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The First Empire in India

Lesson Plan

Contents

- ▶ An overview of the Magadhan Empire
- ▶ Understanding the organisation and impact of the Empire

Objectives

- ▶ To understand the scope and significance of the Mauryan Empire of Magadha
- ▶ To learn about the sources of information and the background
- ▶ To know the administrative, political and social details of the Empire
- ▶ To appreciate the extent and impact of the Empire and the cultural influences

■ Teacher's Aids

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

■ Tips for Teacher

- ▶ Explain the background and the expanse of the Magadhan Empire.
- ▶ Explain the significance of what has been learnt earlier regarding the Mahajanapadas, the social, administrative and religious developments.
- ▶ Make the lesson interesting with the figures of Alexander, Chanakya/Kautilya, etc.
- ▶ Use detailed wall maps or atlas and globe to explain the lesson.
- ▶ Encourage projects–Visits to museums, films and serials explaining the history of the period [Bharat–Ek Khoj, Chanakya, etc.]

■ 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 changes brought by Alexander's invasion [Greek influence], Chanakya's political advice, education, religion and social changes and good administration.

Sources of Information

- ▶ Literary : 'Indica' by Megasthenes; 'Arthashastra' by Kautilya.
- ▶ Archaeological : Coins, edicts, monuments and ruins of cities, universities, palaces, pottery, etc.

Empire and Emperors

- ▶ Chandragupta Maurya and Ashoka the Great
- ▶ Conquests and alliances—extending the empire
- ▶ Ashoka's Dhamma Policy; administration and society, art and architecture and army, Taxila
- ▶ End of the Dynasty

Differences between Hinayana and Mahayana Buddhism

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–F. 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 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

- G. **HOTS questions:** Discuss the questions in the class and let students write the answers to G and H as homework. The teacher should assess individual work.