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Teaching Guide

WINDOW TO WORLD HISTORY

CLASS VI

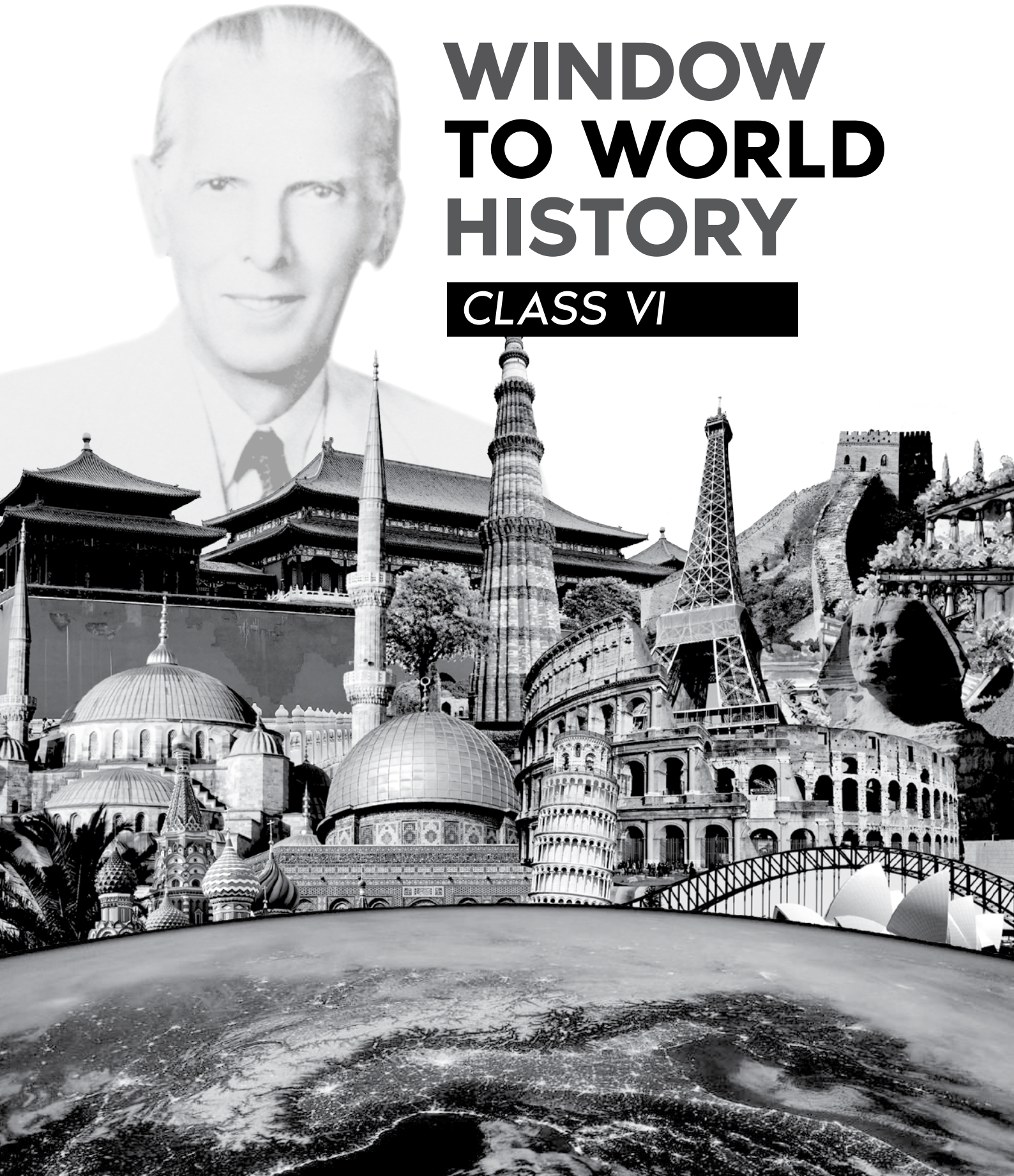


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Progression Grid for Grades 6–8

Class	World History	Islamic History	History of Indo-Pak	History of Pakistan Since Creation
6	Chapter 1: The Ancient World • Discovering the Past • The Fertile Crescent	Chapter 3: The Dawn of Islam in Arabia	Chapter 5: Ancient India: • The Indus Valley Civilisation • The Aryan Era	Chapter 7: Pakistan Since Creation • Initial Problems and Solutions • Constitutional Development
	Chapter 2: • Egypt: The Gift of Nile • Ancient China	Chapter 4: The Pious Caliphate	Chapter 6: • Muslims in South Asia • Socio Cultural Developments	
7	Chapter 1: The Medieval World • Split in the Roman World • Feudalism • The Byzantine Empire	Chapter 3: The Umayyad Dynasty	Chapter 5: Foundation and Consolidation of the Mughal Empire	Chapter 7: Pakistan Since Creation • Governance • Constitutional Development • Wars • Development
	Chapter 2: The Medieval World • The Rise of the Catholic Church and the Dark Ages • The Mongol Empire • The Crusaders	Chapter 4: The Abbasid Dynasty	Chapter 6: Rise and Fall of the Mughal Empire	
8	Chapter 1: • The Modern World • The Age of Discoveries/ Voyages of Discovery • The Renaissance	Chapter 3: The Ottoman Empire	Chapter 5: The British Rule and Muslims of the Subcontinent (Consolidation of the British Rule)	Chapter 7: Pakistan Since Creation • Governance • Constitutional Development • Foreign Policy of Pakistan • Development
	Chapter 2: The Modern World • The Age of Imperialism/ Colonisation • The World War I • League of Nations	Chapter 4: Colonisation and Post-Colonial Era in Pakistan	Chapter 6: Quest for Political Statement	

Framework for History Books for Class 6 as per National Curriculum 2017

Themes	Page	National Learning Outcomes Students will be able to:
<p>CHAPTER 1: THE ANCIENT WORLD</p> <p>Discovering the Past</p> <ul style="list-style-type: none"> Significance of the Study of History The River Valley Civilisations The Fertile Crescent Sumer Valley Civilisation Society and Culture Trade Agriculture Governance Daily life in a Sumer Valley town 	1	<ul style="list-style-type: none"> describe the significance of learning history. define the term civilisation and its components. describe the River Valley civilisations. describe the methods and technology used in agriculture. describe the Fertile Crescent and locate it on the map. state the salient features of the society in the Sumer Valley: governance, religion and agriculture. outline the main features of the Babylonian Civilisation. briefly describe the significance of the Epic of Gilgamesh and the Code of Hammurabi.
<p>CHAPTER 2: EGYPT: THE GIFT OF NILE</p> <ul style="list-style-type: none"> Significance of Nile for the Egyptian Civilisation Agriculture Society and Culture Religion and Languages Governance Pyramids and the Sphinx <p>ANCIENT CHINA</p> <ul style="list-style-type: none"> Earlytimes in China Shang Dynasty Zhou Dynasty Confucius 	6	<ul style="list-style-type: none"> describe the daily life and societal structure in the River Nile Valley (Egyptian Civilisation). identify their trade links and routes with other civilisations. describe the evolution of Egyptian languages explain the religious beliefs practiced in Egypt. identify the prominent features of the governance in Egypt. describe the pictographs and the hieroglyphs. describe the process of mummification. identify mega structures such as the Pyramids. describe the main features of the Shang and Zhou dynasties: religion, governance, discoveries, and inventions. describe Confucius' ethical code of daily life.
<p>CHAPTER 3: THE DAWN OF ISLAM IN ARABIA</p> <ul style="list-style-type: none"> Arabia before Islam Advent of Islam Prophethood ﷺ 	11	<ul style="list-style-type: none"> briefly describe the earlier prophets and their messages. define the term 'Arabian Peninsula'. describe the social, economic, and political conditions of Arabs before the advent of Islam. briefly outline the life of 'Khatam-un-Nabiyeen' the Holy Prophet ﷺ and his prophethood in Makkah and his migration from Makkah to Madinah. describe the establishment of the Muslim State in Madinah and the challenges faced by the Muslims. identify the factors which changed the social, economic, and political system of the Arabian society.
<p>CHAPTER 4: THE PIOUS CALIPHATE</p> <ul style="list-style-type: none"> Hazrat Abu Bakr ﷺ Hazrat Umar ﷺ Hazrat Usman ﷺ Hazrat Ali ﷺ 	24	<ul style="list-style-type: none"> describe the term Caliphate and its importance. describe the spread of Islam and expansion of the Muslim State during the Pious Caliphate. highlight the key features of the Islamic state: governance, administration, social values, and justice. describe the main contributions of the four Pious Caliphs ﷺ in preserving the essence of the Muslim State.

Themes	Page	National Learning Outcomes Students will be able to:
<p>CHAPTER 5:</p> <p>ANCIENT INDIA: THE INDUS VALLEY CIVILISATION</p> <ul style="list-style-type: none"> • Introduction of the Indus Valley Civilisation • Key Features: Religion, Governance, Society and Economy • Town Planning • Decline of the Indus Valley Civilisation • The Aryan Era • The Aryans: Origins and Arrival in India • Social, Economic and Religious Systems • Hinduism • Buddhism • Jainism • Gandhara Civilisation • Alexander's Invasion 	32	<ul style="list-style-type: none"> • describe the Indus Valley Civilisation. • describe the religion and governance in the Indus Valley Civilisation. • briefly describe the salient features of the socio-economic system. • describe the town planning in the Indus Valley Civilisation. • describe the causes of decline of the Indus Valley Civilisation. • describe the origins and the arrival of Aryans in India. • explain the caste system and socio-economic structure. • briefly describe Hinduism, Buddhism and Jainism in India. • describe the Gandhara Civilisation. • describe Alexander's invasion of India.
<p>CHAPTER 6:</p> <p>MUSLIMS IN SOUTH ASIA</p> <ul style="list-style-type: none"> • Conquest of Sindh by Arabs • Mahmud of Ghazni • Shahabuddin Muhammad Ghauri • The Slave Dynasty <ul style="list-style-type: none"> i. Qutubuddin Aibak ii. Razia Sultana iii. Balban • The Khalji Dynasty <ul style="list-style-type: none"> i. Alauddin Khalji • The Tughluq Dynasty <ul style="list-style-type: none"> Muhammad Tughluq • Taimur's Invasion • The Lodhi Dynasty <ul style="list-style-type: none"> Ibrahim Lodhi • Decline of the Delhi Sultanate 	45	<ul style="list-style-type: none"> • describe the causes and impacts of the conquest of Sindh by Arabs. • give a brief introduction of the Ghaznavids and trace out Mahmud of Ghazna's expeditions. • describe Ghauri's military conquests and the establishment of Muslim rule in South Asia. • briefly introduce the Slave Dynasty. • describe the Khalji Dynasty and the role of Alauddin Khalji. • briefly describe the invasions of Taimur and Sayyed Dynasty. • trace the Mongol invasion and defence policies of the Delhi Sultans with particular reference to Alauddin Khalji. • describe Tughluq's rise to power and expansion of the Delhi Sultanate. • introduce Lodhi Dynasty. • enlist the main factors leading to the decline and downfall of the Delhi Sultanate. • define Sufism. • explain the universal message of Sufism. • construct a timeline of the major Sufi saints and their contribution in the spread of Islam: Ali Hajveri, Moinuddin Chishti, Baba Farid Ganj Shakar, Bahauddin Zakariyya, Lal Shahbaz Qalandar, and Nizamuddin Auliya.
<p>CHAPTER 7:</p> <p>PAKISTAN SINCE CREATION</p> <p>Initial Problems and Solutions</p> <p>CONSTITUTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Governance • Development 	53	<ul style="list-style-type: none"> • identify the problems Pakistan faced soon after independence. • explain briefly how the problems were resolved. • explain Quaid-e-Azam's efforts towards the resolution of the issues. • describe the role of rulers of the princely states such as the role of Nawab of Bahawalpur. • define constitution and its importance. • differentiate between the essential terminologies of constitution: Bill, Acts Law, Amendments, and Ordinance. • list the constitutions of Pakistan.

Map of early civilisations



Key:

<input type="checkbox"/>	Mesoamerican	1200BCE	<input type="checkbox"/>	Roman	<input type="checkbox"/>	Persian	<input type="checkbox"/>	2700BCE
<input type="checkbox"/>	Norte Chico	3200BCE	<input type="checkbox"/>	Greek	<input type="checkbox"/>	Indus Valley	<input type="checkbox"/>	3000BCE
<input type="checkbox"/>	Egyptian	3500BCE	<input type="checkbox"/>	Mesopotamian	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	2500BCE



THE ANCIENT WORLD

Key points of the chapter

1. Importance of history
2. The rise and fall of ancient civilisations
3. Fertile Crescent Civilisation
4. Sumer Valley Civilisation
5. Babylonian Civilisation

Skills focused

- Map reading
- Inquiry and critical thinking
- Research
- Gathering and presenting information
- Problem solving
- Interpreting timelines
- Role-play
- ICT
- Communication
- Collaboration

Core vocabulary:

civilisation, society, culture, beliefs, governance, fertile, urban, barter, monolith, cuneiform, script, inscriptions, agriculture, written laws

Lesson objectives

At the end of the chapter, students should be able to:

- describe the significance of learning history.
- define the term civilisation and its components.
- name the River Valley Civilisations.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages VI, VII, 2–4, political map of the world

Introduction: 3 minutes

Display a political map of the world. Ask students whether these countries existed thousands of years ago. Ask if they know the names of any ancient city/civilisation. Discuss their responses. Students will read the Preamble to History on pages VI–VII and 2–4.

Explanation: 30 minutes

Students will compare the map on page 2 in their textbooks with the political map of the world displayed in the classroom. Using the key of the map, they should identify the locations of ancient civilisations. For example, Indus Valley existed in present-day Pakistan and India.

Ask students to read until page 4. Explain the 'cause-effect' phenomenon by drawing examples from recent past. For example, the act of ruthless cutting of trees or deforestation over the past one hundred years has led to various environmental problems. Encourage students to give more examples that clearly define the cause and effect of events in history.

Explain that the timeline given on page 3 shows the chronology or the sequence in which civilisations existed. Some civilisations were contemporary civilisations such as Mesopotamian and Egyptian between 2500–3500BCE. Ask them to give more examples of contemporary civilisations. Ask if they could calculate the number of years each civilisation existed.

Conclusion: 2 minutes

To sum up the lesson, ask students to name the ancient civilisations and the components of civilisations.

Class work: 5 minutes

Students will draw a timeline of ancient civilisations in their notebooks.

Homework: Review your learning Question 1

Pre-reading for the next lesson: textbook pages 4–7

Suggested Activities

1. The teacher may assign roles of different aspects of the Sumerian society to students. Students should research and prepare their presentation, preferably over the weekend. Each presentation should be timed so that everyone gets to perform.
2. Students should search the Internet to find out more about the importance of agriculture, the types of crops grown in different civilisations, the means of transport, irrigation techniques, etc.
3. The video is available on the Internet. Students may watch any other educational video about the Fertile Crescent.
4. Students will have to print the pictures from the Internet and prepare a booklet. They may also sketch or draw the pictures if printing facility is unavailable.
5. Give a printout of the map on page VIII of the Teaching Guide for Class VI. Ask students to assign a colour to each civilisation in the key and shade the corresponding area on the map given.

Review your learning

1. Civilisation is a term used to describe the society, culture, and way of life of people living in a certain area at a specific time. Most of the civilisations originated near the rivers as these places had fertile soil that enabled them to grow crops.

Some ancient civilisations in the world were:

- i. Mesopotamian
- ii. Egyptian

- iii. Norte Chico
 - iv. Indus Valley
 - v. Chinese
 - vi. Persian
 - vii. Greek
 - viii. Mesoamerican
 - ix. Roman
2. Students' own answers based on the factors that helped Sumerians to form a civilisation, such as: Sumer's location that provided a fertile land; a social order that specified the functioning of the various groups of the society; the religious beliefs that held society together; innovations such as digging canals for irrigation; innovations to protect themselves by building boundary walls; trading activities to earn money; and a writing system to record their accounts. These factors show that they were an advanced civilisation.
 3. Students' answers should include all inventions of Mesopotamian society that correspond with contents under the heading 'Components of a civilisation' on page 4: location between rivers, fertile land, favourable climate, government system, social divisions, religion, art and architectural innovations, and the invention of a writing system.
 4. Students may choose to belong to any social class and describe their experience of belonging with respect to their profession. For example, nobles, commoners, clients, and slaves.
 5. Students should write a detailed note explaining the social life of the Sumer system. Students should also discuss the role of religion, government, and social division (i.e. nobles, commoners, clients, and slaves).
 6. The Fertile Crescent gets its name from its crescent-like shape and fertility owing to its location near the rivers.
 7. Students' answers should include the achievements of all three rulers. Sargon founded the Akkadian empire; Cuneiform was introduced in his time, and he defended his kingdom. Nebuchadnezzar II led famous battles, established Babylon, and built the Hanging Gardens. Hammurabi's Code of laws, which emphasised law and order, earned him fame.
 8. Mesopotamians had multiple gods with human characteristics. Students must use the words 'anthropomorphic' and 'polytheists' as well as write about the concept of sacrifice, immortality, etc.
 9. Students should think critically about the ancient belief systems and give answers to support their thoughts. For example, they may state that a particular belief in a kingdom followed by all its citizens helps people live together in peace and hence unifies them.

