



History and Civics

Core concepts of History and Civics for Class VIII are as under:

Class VIII

The Modern World

A Period of Transition
The Growth of Nationalism
India in the 18th Century
Traders to Rulers
The Great Uprising of 1857

Civics

The Three main organs of the Indian Government:
Legislature, Executive, Judiciary
United Nations

The Modern World

Theme 1: A Period of Transition

The theme 'A Period of Transition' will enable children to understand the process of change in the world due to the industrial revolution and imperialism. Industrial revolution and imperialism marked a lasting impact on the countries over the globe. In a globalized society the different times of transition is critical for developing the understanding of children about the modern world.

Learning outcomes:

Children will be able to:

- ✔ create a general idea of events and changes that occurred all over the world during the period of study;
- ✔ identify the basic differences between primary and secondary sources;
- ✔ analyse the radical changes brought about by the industrial revolution;
- ✔ evaluate the impact of imperialism on the world.

A Period of Transition		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ The period of transition – basic understanding. ➤ Sources – Primary and Secondary. ➤ The Industrial Revolution – meaning and reasons why it began in England, major inventions, Impacts of Industrial Revolution. ➤ Imperialism- Its meaning, caused and impacts with special reference to South Asian Countries. 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ studying history through various sources and evidences. ☛ the preservation/conservation of historical records. ☛ life and times before the industrial revolution. ☛ analysing the impacts of imperialism and colonialism with special reference to India. ➤ Conducting a Debate on the positive and negative impacts of the Industrial Revolution on societies all over the world. ➤ Enactment of role plays by children to dramatize a skit on the Industrial revolution, voyages and discoveries. ➤ Assigning project work on undertaking a comparative analysis on handmade and manufactured goods. 	<ul style="list-style-type: none"> ➤ Charlie and the Chocolate Factory- Industrial Revolution through Charlie Chaplin. ➤ Audio-visual aids <ul style="list-style-type: none"> ☛ <i>News Papers and ICT.</i> ☛ <i>Local villages.</i> ☛ <i>Archives.</i>

Life Skills: Social skills- respect, empathy, sensitivity, compassion

Communication skills: Listening and verbalizing

Theme 2: The Growth of Nationalism

The theme 'The Growth of Nationalism' is crucial for enabling children understand the changes in the thought process of people and demand for equality and liberty. These movements finally resulted in social, political, religious and economic justice to the people and ended monarchy. This theme will help children understand how the world they live in evolved in past three centuries.

Learning outcomes:

Children will be able to:

- ☑ identify the earliest Nationalist movements in history;
- ☑ examine major changes that occurred in the world due to the French revolution;
- ☑ analyse various factors leading to the French revolution.

The Growth of Nationalism		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ The French Revolution – Causes, the outbreak, impact, the post – revolution period, Napoleon Bonaparte (brief study of the revolution).</p>	<p>➤ Organising discussions on:</p> <ul style="list-style-type: none"> ☛ the Pros & Cons of War ☛ the French revolution and the ideas of freedom, equality and fraternity. <p>➤ Conducting Audio Visual shows on the French revolution’.</p> <p>➤ Enactment of role plays by children based on the meeting of the Constituent Assembly in the French Revolution.</p> <p>➤ Conducting activities on:</p> <ul style="list-style-type: none"> ☛ preparing a mind map of the related topics in a sequential order. ☛ interactive timeline. 	<p>➤ Audio-visual aids- documentaries, clippings on the French Revolution.</p> <p>➤ Books.</p> <p>➤ Short questions.</p> <p>➤ Quizzes.</p>

Theme 3: India in the 18th Century

The theme 'India in the 18th Century' focuses on developing an understanding in children on how the medieval period in Indian history gradually drew to a close following the death of Aurangzeb which marked the decline of the Mughal Empire. Children will also understand and appreciate the transition of India from medieval Mughal era to the modern British Period.

Learning outcomes:

Children will be able to:

- ☑ identify the Mughal rulers who ruled after Aurangzeb (late Mughals);
- ☑ discuss factors responsible for the decline of the Mughal empire.

India in the 18th Century		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ Decline of the Mughal Empire – (Major factors/causes).	➤ Building on children's previous learning. ➤ Organising discussions on various reasons leading to the decline of the Mughal Empire. ➤ Conducting Audio Visual shows on the times of later Mughal Emperors, followed by discussion. ➤ Conducting quizzes on various aspects of the theme.	➤ Essays and articles writings. ➤ Animated clips, videos and photographs. ➤ Quizzes. ➤ Map of India. ➤ Costumes and articles required for role plays.

Theme 4: Traders to Rulers

'Traders to Rulers' will help children understand how the British gradually gained political control over India and established their supremacy over different parts of the country. They will discover and gain insight into how the Battles of Plassey and Buxar led to the establishment of the British as a major power in India. They will also develop the ability to analyse the conditions of 18th century India and impact of colonial rule on the country.

Learning outcomes:

Children will be able to:

- understand and discuss the system of trade and commerce in India in the 17th and 18th Century;
- discuss the impact of the Battle of Plassey and Buxar in strengthening the British position in India.

