

History (Class-XII)

Note: History Class XII textbook has been published in three parts by the NCERT. Here, all the three parts have been covered giving week-wise activities from various chapters of these three parts. However, states are free to use their own textbooks keeping in view the given themes.

<i>Learning outcomes</i>	<i>Sources/Resources</i>	<i>Suggestive activities</i>
<p>The learner</p> <ul style="list-style-type: none"> • becomes aware of early urban centres • understands how archaeological sources have been put together, analysed and interpreted by archaeologists to present the story of early urban centres. • understands how new data or new questions can lead to a fresh interpretation and suggestion for revision in existing notions of history. 	<p>NCERT textbook <i>Themes in Indian History, Part I</i></p> <p>Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>www.harappa.com (this website provides material on different aspects of Harappan civilization)</p> <p>https://artsandculture.google.com/ (Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Students can virtually walk to any such place and learn a lot about history and culture from this website.)</p>	<p>Theme Bricks, Beads and Bones The Harappan Civilisation</p> <p>WEEK 1</p> <ul style="list-style-type: none"> • Suggest learners to read the chapter and mark different terms/concepts appearing in the chapter. • Suggest them to consult dictionary of history to understand these terms. • Suggest students to visit Google cultural institute site to take a virtual tour of: <ul style="list-style-type: none"> ✓ Harappa and other available sites, National Museum, Delhi to see the collections of Harappan Civilization. • Give written assignment with 1 or 2 questions. Suggestive questions: <ul style="list-style-type: none"> ✓ Why is Indus valley civilisation also known as Harappan civilisation? ✓ What are the specific features of early Harappan cultures? <p>(Students might browse the internet for example www.harappa.com to understand these and prepare assignment)</p> <p>Give them some time to finish the task. Students can do the task and send the photo of their replies to the teacher, which can be used for assessment later.</p> <p>WEEK 2</p> <p>Make use of google classroom and initiate the discussion on the following.</p>

	Google classroom	<p>Subsistence strategies</p> <ul style="list-style-type: none"> • Important crops and animals for food • Agricultural technologies <p>Pose a question</p> <p>How present-day analogies help archaeologists understand what ancient artefacts were used for?</p> <p>(Students can get help from source 1 in the textbook but they need to be encouraged to find out about other such things)</p> <p>A case study on Mohenjo-Daro has been given in the chapter. Students can read that and visit the website www.harappa.com to prepare a case study on another Harappan urban centre. This will help them to understand the important features of Harappan urban centres.</p> <p>WEEK 3</p> <p>Students can be suggested to go through sections on social and economic differences, craft production, strategies for procuring materials, seals, scripts and weight, ancient authority or the teacher can discuss these with them in a Google classroom and encourage students to reflect on the following:</p> <ol style="list-style-type: none"> 1. Did Harappans practise social and economic differences? 2. What kinds of crafts they practised? How do we identify a craft centre? 3. Relation of Harappan towns with contemporary places/sites in India or outside with focus on sources/things which tell us about this contact and the nature of this contact. 4. What is the importance of seals and sealings (features of Harappan script and materials used to make weights)? 5. Did ancient Indus people have a government? <p>WEEK 4</p> <p>The teacher can share a presentation of slides with learners covering topics like decline of the civilization, how this civilization was discovered,</p>
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<p><i>The learner</i></p> <ul style="list-style-type: none"> — <i>investigates with a help of a map, to locate places from where travellers came to the Indian sub-continent.</i> — <i>identifies biases in their work</i> — <i>explains the salient features from</i> 	<p>Themes in Indian History- Part II</p> <p>Chapter-1- Through the Eyes of Travellers: Perceptions of Society (c.10 to 17 century)</p> <p>Web Resources e-Pathshala QR Code may be used to access video on the above topic.</p>	<p>WEEK 1</p> <p>The theme can be studied by adopting an integrated perspective, in studying the geographical routes from where the travellers came to the Indian Subcontinent. A discussion can be initiated on why people travel in the past and in the present.</p> <ul style="list-style-type: none"> • Learners may be asked to prepare a short note on different travellers and share with their peers through e-mail. • An Album can be prepared on the life and works of travellers. Peer sharing can be done through email /WhatsApp.

