

LESSON PLAN

NAME OF THE TEACHER	
CLASS	12 th
SUBJECT	KTPI
UNIT / CHAPTER	Module 11 – Trade
DATE	FROM: TO:
NO. OF PERIODS	
CONTENT	<ul style="list-style-type: none"> • How does trade work – Types of trade. • Trade in ancient India - Evidences of trade spanning from Baluchistan to Gujarat, from Varanasi to Bharuch to Kanchipuram, Two types of land routes – Uttarapada, Dakshinapada. • Different countries, many goods – Oman, Bahrain, Mesopotamia, Persia, Greek and Roman empire. • Ports and sailors – Nagadatta to Suvarnabhumi. • India’s dominance up to pre-colonial times – ‘Flourishing land’, ‘The Paradise on earth’. • By-Products of Trade – Indian traders were known for their justice, honesty etc. Cultural interchanges took place in all directions.
EXPECTED LEARNING OUTCOMES (ELO) <i>(Objectives should enhance knowledge (knowing), emotions (feelings) and actions (doing) using Blooms Taxonomy)</i>	<p>Students will be able to,</p> <ol style="list-style-type: none"> Recall how trade works and identify different types of trade. List the evidences of ancient Indian trade and explain Uttarapatha and Dakshinapatha. Compare the trade relations of India then and now in other countries like Oman, Bahrain etc, Dramatize the stories of sailors, merchants and traders in the form of narration to the juniors. Judge and criticize the colonial rule in bringing the GDP to a downfall.
ACTIVITIES	<p>Activity 1: Mapping the ancient trade of India – Instruction – Students, two members in a group will be looking for all the places of trade from the textbook and map them all on a world map by using some online application.</p> <p>Activity 2: GDP Then and now.</p>

Instruction – On page 351 a graph about our country’s GDP is given, which shows a sharp stooping down during colonial rule. Students can be asked to do a research on the reasons of its sharp dip and how is the status now, are we still making those same mistakes as before can be analysed and a report can be presented.

Activity 3: Long long ago.....

Instruction – Stories about ancient Indian sailors/traders/merchants and some of the kings like Raja Raja Chola and their associated ports of India can be found out from the internet and it can be narrated to the juniors of their school.

PRIOR KNOWLEDGE / PRE-REQUISITES

- Basic idea of trade.

21ST CENTURY SKILLS

Communication

- Skill enhanced while story telling of activity 3.

Collaboration

- In activity 2, interaction and discussion on GDP will bring about collaboration.

Critical Thinking

- Can a businessman be honest and successful at the same time?

Creativity

- Students can organise a mock market which has bartering system without the use of currency, for their juniors.

CHINMAYA VISION PROGRAMME (CVP) LINKAGE

(Integrate one or more aspect of CVP & explain how these aspects will be brought out)

- ❖ **Physical Development:** Physical self-expression – **Body language, speech, dress sense** etc., while telling as story.
- ❖ **Emotional Development:** Indian traders were and are **sensitive in speech, and unwelcome situations and situations.**
- ❖ **Intellectual Development:** Brilliance and imagination of Kautilya in finding out Uttarapatha and Dakshinapatha.
- ❖ **Spiritual Development:** Trading teaches how to invest goodness which will reap your rich interest of merit when used for further good actions will multiply the merits. To see spiritual values even in trade is the usual mind set of our ancients. Our ancient traders were known for their very high values of honesty and non-stealing.
- ❖ **Indian Culture:** World were amazed by the ancient Indian traders’ culture and many parts of the world adapted our culture because of our traders.
- ❖ **Patriotism:** Lives of Kautilya, Nagadatta, Raja Raja Chola fosters pride in one’s country.

INTERDISCIPLINARY CONNECTION (Explain the connection to other discipline / subjects)	<ul style="list-style-type: none"> ✓ Economics. ✓ Business studies. ✓ Geography. 																																												
RESOURCES (Specify the resources used: Website, video links, and books etc.)	https://www.youtube.com/watch?v=SoyPwRh4nRg Forgotten history of India's maritime past. https://www.youtube.com/watch?v=SPQg_gcZw2Y Nautical Narratives of India																																												
MICROPLAN (component wise planning of a 40minute class)	<table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Component - Concepts covered (How trade works)</th> <th>Time Required</th> <th>Name of the Facilitator</th> <th>Expected Learning Outcome</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Recap/Revise/Refresh</td> <td>05 minutes</td> <td></td> <td>ii), iii), v)</td> </tr> <tr> <td>2.</td> <td>Talk/ Lecture/Initiate or introduce the activity.</td> <td>05 minutes</td> <td></td> <td>-</td> </tr> <tr> <td>3.</td> <td>Q&A/Doubt clearing</td> <td>05 minutes</td> <td></td> <td>21st century skill – critical thinking.</td> </tr> <tr> <td>4.</td> <td>GD – Discussion on this topic with whatever facts the students have in hand and also to bring out the importance of trade in a country.</td> <td>10 minutes</td> <td></td> <td>21st century skills– communication and collaboration</td> </tr> <tr> <td>5.</td> <td>Reflections by students</td> <td>10 minutes</td> <td></td> <td>21st century skill - communication</td> </tr> <tr> <td>6.</td> <td>Wrapping up</td> <td>05 minutes</td> <td></td> <td>-</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sr. No.	Component - Concepts covered (How trade works)	Time Required	Name of the Facilitator	Expected Learning Outcome	1.	Recap/Revise/Refresh	05 minutes		ii), iii), v)	2.	Talk/ Lecture/Initiate or introduce the activity.	05 minutes		-	3.	Q&A/Doubt clearing	05 minutes		21 st century skill – critical thinking.	4.	GD – Discussion on this topic with whatever facts the students have in hand and also to bring out the importance of trade in a country.	10 minutes		21 st century skills– communication and collaboration	5.	Reflections by students	10 minutes		21 st century skill - communication	6.	Wrapping up	05 minutes		-									
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<p>REFLECTION</p> <p><i>(On completion of lesson, mention whether learning objectives were met, time allocated was sufficient, method and resources used were appropriate or requires modifications)</i></p>	WHAT WORKED WELL?
	WHAT DIDN'T WORK WELL?
	NOTES / CHANGES / SUGGESTIONS