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WORLD WATCH

History

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3

Second Edition

TEACHING GUIDE

For Grade 8

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Introduction

History is the study of past events and is a core strand of education in most curricula. Its significance derives from its unique ability to help students become aware of their past, thereby enriching their understanding of the present and even the future. The course comprises of Student's Books, Skills Books, My E-Mate companion website, and Teaching Guides. These components cater to the students in grades 6 to 8. The series has been designed along the guidelines of the Pakistan National Curriculum 2022.

Key features of the series

World Watch History is primed to be a key resource for learning history, while also developing important skills such as inquiry, research, making comparisons, analytical deductions, writing, and even oral communication. Students have been given space to exercise essential problem-solving skills to better prepare them to be the global citizens the modern age demands. The series includes:

- Engrossing content about historical concepts in comprehensive language to effectively communicate each concept.
- Learning is facilitated through colourful illustrations, pictures, and historical maps.
- Dialogues between characters have been added, along with interesting 'It's a Fact!' boxes to provide additional information regarding the topic at hand, and to make the text and concepts more accessible.
- A variety of assessments and activities are present at the end of each unit, providing students with the opportunity to exercise their critical thinking skills, handle evidence, and explore the historical significance of various topics.
- A brief overview of each unit's timeline helps students summarise what they have learnt within the framework of a comprehensive chronology.
- Information about major archaeological discoveries and fascinating original source material and artefacts is included, allowing students to trace how inferences can be drawn from various kinds of material to contribute to the knowledge of the past.
- Accounts and historical narratives to develop students' awareness of concepts that shape the discipline of history itself, such as change and continuity, cause and consequence, similarity and difference, and characteristic features of a period.

Student's Books

- The Student's Books form the core of the course.
- Each unit of the Student's Book consists mainly of reading texts based on archaeological discoveries, fascinating original source materials, and artefacts, followed by assessment questions. The resources allow enriched learning related to the topic at hand.
- The 'Overview' at the end of each unit presents a chronological timeline of various events in the unit, highlighting how they are interlinked.
- Fact boxes contain interesting information about relevant topics, and key fact boxes at the end of each unit summarize the unit.

Skills Books

- At each level, there is an accompanying Skills Book.
- The tasks are varied and enjoyable, and include maps, diagrams, charts or tables, crosswords, fill-in-the-blanks, and inquiry-based and research questions.
- Skills Book pages should be introduced in class and can be completed either in class or for homework.
- Students are usually expected to write in the Skills Book.
- Student learning outcomes are present at the start of each unit to facilitate learning.

Teaching Guides

Teaching Guides are an invaluable resource for the teacher. They provide a framework for formative assessment of students during each lesson. They contain the following features:

- background knowledge
- expected learning outcomes
- step-by-step lesson plans
- ideas for further activities and student research
- answers to assessments in the Student's Book and solutions for activities in the Skills Book

Table of Contents

Units	Teaching objectives	Learning outcomes	Key words/ phrases
	Student's and Skills books	Students should be able to:	
Unit 1: The Colonisation of the Subcontinent	<ul style="list-style-type: none"> explain the causes of European expansion on the subcontinent. analyse the events and factors that led to British and French dominance over trade with the Mughals. explain the importance of the East India Company and Robert Clive for British expansion in India. 	<ul style="list-style-type: none"> explain why the Europeans colonized parts of the subcontinent. explain how the British and French came to dominate trade in India. discuss how British rule in India arose from the East India Company. 	colonisation, trade, empire, alliance, East India Company, explore, voyage
Unit 2: The Struggle for Power on the Subcontinent	<ul style="list-style-type: none"> explain the significance of the three Battles of Panipat. describe the effects of the decline of the Mughals and the rise of the Marathas. analyse the conflict between the Sultans of Mysore and the British East India Company. 	<ul style="list-style-type: none"> explain how the Marathas became powerful. describe the effects of the Third Battle of Panipat. explain why the Sultans of Mysore were opposed to the East India Company. 	alliance, treaty, siege, religious uniformity
Unit 3: The War of Independence (1857)	<ul style="list-style-type: none"> explain the causes of the War of Independence explain why the war failed evaluate the role of the last Mughal Emperor in the War of Independence 	<ul style="list-style-type: none"> outline the conditions and events that led to the War of Independence. identify the factors that hindered the War of Independence. describe how the War of Independence affected the subcontinent in the following years. 	Doctrine of Lapse, sepoy, arsenal, garrison, civilian, reform, missionary, greased cartridge, garrison

Units	Teaching objectives	Learning outcomes	Key words/ phrases
	Student's and Skills books	Students should be able to:	
Unit 4: Reform Movements	<ul style="list-style-type: none"> understand the role of Muslim revivalists such as Mujaddid Alf-Sani, Shah Waliullah, Syed Ahmed Barelvi, and Haji Shariat Ullah describe the socioeconomic conditions of Muslims after the War of Independence (1857) explain the role and contributions of Sir Syed Ahmed Khan to the political awakening of Muslims in the subcontinent recognise the role played by non-Muslim reform movements such as Arya Samaj 	<ul style="list-style-type: none"> explain the importance of the role played by Muslim revivalists explain the role of Sir Syed Ahmed Khan in Muslim education. 	Revivalists, reform, education, nationalistic, challenges, language, translation, jihad, Mujahideen, masses, poverty, popularity, Dar-ul-Harb, scientific education, conference
Unit 5: The First World War	<ul style="list-style-type: none"> explain how the alliances between the European countries drew them into Austria-Hungary's war against Serbia relate the sequence of events of the beginning of the First World War and describe the type of warfare that was used in the First World War explain the after-effects of the war, including social, economic, and political effects 	<ul style="list-style-type: none"> identify some of the causes of the First World War. identify the main points of the Treaty of Versailles, 1919, and say how it affected Europe during the following two decades. describe the long-term effects of the First World War on world peace and prosperity. 	imperialism, alliance, trench warfare, abdicate, republic, treaty, reparation, self-determination, Wall Street, Nazi, women's empowerment, bankrupt, unemployment, dictatorship, inequality

Units	Teaching objectives	Learning outcomes	Key words/ phrases
	Student's and Skills books	Students should be able to:	
	<ul style="list-style-type: none"> explain the after-effects of the war, including social, economic, and political effects 	<ul style="list-style-type: none"> peace and prosperity. 	
Unit 6: The Role of the Ottoman Empire	<ul style="list-style-type: none"> explain the conditions in the Ottoman Empire that led to its decline analyse the forces that contributed the decline of the Ottoman regime identify the events that led to the independence of modern Turkey 	<ul style="list-style-type: none"> describe conditions in the Ottoman Empire in the early eighteenth century. explain how these conditions led to the decline of the Ottoman Empire. describe how modern Turkey was created. 	propaganda, mandate, treaty, declaration, secular, corruption, revolutionary, cleric
Unit 7: The Second World War	<ul style="list-style-type: none"> develop knowledge about the origins of the Second World War and the failure of collective security analyze the impact of the Second World War on world empires and alliances evaluate the consequences of nuclear weapons and collective security in the United Nations and the Cold War evaluate the roles of international organizations in the world today 	<ul style="list-style-type: none"> discuss what started the Second World War. describe the effects of the Second World War on world empires and alliances. explain how the development of nuclear weapons began the Cold War. 	League of Nations, annex, atomic bomb, United Nations, Cold War, Appeasement, peacekeeping force, communist regime, inequality, terrorism, Human Rights Commission, global warming, climate change, Group of Eight (G8)
Unit 8: The Struggle for Independence	<ul style="list-style-type: none"> explain the significance of the work of the people who began the movement for independence 	<ul style="list-style-type: none"> describe the effects of the First World War on the politics of the subcontinent. 	civil disobedience, non-cooperation, constitution, electorate, conference, mass demonstration

Units	Teaching objectives	Learning outcomes	Key words/ phrases
	Student's and Skills books	Students should be able to:	
	<ul style="list-style-type: none"> identify the main points of the discussions between political leaders of the subcontinent and Britain regarding independence explain how partition began to be considered along with independence 	<ul style="list-style-type: none"> describe the negotiations between the political leaders of Britain and the subcontinent. explain why the Muslim League wanted a separate nation for Muslims. 	
Unit 9: The Birth of Pakistan	<ul style="list-style-type: none"> explain the roles of key people in the partition of the subcontinent develop knowledge about the discussions among political leaders on how the subcontinent should be governed after independence explain the reasons for the decisions that were made about independence and partition 	<ul style="list-style-type: none"> describe the main events that led to the partition of the subcontinent. compare the opinions of the different political leaders on how the subcontinent should be partitioned. explain how the All-India Muslim League flourished under the leadership of Mr Jinnah <small>رحمۃ اللہ علیہ</small>. 	partition, federation, pact, campaign, Labour Party, princely state, resolution, freedom fighter, civil disobedience
Unit 10: Pakistan: A New Country	<ul style="list-style-type: none"> explore the major social, economic, and political challenges that faced Pakistan when it became an independent country in 1947 	<ul style="list-style-type: none"> identify the problems and challenges that faced the leaders of the new nation of Pakistan. describe what has been achieved in Pakistan since independence. 	constitution, boundary, canal water dispute, asset, refugee, martial law, civil war, presidency, foreign relations

Units	Teaching objectives	Learning outcomes	Key words/ phrases
	Student's and Skills books	Students should be able to:	
	<ul style="list-style-type: none"> analyse the achievements of Pakistan since independence evaluate the successful survival of Pakistan as a state in South Asia 	<ul style="list-style-type: none"> explore Pakistan's position as a nation in South Asia. 	

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The Colonisation of the Subcontinent

Lesson Plan 1

Reference pages 3–5

Topics

- How did the Europeans change the subcontinent between 1500–1757?
- British war with France

Prior knowledge / Introduction

- The modern age of European exploration overseas began in the late fourteenth century. However, until 1461, the land and sea routes to the east went only as far as ports in the Crimea, Trebizond (now Trabzon, Turkey), Constantinople (now Istanbul), Asiatic Tripoli (in modern Lebanon), Antioch (in modern Turkey), Beirut (in modern Lebanon), and Alexandria (Egypt). The spice trade was particularly important, as spices were prized in Europe and were very expensive. The most valuable European imports were pepper, nutmeg, cloves, and cinnamon.
- Europeans, especially the Portuguese, were also interested in gold from Upper Volta (Burkina Faso) in Central Africa, transported by caravan traders across the Sahara Desert. Prince Henry, the Navigator of Portugal, sponsored discovery voyages down the west coast of Africa to find the mouth of a river that could be navigated to the gold mines. The overland routes followed the ancient Silk Roads, but these were controlled mainly by warrior Mongol and later Ottoman warriors, so a sea route would be a great advantage.
- Improvements in shipbuilding and in navigational instruments were key factors in the age of European exploration. Europeans learned from the scholars and inventors of the Islamic Golden Age, rediscovering and developing the work of the ancient Greeks. Also, as navigators explored farther afield, the information they brought back could be used by cartographers to produce more accurate maps and sea charts.
- Before Henry the Navigator's explorations, Europeans did not know what lands were beyond Cape Bojador on the African coast. In addition to trading in spices from 'the Indies'; Henry's ships set out to help him discover how far the Muslim territories in Africa extended, and whether Asia could be reached by sea. There were also stories of a lost kingdom in the 'Indies', set up by a twelfth-century Christian priest named Prester John. Some explorers had this in mind, too. These stories were supported by copies of what was almost certainly a forged 'Letter of Prester John' which began to circulate through Europe around 1165.
- The Portuguese set up the first European trading post on the subcontinent, at

Resources

- *Oxford School Atlas for Pakistan*
- Skills book pages 2-3 'Portuguese navigators lead the way.'
- Skills book page 4 'Other Europeans force the Portuguese out of India'

<p>Calicut in Kerala. The ruler there, Zamorin of Calicut, gave them a permit because he saw them as allies against his rival, the Maharaja of Kochi. They built a fort and a church there. After their victories in the two Battles of Diu (1509 and 1538), the Portuguese virtually controlled shipping in the Indian Ocean. This gave them a great advantage over other European countries in any trade with India or beyond. This advantage was unchallenged until the Dutch East India Company built up control over the spice trade with Indonesia.</p> <ul style="list-style-type: none"> • Meanwhile, by 1600, the main traders over land were the Chinese, the Mughals, and the Ottomans. The English had been occupied with conflicts against Spain and France, but they built up a powerful navy during the sixteenth century and began to follow the routes of the Portuguese in 1600. • Note that the kingdoms of England and Scotland were separate states with separate laws, but with the same monarch and were not united as one kingdom (Great Britain) until 1707. The East India Company was founded before this (in 1600) as the 'British East India Company' but is often referred to as the 'English East India Company'. 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • Before studying the colonisation of the subcontinent, students should be aware of the world as it was known to the Europeans by the end of the fifteenth century. • Compare the Cantino map given after the Table of Contents of the Teacher's Guide with a map of the world in the <i>Oxford School Atlas for Pakistan</i>. Identify the continents and as many countries as possible on the Cantino map. Identify the parts of the world (land and sea) the Europeans knew well; those they knew less well, and those they did not know at all. 	5-10 min
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Read the introductory paragraph and ask students to look at the images of Henry the Navigator and Vasco da Gama on page 3. Read the speech bubbles on page 4. 2. Ask students to name any empires in Asia, including the subcontinent, in the fifteenth century. Students should know about the Ottoman Empire. Remind students that the Mughal Empire did not begin until the early sixteenth century and that India was ruled by sultanates in different regions. These included the Delhi Sultanate in the north, the Rajput kingdoms in Western and Central India, and the Bahmani and Vijayanagara Sultanates in the south. Mughal armies began to attack these sultanates (notably the Delhi Sultanate, ruled by the Lodhis) in the sixteenth century. 3. Find out from the next paragraph and the conversation on page 4, how the Portuguese were able to become a powerful trading nation in India. Questions 2–4 could be completed as classwork or given as homework. 4. Next, ask which European nation had controlled the sea trade around the 	25 min

<p>coast of the subcontinent until 1600 (the Portuguese) and which other European nations were challenging them in the early 1600s (the Dutch and the English).</p> <p>5. Using pages 3–5 of unit 1 and other sources, students should: Find out how other European nations began to trade with the subcontinent via sea routes. Investigate why local rulers allowed the Portuguese, the Dutch, the English, and the French to build forts in their territories on the coast of India.</p> <p>6. Working in pairs, read the passage on page 4 of the Skills Book ‘Other Europeans force the Portuguese out of India’ and to fill in the missing words.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that, at the beginning of the fifteenth century, Europeans knew little of the world beyond the Mediterranean Sea and Africa to the south and the east, very little of the Atlantic Ocean, and hardly anything of Asia. ✓ I learned that the spice trade was very important to Europe. ✓ I learned that Portugal led the way in overseas trade with India. ✓ I learned that the Dutch and the English began to challenge the Portuguese for trading rights in the subcontinent from 1600. ✓ I learned that by the mid-seventeenth century, Dutch East India Company had established a strong foothold in India. ✓ I learned that the Dutch forced the Portuguese out of India but were soon challenged by the English East India Company. 	5 min
<p>Homework</p> <ol style="list-style-type: none"> 1. Find out, from sources such as books or the Internet, how one of the following affected European sea traders travelling to the subcontinent: Prince Henry of Portugal, the Ottomans, or the navigator Vasco da Gama. Make notes, summarize this and report back to the class. 2. The task ‘Portuguese navigators lead the way’ on pages 2–3 of the Skills Book could be completed. 	

Lesson Plan 2	
Reference pages 5–7	
Topics <ul style="list-style-type: none"> • Robert Clive • The Battle of Plassey (1757) • Battle of Buxar (1764) 	Resources <ul style="list-style-type: none"> • Skills book page 6-7 ‘Key places of power struggles’
‘Prior knowledge / Introduction <ul style="list-style-type: none"> • The British war with France’ does not describe any one war but that Britain and France had been in a state of war since 1688, when a Dutch prince, William III, became the King of England (the ‘Second Hundred Years’ War—although it lasted longer than 100 years). There had long been conflict between the Protestant and Roman Catholic Christians in England. Different monarchs since Henry VIII had promoted one branch of Christianity or the other. William was a Protestant, but Louis XIV of France (a Roman Catholic) supported the Roman Catholics who wanted to overthrow the Protestant monarch. During this time (in 1707), Scotland and England were united, forming Great Britain. • The war shifted from a religious war to a war over economy and trade when Great Britain and France competed for trade in Asia and the Americas. 	
Starting discussion points <ul style="list-style-type: none"> • Ask students if they think international policies such as those of British and France influenced the events in the Indian subcontinent in the sixteenth and seventeenth centuries. 	5-10 min
Steps for using the Student’s Book <ol style="list-style-type: none"> 1. Ask the students to read the paragraph on Robert Clive. Explain why a trader should become a military leader. The East India Companies were becoming more than trading companies. Note that both the English and French East India Companies, like the Portuguese, formed alliances with different local rulers in the subcontinent, and that these companies were building up their own armed forces (against those of the other European nations as well as any local rulers who opposed them). Thus, traders could easily become involved in military matters, as the support of Indian princes was important to successful trade. 2. Read about the Battle of Plassey in the Student’s Book on pages 6–7. Look at the map of India in 1757 to identify the geographical location of Plassey. Ask how the British managed to defeat Nawab-Siraj-ud-Daulah of Calcutta. Comment on the part played by Robert Clive in this. 3. After reading about the Battle of Plassey, work in groups to draw a plan of the battle, and place small objects to represent: the armies of Nawab Siraj-ud-Daulah and Robert Clive and key characters. 	25 min

<p>(Nawab Siraj-ud-Daulah, Robert Clive, and Mir Jafar). Use their plan and models to explain the outcome of the battle. Explain how the British war against the French affected the battle—and how that war affected the history of the subcontinent.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that the Nawab of Bengal, Siraj-ud-Daula demanded that the British should remove their fortifications from Calcutta. ✓ I learned that Siraj-ud-Daula fought the British in the Battle of Plassey but lost because his commander Mir Jafar betrayed him. This battle is regarded as the turning point of the history of the subcontinent. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could complete Questions 6–8 for homework. 	

