

Lesson Plan/ Learning Plan Grade: XII	
Topic :	Peasants, Zamindars and state
Concept (If Applicable)	Rural society during mughals
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:	6 Days (50 minutes each)
Learning Engagements for Active Learning:	Debate, Discussion, Think Pair Share, Picture Study, PPTs, Group Discussions, creating graphic organisers, Brainstorming
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:	

- Discuss developments in agrarian relations.
- Discuss how to supplement official documents with other sources.

Connecting Prior Knowledge

Day 1 : Learning Engagement 1– (intermittent questions)

- *Who were Mughals?*
- *Have you heard of Taj Mahal?*
- *Have you been to Humayun's Tomb?*
- *What factors led the West to begin to assert power in different parts of the world?*
- *What new forms of imperial control are projected by rules of new (or preexisting) empires?*
- *How do changes in the world economy affect social and cultural systems?*
- *What makes a ruler superior?*
- *How did the Mughal's manage to have a thriving empire despite the differences in their people?*
- *What do blended cultures look like today?*

Resources Required:

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

DPSG Spiral, DPSG Study Material

Video Links

<https://study.com/academy/lesson/the-mughal-empire-history-rulers-decline.html>

Implementation of lesson plan - Stage 1

Day 1: Learning Engagement 2- Video Based Discussion

Have students watch the video lesson The Mughal Empire: History, Rulers & Decline

Stop the video at 3:10. Discuss:

Where did the Mughal Empire come from? Who started it?

What qualities made Mughal rulers successful.

Day 2: Learning Engagement 3- Discussion

The learners will discuss about the rural settlement during the Mughal era.

Day 3: Learning Engagement 4- Discussion

The learners will debate the role of women in the rural society. **This will be an AHAA moment for them as they realise a large participation of women during that era.**

Day 4: Learning Engagement 5- graphic organiser

The learners will then make graphic organisers to describe the role of panchayat and the jati panchayats.

Day 4: Learning Engagement 6- Group Discussion

The learners will engage in a group discussion to analyse the role of the zamindars and the land revenue system

Day 5: Learning Engagement 7- Debate

Learners will then discuss the role of the manuscripts in reconstructing the history of Medieval era.

Day 6: Learning Engagement 8: Known to unknown

The learners will focus upon the tribals and the forest people living during that time. The learners will go from known to unknown to trace the histories of these societies.

Day 7: Learning Engagement 9: Map tracing

The learners will trace the map and interpret it to study the trade during the Mughal era.

Proceeding further**Day 1: Learning Engagement 2- Discussion**

Student led discussion.

Day 5: Learning Engagement 6- Discussion

Students will research on the given topics and present in the class.

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 learners will find out about the forest societies of the contemporary empire and compare and contrast their conditions.

Summative Assessment

3 UNIT TESTS

30+35+35 Marks each

HALF YEARLY EXAMINATION

80 Marks

PRACTICAL

20 Marks