

Based on the Pakistan National Curriculum 2006

Understanding History

for Class 8

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Teaching
Guide **3**

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INTRODUCTION

USING THE TEACHING GUIDE

This Teaching Guide is meant to equip the teacher to facilitate the learning of history by students of Class 8, in the 12–13 years age bracket. Consequently, the guide has been designed to inform as well as practically guide the teacher through the stages of lessons based on events and personalities of history.

Understanding History Book 3 carries the subcontinent's history forward from the War of Independence and the end of the Mughal Empire, 1857–58, to independence and the creation of Pakistan in 1947. It follows the rise of the British Raj, and the events and personalities who shaped the course of history in the next ninety years along with contemporary events in history and the World Wars I and II that impacted the subcontinent as well.

The Guide has **four** components:

1. Explanation of basic terminology used in the study of history
2. Five skill-based areas for each chapter (Research; Key points; Activity; Application of Learning; Writing skill) that are necessary in the learning of history at secondary level and comprehensively cover the whole chapter and provide guidance for the requirements of learning/teaching in the 21st century classroom.
3. A sample lesson on each chapter of the book guides the teacher with focus on any one specific area of the chapter's content.
4. Photocopiable worksheets for every chapter at the end of the Teaching Guide

Use of historical sources/resources/terminology

The following factors are important to the study of history:-

1. Chronology
2. Primary sources
3. Artefacts such as objects, maps, remnants of pottery, clothing, pictures, etc.
4. Secondary sources such as records, observations, accounts
5. Assessment

Chronology

Chronology means ***an arrangement of events in time sequence***. Since history covers a vast span of man's progress from ancient times to very recent modern times, it is necessary to divide it into periods and ages. The events, people, and changes are then placed into relevant periods. Dates and terms specifying time such as century or decade are used.

Students may be encouraged to draw 'timelines' of periods or events of specific civilizations, dynastic rule to form a clearer picture of what is being studied.

Primary sources

Primary sources are usually letters, records, documents, artefacts, buildings, and accounts of events recorded by people who were present in that era, or any other source of information produced during the particular period of history being studied. In fact, all those things which relate to or are a part of the period of that time.

History textbooks contain a variety of primary sources which the students can examine. The author would have already done the research, found the primary sources, and reproduced them in the textbook. A number of sources collected on ONE topic will show how much they vary. The students can **discuss** the usefulness or otherwise of the source in telling us about that period of history.

Old photographs, letters, maps, portraits, and paintings (in the case of Mughal history, miniature paintings are a wonderful source) can be used for 'activity' exercises based on **change and continuity**, **local history** studies, **chronology** exercises, and **project work** on everything from architecture to even fashion. (Again, Mughal history is full of these.)

Artefacts

Artefacts are objects such as pottery, coins, items of daily use, maps and pictures, or government records from a specific period. These may be objects from a museum or photographs showing artefacts, or textual items such as a railway timetable, letters from a person of that era, etc. Artefacts tell us a lot about the lifestyles of the people and places of the past. They can be said to be primary sources of history.

The teacher can use these artefacts or copies or pictures of them to explain a particular topic. The explanation may be interactive by questioning the students on what they observe and what outcomes the observation leads to. This can be a useful exercise for **sharpening** the students' **observation** and **analytical** skills.

Secondary sources

Secondary sources are accounts or reported events of history which are compiled after an author has looked at many primary sources and gathered evidence to write about. They include biographies of famous personalities of people in history, and books on specific topics or periods of history; newspaper articles are also a good secondary source of information.

Teachers could look out for reports in old newspapers, Sunday magazines and supplements on national days celebrated in Pakistan (e.g. the Quaid's birthday, Allama Iqbal's death anniversary). These contain a wealth of information on what happened 50–60 years ago.

Such cuttings from newspapers/magazines can easily be photocopied in black and white and used to **start a lesson**, as **additional content to create interest** or as **exercises on comparing and contrasting** different periods of history. It is up to the teacher to use his/her imagination to create a variety of uses for more effective teaching/learning.

Pictures and photographs

The textbook contains pictures and photographs of the places and people in the period under study. These should be observed and evaluated by the students to create interest in how things were in that era. More relevant photographs may be cut out from old books, magazines, and newspapers or downloaded from the Internet.

The teacher can give a picture each to pairs of students to study, and the more detailed the picture, the better. Let the students look at the picture for a minute or two. Then, in pairs, they can discuss it and list their observations.

The teacher can then lead a discussion by focusing on the following questions:

- Is it a primary or a secondary source?
- What types of people are shown in the picture?
- Why are they dressed in this way?

- What kind of activity is taking place in the picture?
- Why is that activity important?
- Are there any clues to the period of history they are studying?
- How does the picture connect to that period?

Maps

Whether in history or geography, maps are an essential tool for teaching and learning. Historical maps can be found in textbooks, atlases and on the Internet. An entire lesson can be based on familiarizing the students with a period of history by looking at a map that shows the area, towns, cities, rivers, and roads. Such maps also help learners to understand how long distances were covered for travel and communication, and the dangers that had to be faced. However, names of places, dates, and key words associated with that period of history have to be clarified first for the students.

The teacher can devise lessons using maps in many different approaches. An example would be a 'treasure map' or a 'road map' to find a place. Once students are familiar with learning from maps, a useful and effective learning exercise then becomes a 'Fill in...' on blank maps for students.

Assessment

Assessment is vital as it can also be used for students to know their progress in learning. Assessment is both summative i.e. grading or ranking according to marks obtained in tests and exams, and formative i.e. ongoing—based on observation and feedback to the students—to help with both teaching and learning. This enables students and teachers to identify weak areas of learning and to improve in those areas.

The basis of assessment and its objectives should be explained to the students, e.g. how many marks have been set for writing with understanding or reasoning, or stating the importance, or evaluating.

Questions are based on content as well as critical thinking skills and there are 'command' words for each skill used. For instance, questions beginning with 'What' ask only for information or knowledge; questions using the command word 'Why' ask for reasons with supporting detail. Questions employing critical thinking begin with command words such as: Identify; Explain; Describe; Evaluate; How; Compare (both similarities and differences); Contrast (find differences).

Chapters I–II and Epilogue, Book 3

Each chapter addresses the five aspects of **skills-based learning** (Research; Key Points; Activity for lesson; Application of learning; Writing skill) and a sample lesson on a specific part of each chapter is provided (Objectives; Learning Process; Learning outcomes).

1. **Research** means a systematic investigation to establish facts. For secondary level students this is an independent journey of discovery to '**Find out**'. It can be carried out on field trips, through books, and on the Internet. Research is a most important skill for an historian, and in today's educational environment.
2. **Key points** are the main facts or points of the chapter highlighted for the teacher to focus on. These are important because the knowledge gained should be about causes and consequences of events, achievements of personalities, different points of view on specific issues, and evaluating outcomes and their effects. **In adopting this approach, students will not just focus on rote learning of dates and facts.**

3. **Activities** based on historical content ensure that the learner's understanding of the topic is clear, and also add extra interest for the learner. So, an activity can be planned and developed for each topic/lesson to ensure more in-depth learning.
4. **Application of learning demonstrates** understanding and thinking skills as the students' learning is applied in different contexts. This can be done through writing or activity-based tasks such as making a poster, role play, a library assignment, etc., and should involve the skills of evaluation, description, comparing and contrasting, or researching similar examples or events from a different period of history.
5. **Writing skills** must be learnt in each lesson and built upon as the level increases. This is good preparation for examinations and should be part of classroom practice. Assessment objectives which involve written answers or assignments must be clearly explained to students. Key instruction words such as identify, explain, describe, evaluate, analyze, and synthesize should be practised and become part of the students' vocabulary.

Sample lesson plan

The general structure of the lesson plan is:

First, write the topic on the board and ask questions to access and evaluate existing knowledge, if any. Make connections to other related events/issues or even to what is happening at present.

