

CLASS – IX
LESSON PLAN HISTORY
Ch.4 Forest Society and Colonialism

Unit 4	<u>Forest Society and Colonialism</u>
Class Transaction	Total: 6-7 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires : • The knowledge about the importance of forests. • The knowledge about the relationship between forests and livelihood • The knowledge about the changes in forest societies under colonialism
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW Assignment 4. UTPlan
Objective	☐ Look at the impact of colonialism on forest societies, and the implication of scientific forestry ☐ Discuss the social and cultural world of forest communities through the study of specific revolts ☐ Understand how oral traditions can be used to explore tribal revolts ☐ It will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • The impact of colonialism on forest societies • The role of British people • The changes brought by colonial people in forests for the purpose of their own benefits. • About the anti colonial movements in India and Indonesia. <u>SKILLS</u>- • <i>Students will discuss collaboratively about the impact of colonialism on forest societies</i> • <i>Students will critically think the role of British people</i> • <i>Students would be able enhance their creativity by creating a timeline and the mind map of the entire chapter.</i> • <i>Students would be able to enhance their communication skills</i>

	by debating critically the changes brought by colonial people in forests for the purpose of their own benefits. • <i>Students would be able to enhance their communication skills</i> by debating critically the changes brought by colonial people in forests for the purpose of their own benefits. • <u>SKILLS-</u> <i>Students would be able to</i> • To define the reasons held responsible for the deforestation. • To express their views on the impact of colonial people on forests. • To be able to express their on the changes in forests societies under colonialism.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Student – teacher interaction interaction, Wipro-GOs.(web chart,flow chart and differentiation table, compare – contrast matrix), silent / loud reading, collaborative learning, Hands on experiment, Experimental work DOL1,2,3 • <i>Brain Storming:</i> • Explain the importance of forests in our lives. • Describe the life of forest dwellers during colonial period in India. • How did the emergence appeared for timber and other forest products by the urban centers during nineteenth century? • Explain the role of colonial rule over the forests in terms of new laws. <i>Introduction of the topic-</i> PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice-</i> NCERT and spiral questions to be discussed in the classroom.
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 as mentioned in the monthly planner. 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 20 each Marks

	HALF YEARLY EXAMINATION 80 Marks ANNUAL EXAMINATION 80 Marks INTERNAL ASSESSMENT 10 Marks • Subject Enrichment Activity 5 Marks • Notebook Submission 5 marks
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> • Spiral Level 3 questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 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. 'Scorched earth' policy in Java was followed by which country? 2. Mention the local name of shifting cultivation in Central America. 3. Explain any three causes of deforestation in India under the colonial rule. 4. Into how many categories were the forests divided under the 1878 Forest act? 5. "Foresters and villagers had very different ideas of what a good forest should look like." Explain.

DAY WISE CONSOLIDATED LESSON PLAN

DAY- ONE	Topic -Introduction of forest society and colonialism and why deforestation?
Class Transaction	40 min each
Pre-requisite for	This topic requires basic knowledge about the British India.

the course	
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Students will be able to understand the significance of the lives about pastoralists and forest dwellers, the shifting cultivators and food gatherers in the emergence of the contemporary world.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> the significance of the lives about pastoralists and forest dwellers, the shifting cultivators and food gatherers in the emergence of the contemporary world. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse the lives about pastoralists and forest dwellers, the shifting cultivators and food gatherers in the emergence of the contemporary world. • Appreciate the importance of food gatherers in the emergence of the contemporary world collaboratively.
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- • Explain the reasons for the disappearance of forests during colonial period in India. • Describe the role of sleepers on the tracks in the context of this chapter. • Explain one reason for the disappearing of Oak forests in England. • Describe the forest resources available in India. • What was the new demand created after the spread of railways in India? • How many sleepers were required for laying one mile of railway track? . Discussion of Topic through Collaborative and Critical thinking Learning : 15 min • Students will be shown the clips on the causes responsible for deforestation in India during the colonial period <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	TWO- The Rise of Commercial Forestry and How did Forest Rules Affect Cultivation? .
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic about the British India and the effects of the colonial rule on Indian forests and dwellers.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand the importance of individual rights and who controlled social power after the French revolution.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand the significance of individual right and the transformation of Russian society.</i> <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Critically analyse the Rise of Commercial Forestry • Appreciate the importance the effects of the colonial rule on Indian forests and dwellers. collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Why did British need forests? ☐ Who was Dietrich Brandis ? ☐ Mention the new rules framed by Dietrich Brandis .

wherever applicable, and can use any other too.)	☐ Why did Brandis realized to introduced a proper system in India to manage the forests? ☐ When did the first Indian Forest Service set up ? ☐ Explain Scientific Forestry. ☐ Define ‘Plantation’. ☐ How many times the Forest Act was amended and in which years? Into how many categories the forests were divided under. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

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Outcomes	individual right and the transformation of Russian society. <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Critically analyses the Rise of Commercial Forestry • Appreciate the importance the effects of the colonial rule on Indian forests and dwellers. collaboratively.
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Resources	Text Book: NCERT text book for History. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	THREE -How did Forest Rules Affect Cultivation? • New Trades, New Employments and New Services
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic about the British India and the effects of the colonial rule on Indian forests and dwellers.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand how oral traditions can be used to explore tribal revolts.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i>the significance of understand how oral traditions can be used to explore tribal revolts. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analysetheRise of Commercial Forestry • Appreciate the importance the effects of the colonial rule on Indian forests and dwellers. collaboratively.
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- ☐ Why the people of Baster rebelled against the colonial rule in India? ☐ Explain the process of Baster rebellion. ☐ Describe the role of the people of Baster in the rebellion started against the colonial rule. ☐ Describe the results of Baster rebellion. ☐ How did the British troops suppress the rebellion? ☐ Name the leader of Baster Rebellion. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	FOUR-Rebellion in the Forest
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic about the British India and the effects of the colonial rule on Indian forests and dwellers.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand how oral traditions can be used to explore tribal revolts.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> the significance of understand how oral traditions can be used to explore tribal revolts. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse the Rise of Commercial Forestry • Appreciate the importance the effects of the colonial rule on Indian forests and dwellers. collaboratively.
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Why the people of Bastar rebelled against the colonial rule in India?

techniques, wherever applicable, and can use any other too.)	☐ Explain the process of Bastar rebellion. ☐ Describe the role of the people of Bastar in the rebellion started against the colonial rule. ☐ Describe the results of Bastar rebellion. ☐ How did the British troops suppress the rebellion? ☐ Name the leader of Bastar Rebellion. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	FIVE -Case study of Bastar and the comparison with Indonesia
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic about the British India and the effects of the colonial rule on Indian forests and dwellers.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand how oral traditions can be used to

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Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i>the significance of understand how oral traditions can be used to explore tribal revolts. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analysethe the Rise of Commercial Forestry • Appreciate the importance the effects of the colonial rule on Indian forests and dwellers. collaboratively.
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 community of Java were known the skilled forest cutters? • Mention the reason for the need of timber inJava by the colonial government • Define Restricting villages. • What was Samin’s challenge? • What was a ‘Scorched earth’ policy? • Name some of the new developments in forestry. Discussion of Topic through Collaborative and Critical thinking Learning : 15 min Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. 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. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

Topic	SIX-Forest Transformations in Java
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic about the British India and the effects of the colonial rule on Indian forests and dwellers.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
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	Students will be shown the clips on the Imperial Rule in India. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. 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.
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Assessments	Oral Test (5 minutes)