

## Lesson-7: The Path to Freedom

Theme 4: Why Do We Need to Think?

14 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated Activity, Concept Map, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain, Interactive Map, Test Generator

Confirming better

Studying makes me smart.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to recall significant events that led to India's independence.
- to identify and list important dates in India's freedom struggle.
- to compare and contrast the different approaches adopted by various leaders during India's independence movement.
- to analyse how Independence Day celebrations have evolved across generations and how this reflects India's journey.
- to reflect on the value of patriotism.

### Methodology

#### Period 1

**Teacher:** Good morning, young leaders. How is your energy today? Give me a thumbs-up if you are feeling wonderful.

SHOULD DO

(Students show thumbs-up.)

10 MIN.

**Teacher:** Excellent. Today, we are going on an exciting journey. Turn to page number 47 in your books and tell me loudly, what is the title of the new chapter?

(Students enthusiastically respond: 'The Path to Freedom')

#### Confirming better



Confirming better Studying makes me smart.

PLH

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**Teacher:** Fantastic. Before we explore further, let us energise our minds with a positive thought. Place your hand on your heart and repeat after me: 'Studying makes me smart.'

(Students place their hands on their hearts and repeat the affirmation.)

**Teacher:** Beautifully said. Now, we will create something exciting called a KWL Chart. But first, let me ask you a quick question: What do you think the word 'freedom' means? Raise your hand and share your thoughts.

(Allow two or three students to respond.)

**Teacher:** Those were wonderful answers. We are going

to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

**Teacher:** The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what you want to know and the third column is labelled 'L' which is what I have learnt, which you will fill in the end.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all did amazing work in this activity. Let us move to Re-KAP activities. We will take the help of Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

#### Kinaesthetic

##### Kinaesthetic

Draw pictures related to any three Fundamental Rights you have learnt in the previous class. Ask your partner to guess the same.

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**Teacher:** Now, let us have some fun. In pairs, each of you will draw pictures

MUST DO

10 MIN.

representing any three Fundamental Rights you learnt about previously. After drawing, your partner will guess the Fundamental Right you have drawn.

**Teacher:** For example, if I draw a child going to school, you might guess 'Right to Education.' Let us begin—five minutes to draw, then exchange and guess.

**Teacher:** Wonderful creativity. Why are Fundamental Rights important? Can anyone share their thoughts?

## Auditory

**Auditory\***

Listen to your teacher carefully. Answer the questions.

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**Teacher:** Now, let us test our listening skills with a fun game. I will read some statements aloud. If you think the action in the statement is a Fundamental Duty, raise your hand and say 'Yes, it is.' If you do not think it is a Fundamental Duty, shake your head and say 'No, it is not.'

**MUST DO**

10 MIN.

**Teacher:** Ready? Let us begin. Here are the questions:

1. Sheena keeps her neighbourhood clean.
2. Nitin goes to school every day.
3. Mili greets her elderly neighbours every time she sees them.
4. Neel is respectful towards everyone.
5. Ira plants saplings on her birthday.


**Teacher:** Fantastic work, everyone. You all did a great work identifying Fundamental Duties. Why do you think these duties are important?

(Encourage students to discuss and share their thoughts before transitioning to the next activity.)

## Pictorial

**Pictorial** PS

Identify the fundamental duties in the pictures.



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**Teacher:** Now, turn to page 47. Look at the pictures carefully. Can you tell what fundamental duties these children and adults are performing?  
(Allow students to observe and respond individually.)

**Teacher:** Great observation. Why are these actions important?

(Encourage a short discussion.)

**Teacher:** Fantastic. These duties help us become responsible and caring citizens.

## Differentiated Activities

**110 km/hr**



Why do you think Fundamental Rights are necessary for a democratic country?

**80 km/hr**



Why do you think some rights are considered 'Fundamental' while others are not?

**40 km/hr**



What is one Fundamental Duty you practice in your daily life and why is it important?

## Home Task

Write two Fundamental Rights and two Fundamental Duties you follow in your daily life.

## Period 2

**Teacher:** Good morning, young historians. How are you all today?

**SHOULD DO**

5 MIN.

**Students:** Good morning, teacher. We are great.

**Teacher:** That is wonderful. Yesterday, we started learning about 'The Path to Freedom'. Can anyone recall what we discussed in the last class?

(Allow students to share briefly.)

**Teacher:** Excellent. Today, we will explore how India's journey towards freedom began. Let us begin with an interesting discussion.

## Interacting better



You may show the **eBook** of the story given on digital platform.

**Interacting better** ICL

According to you, what rights are important for everyone? Discuss with your class.

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**Teacher:** Let us think about something important. According to you, what rights are important for everyone? Discuss with your class.

**MUST DO**

10 MIN.

(Divide students into small groups and let them share their thoughts on the most important rights. Guide them to think with questions like:)

- Why do we need rights?
- What would happen if we did not have any right?
- How do our rights help us in daily life?

**Teacher:** Wonderful answers. Rights give us the freedom to live with dignity and fairness. Now, let us take a look at a picture that tells us more about India's struggle for freedom.



**Teacher:** Look at the picture on page 47 in your book. Observe the details carefully. What do you see?

(Encourage students to describe the setting, characters and objects in the picture.)

**Teacher:** This picture shows Ryan and Dtaa looking at a book about India's freedom struggle. Ryan is curious about how India achieved freedom and he is asking Dtaa some questions. Do you have the same question in your mind?

(Allow students to share their thoughts and questions.)

**Teacher:** Interesting! All your questions will be answered as we move forward with our lesson. But first, let us read the conversation between Ryan and Dtaa.

(Students take turns reading the speech bubbles aloud.)

**Teacher:** Fantastic. Now, let us reflect on what 'freedom struggle' means.

- Why did people fight for freedom?
- How do you think life differed before and after freedom?
- What would you do if you were not allowed to speak your mind?

(Encourage students to share their thoughts and opinions.)

**Teacher:** Great responses. Now, let us explore India's history to understand more about its riches and how things changed under British rule.

 You may show the **Animation** of the story given on digital platform.

## India: A Land of Riches & The Indians' Discontent with the British

### INDIA: A LAND OF RICHES

India has always been rich in natural resources. As a result, our country has traded with the Arabs, the Portuguese, the Dutch, the French and the British. The British were the most powerful traders. They operated through the English East India Company. Their first centre was in Surat. They purchased raw materials from India at low prices. Then, they sold them internationally at high prices. From traders, they became rulers by conquering large parts of India.

### THE INDIANS' DISCONTENT WITH THE BRITISH

The British oppressed most Indians after establishing the British rule. Farmers had to pay very high taxes, even if their crop failed due to floods or droughts. They were pressurised to grow indigo\*\* and cotton instead of food crops. They incurred losses as the British bought their crops at cheap prices. Many families were affected and died of starvation. The weavers and the handloom industry suffered as the British imported cheap mill-made cloth from England.

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**Teacher:** Open your books to the sections 'India: A Land of Riches' and 'The Indians' Discontent with the British.' Let us read and explore how India was a prosperous country before British rule and what changed after they arrived.

**MUST DO**

15 MIN.

(Students take turns reading aloud while the teacher explains key points and provides additional context.)

**Teacher:** Let us discuss:

- Why was India called a land of riches?
- How did the British trade impact Indian farmers and weavers?
- What were some of the difficulties faced by Indians under British rule?
- How do you think farmers felt when they were forced to grow only certain crops?
- If you were an Indian during British rule, what would you have done?

(Encourage students to share their perspectives and opinions.)

### Differentiated Activities

#### 110 km/hr



If you were an Indian leader during British rule, what steps would you have taken to protect India's wealth and freedom?

#### 80 km/hr



Can you describe one way in which British rule changed the lives of Indian farmers and traders?

#### 40 km/hr



Name one resource that made India prosperous.

### Home Task

Write about two ways in which British rule affected India's economy and daily life. How do you think Indians felt during that time?

## Period 3

**Teacher:** Good morning, young historians. Are you all ready to dive deeper into India's freedom struggle?

**SHOULD DO**

5 MIN.

**Students:** Yes, teacher.

**Teacher:** Before we begin, let us play a quick 'What If' game. Imagine you lived in India during British rule. How would you feel if:

- You were forced to pay high taxes even if your crops failed?
- You were not allowed to make decisions for your own country?
- You had to follow some law or order went against your beliefs and traditions?

