

Lesson Plan/ Learning Plan Grade: XII	
Topic :	Rebels and the raj
Concept (If Applicable)	1857 rebellion
Mapping of skills/competencies/attitudes:	
<u>Competencies:</u> Critical Thinking (reasons effectively, makes judgements and decisions, uses systems thinking) Communication (communicates clearly, uses and manages information) Collaboration (collaborates with others) Creativity (Generates ideas) Citizenship	<u>Life Skills:</u> • Critical thinking and problem-solving • Appreciation of different lifestyles • Collaboration • Effective oral communication <u>Core values:</u> • Curiosity • Respect for all
<u>Assessment of skills and values:</u> Opinion of peer group and people around, Grading by facilitator for projects , Survey sheet, Collection and interpretation of data, Observing the spontaneous action of learners in and outside school, Writing reviews, paraphrasing	
Lesson Plan Duration:	5 Days (50 minutes each)
Learning Engagements for Active Learning:	Debate, Discussion, Think Pair Share, Picture Study, PPTs, Group Discussions, creating graphic organisers, Brainstorming
Questioning Technique/s to be Used:	Intermittent questions, Probing Questions, open ended questions
Learning objectives: By the end of the topic, the learners will be able to:	

- Discuss how the events of 1857 are being reinterpreted.
- Discuss how visual material can be used by historians.

Connecting Prior Knowledge

Day 1 : Learning Engagement 1– (Brainstorming)

Before starting the lesson, review with students the status of the British Empire and the Indian Subcontinent. How was India being weakened by European influence? What massive loss had Britain just experienced?

Resources Required:

NCERT history book, Colored A4 sheets, chart paper, Smart Boards, Textbook

DPSG Spiral, DPSG Study Material

Video Links

<https://study.com/academy/lesson/british-rule-nationalism-in-india.html>

<http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx>

http://en.wikipedia.org/wiki/Indian_independence_movement

Implementation of lesson plan - Stage 1

Day 1: Learning Engagement 2- Video Based Discussion

- Play the video British Rule & Nationalism in India, stopping it at the following points for discussion:

1:26 - How did the Sepoy Rebellion show a lack of cultural sensitivity by the British? Also, do you think some welcomed the British? Why or why not?

3:04 - So if not through religion, how did the British try to convert the Indians? How was this accomplished? What role did the engines of social mobility have to play?

5:30 - How did the colonial experience in India show what Indians could never become fully British in the eyes of their Imperial masters? What do you think motivated this?

Day 2: Learning Engagement 3- Group Discussion

Based on the Do Now, discuss the responses to the scenario and compare this with the 1857 Revolt. Have one volunteer read the sources out-loud to the class. Collectively answer the following question with the class:

1. Who were the sepoys? 2. Why did Hindus and Muslims refuse to use the cartridges in the riffles? 3. Do you think the British considered the thoughts and beliefs of the sepoys? 4. What was the result of the Revolt of 1857? 5. Did the violent revolt work to benefit the Hindu and Muslim situations?

Pass out the different copies of timelines having to do with the struggle for India's Independence. Also hand out a time line, which chronicles the US Civil Rights movement. Break the class into groups of 2-3 students and ask each group to write down three events which were happening simultaneously in both countries (it doesn't have to be exact, just approximate).

Day 3: Learning Engagement 4- Discussion

The learners will discuss the major reasons of revolt in one of the main centres that is Awadh.

Day 4: Learning Engagement 5- graphic organiser

The learners will then make graphic organisers to point out what the rebels wanted.

Day 4: Learning Engagement 6- Group Discussion

The learners will discuss in groups about how the rebellion is represented in various newspapers and posters.

This will be an AHAA moment for them.

Day 5: Learning Engagement 7- Debate

Learners will then discuss the repression of the rebellion.

Proceeding further**Day 1: Learning Engagement 2- Discussion**

Student led discussion.

Day 5: Learning Engagement 6- Discussion

Students will research on the given topics and present in the class.

Learning Logs

Notebooks, charts, graphic organisers, PPTs, Spirals

Lesson Plan: Stage 2**Formatives/Unit test**

Notebook assignments

Presentation

Timeline

Teacher Interventions

The teacher will intervene meaningfully by:

- Asking relevant probing questions driving learners towards the desired outcome.
- PCC/ extra class
- Observations

**Extending the Lesson
Further**

Though 1st war of Independence failed , we still see it as an important event in the history of our freedom struggle . Why ?

Summative Assessment

3 UNIT TESTS

30+35+35 Marks each

HALF YEARLY EXAMINATION

80 Marks

PRACTICAL

20 Marks