

Second Edition

TEACHING GUIDE

3

UNDERSTANDING HISTORY

For Grade 8

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INTRODUCTION

USING THE TEACHING GUIDE

This Teaching Guide is meant to equip the teacher to facilitate the learning of history by students of Class 8, in the 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

THE FOLLOWING FACTORS ARE IMPORTANT TO 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 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).

PRIMARY SOURCES AND HOW TO READ THEM

It is important to read and analyse primary sources for the understanding of history. So, what are primary sources? 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 artefacts 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 birthday, Allama Iqbal's death anniversary). These contain a wealth of information on what happened 50–60 years ago. Such cuttings from newspapers/magazines can easily be photocopied in black and white and used to start a lesson, as additional content to create interest or as exercises on comparing 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 familiarising 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 keywords 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: CHAPTERS 1–8, BOOK 3

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

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

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. make learning an activity-based experience.

CHAPTER 1

UNIT I ARRIVAL OF THE BRITISH IN INDIA

A NEW POWER EMERGES EUROPEANS IN SOUTH ASIA

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

RESEARCH

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

KEY POINTS

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

ACTIVITY FOR LESSON

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

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

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

They should connect the photographic clues to what they are studying in this chapter. Identify the key events leading to British conquests in Bengal and Mysore: using the textbook, the students should draw and annotate (label) an outline map of India to record and explain events.

APPLICATION OF LEARNING

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

A NEW POWER EMERGES_EUROPEANS IN SOUTH ASIA

WRITING SKILLS

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

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

1. In the first paragraph state the purpose of the letter—the Indians' expectation that the 1892 Act would be a great improvement on the 1861 Act in giving representation to Indians on the Council.
2. In the second paragraph, give reasons with supporting details of what in the 1892 Act is not acceptable to Indians.
3. In the third paragraph, list some ways in which the Indian Councils' Acts could be beneficial for British rule of India.

SAMPLE LESSON PLAN I	
Topic: Lord Wellesley and the Subsidiary Alliances	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">• To examine the main clauses of the Subsidiary Alliances• To review the takeover of states under the Subsidiary Alliances• To evaluate the benefits to the British of gaining more power and territory.	RESOURCES Textbook, library, atlas (to locate events)
LEARNING OUTCOMES <p>Students should be able to:</p> <ul style="list-style-type: none">• Describe the different conditions under which the Subsidiary Alliances worked; explain the process used to acquire more power and territory by the British; evaluate the consequences for both British and Indian rulers.	
LEARNING PROCESS <ol style="list-style-type: none">1. On a map, locate the different states which were taken under the Subsidiary Alliances2. Start a dialogue to compare what went before gaining the Diwani of Bengal.3. Relate this to how Lord Wellesley used the Alliance strategy to obtain money from Oudh and other states to pay for troops and the expenses of the British Resident living there.4. Debate whether this was a fair or an unfair way of obtaining money, power, and influence.5. Conclude by discussing the long-term effects for the British: taking over states without spending on war but causing resentment amongst the rulers.	TEACHER'S NOTES

HOMEWORK

Students can answer the brief question 2 and detail question 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:

- I learned about Subsidiary Alliances signed between the British and the local Indian Princes.
- I learned about Diwani.

This chapter traces the rise of the British in India and the take-over of its territory: Bengal, Delhi, the defeat of Tipu Sultan, and the Doctrine of Lapse. Once established, the first War of Independence of 1857 challenged their rule of India, after which a firmer base was created to keep their power intact.

RESEARCH

- Subsidiary Alliances
- Ranjit Singh and Lahore
- Mir Jafar

KEY POINTS

- The coming of the British to India for trade
- The East India Company and its involvement in Indian affairs
- The expansion of the East India Company's rule through the Subsidiary Alliances and the Doctrine of Lapse
- The reasons for the War of 1857
- The consequences of the War of 1857

ACTIVITY FOR LESSON

- Ask students to identify key events leading to the conquests in Bengal and Mysore, using a map to record and explain key events.
- Role play for e.g., Rani of Jhansi, Nana Sahib, Tantia Topi, a sepoy, a peasant, and Bahadur Shah as leaders in the War of 1857. Each character should explain why they are fighting this war.
- Then, use role play for a Muslim, a Hindu, and a British citizen, who explain the consequences of the war for each of them.

APPLICATION OF LEARNING

- On a map of India draw the main centres of the War of 1857, listing the people involved at each place and listing the causes and consequences of the war at the bottom of the page.
- Students can find pictures/cartoons to illustrate the atrocities of 1857. These sources can then be used to identify and explain some of the consequences: bitterness on both sides, the ending

A NEW POWER EMERGES_EUROPEANS IN SOUTH ASIA

of the East India company rule, the exile of Bahadur Shah Zafar, and the declaration of Queen Victoria as Empress of India.

WRITING SKILLS

Write two paragraphs arguing why the War of 1857 should be called the War of Independence or the Mutiny.

SAMPLE LESSON PLAN 2	
Topic: Haidar Ali and Tipu Sultan	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">To explain the roles played by Haidar Ali and Tipu Sultan in trying to stop the advance of the BritishTo describe the exceptionally advanced state of Mysore under Haidar Ali and Tipu Sultan	RESOURCES Textbook, library, Internet
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none">Assess the roles played by Haidar Ali and Tipu Sultan in resisting the British takeover of Indian territory.Evaluate Mysore state under the rule of Haidar Ali and Tipu Sultan whose enlightened policies made it prosperous and advanced	
LEARNING PROCESS <ol style="list-style-type: none">In pairs, ask students to discuss how Haidar Ali and Tipu Sultan fought the British. They should focus on the making and breaking of alliances and the treachery that betrayed their trust.Next, ask students to present their views on how both Haidar Ali and Tipu Sultan managed to fight bravely to the end.Identify the leadership qualities of Tipu Sultan and discuss what made him an exceptional leader.On the board list some of the innovative things that Tipu Sultan did to make Mysore prosperous and discuss with the students the possible outcomes of these measures.Sum up by evaluating Tipu Sultan's place in the history of India as a valiant fighter to keep his country independent of foreign rule	TEACHER'S NOTES
HOMEWORK Students can answer the detail question 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: <ul style="list-style-type: none">I learned about the opposition by Haider Ali and Tipu Sultan to the Europeans in subcontinent.	