Think, choose, and reflect

- i. b) between the Tigris and Euphrates rivers.
- ii. d) four
- iii. c) Hammurabi
- iv. a) cuneiform
- v. c) Gilgamesh or d) Ashoka

Worksheet 1

1. Give short answers to the following questions.

a. List the River Valley civilisations of the world.

b. What are the features of cuneiform script?

c. Compare the Sumerian and Babylonian civilisations.

d. List the social classes of the Sumerian society.

2. Multiple Choice Questions.

i. Sumerians wrote on tablets and _____.

- a. walls b. monoliths c. papyrus d. tombs

ii. The cuneiform script was translated by _____.

- a. Babylonians b. Hammurabi c. Sargon d. George Smith.

iii. Every Mesopotamian city had its own _____ that was maintained by the nobles.

- a. fort b. graveyard c. Ziggurat d. harbour

- iv. Babylonia thrived on the already existing _____ civilisation.
 a. Egyptian b. Sumerian c. Syrian d. Mesoamerican
- v. Sumerian gods were immortal and _____.
 a. generous b. indestructible c. anthropomorphic d. cruel
- vi. Nebuchadnezzar built the _____ of Babylon for his wife Amytis.
 a. Ziggurat b. city states c. agricultural land d. Hanging Gardens

3. Match the timelines.

Event	Year
Sargon defeated the Sumerians	1872 _{CE}
George Smith translates Cuneiform	626–562 _{BCE}
Nebuchadnezzar II reign	282
Reign of Hammurabi	250 _{BCE}
Number of laws in the Code of Hammurabi	1810-1750 _{BCE}



2A

EGYPT: THE GIFT OF NILE

Key points of the chapter

1. Features of the Nile Valley
2. Discovery of Ancient Egypt
3. Features of the Ancient Egyptian Civilisation
 - i. Agriculture
 - ii. Governance
 - iii. Society
 - iv. Religion
 - v. Writing
 - vi. Pyramids/Sphinx
 - vii. Mummification
4. Reasons for decline

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Critical thinking: understanding the causes of civilisational progress and decline
- Creativity: craft-based and role-play activities
- Digital Learning: explore resources online
- Communication: information sharing and class discussions
- Interpreting timelines

Core vocabulary:

ancestors, assumed, convict, decipher, etch, flourish, hieroglyphic, inscription, influence, intercalary, mandate, millennium, scribe

Lesson objectives

At the end of the lesson, students should be able to:

- describe the daily life and societal structure in the Egyptian Civilisation.
- identify its trade links and routes with other civilisations.
- describe the evolution of the ancient Egyptian language.
- explain the religious beliefs practiced in ancient Egypt.
- identify the prominent features of governance in Egypt.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 12–15

Introduction: 2 minutes

Ask students to refer to the Map of Early Civilisation on page 2 and locate the region where the Ancient Egyptian Civilisation flourished. Elicit responses from students about what they already know about this civilisation.

Explanation: 20 minutes

Read textbook pages 12–15 in class. Ask students to infer while reading in class at least four reasons as to why Ancient Egypt became a great civilisation in its time. The answer should include their agricultural advancement, governance, societal division, and writing.

Ask students to make notes of the agricultural produce of the Egyptians in their notebooks. Discuss the role of each segment of society shown in the Pyramid illustration on page 14. Discuss the role of farmers in Egyptian society and how their hard work sustained the entire social and economic system.

Discuss the concept of 'Life after Death' of the Egyptians. Ask students what they can infer from the process of mummification. Does it tell about their scientific advancements? Do they know of any other civilisation who practised mummification? Discuss the beliefs of ancient Egyptians regarding the events that happened after death. Draw a flow chart of activities performed: preservation of bodies, building huge tombs, storing their worldly possessions with them, and inscription of stories pertaining to the lives of the deceased in their tombs for them to read in the afterlife.

Conclusion: 8 minutes.

Announce that an 'Egypt day' will be held at the end of the week. Teachers will arrange an exhibition for 2 hours and invite all class sections to visit and enjoy. To prepare for the exhibition, two periods would be utilised prior to the exhibition day to create 3-D models. Students will be divided into groups of 5 or 6 students. The instructions are given in the Suggested Activities at the end of the lesson plan.

Class work: 10 minutes

Help students make a timeline of emergence, prosperity, and decline of ancient Egypt in their notebooks. Write bullet points against each label. They can write about what they have learnt so far and continue filling in details as the chapter progresses. These notes will be helpful for recap and future assessments.

- Emergence
- Prosperity
- Decline

Homework: Review your learning Questions 1–3 on page 27 of the textbook.

Pre-reading and research for the next lesson: Students will read pages 16–18 for the next period. They will conduct an Internet research on the three kingdom periods of the Ancient Egyptian civilisation and write notes on each. Each note should contain a paragraph of about 5 sentences, for each kingdom.

Suggested Activities

Resources: chart papers, cardboard, old newspapers, toilet paper rolls or bandage rolls, colours/paints, bold markers, glue, scissors, paper cutter

3-D Exhibition in Class

Follow up from the Conclusion above and put the following plan in action:

Group 1 should be assigned to recreate a large size pyramid, about 4ft in height using cardboard. Help them use a paper cutter to cut four triangles and a square-shaped base cardboard. Glue the base of the triangles to the edges of the square base. Apply glue on the other two sides of the triangles, determine a good angle, and paste the edges of the triangles together; glue the tips together. Use paints and bold markers to colour and illustrate.

Group 2 should be assigned to recreate the Rosetta Stone of about 3ft in height. Cut two chart papers in the shape of the Stone. Glue the edges on three sides, and use one opening to stuff old newspapers; when full, glue the opening shut. Use markers and paints to illustrate the model.

Group 3 should create about four charts of hieroglyphic writing as on page 16 of the textbook. Paste these on all four walls of the class on the day of the exhibition.

Group 4 should create a mummy. Make a dummy of a human body using old newspapers, and cover with toilet paper or bandages. Use glue to bind all elements. (Optional: use coffee mixed with water to paint the bandage/tissues for an ancient look.)

Ask students to see videos and tutorials at home on how to make the above-mentioned crafts, make notes, and share with the class during craft-making.

On the day of the exhibition, all chairs and desks will be pushed to the walls of the classroom for display.

Review your learning

1. Egyptian civilisation was able to exist and thrive only because of the River Nile. The Nile provided water for consumption, irrigation, and transport; made land fertile for agriculture; and the nearby mountains and valleys protected the society from invaders and enemies.
2. Hieroglyphs were a form of writing invented in order to write official documents and laws, and make inscriptions describing things, people, and events. It was an important form of communication.
3. Egyptians had agriculture, which they used for consumption, surplus storage and export, and even for making papyrus paper. They had a good governance system, a social system with hierarchies so that people could play their roles without conflict. They had a religion that united the whole population and inspired architectural innovations such as the pyramids and the Sphinx.

Think, choose, and reflect

- i. The Egyptians used the art of mummification to preserve the dead bodies.
- ii. Papyrus is a thin paper-like material produced from the pith of the papyrus plant.
- iii. The rulers of ancient Egypt were called pharaohs.

Worksheet 2A

1. Give short answers to the following questions.

a. What favourable conditions did the River Nile provide for the Nile Valley Civilisation to thrive at its banks?

b. How was Ancient Egyptian writing discovered? What is it called?

c. What kind of agricultural produce did Egyptians cultivate?

2. Label the social structure of Ancient Egypt.

Represent the division of Egyptian society on a pyramid through illustrations and labels.

3. Match the timelines of the events of ancient Egypt.

Event	Year
Tutankhamun ruled in this period	1938–1630 _{BCE}
Napoleon led a campaign in Egypt	3500 _{BCE}
Emergence of Egyptian Civilisation	1539–656 _{BCE}
Golden age of Egyptian Civilisation	1798 _{CE}

4. Multiple Choice Questions.

- i. Napoleon Bonaparte invaded Egypt in
 - a. 3500_{BCE}
 - b. 1891
 - c. 1793
 - d. 1798

- ii. The Egyptian Civilisation started around
 - a. 2500_{BCE}
 - b. 2575_{BCE}
 - c. 3500_{BCE}
 - d. 656_{BCE}

- iii. The hieroglyphs were deciphered using
 - a. Arabic
 - b. Greek
 - c. Latin
 - d. Cuneiform

- iv. The Rosetta Stone was discovered in
 - a. Cairo
 - b. Alexandria
 - c. Luxor
 - d. Rosetta

- v. Egypt's biggest export was
 - a. wheat
 - b. barley
 - c. papyrus
 - d. limestone

Key points of the chapter

1. Background of the Yellow (Huang He) River Civilisation
2. Timeline of ancient civilisations of China
3. Xia Dynasty
4. Shang Dynasty
5. Zhou Dynasty
6. Qin Dynasty
7. Han Dynasty
8. Religion and philosophy in Ancient China
9. Contributions of Ancient Chinese

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Critical thinking: understanding the causes of civilisational progress and decline
- Creativity: craft-based activities
- Digital Learning: explore resources online
- Communication: information sharing and class discussions
- Interpreting timelines

Core vocabulary:

ancestors, assumed, convict, decipher, etch, flourish, hieroglyphic, inscription, influence, intercalary, mandate, millennium, scribe

Lesson objectives

At the end of the lesson, students should be able to:

- describe the main features of the Shang and Zhou dynasties: religion, governance, discoveries and inventions.
- describe Confucius' ethical code of daily life.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 19–22, Internet for research

Pre-class reading and research: Read pages 19–22. Ask students to go on the link: http://www.ancientchina.co.uk/geography/home_set.html) to find out how the Yellow River got its name.

Introduction: 10 minutes

Ask students to refer to the map on page 19 and reinforce the previously learned idea that great civilisations of the past developed near rivers. Ancient Chinese Civilisation grew along the Yellow (Huang He) river. Ask students if they know why it is called the Yellow River.

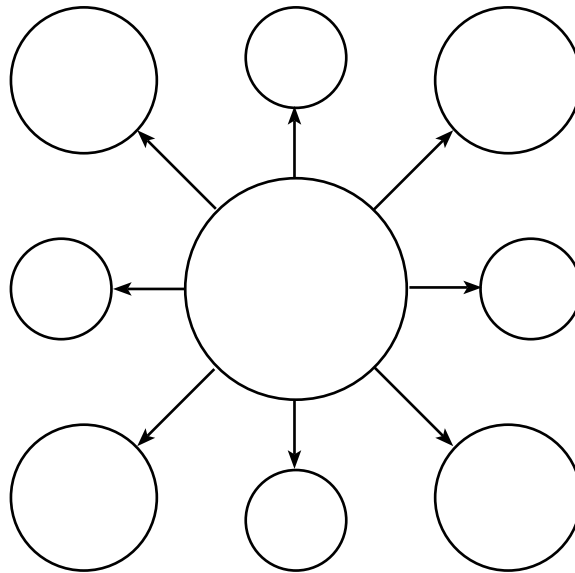
'The Yellow River gets its name because of the yellow windborne clay dust called loess that is blown across the north of China from the steppes of Central Asia. The loess is blown into the river and gives it a yellow appearance. The Yangtze River is the longest in China and third longest in the world.'

(Source: http://www.ancientchina.co.uk/geography/home_set.html)

Ask students to recall their readings of pages 19 and 20. Ask how the civilisation emerged and established itself at its start, i.e. its birth along the river, the first kingdom (Xia).

Explanation: 20 minutes

Read textbook pages 20–22 until the Decline of Zhou Dynasty. Elaborate the significance, innovations, and contributions of the Shang and Zhou dynasties. Make mind maps on the board, for both kingdoms. Students will examine the artefacts from ancient China and list their names in their notebooks. Ask for students' contributions as you read and make notes on the board to make it an interactive learning environment. The mind maps can look like this:



Conclusion: 5 minutes

Divide the class into two groups, Shang and Zhou. Ask students to refer to the notes on the board, and debate about why their civilisation was important. There will be two rounds of one minute each, in which a student from each group will speak about their dynasty for thirty seconds per round. The teacher will time this activity.

Class work: 5 minutes

The students will transfer the points of the mind maps from the board to their notebooks.

Homework: Students will use the notes of the mind maps to write detailed notes on each of the dynasties. Ask them to draw one object or ornament from each dynasty to supplement the writing assignment.

Suggested Activities

Project China

Teacher may assign a marked project to students on any one of the following topics. The links should be shared with the students who will compile a booklet with at least 6 pages, including the cover. They should paste pictures in the booklet to make it attractive.

- Great Wall of China: https://www.ducksters.com/history/china/great_wall_of_china.php.
- Silk Road: https://www.ducksters.com/history/china/silk_road.php
- Terracotta Army: https://www.ducksters.com/history/china/terracotta_army.php
- Religion: <https://www.ducksters.com/history/china/religion.php>
- Inventions: https://www.ducksters.com/history/china/inventions_technology.php
- Chinese Numbers and Colours: https://www.ducksters.com/history/china/chinese_numbers_colors.php

Yin-Yang sign: Students to design the posters by following the instructions on page 27 of the textbook.

Documentary: Students to watch the documentary and take notes for class discussion.

Time-travellers activity: Students to create their itinerary and bring to class for presentation.

Quiz: Students should work in pairs or groups and select a topic to prepare a quiz with at least 5 questions. The teacher should allocate a period at the end of the chapter for the class quiz to take place.

Review your learning

4. The answer can be based on the basic tenets of civilisations in general, i.e. governance, social system, religion, writing system, and agriculture of both civilisations. Students can refer to pages 13–16 for Egyptian civilisation. List the governance system of the Qin Dynasty, writing system improved in the Zhou period, social system based on Confucian ideals, religious values (both ancient and Confucian and Tao), agriculture developed as early as the Shang and Zhou period.
5. Students will refer to the Timeline of Xia, Shang, Zhou, Qin, and Han dynasties for names and dates on page 19.
6. Students must include the periods in which these ideas originated (Taoism 500_{BCE}, and Confucian around 200_{BCE}); the names of the founders (Lao-Tse and Confucius); Confucianism advocated control whereas Taoism advocated for more individual autonomy. Tao advocated for laws of nature, while Confucius believed in the laws of social and political institutions.

Think, choose, and reflect

- iv. The Zhou Dynasty ended the Shang Dynasty and started an administration that went on for over 800 years.

Worksheet 2B

1. Give short answers to the following questions.

a. Which dynasty was the longest reigning in Ancient Chinese history?

b. What caused the decline of the longest reigning Chinese of kingdom?

c. Describe some administrative reforms of the Qin Dynasty.

d. Give a brief summary of Confucianism.

e. List ten achievements of the Ancient Chinese Civilisation.

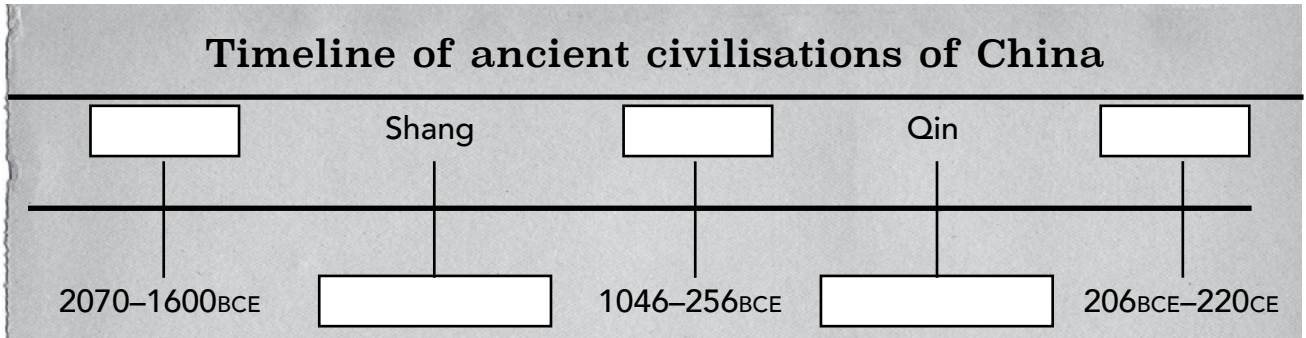
2. Fill in the blanks.

