

CLASS – VII
LESSON PLAN
HISTORY
CHAPTER-7 TRIBES, NOMADS AND SETTLED COMMUNITIES.

Unit	Tribes, Nomads and Settled Communities.
Class Transaction	Total: 2 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • To trace the social changes that was not same everywhere. • To understand that different types of societies evolved differently. • To understand that under the Delhi Sultans and Mughals the hierarchy between social classes grew further.
Assessment of qualifying knowledge	1. Written test 2. Quiz 3. Group Discussion 4. HW notebook
Objective	• Students would be able to examine considerable social changes took place in the subcontinent during this period. The interaction caused both (Varna –based society and tribal society) kind of societies to adapt and change. .
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • critically social changes and movements of the people. • And the political development in specific regions • To build character by the social changes and movements of the people. • To appreciate the usage of anthropological studies and inscriptions in writing history . <u>SKILLS</u>- <i>Students would be able to</i> • Build citizenship as they will be able to identify the areas in which tribal people may have lived. • They will be able to examine whether their mode of livelihood was suited to the geography and the environment of the area where they lived.

	They will research in collaboration about present day nomadic pastoral group in the subcontinent and the animals they keep and the areas frequented by these groups.
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. Group Learning <i>Introduction of the topic</i>- PowerPoint and Digital Content would be shared. Differentiation Use of different methods of teaching- Audio, visual and written practice. 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. Who was Durgawati? 2. List some special features of tribal societies. 3. Write a few lines about the powerful tribes of Punjab and North-west part of the sub-continent. 4. List the ways in which the tribal people earned their livelihood. 5. Discuss why the Mughals were interested in the land of the Gonds?

DAY	ONE
Objective	Learn about social changes took place in the subcontinent during this period.

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 critically social changes and movements of the people.</i> • And the political development in specific regions <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> • Build citizenship as they will be able to identify the areas in which tribal people may have lived.
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, followed by class discussion on topic. Discussion of topic through Collaborative Learning: 15 min <i>Students will critically think about Independent Practice: Students will go through NCERT text book.</i> 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 interaction caused both (Varna –based society and tribal society) kind of societies to adapt and change.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • <i>Students build character by the social changes and movements of the people.</i> • To appreciate the usage of anthropological studies and inscriptions in writing history • <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> ○ They will research in collaboration about present day nomadic pastoral

	group in the subcontinent and the animals they keep and the areas frequented by these groups.
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, in the same as last session and followed by class discussion. Discussion of topic through Collaborative Learning: <u>15 min</u> <i>Students will critically think about Independent Practice:</i> 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)