CHAPTER 2 UNIT 2 REFORM MOVEMENTS IN INDIA

REVIVALISTS IN THE SUBCONTINENT

With the decline of Mughal power, Muslims found it difficult to adjust to a life that was inferior to their earlier status. At this time, religious reformers tried to reform the lives of Indian Muslims in a number of ways. Shah Waliullah رحمه الله عليه translated the Quran into Persian so that Muslims could better understand their religion and practically follow its teachings to become strong again. His sons later translated the Quran into Urdu for better understanding. Syed Ahmed Shaheed Bareilvi decided on Jihad against the Sikhs who oppressed the Muslims in the Punjab, and Haji Shariatullah told the Muslims of Bengal to follow the 'faraiz' or obligations of Islam and become strong Muslims.

RESEARCH

- Deoband Movement
- Nadvat-ul-Ulema Movement
- Jamia Millia, Delhi

KEY POINTS

- Connection between the decline of the Mughals and the religious revival
- The different approaches to the revival of Islam by the four reformers
- The immediate and long-term effects of the revival movements

ACTIVITY FOR LESSON

- Make a class display of the three reformers and the areas where their movement occurred.
- Then, list their achievements as reformers and assess how far they succeeded in reviving Islam.

APPLICATION OF LEARNING

- Relate the reforms of the three reformers to the present day.
- The students might suggest examples for applying these reforms in the present-day context.

WRITING SKILLS

Write two paragraphs on the continuity and change that occurred during the Muslim revival of the 17th and 18th centuries.

1. In the first paragraph, write about the continuity of religious reform before, during, and after Mughal rule.
2. In the second paragraph, highlight the changes that occurred because of the attempts by reformers to revive Islam.

REVIVALISTS IN THE SUBCONTINENT

SAMPLE LESSON PLAN: I	
Topic: Shah Waliullah رحمة الله عليه as religious reformer	
Duration: 35-40 min period	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To explain the importance of religious reform in the context of Shah Waliullah رحمة الله عليه To describe the various ways in which Shah Waliullah رحمة الله عليه brought reform to the lives of the Indian Muslims To assess Shah Waliullah's رحمة الله عليه importance as a religious reformer 	<p>RESOURCES</p> <p>Textbook, library, and Internet for further information</p>
<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the reasons underlying reforms of the Muslims' religious beliefs; Describe the ways in which Shah Waliullah رحمة الله عليه introduced reform; assess Shah Waliullah's رحمة الله عليه importance as a reformer, and the long-term effects of his reforms 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Write 'Shah Waliullah رحمة الله عليه' on the board and brainstorm the students' existing knowledge about him. Explain why he is called a 'religious reformer' and why there was a need for reform. Discuss his book, Hujjat-ul-Baligha and why he wrote fifty-four books to explain different aspects of Islam. Explain the reasons for inviting Ahmad Shah Abdali to come and defeat the Marathas. Sum up his contribution to later reforms by others who followed his example. 	<p>TEACHER'S NOTES</p>
<p>HOMEWORK</p> <p>Students can answer questions 2 from both brief and detail list 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 about the role of Shah Waliullah رحمة الله عليه in reviving Islam after the decline of Mughal power. I learned about the invasion of Ahmed Shah Abdali. 	

SIR SYED AHMED KHAN

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

RESEARCH

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

KEY POINTS

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

ACTIVITY FOR LESSON

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

APPLICATION OF LEARNING

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

WRITING SKILLS

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

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

REVIVALISTS IN THE SUBCONTINENT

SAMPLE LESSON PLAN: 2	
Topic: The Two-Nation theory of Sir Syed	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none"> To review the events which made Sir Syed call the Muslims and Hindus two nations To examine the Urdu-Hindi controversy and majority rule as factors that influenced Sir Syed To explain the importance of the Two-Nation theory in the creation of Pakistan 	RESOURCES Textbook, library, Internet
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> Identify the events that led to the making of the Two-Nation theory. evaluate the importance of the Two-Nation theory as the base for a separate nation for the Muslims of India. 	
LEARNING PROCESS <ol style="list-style-type: none"> Start a dialogue with the students on what they think the Two-Nation theory means. Introduce the Hindi-Urdu Controversy of 1867 which made Sir Syed realize that the Muslims would lose politically if the Hindus insisted on the exclusive use of their language rather than Urdu, which was a common language for both. Explain that Congress's insistence on majority rule for India would ensure a Hindu raj as the Hindu-Muslim ratio was 4:1. This would deny Muslims their rights as they were fewer in number and different in culture and religion. The basis of the Two-Nation theory was the idea that India was inhabited by two very different nations—Hindus and Muslims—who did not share many common traits in their ways of life, particularly religion and culture. Draw two columns on the board titled Hindus and Muslims. Elicit the differences between the two and list them in the columns. 	TEACHER'S NOTES
HOMEWORK Students can answer the brief questions 5-8 and detail questions 6-10 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 the social and political conditions of Indian Muslims after the War of Independence 1857. I learned why Sir Syed Ahmed Khan urged Muslims to form their own political party. I learned about the Two Nation Theory. 	

CHAPTER 3

UNIT 3 WORLD WARS I AND II

THE GREAT CONFLICT - WORLD WAR I

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

RESEARCH

- The Ottoman Empire
- World War I

KEY POINTS

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

ACTIVITY FOR LESSON

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

APPLICATION OF LEARNING

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

WRITING SKILLS

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

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

THE GREAT CONFLICT - WORLD WAR I

SAMPLE LESSON PLAN	
Topic: Causes of World War I	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none"> To investigate and document the main causes of World War I To examine how each factor became a cause for the War. 	RESOURCES Textbook, atlas, library
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> Demonstrate an in-depth understanding of the causes of World War I; Identify the areas of conflict and the nations involved. 	
LEARNING PROCESS <ol style="list-style-type: none"> Locate Sarajevo and the main European nations on a map of Europe. Relate how the assassination of an heir apparent prince on a tour of Sarajevo started the war. Know how changes in Europe had made European nations form a system of alliances through which they sought to protect their interests. Nationalism, militarism, and imperialism were the underlying causes of the war. Political and economic rivalries among the nations 	TEACHER'S NOTES
HOMEWORK Students can answer the detail question 1 and make a gallery walk with primary and secondary sources about the main causes of World War I.	
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 long-term causes of World War I. 	