Traders to Rulers		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Advent of English East India Company- a brief mention ➤ Conquest of Bengal- Battle of Plassey, Buxar- causes and results. 	<ul style="list-style-type: none"> ➤ Building on children's previous learning and experiences. ➤ Drawing a timeline and understanding date on it ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Political, Trade and Commerce conditions of 18th century India. ☛ Conspiracies and rivalries for succession in the kingdoms. ☛ Strategies and new type of arms of the East India Company. ➤ Written assignments on the reasons for victory of the British over native rulers. ➤ Narrating events based on the rivalry among the trading communities and the monopoly of the East India Company. ➤ Screening of a documentary/films/audio-videos on the advent of East India Company in India. ➤ Organising a role play by children on the East India Company coming to India and the British taking over the country. 	<ul style="list-style-type: none"> ➤ Audio-visual aids ➤ Documentary, videos and films ➤ Books ➤ E-Content

Theme 5: The Great Uprising of 1857

'The Great Uprising of 1857' deals with the first War of Independence of India against the oppressive colonial rule. The theme aims at enabling children to understand the reasons and results of the uprising and also the beginning of the National Movement in India.

Learning outcomes:

Children will be able to:

- analyse the reasons for the great uprising;
- discuss the policy of lapse;
- examine the consequences of the great uprising of 1857.

The Great Uprising of 1857		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Reasons – political, socio religious, economic, military. ➤ Immediate causes. ➤ Leaders ➤ Consequences. ➤ Nature of the Uprising. 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ The social, political and economic conditions 19th century India. ☛ Analysing reasons for discontent of sepoys in the British army. ☛ Lord Dalhousie's policy of Lapse. ➤ Conducting Audio-Visuals showing: <ul style="list-style-type: none"> ☛ Events that led to the great uprising of 1857. ☛ Leaders and Centres of the Uprising and their contribution in the uprising. ➤ Enactment of Role plays by children: <ul style="list-style-type: none"> ☛ to prepare a script for a role play on Rani Laxmi Bai and helping its enactment in the class. ☛ scripting a dialogue between Mangal Pandey and a British officer insisting on using the Enfield rifles. ➤ Written assignment based on: As the last Mughal Emperor Bahadur Shah Jaffar and receiving threats of annexation of Empire by the British Rulers ask children to write a report on the oppressive policies of British rulers and read it in class. 	<ul style="list-style-type: none"> ➤ Related videos and PPTs. ➤ ICT. ➤ Related books and comic series.

Theme 1: Three main Organs of the Indian Government: Legislature, Executive, Judiciary

The Legislature, Executive and the Judiciary form the main organs of governance in India. The Union Legislature is entrusted with the task of making laws. Similarly, the Union Executives are entrusted with the task of enforcing laws throughout the country. The Legislature includes Lok Sabha and Rajya Sabha, whereas the Executive includes the President, the Vice-President and the Prime Minister and the other Ministers. The Judiciary is the third branch or the pillar of the Indian democratic setup. This theme will enable children to understand the nature and functions of the government of their country.

Learning outcomes:

Children will be able to:

- ✓ discuss the composition of the Indian parliament - the Lok Sabha and Rajya Sabha;
- ✓ state the qualifications, elections of the President, Prime Minister and Council of Ministers.
- ✓ discuss the composition of the Supreme court and High court and state the qualifications and appointment of judges to the Supreme court and High court.

Three main Organs of the Indian Government: Legislature, Executive, Judiciary

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Legislature – Lok Sabha and Rajya Sabha, composition, term, election, qualifications, Presidency officer. ➤ Executive – The President, The Vice – President, Prime Minister and Council of Ministers- qualifications, election (method not procedure). ➤ The Judiciary – The Supreme Court and high Court – Composition, qualifications of judges, appointment. 	<ul style="list-style-type: none"> ➤ Organising Discussions with children on: <ul style="list-style-type: none"> ☛ The composition and working of the Union Parliament. ☛ The Composition of the Supreme Court and High Court on the qualifications of the President, the Prime minister and the Council of ministers. ➤ Conducting a Mock Court session to know about the working of the Judiciary. 	<ul style="list-style-type: none"> ➤ Audio-visual aids. ➤ Clipping of newspapers and magazines. ➤ Rashtrapati Bhawan. ➤ Parliament in session. ➤ Local Courts.

Theme 2: United Nations

The beginning of the 20th century witnessed World War I, the horror and tragedy of which devastated the World. There was an overwhelming desire for an end to the war and an establishment of peace and security in the world. The United Nations was formed for this purpose in 1945. Some other objectives of UN organs and agencies that work together is to improve the lives of poor people, to eradicate hunger, disease and illiteracy and to encourage mutual respect for each other's right and freedoms. This theme will help children appreciate the role and services of United Nations.

Learning outcomes:

Children will be able to:

- understand and describe the aims and principles of the United Nations(U.N.);
- outline the organs of the U.N.;
- discuss the functions of the General Assembly, Security Council and the International Court of Justice;
- highlight the functions of the U.N. Agencies (UNESCO, UNICEF, WHO);
- appreciate the role and services provided by U.N. Agencies.

United Nations		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Aims and Principles, Organs (all SLR mention in brief)- General Assembly, Security Council, International Court of Justice (detail) – functions. ➤ Agencies of UN – UNESCO, UNICEF, WHO – functions only. 	<ul style="list-style-type: none"> ➤ Carrying out survey on the functioning of UN ➤ Preparing Bulletin Boards-agency of UN ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ The aims and principles of the United Nations. ☛ Functions of Different Organs of the UN. ➤ Writing a report on the working of WHO on eradication of life-threatening diseases in the world. ➤ Model making on: Any one heritage under protection from the UNESCO. ➤ Analysing the work done by the UNICEF to provide clean and safe drinking water to children of developing countries. ➤ Conducting a role Play based on a Model United Nation “MUN” for a first-hand experience. ➤ Showing short documentaries on the UNICEF, WHO, ILO, UNESCO. 	<ul style="list-style-type: none"> ➤ Audio-visual aids. ➤ Project work-research work/making report on eradication of Zika & Ebola viruses