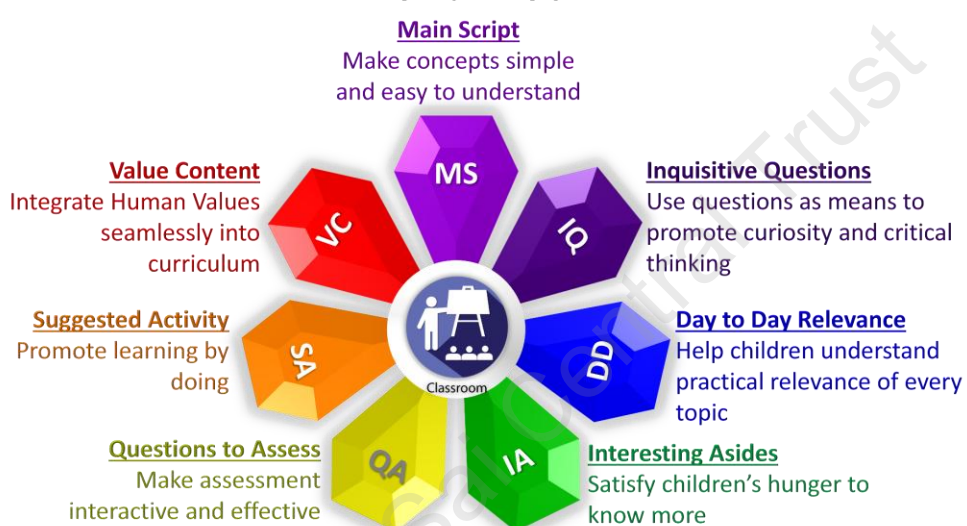


Master Lesson Plan for Forest Society and Colonialism

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Forest Society and Colonialism	English	

7 Assets [Components] of SSSVV



CURRICULAR GOALS	CG-2: Analyses the important phases in world history and draws insights to understand the present day world.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-2.4: Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialization, imperialism, colonialism and various technologies including the most current) and how they affected the course of world history. C-2.5: Recognises the various practices that arose such as those in C-2.4 and came to be condemned later on (such as racism, slavery, colonial invasion, conquests and plunder) all of which have also impacted the course of world history and have left unhealed wounds.
SDG (Sustainable Development Goals)	SDG 15 - Life on Land
Strategies As Per NEP	Case Study, Storyboard
Collaborative Learning approaches	Peer Learning
Visual Thinking Routines/tools	Mind mapping
Technology aids	PPT
Interdisciplinary Connections	Correlation with Science/Geography/Economics
Cross-Cutting Themes	Indian Knowledge System: How tribes guard and preserve the forests Values and dispositions: Viewing our own differences in a positive light helps us to appreciate and respect differences of others in the community. Educational Technology: Enriched with PPTs Caring for Environment: how tribes guard and preserve the forests

MS_Ideation Module_Forest Society and Colonialism

[Notes to teacher: Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, Teacher Reference Documents (TRD), Teaching Aids (TA) and Learning Aids (LA) for the topic '**Forest Society and Colonialism**' for grade IX.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by NCERT]

Curricular Expectations:

1. explain the inter-relationships among livelihood patterns of various social groups including forest dwellers, economic development and environmental conservation.
2. show sensitivity and identify with marginalised sections of the society such as Scheduled Tribes.

Learning Outcome:

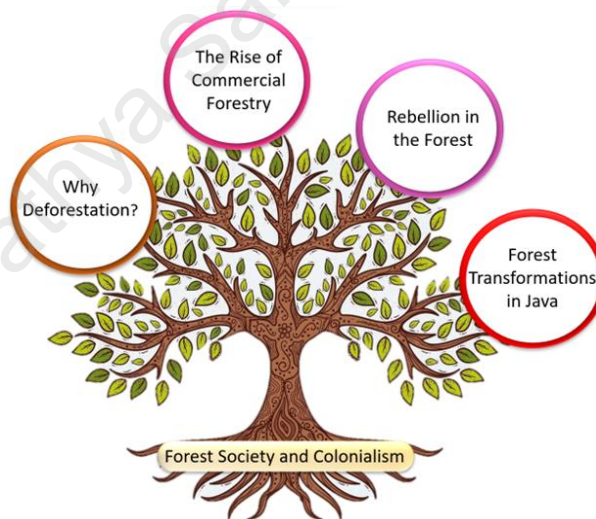
The students will be able to -

1. examine factors leading to deforestation
2. describe economies and livelihoods of a few social groups
3. analyse how different social groups coped with changes in the contemporary world

