

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
LESSON PLAN HISTORY
Ch. 1 NATIONALISM IN EUROPE

Unit	HISTORY
Class Transaction	Total: 8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge Nation, nationalism 2. Knowledge of basis ideas behind the national movement 3. Knowledge about the rise of nation states
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Students would be able to analyze difference between nation state and nationalism
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Idea of Nation • Rise of nation state • Growth of nationalism • Factors leading to the growth of collective belongingness <u>SKILLS</u>- • <i>Students will critically think about how the advent of the idea of nation</i> • Students will develop citizenship through understanding the contribution of the common man in the emergence of nation state • <i>Students would be able to enhance their creativity by reflecting on how could the common mass of people contributed to the growth of nationalism</i> • Students would be able to enhance their communication skills by debating on how common mass of people contribute to the growth of nationalism and patriotism
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active Learning • Topic- French revolution and the idea of nation (Competencies: Collaborative and Critical thinking) Students will be shown video clips on the glimpses of French revolution during 18th century. Students will critically think about how the outbreak of French revolution changed the nature of the revolution in the world

	Group Learning • Topic-The making of Nationalism in Europe (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of the nationalism. Analysis will be done by all groups, followed by cross questioning. Differentiation • Topic- Imperialism and Nationalism (Competencies: Citizenship, Critical thinking) Students will get aware of the importance of salt march and the contribution of different sections of the society to it specially the women • Topic- Visualizing the Nation (Competencies: Citizenship) Students will work in pair and discuss about the factors contributing to the growth of collective belongingness and common identity among people • Topic -Revision of chapter Students <i>would be able to enhance their creativity and reflection</i> on unification of Italy Questioning- Multiple questions as per spiral and 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 Social Science Reference Book 1. DPSG Spiral
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.....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) 10 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> • 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. Describe the two important factors that shaped the political situation in Europe 2. Briefly explain Greek war of Independence. 3. why is 1830's called the year of Economic hardship. 4. What were the measures taken by French revolutionaries to forge a sense of collective identity? 5. write two consequences of the Vienna congress

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-3 NATIONANLISM IN EUROPE
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to analyze difference between Nation State and Nationalism, Revolution
Assessment of qualifying knowledge	Questions from the photos will be asked for whole class group.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about the</i> • Idea of Nation • Rise of Nation state • Factors leading to the growth of collective belongingness • Growth of Nationalism <u>SKILLS-</u> • <i>Students will critically think about how the advent of the idea of nation</i> • Students will develop citizenship through understanding the contribution of the common man in the emergence of nation state • <i>Students would be able to enhance their creativity by reflecting on how could the common mass of people contributed to the growth of nationalism</i> • Students would be able to enhance their communication skills by debating on how common mass of people contribute to the growth of nationalism and patriotism
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 is National consciousness? • What is National Movement • What is meant by Imperialism? • What is collective belongingness? Discussion of topic through Collaborative Learning: <u>15 min</u> Students will be shown video clips on the glimpses of National movement during 18th century Europe. Students will critically think about how the outbreak of French revolution changed the nature of the movement the world over 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 Social Science Reference Book 2. DPSG Spiral
Self-Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students would be able to analyze the causes and consequences of the French revolution
Assessment of qualifying knowledge	Questions from previous class about French revolution will be asked
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • The causes of the French revolution and its after effects <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Understand and debate on the various impact of French revolution, 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 • What is a revolution? • What is meant by liberalism? • Tell me two other such revolutions around the globe? • How is a revolution different from a war or a battle? Topic: 1. The French Revolution and the idea of Nation- (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of the revolutions of 1830s. Analysis will be done by all 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 Social Science Reference Book 3. DPSG Spiral
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students will work in pair and discuss about the factors contribution to the growth of Nationalism in Europe
Assessment of qualifying knowledge	Questions from previous class about French revolution will be asked for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • About the significant factors that contributed for the emergence of the <i>Nationalism</i> in Europe <u>SKILLS and COMPETENCIES</u> <i>Students would be able to differentiate</i> French revolution from other revolutions 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 • What do mean by sovereign state? • What is colonialism? • What is conservatism? Topic 2. The making of Nationalism in Europe. (Competencies: Citizenship) Students will work in pair and discuss about the democratic ideals born out of the french revolution 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 Social Science Reference Book 4. DPSG Spiral

Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	Students would be able to analyze difference between revolution and war
Assessment of qualifying knowledge	Questions from previous class about participation of common people in the French revolution for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> How political revolutions in different parts of Europe created conditions for the birth new ideas and nation states <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate French revolution from other subsequent revolutions 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 • Give one example of a political revolution • Give another example of a social revolution • Differentiate between a political revolution and social revolution 4. The age of Revolution (1830-48) (Competencies: Citizenship, Critical thinking) <i>Students will critically think about how the emergence of the nation states in Europe has influenced the geopolitical landscape of the world</i> Students will develop citizenship through understanding the contribution of the common man in the making of the nation • 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 Social Science Reference Book 5. DPSG Spiral
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.

Assessments	Oral Test (5 minutes)
-------------	-----------------------

DAY	Five
Objective	Students would be able to analyze different factors leading to the unification of Italy and Germany
Assessment of qualifying knowledge	Questions from previous class about the liberal movements in Europe for whole class group will be asked
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> About the various factors including language and popular traditions helped in creating national unity among people <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various popular traditions and languages that help in the creation of national unity among people 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 • What is meant by conservatism • Tell me one importance of Vienna congress of 1815 • Tell me one role played by language in the creation of national unity among people 5. Unification of Germany and Italy . (Competencies: Citizenship, Critical thinking) <i>Students will critically think about how the advent of nation states prepared ground all over the world for nationalist revolution</i> Students will develop citizenship through understanding the contribution of the common man in the unification of Germany and Italy 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 Social Science Reference Book 6. DPSG Spiral
Self-Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	Six
Objective	Students would be able to analyze the impact of imperialism and colonialism
Assessment of qualifying knowledge	Questions from previous class about liberalization policy for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> <u>The fundamental idea of colonialism and imperialism</u> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between imperialism and colonialism and its dangerous effects, 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 • Write one importance of the Frankfurt parliament.? • Who was Bismarck? • Define the term feminist Topic:5 Visualizing the Nation- 5. (Competencies: Citizenship, Critical thinking) Students will get aware of the important contribution of different sections of the society in the making of a unified Nation 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 Social Science Reference Book 7. DPSG Spiral
Self-Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)