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Subject: History.

Class: VI.

Unit: in the earliest cities.

Sub topic: Harappan cities and their features.

General objectives:

1. To inculcate among learners the interest in studying the stages of human development.
2. To develop a sense of appreciation about the human progress and achievements in the past.
3. To enable the learners relate and identify themselves with their socio-culture ethos.

Entry behavior:

Learners have an idea about present day towns and cities and what they comprise of.

Learning outcomes:

1. To enable the students to know about the earliest Harappan cities.
2. To make the students understand and appreciate the features of Harappan cities.
3. To enable the students to locate the Harappan cities on map.

Learning resources:

Maps of location of Harappan cities, Pictures/Charts depicting sections/parts and features of the Harappan city.

OPENING:

The teacher will show the pictures of a modern city to the students and will ask some questions related to it.

1. What do you find in this picture?
Exp Ans: Roads, buildings, cars, shops etc.
2. Where do you find these things? In a city or a village.

EA: In a city.

3. Do you know which was the earliest city in India?

EA: No.

Then the answer to the last question will be used to move to the topic of Harappan cities. Today we will discuss the earliest cities in India- the Harappan cities.

I DO: (Explain)

In this stage the teacher will explain some details about the Harappan cities:

- The location with the help of maps: (Maps will be used so as to give learners an idea of the location of Harrapa with reference to home of the learners in Jammu/Srinagar/ladakh. Making home as a reference point for learners to compare the distance and direction of the location in question gives them a clear and fair idea and makes maps/globes meaningful and insightful for them.)

- Some special features of the cities like:
 - use of bricks
 - Division of cities into higher and lower part.
(The teacher must be able to incite the interest and imagination of the students towards how these structures could have been built 4700 years before, and the labor and expertise that would have gone into erecting them. They could be made to imagine how difficult it would have been given the lack of present day machines like excavators, bulldozers, elevators. They could even be made to reflect what tools could have been used instead and appreciate what amount of time would have taken them to accomplish the construction.
(The teacher must reinforce learning by using pictures and charts wherever required and allow them space for questioning.)

WE DO: (Explore)

- In this step the teacher will divide the class into different groups.
- The teacher will distribute learning resources like pictures and allied material of Harappan cities among the groups.
- Then the students will themselves try to find some more features of Harappan cities like:
 - Great bath. (Prompt them to think about the present day swimming pools)
 - Housing pattern. (Invite them towards thinking about housing in their neighborhood)
 - Drainage system etc. (the students could be invited to compare with the present day system of drains in their locality)

(The students will read, identify, locate, label and relate the features with the help of written material/textbook and pictures)

1. During the group work the teacher will facilitate/scaffold wherever the learners need help.
2. The teacher will ensure that all learners freely discuss and deliberate; he/she will ensure that all learners participate in group-work as much as possible.
3. The teacher will walk around and give time to learners until they construct, compile, integrate their work/given task. The struggling groups/students could be given more attention.

YOU DO: (Summarize/Elaborate)

In this part of the lesson the teacher will ask the students to present their findings. This may be done by either of the following:

- **Group presentations:** In group presentations the teacher and other students may ask questions to the whole group to ensure that all are involved and have contributed. In the presentation part the students will talk about the Harappan cities and its features etc.
- **Individual presentations:** if the number of student is less the individual presentation could be the option.
- **Notebook summarization (individual):** Oftentimes the teacher may also decide to allow the learners write in their notebooks like in this lesson they could write about the use of bricks, the higher and lower part of the city, the great bath, housing pattern, Drainage system and their comparison with the present day infrastructure.

CLOSING:

In this part the teacher may ask them some questions in order to assess the students.

1. Which were the earliest cities in India?
2. Where were they located?
3. What were the specific features of Harappan cities?
4. How do you find Harappan Great bath, housing and drainage different than the present day?

Home task: Write a brief note on the oldest structure in your locality.

(If the teacher is convinced about having assessed and evaluated the learners in “**You Do**” phase itself (e.g. learners making presentations individually or each learner writing/summarizing in their notebooks) then the **Closing** phase may require the teacher to only settle for quick recapitulation and assigning Home Task.