Topics in this Chapter

Total Time: 165 minutes, 5 periods

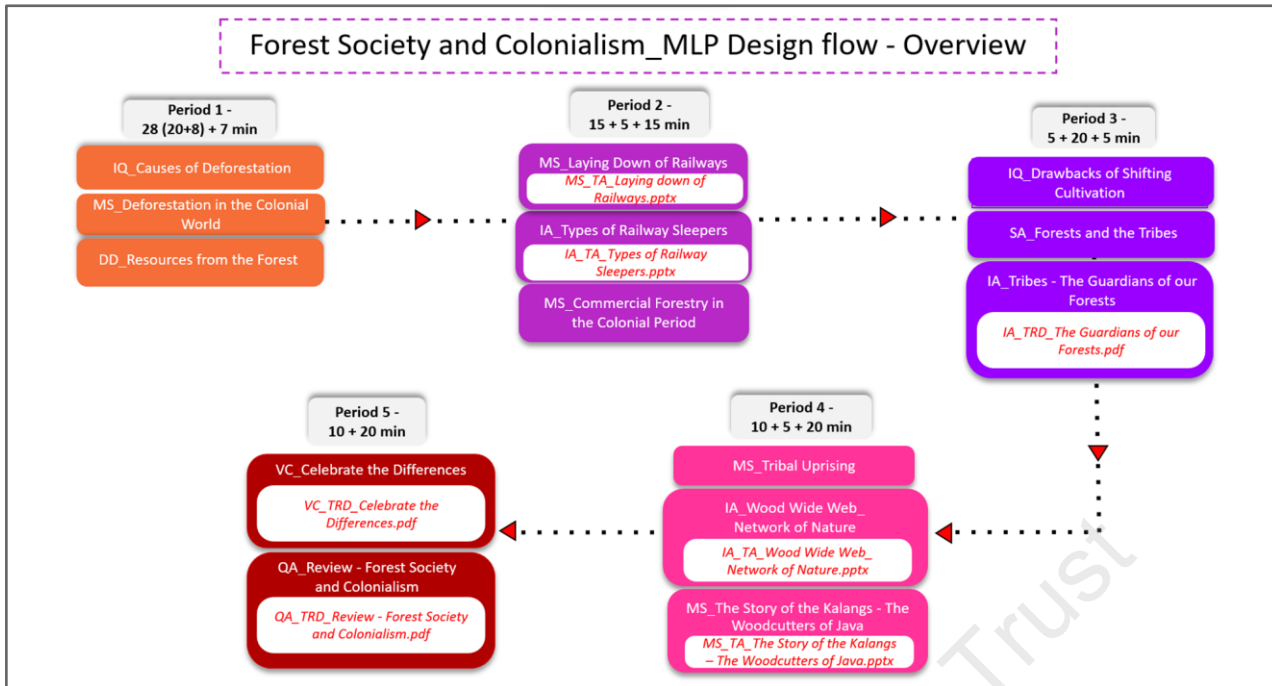
[Notes to teacher: The chapter on **Forest Society and Colonialism** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and value content are designed towards attainment of curricular expectations.



Tree: [freepik.com/free-vector/hand-drawn-tree-life_10346364.htm](https://www.freepik.com/free-vector/hand-drawn-tree-life_10346364.htm)
Attribution: freepik

This lesson plan is designed for **5 periods**, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.

Lesson Plan Flow



[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

PERIOD 1

Topic : Why Deforestation?

Time : 28 (8+ 20) + 7

Asset Types: (IQ+MS), DD

Objective: Students will be able to:

1. examine the common factors leading to deforestation in the colonial world
2. correlate the forest products used in their day to day life

1) MS_Deforestation in the Colonial World (IQ followed by MS)

Notes to the Teacher: Based on the article given below, questions can be asked about causes of deforestation:-

Utility Bidder, a United Kingdom-based comparison site for energy and utility costs, released in March 2023, analysed deforestation trends of 98 countries in the last 30 years with the help of data aggregator, Our World In Data's, figures from 1990 to 2000 and 2015 to 2020. It reports a difference of 2,84,400 hectares in forestry loss between 1990 and 2020. India has seen the biggest increase in deforestation. India lost 384,000 hectares of forests between 1990 and 2000, the figure rose to 668,400 hectares between 2015 and 2020. Zambia recorded the second biggest deforestation increase for the same period, with a rise to 189,710 hectares between 2015 and 2020. Palm oil cultivation in Indonesia led to the destruction of 650,000 hectares of forests, making it the third-highest in the world, right behind India.

