

| PRE CONTENT/<br>CONTENT/POST CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | GENERAL LEARNING<br>OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SPECIFIC LEARNING<br>OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b><u>PRE- CONTENT:</u></b></p> <ul style="list-style-type: none"> <li>Concepts of Socialism, Communism and Capitalism</li> </ul> <p><b><u>CONTENT</u></b></p> <ul style="list-style-type: none"> <li>The crisis of Czarism Causes of the Revolution- Social, Economic, Political and Immediate causes.</li> <li>The nature of Social movement between 1905 and 1917. Course and events of the Russian Revolution</li> <li>The First World War and foundation of Soviet State of Russia. Role played by different personalities in the Russian Revolution</li> </ul> <p><b><u>POST- CONTENT</u></b></p> <ul style="list-style-type: none"> <li>➤ Impact of the Russian Revolution on the world</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>explore the causes of the different events of the Revolution.</li> <li>explore the need for modernization of Russia, on the model of other European countries like Britain and France</li> <li>admire and appreciate the efforts made by the Russians in modernizing their empire by ending the 'Old Regime'.</li> <li>research and trace the history of socialism through a study of the Russian Revolution and the consequences of the First World War.</li> <li>comprehend the impact of socialism on Russia and on other countries. Highlight Legacy of the Russian Revolution.</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>explain the Liberals, Radicals and Conservatives political tendencies</li> <li>comprehend the different causes of the Russian Revolution.</li> <li>enumerate the different events between the period of 1905 and 1917.</li> <li>interpret the consequences of the First World War and understand why USSR withdrew from the War</li> <li>appreciate the role of Liberals, Radicals and revolutionary ideas of philosophers which motivated to fight for the rights.</li> </ul> |

## 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                                                             |
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| <p>Teacher will</p> <ul style="list-style-type: none"> <li>• <b>FLIPPED CLASSROOM TECHNIQUE:-</b>send a video related to the concepts of Socialism, Communism and Capitalism.</li> <li>• formulate causes of the Russian Revolution.</li> <li>• initiate passage reading. explaining the immediate cause of the Russian revolution- bloody Sunday.</li> <li>• <b>Annexure- (H-2) -</b> ACTIVITY- ROLE PLAY- enact the role play in the class</li> <li>• Recapitulation worksheet would be given From Annexure (H-2)..</li> </ul> | <p>Students will</p> <ul style="list-style-type: none"> <li>• watch the video and come prepared for the discussion the next day.</li> <li>• write the causes of the Revolution in their notebooks.</li> <li>• read the passage related to the Bloody Sunday and write causes in their notebooks.</li> <li>• <b>Annexure- (h-2) -</b> complete the activity</li> <li>• solve the worksheet from Annexure (h-2)</li> </ul> | <p>Teacher will write her own observations after the completion of the topic.</p> |

**TEACHING AIDS-** ICR, TEXT BOOK, WORKSHEET BOOKLET

**INNOVATIVE THINKING-** ACTIVITY BASED TEACHING, RECALL, DISCUSSION, PROBLEM SOLVING, OBSERVATION AND EXPLANATION

**INTERDISCIPLINARY LINKS-** GEOGRAPHICAL BOUNDARIES, ECONOMY OF RUSSIA, POLITICAL TENDENCIES

**HOD**

**COORDINATOR**

**VICE PRINCIPAL**

**PRINCIPAL**

## **ACTIVITY NO. – H-2**

|                           |                                                                 |
|---------------------------|-----------------------------------------------------------------|
| <b>Subject</b>            | <b>History</b>                                                  |
| <b>Class</b>              | <b>IX</b>                                                       |
| <b>Chapter/Unit</b>       | <b>Chapter-2 Socialism in Europe and The Russian Revolution</b> |
| <b>Topic</b>              | <b>Role Play</b>                                                |
| <b>Time</b>               | <b>2 periods</b>                                                |
| <b>Nature of Activity</b> | <b>Group work</b>                                               |

### **What will I learn?**

The students will be able to:

- enhance creative skill of the students
- develop scope for research
- develop analytical skill to judge the role played by famous personalities during The Russian Revolution

**Skills:** Applying, Creating, Analyzing

### **What do I have to do?**

To enact the role play in the class and complete the activity by filling observation table.

### **What do I require?**

A sheet of topics, Pen, Pencil, Observation Sheet

### **What do I need to know?**

In one of the least industrialized of European states this situation was reversed. Socialists took over the government in Russia through the October Revolution of 1917. The fall of monarchy in February 1917 and the events of October are normally called the Russian Revolution.

➤ **Teacher's Activity-** Teacher will:

- divide the students into four groups.
- ask each group will select one character from the Russian Revolution as mentioned below:
  - a) Tsar Nicholas II
  - b) Joseph Stalin
  - c) Alexander Kerensky
  - d) Vladimir Lenin
- ask students to prepare themselves and perform the activity in the class.

### **How will I proceed?**

➤ **Student's Activity-** Students will:

- select one character from the Russian Revolution as instructed by the teacher.

- select one student from each group to enact the role of a person of their choice.
- assign duties to other members of the class e.g. explore resource material (as guided by the teacher), stage setting & simple props, seating arrangements etc.
- select a situation where the 'selected person' played a significant role and enact it in the class. In a similar way other actors will also enact their selected roles.
- act as audience. They will help in peer assessment and give their opinion after the play is over. All four speakers will be given 5 minutes to enact the roles and 10 minutes for summing up.

### **What have I observed?**

Write character portrayal of mentioned personalities in Russian Revolution.

| <b><u>TSAR NICHOLAS II</u></b> | <b><u>JOSEPH STALIN</u></b> | <b><u>ALEXANDER KERENSKY</u></b> | <b><u>VLADIMIR LENIN</u></b> |
|--------------------------------|-----------------------------|----------------------------------|------------------------------|
| <b>Contribution:</b>           | <b>Contribution:</b>        | <b>Contribution:</b>             | <b>Contribution:</b>         |
| ➤                              | ➤                           | ➤                                | ➤                            |
| ➤                              | ➤                           | ➤                                | ➤                            |
| ➤                              | ➤                           | ➤                                | ➤                            |

### **What have I learnt?**

- I) In 1914, Tsar Nicholas II ruled Russia and its empire. Besides the territory around \_\_\_\_\_, the Russian empire included current-day \_\_\_\_\_, Latvia, Lithuania, \_\_\_\_\_, parts of Poland, \_\_\_\_\_ and Belarus.
- II) Stalin, who headed the party after the death of \_\_\_\_\_, introduced firm emergency measures. He believed that \_\_\_\_\_ peasants and \_\_\_\_\_ in the countryside were holding stocks in the hope of \_\_\_\_\_ prices.

### **What am I curious to learn?**

Imagine that you are a middle-level wheat farmer in Russia after collectivisation. You have decided to write a letter to Stalin explaining your objections to collectivisation. What would you write about the conditions of your life?

### **Let me evaluate myself**

1. 'Liberals were not democrats'. Justify the statement in three points.

Ans.

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2. Industrialization brought men, women and children to the \_\_\_\_\_.

3. Explain the contribution of Lenin to the Russian Revolution.

Ans.

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4. Define Duma.

Ans.

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5. During the October Revolution, who led the Bolshevik part?

Ans.

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