

CLASS – VII
CONSOLIDATED LESSON PLAN
CHAPTER-2 New Kings and Kingdoms

Unit	New Kings And Kingdoms
Class Transaction	Total: 4 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. To develop an understanding of the connections between political and economic processes. 2. To trace the pattern of political development and military conquest. 3. To learn about the major achievements of the Chola rulers of South India, and administration particularly in the fields of culture.
Assessment of qualifying knowledge	1. Written test 2. Quiz 3. Group Discussion 4. HW notebook
Objective	Students would be able to understand how new dynasties emerged during seventeenth century and the importance of kannuj and tripartite struggle.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. During the period 700-1200 the Gurjara-Pratihara, Palas, Rashtrakutas and Chahmanas came up in the North India and Chola kingdom in the South India. 2. The three kingdoms – Gurjaras, Palas and Rashtrakutas were in the constant struggle to acquire control over Kannuj, termed as Tripartite Struggle. 3. Mahmud of Ghazni was the earliest in India. 4. The Chola emerged as the most powerful kingdoms where the king was the head of the state. 5. The Chola villages assemblies- <i>ur</i>, <i>sabha</i> and <i>nagaram</i> played an important role in village administration deciding upon its crucial matters. <i>SKILLS- Students would be able to</i> 1. Enhance creativity by the important kingdoms of South India. 2. Learn collaborative activity through role of Samantas. 3. Know critically about the Prashastis importance of land grants.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active Learning <i>Brain Storming</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. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- PowerPoint and Digital Content would be shared. Group Learning Study The three kingdoms – Gurjaras, Palas and Rashtrakutas were in the constant struggle to acquire control over Kannuj, termed as Tripartite Struggle. In groups of 5. Differentiation Different questions to cater needs of various students. 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.....3 marks 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	1. Elaborate on the role of Samantas in the emergence of new dynasties. 2. Who was Mahmud of Ghazni? What was the purpose of his invasions of India? Describe the various levels of administration of the empires along with their functions 3. Name the Brahmins who gave up their traditional professions. 4. Who was the ruler who raided the Somnath temple continuously for many years. 5. What was the result of the Second Battle of Tarain?

DAY	ONE
Objective	Learn about During the period 700-1200 the Gurjara-Pratihara, Palas, Rashtrakutas and Chahmanas came up in the North India and Chola kingdom in the South India.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Students will critically think about expansion of Gurjara-Pratihara, Palas, Rashtrakutas and Chahmanas came up in the North India and Chola kingdom in the South India.</i> <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> 1. Enhance creativity by the important kingdoms of South India.
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: 15 min <i>Students will critically think about Gurjara-Pratihara, Palas, Rashtrakutas and Chahmanas.</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)

DAY	Two
Objective	Learn about the importance of kannuj and tripartite struggle.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Students will critically think about Mahmud of Ghazni was the earliest in India. And TheChola emerged as the most powerful kingdoms where the king was the head of the state.</i> <u>SKILLS and COMPETENCIES</u><i>Students would be able toLearncollaborative activity studying heads of states.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Read yellow box in groups and discuss. Discussion of topic through Collaborative Learning: 15 min <i>Students will critically think about Independent Practice: Students will go through</i>

	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)

DAY	THREE
Objective	Learn about Mahmud of Ghazni was the earliest in India.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Students will critically think about the Chola villages assemblies- ur, sabha and nagaram played an important role in village administration deciding upon its crucial matters.</i> • <u>SKILLS and COMPETENCIES</u><i>Students would be able to think about division of departments and correlated with political science knowledge.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Think pair Share for Sultan Ghazni and his exposition. 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)