- i. The primary occupation of people in the Shang period was _____.
a. trade b. fishing c. agriculture
- ii. The Zhou Dynasty lasted for _____ years.
a. 500 b. 190 c. 790
- iii. The famous Chinese philosopher Confucius lived during the _____ period.
a. Shang b. Zhou c. Qin
- iv. The Great Wall of China was built during the _____ Dynasty.
a. Zhou b. Qin c. Shang
- v. The Zhou overthrew the _____ Dynasty.
a. Zhou b. Qin c. Shang

3. Multiple Choice Questions.

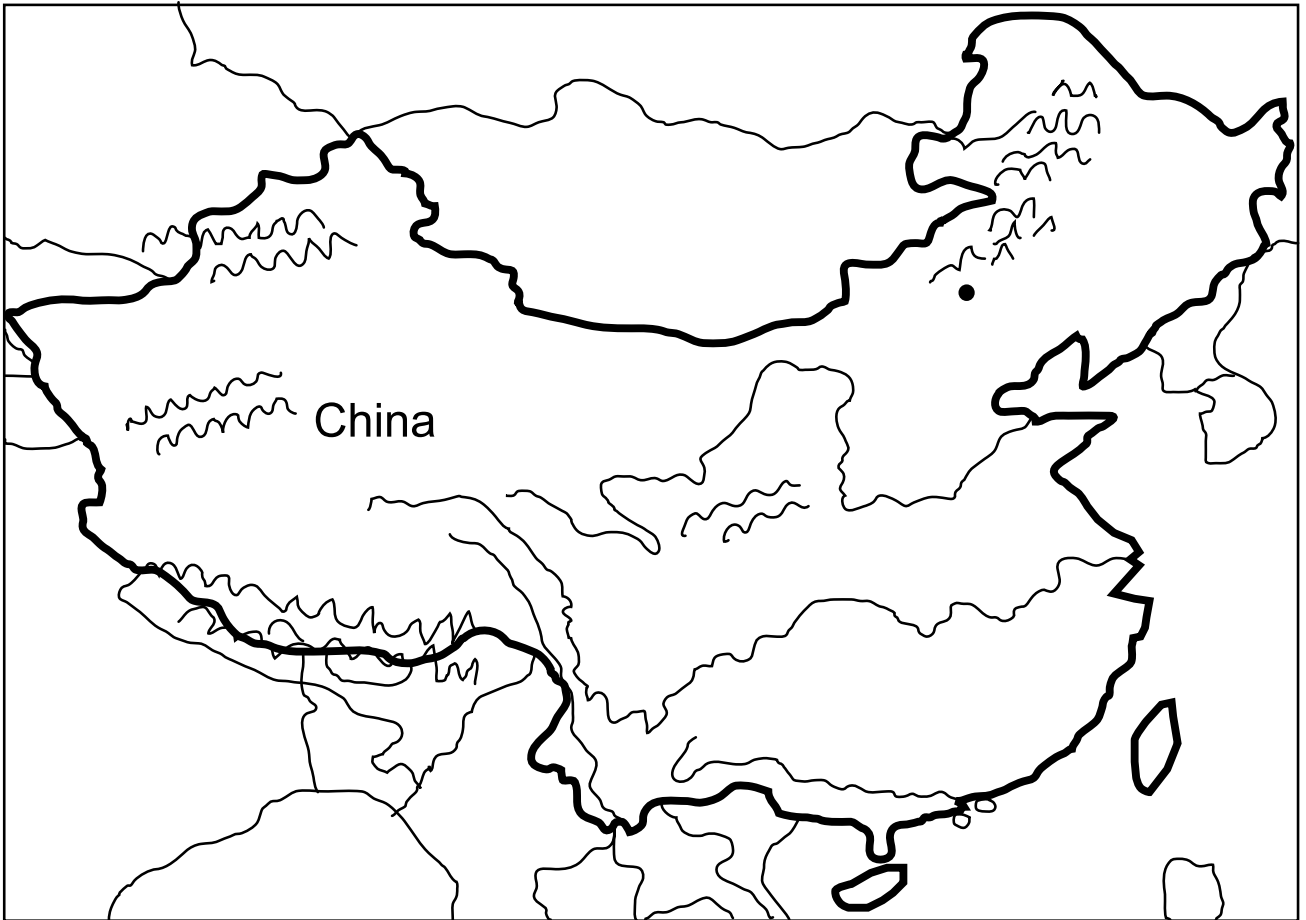
- i. What are the kingdoms of Ancient China called?
a. houses b. dynasties
c. kaisers d. empires
- ii. The New Kingdom of Ancient Egypt lasted from
a. 2575–2130_{BCE} b. 1938–1630_{BCE}
c. 1539–656_{BCE} d. 2070–1600_{BCE}
- iii. Near what rivers did the Chinese Civilisation emerge?
a. Euphrates and Tigris b. Shanghai and Xinhua
c. Huang He and Yangtze d. Beijing and Lao-Tse
- iv. Name two dominant philosophies in Ancient China?
a. Taoism, Confucianism b. Hinduism, Christianity
c. Buddhism, Taoism d. Confucianism, Christianity
- v. Who were the first rulers of Ancient China?
a. Xia b. Ming
c. Shang d. Qing
- vi. Who were the last rulers of Ancient China?
a. Han b. Ming
c. Xia d. Qin

4. Complete the timeline.



5. Label the following on the map below.

- Ancient Chinese Civilisation (outline and shade)
- Yellow River





3

THE DAWN OF ISLAM IN ARABIA

Key points of the chapter

1. Location and antiquity of the Arabian Peninsula
2. The prophets as Messengers of Allah Almighty
3. Arabia before Islam
4. Life of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ in Makkah
5. Migration of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ to Madina
6. First Islamic state in Madina
7. Conquest of Makkah

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Critical thinking
- Digital Learning: explore resources online
- Communication: information sharing, quizzes, and class discussions

Core vocabulary

absolute, apprehensive, assassinate, bestowed, boycott, entrusted, exile, Ghazwat, meditation, negotiation, pardon, patriarchal, usurers

Lesson objectives

At the end of the lesson, students should be able to:

- briefly describe the earlier prophets and their messages.
- locate the Arabian Peninsula on the map and define the term Arabian Peninsula.
- outline the social, economic, and political conditions of the Arabs before the advent of Islam.
- describe the life of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ his Risalat in Makkah, and his migration from Makkah to Madina.
- trace the establishment of the Muslim State in Madina.
- list the challenges faced by the Muslims in Madina.
- identify the changes in the entire social, economic, and political system of Arabian society.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 30–32, 39

Introduction: 10 minutes

Introduce students to the new section of the textbook. Link the study of Islam to History. Explain that the arrival of Islam was a turning point in world history, as it led to the creation of a great Islamic Civilisation that ruled a large part of the world notably in the regions that are located in Africa, Middle East, Asia, and even Europe. Highlight that the advent of Islam led to a big change in the prevalent religious values of other civilisations—older civilisations believed in polytheism, pagan rituals and idol worshipping. Islam changed this pattern in the history of mankind.

Explain that the arrival of Islam revolutionised the 'components of civilisation' aspect that was more or less similar across most early civilisations. Ask students to recall what they have learnt about these from the previous chapters in the last section. Islamic religious system is based on the oneness of God and the principles in the Holy Quran. Madina's social system did not have kings and was based on justice and equality (compare with old hierarchical, unequal social systems of Mesopotamia and Ancient Egypt), and forgiveness (compare with Hammurabi's 'eye for an eye' and cruel Pharaohs). A new form of governance was introduced in Madina, which became a model city-state of all times.

Explanation: 20 minutes

Read textbook page 30. First, discuss the location of the Arabian Peninsula, and the important cities of Makkah and Madina on the map given. Explain that these modern states did not exist, and it was just a barren desert with lots of nomadic tribes.

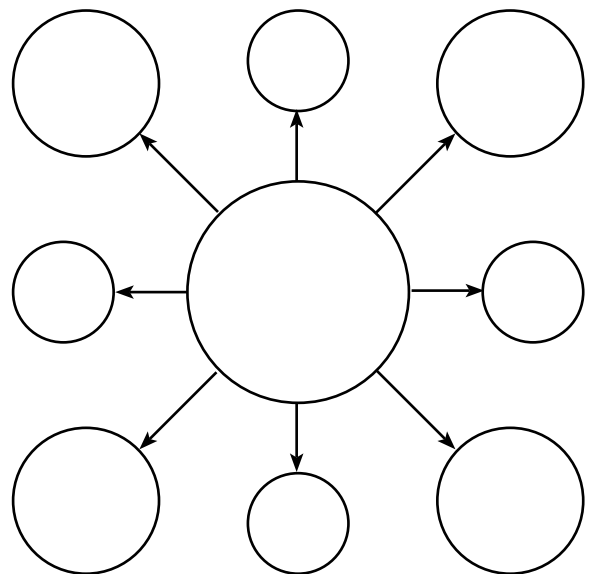
Read page 31 with students. Begin with making a mind map on the board, and list the general characteristics of Allah's prophets.

Next, read the text under the heading 'Hazrat Ibrahim عليه السلام' and make another mind map, listing his importance as Allah's messenger.

From pages 31–32, read 'Arabia before Islam' with students, and make columns on the board: social, economic, political, and cultural. Make it an interactive session with the students, by writing relevant information under the aforementioned headings, in bullet point formats. Elicit responses from students about the importance of each of these in the modern-day world.

Conclusion: 5 minutes

Conclude the lecture by connecting the three parts discussed. Summarise that the prophets were noble men who were asked to improve society and remedy their unjust and evil ways. Hazrat Ibrahim عليه السلام was one such example; he عليه السلام defied society by saying no to idol worship, and built the Holy Kaabah as the House of Allah Almighty where people could pray to Him. Next, discuss how the society in Makkah, where the Kaabah was built, forgot his message over a period of time, and regressed into evil manners and idol worshipping. Allah sent our 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ as the last prophet to guide mankind.



Class work: 5 minutes

The students will transfer the mind maps into their notebooks.

Homework:

1. Students will complete Questions 1 and 2 given on page 38 of the textbook. They will use their notes from class discussions to complete these.
2. Students will complete the Map study exercise on page 39.

Suggested Activities

1. Documentary Day

Book a room with audio-visual facilities for the length of a class period, and show students these documentaries:

- i. The History of Makkah (Duration: 6 minutes)
Link: <https://www.youtube.com/watch?v=ccwKWxgxV0Y>
- ii. Contextualization–Islam | World History | Khan Academy (Duration: 8 minutes)
Link: <https://www.youtube.com/watch?v=gB7ya6386iA>
- iii. Life of Muhammad and beginnings of Islam part 1 | World History | Khan Academy (Duration: 10 minutes)
Link: https://www.youtube.com/watch?v=4NT_btkLIho

If this cannot be arranged in class, then teachers may download the documentaries in their cell phones/laptops and show students in class.

2. Seerat Quiz

Organise a quiz based on the life of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ. The quiz could contain the following questions and more:

- What was the name of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad's ﷺ uncle?
- Who was 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad's ﷺ first wife?
- How old was 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ, when he first married?
- Who was the first person to embrace Islam?
- Who was the second person to embrace Islam?
- Where did 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ receive the first revelation?
- What was the first Surah, revealed to 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ?
- Who accompanied 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ in his hijrat?
- What year did 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ migrate to Madina?
- In what cave did 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ seek refuge while migrating to Madina?
- Where was the first mosque of Islam built?
- What was the name of Madina before the creation of the Islamic state under 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ?
- Who did the 'Khatam-un-Nabiyeen' Holy Prophet Hazrat Muhammad ﷺ reside with when he first arrived in Madina?

Review your learning

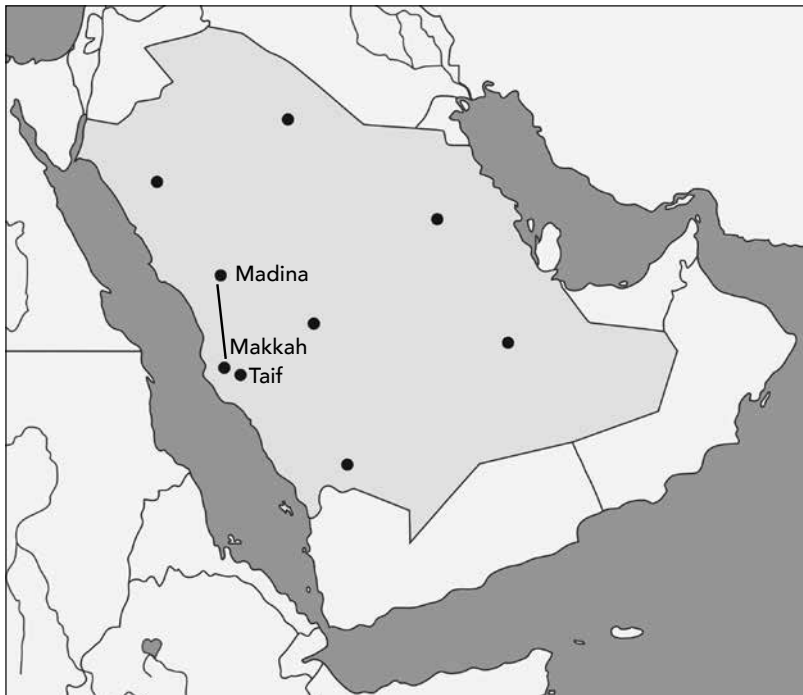
1. Students' answers can be based on textbook page 31 under the heading 'The prophets as messenger of Allah Almighty'. The prophets were sent to guide mankind and to convey the message of Oneness of Allah to them.

2. Students' answers can be based on page 31 of textbook, under 'Arabia before Islam'. Students should briefly refer to the geographical conditions (barren desert), nomadic tribes, polytheist religious practices, and trading links with neighbouring lands. Answer must be divided into social conditions: wars, patriarchy, infanticide; economic: trading, dominance of Jews in business; political: no central government, kingdom, tribal law and system, the dominant Quraish; and, cultural: rich in literature and spoken word.
3. Students' answers can be based on textbook pages 33–34. Family background, guardians, temperament, profession, reputation, marriage, reaction to society, and meditation practices. Followed by revelation of Quran, difficulties faced following ascension to prophethood. Migration in 622CE.
4. Students' answers can be based on textbook pages 34–35. Quraish plans of assassinating 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ. Miraculous escape from home. Stay in cave of Saur, and Quba. Warm welcome from Ansars of Madina.
5. Students answers' can be based on textbook pages 35–37. Answers must include the following characteristics: Islamic brotherhood, stay at Abu Ayub Ansari, the hostilities faced from other tribes (such as the Jewish), and racism, which was prohibited.
6. Students' answers based on textbook pages 36–37; under the subheadings: 'Social changes in Madina', and 'Challenges faced by the Muslims of Madina'.

Think, choose, and reflect

- i. b. Middle East
- ii. c. Jews
- iii. b. 622CE
- iv. a. 6th
- v. b. Saur
- vi. c. 25

Map study



Worksheet 3

1. Give short answers to the following questions.

- a. What year did 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ return to Makkah, and how was his 'conquest' a unique one?

- b. How and when were the Muslims of Madina allowed to perform their first Hajj?

- c. What was 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ peaceful solution to the warring tribes that he faced in Madina?

