CHAPTER: From Trade to Territory

Grade: **8**
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 rule of India by the Mughal empire has been discussed in detail in the previous year. This chapter focuses on how the British colonials established their supremacy in India and the political conditions that were prevailing in India then.
2. This chapter introduces students to one of the important characters of the History of India, the East India Company, when the Company arrived in India and how the interest of the East India company shifted from trade to territory.
3. As the chapter narrates the effect of colonial rule, a map of India before and after colonisation can be take to the class.

2.

LEARNING OUTCOMES

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

1. Explain the arrival of East India Company to India as traders.
2. Understand the difficulties faced by the company in establishing trade.
3. List the reasons for the battles that occured based on trade.
4. Understand the ways by which the Company tried to establish power and expand its trade.
5. Understand the variety of political economic and diplomatic methods used by the Company to expand its rule.
6. List the various methods used to annex different places.
7. Understand the administrative reforms done by Warren Hastings.
8. Explain the setting up of Company army and the how the reforms added to the intensity of the Revolt of 1857

3. Previous Knowledge Requirement (Keywords)

The below points should be refreshed before introducing the chapter:

1) Aurangzeb, the last ruler of the Mughal empire and the disadvantages of his administration .
2) The present-day India and the India before partition can be displayed with the help of the below images.

India
Jammu and Kashmir
Srinagar
Jammu
Himachal Pradesh
Shimla
Chandigarh
Punjab
Chandigarh
Dehradun
Uttarakhand
Haryana
Delhi
New Delhi
Rajasthan
Jaipur
Lucknow
Uttar Pradesh
Bihar
Patna
Sikkim
Gangtok
Arunachal Pradesh
Itanagar
Assam
Dispur
Nagaland
Kohima
Meghalaya
Shillong
Imphal
Manipur
Agartala
Tripura
Aizawl
Mizoram
Jharkhand
Ranchi
West Bengal
Kolkata
Gandhinagar
Gujarat
Bhopal
Madhya Pradesh
Chhattisgarh
Raipur
Odisha
Bhubaneshwar
Daman and Diu
Diu (DD)
Daman
Dadra and Nagar Haveli
Silvassa
Mumbai
Maharashtra
Telangana
Hyderabad
Amaravati
Yanam (PY)
Panaji
Goa
Andhra Pradesh
Karnataka
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

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

East India Company comes East

LO:

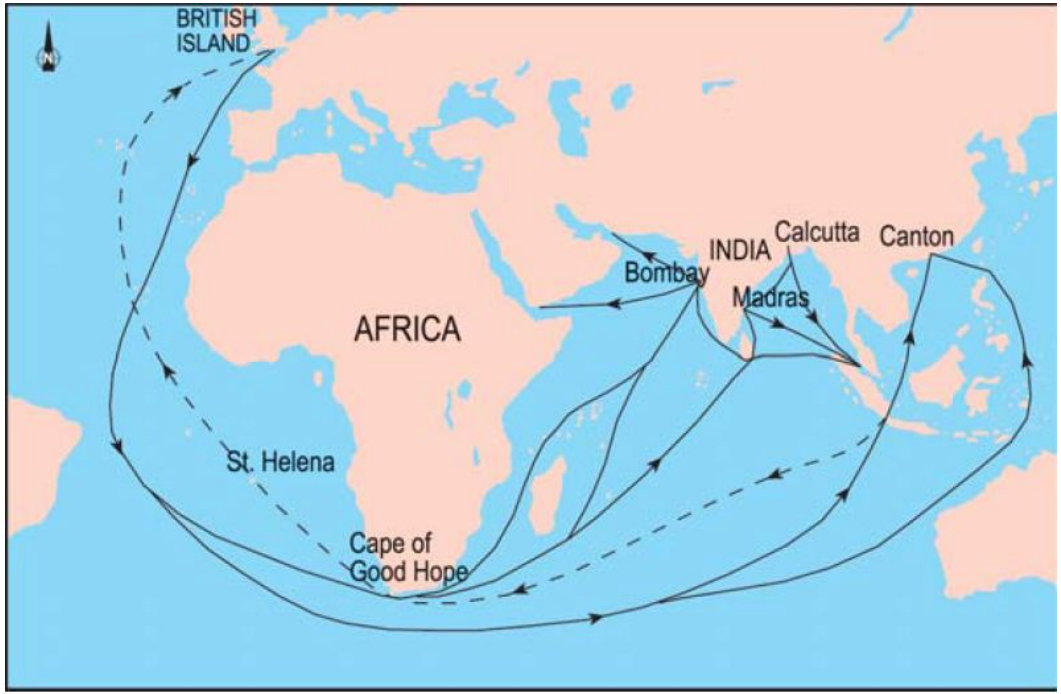
Explain the arrival of East India Company to India as traders. Understand the difficulties faced by the company in establishing trade.

