KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -1

General Facts Date:

Name of the teacher: SHRI Dinesh kumar Sabal	**Class:** 11	**Name of chapter: Writing and City Life"**	**No of periods required:** 12
Designation: PGT-History	**Subject**: Hist.		**No of students in the class:** 40
Source of the LP: **Concept 1:** Self ☐ Resource Pool ☐ **Concept 2:** Self ☐ Resource Pool ☐ **Concept 3:** Self ☐ Resource Pool ☐		**Lesson Plan Developer:** **Concept 1: The beginning of writing** **Concept 2 : Urbanization,** **Concept 3: The Mesopotamian civilization s**	

Content

Brick	**Learning Outcomes (NCERT)**	**Pedagogical Strategies**	**Integration with other subjects**	**Assessment (Item Format)**	**Resources/Digital/Physical**	**21st Century Skills/ Value Education/Vocational skills**	**Extension/Real life applications**
:The beginning of writing	1. Understanding the Importance of Writing: Students will learn about the origins of writing and its impact on the development of cities,	1. Introduction with Historical Context: Begin by discussing the significance of writing and urbanization in	Economics :	1. Oral Questioning: Ask questions like, "What role did writing play in Mesopotamian society?" and "How	1.Textbook: Class 12 NCERT History Textbook	1. • Geography: Connect to geography by discussing Mesopotamia's location, its rivers, and the impact of geography on agricultural and urban development.	Environmental Applications

	societies, and cultures.	human history, emphasizing how they shaped civilizations.		did city states function in Mesopotamia?".			
Urbanization,	2. Exploring the Rise of Mesopotamian Civilization: Students will explore Mesopotamia as one of the earliest urban civilizations, focusing on its city-states, social structures, and culture.	2. Use of Visual Aids: Use maps to show the location of Mesopotamia and diagrams of cuneiform writing to help students visualize the early writing systems. .	Sociology	2.Worksheet Exercises: Provide exercises on labeling Mesopotamian cities, comparing social classes, and identifying the roles of temples and kings.	2. Visual Aids: Use maps of Mesopotamia, diagrams of city layouts, and images of cuneiform tablets and ziggurats to visually explain the content.	2. Life Skills: Develop critical thinking, creativity, and communication skills as students learn about writing, social structures, and economic practices.Harappans..	Solving Real-Life Problems
The Mesopotamin civilization	3. . Studying the Role of Temples and Kings: Students will understand the role of religious institutions and monarchy in Mesopotamian society and governance.	3.Class Discussion on City Life: Engage students in a discussion about the differences between rural and urban life, focusing on the unique features of city-states. .	Environmental Science	3. Cuneiform Writing Exercise: Assess students' ability to write in cuneiform symbols, demonstrating their understanding of the development of early writing systems.	3.Digital Tools: Use a projector to display excavation site images,	3. Values: Encourage respect for ancient cultures, an appreciation for innovations like writing, and awareness of the importance of organized societies.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher **Signature of HM/VP/Principal**

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -2

General Facts Date:

Name of the teacher: SHRI Dinesh kumar Sabal	**Class:** 11	**Name of chapter: Empire Across Three Continents-2**	**No of periods required:** 12
Designation: PGT-History	**Subject**: Hist.		**No of students in the class:** 40

Source of the LP:	Lesson Plan Developer:
Concept 1: Self ☐ Resource Pool ☐ **Concept 2:** Self ☐ Resource Pool ☐ **Concept 3:** Self ☐ Resource Pool ☐	**Concept 1:** Roman Empire **Concept 2 : Political Structure,** **Concept 3: Economy and Societys**