CHAPTER 4 UNIT 3 WORLD WARS I AND II

THE WORLD AT WAR - WORLD WAR II

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

RESEARCH

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

KEY POINTS

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

ACTIVITY FOR LESSON

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

APPLICATION OF LEARNING

Explain the difference between American and Soviet systems of government. After the defeat of Germany, why was a conflict likely to happen between the USSR and the USA?

WRITING SKILLS

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

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

THE WORLD AT WAR - WORLD WAR II

SAMPLE LESSON PLAN I	
Topic: Nazism and Adolf Hitler	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">• To trace the rise of Nazism under Adolf Hitler• To examine Nazism as a cause of World War II• To explain the dynamics of Germany under the leadership of Adolf Hitler	RESOURCES Textbook, library, atlas, Internet
LEARNING OUTCOMES <p>Students should be able to:</p> <ul style="list-style-type: none">• Describe the rise and spread of Nazism in Germany after World War I;• Assess the role of Adolf Hitler as a leader.• Explain the role of Nazism as a cause of World War II.	
LEARNING PROCESS <ol style="list-style-type: none">1. Ask the students to look at the picture. Brainstorm about what is one common feature in both the pictures (the symbol of the swastika). Explain what it meant to the Nazi Party and a bit about the ideology of this party.2. Introduce Adolf Hitler as the leader of this party which came to power in Germany after World War I and explain his rise to power—connect this to the Treaty of Versailles which Germany considered to be unfair.3. Ask students to draw a swastika at the top of a page in their notebooks and list the ways in which the Nazis ruled Germany.4. Sum up the lesson by making connections between the rise of Nazi Germany and Hitler and the causes of World War II.	TEACHER'S NOTES
HOMEWORK <p>Students can answer the brief questions 1 and 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 fascism in Europe.• I learned about the causes of World War II.• I learned about the rise of Hitler to power in Germany.	

CHAPTER 5

UNIT 3 WORLD WARS I AND II

POWER SHIFTS – THE WORLD AFTER WORLD WAR II

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

RESEARCH

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

KEY POINTS

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

ACTIVITY FOR LESSON

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

APPLICATION OF LEARNING

Explain the difference between American and Soviet systems of government. After the defeat of Germany, why was a conflict likely to happen between the USSR and the USA?

WRITING SKILLS

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

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

POWER SHIFTS – THE WORLD AFTER WORLD WAR II

SAMPLE LESSON PLAN	
Topic: The creation of Israel	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none"> To analyse how the consequences of World War II included the issue of Jewish settlement. To explain the background to the Balfour Declaration. To evaluate the process of the expansion of Israel and the consequences for the Palestinians who became refugees in their own land. 	RESOURCES Textbook, library, atlas, Internet
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> Explain the events that led to the creation of Israel after World War II; Evaluate the consequences of the creation of Israel on the Middle East and the people of Palestine. 	
LEARNING PROCESS <ol style="list-style-type: none"> Begin by looking at a political map of the world and locate the areas of Palestine and Israel. Recap the consequences of World War II including the creation of Israel. Next, ask students to look at Lord Balfour’s letter to Lord Rothschild. One student could read out the letter. Then, brainstorm the meaning and importance of this letter. Explain how the mandates given to Britain, France, etc. helped in the creation of Israel. Discuss the consequences of the creation of Israel and how it has become a threat to world peace since then. 	TEACHER’S NOTES
HOMEWORK Students can answer the detail questions 3-5 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 events that led to the formation of the state of Israel. I learned about the role of Balfour Declaration in the making of Israel. I learned about the role of League of Nations in making the state of Israel. 	

CHAPTER 6

UNIT 4 POLITICAL AWAKENING IN INDIA

COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

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

RESEARCH

- The Arya Samaj Movement
- The Swadeshi Movement

KEY POINTS

- Both Muslims and Hindus sought distinct identities under colonial rule.
- The Arya Samaj sought purification and glorification of the Hindu religion.
- The passing of the Ilbert Bill in 1884 and its repercussions for Indian nationalism
- The Indian National Congress was set up in 1885.
- Partition of Bengal, 1905, and the aftermath.
- Muslim nationalism took off after Congress insisted on majority rule and protested against the partition of Bengal: the Muslim League was set up in 1906 to voice Muslim demands.
- The British responded with the 1909 reforms to include Indians in the government as advisors; separate electorates were granted for Muslims.
- The reversal of the partition of Bengal, 1911, strengthened Muslim nationalism because they felt betrayed by the British government.

ACTIVITY FOR LESSON

In two columns, track the development of Hindu and Muslim nationalism from 1885 to 1911. Design a poster of the Ilbert Bill showing the Indian point of view.

APPLICATION OF LEARNING

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

WRITING SKILLS

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

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

SAMPLE LESSON PLAN: I	
Topic: The revival of Hindu communal and political interests	
Duration: 35-40 min period	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To examine the revival of Hindu nationalist feeling and the setting-up of fundamentalist Hindu movements to promote Hindu religion and culture To review the Ilbert Bill and its role in the creation of Congress To discuss the Muslim reaction to Congress and Sir Syed’s role in safeguarding Muslim interests by not joining Congress 	<p>RESOURCES</p> <p>Textbook, library, Internet information</p>
<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Describe the establishment of organisations promoting Hindu religion and culture; Explain the feelings engendered by the Ilbert Bill and why the Indians felt that they must have a platform to ask for their rights; Evaluate Sir Syed’s advice to the Muslims to stay away from Congress. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Write ‘Shuddi and Sanghtan Movements’ on the board and explain their meanings. Brainstorm reasons for the creation of these movements to promote the Hindu religion. List correct answers on the board. Discuss the Ilbert Bill and the Hindu reaction to it—a revival of their identity by forming the Indian Congress in 1885. Sir Syed’s role in assessing Congress as a body for Hindu demands, and his advice to the Muslims to stay away from it so that their interests would not be compromised again. Sum up the lesson by brainstorming and listing on the board the consequences of the revival of Hindu religion and interests. 	<p>TEACHER’S NOTES</p>
<p>HOMEWORK</p> <p>Students can answer the brief questions 1 independently and compare the aims of Congress and All India Muslim League.</p>	
<p>DISCUSSION AND REVIEW</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> I learned about the social and political causes of the creation of the Congress Political Party. 	

