

EXPERIENTIAL LEARNING- ACTIVITY NO – H- I

Subject	History
Class	VIII
Chapter /Unit	L-1 : How, When and Where
Topic	Periodisation of Indian History
Time	2 days(Day 1 to gather and Day 2 to conduct activity)
Nature of Activity	Individual

Activity Title – Periodisation of family's history

What will I learn (learning outcomes) ?

The students will be able to -

- examine the importance of documentation of historical records.
- develop a new system of periodisation for their family's history.

Skills- Analysing and Creating

What I have to do? – To create a periodisation for family's history .

What do I require ? –Pen/Pencils , eraser, coloured pens and A4 sized white sheet.

What do I need to know?- The two system of periodisation of Indian history (James Mill's classification – Hindu, Muslim and British and classification by other historians – Ancient, Medieval and Modern) as given in the lesson -How , When and Where .

Teacher's Activity – Teacher will -

- highlights the two systems of classification of Indian history using the flowchart given below-



- explain that **periodisation** is the process or study of categorizing the past into discrete, quantified named blocks of time. This is usually done in order to facilitate the study and analysis of **history**, understanding current and **historical** processes, and causality that might have linked those events.
- guide the students to gather information about their families for past three generations i.e.

Grandparents → Parents → Myself (student)

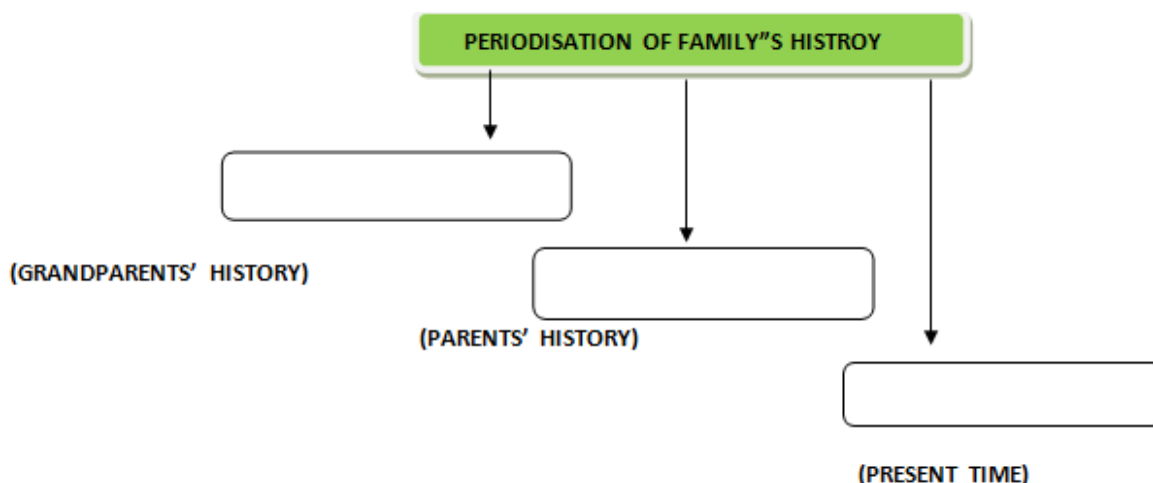
- ask students to compile and tabulate the information gathered from three generations , as instructed in the table below-

Table 1.1

Indicators	Grandparents	Parents	Myself (student)
System of schooling			
Means of transport			
Kitchen equipments (Hand driven to electricity run)			
Games (indoor and outdoor)			
System of keeping family records(Post cards ,Albums, CD, Drives etc..)			

- guide students to use the information tabulated in the above table 1.1 , create a nomenclature for each period of your family's history and compile in the box given below.

Figure 1.2



- ask students to share the family's history periodisation with class and paste it in your notebooks.

Student's Activity - Students will -

- follow the instruction given by the teacher for the activity.
- gather and compile the data in tabular form (refer to the table 1.1) .
- create a nomenclature for each period and fill in the figure 1.2 .
- share their respective family's periodisation with the classmates and record it in their notebook.

What have I observed?-

OBSERVATION TABLE- Life then and now

	ELEMENTS OF SIMILARITIES	ELEMENTS OF DIFFERENCES
Means of Transport	Buses , hand driven rickshaw & trains , air plane	Sea planes , Metro & App based cab services
Popular games		
Record keeping		

What have I learnt?- A system of keeping records is essential as **historical data** enables the tracking of improvement over time which gives key insights for planning in contemporary era.

The two sources of historical past are _____ & _____.

What am I curious to learn?

To know about the latest technology / gadgets used in keeping records.

Let me evaluate myself

Q1. In three points highlight the importance of keeping records .

Q2. Choose the correct option from the following –

i) Which among the following was not an official record?

a) Surveys b) Census c) Manuscripts d) Memos

ii) James Mill divided the history into _____, Muslim and British .

a) Hindu b) Ancient c) Medieval d) Modern

Q3. How the system of keeping records changed with time? Write in 30-40 words.