Teacher Activity

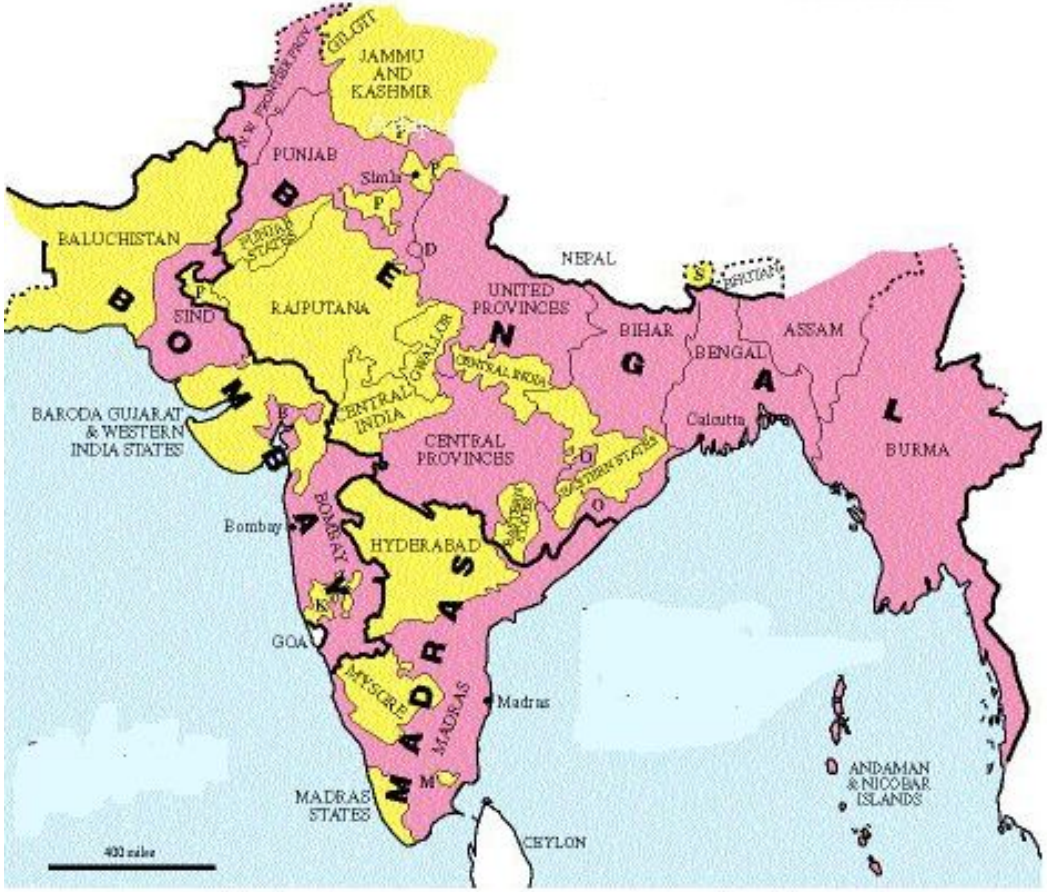
1. Introduce the chapter by explaining the meaning of trade.
2. Take the political map of the world to the class. You may use small map in case a big one is not available. Make students locate Cape of Good Hope, Europe and India. Refer to **Resource 1**
3. Explain the arrival of English East India Company to India.
4. Explain why there were fierce battles between the Dutch, French, Portuguese and the Europe.
5. Explain how was the establishment of factory in Bengal carried out? Refer **Resource 2** for explaining the 18th century Bengal presidency
6. ***Check for understanding:***

a) What is a mercantile?
b) Explain the powers of the royal charter provided by the the ruler of England,Queen Elizabeth I,?
c) What were the major items of trade?
d) What is a farman?

