

Second Edition

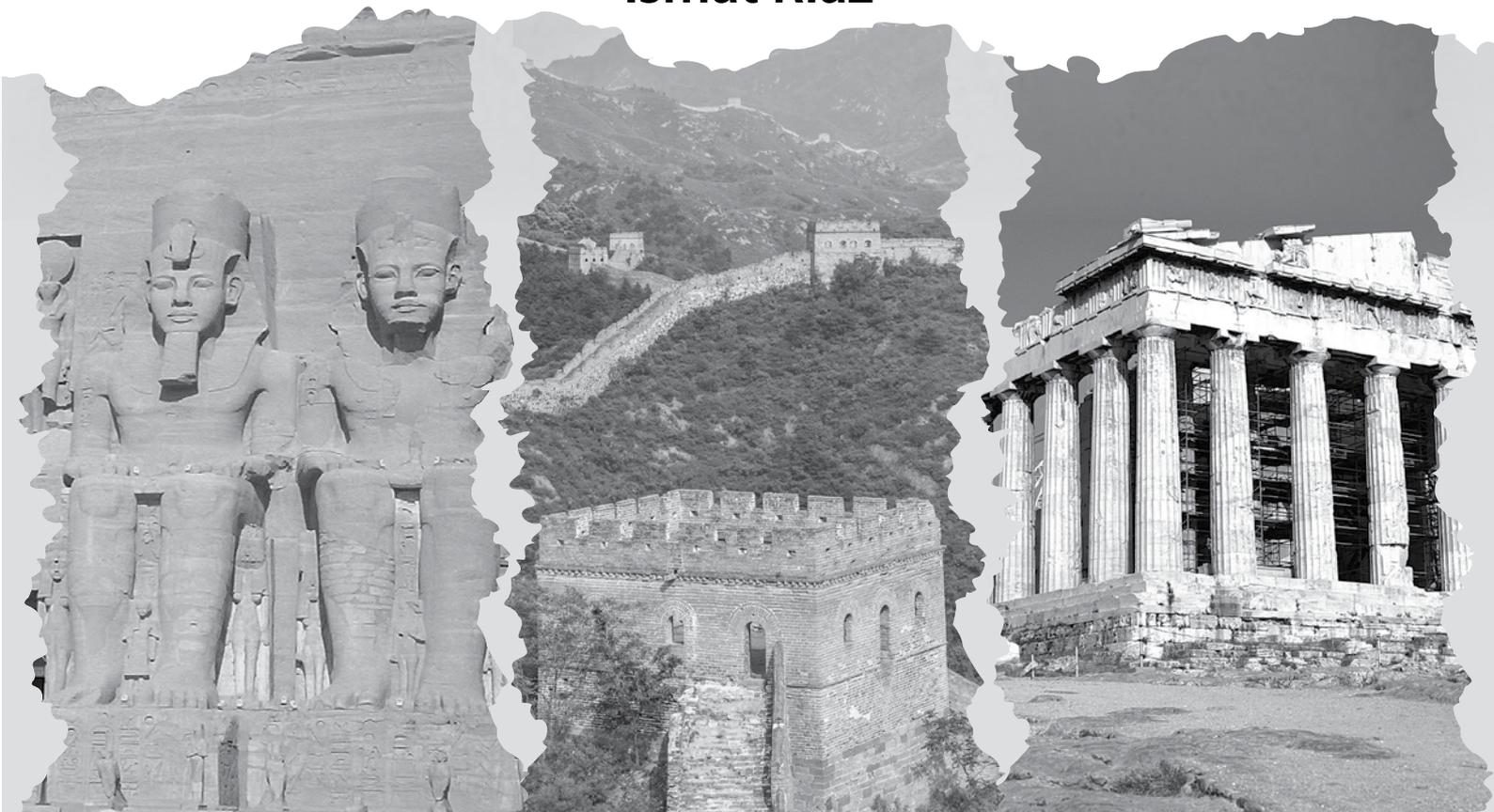
TEACHING GUIDE

1

UNDERSTANDING HISTORY

For Grade 6

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INTRODUCTION

USING THE TEACHING GUIDE

This Teaching Guide is meant to equip the teacher to facilitate the learning of history by students of Class 6, in the 11–12 years age bracket. Consequently, the guide has been designed to inform as well as practically guide the teacher through the stages of lessons based on events and personalities of history.

THE TEACHER GUIDE HAS FOUR COMPONENTS:

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

FACTORS IMPORTANT FOR THE STUDY OF HISTORY

1. CHRONOLOGY

Chronology means an arrangement of events in time sequence. Since history covers a vast span of man's progress from ancient times to very recent modern times, it is necessary to divide it into periods and ages. The events, people, and changes are then placed into relevant periods. Dates and terms specifying time such as century or decade are used. Students may be encouraged to draw 'timelines' of periods or events of specific Civilisations, dynastic rule to form a clearer picture of what is being studied.

2. PRIMARY AND SECONDARY 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 period of history being studied. In fact, all those things which relate to or are a part of the period of that time.

History textbooks contain a variety of primary sources which the students can examine. The author would have already done the research, found the primary sources, and reproduced them in the textbook. A few sources collected on ONE topic will show how much they vary. The students can discuss the usefulness 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).

PRIMARY SOURCES AND HOW TO READ THEM

It is important to read and analyse primary sources for the understanding of history.

Simply defined, primary sources are historical records produced at the same time the event or period that is being studied took place or soon after. Most primary sources are written-government records, law codes, private correspondence or letters, literary works, religious texts, merchants' account books and so on. Even oral traditions and artifacts are primary sources.

Primary sources are distinct from secondary sources – books, articles, television documentaries, and even films. Secondary sources organise past events in a systematic way to create an understandable narrative i.e. histories.

Reading and interpreting primary sources is a skill that mainly requires close attention and common sense. The first step is to evaluate the validity of the source – how truthful is the account. The second step is to read and study each source carefully and thoroughly. The third step is to use the evidence you have picked up from the source, analyse and interpret it and then provide it as evidence to use in your answers.

