

Topic:- French Revolution (Class IX)

(History)

Objectives:- To overthrow the monarchial rule + establishment of republic Govt.

Previous Knowledge Testing:-

- What is meant by Fundamental Right. "Right to Freedom"?
- What is difference between a subject and a citizen?
- How was our Indian Society Divided?

Vocabulary used:- Estates, tithes, taille, livre, clergy, guillotine, National Assembly, subsistence crises, importance of Human Rights.

Important Spellings:- Feudal, sans culottes, guillotine, subsistence, baotille, old regime, expression

Aids/ innovative Ways:- Audio- Visuals representation, online teaching, Videos.

Procedure:- Introduction will be done with the help of students. Definition of the term revolution and how it is different from a war will be discussed. French Society during late 18th century, growing middle class envisaging an end to privileges Subsistence crisis, Outbreak of revolution and France became a Constitutional Monarchy will be discussed in detail.

Further reign of Terror and Directory rules of France, Role of Women and Abolition of slavery will also be discussed with the help of smart board and book. PPT's will also be shown about the Rise of Napoleon.

Participation of Students:- Students will be encouraged to conduct debate on Equality, Describe the various causes of French revolution, draw the cartoons produced in Europe during late 18th century depicting contrasts of lives between rich and poor.

Recapitulation:-

- Short questions will be asked and explained.
- Remedial measures will be taken.
- Paragraph based pen-paper test will be conducted.
- Legacy of the revolution will be recapitulated.

Assignment:-

- Describe the three estates of French Society.
- What were the main causes of French Revolution.
- Why is period ruled by Jacobin govt. termed as a period of Reign of terror.
- How did French become Constitution;; Monarchy?
- Write a note on Directory rule in France.

Assessment:- Students will be assessed on the basis of class tests + Assignments.

CLASS-IX HISTORY/CIVICS TERM - I

Topic:- What is Democracy? Why Democracy. (Class IX)

Objectives:- To protect and promote universally recognized human rights.

Previous Knowledge testing:- Previous Knowledge will be tested by asking questions:

- Why do most of the countries of the World have democratic form of government?
- What kind of government was existing before Pinochet in Chile?
- Which countries adopted democracy in the initial period of modern age?

Vocabulary Used:- Legal Frame work Order, Amendment, Rigging, direct democracy, uphold

Important Spellings:- Provincial Assemblies, harasses, commitment, misconduct, Estonia, Revolutionary.

Aids/ Innovative ways used to understand the Topic:- Videos on democracy, google, online teaching.

Procedure:- The topic will be introduced with the help of smart board ~~to~~ students, Why is democracy important for a country will be discussed with the help of rule of Pinochet in Chile where freedom of expression was taken away. Features of democracy will be discussed in an explained way with the help of examples of Rule of Pervez Musharraf in Pakistan, Robert Mugabe in Zimbabwe, working of PRI in Mexico and one party rule in China, those cannot be termed as electmocratic countries. Further merits and demerits of democracy will be discussed.

Students' s Participation:- Students will be encouraged to collect information about various forms of govt. debate will be held to give information about various levels of govt. and power sharing among various social groups.

Co-Scholastic Activities:- Various class tests, MCQ' s will be conducted.

Recapitulation:-

- Short Questions will be Asked and explained.
- Features of democracy will be discussed.
- Merits and Demerits of democracy.
- Representative democracy will be recapitulated.

Assignment:-

- What was the legal frame work order passed by Pervez Musharraf in August 2002.
- Media is not independent in Zimbabwe, How?
- How can you say that China is not a democratic country?
- Write the feature of democracy.

Assessment :- Students will be assessed on the basis of class tests and assignments.

Learning Outcomes:- Students will be come to know that democracy forms a legal basics for equality of dignity of all citizens.

Topic:- Constitutional Design

Objectives:- To develop a sense of respect for the struggle of the people who fought for the independence of India and the problems they faced while drafting the Constitution

Previous Knowledge tested:-

- When did India get Independence?
- When was Indian Constitution formed?
- Name the assembly that framed the Indian Constitution.

Aids Used to explain the topic:- Videos on constitution, Online teaching.

Vocabulary:- Constituent Assembly, Constituent Assembly Debates, Preamble trust.

