

CLASS – VIII
LESSON PLAN HISTORY
Ch.6 COLONIALISM AND THE CITY

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Life in countryside changed after the establishment of British Power. 2. Cities during the same time period. Like Decca and Surat. 3. Process of Urbanisation.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	1. Outline the nature of urban development in the 19th and 20th centuries. 2. History of urban spaces through Photographs. 3. New forms of towns emerged in the colonial period.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Cities under colonial rule. • How many Delhi's before New Delhi? • The Making of New Delhi • Planning a New Capital • Inside the Old city. <u>SKILLS</u>- • <i>Students will critically think about the Presidency centres and its functions.</i> • <i>Students will develop collaboration by exchanging ideas on the reasons leading to urbanization.</i> • <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> • <i>Students would be able to enhance their critical thinking skills by discussing on the life at the time of partition.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever	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- Cities under Colonial rule

applicable, and can use any other too.)	(Competencies: Critical thinking) Students will be brainstormed by showing the important manufacturing centres of medieval india and the topic would be uncovered through questioning. Group Learning • Topic-The Making of New Delhi (Competencies: Critical thinking) Students will be divided into 6 groups . Each group will find the changes in New Delhi fromthen till now. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- Planning a New Capital (Competencies: Collaboration, Critical thinking) Students will analyse the architecture of Delhi .Discussion on other ways of planning new delhi. • Topic-Inside the Old city (Competencies: Collaboration) Students will work in pair and Identify the changes came in shahjahanabad in the British era. • 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 ASSESSMENT20 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 question 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 what happened to cities in India under the Colonial rule. 2. Discuss the history of the city of Delhi. 3. Explain the British strategy behind planning a new capital city. 4. Compare the two cities- Shahjahanabad and New Delhi. 5. Describe the structure of havelis, the residences of the Mughal aristocracy in the 17th and 18th century.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
Ch.6 COLONIALISM AND THE CITY
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	1. Outline the nature of urban development in the 19th and 20th centuries. 2. History of urban spaces through Photographs. 3. New forms of towns emerged in the colonial period
Assessment of qualifying knowledge	Students will be brainstormed by showing the important manufacturing centres of medieval India and the topic would be uncovered through questioning.
Learning Outcomes	• KNOWLEDGE- <i>Students will know</i> About the Presidency Towns and the process of urbanization. SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate between Presidency towns and old trading centres 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 do you mean by Presidency towns? • What is Urbanisation? • What is deurbanisation? Discussion of topic through Collaborative Learning: 15 min • Students will develop collaboration by discussing on the reasons leading to urbanization and de-urbanisation. 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	1. Outline the nature of urban development in the 19th and 20th centuries. 2. History of urban spaces through Photographs. 3. New forms of towns emerged in the colonial period
Assessment of qualifying knowledge	Questions from previous class about urbanization and old trading centres for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- Students will know Delhi remained capital for more than thousand years. <u>SKILLS and COMPETENCIES</u> Students would be able to differentiate between Shahjahanabad and New Delhi, 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 Why the living places in Madras, Bombay or Calcutta sharply separated? • What do you mean by renaissance? • Who was Bahadur Shah Zafar? • Why the British wanted Delhi to Forget its Mughal Past? • Topic-The Making of New Delhi (Competencies: Critical thinking) Students will be divided into 6 groups . Each group will find the changes in New Delhi from then till now. 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	1. Outline the nature of urban development in the 19th and 20th centuries. 2. History of urban spaces through Photographs. 3. New forms of towns emerged in the colonial period
Assessment of qualifying knowledge	Questions from previous class about the making of New Delhi for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u> - Students will know

	About the planning of a capital city. • Topic- Planning a New Capital (Competencies: Collaboration, Critical thinking) Students will analyse the architecture of Delhi .Discussion on other ways of planning new delhi
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 the architect of New Delhi? • When the partition happened? • Which areas came up in Delhi at the time of partition? • Topic-Inside the Old city (Competencies: Collaboration) Students will work in pair and Identify the changes came in shahjahanabad in the British era. 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	1. Outline the nature of urban development in the 19th and 20th centuries. 2. History of urban spaces through Photographs. 3. New forms of towns emerged in the colonial period
Assessment of qualifying knowledge	Questions from previous class about the new capital city and the life at the time of partition for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The decline of havelis and municipality planning <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate the life of two one growing up in haveli the other in bungalow differences in their relationship with the family, 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 an Amir? • Who planned Lahore Gate improvement Scheme? • What do you mean by grid pattern? • Topic-Aftermath (Competencies: Communication) Students will work in pair and discuss the partition of India in 1947 led to a massive transfer of population and delhi became a centre of refugees. 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)