

SALWAN PUBLIC SCHOOL, RAJENDRA NAGAR

CLASS – X

LESSON PLAN

CHAPTER-5	The Age of Industrialisation
Class Transaction (10-12 days)	Total: 10 periods (approx. 40 min each) Sub-Topic: Defining Proto-Industrialization Sub-Topic: Interlinking of markets and early trade Sub-Topic: Factories come to England Sub-Topic: Early Inventions Sub-Topic: Condition of workers Sub-Topic: English East India and trade in India Sub-Topic: Growth and fall of Indian Industry Sub-Topic: Use of advertisements
Pre-requisite for the course (KNOWLEDGE)	This lesson requires: • Knowledge of early and modern trade scenarios(Recall from class VII & VIII) • The basic principles of colonial economic imperialism
Learning Objectives	Students will be able to: • Understand how trade was carried out in Asia • Condition of Workers • Compare the condition of workers • Analyse how English trade impacted Indian trade • Learn about Indian Industrialists • Understand the use of advertisements
Teachers' activity	Introduction: Teacher will introduce the topic by performing various activities: Evidence-based active-learning instructional strategies: • Problem solving (investigating and applying established principles to justify an observation) Activity:- Example-1:- Mechanization and Trade: Guilds and traders Example-2: Need for markets leads to colonialism Example-3: Need for labour due to increased production • Critical thinking and collaboration (Competitive evaluation of given information) Recall Activity : 1. How EEIC expanded their trade post industrialization 2. How did mechanization impact production 3. How can industrialization create opportunities for indigenous industry 4. How do advertisements create a need for the consumer
Students' Learning Outcomes	• Students will be able to observe market practices • The student learn about dominant forces that shaped production processes • The student traces the link between visual media and nationalism • Growth of colonial imperialism and study of unfair trade practices
Tools	• CAL module using explanation content • Visual illustrations in the book • Examples and anecdotes given in NCERT
Assessment	• Continuously monitor student progress by asking oral questions. • Providing active involvement of students in their own learning

	by giving daily Practice Problems in the class. • Peer assessment through discussion • Written test
Self-Study, Assignments, Homework	Self-Study (Independent Practice)-The teacher would ensure that each student should bring NCERT Book and tries to be independent at the work as well as be under the teacher's guidance. Guided practice followed by Independent Practice (Question Bank): On completion of the chapter, students will be answer the following revision questions: 1. Advertisement used by Indian manufacturers register a subtle and strong message of nationalism. Do you agree with this statement? 2. List some of the early entrepreneurs of India. 3. List some of the inventions of the 18th century that revolutionized textile production. 4. The condition of the workers was poor and challenging and was worsened by the fear of Industrialisation. Critically analyse the statement. 5. What did E.T. Paull celebrate in the picture 'Dawn of the Century'? Homework: The students will be able to independently identify the right options in the exercise from NCERT.