

Lesson Plan

shishu ^{van}		Lesson Planning Proforma Taking care of process takes care of the outcomes	
Class: IX Teacher's name: Vahbiz, Reshma Date: 6th July 2023 Topic and Subtopic: The Mauryan Empire Session 3: Ashoka's Dhamma-principles, impact Skill / Subject Strand:	Learning Outcomes By the end of the lesson all students will be able to: (a set of bullet points using words from Bloom's Taxonomy) Outcomes related to lower order thinking skills: Session 3: - List the principles of Ashoka's Dhamma. - Explain the principles of Ashoka's Dhamma. - Describe the impact of Ashoka's Dhamma. Outcomes related to higher order thinking skills: Session 3: - Compare the turning point in the life of prince Siddharth Gautam to Ashoka. - Compare the concept of Akbar's Din-i-illahi and Ashoka's Dhamma. - Reflect on the significance of Ashoka's Dhamma in times like today.	Knowledge - Recognize - List - Describe - Identify - Name - Locate Understanding - Interpret - Summarize - Explain - Classify - Compare - Infer Application - Implement - Carry out - Use - Execute Analysing - Compare - Organise - Structure Evaluation - Comment - Review - Check - Critique Creating - Construct - Plan - Design - Invent	Resources required and locations for the lesson Material to be organized / provided by the teacher for use in the location such that the concept being learned is understood by them — Power Point Presentation Materials for the activity: Coloured sheets, scissors, glue, coloured pens, sketch pens. Material required to be organized by the student for use in the location such that the concept being learned is understood by them —NA- References: Name of books, websites, <u>news papers</u> , magazines - A Textbook of History and Civics- Perin Bagli - Indian Certificate of History and Civics Part –I Kaeley and Bhandari - Discovery –History and Civics- Annapurna Devi Display board: Display of learning - Concrete student work to display on the soft board – Session 3: Think of a new ideology / a code of conduct and list any 5 key features of that. [Pictures attached below] Display for learning – Something related to the topic that students can read and gain more understanding about the concept / topic. Session 3: Pictures and information on the Mauryan Empire
Assessment: Formative and summative techniques/strategies required by the teacher to assess whether the students are progressing in the course of the lesson towards the learning outcomes Session 3: List the impact of Ashoka's Dhamma.			

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Learning Style/s catered to Musical Bodily Kinesthetic Logical Mathematical Verbal Linguistic Visual Spatial Interpersonal Intrapersonal Naturalistic Session 3: Verbal Linguistic, Logical Mathematical, Interpersonal, Visual Spatial			
Values focused in the session: Integrity Justice Equality Respect Service Empathy Gratitude Sharing Self-reflection Tolerance Appreciation Others (mention) : Session 3: Tolerance, Respect, Appreciation			
General skills Communication Self-Management Social Thinking Others (mention) : Session 3: Thinking, Communication, Social			
Learning Strategies Song Action Mnemonics Flowchart Mindmap Diagram/ Pictorial Cartoon strip Memory Palace Story Mountain Drill Any Other (Kindly mention) : Session 3: 3D object recall			
Action for Community: What is it that will be done to take the concept / topic with the <u>community</u> ? Session 3: Create awareness about the importance of compassion and secular attitude.			
Energizer: Something which will get the students ready for the next activity and draw their attention to the teacher. Session 3: Tongue Twisters			
Starter: Setting the tone for the lesson with an activity to interest/attract the students to what is going to take place – not more than five minutes Session 3: The Teacher shows them a video on the Kalinga war's impact. [Activity-Video Analysis] The teacher asks them to share their understanding of the video. The teacher asks them to Compare the turning point in the life of prince Siddharth Gautam to Ashoka.	Keywords/ phrases: Kalinga Ashoka Siddharth Gautam Dhamma Akbar's Din-i-illahi		
Introduction Eliciting prior knowledge from the students through pair or individual work – not more than 5 minutes. Explanation of learning outcomes to the students. Session 3: Today we shall look at Ashoka's Dhamma.			

