

Questions to assess - Forest Society and Colonialism

Notes to the teacher:

The teacher may:

- Use the Teacher Reference Document (TRD) and interactively elicit the answers from the students thereby enhancing their knowledge of the chapter covered
 - Provide clues to enable critical thinking and extract the answers from the students
 - Give question IV as homework
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I. Read the paragraph given below which describes the revolt of the Santhals of Jharkhand against the British and compare it with the revolt at Bastar.

The conditions of the adivasi farmers became worse during British times. They were not allowed to cultivate on the forest land. Officials from the forest department seized their land, forced them to pay taxes and committed many atrocities on them. From the beginning, the Santhals - adivasis of Jharkhand had been resisting and protesting against British rule. In 1855-56, the Santhals revolted by looting and killing the zamindars. Their aim was to put an end to British rule. They wanted to establish a free state for the Santhals. Their rebellion was crushed as they could not put up a strong fight with their bows and arrows. The British army was well equipped with guns of superior quality. 15,000 Santhals lost their lives in a fierce battle that followed.

II. Pick the correct reasons -

1. In the colonial period, cultivation expanded rapidly because -
 - a. Demand for commercial crops increased.
 - b. Forests were considered unproductive.
 - c. Forest land could yield more agricultural produce and revenue.
 - d. Expansion of cultivation was a sign of progress.
2. Deforestation is related to population growth as -
 - a. Demand for foodgrains and housing increased.
 - b. Raw materials were required for industries.
 - c. Cultivated land could yield agricultural products and more revenue.
 - d. All of the above.
3. Scientific forestry means _____.
 - a. A system where cultivation takes place within a plantation.
 - b. A system of felling old trees and planting new ones of the same species.
 - c. Division of forestry into 3 categories of forests.
 - d. Practice of sustainable agriculture in the forest.
4. The Forest Act of 1878 stated that _____.
 - a. Forest department would exercise control over all forests.
 - b. There would be 3 categories of forests namely - Reserved, Protected and Unclassified forests.
 - c. Forests were to be cleared for increasing cultivable land.
 - d. All of the above.

III. Answer the Following:

- Q1.** Have you seen old wooden sleepers used in railway tracks? What are they being replaced with today? Discuss why this replacement is taking place.
- Q2.** Bring out the similarities between the British and the Dutch governments in colonising India and Indonesia.
- Q3.** Wars added more fuel to the fire of deforestation. Explain.
- Q4.** Each mile of railway track required between 1,760 and 2,000 sleepers. If one average sized tree yields 3 to 5 sleepers for a 3 metre wide broad gauge track, calculate approximately how many trees would have to be cut to lay one mile of track?
- Q5.** Many people now, including ecologists, feel that the scientific forestry is not scientific at all. Justify.
- Q6.** People lost out in many ways after the forest department took control of the forests, some people benefited from the new opportunities. Justify.
- Q7.** Imagine you are an Adivasi - Write a diary entry about the impact of colonial rule on your life.
- Q8.** Island of Java, once known for its rich teak forests, is now famous for rice production. Trace the reasons for this transformation.
- Q9.** Under colonial rule, various species almost became extinct. Give reasons.

IV. Map Questions:

Using the map of India -

1. Mark the states where the rebellions took place.
2. Name the tribes that reside in the following states - Himachal Pradesh, Nagaland, Andhra Pradesh and Gujarat.

Solutions:

I. **Hint:** Similarities in the colonial policies implemented to exploit both the tribes by the British.

II.

1. a b and c
2. d 3. b 4. b

III.

1. **Hint:** Wooden sleepers are replaced by other materials like concrete, steel, cast iron and composite. These are more durable, cost effective and trees are no longer felled to prepare wooden sleepers.

2. **Hint:** Refer to the policies of the colonial government.

3. **Hint:** Trees were cut to meet war needs, scorched earth policy of the Dutch led to destruction of saw mills and retrieving back the land under forest cover.

4. Answer: 470 trees.

Calculation: Average number of sleepers required for each mile of railway track = $1760 + 2000/2 = 3760/2 = 1880$ sleepers.

Average number of trees required for 3 metre wide broad gauge track = $(3 + 5)/2 = 8/2 = 4$ trees.

Approximate number of trees that has to be cut to lay one mile of track = $1880/4 = 470$ trees.

5. **Hint:** Loss of biodiversity and stress on commercialisation of forests.

6. **Hint:** Trade in forest products and employment in plantations.

8. **Hint:** Dutch colonial rule, enacting of forest laws and impact of World Wars on the forests.

9. **Hint:** Hunting became a big sport, rewards for killing animals, forest areas reserved for hunting and an increase in hunting of wild animals during the colonial period.

IV. Map:

1. **Hint:** Chhattisgarh, Jharkhand (Chhotanagpur) and Andhra Pradesh

2. **Hint:** Himachal Pradesh - Gujjars, Nagaland - Nagas, Andhra Pradesh - Banjara and Gujarat - Bhil



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Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.