



Master Lesson Plan

For

Tracing Changes Through a Thousand Years

Board	Standard	Subject	Chapter	Language	Reference Link	Creation
CBSE	STD VII	Social Science	Tracing Changes Through a Thousand Years	English	Tracing Changes Through a Thousand Years	2020-12

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Tracing Changes Through a Thousand Years

1. MS_Objective_Tracing Changes Through A Thousand Years

Note to Teachers: This asset lays down the proposed plan for transacting this chapter. It states the objectives of this lesson plan. This asset is only for teacher's reference and hence it need not be taught to the students.

Students will be able to

1. demonstrate that information from ancient sources have to be understood in the context of those times
2. illustrate to state that old words need to be used carefully
3. appreciate the need for historians to be sensitive while interpreting old manuscripts and records
4. discuss the sources along with the challenges that historians deal with as they learn about the past
5. take delight in learning more about miniature art and paintings
6. relate to the history of making paper in India
7. explain the major changes that came about between 700 and 1750 CE in the subcontinent
8. analyse the changes that have come about in languages in different parts of India
9. explain the influence that the pan regional rulers had on the local traditions of the regions
10. exhibit an understanding about historical changes that have taken place over a thousand years
11. explain the changes that came about in religions and belief systems with changes in the social environment of various groups
12. accept the changes that happen during the course of history
13. discuss 'Time' from the viewpoint of a historian
14. explain various historical changes that have taken place over a thousand years
15. summarise the historical changes that have happened over thousand years.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	History- A Discipline of Study	Thinking about History and Old Terminologies, Historical Sources , Finding About The about History and Time , New Terminologies, Historians and Finding About The Past

2. SA_How to Interpret the Maps of Ancient Period

Notes to the Teacher: *The teacher may introduce the asset with a small conversation on how they travel to school and how did their parents/ grandparents reached school. These are changes with 40 - 50 years. Now let us see what changes have come about in 1000 years between 700 and 1750 CE. Now you will all become map readers and interpret ancient maps.*

Aim: Students will realise that maps created at different periods convey facts in the context of those times.

Resources Required: Wall map, Ppt [if not available, maps presented here have to be photocopied and pasted on a chart paper], notebook and pen.

Setting for the Activity: Indoor

Type of Activity: Individual / small groups

Procedure: 1. Teacher to make the students observe the given maps and answer the questions given below them.

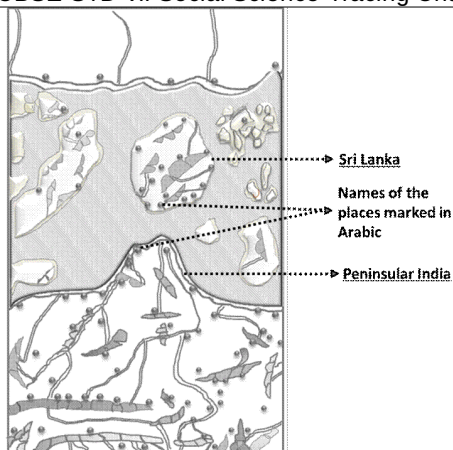
2. A wall map showing states and union territories of India to be displayed for the students to see the current map of the Indian subcontinent.

3. The worksheet [attached separately] may be given out to the students as a follow up to the activity. This can be done in the class/ at home depending upon the time availability.

Activity

- ❖ Map 1 was prepared by the Arab geographer Al-Idrisi in 1154 CE.
- ❖ It shows a part of the present Indian Subcontinent.
- ❖ Answer the questions by observing the map.

Map 1 - Part of Indian subcontinent in 1154



1. The island of Sri Lanka is to the north of India and even the Indian Peninsula looks northwards.

A. Is this the way it appears in the map of the sub continent today?

[Hint: No]

B. Why did Al Idrisi, the cartographer** draw it this way?

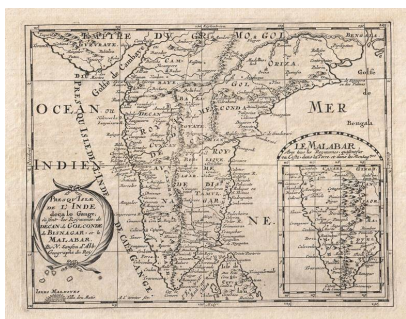
[Hint: 1. May be he travelled on land and looked at it from the Himalayan side; 2. The science of map making was not so accurate; 3. Their understanding of the world was not correct; 4. The basis on which this map was created is not clear]

[** A cartographer is a person who makes maps]

[Note to the Teacher: This question is to make the students think and connect facts. Many students can be encouraged to respond and numerous answers can be accepted.]

2. Map 2 has been prepared by a French cartographer, Nicholas Sanson (map maker) in 1652.

Map 2 - Part of Indian subcontinent in 1652



A. Compare the previous map with this one in terms of

i) position of Sri Lanka and Indian peninsula

ii) shape

iii) details of places

[Hint: i) The Indian peninsula points southwards and Sri Lanka is to the south of India in Map 2 where as they were positioned in opposite direction in the Map 1.

ii) The Map 2 has greater North South extent and hence Indian peninsula appears elongated.

iii) Map 2 shows more details in terms of features and place names as compare to Map 1. For e.g. physical features such as a chain of mountains, Gulf of Cambay, Deccan, etc. are visible in Map 2. Even region names such as Orixa [Orissa], Golconda can be read. Coastal areas are dotted with the names of places.]

B. i. Locate the following places on the map. ***[Teacher could encourage students to come forward and show it on the map. They can read the spelling and identify]***

ii. What are the names by which we know them now?

a) Guzvrate

b) Decan

c) Orixa

d) Golconda

e) Malabar

[Hints: Names of the places at present - Gujarat; Deccan; Orissa; A.P/Telangana; Kerala]

C. Identify the course of the river Ganga.

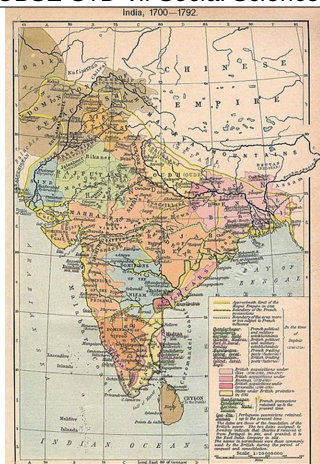
i) Where is it starting from? Is its course near the source accurate?

ii) Where does it end its flow? Is that accurate?

[Hint : i) Ganga seems to be originating from central hills of India. It is incorrect as Ganga originates from the Himalayas.

ii) It flows in Bay of Bengal. That is correct.]

