


Class X

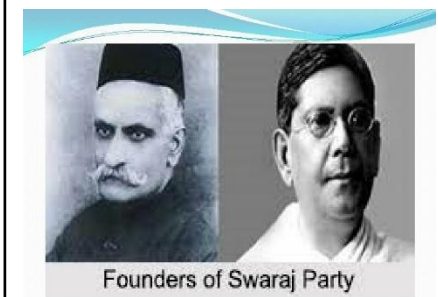
SOCIAL SCIENCE - History (60 Periods)

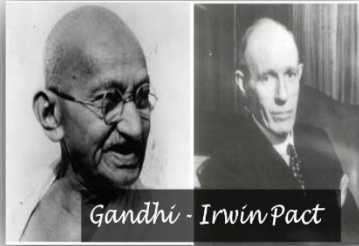
Marks: 80

Sr. No.	Month	Name of the Chapter	No. of Periods	Themes	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
					Subject Specific (Content Based)	Behavioural (Application Based)			
1	February	Ch. 1 The Rise of Nationalism in Europe	05	- Fredric Sorrieu and His Vision - French Revolution and the Idea of 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 developed along with the formation of nation states in Europe in the post 1830 period.	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	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'. Activity : Identify the significance of each political symbol.	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.	<i>Enrichment activity</i> (to be accessed) Topic covered: Visualizing the Nation Name of the activity: Group Work Process: ▪ 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.
2	March	Ch. 1 The Rise of Nationalism in Europe Continued	12	- Nationalism, Aristocracy and New Middle Class - New Conservatism after 1815 - Age of Revolutions - Unification of Germany - Unification of Italy - Strange case of Britain - Visualising the Nation - Nationalism and Imperialism	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.	▪ Interpret the formation of nation states in Europe and elsewhere, ▪ Identify the political symbols used in the European states.		PARAMETERS— GROUP- 1.Time management 2.Coordination 3. Over all presentation. INDIVIDUAL- 1.Content 2.Understanding 3.Relevance	

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3	June	Ch. 2 Nationalism in India Examination	12 06	-Growth of Anti-Colonial Nationalism in India -Towards Civil Disobedience Movement -The sense of Collective Belongingness	1.To know Khilafat movement with Non-cooperation 2. To understand the conditions which created the ground for civil disobedience movement. 3.To know the events which took place between 1920 to 1930 4. To understand the limits of civil disobedience movement. 5. Students will Understand the power of peace in place of violence.	To develop sense of Responsibility and patriotism 1. To critically analyze the role of prominent leaders of nationalist movement. 2. Students will be able to realize that unity is the biggest strength for achieving any goal. 3. To compare history of nationalism in India with rest of Europe. 4.Studentswillrealize that For the survival of the nation freedom is necessary 5.Students will be able to imbibe the feeling of nationalism and patriotism	Activity (To introduce the lesson): Students will be asked 1. to narrate the incidence where they found the peace and understanding solved the problem. 2. to share the incidents when they felt the feeling of patriotism or when they were able to stir the feeling of patriotism in others. Activity (To Support learning): Topic covered Outbreak of rumours during Non-Cooperation movement 1.Telephonic game: which can change the entire message	Students:- 1.know Khilafat Movement with Non-cooperation 2. Understand the conditions which created the ground for civil disobe- 3.Know the events which took place between 1920 to 1930. 4. Understand the limits of civil disobedience movement. 5. Develop sense of responsibility and patriotism. 6. Critically analyse the role of prominent leaders of nationalist movement.	<i>Enrichment activity</i> (to be accessed) Topic covered: Entire chapter Name of the activity: Role play [Skit] Type: Group activity Process: 1.The class will be Divided into groups as per the following topics. 2.Non cooperation movement 3. Formation of Swaraj Party 4. Arrival and revolt against the Simon Commission. 5.Civil disobedience movement






					<p>6.Students will be able to analyze the role of revolutionaries in freedom movement.</p> <p>7.Students will be able to analyze the impact of rise of nationalism in India on freedom struggle</p>	<p>will be played to explain how rumours which spread during the non-co-operation movement.</p> <p>2. MAPWORK-Points given by board.</p>	<p>7. Realize that unity is the biggest strength for achieving any goal.</p> <p>8. Understand the power of peace in place of violence. Students compare history of nationalism in India with rest of Europe.</p> <p>9. realize that for the Survival of the nation freedom is necessary.</p> <p>11. are able to analyze the role of revolutionaries in freedom movement.</p> <p>12. are able to analyze the impact of rise of nationalism in India on freedom struggle.</p>	<p>6.Salt satyagraha</p> <p>7.All party meeting And non-participation of Muslim.</p> <p>8.Gandhi-Irwin pact</p>  <p>PARAMETERS— GROUP- 1.Time management 2.Coordination 3. Over all presentation. INDIVIDUAL- 1.Content 2.Understanding 3.Relevance</p>	
4	June	Examination	06						