Secondly, use a stimulus (a picture, newspaper heading, artefact, map, cartoon, diagram, a literary source (poetry or prose) in either English or Urdu to start a dialogue, discussion or debate as a form of interactive classroom teaching and learning.

Thirdly, use the three Ds (dialogue, debate, discussion) to lead into a learning and understanding activity.

Fourthly, apply the learning by asking the students to draw a poster or timeline; or complete an evaluation exercise, etc. through dialogue; or do an exercise such as a crossword or True/False statements, etc.

Fifthly and finally, provide the scaffolding (a simple outline) for the written task (e.g. summary, report, write a letter, compare and contrast, identify causes and consequences, or give reasons for). Guidelines for developing writing skills are given for each chapter under the Skill Based outline.

Worksheets

Photocopiable worksheets are provided for each chapter of the book at the end of the Teaching Guides. The purpose of the worksheets is to provide additional material related to the chapters for revision purposes, or enhance understanding of the content, or apply thinking skills in a student-friendly way, and to make learning an activity-based experience.

CHAPTER 1

BRITAIN RULES INDIA—THE JEWEL IN THE CROWN

This chapter explains how the British gained territory in India by using different means: fortifying and training soldiers to defend their trading ports, intrigue to defeat enemies such as Siraj-ud-Daulah of Bengal, Subsidiary Alliances, the Doctrine of Lapse, and outright aggression. It goes on to describe the administration of British India and the governing power structure—the viceroy and his council at the centre, and governors in the provinces. By 1861, Indians were included in the councils as advisors by the Acts of 1861 and 1892.

Research

- British Houses of Parliament and constitution
- British colonial architecture in Pakistan

Key points

- How the East India Company took over Indian territory
- Subsidiary Alliances, Doctrine of Lapse, wars
- Colonial system of governance in British India
- British innovations in India and their impact
- Lord Macaulay and the education system in colonial India
- Indian Councils' Acts of 1861 and 1892

Activities for the lesson

Use pictures depicting colonial India (can be accessed on the Internet as well as copies from an encyclopedia). Ask groups of students to study a picture each and compile a list of details about their particular picture. Each group then presents their interpretation of their picture.

The teacher can then ask questions to get the students thinking about:

- whether the picture is a primary or secondary source;
- what type of people are shown in the picture;
- what activities are taking place.

They should connect the photographic clues to what they are studying in this chapter.

Identify the key events leading to British conquests in Bengal and Mysore: using the textbook, the students should draw and annotate (label) an outline map of India to record and explain events.

Application of Learning

Working in groups, students should investigate and evaluate the impact of British rule on different sections of Indian society.

Writing skills

Write a letter to the British parliament complaining that the 1892 Act is unacceptable to the Indians.

The writing should be in the style of a formal letter. The letter must be persuasive in order to convince the British of the need for further reform.

1. In the first paragraph state the purpose of the letter—the Indians' expectation that the 1892 Act would be a great improvement on the 1861 Act in giving representation to Indians on the Council.

2. In the second paragraph, give reasons with supporting details of what in the 1892 Act is not acceptable to Indians.
3. In the third paragraph, list some ways in which the Indian Councils' Acts could be beneficial for British rule of India.

Sample lesson plan: Chapter I

Topic: Lord Wellesley and the Subsidiary Alliances

Duration: 35–40 minute period

Resources: Textbook, library, atlas (to locate events)

Objectives

To examine the main clauses of the Subsidiary Alliances

To review the takeover of states under the Subsidiary Alliances

To evaluate the benefits to the British of gaining more power and territory

Learning outcomes

Students should be able to:

describe the different conditions under which the Subsidiary Alliances worked;

explain the process used to acquire more power and territory by the British;

evaluate the consequences for both British and Indian rulers.

Learning process

- On a map, locate the different states which were taken under the Subsidiary Alliances
- Start a dialogue to compare what went before gaining the Diwani of Bengal.
- Relate this to how Lord Wellesley used the Alliance strategy to obtain money from Oudh and other states to pay for troops and the expenses of the British Resident living there.
- Debate whether this was a fair or an unfair way of obtaining money, power, and influence.
- Conclude by discussing the long-term effects for the British: taking over states without spending on war, but causing resentment amongst the rulers.

CHAPTER 2

MUSLIM RENAISSANCE—SIR SYED AHMED KHAN:
1817–98

This chapter identifies the need for a ‘rebirth of learning’ among the Muslims of India who had lost their status as rulers and become a backward community. Sir Syed’s vision of educating the Muslims and improving their relations with the British rulers led to the setting up of M.A.O. College at Aligarh. The consistent struggle by Sir Syed resulted in his addressing many areas of educational improvement among the Indian Muslims—the Scientific Society, the Educational Conference, the promotion of Urdu as a language of communication, the writings of Sir Syed, and the Two-Nation theory. Other Muslims followed the example set by Sir Syed and set up comparable institutions such as the Sindh Madressa-tul-Islam, Dar-ul-Uloom Deoband, and Nadvat-ul-Islam in Lucknow.

Research

- Key figures of the Aligarh Movement
- Hasan Ali Effendi
- Founders of Dar-ul-Uloom, Deoband and Nadvat-ul-Ulema

Key points

- Sir Syed’s contribution to education, politics, and religion
- Sir Syed’s ‘Two-Nation’ theory
- Hindi-Urdu controversy
- The Aligarh Movement helped Muslims to enter politics and provided leaders for the Pakistan Movement.

Activity for the lesson

- Write about the academic work undertaken in a university. Present this as a flow chart or in points.
- Draw a diagram of the planning of the Aligarh Muslim University explaining the aims of this college, its curriculum, and the consequences of such a university for the Muslims of British India.

Application of learning

Draw a chart showing the main arguments for Sir Syed’s Two-Nation theory.

Writing skills

Write an essay evaluating the achievements of Sir Syed Ahmed Khan in the field of education.

1. The essay should start with a brief description of the educational services provided before Sir Syed’s campaign.
2. The next short paragraph should identify the educational services provided by Sir Syed.
3. The main body of the essay should be two paragraphs, each identifying one educational service, and explaining why it was needed, and how it progressed. It should include key facts, names, and dates from text.
4. The conclusion should evaluate the short-term and long-term effects of these actions.

Sample lesson plan: Chapter 2

Topic: The Two-Nation theory of Sir Syed

Duration: 35–40 minute period

Resources: Textbook, library, Internet

Objectives

To review the events which made Sir Syed call the Muslims and Hindus two nations

To examine the Urdu-Hindi controversy and majority rule as factors that influenced Sir Syed

To explain the importance of the Two-Nation theory in the creation of Pakistan

Learning outcomes

Students should be able to:

identify the events that led to the making of the Two-Nation theory;

evaluate the importance of the Two-Nation theory as the base for a separate nation for the Muslims of India.

Learning process

- Start a dialogue with the students on what they think the Two-Nation theory means.
- Introduce the Hindi-Urdu Controversy of 1867 which made Sir Syed realize that the Muslims would lose politically if the Hindus insisted on the exclusive use of their language rather than Urdu, which was a common language for both.
- Explain that Congress's insistence on majority rule for India would ensure a Hindu *raj* as the Hindu-Muslim ratio was 4:1. This would deny Muslims their rights as they were fewer in number and different in culture and religion.
- The basis of the Two-Nation theory was the idea that India was inhabited by two very different nations—Hindus and Muslims—who did not share many common traits in their ways of life, particularly religion and culture.
- Draw two columns on the board titled Hindus and Muslims. Elicit the differences between the two and list them in the columns.

CHAPTER 3

BEGINNINGS OF HINDU AND MUSLIM NATIONALISM: 1885–1911

This chapter gives an account of the beginnings of nationalist feeling among Indians under British rule: the Indians wanted self-rule. However, both Hindus and Muslims managed to start movements based on religious lines. At the same time, a political divide also became evident with the creation of the Indian National Congress by the Hindus, and later, the All India Muslim League by the Muslims, each demanding their own share of rights from the British rulers.

