

CONTENT	LEARNING OUTCOMES GENERAL	LEARNING OUTCOMES SPECIFIC
PRE- CONTENT An interactive session to be conducted to recall sources of the information about Medieval Period.	The students will be able to- recall the sources of information in history	The students will be able to- develop love for India's rich cultural heritage and respect the country
CONTENT Description of Medieval and Modern period	relate to the medieval and the modern period	list the features of medieval and modern Indian period
Importance of dates	reason out the importance of dates and periods in history.	conclude the importance of recording events of the past.
Classification of Indian history	comprehend various classifications of Indian history during the British period.	distinguish between the various classifications of Indian history
Sources of information	examine the relevance of official records in gathering information	point out the merits and demerits of official records

HOMEWORK/ ASSIGNMENT

- Read the chapter
- Collect information on any three specimens of plants from your surroundings on following topics – availability , uses & conditions for growth .
- Complete the lesson's back exercise questions

Teacher's Activity Teacher will -	Students' Activity Students will -	Teacher's Observation and Remedial action taken
ANNEXURE 1A-Sources of past conduct an interactive session on the sources of the medieval period.	share their knowledge on the topic and mention the names of various sources of past .	
hold a class discussion on medieval and modern period of Indian history	share their view points on the Medieval and modern period.	
explain the topic – dates and documentation in history	note important points	
ANNEXURE 1B-Classification of history show the two classifications and hold discussion	ANNEXURE 1b make two ways of classification in their notebooks .	
ANNEXURE 1C- Periodisation guide the students to complete the activity.	ANNEXURE 1c follow the instructions and complete the activity.	

Teaching Aids : Pictures of the Modern period of Indian history and Interactive board.

Methodology/Innovative Methods: Picture reading activity, discussion, Time line Activity based teaching

Interdisciplinary Links: Geography and Botany (Survey on various species of plants)

