

PERIOD	Learning Outcomes	METHODOLOGY	ASSESSMENT
<p><u>MARCH-APRIL</u> SECTION I: EARLY SOCIETIES Introduction 1. From the beginning of time Focus on: Africa, Europe till 15000 BC. a) Views on the origin of human beings. b) Early societies. Historians' views on present-day hunting-gathering societies.</p> <p>2. Writing and city life Focus on: Iraq, 3rd millennium BC a) Growth of towns b) Nature of early urban centres. c) Historians' Debate on uses of writing.</p> <p>SECTION II: EMPIRES Introduction 3. An Empire across Three Continents Focus on: Roman Empire, 27 B.C. to A.D. 600 a) Political evolution b) Economic expansion c) Historians views on slavery</p> <p><u>MAY-JUNE</u> 4. Central Islamic Lands Focus on: 7th to 12th centuries a) Polity b) Economy</p> <p>SECTION C: CHANGING TRADITIONS Introduction 6. Three Orders Focus: Western Europe, 13th- 16th century a) Feudal society and economy b) Formation of states. c) Church and society. d) Historian's views on decline of feudalism</p> <p><u>JULY-AUGUST</u> 7. Changing cultural traditions Focus on:- Europe, 14th to 17th century.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Familiarize the learner with ways of reconstructing human evolution. • To understand whether the experience of present-day hunting gathering people can be used to understand early societies • know the nature of early urban centre. • How writing was significant in making of civilization. • To make the learners understand the nature of the economy and society of this period and the change within them. • To know the history of a major world empire. • How slavery was a significant element in the • and its implications for economy and society. - Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories - Understand what the crusades meant in these regions and how they were experience - To make the learners understand the nature of the economy and society of this period and the change within them. • The debate on the decline of feudalism helps in understanding processes of Transition. • Explore the intellectual trends in the period. • Familiarize students with the paintings and buildings of the period. 	<p>Time line Flow chart Comparative study epathshala YouTube -edological YouTube -unacademy YouTube</p> <p>Activity:- • Drawing of human skulls • Observing picture and giving information related to that • Article reading from net Open Discussion Picture composition Activity:- Making of Clay tablets Explanation Discussion Lecture method</p> <p>Activity:- • Collecting pictures related to important features of Roman empire, monuments, baths etc. Lecture method</p> <p>Discussion</p> <p>Case studies</p> <p>Activity:- Search work on the life of Prophet Muhammad</p> <p>Lecture method followed by discussion Activity:- Students will give presentations on three orders in European society.</p>	<p>Skills:- Writing, Skill, Artistic, Understanding, Visual</p> <p>Google forms Oral Question and answers Class test Google forms Search work Unit Test</p> <p>Source based questions</p> <p>Skills:- Thinking skill Oral Question and answers Class test Google forms Search work</p> <p>Unit Test</p> <p>Skills:- Writing, Thinking skill Oral Question and answers Class test</p> <p>Google forms Search work Unit Test</p> <p>Half Yarly</p> <p>Skill:- Writing skill, Understanding, Knowledge</p> <p>Skill:- Writing skill, Technical skill, Application</p>

<p>a)New ideas, and new trends in literature and arts. b)Relationship with earlier ideas c)The contribution of West Asia d)Historian’s view points on the validity of the notion `European Renaissance</p> <p>SECTION IV: TOWARDS MODERNIZATION Introduction 9.The Industrial Revolution. Focus on: England, 18th and 19th century a)Innovations and technological change b) Patterns of growth. c) Emergence of a working class. d) Historians’ viewpoints Debate, Was there an Industrial Revolution? (Integrated with Economics)</p>	<ul style="list-style-type: none"> • Introduce the debate around the idea of Renaissance. • Discuss changes in European economy that led to the voyages • The implications of the conquests for the indigenous people. <ul style="list-style-type: none"> • The nature of the slave trade and see what this debate tells us about the meaning of these “discoveries”. • To enable the students to know the nature of growth in the period and its limits <p>The idea of industrial revolution</p>	<p>Discussion</p> <p>Lecture method</p> <p>Explanation</p> <p>epathshala YouTube -edulogical YouTube -unacademy YouTube</p> <p>Time Line showing inventions in different periods Map work Activity:- Collecting information and pictures related to changing phases of machines because of industrialization and their effects on lives of people</p>	<p>Oral Question and answers Class test Google forms Search work Unit Test</p> <p>Oral Question and answers Class test Google forms Search work Unit Test</p>
<p>SEPTEMBER-OCTOBER 10.Displacing indigenous People Focus on:- North America and Australia a)European colonists in North America and Australia b)Formation of white settler societies c)Displacement and repression of local people</p> <p>11.Paths to Modernization Focus on: East Asia, Late 19th and 20th century. a)Militarization and economic growth in Japan. b)China and the Communist c) d)Historians debate on meaning of modernization. (Integrated with Economics)</p>	<ul style="list-style-type: none"> • Sensitive students to the processes of displacements that accompanied the development of America and Australia • Understand the implications of such processes for the displaced population. <ul style="list-style-type: none"> • Make students aware that transformation in the modern world takes many different forms. • Show how notions like modernization need to be critically assessed. 	<p>Map work Case study Lecture method Explanation followed by discussion Activity:- Collecting different stories, articles related to how Japan’s Re-emerge as a Global economic power</p> <p>Discussion Case study Lecture method Explanation followed by discussion</p> <p>eDiksha app is taken into consideration</p>	<p>Oral Question and answers Class test Google forms Search work Unit Test</p> <p>Oral Question and answers Class test Google forms Search work Unit Test</p>