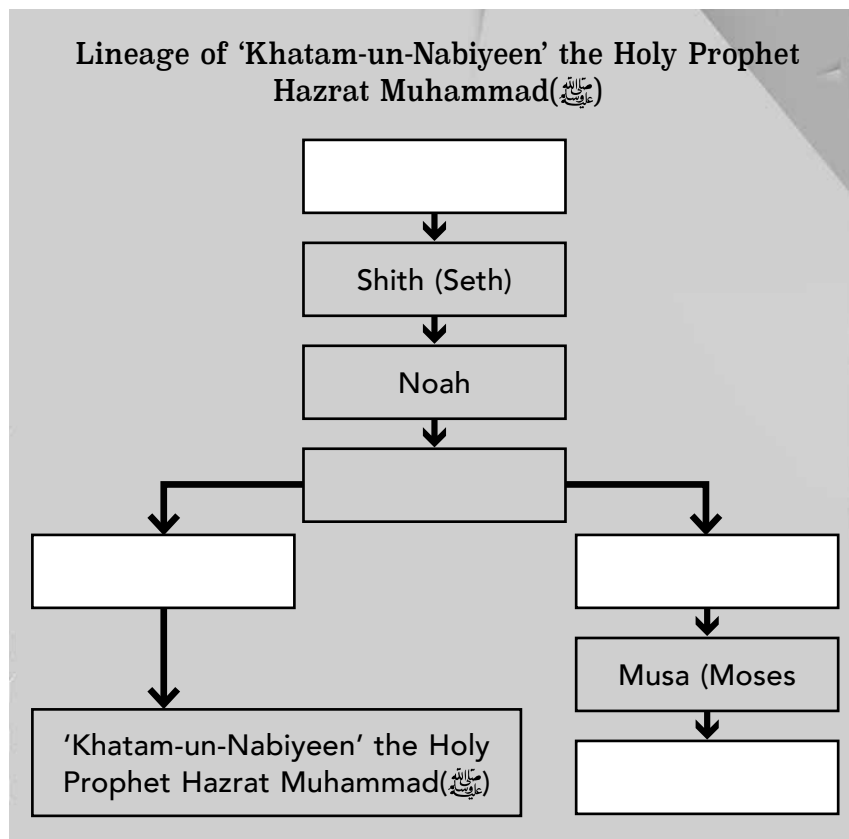
- d. What troubles and sorrows did 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ face in the 'Year of Grief'?

2. Multiple Choice Questions.

- i. The Arabic term for the 'Year of Grief' is
- | | | |
|----------------|------------------|--------------------|
| a. Aam ul huzn | b. Shab-e-mairaj | c. Wiladat-e-nabwi |
| d. Aam ul feel | e. Aam ul Saur | |
- ii. Due to his honesty in business, 'Khatam-un-Nabiyeen' the Holy Prophet ﷺ got the title of
- | | | |
|----------------|-----------------|-----------------|
| a. Abul Anbiya | b. Al Amin | c. both a and d |
| d. Al Sadiq | e. both b and d | |
- iii. After which treaty did the Muslims of Madina sign with Makkah to allow them for pilgrimage?
- | | | |
|----------------------|----------------------|-----------------------|
| a. Treaty of Khandak | b. Treaty of Quba | c. Treaty of Hudaibia |
| d. Treaty of Nasr | e. Treaty of Ghazwat | |

- vi. When did Muslims perform their first Hajj?
 - a. 6th Hijri
 - b. 622CE
 - c. 628CE
 - d. 16th of Rabiul Awwal
 - e. 570CE
- v. This year marks the beginning of the Hijri calendar
 - a. 628CE
 - b. 626CE
 - c. 622CE
 - d. 570CE
 - e. 630CE
- vi. The Holy Quran recalls the Conquest of Makkah in the Surah
 - a. Surah Nasr
 - b. Surah Iqra
 - c. Surah Muzammil
 - d. Surah Ikhlas
 - e. Surah Baqarah

3. Complete 'Khatam-un-Nabiyeen' the Holy Prophet's ﷺ lineage.

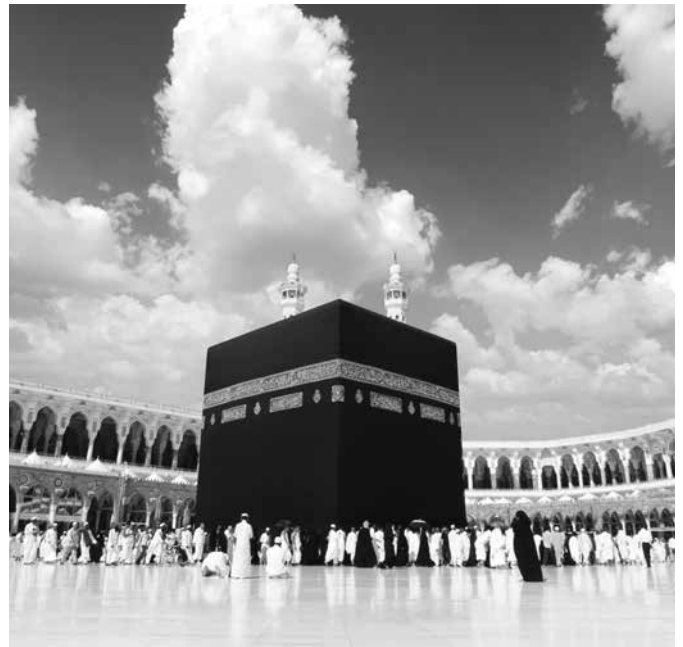


4. Identify the following landmarks from Arabia and choose the correct label.

Jabl-e-Noor Masjid-e-Quba Masjid-e-Nabawi ﷺ The Holy Kaabah



a. _____



b. _____



c. _____



d. _____

4

THE PIOUS CALIPHATE

Key points of the chapter

1. Death of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ
2. The Rightly Guided Caliphs of Islam
3. Rashideen Caliphate
 - i. Hazrat Abu Bakr Siddique رضي الله عنه (632–634CE)
 - ii. Hazrat Umar Farooq رضي الله عنه (634–644CE)
 - iii. Hazrat Usman Ghani رضي الله عنه (644–656CE)
 - iv. Hazrat Ali Ibn-e-Talib رضي الله عنه (656–661CE)
4. Impact of the Pious Caliphs on social values
5. Challenges faced by the Pious Caliphs

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Interpreting timelines
- Critical thinking: understanding the causes of progress and decline
- Digital Learning: explore resources online, use of multimedia (PowerPoint, Prezi etc.)
- Communication: information sharing and class discussions

Core vocabulary

affection, charter, conflict, consent, courageous, embraced, extensive, harmonious, rebellious, treasury, zakat

Lesson Objectives

At the end of the lesson, students should be able to:

- describe the term caliphate and its importance.
- trace the spread of Islam and the expansion of the Muslim State during the Pious Caliphate.
- highlight the key features of the Islamic state: governance, administration, social values and justice.
- describe the main contributions of the four Pious Caliphs رضي الله عنهم in preserving the essence of the Muslim state.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 42–43

Pre-class reading: Read page 41

Introduction: 5 minutes

Ask students about their pre-class reading and explain to them that following the death of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ, there was a need for leaders of exceptional characters to lead the then-small Muslim Ummah. Briefly elaborate on the word Khalifa which literally means 'successor'.

Make a link between Hazrat Abu Bakr's ﷺ ascension to Caliphate and the fact that he was the Prophet's closest companion throughout his lifetime, and especially in his last days. He was also most senior among his companions.

Refer to the title of the chapter and explain that the 'Pious Caliphs' refer to the first four caliphs of Islam, because of their closeness to 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ and due to their exceptional leadership that saved Islam in its early days after the passing away of its Leader 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ.

Explanation: 20 minutes

Read textbook page 42. Explain that Hazrat Abu Bakr ﷺ was elected by unanimous vote in the Muslim community and chose the title of Khalifa and never King or Sovereign, due to the egalitarian teachings of Islam, and the humility advocated by 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ, who never called himself the King.

Explain that the line of the 'Pious Caliphs' is formally known as the Rashidun Caliphs or the Rashideen Caliphate. It refers to the thirty-year rule of four of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad's ﷺ closest companions. The term 'Rashid' means 'rightly guided'. Draw a timeline on the board as given below, and write the relevant achievements under each name in numbered bullets:

Hazrat Abu Bakr ﷺ	Hazrat Umar ﷺ	Hazrat Usman ﷺ	Hazrat Ali ﷺ

Students should draw a timeline in their notebooks and continue noting down information about all caliphs. Fill the text box for Hazrat Abu Bakr ﷺ by noting down his qualities and achievements. Write the following facts on the board and ask students to contribute while reading: his title was 'Siddique'; first man who embraced Islam; accompanied 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ during Hijrat; was married to 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ's daughter Ayesha ﷺ; Madina was the capital of the first/Rashideen Caliphate; curbed the rise of false prophets; ensured continued practice of zakat; defeated the Bedouin

revolt in 633CE; expansion of the empire; his caliphate lasted only two years till 634CE until his death at the age of sixty.

Transition to the next Caliph Hazrat Umar رضي الله عنه on page 42. Characteristics: intelligent, brave, courageous; great knowledge of Islamic law; beloved friend and companion; participated in many battles for Islam; consolidated the empire; was given the title of 'Farooq'; expanded the empire (note all the places and years given on page 42); Islamic calendar introduced; promoted education of the Quran; religious tolerance; formalised the administrative system with parliament, etc.; administrative rules; Bait-ul-maal established; development of canals and road ; madrasa system with paid teachers; prisons and police stations; census conducted; welfare homes and orphanages; caliphate lasted 10 years; was murdered by a slave; attained martyrdom.

Conclusion: 5 minutes

Take a board marker of another colour, and underline all the administrative reforms under the two caliphates. Use another colour to underline other achievements (in case of limited access to multiple board markers, use different marks such as circling, wavy underline, and enclosing text in box).

Class work: 10 minutes

Students will solve Question 5 in their notebooks.

Homework: Students will complete Questions 1 and 3 on page 46 in their notebooks.

Suggested Activities

Research Project and Presentation

Students will be assigned the 'Research' activity on page 46 of their textbooks. Make four groups in the classroom, and assign each group the responsibility of doing research on each of the four Pious Caliphs.

Ask students to make a booklet and a multimedia presentation with the following information:

- Name and background of the Caliph رضي الله عنه
 - (+ birth and death)
- Relationship with 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad صلى الله عليه وسلم
- Role as a Caliph
 - Achievements
 - Administrative reforms
 - Social reforms
 - Conquests and wars fought (expansion of the Islamic Empire)
 - Challenges (opposition, civil war, etc.)

The written component should be between 100–200 words.

The students should prepare a multimedia presentation, which summarises the information in the booklet. Teachers are required to make arrangements for projectors in the classroom or arranging the presentation in a room that supports audio-visual information communication.

The oral group presentation should be ten minutes long in which at least four group members will be required to present the information on the presentation. Students may use PowerPoint or Prezi (or similar applications) for the presentation.

Review your learning

- Students' answer on page 41 under the heading 'The Rightly Guided Caliphs of Islam'. Mention the meaning of caliph, the Arabic word for rightly guided; why they were called the rightly guided caliphs; close companions, successors of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ; protected the Ummah; expanded the Islamic state; made administrative, judicial, economic reforms; faced challenges and wars for the protection of Islam.
- Hazrat Abu Bakr رضي الله عنه: made zakat a part of the administrative structure.
 Hazrat Umar رضي الله عنه: the administrative system became more formalised, including the establishment of a parliament; laid down firm administrative rules for its governance; established the Bait-ul-Maal (state's treasury); a proper judicial system, and armed forces; canals and roads were constructed; imams, teachers, and muezzins were given salaries in schools and mosques; prisons and police stations were built; a population census was conducted; and welfare homes and orphanages were established for the poor and needy.
 Hazrat Usman رضي الله عنه: organised the navy, changed administrative divisions, and completed many public projects. Significant economic and defence sector reforms were made during his rule. In his time, the first naval ship was built. He largely followed the strategy of administration devised by Hazrat Umar رضي الله عنه. He further strengthened the administrative set up of different departments of the state, due to which the revenue collection system of the country strengthened.
 Hazrat Ali رضي الله عنه: Significant economic and defence sector reforms were made during his rule. He also introduced special reforms for the department of taxation.
- Students' answers based on text on page 40. He removed the sheet covering 'Khatam-un-Nabiyeen' the Holy Prophet's ﷺ face, kissed him, and wept. Following this, Hazrat Abu Bakr رضي الله عنه went to the Masjid-e-Nabvi and delivered one of the noblest speeches in Islamic history. Hazrat Abu Bakr رضي الله عنه asked Muslims to accept 'Khatam-un-Nabiyeen' the Holy Prophet's ﷺ mortality and his death, and believe that only Allah Almighty is eternal.
- Students' answers based on text under the subheading 'Impact of the Pious Caliphs on social values' on page 44. Harmonious relationships, social justice, peace, love, brotherhood, and equality. Equality of all religious groups. Islamic value system that encouraged people to develop good moral character, and compassion for Allah's creations.
- Students' answers based on text on page 42. Hazrat Umar رضي الله عنه formalised the administrative system with a parliament setting, etc.; administrative rules were laid down; Bait-ul-maal was established; canals and road developed; madrassa system with paid teachers; prisons and police stations; a population census was conducted; welfare homes and orphanages were established.
- Students' answers based on text on page 44 under the subheading 'Challenges faced by Pious Caliphs'.
 Moral degradation: During Hazrat Abu Bakr's رضي الله عنه caliphate, the Muslims turned away from Islam and came up with new Islamic practices. They declared the halal as the forbidden, and started to avoid paying zakat, etc. Furthermore, men as well as women declared false prophethood.
 Revolts and rebellions: In 633CE, Hazrat Abu Bakr رضي الله عنه defeated the Bedouin revolt. Hazrat Usman رضي الله عنه faced many rebellions. He was murdered by a rebellious group. Hazrat Ali رضي الله عنه: His

period was the most challenging in the history of the caliphate. He was martyred by one of the rebellious groups that he had previously defeated.

Consolidation and expansion of the empire: Hazrat Umar رضي الله عنه fought many battles to consolidate the empire after Hazrat Abu Bakr's رضي الله عنه death. Hazrat Ali رضي الله عنه extended the empire from Central Asia in the East to North Africa in the West.

During Hazrat Usman's رضي الله عنه caliphate, the borders of the Islamic Caliphate were extended till Cyprus, Afghanistan, Armenia, and Azerbaijan. Hazrat Abu Bakr رضي الله عنه planned to take over the Byzantine and Sassanid empires in order to strengthen and expand the Islamic Caliphate but his caliphate lasted just over two years.

True or false

- i. True
- ii. True
- iii. False
- iv. False
- v. False
- vi. True

Research

Students' own research.

Map study

Please refer to *Oxford School Atlas for Pakistan*, pages 46–47.

Worksheet 4

1. Give short answers to the following questions.

- a. Describe the events of the day on which 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ performed Hajj.

- b. State the meaning of the word 'khalifa'. Who used this term for the first time?

- c. What is the 'Rashideen Caliphate'? Name the rulers and the respective time of their reigns under this period.

- d. Name some of Hazrat Umar's ﷺ military conquests and their dates.

- e. Describe Hazrat Usman's ﷺ personal life, his characteristics, and his relationship with 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad ﷺ.

f. Describe Hazrat Ali's رضي الله عنه characteristics and his relationship with 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad صلى الله عليه وسلم?

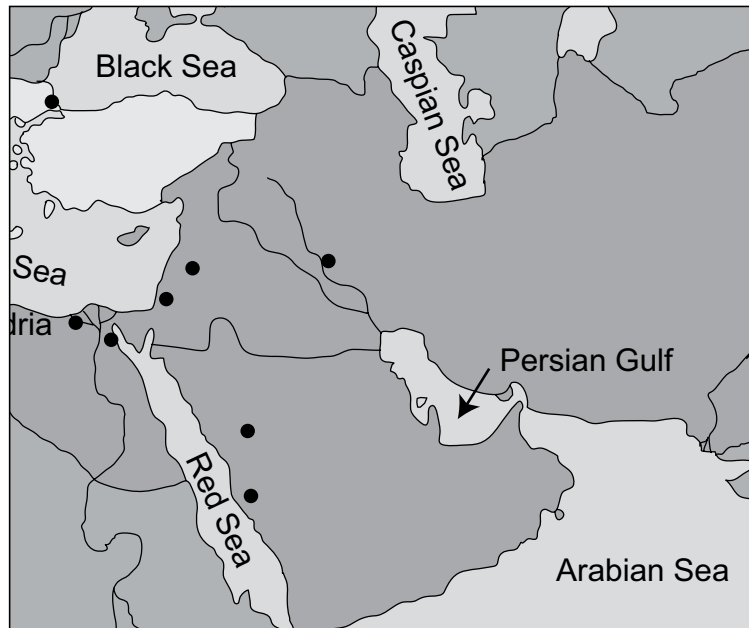
2. Match the events with the correct dates.