COORDINATOR

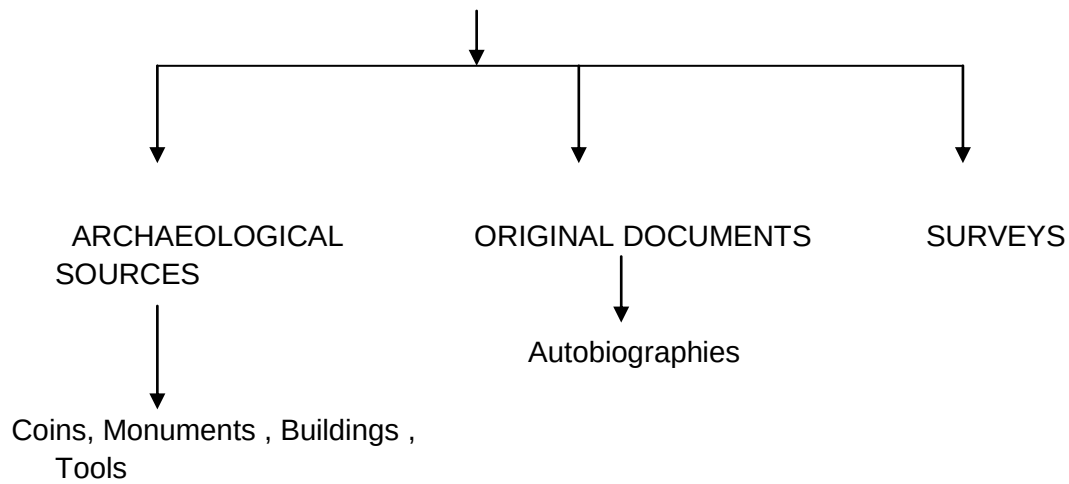
HOD

VICE PRINCIPAL

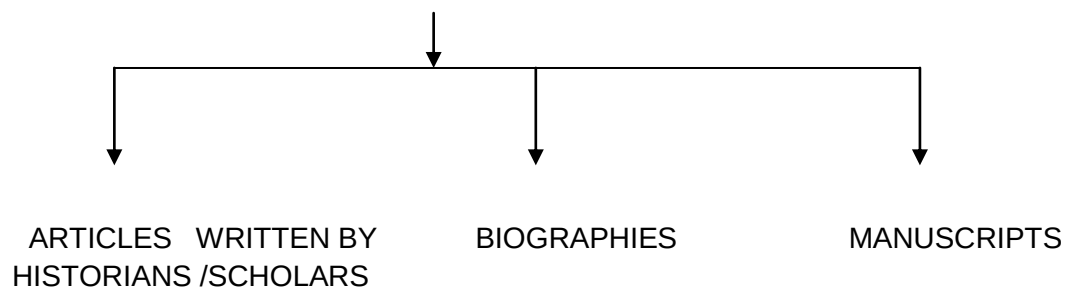
PRINCIPAL

SOURCES OF INFORMATION

PRIMARY SOURCES



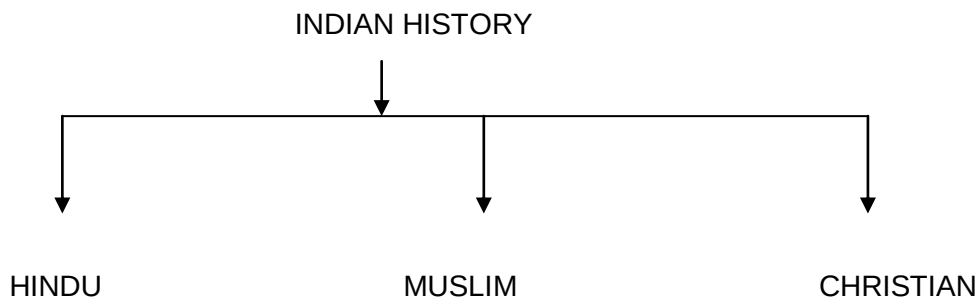
SECONDARY SOURCES



ANNEXURE 1B- Teacher will share the classification charts

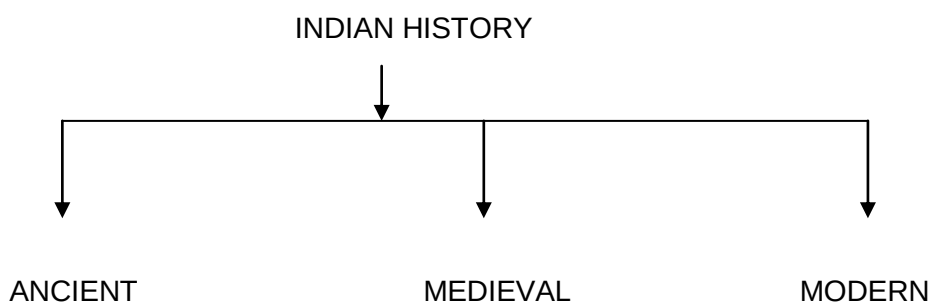
CLASSIFICATION OF INDIAN HISTORY

I) JAMES MILL



Mill thought that all Asian societies were at a lower level of civilisation than Europe. According to his telling of history, before the British came to India, Hindu and Muslim despots ruled the country. Religious intolerance, caste taboos and superstitious practices dominated the social life.

II) OTHER HISTORIANS



Medieval was a term used to describe a society where these features of modern society did not exist. The word modern has been used to describe those events and styles of developments in administration, art and architecture that has been developed during the late 18th, 19th and the 20th century. Many historians therefore refer to this period as 'colonial'.

ANNEXURE 1B – students will be making the flowchart .

ANNEXURE 1C- 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)

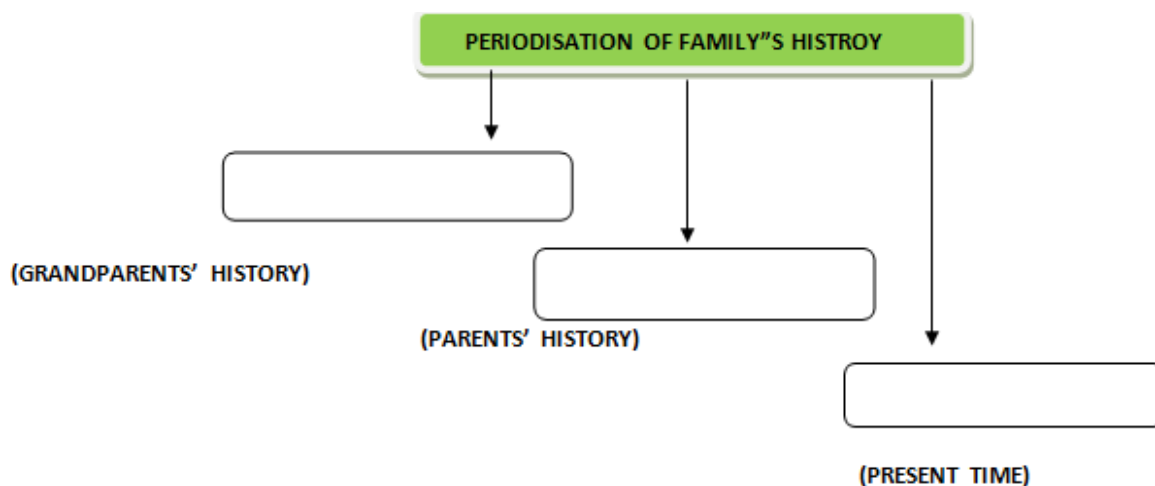
- ask students to compile and tabulate the information gathered from three generations , as instructed in the table below-

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.