Research

- The Arya Samaj Movement
- The Swadeshi Movement

Key points

- Both Muslims and Hindus seek distinct identities under colonial rule.
- The Arya Samaj seeks purification and glorification of the Hindu religion.
- The passing of the Ilbert Bill in 1884 and its repercussions for Indian nationalism
- The Indian National Congress is set up in 1885.
- Partition of Bengal, 1905, and the aftermath.
- Muslim nationalism takes off after Congress insists on majority rule and protests against the partition of Bengal: the Muslim League is set up to voice Muslim demands.
- The British respond with the 1909 reforms to include Indians in the government as advisors; separate electorates are granted for Muslims.
- The reversal of the partition of Bengal, 1911, strengthened Muslim nationalism because they felt betrayed by the British government.

Activity for the lesson

In two columns, track the development of Hindu and Muslim nationalism from 1885 to 1911.

Design a poster of the Ilbert Bill showing the Indian point of view.

Application of learning

Discuss Sir Syed Ahmed Khan's advice to Muslims about joining the Congress.

Writing skills

Write a note about the effects of the reversal of the partition of Bengal.

1. The introduction should briefly mention the Partition of Bengal in 1905 and its effects. Then mention the reasons for reversing the Partition.
2. Elaborate on the events following the reversal—the reactions of the Hindus and the Muslims.
3. Conclude with the results i.e. the formation and strengthening of the Muslim League.

Sample lesson: Chapter 3

Topic: The revival of Hindu communal and political interests

Duration: 35–40 minute period

Resources: Textbook, library, Internet information

Objectives

To examine the revival of Hindu nationalist feeling and the setting-up of fundamentalist Hindu movements to promote Hindu religion and culture

To review the Ilbert Bill and its role in the creation of Congress

To discuss the Muslim reaction to Congress and Sir Syed's role in safeguarding Muslim interests by not joining Congress

Learning outcomes

Students should be able to:

describe the establishment of organizations promoting Hindu religion and culture;

explain the feelings engendered by the Ilbert Bill and why the Indians felt that they must have a platform to ask for their rights;

evaluate Sir Syed's advice to the Muslims to stay away from Congress.

Learning process

- Write 'Shuddi and Sanghtan Movements' on the board and explain their meanings.
- Brainstorm reasons for the creation of these movements to promote the Hindu religion. List correct answers on the board.
- Discuss the Ilbert Bill and the Hindu reaction to it—a revival of their identity by forming the Indian Congress in 1885.
- Sir Syed's role in assessing Congress as a body for Hindu demands, and his advice to the Muslims to stay away from it so that their interests would not be compromised again.
- Sum up the lesson by brainstorming and listing on the board the consequences of the revival of Hindu religion and interests.

CHAPTER 4

THE GREAT CONFLICT—WORLD WAR I: 1914–18

This chapter traces the changes that overtook European states in the early twentieth century. Factors such as accumulating war weapons, occupying land to extend boundaries of national states, economic survival, and nationalistic feeling, led to a war that engulfed most nations of Europe. The devastation of war made Europe wary of starting another war but, later on, circumstances not very different from those that had caused World War I ignited another world war. The causes and political and economic consequences of World War I are focal points.

Research

- The Ottoman Empire
- World War I

Key points

- Causes of the war
- The treaties of Versailles and Sevres and their consequences
- Understanding communism and capitalism
- The worldwide consequences of World War I

Activity for the lessons

- On an outline map of Europe, mark the areas affected by the war.
- Discuss the MAIN reasons for World War I: in your opinion, which of these were most responsible for the war?

Application of learning

Draw a poster explaining the consequences of World War I; the way it divided nations into a communist bloc and a capitalist bloc and the measures taken to ensure peace.

Writing skills

Write three paragraphs about the Treaties of Versailles and Sevres and the consequences for Europe as well as the Ottomans.

1. In the first paragraph write about the Treaty of Versailles, when and where it was signed, and by whom, and who the treaty favoured and who suffered.
2. In the next paragraph, write about the Treaty of Sevres in the same way as for Treaty of Versailles.
3. In the concluding paragraph, give your opinion about these treaties.

Crossword Solution for Worksheet 4**Across:**

- 1 Sarajevo 5 Nobel 6 U Boat 8 Versailles 10 Lausanne
13 Paris 14 Weimar 15 Ankara

Down:

- 2 Ataturk 3 Ottoman 4 Sevres 7 Bolshevik 9 Russia 11 Serbia 12 Marx

Sample lesson: Chapter 4

Topic: Causes of World War I

Duration: 35–40 minute period

Resources: Textbook, atlas, library

Objectives

To investigate and document the main causes of World War I

To examine how each factor became a cause for the War

Learning outcomes

Students should be able to:

demonstrate an in-depth understanding of the causes of World War I;

identify the areas of conflict and the nations involved.

Learning process

- Locate Sarajevo and the main European nations on a map of Europe.
- Relate how the assassination of an heir apparent prince on a tour of Sarajevo started the war.
- Know how changes in Europe had made European nations form a system of alliances through which they sought to protect their interests.
- Nationalism, militarism, and imperialism were the underlying causes of the war.
- Political and economic rivalries among the nations

CHAPTER 5

THE RISE OF NATIONALIST TURKEY

This chapter explains the changes that took place in Europe after World War I ended, and the new world map that evolved. The Muslim *Khilafat* system of governance ended when the Ottoman Empire collapsed, and nationalist Muslim states such as Turkey came into being. The world became divided into two systems of governance—capitalist and communist. Most countries were either capitalist or communist. Rivalry between the two systems meant a race for more armaments.

Research

- Find out about the Ottoman Empire that ruled over parts of Europe, Egypt, and the Middle East for nearly 600 years.

Key points

- Understanding the importance of Mustafa Kemal in the making of modern Turkey
- The reasons for Turkey uniting under Kemal Ataturk
- How the Treaty of Lausanne benefitted the Turks
- What the measures made Turkey a modern, secular state

Activity for the lesson

Draw two maps showing Turkey before and after the collapse of the Ottoman Empire.

Application of learning

Trace the events that caused Turkey to give up the *khilafat* and become a modern nation state.

Writing skills

Identify the differences between Ottoman and Kemalist rule.

Write four to five sentences on this topic, showing the differences sentence by sentence.

For example: Ottoman rule was based on the *khilafat*, but Ataturk based his government on secular lines.

Sample lesson plan: Chapter 5

Topic: From the Treaty of Sevres to the Treaty of Lausanne

Duration: 35–40 minute period

Resources: Textbook, atlas, library, Internet for research

Objectives

To examine the Treaty of Sevres and assess its severity for the Ottoman Turks

To review how a nationalist party developed after the World War I under Mustafa Kemal Atatürk

To explain how the Treaty of Lausanne enabled the Turks to retrieve their pride and land

Learning outcomes

Students should be able to:

identify on a map the area of the Ottoman Empire and the countries it included;

evaluate the severity of the Treaty of Sevres for Ottoman Turkey;

assess the role of Mustafa Kemal in gaining Turkey's Independence;

identify the differences between the Treaty of Sevres and the Treaty of Lausanne.

Learning process

- Use a map of Asia Minor to locate the boundaries of the Ottoman Empire and explain how it was dismembered under the Treaty of Sevres.
- Explain the loss to the Turks of all the areas that were taken over as mandates and those that were granted independence.
- After the war, Turkey's main cities became populated with soldiers of the Allied Forces; this was resented by the Nationalist Turks who set up a party for resistance. The Turkish army, led by Mustafa Kemal, defeated the European forces and forced them to leave Turkey.
- The Treaty of Lausanne was drawn up in 1923 between Mustafa Kemal's army and the European forces. Under this treaty, Turkey regained all the land that had been taken away from it, and the independence of Turkey was recognized.
- To develop analytical skills, compare and contrast the two treaties (Sevres and Lausanne) using two columns on the board.