(Allow students to share their thoughts and emotions.)

**Teacher:** These are some of the reasons why people in India were unhappy under British rule. Today, we will learn about an important event – The Great Revolt of 1857. Let us start by understanding some key words.

### Discovering better



#### Discovering better

LAD

**traded:** bought, sold or exchanged goods

**conquering:** taking control of a region forcefully

**oppressed:** treated in a cruel manner

**taxes:** money paid to the government from one's income, so that it can improve the public amenities

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**Teacher:** Open your books to the 'Discovering better' section. Look at the key terms: trade, conquering, oppressed and taxes.

(Ask students to take turns reading each word and its meaning.)

**Teacher:** Let us think about these words in different contexts. Can you answer these questions?

- What does trade mean? Can you give an example of a trade that occurs in our daily lives?
- Conquering means taking control by force. Can you think of any real-life situations where someone tries to control others?
- What does it mean to be oppressed? Have you ever seen an example of unfair treatment around you?
- Taxes are paid to the government. Why do you think taxes are important? Can you think of any services we get from tax money?

**Teacher:** Excellent thinking, everyone. Now, let us study your ideas in relation to the great revolt of 1857.

## The Great Revolt of 1857 and outcome

### The Great Revolt of 1857

The Great Revolt of 1857, or the Sepoy Mutiny, was an uprising against the British rule. One of the primary reasons was the annexation of many princely states where the ruler died without a natural heir. In addition to this, new cartridges were introduced which were rumoured to be greased with cow and pig fat. The cartridges had to be torn using one's teeth before loading. This offended the sentiments of the soldiers following Hinduism and Islam. The revolt began when the soldiers in Meerut refused to use the new rifle cartridges. The soldiers chose Bahadur Shah Zafar, the last Mughal ruler, as their leader. Begum Hazrat Mahal headed the revolt at Awadh. Nana Sahib and Tantia Tope led the revolt at Kanpur while Rani Lakshmi Bai led the revolt at Jhansi.



battle scene of the Great Revolt of 1857

### Outcome

The Sepoy Mutiny was not successful and was suppressed. This is because it did not spread to all parts of India. The sepoys did not have good weapons and adequate money. On the other hand, the British army had modern weapons and organised every thing in advance. Most people who revolted were either sent to jail or executed. Bahadur Shah Zafar was exiled to Burma (now Myanmar). The British government took direct control of India, ending the rule of the East India Company. This was finalised by the Government of India Act, 1858. The revolt brought in a sense of nationalism among Indians.

**Understanding better**  
Give one-word answers.  
1. Who introduced the Doctrine of Lapse?  
2. Who led the Revolt of 1857 at Awadh?

ICL

Discovering better

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**Teacher:** Open your books to 'The Great Revolt of 1857' given on page 49. Let us read and understand why this was such an important event in Indian history.

(Students take turns reading aloud. You may explain the main points.)

**Teacher:** Now, let us think deeply about what we just read. Discuss these questions with your partner:

- Why do you think the British annexed the princely states where rulers had no heirs?
- The Indian soldiers refused to use the new cartridges. Why do you think this was such a big issue for them?
- What would you do if you were a soldier in 1857 and had to decide on whether to follow the British or take part in the revolt?
- Why do you think the revolt failed even though so many people participated?
- The British exiled Bahadur Shah Zafar to Burma. What do you think was their purpose in doing this?

(Allow students to discuss and then share their thoughts with the class.)

**Teacher:** Fantastic insights. Now, let us bring history to life with an exciting role-play activity.



You may show the **Slideshow** given on digital platform.

**Teacher:** We are going to reenact some moments from the Revolt of 1857. I will divide you into groups and each group will play a different role:

**COULD DO**

10 MIN.

1. British Officers – Discuss how you enforced rules and reacted to the revolt.
2. Sepoys (Indian Soldiers) – Express why you were unhappy and what led you to revolt.
3. Rani Lakshmi Bai and Nana Sahib's Army – Show how you resisted the British.



4. Indian Farmers and Weavers – Share how British policies affected your lives.

(Give students a few minutes to prepare short dialogues. Encourage them to think about different perspectives and display their emotions.)

**Teacher:** Now, let us present. Each group will act out their role and explain their feelings and decisions during the revolt.

(Students perform their roles.)

**Teacher:** That was an amazing effort. Now, let us reflect:

- How did it feel to play the role of a sepoy or an Indian ruler?
- If you were a leader of the revolt, what strategy would you have used to make it more successful?
- What lessons can we learn from the Revolt of 1857 that are still important today?

(Encourage students to share their responses.)

**Teacher:** Wonderful work, everyone. Tomorrow, we will discuss how this revolt led to more struggles for freedom. Keep thinking, keep questioning and keep learning.

### Differentiated Activities

110 km/hr



Imagine you are not allowed to make your own decisions at home or school. How would you feel? Would that be similar to what Indians faced under British rule? Why or why not?

80 km/hr



If someone took away your favourite toy and told you that you had to buy it back, would that be fair? How would that be similar to what happened to Indian farmers and weavers under British rule?

40 km/hr



Who was Bahadur Shah Zafar and what happened to him after the Revolt of 1857?

### Home Task

Write about one important leader of the Revolt of 1857 and explain how they contributed to the freedom struggle.

## Period 4

**Teacher:** Good morning, young historians. Let us begin today's class with a quick thought. Imagine you are living in a time when your country is being ruled by some outsider. How would you feel?

(Encourage students to share their thoughts.)

**Teacher:** That is exactly how Indians felt under British rule. Many leaders and reformers worked to bring change and fight for freedom. Today, we will learn about some of these important people and their contributions.

### Understanding better

#### Understanding better

Give one-word answers.

1. Who introduced the Doctrine of Lapse?
2. Who led the Revolt of 1857 at Awadh?

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**Teacher:** Before we move ahead, let us test our knowledge with two quick questions:

MUST DO

5 MIN.

1. Who introduced the Doctrine of Lapse?
  2. Who led the Revolt of 1857 at Awadh?
- (Allow students to think and respond.)

**Teacher:** Fantastic. The Doctrine of Lapse was introduced by Lord Dalhousie and the Revolt of 1857 at Awadh was led by Begum Hazrat Mahal. What do you think would have happened if there were no leaders like Begum Hazrat Mahal? Would the revolt have been as strong?

### Reformers and the Rise of Nationalism

Reformers and the rise of nationalism

The British rule brought in a lot of disturbances in the country. Indians had minimal representation in administration. There was a growing need for a platform that could voice the concerns of

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Indian people. The British economic policies and social issues, such as caste discrimination, gender inequality and lack of education made people stand up against the British Raj. Reformers, such as Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar and Debendranath Tagore started the process of political awakening and social reforms. A retired British civil servant, Allan Octavian Hume, played a key role in the formation of the Indian National Congress (hereafter, INC). Its first session took place in Bombay (Mumbai) on 28 December 1885. It was attended by 72 social reformers, journalists and lawyers from all over India. Womesh Chandra Bonnerjee led the session. The goals of INC included promoting friendly relations among the political workers, creating a platform for the public and making policies to protect and promote the interests of the Indian people.

Over time, the INC was divided between Moderates, who wanted gradual reforms and dialogue with the British and the Radicals, who believed in direct action and self-rule.



first session of the Indian National Congress

**Teacher:** Open your books to the section 'Reformers and the Rise of Nationalism.' Read the first two paragraphs carefully.

MUST DO

10 MIN.

(Students read aloud while the teacher explains key ideas.)

**Teacher:** Now, let us think about the role of reformers.

- What were the main problems faced by Indians under British rule?
- How did social issues like caste discrimination and lack of education contribute to the struggle?

- How did reformers like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar and Debendranath Tagore try to change society?
- Do you think social reform is as important as political freedom? Why or why not?

(Encourage students to share their opinions and draw connections to modern society.)

 You may show the **I Explain** given on digital platform.

## Discovering better



### Discovering better

LAD

**heir:** a person who succeeds a position or title after someone else

**exiled:** sent someone to live in some other country as punishment

**nationalism:** a strong feeling of pride and loyalty towards one's own country

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**Teacher:** Look at the 'Discovering better' box on the side of the page. It introduces important words: 'heir,' 'exiled,' and 'nationalism.' Let us understand these terms better.

