

CLASS – VIII
LESSON PLAN HISTORY
Ch.1 HOW, WHEN AND WHERE

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Periodisation of History 2. Sources to know the modern period of history 3. Knowledge about the advent of East India Company.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Students would be able to analyse the problems with the periodisation of Indian History.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Major developments within the time frame. • Administration produces records. • Changes during colonial period. • Different sources apart from the official record. <u>SKILLS</u>- • <i>Students will critically think about dividing history into periods.</i> • Students will develop collaboration by doing different kinds of surveys in class. • <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> • Students would be able to enhance their communication skills by debating on the problems involve in periodisation of history.
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 • Topic- How important are dates? (Competencies: Critical thinking) Students will be brainstormed about the use of studying History. Students will critically think and differentiate about the developments which happened over a span of time or big events which happened on a particular date. Group Learning • Topic-How do we periodise? (Competencies: Critical thinking) Students will be divided into 6 groups. Each group (two groups will be sharing the

	same period) will find out the problems associated with periodisation. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- How do we know? (Competencies: Citizenship, Critical thinking) Students will get aware through discussion about the act of writing which was an important part of the British. Hence, students will analyse the importance of National Archives. • Topic-Surveys become important (Competencies: Collaboration) Students will work in pair and discuss about new kinds of survey as per the present requirements. • 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. 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 (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL BOARD EXAMINATION (critical thinking)20 Marks INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.

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> • Hot questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Easy questions has to be completed • 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. Explain the work done by James Mill. 2. Explain the term colonisation. 3. Define Periodisation. 4. Identify the event that marked the beginning of the modern period of Indian history. 5. Name the first Governal General of India.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
Ch.1 HOW, WHEN AND WHERE
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to analyse the problems with the periodisation of Indian History
Assessment of qualifying knowledge	Questions from the photos (like reading newspapers, wars and battles) for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> How Kingdoms were formed and new ideas developed and how culture and society changed in the textbooks of past two years. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate events (specific date) and process, (span of time) in collaboration with each other.
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner- Anticipatory Set: 10 min

mentioned techniques, wherever applicable, and can use any other too.)	Facilitator will ask few questions to introduce the topic • Why do we study History? • By what criteria we choose a set of dates as important? • Why we refer to time? • Why we associate history with a string of dates? Discussion of topic through Collaborative Learning: <u>15 min</u> Students will be shown different pictures depicting changes in economy and society, coronation of a ruler, birth or death of a ruler. Students will critically think about the histories written by a british historian or an Indian historian. 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 instructed by a teacher.
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students would be able to analyse the problems with the periodisation of Indian History
Assessment of qualifying knowledge	Questions from previous class about dates for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> About the periodiasation and the problems associated with it . <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between different periods, 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- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • Why we divide history into different periods? • Why we refer to any period of history as Hindu or Muslim? • What is colonial? • Why our book is called our pasts in the plural? Topic-How do we periodise? (Competencies: Critical thinking)

	Students will be divided into 6 groups. Each group (two groups will be sharing the same period) will find out the problems associated with periodisation. 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 instructed by a teacher.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students would be able to analyse the problems with the periodisation of Indian History
Assessment of qualifying knowledge	Questions from previous class about periodisation for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • Topic-How do we know? <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Students will get aware through discussion about the act of writing which was an important part of the British. They will use their creativity for writing memos or reports.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What do you understand by Official records? • What is calligraphy? • Why plan and policy had to be written up? • Topic-Surveys become important (Competencies: Communication) Students will work in pair and discuss about new kinds of survey as per the present requirements 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

Assessments	Oral Test (5 minutes)
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DAY	FOUR
Objective	Students would be able to analyse the problems with the periodisation of Indian History
Assessment of qualifying knowledge	Questions from previous class about act of writing and surveys for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Information about official and non official records. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the information available in different sources, 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What do you understand by posterity? • Identify the types of source as a primary source • Assess its advantages and disadvantages. • Topic-Information about different kinds of sources. (Competencies: Communication) Students will work in pair and discuss the advantages and disadvantages of an official record. 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
Assessments	Oral Test (5 minutes)