

CLASS – VIII
LESSON PLAN HISTORY
CH: 11 THE MAKING OF NATIONAL MOVEMENT: 1870s-1947

Unit	HISTORY
Class Transaction	Total: 6 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of- 1. Factors responsible for the rise of national consciousness 2. Formation of political organisations 3. Formation and objectives of Indian national congress 4. Revolutionary movements by Mahatma Gandhi and other freedom fighters
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plan
Objective	Students would be able to outline the major developments within the national movements and focuses on a detailed study of one major event and show how contemporary writings and documents can be used to reconstruct the histories of political movements.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> 1. An overview of the nationalist movement from the 1870s to the 1940s. 2. About the diverse trends within the movement and different social groups involved. 3. About the links with constitutional changes. 4. About the different nationalist movements like Swadeshi and Boycott Movements etc. 5. About the formation of Indian National Congress (1885) 6. About the political and administrative unification and economic changes. 7. About the different trends—constitutional politics of swarajists, communal politics and finally India attained freedom. <u>SKILLS</u>- 1. Students will critically think about the rise of nationalist’s feelings among the Indians. 2. Students will develop an understanding about moderates, extremists and revolutionaries through critical thinking. 3. Students will develop citizenship through understanding about constitutional reforms proposed by the British government. 4. Students will develop an understanding about Mahatma Gandhi and the non-violent mass movements led by him through communication skills. 5. Students will critically analyze about how India finally attained freedom.
Transaction	Transaction would proceed in the following manner-

Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Active Learning • Topic- The Emergence of Nationalism and the Nation in the making (Competencies: Critical thinking and collaboration) Students will be asked to search about moderates and radicals, the methods adopted for betterment and freedom of Indians and also they will list first five sessions of the INC were held with objectives and mark them on political map of India. Group Learning • Topic- Freedom Struggle- Growth Nationalism (Competencies: Critical thinking and creativity and communication skills) Students in group of six will asked to find out about some famous freedom fighters. They will prepare an autobiography on the life and contribution of those revolutionaries with their famous slogans in India. Differentiation • Topic- The Advent of Mahatma Gandhi (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to take different kinds of movements and do a short presentation of that particular movement in group of six. • Topic- The Advent of Mahatma Gandhi (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to take different kinds of movements and do a short presentation of that particular movement in group of six. • Topic-Towards Independence and Partition (Competencies: Citizenship and collaboration) Students will develop an understanding about Muslim League, Provincial elections in India and the announcement of ‘Direct Action Day’ which resulted in Partition of India and Pakistan resulting into violence and blood shed with mixed feeling of India getting Independence from British rule in 1947 • 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
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	Mind Map
Resources	Text Book: NCERT text book for Social Science
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.....3 marks 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 Questions	1. Elaborate on the demands raised by the Moderates during the early phase of the Indian National Congress.

	2. Explain the various economic issues raised by the early Congress. 3. Elaborate the impact of partition of Bengal on India. 4. Describe the features of Quit India movement led by Mahatma Gandhi. 5. Discuss the reasons of Gandhiji choosing to break the Salt Law.
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CLASS –VIII
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER CH: 11 THE MAKING OF NATIONAL MOVEMENT: 1870s-1947
SUBJECT: HISTORY
SESSION: 2019-2020

DAY	ONE
Objective	Students will be acquainted with a sense of oneness born out of sharing the same geographical territory, the same history and culture, the same aspiration to be independent of foreign domination DOL 1,2,3,4
Assessment of qualifying knowledge	Questions from the real-life situation
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The uniform laws and legal system introduced by Britishers and Laws were arbitrary. Discriminatory policies against Indians: The Arms Act, Vernacular Press Act, Ilbert Bill <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Differentiate between the present and past laws made 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Name some methods of suppression by Britishers. • Why India wanted freedom? • When was the first freedom struggle was fought? • Topic- The Emergence of Nationalism and the Nation in the making (Competencies: Critical thinking and collaboration) Discussion of topic through Collaborative Learning: 15 min Students will be asked to search about moderates and radicals, the methods adopted for betterment and freedom of Indians and also, they will list first five sessions of the INC were held with objectives and mark them on political map of India. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work.

