

PRE CONTENT/ CONTENT/POST CONTENT	LEARNING OUTCOMES/OBJECTIVES	
<u>PRE- CONTENT:</u>	GENERAL	SPECIFIC
- To initiate the chapter, students would be asked some brain storming questions. <u>CONTENT:</u> - Proto – industrialization and pace of industrial change - Life of workers <u>POST- CONTENT:</u> - Industrialization in the colonies - Early entrepreneurs and workers - The peculiarities of Industrial Growth - Market for good	Students will be able to: - identify their general understanding about the role of industries. - familiarize with the Proto –industrial phase and early factory system. - Correlate the process of industrialization and its impact on labour class. - examine the impact of industrialization in the colonies in reference to Textile industries. - gather the problems faced by cotton weavers in India.	Students will be able to: - assess the importance of industries in the national economy. - comprehend the concept of proto – industrialization and role of trade guild and merchant clothier in early factory system. - evaluate the impact of industrialization on small farmers. - analyse the role of gomasthas and know the reasons for clashes between gomasthas and weavers. - sensitize with the problems of weavers and collaboratively work to provide the solution.

HOMEWORK/ ASSIGNMENT

- Read the lesson
- Complete back exercise questions of the lesson. From NCERT book.
- Worksheet will be given .

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION
Teacher will:- - facilitate the students to collect information on the Industrial Revolution. - divide the class into two groups- trade guild and merchant and ask the students to highlight their roles in early factory system. <u>Annexure</u> (H-5) Activity conduct a debate activity and provide guidelines - share some self-made MCQs to check an overall understanding of the chapter. - discuss recapitulation worksheet will be given in <u>Annexure</u> (H-5)	Students will :- - gather information on the Industrial Revolution & analyze its role in urbanization. - enact_ and play the roles assigned to them <u>Annexure</u> (h-5) follow instructions and conduct the activity - solve the MCQ worksheet. - solve the worksheet and answer the questions asked in <u>Annexure</u> (H-5)	Teacher will write her own observations after the completion of the Topic.

TEACHING AIDS- Interactive Boards and relevant support material.

INNOVATIVE THINKING- Activity based teaching, Recall, discussion , Problem solving, observation and explanation

INTERDISCIPLINARY LINKS- Wildlife , History.

HOD COORDINATOR

VICE PRINCIPAL

PRINCIPAL

Annexure (H-5) - Teacher will conduct the activity-

Annexure (h-5) - Students will follow the instructions and complete the activity

ACTIVITY NO. -H- 5

Subject	History
Class	X
Chapter/Unit	Chapter -5 Age of Industrialization
Topic	Industrial Development vs. Environmental Protection
Time	2 periods
Nature of Activity	Group Work

What will I learn?

The students will be able to-

- understand about industrial development and need for the environmental protection
- develop oratory skills
- express opinions and appreciate diverse views
- enhance the analytical skill.

Skills: Analysing, Applying, Creating, Developing, Communicating, Problem Solving, Justifying, Evaluating

What do I have to do?

To assess the topic of debate and put forth arguments convincingly thus building on interpersonal skills collaboratively.

What do I require?

Textbook , pictures and photographs ,chart paper, glue and internet

What do I need to know?

Causes of Environment Pollution.

☐ **Teacher's Activity**

Teacher will -

- divide class into 5 to 6 groups and assign specific responsibilities collection of data, information, charts, photographs to each group.
- instruct each group to select two speakers, one to speak for the motion, one against it, on behalf of the whole team and tell other members of the group to participate through rebuttal.
- act as the moderator and will judge on the following parameters shared with the students in advance:
 - a) Clarity of argument
 - b) Substance/ relevance
 - c) Cooperative effort and team spirit

d) Quality of rebuttal

How will I proceed?

□ Student's Activity

Students will –

- follow the instructions given by the teacher and form their groups.
- collect information and data related to their topic of debate, make charts, and click and paste photographs.
- assist the speaker by giving their inputs. Each group should select two speakers, one to speak for the motion, one against it, on behalf of the whole team. Other members of the group can participate through rebuttal.

What have I observed?

<u>S.NO.</u>	<u>Arguments Against the Motion</u>	<u>Argument in favor of the Motion</u>
1		
2		
3		
4		
5		
6		

What have I learnt?

Every litre of waste water discharged by our industry pollutes eight times the quantity of freshwater. keeping in mind the above statement complete the following points by suggesting some measures to reduce environmental degradation.

Minimizing use of water for processing by _____ and _____ Harvesting of _____ to meet water requirement should be done.

Treating of _____ and _____ before releasing them in rivers and ponds.

What am I curious to learn?

Are activities undertaken in the field of environmental protection sufficient in India? If they are not what do you think should be done in terms of increasing environmental protection efforts?

Let me evaluate myself

Q1) Differentiate between impact of industrialization on England and India in three points with an appropriate examples.

Q2) Explicate two patterns of industrialization, one in the imperial country and another in India, a colony.

Q3) What is Proto- industrialization?

Q4) Why did some industrialists in nineteenth-century Europe prefer hand labour over machines?