Map 3 - India Map 1700 -1792



Map 4 - Current Map of India



3. Compare the names of places on two maps. Huge changes have taken place in boundaries within the country.

A. Identify the following on the Map 3 and find their current names from Map 4.

- i) Mahratta
- ii) Oudh
- iii) Rajputana
- iv) Carnatic
- v) Dominion of Tippu

Hint: i) Gujarat and Maharashtra ii) Uttar Pradesh iii) Rajasthan iv) Tamil Nadu v) Karnataka

B. What are the sources of information for historians?

[Hints: documents, handwritten manuscripts, maps, etc.that were created during that period]

C. What are the challenges of reading these sources today?

[Hints: These sources were created at a different period of time in history. The background, circumstances and situations were very different from the current period. The challenge is to interpret from the sources in the context of those times.]

Observation: Teacher to observe if students are able to comprehend the questions and if they are able to answer the map based questions.

Conclusion: They realise that every historical fact has to be understood only in the context in which it happened.

Map 1 - OC- kmandalappu@gmail.com

Map 2 - https://commons.wikimedia.org/wiki/File:1652_Sanson_Map_of_India_-_Geographicus_-_India-sanson_1652.jpg

Map 3 - https://commons.wikimedia.org/wiki/File:India_map_1700_1792.jpg

Map 4 - SSSVV Gallery (Keyword-Ladakh)

WORKSHEET

Complete the following exercise.

1. Choose the most appropriate answer.

i. Map prepared by Al Idrisi is ____ years old.

- a. 1500
- b. 1000
- c. 500

ii. Nicholas Sanson was a _____ cartographer.

- 1. English

2. Arab
3. French

2. What does a cartographer do?

3. A person visiting the following States in 1700 CE, would have visited the regions known as _____, _____, _____ and _____.

- A. Kerala
- B. AP/Telangana
- C. Gujarat
- D. Rajputana
- E. UP

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	History- A Discipline of Study	Finding About The Past, Fin Past

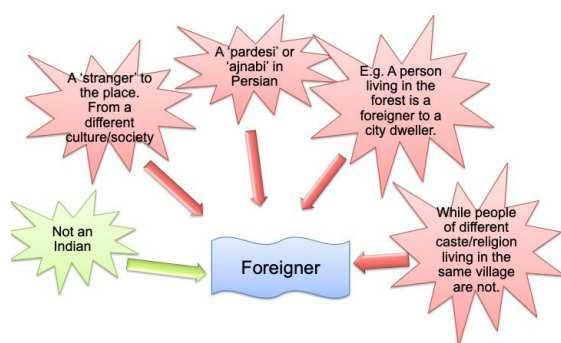
3. MS_Changing Terminologies with Time

Notes to the teacher: Teacher may begin with a statement that changes occur constantly with time and we will explore some examples to understand this.

- Great change has come about in the language, vocabulary and the meaning of words over time.
- Information of the past comes down through historical accounts and there is a need to understand them in the context and the language of those times, e.g. take the word 'Hindustan'.
- 'Hindustan' of the past was a geographic and cultural territory though very different from the political and national entity called India of the present day.
- Its meaning has changed with time as can be seen in the image below.

Modern Times - India
• Nation -State
16 th Century - Babur
• Geography, the animal world and the culture of the people living in the subcontinent.
14 th Century - Amir Khusrau
• This poet maintained the same views as Babur.
13 th Century - Minhaj-i-Siraj
• This historian referred to the areas of Punjab, Haryana and the land between Ganga and Yamuna in the records which are in Persian. He pointed out to an area which was ruled by Delhi Sultanate and thus changed now and then. South India was never a part of Hindustan though.

- Some of the terms that are in use currently, had a different meaning in the past, e.g. 'foreigner'. In the present times, one who is not an Indian is a foreigner. But it was not so in the past. Refer to the image below.



- Since the old terms have got new meanings, historians need to take care while using them.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	History- A Discipline of Study	New and Old Terminologies Terminologies

4. IA_Language - Meaning and Script - A Historical Shift

Language and Meaning

Notes to the Teacher: Teacher may begin with the following examples to highlight as to how changes in language and script evolves with time.

- ❖ Meaning of words undergo a change all the time. Consider the following examples.

1. 'Cell' - In the past it meant a small room in a prison or a place where monk or nun sleep. In biology, it means a basic building block of all living organisms. But today it also means the device used for communication as well as a battery/electric cell.

2. Awful - Reverential to Unpleasant

It meant 'full of awe' or 'worthy of reverence' and 'inspiring wonder' in the past but its meaning has degenerated into a negative reference. E.g 'The old food from the refrigerator tasted awful'.

3. Artificial - In the past - Full of artistic or technical skills. Now 'not natural'. A copy of the original. E.g 'This drink smells like almonds but it is artificially flavoured'.

→ Hence the same word means different at different points in time.

→ Historians need to be sensitive to this aspect while trying to understand old manuscripts and records.

Script

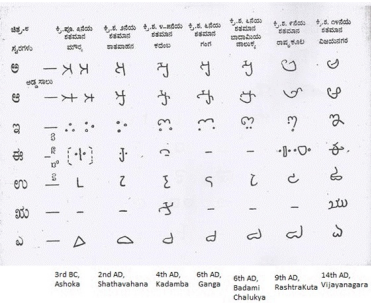
❖ Note the evolution of script both in Kannada and Tamil.

Evolution of Kannada Script



- Notice the change of script since 3rd BC to 18 AD.
- The curves and angles have altered tremendously.
- It is the same with Kannada numerals too as seen in the image below.

Evolution of Kannada Numerals



Evolution of Tamil Script

HISTORY OF TAMIL SCRIPT	
Century	Script
BC 3rd C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 2nd C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 3rd C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 4th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 5th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 6th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 7th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 8th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 9th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 10th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 11th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 12th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 13th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 14th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 15th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 16th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 17th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 18th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ
AD 19th C	அ.இ.உ.எ.ஊ.஋.ௌ.ஐ.ஓ.ஔ

→ If the first letter of a name is 'a', then the style of writing in Tamil in 3rd BC would have changed drastically by 19th CE!!

→ The changes in both these language scripts from 3rd BC is amazing. Do you agree?

→ A manuscript or a document written in 2nd AD will be a challenge for the historians to interpret.