To start the analysis, the reader must ask several key questions to understand the source's perspective and its worth as a primary source:

- What kind of document is it?
- Who wrote it?
- For whom and why?
- Where was it composed and when?

3. 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 رحمۃ اللہ علیہ birthday, Allama Iqbal's رحمۃ اللہ علیہ death anniversary). These contain a wealth of information on what happened 50–60 years ago. Such cuttings from newspapers/magazines can easily be photocopied in black and white and used to start a lesson, as additional content to create interest or as exercises on comparing 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

4. 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.

ACTIVITY: HOW TO READ PICTURES

- 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:
 1. Is this picture a primary or a secondary source?
 2. Are there any clues in the picture to identify the period of history they are studying?
 3. How does the picture connect to that period?
 4. What types of people are shown in the picture?
 5. Why are they dressed in this way?
 6. What kind of activity is taking place in the picture?
 7. Why is that activity important?

5. 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.

6. 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 must 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.

7. 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; Analyse; Evaluate; How; Compare (both similarities and differences); Contrast (find differences).

SAMPLE LESSONS

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. 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, analyse and synthesize should be practised and become part of the students’ vocabulary.

GENERAL STRUCTURE OF THE LESSON PLAN

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:

1. provide additional material related to the chapter for revision purposes
2. enhance understanding of the content or
3. apply thinking skills in a student-friendly way, and
4. to make learning an activity-based experience.

CHAPTER 1 UNIT 1 ANCIENT CIVILISATIONS

ANCIENT MESOPOTAMIA

This chapter introduces the ancient Civilisations of the world and focuses on the earliest, Mesopotamia, which was located between the rivers Tigris and Euphrates. The features that characterized ancient Civilisations are listed. The invention of writing and the calendar is credited to these Civilisations, 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 Civilisations comes from archaeological excavations.
- Most ancient Civilisations were established near a river.
- All Civilisations depended on agriculture for survival.
- The earliest is the Sumerian, or Mesopotamian Civilisation.
- The Mesopotamians invented writing and the calendar.
- Some of their kings made laws to govern their kingdom.

KEY TERMS:

Civilisation; archaeology; ruin; cuneiform

ACTIVITY FOR LESSON

- Use the map on page 1 and an atlas to look up other Civilisations near rivers and start a dialogue.
- Discuss the possible differences between two or more Civilisations.
- 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 Civilisation.

APPLICATION OF LEARNING

Select a place in the Mesopotamian Civilisation 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

ANCIENT MESOPOTAMIA

SAMPLE LESSON PLAN I	
Topic: Ancient Civilisations of the world	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">To explain the key features of 'Civilisation' and trace its development in different regions of the world.	RESOURCES Textbook, atlas
LEARNING OUTCOMES <p>Students should be able to:</p> <ul style="list-style-type: none">evaluate what 'Civilisation' means and evaluate its characteristics; and identify the regions of the world where ancient Civilisations existed.	
LEARNING PROCESS <ol style="list-style-type: none">Write the word 'Civilisation' on the board and elicit what it means. Then write the most suitable definition on the board.Look at the map on Page 1 for Mesopotamian Civilisation. Then, use a labelled world map from an atlas to identify the different regions where Civilisations existed in the ancient world.Access students' existing knowledge of Civilisations, e.g. Egypt and the pyramids; China and the Great Wall of China; Ancient Greece and Aristotle.Discuss features common to ancient Civilisations, e.g. feats of engineering; books and learning; good government.Sum up by identifying the similarities and diversity of different Civilisations depending on the region and culture	TEACHER'S NOTES
HOMEWORK <p>Students can answer brief questions 1-3 and detail questions 1-2 independently.</p>	
DISCUSSION AND REVIEW <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 significance of Mesopotamia as one of the earliest cradles of civilisation and its geographical location between the Tigris and Euphrates rivers.I learned about the key characteristics of early civilisations.I learned about the similarities and differences between Mesopotamian, Egyptian, the Indus Valley, and ancient Chinese civilisations.	

CHAPTER 2 UNIT 2 ANCIENT CIVILISATIONS

ANCIENT EGYPT

In studying the Civilisation 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 Civilisation
- 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 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

1. 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.
2. 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.
3. Ask students to make a comparative study of these pyramids with the help of drawings too.
4. Advise them to identify similarities and differences including size, building materials, and the reasons for their construction.
5. 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.

ANCIENT EGYPT

- 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.
- The last paragraph can sum up the important place that the Egyptian Civilisation has in today's world—the interest and curiosity that is generated by the pyramids, pharaohs, and mummification.

SAMPLE LESSON PLAN I	
Topic: The importance of the afterlife for ancient Egyptians	
Duration: 35-40 min period	
OBJECTIVES	RESOURCES Textbook, pictures of Egyptian tombs from the Internet
<ul style="list-style-type: none"> To explain how the Egyptians practised their religion and describe their preparations for a life after death. 	
LEARNING OUTCOMES	TEACHER'S NOTES
<p>Students should be able to:</p> <ul style="list-style-type: none"> describe the importance of mummification, pyramids and the religious rituals of the ancient Egyptians that focused on their continuing life after death. 	
LEARNING PROCESS	
<ol style="list-style-type: none"> 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 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. 	
HOMEWORK	
Students can answer the detail question 4 and attempt activity 4 independently.	
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:	
<ul style="list-style-type: none"> I learned about the step-by-step mummification process practiced by ancient Egyptians. I learned about the level of sophistication and knowledge in ancient Egyptian society for mummification. 	

CHAPTER **3** UNIT 1 ANCIENT CIVILISATIONS

INDUS VALLEY CIVILISATION

This Civilisation is connected to the area that we know today as Pakistan. Civilisation here goes back to 4000–5000 BCE. The amazing features of the Indus Valley Civilisation 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 Civilisations 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 Civilisation existed about 4000–5000 years ago.
- Locate its sites on the map on page 15 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 Civilisation 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 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 Mehargarh 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.