Lesson Plan 3

Reference page 7

Topics

- Features of British Administration
- British education policy in India

Resources

- Notebook and writing tools for making notes

'Prior knowledge / Introduction

- British administration in India during the colonial period had several distinct features. It was characterized by centralized governance, with ultimate authority held by the British Crown. India was divided into provinces and districts, establishing a hierarchical administrative structure. The Indian Civil Service (ICS) played a crucial role in governing the country, while a unified legal system based on English common law was introduced. The British implemented a system of revenue collection and taxation, and significant infrastructure development took place, including the construction of railways and roads. Policing and law enforcement were formalized through the establishment of the Indian Police Service (IPS). Overall, British administration left a lasting impact on the governance and development of India.
- Another significant trait of British rule in India was the British education policy that aimed to serve British interests and promote Western education. English-medium schools and universities were introduced to produce a class of Indian administrators loyal to British rule. Thomas Babington Macaulay's Minute on Education influenced the policy, advocating for English education and Westernised thinking. Universities were established to provide higher education, focusing on modern sciences. However, access to education was initially limited to the elite, leading to disparities. The dominance of English education marginalised local languages and traditional knowledge systems. Despite its limitations, British education policy had a profound impact on Indian society, shaping the emergence of the Indian intelligentsia and the country's educational landscape.

Starting discussion points

- How important is education when it comes to influencing the political landscape of a region?
- Do you think the influence of British educational policies still exists in what is now Pakistan and India?

5-10 min

Steps for using the Student's Book

1. Ask the students to read the two headings 'Features of British Administration' and 'British education policy in India' present on page 7. Hold a discussion in the class about the short-term and long-term impact of the British policies discussed in the indicated paragraphs.

25 min

<p>Extended/ Optional activity</p> <p>Hold a speech competition within the class about the importance of education. What are the social, political, cultural, and economic implications of receiving education. What do students think is important to get educated about? Encourage them to think keeping studying history in mind, how important is it to know the history of the region they are in?</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> • I have learned about the British administration in India during the time of the British Raj. • I have learned about the British education policies in India and their impact on the Indians. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Encourage students to refer to relevant/authentic online and print sources to explore the impact of the British educational policies on the Indian subcontinent. They can make a table to highlight the positive and the negative impacts. 	

Answers to assessments

- The correct answers are:
 - British; fortune; Robert Clive
 - British East India Company
 - other regional powers
 - Orissa
 - Permanent Settlement
- During the late fifteenth century, Europeans were driven by various factors to embark on a quest for a sea route to Asia. The foremost incentive was the immense economic potential tied to the spice trade. Spices like pepper, cinnamon, and cloves were in high demand in Europe, but the existing overland routes were fraught with hazards and controlled by costly intermediaries. By discovering a direct sea route, European merchants envisioned bypassing these obstacles, establishing direct trade links, and reaping higher profits. Moreover, the pursuit of new trade routes was fuelled by fierce competition among European powers, particularly Portugal and Spain, who sought to assert their dominance in global commerce. The explorers of that era were also animated by an insatiable thirst for knowledge, an adventurous spirit, and a genuine fascination with expanding geographical and scientific understanding. These combined motivations propelled the Europeans to embark on daring voyages, ultimately reshaping the course of history and transforming global trade dynamics.
- During the late fifteenth century, European nations were deeply motivated to discover a sea route to Asia. The primary driving force behind this pursuit was the immense economic potential tied to the lucrative spice trade. European merchants yearned to gain direct access to the highly sought-after spices of the East, such as pepper, cinnamon, and cloves, which were in high demand throughout Europe. However, the existing overland routes were plagued by perilous journeys, extensive travel times, and exorbitant tolls imposed by middlemen. By finding a direct sea route, European traders could circumvent these

obstacles, establishing direct trade links with Asia and bypassing the intermediaries. This would result in reduced costs and increased profits for European merchants. Moreover, the exploration efforts were fuelled by intense competition among European powers, notably Portugal and Spain, who sought to secure their dominance in global trade. Discovering new maritime routes would offer a significant advantage, opening up fresh markets and sources of wealth. Beyond economic considerations, there was also a genuine thirst for knowledge, a spirit of adventure, and a desire to expand geographic and scientific understanding. Explorers and navigators were driven by an innate curiosity about the unknown, a quest for discovery, and a genuine passion for expanding the frontiers of human knowledge. These combined factors ignited the daring voyages that ushered in the age of exploration, forever transforming global trade and reshaping the balance of power in the world.

4. In the sixteenth century, the Portuguese underwent a significant shift in their approach to interacting with the subcontinent. Rather than relying solely on military conquest, they began to prioritize forming alliances and establishing diplomatic relationships with local rulers. This change in strategy was motivated by several factors. The Portuguese realized the limitations of their military power in controlling vast territories and dealing with formidable regional powers. Additionally, they recognized the importance of maintaining stability and securing their economic interests in the region. By adopting a more diplomatic approach, the Portuguese aimed to expand their trade networks, gain access to valuable resources, and establish long-term partnerships with the local rulers. This change in approach proved crucial in shaping their interactions and influence in the subcontinent during that period.
5. The Dutch merchants held an edge over their Portuguese and English counterparts through their adept business strategies and sophisticated financial systems. With their extensive trade networks, implementation of joint-stock companies, and pioneering approaches like insurance and diversification, they were able to assert dominance over crucial trade routes and maximize their economic gains.
6. The Dutch advantage over the Portuguese differed from their advantage over the English. While both the Portuguese and English were engaged in direct competition with the Dutch in various regions, the Dutch gained an upper hand over the Portuguese due to their superior naval power and control over key trading ports, whereas their advantage over the English stemmed from their well-established trade networks and efficient financial systems, allowing them to outperform the English in terms of market dominance and profitability.
7. Robert Clive employed several strategic actions that contributed to his victory in the Battle of Plassey. Firstly, he skilfully manipulated political alliances and exploited divisions among Indian rulers, gaining support from influential local leaders. Secondly, he masterfully utilized the British East India Company's military strength and resources to outmanoeuvre and overpower his opponents. Lastly, Clive employed tactical brilliance by launching a surprise attack and successfully seizing control of the battlefield, securing a decisive win.
8. The main factor contributing to the rise of the East India Company in the second half of the eighteenth century was its ability to establish a strong political and economic presence in India. Through a combination of military force, diplomatic manoeuvring, and advantageous trade agreements, the company gradually expanded its control over vast territories, including Bengal, Madras, and Bombay. Additionally, the company's monopoly on the trade of goods such as tea, silk, and spices further solidified its economic dominance, enabling it to accumulate immense wealth and influence. These factors, supported by historical evidence, demonstrate how the East India Company rose to prominence during this period.

Answers to Skills Book

Skills book pages 2-3 'Portuguese navigators lead the way'

- A 1. The Ottoman conquest of Constantinople in 1453 cut off the overland route from Europe to India and the Far East. The Europeans had to look for a new sea route.
- 2.

Details
He set Portugal on the way of overseas exploration. Under his direction, Portuguese ships passed the coasts of Southern Morocco, Guinea, Senegal, and finally reached Cape Verde. The Portuguese continued to explore the West African coast during the lifetime of Prince Henry.
The overland route from Europe to India and the Far East fell under its rule.
He sailed up the coast of East Africa and reached the Indian coast in May 1498. This voyage created a sea route from Europe to Asia, and the Portuguese quickly began to set up trading bases on the Indian coast.

3. i) They set up trading bases on the Indian coast, built forts around them, and made profits of sixty times the cost of each voyage from the goods they bought in India.
- ii) When they had seventy, well-defended seaports along the south-western coast of the subcontinent, they forced every ship sailing along the coast to buy a pass from them. The ships then had to dock at Portuguese forts, where they were taxed on the goods they were carrying.
- iii) The Dutch East India Company controlled the Indonesian spice trade. All clove trees that did not belong to them were destroyed, with only 800–1000 tonnes of cloves allowed out each year, giving them a monopoly on clove prices.
- B 1. It was cheaper for Indian merchants to buy Portuguese trading passes and pay their taxes, than to go to war, which would have meant paying for expensive ships and cannon.

Skills book page 4 'Other Europeans force the Portuguese out of India'

- A 1. In 1602 Dutch merchants formed the Dutch East India Company and built eleven forts in Kerala. They forced the Portuguese out of south-west India, then the English formed their own trading company, the English East India Company (sometimes called the British East India Company). They set up fortified trading posts in Bombay, Calcutta, and Madras. As the Mughals lost their power, the rulers of other Indian states fought against one another for power, and sometimes against the English.

The Nawab of Bengal, Nawab Siraj-ud-Daulah, told the British to remove their fortifications in Calcutta and trade on peaceful terms. The British refused, so the nawab went into Calcutta with an army to expel the British. He occupied Calcutta from June 1756 to January 1757. That was when the British officer Robert Clive arrived and drove them out. The nawab thought that the British were trying to take over his territory and appoint their own nawab, so he marched south to Plassey with his army. Clive had bribed Mir Jafar, the commander-in-chief of the nawab's army, and had promised to make him Nawab of Bengal.

Both armies had cannon but there was suddenly very heavy rain. The British quickly covered their cannon but the nawab's army were too slow and theirs were soaked and put out of action. Siraj-ud-

Daulah's forces moved forward, thinking that the British cannon were also out of action, but they faced a huge bombardment. Mir Jafar advised Siraj-ud-Daulah to retreat, and when the British army attacked again, Siraj-ud-Daulah fled and was killed by some of his own men. Then the British attacked again and won the Battle of Plassey. Mir Jafar became the new nawab.

Skills book page 6-7 'Key places of power struggles'

- A 1. On the map, in the appropriate places, the students should write notes about the key places on the subcontinent where different groups fought for power, including: Delhi, Panipat, Agra, Gingee Fort, Tamil Nadu, Mysore, (including Seringapatam), and Lahore.

2.

Key people	Where they came from, where they attacked, and what the consequences of their attack were
Marathas	They originally came from the western Deccan Plateau (present-day Maharashtra). The Mughals had taken over all their forts by 1689, but nine years later they came back and took Gingee Fort and many other Maratha strongholds.
Durranis	They came from Afghanistan and defeated the Marathas at Panipat, and took over most of the Punjab.
Sikhs	They came from the Punjab, and after defeating the Marathas, they fought fierce battles against the Afghan forces, eventually driving them out of Lahore. Ranjit Singh took over Lahore in 1799, and held on to the city until the British captured it in 1849.
Suris	They came from Afghanistan and took much of the Delhi Sultanate from the Mughals, until the Mughals defeated them at Panipat.
Hyder Ali and Tipu Sultan	Their base was at Seringapatam, Mysore, which they defended against the Marathas in 1771 and 1789, then the British in 1779 and 1791, when the British defeated them, and again in 1799, when the French had joined forces with Tipu Sultan.

02

The Struggle for Power on the Subcontinent

Lesson Plan 1	
Reference pages 10–11	
Topics <ul style="list-style-type: none"> How did the power shift on the subcontinent after the decline of the Mughals? 	Resources <ul style="list-style-type: none"> <i>Oxford School Atlas for Pakistan</i> a larger-scale map of the subcontinent Skills Book page 5 ‘The Lodhis, the Mughals, the Suris, the Marathas, and the Durranis’
Prior knowledge / Introduction <ul style="list-style-type: none"> The build-up of the Mughal Empire, founded by Zahir-ud-din Muhammad Babur (1483–1530), was significant in the early sixteenth century as the Mughal Empire emerged as a major force until the start of the eighteenth century. Under Emperor Aurangzeb, the Mughal Empire expanded to encompass most of the subcontinent, covering an area of over 3.2 million square kilometers, with a population estimated at around 100–150 million. By 1758, the Marathas had seized much of the Mughal territories, including central India, the former Delhi Sultanate, and even Lahore. However, the growing Sikh Empire eventually captured Lahore in 1799 and held it until the British captured it in 1849. The Marathas reached a deal with the Mughal emperor Shah Allam, who was restored to power in Delhi, albeit as a figurehead. The Mughal emperors remained in name only. The Mughal Empire was formally abolished after the Third Battle of Panipat in 1857. 	
Starting discussion points <ul style="list-style-type: none"> Draw the students’ attention to what happens when a powerful empire or ruling group becomes weaker. It provides an opportunity to other peoples to move in and begin to take control of their territories. In this unit, the students will learn about the decline of the Mughal Empire and the ensuing growth of the Maratha Empire. However, this was not a straightforward takeover, as the British and French were expanding into the subcontinent and there was strong local resistance from the Sultanate of Mysore. 	5-10 min
Steps for using the Student’s Book <ol style="list-style-type: none"> Ask the students what they know about the growth of the Mughal Empire. Re-read notes from previous lessons. Find out how the Mughal Empire began to weaken and note that it was the Marathas who finally halted the spread of the Mughal Empire. Ask them to explain what made the battle over Gingee Fort a key event in Mughal history, and what mistake the Mughal Emperor Aurangzeb made. 	25 min

<p>(The battle weakened the Mughals' fighting power considerably. Aurangzeb attacked too many Maratha forts at the same time, spreading his armed forces too thinly.)</p> <ol style="list-style-type: none"> 2. The students can describe the different forces fighting for control on the subcontinent. Remind them that the Europeans were also setting up trading posts and building forts and making alliances with different local people. 3. Ask the students to complete the task entitled 'The Lodhis, the Mughals, the Suris, the Marathas, and the Durranis' on page 5 of the Skills Book. 4. Summarise what they know about the changes in power on the subcontinent. Discuss how these struggles affected the progress of the different European powers who were setting up trading posts and building forts there. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that the Mughal Empire began to weaken during the seventeenth century, as the Marathas gained power. ✓ I learned how different groups of people take advantage of a weakening empire or ruling power. ✓ I learned that the Sikhs and Durranis stopped the Marathas expanding their empire as the Mughal Empire weakened. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could complete Questions 2–4 for homework. 	

Lesson Plan 2

Reference pages 12–13

Topics

- Significant rulers
- Takeover of Delhi

Prior knowledge / Introduction

- Following the decline of the Mughals, Hydar Ali gained power on the subcontinent. Meanwhile, the British and the French were extending their European conflicts into the region. Hydar Ali aligned with the French. In the 1770s, the Marathas recognized the growing threat posed by the British and sought Hydar Ali as an ally to push back against them. In 1780, Hyder Ali raised an army of 83,000 men and forced the British into signing a mutual protection treaty. Hyder Ali's son, Tipu Sultan, emerged as the last local ruler to mount a serious challenge against the British East India Company, even seeking an alliance with Napoleon of France.
- In 1798, the British defeated the French forces marching to aid Tipu Sultan and swiftly moved against Mysore. Three armies, one from Bombay and two from the British, marched into Mysore in 1799 and besieged the capital, Srirangapatna, in the Fourth Mysore War. Tipu Sultan personally led the defense but was outnumbered by almost two to one. When the British breached the city walls, the French military advised Tipu Sultan to escape through secret passages, but he refused and was later found dead, still clutching his sword.

Starting discussion points

- Explain that the students are going to find out about some important people of the seventeenth and eighteenth centuries on the subcontinent. The students should now locate Mysore, in the state of Karnataka, in India, on a map of the subcontinent. Explain that the old Kingdom of Mysore covered almost all of the southern tip of India by the 1780s when Hydar Ali ruled it. It was not a peaceful time, as he faced attacks from local rulers as well as the Marathas.

Steps for using the Student's Book

1. Students should read about Hydar Ali and his son Tipu Sultan on pages 12–13 of their Student's Books. Discuss the impact of the Europeans on the subcontinent.
2. Select one of the key personalities; and using information from Student's Book and other sources, including the Internet, to help them to write an obituary for the character. Include the date and place of birth and death; parents, childhood, and education; key events and places; and a summary of any important personal skills and qualities (with evidence).
3. Students should complete the activity on pages 8–9 in their Skills Book.

Resources

- Skills book pages 8–10 'Hyder Ali and Tipu Sultan'
- Large-scale map of the subcontinent

5-10 min

25 min

<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <p>✓ I learned that Hydar Ali and his son Tipu Sultan of Mysore fought with the East India Company.</p>	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Students could complete Questions 3–6 for homework 	

Answers to Assessments

- The correct answers are:
 - c. Delhi Fort
 - b. Tipu Sultan
 - c. Tipu Sultan
 - c. Tipu Sultan
 - d. Sikhs' expansion
- The Mughal-Maratha battles, which began in 1681, were a series of confrontations between the Mughal Empire and the Maratha Empire in India. Led by Shivaji, the Marathas sought to expand their territories and gain independence from Mughal rule. Employing guerrilla warfare tactics, the Marathas targeted Mughal supply lines and utilized swift cavalry attacks, inflicting heavy losses on their opponents. Though the battles endured for many years, the Marathas emerged as a powerful force, weakening the Mughal Empire and establishing their own dominion over vast regions of India. These conflicts played a significant role in reshaping the political landscape of the subcontinent during the late 17th and early 18th centuries.
- The Third Battle of Panipat, fought in 1761, holds great historical significance as it marked a major turning point in Indian history. It resulted in a decisive victory for the Afghan invader, Ahmad Shah Durrani, over the Marathas, leading to a decline in Maratha power and opening the way for future invasions by external forces in India.
- The Marathas and the Nizams played contrasting roles in the establishment of British rule in India. The Marathas initially resisted British expansion and posed a formidable challenge through their military might and territorial control. However, their internal conflicts weakened their position, allowing the British to exploit divisions and gradually assert their dominance. In contrast, the Nizams, rulers of the Hyderabad state, pursued a more diplomatic approach by signing treaties with the British, which eventually led to their influence being subordinated to British interests.
- Students will answer this based on their observations/analyses. Encourage them to flesh out their answers with evidence.
- Hyder Ali and Tipu Sultan faced several challenges that prevented them from defeating the British. Firstly, the British had superior military technology, including advanced artillery and well-trained troops, giving them a significant advantage on the battlefield. Secondly, the British had a strong naval presence, which allowed them to control crucial coastal areas and disrupt the supply lines of Hyder Ali and Tipu Sultan. Lastly, internal divisions and conflicts among various Indian powers, combined with the British policy of forming alliances with rival factions, weakened the united front against the British forces.