CHAPTER 6

HINDU-MUSLIM UNITY: 1912–22

This chapter describes the efforts of Mr Jinnah to bring the two parties, the Indian Congress and the Muslim League, onto a common platform to demand concessions from the British government in the Lucknow Pact of 1916. Mr Jinnah had joined the Congress in the early 20th century; he also represented the Muslims on the Viceroy's Central Legislative Council and was instrumental in having the Waqf Validating Bill passed in favour of the Muslims. In 1913 he left the Congress and joined the Muslim League. The passing of the Rowlatt Act in 1919, and the Jallianwala tragedy strengthened the resolve of both Muslims and Hindus to demand self-rule rather than live under the oppressive rule of the British. Further cooperation was shown when the Khilafat Movement was supported by the Non-cooperation Movement led by Mr Gandhi and the Congress.

Research

- Mr Jinnah as the ambassador of Hindu-Muslim Unity
- The Lucknow Pact
- The Rowlatt Act and the Jallianwala Bagh incident

Key points

- The importance of the Waqf Validating Bill
- How Mr Jinnah became the ambassador for Hindu-Muslim unity
- The success of the Lucknow Pact in bringing the Congress and the Muslim League onto the same platform
- The disappointment of the 1919 reforms which did not give self-rule
- The impact of the Rowlatt Act leading to the Jallianwala Bagh tragedy
- Why the Khilafat Movement was set up, and how it failed to uphold Turkey's cause
- The failure of the Hijrat Movement
- The purpose and progress of the Non-Cooperation Movement of Gandhi and the Indian Congress

Activity for the lesson

Ask students to talk on their findings about the Lucknow Pact and Mr Jinnah's efforts in bringing about communal harmony.

Application of learning

The students should discuss the link between the Rowlatt Act and the Jallianwala Bagh events.

Writing skills

Describe the Hijrat Movement and explain its failure.

1. First paragraph: Begin by briefly defining the meaning of Hijrat and continue to explain who instigated the move and how the movement lived up to that name (people left their homes and belongings).
2. Second paragraph: give details of the Hijrat taking place—their journey to Afghanistan, etc.
3. Third paragraph: state the reasons for the movement's failure and explain how this led to the failure of the Hijrat Movement.

Sample lesson plan: Chapter 6

Topic: The Khilafat Movement

Duration: 35–40 minute period

Resources: Textbook, library, atlas; parents/grandparents may be asked if any of their ancestors took part in the Khilafat Movement

Objectives

To explain the factors which led to the Khilafat Movement

To evaluate the role of the Ali brothers in the Khilafat Movement

To analyze the consequences of a common platform for the cause and its benefits for the Muslims

Learning outcomes

Students should be able to:

explain the reasons for the formation of Khilafat Movement;

evaluate the role the Ali brothers played in upholding the cause of the Khilafat;

identify the lessons learned about the creation of a political platform to voice the demands of the Muslims.

Learning process

- Write the two names 'Shaukat Ali' and 'Muhammad Ali Jauhar' on the board and ask students to look at their pictures on pages 46 and 47.
- Explain some of their important biographical details.
- Discuss the two brothers and the role they played in the Khilafat Movement.
- Sum up by discussing the lessons learnt from the creation of the Khilafat Movement and its connection to the Non-cooperation movement of Mr Gandhi, which are explained on page 48.

Activity

Students trace the causes of the Khilafat Movement—the end of the Khilafat in Turkey after World War I and exiling the Khalifa was seen as western influence. Indian Muslims wanted to pressurize the British government to uphold the cause of the Khalifa after the war in Europe ended. Refer the students to the picture of the last Khalifa on page 36 and the two paragraphs of explanation about it. The activity ends with students writing two or three sentences on why the Khilafat came to an end.

COMMUNAL AND POLITICAL AWAKENING: 1920–30

At the end of World War I, the Indians realized that they could receive concessions for their support of Britain in the war, and asked for self-rule. The Indian Muslims asked the British government to safeguard the interests of the Khalifa and the Turks who had entered the war on the side of Germany and Italy. However, the treaties signed after the war led to the creation of the Khilafat Movement, the Hijrat Movement, and the Non-cooperation Movement by Congress which took place side-by-side to show the solidarity of the Indians against the British Government.

The All Parties Conference in Delhi in 1927 called for an all-India committee to produce a constitution plan acceptable to all. The Nehru Report of 1928 was rejected by the Muslim League who asked for three amendments to be included for their support of the report. This was rejected by the Congress and Mr Jinnah produced his Charter of Fourteen Points as the Muslim demand for a constitutional settlement.

Research

- Jaya Prakash Narayan
- Lala Lajpat Rai

Key points

- Parties and movements inspired by religion came into being during 1920–30.
- The Congress and the Muslim League stayed away from these parties.
- The Congress underwent a change in its political views.
- The need to send the Simon Commission of 1927 to India, and the Indian reaction to it
- The result of the reaction was the Nehru Report of 1928 that set out the basis for a constitutional settlement for India.
- Why Mr Jinnah responded to the Nehru Report, and the importance of his Fourteen Points as a charter of Muslim demands right up until 1947
- Allama Iqbal's address the following year, 1930, to the Muslim League at Allahabad asked for a separate state in those areas where Muslims were in the majority.
- At this time, Mr Gandhi stepped up his demand for self-rule by taking up civil disobedience through the Salt March.

Activity for the lesson

Draw a poster to show Mr Gandhi asking the people to accompany him on the Salt March.

Application of learning

In ten sentences, give an overview of the decade 1920–30 as a time when the Congress prepared for self-rule and the Muslim League and Congress took separate paths to a constitutional settlement after the British left India.

Writing skills

- Imagine you are Sir John Simon and write a letter to the Secretary of State for India, Lord Birkenhead, about the reception given to the Simon Commission by the Indians.
 - The first paragraph should describe the arrival of the Commission in India (dates, port of entry).

2. The second paragraph should describe the meetings with the Muslim League and Congress leaders.
 3. The third paragraph should state the reaction of the Indians to the proposals of the Commission.
 4. The final paragraph should ask for further instructions from the Secretary of State.
- b)** Imagine you are Allama Iqbal and write a letter persuading Mr Jinnah to come back to lead the Muslims of India.
1. The letter should address Mr Jinnah in a formal tone—Dear Mr Jinnah.
 2. The first paragraph should state the reason for writing the letter.
 3. The second paragraph should outline the reasons why he is asking Mr Jinnah to lead the Muslims, and the qualities that make him the leader the Muslims need at this time.
 4. The third paragraph should ask Mr Jinnah to give his decision as soon as possible.
 5. Sign off as Allama Iqbal.

Sample lesson plan: Chapter 7

Topic: The importance of Allama Iqbal as Poet of the East

Duration: 35–40 minute period

Resources: Textbook, library, Internet

Objectives

To evaluate Allama Iqbal as a poet for all times

To evaluate the impact of his poetry and political philosophy on generations of Muslims

Learning outcomes

The students should be able to:

comment on and evaluate the exceptional qualities of the poetry of Allama Iqbal;

assess the legacy of his poetry and political vision for a separate state for all Muslims.

Learning process

- Write Allama Muhammad Iqbal on the board and below it write 'Poet of the East'.
- Brainstorm reasons why he is called Poet of the East—exceptional gift for poetry that outshines everyone in the East; his impact on Muslims through his poetry, such as '*Shikwa, Jawab-i-Shikwa*'. Explain the background and purpose of this poem to highlight Iqbal's message to Muslims.
- Summarize the content of his poems (see page 53); Iqbal wished to awaken the Muslims to their present situation and inspire them with their glorious past.

Activity

Bring '*Saray Jahan say achha, Hindustan hamara*' and let the students listen to it. Give a brief history of this song and ask them how this could be adapted to the present.