Source Link: downtoearth.org.in/news/wildlife-biodiversity/india-lost-668-400-ha-forests-in-5-years-2nd-highest-globally-report-88337

Questions:

Q1] The above article states the reason for deforestation in Indonesia. Bring out the correlation between deforestation and human needs.

Suggested Answer: Development of infrastructure like roads, railways, increased demand for food, shelter, other resources which led to subsequent increase in the cultivable land and mining.

Q2] How does deforestation lead to loss of biodiversity and soil erosion?

Suggested Answer: Many species of birds and animals become extinct. Cutting down trees makes the soil loose and results in soil erosion.

Q3] The World Green Organisation mentions that around 17 trees are felled and 20,000 gallons of water gets contaminated to produce a ton of tissue paper. The consumption of tissue paper worldwide is far more than just one ton daily. What are the sustainable alternatives in using tissue paper?

Suggested Answer: Other alternatives that can be used are - using water, facial tissue can be replaced with a cloth handkerchief.

Q4] Between 1700 and 1995, the period of industrialisation, 13.9 million sq km of forests or 9.3 per cent of the world's total area was cleared. Why do you think forests were cleared?

Suggested Answer: Setting up industries, laying of infrastructure like roads, railways and commercialisation of agriculture.

Notes to the teacher: Sum up the causes of deforestation by putting up the points mentioned by the students and create a GO on the board similar to the one given below.



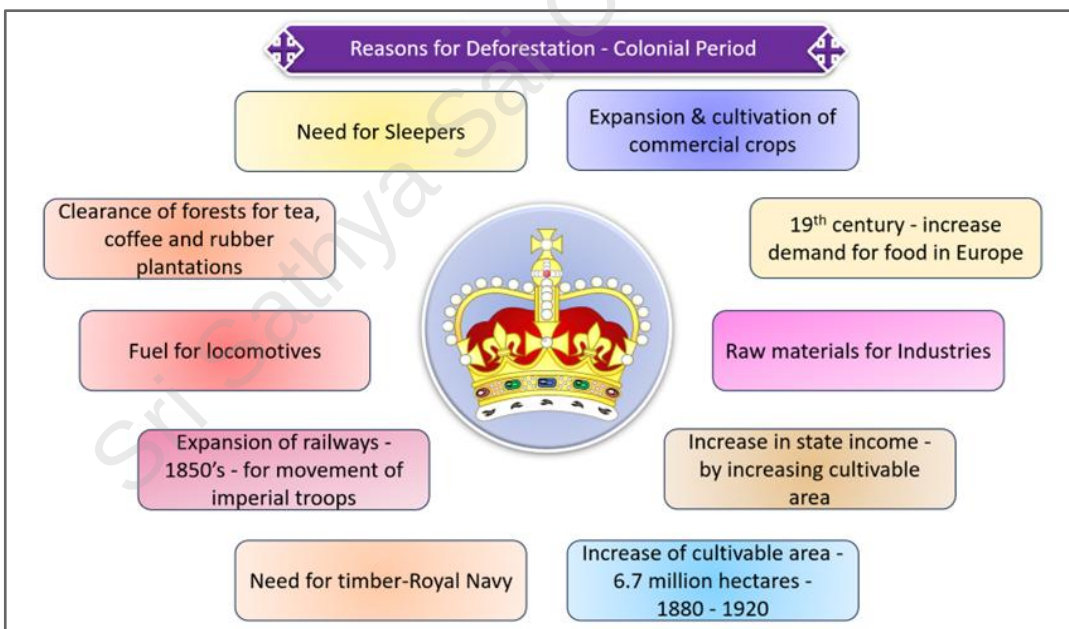
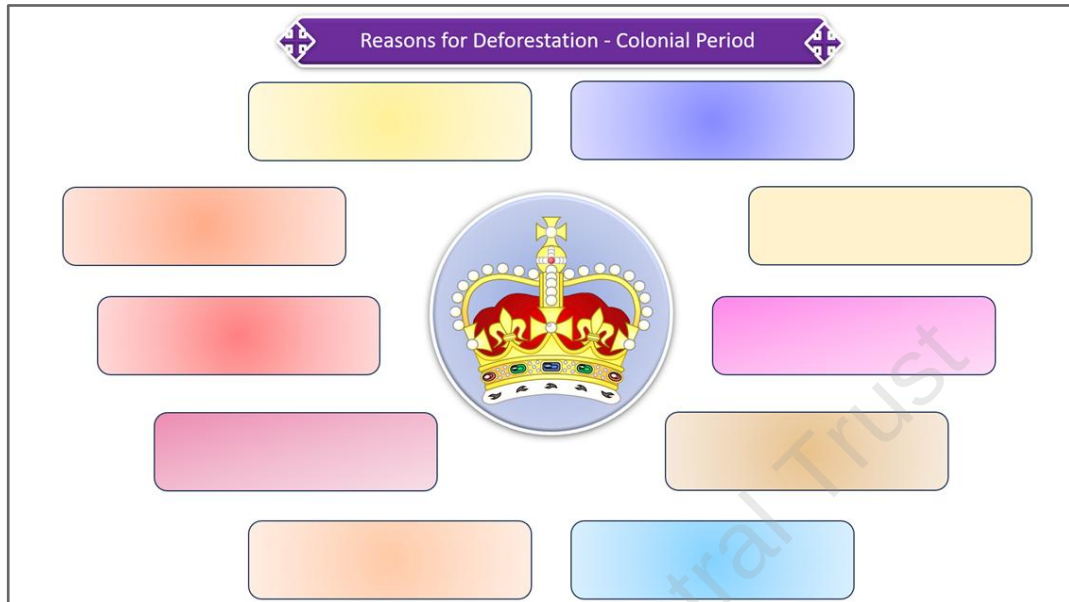
Tree: pixabay.com/sv/vectors/tr%C3%A4d-h%C3%A4nder-fingrar-gr%C3%B6n-ekologisk-1781554/
Attribution: GDJ