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

RESEARCH

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

KEY POINTS

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

ACTIVITY FOR LESSON

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

APPLICATION OF LEARNING

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

WRITING SKILLS

Describe the Hijrat Movement and explain its failure.

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

SAMPLE LESSON PLAN: 2	
Topic: The Khilafat Movement	
Duration: 35-40 min period	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To explain the factors which led to the Khilafat Movement To evaluate the role of the Ali brothers in the Khilafat Movement To analyse the consequences of a common platform for the cause and its benefits for the Muslims 	<p>RESOURCES</p> <p>Textbook, library, atlas; parents/ grandparents may be asked if any of their ancestors took part in the Khilafat Movement</p>
<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the reasons for the formation of Khilafat Movement. Evaluate the role the Ali brothers played in upholding the cause of the Khilafat; Identify the lessons learned about the creation of a political platform to voice the demands of the Muslims 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Write the two names ‘Shaukat Ali’ and ‘Muhammad Ali Jauhar’ on the board and ask students to look at their pictures. Explain some of their important biographical details. Discuss the two brothers and the role they played in the Khilafat Movement. Sum up by discussing the lessons learnt from the creation of the Khilafat Movement and its connection to the Non-cooperation movement of Mr Gandhi. Indian Muslims wanted to pressurize the British government to uphold the cause of the Khalifat after the war in Europe ended. Ask the students to find a picture of the last Ottoman Khalifa and read the two paragraphs of explanation. The activity ends with students writing two or three sentences on why the Khilafat came to an end. 	<p>TEACHER’S NOTES</p>
<p>HOMEWORK</p> <p>Students trace the causes of the Khilafat Movement—the end of the Khilafat in Turkey after World War I and exiling the Khalifa was seen as western influence.</p>	
<p>DISCUSSION AND REVIEW</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> I learned about the causes of Khilafat Movement in the Subcontinent. I learned about the role of the Ali brothers in Khilafat Movement. 	

At the end of World War I, the Indians realised that they could receive concessions for their support of Britain in the war and asked for self-rule. The Indian Muslims asked the British government to safeguard the interests of the Khalifa and the Turks who had entered the war on the side of Germany and Italy. However, the treaties signed after the war led to the creation of the Khilafat Movement, the Hijrat Movement, and the Non-cooperation Movement by Congress which took place side-by-side to show the solidarity of the Indians against the British Government. The All-Parties Conference in Delhi in 1927 called for an all-India committee to produce a constitution plan acceptable to all. The Nehru Report of 1928 was rejected by the Muslim League who asked for three amendments to be included for their support of the report. This was rejected by the Congress and Mr Jinnah رحمه الله عليه produced his Charter of Fourteen Points as the Muslim demand for a constitutional settlement.

RESEARCH

- Jaya Prakash Narayan
- Lala Lajpat Ra

KEY POINTS

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

ACTIVITY FOR LESSON

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

APPLICATION OF LEARNING

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

WRITING SKILLS

- a) Imagine you are Sir John Simon and write a letter to the Secretary of State for India, Lord Birkenhead, about the reception given to the Simon Commission by the Indians.

COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

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

SAMPLE LESSON PLAN: 3	
Topic: The importance of Allama Iqbal رحمة الله عليه as Poet of the East	
Duration: 35-40 min period	
OBJECTIVES	RESOURCES
<ul style="list-style-type: none"> • To evaluate Allama Iqbal رحمة الله عليه as a poet for all times • To evaluate the impact of his poetry and political philosophy on generations of Muslims 	Textbook, library, atlas; parents/grandparents may be asked if any of their ancestors took part in the Khilafat Movement
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> • Comment on and evaluate the exceptional qualities of the poetry of Allama Iqbal رحمة الله عليه; • Assess the legacy of his poetry and political vision for a separate state for all Muslims 	
LEARNING PROCESS	TEACHER'S NOTES
<ol style="list-style-type: none"> 1. Write Allama Muhammad Iqbal رحمة الله عليه on the board and below it write 'Poet of the East'. 2. Brainstorm reasons why he is called Poet of the East—exceptional gift for poetry that outshines everyone in the East; his impact on Muslims through his poetry, such as 'Shikwa, Jawab-i-Shikwa'. Explain the background and purpose of this poem to highlight Iqbal's message to Muslims. 	

3. Summarise the content of his poems (see page 53); Allama Muhammad Iqbal رحمه الله عليه wished to awaken the Muslims to their present situation and inspire them with their glorious past.
4. Bring 'Saray Jahan say achha, Hindustan hamara' and let the students listen to it. Give a brief history of this song and ask them how this could be adapted to the present.
5. Discuss the language and the message of his poems for children; the teacher could make photocopies of the poem 'Pahar aur Gulehri' and ask a student to read it out.
6. Sum up Allama Iqbal's رحمه الله عليه contribution to the Pakistan movement and Muslims of India.

HOMEWORK

Using the Internet or libraries, students can research the many biographies of Allama Iqbal رحمه الله عليه available to analyse the differences in views about his political role in the Pakistan Movement.

DISCUSSION AND REVIEW

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

- I learned about the philosophy of Allama Iqbal رحمه الله عليه.
- I learned about the inspiration and brotherhood Muslims gained from Allama Iqbal's رحمه الله عليه poetry and political speeches.

This topic describes the efforts of the British government to make all parties in India come to a compromise on a constitution for India. The three Round Table Conferences (1930–32) took place in London but failed to come to an agreement to share power between the different communities of India. However, the Communal Award of 1932 made clear the British intention that separate electorates for the Muslims and other communities would continue.