Procedure:- Students will be explained the meaning and need of the Constitution. They will be explained the path in making of the Indian Constitution. There will also be discussion about the composition of Constituent Assembly and finally "The preamble to the Indian Constitution will also be discussed."

Students Participation:- Students will compare the preambles to the Constitution of USA, India and South Africa and they will make a list of ideas that are common to all these three. They will also note down at least one of the major differences among these.

Co-Scholastic Activities:- various class tests, MCQ' s will be conducted

Recapitulation:-

- What is Constitution? Why do we need Constitution?
- Why Indian Constitution is called as 'Bag of Borrowing'?
- What do you mean by "Preamble to the Indian Constitution"?

Art Integration with other Domains/ Assignments:- Students will be made to prepare the list of members of constituent Assembly and write 3 lines on each of them.

Assessment:- Students will be assessed on the basis of class tests of assignments.

Learning Outcomes:- Students will get familiar with the words like sovereign, socialist, secular, fraternity etc.

HISTORY | CIVICS

TERM - II - CLASS IX

TOPIC :- SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION

OBJECTIVES :- To make the students aware about the age of social change after the French revolution and the rise of liberals radicals and conservatives who wished to bring changes to the existing societies.

PREVIOUS KNOWLEDGE TESTING :-

- 1) When did WWI take place?
- 2) What was the social condition of Russia during WWI ?
- 3) What type of system was working in Europe in the 16th century?

VOCABULARY USED:- Socialism, Liberal, Nationalists, Orthodox, Autonomy.

AIDS/INNOVATIVE WAYS TO UNDERSTAND THE TOPIC:-

Video on Russian revolution Google online teaching

PROCEDURE :- Students will be explained about the many revolutions that Russia underwent from 1905 - 1917. They will be explained how Russia transformed from Tsardom to communist state. The Russian society and industries of the Russian society will also be discussed. Events like February revolution and October revolution will also be discussed. Russian parliament and clocks will also be discussed. Stalin's collectivisation programme will also be discussed.

STUDENTS PARTICIPATION :- Students will be asked to prepare a report comparing Russia at the turn of the century to the rest of Europe keeping in mind it's defeat in Russia-Japanese war.

CO SCHOLASTIC ACTIVITIES :- Various class tests, MCQs will be conducted.

RECAPITULATION :-

- 1) Discuss Russian society.
- 2) Impact of WWI on Russian economy.
- 3) What is Comintern?

ASSIGNMENT :- Students will be asked to prepare a report on February revolution and October revolution.

ASSESSMENT :- Students will be assessed on the basis of class tests and assignments.

LEARNING OUTCOMES :- Students will come to know about exit of the Russian from WWI to the chaos going on in Russia itself during that period.

Topic:- Nazism and The Rise of Hitler

Objectives:- Students will be able to describe major events of the rise and fall of Hitler.

Previous Knowledge testing:-

- Give the time period of First World War
- Give the time period of Second World War.
- Was Germany a major power during Second World War?
- Name the dictator of Germany who participated during Second World War.

Vocabulary:- geneocidal, Propaganda, Concentration Camp, Nordic German Aryans, persecution

Aids used to explain the topic:- On line Classes, Videos on Hitler

Procedure:- Treaty of Versailles will be discussed. Effects of War on Europe and Germany will be discussed. Hitler's rise to power, destruction of democracy will also be discussed. Reconstruction of Germany, foreign policy of Hitler will also be discussed.

Nazi ideology – Jews and their condition in Germany will be discussed. Establishment of racial state and racial utopia will also be discussed. The Nazi cult of motherhood, the art of propaganda, use of media to propagate Nazi ideology will also be discussed. Ordinary people and crime against Humanity, reaction of people towards Nazism and totalitarianism will be discussed.

Students participation:- Students will be asked to collect information on Hitler and prepare a report on it.

Co-Scholastic Activities:- various class tests, MCQ's will be conducted.

Recapitulation:-

- What were the effects of First World War on Europe?
- Discuss Hitler's rise to power.
- Describe Nazi cult of Motherhood.

Assignment/ Art integration with other Domain:- Students will be made to react to Hitler's ideas if they belonged to Jewish Category (in writing)

Assessment:- Students will be assessed on the basis of class tests and assignments.