Resource 1


BRITISH
ISLAND
AFRICA
INDIA
Calcutta
Canton
Bombay
Madras
St. Helena
Cape of
Good Hope

Resource 2


GILGIT
JAMMU AND KASHMIR
N.W. FRONTIER PROV.
PUNJAB
Simla
BALUCHISTAN
PUNJAB STATES
SIND
RAJPUTANA
NEPAL
UNITED PROVINCES
BIHAR
BENGAL
ASSAM
BHUTAN
GWALIOR
CENTRAL INDIA
CENTRAL INDIA
BARODA GUJARAT & WESTERN INDIA STATES
CENTRAL PROVINCES
EASTERN STATES
Calcutta
BURMA
Bombay
BOMBAY
HYDERABAD
GOA
MYSORE
MADRAS
Madras
MADRAS STATES
ANDAMAN & NICOBAR ISLANDS
CEYLON
400 miles

Subtopic and Learning Objective #2

How trade led to battles

LO:

List the reasons for the battles that occured based on trade.
Understand the ways by which the Company tried to establish power and expand its trade.

Resources Suggested

Pen , paper , Blackboard and world map

Teacher Activity

1. Introduce the section with a map/ a picture of present-day Bengal. Refer to **Resource 3.**
2. Explain the students the reasons for the battle of Plassey and Buxar. Help the students to spot Plassey and Buxar in the map or refer to the **Resource 4.**
3. Perform **Activity 1.**
4. ***Check for understanding:***

a) Who were the Nawabs of Bengal during the establishment of trade by the Company?
b) What infuriated Sirajuddaulah?
c) Why was the battle of Plassey famous in the history of East India Company?

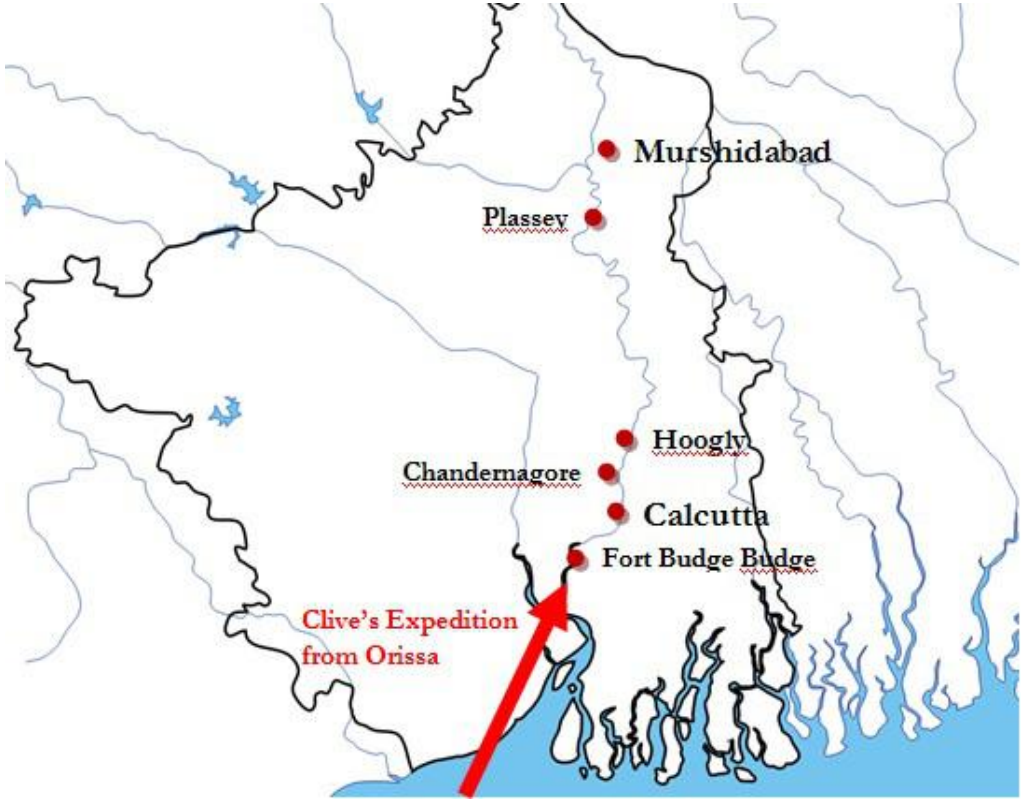
Resources Suggested

Pen , paper , Blackboard and world map

Resource 3

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
Chhattisgarh
Raipur
Odisha
Bhubaneshwar
Daman and Diu
Diu (DD)
Daman
Dadra and Nagar Haveli
Silvassa
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)
Kavaratti
Lakshadweep
Kerala
Tamil Nadu
Thiruvananthapuram
Port Blair
Andaman and Nicobar Islands
Indian Ocean