<https://www.theguardian.com/books/2016/oct/26/blockbuster-meerkat-10-words-bizarre-change-meaning>

<http://mentalfloss.com/article/54770/15-words-dont-mean-what-they-used>

<https://penlighten.com/words-whose-meaning-changed-over-time>

<https://karnatakaitihasaacademy.org/evolution-of-kannada-script/> (permission has been taken from the KIA team by MM team)

https://commons.wikimedia.org/wiki/File:History_of_Tamil_script.jpg

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	History- A Discipline of Study	New and Old Terminologies Terminologies

5. MS_From Where Do The Historians Learn About The Past?

☐ How do the Historians get to know about the events, situations and conditions of the past era?

☐ They use multiple sources [coins, inscriptions, architecture and textual records as manuscripts, documents, diary, etc] depending upon the period of study and mode of investigations. The evidence collected could be from primary or secondary sources.

Sources of History

Coins Inscriptions Brahmi Script



Architecture Textual Records



- ☐ The historical records provide a sequential flow of events but at times only a discontinuous account is available. What is the cause?
- ☐ With the easy availability of paper at a cheaper cost, written records slowly displaced other sources to a great extent.
- ☐ Religious content, teachings of the saints, records about rulers, judicial account, petitions, accounts, taxes were all maintained as written documents.
- ☐ Monasteries, temples, rulers and rich people collected these documents and saved in the libraries and archives**. [Note: Saraswathi Mahal Library located in Tanjore / Thanjavur, Tamil Nadu is one of the oldest libraries in Asia]

These served as primary sources to collect information about the past.

[**Archives are places to store valuable records of the past.]

Monastery Temple Rulers



- ☐ The period when printing press were not there to type, scribes or clerks used to be engaged to write out the content of the original manuscript.

A Scribe



In the process, they used many new words/ sentences to replace the existing ones. These minor changes grew over time and newer versions emerged as a result.

- ☐ Historians of present times rarely get the original manuscript and are thus forced to read all these later versions to understand the author's intent. This makes their task quite challenging.
- ☐ Sometimes even the authors/ chroniclers revised their versions and this too poses a problem. E.g Ziyauddin Barani, a fourteenth century chronicler, wrote two different versions of a chronicle - first in 1356 and then in 1358. The first version remained hidden in the huge library collection until 1960!!! Historians were engaged with the second version till the first version was discovered.

https://en.wikipedia.org/wiki/Primary_source

Image Sources

<https://commons.wikimedia.org/wiki/File:MauryanCoin.JPG>

CC - <https://www.flickr.com/photos/souravdas/2138080247/> (Attribution-Sourav Das)

CC - https://commons.wikimedia.org/wiki/File:Nahapana_Brahmi_inscription.jpg (Attribution-Photo Dharma from Sadao, Thailand)

<https://pixabay.com/photos/sun-temple-konark-india-wall-299944/>

https://commons.wikimedia.org/wiki/File: Birch_bark_MS_from_Kashmir_of_the_Rupavatra_Wellcome_L0032651.jpg [Attribution -Wellcome Images]

Monastery: CC - <https://pixabay.com/photos/india-tibetan-temple-monastery-326/>

Temple: CC - <https://pixabay.com/photos/brihadishvara-temple-thanjavur-2358280/>

Ruler: CC -

https://commons.wikimedia.org/wiki/File:16_Attributed_to_Narsingh._Maharaja_Jaswant_Singh_II_of_Marwar,_ca._1880,_watercolor,_39.4_x_29.5_cm,_The_Brooklyn_Museum..jpg

Scribe: CC -

https://commons.wikimedia.org/wiki/File:Bichitr._A_Scribe,_ca._1625,_Harvard_University_Art_Museum,_Cambridge,_Massachusetts.jpg

Time to teach	Asset Type	Theme	SubTheme
7 Minutes	Main Script	History- A Discipline of Study	Historians and their Sources their Sources

6. IA_Manuscript and Miniature Paintings

Notes to the teacher: Teacher may begin a conversation about painting in museums that are large in size. There were painters who specialised in creating tiny paintings. Let us know a little more about them.

- Miniatures art or paintings are small sized creations that were popularised by scribes during medieval times. These were meant for manuscript or private albums. These were painted on degradable material such as cloth or paper.
- Miniature painting was started by the Palas of Bengal in India. This art form was at its peak during Mughal period and then carried forward by various Rajasthani schools of painting.
- As per the definition, these are palm sized paintings.
- They were so well made that the collectors tore them apart from the manuscripts and sold them.
- Miniatures are a part of museums all over the world e.g Smithsonian American Art Museum in USA.

Image 1A - A scribe at work

Image 1B - Colophon portrait from the Khamsa of Nizami

**Artist Bichitr [around 1625]****Artist Daulat and the scribe**

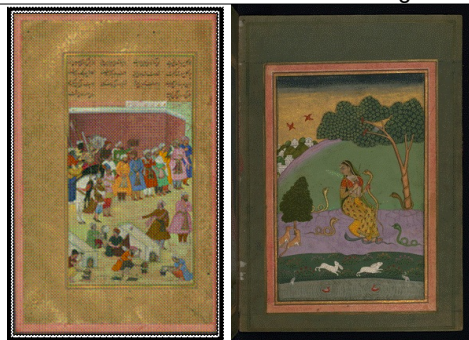
Colophon - A statement at the end of a book, typically with a printer's emblem, giving information about its authorship and printing.

Image 2A - Jahangir - The Mughal Emperor with a Sufi Saint **Image 2B - Ganesha Miniature**



Artist Bichitr - [1620]
18thC

One of 12 miniatures - Kashmir in**3A - Five Poems****3B - Ragini Asavari**



Walters Art Museum Ms.

Album of Indian Miniatures and Persian Calligraphy

<https://en.oxforddictionaries.com/definition/colophon>

https://en.wikipedia.org/wiki/Persian_miniature

https://en.wikipedia.org/wiki/Indian_painting

https://en.wikipedia.org/wiki/Miniature_art

Image 1A

https://commons.wikimedia.org/wiki/File:Bichitr._A_Scribe,_ca._1625,_Harvard_University_Art_Museum,_Cambridge,_Massachusetts.jpg

Image 1B https://commons.wikimedia.org/wiki/File:Colophon_portrait_from_the_Khamisa_of_Nizami_-_BL_Or_MS_12208_f._325v.jpg

Image 2A https://commons.wikimedia.org/wiki/File:Jahangir_with_sufi.jpg

Image 2B https://commons.wikimedia.org/wiki/File:Ganesha_miniature_painting.jpg

Image 3A <https://www.flickr.com/photos/medmss/5751326948/in/album-72157626662938667/> [Public Domain]

Image 3B <https://www.flickr.com/photos/medmss/5842804382> [Public Domain]

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Interesting Asides	Art & Architecture	Painting for Patrons: Tradition Painting for Patrons: Tradition

7. DD_Evolution of Writing Material In India

- Take a look around you and list all the things that is a part of the paper family. Paper that you write on, notebook and glossy cover of the textbook, the cardboard box, brown paper covering on the books,

newspapers, envelopes for letters, postcards, greeting cards, calendars, photograph paper and the list goes on

- Can you imagine life without them? Well, a little about this precious resource.
- In ancient India, two types of writing materials were in use - the hard and the soft type.