Answers to Skills Book

Skills Book page 5 'The Lodhis, the Mughals, the Suris, the Marathas, and the Durranis'

A 1. Answers to be filled in the empty spaces are given in order below.

the Lodhis at the First Battle of Panipat in 1526, but later
the Suris at the Battles of Chausa in 1539, and Bilgram in 1540. The victorious Suris
Agra and Delhi from the Mughals in 1553. But the Mughals, led by Akbar's senior adviser, Bairam Khan,
the Suris at the Second Battle of Panipat in 1556. Akbar
the Mughal Empire and, in 1681, his grandson Aurangzeb
the Lodhis at the First Battle of Panipat in 1526, but later
many forts of the Marathas who large areas of Mughal territory after Aurangzeb died, and then
the Durranis in modern Afghanistan in 1761 but the Durranis

Skills book pages 8–10 'Hydar Ali and Tipu Sultan'

Students will complete the worksheets based on their understanding and observation.

03

The War of Independence (1857)

Lesson Plan 1	
Reference pages 16–17	
Topics <ul style="list-style-type: none"> • How did the East India Company establish its rule on the subcontinent? • The causes of unrest in the subcontinent 	Resources <ul style="list-style-type: none"> • Skills Book page 11 ‘The War of Independence crossword’
Prior knowledge / Introduction <ul style="list-style-type: none"> • By the middle of the eighteenth century, all major trading posts (called ‘factories’), on the Indian subcontinent, that had been run by the Portuguese, French, and Dutch East India companies had been taken over by the British East India Company. The Company became known as the East India Company, and it built a large army and navy, as well as its own coins. • The East India Company ruled about 66% of the subcontinent from its three presidencies (Bengal, Madras, and Bombay), which had also been its main trading posts. Many Indians accepted this rule as they had often had a foreign ruler of some kind and regarded the Company as yet another one. 	
Starting discussion points <ul style="list-style-type: none"> • Introduce the term ‘War of Independence’ and ask the class what they know about this: for example, independence for whom? From whom? Why? They should make a note of their ideas in their notebooks. Tell them that they can revisit these when they have learned more, in order to help them assess what they have learned. • The students will know, from their work on previous units in this course, that European traders had set up large ‘East India’ trading companies with ‘factories’ (trading posts) at numerous ports in India. They also had powerful armies, which were used not only to defend their factories, but also to control ever larger areas. Remind the students that the Portuguese were the first to set up these factories and to build up armies, followed by the French and Dutch, and then the English who eventually took control of all the main ports. The Europeans/British had also been involved in battles with Indian leaders, such as the Nawab of Bengal at the Battle of Plassey and Hyder Ali and Tipu Sultan in Mysore. Point out that by the middle of the eighteenth century, the British East India Company was ruling about 66% of the subcontinent. Remind the students that battles had been fought between different ruling groups in India for centuries, so many Indians accepted their new foreign rulers as the norm. 	5-10 min

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask the students to find out about the changes the British had made in India, and how the Indians responded to these. Ask them to identify and make notes about the key changes and which groups of Indians were mainly affected by these changes. They should notice that several groups of people were affected. 2. Ask the students to make a note of any new vocabulary they learned from the pages of their Student's Book and to use this to help them complete the crossword on page 11 of the Skills Book. This will consolidate the new vocabulary they have learned. 	25 min
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that the English East India Company became the ruler of about 66% of the subcontinent by the middle of the eighteenth century. ✓ I learned that the East India Company imposed changes over the traditional practices in India. ✓ I learned that some of the Indians were resentful of these changes. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could complete Questions 2–3 for homework. 	

Lesson Plan 2

Reference pages 17–19

Topics

- The War of Independence (1857)
- The centres of the War of Independence

Prior knowledge / Introduction

There were several concerns over the rule of the East India Company that caused unrest amongst the Indians:

- Traditionally, adopted children of Indian nobles could be their legal heirs, but the East India Company imposed 'the Doctrine of Lapse', which did not accept these adopted children as heirs, but instead made the titles and land, and sometimes pensions, the property of the Company.
- Many Christian missionaries had arrived in India and there was a fear that they would try to convert Indians to Christianity.
- High taxes were imposed on nobles and other landowners.
- There was discrimination on the basis of race and caste, that affected the thousands of Indian soldiers, known as sepoy, in the East India Company's armies. Those from higher castes were allowed privileges that were not accorded to those from the lower castes, such as being excused from fighting for the British overseas. The opportunity to become an officer was minimal, especially as an increasing number of Europeans were appointed as officers.
- Sepoys were suspicious of a new type of gun cartridge that they were issued. The cartridges had to be greased in order to slip into the rifle. The sepoy thought the grease was animal fat, which posed a concern to the Muslims in case it was pig fat, and also to the Hindus if in case it was cow fat. The sepoy grew resentful and some of them refused to touch the new cartridges. The disobedient sepoy were punished in a humiliating manner, and this led to rebellions on a wide scale. The issue ultimately sparked off the War of Independence that spread across a large area of northern India including Delhi, Kanpur, and Lucknow.

Resources

- Skills Book page 12 'The start of the War of Independence'

Starting discussion points

- The students have learnt that the British East India Company was ruling most of the Indian subcontinent by 1857, and that some of the actions of the British had caused unrest in India. Ask the students to identify these actions: the presence of Christian missionaries; the Doctrine of Lapse (they should explain this term); taxes on landowners; discrimination in the army; and the introduction of pre-greased (presumably with animal fat) rifle cartridges. Elicit what event led to the acts of rebellion led by Indian soldiers in the British army.

5-10 min

Steps for using the Student's Book

25 min

Ask the students to read pages 17–19 'The War of Independence' and 'The centres of the War of Independence' to find the answers to the following questions, which they should write in their notebooks:

- What started the War of Independence? (Unrest amongst many civilians and Indian soldiers in the British Army, which came to the knowledge of a head when officers punished and humiliated the sepoys who would not touch rifle cartridges that they believed were greased with animal fat)
- Why did the British call it 'The Indian Rebellion' or 'The Indian Mutiny'? (It was an act of disobedience by the Indian members of their army, who attacked their own officers.)
- Why did the sepoys ask the old Mughal Emperor to join them as their leader? (So that they had a figurehead that might inspire others to join them.)
- What successes did they have? (They gained the support of many other sepoys from their own garrison and others. Those who did not join the war refused to obey orders to take actions against the rebels. They captured a large store of gunpowder. They gained the support of a number of civilians, including two very prominent ones: Nana Sahib and the Rani of Jhansi.)
- What advantages did the sepoys have over the British? (The Indian soldiers surprised the British. The British were shocked at sepoy's rebellion, since they were used to obedience from their troops. They also underestimated the resentment felt by many Indians.)
- What advantages did the British have over the sepoys and their supporters? (An organised well-disciplined army, with superior equipment)

Extended/Optional activity

Skills Book topic 'The start of the War of Independence' provides a cloze passage in which the students can record the events of the War of Independence. After they have completed it, they should relate what happened to Nana Sahib and the Rani of Jhansi and their families. This is also an opportunity to discuss the idea of heroism.

Discussion and Review

5 min

Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:

- ✓ I learned that unrest and resentment in any situation should not be ignored.
- ✓ I learned that the sepoys who began the War of Independence gained the support of many from their own garrison and others, as well as a number of civilians.

Homework

- Students could complete Questions 4–7 for homework.

Lesson Plan 3	
Reference page 20	
Topics	Resources
<ul style="list-style-type: none"> • What were the effects of the War of Independence? 	<ul style="list-style-type: none"> • Skills book pages 13–14 ‘The outcomes of War of Independence’
Prior knowledge / Introduction	
<ul style="list-style-type: none"> • The War of Independence (1857) had profound effects on India. It resulted in the tightening of British control and the end of Mughal rule. The British reorganised their military, implemented significant policy changes to have a greater say in the governing of India. The rebellion also sparked a sense of unity and resistance among Indians, fuelling the growth of Indian nationalism and paving the way for future independence movements. The war marked a turning point in India’s struggle against British colonial rule and influenced the socio-political landscape for years to come. 	
Starting discussion points	5-10 min
<ul style="list-style-type: none"> • The students have so far learnt how the War of Independence began, how it was fought, and how it ended. In this unit, they will focus on why the war failed and what effects it had. Ask them to review what they have already learnt about the War of Independence. 	
Steps for using the Student’s Book	25 min
<ol style="list-style-type: none"> 1. Ask the students to read page 20 of the Student’s Book ‘What were the effects of the War of Independence?’. 2. Elicit what the War of Independence achieved. Note that, although the sepoys did not succeed, they surprised the British, who had not experienced anything but obedience. The British were shocked at the support the other sepoys gave to the rebels and at the fact that the sepoys attacked their officers. 3. The students should also realize that although the sepoys gained a lot of support, the people of the subcontinent were not united behind their efforts. Some sepoys remained loyal to the British and there was no unity between the Hindus and the Muslims. The students might have ideas about how, or whether these problems could have been solved. 4. Ask the students to use what they have read in this unit of their Student’s Book as well as other sources, to find out and make a note of the effects of the war. Note that, not long after the War, in 1858, the British government took over as rulers of India, with their own army. 5. Students should write about the different outcomes of the War of Independence in the space provided in the Skills Book. 	
Discussion and Review	5 min
Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:	

- ✓ I learned that the War of Independence put an end to the Mughal Empire (which existed only in name by that time).
- ✓ I learned that, after the war, the British reorganized the army in India in a way that made any rebellion among sepoys difficult.
- ✓ I learned that the British government's power in India increased after the war, and they took over as rulers of India.
- ✓ I learned that the war led to the improvement of education for Indians, with the formation of new universities.

Homework

- Students could complete Question 8 for homework.

Answers to Assessments

1. The correct answers are:
 - i. b. To include more Indians in civil administration.
 - ii. a. An interference with the traditional system of inheritance in India.
 - iii. c. They were made from animal fat.
 - iv. d. Red and blue, with white trousers.
 - v. b. Delhi, Kanpur, and Lucknow
2. The British East India Company gradually established its dominance over most of India by the nineteenth century through a combination of military conquest, political manipulation, and economic control. Initially, the company arrived in India as a trading entity, but it soon realized the strategic importance of expanding its influence. Leveraging the weakening Mughal Empire and exploiting existing rivalries among regional powers, the company engaged in a series of military campaigns, defeating local rulers, and establishing its control over key territories. Using superior firepower, efficient organization, and alliances with Indian allies, the company steadily expanded its dominion. Additionally, the British East India Company employed political tactics such as the Doctrine of Lapse, which allowed them to annex princely states that lacked direct heirs. Furthermore, the company's economic policies, including monopolies on trade and the imposition of heavy taxes, enabled it to exploit India's resources and accumulate wealth. Over time, this combination of military might, political manoeuvring, and economic dominance laid the foundation for the British East India Company to become the ruling power over most of India by the nineteenth century.
3. The sentiments of the Indian population towards being ruled by a British company were complex and varied. While some Indians may have initially seen the British East India Company as a potential partner for trade and development, the company's actions and policies soon led to widespread discontent and resistance. Many Indians viewed the company's rule as oppressive, characterized by economic exploitation, cultural subjugation, and political domination. The imposition of heavy taxes, land confiscation, and the destruction of indigenous industries led to economic hardships for many Indians. Furthermore, the company's discriminatory treatment, including the marginalization of Indian customs, traditions, and religious practices, fuelled resentment, and a sense of cultural erosion. As the Indian population became more aware of the company's true intentions and witnessed the brutality of its rule, opposition movements began to emerge, aiming to restore Indian sovereignty and freedom. The British East India Company's rule was met with resistance, culminating in numerous uprisings, and ultimately laying the groundwork for the Indian independence movement in the years to come.

4. The War of Independence was a historic event driven by a combination of factors that triggered widespread discontent among different segments of Indian society. The immediate cause was the introduction of the new Enfield rifle cartridges, which were rumoured to be greased with animal fat. This deeply offended the religious beliefs of Hindu and Muslim soldiers, known as sepoys, in the British Indian Army. The cartridge issue, alongside long-standing grievances stemming from cultural suppression, economic exploitation, and political dominance by the British East India Company, created a highly charged atmosphere ripe for rebellion. Moreover, the dissatisfaction among the sepoys extended to the civilian population, who also suffered from heavy taxation, unfair land policies, and the erosion of traditional institutions. The accumulation of these grievances, combined with the catalyst of the cartridge controversy, impelled both sepoys and civilians to rise up against British rule, thereby commencing the War of Independence in 1857.
5. The widespread readiness of people to join the struggle for independence in India was fuelled by many factors that ignited a strong sense of nationalistic fervour and a desire for freedom. The prolonged British colonial rule had inflicted various forms of oppression, including economic exploitation, cultural subjugation, and political marginalization. These injustices, coupled with the erosion of indigenous traditions and the loss of autonomy, bred a deep resentment among the Indian population.
6. The sepoys' decision to ask Bahadur Shah to lead their struggle for independence was driven by numerous factors. Firstly, Bahadur Shah, as the last Mughal emperor, held immense symbolic significance. Despite being an old man and merely an emperor in name, he still commanded respect and loyalty from a substantial portion of the Indian population who held on to the idea of Mughal sovereignty. By rallying behind Bahadur Shah, the sepoys aimed to unite different factions and communities under a common cause. Moreover, Bahadur Shah's acceptance as their leader would lend legitimacy to their rebellion, both in the eyes of the Indian masses and potentially in the international arena. His association with the Mughal Empire and the grandeur associated with it further enhanced the sepoys' aspirations for a united and independent India. Thus, the sepoys sought Bahadur Shah's leadership as a unifying force and as a means to solidify their struggle for independence with historical and symbolic significance.
7. Nana Sahib joined the War of Independence due to a culmination of personal grievances, including the loss of his inheritance and the mistreatment of his family under the British policy of Doctrine of Lapse, which fuelled his desire for revenge and a longing for justice and liberation for his people.
8. The failure of the War of Independence was due to a combination of military strength, internal divisions, lack of resources, and opportune British countermeasures.

British strength:

- The British had a well-organized and disciplined military, equipped with superior weapons and technology.
- The British effectively used divide-and-rule tactics, exploiting divisions among rebel groups and co-opting some factions to their side.
- The British employed ruthless tactics, including widespread reprisals, mass executions, and punitive measures against rebel supporters, instilling fear and discouraging further rebellion.
- The sheer numerical superiority of the British forces, coupled with their strategic positioning and control over key communication and transportation networks, gave them a distinct advantage.

Indian weakness:

- Lack of unified leadership and coordination among the rebel forces led to a fragmented resistance movement.

- The rebels faced internal divisions based on religion, caste, and regional loyalties, hindering their ability to form a cohesive front.
- The loss of key strategic battles, such as the Siege of Delhi and the Battle of Lucknow, weakened the rebel forces.
- The rebels lacked adequate resources and supplies, while the British had access to extensive military and logistical support.
- The absence of significant international support or intervention deprived the rebels of external assistance and diplomatic leverage.

Answers to Skills Book

Skills Book page 11 'The War of Independence crossword'

- | A. Across | Down |
|---------------|--------------|
| 1. nawab | 2. artillery |
| 6. lapse | 3. noble |
| 7. sepoy | 4. garrison |
| 8. missionary | 5. arsenal |
| 10. pension | 9. inherit |

Skills Book page 12 'The start of the War of Independence'

- A 1. The officers punished the 85 sepoys in front of the other soldiers. After stripping off their uniforms and shoes, they locked them up in chains. The other sepoys set the imprisoned sepoys free. They were so angry that they attacked the officers and their families and killed most of them and their families.
- The sepoys marched from Meerut to Delhi to visit the last Mughal emperor, Bahadur Shah, that night. He was an old man and an emperor only in name, and at first, he refused, but others in the palace heard about it and joined the revolt. So, Bahadur Shah agreed to be their leader—even if only in name.
- They proclaimed him the 'Emperor of the Whole of India'.
- The rebellion spread as more sepoys joined in. When the British officers in Delhi saw what was happening, they blew up their arsenal so that the sepoys could not use it. However, Bengal sepoys stationed around Delhi joined in and got hold of some weapons from the arsenal and a store of 3000 barrels of gunpowder not far from Delhi.
- Civilians began to join in, including two famous civilians whose families had suffered under the Doctrine of Lapse: Nana Sahib and the Rani of Jhansi.
2. Students' answers will vary.

Skills book pages 13–14 'The outcomes of War of Independence'

- A 1. Students will answer based on their knowledge and observations.
2. Students' answers will vary.

04

Reform Movements

Lesson Plan 1

Reference pages 24–28

Topics

- Mujaddid Alf-Sani رحمه الله عليه (1564–1624)
- Challenges faced by the Muslims with the decline of the Mughal Empire
- Shah Waliullah رحمه الله عليه
- Syed Ahmad Barelvi (1786–1831)
- Haji Shariatullah (1781–1840)

Prior knowledge / Introduction

- Between the 16th and 19th centuries there were many people who strove to bring reforms to the Indian subcontinent. This period was marked by various social, religious, and political challenges, including foreign invasions, colonial rule, and the decline of the Mughal empire. In response to these challenges, numerous reformers emerged, each with their own visions and approaches to address the prevailing issues. Their ideas and movements continue to shape the modern Indian subcontinent, serving as a reminder of the enduring legacy of reform and the importance of striving for a better future.
- In the Muslim community, influential figures like Shah Waliullah, رحمه الله عليه, Syed Ahmad Barelvi, and Sir Syed Ahmad Khan sought to address the socio-religious challenges faced by Muslims. They aimed to revive Islamic education, promote social reforms, and counter the influence of colonial powers. These reformers played significant roles in shaping Muslim thought, education, and social practices during a time of transformation and upheaval.
- Mujaddid Alf-Sani رحمه الله عليه (1564–1624) was a prominent Muslim scholar and theologian during the late 16th and early 17th centuries. He is widely regarded as a reviver of Islam for his efforts to revive and reform religious practices in South Asia. During his time, the Muslim world faced significant challenges with the decline of the Mughal Empire. The Mughals, who ruled over a vast territory, began to experience political instability, economic decline, and religious conflicts. This period saw the emergence of various reformist movements aiming to address these challenges. One influential figure was Shah Waliullah, رحمه الله عليه, an 18th-century scholar who sought to revive Islamic education and scholarship, emphasizing the study of the Quran and Hadith.
- Another important figure, Syed Ahmad Barelvi led a revivalist movement in the early 19th century and fought against British colonial rule in India. Haji Shariatullah advocated for social and religious reform and played a

Resources

- Skills Book pages 16–17 ‘Key Muslim reformers’

<p>significant role in mobilizing the masses against oppressive practices in Bengal. These reformers, including Mujaddid Alf-Sani, <small>رحمة الله عليه</small> responded to the changing times by striving to renew Islamic thought, address key social issues, and making attempts to preserve the faith in the face of external challenges.</p>	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • What are reformers? What can they do for their society? • If you were a reformer, what would you try to change about society? 	5-10 min
<p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Encourage students to go through pages 24 to 28 of the student’s book. Ask them to look at the pictures carefully and discuss the implication of the presence of each reformer discussed, and how they helped reform Muslim society. Ask the students to make a note of various things such as the range of influence, years of service, etc. 2. Ask the students to do questions 1–4 in the class. 	25 min
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned about the challenges faced by Indians, particularly the Muslim community, at the time of the decline of the Mughal empire. ✓ I learned about different Muslim reformers and the role they played in uplifting Muslim society at their time. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students may complete questions 5–7 as homework. • Assign Skills Book pages 16–17 with the title of ‘Key Muslim reformers’ to students to do as homework. 	