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5	July	Ch. 3 Making of Global World	08	1: Global interconnectedness -migration, silk route 2: global interconnectedness –food, travels, conquest. Disease & trade 3:19th century world (1815 - 1914) world economy taking shape, technology, colonialism 4:19th century world (1815 -1914)inderpest indentured labour. Migration from India 5: 19th century world (1815 — 1914) Indian entrepreneurs abroad. Indian trade, colonialism & global system 6: inter-war economy -war time transformations. Post war recovery, mass production and consumption 7 : inter-war economy — the great depression,	Students will be able to recognise: Migrants. Trade Routes, Food in bringing international connections between countries. • Two different patterns of industrialization - one in the imperial country and another within a colony. • Factors shaping the world economy • Understand wartime transformations and post war recovery • Develop an insight into the Great Depression - causes and consequences. • Assess impact of Second World War and Post war settlements • Developments leading to the decolonization and independence of colonies. • Bretton Woods Institution & G-77	Students will be able to: Discuss that globalization has a long history and point to the shifts within the process. •Discuss how globalization is Experienced differently by different social groups. • Analyze the implication of globalization for local economics. • Psychomotor-locate important places related with the Silk route on the map of World	Through an activity learners would be asked, on the basis of the previous knowledge, to list down the factors that makes global world. With the help of their responses the teacher would trace the various stages in the making of the global world. • In order to explain the role of migrants, trade routes, food – map and case studies would be used. ■ With the help of Timeline, chronological order of events would be explained. ■ Giving reference to the History of India & Nazi Germany, in-depth knowledge of the First & the Second World War would be shared. • By linking to the previous knowledge, Colonialism &	Knowledge- Students have learnt through history, human societies have become steadily more interlinked. • Skills and Competencies- students would be able to collaboratively realize the idea of traders, priests and pilgrims travelled vast distances for knowledge, opportunity. • Affective-appreciate the concept and practices of Trade, Colonialism and the Global System. Understand — factors that led to the making of the global world • Define -Rindeipest, Corn Law, Indentured Labour, Great	Strategies used-Lecture method with the help of historical maps, charts. • Flash cards are very effective tool for helping students retain knowledge. • Recapitulation: Quick revision of previous knowledge. • Collaborative learning of the topics. • Role plays by the students on different events.

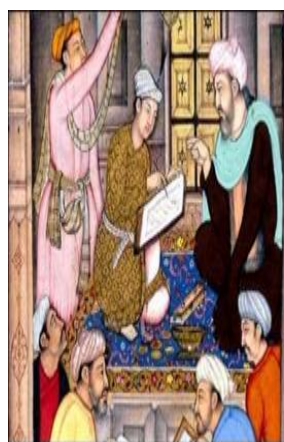


				<p>India & the great depression</p> <p>8 : Rebuilding a world economy - second world war, post war settlement</p> <p>9 : Rebuilding a world economy -early post-war years.</p> <p>Decolonisation & independence</p> <p>10 : Rebuilding a world economy - end of Bretton Woods & beginning of globalization.</p>			<p>Decolonisation would be explained.</p> <ul style="list-style-type: none"> • Students would be encouraged to come forward about their understanding of word ' Globalisation' 	<p>Depression, Chutney Music</p> <ul style="list-style-type: none"> • Trace various landmarks in the world history and transformation during the First & the Second World War. •Learn about decolonisation and achievement of independence by the colonies. • Assess causes and consequences of globalisation 	
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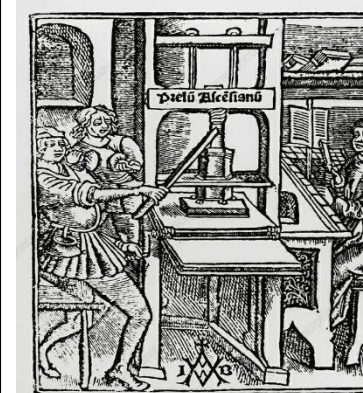
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	August	Or Ch. 4 The Age of Industrialisation Examination	06 06	Age of Industrialization -Concept of Proto-Industrialization -Coming up of factories -Manchester comes to India -Early Entrepreneurs -Advertisement  	1. Students will understand the terms- proto-industrialization , trade guilds and its impact. 2. Students will understand the usage of Common land 3. Students will be able to understand the life of workers during industrial revolution. 4. Students will be able to understand the effect Of industrialization in the colonies of Britain ex: India 5. Students will be able to know the early entrepreneurs of India. 6. Students will understand the impact of Manchester on Indian trade. 7. Students will understand the shifting of manual work to automation.	1. Students will be able to analyze the living standards Of the people between 18 th And 20 th century. 2. Students will be appreciating the work of early entrepreneurs of India. 3. Students will be able to acknowledge inter connectedness around the world. 4. Students will realize the fact that using the Indian products will only boom the Economic development. 5. They will evaluate the enclosure made by Britain government. 6. Students will recognize the steam power and power tools during the process of industrialization. 7. Students will analyse the Market of India before arrival Of east India Company. 8. Students will be able to describe the life of workers.	1. Prerequisite knowledge- Before starting the chapter- Discuss the terms industry and its revolution and the significance of the lesson. 2. Timeline chart on various inventions. 3. Discuss the impact of industries in India and Britain. 4. Discuss the areas related to Environmental issues due to Industrial growth activities: 1. Conduction of debate on “ Technology is a boon of progress or Disaster of mankind”. 2. Discussion on-- Make in India project.	Students - 1. Understand the terms proto-industrialization, trade guilds and its impact. 2. Understand the usage of common land 3. Understand the life of workers during industrial revolution. 4. Understand the effect of industrialization in the Colonies of Britain ex: India 5. Know the early entrepreneurs of India. 6. Understand the impact of Manchester on Indian trade. 7. Understand the shifting of manual work to automation 8. Are able to analyse the living standards of the people between 18 th & 20 th century. 9. Appreciate the work of early	Assessment will be Done on the basis of Decided Rubrics.  NCERT Solutions for Class 10 History Chapter - 5

