

**ANNUAL CURRICULUM (2020-21)**  
**CLASS XII HUMANITIES**  
**SUBJECT: HISTORY**

**VISSION: To aid students to become responsible and respectful individuals who are capable of critical thinking.**

<b>PERIOD: APRIL TO SEPTEMBER</b>		
<b>CHAPTER</b>	<b>TRANSACTIONAL STRATEGIES/ INNOVATIVE PEDAGOGY</b>	<b>LEARNING OUTCOME</b> <u>The students will be able to:</u>
Brick, Beads and Bones	<ul style="list-style-type: none"> <li>• Brainstorming (Investigative case)</li> <li>• Map (World and India)</li> <li>• Timeline</li> <li>• <a href="http://www.harrapa.com">www.harrapa.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize themselves with early urban centres as economic and social institutions.</li> <li>• Analyze the ways in which new data can lead to a revision of existing notions of history</li> </ul>
Kings, Farmers and Towns	<ul style="list-style-type: none"> <li>• Induction method</li> <li>• Venn Diagram</li> <li>• Discussion methods</li> <li>• ‘Caste Group’ Activity:</li> <li>• Hand Out: <a href="#">Quick Quiz</a> (Post Class)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the major trends in the political and economic history of the subcontinent.</li> <li>• Recognize inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>
Kinship, Caste and Class	<ul style="list-style-type: none"> <li>• Story telling method</li> <li>• Value Based method</li> <li>• Video: <a href="#">Mahabharata: Summary &amp; Characters</a></li> <li>• Debate: Position of Women (Compare with Roman Empire)</li> </ul>	<ul style="list-style-type: none"> <li>• List the issues in social history of the Indian sub-continent.</li> <li>• Characterize strategies of textual analysis and their use in reconstructing social history.</li> </ul>
Thinkers, Beliefs and Buildings	<ul style="list-style-type: none"> <li>• Animation: <a href="#">Life of Buddha and moral teachings</a></li> <li>• Video: <a href="#">Middle Way to Enlightenment</a></li> <li>• Venn Diagram</li> <li>• Story Board method</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the major religious developments in early India.</li> <li>• Understand strategies of visual analysis and their use in reconstructing histories of religion.</li> </ul>
Bhakti-Sufi Traditions	<ul style="list-style-type: none"> <li>• Induction method</li> <li>• Venn diagram</li> <li>• Explanation method</li> <li>• Visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious developments.</li> <li>• Discuss ways of analyzing devotional literature as sources of history.</li> </ul>
An Imperial Vijayanagara Empire	<ul style="list-style-type: none"> <li>• Video: <a href="#">Vijayanagara Empire History</a></li> <li>• Story telling method</li> <li>• Explanation method</li> <li>• Visual aid</li> </ul>	<ul style="list-style-type: none"> <li>• Characterize the new buildings that were built during the time.</li> <li>• Discuss the ways in which architecture can be analyzed to reconstruct history.</li> </ul>

<b>PERIOD: OCTOBER TO MARCH</b>		
<b>CHAPTER</b>	<b>TRANSACTIONAL STRATEGIES/ INNOVATIVE PEDAGOGY</b>	<b>LEARNING OUTCOME</b> <u>The students will be able to:</u>
Kings and Chronicles	<ul style="list-style-type: none"> <li>• Story telling method</li> <li>• Inductive method</li> <li>• Timeline</li> <li>• Visual aids</li> <li>• Map (India)</li> <li>• Reference: <a href="#">Miniature painting</a></li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the major landmarks in political history.</li> <li>• Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>
Colonialism and the Countryside	<ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Map</li> <li>• Debate: British perceptive of India</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>• Comprehend the problems and limits of</li> </ul>

	<ul style="list-style-type: none"> <li>• Poem: <a href="#">The White Man's Burden</a></li> </ul>	<p>using official sources for understanding the lives of people.</p>
Rebels and the Raj	<ul style="list-style-type: none"> <li>• Explanation method</li> <li>• Anecdote</li> <li>• Timeline</li> <li>• Debate: First war of Independence Vs Sepoy Mutiny</li> <li>• Video: <a href="#">Causes of 1857</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how the events of 1857 are being reinterpreted.</li> <li>• Discuss how visual material can be used by historians.</li> </ul>
Mahatama Gandhi and the Nationalist Movement	<ul style="list-style-type: none"> <li>• Inductive method</li> <li>• Crossover learning method</li> <li>• Timeline</li> <li>• Documentary: <a href="#">A Force more Powerful</a></li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend the significant elements of the Nationalist Movement and the nature of Gandhian leadership.</li> <li>• Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.</li> </ul>
Framing the Constitution	<ul style="list-style-type: none"> <li>• Inductive method</li> <li>• Discuss method</li> <li>• Venn diagram</li> <li>• Activity: 'Class Constitution'</li> <li>• Reference: <a href="#">Constituent Assembly Debate</a></li> </ul>	<ul style="list-style-type: none"> <li>• Characterize the history of the early years after independence.</li> <li>• Understand how constituent assembly debates and discussions can be read by historians.</li> </ul>
<b>Project Work</b>	<ul style="list-style-type: none"> <li>• Library and Internet research</li> <li>• Museums</li> <li>• Venn Diagram</li> <li>• Timeline</li> <li>• Map</li> </ul>	<ul style="list-style-type: none"> <li>• To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.</li> <li>• To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.</li> </ul>