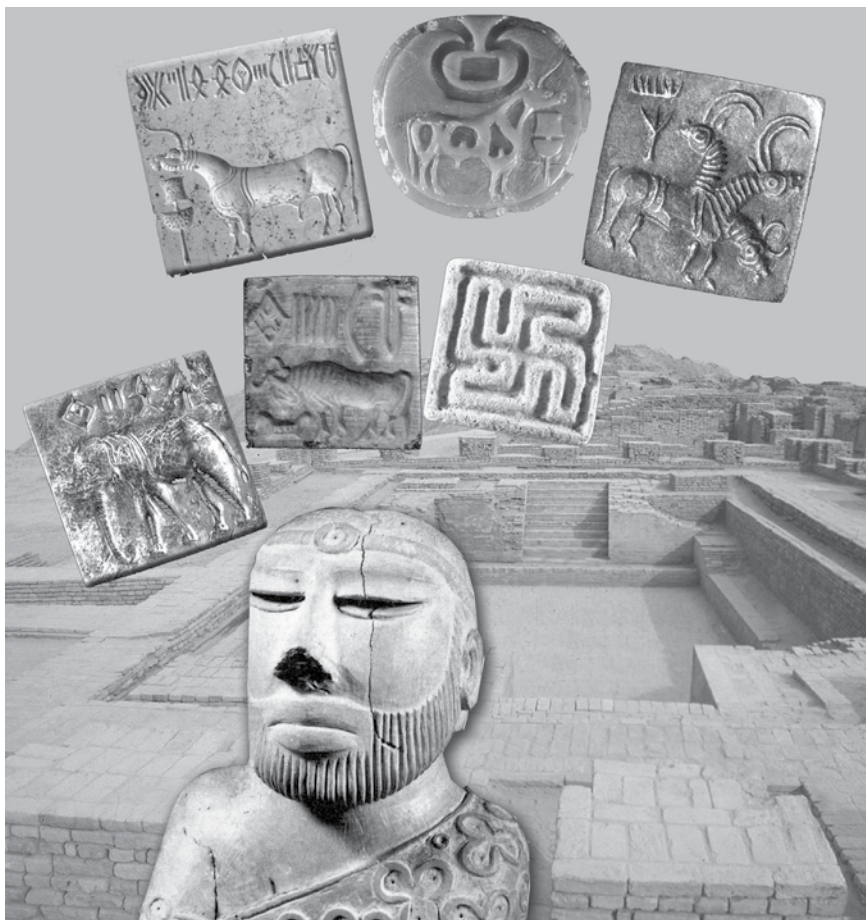


Based on the Pakistan National Curriculum 2006

Understanding History

for Class 6

Ismat Riaz



Teaching
Guide **1**

OXFORD
UNIVERSITY PRESS

CONTENTS

Introduction	2
Chapter 1 Civilizations of the Ancient World: Mesopotamia	6
Chapter 2 Egypt of the Pharaohs	8
Chapter 3 The Indus Valley Civilization	10
Chapter 4 The Arya People	12
Chapter 5 Ancient Kingdoms of the Arya People	14
Chapter 6 The Golden Age of Hindu Rulers	16
Chapter 7 The Progressive Chinese Civilization	18
Chapter 8 The Great Civilization of the Persians	20
Chapter 9 The Ancient Greek Civilization and Learning	22
Chapter 10 Rome: From Republic to Empire	24
Chapter 11 The Arab Muslims Conquer Sindh	26
Chapter 12 Turkish Muslims Conquer Northern India	28
Chapter 13 Afghans and the Sultanate of Delhi	30
Chapter 14 The Making of Hindu and Regional Kingdoms	32
Chapter 15 Social and Cultural Developments	34
Worksheets	36

INTRODUCTION

USING THE TEACHING GUIDE

This Teaching Guide is meant to equip the teacher to facilitate the learning of history by students of Class 6, in the 10–11 years age bracket. Consequently, the guide has been designed to inform as well as practically guide the teacher through the stages of lessons based on the events and personalities of history.

Understanding History Book I is based on the ancient to medieval history of the subcontinent of India and Pakistan, and the contemporary civilizations of the world.

The Guide has **four** components:

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

Use of historical sources/resources/terminology

The following specific factors are important in the study of history:

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

Chronology

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

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

Primary sources

Primary sources are usually letters, records, documents, artefacts, buildings, and accounts of events recorded by people who were present in that era, or any other source of information produced during the particular period of history being studied.

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

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

Artefacts

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

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

Secondary sources

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

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

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

Pictures and photographs

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

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

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

- Is it a primary or a secondary source?
- What types of people are shown in the picture?
- Why are they dressed in this way?
- What kind of activity is taking place in the picture?
- Why is that activity important?
- Are there any clues to the period of history they are studying?
- How does the picture connect to that period?

Maps

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

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

Assessment

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

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

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

Chapters 1–15, Book 1

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

1. **Research** means a systematic investigation to establish facts. For secondary-level students this is an independent journey of discovery to '**Find out**'. It can be carried out on field trips, through books, and on the Internet. Research is a most important skill for an historian, and in today's educational environment.
2. **Key points** are the main facts or points of the chapter highlighted for the teacher to focus on. These are important because the knowledge gained should be about causes and consequences of events, achievements of personalities, different points of view on specific issues, and evaluating outcomes and their effects. **In adopting this approach, students will not just focus on rote learning of dates and facts.**
3. **Activities** based on historical content ensure that the learner's understanding of the topic is clear, and also add extra interest for the learner. So, an activity can be planned and developed for each topic/lesson to ensure more in-depth learning.

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

Sample lesson plan

The general structure of the lesson plan is:

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

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

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

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

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

Worksheets

A worksheet is provided for each chapter of the book. The purpose of the worksheet is to provide additional material related to the chapter for revision purposes, or enhance understanding of the content, or apply thinking skills in a student-friendly way, and to make learning an activity-based experience.

CHAPTER 1

CIVILIZATIONS OF THE ANCIENT WORLD: MESOPOTAMIA

This chapter introduces the ancient civilizations of the world and focuses on the earliest, Mesopotamia, which was located between the rivers Tigris and Euphrates. The features that characterized ancient civilizations are listed. The invention of writing and the calendar is credited to these civilizations, handed down to the modern world but in a new format.

Research

- Find out about the Hanging Gardens of Babylon.

Key points

- Knowledge of ancient civilizations comes from archaeological excavations.
- Most ancient civilizations were established near a river.
- All civilizations depended on agriculture for survival.
- The earliest is the Sumerian, or Mesopotamian, civilization.
- The Mesopotamians invented writing and the calendar.
- Some of their kings made laws to govern their kingdom.

Key Terms: civilization; archaeology; ruin; cuneiform

Activity for the lesson

- Use the map on page 2 and an atlas to look up other civilizations near rivers, and start a dialogue.
- **Discuss** the possible differences between two or more civilizations.
- **Debate** whether Mesopotamia was or was not an advanced society, using the information in the chapter as evidence.
- Review the learning by stressing key facts about the Mesopotamian Civilization.

Application of learning

Select a place in the Mesopotamian civilization and write a report as an archaeologist about what you discovered at that site.

Writing skills

The students can be given a 'scaffolding' (outline) to write a report:

1. To be written in the first person (I)
2. First paragraph: briefly describe how the discovery took place
3. Second paragraph: list the findings and their uses
4. Third paragraph: interpret the meanings of these discoveries
5. Conclusion: evaluate the importance of the discoveries at these two sites

Sample lesson plan: Chapter 1

Topic: Ancient civilizations of the world

Duration: 35–40 minute period

Resource: Textbook, atlas

Objectives

To explain the key features of ‘civilization’ and trace its development in different regions of the world

Learning outcomes

Students should be able to:

evaluate what ‘civilization’ means and evaluate its characteristics; and identify the regions of the world where ancient civilizations existed.

