

CLASS – VII
SESSION 2019-20
CHAPTER-1 Tracing Changes through Thousand Years

Unit	Tracing Changes Through Thousands Years
Class Transaction	Total: 2 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. To familiarize the student with the changing names of the land 2. To create a sense of historical diversity 3. To discuss broad historical trends
Assessment of qualifying knowledge	1. Written test 2. Quiz 3. Group Discussion 4. HW notebook
Objective	Students would be able to understand the significance of periodisation in the studying history and about the major sources of information regarding the medieval period of Indian history.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. Power struggles among Rajput's, Pala's, Pratiharas, Rashtrakutas and Cholas. 2. Calligraphy and Cartography also developed during medieval period. 3. New social and political groups emerged such as Rajput's, Sikhs, Jats. 4. Changes in Hinduism were worship of new deities, the construction of temples, and growing importance of Brahmins. 5. Establishment of Delhi Sultans and Mughal Empires. 6. Islam appeared in the sub-continent. <u>SKILLS</u>- <i>Students would be able to</i> 1. Enhancing critical thinking by Dividing histories into Ancient, Medieval and Modern. 2. Build citizenship through different types sources to study history such as Archeological and Literary 3. Working through Collaboration as many changes took place: both old and new religions came into being.
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner- Active learning <i>Brain Storming</i> -The class would start with a discussion on what the

mentioned techniques, wherever applicable, and can use any other too.)	students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Group Learning PowerPoint and Digital Content would be shared and followed by discussion in groups of 4. Differentiation Work through groups in classroom and videos through flip class assignment. Questioning <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Reading MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book for History
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS(25 MARKS EACH)=100 HALF YEARLY EXAMINATION 80 MARKS+20(internal)=100 ANNUAL EXAMINATION 80 MARKS+20(internal)=100

	INTERNAL ASSESSMENT 20 MARKS in each term • Subject Enrichment Activity 10 Marks • With the help of subject enrichment we assess communication, collaboration, character building and citizenship. • The students in group of five will demonstrate the activity. • Note book submission 10 Marks
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and grammatical mistakes • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	Q-1 Name the most dominant group in society. Q-2 Name the sources the historians use for the study of a particular period of history. Q-3 The thousand years between 700 and 1750 was period of developments? Explain why it was a challenge to study? Q-4 There are different cultures, religions and customs practised in our country. Yet, Indians think and act as one. What value does this illustrate? Q-5 The term “Hindustan” is used in the 13th century by Minhaj-i-Siraj. What is the extent of it?

CLASS – VII

DAY WISE CONSOLIDATED LESSON PLAN

CHAPTER

SUBJECT: HISTORY

SESSION: 2019-20

DAY	ONE
Objective	Learn about the significance of periodisation in the studying history.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> 2. <i>Students will critically think about Enhancing critical thinking by Dividing histories into Ancient, Medieval and Modern.</i> The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Brain Storming, Comparing & Contrasting – goals.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion of topic through Collaborative Learning: <u>15 min</u> <i>Students will critically think about</i> Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for history
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Learn about the major sources of information regarding the medieval period of Indian history.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• KNOWLEDGE- <i>Students will know</i> <i>Students will critically think about medieval period of Indian history.</i> SKILLS and COMPETENCIES<i>Students would be able to</i> Build citizenship through different types sources to study history such as Archeological and Literary 3. Working through Collaborationasmany changes took place: both old and new religions came into being. Brain Storming, Comparing & Contrasting – gaols.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Study about 1.New social and political groups emerged such as Rajput's, Sikhs. Jats. 2. Changes in Hinduism were worship of new deities, the construction of temples, and growing importance of Brahmins. Discussion of topic through Collaborative Learning: 15 min <i>Students will critically think about</i> Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for history
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)