

CLASS – VIII
LESSON PLAN HISTORY
Ch.5 WHEN PEOPLE REBEL

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Policies of East India Company and its effect on Tribals, Soldiers, Peasants, Landlords. 2. People resisted against these policies. 3. Doctrine of Lapse.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Effects of the revolt of 1857 How revolts originate and spread. Point to the changes in the colonial rule after 1857. Vernacular and British accounts can be read to understand the rebellion.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • The causes of the revolt of 1857 • Effects of he revolt. • Suppressive measures taken by the british. • Sections of the society was loyal to british. • Consequences of the revolt. <u>SKILLS</u>- • <i>Students will critically think about why British political, social and economic.</i> • Students will develop collaboration by enacting on the topic • <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> • Students would be able to enhance their critical thinking skills by discussing on the important centres of the revolt.
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- Policies and the people (Competencies: Critical thinking) Students will be brainstormed by showing the documentary of Mangal Pandey

can use any other too.)	who was shot and hanged on March 29 1857. Group Learning • Topic-A mutiny becomes a popular rebellion. (Competencies: Critical thinking) Students will be divided into 6 groups . Each group (representing a section of society)will find out the causes and consequences. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- The Rebellion Spreads. (Competencies: Collaboration, Critical thinking) Students will analyse it took much time for news to travel then a spurt of mutinies began.Discussion on the nodal centres of the revolt. • Topic-The Company Fights Back (Competencies: Collaboration) Students will work in pair and Identify the different parts of India that were important centres and were suppressed by the british. • 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 has 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 Question	1. Give a brief description on the plan made by the company to bring an end the Mughal dynasty. 2. Describe the various steps taken by the British to reform the Indian society. 3. Elaborate the factors responsible for the discontent among peasants. 4. Explain the issues of discontent among the sepoys. 5. Describe the changes in the policies of the British as a result of the rebellion of 1857.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
Ch.5 WHEN PEOPLE REBEL
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	Effects of the revolt of 1857 How revolts originate and spread. Point to the changes in the colonial rule after 1857. Vernacular and British accounts can be read to understand the rebellion
Assessment of qualifying knowledge	Students will be brainstormed by showing the documentary of Mangal Pandey who was shot and hanged on March 29 1857.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i> The Political, Social and Economic reasons responsible for the revolt of 1857. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the social and religious causes 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 was Doctrine of Lapse? • What was Subsidiary alliance? • Why the rulers lost their authority and Honour? Discussion of topic through Collaborative Learning: 15 min • Students will develop <i>collaboration by taking part in the discussion on variety of causes responsible for revolt.</i> 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	Effects of the revolt of 1857

	How revolts originate and spread. Point to the changes in the colonial rule after 1857. Vernacular and British accounts can be read to understand the rebellion
Assessment of qualifying knowledge	Questions from previous class about Causes of revolt for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Role Of Christian Missionaries. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between social and religious causes 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 was General Service Enlistment Act? • What was New Inheritance law? • Why the low wages for Indians? • Why the Why the reformers supported the Christian Missionaries? • Topic-Topic-A mutiny becomes a popular rebellion. (Competencies: Critical thinking) Students will be divided into 6 groups . Each group (representing a section of society) 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	Effects of the revolt of 1857 How revolts originate and spread.

	Point to the changes in the colonial rule after 1857. Vernacular and British accounts can be read to understand the rebellion
Assessment of qualifying knowledge	Questions from previous class about sections of society supported British for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Nodal centres of the Revolt. • Topic- The Rebellion Spreads. The Company Fights Back (Competencies: Collaboration, Critical thinking) Students will analyse it took much time for news to travel then a spurt of mutinies began. Discussion on the nodal centres of the revolt. Students will work in pair and Identify the different parts of India that were important centres and were suppressed by the british.
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 • Who is Mutiny? • What do you mean by rebellion? • Which place it was started? • Topic-The Company Fights Back (Competencies: Collaboration) Students will work in pair and Identify the different parts of India that were important centres and were suppressed by the british. 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	Effects of the revolt of 1857 How revolts originate and spread. Point to the changes in the colonial rule after 1857.

	Vernacular and British accounts can be read to understand the rebellion
Assessment of qualifying knowledge	Questions from previous class about leaders and the centres of revolt. for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The consequences of the revolt. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between the changes before and after the revolt, 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 • Who is a Governor General? • Who was the last Governor General? • What do you mean by divide and rule? • Topic-Aftermath (Competencies: Communication) Students will work in pair and discuss the changes in Indian Administration before and after the revolt 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)