

Lesson Plan/ Learning Plan Grade: XII	
Topic :	Kinship, Caste and Class
Concept (If Applicable)	Social History of C. 600 BCE and C. 600 CE
Mapping of skills/competencies/attitudes:	
<u>Competencies:</u> Critical Thinking (reasons effectively, makes judgements and decisions, uses systems thinking) Communication (communicates clearly, uses and manages information) Collaboration (collaborates with others) Creativity (Generates ideas) Citizenship	<u>Life Skills:</u> • Critical thinking and problem-solving • Appreciation of different lifestyles • Collaboration • Effective oral communication <u>Core values:</u> • Curiosity • Respect for all
<u>Assessment of skills and values:</u> Opinion of peer group and people around, Grading by facilitator for projects , Survey sheet, Collection and interpretation of data, Observing the spontaneous action of learners in and outside school, Writing reviews, paraphrasing	
Lesson Plan Duration:	7 Days (50 minutes each)
Learning Engagements for Active Learning:	Debate, Discussion, Think Pair Share, Museum Walk, Creating a narrative, Picture Study, PPTs, Group Discussions, creating graphic organisers, Piecing together
Questioning Technique/s to be Used:	Intermittent questions, Probing Questions, open ended questions
Learning objectives: By the end of the topic, the learners will be able to:	

- Familiarize the learner with issues in social history.
- Introduce strategies of textual analysis and their use in reconstructing social history.

Connecting Prior Knowledge

Day 1 : Learning Engagement 1– (Quiz)

Before starting the chapter, the facilitator will conduct a quiz based on Mahabharat to check the basic knowledge about Mahabharat.

For example:

Quiz & Worksheet - What is the Mahabharata?

1. What event prompted the war between the Pandavas and the Kauravas?

- ☐ A family reunion
- ☐ A game of dice
- ☐ A disagreement
- ☐ A previous war

2. How do the Pandavas and the Kauravas symbolize good and evil in *Mahabharata*?

- ☐ They are prideful and self-assured.
- ☐ They are truth tellers and liars.
- ☐ They are descended from gods and demons.
- ☐ They are cousins and brothers.

3. Who is the author of the *Mahabharata*, as well as the father of the two warring branches of the family?

- ☐ Dhritarashtra
- ☐ Pandu
- ☐ Vyasa
- ☐ Bhishma

Resources Required:

NCERT history book, Colored A4 sheets, chart paper, Smart Boards, Textbook

DPSG Spiral, DPSG Study Material

Implementation of lesson plan - Stage 1

Day 1: Learning Engagement 2- Piecing Together

Distribute copies of the Mahabharata: Summary & Characters and a pair of scissors to each student. The learners will cut apart the lesson into each sub-section.

On a chart paper, give the heading Mahabharata. Divide the chart paper into following categories and name them as:

Background & Predictions

Characters

Plot

Reason/s for Start of the War

Social issues taken up

The learners will now be divided into groups to discuss the following questions on the basis of their reading and their prior knowledge and complete the chart in all aspects.

The learners will glue the section 'Mahabharata Background' into the 'Background' section and the Mahabharata Key Players' into the 'Characters' section.

Next, read the section 'Mahabharata Background' together and the learners will make predictions about what they think will happen, recording in notebooks.

Give students time to share their predictions with their group, defending their ideas with reason.

Finally, read Mahabharata's Key Players together and give students time to record questions or comments in their notebooks. The learners will be asked to find more about Mahabharata, the author, volumes, language etc. and come prepared for next day.

Day 2: Learning Engagement 3- Discussion

The learners will then engage in a discussion on using manuscripts as a source to reconstruct history.

Day 2: Learning Engagement 4- PPT

The learners will then be shown a PPT on critical edition of Mahabharata along with the author and dates, the language and content, the features of its writing and whether Mahabharata really took place.

Day 3: Learning Engagement 5- Source Interpretation, Discussion

The facilitator will guide the students towards how these manuscripts have helped in reconstructing the history of Indian sub-continent. For this, the students will work in groups of 4. The learners will be given some sources and along with their knowledge of the Mahabharata, they will discuss about the following:

- Social inequalities
- Basis of social inequalities
- Varna system
- Gender inequality
- Distribution of resources
- Various forms of marriages and rules
- Matriliney, Patriliney
- Familial relationships
- Gotra
- Jati
- Importance of female figures
- Exceptions in the above categories

The facilitator will then guide the students in forming a concrete knowledge on the basis of their observations. **This will be an AHAA moment for them as they work together as social historians to piece together the social history of c. 600 BCE to c. 600 CE.**

Day 4- Learning Engagement 6- Source interpretation

The learners will be given sources to interpret and debates will be conducted on the following:

Beyond the varnas: integration and subordination and conflict

Alternate to the varna systems

Alternate to resources accumulation: sharing of wealth

A different reality existing at the same time

Day 5- Learning Engagement 7- Discussion

At the end of the chapter, the learners will discuss the importance of Mahabharata. Was it a dynamic text? What makes it much more interesting? What makes it a larger narrative of the Indian Sub-continent?

Proceeding further

Day 1: Learning Engagement 2- Piecing Together

The learners will now be divided into groups to discuss the following questions on the basis of their reading and their prior knowledge and complete the chart in all aspects.

Day 3: Learning Engagement 5- Source Interpretation

The learners will be given some sources and along with their knowledge of the Mahabharata, they will discuss and form a narrative on various topics given.

Day 4- Learning Engagement 6- (Picture Study and Discussion)

The students will then try and reconstruct the meaning of the seals. Students will observe the symbols used on the seals, animals carved, the script, the shape of the seal etc.

Learning Logs

Notebooks, charts, graphic organisers, PPTs, Spirals

Lesson Plan: Stage 2

Formatives/Unit test

Notebook assignments

Presentation

Timeline

Teacher Interventions	The teacher will intervene meaningfully by: • Asking relevant probing questions driving learners towards the desired outcome. • PCC/ extra class • Observations
Extending the Lesson Further	The students will read ‘A Palace of Illusions’ by Chitra Banerjee Divakaruni. Inspired from the same, the students will take up one character from the Mahabharata and write a story around it showcasing your perspective.
Summative Assessment	
3 UNIT TESTS	30+35+35 Marks each
HALF YEARLY EXAMINATION	80 Marks
PRACTICAL	20 Marks