**MUST DO**

10 MIN.



- What does it mean to be an heir? Can you think of an example from history or a story you have read?
- What does 'exiled' mean? Imagine you were forced to leave your home and live in another country. How would you feel?
- Nationalism means pride and loyalty to one's country. How do you think nationalism influenced people to fight for freedom? Can you think of any present-day examples of nationalism?

(Guide students to think critically and relate these terms to historical and modern-day contexts.)

## The Road to Freedom

### THE ROAD TO FREEDOM

The Moderates and the Radicals

The INC, during its early years, was led by the Moderates. The Moderates believed in requesting the government to introduce reforms for the welfare of Indians. Gopal Krishna Gokhale and Dadabhai Naoroji were Moderates. Eventually, a newer section of leaders emerged. They were known as the Radicals. These leaders did not believe in requests. They were in favour of stricter methods, such as boycotts\* and strikes\*. Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal (the trio was known as Lal-Bal-Pal) were some popular Radicals.



Lal-Bal-Pal

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**Teacher:** Now, let us read about 'The Road to Freedom.' This section talks about two groups of leaders—the Moderates and the Radicals. Read the paragraphs carefully.

**MUST DO**

15 MIN.



(Students read aloud while the teacher explains the concepts.)

**Teacher:** Let us reflect:

- Who were the Moderates and what were their beliefs?
- Who were the Radicals and how did their approach differ from the Moderates?
- If you were living during that time, which group would you support—the Moderates or the Radicals? Why?
- Why is it important to have different perspectives? Can you think of a time in history when having different approaches helped a cause?

(Encourage students to debate and form their own conclusions.)

**Teacher:** Wonderful discussion today, everyone. Tomorrow, we will continue exploring how the freedom movement gained momentum. Keep thinking about how the actions of reformers shaped our country. See you in the next class.

## Differentiated Activities

110 km/hr



How would you feel if someone took away your rights? How would it impact you?

80 km/hr



Why do you think education is important for everyone?

40 km/hr



What does loving your country mean to you?

## Home Task

Write the name of one reformer and one change they brought to society.

## Period 5

**Teacher:** Good morning, students. Today, I have a quick challenge for you. I will divide the class into two groups. Each group will get different instructions and you must follow them.

**SHOULD DO**

5 MIN.



(Divide the class randomly, giving one group an easy task and the other a difficult task.)

**Teacher:** How do you feel about this division? Was it fair? What if you had no choice in the matter?

(Encourage responses. Guide them toward the idea that unfair division creates dissatisfaction.)

**Teacher:** This is exactly what happened in 1905 when the British divided Bengal. But did the people of India accept this quietly? No. They united and protested. Let us find out how.

## 1905: Bengal's Partition – Swadeshi and Boycott

1905, Bengal's Partition: Swadeshi and Boycott

In 1905, Lord Curzon used the divide-and-rule policy and partitioned Bengal into two provinces. The divide-and-rule policy was a strategy used

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the British during their rule in India. This policy was used to keep the Indians divided on the basis of religion, region and caste so that they would be easier to control. They reasoned that it would make administration easy. People revolted by initiating two movements—Swadeshi and Boycott. The term Swadeshi stands for 'of one's country'. These movements intended to encourage the use of Indian goods and the boycott of foreign products. People boycotted British goods and began to use goods made in India. These movements soon spread nationwide. The British as a result suffered various losses and decided to pull the decision back in 1911. (51)

**Teacher:** Open your books to the section '1905: Bengal's Partition – Swadeshi and Boycott.'

Read the paragraph carefully.

(Students read aloud while the teacher explains key points.)

**Teacher:** Now, let us discuss:

1. Why do you think the British divided Bengal?  
(Encourage students to think about how divide-and-rule works.)
2. What does Swadeshi mean?  
(Ask students to connect it with the idea of using locally made products.)
3. How did the Swadeshi movement help in fighting British rule?  
(Encourage students to think about self-reliance.)
4. Can you name some things we use today that are locally made?

(Help students relate the movement to modern 'Make in India' initiatives.)

**Teacher:** Now, let us put ourselves in the shoes of Swadeshi protestors.

**Teacher:** Each student will design a Swadeshi Movement poster. Your poster should include:

- A slogan promoting Indian-made goods.
- A drawing of a Swadeshi product.
- A short message on why using Indian goods is important.

**Teacher:** Imagine you are a protestor in 1905.

- What message would you shout in the streets?
- What would your poster say?

(Give students 10 minutes to create their posters. Then, allow volunteers to present their posters to the class.)

**Teacher:** These are wonderful posters.

- How do you feel about making your own protest message?
- If you lived in 1905, would you have joined the movement? Why or why not?

(Encourage students to express their thoughts.)

## The Emergence of the Revolutionaries

The emergence of the revolutionaries

In Bengal, Punjab and Maharashtra, a section of youth believed that force was the only way to drive out the British. They were the revolutionaries. Some early revolutionaries were Khudiram Bose, Veer Savarkar, Ajit Singh and Aurobindo Ghosh. (51)

**Teacher:** Open your books to 'The Emergence of the Revolutionaries'. Read the section carefully.

(Students read aloud while the teacher highlights key points.)

Interactive Discussion:

1. Why do you think some revolutionaries believed that peaceful protests were not enough?

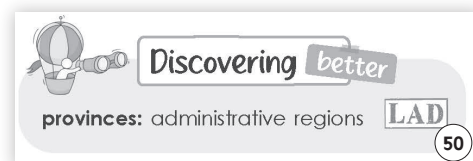
**Teacher:** That is right. Some revolutionaries felt that only direct action could force the British out of India.

2. Would you have joined a peaceful movement or a more aggressive one? Why or why not?  
(Encourage students to respectfully debate their opinions.)
3. Who were the famous revolutionaries of that time?
4. Do you think these revolutionaries were heroes? Why or why not?

(Encourage students to reflect on the role of young voices in movements.)

 You may show the **Infographic** given on the digital platform.

## Discovering better



**Teacher:** Let us look at the 'Discovering better' box. Today, we are going to be word detectives. Our mission is to unlock the meaning of the word 'Provinces' and understand why it was so important in history.

**Teacher:** The word province means a large area within a country that is governed separately but still follows the rules of the central government.

**Teacher:** In 1905, the British decided to divide Bengal into two provinces. Why do you think the British wanted to divide Bengal?

If you were living in Bengal at that time, would you have accepted the division or protested? Why?

**Teacher:** Fantastic thinking, everyone. Now we understand what a province is and why it mattered. Amazing discussions today. Remember, history is not just about the past—it helps us understand the present. Keep thinking about how these events shaped our country. See you in the next class.

 You may show the **Dictionary** given on the digital platform.

## Differentiated Activities

110 km/hr



Why do you think people protested against the partition of Bengal?

80 km/hr



What does the word 'boycott' mean? How is it a form of protest?



40 km/hr



What was the Swadeshi Movement and how did it help India?

### Home Task

Imagine you are living in 1905 and taking part in the Swadeshi Movement. Design a simple advertisement for an Indian-made product. Your advertisement should include:

- A catchy slogan encouraging people to buy Indian goods.
- A small drawing of the product.
- One sentence explaining why using Indian products is important.

### Period 6

**Teacher:** Let us start today's class with a thought-provoking question. Imagine you want to bring a big change to your school, but not everyone agrees with you. How would you convince others to support your cause?

SHOULD DO

5 MIN.



**Teacher:** Think about it. Would you:

- talk to your friends and explain your ideas calmly?
- organise a peaceful discussion?
- write a letter to your school authorities?
- shout and protest?

**Teacher:** This is similar to how freedom fighters had different ways of bringing change. Today, we will learn about Mahatma Gandhi's unique approach to India's freedom struggle. Since we are talking about bringing change peacefully, let us see how Gandhiji led India's fight for freedom without using weapons.

### Mahatma Gandhi and India's Freedom Struggle

#### MAHATMA GANDHI AND INDIA'S FREEDOM STRUGGLE

Mahatma Gandhi played a pivotal role in India's freedom struggle. He used unique strategies and philosophies that ultimately led to the country's independence from the colonial rule. His leadership, grounded in non-violence and mass mobilisation, reshaped the Indian nationalist movement and left a lasting legacy. He travelled extensively, understanding the plight of ordinary Indians and earning their trust and respect.

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(Have the students read the text aloud and then explain the concept.)