- Discuss the language and the message of his poems for children; the teacher could make photocopies of the poem '*Pahar aur Gulehri*' and ask a student to read it out.
- Sum up Allama Iqbal's contribution to the Pakistan movement and Muslims of India.

AGREEMENTS, DISAGREEMENTS, AND DEADLOCK: 1930–39

This chapter describes the efforts of the British government to make all parties in India come to a compromise on a constitution for India. The three Round Table Conferences (1930–32) took place in London but failed to come to an agreement to share power between the different communities of India. However, the Communal Award of 1932 made clear the British intention that separate electorates for the Muslims and other communities would continue. The British government then produced the Government of India Act (1935) but Congress and the Muslim League were unhappy that diarchy had been introduced at the centre. Elections were held under the provincial part of the act and a Congress ministry came into power. When World War II broke out, the Congress ministry resigned because they had not been included in the decision for India to enter the war. The Day of Deliverance from oppressive Congress rule followed and Mr Jinnah re-organized the Muslim League into a mass movement.

This deadlock became the ‘parting of the ways’ for Muslims and Hindus who would now continue on separate paths towards the creation of an independent India and Pakistan.

Research

- The elections of 1937 and the consequences
- Chaudhry Rehmat Ali, Dr Ambedkar, and Master Tara Singh

Key points

- The failure of the Round Table Conferences
- The importance of the Communal Award
- Understanding the system of government proposed in the Government of India Act, 1935
- The results of the 1937 elections and their impact on the Muslim League
- The resignation of the Congress government 1939 and its causes

Activity for the lesson

Role play: Organize a Round Table Conference in the classroom with representatives of the Muslim League, Congress, Sikhs, and the British explaining their viewpoints and demands.

Application of learning

Students discuss the impact of the 1937 elections and the schemes launched by the Congress government, and the reaction of the Muslims and the Muslim League, leading to the Day of Deliverance in 1939.

Writing skills

Design an election poster for the Muslim League campaign for the 1937 elections.

This activity can be done as group work.

1. Make up a name for a Muslim League candidate and his constituency.
2. State the time and date of voting according to the historical timeline.
3. Next, list as bullet points the reasons for voting for the Muslim League.
4. Include a slogan for the Muslim League campaign.

Sample lesson plan: Chapter 8

Topic: The Government of India Act, 1935

Duration: 35–40 minute period

Objectives

To explain the importance of a constitutional act which governs a country

To examine the clauses of the 1935 Act and their significance

To assess the 1935 Act and its consequences for the British, Hindus, and Muslims

Learning outcomes

Students should be able to:

explain how an act of parliament governs the way a country is run;

explain the meaning of a diarchy at the centre and its consequences for Indians;

identify the importance of the act as the constitution that Pakistan followed after independence in which there is a centre (federal government) and governor's rule in the provinces.

Learning process

- Write, the learning objective 'Government of India Act 1935' on the board.
- Recap what went before and explain that this act was announced by the British Government because the Indians had failed to compromise on a constitutional settlement amongst themselves.
- Explain diarchy and its implications at the centre—the British still held power at the federal level and dominion status was not conferred.
- Elections were held in 1937 for the provincial part of the 1935 Act with long-term consequences for India: the Muslims felt neglected and deprived, and declared a Day of Deliverance after the Congress ministry resigned in 1939. The idea of Pakistan grew among the Muslim masses.
- Brainstorm why Congress and the Muslim League rejected the overall proposals.
- Sum up the role of the 1935 Act in further dividing the Hindus and Muslims into two separate nations.

CHAPTER 9

THE WORLD AT WAR: 1939–45

This chapter explains how World War II started and how it spread and was fought over three continents. A brief description of the events is provided but the focus is on the results of the war and how the world had to adjust to a new world order when it was over. The consequences of World War II for the colonies of the West, particularly the subcontinent, are important in this context.

Research

- Find out about Battle of Britain and the Battle of the Atlantic during World War II

Key points

- The rise of Nazi Germany
- The three main causes of World War II
- The international personalities who took important decisions during the war
- The political outcome of the war
- The Cold War and the creation of the state of Israel
- The long term effects of the war

Activity for the lesson

On an outline map of the world, mark the countries that participated in World War II. Use two different colours to mark each of the Axis and Allied nations.

Application of learning

Explain the difference between American and Soviet systems of government.

After the defeat of Germany, why was a conflict likely to happen between the USSR and the USA?

Writing skills

Write a short essay on the rise of Nazism under Adolf Hitler.

1. Introduction/background: Explain what Nazism means and how it became a party manifesto, and its rules.
2. Body of essay: What Adolf Hitler did as party leader to make it popular—its advantages and disadvantages.
3. Conclusion: The consequences of Nazism's success.

Sample lesson plan: Chapter 9

Topic: Nazism and Adolf Hitler

Duration: 35–40 minute period

Resources: Textbook, library, atlas, Internet

Objectives

To trace the rise of Nazism under Adolf Hitler

To examine Nazism as a cause of World War II

To explain the dynamics of Germany under the leadership of Adolf Hitler

Learning outcomes

Students should be able to:

describe the rise and spread of Nazism in Germany after World War I;

assess the role of Adolf Hitler as a leader;

explain the role of Nazism as a cause of World War II.

Learning process

- Ask the students to look at the pictures on page 62. Brainstorm about what is one common feature in both the pictures (the symbol of the swastika). Explain what it meant to the Nazi Party and a bit about the ideology of this party.
- Introduce Adolf Hitler as the leader of this party which came to power in Germany after World War I, and explain his rise to power—connect this to the Treaty of Versailles which Germany considered to be unfair.
- Introduce an activity: ask students to draw a swastika at the top of a page in their notebooks and list the ways in which the Nazis ruled Germany.
- Sum up the lesson by making connections between the rise of Nazi Germany and Hitler and the causes of World War II.

CHAPTER 10

POWER SHIFTS—THE WORLD AFTER WORLD WAR II

This chapter is about the consequences of World War II and how the rest of the world adjusted to a new order under the two super powers—USA and USSR. It explains the underlying reasons for the two powers making their spheres of influences felt and extending them to other countries. Here, Afghanistan and Vietnam, where the Cold War turned into actual war, can be discussed.

Research

- The Vietnam War and the Russian occupation of Afghanistan

Key Points

- Why the era of colonialism came to an end
- The reasons why the USA and USSR were allies during World War II but started to compete after the war was over
- How the Middle East became a war zone after World War II
- Why the creation of Israel was unjust to the Palestinian people

Activity for the lesson

The lesson can be made into an exercise for filling in definitions of: super power, Cold War, mandate, exodus, sphere of influence, immigration.

Application of learning

Discuss the advantages and disadvantages of having two super powers.

Writing skills

Explain how the state of Israel came in to being.

1. Give the background of the Jews fleeing persecution in Europe.
2. Explain how the Balfour Declaration helped the Jews to go to Palestine.
3. Describe Hitler's persecution of the Jews during World War II, which led to the USA and Britain helping the Zionists to settle in Palestine.
4. Explain how the Jews declared the independent state of Israel when Britain left Palestine in 1948.

Sample lesson: Chapter 10

Topic: The creation of Israel

Duration: 35–40 minute period

Resources: Textbook, atlas, library, newspapers and news magazines

Objectives

To analyze how the consequences of World War II included the issue of Jewish settlement.

To explain the background to the Balfour Declaration.

To evaluate the process of the expansion of Israel and the consequences for the Palestinians who became refugees in their own land.

Learning outcomes

Students should be able to:

explain the events that led to the creation of Israel after World War II;

evaluate the consequences of the creation of Israel on the Middle east and the people of Palestine.

