

Pre- Content/Content / Post –content	Learning Outcome/Objectives	
	<u>General</u>	<u>Specific</u>
Pre Content: - The first clear expression of nationalism came with the French Revolution in 1789. Content: - The growth of nationalism in Europe after the 1830s' - The ideas of Giuseppe Mazzini - General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece Post Content: - Visualising the Nation	Students will be able to: - recall the events that led to the French revolution in 1789. - identify and comprehend the forms in which nationalism develop along with the formation of nation states in Europe in the post 1830 period. - establish the relationship and bring out the difference between European nationalism and anti-colonial nationalism - comprehend the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere - appreciate the use of symbols used in the European states.	Students will be able to: - examine the causes of French revolution and the immediate effect of it. - reason out the formation of nation states in Europe in the post 1830 period. - compare the European nationalism with anti-colonial nationalism. - interpret the formation of nation states in Europe and elsewhere, - identify the political symbols used in the European states.

HOMEWORK/ ASSIGNMENT

- Question & answers will be given from the NCERT text book
- Self-made extra questions and map work will be given
- Work sheets will be given.

Teacher's Activity	Student's Activity	Teacher's Observation and Remedial action taken
Teacher will: - ask questions to students to recall the French revolution - explain the growth of nationalism in Europe and formation of nation- states in Europe in the post 1830 period. - hold a group discussion on the ideas of Giuseppe Mazzini. - discuss the characteristics of the movements through an example of 'young Italy'. - annexure (H-1) activity initiate the activity in class and identify the significance of each political symbol.	Students will: - answer the questions asked and will recall the events of French revolution. - note down the points related to formation of nation- states in Europe. - participate in the group discussion in the class. - raise points while the discussion and will note down the points related to nation-states. - annexure (h-1) perform the activity in the class and will solve the worksheet.	Teacher will write her own observations after the completion of the topic.

Teaching Aids – Active Inspire boards, ICR, Materials required for activities, worksheets and textbook.

Methodology / Innovative Methods: Activity Based Teaching

Interdisciplinary Links –

HOD

Coordinator

Vice-Principal

Principal

ANNEXURE (H-1) AND (h-1)

ACTIVITY NO. H- 1

Subject	History
Class	X
Chapter/Unit	Chapter – 1 The Rise of Nationalism in Europe
Topic	Visualizing the Nation
Time	30 Minutes
Nature of Activity	Group Work

What will I learn?

Students will be able to:

- identify the different political symbols used as attribute of nationalism.
- comprehend the way the ideas of nationalism emerged and led to the formation of nation states in Europe and elsewhere.

Skills: Analyzing, Applying, Creating

What do I have to do?

To complete the activity and identify the significance of each symbol used as attributes of nationalism.

What do I require?

Chits of different symbols, Pen, Sheet of observation table, textbook.

What do I need to know?

During French Revolution the attributes of Liberty are the red cap, the broken chain, law tablet and winged women.

➤ Teacher's Activity

Teacher will

- divide the class into four groups of 7 students each.
- give chits to each student from the group containing the political symbols used as attribute of nationalism in Europe.
- instruct the students to note down the significance of that particular symbol in the observation sheet.

How will I proceed?

➤ Student's Activity

Students will

- share the name of the symbol with their group members after getting a chit from their teacher.
- note down the significance of that particular symbol in the observation sheet.
- repeat the same procedure for all seven political symbols given in the textbook.

What have I observed?

<u>S.NO.</u>	<u>POLITICAL SYMBOL</u>	<u>ATTRIBUTES</u>	<u>SIGNIFICANCE</u>
1	?	Breast plate with eagle	
2	?	Broken Chain	
3	?	Crown of oak leaves	
4	?	Sword	
5	?	Black, red and gold tricolour	
6	?	Rays of the rising sun	
7	?	Olive branch around the sword	

What have I learnt?

Female allegories were invented by artists in the nineteenth century to represent the _____. In France she was christened _____, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from those of Liberty and the Republic – the red cap, _____, the cockade.

Similarly, Germania became the allegory of the _____ nation. In visual representations, Germania wears a crown of oak leaves, as the German oak stands for _____.

What am I curious to learn?

Why artist in eighteenth and nineteenth century portrayed nation as female figure only why not in male figure?

Let me evaluate myself

1) Evaluate the importance of the following years in concern with Nationalism in Europe.

a) 1797-

b) 1814-1815

c) 1821-

d) 1848-

e) 1859-1870

f) 1866-1871

g) 1905

2) Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

3) What was the allegory of France called?

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- 4) Explicate the significance of portraying nations as female figure by the artists of the 18th and 19th century.
