

CONTENT	GENERAL OUTCOMES	SPECIFIC OUTCOMES
PRE- CONTENT - General discussion on the importance of forests. CONTENT - Relationship between forest and livelihood - Changes in Forest societies under colonialism. - Case Studies- Focus on two forest movements: - In colonial India(Bastar) - In colonial Indonesia (Java) POST CONTENT- Apply knowledge and critically analyze the importance of preservation of forests.	Students will be able to- - develop appreciation for importance of natural resources to mankind. - learn about the changes brought by the colonial rule that affected the life of forest dwellers. - determine the impact of colonialism on forest societies and implication of scientific forestry - identify the social and cultural world of forest communities through the study of specific revolts. - review the significance of forests.	Students will be able to- - relate the importance of forest and their role in everyday lives. - analyze the harmful effects of deforestation and find out the need for afforestation. - examine policies of the British related to exploitation of the forest people and the forest products for their advantage - summarize the similarities between colonial management of the forests in Bastar and java. - critically examine that over exploitation can cause environmental degradation and also to suggest measures for its judicious use.

HOMEWORK/ ASSIGNMENT

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

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION
Teacher will: - ask students to prepare a list indicating various uses of forest products. - ask students to find details about the life of forest dwellers under the colonial rule. - group discussion will be conducted- 'Effect of the forest Act on different sections of society'. Annexure (H-1) ACTIVITY Research work on different environmentalists. - Give recapitulation worksheet will be given from Annexure (H-1)	Students will: - prepare a list in their notebook. - find details regarding the life of forest dwellers under the colonial rule. - participate in the discussion so that they are acknowledged and aware about the effects of forest Act passed by the British. Annexure (h-1) Students will perform the activity and will conduct a research work on different environmentalists. . - solve the worksheet Annexure (h-1)	Teacher will write her own observations after the completion of the topic.

TEACHING AIDS- ICR, book

INNOVATIVE THINKING- Activity based teaching, discussion

INTERDISCIPLINARY LINKS- History , Value Education,Economics

HOD

COORDINATOR

VICE PRINCIPAL

PRINCIPAL

ANNEXURE (H-1) and (h-1)

ACTIVITY NO. – H-4

Subject	History
Class	IX
Chapter/Unit	Chapter-4 Forest society and colonialism
Topic	New developments in forestry
Time	2 Periods
Nature of Activity	Group Work

What will I learn?

Students will be able to:

- develop creative talent
- develop awareness and knowledge about the effects of deforestation
- appreciate the significance of environmental movement

Skills: Creating, Applying, Comprehending

What do I have to do?

To conduct research on environmentalists and complete the activity by prepare a Wall Magazine.

What do I require?

Internet and videos, Colours, Pen, Pencil, Observation sheet, Articles on environment

What do I need to know?

Since the 1980s, governments across Asia and Africa have begun to see that scientific forestry and the policy of keeping forest communities away from forests has resulted in many conflicts. Conservation of forests rather than collecting timber has become a more important goal. The government has recognised that in order to meet this goal, the people who live near the forests must be involved.

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

- explain the topic conservation of forest in the class one day prior conducting the activity.
- divide the class into three groups.
- instruct students to conduct research on people who are well-known for contributing towards protection of environment.

- notify the Group A to enact a scene based on environment movement and its significance and how the lives of local people were affected by the movement. They have to make posters about the movement.
- assist the Group B to make charts on the activities of the following personalities:
 - Sundarlal Bahuguna
 - Medha Patkar
 - Rejendra Singh
 - Chandi Prasad Bhatt
- ask Group C to write paragraphs, poems for preservation of forest and ecological balance of the environment.

How will I proceed?

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

- follow the instructions given by the teacher in class.
- note important points regarding the conservation methods.
- perform the enactment and will complete the activity followed by completion of observation sheet.

What have I observed?

<i>IMPACT OF CHANGES IN FOREST MANAGEMENT IN THE COLONIAL PERIOD ON PEOPLE'S LIFE</i>		

What have I learnt?

In many cases, across India, from _____ to _____, dense forests have survived only because villages protected them in sacred groves known as _____, devarakudu, _____, rai, etc. Some villages have been patrolling their own forests, with each household taking it in turns, instead of leaving it to the _____.

What am I curious to learn?

Imagine yourself to be an environmentalist and you wish to launch a movement to safeguard forest. Describe the outline of the program in five points.

Let me evaluate myself

1. Enumerate any three new occupations adopted by people when forest department took control of the forest.

Ans.

2. Enlist any three similarities between the colonial management of forest in Bastar and Java.

Ans.

<i>COLONIAL MANAGEMENT IN BASTAR</i>	<i>COLONIAL MANAGEMENT IN JAVA</i>

3. Name the forest which the Dhurvas were associated with.

Ans.

4. For which product Java was famous?

Ans.

5. Define 'Blandongdiensten' System.

Ans.