Learning process

- Write the word ‘Civilization’ on the board and elicit what it means. Then write the most suitable definition on the board.
- Look at the map on page 2 of Book 1 and use a labelled world map from an atlas to identify the different regions where civilizations existed in the ancient world.
- Access students’ existing knowledge of civilizations, e.g. Egypt and the pyramids; China and the Great Wall of China; Ancient Greece and Aristotle.
- Discuss features common to ancient civilizations, e.g. feats of engineering; books and learning; good government.
- Sum up by identifying the similarities and diversity of different civilizations depending on the region and culture.

CHAPTER 2

EGYPT OF THE PHARAOHS

In studying the civilization of ancient Egypt, the focus has to be the valley of the River Nile and how it benefitted the Egyptians in all aspects of their daily lives. The key points of this chapter will be the pyramids, the Sphinx, papyrus, hieroglyphs, mummification, and the position of the Pharaoh in the governing structure.

Research

- Students can find out how the pyramids in Egypt were built. They can also research the presence of pyramids in other countries, in ancient times.

Key points

- The distinct features of Egyptian Civilization
- The uses of the River Nile to the Egyptians
- The importance of papyrus and the mummification process
- The writing and counting system that the Egyptians used
- The pyramids as one of the wonders of the ancient world
- The position of the pharaoh in the governing structure

Activity for the lesson

- Locate the pyramids and other archaeological discoveries on an outline map of Egypt.
- Discuss why the Egyptian system of government lasted for so many years.
- Discuss the position religion held in the lives of the ancient Egyptians.

Application of learning

Research Project Work: This will be done in groups, assigned one aspect each from the lesson for research. Allow 7–10 days to research, collect evidence, and write a report to present in class.

Students should study the different pyramids found across the world using reference books and the Internet. Along with the famous pyramids in Egypt, pyramids have been found in China, Mexico, Peru, and across Europe including in Spain and Greece. Ask students to make a comparative study of these pyramids with the help of drawings too. Advise them to compare similarities and differences including size, building materials, and the reasons for their construction.

Encourage students to present their findings, in groups, to the rest of the class.

Writing skills

Describe the achievements of the Ancient Egyptians.

1. In the first paragraph, students state the achievements.
2. In the second and third paragraphs, they explain why each one can be called an achievement. This will include innovation, effects on people's lives, and the importance of human endeavour.
3. The last paragraph can sum up the important place that the Egyptian civilization has in today's world—the interest and curiosity that is generated by the pyramids, pharaohs, and mummification.

Sample lesson plan: Chapter 2

Topic: The importance of the after-life for ancient Egyptians

Duration: 35–40 minute period

Resources: Textbook, pictures of Egyptian tombs from the Internet

Objectives

To explain how the Egyptians practised their religion and describe their preparations for a life after death

Learning outcomes

Students should be able to:

describe the importance of mummification, pyramids and the religious rituals of the ancient Egyptians that focused on their continuing life after death.

Learning process

- Write the words pyramid, mummification, and after-life on the board.
- Access students' existing knowledge about these three topics.
- Look at the picture of a pyramid on page 8 of Book 1 and discuss its features.
- Show them the pictures of tombs' interiors from the Internet.
- Discuss why the pharaohs were buried in such huge tombs.
- Why did the Egyptians mummify the bodies of the dead?
- Sum up the rituals and connect them to the religion of the Egyptians.

Activity

The research work done on pyramids in Egypt and in other parts of the world can be displayed as posters and also as models.

CHAPTER 3

THE INDUS VALLEY CIVILIZATION

This civilization is connected to the area that we know today as Pakistan. Civilization here goes back to 4000–5000 BCE. The amazing features of the Indus Valley Civilization are its urban culture with planned cities, writing which has not yet been deciphered, seals that tell us about pastoral life, and a developed way of life.

Research

- Find out about the civilizations that flourished near other river systems such as the River Nile in Egypt, Rivers Tigris and Euphrates in Mesopotamia, and the River Yangtze in China.
- Look for reasons why these rivers were chosen as settlement sites.

Key points

- The Indus Valley civilization existed about 4000–5000 years ago.
- Locate its sites on the map on page 11 of Book 1; the atlas map may also be referred to.
- List the artefacts found at the sites—vase, statue of a priest, the seals with the pictures on them, the layout of the cities, and the wells and bath.
- The artefacts tell us about the lifestyle of the Indus Valley period.
- The reasons for the end of the civilization are not known; it may be due to climate change and rivers drying up, or lack of weapons to defend themselves. These are good points for an end of lesson discussion.

Activity for the lesson

- Use an atlas to look at a map of the Indo-Pakistan subcontinent and locate Harappa and Mohenjo-Daro.
- Locate other pre-Mohenjo-Daro sites discovered later such as Mehrgarh in Balochistan and Rehman Dheri in Khyber Pakhtunkhwa.
- Then draw the map in your notebook and mark the Indus Valley sites on it.

Application of learning

Write a report as an archaeologist on your discoveries at Mohenjo-Daro and Harappa.

Writing skills

The students can be given a scaffolding to write a report:

1. To be written in the first person (I)
2. In the first paragraph briefly describe how the discovery took place.
3. In the second paragraph list the findings and their uses.
4. In the third paragraph, interpret the meaning of these finds.
5. Conclude by evaluating the importance of the discoveries at these two sites.

Sample lesson plan: Chapter 3

Topic: Lifestyle of the Indus Valley peoples

Duration: 35–40 minute period

Resources: Textbook, illustrated material from the Internet

Objectives

To find out about the lifestyle of the Indus Valley people through the archaeological finds at the sites of Mohenjo-daro and Harappa

Learning outcomes

Students should be able to:

describe the life style of the Indus Valley Civilization based on analysis of various artefacts.

Learning process

- Write the word 'artefact' on the board and elicit students' understanding of the term.
- Explain the word by looking at the pictures on Pages 11–14 of Book 1.
- Interactively, elicit ideas about the way the people lived, based on these artefacts.
- Discuss city planning, the public bath, priests, skilled agriculture, and wheeled transport.
- Explain that the Indus Valley script has not yet been deciphered.
- Sum up the lesson by assessing how advanced the civilization of the Indus Valley people was for its time.

Activity

The seals found in the Indus Valley Civilization sites have not yet been deciphered. Working in small groups, study one or two seals (pictures) and try to understand the message they carry. Share your ideas with the class.

CHAPTER 4

THE ARYA PEOPLE

The chapter explains the arrival of the Arya people better known as the Aryans in India, their defeat of the original inhabitants, and their settlement in the area. They brought a new religion and culture—Hinduism and the caste system. Later, two other religions—Jainism and Buddhism—also arose in this region, mainly as a reaction to the social injustice at the time. The first foreign invasion the Aryan kings faced was by Alexander of Macedon who invaded India but left because his soldiers did not wish to fight any longer.

Research

- Mahabharata
- Ramayana

Key points

- The origins of the Arya people and the meaning of 'Arya'
- Who the Aryans defeated (Dasas) and where they first settled (Punjab)
- The creation of the caste system by the Aryans based on their way of life and professions
- How the Aryans laid the foundations of Hinduism
- What were the reasons that led to the rise of Jainism and Buddhism in the subcontinent
- The invasion of India by Alexander of Macedon
- The reasons for Alexander's invasion, the battles he fought, and why he left without conquering all of the subcontinent

Note for teachers: In lessons dealing with different cultures and religions, it is important to approach the topic in an objective and unbiased way to allow students to begin to understand how the human races have evolved over thousands of years.

Activity for the lesson

- Draw a flow chart of the caste system and show the occupations of the different castes.
- Through this activity introduce Hinduism as a religion, Aryans, the literature associated with Hinduism, and how the Aryan civilization spread in the subcontinent.

Application of learning

Can you name any other religions that came to the subcontinent? Compare their beliefs and customs with those of Hinduism.

Writing skills

1. Focus on the key word 'Describe'. A task that starts with the word 'Describe' means that you need to write in detail about a particular event, person, place, or period. You need to use describing words such as adjectives and adverbs.
2. Describe how Buddhism began and spread from Gaya, in Bihar (eastern India) to the north-west up to Peshawar and beyond it.

