIAL SCIENCE**

**Topic - Advertising**

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| **Technical Tools** | Text book, green board, chalk  |
| **P.K. Testing** | * What do you mean by branding?
* What is the aim of social advertising?
* What is industrial advertising?
* Name some means of advertising?
* Which is the costliest form of advertising?
 |
| **Learning Objectives** | * To explain the students the need for advertising in the modern world
* To tell them the different types of advertising.
* To examine the co-relation between advertising and brand building.
* To analyses the disadvantages of advertising as they encourage consumerism.
 |
| **Curriculum / Content** | * Meaning of advertising , objectives of advertising, types of advertising, impact of advertising
 |
| **Activity with Art Integration** | Students will be asked to paste advertisement of product which have catchy slogan. |
| **Recapitulation** | Questions will be asked by the hypothetical situations related to the chapter.  |
| **Assignment** | Assignment will be given to the students from the chapter. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Human Environment- Settlement, Transport and communication**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What do you mean by settlement?
* How many types of settlement are found in the world?
* Which is the cheapest means of transport?
* Which is costliest means of transport?
 |
| **Learning Objectives** | * To enable students to
* Recognize the nature of human environment.
* Differentiate between the different types of settlements
* Explain the nature of rural urban inter dependence
* Analyses the importance of the different means of transport.
 |
| **Curriculum / Content** | * Settlements, transport, communication, global society
 |
| **Activity with Art Integration** | Students will be asked to paste the pictures of means of transport and communication in their notebook.  |
| **Recapitulation** | Questions will be asked by the hypothetical situations related to the chapter.  |
| **Assignment** | Assignment will be given to the students from the chapter. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Learning Outcome** | Students will be able to understand the meaning of settlement and their types. They will be able to know the means of transport and communication, role of global society.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - towns, traders and crafts- men (ch-6)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * Name a city that was both an administrative and a trade centre during the Mughal period.
* What is Kalam kari work?
* Name any four crafts in which the people of medieval India was involved.
 |
| **Learning Objectives** | * To enable students to
* Recognise the important centres of administrative trade and religion during the 16th and 18th centuries CE
* Describe the rich arts and crafts made by the Indian artisans
 |
| **Curriculum / Content** | * Types of towns, taxes on markets, traders, crafts men.
 |
| **Activity with Art Integration** | Students will be asked to locate important towns that were centres in the medieval period on an outline of political map of India..  |
| **Learning Outcome** | Students will be able to know the important centres of administrative trade and religion. They will be able to know the port towns and court towns in the medieval period.  |
| **Assignment** | Assignment will be given to the students from the chapter. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Religious Development in the Medieval period (ch-8)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * Name any four Bhakti saints of the medieval period.
* What do you mean by Bhakti?
* Who was the guru of Mirabai?
 |
| **Learning Objectives** | * To enable students to
* Define Bhakti and explain why the Bhakti movement was successful.
* Explain the message and beliefs of various Bhakti and sufi saints.
* Explain the teachings of Guru Nanak Dev Ji and Kabir ji
 |
| **Curriculum / Content** | * Prevalent religious beliefs and ideas, criticisms of the prevalent religious ideas, The Bhakti movement, main features of the Bhakti movement, some philosophers of India.
 |
| **Activity with Art Integration** | Students will be asked to locate and label the centres pilgrimages of the different religious communities during the medieval period on an outline political map of India. |
| **Learning outcome** | students will be able to know the meaning of Bhakti, message of sufi saints, teachings of Guru Nanak Dev Ji and Kabir Ji  |
| **Assignment** | Assignment will be given to the students from the chapter. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Social aspects of Gender Role (Ch-7)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What is gender?
* What is stereotyping?
* What do you mean by patriarchy?
* What is the difference b/w prejudice and discrimination?
 |
| **Learning Objectives** | * To explain the students the difference b/w sex and gender
* To tell them that the role of gender has kept changing from time to time.
* To examine the need and the ways to change the gender bias.
 |
| **Curriculum / Content** | * Meaning of gender, social aspects of gender role, creating stereotypes, Gender role in schools & public places, Gender equality
 |
| **Activity with Art Integration** | There will be group discussion on the topic "Poor girls drop out of school because they are not interested in getting an education". Do you agree with the statement? |
| **Assignment** | Assignment will be given to the students from the chapter. |

