

5E Lesson Design for History

(Constructivist)

Subject: History.
Class: VII.
Topic: Zainulabidin
Time: 50 minutes

Courtesy: IASE

What the learners already know:

1. The foundation of Sultanate in Kashmir.
2. Arts and Crafts of Kashmir.

Learning outcomes: After the session the learners will be able to:

1. List the name of dynasty to which Zainulabidin belonged and the time period of his rule.
2. Identify the various arts and crafts introduced/improved by him.
3. Describe and value the contribution of Zainulabidin in the introduction and improvement of arts and crafts and public works in Kashmir.
4. Compare the policies of Zainulabidin with the other rulers of Kashmir.
5. Evaluate Zainulabidin as the "Budshah" of Kashmir.

Learning resources:

Paper mache items, pictures of carpets and silk items produced in Kashmir, pictures of canals, towns and palaces constructed by Zainulabidin, text material other than textbook.

ENGAGE:

In order to engage the learners, the teacher will show the paper mache items or the pictures of the carpets and the silk items produced in Kashmir to the learners.

- The teacher will ask them to identify these things.
- The teacher will ask them where these items are produced. Learners may be able to answer this question saying, 'these items are produced in Kashmir.'
- Then the teacher will ask, 'who introduced these crafts in Kashmir'. Students may not be able to answer this question.
- Now the teacher will give them a briefing about the King Zainulabidin and the time period to which he belonged to set the stage for 'Exploration.'

EXPLORE:

In this phase, the teacher will break the learners into groups and will brief them about the task/exploration. The teacher may use the board to list the tasks to be done by the groups. The tasks to be undertaken by the learners in this phase could be as under:-

1. Identify the arts and crafts (on the pictures and text) introduced and improved by Zainulabidin in Kashmir?
2. Discuss the measures taken by Zainulabidin in promoting the arts and crafts in Kashmir?
3. Identify and locate (on pictures) the towns, palaces and the canals built by Zainulabidin?

Note:

1. In order to facilitate the process of exploration, the teacher will provide the resources like pictures of arts and crafts, canals and buildings constructed by Zainulabidin and text material (not necessarily only textbook) for use in this phase.
2. In this stage, learners will read, identify, locate and relate the features with the help of written material / textbook and pictures.
3. Learners will take notes / organise information in their notebooks.
4. Teacher will also facilitate/help the learners whenever it is needed.
5. Teacher will ensure that all learners freely discuss and participate equally in the group work.

EXPLAIN:

In this phase learners shall summarise their findings of the earlier "Explore" phase. The teacher shall help students make sense of the information they gathered in the explore phase by asking some questions in order to enable them to direct their work in accordance with the learning outcomes. The questions could be:

1. How Zainulabidin contributed in the development of arts and crafts in Kashmir?
2. List the canals constructed by Zainulabidin in Kashmir.
3. What was the importance of the construction of canals by Zainulabidin?

- **Note:** The teacher will give time to the learners/groups to compile their work and may take presentations from them, if necessary.

ELABORATE:

In this phase, the teacher shall encourage the learners to elaborate and apply their understanding they have had in the previous phases.

Herein, again the teacher may ask some questions to enable the learners to elaborate and apply their knowledge. The prompting questions could be:

1. Can you now elaborate why Zainulabidin is called the "Budshah of Kashmir"?
2. If the policies of Zainulabidin are adopted by the present day rulers, what changes we could see in the social and economic set up in Kashmir?

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Note: In this phase the teacher will encourage the learners to discuss in groups (already constituted). He/ she may, if required, take the presentations from them. The purpose is to enable the learners think analytically about their topic of study and also let them go beyond the textbook learning.

EVALUATION:

The teacher may ask some questions in order to assess the learners:

1. Who was Zainulabidin and when he ruled over Kashmir?
2. Discuss the measures adopted by him in order to improve the arts and crafts in Kashmir?
3. Which Canals were constructed by Zainulabidin in Kashmir and what was their importance?

Note: If the teacher is convinced about having assessed and evaluated the learners in "Explain and Elaborate" phase itself (e.g. learners making presentations individually or each learner writing/summarizing in their notebooks) then the 'Evaluate' phase may require the teacher to only settle for quick recapitulation and assigning the Home Task.

HOMETASK:

Discuss about Zainulabidin with your grandparents at home and try to get some more information about his policies and contributions by tapping the oral traditions.