Sample lesson plan: Chapter 4

Topic: Religion of the Aryans—Hinduism

Duration: 35–40 minute period

Resources: Textbook, atlas, library

Objectives

To explain the main features of Hinduism introduced by the Arya people and their influence on the culture and society of Indians today

Learning outcomes

Students should be able to:

evaluate the Hindu religion and describe its influence on Indian society and culture today.

Learning process

- Introduce the topic as the main religion of India. Hindu beliefs developed over centuries and include many influences, numerous sacred texts, hundreds of deities, and holy sites that continue to draw millions of pilgrims.
- Access students' existing knowledge about the religion.
- If the caste system is mentioned, ask the students to look at the pictures on page 17 of Book 1 and discuss what each caste means.
- Mention some of the gods worshipped in the religion.
- Identify the books that Hindu philosophy is based on, the Vedas.
- Also point out that the Mahabharata and the Ramayana are sacred Hindu texts based on their ancient history.
- Explain that India is famous for its temples and statues of gods and goddesses.
- Sum up by discussing how the way of life is influenced by Hindu customs and rituals.

CHAPTER 5

ANCIENT KINGDOMS OF THE ARYA PEOPLE

Once the Arya people had settled down on the plains of India, they effectively became the leaders and rulers, and the Dasas came second in importance. It was Chandragupta Maurya who united northern India under one rule and established the Mauryan dynasty. The book on governing, *Arthashastra*, by Chandragupta's courtier Kautilya, tells us about the way the Mauryan kings were supposed to rule. Chandragupta was followed by his son, Bindusara and grandson, Ashoka, who became a legendary king. Ashoka's conversion to Buddhism, the spread of the Mauryan empire, and Ashoka's edicts on pillars all over the subcontinent are witness to this enlightened period.

Research

- The site of Taxila in present day Pakistan as seen on a field trip or on the Internet

Key points

- The Nanda kings were succeeded by the Mauryans who established a huge and prosperous empire
- How Chandragupta Maurya founded the empire
- The role of Kautilya and his book *Arthashastra*, which is a primary source for this period
- Ashoka's exemplary rule and his pillars with edicts on them; why Ashoka became a legendary king
- The decline of the Mauryan empire was followed by many independent states; the last of these were the Kushans who brought a fairly large area under their control.
- This was the time when Alexander invaded India and, under the Kushans, a blend of Indian and Greek influences came together in art known today as the Gandhara School of Art.
- The Gandhara civilization had its capital at Taksashila or Taxila and was ruled by the Bactrian and Kushan rulers.
- The Huns arrived in the fifth century and destroyed the rule of these later dynasties.

Activity for the lesson

- This chapter is about empire building. Give the students an outline map of the subcontinent and ask them to mark the important places in the kingdoms of the Mauryans, Kushans, and the Gandhara kingdom.
- The students should refer to the textbook to locate the places, use a different colour for each empire, and provide a key.
- Once that is done, each king's reign can be examined, and their good and bad aspects can be identified through a question and answer session.

Application of learning

This can be a 'compare and contrast exercise'. In two columns, the similarities and differences between the Mauryan rulers Chandra Gupta and Ashoka can be written in short phrases.

Writing skills

The above exercise can now become a written answer where examples should be provided in sentences to enable the students to compare and contrast. The scaffolding could be:

1. Similarities:

Chandragupta and Ashoka both belonged to the Mauryan dynasty.

They were both successful rulers.

2. Differences:

Chandragupta was the founder of the Mauryan Empire. He was a determined ruler guided by a clever, cunning courtier, Kautilya. His priority was power.

Ashoka began in his family's footsteps but the death and suffering after the Battle of Kalinga changed him. He repented, became a Buddhist, and ruled for the betterment of his people.

Sample lesson plan: Chapter 5

Topic: Ashoka as an emperor

Duration: 35–40 minute period

Resources: Textbook, researched material from the Internet, atlas to show extent of the Mauryan Empire

Objectives

To describe and evaluate Ashoka as an emperor and explain his contribution to the rule of government and to establishing Buddhism as a strong presence in India

Learning outcomes

Students should be able to:

evaluate Ashoka as an emperor and his support of Buddhism in India.

Learning process

- Start with an activity—ask the students to draw a pillar (as shown on page 24) in their notebooks and write on it some rules of government that they believe should be applied in ruling a country.
- Next, write the topic 'Ashoka' on the board and elicit existing knowledge—who was Ashoka? A priest? A minister? A poet? A king?
- When it has been established that he was a king, relate what he is famous for—edicts on pillars, and how his interest in Buddhism started.
- Connect the teachings of Buddha to what Ashoka had written on the pillars.

Activity

On an outline map of India, ask students to locate and mark the places where the pillars were erected.

CHAPTER 6

THE GOLDEN AGE OF HINDU RULERS

This chapter explains the 'Golden' Age of the Gupta kings who ruled for 230 years and called themselves 'Great Rajas of Rajas'. Under the Guptas, learning flourished and visitors to their kingdom spoke of prosperity and the huge empire that stretched from the Bay of Bengal to the Arabian Sea. Art flourished in temples such as the Ajanta Caves, and the Nalanda University in Bihar became a place of learning. The large number of gold coins from this period shows the wealth of the people. The Huns attacked the Gupta Empire and weakened its hold, and it declined. The Gupta Empire broke up and then, after 60 years, Harsha Vardhana reunited India in his reign and became a well-known king.

Research

- The Ajanta and Ellora caves
- Nalanda University

Key points

- Chandra Gupta I founded the Gupta Empire and was succeeded by his son, Samudra Gupta, who was a powerful ruler.
- His reign came to be called the 'Golden Age' and produced classical Indian literature, arts and painting, and scholarly works in science and mathematics.
- Samudra Gupta's son Chandra Gupta II ruled a vast empire; Fa-Hien, a Chinese visitor, tells of the prosperity in his kingdom.
- Hinduism was patronized by the Guptas and Buddhism became less popular.
- After the Huns attacked India, the Gupta Empire slowly declined.
- The Vardhanas of Thanesar succeeded the Guptas and also ruled a large empire; their most famous ruler was Harsha.

Activity for the lesson

- Use photographs or pictures of coins from the Gupta period, from the textbook or the Internet. In pairs, ask students to study the coins and discover what they tell us about the Guptas.
- Conduct a discussion with students about what they have discovered.
- Collate this information about the Guptas and write it on the board.

Application of learning

Imagine you are Fa-Hien, the Chinese traveller to India. Write an account of what you saw in the Gupta Kingdom.

Writing skills

How to write a first-hand or an eyewitness account

1. The writing should be in the first person 'I' which establishes a personal witness to what is being said.
2. The first sentence can be 'It was the year 405 when I reached India and saw the.....'.
3. This work will require a lot of description using adjectives or describing words.
4. The people's activities, dress, and life-styles should be described in detail.
5. The wealth and splendour of the king's court should be described.
6. Continue by describing how the common people lived and what they were like.

Sample lesson plan: Chapter 6

Topic: The achievements of the Golden Age of the Guptas

Duration: 35–40 minute period

Resources: Textbook, visuals from other history sources on the Internet

Objectives

To identify the important achievements of the Gupta kings such as Chandra Gupta I and II and Samudra Gupta, who established good government for their people

Learning outcomes

Students should be able to:

evaluate the achievements of the Guptas in making their rule a 'Golden Age' among Hindu rulers.

Learning process

- Write 'Kalidasa', 'Temple Art', and 'Aryabhata' on the board and start a discussion on what is meant by these three words. Lead the discussion on to the Gupta era which enjoyed this high culture and learning.
- Introduce the Gupta kings—Chandra Gupta I, Samudra Gupta, and Chandra Gupta II, and their achievements.
- Sum up by identifying the good governance of the Gupta kings which made the common people prosperous and contented.
- Having studied the Gupta Empire, compare their rule with that of the Mauryans; present your findings in two columns on the board.