**Topic - Life in Temperate Grasslands (Ch-10)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What is mixed farming?
* Which is the primary occupation of the people in the prairie?
* Why are the prairies known as ' the granary of the world'?
* Which type of vegetation is found in the veld?
 |
| **Learning Objectives** | * To explain the students to describe the location, climate, plant and animal life, the people and their occupations of the prairie and the veldts
* Explain the north American prairie is divided into three sub regions tall grass, mixed prairies and short grass.
 |
| **Curriculum / Content** | * The temperate grassland of North America Location, Topography, climate, Drainage system, soils, natural vegetation and wildlife, agriculture and other activities, population and minerals, the temperate grasslands of south Africa.
 |
| **Activity with Art Integration** | Students will be asked to mark the drabenburg mountains, Kalahari desert, the rivers-Limpopo and orange and the cities- Johannesburg and Kimberley on an outline map of south Africa. |
| **Learning Outcome** | Students will be able to know the two grasslands. Prairie and velds. In velds, Kimberley is famous for diamond mining while Johannesburg is for gold mining.  |

**Topic: Mobile and Settled communities (ch-7)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What was a tribe?
* What do you know by a clean?
* Who were nomads?
* What do you mean by tanda?
 |
| **Learning Objectives** | * To enable the students to
* convey an idea of long term social change and movements of people in the subcontinent.
* Understand political development in specific regions.
* Illustrate how anthropological studies inscriptions and chronicles are used to write history.
 |
| **Curriculum / Content** | * Caste based societies, mobile societies interdependence of caste based and tribal societies important tribes in the sub-continent, Nomads and itinerants, changes in societies.
 |
| **Activity with Art Integration** | Quiz will be conducted from this chapter. students will be divided into four groups and questions will be asked one by one from the groups. It will carry 10 marks.  |

**Topic - Development of Regional culture (ch-9)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What do you mean by culture?
* Name some languages that developed during the medieval period.
* What do you mean by Basohli?
* What do you mean by Miniature Paintings?
 |
| **Learning Objectives** | * To enable the students to
* indicate the major religious ideas and practices that began during this period
* Understand students how kabir challenged formal religions.
* Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.
 |
| **Curriculum / Content** | * Language and Literature painting music, Dance, Religious and other traditions Rajput traditions of heroism.
 |
| **Activity with Art Integration** | MCQ will be conducted from this chapter. Students thoroughly. There will be ten questions with options. Students have to give the answer of all the questions. |
| **Recapitulation** | Questions will be asked by the hypothetical situations related to the chapter.  |
| **Assignment** | Assignment will be given to the students from the chapter. |
| **Evolution** | Through Art Integrated activityMCQBy asking questions individually |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Economic Aspects of Gender role (ch-8)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * Which type of work a woman has to do in rural areas?
* Which act has passed by government to give equal share to the woman in the property of their parents?
 |
| **Learning Objectives** | * To enable students to
* Understand that gender is a social construct and not determined by biological difference.
* Learn to interrogate gender constructions in different social and economic contexts.
* To link everyday practices with the creation of inequality.
 |
| **Curriculum / Content** | * Division of labour within a family on basis of gender, valuing women's work, invisibility of women' labour, steps taken by the government.
 |
| **Activity with Art Integration** | M.C.Qs will be conducted from this chapter. Students will be asked to read the chpater thoroughly. There will be ten questions with options. Students have to give the answer of the all questions.  |