Lesson Plan 2

Reference pages 29–31

Topics

- Sir Syed Ahmed Khan (1817–1898)

Prior knowledge / Introduction

- Sir Syed Ahmad Khan (1817–1898) was a prominent Muslim philosopher, educationalist, and social reformer of British India. He lived during a time when the Indian subcontinent was under British colonial rule and experienced significant political, social, and cultural changes. Sir Syed Ahmed Khan's background context is marked by the aftermath of the War of Independence (1857), which resulted in the British government's increased control over India and the diminishing influence of the Mughal Empire.
- Witnessing the decline of Muslim political power, Sir Syed Ahmed Khan recognized the need for Muslims to adapt and modernize in order to navigate the changing circumstances. He emphasized the importance of education, advocating for a scientific and rational approach to learning, and founded the Aligarh Movement, which aimed to uplift the Muslim community through education and socio-political awareness.
- Sir Syed Ahmad Khan's efforts were instrumental in bridging the gap between Western and Islamic education and fostering a sense of empowerment among the Muslim population during a crucial period of transition in Indian history.

Resources

- Skills Book pages 18–20 'Sir Syed Ahmed Khan'

Starting discussion points

- What do you know about Sir Syed Ahmed Khan? Why do you think he is remembered today?

5-10 min

Steps for using the Student's Book

1. Encourage students to go through pages 29 to 31 of the student's book. Ask the students to make notes of the influence, work, and impact of Sir Syed to the people in the Indian subcontinent.
2. Ask the students to do question 8 in class.

25 min

Discussion and Review

Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:

- ✓ I learned about work and influence of Sir Syed Ahmed Khan.

5 min

Homework

- Assign Skills Book pages 18–20 with the title of 'Sir Syed Ahmed Khan' to students as homework.

Lesson Plan 3	
Reference page 31	
Topics <ul style="list-style-type: none"> • Non-Muslim Reform Movement: Arya Samaj 	Resources <ul style="list-style-type: none"> • Notebook and writing tools
Prior knowledge / Introduction <ul style="list-style-type: none"> • Similarly, within Hinduism, reform movements like the Arya Samaj sought to challenge societal norms, superstitions, and the caste system. Many efforts were made with hope to eradicate social injustices perpetuated by traditional customs and practices. • The Arya Samaj reform movement emerged in 19th century India and played a significant role in reshaping the social, cultural, and religious landscape of the country. Founded by Swami Dayananda Saraswati in 1875, the movement aimed to rejuvenate Hinduism and advocate for social reforms. The background context of the Arya Samaj movement was characterized by the impact of British colonial rule and the influence of Western education and ideas. Swami Dayananda Saraswati sought to counter what he perceived as the corruption and superstitions within Hindu society, promoting the ideals of rationality, monotheism, and social equality. • The Arya Samaj movement advocated for reforms such as the abolition of child marriage, promotion of women’s education, and the eradication of caste-based discrimination. By emphasizing the authority of the Vedas and rejecting the concept of idol worship, the movement sought to revive a purer and more authentic form of Hinduism. The Arya Samaj reform movement had a profound influence on Indian society, particularly in northern India, and continues to inspire social and religious reform efforts to this day. 	
Starting discussion points <ul style="list-style-type: none"> • Ask students if they know of any reform movements that took place during this time. • Ask them why it is important to learn about non-Muslim reform movements. Learning about other communities in the region and their concerns will highlight the plurality of experiences present in the subcontinent, and make students more sensitive citizens. 	5-10 min
Steps for using the Student’s Book <ol style="list-style-type: none"> 1. Ask the students to read the text under the heading ‘Non-Muslim Reform Movement: Arya Samaj’. Remind them that the subcontinent had people from different religions and had a diverse culture. It is important to consider what life was like for them, and how colonialism did not just affect members of the Muslim community, rather impacted people with different religions as well. Encourage students to think about the photograph of the stamp featuring Arya Samaj on page 31. Why do they think it was present on a stamp? Is the stamp an example of primary or secondary source of information? 	25 min

What does this stamp tell us about the Arya Samaj reform movement?	
Discussion and Review Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example: ✓ I have learned about the Non-Muslim reform movement Arya Samaj.	5 min
Homework • Ask the students to conduct research on other non-Muslim reform movements happening on the Indian subcontinent during the 18th and 19th centuries. Encourage them to refer to relevant and authentic online and print sources.	

Answers to Assessments

1. Answers for each part are:
 - i. False
 - ii. True
 - iii. True
 - iv. False
 - v. False
2. Students' answers will vary.
3. Students' answers will vary.
4. Students' answers will vary.
5. Haji Shariatullah wished to revive the teachings of Islam in East Bengal due to his belief in the need for religious and social reform, combating what he perceived as the moral decline and cultural erosion caused by British colonial rule, and to establish a sense of Muslim unity and identity in the region.
6. Syed Ahmad's Jihad movement aimed to establish a unified Islamic state by fighting against what he thought was religious and social corruption. He sought to eradicate practices that he deemed as un-Islamic, promote religious education, and create a sense of Muslim solidarity. After Syed Ahmad's death in 1831, his teachings continued to influence Muslims in the subcontinent, particularly in the northwestern regions. His ideas resonated with those seeking religious revival and provided inspiration for future movements and leaders. While his immediate impact may have been limited, his legacy contributed to the broader reformist movements and the eventual mobilization for independence in the subcontinent.
7. Students' answers will vary.
8. Sir Syed Ahmed Khan made significant contributions to the empowerment and education of Muslims in the Indian subcontinent. Recognizing the importance of education in improving the social and political status of Muslims, he established the Muhammadan Anglo-Oriental College (later known as Aligarh Muslim University) in 1875. Through this institution, he aimed to provide modern education while preserving Islamic values. Sir Syed advocated for the promotion of scientific and rational thinking among Muslims, emphasizing the importance of English education to enhance their social and economic opportunities. He actively worked towards bridging the gap between the British and Muslim communities, advocating for mutual understanding and cooperation. Sir Syed's efforts were instrumental in empowering Muslims by fostering educational advancement, promoting social reforms

and advocating for their political rights, laying the foundation for Muslim education revival in the subcontinent.

Answers to Skills book,

Skills Book pages 16–17 'Key Muslim reformers'

A 1.

Reformer	Key achievements	Extent of influence
Sheikh Ahmad Sirhindi رحمه الله عليه	<p>Work on reviving the authentic spirit of Islam, emphasizing tasawwuf (Sufism) and spiritual practices to deepen one's connection with God.</p> <p>Sirhindi رحمه الله عليه opposed the idea of blending Islamic beliefs with Hindu and Sikh customs</p> <p>Emphasis on Islamic monotheism.</p> <p>Wrote numerous influential books on Islamic theology, mysticism, and spirituality.</p> <p>Teachings emphasised a strict adherence to the Shari'ah.</p> <p>Founded the Mujaddidiyya Sufi order, focusing on heart purification, adherence to Islam, and service to humanity.</p> <p>Source of inspiration for later reformers addressing social and religious challenges in South Asia.</p>	<p>Sirhindi's رحمه الله عليه teachings had a significant impact in the northern regions of India, including present-day Uttar Pradesh, Delhi, Punjab, and Kashmir</p>
Shah Waliullah رحمه الله عليه	<p>Played a crucial role in revitalising Islamic thought and practice in 18th-century India.</p> <p>Wrote the influential work 'Hujjatullah al-Baligha,' which provided a comprehensive interpretation of the Quran and highlighted its relevance to contemporary issues.</p> <p>Emphasised the importance of education and established</p>	<p>Regions that now comprise modern-day India, Pakistan, and Bangladesh</p>

	<p>several schools and madrasas to promote Islamic knowledge and scholarship.</p> <p>Engaged in interfaith dialogue, promoting understanding and peaceful coexistence between Muslims and non-Muslims.</p> <p>Advocated for social reforms, addressing issues such as poverty, corruption, and social inequality within the Muslim community.</p> <p>His works and teachings inspired later scholars and reformers, shaping Islamic thought and reform movements in South Asia.</p> <p>Inspired the sense of political awakening and anti-colonial sentiment among Muslims in India.</p>	
<p>Haji Shariatullah</p>	<p>Led the Faraizi movement, a socio-religious reform movement in Bengal during the 19th century.</p> <p>Actively worked against un-Islamic practices and customs, such as idol worship, polytheism, and caste discrimination.</p> <p>Emphasised the oneness of God (Tawhid) and encouraged Muslims to adhere strictly to Islamic monotheistic beliefs and principles.</p> <p>Sought to address social injustices present in society, particularly those affecting the rural peasantry and lower classes, promoting equity and justice.</p>	

	<p>Emphasised the importance of education and established madrasas (Islamic schools) to provide Islamic education to the masses.</p> <p>Played a crucial role in mobilising the Muslim community, creating a sense of solidarity and unity among Muslims in Bengal.</p> <p>His ideas and activism influenced subsequent reform movements and leaders in Bengal and beyond, leaving a lasting impact on the socio-religious landscape of the region.</p>	
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2. Students' answers will vary.

3. Students' answers will vary.

Skills Book pages 18–20 'Sir Syed Ahmed Khan'

A. 1

Social:

- Modern education: this point can also come under the heading of 'Political factors' since the British emphasis on Western education and the introduction of modern educational institutions which influenced Sir Syed's ideas was a political move. Sir Syed recognized the importance of acquiring modern knowledge and advocated for educational reforms within the Muslim community to bridge the educational gap with the British.
- Interfaith relations: Sir Syed witnessed increasing tensions between Muslims and Hindus during his time. To promote harmony and cooperation, he advocated for better interfaith relations and mutual understanding, emphasising things that were in common instead of focusing on the differences.
- Social reforms: Sir Syed's ideas were also influenced by the prevailing social conditions, the rigid caste system, such as the subjugation of women, and other social inequalities. He sought to address these issues within the Muslim community and called for social reforms to uplift those marginalised.

Political:

- Highlighting the influence of colonial rule: The British colonial presence in India during Sir Syed's time brought about significant changes in the political, social, and educational landscape. Sir Syed observed the growing power and influence of the British and recognised the need for Muslims to adapt and engage with the changing circumstances.
- Decline of the Mughal Empire: The decline of the Mughal Empire and the subsequent rise of British colonial rule left a power vacuum and socio-political challenges for the Indian Muslim community.

Sir Syed witnessed the diminishing political authority of Muslims and sought ways to address the community's predicament.

- Impact of the War of Independence (1857): This conflict deeply affected Sir Syed's thinking, since he saw its failure and the subsequent backlash against Muslims as a wake-up call, prompting him to reassess the Muslim community's position and advocate for a more pragmatic approach of standing up for social and political rights.

2. Reforms introduced by Sir Syed Ahmed Khan

Economic reforms:

- Highlighted importance of women's education.
- Promotion of interfaith harmony.
- Critique of superstitions and rituals.
- Opposition to caste discrimination.
- Support for social welfare.
- Rejection of outdated customs.
- Encouragement of social reform movements.

Political reforms:

- Call for Hindu-Muslim unity.
- Support for British rule and collaboration.
- Call for increased Muslim representation in civil services.
- Proposal of separate electorates for Muslims.
- Promotion of Muslim political engagement and awareness.
- Opposition to extremist movements.
- Engagement with British officials for Muslim concerns.
- Emphasis on education as a tool for political empowerment.

Social reforms:

- Emphasis on women's education.
- Promotion of interfaith harmony.
- Critique of superstitions and rituals.
- Opposition to caste discrimination.
- Support for social welfare.
- Rejection of outdated customs.
- Encouragement of social reform movements.

3. Students' answers will vary.

05

The First World War

Lesson Plan 1	
Reference pages 35–36	
Topics	Resources
<ul style="list-style-type: none"> • What were the reasons for the First World War? • There were several conditions that led to the First World War: <ul style="list-style-type: none"> • Great Britain, France, Germany, Austria-Hungary, and Russia had empires, and so ruled other countries. • They feared other countries taking over other territories, especially in Europe, as they saw this as a threat to their own empires, e.g. Germany and Austria-Hungary took control of smaller countries such as Bosnia and Morocco. • There were many alliances between European countries, which would draw them into any war in order to protect their allies. • However, an incident in Sarajevo, Bosnia, set off a series of events that led to the First World War. A Serb named Gavrilo Princip shot the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand of Austria-Hungary, and his wife Sophie, as they were driving in an open-topped car from the town hall, where the Duke had been invited to make a speech. • Princip was one of a group of six military conspirators: five Serbs and one Bosnian, coordinated by a member of the ‘Black Hand Secret Society’. They aimed to take over some southern provinces of Austria-Hungary to form a new nation, Yugoslavia. Serbian Military Intelligence leaders had trained them and provided them with pistols and bombs. They took up positions along the route that the Archduke would follow. The Archduke’s car passed two of them, who took no action, a third threw a bomb, which bounced off the Archduke’s car and disabled another car. The Archduke’s car continued to the town hall, passing other assassins, who did not take any action. • While the Archduke was in the town hall, Princip took up his position and, when the royal couple came out, he shot them. • As a result of the assassination, Austria-Hungary declared war on Serbia. This drew in other nations because of the complex network of alliances and agreements between European nations. 	<ul style="list-style-type: none"> • <i>Oxford School Atlas for Pakistan</i> • Skills Book pages 22–23 ‘The politics of the First World War’ • Skills Book pages 24–25 ‘The countries involved in the First World War’
Starting discussion points <ul style="list-style-type: none"> • Ask the students to look at a map of Europe in their <i>Oxford School Atlas for Pakistan</i> to compare this with older maps of Europe (including those from 	5-10 min

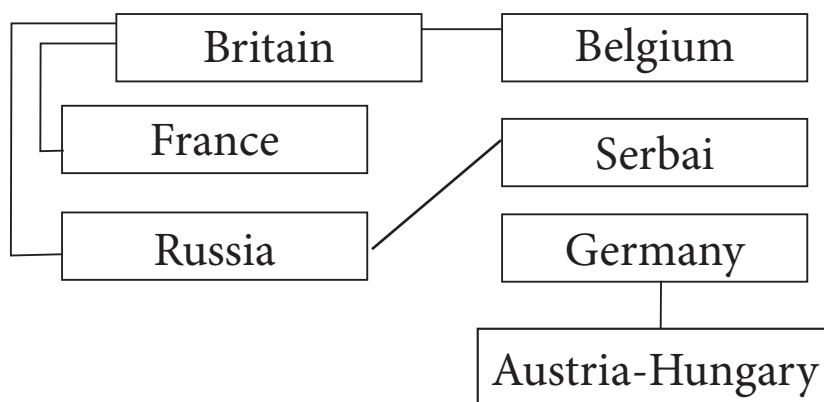
1914), available on the Internet. Point out the area that became Yugoslavia (but later separated into Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia, and Slovenia) which was once part of the Ottoman Empire.

Steps for using the Student's Book

25 min

1. Students should read pages 35–36 of their Student's Book to find the answers to the following questions:
 - Which country declared war, on which other country?
 - Why? (The students will know that wars are fought mainly over territory where one nation or other group tries to take over part of another's territory. It is useful to point out that when Austria-Hungary declared war on Serbia after a Serb killed the heir to the throne of Austria-Hungary, it was not just for retaliation, but also to defend their territory which the Serbs hoped to gain.)
 - Which other countries were drawn into the war? (Locate these on a map of Europe.)
 - Why? (Discuss the reasons for alliances between European countries at the beginning of the twentieth century, and the meaning of 'alliances' and the 'Triple Entente'.)
 - What was the arms race? (Point out that the powerful nations did not want any other nation to have a much greater power than they did.)
2. Draw a diagram using arrows to link the countries that had alliances or agreements, in order to understand how the assassination of the heir to the Austrian throne triggered the First World War. These alliances had been formed in order to prevent any one country becoming so powerful that it could dominate the others.

The diagram below will help:



3. If there is time, students could start solving the crossword puzzle on page 22–23 of the Skills Book, helping to understand the new vocabulary learned in this unit.

Discussion and Review

5 min

Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:

- ✓ I learned that the First World War began when Serbians assassinated the heir to the throne of Austria-Hungary.
- ✓ I learned about the alliances between different European countries that were meant to stop any one nation becoming powerful enough to control another.
- ✓ I learned that these alliances drew many countries into the war.

Homework

- Students could complete Questions 1–3 for homework.
- Students could complete the crossword puzzle on pages 22–23 of the Skills Book, helping to understand the new vocabulary learned in this unit.

