

CLASS – VIII
LESSON PLAN HISTORY
Ch.4 TRIBALS, DIKUS AND THE VISION OF A GOLDEN AGE

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. British expansion of Territories. 2. Tribal societies 3. Areas inhabited by them and means of livelihood.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Students would be able to discuss different forms of tribal societies Tribal groups in different parts of the country rebelled against the changes in laws.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students willlearn about</i> • Colonial rule affect tribal lives. • Location of some tribal groups in the map of India. • Role of Birsa Munda. • Birsa’s vision of golden age. <u>SKILLS-</u> • <i>Students will critically think about the difference between the tribal communities and the settled communities..</i> • <i>Students will develop collaboration through the enactment of the barter system.</i> • <i>Students would be able to enhance their creativityby creating mind map for entire chapter.</i> • <i>Students would be able to enhance their communication skills by debating on the problems faced by the tribal groups under colonial rule.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any	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 DOL1,2,3 Active Learning • Topic- How did the tribal groups live? (Competencies: Critical thinking) Students will be brainstormed by showing the pictures of different tribal groups. Students will critically think and differentiate their life with the them.

other too.)	Group Learning • Topic-Hunter Gatherers and Herded animals (Competencies: Critical thinking) Students will be divided into 6 groups . Each group would be given a tribal community to research and they will be sharing their viewpoints about the tribal community . Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- How did the colonial rule affect tribal lives? (Competencies: Citizenship, Critical thinking) Students will get aware through discussion about what happened to tribal chiefs. Students will analyse the rice cultivation in flat plains and in the forest. • Topic-Forest laws and their Impact (Competencies: Collaboration) Students will work in pair and discuss about the forest laws initiated by the British. • 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 has 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. List some tribal groups which lived by herding and rearing animals. 2. Name the term refers to the group of people living in forest areas and having their own traditions, languages and customs. 3. Name the term used in Madhya Pradesh for shifting cultivation. 4. Give the term for a field left uncultivated for a while so that the soil recovers fertility. 5. Explain shifting cultivation.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
Ch.4 TRIBAL, DIKUS AND THE VISION OF A GOLDEN AGE
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to discuss different forms of tribal societies Tribal groups in different parts of the country rebelled against the changes in laws.
Assessment of qualifying knowledge	Questions from the photos (like different tribal group) for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • Colonial rule affect tribal lives. • Location of some tribal groups in the map of India. • Role of Birsa Munda. • Birsa's vision of golden age. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> • <i>Students will critically think about the difference between the tribal communities and the settled communities..</i>
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 • Who are tribes? • How they earned their livelihood? • What is their religion? • In what context they were different from the settled ones? Discussion of topic through Collaborative Learning: 15 min Students will be shown different pictures of tribal groups and their way of living. Students will find out about the given tribal groups. 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	TWO
Objective	Students would be able to discuss different forms of tribal societies Tribal groups in different parts of the country rebelled against the changes in laws.
Assessment of qualifying knowledge	Questions from previous class about tribal societies for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Tribal people earned their livelihood. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> <i>collaboration through the enactment of the barter system.</i>
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 • What are the uses of forest? • Why do you mean by shifting cultivation? • What do you mean by settled cultivation? • What was the opinion of British towards tribal people? Topic-How did the tribal groups live? (Competencies: Critical thinking) Students will be divided into 6 groups . Each group would be given a tribal community to research and they will be sharing their viewpoints about the tribal community . 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
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students would be able to discuss different forms of tribal societies Tribal groups in different parts of the country rebelled against the changes in laws.

Assessment of qualifying knowledge	Questions from previous class about livelihood of tribal groups for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> The lives of tribal people changed during british rule. • Topic-Colonial Rule Affects Tribal Lives <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Students will get aware through discussion about the changes in the lives of Tribal people comparing with the British era.
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 • What happened to tribal chiefs? • What happened to shifting cultivators? • Impact of forest laws on tribal people? • Topic-Forest laws and their impact (Competencies: Communication) Students will work in pair and discuss about new forest laws and the role of forest department. 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)

DAY	FOUR
Objective	Students would be able to discuss different forms of tribal societies Tribal groups in different parts of the country rebelled against the changes in laws.
Assessment of qualifying knowledge	Questions from previous class about the forest laws for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> A Closer look-Birsa Munda <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- DOL1,2,3 Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What is Vaishnav? • How did the tribal people lived before British era? • Reforming Tribal society • Topic-Information about different kinds of sources. (Competencies: Communication) Students will work in pair and discuss the political aim of Birsa Munda. 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
Assessments	Oral Test (5 minutes)