

CLASS – VIII
LESSON PLAN HISTORY
Ch.7 WEAVERS, IRON SMELTERS AND FACTORY OWNERS

Unit	History
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Different crafts prevalent in India. 2. Dutch and English trading ships began using the ports from the early seventeenth century. 3. Surat was one of the most Important ports of the Indian Ocean trade.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	1. Familiarise students with the processes of de-industrialisation and industrialization. 2. Technologies of weaving and the lives of weavers. 3. First world war and the Nationalist movement developed and the industrial class became stronger.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> • Indian Textiles in European Markets • About the lives of weavers • The Decline of Indian textiles. • Expansion of Cotton Mills. • Iron and steel factories come up. <u>SKILLS-</u> • <i>Students will critically think about the Industrialisation of Britain had a closeconnection with theconquest and colonization of India.</i> • <i>Students will develop collaboration by exchanging ideas on the decline of handicrafts in the 19th century.</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 discussing the national movement and its impact on the imported textiles.</i>
Transaction Methodology (The teacher can use the mentioned techniques,	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- Indian Textiles and the World Market.

wherever applicable, and can use any other too.)	(Competencies: Critical thinking) Students will be brainstormed by showing the pictures of Patola weave, Jamdani weave, Chhint, Bandhana and the topic would be uncovered through questioning. Group Learning • Topic-Indian Textiles in European markets (Competencies: Critical thinking) Students will be divided into 6 groups . Each group asked to locate the centres of different crafts today and find out when these centres came up . Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- The Decline of Indian textiles. (Competencies: Collaboration, Critical thinking) Students will analyse the development of cotton textiles in Britain affected textiles producers in India in several ways .Discussion on khadi which became a symbol of Nationalism. • Topic-Iron and steel factories come up in India. (Competencies: Collaboration) Students will work in pair and analyse the changes in TISCO and cotton textiles after 1914 when the first world war broke out. • 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 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. Explain the process of weaving among Indian weavers. 2. Discuss the reasons for the decline of cotton textile industries in India? 3. Describe the process of making Wootz steel in three points. 4. Describe the reasons for the decline of iron smelting in India under the British government. 5. How did the First World War affect the Indian industry?

CLASS – VIII

DAY WISE CONSOLIDATED LESSON PLAN
Ch.7 WEAVERS, IRON SMELTERS AND FACTORY OWNERS
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	1. Familiarise students with the processes of de-industrialisation and industrialization. 2. Technologies of weaving and the lives of weavers. 3. First world war and the Nationalist movement developed and the industrial class became stronger.
Assessment of qualifying knowledge	Students will be brainstormed by showing the pictures of Patola, weave, Jamdani weave, Chhint, Bandhana and the topic would be uncovered through questioning
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Words tell us Histories. Popularity of Indian textiles in the western markets. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between different kinds of weaving 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 Chhint? • What is bandanna? • What is Calico? Discussion of topic through Collaborative Learning: 15 min • Students will develop <i>collaboration by discussing on the histories associated with the words.</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
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Objective	1. Familiarise students with the processes of de-industrialisation and industrialization. 2. Technologies of weaving and the lives of weavers. 3. First world war and the Nationalist movement developed and the industrial class became stronger.
Assessment of qualifying knowledge	Questions from previous class about histories associated with words for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> By the early eighteenth century, worried by the popularity of Indian Textile, wool and silk makers protested against the import of Indian cotton textiles. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between Spinning Jenny and steam engine, 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 Calico Act? • When the Calico Act was passed? • Who were the weavers? • What was takli and charkha? • Topic-Indian Textiles in European markets (Competencies: Critical thinking) Students will be divided into 6 groups . Each group asked to locate the centres of different crafts today and find out when these centres came up . 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	Questions from previous class about thelives of weavers for whole class group.

knowledge	
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Thousands of rural women who made a living by spinning cotton thread were rendered jobless. Topic- The Decline of Indian textiles. (Competencies: Collaboration, Critical thinking) Students will analyse the development of cotton textiles in Britain affected textiles producers in India in several ways .Discussion on khadi which became a symbol of Nationalism
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 is rangrez? - What is Handloom weaving? - What happened to the weavers who lost their livelihood? Topic-Iron and steel factories come up in India. (Competencies: Collaboration) Students will work in pair and analyse the changes in TISCO and cotton textiles after 1914 when the first world war broke out. 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	- Outline the nature of urban development in the 19th and 20th centuries. - History of urban spaces through Photographs. - New forms of towns emerged in the colonial period
Assessment of qualifying knowledge	Questions from previous class about the the decline of Indian textiles for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The sword of Tipu Sultan and the Wootz Steel

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate the iron and steel industry and cotton textile before and after the first world war , 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 is slag heaps? • Where is Subarnarekha? • Who was Dorabji tata? • Iron and steel factories come up in India. (Competencies: Collaboration) Students will work in pair and analyse the changes in TISCO and cotton textiles after 1914 when the first world war broke out . 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)