

BUDHA DAL PUBLIC SCHOOL, SAMANA

LESSON PLAN

Subject: HISTORY TERM - 1

CLASS - XII

Themes in Indian History Part - I

- Ch - 1 The story of the First Cities : Harappan Archaeology.
- Ch - 2 Political and Economic History.
- Ch - 3 Social Histories : Using the Mahabharata
- Ch - 4 A History of Buddhism : Sanchi Stupa

Themes in Indian History Part - II

- Ch - 5 Medieval society through Traveller's Accounts
- Ch - 6 Religious Histories : The Bhakti - Sufi Traditions
- Ch - 7 New Architecture : Hampi
- Ch - 8 Agrarian Relations : The Ain - i - Abbari

Lesson : The Story of The First Cities

Technology used

A - Zoom Classes, videos Google form

B - Smart board, Images, Map of Harappan sites, N.C.E.R.T. books

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| P.K. testing | <ul style="list-style-type: none">* Name the first site found of Harappan civilization.* Name some items of the Harappan civilization made from shells.* How can you say that Harappan people liked cleanliness? |
| Learning Objectives | The students will be able to understand : The Harappan Civilization's agricultural technologies, Mohenjodaro a planned urban centre, burials, craft production, seals, scripts and weights, palaces and kings and the end of the civilization. |
| Curriculum Addressed | Subsistence strategies, tracking social differences and strategies of Procuring materials. |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter Interactive questioning, picture, illustration, introductory group discussion. |
| Evaluation | Through art integration activity and map of Harappan sites. Multiple choice questions by google form. By asking questions individually. |
| Recapitulation | Teacher will recapitulate the chapter by time line or mindmap. Teacher can ask the questions by hypothetical situation. |
| Teacher self assessment | Ensure active participation - will they able to develop their capacity to link political policies and processes with contemporary realities. |

Lesson : Political and Economic History

Technology used

A - Zoom Classes, videos Google form

B - Smart board, Images, Map of sixteen Mahajanpadas, N.C.E.R.T. books

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| P.K. testing | * Who founded the Mauryan empire? * Who founded Dhamma Mahamatras? * How many Mahajanpadas were there? |
| Learning Objectives | The students will be able to understand : The sixteen Mahajan padas, an early Mauryan Empire, and its administration, New notions of Kingship. |
| Curriculum Addressed | The Earliest states : First amongst the sixteen : Magadha, Divine kings, differences in rural societies, urban population and trade coins and kings, How are inscriptions deciphered. |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter interactive questioning, pictures illustration, introductory group discussion. |
| Evaluation | Through art integrated activity and map of Ashokan inscriptions. Multiple choice questions by google form. By assignment and ask questions individually. |
| Recapitulation | The teacher will recapitulate the chapter by asking some questions and give summary of the chapter by giving some examples. |
| Teacher self assessment | Ensure active participation of students All the concepts of the lesson should be clear to the students. |

Lesson : Social Histories "Using the Mahabharata"

Technology used

A - Zoom Classes, images , google form

B - Smart board, videos, Map work, N.C.E.R.T. books

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| P.K. testing | * With whom is the central story of Mahabharata associated? * Name the wife of Pandavas? * Name the most challenging episodes in the mahabharata? |
| Learning Objectives | The students will be able to understand : The Mahabharata, many rules and varies practices of the society and social differences. |
| Curriculum Addressed | The Mahajan Padas and cities located near the Kuru Panchala lands. |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter interactive questioning, pictures illustration, introductory group discussion. |
| Evaluation | Through art integrated activity and the map of cities located near the Kuru Panchala lands. Multiple choice questions by google form. By assignment and ask questions individually. |
| Recapitulation | The teacher will recapitulate the chapter by asking some questions and give summary of the chapter by giving some examples. |
| Teacher self assessment | Ensure active participation of students All the concepts of the lesson should be clear to the students. |

Lesson : A History of Buddhism "Sanchi Stupa"

Technology used

A - Zoom Classes, images, google form

B - Smart board, videos, Map of famous Buddhist sites, N.C.E.R.T. books

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| P.K. testing | * Where is Sanchi situated? * What do you know about Mahatma Buddha? * What is Bhakti? |
| Learning Objectives | The students will be able to understand: A glimpses of Sanchi, spread of Buddhism and Jainism, Stupas, Teachings of Mahatma Buddha, Mahavira Jaina, popular traditions. |
| Curriculum Addressed | Popular traditions, spread of Buddhism and stupas. |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter interactive questioning, pictures illustration, introductory group discussion. |
| Evaluation | Through art integrated activity and Sanchi Stupas and sites of Buddhism. Multiple choice questions by google form. By assignment and ask questions individually. |
| Recapitulation | The teacher will recapitulate the chapter by asking some questions and give summary of the chapter by giving some examples. |
| Teacher self assessment | Ensure active participation of students All the concepts of the lesson should be clear to the students. |