Event	Year
Khutbatul-Wida	633CE
Abu Bakr <small>رضي الله عنه</small> defeated the Bedouin revolt	642CE
Hazrat Umar <small>رضي الله عنه</small> conquers Alexandria	644CE
Start of Hazrat Ali's <small>رضي الله عنه</small> reign	632CE
Start of Hazrat Usman's <small>رضي الله عنه</small> reign	656CE

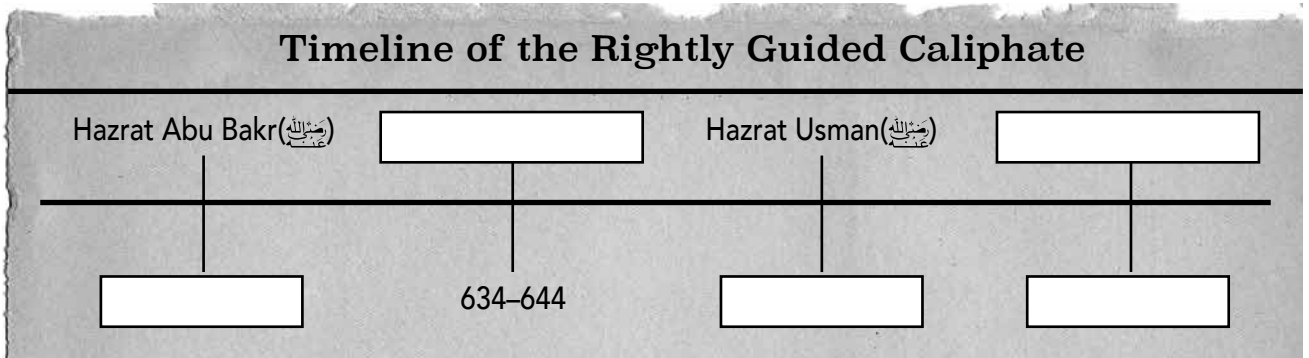
3. Fill in the blanks.

- i. 'Khatam-un-Nabiyeen' the Holy Prophet's صلى الله عليه وسلم last sermon is called _____.
 a. Khutbat-ul-Nabi b. Khutba-al-Juma c. Khutbatul-Wida
- ii. Hazrat Abu Bakr رضي الله عنه was given the title of _____.
 a. Abul Anbiya b. Asadullah c. Siddique
- iii. Hazrat Umar's رضي الله عنه father name was _____.
 a. Usman Abu Kuhafa b. Khattab-ibn-Nufayl c. Affan-bin-Abdul-As
- iv. Hazrat Usman's رضي الله عنه title was _____.
 a. Lion of Allah b. Zun-Noorain c. Ghani
- v. Hazrat Ali's رضي الله عنه kuniyyat was _____.
 a. Abu Turaab b. Ali Abul Hasan c. Zun-Noorain

4. Label the important cities of the Muslim empire (Damascus, Jerusalem, Baghdad, Madina, and Makkah) on the map below.

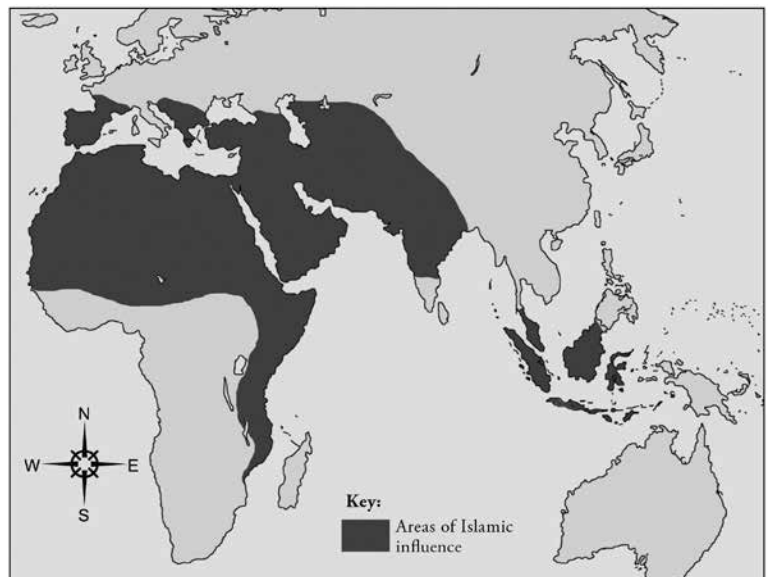


5. Complete the timeline.



6. Map study

Use the map below and with the help of a modern world Atlas, name at least ten countries that come under the shading on this map, showing the areas of Islamic influence under the Caliphs.



ANCIENT INDIA: THE INDUS VALLEY CIVILISATION

Key points of the chapter

1. Location and antiquity
2. Architecture
3. Agriculture
4. Social Life
5. Religion
6. Writing
7. Governance
8. Trade
9. Indus Valley Seals
10. Decline of the Indus Valley Civilisation

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Interpreting timelines
- Critical thinking: understanding the causes of progress and decline
- Digital Learning: explore resources online
- Communication: information sharing and class discussions

Core vocabulary

deciphered, embarked, epidemic, eventually, excavation, expedition, fierce, granaries, inscriptions, kiln, pastoral, paved, polytheists, urban

Lesson Objectives

At the end of the lesson, students should be able to:

- describe the Indus Valley Civilisation.
- describe the religion and governance in the Indus Valley Civilisation.
- briefly describe the salient features of the socio-economic system.
- describe the town planning in the Indus Valley Civilisation.
- describe the causes of decline of the Indus Valley Civilisation.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 50–53

Pre-class reading: 'Location and antiquity' on page 49

Introduction: 2 minutes

Refer to the map on page 49 and discuss the map of Ancient India. Bring the students' attention to the River Indus and the city of Mohenjo-Daro that dates back to 3000BCE.

Explanation: 30 minutes

Make big boxes on the board like these:

While reading the text in class, proceed to write information about each factor in bullet point form. Make it an interactive class exercise with the students.

For example:

Architecture

- well-planned urban design
- kiln, mud-baked bricks
- wells in homes
- main drainage canal for sewage with connections throughout the city
- road drains
- all drains emptied into large underground drain
- paved streets with 90 degree turns
- granaries, public offices, baths
- high city walls for defence

Conclusion: 3 minutes

Explain to students that these are seven out of the eight factors in the textbook that were unique to the Indus Valley Civilisation. Ask them to recall the components of a civilisation, and deduce whether Indus Valley Civilisation had all the factors necessary for a mighty civilisation.

Class work: 5 minutes

Students to solve Think, choose, and reflect on page 59 in their textbooks or notebooks.

Homework: Students will complete Questions 1, 3, and 7 on page 59.

Suggested Activities

1. Model making

Designate one class period this week to make a model showing a bird's eye view of the town planning in Mohenjo-Daro, as specified in the activity listed on page 60. Students will need:

- Thermocol material
- Colours, bold marker (black), paints
- Paper cutter

2. Poster making

In line with Question 3 on page 59 of the textbook, schedule an in-class activity to make an informational poster chart for the classroom soft board. Divide the class into three groups. Help the students in the process of selecting what information to write, how to write it, and how to design the poster.

- Group 1 can refer to the chapter on Mesopotamian Civilisation and note its salient features as bullet points.
- Group 2 will make bullet points of informational notes on the Indus Valley Civilisation.
- Group 3 will design the poster. They will divide the chart paper into two sections by drawing a line in the middle. One section will have illustrations unique to the Mesopotamian Civilisation (reference to images in the textbook). In the second section, visual features of the Indus Valley Civilisation can be drawn. These illustrations can be around the borders of the sections, so that the centre can be used to write the information collected by the other groups.

The teacher will be required to finalise the poster and display it in the classroom.

Review your learning

1. Students' answers based on text under the heading 'Location and antiquity' on page 49. Banks of the River Indus flows across Pakistan from the Himalayas to the Arabian Sea. Mohenjo-Daro located on the lower Indus plains in Sindh, and Harappa in Southern Punjab.
2. Students' answers should contain features such as town planning, paved streets, kiln bricks, and drainage.
3. Students must use the 'components of civilisation' theory and compare and contrast against those general pointers of a civilisation. Students must learn how to organise an essay-style answer from this activity, using general themes to make comparisons. Both civilisations had agriculture (grew near rivers), social system, governance, art and architecture, writing, trade, etc.
4. Students answers based on text under the subheading 'Decline of the Indus Valley Civilisation' on page 52. Students must specify that these are possible speculations: dried-up river, change of river course, natural disaster, over-cultivation, epidemic, foreign invasion.

Think, choose, and reflect

- | | | |
|--------------------------|---------------------------|---------------|
| i. d. all these types | ii. d. none | iii. b. three |
| iv. d. kiln baked bricks | v. a. stored in granaries | |

Worksheet 5A

1. Give short answers to the following questions.

- a. Describe the geographical features of the region in which the Indus Valley Civilisation originated.

- b. Describe the architecture of the city of Mohenjo-Daro.

- c. Why were the people of Indus Valley Civilisation able to excel in agriculture?

- d. What evidence suggests to archaeologists that Mohenjo-Daro was a trading city?

- e. What were the religious beliefs of the people of Mohenjo-Daro?

- f. Describe the observations made by archaeologists about the Indus Valley writing system.

- g. List the possible factors for the decline of the Indus Valley Civilisation.

2. Match the events with the correct information.

Event	Year
Indus Valley Civilisation emerged in	3000 _{BCE}
Religious practices in Indus Valley are dated	4000
Indus Valley started as agricultural settlements in	326 _{BCE}
The Indus Valley script contains words numbering to	5000 years ago
There are _____ possible reasons for the decline of Mohenjo-Daro.	5
There were _____ seals found in Sumer Valley that originated from the Indus Valley.	6

3. Fill in the blanks.

- i. The people of the Indus Valley were peaceful people so they couldn't have defended themselves against _____
- a. Mongolian invaders b. Aryan invaders c. Dravidian invaders
- ii. The people of the Indus Valley Civilisation are likely to have used seals for _____.
- a. stamp of government b. religious ceremonies c. trading
- iii. The Indus Valley writing is composed of _____
- a. Glyph strings b. Hieroglyphs c. Cuneiform
- iv. Tools found in the Indus Valley were made usually from _____
- a. iron and copper b. wood and tone c. iron and bronze

4. Draw an outline and shade the site of the ancient civilisations of the subcontinent. Name the two important cities of the Indus Valley Civilisation.



5. Identify the following artefacts and features found from the remains of the Indus Valley Civilisation.



(name of writing script)

a. _____



c. _____



d. _____



b. _____

Key points of the chapter

1. The Aryans: origins and arrival in India
2. Social, economic, and religious system
3. Hinduism
4. Buddhism
5. Four Noble Truths and Eight Fold Path in Buddhism
6. Jainism
7. Gandhara Civilisation
8. Gandhara Art
9. Alexander the Great
10. Alexander's invasion

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Interpreting timelines
- Critical thinking: understanding the causes of progress and decline
- Digital Learning: explore resources online.
- Communication: information sharing and class discussions

Core vocabulary

deciphered, embarked, epidemic, eventually, excavation, expedition, fierce, granaries, inscriptions, kiln, pastoral, paved, polytheists, urban

Lesson Objectives

At the end of the lesson, students should be able to:

- describe the origins and the arrival of the Aryans in India.
- explain the caste system and socio-economic structure.
- briefly describe Hinduism, Buddhism, and Jainism.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 54–56

Introduction: 2 minutes

Explain that the Aryans arrived after the Indus Valley Civilisation in India. They came at a time when India was inhabited by the local Dravidians. Explain that they are important to study because they brought a lot of cultural and religious practices that became part of the fabric of Indian society; such as the caste system.

Explanation: 20 minutes

Read pages 54–56 in class. Make a mind map on the board, with Aryans as the subject. Group the information into categories, such as characteristics (lively, adventurous, music-loving), Polytheists, immigrants from central Asia, good warriors, spoke an Indo-European language, existence of social divisions, settler colonisers, tribes who were united by a chief known as Raja, etc. They also introduced the caste system as part of Hinduism.

Make another mind map of 'Hinduism'. Write points about Hinduism, such as: Practiced in South and East Asia; Polytheism; Trinity of Gods (Maha Devas) with Dharma; Hinduism is based on Vedas, written in Sanskrit and includes two main epic poems, which are stories including information based on life, customs and beliefs of Aryans.

Make a flow chart simplifying the caste system on the board. It could look like this:



Make another mind map for Buddhism as you continue reading page 55. Make the following categories: origin (Gautama Siddhartha, Kshatriya, 2500 years ago); peace; ethics; self-control; rejected the caste system; simple living; equality; the world is full of despair and suffering; flourished under the period of Ashoka, Kanishka, Chandra Gupta II, Harsha; principles of Buddhism based on (make two sub-categories) Four Noble Truths and Eight Fold Path.

Make a similar mind map for Jainism. Write the important information such as: founded by Mahvira in 6BCE; son of a Kshatriya Raja; meditated for 12 years; there were 24 Tirthankaras (like prophets); one of them was Mahavira; based on 3 guiding principles; supreme principle is non-violence.

Conclusion: 3 minutes

Explain to students that these ancient religions were developed in order to give order to and heal societal problems. Ask students to point out the similarities and dissimilarities between the ancient religions.

Class work: 15 minutes

Students must copy the mind maps in their notebooks. Students should complete Question 5 on page 59 of their textbooks, by referring to their class notes.

Suggested Activities**1. Model-making**

Designate one class period this week, students will make a 3-D model of a Dharma Chakra. Students will need:

- Cardboard material
- Colours, bold marker (black), paints
- Paper cutter
- Chart paper cut into rectangles to write out the eight teachings; these will be pasted on the edges of the corners of the cardboard wheel.

2. Role-play

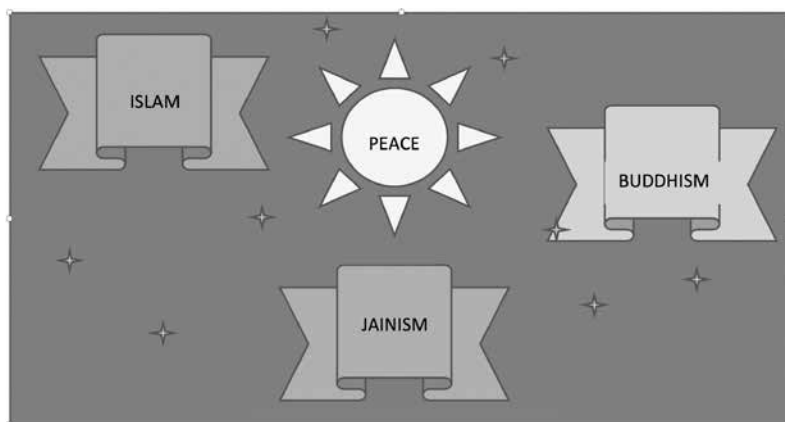
Textbook activity on page 60. Imagine Alexander the Great living in today's media age. Simulate an interview with Alexander the Great with carefully prepared questions about his journey and expeditions in the land of the Indus. Use the Internet for more information about his time in the region.

The teacher should divide the class into two groups and assign research at home. Conduct an in-class activity the following day where one group engages in a question/answer based interview.

- One group should represent Alexander the Great and his team of officials and research on his life and invasion of India.
- Another should represent a team of reporters and interviewers. They should conduct research into his life and invasion of India, and prepare a list of at least five questions.

3. Peace Project

Divide the class into three groups—each should be assigned research on Buddhism, Jainism, and Islam. Each group should be assigned research on two quotes from their designated religion, from reliable Internet sources. In class, compile these quotes and write messages of peace from the scriptures of these religions. Compile and present them on a chart. The chart could have this template:



Review your learning

5. Students' answers can be categorised into name of god/deity, holy book, any one/two teachings. For e.g. holy books: Hinduism, Vedas; Buddhism, Four Noble Truths and Eight Fold Path (teachings, not books); Jainism, Tirthankaras. God/prophet/deity: Hinduism, Maha Devas; Buddhism, Buddha; Jainism, Mahvira Vardhamana. Teachings: Hinduism, caste system; Buddhism, equality, simple life, moral values; Jainism, three jewels, non-violence.
6. Alexander's invasion predates the patronage of the art by Ashoka, and its subsequent spread between the 1st and 8th centuries. Alexander had conquered much of the territory where the Gandhara Civilisation existed, so it could be likely that there was European influence in the art created after 323^{BCE}.
7. Students' answers can be based on previously learned information about ancient civilisations. They can include the following: fertile plains, availability of water for irrigation, drinking, transportation through rivers, domestic usage of water, ease of agriculture for food supplies.