Hard material

Image 1 - Inscription on Copper Plates - Dharmeshwara Temple, Kondarahalli - Hosakote, Bangalore, Karnataka

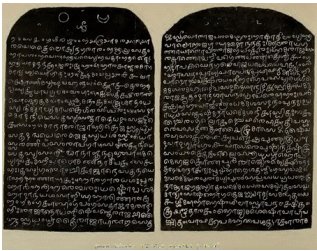


Image 2 - Tamil Inscription on stone - Ranganatha Swamy temple



Soft material

Image 3 - Kashmir Sharada - Birch bark Manuscript

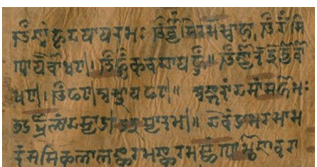


Image 4 - Devi Mahatmaya on Palm Leaves



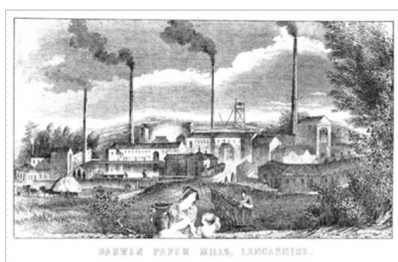
- By the fifteenth century, handmade paper production started in Kashmir and was being exported to other countries. Gradually due to demand, paper making centres came up in Punjab, Uttar Pradesh, Bihar, Bengal, Gujarat, etc., using a variety of raw materials especially bamboo.

Image 5 - Hand made paper



- Industry of making handmade paper flourished till the beginning of the nineteenth century. But gradually it was banned in government offices under British rule and was replaced by imported paper from Britain.

Image 6 - Old Paper Mill in Britain



- Machine made paper became cheap after factories were established in different parts of the country by the end of the nineteenth century.
- Currently there are around 600 paper mills in India. They use wood, waste paper and agriculture based materials to manufacture a wide variety of paper.

https://en.wikipedia.org/wiki/Early_Indian_epigraphy#cite_note-Porunthal_3-4

https://en.wikipedia.org/wiki/History_of_paper#Indian_subcontinent

https://www.infinityfoundation.com/mandala/t_es/t_es_tiwar_paper_frameset.htm

<http://www.khannapaper.com/>

<https://timesofindia.indiatimes.com/business/india-business/indian-paper-industry-poised-touch-25-million-tonnes-in-2019-20/articleshow/63096462.cms>

Images

1. https://commons.wikimedia.org/wiki/File:Dharmeshwara_Temple_Plates.jpg
2. Own Creation - RadhikaBala
3. https://commons.wikimedia.org/wiki/File:Kashmir_Sharada_MS.jpg
4. https://commons.wikimedia.org/wiki/File:Devimahatmya_Sanskrit_MS_Nepal_11c.jpg
5. https://commons.wikimedia.org/wiki/File:Encyclop%C3%A9die_Paper_manufacturing.jpg
6. [https://commons.wikimedia.org/wiki/File:BRADSHAW\(1854\)_p135_DARWEN_PAPER_MILLS,_LANCASHIRE.jpg](https://commons.wikimedia.org/wiki/File:BRADSHAW(1854)_p135_DARWEN_PAPER_MILLS,_LANCASHIRE.jpg)

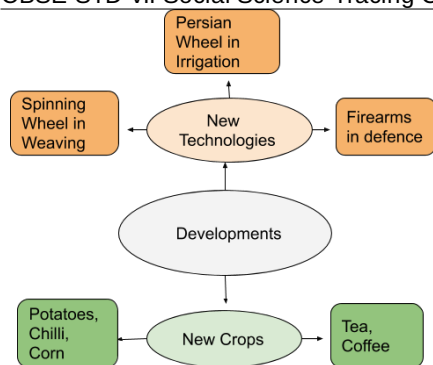
Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	History- A Discipline of Study	Historians and their Sources their Sources

8. MS_Emergence of New Social And Political Groups

1. PERIOD OF INNOVATION

- ★ Major developments took place in social, economic, cultural and political spheres between the year 700 and 1750.
- ★ Large scale changes came about in a variety of spheres. These came with people who had new ideas.
- ★ The following image depicts the major developments that led to changes over these 1000 years.
- ★ These pose a challenge to historians in the study of this period.

Image 1 - Developments between 700 - 1750 CE



2.PERIOD OF MOBILITY - RAJPUTS

Image 2 - Rajputs The Rajputs

- ★ The subcontinent was rich and people were eager to find ways to improve their life. They traveled in groups to find better opportunities.
- ★ A group that became prominent during this period - the Rajputs.



The word 'Rajputs' come from 'Rajaputra' meaning 'the son of the ruler'.



The term included the group of warriors who alleged to be a part of Kshatriya caste between eighth and fourteenth centuries.



Rulers, chieftains, commanders and soldiers – in fact all those who were a part of army of various kingdoms across the subcontinent, chose to be referred to as Kshatriyas.



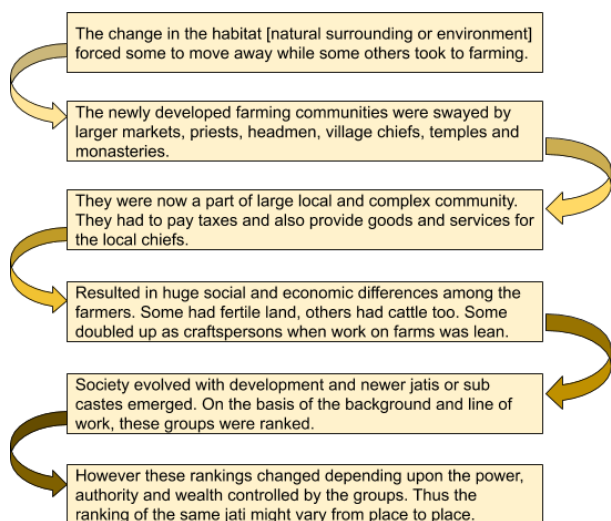
The poets of that period describe them as extremely courageous, fearless and trustworthy.

- ★ This was the time when other groups such as Marathas, Jats, Sikhs, Ahoms and Kayasthas (a caste of scribes and secretaries) too gained political importance.