Resource 4


Murshidabad
Plassey
Hooglv
Chandernagore
Calcutta
Fort Budge Budge
Clive's Expedition
from Orissa

Activity 1

Name of the activity – Role play.
Type of activity – Group
Use it for – Making students express their creative ideas about the discussion that might have happened between the Nawab Sirajuddaulah and Robert Clive and how it lead to a battle.
Materials – Script/dialogues prepared by the students.
Procedure –

1. Depending on the class size, divide the students in groups of three or four
2. Instruct the students to put in their thoughts and make a story from what they have learnt about reasons for the Battle of Plassey.
3. The students can collate the dialogues for each character and decide upon who is going to play which role
4. Enact the session between Robert Clive and Sirajuddaulah as per their creativity.

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Subtopic and Learning Objective #2

Company rule expands:
LO:
Understand the variety of political economic and diplomatic methods used by the Company to expand its rule.
List the various methods used to annex different places.

Teacher Activity

1. Introduce the section to the students by showing the maps provided in **Resource 5.** Explain how the Company expanded their rule.
2. Detailed explanation about the consequences of the battle of Buxar on the Indian rulers..
3. Introduce the characters Tipu Sultan and Haider Ali to the students. Refer to **Resource 5** that depicts the reign of Tipu Sultan.
4. Explain the vigor and valour of Tipu Sultan and how he and Haider Ali fought against the British.
5. Perform **Activity 2**
6. Detailed explanation should be given to students regarding the establishment of power over the Marathas.
7. The strategy of Paramountcy and Doctrine of Lapse should be explained in detail to the students.
8. Perform **Activity 3**
9. ***Check for understanding:***

a) Explain the causes for and effects of the uprising Ngu An and Ha Tien provinces.

Resources Suggested

Textbook

Activity 2

Name of the activity – Essay writing: The court of Tipu Sultan
Type of activity – Individual
Use it for – Creative writing based on the topic in the book.
Materials – Paper and pen
Procedure –

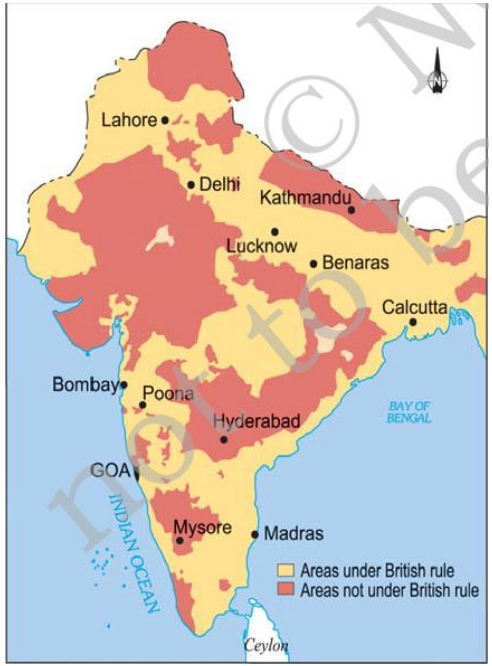
1. The topic of essay writing is: Life under Tipu Sultan
2. Imagine yourself being in the citizen of Mysore during the reign of Tipu Sultan. Explain in your own words his valor and how he stopped the British from conquering Mysore. Also explain the death of Tipu Sultan.
3. The essay should be in the form of an article written by an admirer of Tipu Sultan.
4. The language should be simple.
5. The essay should be clear and short.
6. The activity can enhance the writing skills of students and the teacher can give feedbacks accordingly.

Activity 3

Name of the activity – Role Play: The court of Nawab, Discussion on the Doctrine of Lapse
Type of activity – Group
Expected LO - Analyse the difficulties faced by the Indian rulers and citizens under the Colonial rule. (*Higher order learning*)
Use it for – Enhancing the role play skills of students and understand the topic doctrine of Lapse in detail.
Materials – Paper and pen, script/dialogue for the role play.
Procedure –

1. The teacher may make the students read the Doctrine of Lapse.
2. Imagine themselves being a Nawab whose kingdom is being annexed with the Doctrine of Lapse. He is not happy with the decision by the company and is about the revolt against it.
3. The students can create a script for the dialogues happening in the court of the Nawab before revolting against the Company.
4. The Students can decide upon who will play the roles.
5. The role play should not be very lengthy. It should be crip, clear and include the details given in the textbook.

