CHAPTER: New Kings and Kingdoms

Grade: **7**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

<Read through the following to understand how this chapter is connected with the previous and next grades and also the important concepts covered in it.>

1. The transformation of human civilisations from nomadic stone age to a settled village life is discussed in detail the previous year.
2. The period between 8th and 12th centuries, a number of kingdoms arose across the subcontinent. They fought against each other to establish their supremacy over one another.
3. This chapter introduces a few new dynasties namely Gurjara-Pratiharas, Rashtrakutas, Palas, Cholas and Chahamanas

2.

LEARNING OBJECTIVE

<On completion of the chapter, students will be able to:>

1. Explain the emergence of new dynasties.
2. Understand the role of Samantas in the kingdoms of different rulers.
3. recall the meaning of taxes. Explain the ways how revenue is generated and uses of the revenue.
4. Explain the wars fought especially in the city of Kanauj.
5. Explain the expedition of the Sultan of Mahmud of Ghazni for wealth.
6. Describe the culture, administration and the development of agriculture and irrigation during the reign of the Cholas

3. Previous Knowledge Requirement (Keywords)

The below points should be refreshed before introducing the chapter:

1) Recall the dynasties that were discussed in the previous year namely Pallavas, Chalukyas and Pulakeshin’s.
2) Recall the role played by prashastis learnt in grade 6.

4. TEACHING PLAN

Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently

Subtopic and Learning Objective #1

The Emergence of New Dynasties
LO:
1.Explain the emergence of new dynasties.
2.Understand the role of Samantas in the kingdoms of different rulers.

Teacher Activity

1. Take the political map of the India to the class. You may use small map in case a big one is not available. Refer to **Resource 1** for two maps. Introduce the chapter by asking the students to locate the present-day Indian states based on the Indian map with the dynasties.
2. Describe about the subordinates of the king, the samantas.
3. Explain how these samantas tried to overthrow their overlords and established power. A few examples are:

a) Dantidurga, a Rashtrakuta chief
b) Kadamba Mayurasharman
c) Gurjara- Pratihara Harichandra

4. Check for understanding:

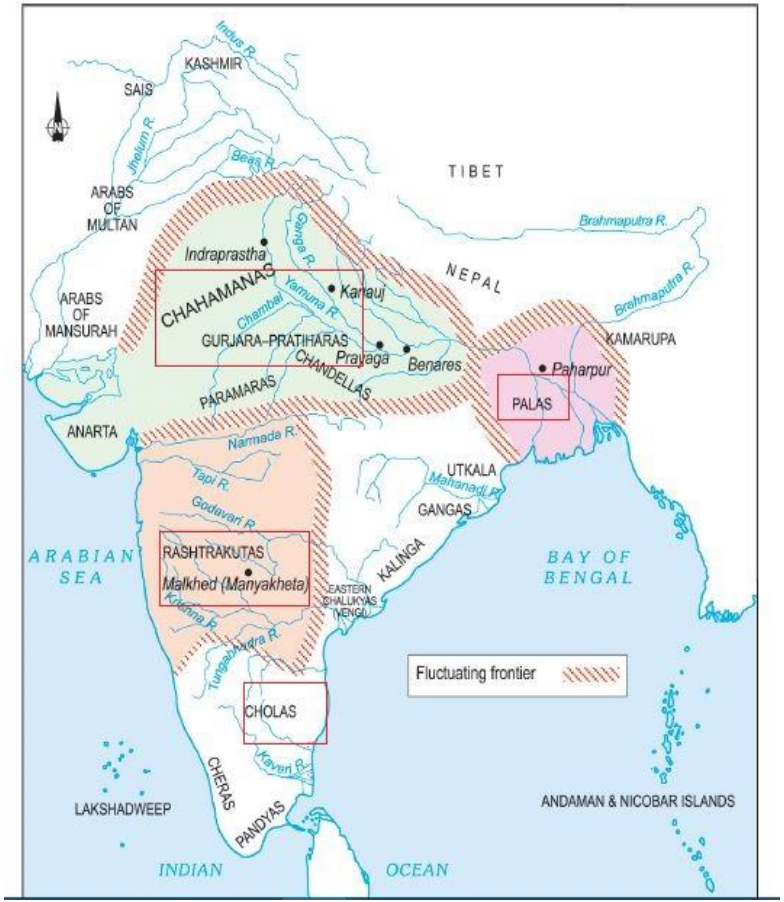
a) Who were samantas?
b) Who was Dantidurga?
c) Who established kingdoms in Karnataka and Rajasthan respectively?