The British government then produced the Government of India Act (1935) but Congress and the Muslim League were unhappy that diarchy had been introduced at the centre. Elections were held under the provincial part of the act and a Congress ministry came into power. When World War II broke out, the Congress ministry resigned because they had not been included in the decision for India to enter the war. The Day of Deliverance from oppressive Congress rule followed and Mr Jinnah رحمه الله عليه re-organised the Muslim League into a mass movement. This deadlock became the 'parting of the ways' for Muslims and Hindus who would now continue separate paths towards the creation of an independent India and Pakistan.

RESEARCH

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

COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

KEY POINTS

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

ACTIVITY FOR LESSON

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

APPLICATION OF LEARNING

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

WRITING SKILLS

Design an election poster for the Muslim League campaign for the 1937 elections. This activity can be done as group work.

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

SAMPLE LESSON PLAN: 4	
Topic: The Government of India Act, 1935	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">• To explain the importance of a constitutional act which governs a country• To examine the clauses of the 1935 Act and their significance• To assess the 1935 Act and its consequences for the British, Hindus, and Muslims	RESOURCES Textbook; internet
LEARNING OUTCOMES <p>Students should be able to:</p> <ul style="list-style-type: none">• Explain how an act of parliament governs the way a country is run;• Explain the meaning of a diarchy at the centre and its consequences for Indians;	

<ul style="list-style-type: none"> Identify the importance of the act as the constitution that Pakistan followed after independence in which there is a centre (federal government) and governor's rule in the provinces. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Write, the learning objective 'Government of India Act 1935' on the board. Recap what went before and explain that this act was announced by the British Government because the Indians had failed to compromise on a constitutional settlement amongst themselves. Explain diarchy and its implications at the centre—the British still held power at the federal level and dominion status was not conferred. Elections were held in 1937 for the provincial part of the 1935 Act with long-term consequences for India: the Muslims felt neglected and deprived and declared a Day of Deliverance after the Congress ministry resigned in 1939. The idea of Pakistan grew among the Muslim masses. Brainstorm: why both Congress and the Muslim League rejected the overall proposals. Sum up the role of the 1935 Act in further dividing the Hindus and Muslims into two separate nations. 	<p>TEACHER'S NOTES</p>
<p>HOMEWORK</p> <p>Students can answer brief question 21 and detail questions 27 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 about the changes introduced by the Government of India Act 1935. I learned about the reactions of Indians to the Government of India Act 1935. 	

CHAPTER 7 UNIT 4 POLITICAL AWAKENING IN INDIA

TOWARDS PARTITION: 1940-1947

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

RESEARCH

- Lord Mountbatten
- Sir Cyril Radcliffe

KEY POINTS

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

ACTIVITY FOR LESSON

In two columns, track the development of Hindu and Muslim nationalism from 1885 to 1911. Design a poster of the Ilbert Bill showing the Indian point of view.

APPLICATION OF LEARNING

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

WRITING SKILLS

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

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

ACTIVITY FOR THE LESSON

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

APPLICATION OF LEARNING

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

WRITING SKILLS

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

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

SAMPLE LESSON PLAN: I	
Topic: Cabinet Mission Plan, 1946	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none">• To examine the clauses of the Cabinet Mission Plan• To discuss the Congress and Muslim League reaction to the plan• To explain the reasons for the rejection of the plan by Congress and the Muslim League	RESOURCES Textbook; internet
LEARNING OUTCOMES <p>Students should be able to:</p> <ul style="list-style-type: none">• Explain the clauses of the Cabinet Mission Plan;• Explain which clauses were rejected by Congress and why the Muslim League initially accepted the plan; describe the negotiations that led to the eventual rejection of the plan by both Congress and Muslim League.	
LEARNING PROCESS <ol style="list-style-type: none">1. On the board, write the topic 'Cabinet Mission Plan' and the names of the three people who headed it. Ask students to look at the picture on page 81 and elicit who is in the picture and why they are there.2. Recall the events that led to the Cabinet Mission Plan.	TEACHER'S NOTES

TOWARDS PARTITION: 1940-1947

3. Brainstorm the purpose of the Cabinet Mission Plan (i.e. last effort on the part of the British to keep India united).
4. Ask a student to read out the clauses and then discuss what they meant (a federal system with demarcated autonomous Hindu and Muslim provinces).
5. Explain why Mr Jinnah رحمه الله عليه initially accepted the plan and the British failure to uphold the promise that even if one party accepted it, they would go ahead and let that party form the central government.
6. Explain what happened between the Cabinet Mission members and the Congress leadership.
7. Clearly define the reasons for the failure of the Cabinet Mission Plan and the reaction of Mr Jinnah رحمه الله عليه and the Muslim League which led to the call for Direct Action Day.

HOMEWORK

Students can answer the detail questions 4 and 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:

- I learned about the proposals given by the British for independence in the subcontinent.
- I learned about the reasons why Congress rejected the Cabinet Mission Plan.

CHAPTER 8

UNIT 5 PAKISTAN AS A NEW COUNTRY AND TILL TODAY

PAKISTAN: FROM 1947 TILL 2022

Pakistan came into existence on 14th August, 1947. As a newly founded state, it had to deal with many problems which threatened its survival. This chapter enumerates the initial problems that Pakistan had to face; the continuous problem of Kashmir; constitutional crisis leading to the Constitutions of 1956, 1962 and 1972; foreign policy crises such as the Afghan War and the 1948, 1965 and 1971 wars with India; martial law regimes of General Muhammad Ayub Khan, General Muhammad Zia-ul-Haq and General Pervez Musharraf; the development and progress of democratic governments under PML, PPP and PTI; the effects of the Cold War on Pakistan's geo-strategic standing; and finally, foreign policy initiatives over the span of Pakistan's 75 year existence. Many contributed to gain Pakistan as an independent nation and there are many more especially from among the minorities in both wings of Pakistan, who served the new country in various capacities. Among them are Victor Turner (first Secretary Finance), Jogendranath Mandal (first Minister for Law and Labour), Justice Cornelius (Chief Justice), Justice Raymond, the Cowasjee family, the Minwalla and Avari families, Major Langlands who set up a school and college in Chitral, and the principals of many other mission schools, besides several others including Hindus who set up businesses.