Think, choose, and reflect

- i. d. all these types
- ii. d. none
- iii. b. three
- iv. d. kiln baked bricks
- v. a. stored in granaries

Worksheet 5B

1. Give short answers to the following questions.

a. Describe the events of the battle between Porus and Alexander.

b. What were the origins of Gandhara Art?

c. Where are the ruins of the Ancient Gandhara Civilisation situated?

d. Describe the two doctrines of Buddhism.

e. What is the caste system, and what are its divisions?

f. Who were the Aryans?

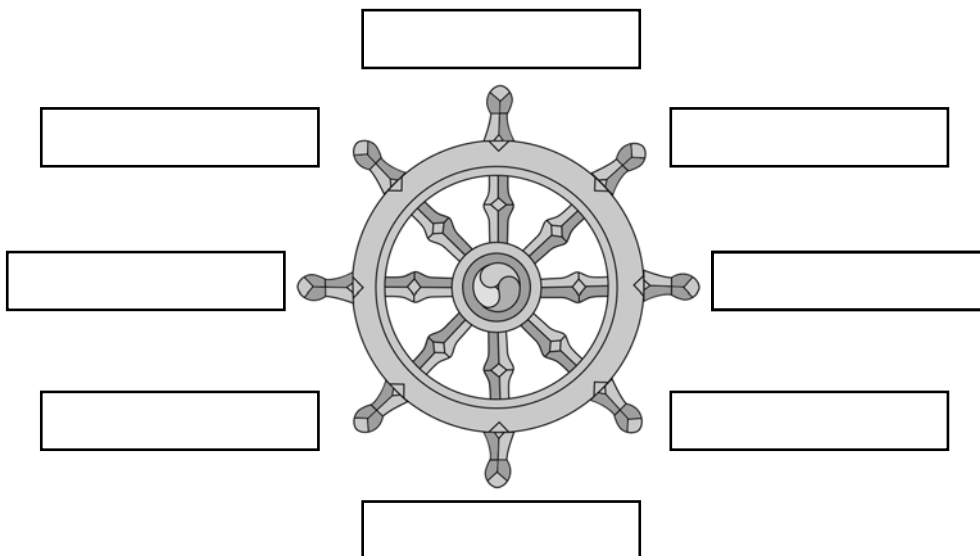
2. Match the events with the correct dates.

Event	Year
Aryans came to the Subcontinent	250 _{BCE}
Mahvira founded the Jain religion	356 _{BCE}
Third Buddhist Council conducted under Ashoka	326 _{BCE}
Birth of Alexander in Macedonia	1500 _{BCE}
Battle between Porus and Alexander	6 _{BCE}

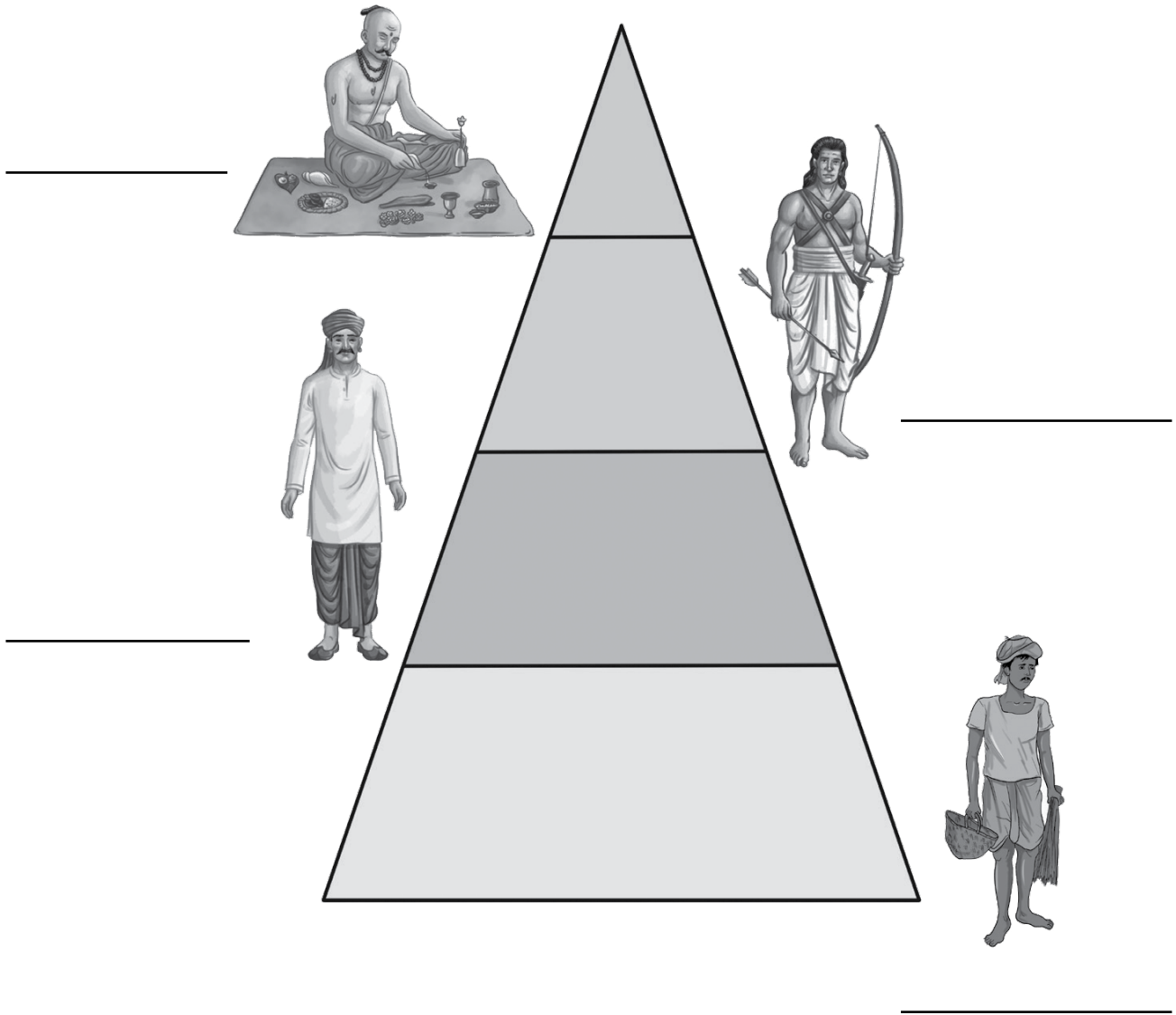
3. Fill in the blanks.

- i. The armies of Porus and Macedonia met at the banks of _____
 - a. Bucephalus
 - b. River Jhelum
 - c. River Indus
- ii. Initial material used for making Gandharan sculptures included _____
 - a. stucco, gold, and limestone
 - b. stucco, terracotta, and bronze
 - c. bronze, stone, granite
- iii. The central point of Gandhara was _____
 - a. Maurya
 - b. Harappa
 - c. Taxila
- iv. Gandhara civilisation came to an end in _____
 - a. 455_{CE}
 - b. 250_{BCE}
 - c. 323_{BCE}
- v. The three tenets of Jainism are called _____
 - a. jewels
 - b. truths
 - c. Tirthankaras

4. Label the eight tenets of the Dharma Chakra in Buddhism.



5. Label the caste system of the Aryans.





6

MUSLIMS IN SOUTH ASIA

Key points of the chapter

1. Muhammad-bin-Qasim and the Conquest of Sindh
2. Mahmud of Ghazni
3. Muslim rule in South Asia (1186–1526)
4. Muhammad Ghauri (1192_{CE}–1206_{CE})
5. The Slave Dynasty (1206_{CE}–1290_{CE})
 - i. Qutubuddin Aibak (1206_{CE}–1210_{CE})
 - ii. Shams-ud-din Iltutmish (1211_{CE}–1236_{CE})
 - iii. Razia Sultana (1236_{CE}–1240_{CE})
 - iv. Nasiruddin Mahmud (1246_{CE}–1266_{CE})
 - v. Ghiyasuddin Balban (1266_{CE}–1287_{CE})
6. The Khilji Dynasty (1290_{CE}–1320_{CE})
 - i. Alauddin Khilji (1296_{CE}–1316_{CE})
7. The Tughlaq Dynasty (1320_{CE}–1413_{CE})
 - i. Muhammad Tughlaq (1325_{CE}–1351_{CE})
 - ii. Ibn-e-Batuta (1304_{CE}–1369_{CE})
 - iii. Feroz Shah Tughlaq II (1351_{CE}–1388_{CE})
8. Taimur (1336_{CE}–1405_{CE})
9. Sayyed Dynasty (1414_{CE}–1451_{CE})
10. Lodhi Dynasty (1451_{CE}–1526_{CE})
11. Causes of the decline of the Delhi Sultanate

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Interpreting timelines
- Critical thinking: understanding the causes of progress and decline
- Digital Learning: explore resources online,
- Communication: information sharing, and class discussions

Core vocabulary

ascended, consolidating, intrigues, noble, resorted, revered, revived, sultanate

Lesson Objectives

At the end of the lesson, students should be able to:

- describe the causes and impacts of the conquest of Sindh by the Arabs.
- give a brief introduction of the Ghaznavid Dynasty and trace Mahmud of Ghazni's expeditions.

Sample lesson plan

Duration: 40 minutes

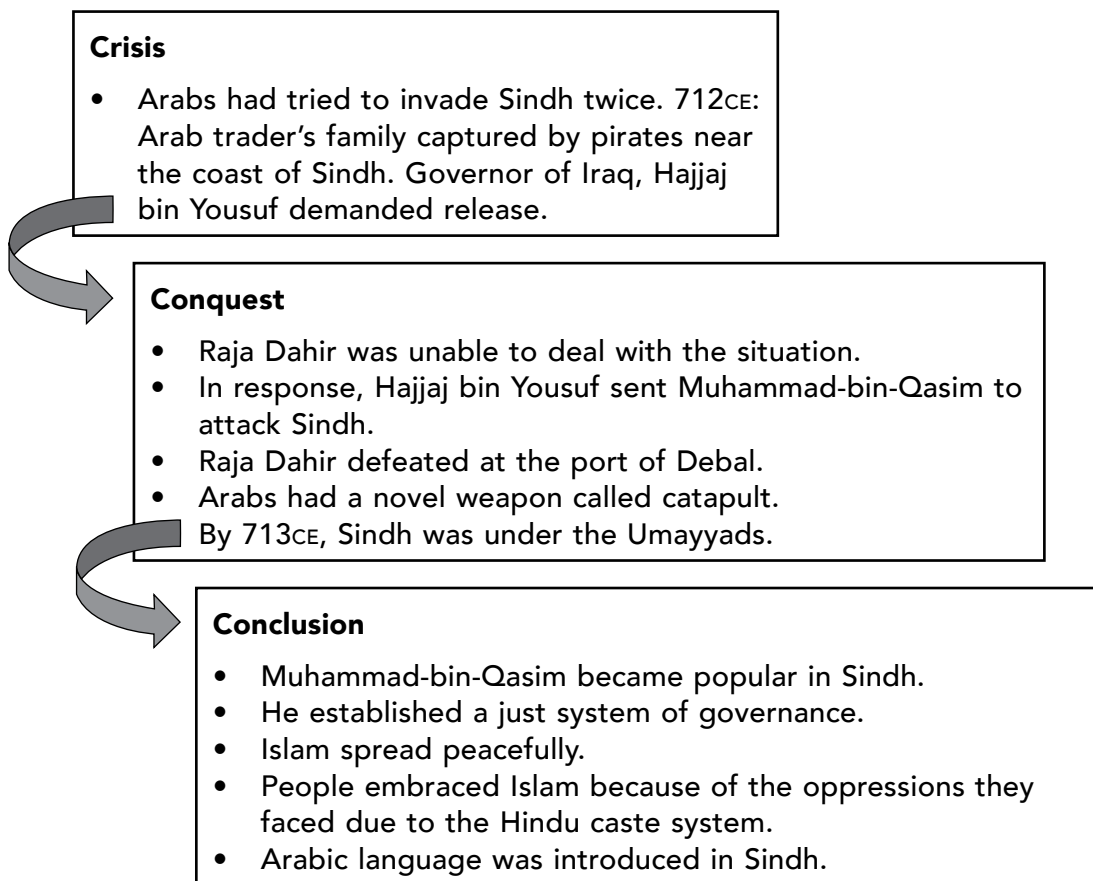
Resources: textbook pages 62–64, political world map

Introduction: 3 minutes

Show the political map of the world and ask students to identify the South Asian region. They should be able to locate the present-day countries too.

Explanation: 25 minutes

Read pages 62–64 in class. While reading the text in class, proceed to write information on the board simultaneously to make it an interactive class exercise. Make a flowchart to explain the events of Sindh's conquest in a simple manner. The flowchart could look like this:



Proceed to the next topic: Mahmud of Ghazni. Make a mind map to categorise information pertaining to Mahmud of Ghazni. Data must include: Turk Muslim conquerors with Sultanate in Delhi; origin in Central Asia; successor of Sabuktigin; founded Ghaznavid Dynasty when Mahmud was twenty-seven years old; the first Sultan; expansion of the kingdom (from Isfahan to India);

invaded 17 times; wanted to expand his empire into Persia; Somnath campaign; earned the title of 'Mahmud, The Idol Breaker'; conquered Punjab; patronised scholars and artists; returned to Ghazni, leaving his capable general Ayaz as governor of Lahore; Mahmud died in 1030CE at the age of fifty-nine; buried in a tomb in Ghazni.

Next, explain the timeline of the Delhi Sultanate on page 64. Make a simple flowchart on the board to allow students to learn the progression better. The following mnemonic can be used to aid retention:

Good Students Know The Sultanate Lineage

Ghauri

Slave

Khilji

Tughlaq

Sayyed

Lodhi

Make students repeat and remember the lineage in class as a joint activity.

Conclusion: 2 minutes

Help students get a bird's eye view of why they are studying this. Tell them that the study of Islam in India is a logical follow up from the previous chapter, because Ancient India was changed after the arrival of Islam, with new concepts and perspectives. This era was the start of a glorious Muslim rule in India under many different kingdoms and sultanates, and had a great influence on the art, architecture, and culture of South Asia.

Class work: 10 minutes

Students will complete Question 1 in class.

Homework: Students will draw the map of the Ghaznavid Dynasty on page 62 on an A-4 size paper. Only the areas and names of cities and regions are required (no arrows/years).

Suggested Activities

1. Documentary Day

Book a room with audio-visual facilities for the length of a class period, and show students these documentaries of the Delhi Sultanate:

- The Turkish Invasion & Delhi Sultanate (1001CE–1526CE) (11:27)
<https://www.youtube.com/watch?v=rfHbFV8om4o>
- India Invented – Ep9 Islam comes to Hindustan (30:53)
<https://www.youtube.com/watch?v=3d2QRolijCs>

2. Research

Ibn-e-Batuta was a famous traveller. Students can do some research about his travels and find out which countries he visited, and note any three interesting observations he made about any places or people he encountered during his travels.

3. Map study

Complete the map study activity on page 73. Ask students to research on the boundaries of the Mughal Empire under:

- Aibak
- Iltutmish
- Balban
- Alauddin Khilji
- Muhammad Tughlaq
- Sayyed Dynasty
- Sikandar Lodhi

Divide the class into seven groups and assign the boundary research for each period. Assign Internet research for home, and ask each group to reproduce one map in class.

Review your learning

1. Students' answers must include the tussle between Raja Dahir and Hajjaj bin Yousuf, the pretext under which Sindh was invaded, the reception of Muhammad-bin-Qasim in Sindh, and so on.
2. Razia Sultana's defeat was a result of court intrigues about her role as a woman and how it clashed with traditional, patriarchal ideas.
3. Students' own answers: must include the name of the sovereign in whose reign they would be living; their role (commoner, noble in the court, etc.); and one or two characteristics about the time-period that they want to live in.
4. Muhammad Tughlaq's ordered minting of coins from base metals like copper with a face value of silver coins. This decision failed because people were not willing to trade their gold and silver for the new brass and copper coins; this resulted in a huge financial loss to the treasury. Secondly, his order to move the capital of his Sultanate from Delhi to a place that was inhospitable for large human settlements, that is, Daulatabad, resulted in failure and backfired.
5. Students' answers based on the six points under the heading 'Causes of the decline of the Delhi Sultanate', on pages 70–71. These include: fragmenting states; loss of central power; jizya tax; increasing strength of the nobles and armies; jagirdari system; poor technology; Mongol invasions and internal rebellions.