INDUS VALLEY CIVILISATION

SAMPLE LESSON PLAN I

Topic: Lifestyle of the Indus Valley people

Duration: 35-40 min period

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 lifestyle of the Indus Valley Civilisation 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 and 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 Civilisation of the Indus Valley people was for its time.
- The seals found in the Indus Valley Civilisation sites have not yet been deciphered.
8. Working in small groups, study one or two seals (pictures) and try to understand the message they carry. Share your ideas with the class.

RESOURCES

Textbook, illustrated material from the Internet

TEACHER'S NOTES

HOMEWORK

Students can answer the brief question 4-5 and detail questions 5-6 independently.

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 the advanced architectural techniques of the Indus Valley from its urban planning.
- I learned that the Indus Valley was an organised and sophisticated society.
- I learned that the Indus Valley was a literate society from finding the Indus script on numerous artefacts.
- I learned about the belief system of the Indus Valley from terracotta figurines and animal seals.

CHAPTER 4 UNIT 1 ANCIENT CIVILISATIONS

CHINESE CIVILISATION

The East is personified by the Chinese culture and Civilisation 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 Civilisation 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 Civilisation

KEY POINTS

- Chinese Civilisation goes back 5000 years just like the Indus Valley Civilisation.
- 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 LESSON

Draw a timeline of the dynasties that ruled China.

APPLICATION OF LEARNING

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

WRITING SKILLS

To compare means to find similarities and differences.

Write one paragraph on the similarities between the Egyptian and Chinese Civilisations. Then, write one paragraph pointing out the differences between the two Civilisations.

1. Similarities: Both Civilisations believed in an afterlife; the terracotta army of the Chinese and the components of the contents of the pyramids are evidence of this belief. Both Civilisations began on the banks of historic rivers.
2. Differences: Egyptian Civilisation is located where surroundings are hot and humid. Chinese Civilisation is located in a temperate region hence lifestyles are different.
3. The style of architecture is very different; pyramids in Egypt; temples and palaces in China.
4. The food in Egypt and China is very different; their clothes are also very different.

CHINESE CIVILISATION

SAMPLE LESSON PLAN 1:	
Topic: Artefacts of the Chinese Civilisation	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">To explain the Chinese Civilisation through the many artefacts that archaeologists have discovered.	RESOURCES Textbook, further research from encyclopedias and Internet
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none">evaluate artefacts of the Chinese Civilisation and explain what they tell us about Chinese society and culture	
LEARNING PROCESS <ol style="list-style-type: none">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 22 and 23, including the Great Wall.Examine the artefacts and elicit what they tell us about Chinese Civilisation. Write students' comments on the board.Sum up that the Chinese Civilisation 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.The class can be divided into small groups to discuss the Chinese inventions of paper and printing.	TEACHER'S NOTES
HOMEWORK Students can explore the historical context of the selected Chinese artefacts. Investigate the dynastic periods during which the artefacts were created and consider how political, social, and economic factors influenced their production.	
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: <ul style="list-style-type: none">I learned about the rich cultural heritage of ancient China by examining its artefacts.I learned about the connections between ancient Chinese art and the broader cultural exchange and trade networks with neighbouring regions.I learned about the interconnectedness of world civilisations through trade and art.	

CHAPTER 5 UNIT 2 PERSIAN, GREEK AND ROMAN CIVILISATION

PERSIAN CIVILISATION

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 AhuraMazda.
- 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 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 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'

PERSIAN CIVILISATION

SAMPLE LESSON PLAN I	
Topic: The reign of Darius I, the great king of the Persians	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">To identify the achievements of Darius I as a great king	RESOURCES Textbook, atlas, Internet images of the Persian Empire under Darius I
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none">evaluate the achievements of the great Persian king Darius I and explain how advanced his government was for that time.	
LEARNING PROCESS <ol style="list-style-type: none">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.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.	TEACHER'S NOTES
HOMEWORK Students can answer brief question 5 and the detail question 2 independently.	
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: <ul style="list-style-type: none">I learned about the life and accomplishments of Darius I.I learned about the significance of preserving ancient inscriptions and cultural heritage to understand our collective past.	

CHAPTER 6 UNIT 1 ANCIENT CIVILISATIONS

GREEK CIVILISATION

The influence of the Ancient Greek Civilisation 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 Civilisation 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 Civilisation.
- 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 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

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'.

UNIT I ANCIENT CIVILISATIONS

SAMPLE LESSON PLAN I	
Topic: Ancient Greeks and democracy	
Duration: 35-40 min period	
OBJECTIVES	RESOURCES
<ul style="list-style-type: none"> To explain how the Ancient Greeks initiated democracy in their system of government 	Textbook, library resources for research
LEARNING OUTCOMES	
<p>Students should be able to:</p> <ul style="list-style-type: none"> explain the creation of democracy under the Ancient Greeks and connect it to the democracy practised in the world today. 	
LEARNING PROCESS	TEACHER'S NOTES
<ol style="list-style-type: none"> 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. 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. Wind up the lesson with a summary of the above debate. 	
HOMEWORK	
Students can answer the detail question 5 independently.	
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:	
<ul style="list-style-type: none"> I learned about the origins and development of Greek democracy. I learned about the lasting impact of Greek democracy on the development of democratic governance and political thought throughout history. 	

CHAPTER 7 UNIT 1 ANCIENT CIVILISATIONS

ROMAN CIVILISATION

The Roman Civilisation has left a lasting impression on world history, and its power and glory has been the subject of books since then. The Roman Civilisation 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 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 Civilisation 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.