Learning process

- Begin by looking at a political map of the world and locate the areas of Palestine and Israel.
- Recap the consequences of World War II including the creation of Israel.
- Next, ask students look at Lord Balfour's letter to Lord Rothschild on page 72. One student could read out the letter. Then, brainstorm the meaning and importance of this letter.
- Explain how the mandates given to Britain, France, etc. helped in the creation of Israel.
- Discuss the consequences of the creation of Israel and how it has become a threat to world peace since then.

CHAPTER 11

TOWARDS PARTITION AND PAKISTAN: 1940–47

The Lahore Resolution of 1940 had clearly announced the demand for a separate state for the Muslims of India, to be called Pakistan. From 1940–47 Mr Jinnah fought the case for the creation of Pakistan with his immense skills as a lawyer. This chapter describes the milestones of this effort—the Cripps Proposals, Quit India Movement, Jinnah-Gandhi talks, elections of 1945–46, Cabinet Mission Plan, Direct Action Day, and the acceptance of Partition by June, 1947. The Independence Act resulted in the division of India by creating two independent states—India and Pakistan. Mr Nehru became the prime minister of India, and Mr Jinnah, the founder and Governor-General of a new state, Pakistan.

Research

- Lord Mountbatten
- Sir Cyril Radcliffe

Key Points

- The importance of the Lahore Resolution of 1940
- Why the Muslim League and the Congress rejected the Cripps Proposals
- Congress' reaction to the Quit India campaign
- Why the Jinnah-Gandhi talks of 1944 failed
- The impact of the results of the 1945–46 elections
- The importance of the Cabinet Mission Plan
- Why Mr Jinnah became the first governor-general of Pakistan

Activity for the lesson

1. Draw a timeline of the events particular to the Muslim League that led to the creation of Pakistan.
2. Draw a map of the Indian subcontinent and draw the borders of the new states of India and Pakistan according to the Radcliffe Award.

Application of learning

Compare and contrast the Cripps Proposals, the Cabinet Mission Plan, and the Independence Act. Headings and columns can be used to explain the similarities and differences.

Writing skills

Write a speech for Mr Jinnah announcing the partition plan over the radio.

1. State the announcement of partition with dates, etc.
2. Continue in a short paragraph with the sacrifices that people made to get Pakistan.
3. Explain the vision for the new state as an independent country.
4. Motivate and thank the people for their commitment to the nation.
5. Conclude by writing 'Pakistan Paendabad'.

Sample lesson plan: Chapter 11

Topic: Cabinet Mission Plan, 1946

Duration: 35–40 minute period

Resources: Textbook, library

Objectives

To examine the clauses of the Cabinet Mission Plan

To discuss the Congress and Muslim League reaction to the plan

To explain the reasons for the rejection of the plan by Congress and the Muslim League

Learning outcomes

Students should be able to:

explain the clauses of the Cabinet Mission Plan;

explain which clauses were rejected by Congress and why the Muslim League initially accepted the plan;

describe the negotiations that led to the eventual rejection of the plan by both Congress and Muslim League.

Learning process

- On the board, write the topic 'Cabinet Mission Plan' and the names of the three people who headed it. Ask students to look at the picture on page 81 and elicit who is in the picture and why they are there.
- Recall the events that led to the Cabinet Mission Plan.
- Brainstorm the purpose of the Cabinet Mission Plan (i.e. last effort on the part of the British to keep India united).
- Ask a student to read out the clauses on page 80 and then discuss what they meant (a federal system with demarcated autonomous Hindu and Muslim provinces).
- Explain why Mr Jinnah initially accepted the plan and the British failure to uphold the promise that even if one party accepted it, they would go ahead and let that party form the central government.
- Explain what happened between the Cabinet Mission members and the Congress leadership.
- Clearly define the reasons for the failure of the Cabinet Mission Plan and the reaction of Mr Jinnah and the Muslim League which led to the call for Direct Action Day.

EPILOGUE

The Epilogue wraps up the journey from 1940 to 1947 and appreciates the efforts of all those who worked alongside the political leaders to achieve independence and a new state. Apart from the names listed in the text, there are many more especially from among the minorities in both wings of Pakistan, who served the new country in various capacities. Among them are Victor Turner (first Secretary Finance), Jogendranath Mandal (first Minister for Law and Labour), Justice Cornelius (Chief Justice), Justice Raymond, the Cowasjee family, the Minwalla and Avari families, Major Langlands who set up a school and college in Chitral, and the principals of many other mission schools, besides several others including Hindus who set up businesses.

A good way of concluding the course so far is by asking students to identify the continuity of various aspects of British rule in Pakistan.

- The Pakistan Civil Service took over from the old Indian Civil Service. Most ICS-trained officers became part of the CSS in Pakistan
- The Constitution of Pakistan was framed according to the Government of India Act of 1935. There are 250 identical clauses in the Pakistan Constitution to the Act of 1935.
- A sizeable amount of paper work for administrative purposes was left behind for Pakistanis to use.
- The British colonial education system is still followed in a variety of ways in Pakistan.
- A number of British personnel stayed on in Pakistan as ordinary civilians and also as commanding officers of the army, navy and air force. Some of the provincial governors were also British.

Describe the changes that occurred at Partition and their repercussions.

- The trauma of Partition and the changes it brought to the lives of the people who migrated.
- An independent state had to find its own identity and change the outlook of its people.
- A change in the perception of two independent neighbours, India and Pakistan, and their relationship with each other.

Explain the unresolved issues between India and Pakistan and also Bangladesh.

- The Kashmir Problem
- The issue of water-sharing still not completely solved
- The situation of the Bihari refugees after 1971

WORKSHEET I

Chapter I: Britain rules India—The Jewel in the Crown

Britain rules India

1. Indicate whether the following statements are true (✓), or false (X).
 1. Between the years 1757–1857, the British adopted Indian culture and styles of dress.
 2. There was great mistrust between the British and their Indian subjects after 1857.
 3. No one, including Hazrat Mahal of Awadh, opposed the Queen's Proclamation of 1858.
 4. India was divided into eleven provinces and 560 princely states for administrative purposes.
 5. The English language was not a legacy of British rule of India.
 6. Telegraph lines, railway tracks, and the extension of the Grand Trunk Road to Peshawar helped the British to rule India effectively.
 7. Darjeeling, Simla, and Murree were hill stations where the British officers retreated in the summer.
 8. The Indian Councils Act of 1861 was passed to exclude Indians from becoming advisors to the British government in India.
 9. The *zamindars*, *taluqdars* and princes were loyal to the British rulers because they were allowed to keep their lands and states.
 10. Macaulay was an admirer of the Indian system of education.
2. Complete these statements by filling in the blanks.
 1. The charter for trade in the East was given to the East India Company by _____.
 2. In 1716 the Mughal emperor _____ restored the *farman* for trade to East India Company.
 3. The British defeated the _____ in the Battle of Delhi in _____.
 4. Brigadier General John Jacob was the founder of _____ in Sindh.
 5. Queen Victoria's proclamation of 1858 was announced at the durbar held at _____.

WORKSHEET 2**Chapter 2: Muslim Renaissance—Sir Syed Ahmed Khan: 1817–98****The accomplishments of Sir Syed Ahmad Khan**

I. Write a definition or brief note with each term listed below.

Asar-al-Sanadeed: _____

Silsilat-ul-Mulk: _____

Tehzib-ul-Akhlaq: _____

The Loyal Muhammadans of India: _____

Farzi Madressa, Muradabad: _____

Siddons Union Club: _____

Mohammadan Educational Conference: _____

Scientific Society of Ghazipur: _____

M.A.O. College: _____

WORKSHEET 3

Chapter 3: Beginnings of Hindu and Muslim Nationalism: 1885–1911

Indicate whether each of the following sentences is correct or incorrect.

A. The Ilbert Bill of 1884:

1. Lord Ripon passed the Ilbert Bill in 1884.
2. Previously, British people living in India were tried by Indian judges.
3. There was a violent reaction to the Ilbert Bill from the European commercial community in Calcutta.
4. Many Indian judges worked in the judicial service of the British Indian Government.
5. The Ilbert Bill allowed Indian judges to try British residents of India.