MUST DO

30 MIN.



**Teacher:** Turn to the section 'Mahatma Gandhi and India's Freedom Struggle' in your books. Let us explore his role.

**Teacher:** Mahatma Gandhi believed in non-violence and upholding truth. But why do you think non-violence was an important tool in the freedom struggle? Can you think of an example where peaceful resistance can bring change today?

**Teacher:** Let us understand this by reading the first paragraph together.

(Clarify the concepts as students read aloud.)

**Teacher:**

- What does the word 'mobilisation' mean? How did Gandhiji mobilise people?
- Why do you think Gandhiji's leadership earned him respect?
- What do you think was more powerful—physical fighting or peaceful protests? Why?

**Teacher:** Now that we know how Gandhiji led the people, let us see one of the most tragic events that influenced his fight for freedom—the Jallianwala Bagh Massacre.

### 1919: The Massacre\* in Amritsar

#### 1919: The massacre\* in Amritsar

In 1919, the British passed the Rowlatt Act, under which they could arrest the Indians without proof, who were involved in anti-British activities. This led to nationwide unrest. Two prominent leaders Dr. Saifuddin Kitchlew and Dr. Satya Pal organised a peaceful protest against the Act in Amritsar and were arrested. To control the unrest, the British authorities declared Martial law in Amritsar. They imposed a curfew, banning public gatherings and processions. On 13 April 1919, people gathered at Jallianwala Bagh in Amritsar to peacefully protest and also celebrate the festival of Baisakhi. General Dyer ordered his soldiers to open fire at the gathering. Thousands lost their lives and many were injured.



the place from where the bullets were fired at Jallianwala Bagh

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**Teacher:** Look at the section '1919: The massacre in Amritsar.' Imagine you were in Amritsar during that time. How would you feel if people peacefully gathering in a park were suddenly fired upon?

(have the students read the text aloud and then explain the concept.)

**Teacher:**

- Why do you think General Dyer gave the order to fire?
- What effect did this massacre have on people's emotions and actions?
- How did this event change the freedom movement?

**Teacher:** Now, let us think—how do modern protests differ from those in 1919? What rights do people have today that they did not have back then?

### 1920: Non-Cooperation Movement

#### 1920: Non-Cooperation Movement

Gandhiji launched the Non-Cooperation Movement in 1920 in response to the 1919 massacre. It was meant to be a peaceful movement. However, in 1922, a few people set fire to a police station in Chauri Chaura in Uttar Pradesh. Those people were angry because a peaceful farmers' procession was fired at by the police. Twenty-two policemen died in the incident at Chauri Chaura. After this, Gandhiji called off the movement as he was against violence. Some active participants of this movement were Sarojini Naidu, Rajendra Prasad, Sardar Vallabhbhai Patel and Jawaharlal Nehru.

51

**Teacher:** This tragic event made Indians more determined than ever. Let us see how Gandhiji turned this anger into a peaceful movement—the Non-Cooperation Movement.

**Teacher:** Turn to the section on '1920: Non-Cooperation Movement.' Mahatma Gandhi asked people to stop cooperating with the British government.

(Clarify the concepts and have students read aloud.)

**Teacher:**

- How do you think refusing to buy British goods affected the economy?
- Why do you think Gandhiji called off the movement after the Chauri Chaura incident?



- If you had lived during that time, would you have supported this movement? Why or why not?

**Teacher:** We have seen how Gandhiji encouraged people to resist British rule peacefully. Now, let us summarise everything we learnt today.

**Teacher:** Reflect on the following questions:

- What were the three main strategies Gandhiji used for freedom?
- How did the Jallianwala Bagh Massacre change the course of history?
- Why was the Non-Cooperation Movement started and why was it stopped?

**Teacher:** Now, I want each of you to think—how can we apply Gandhiji's principles in today's world? How can we solve problems in our society without violence?

**Teacher:** Well done, everyone. Tomorrow, we will learn about more revolutionary movements and how different leaders contributed to India's independence. See you in the next class.

 You may show the **Concept Map** given on the digital platform.

## Differentiated Activities

110 km/hr



If you were living in Gandhiji's time, how would you convince others to join the Non-Cooperation Movement?

80 km/hr



Why do you think people respected Mahatma Gandhi even though he did not use weapons to fight?

40 km/hr



What does 'non-violence' mean? Can you think of a way to solve a problem peacefully in school or at home?

## Home Task

Imagine you are a newspaper reporter in 1920. Write a news headline and one sentence about the Non-Cooperation Movement.

## Period 7

**Teacher:** Good morning, young historians. Before we begin today's session, let us reflect on a thought-provoking question.

- Imagine you are part of a movement for change. What would you do to raise your voice peacefully?
- What do you think is more powerful—words or actions? Why?

(Encourage students to think critically and share their thoughts.)

COULD DO

5 MIN.



**Teacher:** Today, we will explore how India's final struggle for independence unfolded, focusing on key movements such as the Civil Disobedience Movement, the Quit India Movement and the day India finally gained freedom.

## 1928-29: Simon Commission and the Rise of Revolutionaries

1928-29: Simon Commission and the rise of Revolutionaries

In 1928, the British Government appointed the Simon Commission to review the political situation in India. This created social unrest. Since the Commission did not comprise a single Indian member, it was met with protests not just by political leaders but also the people of the country. People showed their discontent through banners saying 'SIMON GO BACK'.

The following year saw the rise of revolutionary nationalists, such as Bhagat Singh, Chandra Shekhar Azad, Sukhdev and Balukeshwar Dutt, who wanted to fight against the Britishers and rich exploiting classes through a revolution of workers and peasants.



a protest against Simon Commission

52

**Teacher:** Let us explore an important event—the Simon commission given on page 52.

MUST DO

15 MIN.



(Clarify the topic while reading it together, engaging students by asking thought-provoking questions.)

- Why do you think Indians were angry about the Simon Commission?
- What do you think happens when decisions are made about things affecting you without your participation?

(Break down the topic step by step, pausing to ask students reflective questions.)

**Teacher:** The protest against the Simon Commission gave rise to new revolutionaries. Let us read about the revolutionaries Bhagat Singh, Chandrashekhar Azad and others.

- Why do you think some revolutionaries believed that non-violent methods alone were not enough?
- How did these leaders inspire future movements?

(Encourage deeper analysis and discussion.)

**Teacher:** Now that we have seen the rise of revolutionaries, let us understand how Gandhiji's movements played a crucial role in India's independence.

## 1929: Civil Disobedience Movement

1929: Civil Disobedience Movement

In 1929, the INC launched the Civil Disobedience Movement under the leadership of Gandhiji. Its motive was to demand complete independence (Purna Swaraj) from the British. During the early 1930s, Gandhiji and his followers began the Dandi March. They wanted to protest against the unfair Salt Law introduced by the British. Under this law, Indians were not allowed to make salt. They had to buy it at high prices from the British. The march started from Sabarmati Ashram in Ahmedabad. It concluded at Dandi, a village on the Gujarat coast. There, Gandhiji broke the Salt Law by picking a handful of salt from the seashore, thus breaking the Salt Law. Soon, this movement spread all over India. The movement ended in 1934, though the British government still ruled India.



Gandhiji breaking the Salt Law

In November 1930, a conference was called by the government in London to discuss the reforms proposed by Simon Commission. It was called the First Round Table Conference. It was boycotted by INC. Hence, it was a failure.

Another conference, known as the Second Round Table Conference was held in September 1931. This time, Gandhiji went to keep his demands but the conference ended as a failure.

**Understanding Better**

1. Say true or false. The Non-Cooperation Movement started in 1919.
2. The Salt March concluded at Sabarmati Ashram.

ICL

52

**Teacher:** Gandhiji started the Civil Disobedience Movement. Let us read about this together, given on page 52.

(Invite students to summarise key points in their own words after each section.)

- What does 'civil disobedience' mean? Can you think of any real-life examples?
- Why do you think Gandhiji chose to protest against the Salt Law?
- How do you think the Dandi March inspired people?

(Clarify concepts and connect with real-life instances.)

**Teacher:** People were highly motivated by Gandhiji's actions and they followed his course of action. However, a major event—World War II—changed the course of history. Let us see what happened next.

## 1942: Quit India Movement

failure.