Lesson : Medieval Society through Traveller's Accounts

Technology used

A - Zoom Classes, images, google form

B - Smart board, videos, travellers accounts, N.C.E.R.T. books

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| P.K. testing | * Who was Ibn Battuta? * Name the book written by Al Biruni. * Name the French jeweller who travelled to India at least six times. |
| Learning Objectives | The students will be able to understand : social , political and economic life during the tenure of different rulers in the medieval period through travellers accounts. |
| Curriculum Addressed | Salient features of Social histories described by the travellers Al Biruni, Ibn Battuta and Bernier. |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter interactive questioning, pictures illustration, introductory group discussion. |
| Evaluation | Through traveller's accounts as sources of social history of medieval India. Multiple choice questions by google form. By assignment and ask questions individually. |
| Recapitulation | The teacher will recapitulate the chapter by asking some questions and give summary of the chapter by giving some examples. |
| Teacher Self assessment | Ensure active participation of students All the concepts of the lesson should be clear to the students. |

Lesson : Religious Histories : "The Bhakti - Sufi Traditions"

Technology used

A - Zoom Classes, images, google form

B - Smart board, videos, Map of major Sufi Shrines and the temples (Vishnu, Shiva, & the goddess)

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| P.K. testing | <ul style="list-style-type: none">* When and where Guru Nanak Dev Ji was born* Name the writings of Guru Nanak Dev Ji* Who were Virashaivas and Lingyats?* What is meant by Langar system? |
| Learning Objectives | The students will be able to understand : A Mosaic of Religious beliefs and Practices, Early Traditions of Bhakti and religious developments during medieval period. |
| Curriculum Addressed | Ideas and practices of the Bhakti - sufi - The Alvars and Nayanars of Tamil Nadu, The Virashaina Tradition in Karnataka, The Fabric Islamic Traditions the growth of Suffism, Teachings of Kabir, Shri Guru Nanak Dev Ji and the devoted princess? Mirabai |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter interactive questioning, pictures illustration, introductory group discussion. |
| Evaluation | Through major Sufi Shrines and places associated with temples. Multiple choice questions By Assignment and ask questions individually. |
| Recapitulation | The teacher will recapitulate the chapter by asking some questions and give summary of the chapter by giving some examples. |
| Teacher self assessment | Ensure active participation of students All the concepts of the lesson should be clear to the students. |

Lesson : New Architecture " Hampi"

Technology used

A - Zoom Classes, images, google form

B - Smart board, videos, Map of major places of Vijay Nagara. Empire under Sangama dynasty, N.C.E.R.T Books

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| P.K. testing | <ul style="list-style-type: none">* Who established Vijaynagara Kingdom?* Name the first dynasty of Vijaynagara empire.* Name the other name of Vijaynagara empire.* Name the local goddess of this empire. |
| Learning Objectives | The students will be able to understand: The discovery of Hampi, Vijaynagara's Capital and its Environs the Royal centre, the sacred centre, temples and bazaars. |
| Curriculum Addressed | Administration the Royal centre and Rule of sangama Dynasty in Hampi. |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter interactive questioning, pictures illustration, introductory group discussion. |
| Evaluation | Through Map of Vijaynagara empire under sangama dynasty. Multiple choice questions. By assignment and ask questions individually. |
| Recapitulation | The teacher will recapitulate the chapter by asking some questions and give summary of the chapter by giving some examples. |
| Teacher self assessment | Ensure active participation of students All the concepts of the lesson should be clear to the students. |

Lesson : Agrarian relations : The Ain- i - Akbari

Technology used

A - Zoom Classes, images, google form

B - Smart board, videos, N.C.E.R.T Books

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| P.K. testing | <ul style="list-style-type: none">* Name the author of the book "Ain - I - Akbari"* Babur defeated whom to become the Mughal Emperor in 1526?* Define Peshkash.* What was the central purpose of Ain- I- Akbari. |
| Learning Objectives | The students will be able to understand : Structure of Agrarian relations in the 16th and 17th centuries. |
| Curriculum Addressed | Agrarian developments in medieval India and the relationship between the state and the Agriculture during Mughal period with the accounts of Ain-I- Akbari. |
| Teaching strategies Or Technique | The teacher will discuss and explain the chapter interactive questioning, pictures illustration, introductory group discussion. |
| Evaluation | Through Map of Ain- I- Akbari. Multiple choice questions. By assignment and ask questions individually. |
| Recapitulation | The teacher will recapitulate the chapter by asking some questions and give summary of the chapter by giving some examples. |
| Teacher Self assessment | Ensure active participation of students All the concepts of the lesson should be clear to the students. |