Activity

The writing activity—traveller's account of visit to India—can be read out by pairs, in class. It can also be presented as a role play or an interview of the traveller.

CHAPTER 7

THE PROGRESSIVE CHINESE CIVILIZATION

The East is personified by the Chinese culture and civilization which has existed from very early times. The Chinese displayed an exceptionally civilized way of life that was progressive in learning, the arts, and rules of government. Many features of this Civilization are still known today, especially the Chinese schools of philosophy.

Research

- How the invention and use of paper and printing by the Chinese helps us to learn about their civilization

Key points

- Chinese civilization goes back 5000 years just like the Indus Valley civilization.
- The Chinese were ruled by a succession of emperors and dynasties who patronized learning and the arts.
- Paper and writing were also invented in China and early specimens of writing have been found on bones and bronze plates.
- The Silk Route was opened by Emperor Wudi and trade with the West began.
- The importance of the Great Wall of China as a marvel of engineering and a protective measure against the Mongols
- The many schools of Chinese philosophy indicate the quality of learning there and Confucius' sayings are known all over the world for their wisdom.

Activity for the lesson

Draw a timeline of the dynasties that ruled China.

Application of learning

Why is Chinese Civilization said to be the only 'continuous' one in world history?

Writing skills

To compare and contrast means to find similarities and differences.

Write one paragraph on the similarities between the Egyptian and Chinese civilizations.

Then, write one paragraph pointing out the differences between the two civilizations.

1. Compare:

Both civilizations believed in an afterlife; the terra cotta army of the Chinese and the components of the contents of the pyramids are evidence of this belief. Both civilizations began on the banks of historic rivers.

2. Contrast:

Egyptian civilization was located in hot humid surroundings. Chinese civilizations was in a temperate region hence lifestyles were different.

The style of architecture is very different: pyramids in Egypt: temples and palaces in China.

The food in Egypt and China is very different; their clothes are also very different.

Sample lesson plan: Chapter 6

Topic: Artefacts of the Chinese Civilization

Duration: 35–40 minute period

Resources: Textbook, further research from encyclopedias and Internet

Objectives

To explain the Chinese Civilization through the many artefacts that archaeologists have discovered

Learning outcomes

Students should be able to:

evaluate artefacts of the Chinese Civilization and explain what they tell us about Chinese society and culture.

Learning process

- Write the word 'artefact' on the board and ask students to name some. List their responses on the board.
- Ask the students to look at the pictures of artefacts on pages 24 and 25, including the Great Wall.
- Examine the artefacts and elicit what they tell us about Chinese civilization. Write students' comments on the board.
- Sum up that the Chinese Civilization demonstrated high standards of learning in writing and philosophy, engineering, and arts and crafts.
- Ask the students to compare this with what the seals of Indus Valley tell us about life in ancient India.

Activity

The class can be divided into small groups to discuss the Chinese inventions of paper and printing. The teacher will supervise the preparation and the activity.

CHAPTER 8

THE GREAT CIVILIZATION OF THE PERSIANS

The Persians ruled the greatest pre-Islamic empire which stretched from Egypt to the River Indus. Cyrus the Great created the empire and he was succeeded by his son, Cambyses. Cambyses' son-in-law, Darius I, succeeded him and was known for his efficient government and his innovations: he built the Royal Road, introduced a monetary system, divided his empire into twenty-three provinces, and the Behistun Inscription details his conquests and accession in three languages. The Persians also developed a system of transporting water, called 'qanat', which is still in use in Iran and Balochistan in Pakistan.

Research

- Find out about the city of Persepolis and its distinguishing features.

Key points

- Nomadic tribesmen entered Western Asia, settled in south Iran, defeated the Medes and went on to carve out a huge Persian Empire.
- Cyrus the Great founded the Persian Empire and it became known for its learning and advanced engineering techniques.
- The religion of the Persians was Zoroastrianism, based on belief in one God called Ahura-Mazda.
- The great reign of Darius I whose administration and innovations are worthy of note
- The Persians were in conflict with the Greeks till Alexander conquered Persia in 331 BCE.
- The advanced water system and the Royal Road of the Persians

Activity for the lesson

- Look at the diagram of the *qanat* system on page 41. Draw it in your notebook and find a diagram of a *karez* used currently in Balochistan.

Application of learning

Compare the water systems of Persia with those found in the area of Balochistan. Use diagrams to illustrate them.

Writing skills

Compare and contrast (similarities and differences) the *qanat* and *shaduf* water systems.

1. This can be written in two paragraphs.
2. One paragraph should identify the similarities in the two systems.
3. The second paragraph should identify the differences sentence by sentence. For example: 'The qanat system has but the shaduf system has'

Sample lesson plan: Chapter 8

Topic: The reign of Darius I, the great king of the Persians

Duration: 35–40 minute period

Resources: Textbook, atlas, Internet images of the Persian Empire under Darius I

Objectives

To identify the achievements of Darius I as a great king

Learning outcomes

Students should be able to:

evaluate the achievements of the great Persian king Darius I and explain how advanced his government was for that time.

Learning process

- Write the name 'Darius I' on the board. Brainstorm his achievements; the students should only identify the achievements of King Darius I.
- Put up the visuals about Darius' achievements on the soft-board and ask students to see them in small groups.
- Conduct an interactive session with the students and as they identify the king's accomplishments, write them on the board.
- These should include his administration, the Royal Road; the twenty-three provinces or satrapies; the monetary system, and the grand buildings built during his reign.
- Sum up by analyzing what made his achievements great.

Activity

Help students to do research on Persepolis and the Behistun inscription, their location, and their brief history. Students can display their findings as posters on chart paper.

THE ANCIENT GREEK CIVILIZATION AND LEARNING

The influence of the Ancient Greek Civilization has been wide and long-lasting, and can be seen in many parts of the world. The Greek system of government i.e. democracy, classical learning in literature and mythology, philosophy and the sciences, architectural style, and the life of Alexander of Macedon who conquered a large part of the then known world and left Greek influence there are some factors.

Research

Find out the features of classical Greek architecture and make a list of buildings of the modern world which reflect Greek influence.

Key points

- The Ancient Greek civilization has given a lot to the world then and now.
- The Greek culture grew around their coastal towns which became city-states
- The two best-known city-states are Athens and Sparta. Athenians were cultured and educated, while Spartans were experts in the martial arts.
- The religion of the Greeks is recorded in Greek mythology which is often quoted in Western literature.
- The Greek system of government—democracy—has been a legacy to the western world and other countries.
- Drama, theatre, architecture, the Olympic Games, and Greek learning in mathematics, history, and philosophy are legacies of this civilization.
- The history of Alexander of Macedon and his ambition to conquer the world have inspired others

Key terms: Aegean Sea; city-state; republic; Olympics

Activity for the lesson

Make a chart of Greek art and architecture using pictures of classical buildings or photocopies from old magazines and books. Write one particular feature of Greek architecture under each building.

Application of learning

Explain how classical Greek ideas have influenced the modern world.

Writing skills

You have read about Greek mythology in this chapter. Find out more to describe the Greek gods and their distinctive characteristics.

The use of adjectives (describing words) can be brainstormed for the whole class to benefit in learning 'how to describe'.

Sample lesson plan: Chapter 9

Topic: Ancient Greeks and democracy

Duration: 35–40 minute period

Resources: Textbook, library resources for research

Objectives

To explain how the Ancient Greeks initiated democracy in their system of government

Learning outcomes

Students should be able to:

explain the creation of democracy under the Ancient Greeks and connect it to the democracy practised in the world today.

Learning process

- The definition of democracy and its link to the present day system in Pakistan should be explained first and can be a stimulus to opening an interactive session with the students.
- Explain the democratic system of the Ancient Greeks.
- Apply that principle to the democratic system of the USA with an elected Senate and Congress which govern the country.

Activity

- Group work: Divide the students into two groups and ask each to put together an argument for and against democracy.
- One speaker from each group should address the class.
- Wind up the lesson with a summary of the above debate.