3.EXPANSION OF AGRICULTURE -> PERIOD OF SOCIO ECONOMIC CHANGES

- ★ Forests were cleared and expansion of agriculture took place everywhere though the rate of change differed from one place to another.
- ★ Significant changes came about in the lives of people through these 1000 years.

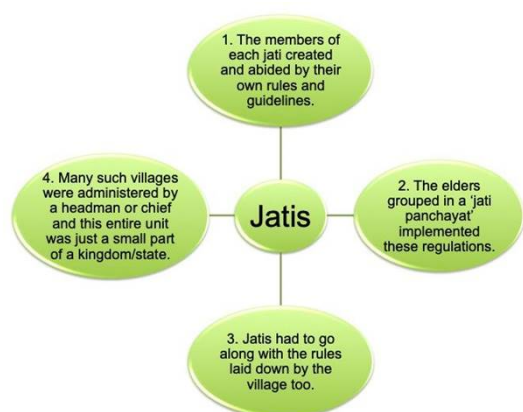
Image 3 - Socio-Economic Changes



4.JATIS - FORMATION AND CHARACTERISTICS

★ The following image throws more light on 'jatis'.

Image 4 - Jatis



To conclude, it was during these 1000 years that major development came about in the subcontinent. These led to changes in all aspects of the society.

Image Sources for Rajputs

https://hi.m.wikipedia.org/wiki/%E0%A4%9A%E0%A4%BF%E0%A4%A4%E0%A5%8D%E0%A4%B0:Raja_ravi_varma_oil_painting_134_rajput_soldier.jpg

https://commons.wikimedia.org/wiki/File:Alchi_Rajputs.jpg

https://commons.wikimedia.org/wiki/File:Warriors_of_the_Indian_Hindu_Rajput_caste_.jpg

https://en.wikipedia.org/wiki/File:Rajpoots_2.png

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	History- A Discipline of Study	Finding About The Past, Fin Past

9. IQ_Languages in the Subcontinent

Language and region

Q1. Famous poet Amir Khusrau observed in 1318 that every part of this land spoke a different language. Study the Table given below to know the languages that were spoken during that period. Name the language that is spoken currently in these places in the last column.

TABLE - 1

Places	Languages spoken in the past	Language spoken at present
S Karnataka	Dvarasamudri	
Andhra Pradesh	Telengani	
Tamil Nadu	Ma'bari	
Gujarat	Gujari	
Bengal	Gauri	
E Uttar Pradesh	Awadhi	
Around Delhi	Hindawi	

[Hint: Kannada; Telugu; Tamizh; Gujarati; Bengali; (Hindi, Awadhi, Bhojpuri); Hindi]

Q2. Why has the name of the languages spoken changed now?

[Hints: a. India is divided into states on the basis of languages. Therefore names correspond to state name. E.g Gujarati in Gujarat ; Tamizh in Tamil Nadu etc. b. Language unifies the people living in a state. c. It gives them identity. d. Various dialects are still spoken in different parts of the state but with movement of people only the main/official language remains as the dominant language.]

Q3. Sanskrit was an old language known only to Brahmanas. How did this knowledge benefit them?

[Hints: The old scriptures especially religious texts, manuscripts, literature etc were all in Sanskrit.]



Hence knowledge of Sanskrit, literature, etc gave Brahmanas a direct access to the wisdom of the ancient period. They learned and became the knowledge banks on the rituals, modes of worship, ways of leading life. They could read and interpret texts available on techniques of administration, ayurveda, architecture, astrology etc that were guides for everyday living.]

Books – CC - <https://pixabay.com/photos/book-old-vintage-chipped-table-2572015/>

Time to teach	Asset Type	Theme	SubTheme
7 Minutes	Inquisitive Questions	History and Books	Sanskrit and other language other languages

10. MS_Pan-Regional Impact on Regions

Historical Facts - Actual or Exaggerated?

- Delhi Sultan Ghiyasuddin Balban (1266 - 1287) has been praised lavishly in a Sanskrit poetry/ prose. [called prashasti]. [Refer to the Image 1 below, a prashasti in Sanskrit written on Skandagupta, an Emperor of Gupta dynasty of north India]
- It states that his empire extended from Ghazni [Gajjana in Afghanistan] in the west to Bengal [Gauda] in the east. The entire south [Dravida] was a part of his territory. People of the various other parts west, east and south would escape rather than face his army.
- On one hand the historians consider these as facts overstated. But on the other hand, they try to find out the reasons for a claim about control over a large territory.

Image 1 - Bhitari Pillar Inscription of Skandagupta with Prashasti in Sanskrit



Pan-regional empires

- Regions with well defined boundaries and characteristic language and cultural identities had formed by 700 CE. These regions were ruled by particular dynasties. These states clashed with each other often.

Image 2 - Dynasties of India



- Cholas, Khaljis, Tughluqs and Mughals had control over huge empires that comprised of many regions. At times they managed to create 'pan-regional' [comprised of dissimilar regions] empires.
- Such empires were not necessarily strong or thrive for long. E.g Khaljis ruled for 30 years [1290 - 1320], Tughluqs for 96 years [1320 - 1414] and Mughal rule lasted for less than 200 years [1526 - 1707].

Image 3 - Pan Regional Empire - Mauryan Empire - 322 BCE-185 BCE



The Impact of Pan-regional Governance

- Mughal empire weakened by the eighteenth century and regional states reappeared.
- These regions had undergone a lot of changes under the influence of princely and pan regional rulers.
- The changes were seen in the manner of governance and in the managing of economy. Traditional changes came about in the upper class culture and in language too.
- Though the regions retained their distinct flavour, they also reflected the influence that the pan-regional ruling forces had left behind through the thousand years between 700 and 1750 CE.

Image 1 - https://commons.wikimedia.org/wiki/File:Bhitari_pillar_inscription.jpg

Image 2 - <https://commons.wikimedia.org/wiki/File:SatavahanaMap.jpg>

Image 3 - https://commons.wikimedia.org/wiki/File:Mauryam_Empire_map.svg

Reference

https://en.wikipedia.org/wiki/Bhitari_pillar_inscription_of_Skandagupta

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Early Kings and Kingdoms	Region and Empire, Region

11. SA_Tracing Changes Through a Thousand Years - Fun Recap

Aim: To get a grip on the changes that took place between 700 and 1750 century through a participative activity.

Resources Required: PPT Presentation, Stop watch

Setting for the Activity: Indoor

Type of Activity: Group Quiz. Class to be divided into four groups.

Procedure: 1. Quiz is announced the previous day and class divided into four groups. This will give them time

to prepare in groups.

