

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
LESSON PLAN HISTORY
Ch. 3 NATIONALISM IN INDIA

Unit	HISTORY
Class Transaction	Total: 8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge Nation, nationalism and national movement 2. Knowledge of basis ideas behind the national movement 3. Knowledge about the role of mahatma Gandhi in the movement
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 mass movement and local revolts, anti-colonial movements
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • ‘Satyagrah’ as a new method of fighting • Anticolonial resistance • Growth of mass movement • Factors leading to the growth of collective belongingness <u>SKILLS</u>- • <i>Students will critically think about how the advent of mahatma Gandhi turn around the political movement in India</i> • Students will develop citizenship through understanding the contribution of the common man in the anticolonial movement in India • <i>Students would be able to enhance their creativity by reflecting on how could the common mass of people contributed to the growth of nationalist movement</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,	Transaction would proceed in the following manner- Active Learning • Topic- advent of mahatma Gandhi and strands of his Satyagrah (Competencies: Collaborative and Critical thinking)

wherever applicable, and can use any other too.)	Students will be shown video clips on the glimpses of satyagrah movement during 20th century. Students will critically think about how the advent of mahatma Gandhi changed the nature of the freedom movement in India. Group Learning • Topic-Non-Cooperation, swadeshi and Boycott movement (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of the NCM. Analysis will be done by all groups, followed by cross questioning. Differentiation • Topic- Civil disobedience movt. its different strands (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- Growth of collective belongingness (Competencies: Citizenship) Students will work in pair and discuss about the factors contributing to the growth of collective belongingness and common identity among Indians • Topic -Revision of chapter Students <i>would be able to enhance their creativity and reflection</i> by identifying, locating and labelling main centers of the nationalist movement or places related to it 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 the late 1920's. 2. Salt was a powerful symbol that could unite the nation. Explain. 3. How working class reacted to the Civil Disobedience Movement? 4. What are the various factors that led to the rise of nationalism in India during 19th century 5. Differentiate between the Non co-operation movement and civil disobedience movement

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

DAY	ONE
Objective	Students would be able to analyze difference between mass movement and local revolts, anti-colonial movements
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • ‘Satyagrah’ as a new method of fighting • Anticolonial resistance • Growth of mass movement • Factors leading to the growth of collective belongingness <u>SKILLS</u>- <i>Students will critically think about how the advent of mahatma Gandhi turn around the political movement in India</i> Students will develop citizenship through understanding the contribution of the common man in the anticolonial movement in India <i>Students would be able to enhance their creativity by reflecting on how could the common mass of people contributed to the growth of nationalist movement</i>
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 a Nation state? • What is Colonialism? • What is meant by Imperialism? • What is meant by Satyagrah? Discussion of topic through Collaborative Learning: <u>15 min</u> Students will be shown video clips on the glimpses of satyagrah movement during 20th century. Students will critically think about how the advent of mahatma Gandhi changed the nature of the freedom movement in India.

	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 non cooperation
Assessment of qualifying knowledge	Questions from previous class about Gandhiji's method of fighting .will be asked
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> MNCs and collaboration with local company. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of goods available in market, 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 is a non cooperation? • What is boycott? • What swadeshi? • What is satyagrah? Topic- world war -1 Rowlatt Act, Satyagrah (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of the NCM. Analysis will be done by all groups, followed by cross questioning 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 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 contributing to the growth of mass movement
Assessment of qualifying knowledge	Questions from previous class about national movement will be asked for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to differentiate</i> various types of goods available in market, 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 you understand boycott? - What is satyagrah - In which year Anti-rowlatt satyagrah launched? Topic- Non Cooperation movement (Competencies: Citizenship) Students will work in pair and discuss about satyagrah and noncooperation. 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 swadeshi movements
Assessment of qualifying knowledge	Questions from previous class about participation of common people in non-violent movement for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of goods available in market, 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 satyagrah • Give another example of swadeshi and boycott each • Differentiate between swadeshi and boycott • Topic- NCM in Towns and cities (Competencies: Citizenship, Critical thinking) <i>Students will critically think about how the advent of mahatma Gandhi turn around the political movement in India</i> Students will develop citizenship through understanding the contribution of the common man in the anticolonial movement in India 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 difference between Non-Cooperation and civil disobedience
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>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of swadeshi and boycott programs, 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 the example of different form of exploitation • Give few example of economic exploitation • Differentiate between Swaraj and dominion status • Topic- NCM in countryside (Competencies: Citizenship, Critical thinking) <i>Students will critically think about how the advent of mahatma Gandhi turn around the political movement in India</i> Students will develop citizenship through understanding the contribution of the common man in the anticolonial movement in India 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
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Objective	Students would be able to analyse difference between Swaraj and Poorn swaraj
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>SKILLS and COMPETENCIES</u> <i>Students would be able to differentiate</i> various types of goods available in market, 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 • Who did gandhiji call as harijan. • Give example of communal electorate • Differentiate between reserve seats and communal electorate. • Topic- Civil Disobedience movement (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. 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)

DAY	SEVEN
Objective	Students would be able to analyse how different people saw the movement

Assessment of qualifying knowledge	Questions from previous class about nature of mass movement for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> How different people saw the Movement <u>SKILLS and COMPETENCIES</u> <i>Students would be able to differentiate</i> various types of goods available in market, 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 you understand by Dandi march? - Why Gandhiji start the dandi march? - When did Gandhiji start the dandi march? Topic-Participation of different social groups. (Competencies: Citizenship) Students will work in pair and discuss about importance of Dandi March 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 8. 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	Eight
Objective	Students would be able to analyse difference between nationalism and patriotism
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>SKILLS and COMPETENCIES</u> <i>Students would be able to</i>

	differentiate various types of mass movement undertaken by gandhiji, 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 - Express the example of nationalism - Give another example of patriotism - Differentiate national integration • Topic- Collective belongingness (Competencies: Citizenship, Critical thinking) Students will work in pair and discuss about the factors contributing to the growth of collective belongingness and common identity among Indians 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 9. 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)