CHAPTER 10

ROME: FROM REPUBLIC TO EMPIRE

The Roman Civilization has left a lasting impression on world history, and its power and glory has been the subject of books since then. The Roman Civilization grew around the River Tiber in Italy and became prosperous because of the fertile agricultural land around it. The Roman army soon conquered other lands and expanded Rome's influence over Europe, North Africa and Asia Minor (Syria and Palestine). Roman government was exceptional in its systems and enabled the Romans to control their large empire.

Research

- The Roman army and how they were armed and dressed

Key points

- The growth of the Roman Empire was dependent on its well-trained army.
- Romans were road builders; the roads enabled their armies to move quickly and easily for conquest.
- The system of government changed from kingship to a republic with elections to the Senate.
- The Roman administration of its state and the empire it built
- The highly-developed, prosperous, and cultured life-style of the Romans
- Roman religion was influenced by that of the Greeks in many ways. The Roman calendar of twelve months is very like the one used today.
- The coming of Christianity and how it first faced persecution by the Romans; it later became the state religion.
- The breakup of the empire due to invasions by tribes of barbarians

Activity for the lesson

Use an atlas map to study the extent of the Roman Empire.

Application of learning

Describe the rise of the Roman Empire and explain the reasons for its success.

Discuss what aspects of this civilization and culture have survived to this day. (Hint: governance, armies, men's hairstyles, for example)

Writing skills

Research and write about those activities of Rome that were violent and cruel; for example, gladiators' combats amongst themselves or against wild animals.

Sample lesson plan: Chapter 10

Topic: The Roman Empire

Duration: 35–40 minute period

Resources: Textbook, atlas, library, Internet

Objectives

To create understanding about the making of the great Roman Empire and its characteristics

Learning outcomes

Students should be able to:

evaluate the Roman Empire and its ability to maintain its huge empire over a large span of time.

Learning process

- Write the topic 'The Roman Empire' on the board and ask questions to access students' existing knowledge.
- Next, ask students to look at the map on page 48 and see the extent of the Roman Empire; they should also note the old Latin names for different countries.
- Discuss the distinct features of this empire—its army, administration, sports, and leisure activities.
- For each feature of the empire discussed, ask students to explain why it made the Roman Empire strong and prolonged its rule.
- Ask students what features of the Roman Civilization continue to the present day.
- Sum up by identifying some features of Roman architecture found in buildings in Pakistan.

Activity

In groups, students can research and write about the engineering and structural achievements of the Roman Empire, such as aqueducts, roads, etc.

CHAPTER 11

THE ARAB MUSLIMS CONQUER SINDH

The invasion of Sindh by Mohammad bin Qasim left a lasting impact on the Indian subcontinent. The Umayyad *Khalifa* in Damascus had sent his army under the leadership of a young general who defeated Raja Dahir and established his rule in Sindh, according to Islamic principles.

Research

- Look up the Umayyad period of Islamic history—this will provide a background to Mohammad bin Qasim.
- Find a map which shows the extent of the Muslim Empire under the Umayyads.

Key Points

- The impact of Islam on Arabia
- The message of Islam
- The spread of Islam beyond Arabia in the Holy Prophet's (PBUH) lifetime and afterwards
- The rise of Islamic culture and learning and their wide influence
- The Muslim Empire under the Umayyads
- The Abbasid era and growth of knowledge; *Bait-al-Hikmah*
- The conquest of Sindh: factors, consequences and impact
- Mohammad bin Qasim's governance of Sindh according to Islamic principles

Activity for the lesson

Use a world map to identify the expansion of the Muslim Empire leading to the coming of Mohammad bin Qasim to Sindh in the subcontinent. This will initiate dialogue, and prior knowledge of Islam can be elicited through questioning. Answers will lead to more knowledge being 'constructed' and facts from the chapter can be added to build up a picture of the career of Mohammad bin Qasim.

Application of learning

The cause and effect factor can be used here to explain how events in history can have short and long term effects. Once the brainstorming has been done on this aspect, it can become a writing assignment.

Writing skills

Write a short answer giving the short-term and long-term results of the Arab invasion of Sindh.

1. The scaffolding will show two paragraphs, one on the short-term effects and one on the long-term effects.
2. Each paragraph should begin by stating the effect, supporting it with facts from the book, and explaining its importance (evaluation).
3. Thinking skills will focus on identification of effects and evaluating their importance.

Sample lesson plan: Chapter 11

Topic: Conquest of Sindh by Mohammad bin Qasim

Duration: 35–40 minute period

Resources: Textbook, atlas, library

Objectives

To evaluate the conquest of Sindh by the young Muslim general, Mohammad bin Qasim, and its long-term effects on the Indian subcontinent

Learning outcomes

Students should be able to:

evaluate the conquest of Sindh by the Arab Muslims and the effects of Mohammad Bin Qasim's rule.

Learning process

- Ask students to look at the map on page 53 of Book 1. Identify the cities of Makka and Madina and conduct a 10-minute discussion on Islam, the Prophet Muhammad (PBUH), and the influence of Islam spreading from Spain to China.
- Write 'Sindh' on the board and access students' existing knowledge of this topic.
- Introduce the invasion of Sindh by Mohammad bin Qasim and narrate the story of the pirates attacking a ship taking pilgrims to Makka and gifts for the Khalifa.
- Ask the students to look at a map in an atlas and identify the approximate site of Debul—the picture on page 56 should catch the interest of the students.
- Explain how the youthful general managed to defeat the army of Raja Dahir, and describe the first Muslim administration he set up in the area he conquered.
- Sum up by discussing the effects of Islam on the subcontinent: do some of the rules of government apply to our present government? Can we learn some lessons from the tolerant society set up by Mohammad bin Qasim?

CHAPTER 12

TURKISH MUSLIMS CONQUER NORTHERN INDIA

The north-west of the subcontinent and the Khyber Pass became the route into India for the Turks who conquered the region in the 10th century. The first invader was Mahmud of Ghazni and he came into India seventeen times, but did not stay to build an empire. It was Muhammad of Ghor who set up the first Muslim dynastic rule in India. He had no heirs and the sultanate he founded was continued by his generals, who were slaves. Qutbuddin Aibak became the first Sultan of the Slave Dynasty followed by Iltutmush, Razia Sultana, and Balban. All proved to be competent rulers.

Research

- The city of Ghazni
- Mongols
- Amir Khusro

Key points

- After Mohammad bin Qasim, the next invasion of the subcontinent came from the north-west of India. Turkish Muslims from Central Asia set up the Delhi Sultanate and would rule for 335 years.
- The nomadic tribes of Central Asia converted to Islam and set up kingdoms. Ghazni's ruler Mahmud invaded India seventeen times. Already a ruler of a large empire in Central Asia, Mahmud is a controversial figure in history.
- Ghazni became a centre of learning as well as a place of fine architecture. Two important books—*Kitab-ul-Hind* and *Shahnama*—were written during Mahmud of Ghazni's rule.
- Muhammad of Ghor set up his kingdom in India and ruled till 1206. He was succeeded by Qutbuddin Aibak of the Slave Dynasty. The *Quwwatul Islam* Mosque and the Qutb Minar in Delhi were built by him. The powerful 'Forty Nobles' supported the Sultans.
- Iltutmush, the next ruler, had to consolidate his power by defeating the Rajputs and other rulers; he established a good administration.
- Razia Sultana succeeded her father, Iltutmush, but the 'Nobles' did not support her.

Activity for the lesson

- Start the lesson with the research on Al-Beruni. As a primary source, Al-Beruni's account of his times can be read as a narrative in class. Knowledge will be expanded by adding and explaining how the Muslim kings ruled, and what conditions were like at that time.
- The next activity will be to draw a timeline from Mahmud of Ghazni to the Slave Dynasty. Dates and names of kings should be written on the timeline.
- The third activity can be a discussion on 'Who proved to be a good king?' This will lead to the writing assignment on this topic. Students should support their answers with examples.

Application of learning

What does it mean to argue? It means that you produce reasons or points that support what you are saying.