B. The Partition of Bengal and its reversal:

1. Lord Curzon was responsible for the partition of Bengal in 1905.
2. This partition created three new provinces in Bengal.
3. Orissa was the capital of western Bengal.
4. The Partition of Bengal was reversed by Lord Minto in 1911.
5. The Congress approved the reversal of the partition of Bengal.
6. The Swadeshi Movement began as a result of the partition of Bengal.

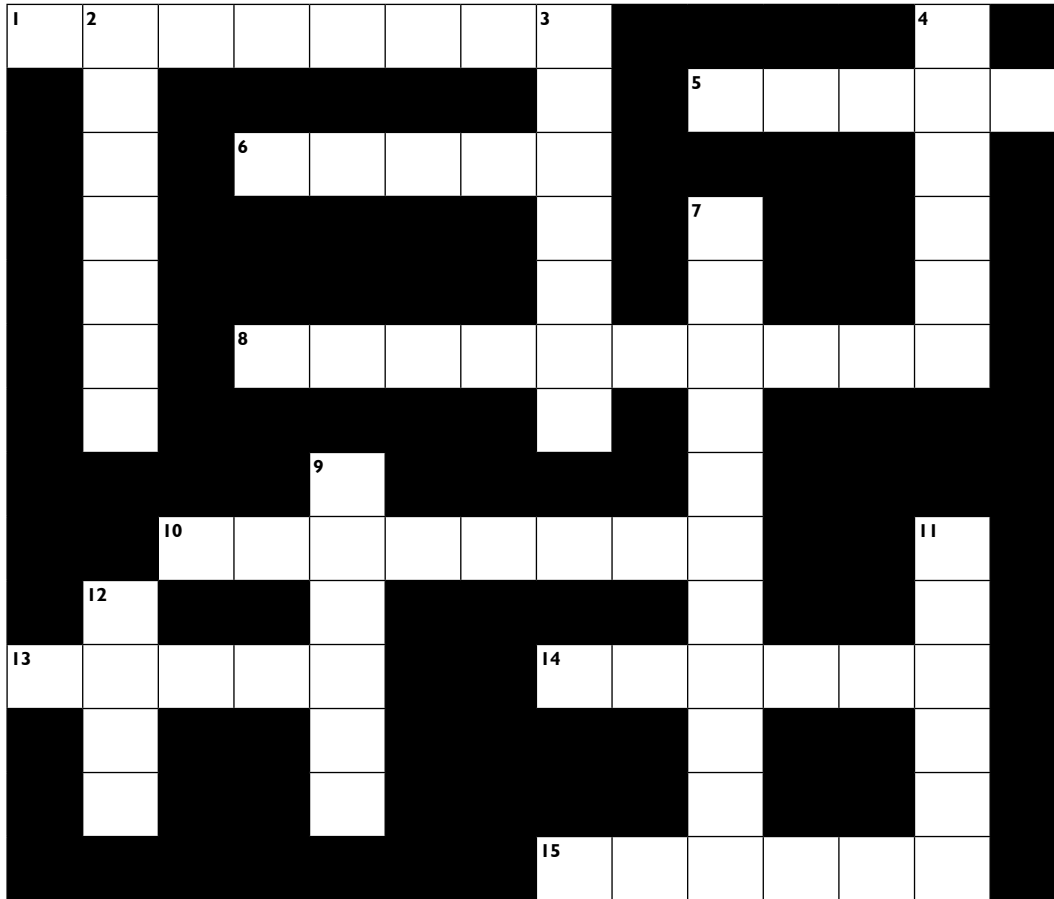
Circle the correct answer to complete the statement.

1. The Arya Samaj Movement was founded by
a) Bal Gangadhar Tilak b) Swami Dayananda c) Bankim Chandra Chatterjee
2. The founder of the Indian National Congress was
a) A.O. Hume b) Motilal Nehru c) M.K. Gandhi
3. The partition of Bengal led to the
a) Satyagraha Movement b) Swadeshi Movement c) Arya Samaj Movement
4. The Simla delegation was led by
a) Aga Khan III b) Nawab Salimullah c) M.A. Jinnah
5. The partition of Bengal was reversed by
a) Lord Curzon b) John Morley c) Lord Minto

WORKSHEET 4

Chapter 4: The Great Conflict—World War I: 1914–18

Crossword



Clues

Across:

1. City where World War I began
5. Title of Peace Prize given to Woodrow Wilson
6. Submarine used by Germany in World War I
8. Post-war treaty that was unfair to Germany
10. Treaty by which Ataturk recovered lost territory
13. City where the treaty of Versailles was signed
14. Name of post-war German republic
15. Capital of Turkish republic

Down:

2. Title given to Mustafa Kemal
3. Name of Turkish Empire
4. Treaty which took away Ottoman territory
7. Name given to Russian Revolution
9. One of the allied countries (begins with R)
11. Country invaded by Austria-Hungary
12. The founder of Communism

Say whether the following statements are true ✓ or false X.

1. The assassination of Franz Ferdinand triggered World War I.
2. The Triple Alliance was an agreement between Britain, France, and Russia.
3. The British Empire extended over five continents.
4. Germany only had a few colonies in Africa.
5. At the end of the Napoleonic wars France lost Alsace-Lorraine to Germany.
6. Large areas of Austria-Hungary and Bosnia contained nationalist groups.
7. Morocco wanted independence from Russia.
8. Austria-Hungary took control of Bosnia in 1908.
9. Germany declared war on Britain and France in 1914.

WORKSHEET 5**Chapter 5: The Rise of Nationalist Turkey****Worksheet 5**

Mustafa Kemal Pasha: 'The father of the Turks'

Circle the correct answer to complete each of the following statements.

