

# 6

## Towns, Traders and Craftsmen

### Lesson Plan

#### Contents

- ▶ An overview of the life of urban centres in the Medieval Period
- ▶ Understanding how urban centres came up, with focus on traders, craftsmen, merchants, etc.

#### Objectives

- ▶ To understand the process by which urban centres came up
- ▶ To learn about the people: Traders, craftsmen, merchants, etc., who lived there
- ▶ To know about the reasons why cities grew in the Medieval Period
- ▶ To appreciate the activities around which urban centres were created

#### Teacher's Aids

- ▶ Globe
- ▶ Pictures, charts, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

#### Tips for Teacher

- ▶ Explain the process by which human beings cluster at certain places—developing into urban centres.
- ▶ Explain the different kinds of towns and cities that grew at that time.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

#### Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.
- ▶ Particularly focus on the reasons for the growth of each urban centre.

## **Urban Centres**

- ▶ Villages growing into towns—people moving to towns—towns and cities grew.
- ▶ Markets opened in some towns—grew into market centres.
- ▶ Geographical locations and climate helped some towns to grow into port towns.
- ▶ Temple towns and religious centres—places of pilgrimage.
- ▶ Capital towns—administrative buildings—Rajagriha, Ujjain, Vaishali, Kanauj.
- ▶ Looking back at Indus Valley Civilisation—towns like Harappa, Mohenjodaro.
- ▶ Metal discovered, trade began—16 Mahajanapadas began to grow.
- ▶ Battles fought over control of important towns like Kanauj, Pataliputra etc.

## **Capital Towns**

- ▶ Rajputs: Ajmer, Udaipur, Delhi.
- ▶ South: Kanchi, Tanjore, Madurai, Devagiri [Devanagiri is a script].
- ▶ Sultanate—at Delhi.
- ▶ Mughals: Built Fatehpur Sikri and Agra.
- ▶ Persian sources talk about shahr [city] and qasba [small towns].
- ▶ In the south they were called pattinam [town] and nagaram [city].
- ▶ Merchants and traders—bargained for their products and purchased goods—available information from literary sources and travellers' accounts [Ibn Batuta]: Delhi, Agra, Hoogli, Kara, Lahore, Surat, Masulipattinam, Laknauti, Daulatabad, Patna, Cambay, Anhilwara.

## **Temple Towns and Pilgrimage Centres**

- ▶ Around temples and sacred rivers—pilgrimage centres—tirthyatras.
- ▶ Kashi, Prayagraj, Varanasi, Mathura, Haridwar, Dwarka, Rameshwaram, Badrinath, Tanjore, Madurai, Sanchi, etc.

## **Trading Towns**

- ▶ Trade and commerce—from ancient times Indian merchants involved in trade, both internal and external—exchanged tea, spices, semi-precious stones, silk, etc.
- ▶ Growth of shrenis and guilds helped organise sale and production of goods.
- ▶ Trade grew in South-east Asia, Africa, Arabia—new trade routes found helped develop trade settlements—Surat, Masulipattinam, Agra and Lahore.
- ▶ Grew into bigger towns—with advent of Turks who took control of these towns, new ports and sea routes had to be found.

## **Port Towns**

- ▶ India's long coastline—new port towns through new sea routes—sea on three sides—hence port towns on both eastern and western coasts—Broach, Cambay, Surat, Goa on west coast; Vishakhapatnam and Tamralipti on east coast—trade with West Asia, Africa, South-east Asia.

## Fort Cities

- ▶ Fort cities founded by rulers and administrators:
- ▶ Ahmedabad–Sultan Ahmed Shah
- ▶ Murshidabad–Murshid Quli Khan
- ▶ Tughlaqabad–Tughlaq rulers
- ▶ Ferozabad–Tughlaq rulers
- ▶ Jahanpanah–Tughlaq rulers
- ▶ Fatehpur Sikri–Akbar
- ▶ Shahjahanabad–[Delhi] Shahjahan
- ▶ Faridabad–Baba Farid [Sufi saint]

## Hampi

- ▶ Karnataka–called ‘Hampe’ in Kannada–located on the banks of the Tungabhadra river–word ‘Hampi’ derived from Pampa–old name of the river Tungabhadra.
- ▶ Former capital of the Vijaynagar empire founded by Harihara and Bukka in 1336.
- ▶ Krishnadevaraya made it his capital because it was surrounded by the river on one side and hills on the other three.
- ▶ Inscriptions show remains of a Buddhist centre near Hampi.
- ▶ Also called the City of Ruins–remains uncovered are so plentiful–attacked, looted and destroyed by Deccan rulers.
- ▶ World Heritage Site–rich heritage–famous for the Royal Centre, with the Lotus Mahal, the Queen’s Bath, the Elephant stables–became famous during Krishnadevaraya’s reign–empire ended after the Battle of Talikota [1565].

## Masulipattinam

- ▶ Located on the Coromandel Coast–a major trading centre–name derived from a gateway decorated with the eyes of a fish.
- ▶ Arab traders laid its foundations in the 14th century–a flourishing seaport till 17th century–famous for special textile art called Kalamkari–introduced by Qutbshahi rulers–using a pen-like tool to draw outlines on cloth–painted with vegetable dyes–though Kalamkari continues, the port has lost its importance.
- ▶ Now famous for oilseed production, manufacture of scientific instruments, carpet weaving, beautiful beaches–Shiva temple, Pandurangaswami temple, a church and a Buddhist centre.

## Surat

- ▶ Dates back to period of the ‘Mahabharata’–belief that Lord Krishna used to stop his cattle here on his way from Mathura to Dwarka.
- ▶ Located on banks of Tapti river–grew from small place in 13th century into a big town called Suryapur.
- ▶ Duarte Barbosa, Portuguese traveller, called it an important town–village was named after him: Barbodhass.

- ▶ Grew in importance during Mughal period—control of British East India Company: Surat made a trading point—later imperial order to establish a British factory at Surat.
- ▶ Surat is an industrial town—famous for diamond industry and cloth industry—Reliance Petrochemicals, Essar Steel, Larsen and Toubro, ONGC and many production units—called the Manchester of the East—also famous for education centres—engineering and medical colleges.

## Assessment Corner

### Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

### Written Assignment

- B–E. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask students to write the answers on their own. Then the teacher can announce the correct answers to the students and they can ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

### Think Tank

- F. **HOTS questions:** Discuss the two questions in the class and let the students write the answers to F and G as homework. Teacher should assess individual work.