UNIT 1 ANCIENT CIVILISATIONS

SAMPLE LESSON PLAN 1	
Topic: The Roman Empire	
Duration: 35-40 min period	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To create understanding about the making of the great Roman Empire and its characteristics 	<p>RESOURCES</p> <p>Textbook, atlas, library, Internet</p>
<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Evaluate the Roman Empire and its ability to maintain its huge empire over a large span of time. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> 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 Civilisation continue to the present day. Sum up by identifying some features of Roman architecture found in buildings in Pakistan. In groups, students can research and write about the engineering and structural achievements of the Roman Empire, such as aqueducts, roads, etc. 	<p>TEACHER'S NOTES</p>
<p>HOMEWORK</p> <p>Students can answer the detail questions 4 and Activity 2 and 3 independently.</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 the Romans established a well-organised and efficient administrative system. I learned that the Romans invested heavily in infrastructure to facilitate communication, trade, and the movement of troops throughout the empire. 	

CHAPTER 8

UNIT 3 ARYANS, KUSHANS AND GUPTAS

THE ARYANS

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 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 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 Civilisation 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 keyword ‘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.

THE ARYANS

- Describe how Buddhism began and spread from Gaya, in Bihar (eastern India) to the northwest up to Peshawar and beyond.

SAMPLE LESSON PLAN I:	
Topic: Religion of the Aryans—Hinduism	
Duration: 35-40 min period	
OBJECTIVES	RESOURCES Textbook, atlas, library
<ul style="list-style-type: none"> 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	TEACHER'S NOTES
<p>Students should be able to:</p> <ul style="list-style-type: none"> evaluate the Hindu religion and describe its influence on Indian society and culture today. 	
LEARNING PROCESS	
<ol style="list-style-type: none"> Introduce the topic as the main religion of India. Hindu beliefs developed over centuries and included 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 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. 	
HOMEWORK	
Students can answer the detail questions 6 and 7 independently.	
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:	
<ul style="list-style-type: none"> I learned that Hinduism was introduced by the Arya people in ancient India and how it evolved over time. I learned about the role of the caste system and its impact on ancient and contemporary Indian society. 	

CHAPTER 9 ARYANS, KUSHANS AND THE MAURYANS AND GUPTAS

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 Civilisation 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 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.

THE MAURYANS AND GUPTAS

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 I	
Topic: Ashoka as Emperor	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">• 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.	RESOURCES: : Textbook, researched material from the Internet, atlas to show extent of the Mauryan Empire
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none">• Evaluate Ashoka as an emperor and his support of Buddhism in India	
LEARNING PROCESS <ol style="list-style-type: none">1. 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.2. Next, write the topic ‘Ashoka’ on the board and elicit existing knowledge—who was Ashoka? A priest? A minister? A poet? A king?3. 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.4. Connect the teachings of Buddha to what Ashoka had written on the pillars.5. On an outline map of India, ask students to locate and mark the places where the pillars were erected.	TEACHER’S NOTES
HOMEWORK Students can answer the detail questions 1-3 independently.	

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 Ashoka's contributions to Indian society.
- I learned about Ashoka's role in promoting Buddhism and his efforts to spread its teachings across India and beyond, understanding how he transformed Buddhism into a prominent faith.

THE GUPTAS

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.

THE MAURYANS AND GUPTAS

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 lifestyles 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 2	
Topic: The achievements of the Golden Age of the Guptas	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">• 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	RESOURCES Textbook, visuals from other history sources on the Internet
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none">• Evaluate the achievements of the Guptas in making their rule a 'Golden Age' among Hindu rulers.	
LEARNING PROCESS <ol style="list-style-type: none">1. 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.2. Introduce the Gupta kings—Chandra Gupta I, Samudra Gupta, and Chandra Gupta II, and their achievements.3. Sum up by identifying the good governance of the Gupta kings which made the common people prosperous and contented.4. Having studied the Gupta Empire, compare their rule with that of the Mauryans; present your findings in two columns on the board.5. 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.	TEACHER'S NOTES

HOMEWORK

Students can answer the brief questions 4-7 independently.

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 the significant contributions of its prominent kings.



CHAPTER 10 UNIT 4 RISE OF ISLAMIC CIVILISATION

RISE OF ISLAMIC CIVILISATION

RESEARCH

- Use a map of the Middle East to locate the two holy cities of Islam, Makkah Mukarramah and Madinah Munawwarah
- Treaty of Hudaibiyya

KEY POINTS

- Islam takes root in Arabia and unites its warring tribes into one nation.
- The revelation of the Quran to the Last Holy Rasool Hazrat Muhammad رَسُوْلُ اللهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ brought a revolutionary change to Arabia and Islam rapidly spread to the rest of the world. The appeal of Islam lay in its tolerance, justice, and equality for all human beings.
- Conditions in Arabia before the coming of Islam.
- The Year of the Elephant and its importance
- Early life of the Last Holy Rasool Hazrat Muhammad رَسُوْلُ اللهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ and how his exemplary character evolved.
- The hardships faced by the Muslims in Makkah Mukarramah the Hijrat to
- Madinah The importance of the Charter of Madinah Munawwarah the setting up of the Islamic state under the Last Holy Rasool Hazrat Muhammad رَسُوْلُ اللهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ
- The Conquest of Makkah Mukarramah and the Farewell Sermon
- The spread of Islam beyond Arabia in the Last Holy Rasool Hazrat Muhammad رَسُوْلُ اللهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ lifetime and afterwards
- The rule by the Khulafa-e-Rashideen رَضِيَ اللهُ تَعَالَىٰ عَنْهُمْ (The Rightly Guided) and their role in the spread of Islam beyond Arabia.
- The main features of the each Khulafa-e-Rashideen's رَضِيَ اللهُ تَعَالَىٰ عَنْهُمْ rule and their importance in the making and continuity of the Islamic state set up by the Last Holy Rasool Hazrat Muhammad رَسُوْلُ اللهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ

ACTIVITY FOR LESSON

Use a world map to identify the expansion of the Muslim Empire

APPLICATION OF LEARNING

Analyse the reasons for the rapid spread of Islam up to from 622- 750 AD

WRITING SKILLS

Evaluate the Charter of Madinah, Conquest of Makkah and the Farewell Sermon in the governance of the Islamic state set by the Last Holy Rasool Hazrat Muhammad

رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ

In three paragraphs, identify the values, principles and laws defined by the Charter of Madinah Munawwarah, Conquest of Makkah Mukarramah, and the Farewell Sermon for an Islamic state.