<p><i>their works on society, education, economy etc.</i></p> <p><i>relates travellers' accounts with other sources to get in-depth idea of the theme under investigation</i></p>	<ul style="list-style-type: none"> ➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu) ➤ e-material ➤ material available on the Abhilekh Patal 	<ul style="list-style-type: none"> • Sketches on some of the travellers can be made. • Learners may prepare a chart on interesting observations made by travellers • A timeline can be prepared.
<p>— <i>investigates places with a help of a map to locate places associated with the Bhakti and Sufi Saints.</i></p> <p>— <i>explains the essence of their works e.g padas, vakas, abhangas etc.</i></p> <p>— <i>identifies monuments and musical instruments associated with the saints</i></p>	<p>Textbook-Chapter-2-Bhakti-Sufi Traditions: Changes in Religious Beliefs and Devotional Texts (C. Eighth to Eighteenth Century)</p> <p>Web Resources e-Pathshala QR Code</p> <p>may be asked to access video on the above topic.</p> <ul style="list-style-type: none"> ➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu) ➤ e-materials ➤ material available in other state textbooks ➤ e-books on each saint poets 	<p>Week 2</p> <p>The theme can be introduced by initiating a discussion on Saints of India along with their works. A map can be shown of regions from where the saints belonged. Sharing of their works in regional languages may be done to make the learners appreciate the richness and diversity in their compositions.</p> <p>Learners can be encouraged to prepare a toolkit consisting of pictures, maps and collection of their messages on social harmony. A CD can also be included by encouraging them to recite from their works.</p> <p>A chart can be prepared on musical instruments associated with the saints of India.</p> <p>Children may be encouraged to locate places associated with their lives and works</p> <p>Parents may be encouraged to download last five years' question papers based on the theme from the website and ask their child to practice attempting it in a fixed time.</p>
<p>The learner</p> <p>— <i>explains the contributions of Vijayanagara in the 14th to 16th century</i></p>	<p>Chapter-3</p> <p>An Imperial Capital Vijayanagara (C.14th to 16th Century)</p> <p>Web Resources</p>	<p>WEEK 3 AND 4</p> <p>Theme-</p> <p>The lesson can be initiated by showing some of the architectural features that are present till date. The contributions to trade can be discussed along with the rulers of the</p>

<p>— identifies the salient features of the architecture and water – works.</p>	<p>On e-Pathshala QR Code may be used to access video on the above topic.</p> <ul style="list-style-type: none"> ➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu) ➤ e-materials ➤ material available in other state textbooks 	<p>Vijayanagara empire.</p> <p>Pictures of monuments can be collected.</p> <p>A chart can be prepared on important items that were exported and imported and shared with the peers through email.</p> <p>Learners may be encouraged to prepare a tool kit on items needed for preserving monuments.</p> <p>Essays can be written on the rulers of Vijayanagara and shared with peers through e-mail.</p> <p>A glossary of terms can be prepared.</p> <p>A Short note on waterworks of this period can be written.</p>
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Learning Outcomes	Sources	Week-wise Suggestive Activities
<p>The learner</p> <p>— investigates the contemporary agrarian structure with those that existed during the colonial period.</p> <p>— explains various structures of the agrarian system along with economic and social conditions of the landlord, peasants and colonial officials.</p>	<p>Textbook- Themes in Indian History-Part III</p> <p>Chapter-1 Colonialism and the Countryside: Exploring Official Archives</p> <p>Web Resources On e-Pathshala QR Code may be used to access video on the above topic.</p> <ul style="list-style-type: none"> ➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu) ➤ e-materials 	<p>WEEK - 1</p> <p>Theme- the theme can be studied by adopting an integrated perspective, in studying the impact of agrarian policies on peasants during colonialism. You may use a map and highlight different agrarian settlements in diverse geographical regions.</p> <ul style="list-style-type: none"> • The teacher may initiate the discussion by introducing the learners to the contemporary agrarian system they know about. • Learners may be asked to prepare a short note on the life of landowners and the peasantry. • Learners may be asked to locate crops grown in different parts of the country and the way they are marketed. They can compare it with the colonial period. Peer sharing can be done through email /WhatsApp. • Concept map can be prepared on different types of revenue settlement that was operating during the colonial period. • Learners may be asked to consult trilingual Dictionary of History for Schools (Hindi-English- Urdu) for technical terms given in the chapter.