2. Students are made to sit in groups and ground rules [attached separately] read out. [It could be written on the board in advance or on a chart paper and stuck on the bulletin board.] Once announced, the teacher to strictly adhere to the rules laid down.
3. Students get 30-40 seconds to answer a direct question. Then it is passed on to the next group as a bonus question.
4. 2 points are awarded for the direct question and 1 for the bonus question.
5. A table can be drawn on the board with group names to enter scores. After the activity is over, points can be consolidated.

Observation: Students make an effort to collaborate to provide the right answer.

Conclusion: This also provides an opportunity for the students to revise the lesson and the slow learners to benefit in the process.

Ground Rules for the Quiz

- i. Answers to be given only to the direct question unless bonus question is passed on.
- ii. Groups giving answers out of turn lose a point.
- iii. If the same student answers more than once, the group will lose out one point even if the answer is right.
- iv. Shouting out answers or arguing with other groups will have consequences. They will lose a point.
- v. In case of a tie, the better behaved group becomes the winner.

Choose the most appropriate answer [One question per group]

1. The word cartography means one of the following.
 - A. Science of map making
 - B. Art of drawing cartoons
 - C. Engaging in drawing graphs
 - D. Appreciating old maps
2. Maps were most useful to this group in 15th or 16th century.
 - A. Students
 - B. Scientists
 - C. Traders
 - D. Builders

3. The word 'Hindustan' had a different meaning at different times.

Who restricted it to North India alone?

- A. Babur
- B. Amir Khusrau
- C. Al-Idrisi
- D. Minhaj-i-Siraj

4. The meaning of 'foreigner' in the past was one of those given below.

- A. From another village
- B. A different religion
- C. Another caste
- D. Another profession

II. Identify the following personalities [One statement per group]

- A. A thirteenth century chronicler who wrote in persian. [Minhaj-i-Siraj]
- B. A fourteenth century poet who referred to India as 'Hind'. [Amir Khusrau]
- C. A fourteenth century chronicler who produced two versions of a chronicle. [Ziyauddin Barani]
- D. A Sanskrit prashasti has exaggerated the area ruled over by this Delhi Sultan. [Ghiyasuddin Balban]

III. Study history using coins. [1. One question per group 2. Where multiple answers are possible, any one answer can earn points.]

Image 1 - Indian ship on lead coin of Vashishtiputra Shri Pulumavi.



Image 2 - Gold coin depicting Chandragupta II

- a. Compare the colour of the two coins. Why are they different?

[Hints: Made of different metals. [Additional information](#) - lead and gold respectively]

- b. What could the images on them mean?

[Hints: Maybe the first coin is from a kingdom that had naval force and traded with other countries. The second one shows a figure of an archer with bow in the left hand and arrow on the right. Depicts bravery of the ruler. [Additional information](#) - Image 1 - [Vashishtiputra Shri Pulumavi](#) of Satavahana Dynasty. They were seafaring and an important trading partner of the Roman Empire. Image 2 - Chandragupta II, the most powerful of Gupta Empire has been depicted.]

- c. What are the other facts that can be gathered from the coins?

[Hints: By reading the script can gather facts about the empire/ ruler/ economy etc. Through religious symbols and figures of gods/ animals, the culture can be studied. If dates and names of the rulers is given, period of their rule can be known. Names of states that were there at that time can be known. [Additional information](#) - Coins minted during Kushan and Gupta period provide a lot of information on religious, economic, political and commercial conditions prevailing during that period.]

- d. Which is more reliable to understand about the past - written documents or coins? Give reasons to justify your response.

[Hints: Coins are primary sources and hence more reliable. Documents and manuscripts were prepared by historians. They used available sources to interpret information. These interpretations could be incorrect or the facts could be exaggerated by the chronicler. Any information passed down the generations through narratives or in written format can get distorted but that obtained on coins is more accurate. [Additional Information](#) - The study of coins is known as numismatics.]

Image 1 -

https://commons.wikimedia.org/wiki/File:Indian_ship_on_lead_coin_of_Vashishtiputra_Shri_Pulumavi.jpg

Image 2 -

[https://commons.wikimedia.org/wiki/File:Dinar_of_Chandragupta_II_LACMA_M.77.55.20_\(1_of_3\).jpg](https://commons.wikimedia.org/wiki/File:Dinar_of_Chandragupta_II_LACMA_M.77.55.20_(1_of_3).jpg)

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https://en.wikipedia.org/wiki/Satavahana_dynasty#Early_expansion

https://en.wikipedia.org/wiki/Chandragupta_II#Coinage

<http://www.historydiscussion.net/articles/sources-of-ancient-indian-history-archaeological-and-literary-sources/2336>

<https://notesofindiablog.wordpress.com/2016/11/23/study-ancient-coins-of-india-and-understand-history-like-never-before/>

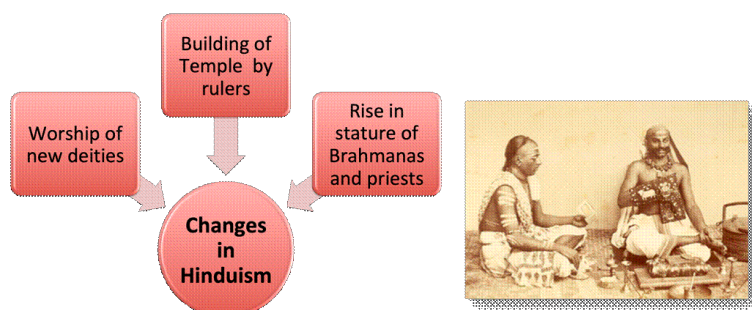
Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Suggested Activity	History- A Discipline of Study	New and Old Terminologies their Sources , Finding About and Old Terminologies, Hist Sources , Finding About Th

12. MS_A Study of Old and New Religions

Developments in the religious traditions

- ☐ Phenomenal evolution took place during the thousand years between 700 and 1750 CE.
- ☐ Although faith in God was highly private to people, the belief was often shared.
- ☐ Religion as a reflection of collective belief, had a close link with the way the local communities were organised, both at social and economic level.
- ☐ Collective belief changed with alteration in the social sphere.

1.Changes in Hinduism as it is known today Brahmin priests



2.New Religions in the Subcontinent

- ☐ Quran, the holy book of the Muslims came to India in the seventh century along with traders and migrants.

Holy Quran Muslim Scholar or Ulama



The following table presents the changes on the religious front.