### 1942: Quit India Movement

A major world event, the Second World War, started in 1939. It was fought amongst the European countries. Britain was also a part of it. In order to expand their military power,



a street scene during the Quit India Movement



a march during the India Movement

52

the British appointed many Indians in their army. They did not care to consult INC before involving India in the war. This posed a threat at the Indian borders as well. In reaction to the threats at the border, Gandhiji announced the Quit India Movement in 1942. He asked the British to leave India. Mahatma Gandhi came up with the slogan 'Do or Die.' People from all over the country participated in this movement. Subhas Chandra Bose formed the Azad Hind Fauj or the Indian National Army (INA). He bravely fought for our country's freedom from the British. 'Jai Hind' was one of the famous slogans given by Subhas Chandra Bose.

53

**Teacher:** The Quit India Movement was a turning point. Gandhiji told the Indians: 'Do or Die.'

**MUST DO**

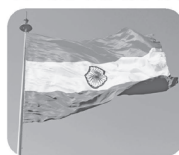
10 MIN.

- Why do you think this movement was the final push for independence?
- What does the phrase 'Do or Die' mean to you? How does it reflect determination?
- If you were a part of this movement, how would you have contributed?

(Encourage students to analyse and express their thoughts.)

**Teacher:** The struggle was intense, but finally, in 1947, India gained freedom. Let us relive this historic moment.

## 1947: India Gains Freedom



the Indian flag

### 1947: India gains freedom

The British decided to leave India because they felt that they were losing control of India due to growing revolts and nationalism. However, a new country was carved out of India, known as Pakistan. India gained freedom on 15 August 1947. Rajendra Prasad became the first President and Jawaharlal Nehru became the first Prime Minister of independent India.

53

**Teacher:** On 15 August 1947, India became independent. (Clarify the topic while reading it together, engaging students by asking thought-provoking questions.)

**MUST DO**

5 MIN.

- Imagine yourself as an Indian in 1947—how would you celebrate independence?
- Why do you think it is important to remember the efforts of our freedom fighters today?

(Encourage students to express their emotions and appreciation for India's history.)

**Teacher:** Now, let us quickly summarise what we learned today before wrapping up.

**Teacher:** Let us play a quick True or False game:

(Engage students in a rapid recap to reinforce key concepts.)

**COULD DO**

5 MIN.

1. The Dandi March was led by Subhas Chandra Bose. (False – It was led by Gandhiji.)
2. The Quit India Movement was launched in 1942. (True.)
3. The Simon Commission included Indian leaders. (False – It had no Indian members.)

**Teacher:** Today, we saw how India's fight for independence reached its final phase. Think about this- how can we, as responsible citizens, carry forward the values of our freedom fighters in today's world?

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

 You may show the **Animated Activities** given on the digital platform.

## Differentiated Activities

110 km/hr



If you were a freedom fighter in 1942, what message would you write on a banner for the Quit India Movement?

80 km/hr



Why do you think Gandhiji chose salt as a symbol of protest in the Civil Disobedience Movement?

40 km/hr



What does 'Quit India' mean? Why did Indians ask the British to quit India?

## Home Task

Imagine you are a child in 1947. Write a short diary entry (3-4 sentences) describing how you felt on the day India gained independence.

## Period 8

**Teacher:** Good morning, students.

Let us begin with a quick recall of our previous lessons. Think about the different ways in which people contributed to India's freedom struggle. Can you recall any slogans, events or leaders who played an important role?

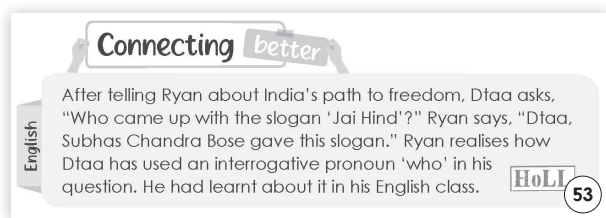
**SHOULD DO**

5 MIN.

(Encourage students to recall and share their thoughts.)

**Teacher:** That was great. Now, we will connect our learning to different aspects of daily life and history. Let us get started.

### Connecting better



English

**Connecting better**

After telling Ryan about India's path to freedom, Dtaa asks, "Who came up with the slogan 'Jai Hind'?" Ryan says, "Dtaa, Subhas Chandra Bose gave this slogan." Ryan realises how Dtaa has used an interrogative pronoun 'who' in his question. He had learnt about it in his English class.

HoL 53

**Teacher:** Turn to the 'Connecting better' section in your books. It talks about the famous slogan 'Jai Hind.' Have you heard this slogan before? Where have you heard it?

(Allow students to share their responses.)

**Teacher:** This slogan was given by Subhas Chandra Bose, a great freedom fighter. Why do you think slogans were important during the freedom struggle? How do slogans inspire people? Can you think of any recent example?

(Encourage students to think critically and give examples from modern-day protests, advertisements or national events.)

**Teacher:** Now, let us take this further—can you create your own slogan that represents something important to you, like education, environment or peace?

(Give students a minute to think and share their creative slogans.)

**Teacher:** Fantastic ideas. Just how slogans inspire people, small changes in our lifestyle can also create a big impact. Let us move on to the next section.

### Helping better



**Helping better**

During summer, we prefer cool drinks and packed juices. Most of these drinks have preservatives. Request your parents to replace them with home-made Indian cool drinks, such as lassi or jaljeera.

OL 53

**Teacher:** Open your books to the 'Helping better' section given on page 53. It talks about making healthier choices by replacing packed juices with homemade drinks. Have you ever thought about how the food and drinks we consume impact our health? (Encourage students to share their experiences.)

**Teacher:** Why do you think natural drinks like lassi or jaljeera might be better than packed juices? What ingredients do they have that make them healthier?

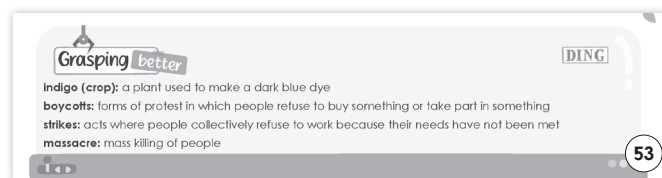
(Guide students to talk about preservatives, sugar content and nutrients.)

**Teacher:** Now, think about your own home. What is one thing you can change in your daily routine to make yourself healthier?

(Encourage students to reflect and share simple lifestyle changes.)

**Teacher:** That was an interesting discussion. Just how we make changes in our food habits to achieve better health, our freedom fighters made important decisions to shape our country. Let us now explore some key words related to our lesson.

### Grasping better



**Grasping better**

Indigo (crop): a plant used to make a dark blue dye  
boycotts: forms of protest in which people refuse to buy something or take part in something  
strikes: acts where people collectively refuse to work because their needs have not been met  
massacre: mass killing of people

DING 53

**Teacher:** Today, we will explore some key words that are related to events that shaped our history. Look at the 'Grasping better' box—Indigo, Boycott, Strikes and Massacre. Let us understand them with real-life connections.

**Teacher:** Indigo was a plant used to make dye. The British forced farmers to spend more time and effort growing it instead of food crops. How would you feel if you are forced to do something against your wish? Was this fair to the farmers?

(Encourage students to think and share their responses.)

**Teacher:** Now that we have understood the term indigo, let us move on to another important term—Boycott. Boycotting means refusing to buy something or participating in something as a form of protest. During the Swadeshi movement, people boycotted British goods. Can you think of a product people boycott today?

**Teacher:** Let us now explore another way in which people protest—Strikes. Strikes happen when people stop working to demand better conditions. How do you think strikes help in bringing change? Are they always effective?

**Teacher:** Strikes were an important method of protesting. However, sometimes, movements turned violent, leading to tragic events like massacres. Let us discuss what a Massacre means. A Massacre is a mass killing of innocent people. The Jallianwala Bagh massacre was a tragic event in India's history. How do such events impact people and how do they strengthen the fight for justice?

**Teacher:** Now, let us connect these words—Indigo, Boycott, Strikes and Massacre—to India's struggle for independence.

**Teacher:** Great responses. Tomorrow, we will continue learning more about India's path to freedom. See you in the next class.

## Differentiated Activities

110 km/hr



If you were a freedom fighter, what slogan would you create to inspire people to fight for their rights?

80 km/hr



Why do you think boycotting British goods helped in the fight for independence?

40 km/hr



What does the word 'boycott' mean? Can you think of a time when people refused to use a product to bring a change?