Resource 4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Calcutta
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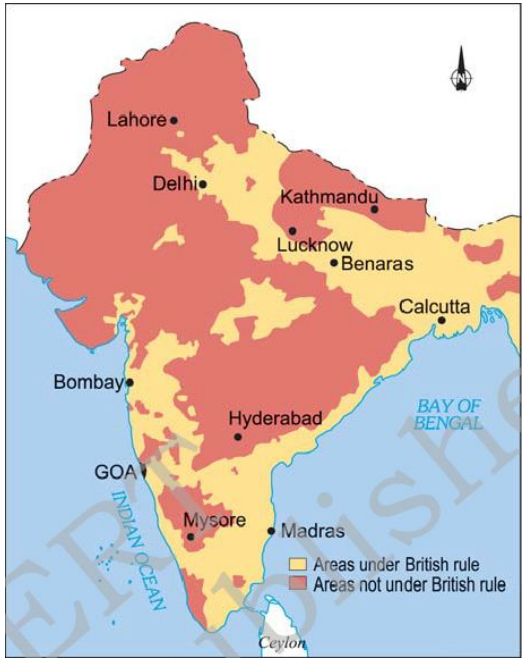
Poona
Hyderabad
GOA
Mysore
Madras
BAY OF BENGAL
INDIAN OCEAN
Ceylon
Areas under British rule
Areas not under British rule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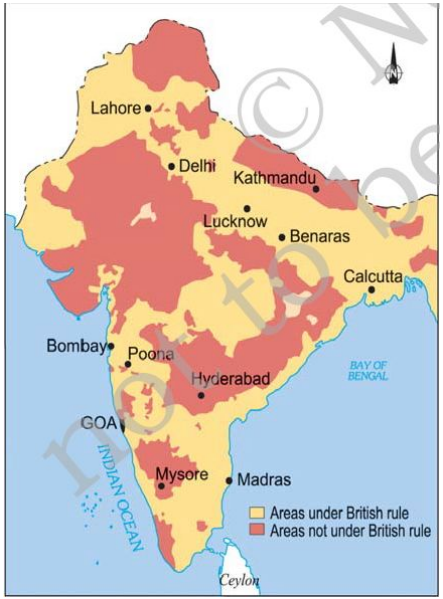
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GOA
INDIAN OCEAN
Mysore
Madras
Areas under British rule
Areas not under British rule
Ceylon

Subtopic and Learning Objective #2

Setting up a new administration
LO:
Understand the administrative reforms done by Warren Hastings. Explain the setting up of Company army and the how the reforms added to the intensity of the Revolt of 1857

Teacher Activity

1. Oral explanation on the reforms under the leadership of Warren Hastings.
2. Explain the reforms implemented in the Company army.
3. ***Check for understanding:***

a) What are Dharmashastras?
b) Describe muskets and matchlocks.
c) Explain the new system of justice introduced in 1772.

Resources Suggested

Textbook

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

Use it like: An assignment, homework

Answer the following questions in brief:

1. Imagine that Queen Elizabeth I has not provided the charter for trade. What might have been the nature of trade between the Company and Indian rulers.
2. Explain the features of the first trade set up by the Company in Bengal.
3. Explain the reasons that led to the battles over trade.
4. What were the consequences of the defeat in the battle of Plassey?
5. The British saw Haidar and Tipu as ambitious, arrogant and dangerous – rulers who had to be controlled and crushed. Do you agree with them? Validate.
6. Define Doctrine of Lapse by Lord Dalhousie.

Worksheet 2

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

Fill in the blanks:

1) The ____ did not prevent other European powers from entering the Eastern markets.
2) The first English factory was set up on the banks of the ____.
3) ____ succeeded Alivardi Khan as the Nawab of Bengal..
4) In ___, Robert Clive led the Company's army against Sirajuddaulah at Plassey
5) The Company deposed Mir Jafar and installed ___ as the Nawab.
6) When Robert Clive left India in 1767, his Indian fortune was worth ___.
7) After the Battle of Buxar (1764), the Company appointed ___ in Indian states
8) ___ ruled Mysore from 1761 to 1782.
9) In the he Second Anglo- Maratha War British gained ___ , ___ and ___.
10) ___ led an anti-British resistance movement against the claim of Paramountcy.