Lesson Plan 2

Reference pages 36–39

Topics

- The battles of the First World War
- The inventions of the First World War
- The impact of World War I on Europe
- Sociopolitical changes
- The League of Nations

Prior knowledge / Introduction

- At the beginning of the twentieth century, Britain had the world's largest empire, with dominions, territories, and colonies in Canada, Australia, New Zealand, several African countries, India, Nepal, Burma, the Arabian Peninsula, and South America. France also had a large empire, with colonies in the Pacific, Caribbean, Africa, and Asia. Britain was building up its military and royal navy strength. Germany was also building up its naval fleet and army, and the United States and Japan were also developing great military and naval strength. In 1900 the Ottoman Empire still held a large area of the Balkans but was gradually being forced out.

Starting discussion points

- Inform the students that they are going to learn how the First World War was different from previous wars. Ask if they have heard of trench warfare, and what they think it means. Explain that the digging of trenches in battlefields was not new but had been developed in the seventeenth century as a protection from artillery and guns. Inform them that they will find out how effective this was from their Student's Books and will learn more about the ways in which the First World War was fought.
- Ask students to what extent do they think the events of the First World War were inevitable?

Steps for using the Student's Book

1. Students should read pages 36–39 of their Student's Books to find out what happened during the First World War. This was the biggest war ever known and cannot be covered in detail in this book but the students can research to find out more on the Internet and other reference books.
2. Inform students that more than 140 battles were fought during the First World War, in numerous countries. Some of the most significant were:
 - The First Battle of Marne (close to the River Marne, near Paris), where the Allies defeated the Germans
 - Gallipoli (Turkey), where the Ottoman Turks defeated the Allies
 - Jutland (naval battle in the North Sea, near Denmark), where both the

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book pages 26–27 'The countries involved in the First World War'

5-10 min

25 min

<ul style="list-style-type: none"> • British and the Germans claimed victory; the British lost more ships and twice as many sailors but contained the German fleet. • Verdun (the longest battle of the war, lasting ten months, between German and French troops and ended when the Germans withdrew) • the Somme (northern France, where the French defeated the Germans) • Brusilov Offensive (named after the Russian general Aleksai Brusilov, in present-day Ukraine, where Russians attacked the armies of the Central Powers) • Passchendaele (Third Battle of Ypres, in northern Belgium, where British, including Australian, Canadian, Indian, New Zealand, South African, French, and Belgian troops, defeated the Germans) • Amiens (Third Battle of Picardy, France, where the British Empire defeated the Germans) • Megiddo (Ottoman Syria, where the British Empire defeated the Germans and Ottomans) <p>3. Explain that the First World War ended at the 11th hour on the 11th day of the 11th month of 1918. Germany had insufficient troops and supplies to continue and was about to be invaded. The Germans signed an agreement with the Allies. This day is commemorated in many countries who were involved and is known as ‘Armistice Day’. ‘Poppies’ are sold to remember those who died during the war and to raise funds to help members of the armed forces who were injured in wars.</p> <p>4. Use the <i>Oxford School Atlas for Pakistan</i> to locate the countries listed that were involved in the First World War. Write a summary in the table to say how each country became involved in a war that began between Serbia and Austria-Hungary.</p> <p>Extended/ Optional activities</p> <ul style="list-style-type: none"> • Allocate a battle of the First World War to each group of students to research. They should find out where it took place, when, between whom, what the hostile forces hoped to achieve and the result. They could also write notes about the battle to present a summary to the class. • Find out how the First World War affected countries and people around the world. Ask groups to prepare for a class debate on who gained or benefitted at the end of the war or how far the end of the First World War led to the Second World War. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <p>✓ I learned that many countries were drawn into the First World War because of alliances with other countries.</p>	5 min

<ul style="list-style-type: none"> ✓ I learned that millions of troops died during the First World War. ✓ I learned that the war led to new inventions in military technology, many of which became useful in everyday life. ✓ I learned how the First World War affected countries and people around the world. 	
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Homework

- Students could do Questions 1–6 of the Assessments section as homework.

Answers to Assessments

1. Answers for each part are:
 - i. b. Britain and France
 - ii. b. To keep Russia out of the Balkans
 - iii. b. The Triple Entente
 - iv. b. Russia, France, and Serbia
 - v. b. Trenches
2. While the imperial rivalries and competition for colonies did contribute to the tensions leading up to the war, remember that it would be an oversimplification to solely blame the imperial powers for causing the conflict. Good answers would mention the numerous factors such as the system of alliances, militarism, nationalism, and the assassination of Archduke Franz Ferdinand of Austria-Hungary which played significant roles in the unfolding of the events. Imperial powers, including Britain, France, Germany, and Russia, were also driven by their own interests in expanding their empires and securing resources. Their actions undoubtedly heightened the geopolitical tensions, but students should acknowledge how the outbreak of the war cannot be solely attributed to their imperial ambitions, rather it was a complex web of factors and events that ultimately led to the devastating conflict.
3. Accept answers that clearly outline the core timeline of events that took place during the First World War. Encourage students to include ‘cause’ and ‘effect’.
4. Students’ answers will vary.
5. The end of the First World War in 1918 brought about significant political changes in many European countries. The war had a profound impact on the existing political order, leading to the downfall of several monarchies and the rise of new political ideologies. The Russian Revolution in 1917 resulted in the establishment of a communist regime under the leadership of Vladimir Lenin, transforming Russia into the Soviet Union. In Germany, the war’s aftermath saw the abdication of Kaiser Wilhelm II and the Weimar Republic being formed. The war also led to the disintegration of the Austro-Hungarian and Ottoman Empires, resulting in the emergence of new nation-states in Eastern Europe and the Middle East. Additionally, the Treaty of Versailles, which imposed harsh conditions on Germany, sowed the seeds of resentment and set the stage for future political instability. Overall, the First World War drastically reshaped the political landscape of Europe, paving the way for new ideologies, power structures, and geopolitical dynamics.
6. Students’ answers will vary.

Answers to Skills Book

Skills Book pages 22–23 ‘The politics of the First World War’

- A 1. **Across**
- 3. neutral
 - 5. Nazi
 - 9. trenches
 - 10. wall
 - 11. republic
 - 12. artillery
 - 13. independence
2. Students’ answers will vary.
- Down**
- 1. dictator
 - 2. treaty
 - 4. abdicate
 - 6. imperialism
 - 7. depression
 - 8. alliance

Skills Book pages 24–25 ‘The countries involved in the First World War’

A 1.

Germany

Germany formed an alliance with Austria-Hungary, promising support if they were attacked, mainly to keep Russia out of the Balkans, as the Ottoman Empire became weaker.

France

When Germany declared war against Russia, and demanded safe passage for its troops to France through Belgium and Luxembourg, this was refused, so Germany attacked Luxembourg the next day, and declared war on France the day after that.

Austria-Hungary

A Serb assassinated the heir to the Austrian throne, Archduke Franz Ferdinand, and his wife, Sophie, in Sarajevo in Bosnia, leading to a war between Austria and Serbia. Hungary backed Austria.

Belgium

When Belgium refused to allow German troops to cross its territory, Germany declared war on Belgium.

Russia

Germany declared war against Russia.

2. Australia, Canada, India, and Australia were part of the British Empire, and so their armed forces were required to fight alongside the British and the Allies.

Skills Book pages 26–27 ‘The countries involved in the First World War’

- A 1–2. Students could colour the following countries that were affected by war:
Britain, France, Belgium, Luxembourg, Italy, Bulgaria, Germany, Austria-Hungary, Russia, Serbia, Montenegro, Greece, the United States, Canada, New Zealand, Australia, India, German Samoa and New Guinea, Japan, Micronesia, China, Togo, Cameroon, South Africa, Egypt, Persia (Iran), Mesopotamia (Iraq), Arabia (Saudi Arabia), Palestine, Jordan, and Turkey/Ottoman Empire. The students should include those mentioned in their Student’s Book but may include others if they use other sources as well. The ones they will know from their Student’s Book are:

Country	Why it became involved in the First World War
Serbia	A Serb assassinated the heir to the throne of Austria (Archduke Franz Ferdinand) and his wife, Sophie.
Austria-Hungary	A Serb assassinated the heir to the throne of Austria (Archduke Franz Ferdinand) and his wife, Sophie, so it declared war on Serbia.
Russia	It supported Serbia.
Germany	It had an alliance with Hungary, promising support if attacked. It demanded that France should stay neutral if Russia and Germany were on opposite sides. Russia and France ignored this, so Germany declared war on Russia.
Belgium & Luxembourg	Germany demanded safe passage for its troops through Belgium and Luxembourg to reach France. They refused, so Germany attacked both countries.
Britain	It had an agreement with France and Russia ('The Triple Entente') and a commitment to defend Belgium.
France	It had an alliance with Britain and Russia.

06

The Role of the Ottoman Empire

Lesson Plan 1	
Reference pages 42–44	
Topics	Resources
<ul style="list-style-type: none"> How was the weak Ottoman Empire replaced by a thriving Turkish republic? 	<ul style="list-style-type: none"> <i>Oxford School Atlas for Pakistan</i> Skills Book page 28 ‘The forces that weakened the Ottoman Empire’
Prior knowledge / Introduction	
<ul style="list-style-type: none"> By the beginning of the twentieth century, Russia had emerged as a power in the north and contested the Ottomans’ hold on land around the Black Sea and in the Balkans, with the Ottoman navy making a surprise attack on Russia’s Black Sea coast on 29 October 1914. Three days later, the Ottomans were drawn into the First World War when Russia declared war on them. Russia’s allies, Britain, and France, then declared war on the Ottoman Empire on 5 November 1914. 	
Optional introductory activity:	
<ul style="list-style-type: none"> Find out how the Ottomans were drawn into the First World War and why they faced an attack from the French and the British (with support from Australia and New Zealand) at Gallipoli in present-day Turkey. What problems would the First World War cause for the Ottomans? Russia declared war on the Ottomans on 1st November 1914, after they attacked a Russian fleet in the Black Sea. Russia had an agreement with France and Britain in the Triple Entente, which meant that Britain and France would support Russia. The Ottomans were struggling to defend their territory against the British in present-day Iraq and against the Russians in the Caucasus region. These factors led the Ottomans, led by the Young Turks, to support Germany in the First World War. 	
Starting discussion points	5-10 min
<ul style="list-style-type: none"> Ask students to look at a map to locate Turkey and the area around it. They should look at maps of the Ottoman Empire at the beginning of the First World War (1914) (see www.nationalarchives.gov.uk), and when it was at its greatest (1699) (see www.britannica.com). Internet searches will locate suitable maps. Notice that the empire continued to expand until 1699 and remained strong until the eighteenth century and then began to decline. The task now is to discover what brought about this decline. 	

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Students should read pages 42–44 of their Student's Book to find out what weakened the Ottoman Empire. Note the main points: 2. becoming out of touch with the modern world 3. leaders who were more concerned with pleasure than with defending or expanding their empire 4. corruption in the Ottoman government 5. a decline in industry, falling behind European neighbours 6. unrest among Ottoman citizens because of unemployment, low pay, and high taxes 7. Discuss what happened as a result of these conditions. Read about the uprising led by a group calling itself the Young Turks, who took over the Ottoman government in 1913. 8. Draw attention to the threat posed by Russia and ask why the Ottomans needed to be concerned about Russia. Remind students what they learned in unit 6 about the alliances in Europe. What might happen in any conflict between the Ottomans and Russia? (Because of the Triple Entente, Britain and France would support Russia.) Also, Britain held territory in present-day Iraq. <p>Extended/Optional activity</p> <ul style="list-style-type: none"> • Draw a map of the Ottoman Empire and the region around it. Draw arrows labeled with forces against the Ottomans and forces that supported them. Students should note the following: <ul style="list-style-type: none"> • Forces against the Ottomans: Russia, France, Britain, and Arabs in present-day Iraq • Forces supporting the Ottomans: Germany and the Khilafat Movement • Students should comment on the extent to which the Young Turks contributed to the defeat of Allied Forces at Gallipoli. Discuss how the First World War changed the Middle East. 	<p>25 min</p>
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that by the beginning of the twentieth century, the Ottoman Empire had become very weak. ✓ I learned that the weakness of their leaders and poor conditions of the people they ruled led to an uprising by the Young Turks, who took over the government of the Ottoman Empire. ✓ I learned how the alliances between European countries could affect the Ottoman Empire if they went to war against Russia. ✓ I learned how the Ottomans were drawn into the First World War. ✓ I learned how the First World War changed the political situation in the Middle East. 	<p>5 min</p>

Homework

- Questions 1–3 could be completed for homework.
- Students could complete page 28 of the Skills Book ‘The forces that weakened the Ottoman Empire’ to summarise what has been learned. Use the notes already made to do this, rather than copying from the Student’s Book.

Lesson Plan 2

Reference pages 44–45

Topics

- Mustafa Kemal Pasha and the founding of the Turkish state
- What was the vision of Mustafa Kemal Pasha?

Resources

- Skills Book page 29 ‘Mustafa Kemal Pasha’

Prior knowledge / Introduction

- The Ottoman conquests in Africa, Asia, and Europe gained new lands, new peoples, and new ideas that made it a dynamic empire. It began to weaken in the eighteenth century, after it reached the limits of its expansion in Europe. The Ottomans made one last attempt to capture Vienna from the Austrians in 1683 but failed. They no longer had sultans with the brilliance of Mehmet the Conqueror or Suleiman the Magnificent. Their court was rife with corruption and violence, and the Sultan’s personal armed forces, the Janissaries, managed Ottoman affairs for their own ends. They were not disbanded until 1826. Some Ottoman rulers tried to bring in reforms and modernise the empire, but others were conservative and resisted change.

Starting discussion points

- The next section of their Student’s Book will explain how the modern state of Turkey was founded, and the role of Mustafa Kemal in this. Discuss how Mustafa Kemal would have been regarded by the people of the old Ottoman Empire. (Many had been dissatisfied with the Ottoman rulers and hopeful that the Young Turks would improve life for them, and after the Battle of Gallipoli, he was regarded as a hero, and their natural leader.)

5-10 min

Steps for using the Student’s Book

1. Students should read pages 44–45 of their Student’s Books to find the answers to the following questions:
 - How did the modern state of Turkey come into being?
 - How did Mustafa Kemal become the first President of Turkey?
 - What changes did Mustafa Kemal introduce, and why?
2. To summarize what has been learned about Mustafa Kemal, complete the fact-file on this page, using information from their Student’s Books and from other sources, such as the Internet.
3. Prepare for a class debate on the question ‘Was Mustafa Kemal a hero’. Consider what is meant by a hero (personal qualities, and evidence of these, and actions and their effects). Elect speakers to present supporting and opposing views and prepare questions and comments for the debate.

25 min

<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned how the First World War ended the Ottoman Empire. ✓ I learned how the modern state of Turkey came into being. ✓ I learned how Mustafa Kemal changed the course of the history of the Ottoman people and Turkey. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Questions 4–5 could be completed as homework. • Prepare for a class debate on the question ‘Was Mustafa Kemal a hero’. Consider what is meant by a hero (personal qualities, and evidence of these, and actions and their effects). Elect speakers to present supporting and opposing views and prepare questions and comments for the debate. 	

Answers to Assessments

1. Answers for each part are:
 - i. d. Ottoman conquests in Africa, Asia, and Europe
 - ii. a. A group of revolutionaries who organized an uprising against the Ottoman state
 - iii. b. French and British forces
 - iv. b. Jewish settlement in Palestine
 - v. b. Territories commissioned by the League of Nations to its member countries for administration
2. Students’ answers will vary. Good answers would be supported by strong evidence and relevant examples.
3. Good answers would discuss the numerous factors that made the First World War a total disaster for the Ottoman Empire. It resulted in a significant loss of territory, including the Arab territories that sought independence. The empire faced military defeats, economic collapse, and political instability, ultimately leading to its disintegration and the establishment of modern Turkey.
4. Students’ answers will vary. Good answers would be supported by strong evidence and relevant examples.
5. Students’ answers will vary. Good answers would be supported by strong reasoning.

Answers to Skills Book

Skills Book page 28 ‘The forces that weakened the Ottoman Empire’

- A
1. a) The Janissaries gained greater power, and corruption spread through the court. They directed Ottoman affairs for their own gains, and the treasury was in their hands, but they did not spend it on the welfare and betterment of the people. They began to split into smaller factions and fought each other for power. Disunity and anarchy led to the division of Ottoman society into hostile communities.
 - b) Russia was becoming a new power to the north and opposed Ottoman power in the Black Sea and the Balkans.
 - c) Britain was another major hostile force, opposing the Ottomans in the Mediterranean and the Middle East.

2. The Ottoman Empire was made up of numerous communities held together by their loyalty to the Ottoman sultans. But the sultans ignored public affairs and spent their time on leisure in their palaces. They gave administrative powers to their grand viziers, but they could not run the country. The empire's industry declined because it did not develop like its European neighbours, so people were forced out of their jobs or underpaid, and compelled to pay more taxes. So, the people rebelled against the government and demanded reforms. Some sultans tried to bring in reforms to modernize the empire, but others resisted change, and the rebels took over large parts of the Ottoman Empire.

Skills Book page 29 'Mustafa Kemal Pasha'

- A 1. The students should have included the following facts:
- Date and place of birth: 19 May 1881, Thessaloniki (Salonika), Greece, in the Ottoman Empire
- Background: Turkish-speaking Muslim parents; military education at the Ottoman Military Academy in Istanbul.
- Political views: held strong political views and supported the Young Turk revolution, but his focus was on his military career; wanted to preserve the Ottoman Empire, and fought to defend it against Allied forces at Gallipoli in 1915; focused on creating a Turkish Nationalist State; led the emerging nationalist movement in central Anatolia from 1919 onwards
- Achievements: led the army that defeated the Allies at Gallipoli; led the Republican People's Party that controlled the Grand National Assembly, which had been set up in Ankara in 1920. Although the Assembly ended the Sultanate in 1922, the Ottoman leader, Abdul Mejid II, retained the position of caliph until that was also ended. In the Treaty of Lausanne, 1923, he ensured that no Turkish territory was lost to Greece or Armenia. Under this treaty, he
- established the Republic of Turkey and became its first president.
 - ensured that women were allowed to vote for the first time
 - introduced a western-style education system
 - made Turkish law firmly distinct from religious law
 - introduced a western-style alphabet for the Turkish language, and toured the country teaching people the new script. Reformed school history textbooks to teach the history of Turkish civilization
 - introduced the 'Hat Law'—in 1925, a law against the covering of the head by men
 - introduced the Family Surname Law in 1934 that required everyone to have a surname

07

The Second World War

Lesson Plan 1

Reference pages 48–49

Topics

- How far did the Second World War change the world?
- The origins of the Second World War

Prior knowledge / Introduction

- The 1920s were a time of relative peace around the world, with only small-scale conflicts or disputes, in which the newly formed League of Nations was able to negotiate peaceful settlements. However, in 1930, the Great Depression affected the economies of nations all over the world, causing widespread hardship. Germany and Japan threatened other countries in attempts to extend their territories. Japan invaded Manchuria in 1931 and seized it from Chinese control. The League of Nations criticized this, but Japan just left the League, and went to war against China in 1937, and then continued to expand its territories in the Far East.