Your concluding thoughts should highlight the excellence in such a system of governance for a state based on human justice and values.

SAMPLE LESSON PLAN I	
Topic: Analyse causes and consequences of the Conquest of Madinah.Munawwarah	
Duration: 35-40 min period	
OBJECTIVES	RESOURCES
<ul style="list-style-type: none"> To understand and value the importance of the conquest of Makkah. To know and understand the significance of how the conquest took place. 	Textbook; library books; internet research
LEARNING OUTCOMES	
<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyse the factors responsible for the conquest of Makkah. Evaluate the consequences of the conquest of 	
LEARNING PROCESS	TEACHER'S NOTES
<ol style="list-style-type: none"> Locate Makkah Mukarramah on the map and discuss its importance as a city to the people of Arabian before Islam. Identify and list on the board the importance of the city of Makkah Mukarramah to the Last Holy Rasool Hazrat Muhammad,s رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ mission. Describe the events of the conquest of Makkah Mukarramah Evaluate the consequences of the conquest of Makkah Mukarramah Sum up the lesson by reviewing the role of the city of Makkah Mukarramah for Muslims in the present-day world 	

SAMPLE LESSON PLAN 2	
Topic: Administration of Islamic state under Hazrat Umar رضى الله تعالى عنه	
Duration: 35-40 min period	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To identify the measures taken by Hazrat Umar رضى الله تعالى عنه to administrate the expanding Islamic empire. To know the importance of governance of the Islamic state according to the Quran and Sunnah of the Last Holy Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ 	<p>RESOURCES</p> <p>Textbook; library books; internet research</p>
<p>LEARNING OUTCOMES</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze the administrative measures taken to govern the new and expanding Islamic state. Evaluate the role of Hazrat Umar رضى الله تعالى عنه in developing the Islamic state according to the Quran and Sunnah of the Last Holy Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Write the topic on the board and brainstorm the measures. List the measures taken by Hazrat Umar رضى الله تعالى عنه to administrate the newly formed Islamic state. Find reasons to explain why it was necessary to take these administrative measures. Ask students to evaluate each measure and its advantages for the new state's governance. Find examples to connect these measures to how Muslim states are governed in today's world. 	<p>TEACHER'S NOTES</p>

ANSWER KEYS

CHAPTER 1: ANCIENT MESOPOTAMIA

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Some features include stone tools, pottery, weaving, dependence on domesticated animals and vegetation.
2. The title referring to Mesopotamia means Tigris and Euphrates rivers produced fertile soil with supply of water for farming.
3. Indus Valley civilisation in India, Greek civilisation around Aegean Sea, Norte Chico civilisation in South America, Egyptian, civilisation around river Nile, etc.
4. Calendar, writing including the script Cuneiform, law, mathematics, science and, etc.
5. Temples built in the civilisation.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Looks for reasons pertaining to fertile soil, stable irrigation supply, sustainable farming livelihood, etc.
2. Look for reasons pertaining to the fertile soil which supported farming as a thriving livelihood.
3. Look for reasons pertaining to inventions like writing, mathematics, astronomy along with their fertile soil, and social system.
4. Look for introduction to the ruler Hammurabi and his strict laws for Babylonia. Further expect explanation on disparity in the application of the code as the rich got away with minimal punishment than the poor.
5. Sumerian language is the Mesopotamian language. Look for explanation regarding the existence of Sumerian language through its script Cuneiform, which allowed for writing to be invented and writing one of the first pieces of world literature namely the 'Epic of Gilgamesh'.
6. He was a Babylonian ruler in the 6th century BCE and was famous for the 'Hanging Gardens of Babylon' one of the seven wonders of the world.
7. Looks for answers pertaining to its location and architectural details, but answers may vary.

CHOOSE THE RIGHT ANSWER

- | | | |
|--------|-------|---------|
| i. C | iv. C | vii. B |
| ii. C | v. C | viii. C |
| iii. A | vi. C | ix. C |

CHAPTER 2: ANCIENT EGYPT

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. A plant that was used to make paper.
2. Invented the decimal system of counting and introduced seven different symbols for numbers.
3. Huge tomb built by Pharaohs for themselves.
4. Giza, Memphis, etc.
5. Bodies were embalmed and wrapped in cloth bandages to preserve them.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Look for answers pertaining to the fertile soil left after flooding that was useful for agriculture. Moreover, look for answers that pertain to trading, provision of fresh water, riverbanks providing papyrus, etc. Answers may vary.
2. A form of writing that has characters in the form of pictures that are read as pictures, symbols for objects or sounds. For differentiation against pictograph, look for answers that pertain to hieroglyphic writing.
3. Answers may vary but do look for reasons incorporating religion, communication, etc.
4. Answers may vary but look for answers talking about life after death.
5. Look for answers pertaining to her success, diplomacy and the fact that she was well educated. Answers may vary.
6. Look for answers that talk about the Wazir, the police, army, a barrage of ministers that help pharaohs. Answers may vary.