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

- The Pakistan Civil Service took over from the old Indian Civil Service. Most ICS-trained officers became part of the CSS in Pakistan
- The Constitution of Pakistan was framed according to the Government of India Act of 1935. There are 250 identical clauses in the Pakistan Constitution to the Act of 1935.
- A sizeable amount of paperwork for administrative purposes was left behind for Pakistanis to use.
- The British colonial education system is still followed in a variety of ways in Pakistan.
- A number of British personnel stayed on in Pakistan as ordinary civilians and also as commanding officers of the army, navy and air force. Some of the provincial governors were also British. Describe the changes that occurred at Partition and their repercussions.
- The trauma of Partition and the changes it brought to the lives of the people who migrated.
- An independent state had to find its own identity and change the outlook of its people.
- A change in the perception of two independent neighbours, India and Pakistan, and their relationship with each other. Explain the unresolved issues between India and Pakistan and Bangladesh.
- The Kashmir Problem
- The issue of water-sharing still not completely solved
- The situation of the Bihari refugees after 1971

PAKISTAN: FROM 1947 TILL 2022

RESEARCH

- Radcliffe Boundary Award
- Indus Waters Treaty 1960

KEY POINTS

- Measures taken by Quaid-e-Azam رحمۃ اللہ علیہ for the new state in 1947-1948
- Explanation of the Refugee, Water, and division of assets problem after partition in 1947
- Development under the martial law regimes of General Muhammad Ayub Khan, General Muhammad Zia-ul-Haq and General Pervez Musharraf
- Features of the 1956, 1962 and 1972 Constitutions
- The making of Bangladesh in 1971
- PPP government under Mr Zulfikar Ali Bhutto
- Parliamentary democracy under the governments of PPP, PML-N and PTI
- Socio-economic development since 1947

ACTIVITY FOR LESSON

1. Organise a debate on 'Parliamentary democracy vs Martial Law'.
2. Make 2 columns and find the similarities and differences in the 1956, 1962 and 1973 Constitutions

APPLICATION OF LEARNING

Analyse the effects of the Afghan Wars of 1979 and 2001 on Pakistan's socio-economic status.

WRITING SKILLS

Write three paragraphs highlighting the agricultural economy, industrialization and foreign policy of Pakistan.

1. In the first paragraph, describe why Pakistan has an agricultural economy and what it is dependent on for it.
2. In the second paragraph, describe when and how industries were set and give reasons why industrialization was essential for Pakistan's developmental economy.
3. Summarise the main events that affected Pakistan's foreign policy from 1947 till today.

SAMPLE LESSON PLAN I:	
Topic: Initial Problems of Pakistan in 1947	
Duration: 35-40 min period	
OBJECTIVES	RESOURCES
<ul style="list-style-type: none">• To identify and understand what problems Pakistan faced in the initial years after 1947.• To be able to evaluate the ways in which these problems were overcome.	Textbook; newspapers; internet research

<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Identify and discuss the different problems faced by Pakistan in its initial years. Discuss solutions to the ongoing problems still facing Pakistan. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Brainstorm to identify the problems and list them on the board. Explain each problem and how it affected Pakistan's survival in the early years. Ask students to use newspapers to identify the ongoing problems Pakistan is facing for comparison. Discuss how the initial problems were solved and what solutions can be thought of for ongoing problems. Organise and make a chart for your classroom using pictures and newspaper headings to elaborate on the problems solutions to Pakistan's problems after partition in 1947. 	<p>TEACHER'S NOTES</p>
<p>HOMEWORK</p> <p>Using the Internet and other authentic sources, students can find the link between problems after partition and initial domestic and international policies of Pakistan.</p>	
<p>DISCUSSION AND REVIEW</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> I learned about the problems faced by Pakistan after Partition. I learned about how these problems affected domestic and international policies taken by Pakistan. 	

<p>SAMPLE LESSON PLAN 2:</p>	
<p>Topic: Agricultural and Industrial development in Pakistan 1958-2000</p>	
<p>Duration: 35-40 min period</p>	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To be able to connect to an economy based on agriculture and industry. To understand the connection between agriculture and industry. 	<p>RESOURCES</p> <p>Textbook; newspapers; internet research</p>
<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Analyse how agriculture and industry are connected for a thriving economy. 	

PAKISTAN: FROM 1947 TILL 2022

<ul style="list-style-type: none"> Identify advantages and disadvantages of an economy solely based on agriculture or one dependent solely on industry. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Using a map, identify the agricultural base of Pakistan- its seasonal climate and crops and list them on the board. Explain how export of food commodities helps the economy and how imports can cause harm to the economy. Explain how the industrial base and its infrastructure was laid during General Ayub's time. List the industries on the board elaborating which products brought in money from export. Discuss the resources available in the country that enable agriculture and industry to make the economy flourish. 	<p>TEACHER'S NOTES</p>
<p>HOMEWORK</p> <p>Using the Internet or the library, students can evaluate the success and failure of Ayub Khan's polices over:</p> <ol style="list-style-type: none"> Land Reforms, industrialisation, and Economic Development Political reforms Foreign Policy and Relations Education Reforms Agriculture and Green Revolution Press and Media Regulations 	
<p>DISCUSSION AND REVIEW</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> I learned about the agricultural policies introduced since Pakistan was made. I learned about industrialisation since Pakistan was made. 	

<p>SAMPLE LESSON PLAN 3:</p>	
<p>Topic: Causes and consequences of 1948, 1965 and 1971 wars with India</p>	
<p>Duration: 35-40 min period</p>	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To understand the reasons why the three wars took place. To assess the damage caused to Pakistan because of the three wars. 	<p>RESOURCES</p> <p>Textbook; newspapers; internet research</p>
<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Explain cause of the 1948 and 1965 wars because of the Kashmir conflict. 	