The scaffolding will help the students to arrange their ideas/facts/points and then use them to reach a conclusion.

Writing skills

1. The students may write a paragraph each on the achievements of Mahmud Ghaznavi, Muhammad Ghori, Qutbuddin Aibak, Razia Sultana, Nasirudin Mahmud and Balban.
2. The conclusion must identify the most successful of the Sultans.

Sample lesson plan: Chapter 12

Topic: The Slave Dynasty

Duration: 35–40 minute period

Resources: Textbook, atlas, library

Objectives

To introduce the Slave Dynasty and evaluate its impact on the Delhi Sultanate

Learning outcomes

Students should be able to:

evaluate the impact of the Slave Dynasty on the Delhi Sultanate.

Learning process

- First complete the activity of drawing a timeline of the Slave Dynasty.
- Narrate the story of Razia Sultana becoming an able queen, and discuss her stature as one of the Muslim women who ruled a sultanate, as an interactive session for 5–6 minutes.
- Go back to the founder of the dynasty and write his name on the board. Discuss how he became the founder, having been a slave, and how this was possible according to the teachings of Islam.
- Then introduce his successor, Iltutmush, and identify his good qualities as a Sultan in running the government.
- Describe the Mongols as a threat to the Sultanate and the 'Forty Nobles' as a threat to the Sultans, and how Balban dealt with both.
- Sum up by asking the students to evaluate the good and bad points of the Sultanate.

CHAPTER 13

AFGHANS AND THE SULTANATE OF DELHI

The Afghans took over the Delhi Sultanate from the Turks when the Khilji dynasty was established by Jalaluddin Khilji in 1290. He was replaced by his nephew and son-in-law, Alauddin Khilji who ruled successfully for the next twenty years and proved to be a strong and strict ruler. The Forty Nobles decided to make Ghiyasuddin Tughlaq the next ruler as the Khiljis had become weak. Two Tughlaq rulers—Muhammad bin Tughlaq and Feroz Tughlaq—made a great impact with their policies. The traveller Ibn Batuta visited India at this time and served at the court of Muhammad Tughlaq.

Research

- The city of Samarkand
- Ibn Batuta
- Changez Khan

Key points

- The Delhi Sultanate passed into the hands of the Afghan Khiljis and Tughlaqs.
- Alauddin Khilji extended the size of the Sultanate and proved to be an able ruler.
- Malik Kafur became close to Alauddin Khilji and started to intrigue to keep the power in his hands.
- Muhammad bin Tughlaq's controversial reign included a change of capital, and the introduction of copper currency. Ibn Batuta lived at his court and has given an account of the Sultan's reign.
- Feroz Tughlaq proved to be a benign ruler who looked after the welfare of the people. Like the Mughal Emperor, Shah Jahan, he also constructed a lot of buildings, gardens, bridges, etc.
- During this time Mongol invasions continued and Timur's invasion in 1398 effectively led to the downfall of the Delhi Sultanate.
- The Sayyid and Lodhi dynasties carried on as rulers of a weaker sultanate till 1526 when Babur defeated Ibrahim Lodhi at Panipat.
- During the time of the Sayyids and Lodhis, reform movements in Hinduism took place such as the Bhakti movement by Kabir and Chaitanya, and the founding of the Sikh religion by Guru Nanak.

Activity for the lesson

- With reference to the textbook, draw a timeline showing the dates of the Turkish and Afghan dynasties in the subcontinent.
- An activity can be built up around the idea of a capital city. It can be related to modern capitals (e.g. of Pakistan) and a capital city site can be drawn on the board. The students should be asked to think of and suggest what buildings and facilities would be needed and where they should be situated, and then mark them on the capital city site. This exercise can be related to Muhammad bin Tughlaq's experiment of Daulatabad. Can we think of other examples of such a move? (Islamabad, Canberra, Riyadh,.....)

- Another activity could be organized around coinage. Ask the students to bring coins (old as well as new) and the teacher can provide them too. A trip to a museum can involve locating coins from different eras. Ask students about the differences in the coins.

Application of learning

In the last chapter, the focus was on the Ghori and the Slave Dynasty: whereas this chapter covers the Khilji, Tughlaq, Sayyid and Lodhi kings. Explain the similarities and differences in their personalities and style of kingship, and note important points on the board. Thinking skills such as identifying similarities and differences between rulers can be used as a basis for the writing skill.

Writing skills

1. The writing can be structured as an essay on any two medieval kings and their forward-thinking and liberal rule.
2. Their achievements can be evaluated in a paragraph each and similarities and differences pointed out.
3. The conclusion will be based on the level of advancement of that era.

Sample lesson plan: Chapter 13

Topic: Muhammad bin Tughlaq and Feroz Tughlaq

Duration: 35–40 minute period

Resources: Textbook, library, atlas

Objectives

To explain how Muhammad bin Tughlaq and Feroz Tughlaq ruled as Sultans of Delhi and the consequences of their rule

Learning outcomes

Students should be able to:

evaluate the rule of Muhammad bin Tughlaq and Feroz Tughlaq by comparing and contrasting them as Sultans of Delhi and the effects of their rule on the people.

Learning process

- Make two columns on the board, with the headings Muhammad bin Tughlaq and Feroz Tughlaq.
- Start with the story of Muhammad Tughlaq being a ruler with an interesting character—his many accomplishments; his ideas being much ahead of his time; his change of capital and the consequences of his experiments (about 5 to 7 minutes).
- Then, recount the story of Feroz Tughlaq and his administration which looked after the people's welfare, constructed canals, and improved agriculture (about 5 to 7 minutes).
- Next, ask the students to give their opinions on who was the more successful ruler. Use the columns on the board to list the good and bad points of their reigns.
- Write the conclusion on the board.

THE MAKING OF HINDU AND REGIONAL KINGDOMS

The weakening of the Delhi Sultanate led to regional states becoming independent. The prominent ones were Bengal, Kashmir, Jaunpur, the Rajput states in Rajasthan, Gujarat, Malwa, and the Deccan states of Bahmani and Vijayanagar. All these states copied the pomp of the Delhi Sultans and ruled their kingdoms as strong rulers.

Research

- The medieval state of Kashmir
- Discovery by Europeans of a direct route to India

Key points

- Many states became independent of the Sultanate; in the Deccan, the kingdoms of Vijayanagar and Bahmani were powerful and independent.
- Both Kashmir and Bengal reached the heights of culture and became prosperous states.
- Jaunpur, named after Muhammad Tughlaq, became independent under the Sharqis and developed into a place of learning and culture.
- Gujarat and Malwa became independent under Tughlaq governors. Gujarat, under Mahmud Beghara, became a wealthy state and one of the best in India.
- The Muslim Sultans of the Bahmani kingdom to the south were powerful and developed ties with the Ottoman Sultans and other countries. When the Bahmani kingdom weakened it broke up into five smaller states, each independent of the others. However, they fought with each other and could not unite to face a common enemy, the Vijayanagar kingdom, which defeated and took them over.
- The Hindu kingdom of Vijayanagar was impressive with grand buildings and great wealth. Eventually, it fought with Ahmednagar and was divided up between other states.

Activity for the lesson

- **Characterization:** The activity is to identify the character traits of the main rulers who ruled independently after the Delhi Sultanate broke up. A dialogue on how these traits helped them to be good monarchs will develop understanding of leadership qualities.
- **Map work:** Show the break-up of the Delhi Sultanate by colouring and labelling the different states which became independent. Write in the names of the kings and the dates of their rules.
- Then discuss who stands out as a remarkable ruler.

Application of learning

Use the information obtained during discussion of the characteristics of various rulers to guide students for writing a character sketch. Under each ruler's name on the board list their traits and let students select the ruler according to their choice.

Writing skills

How to write a character sketch

1. The teacher will provide the outline for the writing with the use of adjectives and abstract nouns to describe character traits.

2. Each trait identified must be supported by facts from the ruler's reign that demonstrate this aspect of his character.
3. Then, evaluate whether it was good or bad for the subjects he ruled.

