

Lesson Plan

Teacher's Name: VINITA RIKHI

Subject: HISTORY Class: XII

Topic/Lesson: BRICKS, BREADS AND BONES -THEME-1

No. Of Periods: 13 PERIODS as per CBSE & NCERT norms

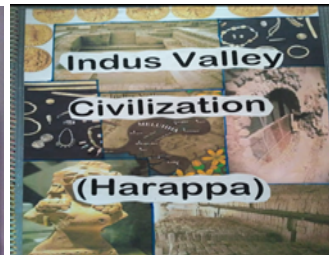


Learning objectives	- Familiarize the learner with early urban centres as economic and social institutions. - Introduce the ways in which new data can lead to a revision of existing notions of history - Illustrate steps of making archaeological reports.
Expected Learning Outcomes	The learner will be able to : - State and deduce the multi-lateral aspects of Harappa civilization in order to understand the first civilization of the world. - Develop an ability to use and analyse socio, economic, political aspects of Harappa - Infer and interpret multiple historical and contemporary sources and viewpoints of ASI and historians on Harappa in order to comprehend insight of civilization - Articulate and construct reasoned arguments from diverse perspectives and frames of reference in order to analyse archaeological reports.
Resources	NCERT Official Videos (the beads and bricks) , ICT capsules(created and downloaded), Documentaries & Movies (Mohenjo-Daro, QCA recommended resources: Indus Valley KS2 National History, published by Commonwealth Institute, 1996 Junior Focus, Indus Valley issue,) , Research Reports of ASI
Key Words	Terracotta, Priest King , Great Bath, Proto Shiva, Priest King ,Great Bath
Outline of content/Gist	The Story of the First Cities: Harappan - Broad overview: Early urban centres - Story of discovery: Harappan civilization - Excerpt: Archaeological report on a major site - Discussion: How it has been utilized by archaeologists/historians.

Learning Activities PKA/ Introduction	EXPRESSING NOTION A. <u>To Show class</u> – ➤ <i>Bead Jewelry</i> ➤ <i>Pictures of Harappan Town Planning</i> ➤ <i>Replica of Harappa Artifacts, which I gathered from national museum to create interest of students towards Harappa culture. (Raise inquisitiveness for concept as well as art and creative work)-ART EDUCATION</i> B. <u>TO Discuss</u> – ➤ what the artifacts tell us about the way people lived with regard to socio economic differences (gender based and societal difference based)- ➤ Discuss what they don't tell us. ➤ Ask the children to identify what they would still like to find out about life of Harappan people. ➤ Prompt them to compare the town planning of Harappa with today's houses like drainage ➤ Draw on the children's knowledge of what has survived from societies ➤ Ask them to compare this with what they know about the Civilization (SOCIOLOGY + ECONOMICS) EXPLORING & RESEARCHING ➤ Assist them with preparing mind map pertaining to socio-economic life ➤ Use ICT tools to explore more Virtual field trips • AR/VR Scanning For museums and field trips or 3 D Model • SKYPE Session with archaeologist or historian • Audio video clips • Reading Blogs For topics on- HARAPPAN ECONOMY (AGRICULTURE & CRAFT PRODUCTION, TRADE), TOWN PLANNING, RELIGION, DECLINE OF HARPPA CREATIVE EXPRESSIONS -EXPERIENTIAL LEARNING ACTIVITIES – (Indoor and outdoor activities) • Scaffolding activities like artifacts making-INDOOR	



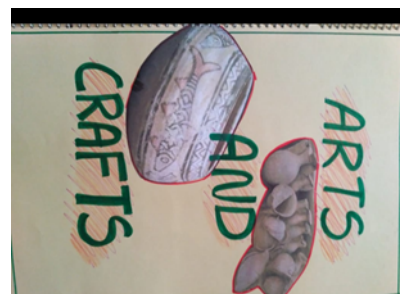
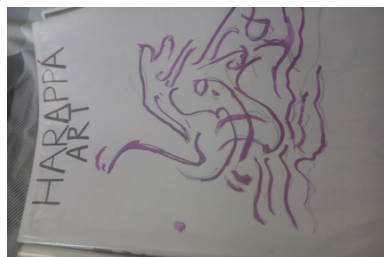
- Picture book on theme-INDOOR



- Making of Harappan Jewelry-INDOOR



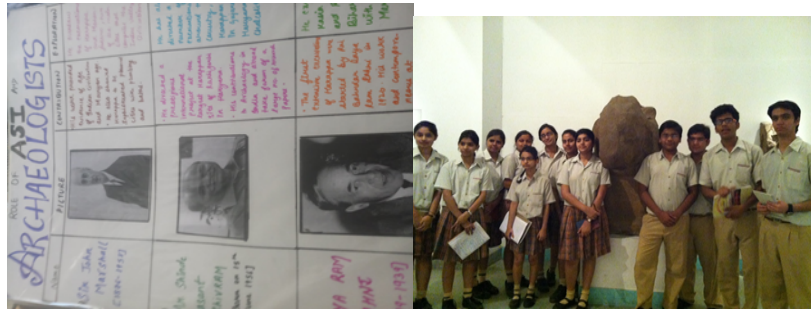
HARAPPAN ART



Imaginary or hypothetical situation like 'a day in Harappa', 'A day with a bread maker's son in an ancient city'



- Artifacts exploration at an Indus Valley excavation Site



- Creative Versions of ABCDE



- Exploratory research through Project with INCLUSIVE APPROACH



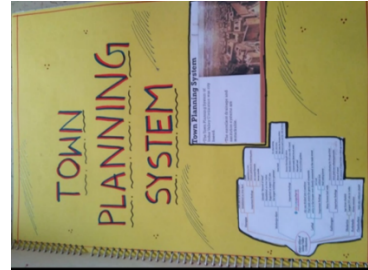
- Poetry writing on Harappa and excavations