MS_Deforestation in the Colonial World

Method: Self Study Activity: Draw a blank GO as given below on the black board. Ask students to read the topic - Why Deforestation? and fill the blank GO discussing the points with the students. Students can draw the GO in their notebooks.

Deep Learning:

Homework Activity: Ask the students to find out the reasons for deforestation in the following states: Assam, Karnataka, Tamil Nadu and Andhra Pradesh.



Completed GO -

Crown: openclipart.org/detail/249253/crown-15

Attribution: Firkin

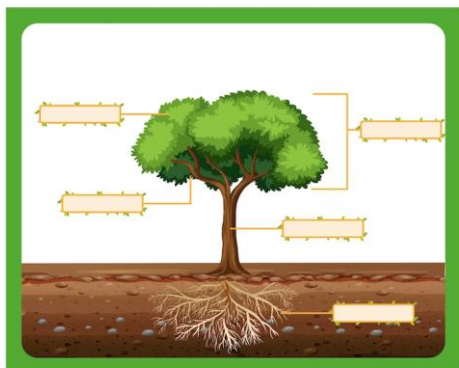
Correlation with Science/Geography/Economics: Inventions of various equipment resulted in quick felling of trees in harsh climatic conditions and topography. Forest based industries develop in regions that have a soft wood variety. Sale of forest based products like gum, resin, sandalwood and timber leads to economic prosperity.

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2) DD_Resources from the Forest

Notes to the teacher: The teacher can:

- Draw a tree on the board and ask the students to list out all articles that are directly or indirectly available from trees in the forest
- Take a printout of the picture given below and make the students fill up the sheet
- Write a paragraph on - The role I can play to conserve forests



Tree: [freepik.com/free-vector/write-parts-tree-worksheet-kids_18345056.htm](https://www.freepik.com/free-vector/write-parts-tree-worksheet-kids_18345056.htm)
Attribution: brgfx

PERIOD 2

Topic : The Rise of Commercial Forestry

Time : 15 + 5 + 15

Asset Types: MS, IA, MS

Objective: Students will be able to -

1. discuss the laying of railways in colonial India using a timeline
2. will be interested in knowing more about the types of railway sleepers, their functions, benefits and drawbacks
3. analyse the effects of the rise of commercial forestry on the lives of people

1) MS_Laying of Indian Railways:

Method 1: Use the timeline and the map in the **MS_TA_Laying of Indian Railways.pptx** to transact the topic.

Method 2: Peer Learning: Divide the students into groups. Ask the students to read the topic - Sleepers on the tracks and make a timeline.

