

# 4

## First Civilisation in India

### Lesson Plan

#### Contents

- ▶ An overview of the Indus Valley or Harappan Civilisation
- ▶ Understanding the level of development reached by the people of the Indus Valley

#### Objectives

- ▶ To understand what civilisation is and where it was seen to have developed in the world
- ▶ To learn about the range of activities in which the Indus Valley Civilisation excelled and the degree of its development
- ▶ To know the various areas of its development, particularly as an urban civilisation
- ▶ To appreciate the extent of knowledge and awareness displayed by the people of the Indus Valley

#### ■ Teacher's Aids

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

#### ■ Tips for Teacher

- ▶ Explain the comparable civilisations of the world: Egyptian, Chinese.
- ▶ Sumerian, Babylonian, etc.
- ▶ Explain the significance of the continuity of the Indian civilisation.
- ▶ Use detailed wall maps or atlas, globe and pictures and the internet to explain the lesson.
- ▶ Encourage projects – divide the class into groups and ask them to study one feature each of the Indus Valley Civilisation.

#### ■ 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 the various aspects of development.
- ▶ The class can work in four groups and bring data on: (i) Town Planning (ii) Farming and Trade (iii) Lifestyle (iv) Religion and Script

### What is Civilisation

- ▶ What constitutes civilisation and the various civilisations in the world: Chinese, Egyptian, Sumerian, Assyrian, Babylonian, Harappan.

### The Indus Valley Civilisation

- ▶ The significant developments of the civilisations—urban, town planning, sewage system, baths, granaries, life of the people, occupations, items found, commercial life, religion, script, etc.

### Downfall of the Harappan Culture

- ▶ Specific cause unknown; several possibilities—natural disaster [floods, earthquake, fire], disease, or invasion and massacre.

## Assessment Corner

### Oral Assignment

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

### Written Assignment

- B–E. 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

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