Content

	Learning Outcomes (NCERT)	**Pedagogical Strategies**	**Integration with other subjects**	**Assessment (Item Format)**	**Resources/Digital/Physical**	**21st Century Skills/ Value Education/Vocational skills**	**Extension/Real life applications**
Roman Empire	1 Understanding the Extent of the Roman Empire: Students will learn about the Roman Empire's expansion across Europe, Asia, and Africa and the factors that contributed to its vastness.	1 Introduction with Historical Context: Begin with a discussion on the rise of empires and why the Roman Empire became one of the largest and most influential in history..	Economics :	1. Oral Questioning: Ask questions like, "What was the role of the Senate in Roman governance?" and "How did the Roman army contribute to the empire's expansion?	1.Textbook: Class 12 NCERT History Textbook	1. • Political Science: Relate to political science by discussing governance, legal systems, and the centralization of power in the Roman Empire.	Environmental Applications
Political Structure	2. Analyzing the Political Structure of the Roman Empire: Students will understand the Roman administrative and political systems that governed diverse regions.	2 Use of Visual Aids: Use maps to show the extent of the Roman Empire across three continents and timelines to illustrate key events. .	Sociology	2. Worksheet Exercises: Provide exercises on mapping the empire, analyzing social classes, and identifying key factors in the empire's fall.	2. Visual Aids: Use maps of the Roman Empire, diagrams of social classes, and images of artifacts, architecture,	2. Economics: Connect to economics by analyzing trade, taxation, and the role of agriculture in the Roman economy.	Solving Real-Life Problems

					and Roman coins.		
Economy and Societys	3. Studying the Economy and Society: Students will explore the social hierarchy, economy, and daily life of people within the Roman Empire, including slavery, trade, and urban life.	3. Class Discussion on Governance and Administration: Facilitate a discussion on how the Romans managed a vast, multi-ethnic empire, focusing on their political and legal systems..	Environmental Science	3. Case Study Analysis: Assess students' ability to analyze and present findings on specific Roman provinces, their administration, and economic activities.	3. Worksheets and Graphic Organizers: Provide worksheets with timelines, comparison charts for different social classes, and graphic organizers on the causes of Rome's decline.,	3. Life Skills: Develop critical thinking, empathy, and analytical skills as students explore social hierarchy, economic systems, and military influence.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐

Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher **Signature of HM/VP/Principal**

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -3

General Facts Date:

Name of the teacher: SHRI Dinesh kumar Sabal	**Class:** 11	**Name of chapter: The Nomadic Empires -3**	**No of periods required:** 12
Designation: PGT-History	**Subject**: Hist.		**No of students in the class:** 40
Source of the LP: **Concept 1:** Self ☐ Resource Pool ☐ **Concept 2:** Self ☐ Resource Pool ☐ **Concept 3:** Self ☐ Resource Pool ☐		**Lesson Plan Developer:** **Concept 1:** Nomadic Empires **Concept 2:** Genghis Khan, **Concept 3:** Administrative System	

Content

Brick	Learning Outcomes (NCERT)	Pedagogical Strategies	Integration with other subjects	Assessment (Item Format)	Resources/Digital/Physical	21st Century Skills/ Value Education/Vocational skills	Extension/Real life applications
Nomadic Empires	1. Understanding the Concept of Nomadic Empires: Students will learn about nomadic societies, their unique way of life, and the formation of nomadic empires, with a focus on the Mongol Empire.	1. Introduction with Historical Context: Begin by discussing the nomadic lifestyle and why nomadic societies differed from settled civilizations, leading to the formation of mobile empires.	Economics :	1 Oral Questioning: Ask questions like, "What were the key leadership qualities of Genghis Khan?" and "How did the Mongols promote trade and cultural exchanges?"	1.Textbook: Class 12 NCERT History Textbook	1. Geography: Link to geography by studying the routes taken by the Mongols and the environmental conditions that shaped their nomadic lifestyle..	Environmental Applications
Genghis Khan	2. Exploring the Rise of Genghis Khan: Students will understand how Genghis Khan united the Mongol tribes and created one of the largest empires in history.	2. Use of Visual Aids: Use maps to show the vast expanse of the Mongol Empire, and timelines to illustrate the rise and spread of the empire.	Sociology	2 Worksheet Exercises: Provide exercises on mapping the Mongol Empire's expansion, analyzing administrative policies, and identifying the impact of the Silk Road.	2. Visual Aids: Use maps of the Mongol Empire, diagrams of administrative divisions, and images of key artifacts and architecture from the period.	2. Political Science: Relate to political science by discussing the administrative systems of the Mongols, their policies on religious tolerance, and governance in a multi-ethnic empire.	Solving Real-Life Problems
Administrative System	3. Studying the Administrative System of the Mongol Empire: Students will explore how the Mongols	3. Class Discussion on Leadership Qualities: Facilitate a discussion on the leadership qualities of Genghis Khan, focusing on how	Environmental	3. Case Study Analysis: Assess students' ability to analyze and present findings on specific aspects of the Mongol Empire, such as	3. Worksheets and Graphic Organizers: Provide worksheets summarizing key	3. Life Skills: Develop critical thinking, leadership analysis, and appreciation for diverse	Case Study

	administered their vast empire, maintained control, and integrated diverse cultures.	he united and led the Mongol tribes.	Science	governance, trade, and cultural diffusion.	events, a comparison of nomadic vs. settled societies, and case studies on trade and cultural exchanges.	cultures as students explore the Mongols' ability to manage a vast and diverse empire.	