**Topic - Markets Around Us (ch-9)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What do you mean by market?
* What is a weekly market?
* What is meant by a mall?
* Define neighborhood market.
* What do you mean by wholesale market?
 |
| **Learning Objectives** | * To enable students to
* Understand markets and their relation to everyday life.
* link scattered produces and consumers
* Gain a sense of inequality in market operations.
 |
| **Curriculum / Content** | * Meaning of market, advantages of markets, kinds of markets, markets everywhere, Intermediate goods markets, people's access to markets
 |
| **Activity with Art Integration** | There will be a group discussion on the topic "There are an increasing number of malls and supermarkets in our cities. Is this a positive trend or a negative trend? |
| **Learning Outcome** | Students will be able to know the different types of markets their features and advantages. |

**Topic -A chain of markets**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What do you mean by a producer?
* Who is a consumer?
* What is meant by a trader?
* What is a co-operative?
* What is putting out system?
 |
| **Learning Objectives** | * To enable students to identify the stages of development of a product from a raw material to a finished good.
* Differentiate between direct and indirect marketing..
* Examine the role of different people and the different stages in the making of a silk saree.
 |
| **Curriculum / Content** | * Chain of markets, purpose of the chain, chain of markets in the cotton textile industry, advantages, Disadvantages Inequality in markets.

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| **Activity with Art Integration** | There will be open Book Test from the chapter. Questions will be given to students. They will find answer from the book. After they will write their answers. |
| **Learning outcome** | Students will be able to know the chain of markets. Purpose of chain of market and their advantages and disadvantages. |

**Topic - Human Environment Interactions (ch-9)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * What do you mean by Tributaries?
* Where the Sundarbans is situated?
* Which type of trees are found in the tropical deciduous forests.
* Which is the staple food of the Amazon people?
 |
| **Learning Objectives** | * To enable the students to
* Understand the complex inter relationship of human and natural environment.
* Compare life in one's own surrounding with life of other environment settings
* Appreciate the culture differences existing in the world which is an outcome of interaction between human beings and their environment.
 |
| **Curriculum / Content** | * Amazon Basin, Drainage system, soil, climate natural vegetation, wildlife minerals, agriculture, population, environment degradation , Ganga Brahmaputra basin, location , drainage system, climate , soil , natural vegetation, wildlife, farming, mineral wealth, transport and communication , tourism, population, environmental degradation.
 |
| **Activity with Art Integration** | M.C.Qs will be conducted from this chapter. Students will be asked to read the chapter thoroughly. There will be ten questions with options. Students have to give the answer of all the questions. |
| **Assignment** | Assignment will be given to the students from the chapter.  |
| **Learning Outcome** | Students will be able to know the Amazon Basin and Brahmaputra Basin, Their climate soli natural vegetation, wildlife, failing mineral wealth and population.  |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |

**Topic - Life in the Hot and cold Deserts (ch-11)**

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| **Technical Tools** | Smart board, Text book, green board, audio clips |
| **P.K. Testing** | * Name any one hot desert.
* Name any two cold deserts.
* Where is Ladakh situated?
* What type of vegetation is found in the Ladakh deserts?
 |
| **Learning Objectives** | * To enable the students to
* Examine human interaction with the environment in the context to life in the deserts.
* Describe the difficult terrain and the extreme climate of deserts.
* Demonstrate how different the Sahara desert and the Ladakh desert are, despite both being deserts.
 |
| **Curriculum / Content** | * The hot desert, topography, climate, soils natural vegetation and wildlife population , agriculture, minerals, Recent changes, the cold desert, Climate physical features , soil, flora and fauna, population, settlements, Recent development.
 |
| **Activity with Art Integration** | Map work will be done students will be asked to mark and locate on the outline map of India the Kargil range, Ladakh, Jammu & Kashmir , Khapalu, Baltistan. |
| **Assignment** | Extra questions will be given to do as an assignment.  |
| **Learning Outcome** | Students will be come to know the hot and cold desert, their features and location on map. |
| **Recapitulation** | Questions will be asked by hypothetical situations related to the chapter.  |
| **Teacher self -Assessment** | All the concepts of this chapter will be clear to the students. It will increase their knowledge and information in a better way. |