Interdisciplinary: Related to science: Railway sleepers are used to hold the rails strongly in place, maintain uniform gauge, reduce vibrations and offer stability.

2) IA_Types of Railway Sleepers

Use of wooden sleepers in the colonial period was one of the major factors that contributed to deforestation. Use the **IA_TA_Types of Railway Sleepers.pptx** to share interesting titbits about different materials used to prepare railway sleepers.

3) MS_Commercial Forestry in the Colonial Period

Method 1- (Innovative Teaching Technique): Assessment as learning

Self Study Comprehension Method -

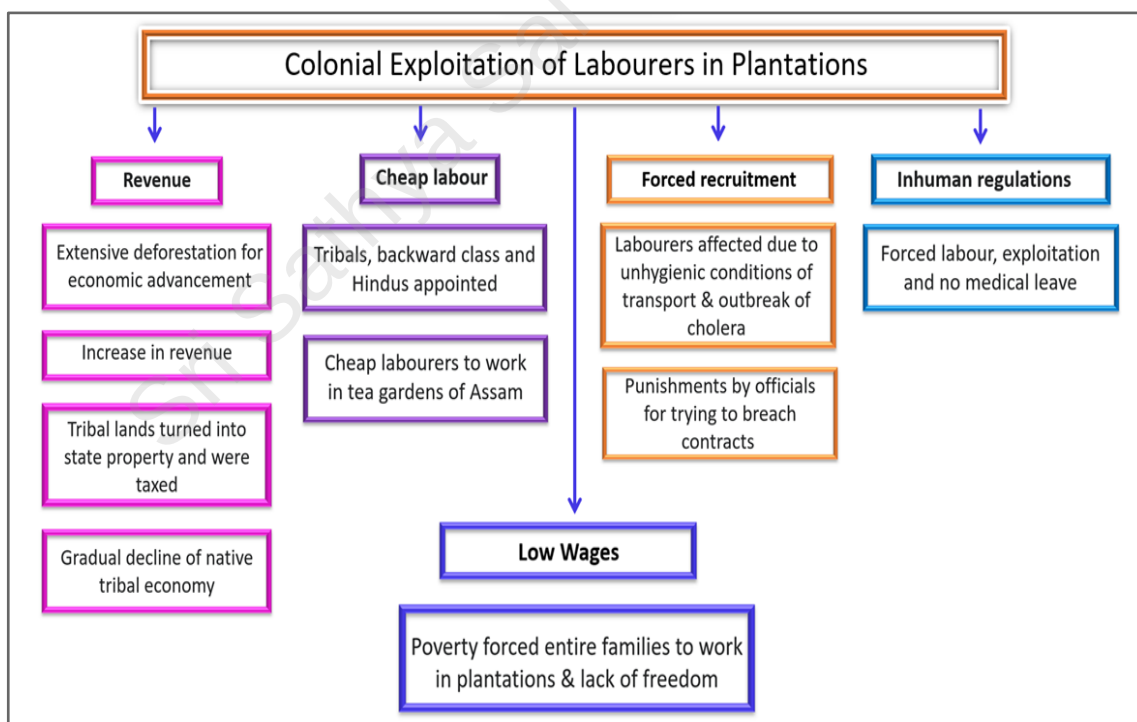
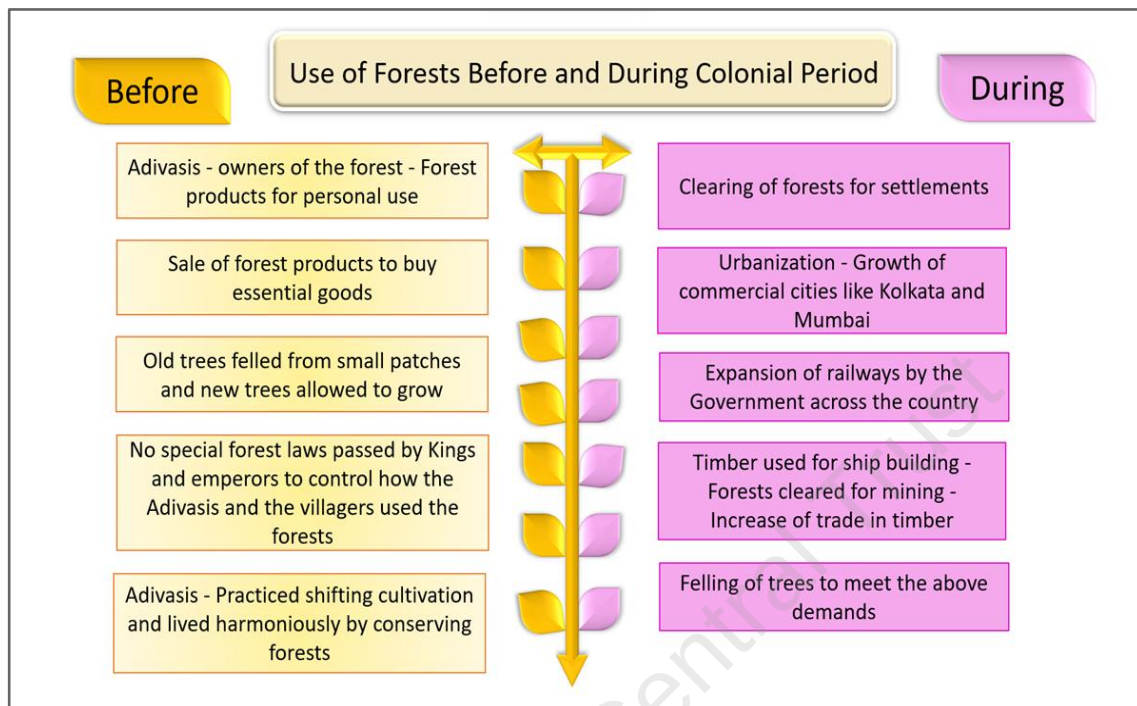
Instruct students to read the topic - The Rise of Commercial Forestry