CHOOSE THE RIGHT ANSWER

- | | | |
|--------------|---------------|---------------|
| i. 5000 | iv. Many gods | vii. Pharaohs |
| ii. South | v. Pictures | viii. Khufu |
| iii. Papyrus | vi. Decimal | |

CHAPTER 3: INDUS VALLEY CIVILISATION

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Harappa and Mohenjo-Daro
2. Punjab and Sindh
3. Nile, Tigris, Euphrates and Yangtze.
4. To prove they were agriculturists and may symbolize one of the worshipped gods.
5. Archaeologists, historians, architecture etc.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Look for answers with reference to separate official and residential areas, along with references to wide streets and narrow lanes. Answers may vary.
2. Answers may contain annual floods making the soil fertile for cotton, barley, peas, lentils among other crops. They had granaries or storehouses, where surplus crops were stored.
3. They symbolized communication for correspondence between Indus Valley dwellers and traders from other civilisations.
4. Answers may vary
5. Using primary and secondary sources, explain how the Indus civilisation was different from other great civilisations.
6. Mainly through measurement systems, but answers may vary.
7. Answers may vary

CHOOSE THE RIGHT ANSWER

- | | | |
|---------------|--------------|---------------|
| i. Mehergarh | iv. Peaceful | vii. Seals |
| ii. 5000 | v. writing | viii. Farmers |
| iii. Harappan | vi. 1920 | |

CHAPTER 4: CHINESE CIVILISATION

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. 2100 BCE and around River Yangtze
2. Xia Dynasty, Shang Dynasty, Zhou Dynasty and it was the one that ruled the longest.
3. Assembled to protect the emperor in afterlife. 8000 soldiers, horses, archers and chariots were made of terracotta. Not a single piece is the created the same.
4. Gun powder and paper. Gun powder changed the way wars were fought and paper changed the culture in the West.
5. Confucianism and Taoism.
6. Built by Shi Huangdi to keep out barbarians and invaders. Continued to be extended by other dynasties.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. It was built by Qin Dynasty ruler Shi Huangdi to keep out the barbarians. The 5000km wall runs from east to west along Northern China's border. It was strengthened with stones and brick than rammed earth by Ming Dynasty. Answers may vary.
2. Answers may vary but look for references to flourishing of Chinese philosophy as a marker of high education in Chinese civilisation.
3. Answers may vary but expect answers that contain respecting ancestors and not just gods. Emperors should ensure harmony and order in their empires, among other teachings of Confucius.
4. Answers may vary.
5. Answers may vary but look for answers that refer to trading/economic benefits of the trade routes.
6. Look for answers that refer to Qin dynasty's emperor Shi Huangdi uniting all of China under one empire. Moreover, look for answers that discuss centralized government, development of a written language, a single currency, etc. Answers may vary.
7. Answers may vary, but look for answers that discuss the Terracotta Army as a symbol of refined art, and Great Wall of China keeping out barbarians.
8. Answers may vary but look for similarities pertaining to inventions and writing forms. Differences should include, ways of governance and military tactics.

CHOOSE THE RIGHT ANSWER

- | | | |
|---------------|-------------------|----------------|
| i. Xia | iv. Road | vii. Bones |
| ii. Confucius | v. Writing | viii. Mongols. |
| iii. Beijing | vi. Qin Shi Huang | |

CHAPTER 5: PERSIAN CIVILISATION

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. They came from Central Asia and settled in south of Iran.
2. Zoroastrianism
3. For making his civilisation advanced through the marvels of engineering. Kind to his subjects and allowed the people of the places he conquered to retain their religion, customs, traditions, etc.
4. Distance was 2500 km, had 111 relay stations that also included rest areas. Other smaller roads branched off the Royal Road among other features.
5. Inscription of three languages in cuneiform script on a rock.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary. Look for answers that pertain to rulers, their contributions, inventions such as the qanat system, the behistun inscription, etc.
2. Answers may vary but look for references to his division of the empire into provinces, the Behistun inscription, etc.
3. Answers may vary but look for engineering advancements such as the Qanat system, invention of new form of writing, the royal road, culture, etc.
4. Qanats were split into smaller underground canals to distribute water to towns and villages which came from higher places. The oldest qanat is in Gonabad and still provides water to 40,000 people even after 2700 years of its construction.
5. Answers may vary but look for answers that are centered around wars with the Greeks, Romans, and even Arabs.

CHOOSE THE RIGHT ANSWER

- | | | |
|---------------------|--------------------------|-----------------|
| i. Central Asia | iv. religious tolerance | vii. Royal Road |
| ii. South of Iran | v. battles and victories | |
| iii. Zoroastrianism | vi. canal | |

CHAPTER 6: GREEK CIVILISATION

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Athens and Sparta
2. Aegean Sea or Athens
3. Series of stories and myths surrounding the gods that lived on Mount Olympus.
4. Alexander the Great.
5. Plato, Aristotle and Socrates.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary.
2. Look for answers that pertain to Greece divided into city-states. As for Alexander the Great's era, look for answers that talk about generals ruling conquered places as governors and how the empire was divided into 3 sections after Alexander's death.
3. Look for answers that pertain to philosophy, democracy, education, Olympic games etc.
4. Look for answers that contain Greeks beliefs in multiple gods, along with explanation of major gods, their qualities, their importance and representation, etc.
5. Answers may vary.
6. Look for answers that contain their respective contributions to philosophy. Particularly, look for references to ethics, virtue, teaching style, historical writing, different sciences etc.
7. Answers may vary but look for references to his invasions and conquering that spread Greek culture.
8. Answers may vary. Look for answers that pertain to his conquering of Persian Empire, present day Turkey, Mesopotamian empire, Gandhara empire etc.

CHOOSE THE RIGHT ANSWER

- | | | |
|------------------------|---------------|---------------------|
| i. Aegean | iv. Zeus | vii. Hippocrates |
| ii. Macedon | v. Phalanx | viii. Mathematician |
| iii. Athens and Sparta | vi. Alexander | |

