

BUDHA DAL PUBLIC SCHOOL
ANNUAL PEDAGOGICAL STRATEGIES (2023-2024)
SUBJECT: HISTORY
CLASS - XI

BOOK - THEMES IN WORLD HISTORY

<u>TOPIC</u>	<u>LEARNING OUTCOME</u>	<u>INNOVATIVE/ART INTEGRATION/EXPERIENTIAL LEARNING/ INTER DISCIPLINARY</u>
EARLY SOCITIES (FROM THE BEGINNING OF TIME)	<ul style="list-style-type: none"> • Explain the human evolution from primates to homo Sapience. • Analyze inscriptional evidences and the ways in which they had obtained their food and developed communication system. • Children will also be able to understand the importance of technology. 	<p>Art Integration: The students can be asked to create an art installation that represents the evolution of early societies. They can use materials like clay, stones, and natural fibers to create different artifacts and structures that represent early human civilizations. This will help the students understand the different aspects of early societies, such as housing, agriculture, art, and religion.</p> <p>Debate: The class can be divided into two groups, one in favor of the idea that early societies were primitive and the other against it. The students can research and prepare arguments for their respective sides and then engage in a debate, taking turns to present their arguments and counterarguments. This will help the students understand the different perspectives on early societies and their impact on modern civilization.</p>
Writing and city life	1. Compare and analyse the transformation from Neolithic to Bronze Age Civilization in order to	Summary Writing: Divide the students into groups and ask each group to read a different article or chapter on the topic of writing or

	<p>understand the myriad spheres of human development. 2. Understand the role of geographical condition in the development of any civilization and nation. 3. Understand the process of urbanisation and role of primary sector especially Agriculture. 4. Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations. 5. Analyse the outcomes of a sustained tradition of writing. 6. They will understand the contribution of each civilization in the prosperity of Human being</p>	<p>city life. Then, ask them to summarize the key points of the article in 200 words or less. Afterward, each group can present their summary to the rest of the class and have a discussion. Quiz Competition: Create a quiz on the topics of writing and city life and divide the class into teams. The quiz can include multiple-choice questions, true/false statements, and short answer questions. The team with the most correct answers can be rewarded with a prize.</p>
AN EMPIRE ACROSS THREE CONTINENTS	<p>1. To develop concept clarity among students for better understanding of the subject, 2. To develop interest of students in subject so that they may link with contemporary time. 3. To understand history in a scientific manner instead of memorizing the facts. 4. To understand history in social, political, economic and cultural aspects. 5. To focus on the significance of Roman empire in world history</p>	<p>Mapping the Empire Game: Ask the students to work in pairs and create a board game that represents the Roman Empire across three continents. The game can include challenges that the empire faced, such as conquering new territories or dealing with rebellions. The pair with the most creative and engaging game can be rewarded with a prize.</p>
NOMADIC EMPIRE	<ul style="list-style-type: none"> • Know more about Genghis khan and the Mongol empire in the Steppe of the Central Asia. • Genghis Khan established a vast empire in 12th, 13th century. • He provided the opportunities to the nomadic people to have a settled life. • Despite less technological development how he was 	<p>Poster Making: Ask the students to create a poster that highlights the contributions of the nomadic empires to history and culture. The poster can include images, graphics, and text to convey the message. Afterward, the students can present their posters to the class and have a discussion about their message.</p>

	<p>able to formed a gigantic empire. • If we compare Genghis Khan with other contemporary ruler we found that he was very far away in many aspect from others. • Understand the reasons why trade and city was not develop before the arrival of Genghis Khan. • Genghis khan ,despite initial hardship unite his family ad the mongol people and provide them a new ways of life. • He with the help of his people not only defeated his enemy but also respect the men of talent and recruit them in the administration of the Mongol empire. • Nomadic people under the guideline and leadership of Genghis Khan found an opportunities to have a new ways of life. • In the world map the empire of Genghis Khan will be remember for ever. He was able to extend the empire in Europe an countries as well as Asian country. • Genghis Khan is compare with the world conqueror Alexander the great due to his work . • Genghis khan established a word class military system. He formed his military on the basis of decimal units where the largest group of soldiers were know as tuman.</p>	
<p>THE THREE ORDERS</p>	<ul style="list-style-type: none"> • Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. • Relate ancient slavery with serfdom • Assess the 14th century crisis and rise of the nation states 	<p>Art Integration: Ask the students to create a piece of art that represents the three orders of feudal society - the clergy, nobility, and commoners. They can use any medium of their choice, such as paint, charcoal, or clay. Afterward, the students can present their artwork to the class and discuss the symbolism and meaning behind it.</p>

Changing Cultural Traditions	<p>1. To develop the idea of Renaissance and why Italian towns are reported as Renaissance cities. 2. To explain how Humanistic Art and Culture developed in Italy. 3. To explain the influence of Roman & Greek culture on the European culture during middle age. 4. To understand the development of scientific inventions during middle age. 5. To provide the knowledge of printing technology and its impact on readers.</p>	<p>Cultural Traditions Role-Playing Game: Divide the class into groups and ask each group to create a role-playing game that explores the changing cultural traditions in India during the medieval period. The game can include challenges such as navigating cultural differences and adapting to new traditions.</p>
DISPLACING INDIGENOUS PEOPLES	<p>I. Recount some aspects of the History of the native people of America to understand their condition II. To analyse the realms of settlements of Europeans in Australia and America III. Compare and contrast the lives and roles of indigenous people in these continents</p>	<p>Further Research Project: Ask the students to research a specific indigenous group that has been displaced and create a presentation on their findings. They can present their research in front of the class and have a discussion about the impact of displacement on indigenous peoples.</p>
Path to Modernisation	<ul style="list-style-type: none"> • Deduce the histories of China and Japan from the phase of imperialism to modernization • Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. • Analyze the domains of Japanese nationalism prior and after the Second World War. • Comprehend the history of China from colonization to era of socialism. • Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism. • To analyze the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid 	<p>Poster Making: Ask the students to create a poster that represents the changes brought about by modernisation in Japan and China. The poster can include images, graphics, and text to convey the message. Afterward, the students can present their posters to the class and have a discussion about their message.</p>

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