		<ul style="list-style-type: none"> Learners may prepare glossary of terms for concept clarification and share with peers through email, mobile phones, etc.
<ul style="list-style-type: none"> identifies many popular uprisings during this period. explains the causes that led to its occurrence draws linkages with socio, economic and political causes that culminated in igniting it. demonstrates sensitivity by reflecting the contributions of men and women in the revolt. 	<p>Chapter-2 The Revolt of 1857 and its Representation</p> <ul style="list-style-type: none"> ➤ <i>Trilingual Dictionary of History for Schools</i> (Hind-English-Urdu) ➤ e-content ➤ Using Google search engine for exploring the way the revolt is reflected in textbooks of different state. ➤ e-pathsala ➤ QR Code 	<p>WEEK 2</p> <p>The theme can be interestingly studied by asking the children to recall any personality they know who played a significant role in the 1857 revolt. Learners can be asked to locate places that are associated with the revolt.</p> <ol style="list-style-type: none"> A flow chart can be prepared to show the causes that led to the revolt. Biographies of important personalities who participated in the revolt can be prepared. Learners may be asked to prepare a script for a small video presentation on 1857 and share with peers through email. Learners may be asked to discuss the theme with their grandparents, parents, or guardians to know more about 1857. They may collect interesting information's through other resources such as textbooks, magazines, newspaper clippings, YouTube, etc. Learners can be asked to prepare an album by collecting interesting information on the same.
<ul style="list-style-type: none"> recognises facts, figures about processes that led to urbanisation. demonstrates oral and written skills in explaining urbanisation in the past and the present. 	<p>Chapter-3 Colonial Cities: Urbanisation, Planning and Architecture</p> <p>Web Resources Dos' and Don'ts for various hazards/disasters in urban and rural settings</p> <p><i>Trilingual Dictionary of History for Schools</i> (Hind-English-Urdu)</p> <ul style="list-style-type: none"> ➤ e-content ➤ QR-Code ➤ Google-Earth to 	<p>WEEK-3</p> <p>Theme- Teacher may use audio visuals and print materials/documentary, etc. for introducing the theme regarding urban centers and planning in the past and the present.</p> <ol style="list-style-type: none"> Learners may be asked to locate important urban centers on a map of India. They may be asked to write an essay on the contemporary challenges of urbanisation. Learners may be asked to imagine themselves as architects and design a house that is environment friendly. Learners can be encouraged to prepare

	<p>show distances and connectivity of places in urban areas.</p> <p>➤ State Gazetteers</p>	<p>a concept map on any architectural features. For example, what are the monuments of their liking and then go about preparing linkages using lines to show when was it built; who patronised it, what materials were used; what was the architectural features; how has it survived till date; how would they preserve and conserve it, etc. They may share the same with their peers through e-mail.</p> <p>5. Learners may be encouraged to prepare quiz items.</p>
<p>— recalls from the earlier readings on the Civil Disobedience Movement.</p> <p>— compiles from various sources the contributions of Mahatma Gandhi to the Civil Disobedience Movement</p> <p>— explains the role of women in the Civil Disobedience movement.</p> <p>— examines from secondary sources the role of Gandhiji in Champaran and Kheda <i>satyagraha</i>.</p>	<p>Themes in Indian History-Part III</p> <p>Chapter 4: Mahatma Gandhi and the Nationalist Movement: Civil Disobedience and Beyond</p> <p>e-content UTube on Mahatma Gandhi and the freedom struggle.</p> <p>State textbooks/ neighbouring countries textbooks/ other countries books.</p> <p><i>Collected Works of Mahatma Gandhi-</i></p> <p><i>Abhilekh patal</i> of the National Archives.</p> <p><i>Imperial Gazetteer of India</i> Newspaper and magazines articles</p>	<p>WEEK-4</p> <p>The activities may be done in two weeks' time. Explore more materials and write innovatively and creatively like story, poems, short case studies and others you make like to do.</p> <ul style="list-style-type: none"> • Learners may prepare a brief write-up on the early life of Mahatma Gandhiji. The same may be shared with the peers. • Learners may collect messages of Mahatma Gandhi on Women Empowerment, his views on <i>Swadeshi</i> and <i>Swaraj</i>. • Learners may locate places associated with the Civil Disobedience Movement • Prepare a collage on the different movements associated with Gandhiji. • Collect pictures on women associated with the civil disobedience movement and write brief biography. • Learners may practice answering questions that appeared in the last five years. <p>They may also prepare a timeline of events associated with Gandhiji.</p>