Resources Suggested

Textbook , Political map of India, Resource 1

Resource 1


India
Jammu and Kashmir
Srinagar
Jammu
Himachal Pradesh
Shimla
Chandigarh
Punjab
Chandigarh
Dehradun
Uttarakhand
Haryana
Delhi
New Delhi
Jaipur
Rajasthan
Lucknow
Uttar Pradesh
Bihar
Patna
Sikkim
Gangtok
Arunachal Pradesh
Itanagar
Dispur
Assam
Nagaland
Kohima
Shillong
Meghalaya
Imphal
Manipur
Agartala
Tripura
Aizawl
Mizoram
Jharkhand
Ranchi
West Bengal
Kolkata
Gandhinagar
Gujarat
Bhopal
Madhya Pradesh
Daman and Diu
Diu (DD)
Daman
Dadra and Nagar Haveli
Silvassa
Chhattisgarh
Raipur
Odisha
Bhubaneshwar
Mumbai
Maharashtra
Telangana
Hyderabad
Amaravati
Yanam (PY)
Panaji
Goa
Karnataka
Andhra Pradesh
Arabian Sea
Bay of Bengal
Bengaluru
Chennai
Pondicherry
Puducherry
Karaikal (PY)
Mahé (PY)
Tamil Nadu
Kavaratti
Kerala
Lakshadweep
Thiruvananthapuram
Port Blair
Andaman and Nicobar Islands
Indian Ocean


KASHMIR
SAIS
Indus R.
Jhelum R.
Beas R.
TIBET
ARABS OF MULTAN
Brahmaputra R.
Indraprastha
Ganga R.
NEPAL
CHAHAMANAS
Kanauj
Yamuna R.
Chambal
ARABS OF MANSURAH
GURJARA-PRATIHARAS
Prayaga
Benares
KAMARUPA
CHANDELLAS
Paharpur
PARAMARAS
PALAS
ANARTA
Narmada R.
UTKALA
Tapi R.
Mahanadi R.
Godavari R.
GANGAS
ARABIAN SEA
RASHTRAKUTAS
Malkhed (Manyakheta)
KALINGA
BAY OF BENGAL
EASTERN CHALUKYAS VENGI
Krishna R.
Tungabhadra R.
Fluctuating frontier
CHOLAS
Kaveri R.
CHERAS
LAKSHADWEEP
PANDYAS
ANDAMAN & NICOBAR ISLANDS
INDIAN OCEAN

Subtopic and Learning Objective #2

Administration in the Kingdoms

LO:

Understand the meaning of taxes**.** Explain the ways how the revenue is generated and uses of the revenue.

Teacher Activity

1. Explain the meaning of taxes. The teacher make take the example of income tax. Income tax is the compulsory contribution to the government for the income earned by the citizens.
2. The teacher can explain different ways through which revenue was collected. For example:

a) Rent, vetti, kadamai.

3. The teacher can explain the channels for which the revenues are used.

4. Check for understanding:

a) Who are the people who collect revenues?
b) How many kinds of taxes were imposed by the Cholas?
c) How did the states generate revenue?

Resources Suggested

Textbook

Subtopic and Learning Objective #3

Prashastis and Land Grants

LO:

Explain how the rulers wanted to be depicted in the past.

Teacher Activity

1. Perform **Activity 1** for introduction of the topic.
2. Once the activity is completed, teacher can explain the the meaning of prashasti and the importance of the same.
3. Describe land grants and the uses of the same.

a) The Brahmanas were given grants which were recorded on copper plates.
b) They were used as rules and regulation for a piece of land.
c) They can be regarded as the do's and don'ts of using a land.

4. *Check for understanding:*

a) What are prashastis?
b) Who were often rewarded with grants?

Activity 1

Name of the activity – Class discussion: Based on the explanation of Resource 2

Type of activity – Individual/Random

Use it for –Understanding Prashastis better.

Materials – Textbook, Resource 2

Procedure –

1. The teacher may explain the **Resource 2.**
2. The teacher may ask the students to explain what they have understood about the poem in **Resource 2.**
3. The students may point out the valour described in the poem.
4. The teacher may help the students to draw their attention towards the prashasti.
5. The teacher can conclude the activity by explaining the meaning of prashasti.

Resource 2

The "achievements" of Nagabhata

Many rulers described their achievements in *prashastis* (you read about the *prashasti* of the Gupta ruler Samudragupta last year).

One *prashasti*, written in Sanskrit and found in Gwalior, Madhya Pradesh, describes the exploits of Nagabhata, a Pratihara king, as follows:

The kings of Andhra, Saindhava (Sind), Vidarbha (part of Maharashtra) and Kalinga (part of Orissa) fell before him even as he was a prince . . .

He won a victory over Chakrayudha (the ruler of Kanauj) . . .

He defeated the king of Vanga (part of Bengal), Anarta (part of Gujarat), Malava (part of Madhya Pradesh), Kirata (forest peoples), Turushka (Turks), Vatsa, Matsya (both kingdoms in north India) . . .

Subtopic and Learning Objective #4

Warfare for Wealth

LO:

Explain the wars fought especially the city of Kanauj.