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Differential Development Plan: The body of the lesson and the teaching style to be employed by the teacher. Explain the execution of values and general skills. Session 3: - The Teacher asks them to think of the impact of the Kalinga War. - The Teacher uses 3D object and gives them clues to recall the impact keywords with ease and repeat it. [Activity-3D object Recall] - The Teacher asks them to read in their groups the key features of Ashoka's Dhamma. [Activity-Group Work] - The Teacher asks them to share their learning and explain the key features of Ashoka's Dhamma. - The Teacher asks them to describe the impact of Ashoka's Dhamma. [Activity- Brainstorming] - The Teacher asks them to compare the concept of Akbar's Din-i-illahi with Ashoka's Dhamma. - The Teacher asks them to reflect on the significance of Ashoka's Dhamma in times like today. For all students: For students who find it difficult to grasp by the way at the same pace as others: Instruction Techniques: Individual Work Pair Work Group Work Class Activity Teacher directed Session 3: Teacher directed, Group Work For students who grasp quickly: Instruction Techniques: Individual Work Pair Work Group Work Class Activity Teacher directed Session 3: Individual Work For students who need extra support: Instruction Techniques: Individual Work Pair Work Group Work Class Activity Teacher directed Session 3: Teacher directed			
Plenary – getting a range of students from different levels to summarize the lesson/describe what they enjoyed/describing their discoveries. Session 3: The teacher asks them to list the principles of Ashoka's Dhamma.			
Notebook work: Concrete evidence of learning outcomes achieved. Session 3: Brainstorming of the new code of conduct.			
Homework & asynchronous work for next session – Students should revisit the lesson. Reinforce the objective at home independently. Asynchronous work can include exploring something regarding the outcomes of the next session. Session 3: -NA-			
Review: (to be filled in by the teacher after the class) Identify areas that may need reinforcing during the review week. Session 3: WWW: In spite of limited amount of time, the students created wonderful displays of their own code of conduct. They did a learning walk later once the posters were put on display EBI: Had more time to do the activity.			

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INQUIRY BASED LEARNING

Statement of Inquiry: Civilizations developed when people settled and formed a society bound by common cultures and norms.	
Venue for energizer & starter	Seminar room
Energizer	Energizer (10 mins) Alien tiger crow Students do actions of any one they wish. Goal: everyone must do the same action in the end.
Energizer to be conducted by	Asfia, Fleur
Starter the session	Starter: (5 Min) Unjumble this word. H Z L O T V S N I C A I
Starter to be conducted by	Reshma, Rachel
Statement of inquiry	Civilizations developed when people settled and formed a society bound by common cultures and norms.
Hint / leading questions from teachers (list at least 3 questions 1 each from - recall/comprehension, analysis / deep comprehending, synthesis and evaluate)	Activity (20 minutes) Students are asked to ask any question 3 questions and write them on a cutout based on the Levels of Questioning chart. They then place it under each level. The teacher and students check if they are in the appropriate box. Question: They give it to the teacher Write any three different types of inquiry questions given in each of the three cutouts provided. Put it on the chart. Apologize it. Is it in the correct place?
Previous Knowledge (K aspect)	What is, Where is, When did, Why is, How did
Factual Question/s (what, who, which, when, where...)	Describe, Summarize, and Explain how and why.
Conceptual Question/s (why, how...)	Compare, Predict, Categorize, and Contrast, What can you conclude.
Debatable Question/s (do / does, should, would, could, is, can, to what extent)	Would it be better if, Do you agree, How would you prove, What judgment you can pass, what would happen if, What do you do, What would the world be like, If you were there then
Details for display work	The IBL state chart with different levels of Questioning.
Students go around and see the display	
Short Break	
Activity 1	
Time slot	1.25-1.45
Details	Levels of Questioning
Subject area	All Subjects
Activity apologize	Reshma, Rachel

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Students share their reflection about the activities and their final apologize from them. What do you think are the most important factors for living?	
Mode of collecting feedback	Cutouts

with one by
to a new

EXTENDED LEARNING BOOKLET FOR EVS