Encourage the students to put up a GO - (Use the GOs given below as reference to guide the students)

- 1) Forests before and during the colonial period.
- 2) Reasons for colonial exploitation of labourers in plantations.
- 3) Cause and Effect relationship of Rise of Commercial Forestry can be filled up in the tabular chart.

This can be followed by a peer review of the tabulated chart wherein students can exchange their books and evaluate each other's work.

Method 2: Use the GOs to transact the topic.



Source: en.wikipedia.org/wiki/Tea-garden_community

Commercial Forestry

Cause	Effect
Reckless felling by the local people and traders - a cause of worry to the Britishers	
Felling of trees and grazing restricted to preserve forest for timber production	
Introduction of scientific forestry	
Forest Act of 1878	

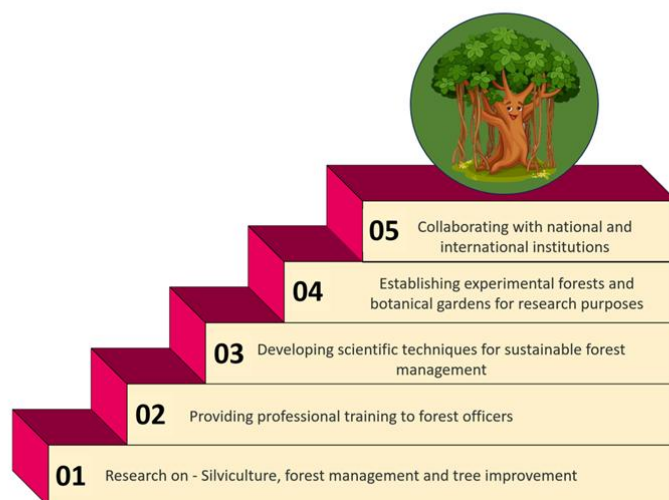
Commercial Forestry

Cause	Effect
Reckless felling by the local people and traders - a cause of worry to the Britishers	Invited a German expert, Dietrich Brandis, for advice and made him the first Inspector General of Forests in India.
Felling of trees and grazing restricted to preserve forest for timber production	Setting up of the Indian Forest Service in 1864. Formulated the Indian Forest Act of 1865. Setting up of the Imperial Forest Research Institute at Dehradun in 1906.
Introduction of scientific forestry	Natural forests replaced by plantations. Decisions regarding felling and planting of saplings taken by forest officials.
Forest Act of 1878	Bifurcation of forests - Reserved forest - best forests. Villagers could not take anything from these forests for their own use. Protected Forest - Looked after by the administration - Permission was sought by local people to collect wood for building houses or fuel and graze animals without harming the trees. Village forest - No restriction on felling of trees or grazing of animals.

Notes to the teacher: Sum up the asset by providing interesting titbits about the objectives of the Imperial Forest Research Institute.

