

# 5

## Growth of States

### Lesson Plan

#### Contents

- ▶ An overview of India from 600 BC to 400 BC
- ▶ Understanding the extent of states and how they functioned

#### Objectives

- ▶ To understand the Mahajanapadas and Republics in India in the 6th Century
- ▶ To learn about their location and their way of functioning
- ▶ To know the differences in the way they were governed
- ▶ To appreciate the strengths and weaknesses of the kingdoms

#### ■ Teacher's Aids

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

#### ■ Tips for Teacher

- ▶ Explain the concept of Mahajanapadas and Republics existing in India as far back as 600 BC.
- ▶ Explain the significance of their different ways of governance and their well-developed and sound administration.
- ▶ Use detailed wall maps or atlas to explain the location of all the Mahajanapadas and Republics mentioned in the lesson.
- ▶ Encourage projects – A table model of India with small flags marking the kingdoms.

#### ■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the pictures and maps.
- ▶ Particularly focus on the administration and the social and commercial life of the kingdoms.

## Growth of States

- ▶ Organisations of the states: Mahajanapadas, ruled by kings, and Republics, ruled by a group of people.
- ▶ The 16 Mahajanapadas–location and their structure.
- ▶ Examples: (i) Magadha–Expansion under Bimbisara and Ajatashatru, administration, trade, society [Varna and ashrama systems]; (ii) Anga; (iii) Vajji.

## Assessment Corner

### Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers.  
Let the students write down the answers if they like.

### 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 the students to write the answers on their own. Then the teacher can announce the correct answers to the students and 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 questions in the class and let the students write the answers to F, G and I as homework. The teacher should assess individual work.