Sample lesson plan: Chapter 14

Topic: Project Work on Chapter 14

Duration: 35–40 minute period

Resources: Textbook (refer to the map on page 72 for detail); an outline map of the Indian subcontinent drawn on a chart paper and put up on the board. Research and find photographs or other material to illustrate the characteristic features of each state.

Objectives

To teach, through an activity, the condition of India when the Delhi Sultanate broke up, and to describe the society and culture that flourished in these states

Learning outcomes

Students should be able to:

cooperate in groups to put together a project, and in the process understand the powerful Hindu and Muslim regional kingdoms that emerged after the break-up of the Delhi Sultanate.

Learning process

- Make copies of an outline map of the subcontinent—one for each pair of students.
- Draw the students' attention to the outline map of the Indian subcontinent on the board and talk about the extent of the Delhi Sultanate.
- Then ask students, in pairs, to refer to their textbook page 72 and draw in all the states that became independent and are listed in the chapter. Next, ask them to colour each state in a different colour and to label each state shown.
- Brainstorm and ask for common features of these independent states. Point out the features shown in the photographs put up on the board.
- Each state had a capable ruler; ask the students to write the rulers' names on the map.
- Sum up by drawing the boundaries of these states on the outline map on the board. Ask the students to give reasons why states become independent and whether it helped in any way e.g. no taxes to pay to the Sultan; money could be spent on improvements in the state itself, etc.

CHAPTER 15

SOCIAL AND CULTURAL DEVELOPMENTS

This chapter sums up the Delhi Sultanate and its achievements in government, architecture, and learning. The social and cultural changes that followed Muslim rule affected Indian society in many ways as Islam was a different way of life. The Hindus continued their way of life and the Sultans did not interfere; but they had to pay taxes. A new language, Urdu, developed and was used by both Hindus and Muslims. During this period, many Sufi saints came to the subcontinent and spread Islam; they have left reminders of their presence in the form of tombs which are visited by pilgrims all over India and Pakistan.

Research

- Sufi saints of Persia
- Administration in the Delhi Sultanate

Key points

- The Sultanate period brought great changes to the lives of the people of India. Many were converted to Islam by the Sufis and the interaction with Muslims brought about a new cultural exchange.
- The administration of the Sultans can be compared to any system of government today.
- The innovations of the Sultanate period were the building of roads, canals, and factories, and introducing a good system of land taxes.
- The buildings left behind by the Sultans introduced a new style of architecture incorporating some local influences; but most buildings were more like those of Central Asia.
- Urdu evolved as a language used by both Hindus and Muslims.
- Sufi saints and their teachings were a distinctive feature of the Sultanate period.

Activity for the lesson

- A family tree: Each student should interview his/her parents or grandparents to trace their lineage. Can any of them trace it to the Khiljis, Lodhis, or Rajputs? This is a starting point for a dialogue on how historical roots evolve and history records for posterity.
- The architecture of the Sultanate period: an exercise to look for the remains of relics or buildings in their city or any other city of Pakistan (Anarkali Bazaar has Aibak's tomb: Multan has many *khanqahs* of Sufis, and their tombs). Then, observations of these and analysis of the influences of Persian, Turkish, or Indian architecture should follow.
- A flow chart of the Delhi Sultanate government with the Sultan at the top, followed by the *wazir* and the rest of the ministers in order of importance. The role of each can be listed in the boxes where they are displayed. This can lead to a discussion on the society, culture and architecture of the period and its influence on the people of that time (knowledge expansion).

Application of learning

The second activity can be the base for the writing assignment. Add to this the cultural influence of the Sufis and their literature as well as their *Urs* celebrations.

Writing skills

A structured essay based on the social, cultural and architectural achievements of the Delhi Sultanate.

1. Thinking skills will include identification of main points relating to society, culture, and architecture.
2. If correctly identified, they can be evaluated in three paragraphs, one each on society, culture, and architecture.
3. The conclusion will reflect the importance of their legacy to the Indian subcontinent.

Sample lesson plan: Chapter 15

Topic: The Sufis and their influence in the subcontinent

Duration: 35–40 minute period

Resources: Textbook; reference material from newspapers and library resources on the Sufi saints who arrived in the subcontinent during early Muslim rule and the Sultanate period

Objectives

To examine the role of the Sufis in the spread of Islamic teachings and their influence on culture and society in their times

Learning outcomes

Students should be able to:

evaluate the religious and social influence of the Sufis in the subcontinent.

Learning process

- Write 'Sufism' on the board and discuss what it means and what they associate with it.
- Ask students if they know of any Sufi shrines in their city or its surroundings. Refer to the map on page 82 for locations in Pakistan and the text on following pages. If they have ever visited any such place, encourage them to share their experience.
- Discuss the influence of the Sufis on the local population during the Sultanate period—why were they successful in spreading the teachings of Islam?
- Elicit students views on the teachings of these Sufis for the present times.

WORKSHEET I

Chapter I: Civilizations of the Ancient World: Mesopotamia

Sumerian Civilization

Fill in the blanks using the illustrations as clues.

1. The tablet shows the form of writing called _____.

2. Sumerian civilization lay between the rivers _____
and _____.

3. The Babylonian ruler _____ made laws called
the _____ of _____.

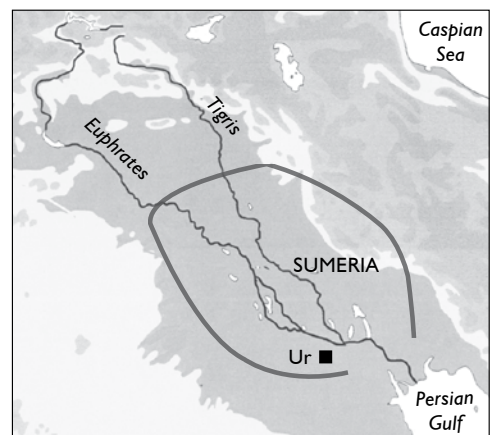
4. Mesopotamia means '_____
_____.'

5. Sumerians invented the _____ calendar based on
_____.

6. The Hanging Gardens of _____ were made by
_____ in the _____ century BCE.

7. Sumeria was also known as the '_____.'

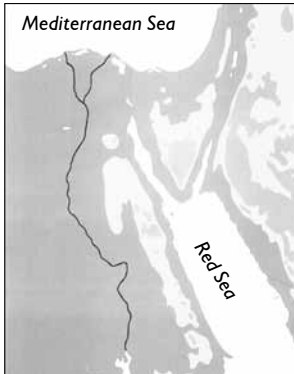
8. The interest in measuring time led to the knowledge
of _____.



Chapter 2: Egypt of the Pharaohs

Features of Egyptian civilization

1. Identify the pictures and write their definition.
2. Then, write one use of that object/feature for the Egyptians.

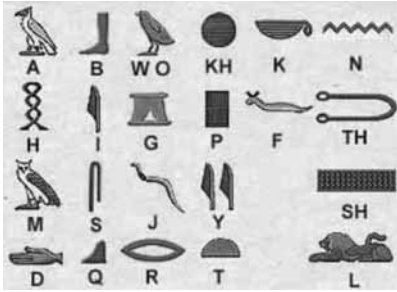






WORKSHEET 2





WORKSHEET 3**Chapter 3: The Indus Valley Civilization**

Complete the sentences by filling in the blanks.

1. The three ancient Indus Valley sites discovered in Pakistan are:
 - a) _____
 - b) _____
 - c) _____
2. The Indus Valley Civilization is also known as the _____ Civilization.
3. Mohenjo-Daro and Harappa are said to be the world's earliest _____ cities.
4. Almost a thousand _____ have been excavated from Indus Valley sites.
5. Most of the seals have images of _____ on them.
6. The Indus Valley people were highly skilled _____ like the Sumerians.
7. The Indus Valley farmers had large _____ to store their surplus crops.
8. The _____ at Mohenjo-Daro reminds one of a modern swimming pool.
9. An Indus Valley site older than Mohenjo-Daro and Harappa is _____ in _____.
10. There is evidence that the Indus Valley people traded with _____.

