

CLASS – IX
LESSON PLAN HISTORY
Ch. 5 Pastoralists in the Modern World

Unit	<u>Ch.4 Pastoralists in the Modern World</u>
Class Transaction	Total: 9-10 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires : • The knowledge about the nomadic pastoralists. • The knowledge about the area they belong and livelihood • The knowledge about the varying patterns of developments within pastoral societies.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW Assignment 4. UT Plan
Objective	☐ Highlight varying patterns of developments within pastoral societies in different places. ☐ Analyse the impact of colonialism on forest societies, and the implication of scientific forestry. ☐ Show the different processes through which agrarian transformation may occur in the modern world. ☐ Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> • The impact of colonialism on forest societies. • The role of British people. • The impact of modern states, marking boundaries and contraction of pastures. • The different processes through which agrarian transformation may occur in the modern world. <u>SKILLS-</u> • <i>Students will discuss collaboratively about the The impact of colonialism on forest societies</i> • <i>Students will critically think about the developments within pastoral societies.</i> • <i>Students would be able enhance their creativity by creating a timeline</i>

	and the mind map of the entire chapter. • <i>Students would be able to enhance their communication skills by debating critically the changes brought by colonial people in forests for the purpose of their own benefits in the life of nomadics.</i> • <i>Students would be able to enhance their communication skills by debating critically on the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</i> • <u>SKILLS-</u> <i>Students would be able to</i> • To define the reasons held responsible for the forest law. • To express their views on the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world. • To be able to express their views on the changes in life of nomadic people.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Student – teacher interaction interaction, Wipro-GOs.(web chart,flow chart and differentiation table, compare – contrast matrix), silent / loud reading, collaborative learning, Hands on experiment, Experimental work DOL1,2,3 • <i>Brain Storming:</i> • Explain the importance of pastures. • Describe the life of nomads during colonial period in India. • Explain why nomadic tribes need to move from one place to another? • Explain the role of colonial rule over the forests in terms of new laws. <i>Introduction of the topic-</i> PPT and Digital Content would be shared. <i>Guided practice followed by Independent Practice-</i> NCERT and spiral questions to be discussed in the classroom.
Resources	Text Book: NCERT text book for History. Reference Book
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: Assessment Parameters: 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 30 each HALF YEARLY EXAMINATION 80 Marks ANNUAL EXAMINATION 80 Marks INTERNAL ASSESSMENT 10 Marks • Subject Enrichment Activity 5 Marks • Notebook Submission 05 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> • Spiral Level 3 questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 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. Who are nomadic pastoralists? 2. List some pastoral communities of the Himalayas. 3. What was the word 'Maasai' mean? 4. Explain the annual cycle of Gaddi shepherds of Himachal Pradesh. 5. Write briefly about the way of life of Raikas.

DAY WISE CONSOLIDATED LESSON PLAN

Topic	ONE - Introduction of pastoralists nomadic and their movement.
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Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the pastoralists nomadic.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Students will be able to understand the significance of the lives about pastoralists and about their movements.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand the significance of of the lives about pastoralists and about their movements.</i> <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse the lives of pastoralists and their movements. • Appreciate the pattern of cyclical movement between summer and winter collaboratively.
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- • Who were Gujjar Bakarwals? • Mention two activities through which pastoral nomads earn their living. • Explain one reasons why Gujjar Bakarwals move annually between their summer and winter grazing grounds? • Explain the cycle of seasonal movement of Gaddi Shepherds. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min • Students will be shown the clips on the causes responsible for movement of pastoral nomads <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	TWO – Pastoralists on the Plateaus, Plains and Deserts .
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the pastoralists nomadic.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Students will be able to understand the significance of the lives about pastoralists and about their movements.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> the significance of pastoralists nomads. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse the causes of the movements of pastoral nomads. • Appreciate varying patterns of developments within pastoral societies in different places collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Name the pastoralist community of central Plateau. ☐ Who were the Dhangars? ☐ Why the Konkani peasants welcome the Dhangars? ☐ How the seasonal rhythm of movement of Gujjars different that of Dhangars.

can use any other too.)	Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the movement of nomads in India. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	THREE – Colonial rule and pastoral Life
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the pastoralists nomadic.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Students will be able to understand the significance of the lives about pastoralists and about their movements.
Learning Outcomes	<u>KNOWLEDGE-</u> Students will know and understand the significance of pastoral nomads. <u>SKILLS AND COMPETENCIES-</u> Students would be able to • Critically analyses the colonial rule in India and its impact. • Appreciate varying patterns of developments within pastoral societies in different places. collaboratively.

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- ☐ Explain forest law? ☐ What were reserved forest? ☐ What was waste land? . Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	FOUR - How did Forest Rules affect the life of Pastoralists? • .
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the pastoralists nomadic.
Assessment of qualifying	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be

knowledge	conducted for the entire class to check their previous knowledge.
Objective	Students will be able to understand the significance of the lives about pastoralists and about their movements.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand the forest act, implemented by British.</i> <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses the problems faced by pastoralist • Appreciate the importance and the effects of the forest law. collaboratively.
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- ☐ Why did the colonial government reserved some part of the forest. ☐ Why pastoralist were not allowed to access to Reserved Forests? ☐ Why did the movements of pastoralist restrict. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	FIVE – Impact of Forest rule On Pastoralist society
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the pastoralists nomadic.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Students will be able to understand the significance of the lives about pastoralists and about their movements.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> the impact of forest law on the lives of pastoralist. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses the life of pastoralist after forest act. • Appreciate the importance the effects of the colonial rule on Indian forests and dwellers. collaboratively.
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- ☐ Mention the changes noticed in the life of pastoralist after forest act. ☐ How did the life of pastoralist change during the colonial period. ☐ Analyse the impact of Forest Acts on the nomads. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	SIX – Pastoralism in Africa
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the pastoralists nomadic of Africa.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Analyse the the life of African pastoral community- the Maasai.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand the life of the pastoralists nomadic of Africa.</i> <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Critically analyse the life of the pastoralists nomadic of Africa. • Appreciate the life of the pastoralists nomadic of Africa.. collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ What does the word ‘Maasai’ mean? ☐ Where is the Maasai Mara National Park is located? ☐ How was Maasai divided in the pre-colonial period? Discussion of Topic through Collaborative and Critical thinking

applicable, and can use any other too.)	Learning : 15 min Students will be shown the clips on the Imperial Rule Africa. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	SEVEN – Colonial period: the rule of colonial government.
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the pastoralists nomadic.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know and understand the significance of understand how colonial government made the life Maasai difficult. <u>SKILLS AND COMPETENCIES</u>- Students would be able to • Critically analyse the restrictions imposed by colonial government. • Appreciate the importance of the effects of the colonial rule or law

	on Maasai. collaboratively.
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- • Mention the two countries of Africa where the Maasai cattle herder live. • Mention the two ways in which colonial regulations affected their life. • Maasai the pastoralist of Africa were discriminated by the White People. Explain. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in Africa. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)