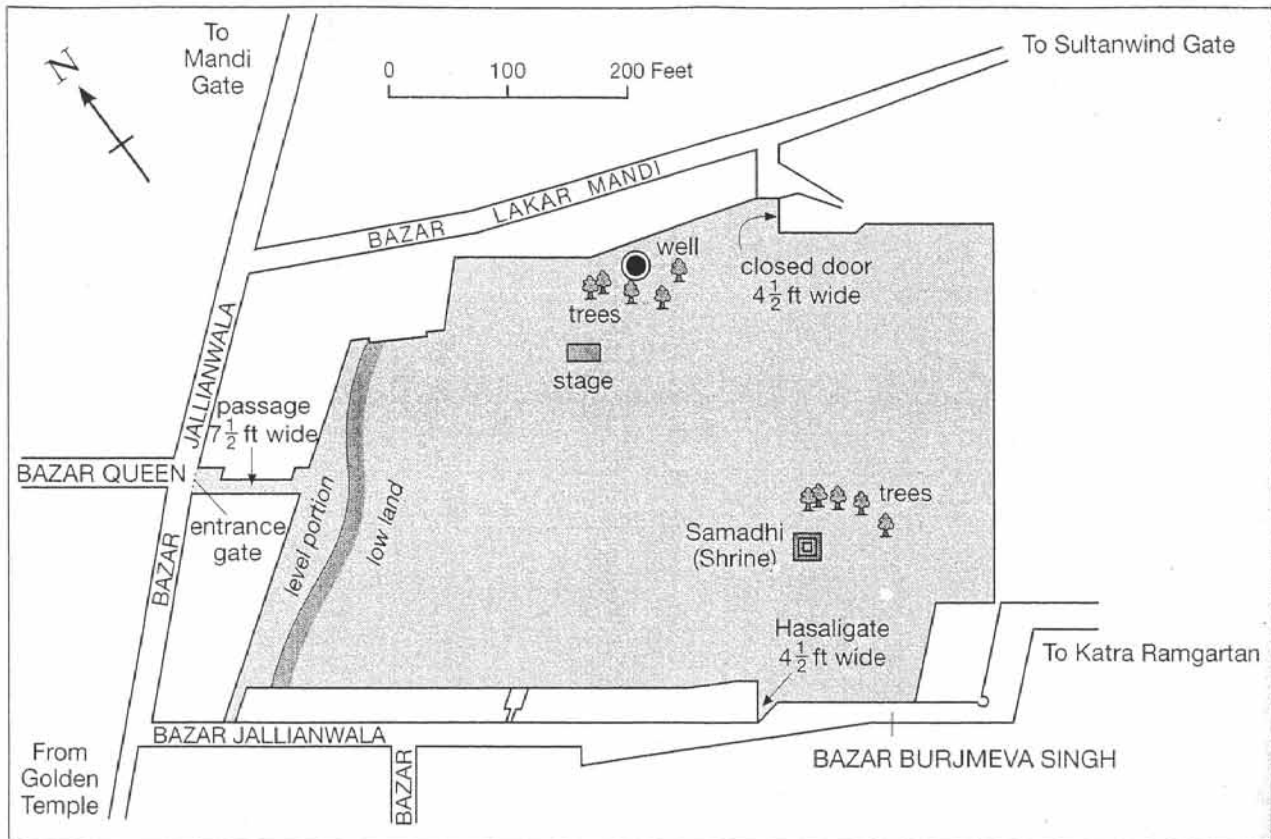
- When World War I ended, Turkey was made to sign the treaty of
a) Lausanne b) Sevres c) Versailles d) Paris
- This city was occupied by foreign soldiers after World War I.
a) Izmir b) Konya c) Istanbul d) Bursa
- Kemal Ataturk made the Europeans sign the Treaty of
a) Sevres b) Paris c) Versailles d) Lausanne
- After World War I, Kemal Ataturk wanted Turkey to
a) modernize b) militarize c) become communist d) revert to tradition
- Nationalist Turkey under Kemal Ataturk replaced the rule of the
a) French b) Greeks c) Ottomans d) Arabs
- Kemal Ataturk separated the government from the concept of
a) martial law b) communism c) capitalism d) khilafat
- The traditional headgear for Turks was the
a) hat b) fez c) turban d) cap
- To make Turkey a progressive state, Ataturk made this compulsory.
a) education b) industrialization c) military service d) religion
- After defeating the European forces, Kemal Ataturk was given the title of
a) President b) Governor c) Ghazi d) Prime Minister
- Kemal Ataturk's famous victory against the Allied Forces took place at
a) Ankara b) Gallipoli c) Istanbul d) Antalya

WORKSHEET 6

Chapter 6: Hindu-Muslim Unity: 1912–22

The Jallianwala Bagh tragedy, Amritsar, 1919

Study the map of Jallianwala Bagh given below, and then answer the questions below.



1. Why was it difficult to escape from the Bagh when General Dyer's troops opened fire?

2. What reason did General Dyer give for opening fire on the unarmed crowd?

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3. The Hunter Commission found General Dyer guilty of taking action against an unarmed crowd. Was action taken against him?

4. Why was General Dyer hailed as a hero in Britain?

5. Do you think General Dyer's decision to fire on the crowd was correct?

6. How did the Indian people react to the Jallianwala Bagh tragedy?

WORKSHEET 7

Chapter 7: Communal and Political awakening: 1920–30

The Nehru Report vs Jinnah's Fourteen Points

In 1929 Mr Jinnah proposed his famous Fourteen Points in response to the Nehru Report of 1928. Some points from the Nehru Report are placed in the boxes on the left. Select and write the appropriate response from Jinnah's Fourteen Points given below against each box.

1. Full religious liberty should be granted to all communities.
2. The Central Legislature should have one-third Muslim representation.
3. The future constitution should be federal with residuary powers for the provinces.
4. The constitution must have safeguards to protect the Muslim culture.
5. Separate electorates should continue for minorities.

Nehru Report

Fourteen Points

A federal form of government in which all powers would rest with the Federation



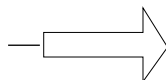
The provinces will not be in charge of their own affairs



Elections will be held on the basis of one man one vote – separate electorates will not be allowed



Muslims would lose their majority in the Centre and in Punjab and Bengal



No safeguards for protection of Muslim religion and culture



WORKSHEET 8**Chapter 8: Agreements, Disagreements, and Deadlock: 1930–39****Quiz: Quest for a Constitution**

Answer the following question.

1. Which political party was absent from the First Round Table Conference?

2. Under the terms of which pact were Congress leaders released from jail?

3. Who represented the Untouchables at the Round Table Conferences?

4. Which British prime minister announced the Communal Award in 1932?

5. Who among the British cabinet felt that Indians were not ready for independence?

6. On what basis did Congress reject the 1935 Act?

7. Name the two new provinces created under the 1935 Act.

8. In how many provinces did Congress gain majority rule in the 1937 elections?

9. What action did Mr Jinnah call for when the Congress ministry resigned?

10. On what did the Congress' Wardha education scheme focus?

11. Name the report that listed Muslim grievances under Congress rule.

12. What title was given to Mr. Jinnah after the resignation of the Congress ministry?

WORKSHEET 9

Chapter 9: The World at War: 1939–45

Say whether the following statements are true ✓ or false X.

1. World War II was triggered by Germany's invasion of Poland.
2. The German people thought that the Treaty of Versailles was very fair.
3. Adolf Hitler was elected Chancellor of Germany in June 1933.
4. German troops entered the Rhineland in 1936.
5. The Anti-Communist Pact allied Germany with Italy.
6. In 1938 Hitler demanded the Sudetenland region of Hungary.
7. Britain adopted a policy of appeasement towards Hitler.
8. The Munich Agreement was signed in September 1938.
9. Japan invaded Abyssinia in 1931.
10. The League of Nations was ultimately a failure.

2. Communism vs capitalism: What is the difference?

Write notes in the right-hand column to show how communism is different from capitalism.

Capitalism

Communism

People are free to make as much money as they can.	
Private parties and individuals can own businesses and properties.	
Other than running the affairs of the state, the government cannot dictate the personal lives of its citizens.	
People can choose whoever they want at elections.	
The Press is free to criticize the government.	
The government does not interfere in the religious beliefs of the people.	

2. Name five capitalist and five communist countries.

WORKSHEET 10**Chapter 10: Power Shifts—The World after World War II**

Match the statements on the left with their correct terms on the right.

- | | |
|--|-----------------------------------|
| 1. Peace-keeping body formed after World War I | a) Cold War |
| 2. Economic rescue effort by US after World War II | b) 193 |
| 3. Judicial body set up by the League of Nations | c) Secretary General |
| 4. The most powerful body of the United Nations | d) International Court of Justice |
| 5. Headquarters of the League of Nations | e) New York |
| 6. Number of member states of the United Nations | f) Security Council |
| 7. Headquarters of the United Nations | g) Marshall Plan |
| 8. The title of the head of United Nations | h) Geneva |
| 9. Location of the International Court of Justice | i) The League of Nations |
| 10. The document that led to the creation of Israel | j) Yasser Arafat |
| 11. The famous leader of the Palestine Liberation Organization | k) The Hague, Netherlands |
| 12. The conflict between capitalist and communist countries | l) Balfour Declaration |

WORKSHEET II

Chapter I I: Towards Partition and Pakistan: 1940–47

The Radcliffe Award

Compare and contrast the map on the poster of Direct Action Day (left) and the map (right) showing the partition lines drawn under the Radcliffe Award.

Answer the questions below in the spaces provided.



I. Describe the boundaries of Pakistan shown in the Muslim League poster.

WORKSHEET 11

2. Describe the boundaries set by the Radcliffe Commission in 1947 for Pakistan.

3. What are the differences between the boundaries shown on the two maps of Pakistan?

4. What did Mr Jinnah mean when he said 'We have received a moth-eaten and truncated Pakistan'?
Do you think he was correct?
