

CLASS – VII
LESSON PLAN HISTORY
CHAPTER-8 DEVOTIONAL PATHS TO THE DIVINE

Unit	History
Class Transaction	Total: 4 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires - To understand that intense devotion or love of god is the legacy of various kinds of Bhakti and Sufi movements that have evolved since the eighth century. - To understand that the idea of Bhakti became so popular that even Buddhists and Jainas adopted these beliefs.
Assessment of qualifying knowledge	- Written test - Group Discussion - HW notebook - UT Plans
Objective	Students would be able to examine the difference between the history of followers of Baba Guru Nanak and the history of the followers of the other religious figures of the Medieval centuries.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> - To indicate the major religions ideas and practices that began in this period - To understand how saints challenged the formal traditions. <u>SKILLS</u>- <i>Students will critically think about the Bhakti and sufi movements that how they influenced and enriched our cultural heritage.</i> <i>Students will develop collaboration by taking part in the discussion major Bhakti saint and the regions associated with them.</i> <i>Students would be able to enhance their communication skills by sharing their research about the major teachings of Baba Guru Nanak with the class.</i> <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> <i>Students would be able to enhance their critical thinking skills by marking the other European nations who came to trade with India.</i>
Transaction Methodology (The teacher can use the mentioned)	Transaction would proceed in the following manner- Student-teacher interaction , Wipro-G.Os (Web charts, Flow Charts, and differentiation table, compare-contrast matrix), silent / loud reading , collaborative learning, Hands-on experiment, Experimental work DOL 1,2,3 Active Learning

techniques, wherever applicable, and can use any other too.)	• Topic- The idea of Supreme God. (Competencies: Critical thinking) Students will be brainstormed by a stimulating question-Are there any religious rituals followed in your home?Do you think they are important to show your devotion to god?Write down your opinion in two or three lines. Group Learning • Topic-A New kind of Bhakti in South India. (Competencies: Critical thinking) Students will be divided into 6 groups . Each group (would be given a Bhakti saint)will find out the ideas propagated by these saints. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- Islam and Sufism (Competencies: Collaboration, Critical thinking) Students will analyse that the sants had much in common with the sufis,so much so it is believed that they adopted many ideas of each other..Students will differentiate the different methodology adopted by Bhakti and sufi saints. • Topic-New Religious Developments In North India (Competencies: Collaboration) Students will work in pair and Identify the regions associated with major Bhakti Saints. • Topic -Revision of chapter Students <i>would be able to enhance their creativity</i>by creating mind map for entire chapter using topics and subtopics for each. Questioning- Multiple questions as per NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map
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 formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	1. Name the set of a compilation of Alvar's songs. 2. What is Sangam literature? 3. Name the two sets of compilations of Nayanar's songs. 4. 'Seventh to ninth centuries saw the emergence of new religious movements in South India'. Comment on this statement. 5. How did the songs of the saints become popular? 6. Give reasons for the popularising of Bhakti and Sufi movement in India.

CLASS – VII
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-8 DEVOTIONAL PATHS TO THE DIVINE
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	- To indicate the major religions ideas and practices that began in this period - To understand how saints challenged the formal traditions. - Understand how Kabir and Guru Nanak challenged formal religions - Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.
Assessment of qualifying knowledge	Students will be brainstormed by a stimulating question-Are there any religious rituals followed in your home?Do you think they are important to show your devotion to god?Write down your opinion in two or three lines
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The movements aimed to restore the simplicity of faith and connect with god through love and devotion <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate between the Nayanars and Alvars in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Are there any religious rituals followed in your home? - Do you think they are important to show your devotion to God? - Name the Holy book of the Sikhs. - What do you mean by bhakti? Discussion of topic through Collaborative Learning: 15 min - Students will develop collaboration by making a portfolio on any important pilgrimage centre ,mentioning why the place is important ,any legend associated with it and the period of the yearwhen it is most visited.Share your findings in the class. 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	- To indicate the major religions ideas and practices that began in this period - To understand how saints challenged the formal traditions. - Understand how Kabir and Guru Nanak challenged formal religions - Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.
Assessment of qualifying knowledge	Questions from previous class about the idea of supreme god for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> About the number of religious groups that emerged during this period. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate between Ramanuja and Shankara,s idea of Bhakti, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Who was Kabir? - Mention some important pilgrimage centre. - What is Hagiography? - Who were Sufis? Topic-A New kind of Bhakti in South India. (Competencies: Critical thinking) Students will be divided into 6 groups . Each group (would be given a Bhakti saint)will find out the ideas propogated by these saints. Analysis will be done by groups, followed by cross questioning.

	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	- To indicate the major religions ideas and practices that began in this period - To understand how saints challenged the formal traditions. - Understand how Kabir and Guru Nanak challenged formal religions - Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.
Assessment of qualifying knowledge	Questions from previous class about the ideas of Shankara and Ramanuja for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Topic- Islam and Sufism (Competencies: Collaboration, Critical thinking) Students will analyse that the sants had much in common with the sufis,so much so it is believed that they adopted many ideas of each other..Students will differentiate the different methodology adopted by Bhakti and sufi saints.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Who was Nizamuddin Auliya? - What do you mean by Tariqa? - What is Shariat? Topic-New Religious Developments In North India (Competencies: Collaboration) Students will work in pair and Identify the regions associated with major Bhakti Saints. 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	FOUR
Objective	- To indicate the major religions ideas and practices that began in this period - To understand how saints challenged the formal traditions. - Understand how Kabir and Guru Nanak challenged formal religions - Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.
Assessment of qualifying knowledge	Questions from previous class about Sufi Silsilas for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> New religious developments in North India <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate between the teachings of Kabir and Baba Guru Nanak Dev, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Who was Mirabai? - How did Kabir express his ideas? - What is langar? Topic-A closer look-Kabir and Baba Guru Nanak Dev (Competencies: Communication) - Students will work in pair and discuss the major teachings of Kabir and Baba Guru Nanak Dev. 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)