Explain the expedition of the Sultan of Mahmud of Ghazni for wealth.

Teacher Activity

1. Oral explanation on the tripartite struggle, the place where it was fought, the reason and the parties involved in the war.
2. Explain the invasion of the sultan of Mahmud of Ghazni.
3. Explain the importance of al-Biruni's work.
4. *Check for understanding:*

a) Who were the other kings engaged in war fares?
b) Who was al-Biruni?
c) Describe muskets and matchlocks.
d) Explain the tripartite struggle..

Resources Suggested

Textbook for explanation

Subtopic and Learning Objective #5

A Closer Look: The Cholas

LO:

Understand the culture, administration and the development of agriculture and irrigation during the reign of the Cholas

Teacher Activity

1. Explain the rise of Cholas in power, Rajaraja I and his son Rajendra.
2. Explain the architectural contributions made by the cholas. Refer **Resource 3.**

a) The teacher can explain about the temples built by the cholas
b) The teacher can explain about the importance of bronze figures of the cholas.

3. The teacher can list out the developments in agriculture during the time of chola rule.
4. Explain in detail the administrational practices of chola empire.

a) The units called UR, Nadu and the various positions held by people in the Chola government.

5. ***Check for understanding:***

a) What is Brahmadeya?
b) What were the titles given to rich peasants
c) Name the two temples built by Cholas.

Resource 3



Resource 3

Gangaikondacholapuram



Statue of Rajaraja I



Resource 3

Brihadisvara Temple



5. WORKSHEETS

Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.

Worksheet 1

Answer the following questions in brief:

1. In what ways was this form of administration different from the present-day system?1
2. Which temples often became the nuclei of settlements which grew around them ?4
3. Who finances the construction of temple and fort?6
4. Was caste system prevalent in Chola empire? Give details.7
5. Describe the administration of Chola empire8
6. Why were huge tanks constructed?11
7. What was sabha in Chola empire? How its members were chosen?13
8. Who had several administrative functions including dispensing justice and collecting taxes ?14
9. Do you think being born as a Kshatriya was important in order to become a ruler during this period? Give examples15
10. What term was used for land grants given to Brahmanas in Chola period? How these land grants were recorded?16
11. What were the qualifications necessary to become a member of a committee of the sabha in the Chola empire?17

Worksheet 1

12 Why the rulers wanted to control Kanauj and the Ganga valley?18

13 What was Tripartite Struggle?19

14 Why the Chahamanas may have wanted to expand their territories? Who was the famous Chauhan ruler who defeated Sultan Ghori?20

Worksheet 2

Use it like: checking students understanding in class, oral test

Fill in the blanks:

1) Who were expected to bring gifts to the king?
2) What did Dantidurga do to become a Kshatriya?
3) Who were the two people who gave up their traditional professions?
4) With whom did the kings share their administrational powers?
5) What is meant by Kadamai?
6) What does prashasti tell us?
7) How did the kings record the grants done to Brahmans?
8) How was Kalhana's poems different from others?
9) **Which kingdoms were involved in tripartite struggle?**
10) Why were the temples targeted during a war?
11) How did Mahmud used the money he looted from the temples in India?
12) Who was al-Biruni?
13) What did vijayala build?

Worksheet 2

14 Who is the most powerful chola ruler?

15 What was Chola crafts known for?

16 Who exercises control over the affairs of nadu?

6. SOLUTIONS

This section gives you sample answers for activities and questions listed above.

Worksheet 1

1. During the rule of kings their subordinates (samantas) collected various types of taxes and revues from peasants, cattle-keepers, artisans. Sometimes they were forced to do labour work at Kings premises. Even part of their produce was collected as revenue. The revenue collected was used by the kings and his subordinates for their personal use, for construction of temples and forts and to fight wars. In present day system, it is the democratic government which does administration. We have a revenue collection system according to our constitution. Revenue collected is spent on public welfare.
2. Chola temples often became the nuclei of settlements which grew around them.
3. Revenue from traders were used to finance the kings establishment, as well as for the construction of temples and forts.
4. Following instances indicate that caste system was prevalent in Chola kingdom:

a) Rich peasants of the Vellala caste had considerable control under Chola government. Brahmanas often received land grants or brahmadeya. As a result, a large number of Brahmana settlements emerged in the Kaveri valley.

b) People of Pulaiyas (considered outcast by Brahmanas and Vellala caste) used to live on the outskirts of village in **s**mall hamlet. They were not allowed to participate in Village administrative activities.

Worksheet 1

5 Settlements of peasants, known as ur, became prosperous with the spread of irrigation agriculture. Groups of such villages formed larger units called nadu. The village council and the nadu performed several administrative functions including dispensing justice and collecting taxes.

