

LESSON TITLE- States of India

TIME [150 minutes]

OVERVIEW -The students will learn about the various Indians states by use of Google Map Tool.

SUBJECT/TOPIC -Social Studies and Environmental Sciences

AGE LEVEL-7-9 yrs old



Learning Objectives SWABT

- 1)identify and list various States of India
- 2)locate and categorize states in the different cardinal directions of India
- 3)name and spell the state capitals
- 4)find landmark and important physical features of various states
- 5) recognize, describe and discuss the characteristic cultural features of the states .
- 6)Differentiate between state and union territory



Inquiry

How many states are there in India?
What are major categories as per cardinal directions?
How many union territories are present in India? How are they different from state
How are states different from each other?



Materials Needed



Map slate(political), ppts and videos on states of India, Text book, Access to Google Maps, map of India from National Geographic, and e-resource- Teach India project.org

https://www.google.com/maps/d/edit?mid=1QaNG6X_6CtOUdrng3ejd6rJK42gtzZBh&usp=sharing



Lesson Summary

- Engage: After a brief talk to judge previous knowledge, students are divided in gps of five and are then engaged in the puzzle making (cut out India (Dividing India into 5-9 cardinal regions) to make them understand the location and grouping of the states
- Explore - After watching google map tool, students in a group of 2-4will further explore the allotted state with respect to language, culture ,food and cuisine along with important physical features under the guidance of the teacher and the resource link provided by her..
- Explain:The cultural and physical diversity between the states will be further explained and extrapolate by the teacher during class discussion,
- Revise: Salient important points will be revise through concept map/mind map
- Apply:Students will create portfolio of their respective states covering all important aspects

 Sustainable Development Goals UNSD Goal no.11,UNSD Goal no.12	 Culminating Task/Assessment-In a class exhibition ,students will represent /showcase their learning as creative state tableau or they can do the ppt presentation on their respective states

 Textbook Chapter- State of India -a chapter in Social Studies in Class IV and Our Country in class III in EVS

Engage (5 minutes)
<ol style="list-style-type: none"> 1. Activate prior knowledge and prepare students for new concepts, skills or processes. 2. Introduce the essential question that will guide the inquiry investigation.

Explore (25 minutes)
<ol style="list-style-type: none"> 1. Teachers introduce the first source of information using an Earth story or Voyager Story. 2. Students record observations or evidence as it relates to the inquiry. 3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)
<ol style="list-style-type: none"> 1. Teachers organize students into small groups or partners. 2. Students share first “hypothesis” with small group or a partner. 3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence. 4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)
<ol style="list-style-type: none"> 1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

Next, repeat the process with a second source of information.

Explore (25 minutes)
<ol style="list-style-type: none"> 1. Teachers introduce the second source of information. 2. Students record observations or evidence as it relates to the inquiry.

3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)

1. Teachers organize students into small groups or partners.
2. Students share first “hypothesis” with small group or a partner.
3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

(Option to repeat this process with additional sources of information, each time resulting in an updated hypothesis.)

Apply (80 minutes)

1. Students reflect on outcomes and communicate findings.
2. Students use findings to draw conclusions and generate a solution to a problem.

Evaluate: Exemplar Response and/or Rubric

- Tools for assessing mastery of learning objectives to be used by teachers or students for self or peer assessment.

Additional Resources

- Links to texts or websites that relate to the topic and/or lesson.

Options for Differentiation

- Possible modifications, adaptations or extension activities specific to this lesson.

Credits

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