## Home Task

Create a small timeline with five major events from India's freedom struggle in the correct order. You can draw simple pictures or symbols to represent each event.

## Period 9

**Teacher:** Good morning, everyone.

**Students:** Good morning, teacher.

**Teacher:** Today, we will test our understanding of everything we have learnt so far. But before we start, let me ask you: If you were to explain India's struggle for independence to a younger student, what are the three most important points you would include?

(Encourage students to think and share their responses. Build curiosity by leading them to the next activity.)

## Recalling better

Recalling better

The First War of Independence started in 1857. It was suppressed by the British.

The British partitioned Bengal in 1905. In response, the INC launched the Swadeshi and Boycott Movements to protest against the decision of the British.

In 1929, India demanded complete independence from the British. It was followed by the Civil Disobedience Movement in 1929.

In 1942, the Quit India Movement was launched to pressurise the British to quit India. India gained independence on 15 August 1947.

53

**Teacher:** Now, let us revise some key events that led to India's independence. Open your books to the 'Recalling better' section.

(Read aloud the key points and ask questions after each point.)

Here are some questions for recalling better:

- In which year did the First War of Independence take place?
- When was Bengal partitioned by the British?
- Which two movements were launched in response to Bengal's partition?
- What was India's demand in 1929?
- Which movement was launched to demand complete independence?

(Guide students to reflect on the significance of each event.)

**Teacher:** Now that we have refreshed our memories, let us see how well we remember the details with the help of some exercises.

## Learning better

### Exercise A

Learning better

**A Tick (✓) the correct answer.**

1. The \_\_\_\_\_ set up the English East India Company in India for trade.

a. Arabs ☐ b. French ☐ c. British ☐

2. The Great Revolt of 1857 was started by Indian \_\_\_\_\_.

a. soldiers ☐ b. farmers ☐ c. artisans ☐

3. Who founded the Indian National Congress (INC)?

a. Lord Dalhousie ☐ b. Mahatma Gandhi ☐

c. Allan Octavian Hume ☐

4. \_\_\_\_\_ was partitioned by the British in 1905.

a. Bengal ☐ b. Jhansi ☐ c. Bombay ☐

5. The term 'Swadeshi' stands for

a. 'of one's country'. ☐ b. 'neighbouring country'. ☐

c. 'european country'. ☐

54

**Teacher:** Let us move on to the multiple-choice questions. Turn to Exercise A in your book.

(Read each question aloud and discuss possible answers before students choose the correct one.)

(Encourage students to justify their answers with explanations.)

**Teacher:** Well done. Now, let us move to another set of questions to check our understanding further.

## Learning better

### Exercise B

Learning better

**B Write true or false.**

1. The Doctrine of Lapse made the Indian princes unhappy. \_\_\_\_\_

2. The introduction of modern education by the British was the immediate cause of the Sepoy Mutiny. \_\_\_\_\_

3. Allan Octavian Hume played a key role in the formation of the INC. \_\_\_\_\_

4. Mahatma Gandhi believed in non-violence. \_\_\_\_\_

5. In 1920, the British government appointed the Simon Commission. \_\_\_\_\_

54

**Teacher:** Now, let us look at the statements in Exercise B and mark true or false for each.

(Read each statement aloud and ask the students to explain their answers.)

**Teacher:** Instead of just saying 'true' or 'false,' tell me why you think so. What evidence from our lessons supports your answer?


(Encourage discussions to clarify misconceptions and strengthen understanding.)

**Teacher:** Before we end today's session, I want you to reflect on one thing: If you could meet any freedom fighter, who would it be and why?

(Allow students to share their thoughts and connect personally to the lesson.)




**Teacher:** Wonderful responses. You all have developed a good understanding of our history. Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.


 You may show the **Quiz** given on the digital platform.

### Differentiated Activities

**110 km/hr**

 If you could ask a freedom fighter one significant question, who would you choose and what would you ask?

**80 km/hr**

 Why do you think non-violence was a powerful tool in India's freedom struggle?

**40 km/hr**

 Who was Mahatma Gandhi and how did he help India gain independence?

### Home Task

Write a short thank-you letter to any one freedom fighter, expressing gratitude for their efforts in India's independence.

### Period 10

**Teacher:** Before we begin, let us quickly recall what we have learnt so far. Think of one key event or person from India's freedom struggle that inspired you the most. (Encourage students to share their responses.)

**Teacher:** Great. Now, let us test our knowledge by answering some questions.

### Exercise C

**C** Write short answers in your notebook.

1. Write the names of any two social reformers of India.
2. Which significant movement gave rise to the slogan 'Do or Die'?
3. Diana is visiting the place where the first session of INC was held. Which city and state is she in?

54

**Teacher:** Open your books to Exercise C. These questions will help us understand our history better. But before we write, let us think together.

**Teacher:** I will divide you into pairs. Each pair will discuss one question and then share their thoughts with the class. Ready? Let us begin.

(Students discuss in pairs and the teacher guides them.)

**Teacher:** Let us start with some short-answer questions –

- Write the names of any two social reformers of India.
- Which significant movement gave rise to the slogan 'Do or Die'?
- Diana is visiting the place where the first session of INC was held. Which city and state is she in?

(Show CRM sign take notes)

**Teacher:** Brilliant answers. Now, write these answers in your notebooks. Once you are done, we will move to long-answer questions.

(Complete all the questions in the same manner.)

### Exercise D

**D** Write long answers in your notebook.

1. What were the reasons behind Indians' discontent with the British?
2. Discuss the Dandi March.

54

**Teacher:** Now, open your books to Exercise D –Write long answers in your notebook. Let us read the long questions–

- What were the reasons behind Indians' discontent with the British?
- Discuss the Dandi March.

(Show **CRM sign**- take notes)

**Teacher:** That is right. Now, write this answer neatly in your notebooks.

(Complete all the questions in the same manner.)


**Teacher:** Today, we revised important events, movements and leaders of India's freedom struggle. Can anyone share one new fact they learnt today?

(Students share their thoughts.)

**Teacher:** Well, done. You all worked very hard today. Let us give ourselves a big round of applause. See you in the next class.

### Differentiated Activities


**110 km/hr**

 If you could change one event in India's freedom struggle, what would it be and why?

**80 km/hr**

 Why do you think slogans like 'Do or Die' motivated people during the freedom struggle?

**40 km/hr**

 Can you name one social reformer and one change they brought to Indian society?

### Home Task

Tomorrow, we will be doing an exciting hands-on activity from Creating better on page 55. Bring the following materials to create an inspirational quote banner in the classroom:

- A4 or chart paper (any colour)
- Sketch pens or markers
- Decorative materials (stickers, glitter, ribbons, etc.)
- Glue or tape
- Scissors (use with adult supervision)

We will make the banners together in class tomorrow.


### Period 11

**Teacher:** Good morning, everyone. Let us start today's lesson with a quick question. If you had to inspire people to do something good for society, what message would you share?

(Encourage students to share their thoughts.)

**Teacher:** Wonderful ideas. Today, we will create something exciting based on inspirational thoughts. Let us begin our activity.

### Creating better

 **Creating better**

Create your own inspirational quote banner. Write and decorate your quote on a banner which can then be hung in the classroom.

Art 1 21st CS 55

**Teacher:** Turn to the 'Creating better' section given on page 55 of your books. Today, you will create your own inspirational quote banners. Think of a powerful quote related to courage, freedom or making a difference in the world.

**Teacher:** Before we begin, let us think about:

- What kind of messages inspire people?
- Can you recall any famous quotes from leaders like Mahatma Gandhi or Subhas Chandra Bose?
- Why do you think words have the power to bring change?

**Teacher:** Now, take a piece of paper or a small banner and write down your chosen quote. Decorate it using colours, drawings or symbols that relate to the message. You can use the examples from our history lessons for inspiration.

**Teacher:** Once you are done, we will circulate these banners around the classroom. Your words will inspire everyone who reads them.

### Thinking better

 **Thinking better**

Think and answer in your notebook.

Why did the British suffer a lot of losses as a result of the Swadeshi and Boycott Movements?

21st CS HOTS 55

**Teacher:** Now, turn to the Thinking better section. Read the question: Why did the British suffer a lot of losses as a result of the Swadeshi and Boycott Movements?