Optional introductory activity:

- Ask the students to comment on the situation around the world after the end of the First World War, and about events and conditions that arose from the war. Explain that the League of Nations was an intergovernmental organization set up after the Paris Peace Conference, which ended the First World War. It was the first international organization of its type, and its mission was to keep peace around the world. Between September 1934 and 23 February 1935, it had 58 members. The idea was that the League would prevent wars by maintaining security among its members, by disarmament, and by using negotiation and arbitration to settle international disputes.
- The League of Nations did not have armed forces but relied on the ‘Great Powers’ that had defeated Germany in the First World War to provide these when needed to enforce its resolutions or economic sanctions. Very often, the Great Powers (the United Kingdom, France, China, the Soviet Union, and the United States) were not willing to enforce sanctions, because these could be harmful to member nations. The German invasions of other European countries finally provoked Britain and France into going to war against Germany.
- As in the First World War, the Second World War involved alliances between countries: the Grand Alliance (the United Kingdom, France, China, the Soviet Union, and the United States) and the Axis (Germany, Italy, and Japan).

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 30 ‘The start of the Second World War’

5-10 min

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask the students to read pages 48–49 of their Student's Books to find evidence to help them answer the question 'Was the Second World War a consequence of the First World War, or were they completely separate?' (This will help them understand the conditions that led to the war.) They should make notes to provide evidence to support their answers. After discussing this with the class, they could write a short comment or essay to answer the question. They should consider the conditions imposed on Germany by the Treaty of Versailles and how Germany responded to them. They should also consider the relationship between the Great Depression and the First World War and any effects it had on the start of the Second World War. 2. Ask them how powerful they think the League of Nations was and why. 3. Ask how Germany got away with breaking the conditions of the Treaty of Versailles for a time and why, although Britain and France did not want another war, they went to war against Germany. Also, ask how Italy, the Soviet Union, the USA, and Japan became involved. 4. The students should locate on a map of the world all the nations involved in the war to appreciate what made this another world war. <p>Extended/Optional activity</p> <p>Ask the students to work with a partner to answer the questions on Skills Book page 30 'The start of the Second World War' to consolidate their understanding of how the Second World War began. Afterwards, invite volunteers to explain what each country hoped to achieve by becoming involved in the war.</p>	<p>25 min</p>
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that Germany and Japan began to take over new territories in the 1930s during the Great Depression, and the League of Nations was unable to keep world peace. ✓ I learned that Germany began to break the conditions of the Treaty of Versailles in the 1930s, and at first, Britain and France did not oppose this as they did not want another. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Students could complete Question 1-3 for homework. 	

Lesson Plan 2

Reference pages 49–50

Topics

- The impact of the Second World War on empires
- Role of Indians in World War II
- The Atomic Bomb

Prior knowledge / Introduction

- To gain the power to defeat the Germans in the First World War, the Allies had enlisted the help of the United States, in 1917. After the war, the American President, Woodrow Wilson, had drawn up the ‘Fourteen Points for Peace’, as a peace settlement for the nations that had been involved in the war. Britain, France, and Italy had taken part in the peace talks that led to the Treaty of Versailles (1919), and had accepted them, but Germany and Russia had been excluded. The treaty blamed Germany for starting the war and required it to pay for the damage suffered by the other countries. Also, France and Britain were to govern all German colonies; Germany was not allowed an air force; and its army was restricted to 100,000 men. Furthermore, the Allies threatened to go back to war against Germany if it did not sign the treaty.

Optional introductory activity:

- Ask the students to recap what they know about how the Second World War started and ask them how they think it affected the colonies ruled by Britain and France, including the subcontinent of India.

Steps for using the Student’s Book

1. Ask the students to find out how the Second World War differed from the First World War and how it affected the colonies of Britain and France. Also, ask them about the balance of power between Germany and its allies (Italy and Japan) and the Grand Alliance (the former alliance of Britain, France, the Soviet Union, and the USA—with China, which had lost Manchuria to Japan). They should note that Germany and Japan had been building up armaments and that Britain and its allies had an even more difficult task than in the First World War. They should note that soldiers from all Britain’s colonies were called on to fight in many parts of the world and that Britain and France were beginning to think of agreeing to independence for some of their colonies.
2. Before they read page 50 of the Student’s Book ‘The atomic bomb’, ask the students to locate Japan and the cities of Nagasaki and Hiroshima on a map. After they have read it, ask them to list the reasons why the United States dropped two atomic bombs on those cities. Their ideas should include the reasons suggested in their Student’s Books and any others they think contributed to this action. It will be useful to organize group discussions of

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 31 ‘Some important people at the time of World War II’

5-10 min

25 min

<p>these reasons, for example, why the USA might have wanted to make a show of power to the Russians (who were fighting on the same side as them). Ask them what world leaders have learned from the dropping of the atomic bombs.</p> <p>3. Ask the students to do Skills Book page 31 with the title 'Some important people at the time of World War II'. Encourage them to use reputable online sources while doing their research. Remind them of the importance of writing objectively (without bias), as good historians do.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that the Second World War was fought using much more powerful weapons than the First World War, including the atomic bomb. ✓ I learned that the Second World War helped to break up European empires. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could complete Question 5 as homework. 	

Lesson Plan 3

Reference pages 50–57

Topics

- The United Nations
- International organisations
- A New World Order Post Second World War
- The Israel-Palestine Conflict
- The Cold War
- Terrorism
- Group of Eight (G8)

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 32 ‘Communism and capitalism’
- Skills Book page 33 ‘The Cold War’

Prior knowledge / Introduction

- The United Nations (UN) is a global organization founded in 1945 after World War II. It aims to foster international cooperation and maintain peace among nations. With 193 member states, the UN provides a platform for countries to address global challenges such as conflicts, poverty, human rights abuses, and climate change.
- Headquartered in New York City, the UN operates through specialized agencies and bodies. The General Assembly, where each member has one vote, is the main decision-making body. The Security Council, consisting of five permanent members and ten elected members, is responsible for peace and security issues. The Economic and Social Council promotes sustainable development and tackles social and economic problems. The International Court of Justice settles legal disputes, and the Secretary-General leads the administrative work.
- The UN has made significant contributions, such as the Universal Declaration of Human Rights, the Millennium Development Goals, and the Sustainable Development Goals. It also conducts peacekeeping missions worldwide. Despite challenges in achieving consensus among diverse member states, the UN remains a vital platform for global diplomacy and collective action on pressing global issues.

Optional introductory activity:

- Inform the students that after the use of atomic weapons that had the potential to destroy life on Earth, people became very concerned to avoid another world war. The League of Nations had not been able to keep world peace, but another organization, the United Nations, with its own peacekeeping forces, was to be set up.

5-10 min

Steps for using the Student’s Book

1. The students should read pages 50–57 of their Student’s Books to find out about the United Nations organization. Ask them about the similarities and differences between it and the League of Nations. They could list these in a table:

25 min

<ul style="list-style-type: none"> • The League of Nations and the United Nations Organization • Similarities Differences <p>2. The students should continue reading to find out what was meant by ‘the Cold War’ and about communism and capitalism, and why the United States and Britain were opposed to communism. They should look at the map on page 83 and note where the border known as the ‘Iron Curtain’ split Europe into the Eastern Bloc (communist countries) and the Western Bloc. They can also compare this with a modern map of Europe in their Oxford School Atlas for Pakistan.</p> <p>3. The students should read page 32 of the Skills Book, ‘Communism and capitalism’, with a partner and decide to which column of the chart each statement belongs. Question 2 gives them an opportunity to compare the merits of each system. Afterwards, invite feedback from each group, and if the answers differ, allow time for the students to discuss any differences. They should then complete the cloze passage on page 33 ‘The Cold War’ to consolidate their learning about the tensions of the Cold War.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> • I learned that the United Nations replaced the League of Nations as the international peacekeeping organization. • I learned that there was a nuclear arms race during the Cold War years, during which the USA and the Soviet Union developed nuclear weapons. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could do questions 7–11 as homework. 	

Answers to Assessments

1. Answers for each part are:
 - i. March 1939; Poland
 - ii. Appeasement
 - iii. China; France; Russia; the United Kingdom; and the United States
 - iv. trade
 - v. 194
2. Good answers would explain the weaknesses, analysing the reason why they contributed to the failure of the League of Nations. Excellent answers will also give examples where relevant. Points that can be explored include: limited membership, lack of its own standing military force, /relying on member nations to contribute troops when necessary; slow and ineffective conflict resolution, failure to address major conflicts, unanimity requirement, disregard of league decisions, economic limitations, lack of popular support.
3. Students’ answers will vary. Good answers will have a comprehensive exposition.
4. Students can refer to online and print sources to do research for this question. Good answers would not just give an outline of Hitler’s main policies and actions but also explore its impact on the events

of the war. A general outline of Hitler's policies and actions for German expansion between 1933 and 1939 would include the following points: Upon assuming power in 1933, Adolf Hitler and the Nazi Party aimed to establish a greater German empire by pursuing a policy known as Lebensraum, or "living space." Hitler also implemented a series of aggressive steps to expand Germany's territory and influence. These included the rearmament of the military, the remilitarization of the Rhineland in 1936, the annexation of Austria (Anschluss) in 1938, and the occupation of Czechoslovakia in 1939. Additionally, Hitler pursued a policy of appeasement by signing the Munich Agreement in 1938, which allowed Germany to annex parts of Czechoslovakia. These actions demonstrated Hitler's determination to secure German dominance in Europe and ultimately laid the groundwork for the outbreak of the Second World War.

5. President Truman justified the use of the atomic bomb in 1945 by emphasizing the potential loss of American lives that would occur in a full-scale invasion of Japan. He argued that the bombings of Hiroshima and Nagasaki were necessary to bring a swift end to the war and save lives in the long run.
6. Students' answers will vary. Good answers will have a comprehensive exposition.
7. A rough framework for good answers is:
 - a. The Cold War was significantly shaped by the clash of ideologies between communism and capitalism. The opposing beliefs held by the Soviet Union and the United States created deep-rooted tensions and conflicts throughout the era. The Soviet Union advocated for socialism and the spread of communism, while the United States championed individual freedoms, democracy, and capitalism.
 - b. Nuclear weapons played a pivotal role in the Cold War by intensifying the potential consequences of any conflict between the superpowers. The development and proliferation of nuclear arsenals by both the United States and the Soviet Union led to a state of mutual assured destruction. This meant that any use of nuclear weapons would trigger catastrophic retaliation from the other side. The fear of such devastation influenced military strategies, diplomatic negotiations, and efforts to maintain a delicate balance of power. The presence of nuclear weapons fostered an arms race dynamic and spurred discussions on arms control as both sides sought to avoid a catastrophic nuclear war.
8. Students' answers will vary.
9. United Nations (UN), World Bank, International Monetary Fund (IMF), World Health Organization (WHO), United Nations Educational, Scientific and Cultural Organization (UNESCO), Food and Agriculture Organization (FAO), International Atomic Energy Agency (IAEA), World Trade Organization (WTO)
10. Students' answers will vary.
11. Students' answers will vary. Good answers will have a comprehensive exposition.

Answers to Skills Book

Skills Book page 30 'The events of the Second World War'

- A 1.
- i) False (Germany started it by invading European territories)
 - ii) True (Without the support of their armed forces it did not have the power to stop invasions, such as the Japanese invasion of Manchuria, China, and other territories in the Far East, or Germany's invasions of Austria, Czechoslovakia, and Poland.)
 - iii) True (When Germany invaded Poland, Britain and France declared war on Germany.)

- iv) False (By 1941 Germany, Japan, and Italy (the Axis) were at war with the Grand Alliance (Britain, the Soviet Union, and the USA).
- v) False (Japan attacked Pearl Harbour.)
- vi) True (The Germans were treated unfairly through this treaty at the end of the First World War; this developed into deep bitterness. This was one of the reasons for the Second World War.)

Skills Book page 31 'Some important people at the time of World War II'

- A 1. Students' answers will vary. Encourage answers written as if written by good historians. The answers should be insightful and informed.

Skills Book page 32 'Communism and capitalism'

- A 1.

Communism	Capitalism
Businesses should not be free to make profits.	Businesses should be free to make profits.
When businesses make higher profits, they may not pay their workers more, so the rich business owners become richer, but the workers do not.	When businesses make higher profits, this is good for their workers because they will pay their workers more.
The state should own all businesses.	Individuals should be allowed to own businesses.
Everyone should work for a fair share of the profit.	
If the state owns all businesses, the wealth is shared.	

Skills Book page 33 'The Cold War'

- A 1. The Soviet Union, Britain, and the United States had fought on the same side in the Second World War. Their purpose was to stop Germany invading and taking over other countries. However, the leaders and governments of these three nations disagreed, with Russia wanting a 'buffer zone' in Eastern Europe to stop other nations (mainly Germany) invading its territory. Stalin, the leader of Russia, wanted the countries close to its borders to have communist governments, but Roosevelt and Churchill, the leaders of the United States and Britain, supported democratic governments. The United States and the Soviet Union agreed on one point, as neither Roosevelt nor Stalin supported European imperialism (having empires).
- The Soviet Union occupied eastern Europe to protect its territory from capitalism. For security, the Russians, led by Stalin, wanted their neighboring countries to have communist governments, and even forced this on Czechoslovakia. However, the other Allies (France and the USA) supported democratic governments.
- One point that the United States and Russia agreed upon was that they did not support European imperialism (having an empire).
- The Cold War was not a war that involved fighting. It was a war of ideology. However, the two superpowers, the United States and Russia, developed nuclear weapons. The Cold War ended in 1989 without these weapons having been used.

Lesson Plan 1	
Reference pages 61–64	
Topics <ul style="list-style-type: none"> • What changes did the British Raj make to the subcontinent? • The Partition of Bengal (1905) • Formation of the All-India Muslim League 	Resources <ul style="list-style-type: none"> • Notebook and writing tools for notes
Prior knowledge / Introduction <ul style="list-style-type: none"> • The formation of the Indian National Congress (also known as the Congress) was a significant event in the history of the subcontinent. It was founded in December 1885, with the goal of representing the political aspirations of the Indian people and seeking self-governance. • The early leaders of the Congress included A.O. Hume, Allan Octavian Hume, Dadabhai Naoroji, and Surendranath Banerjee. These people advocated for social and political reforms within the framework of British colonial rule. • The Congress initially focused on issues such as civil rights, economic justice, and administrative reforms. 	
Starting discussion points: <ul style="list-style-type: none"> • Before studying the rise of Indian nationalism in the early 1900s, it is important to consider some key questions. These questions can guide classroom discussions, research activities, and critical thinking exercises to deepen students' understanding of this important period in the history of the subcontinent. Encourage students to explore the major factors that contributed to the rise of Indian nationalism, such as political, social, and economic influences. Encourage the students to read through the entire chapter before the first lesson. • Ask the students to recall what they have learnt about the War of Independence (1857). Discuss the impact it had on the people of the subcontinent, and what measures the British government took to ensure such an event does not happen again. 	5-15 min
Steps for using the Student's Book <ol style="list-style-type: none"> 1. Introduce how the Indian Council's Act of 1861 was a significant piece of legislation during the British colonial era in India. It aimed to bring about changes in the governance of British India by granting increased legislative powers to the Indian councils. The act sought to involve Indians in the 	20 min

<p>legislative process but had certain limitations. It introduced the portfolio system, allowing executive council members to specialize in specific administrative areas. It also expanded the presence of non-official members in the legislative councils, providing a platform for Indian representation and participation in lawmaking.</p> <ol style="list-style-type: none"> 2. This act laid the foundation for further political developments and demands for greater Indian involvement in governance in the years that followed. 3. Ask them to read the Student's Book pages 61 to 64. Look at the pictures of Queen Victoria and the coin from the time of the British Raj. Discuss what these pictures mean, and what kind of evidence they are, and what are they showing us about the time? 4. Ask students to evaluate the picture of Lord and Lady Curzon arriving at the Delhi Durbar in 1902. Discuss the pomp and manner of the procession in light of the colonial influence in India. 5. Discuss the formation of the Indian National Congress and the implication it would have for the Indians. 6. Ask the students if they think there would be any problems caused by having just one party to represent the interests of all of Indians which are coming from different cultures and ethnicities. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learnt about the influence of the British Raj on the subcontinent. ✓ I have learnt about the Partition of Bengal. ✓ I have learnt about the formation of the All-India Muslim League. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could do Questions 2 and 3 as homework. 	

Lesson Plan 2

Reference pages 64–66

Topics

- Minto-Morley Reforms (1909)
- Muhammad Ali Jinnah رحمة الله عليه
- The Lucknow Pact (1916)
- Montague-Chelmsford reforms
- The Rowlatt Act (1919)

Prior knowledge / Introduction

- The partition of Bengal in 1905, based on religious lines, caused widespread protests, and was eventually reversed in 1911.
- The Morley-Minto Reforms introduced separate electorates for Muslims in 1909, prompting the establishment of the All-India Muslim League in 1906 to safeguard Muslim political rights.
- It is also interesting to note that the Home Rule Movement, led by Annie Besant and Bal Gangadhar Tilak in 1916, was a movement that demanded self-governance within the British Empire prevalent at the time.
- The Montague-Chelmsford Reforms in 1919 provided limited provincial autonomy but fell short of the aspirations of Indian nationalists of the time.