Fill in the blanks

- i. Qutubuddin Aibak
- ii. Turks, thirty
- iii. Turk and Mongol, 1336CE
- iv. Twenty-one, 1333CE
- v. Panipat
- vi. Malik Khizer Khan
- vii. Firm, ambitious/powerful
- viii. 970CE

Worksheet 6

1. Give short answers to the following questions.

a. Give a background of Qutubuddin Aibak.

b. How was Balban's role important in sustaining the Delhi Sultanate?

c. How did Alauddin prove to be such a successful sultan?

d. What decisions, taken by Muhammad Tughlaq, led to undermining of his own empire?

e. How did the power transfer from the Sayyid Dynasty to the Lodhi Dynasty?

f. How did the Lodhi Dynasty collapse?

g. List the causes of the decline of the Delhi Sultanate.

2. Match the events with the correct information.

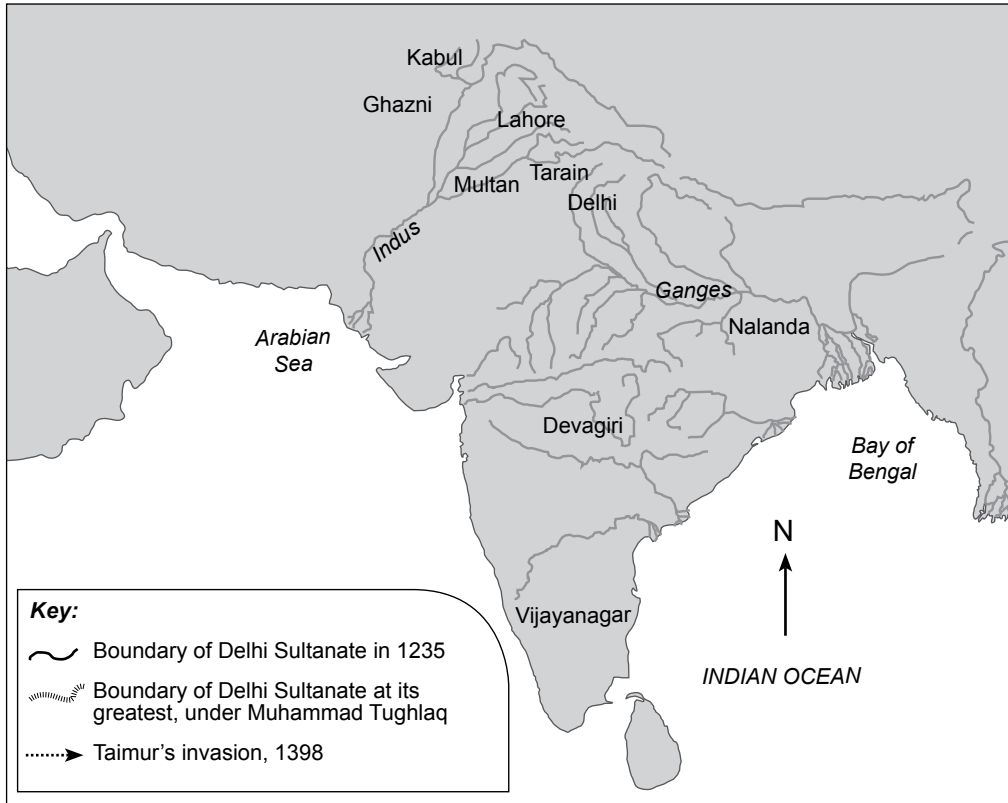
Event	Year
Bahlol Lodhi declares independence from Sayyeds	1526 _{CE}
Battle of Panipat	1398 _{CE}
Taimur attacks Delhi	1451 _{CE}
Ibn-e-Batuta's arrival in India	1206 _{CE}
Tughlaq Dynasty founded	1236 _{CE}
Iltutmish's death	1333 _{CE}
Aibak becomes Sultan of Delhi	1320 _{CE}

3. Fill in the blanks.

- i. Under _____'s rule, Lahore became a cultural and academic centre.
 - a. Ayaz
 - b. Aibak
 - c. Ghauri
- ii. Mahmud was known as 'The Idol Breaker' because he broke temples in _____.
 - a. Tarain
 - b. Isfahan
 - c. Somnath
- iii. Muhammad Ghauri's successor was _____.
 - a. Iltutmish
 - b. Qutubuddin Aibak
 - c. Khilji
- iv. _____ broke the dominance of the Chihalgani in the Delhi Sultanate.
 - a. Nasiruddin Mahmud
 - b. Razia Sultana
 - c. Ghiyasuddin Balban
- v. Jalal-ud-din Khilji was also known as _____.
 - a. Alauddin
 - b. Feroz Shah I
 - c. Malik Kafur

4. Draw the boundaries of the Delhi Sultanate using the key.

- by 1351;
- after 1235;
- and the route of Taimur's invasion.



5. Identify the following places and name the sovereigns who commissioned them.



c.



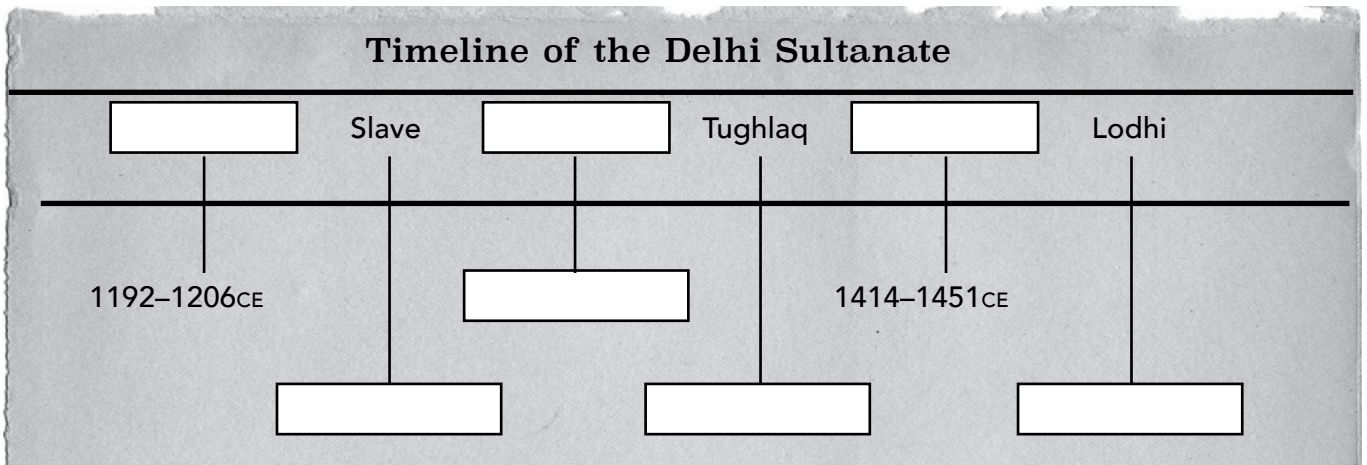
d.



e.



6. Complete the following timeline.





7

SOCIO-CULTURAL DEVELOPMENT DURING THE DELHI SULTANATE (711CE–1526CE)

Key points of the chapter

1. Administration of the Delhi Sultanate
2. Art and architecture of the Delhi Sultanate
3. Condition of women during the Delhi Sultanate
4. Development of Literature and Urdu during the Delhi Sultanate
5. Role of Saints and Sufis in the spread of Islam during the Delhi Sultanate
6. Prominent Sufis and Saints of the subcontinent

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Interpreting timelines
- Critical thinking: understanding the causes of progress and decline
- Digital Learning: explore resources online
- Communication: information sharing and class discussions

Core vocabulary

calligraphy, deprive, foreign, jurisprudence, mystic, shariah, shrine, sufi, unique

Lesson Objectives

At the end of the lesson, students should be able to:

- define Sufism.
- explain the universal message of Sufism.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 74–77

Introduction: 5 minutes

Elicit responses from students about the key events of the Delhi Sultanate that they learnt in Chapter 6. Explain that although the Delhi Sultanate ended after the Mongol invasions, their impact on the culture of the subcontinent was permanent and is still celebrated today.

Explanation: 25 minutes

Explain that the Muslim influence on India led to the creation of a dynamic culture. It also introduced tolerance, and spread rapidly among Hindus who were oppressed by the caste system. The inflow of Sufis in India also rapidly spread Islam.

Read pages 74–77 in the class, and make notes on the board simultaneously. Make boxes with bullet points on the board:

Administration	Contributions of the Delhi Sultanate	Development of Literature and Urdu
Sufism	Art and Architecture	Condition of Women

While reading the text in class, proceed to write information about each factor in bullet point format. To make it an interactive class, encourage them to take notes and discuss the key points.

An example for this:

Development of Literature and Urdu

1. The court of Delhi Sultanate patronised many creative personalities.
2. Court emphasised on education and cultural cultivation of people.
3. Religion was preached in local languages.
4. Al-Beruni and Firdowsi were part of the court.
5. Religious writings were encouraged.
6. New court language was developed to allow synthesis of different cultures and languages:
 - Urdu was a mixture of many languages.
 - It started as a language spoken in the army.
 - It eventually became a literary language.

Conclusion: 5 minutes

Summarise the points discussed in the class discussion. Finish reading the textbook pages specified. Explain to the students that through Islam in India came through conquest; it spread organically, by winning hearts through the rich cultural influence of the Islamic tradition, the good moral values of people who practiced Islam, and most of all, the Sufi thought that advocated love, peace, and equality.

Class work: 5 minutes

Students to solve Questions 1 and 6, from page 80, in their notebooks.

Homework: Students will read page 78 from their textbooks. Students will also answer Question 2 from page 80 in their notebooks.

Suggested Activities

1. Documentary Day

Book an audio-visual room and show students the following documentaries:

- Sultanate architecture (History of India, c. CE 650–1550)
<https://www.youtube.com/watch?v=jafI81snll4>
- Sufi Traditions of India: Part I
<https://www.youtube.com/watch?v=bPTGGWd0nN0>
- Sufism during the Delhi Sultanate (History of India, c. CE 650–1550)
<https://www.youtube.com/watch?v=2o6dlqqHoUg>

2. Understanding Sufism

Ask students to write a reflective paper on 'Tolerance'.

Step 1:

Divide the class in groups. Ask students to complete a 10-minute quick write-up to address the question 'What is Sufism?' After writing, invite them to share responses with the class. Ask how their answers were: similar or different?

Step 2:

Based on the discussion, ask students to explore the difficulty of talking about differences and recognizing similarities. Ask students to come together as a group to reach an agreement/compromise. Then students will write a brief summary of their experience in the process of seeing both sides and outcomes.

3. Reciting Sufi Poetry

Students should be instructed to conduct an Internet search for a short Sufi poem or a few distinctive verses, and also find their meanings in English. Each student will be given two minutes to recite and explain the verse/poem in class.

Review your learning

1. The Sultanate had an administration centre where the power was centralised in the Sultan. There was a prime minister, supported by various ministries. Students answers' based on page 75.
2. Students' answers based on 'Sufism' on page 76. Sufism is based on mysticism, and a rejection of worldly things. Sufis used mediums such as meditation, artistic expression, etc as a way to achieve closeness to God. Sufis created orders and travelled across the world spreading Islam in a peaceful manner.
3. Students' answers based on text on page 78. Sufis promoted co-existence, simple living, equality, religious tolerance, gave court advice, acted as a bridge between the common people and the rulers, etc.
4. Sultans used administration and ministries to regulate religious matters. They endorsed Islamic tradition, culture, and legal principles. Sufis wanted to spread the message of Islam. They won hearts through their piety, their character, their poetry and sayings. They were fluent in multiple languages due to which they were able to communicate well.

5. Students' own answers. The answers must include the following information: name of shrine, name and date of birth/death of saint, location, one famous karamat or miracle attributed to the Sufi.
6. Changes in culture, administration, government, judicial matters, art and architecture, better status for women, development of literature, art, and promotion of Sufi values.

Fill in the blanks

- i. Suttee, Hinduism
- ii. Camp
- iii. 12th century
- iv. Kashf-ul-Mahjoob
- v. Ghareeb Nawaz
- vi. Bahauddin Zakariya
- vii. Abundance
- viii. Qalandariya
- ix. Urdu
- x. Afghan sultans

Worksheet 7

1. Give short answers to the following questions.

- a. Give details of the saint Hazrat Nizamuddin Auliya.

- b. Describe the architecture of the Delhi Sultanate.

- d. Trace the development of the Urdu language.

- e. What is tasawwuf and who promoted it in South Asia?

- f. How did the Islamic influence under the Delhi Sultanate influence the status of women in society?

- g. What changes to administration were brought by the Delhi Sultanate?

- i. What jurisprudence was practiced in the Delhi Sultanate?

2. Match the events with the correct years of birth and death.

Event	Year
Data Ganj Baksh	1175–1265
Khwaja Farid-ud-din Masood	1142–1236
Moinuddin Chishti	1236–1235
Shah Hussain Marwandi	1009–1072/77
Qazi ul Quzzat	1177–1274

3. Fill in the blanks.

- i. Khwaja Moinuddin Chishti was alive during the rule of _____.
 - a. Itutmish b. Ghaznavids c. Balban
- ii. The shrines of Marwandi and Zakariya are in _____.
 - a. Multan b. Sehwan c. Pakistan
- iii. About _____ Sufi orders came to South Asia during the Delhi Sultanate.
 - a. 12 b. 5 c. 8
- iv. Urdu is a synthesis of _____.
 - a. at least 4 different languages b. Sanskrit and Uzbek c. Afghan and Turkish

4. Identify the following shrines of Sufi saints of South Asia.



a. _____



b. _____



c. _____



d. _____



INITIAL PROBLEMS AND SOLUTIONS

Key points of the chapter

1. Initial problems of the new state of Pakistan
 - i. Administrative problems
 - ii. Division of assets
 - iii. Division of army
 - iv. The river water issue
 - v. Unjust division by Radcliffe
 - vi. Merging of the Princely States
 - a. Kashmir
 - b. Hyderabad
 - c. Junagadh, Manawadar, and Mangrol
 - d. Role of the Nawab of Bahawalpur
 - e. Role of Khan of Kalat
 - vii. Rehabilitation of refugees
 - viii. Geographical problems
 - ix. Economic problems
2. Role of Quaid-e-Azam as the Supreme Leader of Pakistan
3. Quaid-e-Azam's great services

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Critical thinking
- Digital Learning: explore resources online
- Communication: information sharing and class discussions

Core vocabulary

acceded, accommodate, affiliate, conspiracy, deprived, existence, irrigation, mausoleum, peasant, promulgated, riots

Lesson Objectives

At the end of the lesson, students should be able to:

- identify the problems Pakistan had to face soon after independence, e.g. administrative problems, division of assets, division of army, the river water issue, unjust division by Radcliffe, merging of the princely states.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 83–86

Introduction: 3 minutes

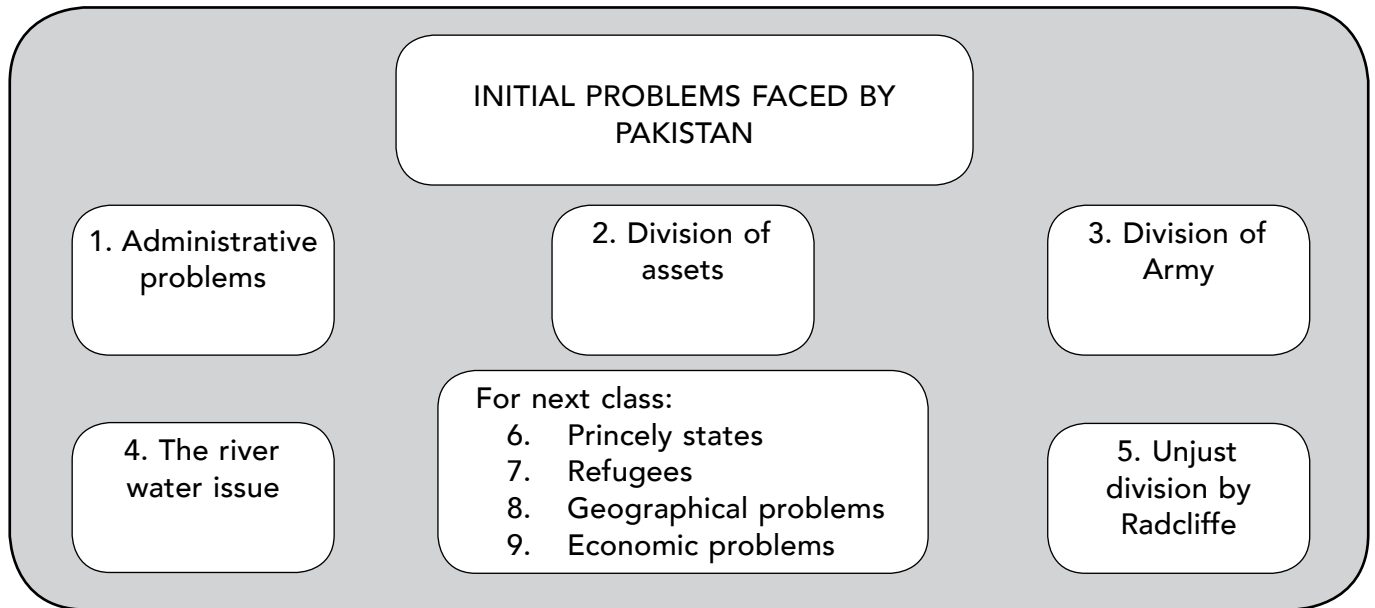
Students have studied about Pakistan's independence in primary classes. Ask them to recall the main events of 1947 (announcement of British to divide the subcontinent into Pakistan and India; millions of refugees migrating from India to Pakistan, etc.) Ask what problems people might have faced at that time.