Developments in Hinduism	Entry of Islam
Brahmanas and priests became powerful mainly because they were well versed in Sanskrit, the language of religious texts.	Muslims were the followers of Islam and believed in the supremacy of one God, Allah, who bestows love, mercy and prosperity on anyone who trusts Him irrespective of their social status.
They commanded a lot of respect in the society because the rulers ***patronized them to gain reputation and status.	There were many among the rulers who patronised Islam and the ulama***.
At the same time a parallel happening was the appearance of an idea of devotion to a loving God to whom one connects personally without the support of a priest or rituals.	Islam was interpreted in numerous ways by the believers. Shia Muslims trusted Prophet Muhammad's son in law Ali, to be the successor and hence had the authority to lead the Muslims whereas Sunni Muslims considered the first four elected Caliphs or Khalifas [leaders] as the rightful authority to lead them.

☐ There are further numerous sub sects, which differ in their belief systems from schools of law e.g Hanafi, Shafii. These include Islamic mysticism[Sufi] and other schools of Islamic theology[religious beliefs].

***Patrons - The wealthy and powerful who provide support to artists, craftspersons, poets, musicians or even organisations and activity by way of money, recognition, etc.

***Ulama - Muslim scholars who had special knowledge of Islamic laws and religious beliefs.

Priests -https://commons.wikimedia.org/wiki/File:KITLV_87161_-_William_Johnson_-_Smarta_Brahmins_in_British_India_-_Before_1860.jpeg (Attribution: Royal Netherlands Institute of Southeast Asian and Caribbean Studies and Leiden University Library/Wikimedia Commons)

Quran - <https://pixabay.com/illustrations/quran-koran-muslim-islam-religion-3239153/>

Scholar- https://commons.wikimedia.org/wiki/File:Muslim_scholar2_in_kurta1860eastbengal.jpg

Time to teach	Asset Type	Theme	SubTheme
7 Minutes	Main Script	Religion and Religious Movements	Old and New Religions, Old Religions

13. VC_Tracing Changes Through a Thousand Years

Objective -

Students will be able to accept the changes that happen during the course of history.

Quotations –

1. " Change the way you look at things and the things you look at change"- Wayne. W. Dyer.

Change is a continuous process that happens around us every day. Change is transition from one phase to another phase and awareness happens during this time.

Class room discussion

Q .1 What changes do we see every day in our surroundings?

Ans - Day becomes night and night becomes day. Buds change into flowers and flowers into fruits. Child grows into an adult.

Q.2. What types of changes can you see? Give some examples?

Ans - [May vary from students]

Suggested answers

1. Slow and Fast changes. ex - folding paper into a shape and burning paper,

2. Reversible and Non reversible changes

ex - Melting of ice, Burning candle and cooked food.

3. Natural and Man made changes. - Rains, Clouds, Winds, - all new inventions, discoveries

4. Desirable and undesirable Changes. -- phases of moon, Seasons - Deforestation, global warming and Pollution

Q.3. What changes would you like to see in your school and in your surrounding?

Think of the good and productive changes you can bring.

Q.4. What type of changes was brought in history in the last 1000 years?

Ans. In these 1000 years, people and their ideas brought about many changes

What do we learn from these events?

What has happened cannot be changed. We have to accept and learn from the mistakes recorded by history and work hard not to repeat them. Leaders have an enormous responsibility not to repeat the mistakes recorded in history.

At our level as students, we can remember that what has been said cannot be taken back or changed. So we have to watch and think twice before we speak. Students have a great responsibility to usher in change for the better in society. So let us do our best to make life better.

Learn from Yesterday's change. Live for Today's better change. Hope for Tomorrow's Best change.

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Peace		Open

14. MS_Thinking About Time And Historical Periods

Time to a Historian

★ Most of us see 'time' as a 'clock' or a 'calendar'. It is morning - noon - night ,or 6am - 1pm - 9pm. Alternately it is day or month or year.

★ But historians see time differently. For them time is seen in the way society organised itself from being nature dependent to technology based or the manner in which economic activity transformed over a period, e.g., growing crops in greenhouses when the weather is too harsh or producing electricity to run factories or to deal with hot / cold weather, etc. They observe the changes that are visible in emerging ideas and beliefs. E.g most diseases are considered treatable now; education is considered equally important for girls, etc.

★ In order to make the study of time simple and manageable, the past is divided into blocks called periods. There will be a lot of similar features within each period.

Division by British Historians

➤ The three divisions of India by British historians in the middle of the nineteenth century was in accordance with the belief that historical change is related to the religions of the rulers alone.

HINDU

MUSLIM

BRITISH



- The division of historical period into “Hindu”, ‘Muslim’ and ‘British’ overlooked developments that came about in social, economic or cultural spheres.
- This outlook paid no attention to the abundant variations that existed from one part to another within the subcontinent.

Present Period

- ❖ Current historians consider economic and social aspects to divide the past into distinct periods.
- ❖ Early societies consisted of those practising hunting - gathering, early farming, etc. They lived in towns and villages of early empires and kingdoms.

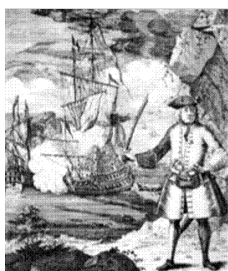
Hunting

Gathering

Early Farming



- ❖ Medieval history includes the expansion of peasant societies, increase in regional and princely states sometimes by displacing forest dwellers and pastoral communities, emergence of Hinduism and Islam as major religions and the entry of European trading companies.



A Study of Thousand Years

→ The thousand years between 700 and 1750 CE was a period of tremendous change. But this entire period cannot be considered a single unit in history, since the first two centuries were different from the last two.

→ A comparison of the medieval period with the 'modern' period is unrealistic too. Modern age is considered superior to the earlier times in terms of economic development and academic progress. This does not mean that advancement was absent in the medieval period.

→ Changes leading to growth and development of societies took place in different parts of the subcontinent even in the medieval times. The wealth and success it generated caught the attention of European trading companies.

→ To conclude, history is a proof that both change and uninterrupted flow are constantly happening at all times.



One needs to look closely to notice the two processes at work all around.

