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When, Where and How

Lesson Plan

Contents

- ▶ An overview of what history is and why it is important
- ▶ Understanding the sources of historical knowledge

Objectives

- ▶ To understand history and its significance
- ▶ To learn about the sources of study of history
- ▶ To know the archaeological and literary sources of history
- ▶ To appreciate the time-frame and geographic spread of history

■ Teacher's Aids

- ▶ Globe
- ▶ Pictures, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

■ Tips for Teacher

- ▶ Explain the need for ascertaining the true and complete history of a country, especially against the backdrop of the history of India written by outsiders, invaders, etc.
- ▶ Explain the significance of history and its relevance, as you read the lesson and point out the important learning that we receive from it.
- ▶ Use the internet and films to show satellite images and photographs of historical changes in India.
- ▶ Use detailed wall maps or atlas and globe to explain the lesson.
- ▶ Encourage projects: visit a museum or an important archaeological site.

■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the pictures and maps.

- ▶ Particularly focus on encouraging the students to appreciate history, the truth about our country, going beyond just what is given in the text, encouraging them to realise that there is history beyond books.

Archaeological Sources

- ▶ Ruins of cities and buildings, pottery, tools and weapons, clay objects, sculptures, paintings, coins, fossils.

Literary Sources

- ▶ Manuscripts on palm leaves, tamrapatras, religious texts, non-religious texts like travelogues, biographies, treatises like *Arthashastra*, etc.

Time Frame

- ▶ Chronology of events and developments.
- ▶ Era Before Christ [BC] and Anno Domini [AD], now called BCE [Before Christian Era] and CE [Christian Era].

Geographical Framework

- ▶ The boundaries in the olden times were amorphous—extending according to geographical rather than political structures.

Assessment Corner

Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers.
Let the students write down the answers if they like.

Written Assignment

- B–F. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers to the students and ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

Think Tank

- G. **HOTS questions:** Discuss the questions in the class and let the students write the answers to G, H, J and K as homework. The teacher should assess individual work.