

SUBJECT - HISTORY

TOPIC - L-6 TOWNS, TRADERS AND CRAFTSPERSONS

CONTENT	GENERAL OUTCOME	SPECIFIC OUTCOME
	The students will be able to-	The students will be able to-
-PRE CONTENT Narration of a visit to a temple	elaborate their experience of a visit to a temple	recall and name the activities in and outside the temple
-CONTENT Map Activity-Types of towns in medieval period	assimilate facts about the different towns	identify and locate the different towns seen in the medieval period- temple towns, commercial towns etc.
-Temple towns	associate with the temple towns	infer the importance of temple towns
-Items of export	identify different items of trade	examine the reasons of link of Kabul and Qandahar with Indian Subcontinent for trade
-POST CONTENT Commercial centres- Hampi, Surat and Masulipatnam	gather information on these towns	creatively present the gathered information on Hampi, Surat and Masulipatnam through a newsletter

HOME WORK / ASSIGNMENT:

- Complete the Question&Answers in notebook.
- Read the chapter
- Why did people from distant lands visit Surat ?
- Find out any present day pilgrimage centre?

A. Why do people go there?

B. What do they do there?

C. Are there any shops in that area?

D. If so what is brought and sold?

TEACHER'S ACTIVITY	STUDENTS'S ACTIVITY	TEACHER'S OBSERVATION AND REMEDIAL TAKEN
Teacher will-	Students will-	
-introduce the lesson by asking the students to narrate their experience of a temple's visit.	-narrate the experience of their visit to a temple	
-guide students to mark medieval towns on a political map of India	-mark all the towns on a political map of India	
-highlight the importance of temple towns during the medieval period	- take note of important points	
-hold a discussion on items of trade and explain the reasons behind the link of Kabul and Qandahar with India	-actively participate in the discussion and list the important items of trade like-date palms, silk etc.	
-ANNEXURE 6A Newsletter Activity -guide the students to complete the activity	-ANNEXURE 6a Newsletter Activity -follow the instructions to complete the activity	

Teaching Aids : Maps, library books, Picture

Methodology/Innovative Methods: Discussion, Picture reading, MCQs, Activity based learning

Interdisciplinary Links - Art and crafts- border making, wax technique- to make deities

Coordinator

HOD

Vice Principal

Principal

ANNEXURE 6A- Teacher will guide the students to complete the activity.

ANNEXURE 6a- Students will follow the instructions to complete the activity.

EXPERIENTIAL LEARNING-ACTIVITY NO. H-VI

Subject	History
Class	VII
Chapter	L-VI, Towns, Traders and Craftsperson
Topic	A Network of Small Towns
Time	1.5 Hours/3 periods
Nature of Activity	Group

Activity Title - Trading towns - Newsletter

What will I learn(Learning Outcome)? The Students will be able to-

- gather information on Medieval towns:Hampi, Masulipatnam and Surat
- creatively presenting the information on towns in the form of Newsletter.

SKILLS: Analysing and Creating

What I have to do? – To gather all the information and relevant pictures on Hampi, Masulipatnam and Surat. Compile them in the form of a newsletter of trading towns using A4 size sheet.

What do I require? – Relevant pictures and content related to medieval towns, A3 size colored sheets, colored pens and scale.

What do I need to know? –

- Emergence of various types of towns in Medieval India.
 - Administrative Towns-Delhi, Agra and Hampi
 - Trading Towns - Masulipatnam and Surat
 - Pilgrimage or Religious Towns-Tanjore and Madurai

Teacher's Activity- Teacher will:

- conduct a discussion on lesson-towns, traders and craftspersons to acquaint the students with the medieval trading towns Hampi, Surat and Masulipatnam.
- guide the students to find the relevant pictures and content related to medieval trading towns.

- instruct the students to pen down the gathered information on towns on the following lines in a Newsletter. Refer Fig.VI.1.

Fig.VI.1

• Location of town on map of india • Functions • Items of trade

- ask them to display the newsletter in the class and document it in their notebooks.

How will I proceed?

Students's Activity - Students will:

- focus on the instructions and proceed accordingly.
- gather all the information on Hampi, Surat and Masulipatnam .
- proceed to incorporate their findings on the three towns on an A4 size sheet using fig. VI. 1 shared by the teacher.
- then pen down the important features of three towns and paste the relevant pictures.
- display the newsletter before the class and document the same in their notebooks.

What have I observed

Observation Table- Trading towns. *Sample Filled

<u>IMPORTANT TRADING TOWNS</u>	<u>LOCATION</u>	<u>FAMOUS ITEMS OF TRADE</u>
<u>SURAT</u>	GUJARAT	SPICES
<u>MASULIPATNAM</u>		
<u>HAMPI</u>		

What have I learnt?

- Medieval town known as a gateway to the west _____
- _____, _____ and _____ were the important religious towns in medieval India.

What am I curious to learn?

- Towns of contemporary India are multifaceted name any such three towns and find out the functions performed by them.

Let me evaluate myself-

Q.1 Match the Columns:

COLUMN A	COLUMN B
(I) Kanchipuram	(a) Portuguese traveller
(II) Banjaras	(b) temple town
(III) Domingo Paes	(c) form of shiva
(IV) Virupaksha	(d) Traders

Q.2 Make an inventory on popular items that were traded in medieval period two points.

Ans. _____

_____.

Q.3 State whether the following statements are true or false.

- (i) Rulers built temples to show their devotion to various deities.
- (ii) The Dutch built a fort at Masulipatnam.
- (iii) Surat was at the height of popularity at the end of the 17th century.

Q.4 Fill in the blanks:-

- a. Masulipatnam was the centre of instance activity during the _____ century.
- b. Hampi was the capital of _____ empire.
- c. Surat was famous for trading in _____, _____ and _____ with Malacca, China and Sumatra.

Q.5 Who established the city of Masulipatnam and Why?

Ans. _____
_____.