

CLASS – VII
LESSON PLAN
HISTORY
CHAPTER-6 Towns, Traders And Craft person

Unit	Towns, Traders And Craftpersons.
Class Transaction	Total: 6 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • To trace the origins and histories of towns, many of which survive today • To understand the growth of towns as the result of trade • To understand that many towns combine several functions.
Assessment of qualifying knowledge	1. Written test 2. Quiz 3. Group Discussion 4. HW notebook
Objective	• Students would be able to examine the differences between founded towns and those that grow as a result of Trade.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. Critically about the towns combined several functions—they were administrative centres, temple towns, as well as centres of commercial activities and craft production. 2. Collaborate and study important centres of trade and artisanal production in central and south India. 3. Build citizenship by knowing about the Temples, which were often central to the economy and society. 4. There were many kinds of traders. Several traders especially horse traders formed association with headmen. 5. The craftpersons of Bidar famous for their Inlay work called Bidari. 6. Hampi was the nucleus of Vijaynagara Empire and its architecture was distinctive. 7. Surat was the Emporium of western trade. <u>SKILLS</u>- <i>Students would be able to</i> • They would be able to critically think compare any one of the cities described in the chapter with a town with which they are familiar. to notice the similarities and differences. • They would be able to compare the problems encountered by

	the merchants of that time with the present day merchants. • They would develop acitizenship value after realising that traders and craftpersons formed guilds and association and they got benefitted from such associations.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <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 <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in class 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. List three reasons that drew traders to India. 2. With the help of a web chart describe Thanjavur as the capital city of Cholas. 3. The small towns that were emerged from large villages were the centre of attraction for the traders and the craftspersons. 4. Discuss. The architecture of Hampi was distinctive. Justify. 5. What were the craftspersons of Bidar famous for?

DAY	ONE
Objective	Learn about differences between founded towns and those that grows as a result of Trade.

Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Students will critically think about the towns combined several functions-they were administrative centres, temple towns, as well as centres of commercial activities and craft production. <u>SKILLS and COMPETENCIES</u> Students would be able to • They would be able to critically think compare any one of the cities described in the chapter with a town with which they are familiar. to notice the similarities and differences.
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 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 differences between founded towns and those that grows as a result of Trade.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Students will critically think and Collaborate to study important centre of trade and artisanal production in central and south India. <u>SKILLS and COMPETENCIES</u> Students would be able to • They would be able to compare critically the problems encountered by the merchants of that time with the present day merchants.
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner-

mentioned techniques, wherever applicable, and can use any other too.)	Discussion of topic through Collaborative Learning: 15 min 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	Three
Objective	Learn about differences between founded towns and those that grows as a result of Trade.
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 Town Hampi, which was the nucleus of Vijaynagara Empire and its architecture was distinctive and how Surat became Emporium of western trade.</i> SKILLS and COMPETENCIES <i>Students would be able to</i> - They would develop citizenship value after realising that traders and craftpersons formed guilds and association and they got benefitted from such associations.
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</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)