In 1906, the Imperial Forest Research Institute was set up at Dehradun. They taught 'scientific forestry'. Explain the objectives using the GO.

Objectives of Imperial Forest Research Institute



Source: edurev.in/question/841929/When-and-where-was-the-imperial-Forest-research-institute-setup-Related-Forest-Society-and-Colonial

Tree: freepik.com/free-vector/cute-banyan-tree-cartoon-illustration_7038210.htm

Attribution: user2104819

Notes to the Teacher: Take up any of the project activities given below:

Project Activity 1: Collect information about how forest products are used by the people living in the forest and nearby villages.

Project Activity 2: Plants and herbs found in the forest used for medicinal purposes.

Campus Activity: Van Mahotsav in July - One week celebrations - making posters and planting trees.

Community Activity: Invite a forest officer to address the students during the Van Mahotsav celebrations. He can be asked to share how the lives of the tribes have changed over a period of time.

Project Activity 3: Collect information about personalities who have contributed towards the conservation of forests or who have played a vital role in afforestation. (Sacred Groves)

Field Visit: To a nearby tea, banana, coconut plantation. (if there is one in the vicinity)

PERIOD 3

Topic : Rebellion in the Forest

Time : 5 + 20 + 5

Asset Types: IQ, SA, IA

Objective: Students will be able to -

1. give reasons why shifting cultivation is not eco friendly
2. describe the dependency of the tribals on forest products for their day to day requirements
3. appreciate the role of tribes as guardians of our forests

1) IQ_Drawbacks of Shifting Cultivation

Assessment for learning:

Notes to the teacher: Ask the students to read the topic - How did forest rules affect cultivation? Follow it up with the questions given below:

Q1. Why do you think the tribals followed shifting cultivation?

Suggested Answer: Lack of proper cultivable land, farming equipment, ignorance about proper farming

techniques and dense forest.

Q2. Why do you think shifting cultivation is not eco-friendly?

Suggested Answer: Tall trees are felled which leads to deforestation, loss of habitat for animals, soil erosion...

Q3. Suggest some alternatives to help the tribals take up cultivation without causing any damage to the forest ecosystem.

Suggested Answer: Planting fruit trees, cultivating crops that need more shade, cultivating fodder for animals and contour bunding.

Note to the teacher: Provide information about - Sloping Agriculture Land Technology (SALT Approach) project initiated in Aben village of Manipur state in 2017 to provide farmers with an alternative to shifting cultivation. The project will help the tribals to practise sustainable farming methods.

2) SA_Forests and the Tribes

Read the passage from the text which mentions how the tribals used the forest products for various purposes. Encourage students to collect additional information about various forest products.

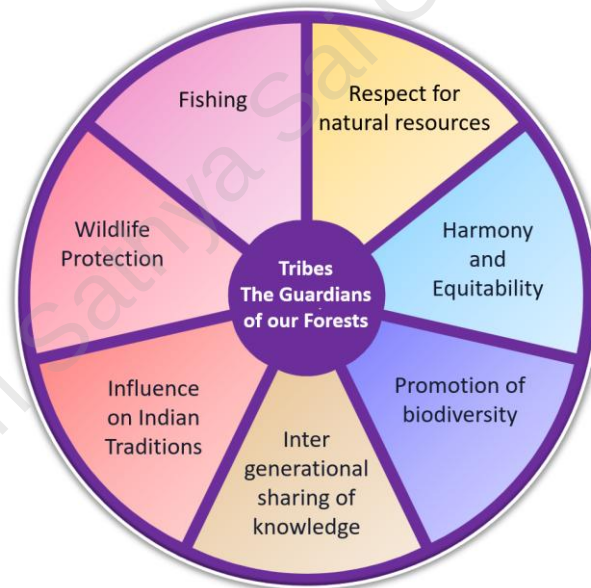
Aim: Depicting the interrelation between the tribals and the forests.

Procedure: Students can use their creativity to depict the forest products made by the tribals through models (canework, handicrafts, lac bangles, etc.) posters and collage work.

Conclusion: Forest products are a major source of income for the tribals.

3) IA_TRD_Tribes - The Guardians of our Forests

Interesting facts showing how tribes guard and preserve the forests is provided in the **IA_TRD_Tribes - The Guardians of our Forests.pdf** as a Teacher Reference Document (TRD). The topic can be transacted by elaborating the following points in the GO.



