

SUBJECT – HISTORY

TOPIC-L-1 TRACING CHANGES THROUGH A THOUSAND YEARS

CONTENT	GENERAL OUTCOMES	SPECIFIC OUTCOMES
	The students will be able to-	The students will be able to-
-PRE CONTENT Indian subcontinent	recall some facts related to the Indian subcontinent	compare the map of 18th century with the present map of the Indian subcontinent
-CONTENT New and old terminologies	examine the new and old terminologies	compare and conceptualize the concept of new and old terminologies
-Kingdom and their sources	identify the sources for the study of past	list the sources for the study of past i.e. archaeological and literary
-Religious development	comprehend the religious development of the subcontinent during 18 th century	tabulate the differences of religious sects
-POST CONTENT Mind Map Question&Answers Assignments	apply the knowledge to complete the worksheet and create the mind map	collaboratively work to complete the assignment given in the assignment booklet

HOMEWORK/ASSIGNMENTS:

- Find out the various sources of knowing the past.
- Complete the back exercise question in notebook.
- Compare the present day map of India and the map of India during the 18th century

MONTH-APRIL**CLASS-VII**

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION AND REMEDIAL TAKEN
Teacher will-	Students will-	
-take up the brainstorming session and ask students to think of certain facts related to India subcontinent	-recall some facts and locate India on a world political map	
-ANNEXURE 1A discuss about the new and old terminologies	-ANNEXURE 1a note down the important points in their notebooks	
-ANNEXURE 1B Coin Making Activity guide the students to complete the activity	-ANNEXURE 1b Coin Making Activity follow the instructions to complete the activity	
-highlight the religious development during medieval period	-actively participate in the discussion and take note of important points	
-ANNEXURE 1C -briefly describe the medieval period with the help of mind map	-ANNEXURE 1c draw the mind map in their notebooks and complete worksheet given in ANNEXURE 1C	

TEACHING AIDS - Map, Concept map, Activity

METHODOLOGY- Map activities – comparing and drawing inferences from maps prepared by two different cartographers in different time intervals, Discussions , Explanations, Mind map

INTERDISCIPLINARY LINK –Cartography

COORDINATOR

HOD

VICE PRINCIPAL

PRINCIPAL

ANNEXURE 1 A

NEW AND OLD TERMINOLOGIES

WORD USED	NEW TERMINOLOGIES	OLD TERMINOLOGIES
HINDUSTAN	India- the modern nation state	When the term was used in the thirteenth century by Minhaj-i Siraj, a chronicler who wrote in Persian, he meant the areas of Punjab, Haryana and the lands between the Ganga and Yamuna
FOREIGNER	It is used today to mean someone who is not an Indian	Any stranger who appeared in a given village, someone who was not a part of that society or culture.

ANNEXURE 1a- Students will note down new and old terminologies in their notebook.

ANNEXURE 1B- Teacher will guide the students to complete the activity.

ANNEXURE 1b- Students will follow the instructions to complete the activity.

EXPERIENTIAL LEARNING - ACTIVITY NO. H- I

Activity Title - Iconography on Coins(Coin Making)

What will I learn(Learning Outcomes)? - The students will be able to:

Subject	History
Class	VII
Chapter	L-1, Tracing changes through a thousand years
Topic	Archaeological Sources
Time	1 hour
Nature of Activity	Individual

- understand the importance of coins in our study of the past
- conclude that coins help us to understand the economic condition of a kingdom.

SKILLS: Analyzing and Creating

What I have to do? – To design coins of the early medieval period.

What do I require? – clay, metallic paint, modelling tools or other tools with a sharp point.

What do I need to know? – Sources of history(Archaeological and Literary Sources)

Teacher's Activity- Teacher will:

- instruct the students to keep all the required material on the table.
- conduct a discussion on archeological and literary sources. Refer fig. I.1

Fig. I.1

SOURCES OF HISTORIANS

- Coins
- Inscriptions
- Architecture
- Textual Records

- hold a discussion a day before the activity on how to make coins.
- guide the students to carry clay, metallic paint, knitting needles for the activity the next day.

How will I proceed?

Student's activity- Students will:

- roll a piece of air dry clay into a ball.
- then flatten to create a coin shape. Use the sharp point of the cocktail stick or knitting needle to draw an image onto the coin.
- then leave the clay to dry and afterwards paint the clay in a metallic paint.
- display the coins in the classroom.

What have I observed?

Observation table- Coins of Medieval Period

Name any three dynasties that issued coins during early medieval period	Metals used in the making of coins	Depictions on coins
*Khilji dynasty	Silver	Images of Gods and Goddess engraved on Coins

***Sample filled**

What have I learnt?

- Coins are a valuable archaeological source of information for the study of the past. They reveal information about the reign of the monarch, economy of the period of study and the level of technology available.

What am I curious to learn?

To find the similarities and differences between coins of contemporary India and past.

Let me evaluate myself:-

Q1. Comprehend the meaning of Numismatics.

Ans. _____
_____.

Q2. Evaluate the eminence of coins as a useful source of information on medieval India in two points.

Ans. _____

_____.

Q3. Tabulate any two differences between archaeological and literary sources of information on medieval India.

Archaeological Sources	Literary Sources

Q.4 Highlight the different sources historians used for the study of a particular period of history in 30-40 words.

Ans. _____

_____.

ANNEXURE 1C- Teacher will briefly describe medieval history with the help of a mind map.

ANNEXURE 1d- Students will draw mind maps in their fair notebook.

MIND MAP OF MEDIEVAL HISTORY-