<ul style="list-style-type: none"> Analyse the breaking away of East Pakistan in 1971 Identify the consequences of all three wars for Pakistan. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Identify the three wars with their dates on the board. Using text from the book, discuss how the state of Kashmir became a problem and the war that took place over it in 1948. Examine the consequences of this war. On a map, mark in the sectors where the 1965 war took place. Describe the events of the war and how it ended. Brainstorm: why did the 1971 war take place with the students. Ask the students to list the reasons on the board. Identify the consequences of the 1971 war. 	<p>TEACHER'S NOTES</p>
<p>HOMEWORK</p> <ol style="list-style-type: none"> Using a blank map of East and West Pakistan, mark in the areas/sectors where 1948, 1965, 1971 wars took place Make a table to compare the causes and consequences of the three wars. 	
<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 causes of conflict over Kashmir. I learned about the cause and events of the wars between India and Pakistan. I learned about the breaking away of East Pakistan. 	

ANSWER KEY

CHAPTER 1: A NEW POWER EMERGES—EUROPEANS IN SOUTH ASIA

ANSWER THE FOLLOWING QUESTIONS BRIEFLY

1. The battle of Delhi (1803), Annexation of Sindh (1843) and Punjab (1849), Doctrine of Lapse' policy of Lord Dalhousie (1848–56).
2. It was a policy to put puppet rulers on the thrones of rival states to bring various states under British control.
3. It was a way to annex eight states under British rule. Hindu law recognised that an adopted son could succeed to the throne, but Dalhousie's policy was that if a Hindu ruler died without a natural heir, the state would be taken over by the British.
4. British colonial administration and the British imperial interests.
5. East India Company and its power was abolished by the British government. Soon in 1858, Queen Victoria was proclaimed as Empress of India, with a Secretary of State and a Council of India established. Those who rebelled against the British in the 1857 war was punished severely.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary but look for how Robert Clive won both battles, bribed emperors, and Nawabs, how the Nawabs tried to fight the British but failed.
2. Answers may vary but should include references to annexation of Indian states through 'Doctrine of Lapse', economic exploitation, social and cultural suppression, rapid development, greased cartridges, etc.
3. The British won the Marathas over to their side to defeat both Haidar Ali and Tipu Sultan, basing their victory on betrayal. Answers may vary.
4. Answers may vary but should include forcing princely states to give lands as gifts, setting up puppet rulers, manipulating the inheritance of the Nawab position, etc.
5. Answers may vary but should include India divided into 11 provinces, with districts and sub districts part of divisions handled by commissioners, princely states following British policies, etc.
6. Answers may vary but should include reasons pertaining to Indians' opinions aiding in administration of India (from chapter 6).
7. Answers may vary but look for various social, education, and administrative reforms. Customs like sati, thuggi, and purdah were discouraged.
8. Answers may vary but look for English becoming the central language for imparting Christian values/knowledge, but also Western values in general. Under his policy, funding for madressas and pathshalas was eventually diminished.

9. Answers may vary but should include steady markets for the British, but destruction of India's local economies, developed irrigation improving agriculture, etc.
10. Answers may vary. Answers in chapter 6.

CHOOSE THE CORRECT ANSWER

- | | | |
|------------|--------------------|-----------------|
| i. 1892 | iv. Haider Ali | vii. 560 |
| ii. golden | v. Lucknow/ Kanpur | viii. Wellesley |
| iii. 10% | vi. N/A | |



CHAPTER 2: REVIVALISTS IN THE SUBCONTINENT**ANSWER THE FOLLOWING QUESTIONS BRIEFLY**

1. He was a religious reformer from Naqshbandia order. Through his writing, he convinced Muslims to fulfill their duties towards Islam. Even made Aurangzeb return to orthodox Islam.
2. He translated the Holy Quran into Persian and later into Urdu.
3. Because his reform aimed at taking up arms to fight for Muslim rights.
4. He insisted that the faraiz or obligatory practices of the Muslims should be followed.
5. Some of the causes include refusal of the education offered by the British and wasting time over aimless rituals and superstitions.
6. The Loyal Muhammadans of India and The Causes of the Indian Revolt.
7. Farzi Madressa and a similar one in Ghaziabad. He set up the Muhammadan Anglo-Oriental College at Aligarh and the Scientific Society of Ghazipur.
8. Works of Western arts and sciences were translated into Urdu.
9. The controversy made him point out that the controversy was a political issue rather than an educational one. He even resisted joining Congress and concluded that Hindus and Muslims can never live together hence the two-nation theory arose.
10. They monitored Muslims' educational progress, translated Muslim academic work into English, undertake research and introduce religion as a subject in English schools among other factors.
11. It was set up for both traditional and progressive education for Muslims. Deoband as it came to be called was a response to the Western education of the British rulers.
12. A branch of the Sindh Muhammadan Association was then set up by Syed Ameer Ali with Hassan Ali Effendi as its first President with the objective of setting up an education institution in Karachi.
13. They reformed the education system followed in the Arabic madressa. Compulsory teaching of English was started in 1905, and Hindi and Sanskrit were also part of the curriculum. Other subjects included philosophy, history, geography, logic, and Arabic language and literature.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Because Mughal had very little power and were facing a serious challenge to their survival as a political and religious community in the subcontinent.
2. Answers may vary but should include translating the Holy Quran in Persian and Urdu, writing various books to bring the Ummah together, and invited Ahmed Shah Abdali to save the Muslims.
3. He led an army of nearly 80,000 to free the Muslims from Sikh oppression and defeated them decisively at Akora.
4. He founded the Faraizi movement where he insisted that the faraiz or obligatory practices of the Muslims should be followed and made them give up Hindu practices.
5. Because the war showed that the Muslims had lost their economic, social, and religious standing in the subcontinent. Answers may vary.