CHAPTER 7: ROMAN CIVILISATION

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. They were soldiers known to be brave and disciplined and their job was to fight for the Roman empire for 20 years.
2. An amphitheatre with tiered seats and it was used for hosting fights between the accused and wild animals but also Colosseum was used for entertainment.
3. Augustus Caesar.
4. 285 CE.
5. Greek model of education.
6. A collection of villages and the seven hills around river Tiber along with fertile soil around it developed Rome as a city.
7. The countryside around Rome and River Tiber had fertile soil which enabled agricultural practices, and making the people of Rome rich enough to invest in an army.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Look at answers pertaining to their tactics that they increased and modified as they adapted to changing war situations.
2. Common answers will explain how Rome was ruled by kings who were cruel and some noblemen deposed the king making Rome into a Republic.
3. Engineering wonder which were basically canals carrying water from mountains to cities over huge bridges.
4. Look for details for contributions like amphitheatre, colosseum, concrete, aqueducts and etc.
5. Answers may vary slightly but look for answers that focus on the location of the eastern and western wing of the empire.
6. Answers will include crucifixion of Jesus Christ ordered by governor of Judea who was pressurized by Jews. 300 years of cruelty faced.
7. He himself converted to Christianity and ensured construction of churches in his reign. By the time he died Christianity became Roman Empire's official religion.
8. Look for answers pertaining to weakening army, internal conflicts like succession wars and so on.
9. Answers may vary but look for references to inventions and contributions like warfare tactics, concrete, culture, architecture, art, and etc.

CHOOSE THE RIGHT ANSWER

- | | | |
|----------------|----------------------|-------------|
| i. Tiber | iv. Romulus Augustus | vii. Senate |
| ii. Government | v. Christianity | viii. Army |
| iii. Aqueducts | vi. Cruelty | |

CHAPTER 8: THE ARYANS

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Noble of birth and race.
2. They came from ancient Iran and Steppes of Central Asia and settled in Indian subcontinent and were nomadic and pastoral people.
3. They were nomadic and pastoral people that could adapt to changes in environment which Indus Valley civilisation people could not do.
4. They were tribal people with kings or chiefs.
5. Because they were 'dark-skinned' inhabitants.
6. Porus, whose kingdom lay between Chenab and Jhelum.
7. His soldiers were tired of fighting so his army returned to Greece through Arabian sea and he went on foot to Babylon.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Through the Vedas. Look for answers with details on the big four books of Vedas.
2. Look for answers that explain Aryans' beliefs in many gods and their establishment of the caste system.
3. Rejection of the caste system as well as injustice of Brahmins led to the rise of Buddhism and Jainism.
4. Alexander wanted to further conquer the world and India was one of the places. His companions claimed he was always wanting more.
5. Look for answers that pertain to Alexander going through Makran on foot to Babylon.
6. Answers may vary but look for similarities pertaining to beliefs in many gods, the class system, philosophy, etc. Differences could lie in warfare tactics, religious practices and cultural practices.
7. Answers may vary.

CHOOSE THE RIGHT ANSWER

- | | | |
|---------------------|------------------------|-----------------|
| i. Central Asia | iv. Are of noble birth | vii. Kshatriyas |
| ii. Dasas | v. Religious | viii. Hinduism |
| iii. Cattle rearing | vi. Village | |

CHAPTER 9: KUSHANS AND GUPTAS

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. It stretched from Kashmir to Karnataka and from Bengal to Afghanistan.
2. It was in Peshawar valley in what is modern day Pakistan.
3. Mahayana Buddhism
4. Fa-Hien.
5. Samudragupta and Chandragupta II. Both were famous for trade, religion, and culture flourishing in their eras.
6. Repeated invasions from the Huns weakened the empire.
7. Samudragupta.
8. Ashoka fought the battle and the battle killed 100,000 men and injuring 150,000 men.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. He was legendary because of his rule based on humanitarianism as well as giving justice to the poor with collection of taxes on agriculture.
2. The pillars were important because they gave insight into Ashoka's life, achievements but also advice on various aspects. Even his administration is explained on these pillars.
3. Look for answers that pertain to the horrors of the battle of Kalinga.
4. Central Asian people who invaded India and occupied, Kabul Valley, Punjab, and Northern India. Kanishka is famous for his flourishing of arts, trading and learning.
5. Look for answers pertaining to trade links, flourishing of arts as well as Buddhist practices.
6. Look for answers that pertain to Gandhara art being inspired by both Indian and Greek expressions of art and samples are found in museums in Swat and Peshawar.
7. Look for answers pertaining to promotion of Indian Classical literature, temple art became a celebrated art form, scholars emerging with concepts of zero and pi.
8. Hindu temples were constructed along with Brahmins getting strong. Hindu gods such as Shiva and Vishnu were worshipped.
9. Look for answers containing Buddhism not deemed as important.
10. Look for answers pertaining to Tsang's eyewitness account of Harsha's kingdom as a primary resource for historians.
11. Look for answers that contain explanation on the walls of the caves covered in remarkable paintings, a marker for flourishing art in Gupta era.
12. Answers should include the Huns' horrific attacks and invasions of the Gupta empire, further weakening the empire.

CHOOSE THE RIGHT ANSWER

- | | | |
|-------------------|------------------------------|---------------------|
| i. Northern India | vi. Paintings and sculptures | xi. Huns |
| ii. Kautilya | vii. Central Asia | xii. Fa-Hien |
| iii. Pillars | viii. Megasthenes | xiii. Hinduism |
| iv. Pataliputra | ix. Guptas | xiv. Kanauj |
| v. Peshawar | x. Vikramaditya | xv. Chandragupta II |

CHAPTER 10: RISE OF ISLAMIC CIVILISATION

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. The Last Holy Rasool Hazrat Muhammad ﷺ laid the foundation of Islam.
2. It lay in tolerance, justice and peace.
3. Khalifa means leader and Khilafat means an Islamic state ruled by Khalifa.
4. Because they were the Last Holy Rasool Hazrat Muhammad