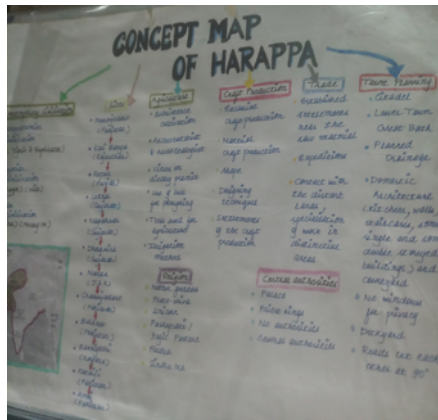
- Visit to History Museum



- Compare modern artefacts with Harappa artefacts



- Web Charts

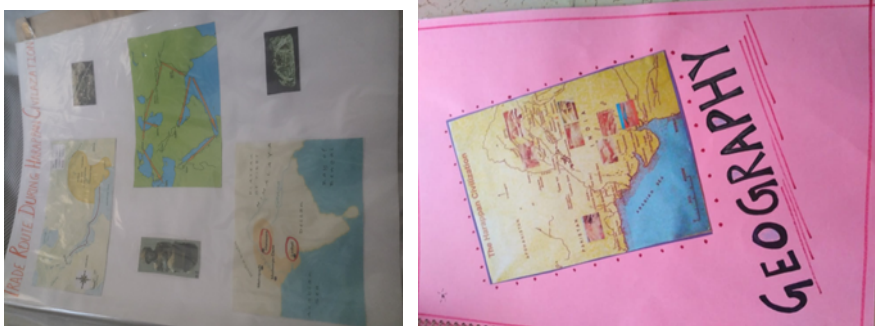


Compare the striking features of the city of Mohenjo-Daro with modern urban centers.



- PPT -. Political and Economic History Preparation of chart (process) showing the important sites and features of early Harappan settlements

MAPPING

	 HUERISTIC ACTIVITIES  REFLECTING ON THE EXPERIENCE- ➤ Power in learning in the action of doing the activity. ➤ The action of articulating thoughts. ➤ Bridge in the learning process that takes place when a student is involved in a-learning experience ➤ Recognition of the students' involvement. ➤ Basis for critical inquiry that values many forms of knowledge, including emotional intelligence and lived experience ➤ helpful for stimulating critical reflection	
Concept Building Activity (Analysis & Application)	Sociology- (<i>Social Stratification, Environmental Crises</i>) while teaching socio economic difference in Harappa and natural reasons for the down fall of Harappa Geography- (Indian subcontinent, Rivers, Vegetation and Soil, Maps, metallurgy) while doing mapping of area and metallurgical age English-Article writing, Note making, Comprehensions, letter to ASI) while reading and writing experiences of Harappa exploration Political science-(Governance, oligarchy, political powers)while covering the central authority of Harappa Hindi- while expressing creative notions on harrappa Mathematics – (Grid system , weigh and measure) while doing townplanning and roads of harappa Art – Bead Work, Jewelry Making, Seal making, Sculpture or artifact making IT- (Virtual trip, documentary making, ppt, research work, kahoot, ASI website, Microsoft apps,etc)	
Web Sources	-NCERT Official YouTube, NROER, Cietdict , E-Pathsahala,TED-Ed, Prezi, Khan Academy, NCERT ,Classmate Videos)	

Assessment Strategy	FORMATIVE STRATEGY- 3-2-1 strategy Idea wave/ Quick class check/ Summary Writing, /One Minute Essay/Analogy Prompt Misconception Check/peer Check/ Student Conference/, Observation/, Self-Assessment/Journal Entry/A-B-C Summary/ Debriefing/ Idea Spinner/Inside Outside Circle// Think Pair Share /Quick Write //Kahoot, Quiz /Hypothesis - What can we infer about the people and their way of life from the buildings, city planning and absence of weapons? - What can we infer about trade and their contact with the rest of the world from the seals and weights and measures found? SUMMATIVE STRATEGY Based on CBSE question paper blue print and competencies development through taxonomical patterns	
Notes for Extension/ Differentiation	To engage and resonate with a diverse classroom LEVEL3- - Simple Mind Maps - Story Narration in easy language - Motivational encouragement - Very Easy And Simple Questions - Create Short Clips like Tik Tok On Civilizations LEVEL2 Learning Situations through Watching a video, Creating artwork, Reading an article, Completing puzzles LEVEL1 - Think-Pair-Share Strategy- - Teach Up” principle based on peer group teaching - Different Sets of Reading Comprehension Activities - Creation of question banks - Delivering a presentation - Writing a report - Creating visual art to illustrate key events	
Skills Enhanced	Observation Skills, Analysis, Critical Thinking, Interpersonal Skills Active Engagement, Constructive Approach	
Home Assignment	- Explore about Harrapan explorations either through movie/ documentary - How far the archaeological studies help us to reconstruct the agricultural activities of the Harappan people. - The Harappan cities were the result of careful planning and engineering skill’ Examine the statement in the light of evidence from the city of Mohejo Daro - Give any two strategies use by the scholars to identity the social	

	condition. • What information do we get from the study of burial system about the social conditions of Harappa • Give any two evidence that supports the view that there existed a between early and mature phase of Harappan civilizations.
Reflections (to be filled after the lesson plan is taken up in the class)	Students took keen interest