**Swati Thatte**

 She has done her M.A.B.Ed. She has been in the teaching profession from last 10years. She has taught in four schools so far. Vidyaniketan Dombivali ,ie in Mumbai,  P.Jog Highschool, Sahyadri National School . Right now she is working with New India School,  Kothrud Pune (from last 5yrs.) Subject teaching History and Geography. She also works as an Examiner for SSC board.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5 E Lesson Plan**

1. ***General Information***

**Name of the school**: New India School, Kothrud, Pune.

**Name of the teacher**: Swati Sanjay Thatte.

**Year: 2018-19**

 **Subject:** Political Science

**Grade**: 9th

**Topic**: United Nations

**Unit**: Structure of United Nations

**State Curriculum Standards**: Maharashtra State Board standard 9th

1. ***Lesson/ Unit Planning:***

**Short Description of the concept:** Understanding the reasons for the establishment of the UN and its structure. Analyzing the role of the UN in maintaining the World

Peace.

**Statement of Learning Objective:** To understand the importance of maintaining peace at the global level and the role played by United Nations in this regard.

 **Different strategies to meet the diverse learner needs:** Help of internet, downloaded videos, PPT presentations, mind maps.

**Common Learner’s misconceptions:** Only powerful nations have a place in the UN and there is inequality in United Nations.

**Adaptations/ Accommodations’ for Exceptional Students:** Brainstorming activities like preparing a quiz, making class presentation, finding extra information related with the topic.

**Precaution /Safety measures:** Using the authentic sources or sites tom find information.

**Unit: The United Nations**

**Level:** 9th grade

**Political Science Lesson objectives:**

After the lesson the students will be able to:

1. **Recall** the important organizations related with the United Nations.
2. **Recognize** the causes leading to the formation of the United Nations.
3. **Describe** the objectives and principles of the United Nations.
4. **Summarise** the structure of the United Nations.
5. **Illustrate** the structure and various organizations associated with the UN.
6. **Design** the mind map using mind mapping tools like popplet
7. **Demonstrate** their comprehension of the structure of the UN by teaching each other through group presentations.
8. **Analyze** the changes in the policies of UN and compare the situation in the present era.
9. **Generate** a video on Millennium development Goals in context of India**.**
10. **Justify** India’s role in bringing changes as per the objectives decided by the UN in the 21st century.
11. **Give their opinions** by completing the various brainstorming activities and assignments during the period related with UN.
12. **Conclude** by highlighting the achievements of UN as a world peace organisation and an organisation striving to make the world a global village and a better place to live.

**Time Frame:** 6 class periods.

**Materials/sources:**

Textbook

Internet

Reference book: **Landmarks in World History**

World Map and coloured pencils

**Vocabulary:**

Charter, sovereign, trusteeship, secretariat, millennium development goals.

**Period 1**

**Knowledge: Activating Strategy/ Emotional hook (Engage):**

**Group Activity**

Students will perform one different activity in the class .They will be divided into Four to five groups and will be given one task.

Each group will get one object like colour sketch pen, pencil, fevistick, colour papers etc. They will be asked to make one box out of it. As each of them is having a shortage of some or the other material they will have to borrow it from the other group to complete their task.

At the end of the activity students will understand the importance of cooperation at international level with help of this small example. Students will be able to understand some other values like interdependence, maintaining good relations with others etc.

**Individual Activity**

Students will make a list of the powerful nations in all continents and show them in the outlined map of the world. (Make use of different colour pencils)

It will be attached to their assignment page.

**Technology Based**

The introduction of the lesson will be with these short videos.

[**https://www.youtube.com/watch?v=FnQESSTouNU**](https://www.youtube.com/watch?v=FnQESSTouNU)

[**https://www.youtube.com/watch?v=lNJiRcUfruI**](https://www.youtube.com/watch?v=lNJiRcUfruI)

After this there will be a short discussion about what did the students observe in the videos?

 The students will watch the module related with UN on Educomp installed in the school.

They will be able to answer the following questions.

1. Which organisation was formed for maintaining world peace after the end of World War I?
2. Who took the initiative in the formation of the UN?
3. Who signed the Atlantic Charter of 1941?
4. Name the various conferences held before the establishment of UN.
5. When do we celebrate the United Nation’s Day?
6. What is the present strength of the United Nations?
7. What is the most important objective of the UN?

**Activities:**

**Individual Activity:** Students will read the text from the reference book and will try to find the meaning of new words/concepts.

**Technology Based -** Use of immersive reader.

Students will make use of the learning tool like One Note Immersive Reader, which will be helpful even for those who face some problems while reading.

As the students would go through the other learning activities, they will keep a track of the structure of the UN covered in the textbook. In this exercise students will meet in groups of 5 to discuss the main organs or structure of the UN. Students will be asked to create a one page write up on main organs of the UN and its Functions.

Students will be asked to come up and present the write up in front of the class and ask questions to the other group members like

1. Where is Head Quarter of the UN?
2. What are the official languages of the United Nations?
3. How many members are there in the UN General Assembly, Security Council, Economic and Social council?
4. What is meant by permanent membership of Security Council?
5. Which are the permanent nations of the Security Council?
6. How is the Un Secretary General elected?