close companions, migrated with the Last Holy Rasool Hazrat Muhammad ﷺ to Madinah Munawwarah and had knowledge of the Sunnah and the Ahadith.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Look for answers that pertain to the Last Holy Rasool Hazrat Muhammad's preaching about showing kindness and standing up for your rights.
2. Look for answers that pertain to the Last Holy Rasool Hazrat Muhammad's preaching about showing kindness and standing up for your rights.
3. Look for answers pertaining to thousands of people migrating to Madinah Munawwarah. There is the formation of a constitution and setting up of legal systems in Madinah Munawwarah.
4. Answers should include how the whole Arabia had converted to Islam which enriched and motivated Arab armies enough to conquer other lands.
5. Look for answers that pertain to the confusion and chaos caused by people falsely claiming risalat and the rebellions that occurred in Hazrat Abu Bakr's رضی اللہ تعالیٰ عنہ time.
6. Answers may vary but look for answers pertaining to Hazrat Abu Bakr's رضی اللہ تعالیٰ عنہ generosity, humility, good statesmanship, etc.
7. Answers may vary but look for answers pertaining to his governance, military strategy, enforcement of Islam and introduction of Islamic calendar
8. Hazrat Uthman's رضی اللہ تعالیٰ عنہ Khilafat experienced unrest and civil war which eventually led to his martyrdom. Descriptions may vary.
9. Answers may vary but look for answers containing attributes ranging from generosity, humility, military strategy among others in all of the Khulafa-e-Rashideen.

CHOOSE THE RIGHT ANSWER

- | | | |
|----------------------|---------------------------------------|--------------|
| i. seventh | iv. grandfather | vii. Extinct |
| ii. Age of Ignorance | v. 622 | viii. 1924 |
| iii. 571 | iv. Hazrat Uthman رضی اللہ تعالیٰ عنہ | |

REVISION WORKHEET

CHAPTER 1: ANCIENT MESOPOTAMIA

WORKSHEET: SUMERIAN CIVILISATION

Fill in the blanks using the illustrations as clues.

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

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

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

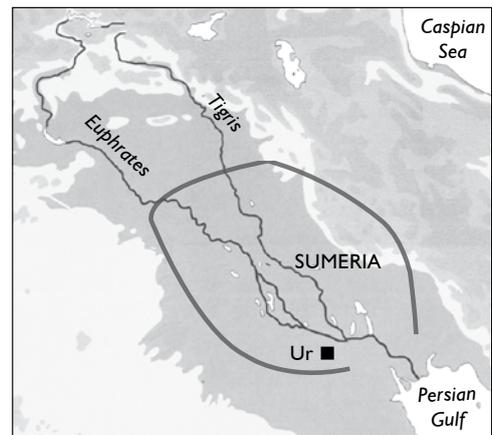
4. Mesopotamia means '_____
_____.'

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 '_____
_____.'

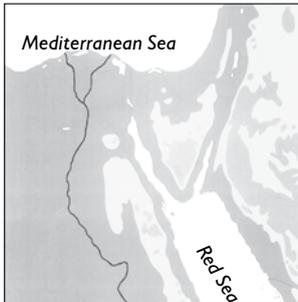
8. The interest in measuring time led to the knowledge
of _____.



CHAPTER 2: ANCIENT EGYPT

WORKSHEET: FEATURES OF EGYPTIAN CIVILISATION

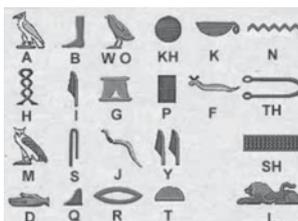
1. Identify the pictures and write their definition.
2. Then, write one use of that object/feature for the Egyptians.











CHAPTER 3: INDUS VALLEY CIVILISATION

WORKSHEET: COMPLETE THE SENTENCES BY FILLING IN THE BLANKS.

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

CHAPTER 4: CHINESE CIVILISATION

WORKSHEET: 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 _____.

CHAPTER 5: PERSIAN CIVILISATION

WORKSHEET:

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. AhuraMazda	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.

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

CHAPTER 6: GREEK CIVILISATION

WORKSHEET: 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: _____

CHAPTER 7: ROMAN CIVILISATION

WORKSHEET: THE LEGACY OF THE ROMANS

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





CHAPTER 8: THE ARYANS

WORKSHEET: 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.

Castes

The jobs people do today









CHAPTER 9: KUSHANS AND GUPTAS

WORKSHEET: 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.

CHAPTER 10: RISE OF ISLAMIC CIVILISATION

WORKSHEET:

Name the important people in the life of Prophet the Last Holy Rasool Hazrat Muhammad

رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ

DESCRIPTION	NAME
Name the Last Holy Rasool Hazrat Muhammad parents? رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the Uncle who supported the Last Holy Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the Last Holy Rasool Hazrat Muhammad wet nurse رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the widow the Last Holy Rasool Hazrat Muhammad married رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the cousin of the Last Holy Rasool Hazrat Muhammad's wife who declared him a Prophet of Allah رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the head of the Quraish tribe when the Last Holy Rasool Hazrat Muhammad started to preach رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the Last Holy Rasool Hazrat Muhammad cousin who married his daughter, Hazrat Fatima رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ رضي الله تعالى عنها	
Name the supporter of the Last Holy Rasool Hazrat Muhammad's who gave most of his wealth for Islam رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the sahabah at whose house the Last Holy Rasool Hazrat Muhammad's camel knelt رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the Last Holy Rasool Hazrat Muhammad grandfather who took care of him when he became an orphan رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	
Name the four daughters of the Last Holy Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَائِهِ وَسَلَّمَ	

CHAPTER 10: RISE OF ISLAMIC CIVILISATION

WORKSHEET:

List five achievements each of the four Khulafa-e-Rashideen رضی اللہ تعالیٰ عنہم, Hazrat Abu Bakr رضی اللہ تعالیٰ عنہ, Hazrat Umar رضی اللہ تعالیٰ عنہ, Hazrat Uthman رضی اللہ تعالیٰ عنہ and Hazrat Ali رضی اللہ تعالیٰ عنہ.

Khulafa-e-Rashideen	Achievements
Hazrat Abu Bakr رضی اللہ تعالیٰ عنہ	
Hazrat Umar رضی اللہ تعالیٰ عنہ	
Hazrat Uthman رضی اللہ تعالیٰ عنہ	
Hazrat Ali رضی اللہ تعالیٰ عنہ	