Starting discussion points:

- Encourage them to think about the role of the Indian National Congress and its impact on the nationalist movement.
- Discuss how British colonial policies and actions influenced Indian nationalism, considering factors like economic exploitation and political repression.

Steps for using the Student's Book

1. Begin by engaging students in a brief discussion about the Indian freedom movement and its key leaders. Explain that in this lesson, they will explore important events and individuals who played pivotal roles in India's struggle for independence.
2. Discuss the main features of the Minto-Morley reforms (1909), such as separate electorates and increased representation for Indians. Highlight the significance of these reforms in encouraging political participation and the emergence of leaders like Muhammad Ali Jinnah. رحمة الله عليه
3. Introduce Muhammad Ali Jinnah رحمة الله عليه as a prominent leader during the Indian independence movement. Discuss Jinnah's رحمة الله عليه early political career, role in the Indian National Congress, and later as the leader of the All-India Muslim League. Highlight Jinnah's advocacy for Hindu-Muslim unity and his eventual demand for a separate Muslim-majority nation (Pakistan).
4. Encourage students to share their thoughts on the complexities of identity and political dynamics during that period.

Resources

- Skills book page 36 'The Rowlatt Act'
- Chart paper and writing tools like markers

5-10 min

25 min

5. Discuss the significance of the Lucknow Pact in fostering Hindu-Muslim unity and the demands it put forth. Talk about the role of Muhammad Ali Jinnah رحمة الله عليه in the pact.
6. Introduce the Montague-Chelmsford Reforms to the students. Discuss the main features of these reforms, such as the introduction of diarchy and limited provincial autonomy. Explain the reactions and criticisms from Indian leaders regarding these reforms. Ask the students what they think about the reactions and if they think they were justified?
7. Discuss the key provisions of the Rowlatt Act, such as the extension of emergency powers and curtailment of civil liberties. Talk about the widespread protests and the tragic incident of the Jallianwala Bagh massacre.
8. Wrap up the class discussion by talking about the overall significance of these events and their contributions to India's independence movement.

Extended/Optional activities

- Divide the class into small groups and provide each group with a chart paper and writing tools like markers. Instruct them to compare and contrast the Minto-Morley Reforms with the Montague-Chelmsford Reforms, focusing on their objectives, impact, and responses from Indian leaders. After completing the activity, have each group present their findings to the class.
- Distribute primary source materials related to the Rowlatt Act, such as newspaper articles or excerpts from speeches. In small groups, have students analyse and discuss the perspectives and reactions reflected in the sources. Encourage students to critically evaluate the impact of the Rowlatt Act on the Indian freedom movement.

Discussion and Review

Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:

- ✓ I have learned about the key reforms made between 1909 and 1919.
- ✓ I have learned about Muhammad Ali Jinnah. رحمة الله عليه

5 min

Homework

- Students could do Questions 4 and 5 of the Assessments section.
- Students could do Activity 1 and 2 present at the end of the Unit in the Student's Book.

Lesson Plan 3

Reference pages 66–71

Topics

- The Khilafat Movement
- Non-Cooperation Movement
- The Simon Commission
- The Nehru Report
- Jinnah's **رحمة الله عليه** Fourteen Points
- Gandhi's Civil Disobedience Movement
- Allama Muhammad Iqbal **رحمة الله عليه**
- The Round Table Conferences
- The Communal Award (1932)

Resources

- Skills book page 35 'The different views of politicians'
- Skills book page 37 'The Simon Commission'

Prior knowledge / Introduction

- Mahatma Gandhi's Non-Cooperation Movement in 1920 aimed to peacefully resist British rule but was suspended in 1922. The Simon Commission in 1927, which lacked Indian representation, sparked protests and demands for complete independence.
- The Communal Awards in 1932 granted reserved seats for religious minorities in legislative bodies in response to demands for separate political representation. These events set the stage for further discussions and eventually led to the partition of India in 1947.

Starting discussion points:

- Review what students have learnt about the effects of World War I and trace its impact on the people of the subcontinent.
- Ask students to recall what they have learned about the Indian freedom movement till 1919 (covered in the previous lesson).

5-10 min

Steps for using the Student's Book

1. Discuss the background and objectives of the movement, including the defense of the caliphate and support for the Ottoman Empire.
2. Highlight the impact of the Khilafat Movement in mobilising Muslims and fostering Hindu-Muslim unity.
3. Introduce the Non-Cooperation Movement as a significant step in the Indian freedom movement.
4. Discuss Mahatma Gandhi's role in the movement and its objective of nonviolent resistance against British rule. Explain the boycott of British goods, schools, and institutions during the movement.
5. Explore how the Khilafat Movement and the Non-Cooperation Movement influence the Indian freedom movement. Encourage students to reflect on the strategies employed and the challenges faced during these movements.

25 min

6. Discuss the formation and purpose of the Simon Commission and the Indian reaction to it. Highlight the demand for Indian representation and the protests and boycotts that arose because of it.
7. Introduce the Nehru Report as a response to the Simon Commission. Discuss the main features of the report, highlighting the demand in it for a dominion status and the protection of minority rights. Discuss the impact of the Nehru Report in shaping future constitutional demands.
8. Discuss the demands put forth by Jinnah رحمۃ اللہ علیہ including separate electorates and protections for Muslim political rights in his Fourteen Points. Talk about why he prepared the Fourteen Points (in response to the Nehru Report). Discuss the impact of the Fourteen Points on Hindu-Muslim relations and, at large, the political landscape of India.
9. Talk about the Civil Disobedience Movement, discussing its objectives, and mention the Salt March and the additional boycott of British goods and institutions. Ask students if they think this was a good idea. Highlight the large-scale participation and the response of the British, including arrests and repressive measures.
10. Introduce Allama Muhammad Iqbal رحمۃ اللہ علیہ as an influential poet, philosopher, and political leader. Discuss Iqbal's role in promoting the idea of a separate Muslim state and his influence on the Pakistan movement. Discuss the purpose and outcomes of the Round Table Conferences, including the demands and representations from various Indian groups. Highlight the difference in perspectives of the Indian National Congress and the Muslim League during these conferences.
11. Introduce the Communal Award as a significant development during the Round Table Conferences. Explore the key points of the award, including separate electorates and reservations for different religious communities. Discuss the responses of the Indian leaders regarding the Communal Award.

Extended/Optional activities

- Divide the class into small groups and assign each group a specific perspective related to the Simon Commission and the Nehru Report (e.g., British government, Indian nationalists, minorities). Instruct each group to prepare arguments supporting their assigned perspective and present them to the class in a mini-debate format.
- Provide students with primary source materials such as speeches or newspaper articles related to Jinnah's Fourteen Points or the Civil Disobedience Movement. In small groups, have students analyse and discuss the perspectives, motivations, and impact reflected in the sources. Encourage critical evaluation and comparison of the two movements.

<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learned about the impact of the First World War in the political events of the subcontinent. ✓ I have learned about the Simon Commission and the reaction of the Indians to it. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Students could do Activity 3 present at the end of the Unit in the Student’s Book. • Students could write a short reflection or journal entry for students to summarise their understanding of the events and individuals present in this Unit. 	

Answers to Assessments

1. Answers to the questions:
 - i. False
 - ii. False
 - iii. True
 - iv. False
 - v. False
2. The partition of Bengal in 1905 was due to many reasons primarily to improve administrative efficiency. It intended to create a Muslim-majority region as a counterbalance to the predominantly Hindu population and the nationalist movement. Hindus, on the other hand, distrusted the partition due to various reasons. They viewed it as a deliberate attempt to weaken their political and economic influence by dividing the region. They were also concerned about the potential marginalisation of Hindus in the newly created Muslim-majority areas. The partition exacerbated communal tensions and led to increased animosity between Hindus and Muslims. Hindus saw it as a divisive policy that exploited religious differences and hindered the unity needed for India’s struggle for independence. Overall, the partition of Bengal had significant implications, both politically and socially. The distrust among Hindus stemmed from their perception of the partition as a discriminatory measure that threatened their representation and undermined their interests in the region.
3. Students can answer based on the text given on this topic within the unit.
4. Students can answer based on the text given on this topic within the unit.
5. Students will answer based on their understanding and opinions. Good answers will support their answers with sufficient relevant evidence and strong reasoning skills.
6. Students can answer based on the text given on this topic within the unit.
7. Students can answer based on the text given on this topic within the unit.
8. Students can answer based on the text given on this topic within the unit.

Answers to Skills Book

'The different views of politicians'

A 1–2. Answers will vary as the students come up with different questions and different answers.

'The Rowlatt Act'

- A.
1. The authorities may arrest people without a warrant and detain them for as long as they choose without trial.
 2. They may hold private trials with no juries for banned political acts.
 3. The authorities may imprison anyone living in the Raj who is suspected of terrorism, including revolutionary activities, for up to two years without trial.
 4. The accused does not have the right to know the accusers, or the evidence used in the trial.
 5. Anyone imprisoned must pay money as security after being released.
 6. They are banned from political, religious, or educational activities.
 7. The authorities may control the press.

'The Simon Commission'

- A.
1. There should be Indian representatives in government in each province and separate elections should still be held for Muslim representatives, but only until tensions between Hindus and Muslims had stopped.
 2. The Muslim League refused to take any notice of the commission. Mass demonstrations were held to protest the Commission in India.
 3. It was the Nehru Report, which recommended complete self-government within India.
 4. He presented his Fourteen Points, which outlined the demands of the Muslims and demanded a federal constitution but provincial autonomy; one-third Muslim representation in the central legislature; separate electorates for minorities; and full religious liberty for all communities.
 5. He was the first person to propose the idea of a Muslim nation-state in this address to the Muslim League. He said that this state could be 'within the British Empire, or without the British Empire' and suggested that it should include the four provinces of north-west India: Punjab, Sindh, Balochistan, and North-West Frontier Province.

Lesson Plan 1	
Reference pages 74–76	
<p>Topics</p> <ul style="list-style-type: none"> • What was the significance of the Government of India Act (1935) in the politics of the subcontinent? • Re-organisation of Muslim League • The elections of 1937 • Pirpur Report • The Day of Deliverance • The role of Muslim women and students in the politics of the time • The Pakistan Resolution (1940) • Cripps Mission (1942) 	<p>Resources</p> <ul style="list-style-type: none"> • Skills Book page 46 ‘Discussions about independence’
<p>Prior knowledge / Introduction</p> <ul style="list-style-type: none"> • Although the British had begun discussions about independence for the subcontinent, their concept of independence was to continue to govern, with Indians controlling local government in the provinces. This was set out in the Government of India Act, 1935, but neither the Indian National Congress nor the All-India Muslim League agreed to it. However, when local elections were held in 1937, Congress won far more seats than the Muslim League, causing much discontentment as it seemed that Congress would be ruling India, although they would still be answerable to the British government. 	
<p>Starting discussion points:</p> <ul style="list-style-type: none"> • Students are going to learn how many years of discussion and disagreement finally led to independence for the subcontinent of India, and the creation of a separate Muslim state. They will also learn about the enormous upheaval that millions of people went through in order for this goal to be achieved. 	5-10 min
<p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Students should read pages 74–76 of the Student’s Book and check the meanings of some of the words used, such as federation, autonomous, constitution, and viceroy. Ask how the British view differed from that of Congress and the Muslim League. Ask what difference Congress rule made to the Muslims on the subcontinent. (Feelings of oppression by Congress rule made them more politically active, with large numbers joining the Muslim League.) 2. They should discuss how the Second World War affected the subcontinent and 	25 min

<p>how it fostered a good relationship between the Muslim League and the British. Note how the concept of Pakistan was developing. Ask how the British tried to resolve the differences of opinion between Hindus and Muslims over the future of the subcontinent. Ask whether this was successful. Answers should be supported with evidence.</p> <p>3. Ask what points Mohandas Gandhi and Muhammad Ali Jinnah <small>رحمة الله عليه</small> agreed on, and where they differed.</p> <p>4. Next, ask students to complete the Skills Book topic 'Discussions about independence' to summarize this.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned about the different views of the leaders of the Indian political parties on independence for the subcontinent. ✓ I learned how Muhammad Ali Jinnah worked towards a good relationship with British politicians. ✓ I learned about the difficulties in maintaining peace in demonstrations where there was political unrest. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Do questions 1, 3 and 4 as homework. 	

Lesson Plan 2

Reference pages 77–78

Topics

- Jinnah رحمه الله عليه - Gandhi talks
- A new government in Britain

Resources

- *Oxford School Atlas for Pakistan*

Prior knowledge / Introduction

- A significant effect of this ‘Congress Raj’ was that it encouraged large numbers of Muslims to become politically active and join the Muslim League. ‘Congress Raj’ was weakened by the Second World War, when the British declared that India would join the war against the Germans, without consulting the Congress ministers, many of whom resigned as a result. This, and Mohandas Gandhi’s Non-Cooperation Movement, damaged relations between Congress and Britain. However, Muhammad Ali Jinnah رحمه الله عليه declared support for Britain in the war, and built a good relationship with several leading politicians in Britain, which would stand him in good stead in later negotiations.
- There was still a great deal of discussion about whether the subcontinent would remain as one nation or be split. The Pakistan Resolution (sometimes called the Lahore Resolution), presented by the Muslim League in 1940, demanded a separate state, with its own independent government, for the Muslims in India. The Congress continued to argue for independence for a united India. Also, some Sikhs were arguing that they, too, should have their own nation (in Punjab). People of different religions had lived side by side for generations, and now there was unrest because they were not sure what was going to happen. Demonstrations, demanding change from the British government, began peacefully. Some did become violent, with the police or the army injuring or killing demonstrators.

Starting discussion points:

- Ask the students to recall what they have learnt about the political situation in the subcontinent at the time.
- Ask them to review what they learnt about the Quit India Movement, discussed in the previous lesson.
- Remind the students that both Gandhi and Nehru had been imprisoned after the demonstrations of the Quit India Movement, but that Jinnah رحمه الله عليه had not supported this movement.

5-10 min

Steps for using the Student’s Book

1. Ask the students to look at the photograph on page 77. Ask what can be learnt from this photograph about the relationship between the two leaders. They Students can use other online and print sources that are readily available to invite discussion/feedback about:
 - what was happening in Britain (including why Clement Atlee was going to

25 min

<p>meet the President Truman and Marshal Stalin; who these people were; why they were there to meet for the ‘Three Power’ talks in Potsdam; and the location of Potsdam</p> <ul style="list-style-type: none"> • the priorities of the British government and whether the future of India was among them; (There was no mention of any government focused on India in the news report on the front page of the Daily Mirror.) <p>2. Invite feedback, ensuring that the students know that the Labour Party won the 1945 general election in Britain, and that they supported independence for India, without partition. Also, remind the students of what had recently taken place in Europe (the Second World War) which should help to clarify why the Prime Minister of Britain and his Foreign Secretary were to meet President Truman and Marshal Stalin for the ‘Three Powers Talks’. They should have found out, from their Oxford School Atlas for Pakistan, where Potsdam is. (It is in Germany.) Inform students that President Harry S. Truman was the President of the USA and Marshal Stalin was Joseph Stalin, the Premier of the Soviet Union. They were the leaders of the Allies, who had defeated Germany in the Second World War. Discuss why these three leaders should have had an important meeting in 1945. (The answer is that they were about to discuss the military occupation and reconstruction of Germany; the borders of Germany; and the status of Germany’s former eastern territories and the areas of European where the war took place. They would also discuss the demilitarisation of Germany; the reparations it should make to countries that were damaged; and the prosecution of war criminals whose crimes included killing millions of people they considered did not belong to the German race (such as Jews), and other atrocities).</p> <p>Extended/Optional activity Research the Potsdam Agreement in groups, using sources such as the Internet, to summarise the main points, and to say why these were agreed upon.</p>	
<p>Discussion and Review Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that a change of government in Britain in 1947 would affect the future of the Indian subcontinent. ✓ I learned that, during the time of discussions in India about Independence, the British were involved in the Second World War. Their focus, at the end of the war, was to cooperate with their allies in establishing German borders and dealing with the damage caused by Germany to its European neighbours, and with its Nazi war criminals. 	5 min

Lesson Plan 3

Reference pages 78–79

Topics

- Direct Action Day
- The British agree to leave India
- The Indian Independence Act
- The Radcliffe Commission

Prior knowledge / Introduction

- The time before the Partition saw several crucial events played a vital role in shaping the destiny of the subcontinent. It all began with the infamous Direct Action Day, marked by violent communal clashes and riots that intensified the demand for the British to leave India. After facing mounting pressure, the British finally agreed to grant India its independence. This momentous occasion came with the enactment of the Indian Independence Act, which paved the way for the partition of the subcontinent into India and Pakistan.
- As borders were to be drawn, the Radcliffe Commission was tasked with the complex job of delineating the boundary between the two new nations, a responsibility that would have long-lasting ramifications. These interconnected events represent a significant chapter in India's history, leading to its independence and the emergence of two separate nations.

Starting discussion points:

- Ask what concerns Jinnah رَحْمَةُ اللَّهِ عَلَيْهِ might have had when Britain's new Labour government was elected in 1945. (He would have known that the Labour party was in favour of independence, but for a united India. He would have been concerned about the possibility that there would be no separate Muslim state.)