**Teacher:** Let us discuss:

- How did the boycott of British goods by the Indians impact the British economy?
- Why was it important for Indians to use Swadeshi (locally made) products?
- Can you think of a modern example where people stopped buying certain products as a form of protest?

**Teacher:** Excellent responses. These movements taught us how unity and small actions can bring about big changes.

**Teacher:** Today, we used our creativity to inspire each other and connected it to history. Let us reflect on our learning:

- What was your favourite part of today's activity?
- How do you think our banners can motivate people?
- What is one new thing you learnt today?

**Teacher:** Well done, everyone. Let us give ourselves a

big round of applause for our creativity and thoughtful discussions. See you in the next class.

### Differentiated Activities

110 km/hr

If you had to create a slogan for a modern-day movement, what would it be and why?

80 km/hr

Why do you think unity among Indians was important in making the Swadeshi and Boycott Movements successful?

40 km/hr

What does 'Swadeshi' mean? Can you name one Indian-made product you use today?

### Home Task

#### Project Idea

##### Chapter 7: The Path to Freedom

Theme 4: Why Do We Need To Think?

On a political map of India, mark key locations related to the Indian freedom struggle.

PRO 21st CS 21

(For project Ideas, please refer to the book of Project Ideas, page number 21 under the title "The Path to Freedom." This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about freedom fighters through this engaging project.)

### Period 12

**Teacher:** Good morning, everyone. We have come a long way in understanding how India fought for its freedom. Before we move ahead, let us take a moment to think: What was the most inspiring thing you learnt in this chapter?

(Allow students to share their thoughts.)

**Teacher:** Wonderful responses. Now, let us move to our first activity, where we will reflect on making choices in difficult situations. Turn to page 55 in your book.

### Choosing better

**Teacher:** Look at the 'Choosing better' section. Read the given situation carefully.

(Read the scenario aloud.)

**Teacher:** Imagine you are the captain of your school cricket team. Your team has been winning every match, but this time, a teammate suggested a new strategy. You followed it, missed a catch and lost the match. What will you do next?

- Will you work harder as a team for the next match?
- Or will you blame your teammate?

**Choosing better** LSV

What will you do in the given situation? Tick (✓) the correct answer.

You are the captain of the junior national cricket team. So far, your team has never lost a match. One of your team members suggested a strategy for fielding. You decided to incorporate it in the game. You missed a catch due to that strategy. You lost the match. You will

1. work harder as a team for the next match.
2. blame your teammate for suggesting the strategy.

55

**Teacher:** Think carefully before choosing your answer. What would be the right thing to do? Why?

(Encourage students to justify their choices.)

**Teacher:** Excellent. Making good choices helps us grow. Now, let us move to our next activity, where we will think about how people stayed strong during India's freedom struggle.

## Revising better

**Revising better** DBL

In this chapter, you learnt about the persistence of the citizens of India during the freedom struggle. What image does this bring to your mind? Write in your Little Book.

55

**Teacher:** Turn to the 'Revising better' section. Read the prompt given there.

**Teacher:** During the freedom struggle, the citizens of India showed great persistence and courage. When you think about this, what image comes to your mind?

(Allow students to share their thoughts—some might mention protests, leaders or specific events.)

**Teacher:** These powerful images remind us of the sacrifices made for our country. Now, I want you to write down your thoughts in your 'Little Book.' Take a few minutes to do this. (Students write their reflections.)

**Teacher:** Fantastic work, everyone. Now, let us take a moment to make a pledge that connects to what we have learnt.

## Pledging better

**Pledging better** SDGs

With all my heart, I pledge to treat everyone with respect and kindness.

SDG 10: REDUCED INEQUALITIES

55

**Teacher:** Look at the 'Pledging better' section in your book. Read it silently.

(The teacher allows students to read the pledge.)

**Teacher:** This pledge reminds us to treat everyone with respect and kindness. Why do you think reducing inequalities is important?

(Encourage students to share their thoughts.)

**Teacher:** Great answers. Our freedom fighters dreamt of an India where everyone was treated equally. Today, let us take this pledge together.

(The teacher leads the class in reading the pledge aloud.)

**Teacher:** Well done, everyone. By making this promise, we honour the values our freedom fighters stood for.

**Teacher:** Today, we made important choices, reflected on our history and took a meaningful pledge. Before we

end, I want each of you to think about one way you can contribute to making your community a better place.

(Allow a few students to share.)

**Teacher:** Now, let us fill in the last column of the KWL chart.

**Teacher:** In this column, we will write what we have learnt in this chapter.

**Teacher:** Think about the topics we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

**Teacher:** Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

## Differentiated Activities

110 km/hr



If you had to make a pledge to improve your school or community, what would it be and why?

80 km/hr



Why is teamwork important? Give an example of how teamwork changed our course of history?

40 km/hr



What does it mean to treat everyone equally? Can you give an example?

## Home Task

Look at pages 56 and 57 in your book. You will find images of freedom fighters. Identify and write their names in the space provided.

## Period 13

### Poster



**Teacher:** Good morning, everyone. To begin today's lesson, I have an exciting visual for you. Let me show you this poster, which illustrates India's journey towards freedom.

**MUST DO**

10 MIN.

(Show the poster to the students.)

**Teacher:** Look at this timeline and observe how each event played a vital role in India's fight for independence. Let us take a moment to understand the important milestones shown here.

**Teacher:** Can anyone point out any event on the poster that stands out to you? What do you think was the most significant moment in India's freedom struggle? Why? (Allow students to respond and discuss.)

**Teacher:** Fantastic reflections. Now, let us move forward with our activity based on this timeline. Today, we will connect these historical events with the lessons we have learnt so far.

## Worksheet 1

Theme 4: Why Do We Need To Think?

**7. The Path to Freedom**

Worksheet 1

**A. Fill in the blanks.**

- India has always been rich in \_\_\_\_\_ resources.
- The \_\_\_\_\_ emerged as the most powerful traders, among all those who traded with India.
- \_\_\_\_\_ was the last Mughal ruler.
- The British came up with the \_\_\_\_\_ and rule policy.
- Mahatma Gandhi launched the Non-Cooperation Movement in \_\_\_\_\_.

**B. Write True or False.**

- The British operated in India through the English East India Company. \_\_\_\_\_
- Indian farmers had to pay very high taxes to the British. \_\_\_\_\_
- The Great Revolt of 1857 was successful. \_\_\_\_\_
- The Indian National Congress (INC) was formed in 1884. \_\_\_\_\_
- According to the Salt Law, Indians were allowed to make salt themselves. \_\_\_\_\_

**C. Match the columns.**

Column A		Column B
1. Simon Commission	•	a. 1929
2. Quit India Movement	•	b. 1920
3. The massacre in Amritsar	•	c. 1942
4. Non-Cooperation Movement	•	d. 1928
5. Civil Disobedience Movement	•	e. 1919

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**Teacher:** Open your books to Worksheet 1 on page 24. We will go through each section together.

**Teacher:** Let us start with the first part—Fill in the Blanks. I will read a sentence and you have to think of the missing word.

**MUST DO**

15 MIN.

**Teacher:** Very good. Now, let us try the next one. (Continue guiding students through all the blanks, providing hints and explanations where needed.)

**Teacher:** Great work. Now, let us move on to True or False. I will read a statement and you have to decide if it is true or false.

**Teacher:** Well done. Let us move to the next one. Now, let us try to Match the Columns. Look at the words in Column A and their possible matches in Column B. Think carefully about what goes together. Teacher: Wonderful. Now, write your answers in your books neatly. Once you finish, we will move on to an interesting discussion.

(Students complete the worksheet while the teacher provides support as needed.)

## Book of Holistic Teaching

### Chapter 7: The Path to Freedom

Theme 4: Why Do We Need To Think?

#### A. English

HoLL MDA

Fill in the blanks with **oe** words.

- The revolutionaries employed force as their means of resistance against their f\_\_\_\_\_, the British.
- Raina hurt her t\_\_\_\_\_ while walking and reading the book on India's freedom struggle.

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#### B. Maths

Tick (✓) the correct answer.

Look at the picture of Gandhiji's walking stick. Which geometrical figure does this stick represent?

- Line ☐
- Point ☐
- Line Segment ☐



#### C. Science

The second prime minister of independent India gave the famous slogan, "Jai Jawan, Jai Kisan". Find out his name. Farmers are as important as soldiers. If soldiers keep us safe, farmers work hard to provide us with food. How do farmers take care of the soil after the harvesting season to prevent soil erosion? Write it in your notebook.