PERIOD 4

Topic : Forest Transformations in Java

Time : 10 + 5 + 20

Asset Types: MS, IA, MS

Objective: Students will be able to -

1. justify the reasons for the rebellion by the tribal community
2. take delight in knowing about the Wood Wide Web prevalent in the forest
3. explain the impact of the forest policies on the lives of the woodcutters of forests in Java during the colonial period

1) MS_Tribal Uprising

Learning as assessment:

Read the part - Rebellion in the Forest and complete the Fact File -

Name of Place	
Name of Location	
Belief System	
Forest Policy	
Rebellion	
Impact of Colonisation	
Cause of Revolt	
Actual Uprising	

Such protests were made by the Santhal, adivasis in Jharkhand in 1856, by the Koya adivasis of Andhra Pradesh in 1880 and 1922, by the Maria and Muria adivasis of Bastar in 1910, and by the Gond and Kolam adivasis in 1940.

2) IA_Wood Wide Web_Network of Nature

The entire globe seems to be connected through the internet or the **www** (World Wide Web), but you would be surprised to know about a similar networking system that prevails in the forest. Let's find out some interesting facts about this unique underground network.

Use **IA_TA_Wood Wide Web_Network of Nature.pptx** provided to transact interesting facts related to the Wood Wide Web.

2) MS_The Story of the Kalangs - The Woodcutters of Java

The **MS_TA_The Story of the Kalangs - The Woodcutters of Java.pptx** can be used to transact the topic.

PERIOD 5

Topic: Forest Transformations in Java

Time : 10 + 20

Asset Types: VC, QA

Objective: Students will be able to -

1. recognize that the diversity created by each one's culture adds richness to the society
2. revise the chapter - Forest Society and Colonialism

1) VC_TRD_Celebrate the Differences:

The asset discusses how the life of forest dwellers is totally shaped by the resources available in the forests. They represent certain unique aspects or a way of living which is different from what we observe in a village or city. Similarly, children in the classroom may find students coming from different backgrounds, having

different eating habits and different cultures. Viewing our own differences in a positive light helps us to appreciate and respect differences of others in the community.

The **VC_TRD_Celebrate the Differences.pdf** Teacher Reference Document (TRD) can be used for further reference.

2) QA_Review - Forest Society and Colonialism

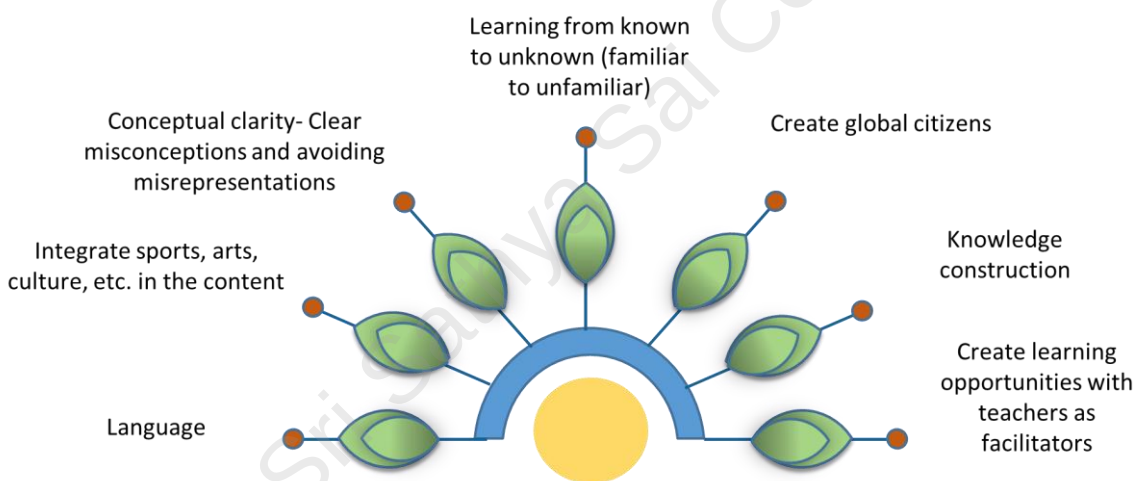
QA_TRD_Review - Forest Society and Colonialism.pdf has been provided as a Teacher Reference Document (TRD) to assess the students and review the entire chapter.

LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem solving
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

Time to teach	Asset type	Theme	Sub Theme
165 minutes	Main Script	Resources	Forest Society And Colonialism Life of tribal groups



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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.