

# 9

## Pilgrims, Traders and Kingdoms

### Lesson Plan

#### Contents

- ▶ An overview of the growth of trade and pilgrimages and the kingdoms after the Mauryan Empire
- ▶ Understanding how trade and pilgrim routes opened up the country to travel and outside influences
- ▶ Learning how kingdoms arose and fell, after the Mauryan Empire at Magadha disintegrated

#### Objectives

- ▶ To understand the opening of trade routes
- ▶ To learn about the rise and fall of kingdoms after the Mauryan Empire fell
- ▶ To know about the developments in religion and the travel of pilgrims within and outside the country
- ▶ To appreciate the vibrant growth and movement that occurred within the subcontinent and outside it in the centuries after the 4th century BC

#### ■ Teacher's Aids

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

#### ■ Tips for Teacher

- ▶ Explain the way in which the movement of traders and pilgrims grew and opened up new routes and countries.
- ▶ Explain the significance of the end of the Mauryan Empire and the rise of new kingdoms that followed it.
- ▶ Use detailed wall maps or atlas and globe to explain the lesson.
- ▶ Encourage projects : Divide class into groups—each group to study one of the dynasties following the Mauryas—the Sungas and Kanvas, the Satavahanas, the Indo-Greeks, the Sakas, the Parthians, the Kushanas. They may write a few lines about: (a) political (b) administrative (c) economic and commercial (d) arts, crafts and language (e) religion.

## ■ 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 opening up of the subcontinent through the influences of trade, pilgrimages and new kingdoms.

### Rise of Trade

- ▶ Water supply and resources—settlement of craftsmen and traders—movement to centres of demand—transportation of raw material—sale and exchange of goods—commerce through coins and barter—travel to and from other countries by land and sea.

### The Silk Route

- ▶ Trade between China and the Roman Empire—via Central Asia—India used it to export pearls, ivory, textiles, silk and precious stones and got gold and copper in return—kings tried to control this route by providing security to traders—collected taxes and tribute.

### New Kingdoms

- ▶ The Sungas—First king, Pushyamitra Sunga—Dynasty ruled for 112 years
- ▶ The Kanvas—Ruled from 72 BC to 27 BC – succeeded the Sungas
- ▶ Kharavela at Kalinga – One of the independent kingdoms that came into power during the Kanva dynasty.
- ▶ The Satavahanas – One of the kings, Gautamiputra Satakarni [AD 106 to AD 130], son Vashishtiputra married Saka princess—brought North and South closer—Hindus who also patronised Buddhists and Jains, built Sanchi stupa.
- ▶ The Indo-Greeks—Menander, also called Milinda—travelled to Pataliputra—met Buddhist monk, Nagasena—discussions recorded in Milindapanho.
- ▶ The Sakas—Scythians, replaced Indo-Greeks—Taxila and Mathura till 4th century—five branches: Aghanistan, Punjab, Mathura, the Deccan and parts of West India—most famous Rudradaman—Guptas defeated them in 4th century.
- ▶ The Parthians—from Central Asia—Northwest India—most famous, Gandopernes at Taxila.
- ▶ Southern Kingdoms—Pandyas [Madurai], Cholas [Thanjavur, Northeast of Pandyas—great seafarers], Cheras [Malabar Coast and Karur]—Sangam literature.
- ▶ The Kushanas—Yueh Chi tribe of China—five principalities united by Kadphises I, captured Kabul and Kashmir—most famous, Kanishka—cultural development—Purushapura near Peshawar—Buddhist, hosted 4th Buddhist council—scholars : Vasumitra, Nagarjuna, Taranath, Charaka, etc.—Mathura School of Art—Jataka Tales, 'Pitakas' by Vasumitra – Saka era started in AD 78.

### Rise of Mahayana Buddhism

- ▶ In Andhra region—Bodhisattva worship—whereas Hinayana no idol worship—Pilgrim centres : Bharhut, Bodh Gaya, Sanchi, Taxila, Amaravati, Nagarjunakonda—Taxila and Nalanda learning centres—visits of Hiuen Tsang and Fahien from China to learn about Buddhism.

### 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 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 F and G as homework. The teacher should assess individual work.