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**Teacher:** Now, let us connect today's lesson with real life.

(Refer to the Book of Holistic Teaching, page 32 and 33 under the title "The Path to Freedom." Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

**MUST DO**

15 MIN.

## Differentiated Activities

110 km/hr



Which event on the timeline do you think is the most important?



80 km/hr



What do you think was the goal of the Quit India Movement?

40 km/hr



Can you name one event from the timeline?

## Home Task

### Worksheet 2

Worksheet 2

A. Fill in the blanks. Use the words from the box.

Rajendra Prasad   1885   Gandhiji   Bahadur Shah Zafar   one's country

- During the Great Revolt of 1857, the soldiers chose \_\_\_\_\_ as their leader.
- The Indian National Congress was formed in \_\_\_\_\_.
- The term 'Swadeshi' stands for \_\_\_\_\_.
- \_\_\_\_\_ launched the Non-Cooperation Movement.
- \_\_\_\_\_ was the first President of independent India.

B. Which of the following events is not associated with India's freedom struggle? Tick (✓) the correct answer.

1. French Revolution	<input type="checkbox"/>
2. Quit India Movement	<input type="checkbox"/>
3. The Great Revolt of 1857	<input type="checkbox"/>
4. Non-Cooperation Movement	<input type="checkbox"/>
5. Civil Disobedience Movement	<input type="checkbox"/>

C. Write one - word answer.

- He was a Radical leader. \_\_\_\_\_
- This was a horrific incident that took place in a public park in Amritsar. \_\_\_\_\_
- This is the hindi term for complete independence. \_\_\_\_\_
- This is a major world event, started in 1939. \_\_\_\_\_
- This is a famous slogan given by Subhas Chandra Bose. \_\_\_\_\_

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Complete Worksheet 2 on page 25 to revise today's lesson.

## Period 14

### Gratitude Sheet

Gratitude Sheet

 Thank you!	 You made my day!	 Thanks a lot!
 Thank you so much!	 I'm so grateful!	 Thanks a million!
 Thanks you're great!	 Thanks you're amazing!	 I really appreciate it!
 Thank you for helping me!	 I'm truly thankful.	 I can't thank you enough!

**Teacher:** Good morning, everyone. I hope you are ready for a thoughtful activity today.

**Teacher:** Do you remember the Gratitude Sheet we talked about in our last class? Can you all take it out now?

**MUST DO**

10 MIN.

(Wait for students to take out the sheet.)

**Teacher:** Great. Now, here is what I want you to do next: carefully cut out the Gratitude Card from your sheet.

(Pause for students to cut out the card.)

**Teacher:** Once you have cut it out, turn to the next page. There, you will see space to write a short note on the back of the card.

**Teacher:** Think about someone who has helped you recently—perhaps a teacher, a family member or anyone who has made a positive difference in your life. Write your thank-you note for them on the back of the card. It can be a few lines or just a sentence or two.

(Give students time to write.)

**Teacher:** Now, here comes the fun part—once you have written your note, I want you to give the card to that person, but here is the challenge: It can't be your friend. Who can you think of who would really appreciate your kind words?

**Teacher:** So, go ahead and complete this task and when you are done, we will continue with today's lesson.

### Worksheet 3

Worksheet 3

A. Fill in the blanks.

- \_\_\_\_\_ headed the Great Revolt of 1857 at Awadh.
- Bahadur Shah Zafar was exiled to \_\_\_\_\_ (now Myanmar).
- The Indian National Congress was created by an Englishman, named \_\_\_\_\_.
- The British were forced to unite \_\_\_\_\_ in 1911.
- Mahatma Gandhi came up with a slogan 'do or die' during the \_\_\_\_\_ Movement.

B. In the famous trio, Lal-Bal-Pal, who was Pal? Tick (✓) the correct answer.

1. Aurobindo Ghosh <input type="checkbox"/>	2. Bipin Chandra Pal <input type="checkbox"/>
3. Bal Gangadhar Tilak <input type="checkbox"/>	4. Lala Lajpat Rai <input type="checkbox"/>
5. Mahatma Gandhi <input type="checkbox"/>	

C. Arrange the following events in the correct chronological order.

1. Simon Commission	a. _____
2. The massacre in Amritsar	b. _____
3. India gains her freedom	c. _____
4. Quit India Movement	d. _____
5. Civil Disobedience Movement	e. _____

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**Teacher:** Open your books to Worksheet 3. We will do these exercises together.

**MUST DO**

15 MIN.

**Teacher:** Let us begin with Fill in the

Blanks. I will read out each sentence and you have to guess the missing word.

**Teacher:** Now, look at the next question. In the famous trio of Lal-Bal-Pal, who was Pal? There are three options. Who knows the correct answer?

**Teacher:** Now, we will arrange the historical events in order. Why do you think it is important to know the sequence of events?

**Teacher:** Excellent teamwork. Now, neatly write down your answers. Once you finish, we will move on to the next worksheet.

#### Worksheet 4

**Worksheet 4**

A. Fill in the blanks.

- The British army won the 1857 revolt. This is because they had access to modern \_\_\_\_\_.
- \_\_\_\_\_ led the first session of the Indian National Congress.
- Gandhiji believed in \_\_\_\_\_ – an ideology based on truth and non-violence.
- \_\_\_\_\_ was the first Prime Minister of independent India.
- India gained her freedom on \_\_\_\_\_, 1947.

B. Name five important leaders associated with the Great Revolt of 1857.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

C. Read the clues. Identify the important personalities associated with India's Freedom Struggle.

- 'Do or Die' is my slogan. \_\_\_\_\_
- I formed the Azad Hind Fauj. \_\_\_\_\_
- I led the Great Revolt of 1857 at Jhansi. \_\_\_\_\_
- I created the Indian National Congress (INC). \_\_\_\_\_
- I changed the picture of the Indian freedom struggle. \_\_\_\_\_

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**Teacher:** Now, let us complete the final exercise of our worksheet. Follow the instructions carefully.

**MUST DO**

15 MIN.

- Fill in the Blanks – Complete the sentences using the correct words.
- Name five important leaders of the Great Revolt of 1857 – List any five leaders who played a significant role in the revolt.

- Read the clues and identify the Personalities – Use the hints provided to name the important freedom fighters.

**Teacher:** Work on this independently, but if you need help, raise your hand.

(Students complete the worksheet while the teacher provides guidance and support as needed.)

**Teacher:** Before we end, let us summarise:

- What was the main goal of the Swadeshi and Boycott Movements?
- Name one major leader from the Great Revolt of 1857.
- Why is it important to remember these historical events?

(Students respond.)

**Teacher:** Wonderful answers. This concludes our lesson on The Path to Freedom. You have all worked hard and I am proud of your effort.

**Teacher:** For our next class, we will begin an exciting new topic. Until then, keep thinking and keep questioning. See you in the next class.



You may generate additional practice worksheets using the **Test Generator** given on digital platform.

#### Differentiated Activities

**110 km/hr**



Why do you think knowing the sequence of historical events is important?

**80 km/hr**



What does the term 'Boycott' mean? Can you give an example from today?

**40 km/hr**



Can you name one leader from the Great Revolt of 1857 and explain their role?

#### Home Task

Complete all the pending worksheets and revise the full chapter.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>engage in kinaesthetic activities, such as creating posters and drawing symbols related to the freedom struggle, enhancing their motor skills and creativity.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>develop empathy and gratitude by reflecting on the contributions of freedom fighters and expressing appreciation for others. Foster ethical thinking through discussions on fairness and justice.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>improve critical thinking and analytical skills by evaluating the actions and consequences of historical events, comparing leaders' approaches and solving problems through reflection and group discussions.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>enhance writing and speaking skills by composing short essays, participating in discussions and presenting thoughts clearly during group activities and role-plays.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>explore and express understanding of India's freedom struggle through creative tasks like designing posters and writing slogans, deepening the connection to the cultural and historical significance of independence.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>foster habits of reflection, self-expression and collaboration through activities like journaling, creating timelines and discussing historical events, leading to a deeper, more engaged learning process.</li></ul>

### Starry Knights

How was the learners' response to the freedom struggle?

Give yourself a STAR for being so considerate!