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐

How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher **Signature of HM/VP/Principal**

KENDRIYA VIDYALAYA SANGATHAN

LESSON PLAN -4

General Facts Date:

Name of the teacher: SHRI Dinesh kumar Sabal	**Class:** 11	**Name of chapter: The Three Orders -4**	**No of periods required:** 12
Designation: PGT-History	**Subject**: Hist.		**No of students in the class:** 40

Source of the LP:	Lesson Plan Developer:
Concept 1: Self ☐ Resource Pool ☐ **Concept 2:** Self ☐ Resource Pool ☐ **Concept 3:** Self ☐ Resource Pool ☐	**Concept 1:** European society **Concept 2:** Role of the Church: **Concept 3:** Feudal society

Content

	Learning Outcomes (NCERT)	**Pedagogical Strategies**	**Integration with other subjects**	**Assessment (Item Format)**	**Resources/Digital/Physical**	**21st Century Skills/ Value Education/Vocational skills**	**Extension/Real life applications**
European society	1. Understanding the Concept of the Three Orders: Students will learn about the division of medieval European society into three orders – clergy, nobility, and peasantry – and the roles each group played.	1.Introduction with Historical Context: Begin with a discussion on medieval European society and the concept of feudalism, explaining how the three orders maintained social order.	Economics :	1. Oral Questioning: Ask questions like, "What were the main roles of the clergy in medieval society?" and "How did the nobility contribute to the feudal system?"	1.Textbook: Class 12 NCERT History Textbook	1.Political Science: Relate to political science by discussing the feudal system and power structures within medieval society.	Environmental Applications
Role of the Church:	2. . Exploring the Role of the Church: Students will understand the influence of the Church and its hierarchical structure within the clergy.	2. Use of Visual Aids: Use diagrams of feudal hierarchies, maps, and images depicting life during the medieval period to help students understand	Sociology	2. Worksheet Exercises: Provide exercises on comparing. The three orders, mapping the feudal hierarchy, and identifying key responsibilities of each	2. Visual Aids: Use diagrams, maps, and images to illustrate the feudal system and depict scenes from medieval life.	2. Economics: Connect to economics by analyzing how land, labor, and resources were controlled by the	

		the structure of society.		order.		upper orders, affecting peasant productivity and livelihood.	Solving Real-Life Problems
Feudal society	3. Analyzing the Role of Nobility: Students will explore the nobility's role, including their responsibilities as landowners, warriors, and leaders in feudal society.	3. Class Discussion on Social Roles: Engage students in a discussion on how each order – clergy, nobility, and peasantry – had specific roles and responsibilities.	Environm e-ntal Science	3. Case Study Analysis: Assess students' ability to analyze and present findings on historical figures from the three orders.	3. Worksheets and Graphic Organizers: Provide worksheets with graphic organizers to summarize the roles, responsibilities, and limitations of each order.	3. Life Skills: Develop empathy, critical thinking, and an understanding of social structures as students analyze roles, privileges, and restrictions in medieval society.	Case Study

Post Teaching Reflection

Planning for remedial teaching

No. of periods required	
Concept/s for Which remedial classes are required	

Self-assessment by the teacher

Were all students engaged in all activities?	YES ☐ NO ☐
Were the questions posed to test students' understanding appropriate?	YES ☐ NO ☐
Was I able to move through the various stages successfully?	YES ☐ NO ☐
Was I able to keep time?	YES ☐ NO ☐
How satisfactory has been the implementation of the plan?	YES ☐ NO ☐
Do I need any modifications in the plan?	Partially satisfied ☐ Satisfied ☐ Unsatisfied ☐

Signature of Teacher **Signature of HM/VP/Principal**