WORKSHEET 4

Chapter 4: The Arya People

Rig Veda and the Caste System

Read the following primary source from the Rig Veda and answer the questions below.

‘When the gods made a sacrifice with Man as their victim....

When they divided the Man, into how many parts did they divide him?

What was his mouth, what were his arms, what were his legs and his feet called?

The *Brahmins* were his mouth, of his arms were made the *Kshatriyas* (warriors).

His legs became the *Vaishyas*, and of his feet the *Shudras* were born.’

1. The Rig Veda tells us how the caste system began. Briefly describe the process.

2. What does it tell us about the caste system if it was made by dividing the body?

3. Label each picture on the facing page with its caste. From the list below, match the work people do today with what Brahmins, Kshatriyas, Vaishyas, and Shudras did long ago.

Prime Minister; tailor; farmer; labourer; clerk; Commander-in-Chief of the army; president; king; sweeper; traders; Chief Justice; priest; craftsman.

WORKSHEET 4

Castes

The jobs people do today









WORKSHEET 5

Chapter 5: Ancient Kingdoms of the Arya People

What am I famous for?

Complete the paragraphs given below.

Chandragupta Maurya

I fought and won against the _____ and founded the _____
 _____. The Greek historian _____ visited my
 kingdom and wrote about it. In my time the book _____
 on rules of government was written by _____.

Ashoka

I fought the bloodiest battle at _____ and then I became a
 _____. I had many _____ built all over
 my kingdom; the most famous one was at _____.
 _____. I worked for my _____ and
 the spread of _____. I had _____
 all over India with my _____ written on them. My edicts give advice to my
 people to be kind to _____, _____, _____,
 and _____.

Kanishka

I came to India from _____. I was known as the 'King of the _____
 _____' and the capital of my empire was _____.
 I adopted the _____ religion. Many Greeks came to my kingdom to build
 _____ and statues in the _____ style of art.

WORKSHEET 6**Chapter 6: The Golden Age of Hindu Rulers****What made the Gupta reign a 'Golden Age'?**

Pick out seven words or terms from the box below, and use each one in a sentence to show its contribution to the Golden Age.

Kalidasa; painting; sculpture; rivers;
Aryabhata; gold coins; military skills;
Hinduism; concept of zero; Ajanta and
Ellora caves; classic plays; Fa-Hien;
quality control; splendor of the court

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

WORKSHEET 7**Chapter 7: The Progressive Chinese Civilization****Ancient China—a quiz**

1. 'Never do to others what you would not do like them to do to you' is a wise saying by the Chinese philosopher, _____.
2. One achievement of ancient China was the invention of _____.
3. Flat cattle bones, called _____ bones, were used for _____.
4. Shi Huangdi, the first _____ emperor, built the _____ of China.
5. Emperor Shi Huangdi's tomb was guarded by 7000 _____ figures.
6. The two main schools of Chinese philosophy are _____ and _____.
7. Emperor _____ of the Han dynasty opened the _____ route for trade between China and _____.
8. The Chinese had to build defences against _____ invasions from the north.
9. The Ming dynasty made _____ their capital city.
10. Chinese emperors developed a _____ system of government; they also had a single _____ and uniform _____.

WORKSHEET 8

Chapter 8: The Great Civilization of the Persians

1. Match the terms with their meanings.

Terms	Meanings
1. Shahenshah	Name for a Persian province
2. Chapar Khaneh	Founder of Persian religion
3. Zoroaster	Tombs of ancient Persian emperors
4. Behistun Inscription	Relay stations on a long journey
5. Karez	Persepolis
6. City of the Persians	Canals that brought water from sources to cities
7. Satrapy	The god of Zoroastrianism
8. Ahura-Mazda	History written on a rock face in Darius' rule
9. Naqsh-e-Rustum	Great King, King of Kings
10. Qanat	Underground water channels for storing water

2. Complete the statements.

- a) The founder of the Persian Empire was _____ the Great who fought against the _____.
- b) The _____ is written in three scripts.
- c) The Royal Road from _____ to _____ was built by _____.
- d) The last king of the Sassanid Empire in Persia was _____.

WORKSHEET 9**Chapter 9: The Ancient Greek Civilization and Learning****The Greek legacy**

Explain in a short sentence each of the following Greek influences for our modern world.

1. Democracy: _____

2. Mythology: _____

3. Architecture: _____

4. Olympic Games: _____

5. Plays and theatre: _____

6. Plato: _____

7. Aristotle: _____

8. Socrates: _____

9. Pythagoras: _____

10. Archimedes: _____

WORKSHEET 10

Chapter 10 Rome: From Republic to Empire

The legacy of the Romans

Identify the images and write a short sentence to explain each image.



WORKSHEET II**Chapter II: The Arab Muslims Conquer Sindh****What do you know about the Muslim conquest of Sindh?**

Mark the statements with a tick (✓) if correct or a cross (X) if incorrect.

1. Hajjaj bin Yusuf was an uncle of Mohammad bin Qasim.
2. Hajjaj bin Yusuf was a senior officer in the Abbasid Khilafat.
3. Mohammad bin Qasim's army had soldiers on horseback and camels.
4. Raja Dahir was the ruler of Multan.
5. The conquered regions in Sindh and southern Punjab came under Umayyad rule.
6. Mohammad bin Qasim ruled Sindh for a long time.
7. The people of Sindh were happy when Mohammad bin Qasim went back to Damascus.
8. An Arab army had been sent in 644 by the Khalifa at Makkah to conquer Sindh and Balochistan.
9. Raja Dahir was defeated at Debul in Sindh.
10. Mohammad bin Qasim was sent to Sindh because pirates had attacked a ship going to Arabia.

WORKSHEET 12

Chapter 12: Turkish Muslims Conquer Northern India**Quiz on the Delhi Sultanate**

Test your knowledge

1. He was the father of Mahmud of Ghazni: _____.
2. Mahmud of Ghazni beautified this city: _____.
3. The number of times Mahmud of Ghazni invaded India: _____.
4. The great Persian poet who lived at Mahmud's court: _____.
5. He came with Mahmud of Ghazni to India and wrote about this country:
_____.
6. Name of the book written on the history of Persia: _____.
7. The Arabic word for slave is _____.
8. Mohammad Ghori fought him to conquer Delhi and Agra: _____.
9. The Qutb Minar was built and named after _____.
10. The Delhi Sultans depended on these men for advice: _____.
11. The fierce Central Asian tribe that invaded India in 1221: _____.
12. The daughter of Iltutmush who succeeded him: _____.
13. His tomb is in Anarkali Bazaar in Lahore: _____.
14. He was successful in keeping the Mongols away from the Sultanate: _____.
15. The Qutb Minar and *Quwwatul Islam* Mosque were completed by _____.

WORKSHEET 13**Chapter 13: Afghans and the Sultanate of Delhi**

Check your knowledge about the Afghan rulers of India from the 13th to 16th centuries.

1. List the names of the Afghan dynasties that ruled India from 1290 to 1526. Write the years of their rule along with the names.

2. Write the names of prominent rulers of these dynasties, along with the dates of their rule.

3. Which famous traveller came to India in 1333? Write briefly about him and his stay in India.

4. What event took place in 1398 that strongly affected the Delhi Sultanate?

Chapter 14: The Making of Hindu and Regional Kingdoms

The Sultanate breaks up

Fill in and colour the blank map of the subcontinent with boundaries of Hindu and regional kingdoms that became independent after the Sultanate weakened.



Briefly describe (in one sentence each) the new kingdoms that arose after the Delhi Sultanate.

WORKSHEET 15**Chapter 15: Social and Cultural Developments****How the Sultanate ruled**

Explain in a short sentence the role of the following in the Delhi Sultanate:-

Ulema: _____

Wazir: _____

Army: _____

Craftsmen: _____

Urdu: _____

Court historians: _____

Sufi saints: _____