Shivaji - CC- https://commons.wikimedia.org/wiki/File:Shivaji_British_Museum.jpg

Akbar – CC - https://commons.wikimedia.org/wiki/File:Emperor_Akbar_the_Great.jpg

British Field Marshal sir Alured Clarke – CC -
https://commons.wikimedia.org/wiki/File:Field_Marshal_Sir_Alured_Clarke.jpg

Hunting – CC- [https://commons.wikimedia.org/wiki/File:Two_years_in_the_jungle_-_the_experiences_of_a_hunter_and_naturalist_in_India,_Ceylon,_the_Malay_Peninsula_and_Borneo_\(1904\)__\(14584294048\).jpg](https://commons.wikimedia.org/wiki/File:Two_years_in_the_jungle_-_the_experiences_of_a_hunter_and_naturalist_in_India,_Ceylon,_the_Malay_Peninsula_and_Borneo_(1904)__(14584294048).jpg)

Gathering- CC- <https://www.flickr.com/photos/simonmatzinger/38673548751> (Public domain)

Farming – CC - <https://commons.wikimedia.org/wiki/File:Irrigation2.jpg>

British traders- CC- https://en.wikipedia.org/wiki/East_India_Company#/media/File:Henry_Every.gif

Journey of Man –CC- https://www.freepik.com/free-vector/human-evolution-monkey-modern-man-programmer-computer-user-isolated-white_4997399.htm#position=0 (Attribution: Vectorpouch)

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	History- A Discipline of Study	Thinking about History and about History and Time

15. QA_Learning on Historical Changes over a Thousand Years

Guidelines to the teacher: The questions III and IV could be considered for written work in the classroom or treated as homework.

I. Give one word for the statements given below.

- The place where one needs to go to get an old government document. [*Archives*]
- People who were engaged to copy manuscripts because there was no other way to make copies. [*Scribe*]
- Small paintings that were created to illustrate the manuscript in the past. [*Miniatures*]
- The environment including physical, social and economic in which humans exist. [*Habitat*]
- The powerful and rich person supporting another person or individual to make a living. [*Patron*]

II. State whether true or false and correct the incorrect ones.

- Sikhs and jats became politically important between eighth and eighteenth century. [*True*]
- Wheat and cocoa were introduced into India between 8th and 18th century. [*False. Corn, chillies, potatoes, tea and coffee were brought to India*]
- According to Prashasti, Assam and Arunachal Pradesh were part of Ghiasuddin Balban's empire. [*False. It stretched from Afghanistan in the west to Bengal in the east.*]
- When forest dwellers were forced to move into villages and towns, they joined the mainstream society as 'jatis' or subcastes. [*True*]
- Economic and social factors are used by most historians to divide the past into periods called early, medieval and modern societies. [*True*]

III. Explain the following questions briefly.

- Why is it important to study historical information in context of the background conditions?

[*Hint: History is written in a given period with the knowledge, understanding and skills available during that time. When the context changes, all the related factors change too, e.g the language use, word meanings, etc. Thus the context is very important to understand the past.*]

2. What are the sources of information studied to know about the past?



[Hint: Coins, inscription, architecture and textual records]

3.. State the reasons for textual records to gain importance over other sources.

[Hints: Increase in the availability of a variety of written text like holy scripture, chronicles, letters, teachings of saints, judicial records, registers of taxes and accounts. It was easy to obtain them from libraries and archives where they are stored.]

4. What are the challenges historians face while interpreting the manuscripts and ancient documents?

[Hint: The scribes could change the original document in the process of copying and this leads to a complete change in the meaning sometimes. They have to read many different versions to confirm accuracy.]

5. How were the 'jatis' administered?

[Hint: Had their own rules and regulations. These were enforced by elders who came together in a jati panchayat. They were part of a village in a group of villages administered by a chieftain. This group was a part of a state]

IV Discuss the below given questions in about four to five sentences each.

A. What are the areas of major developments during the thousand years between 700 and 1750 centuries?

[Hint: Technological development(spinning wheel; Persian wheel; Firearms), new crops (potatoes, corn, tea, chilli, coffee) and people with new ideas]

B. Who were 'Rajaputras'? Write a short note about them.

[Hint: The word means 'son of a ruler'. Better known as 'Rajputs', this group of fighters wanted to be included in the 'Kshatriya' caste. All military commanders, soldiers fighting for any ruler, besides chieftains and rulers wanted this recognition. They were known for their boldness, courage and loyalty. The poets and bards of that period described them in this way.]

C. What were the changes that came about in the lives of forest dwellers when forests were cleared?

[Hint: Some took to farming and some others migrated. Influenced by the complex society of priests, markets,

trade and temples, they joined the caste groups or jatis.. They had to pay taxes, serve the landlords and leaders. Some became craftspersons and some others started rearing cattle.]

D. What are pan regional empires? Explain with examples.

[Hint: Those empires which stretched over a large area that had a variety of geographic, religious and cultural conditions. These in turn led to a diversity in economic and social spheres. Administering them was a challenge. Very few empires could create pan regional empires and even these did not last long. E.g Cholas, Mughuls, Khaljis and Tughluqs built pan regional empires during this period.]

E. What were the changes that came about in the sphere of religion during this period?

[Hint: Old religion like Hinduism underwent a lot of change. Temples were built by royals, worship of new deities started and the path of 'devotion', a loving relation with God developed during this period.

New religion namely Islam entered the subcontinent. Muslims, the believers of this path prayed to Allah as the merciful and loving almighty who blessed all who prayed to Him irrespective of their social background.]

Coins- CC- <https://commons.wikimedia.org/wiki/File:MauryanCoin.JPG>

Inscription- OC- Radhika.bala@gmail.com

Architecture- CC- <https://pixabay.com/photos/sun-temple-konark-india-wall-299944/>

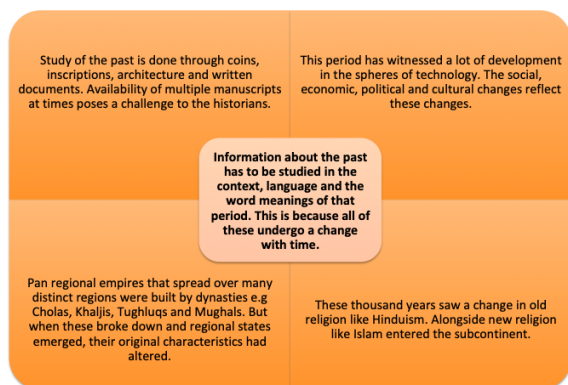
Textual record- CC-

https://commons.wikimedia.org/wiki/File: Birch_bark_MS_from_Kashmir_of_the_Rupavatra_Wellcome_L0032691.jpg [Attribution -Wellcome Images]

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	History- A Discipline of Study	Historians and their Sources The Past, Historians and the Finding About The Past

16. MS_Tracing Changes Through A Thousand Years - A Summary

Notes to the teacher: Teacher may draw the following box on the board to summarise the changes over the thousand years between 700 CE and 1750 CE.



☐ These thousand years turned out to be a period of numerous upheavals in terms of growth and prosperity in societies. This in turn made European Trading Companies move towards it.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	History- A Discipline of Study	New and Old Terminologies their Sources , Finding About and Old Terminologies, Hist Sources , Finding About The