Learning Outcome:-

- Students will be able to distinguish between communism and socialism.
- Define Nazi
- Outline key political and social events that contributed to Hitler's rise to power.

Topic: Electoral Politics

SUB TOPICS

- a. Need For Elections
- b. Conditions That Make Elections Democratic
- c. Types Of Elections
- d. Stages Of Elections
- e. Election Commission
- f. Popular Participation
- g. Challenges To Free And Fair Elections

DURATION: 9 periods

LEARNING OUTCOME

After studying the chapter students will be able to:

- Familiarize with our Electoral System and the reason as to why we have chosen this system
- Develop an appreciation of citizen's increased participation in electoral politics
- Recognize the significance of Election Commission
- Be sensitive to the existing malpractices in our Electoral System.

LEARNING OBJECTIVES

After completing the lesson the students will be able to:

1. identify the need for elections
2. distinguish between an election and nomination
3. enlist the steps involved in the election process
4. mention the powers and functioning of election commission

TEACHING STRATEGY/METHODOLOGY

- i. Need for elections: brainstorming and role play
- ii. Conditions for democratic elections :think pair-share
- iii. Stages involved in election process : ppt.
www.slideshare.net/mobile/sharp789/electoral-politics-15888630
- iv. Role of Election Commission: research work ,newspaper cuttings related to the recent elections followed by interactive session

<http://indianexpress.com/article/elections-2016/india/india-news-india/election-commission-poll-dates-kerala-west-bengal-tamil-nadu-assam-puducherry/>

- v. Popular participation: graphical interpretation

<http://blogs.wsj.com/indiarealtime/2014/05/13/india-reaches-record-turnout-as-voting-in-usually-less-active-states-soars/>

- vi. Challenges to free and fair election:
interview ; case studies of election petitions followed by group discussion
Case Study on Election Petition

TOOLS/AIDS/RESOURCES

Smart board content
Newspaper clippings

Presentation- videos

VOCABULARY

Constituencies, rigging

By-election, manifesto

General election, campaigning, incumbent

Mid-term election, voter turn -out, booth capturing

VALUES

- Awareness of political rights
- Sensitivity towards the political systems
- Equality

ASSESSMENT TECHNIQUES

Interdisciplinary activity.

(Social Science and English)

A debate will be held on the topic 'Holding general and state elections simultaneously'; highlighting its pros and cons.

Rubrics

Content- 5 marks

Presentation- 5 marks

Confidence -5 marks (total 15 marks)

TOPIC:- WORKING OF INSTITUTIONS

Objectives: - To make the students familiar about the role of various institutions like President, Prime Minister and Judiciary.

Previous Knowledge Testing: - Previous knowledge of students will be tested by asking question:-

- (1) Who makes laws for the country?
- (2) Which organ of the Govt. executes laws?
- (3) Which organ interprets laws?

Vocabulary used: -

Office Memorandum, Reservation, Coalition Government, Supreme Court.

AIDS/INNOVATIVE WAYS TO UNDERSTAND THE TOPIC: - Videos on Parliament, google, online teaching.

PROCEDURE: - The topic will be introduced to the students by giving brief description about Parliament, President, Judiciary and Prime Minister. Further, the reservation policy given by Govt. to OBC will also be discussed. Students will also be made to understand the difference between Political and Permanent Executive. Role of the judiciary will be explained in detail.

STUDENT'S PARTICIPATION: - Students will be asked to view the sessions of the Parliament and prepare a report on it. Mock Parliament will also be organised in the class.

Co-SCHOLARSTIC ACTIVITIES: -

Various tests & MCQs will be conducted Google forms test will also be conducted.

RECAPITULATION:-

- (1) Short questions will be asked & explained.
- (2) Functions of the Prime Minister and President will be discussed.
- (3) Both houses of Parliament will also be discussed.

ASSIGNMENT: -

Students will be asked to prepare a report on the topic, "If you are elected as the President of India, which decisions will you take on your own?"

ASSESSMENT: -

Students will be assessment on the basics of class tests & assignments.

LEAKING OUTCOMES: -

Students will come to know about the structure and functioning of the important institutions working in our country.