						<p>During industrial revolution.</p> <p>9. Students will be able to find The peculiarities of industrial growth in India.</p> <p>10. Students will be able to discuss the line of action through which the British dismantle the handicraft of Indian manufacturer.</p>		<p>entrepreneurs of India.</p> <p>10. Acknowledge inter-Connected-ness around the world.</p> <p>11. Realize the fact that using the Indian products will only boom the economic development.</p> <p>12. Evaluate the enclosure made by Britain government.</p> <p>13. Analyse the market of India before arrival of East India Company.</p> <p>14. Describe the life of workers during industrial revolt.</p> <p>15. Are able to find the peculiarities of industrial growth In India.</p> <p>16. Discuss the line of action through which the British dismantle the handicraft of Indian manufacturers.</p>	
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6	September	Examination	06						
7	October	Ch. 5 Print Culture And the Modern World	10	<ol style="list-style-type: none"> The First Printed Books. Print Comes to Europe. The Print Revolution and Its Impact. 19th Century India and the World of Print New forms of publication Print and censorship . 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Trace the origin printed material in China Examine the developments that came in field of printing after the invention of printing press in 15th century. Collect the responses on the impact of printing on different sections of society in the world Infer the development of print in various forms to voice the opinions and support causes of the people of India in 19th century tn. Correlate the expansion of print with the growing spirit of nationalism in India . 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify different techniques incorporated to create printed materials like Accordion books. describe the process of invention of printing press by Gutenberg in Germany Conclude that printing became the most powerful tool of progress and public opinion Appreciate the efforts of James Augustus Hickey, Raja Ram Mohan Roy and women reformers like Rashundari Devi to use print as a tool for reformation of society. Collaboratively work and apply knowledge to conclude the role of print in the freedom struggle of India 	<p>Teacher will:</p> <p>Initiate an activity of making an accordion book by paper folding technique. Highlight the use of such books in medieval China.</p> <ul style="list-style-type: none"> Guide the students to find out the process of development of printing press in Germany in 15th century and describe the impact of press in the world of print henceforth. 	<p>Students will be able to:-</p> <ol style="list-style-type: none"> Understand the history of development of print in Europe. Get familiarized with the role and impact of print revolution. Establish the link between print culture and circulation of ideas. Get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper Debate on important events and issues of the past. 	<p>Trace the coming of print technology in India Assess the impact of Print Revolution</p> <p>Enrichment Activity</p> <p>PPT-Changing role of women in respect to technology (5 slides) write points on the developments that came in the world of print due to invention of press.</p> <ul style="list-style-type: none"> Conduct a caste study on the life of Rashundari Devi and Kashishababa in supporting the issues of their respective Communities.



A scene from the Ashoka Stupa, a polychrome terracotta relief from the 3rd century BCE, showing a group of people in traditional Indian attire gathered around a table, possibly in a library or a meeting.



A scene from the printing press, showing a man operating a large wooden press, and another man standing nearby. The scene is set in a workshop or factory.

							recapitulation worksheet in Annexure-(H7)		
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Sr. No.	Month	Name of the Chapter	No. of Periods	Themes	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
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8	November	Examination	06						
9	December	Revision	10						
10	January	Prelims	P1		P2				
11	February	Pre-Board							
12	March			CBSE Board Examination					

Months/ Subjects	February/March & April	May/June	July	August	September	October	November	December	January	February
Social Science	History 1.The Rise of Nationalism in Europe 2. Nationalism in India Geography Forest & Wildlife Water Resources Economics Development	Economics The role of service sector in the Indian Economy PS 1. Power Sharing History 1. Nationalism in Europe	Geography Resource & Development PS 2.Federalism Popular Struggles & Movements Economics Money and Credit Geography	History 3.The Making of Modern World PS 4.Gender, Religion, Caste Economics Globalization and the Indian economy Geography	History 3. The Making of Modern World (Contd...) PS 6.Political Parties Economics Globalization and the Indian Economy (Contd.) Revision	History 5.Print Culture Geography Manufacturing industries PS 6.Political parties (cont) 7.Outcomes of Democracy	Geography Lifelines of National Economy PS 7.Outcomes of democracy (contd...)	Revision	Revision	Revision for Board exams

			Agriculture	Minerals and Energy resources						
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