

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
LESSON PLAN HISTORY
Ch. 5 AGE OF INDUSTRIALIZATION

Unit	HISTORY
Class Transaction	Total: 10 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge Colonization, industrialization 2. Knowledge of basis factors behind the growth of industrialization 3. Knowledge about the hand labor
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Students would be able to analyze the impact of industrialization
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Growth of pre-industrialization • Development of industries • Growth of industrial revolution • Factors leading to the growth of industries <u>SKILLS</u>- • <i>Students will critically think about how the growth of industries led to changes in people's life</i> • Students will develop citizenship through understanding the contribution of industrialization in changing the pattern of social and political life of people around the world • <i>Students would be able to enhance their creativity by reflecting on how growth of industries changed the life of people</i> • Students would be able to enhance their communication skills by debating on how common mass of people were affected by industrialization
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner- Active Learning • Topic- Before the industrial revolution (Competencies: Collaborative and Critical thinking) Students will be shown video clips on the glimpses of industrial revolution Group Learning

wherever applicable, and can use any other too.)	• Topic-Hand labor and steam power, and life of workers. (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of hand labor. Analysis will be done by all groups, followed by cross questioning. Differentiation • Topic- industrialization in the colonies Students will get aware of the importance of industrialization in the colonies • Topic- Manchester comes to India (Competencies: Citizenship) Students will work in pair and discuss about the factors contributing to the growth of industries in India • Topic –Peculiarities of industrial growth, market for goods Students <i>would be able to enhance their creativity and reflection</i> by comparing and contrasting the impact of industrialization and urbanization 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) 5 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	Q1. What is meant by manufacturing? Q2. Define proto industrialization Q3. What s meant by industrial revolution? Q4. Can you tell me one difference between hand made goods and machine made goods?

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
DAY WISE CONSOLIDATED LESSON PLAN
Ch. 5 AGE OF INDUSTRIALIZATION
SUBJECT: HISTORY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to analyze difference between pre-industrial period and the age of industrialization
Assessment of qualifying knowledge	Questions from the photos on pre industrialization will be asked for whole class group.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> • Growth of industrialization • Development of industrial capitalism • Concept of industrial revolution • Factors leading to the outbreak of industrial revolution <u>SKILLS-</u> • <i>Students will critically think about how the growth of industries led to growth of cities in Europe</i> • Students will develop citizenship through understanding the contribution of urban centers in changing the pattern of social and political life of people • <i>Students would be able to enhance their creativity by reflecting on how growth of industries and urban centers changed the life of people</i> • Students would be able to enhance their communication skills by debating on how people were affected by industrialization
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 manufacturing? • What is Colonialism? • What is meant by Industrialization Discussion of topic through Collaborative Learning: <u>15 min</u> Students will be shown video clips on the glimpses on the outbreak of industrial revolution during 19th century. 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 impact of industrialization and urbanization on people's life
Assessment of qualifying knowledge	Students would be able to understand the fundamentals of industrialization and urbanization.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know about the importance of handmade goods</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to differentiate various types of goods available in market before the industrial revolution, in collaboration with each other.</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: 10 min Facilitator will ask few questions to introduce the topic • What is a factory? • What is machine made goods? • What is industrialization? • Topic- Topic- Before the industrial revolution (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of industrialization. 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 importance of handmade goods
Assessment of qualifying knowledge	Questions from previous class about the preindustrial period will be asked for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> The importance of handmade goods before the age of industrial revolution • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of goods available in market before the industrial 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 do you understand by machine made goods? • What is spinning jenny? • Which country Manchester is situated? • Topic-hand labor steam power and life of workers (Competencies: Citizenship) Students will work in pair and discuss about the emergence factory machines and its impact. 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)
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DAY	Four
Objective	Students would be able to analyze difference between machine made goods and hand made goods
Assessment of qualifying knowledge	Questions from previous class about the contribution of Indians in the growth of industries in India for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> About the various problems faced by Indian weavers with the coming of British industries in India • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> critically analyze the role of Indian industrialists in the growth of industries in 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: <u>10 min</u> Facilitator will ask few questions to introduce the topic 1 - What was the result of First World War on Indian industries? 2 - Who was a jobber? Explain his functions. 4 - Why the system of advances proved harmful for the weavers? • Topic- industrialization in the colonies (Competencies: Citizenship, Critical thinking) Students will critically think about how the advent of industries led to the decline of Indian weavers in India as a colony Students will develop <i>citizenship</i> through understanding the importance of resources in the growth of colonies 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 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
Assessment of qualifying knowledge	Questions from previous class regarding the decline of domestic trade and industry in India for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> About how the India's domestic industry suffer due to the coming of factory machines. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate between home industry and factory machines, 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 human exploitation due to industrialization • how did the small traders suffer due to machine goods? • How did Indian handlooms suffered due to coming of machine industries? • Topic- factories comes up and peculiarities of industrial growth (Competencies: Citizenship, Critical thinking) Students will critically think about how the coming up of industries created a peculiar condition in the colonies. Students will develop <i>citizenship</i> through understanding the state of weavers on the wake of the growth of industries 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)