	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	Students would be able to learn about the work and ideas of important leaders of Indian National Movement. DOL 2,3,4
Assessment of qualifying knowledge	Questions from previous class about the importance of Nationalism in India.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The famous freedom fighters such as Lala Lajpat rai, Ba Gangadhar Tilak, Bhagat Singh, Rajguru, Subhash Chandra Bose etc. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about the contribution of freedom fighter, 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Which is the first political party and who was the leader? • Name some oppressing act passed by Britishers in India. • Name two groups active in India during 1885-9105. • Topic- Freedom Struggle- Growth Nationalism (Competencies: Critical thinking and creativity and communication skills) Students in group of six will asked to find out about some famous freedom fighters. They will prepare an autobiography on the life and contribution of those revolutionaries with their famous slogans in India. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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	Students will be able to know the novel methods of mass agitation based on truth and non-violence and idea of satyagraha and techniques used by Mahatma Gandhi. DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the growth of nationalism in India.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The idea of satyagraha spread across the country specially in between the factory workers, planters, poor labours, peasants etc. Gandhi ji launched many movements such as non- cooperation, rowlatt satyagraha, khilafat agitation etc <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about the role of Gandhiji in getting poorna swaraj 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Which famous slogan was raised against Britishers? • Which Indian faced racism in South Africa? • What were the reason of mass movement in India? • Topic- The Advent of Mahatma Gandhi (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to take different kinds of movements and do a short presentation of that particular movement in group of six. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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)
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DAY	Four
Objective	Students will be able to know the novel methods of mass agitation based on truth and non-violence and idea of satyagraha and techniques used by Mahatma Gandhi. DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the growth of nationalism in India.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> The idea of satyagraha spread across the country specially in between the factory workers, planters, poor labours, peasants etc. Gandhi ji launched many movements such as dandi march, civil disobedience, quit India movement etc. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Critically think</i> about the role of Gandhiji in getting poorna swaraj 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- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What were novel methods of Gandhiji in India? • Which incident took place in Amritsar? • What were the reason of mass movement in India? • Topic- The Advent of Mahatma Gandhi (Competencies: Creativity, Critical thinking, communication skills and Collaboration) Students will be asked to take different kinds of movements and do a short presentation of that particular movement in group of six. Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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)

DAY	FIVE
Objective	Students would be able to know the root cause of partition of India. DOL 1,2,3
Assessment of qualifying knowledge	Questions from previous class about the mass movement started by freedom fighters.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Students would be able to understand the formation of Muslim league that demanded separate country for Muslims called Pakistan. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a <i>citizenship</i> through creating awareness about the cause of partition, in <i>collaboration</i> 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- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Which was the famous policy played by Britishers in India? • What do you understand by the term Partition? • What was the root cause of partition? • Topic-Towards Independence and Partition (Competencies: Citizenship and collaboration) Students will develop an understanding about Muslim League, Provincial elections in India and the announcement of ‘Direct Action Day’ which resulted in Partition of India and Pakistan resulting into violence and bloodshed with mixed feeling of India getting Independence from British rule in 1947 Demonstration, Student -teacher interaction, Think- Pair and Share, silent/ loud reading, group work 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. notebook
Assessments	Oral Test (5 minutes)

DAY	SIX
Objective	Students would be able to do NCERT questions which will enhance their knowledge.
Assessment of qualifying knowledge	Questions from NCERT book
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Students would be able to attempt questions

	<u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Develop a <i>communication skills</i> to discuss questions with the follow students and teacher 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- Independent Practice: Students will go through NCERT text book. Closure: 10 <u>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	Completion of work in notebook