Steps for using the Student's Book

1. The students should read page 92 of their Student's Books to find out the actions that Jinnah رَحْمَةُ اللَّهِ عَلَيْهِ took to bring attention to the desires of the Muslim League for a separate state of Pakistan. Ask them to read the entire page, also page 93 and to make a note of the main points. Invite volunteers to report the main points that they noted. Without looking at their Student's Books, the students should use their notes to write a short report on Direct Action Day; its purpose; and what happened afterwards. Ask what the British viceroy tried to attain in the hope of keeping control of Pakistan and India, and why. (He had been instructed by the British to keep India united and he expressed a wish to remain as Governor-General of both nations.) Ask what condition he demanded in return for giving this up, and how Jinnah رَحْمَةُ اللَّهِ عَلَيْهِ responded. (He demanded the partition of Bengal so that it would be divided between the new India and Pakistan. Jinnah رَحْمَةُ اللَّهِ عَلَيْهِ agreed because he wanted to reach an

Resources

- Skills Book
'Important people in the creation of Pakistan'
- Skills Book
'Vocabulary about the partition of the subcontinent'

5-10 min

25 min

<p>agreement regarding the creation of Pakistan without any further delay.)</p> <ol style="list-style-type: none"> The students should read to the end of this unit and use the information to help them summarise how the boundaries of the new nations were agreed, and what problems these created, including the territories of the Princely States. To consolidate learning, students should complete Skills Book topics ‘Important people in the creation of Pakistan’ and ‘Vocabulary about the partition of the subcontinent’. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> I learned about the way in which Muhammad Ali Jinnah <small>رحمۃ اللہ علیہ</small> negotiated independence for a separate nation of Pakistan. I learned that the British determined the boundaries of the new nations. I learned how the partition 	5 min
<p>Homework</p> <ul style="list-style-type: none"> Students could do Activity 1 and 2 of the Student’s Book. Encourage them to explore authentic primary and secondary sources of evidence. 	

Answers to Assessments

- Federation
 - 1938
 - Pirpur
 - Day of Deliverance
 - Lord Pethick-Lawrance, Sir Stafford Cripps, A.V. Alexander
- The tyrannical rule of Congress came to an end with their resignation, bringing relieve to the Muslim population.
- The Indian National Congress insisted on a united and secular India while the Muslim League, concerned about Muslim minority rights, sought a separate Muslim state (Pakistan) to protect their interests amid Hindu-majority India.
- The Congress insisted on the transfer of absolute power to the Indians while Cripps offered the status of dominion to India.
- Students will answer this question based on their understanding of the socio-political environment and factors faced by the Indian subcontinent and its Muslim population.
- Students can discuss factors such as World War 2, change in governance in the United Kingdom, and political and religious conflicts and uprisings, in their answer.
- Students will use their understanding of the chapter and general knowledge to reflect on this question. They can include examples and events that unfolded to further enhance their responses.

Answers to Skills Book

Important people in the creation of Pakistan

- 1 a) Muhammad Zafarullah Khan: A jurist and diplomat, the first foreign minister of Pakistan, and the first Asian (and only Pakistani) to preside over the UN General Assembly and the International Court of Justice. He played a significant role in the Pakistan Movement and led the argument for a separate nation in the Radcliffe Commission.
- b) Sir Stafford Cripps: A British representative who negotiated between Great Britain and India on independence during the Cripps Mission.
- c) Mohandas Gandhi: The leader of the Indian independence movement against British rule. Known as Mahatma (Great Soul), he employed non-violent civil disobedience and the 'Quit India' movement to advocate for self-rule.
- d) Clement Attlee: Leader of the British Labour Party and Prime Minister during the 1945-1951 Labour government. His government created the National Health Service in Britain after India achieved independence and partition.
- e) Lord Mountbatten: The last British viceroy of India, who negotiated with Indian princes to merge their states into either India or Pakistan before independence.
- f) Sir Cyril Radcliffe: Chairman of the Boundary Commission, responsible for determining how Punjab and Bengal were to be split between India and Pakistan shortly before independence.
- g) Muhammad Ali Jinnah: *رحمۃ اللہ علیہ* A lawyer and leader who first joined the Indian National Congress and later became the leader of the Muslim League. He played a crucial role in advocating for a separate state for Muslims and became Pakistan's leader.
- h) Jawaharlal Nehru: Educated in England and a lawyer in India, he joined the Indian National Congress and served as its president. He led negotiations over Indian independence and became the first Prime Minister of independent India.

Vocabulary about the partition of the subcontinent

- 1 a) Federation: a union of states or regions that are self-governing under a central (federal) government.
- b) Provincial Election: an election for the government of a province.
- c) Congress Raj: a term used for the rule of most of India by the Indian National Congress after they took control of many provinces in the provincial elections in 1937.
- d) Secular: to be separate from any religious laws.
- e) Viceroy: a person who rules a colony or dependent country on behalf of a monarch.
- f) Emigrate: to leave your home to go somewhere else to live.
- g) Refugee: a person who has fled their home country, region, or town because of danger or a natural disaster, and is looking for safety elsewhere.
- h) Ceasefire: a break in fighting during a war or conflict.
- i) Civil War: a war between citizens of the same country.
- j) Direct Action Day: 16 August 1946; on this day, Mr Jinnah *رحمۃ اللہ علیہ* asked all Muslims to take part in peaceful marches and demonstrations to show that they wanted their own state—Pakistan.

Muhammad Ali Jinnah رحمۃ اللہ علیہ and the All-India Muslim League:

- d) Muslims' religious views and way of life are different. We would be a minority. We need our own state.
- b) The Muslim League speaks for all Muslims here.
- g) Bengal and the Punjab should be in Pakistan.
- a) Partition should happen at the same time as independence.

Mohandas Gandhi and the Indian National Congress:

- f) We are all Indians, whether Muslim or Hindu, so partition is not necessary.
- h) If we agree on partition; the mainly Hindu parts of Bengal and the Punjab should be in India.
- c) If we agree on partition, it should happen after independence, not at the same time.
- e) The Muslim League does not speak for all Muslims. Some Muslims are even Congress members.

Lesson Plan 1**Reference pages 83–86****Topics**

- How did Pakistan establish itself as a strong modern state in the years after 1947?
- Unfair division of boundaries
- Canal water dispute
- Administrative problems
- Refugee problems

Resources

- Skills Book
‘Administration of the new state’

Prior knowledge / Introduction

- The Parliament of the United Kingdom passed the Indian Independence Act in 1947, which split British India into the Dominion of India and the Dominion of Pakistan, with the right to leave the Commonwealth. In August 1947, the new nation of Pakistan was a dominion state within the British Commonwealth, with Muhammad Ali Jinnah رحمه الله عليه as the Governor-General, representing the British monarch in Pakistan. As the president of the Constituent Assembly, he led the formation of the future government of Pakistan. Although very ill, he managed to establish this before he died, just over a year later, in September 1948. He had worked hard to ensure that Pakistan would survive and had resisted attempts by Lord Mountbatten, the former Viceroy, to keep aspects and reminders of British rule, such as remaining as Governor-General and including a British flag on the flag of Pakistan. The Dominion of Pakistan was dissolved on 23 March 1956, and the country became the Islamic Republic of Pakistan.
- Pakistan faced numerous challenges in its early years after gaining independence in 1947. Students should be aware that there were many problems to solve in setting up the new nation, for example:
 - compiling and agreeing upon a constitution
 - creating unity among the people who spoke different languages and identified themselves with different provinces and different religions
 - problems caused by the Boundary Commission
 - protecting the country’s water supply, which came from the Indus River system
 - setting up its own armed forces
 - establishing a state bank
 - setting up its own armed forces

<ul style="list-style-type: none"> • establishing a state bank • settling refugees from India • establishing the country's economy, and trading agreements with other nations • handling the dispute over Jammu and Kashmir • The partition from India led to violent communal clashes and mass migrations, resulting in a devastating refugee crisis. Border disputes with India, particularly over Kashmir, led to wars and strained relations. Building the economy from scratch was a daunting task, and political instability, with frequent changes in government and periods of military rule, hindered effective governance. The country's ethnic and linguistic diversity required careful integration, and protecting the rights of religious minorities was a challenge. Socio-economic inequalities and crafting a cohesive national identity added to the complexity. • Despite these hurdles, Pakistan has made progress over the years, but many of these challenges continue to shape the nation's trajectory today. 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • Ask the students what tasks and problems anyone would face in setting up a new nation anywhere. They should use the Skills Book to help them to set out ideas. 	5-10 min
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. The students should work in pairs to complete Skills Book topic 'Administration of the new state', which provides a mind map and suggestions to help make notes about the task of setting up a new nation. Each pair could then share ideas with another pair. 2. Invite feedback from different groups and encourage those listening to ask questions. Make a note of any ideas that are agreed to be useful, if they have not been included already. 3. They should keep the mind maps to refer to during further discussions and activities related to this unit. 4. Ask about the tasks that Muhammad Ali Jinnah <small>رحمته الله عليه</small> faced as he led the new nation of Pakistan (refer to the tasks of setting up a new nation already completed in the Skills Book activity above). They should read pages 100–101 of the Student's Books to find out which problems he tackled first. 5. They should make notes about these and about why he began with them (the tasks of setting up a government; uniting the people, some of whom were not Muslims but living in a Muslim state, who spoke different languages, some of whom were refugees from India; and joining the United Nations; securing the water supply from the River Indus). Why was it important to begin with these tasks? 6. Point out the importance of unity among people, and the strength that comes from unity; as well as the vital importance of a nation's water supply; and the problems that could arise if another country had any control over it. The 	25 min

<p>students should recognize the importance of encouraging the people to think of themselves as Pakistanis first, rather than identifying first with their province, language, or religion. Ask them which people in particular Quaid-e-Azam needed to consider (the millions of refugees from India). Ask how the problem of different languages was tackled and how this has affected Pakistan to this day.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned about the tasks and problems facing the leader of any new nation. ✓ I learned about some of the tasks that Quaid-e-Azam Muhammad Ali Jinnah رحمه الله عليه faced as he led the new nation of Pakistan. ✓ I learned how the Muhammad Ali Jinnah رحمه الله عليه began to establish the new nation of Pakistan. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could do Questions 2 and 3 of the Student's Book. 	

Lesson Plan 2

Reference pages 87–89

Topics

- The Kashmir Liberation War
- Milestones achieved during the early years of Pakistan
- Reforms under Ayub Khan

Prior knowledge / Introduction

- One of the key challenges faced by nascent Pakistan was the Kashmir Liberation War which stood as a contentious issue and led to an ongoing dispute over the region's sovereignty.
- In its early years, it is important to note that Pakistan achieved noteworthy milestones in its journey towards nation-building, focusing on setting up a functional government, rehabilitating millions of refugees, and establishing essential state organisations.
- Under the leadership of Ayub Khan, many reforms were implemented, aiming to modernise the country and promote economic development. These reforms brought changes to various sectors, including education, industry, and agriculture, as Ayub Khan aimed to transform Pakistan into a more prosperous and self-sufficient nation.

Starting discussion points:

- Ask students to consider the questions of how independence and partition differed for India and Pakistan. They should realize that Pakistan's government faced a much more difficult challenge than did the government of India, because the basic structure of Indian government and administration already existed, and organisations such as the state bank and civil service had existed for a long time which only needed adjustments. However, both countries had millions of refugees who needed to be rehabilitated.

Steps for using the Student's Book

1. Students should look at the map of the Indian subcontinent and consider what problems can be envisaged. They should notice the disputed territory of Jammu and Kashmir. Ask how this came to be disputed and, if necessary, remind students of the princely states, some of which joined India while some joined Pakistan, but others tried to remain independent after the partition. Also notice that Pakistan's main water supply came from the Indus River system and that its sources are in the disputed territory and in India.
2. Lead a discussion about the milestones that Pakistan achieved in its early years. Read about the details in the Student's Book.
3. Ask the students to read about the reforms introduced by Ayub Khan, present on the indicated pages of the Student's Book. Talk about what they aimed at improving for Pakistan. Discuss how effective they were.

Resources

- Notebook and writing material for making notes

5-10 min

25 min

Discussion and Review

5 min

Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:

- ✓ I learned about the problems caused by the Boundary Commission and how they continue to affect the country.
- ✓ I learned how the government set up its new administration.
- ✓ I learned how the Kashmir problem has caused conflict up to the present day.

Homework

- Students could do research and write about the reforms they would introduce to Pakistan if they were its premier in the 1950s. Ask them to elaborate on why they would introduce a particular reform and what result they would hope to see with it.

Lesson Plan 3

Reference pages 89–92

Topics

- War with India (1965)
- War of 1971 and the formation of Bangladesh
- Zulfikar Ali Bhutto and General Zia-ul-Haq
- The Afghan War (1979–1989)
- The War on Terror
- Democracy and Pakistan
- General Pervez Musharraf

Resources

- Notebooks and writing tools for notetaking

Prior knowledge / Introduction

- The history of Pakistan is characterised by significant events and influential leaders. During its course, Pakistan engaged in wars with India in 1965 and 1971, resulting in the formation of Bangladesh.
- Notable figures like Zulfikar Ali Bhutto and General Zia-ul-Haq left their marks on the nation's political landscape. The Afghan War (1979–1989) had a profound impact, followed by Pakistan's involvement in the War on Terror.
- The country witnessed struggles to establish democracy, with periods of military rule, and General Pervez Musharraf emerged as a prominent figure in its political history. These occurrences shaped Pakistan's complex journey as it confronted various challenges and opportunities.

Starting discussion points:

- Pakistan is considered a democratic state. Ask students what they think about this statement, and what they know of democracy.

5-10 min

Steps for using the Student's Book

1. Hold a discussion about the War of Terror, exploring what caused it, and what local and global consequences arose because of it.
2. Talk about the prominent personalities such as General Zia-ul-Haq, Zulfikar Ali Bhutto, and General Pervez Musharraf. How did they influence the politics of the time?

25 min

Discussion and Review

Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:

- ✓ I have learned about the causes and consequences of Pakistan's war with India (1965)
- ✓ I have learned about the causes of War of 1971 and the consequent formation of Bangladesh

5 min

Homework

- Students could do Activity 1 of the Student's Book.

Lesson Plan 4

Reference pages 93–95

Topics

- Pakistan's Foreign Relations
- Relations with the United Nations (UN)
- Pakistan's Nuclear Policy

Prior knowledge / Introduction

- Ask which state organizations were set up very soon after independence (the cabinet government, the state bank, and the membership of the United Nations). Comment on why membership of the United Nations was important (for friendly relations with other nations. This could later be useful for defense and the upholding of treaties and agreements and could help with trade).

Starting discussion points:

- Ask students about how important they think foreign relations are for a country. Why is it important for countries to maintain cordial relations? Are there any ramifications to tensions between nations?
- Ask students what they know about nuclear weapons. Do they think all countries should have nuclear weapons?

Steps for using the Student's Book

1. Ask students to read the indicated pages, and discuss the pictures given on each of the pages. Talk about the importance of maintaining good foreign relations and define the term 'diplomacy' for the students.
2. Talk to students about Pakistan's relationship with India, China, and Bangladesh. If there is time, it is a good idea to also explore how things are with countries like the UK, USA, UAE, etc. Encourage students to share what they know.
3. Hold a discussion about what nuclear weapons are and why/how they impact the relations between countries.

Extended/ Optional activity

- Students could do Activity 2 of the Student's Book in the class. Divide the students into groups, each representing a different country. Assign roles to students within each group, such as delegate, ambassador, or representative. Choose a specific topic or global issue for the Model United Nations (MUN) simulation. It could be related to peace and security, human rights, climate change, or any other relevant topic. Ask students to do research on the chosen topic and evaluate the position of the country they are representing, and its past involvement in related discussions at the UN. Next, hold a MUN meeting in the classroom, with each group representing their assigned country.

Resources

- Notebooks and writing tools for notetaking

5-10 min

25 min

<p>The teacher can act as the Secretary-General, moderating the discussion and setting the agenda of the meeting. Give a chance to each group to present their country's stance on the topic and propose solutions or actions to address the issue. Encourage students to engage in diplomatic dialogue, negotiate, and collaborate with other</p> <ul style="list-style-type: none"> countries to find common ground and build consensus. Emphasise the use of diplomatic language and proper UN procedures during the simulation. Once the discussions have concluded, each group could draft a resolution outlining their proposed solutions. If there is time, conduct a voting session to decide which resolutions will be adopted. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learned about Pakistan's foreign relations and understood how poor relations can lead to wars and tensions at a country's borders. ✓ I have learned about Pakistan's relations with the United Nations (UN), and explored how they influence the people of the nation. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> Students could do Activity 4 and 5 of the Student's Book. Students could do research on Pakistan's relationship with countries such as UK, USA, etc. Encourage them to use authentic, relevant online and print sources. Remind them to prepare a report like a historian would; to be objective in their expression and presentation of facts. 	

Answers to Assessments

- False
 - False
 - True
 - True
 - True
- Muhammad Ali Jinnah رحمۃ اللہ علیہ was aware of the fact that the people of Pakistan will not accept the British flag Union Jack on top of their own flag due to their tyrannical colonialism of the subcontinent for centuries.
- Students can voice their opinions on the given question by referring to the extract. Their answers should be backed by reasoning and explanation. They can explore both sides of the question.
- Students can include the refugee crisis, lack of resources and administrative issues as their answer.
- Students can include the following challenges in their answers: Kashmir issue, canal water dispute with India, wars of 1965 and 1971, Afghan war, and the War on Terror as their answers.

Answers to Skills Book

Page 48, "Problems to be solved by the newly independent country"

- A 1.
- Princely states
 - Muslims
 - Hari Singh
 - Indo-Pakistan war of 1947-48
 - Future of Jammu and Kashmir
 - Indus River
 - India controlled the headwaters
 - Upper reaches of the Indus River
 - Affect Pakistan's water supply
 - The Indus Waters Treaty of 1960
 - Disputes of water distribution and sharing
 - Muslims
 - Hindus and Sikhs
 - Refugees
 - India
2. Students will use their understanding of the chapter in the textbook and online sources to develop a comprehensive answer to the given question.
- The pointers should be analytically explored and effectively communicated, to demonstrate a thorough understanding of the problems faced by Pakistan.
- Use of examples will further enhance the argument.

Page 50, "Administration of the new state"

- A 1. Students will work with a partner to brainstorm a new state and equip it with the given features using their understanding of the textbook and general knowledge.
- The answers should accurately demonstrate how a state operates in the contemporary world.
- They should include a detailed overview of how the country will function, for instance, the type of government, trade, population dynamics and so on.
2. Students will answer this question in light of the textbook chapter.
- They can also consult trustable online sources.
- A good answer will touch upon geographical, administrative, legal and financial aspects of Pakistan's organization as a new country.
3. Students will use their understanding of the textbook and themes of history, geography and politics to thoroughly explore the given statement.
- The answer should be comprehensive, touching upon the political, social and economic significance of using language as a uniting force.
- It can be backed by relevant examples and details, such as the case of Bengal.