

CLASS – VII
LESSON PLAN HISTORY
CHAPTER-10 EIGHTEENTH CENTURY POLITICAL FORMATION.

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires - To trace the significant happenings in the subcontinent during te first half of the eighteenth century. - To understand that political conditions in eighteenth century india changed within a relatively short span of time.. - To understand that Mughal Empire reached the height of its success and started facing a variety of crisis towards the closing years of the seventeenth century.
Assessment of qualifying knowledge	- Written test - Group Discussion - HW notebook - UT Plans
Objective	Students would be able to learn about the emergence of new political groups in the subcontinent during the first half of the eighteenth century roughly from 1707,when Aurangzeb died,till the third Battle of Panipat in 1761
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students willlearn about</i> . To have an overview of independent and powerful states in the country. - To have an understanding of their expression. - To have an understanding of the organization of the Sikhs into a political community during the seventeenth century <u>SKILLS-</u> <i>Students will critically able to examine the causes for the downfall of Mughal Empire..</i> - Students will develop collaboration through the research about the architecture and the culture. <i>Students would be able to enhance their communication skills by sharing the popular tales of the rulers from any of the following group people;the Rajputs,Jats,Sikhs and The Marathas.</i> <i>Students would be able to enhance their creativityby creating mind map for entire chapter.</i> Students would be able to enhance their critical thinking skills by seeing the change in the map of India in 1700 and in mid eighteenth century.
Transaction Methodology (The teacher can	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

use the mentioned techniques, wherever applicable, and can use any other too.)	DOL1,2,3 Active Learning • Topic- The Crisis of the empire and the later Mughals. (Competencies: Critical thinking) Students will be brainstormed by showing Map 1 and Map 2 given in the chapter and asked to make out the difference between them. Group Learning • Topic-Emergence of New States. (Competencies: Critical thinking) Students will be divided into 3 groups . Two group (would be given old mughal provinces,watan jagirs,third group of Jats,Marathas and Sikhs)will find out the the relations of these political group with the Mughal Emperor. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- The old Mughal Provinces (Competencies: Collaboration, Critical thinking) Students will analyse the steps taken by the rulers of Bengal,Hyderabad and Awadh to consolidate their empire. Students will also differentiate their methods of tax collection. • Topic-Seizing Independence (Competencies: Collaboration) Students will work in pair and Identify the prominent regional Kingdoms who took to armed struggle against the Mughals. • 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. What were Watan Jagirs? 2. Describe the changes initiated by Murshid Quli Khan after Bengal broke away from Mughal control. 3. Mention the steps taken by Saadat Khan to make the region of Awadh prosperous. 4. Describe the three common features found amongst Hyderabad, Awadh and Bengal during Later Mughals period. 5. Describe the reasons responsible for the decline of the Mughal Empire

CLASS – VII
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-10 EIGHTEENTH CENTURY POLITICAL FORMATION.

SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to learn about the emergence of new political groups in the subcontinent during the first half of the eighteenth century roughly from 1707, when Aurangzeb died, till the third Battle of Panipat in 1761
Assessment of qualifying knowledge	Students will be brainstormed by showing Map 1 and Map 2 given in the chapter and asked to make out the difference between them.
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> About the reasons of the decline of the Mughal Empire. SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate between the Mughal rulers and Later Mughals 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 - Name the last powerful Mughal ruler. - When he died? - Name the ruler of Iran who invaded India in 1739. - Describe the Later Mughals? Discussion of topic through Collaborative Learning: 15 min - Students will develop collaboration through the research about the architecture and the culture and by sharing the popular tales of the rulers from any of the following group people; the Rajputs, Jats, Sikhs and The Marathas. 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	Students would be able to learn about the emergence of new political groups in the subcontinent during the first half of the eighteenth century roughly from 1707,when Aurangzeb died,till the third Battle of Panipat in 1761
Assessment of qualifying knowledge	Questions from previous class about the doenfall of Mughal Empire for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> About the emergence of new states from old Mughal provinces. • <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate between steps adopted by Hyderabad,Awadh and Bengal to consolidate their empire and 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 Murshid Quli Khan? • What is Ijaradari? • What is Jagir? • What is Subedari? • Emergence of New States. (Competencies: Critical thinking) Students will be divided into 3 groups . Two group (would be given old mughal provinces,watan jagirs,third group of Jats,Marathas and Sikhs)will find out the the relations of these political group with the Mughal Emperor. 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	Students would be able to learn about the emergence of new political groups in the subcontinent during the first half of the eighteenth century roughly from

	1707,when Aurangzeb died,till the third Battle of Panipat in 1761
Assessment of qualifying knowledge	Questions from previous class about the old Mughal provinces for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • Topic- The old Mughal Provinces (Competencies: Collaboration, Critical thinking) Students will analyse the steps taken by the rulers of Bengal,Hyderabad and Awadh to consolidate their empire. Students will also differentiate their methods of tax collection.
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 • What is Diwani • What is faujdari? • Who were Mansabdars? • Topic-Seizing Independence (Competencies: Collaboration) Students will work in pair and Identify the prominent regional Kingdoms who took to armed struggle against the Mughals. 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	Students would be able to learn about the emergence of new political groups in the subcontinent during the first half of the eighteenth century roughly from 1707,when Aurangzeb died,till the third Battle of Panipat in 1761
Assessment of qualifying knowledge	Questions from previous class about different types of paintings for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> About the methods used by the Jats,Marathas and Sikhs. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i>

	differentiate between the states who had formal ties with the mughals and who had armed struggle with the Mughals 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: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What do you mean by Chauth? • What is Sardeshmukhi? • What is Khalsa? • Topic-Seizing Independence (Competencies: Collaboration) Students will work in pair and Identify the prominent regional Kingdoms who took to armed struggle against the Mughals. 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)