**Home Assignment:**

Reading and Revising the structure and functions of the UN.

Answer the following questions:

1. Is it necessary that the Secretary General should be the citizen of one of the great power/big five nations?
2. When is the session of the General Assembly?
3. Why is the Security Council known as the heart of the UN?
4. What is the main objective of the Economic and Social council?
5. Where is the HQ of the International court of Justice?
6. Why was the Trusteeship council created?

**Evaluation:**

A small test of 15 questions on Educomp about the Structure of UN.

**Period 2**

**Explore/Explain: Comprehension**

Once the students will learn the structure of the UN they will demonstrate an understanding. They will be able to do the following:

**Activities:** Students may do some of the following:

The class would be divided into groups and then each group will be given a different task to present.(Approximately 8/10 groups)

1. Explain the causes that led to the formation of the UN.
2. Write the principles and objectives of the UN in their own words.
3. Draw a diagram that will explain the structure of UN and functions of its main organs.
4. This will be a group task:”Equality for all “/ “fosters human rights and freedom”. The students will have to create effective posters to fulfil their task with the help of computer.

**Technology Based: Students will prepare a PPT presentation on the above given topic**

**Evaluation:** Giving points to the group on the basis of PPT presentation.

Rubric for this period can be done in the following way

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent(5)** | **Very Good(4)** | **Good(3)** | **Satisfactory(2)** |
| Content |  |  |  |  |
| Explanation |  |  |  |  |
| Use of drawings/pictures |  |  |  |  |
| Overall Presentation |  |  |  |  |

**Period 3**

**Apply:**

At this level students will apply the information that they have learned to new situations. Students will be able to do the following:

**Activities:** Students may do some of the following.

**Individual Activity**

1. Make a diagram that explains the stages in formation of the UN.
2. Connect the working of all organisation of the UN
3. Importance of Security Council in UN. And the role of big five nations.

**Technology Based**

Students will prepare a mind map on Popplet about various UN organisations.

(http://popplet.com)

**Home Assignment:**

1. Students will collect more information about the founder members of the UN.
2. Students will find more information about the different places where the conferences were held before the formation of the UN.
3. Students will find the logos of different UN organisation.

**Evaluation:**

Students will be evaluated on the basis of mind map on paper/ with the help of popplet in the computer lab. Based on the mind map they will be given marks.(Out of 5)

**Period 4**

**Analysis:**

In this level, students learn to identify the separate qualities of a topic and compare, contrast and classify them.

. Highlighting the permanent members of the Security Council.

. Students will talk about the veto powers of the permanent members.

**Activity**:

students will write a paragraph about the role of the permanent members of the Security Council, and how it has change over the period of time?

**Technology Based**:

This part will end after a presentation in the computer lab. Students will form groups and frame a Quiz on KAHOOT (https://kahoot.com/schools) (10Questions) on the topics covered in the presentation.

In case of connectivity problem they will type it on computer and save it on server and play in the next period.

**Evaluation:** Students will be marked on the basis of marks obtained in the Quiz.

**Period 5**

**Create**

At this level the students will combine the ideas from the lesson and from the other sources. They will be able to do the following:

. Students will make six groups as main organs of the UN and discuss about the method of functioning of different organs of the UN.

. Each group will make a presentation of 5min. about their working. (Role Play Method)

**Home Assignment:**

Scenario: Imagine what it would be like to participate in the discussions about the UN and its organs.

1. Imagine that one group is a member of General Assembly and other groups are the members of the other organisations.
2. Preparation to present a mock assembly in the class.

**Evaluation:**

Students would be assessed on the basis of group performance in the mock assembly.

They will be given marks out of five considering the quality of speech, diction, eye contact, content, points covered, and overall presentation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent(5)** | **Very Good(4)** | **Good(3)** | **Satisfactory(2)** |
| Content | Appropriate |  |  |  |
| Diction |  |  |  |  |
| Eye contact |  |  |  |  |
| Explanation |  |  |  |  |
| Overall presentation |  |  |  |  |

**Period 6**

**Evaluation**

In this level, students will evaluate the importance of the UN as a global peace organisation.

Students may do some of the following:

1. Explain the Millennium Development Goals of the UN in context of India.
2. Find out the campaigns run by United Nations to establish peace in countries like Somalia, Haiti, and Cambodia etc.

**Activity**

Class will be divided in Groups and they will perform a skit on the above mentioned topics.

or

Make a video on Millennium Development Goals with reference to India.

Each group will take one goal.(Approximately 8/10 groups.)

Depending upon the performance students will be evaluated as satisfactory, good, very good, excellent etc.

Rubric can be made in the following way.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent(5)** | **Very Good(4)** | **Good(3)** | **Satisfactory(2)** |
| Drama/appropriate context |  |  |  |  |
| Voice modulation |  |  |  |  |
| Expressions |  |  |  |  |
| Effectiveness |  |  |  |  |

\*\*\*\*\*\*\*\*