

8

Way of Life in Villages and Towns

Lesson Plan

Contents

- ▶ An overview of life during the period of the Mahajanapadas in Northern and Southern India
- ▶ Understanding the political, administrative, social and cultural aspects

Objectives

- ▶ To understand the progression and development of rural and urban life from about 1500 BC to 400 BC
- ▶ To learn about the organisation of society and the important centres and towns
- ▶ To know the skills, crafts and trade of the period
- ▶ To appreciate the level of development of the people

■ Teacher's Aids

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

■ Tips for Teacher

- ▶ Explain the growth of the civilisation from rural to urban, then again to rural and then urban-rural combined. [Stone Age → Indus Valley → Vedic Age → Mahajanapadas]
- ▶ Explain the significance of the development of a sophisticated administrative, political, economic, commercial and social life in Magadha.
- ▶ Use detailed wall maps or atlas and globe to explain the lesson.
- ▶ Encourage projects—art and craft and architecture of the Age, visit museums, prepare charts.

■ 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 that can be compared to the earlier civilisations of the Indus Valley and the Vedic Ages.

Urbanisation

- ▶ Transformation from purely rural culture of the Vedic Ages to a combined urban-rural culture of the Mahajanapadas; agriculture with requisite agrarian skills – carpenters, blacksmiths and ironmongers, potters, weavers, hunters, etc. Painted grey and black and red ware; increase in trade and commerce.
 - Spread of religious centres – Hinduism, Buddhism and Jainism.
 - Growth of towns – Pataliputra, Mathura, Kashi, Kosala, Ujjain in the North and Thanjavur, Arikamedu, Madurai, Puhar, Mamallapuram in the South.
 - Growth of trade and trading centres – guilds or shrenis.
 - Town construction – planning, material used, landowners.

Sources

- ▶ Coins, crafts like sculpture in wood and stone, architecture, towns, Jataka Tales, Sangam literature [Ettuthogai], 'Ashtadhyayi' of Panini, Buddhist Tripitakas, etc.

Studies

- ▶ Of Mathura and Arikamedu

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 class and let the students write the answers to G and I as homework. The teacher should assess individual work.