Worksheet 2

11 Give one words for the following:

A royal edict, a royal order	
Instruction	
An alliance	
A trial by the House of Lords in England for charges of misconduct	
A heavy gun used by infantry soldiers	

6. SOLUTIONS

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

Worksheet 1

1. The charter provided the East India Company all the rights to trade and no other company can compete with them. This charter made them to explore new places of trade at cheaper rates. If the charter was not issued, the company might not have explored India for trade. If at all they have arrived, the company might have established a mere trade relationship. They would not have established a colonial power over India. Indian market might be controlled by Dutch or Portuguese or the French. There are possibilities that they might controlled by the Indian rulers itself.
2. The first English factory was set up on the banks of the river Hugli in 1651. This was the base from which the Company's traders, known at that time as "factors", operated. The factory had a warehouse where goods for export were stored, and it had offices where Company officials sat. As trade expanded, the Company persuaded merchants and traders to come and settle near the factory. By 1696 it began building a fort around the settlement. Two years later it bribed Mughal officials into giving the Company zamindari rights over three villages.

Worksheet 1

3 After the death of Aurangzeb, the Bengal nawabs asserted their power and autonomy, as other regional powers were doing at that time. The nawabs refused to grant the Company concessions, demanded large tributes for the Company's right to trade, denied it any right to mint coins, and stopped it from extending its fortifications. Accusing the Company of deceit, they claimed that the Company was depriving the Bengal government of huge amounts of revenue and undermining the authority of the nawab. It was refusing to pay taxes, writing disrespectful letters, and trying to humiliate the nawab and his officials. The Company on its part declared that the unjust demands of the local officials were ruining the trade of the Company, and trade could flourish only if the duties were removed. It was also convinced that to expand trade it had to enlarge its settlements, buy up villages, and rebuild its forts. The conflicts led to confrontations and finally culminated in the famous Battle of Plassey.

4 After the defeat at Plassey, Sirajuddaulah was assassinated and Mir Jafar made the nawab. The Company was still unwilling to take over the responsibility of administration. Its prime objective was the expansion of trade. The Company discovered that this was rather difficult. For even the puppet nawabs were not always as helpful as the Company wanted them to be. The Company wanted more money to finance its wars, and meet the demands of trade and its other expenses.

Worksheet 1

5 Mysore had grown in strength under the leadership of powerful rulers like Haidar Ali (ruled from 1761 to 1782) and his famous son Tipu Sultan (ruled from 1782 to 1799). Mysore controlled the profitable trade of the Malabar coast where the Company purchased pepper and cardamom. In 1785 Tipu Sultan stopped the export of sandalwood, pepper and cardamom through the ports of his kingdom, and disallowed local merchants from trading with the Company. He also established a close relationship with the French in India, and modernised his army with their help. Four wars were fought with Mysore (1767-69, 1780-84, 1790-92 and 1799). Only in the last – the Battle of Seringapatam – did the Company ultimately win a victory. Thus, Tipu Sultan was a real threat to the Company.

6 Doctrine of Lapse was an annexation method followed by the company to annex the kingdoms. Lord Dalhousie declared that if an Indian ruler died without a male heir his kingdom would “lapse”, that is, become part of Company territory.

Worksheet 2

1. royal charter
2. river Hugli.
3. Sirajuddaulah
4. 1757
5. Mir Qasim
6. £401,102
7. Residents
8. Haidar Ali
9. Orissa, Agra and Delhi
10. Rani Channamma

Worksheet 2

11.

A royal edict, a royal order	Farman
Instruction	Injunction
An alliance	Confederacy
A trial by the House of Lords in England for charges of misconduct	Impeachment
A heavy gun used by infantry soldiers	Musket

6. EXTRA RESOURCES

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

Extension Activity 1

Purpose: Organising the events in the chapter according to their year of occurrence.
The teacher may divide the students into a 4 or 5 groups and ask the students to create a list of events from the chapter. The students can choose a range between 1600 - 1857 from the textbook and list all the events associated with the years in that range. Once done they can create a wall hanging with the range of the year selected (1600 -1700) and the corresponding events along with the year it occured.

Reference Video Link

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

https://www.youtube.com/watch?v=0U5oDYyCX2Q

https://www.youtube.com/watch?v=vT4Vd8jh2NU

https://www.youtube.com/watch?v=huk6aILlMVs