

CLASS – VIII
LESSON PLAN HISTORY
Ch.2 FROM TRADE TO TERRITORY

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Periodisation of Indian History. 2. East India Company advent to India 3. Articles in which EIC traded.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Unravel the story of a trading company becoming a political power. Consolidation of british power was linked to the formation of colonial armies and administrative structures.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • The Earliest European countries to come to India to trade • Items which attracted the attention of Europeans. • Events leading to the battle of Plassey. • To assess and evaluate how one events leads to the other. <u>SKILLS</u>- • <i>Students will critically think about why British originally as a small trading company reluctant to acquire territories.</i> • <i>Students will develop collaboration by taking part in the discussion and complete the statement"I used to think factories are only _____ but now I Know that during this period they were places where _____"</i> • <i>Students would be able to enhance their creativityby creating mind map for entire chapter.</i> • <i>Students would be able to enhance their critical thinking skills by marking the other European nations who came to trade with India.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and	Transaction would proceed in the following manner- Student-teacher interaction, Wipro-G.Os (Web charts, Flow Charts and differentiation table ,compare-contrast matrix),silent /loud reading ,collaborative learning, Hands-on experiment, Experimental work DOL1,2,3 Active Learning • Topic- East India Company comes East. (Competencies: Critical thinking) Students will be brainstormed by playing a few minutes the BBC documentary on Modern India and ask the students to list out some words terms or phrases that stand out. Students wound list them and link them together.

can use any other too.)	Group Learning Topic-East India Company begins trade in Bengal (Competencies: Critical thinking) Students will be divided into 6 groups. Each group (would be given either battle of Plassey or Buxar) will find out the causes and consequences. Analysis will be done by groups, followed by cross questioning. Differentiation Topic- Company rule Expands. (Competencies: Collaboration, Critical thinking) Students will analyse the process of annexation of Indian states by the EIC from 1757 to 1857. Students will differentiate the different method of annexation. Topic-Anglo-Mysore War and Anglo-Maratha War. (Competencies: Collaboration) Students will work in pair and Identify the different parts of India that were not under the British rule. Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. Questioning- Multiple questions as per NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION(critical thinking) 20 Marks ANNUAL BOARD EXAMINATION (critical thinking)20 Marks

	INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Hot questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Easy questions has to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	1. Describe the following policies of Britishers: Policy of Paramountcy, Subsidiary Alliance and Doctrine of Lapse. 2. Elaborate the reasons that led to conflicts between the Nawabs of Bengal and the Company. 3. Elaborate on the attitude of the Company towards the Marathas. 4. Describe the reasons that created conflicts between Tipu Sultan and the Company. 5. Mention the steps taken by the British to develop a uniform military culture in India.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
Ch.2 FROM TRADE TO TERRITORY
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	Unravel the story of a trading company becoming a political power. Consolidation of British power was linked to the formation of colonial armies and administrative structures.
Assessment of qualifying knowledge	Students will be brainstormed by playing a few minutes the BBC documentary on Modern India and ask the students to list out some words/terms or phrases that stand out. Students would list them and link them together.
Learning Outcomes	KNOWLEDGE- Students will know The royal charter could not prevent other European powers from entering the eastern market. SKILLS and COMPETENCIES Students would be able to differentiate between the royal charter and farman in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What were Mercantile companies? - Why were they attracted to India? - Increasing competitions between the European mercantile companies leading the fortification of the settlement in the country? Discussion of topic through Collaborative Learning: 15 min - Students will develop collaboration by taking part in the discussion and complete the statement “I used to think factories are only _____ but now I know that during this period they were places where _____” Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Unravel the story of a trading company becoming a political power.

	Consolidation of british power was linked to the formation of colonial armies and administrative structures.
Assessment of qualifying knowledge	Questions from previous class about East India Company for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> About the East India Company and the items they traded in. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between different battles, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Who was Siraj-ud-daulah? • What is the importance of Hugli? • How the conflicts led to confrontations? • Why the battle of Plassey so important? Topic-EIC begins trade in Bengal (Competencies: Critical thinking) Students will be divided into 6 groups. Each group (would be given either battle of Plassey or Buxar) will find out the causes and consequences. Analysis will be done by groups, followed by cross questioning. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Unravel the story of a trading company becoming a political power. Consolidation of british power was linked to the formation of colonial armies and administrative structures.
Assessment of qualifying knowledge	Questions from previous class about Battle of Plassey and Battle of Buxar for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i>

	Topic-Company Rule Expands <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Students will analyse the process of annexation of Indian states by the EIC from 1757 to 1857. Students will differentiate the different method of annexation.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Who was Tipu Sultan and Haider Ali? - Why British had clash with these rulers? - What do you mean by confederacy? Topic-The claim to paramountcy. (Competencies: Communication) Students will work in pair and discuss about the aggressive policy of territorial expansion. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)

DAY	FOUR
Objective	Unravel the story of a trading company becoming a political power. Consolidation of British power was linked to the formation of colonial armies and administrative structures.
Assessment of qualifying knowledge	Questions from previous class about aggressive policy of territorial expansion. for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Information about official and non official records. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the new and the old administrative set up in India, in

	collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What do you mean by Qazi? • What is the meaning of Impeachment? • What is Dharmashastra? • Topic-Setting up New Administration. (Competencies: Communication) Students will work in pair and discuss the changes in military culture and judiciary in British era and before. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks
Assessments	Oral Test (5 minutes)