6 Huge tanks were constructed to collect rainwater.

7 Land grants given to Brahmanas called brahmadeya. These land grants were looked after by an assembly (Sabha) of prominent Brahmana land holders which worked very efficiently. Their decisions were recorded in detail in inscriptions, often on the stone walls of temples. The sabha had separate committees to look after irrigation works, gardens, temples, etc. The members of the village assembly were elected by lottery system called Kudavolai System. The names of the eligible persons were written on palm leaves and put into a pot. A boy was asked to pick up names from the pot. The chosen persons were declared elected.

8 The village council and the nadu had several administrative functions including dispensing justice and collecting taxes.

9 No. It was not important to be a Kshatriya in order to become a ruler in that period. For example: Dantidurga, a Rashtrakuta chief, overthrew his Chalukya overlord and performed a ritual called hiranya-garbha to establish his kingdom. Kadamba Mayurasharman and the Gurjara-Pratihara Harichandra were Brahmanas who gave up their traditional professions and took to arms, successfully establishing kingdoms in Karnataka and Rajasthan respectively.

10 Land grants received by Brahmanas were called Brahmadeya. These were recorded on copper plates It was written partly in Sanskrit and partly in Tamil. The ring holding the plates together was secured with the royal seal, to indicate that this is an authentic document

11 To become a member of a committee of the sabha in the Chola empire the following qualifications were necessary – The member had to be a revenue-paying landowner. He had to possess his own home. He had to be between the age of 30 -70 years. He had to have knowledge of the Vedas. He should have been honest and well versed in administrative matters. If anyone has been a member of any committee in the last three years, he cannot become a member of another committee. Anyone who has not submitted his accounts, and those of his relatives, cannot contest the elections.

12 Kanauj(near modern Kanpur) was rich fertile plain between the Ganges and Yamuna rivers. Kanauj was already established business hub. It had been capital city and a political center. These were the reasons rulers wanted to control Kanauj and the Ganga valley.

13 For centuries, rulers belonging to the Gurjara-Pratihara, Rashtrakuta and Pala dynasties fought for control over Kanauj. Because there were three “parties” in this long drawn conflict, historians often describe it as the “tripartite struggle”.

14 Chahamanas, or Chauhans dynasty ruled over the region around Delhi and Ajmer in 12th century. Being centrally located, they attempted to expand their control to the west and the east, where they were opposed by the Chalukyas of Gujarat and the Gahadavalas of western Uttar Pradesh. The best-known Chahamana ruler was Prithviraja III (1168-1192), who defeated an Afghan ruler named Sultan Muhammad Ghori in 1191, but lost to him the very next year, in 1192.

Worksheet 2

1. Samantas were expected to bring gifts to the king.
2. Dantidurga performed a ritual called hiranya-garbha. When this ritual was performed with the help of Brahmanas, it was thought to lead to the “rebirth” of the sacrificer as a Kshatriya, even if he was not one by birth.
3. Kadamba Mayurasharman and the Gurjara- Pratihara Harichandra were Brahmanas who gave up their traditional professions and took to arms.
4. The king shared power with their samantas as well as with associations of peasants, traders and Brahmanas.
5. The revenue generated from land is called Kadamai during the chola rule.
6. Prashastis tell us how rulers wanted to depict themselves – as valiant, victorious warriors.
7. Kings recorded on copper plates, which were given to those who received the land.
8. Kalhana used a variety of sources, including inscriptions, documents, eyewitness accounts and earlier histories, to write his account.
9. Rulers belonging to the Gurjara-Pratihara, Rashtrakuta and Pala dynasties fought for control over Kanauj.
10. Rulers also tried to demonstrate their power and resources by building large temples. So, they target temples, which were sometimes extremely rich.
11. The wealth Mahmud carried away was used to create a splendid capital city at Ghazni.
12. Sultan Mahmud was interested in finding out more about the people he conquered, and entrusted a scholar named al-Biruni to write an account of the subcontinent.

Worksheet 2

13 Vijayala built the town of Thanjavur and a temple for goddess Nishumbhasudini there.

14 Rajaraja I is considered as the most powerful Chola ruler.

15 Chola bronze images are considered amongst the finest in the world.

16 Rich peasants of the Vellala caste exercised considerable control over the affairs of the nadu under the supervision of the central Chola government.

6. EXTRA RESOURCES

Carry out the following suggested activities/ tasks if you have the time and resources to do them

Extension Activity 1

Purpose: To understand more about sabha and the election process.

The teacher may ask the students to make a script and choose required students for the role play. The students can create a script with the help of other students of the class. They should imagine themselves being present in the sabha and the procedures that might have take place for the elections. Once the script is ready they can play it in the class

Reference Video Link

The students can be suggested to watch the following videos/ shown in class:

https://www.youtube.com/watch?v=YrmHw6xUHa0

https://www.youtube.com/watch?v=lhd3uh6jUqo