Explanation: 20 minutes

Read textbook page 83 and make students underline important information in the text, particularly:

- Date of Pakistan's creation
- Great leaders such as Sir Syed Ahmed Khan, Allama Muhammad Iqbal, Mohammed Ali Jinnah
- First ideological state created on the basis of Islam and Two Nation theory
- Explanation of the Two Nation theory
- 3rd June Plan for the Partition of India
- Role of Lord Mountbatten
- Quaid-e-Azam sworn in as first Governor-General of Pakistan
- Karachi was made the capital of Pakistan

Read pages 84–86 in the class, and make notes on the board simultaneously.



While reading the text in class, proceed to write information about each factor in bullet point format. Make it an interactive class exercise with the students. For example:

Division of Army:

- Based on ratio of 5:17
- No ordinance factory
- Military assets distributed, but with delays
- The amount for construction of one ordinance factory was approved, but with considerable delays

Conclusion: 2 minutes

Ask students to summarise the points discussed in class. Explain that there were many more problems like these, and the greatest challenge for the new state was to sustain itself in light of the injustices and difficulties.

Class work: 10 minutes

Students will solve Question 1 in their notebooks.

Pre-reading for the next lesson: textbook pages 87–90

Homework: Students will read 'Merging of the Princely States' on page 85, search for locations of the princely states using the Internet, and do the 'Map work' activity given on page 99 of the textbook.

Suggested Activities

1. Kashmir Awareness Exercise

Students should read 'Kashmir' on page 85–86, and conduct an Internet research on the history of Kashmir. Instruct students to conduct research under an adult's supervision.

Students should write a 100-word essay on:

- location and landscape of Kashmir
- the unjust occupation of India over Kashmir
- the present situation of Kashmir
- students' opinion on how to resolve the Kashmir issue.

2. Documentaries

- Initial Problems of Pakistan after independence
<https://www.youtube.com/watch?v=bR3MKuq5rVw>
- Quaid-e-Azam Mohammed Ali Jinnah's speech "Making of Pakistan" on 14 August 1947
<https://www.youtube.com/watch?v=Syjim9cmqWgmpg>

Review your learning

1. Students may write on any four of the nine problems listed on pages 84–89: administrative, division of assets, division of army, river water issue, unjust division by Radcliffe, merging of the princely states, refugees, geographical problems, and economic problems. About 2–5 lines on each problem will suffice.
2. Students' answers based on text on page 90 under 'Quaid-e-Azam's great services'.
3. Students may write about any of the states mentioned on page 86, including Kalat, Kharan, Las Bela, Makran in Balochistan, Amb, Chitral, Dir, Phulra and Swat in KP, Hunza-Nagar in Gilgit Balistan, Khairpur, Umerkot in Sindh, and Bahawalpur in Southern Punjab.
4. Students' answers may include the Nawab's support given to Jinnah, relief initiative of the Nawab for refugees, donation made to the government of Pakistan, the creation of a school, etc.
5. Students' own answers can include their comments on the role of India in the oppression of Kashmir, and whether Kashmir should be a part of Pakistan or India, or whether it should be independent.

Fill in the blanks.

- i. 1960, World Bank
- ii. Bombay, London
- iii. Hari Singh

Worksheet 8A

1. Give short answers to the following questions.

i. How did Cyril Radcliffe's decisions create problems for the creation of Pakistan?

ii. Give a background of Quaid-e-Azam Mohammed Ali Jinnah's political career.

iii. Name two princely states in India that wanted to join Pakistan but were unable to.

iv. What were the terms of the Indus Water Treaty? When was it signed?

v. What is the 'Two Nation theory'?

vi. Describe some administrative problems of the newly created Pakistan.

2. Match the events with the correct years.

Event	Year
Islamic year of Pakistan's creation	1948
India stopped water in West Punjab	1947
Results of Radcliffe's Boundary Commission	1955
Kalat became part of Pakistan	1960
Indus Water Treaty	1366

3. Fill in the blanks.

- i. At the time of the partition, most people in Pakistan were _____.
 - a. Refugees
 - b. Peasants and farmers
 - c. Civil Service officers
- ii. Pakistan's east wing was called _____.
 - a. East Bengal
 - b. East Pakistan
 - c. Bangladesh
- iii. Jinnah completed his schooling from _____.
 - a. Lincoln's Inn London
 - b. Sindh Madrassat-ul-Islam
 - c. Bombay College
- iv. Hyderabad in South India was as big as _____.
 - a. Balochistan
 - b. United Kingdom excluding Wales and Ireland
 - c. Scotland
- v. There were about _____ princely states in India in 1947.
 - a. 10
 - b. 565
 - c. 200

4. Label the following.

- Karachi, Delhi, Bombay, Dhaka





CONSTITUTIONAL DEVELOPMENT OF PAKISTAN

Key points of the chapter

1. What is a constitution?
2. Initial constitutional arrangement
3. Objectives Resolution
 - i. Importance of the Objectives Resolution
4. Constitutions of Pakistan
5. Key terms of the legislative process
6. Industrial development in Pakistan
7. Educational development in Pakistan
8. Technological development in Pakistan
9. Timeline of Heads of State and Government

Skills focused

- Inquiry: learning and retaining information
- Map reading and interpretation
- Making timelines
- Critical thinking
- Digital Learning: explore resources online, use of multimedia
- Communication: information sharing and class discussions

Core vocabulary

acceded, accommodate, affiliate, conspiracy, deprived, existence, irrigation, mausoleum, peasant, promulgated, riots

Lesson Objectives

At the end of the lesson, students should be able to:

- define constitution and its importance.
- differentiate between the essential terminology of constitution, bill, act, law, amendment, and ordinance.
- list the constitutions of Pakistan.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 91–93

Introduction: 2 minutes

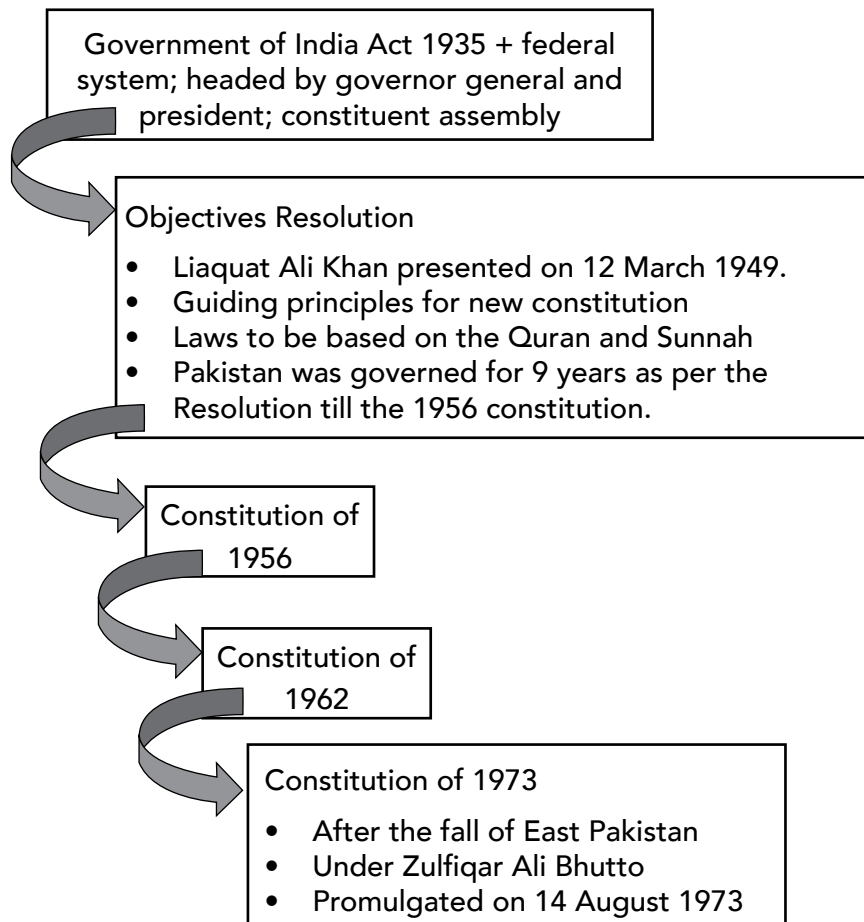
Inform students that all countries in the world have a set of laws through which the country is run; when Pakistan was created, it needed a set of laws too, and it was after quite a struggle that we were able to develop our own set of laws, i.e. a constitution. Ask why it is important for countries to have a set of laws.

Explanation: 20 minutes

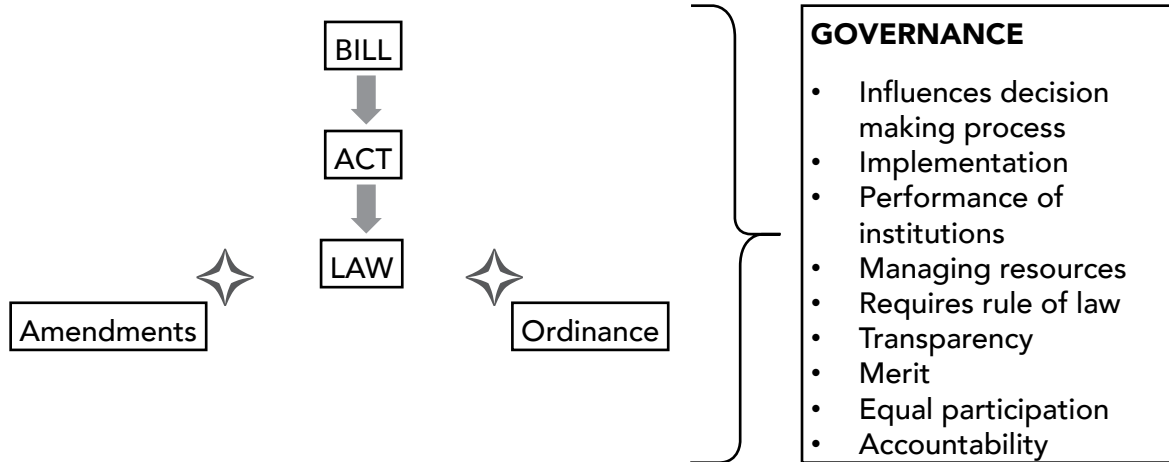
Read textbook page 91. Ask students to underline or highlight the definition of a constitution. Break down the definition of a constitution in order to promote retention:

- Outlines the basic principles and laws (of a nation, state, or social group)
- Determines the power and duty of government
- Guarantees rights to citizens
- Used as a guideline for the State or government to perform its functions

Make a flowchart to trace the initial stages of the development of Pakistan's constitution, while reading the text in class. Make it an interactive class exercise with the students. For example:



Use the flowchart to show the long years between the initial constitutions, and to highlight that creating legislation is a long and complicated process. Not only did Pakistan face many political difficulties, but also the process of legislation itself is tiresome. It is thus important to understand how each article and law becomes a part of the constitution. Creating another flowchart will enable students to understand the text on page 93. The relationship between the key features is reflected in the chart below.



Conclusion: 3 minutes

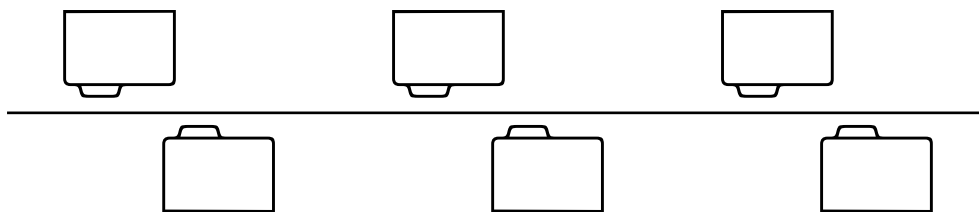
Ask students to summarise the key terms of the legislative process.

Class work: 10 minutes

Students to watch a parliament session in class and observe how parliamentarians debate a bill.

Homework:

1. Students will prepare for the role-play activity at home. They should prepare their timed debates on 'Education for all'. Teacher should allocate a whole period for the role-play activity so each student can participate. Students may refer to the organisational chart from National Youth Assembly of Pakistan. <https://www.nya.com.pk/organizationalchart/>
2. Students will read 'Timeline of Heads of State and Government from 1947—1956', and answer Question 6 on page 98, in their notebooks. Demonstrate what a timeline looks like on the classroom board. It should include a straight horizontal line, on which students can make textboxes (or any shapes of their liking), and show data as per ascending time progression.



Suggested Activities

1. Documentaries

- Constitution of Pakistan (1973)
<https://www.youtube.com/watch?v=GLWwMCmCqwQ>
- Legislation Process
<https://www.youtube.com/watch?v=YMINj-BcGo8>

2. Making a Timeline

Students should prepare timelines of the heads of state, heads of government, and important events in the early years of Pakistan. These may also be on charts with pictures of the leaders and displayed on the class soft board.

3. Research on Industries and Education in Pakistan

Students should research and prepare a list of important universities and industries of Pakistan. Compare the statistics to the number of industries and universities in two developed and two developing countries.

Review your learning

6. Students will make a timeline by referring to page 97 of the textbook.
7. Students' own answers can include reasons such as lack of awareness, poverty, lack of access to schools, traditional approach to female education and employment, early marriages, child labour, and corruption in the education sector.
8. a. Students' answers must include the background in early days of Pakistan (lack of industry at the time of partition), government policies to improve the situation, statistics (24 per cent of the GDP), and name the type of industries in Pakistan.
8. b. Students' answers must include the following points: Pakistan's growing IT sector, investment in research, SUPARCO.

Fill in the blanks

- iv. 12 March 1949
- v. The fall of East Pakistan

Worksheet 8B

1. Give short answers to the following questions.

i. What is Governance? What is needed for good governance?

ii. What was the importance of the Objectives Resolution?

iii. How was Pakistan governed without a constitution after independence?

iv. What is a constitution?

v. Describe the process of making legislation.

vi. What has been the literacy rate of Pakistan from 1951 to 2017?

2. Match the events with the correct years.

Event	Year
SUPARCO was established in	1962
Pakistan had 16 per cent literacy rate in	1971
Z A Bhutto was made CMLA in	1951
Second constitution of Pakistan was promulgated in	1961
The Objectives Resolution was passed in	1949

3. Fill in the blanks.

- i. The provisional constitution of Pakistan at first was the _____ .
 - a. Objectives Resolution
 - b. Government of India Act 1935
 - c. Constitution of 1951
- ii. Z A Bhutto was elected Prime Minister on _____ .
 - a. 20 December 1971
 - b. 12 August 1973
 - c. 16 December 1971
- iii. Legislation can be changed through _____ .
 - a. bills
 - b. acts
 - c. amendments
- iv. Good governance requires _____ .
 - a. Decision making
 - b. Rule of Law
 - c. Management of resources
- v. Literacy rates across Pakistan range from _____ .
 - a. 20 to 70 per cent
 - b. 16 to 80 per cent
 - c. 23 to 85 per cent

4. Name the following landmarks in Pakistan.



a. _____



b. _____



c. _____



d. _____

Outline Map of Pakistan



Outline Map of the World

