

7

Social Change – Settled Communities

Lesson Plan

Contents

- ▶ An overview of society during the Medieval Period, especially tribes
- ▶ Understanding the life of people in urban and tribal environment in the Medieval Period

Objectives

- ▶ To understand the social life of people during the Medieval Period
- ▶ To learn about the tribal kingdoms and cultures at the time, particularly the Gonds and Ahoms
- ▶ To know about the mingling of Hindus and Muslims in society
- ▶ To appreciate the differences in society and cultures and how to adapt

Teacher's Aids

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

Tips for Teacher

- ▶ Explain the creation of greater diversities in society due to the entry of a new religion, people and cultures, and also the existing tribal cultures.
- ▶ 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 tribes of the Medieval period in India.

Social Condition in North India

- ▶ Not only traders and craftsmen who caused trade to grow and change society—Arrival of Turks, Afghans, Mongols—brought transition—influence of art, customs, traditions, different with each group of people who came—caused variations in the social setup.
- ▶ New classes and castes grew—changes not uniform AD 800-AD 1200—Early Medieval Period—caste system rigid—varna system hereditary—Brahmins respected; Kshatriyas the ruling class; Vaishyas traders; Shudras low caste and denied access to temples, public functions; women's status not high—sati, jauhar, child marriage and polygamy, but women respected in South India. [Jauhar began after the Islamic invasion as a protection for women who would be enslaved after a defeat in battle]

Society under the Delhi Sultanate

- ▶ Divided into two groups—Hindus and Muslims—Muslims divided into Shias and Sunnis—Muslim priests called Ulemas; nobles called Amirs.
- ▶ Mughal period—similar to Sultanate period—nobles consisted of Turanis, Afghans, Iranis and Rajputs—traders middle class leading a simple life—farmers, artisans and workers had to toil hard—women followed rigid rules—tribes, nomads and other groups also dominant.

Tribes

- ▶ Social groups largely on basis of kinship—lived in forests, hills, deserts, etc., difficult to reach—own culture—no written evidence of their lives—as agriculture increased began cultivation and settled into a community—also nomads: Hunter-gatherers, pastoral and peripatetic nomads who moved between different places or countries— itinerant communities and nomads interchangeable.

Gonds

- ▶ Four million ethnic groups in Central India—one is the Gonds belonging to Gondwana—parts of Madhya Pradesh, Maharashtra, Chhattisgarh, Odisha and Andhra Pradesh.
- ▶ Gond rulers in 13th and 14th centuries—expanded through matrimonial alliances—Hindus and spoke a Dravidian language.
- ▶ Simple lives—plain house with a cattle shed—practised cultivation—worshipped spirits along with Hindu gods and goddesses.

Ahoms

- ▶ Assam derived from the word 'Ahom'—earlier called Kamarupa with capital Guwahati.
- ▶ Ahoms ruled a part of Assam for 600 years—Shan tribe—Sukhapa was the Ahom leader—established capital at Chariadeo—ruled by different rulers for 800 years—Suhunmum the most important Ahom ruler in the 16th century—Ahom rulers were called Swargadeos.
- ▶ Provinces divided and placed under governors called Bharpakhans—selection of king by a council of five members called the patro montries—system not liked by people and led to decline of Ahom rule in 17th and 18th centuries.
- ▶ Adopted Assamese language—maintained records and accounts of their period.

- ▶ Mid-19th century–British defeated the Burmese in the First Anglo-Burmese War–Ahom became a principality–led to end of Ahom rule.

Social Change of the Tribals

- ▶ Tribals firm believers in an equal society–Medieval period conquests brought them in touch with other members of society–demand for skilled people including: masons, carpenters, etc.–tribals mastered these skills–also learned to defend themselves against the Sultanate and Mughals–moved beyond their villages–fortified cities built–independent states came into existence.

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–D. The teacher has two options–(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers from 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

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