6. His writings showed the British that Muslims were not entirely to blame for the war of 1857. His writings changed British's views about Muslims and brought them closer.
7. Answers may vary but look for references to the pamphlets written by Sir Syed.
8. Answers may vary but look for explanations on the Urdu-Hindi controversy, the Hindus' insistence on Hindi being written in Devanagari script, his refusal to join the Congress, etc.
9. Answers may vary but should include the educational institutions like the M.A.O College, the conferences, translation of scientific work in Urdu, the pamphlets addressing the British – bringing Muslims and British closer.
10. Answers may vary but should include Hassan Ali Effendi visiting M.A.O College to see and replicate the education system in Sindh. Syed Ameer Ali setting up Sindh Muslims Association with Effendi as President to set up Sindh Madressa-tul-Islam in Karachi.

CHOOSE THE CORRECT ANSWER

- | | | |
|---------------------|-----------------------|---------------------|
| i. Jahangir | iv. Dudu Mian | vii. Aligarh Muslim |
| ii. Quaid-e-Azam | v. Delhi | |
| iii. Shah Waliullah | vi. western education | |

ANSWER KEY

CHAPTER 3: THE GREAT CONFLICT: WORLD WAR I

ANSWER THE FOLLOWING QUESTIONS BRIEFLY

1. The Allies and the Central Powers.
2. Majority of Europe, the Middle East, parts of Asia, and Africa.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may slightly vary but should include explanations on militarism, alliances rivalry, imperialism, and nationalism.
2. The Allies won the war because of its support from the US, but also the Allies' troops were superior in number and in weaponry which made the Central Powers be defeated. Answers may slightly vary.
3. Answers may slightly vary but should include economic despair for British, millions of casualties, the map of Europe being completely changed, Germany forced to pay reparations to the Allied nations.
4. Answers may slightly vary but should include the change in map, Germany losing its colonies, Austria and Hungary becoming reduced in size, Communism taking over Russia as monarchy ended, etc.
5. They extended their support to the British, and Indian regiments fought on the western front, and in Africa and Gallipoli. Money, wheat, uniforms, leather goods, and pig iron were shipped out to Britain.
6. It was a result of Britain breaking its promise to treat the Khalifa with respect after the war and protect Islamic sites in Ottoman islands. Answers may slightly vary.
7. They promised to respect Islamic religious sites in the Ottoman Islands and promised to treat the Khalifa and Turkey with fairness and respect.

CHOOSE THE CORRECT ANSWER

- | | | |
|-----------------------|---------------|---------------------|
| i. Archduke Ferdinand | iv. Germany | vii. Woodrow Wilson |
| ii. trench warfare | v. Ottomans | viii. Kemal Ataturk |
| iii. Paris | vi. Communism | |

CHAPTER 4: THE WORLD AT WAR: WORLD WAR II

ANSWER THE FOLLOWING QUESTIONS BRIEFLY

1. An ideology that deemed Germans as the purest of Aryans and hence superior. The ideology preached racism against Jews, Slavs and gypsies.
2. For Hitler the German race to be the purest of the Aryans hence 'the master race'.
3. The surprise attack by the Japanese on the US naval base, Pearl Harbour in Hawaii.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Because they promised to undo the Treaty of Versailles, make Germany recover economically, and bring in a strong and stable government.
2. Answers may vary but should include the rise of dictatorship and Fascism in Italy, Spain, Russia. Look for Germany invading Poland which kick-started the war.
3. Germany kick-started the war by invading Poland. Soon they conquered Denmark, Luxembourg, the Netherlands, Belgium, Norway, and France. They tried to invade Soviet Union, but were forced to surrender in Stalingrad.
4. By being bombed with atomic bombs in Hiroshima and Nagasaki.
5. After the war Europe lost its position as the centre of world power as USA and USSR emerged as the new superpowers. European countries being economically weak lost its power through losing its colonies to independence.
6. The Muslim League through Jinnah extended its support to Britain and became closer to the British. Answers may vary.
7. The British imprisoned 20,000 Congress but released them due to threats of invasion by Japan. However, the British imprisoned them again including Gandhi and Nehru when Quit India movement was launched by Gandhi as Simon Commission failed.
8. The USA aimed to contain Communism from spreading to other countries; the North Atlantic Treaty Organisation (NATO) was formed to defend democratic values. Answers may vary.

CHOOSE THE CORRECT ANSWER

- | | | |
|------------------|---------------------------------|-------------|
| i. Poland | iv. 2.5 million Indian soldiers | vii. USSR |
| ii. Adolf Hitler | v. thirty Indians | viii. Japan |
| iii. Master | vi. Nagasaki | |

ANSWER KEY

CHAPTER 5: POWER SHIFTS—THE WORLD AFTER WORLD WAR II

ANSWER THE FOLLOWING QUESTIONS BRIEFLY

1. The purpose was to declare that creating a Jewish state was no longer part of British policy.
2. US and USSR entered a confrontation to surveil their spheres of influence of Capitalism and Communism respectively. Without the use of arms, they would have to curtail each other's influence over the world.
3. US financially supporting war torn nations in Europe and elsewhere, along with aiding in adopting capitalistic trading practices.
4. The Vietnam war and the Soviet-Afghan war.
5. When political/diplomatic relationships between the two superpowers improved.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Because after the war they were economically weak to run and support the colonies.
2. Answers may vary but should include avoiding another war with nuclear weapons.
3. Answers may vary but should include Britain taking over Palestine as a mandate and Zionist pressure.
4. Answers may vary but should include the declaration providing support for establishing the state of Israel in Lord Balfour's letter to the British Jewish community. This was to be forwarded to the Zionist Federation of Great Britain and Ireland.
5. Answers may vary but should include based on religious identity.

CHOOSE THE CORRECT ANSWER

- | | | |
|-----------------------|------------------------|-----------------|
| i. 1945 | iv. Zionism | vii. 1979 |
| ii. League of Nations | v. Balfore Declaration | viii. Communist |
| iii. 1947 | vi. Palestinian | |

CHAPTER 6: COMMUNAL ACCORDS AND DIVISIONS – 1858-1911

ANSWER THE FOLLOWING QUESTIONS BRIEFLY

1. The bill allowed Indian judges to preside over cases involving British subjects in India.
2. It was reversed in 1911 because Hindu landlords and businessmen suffered and as a result protested through 'Swadeshi Movement'.
3. Karachi.
4. To foster a sense of loyalty to the British government among the Muslims of India, to look after the political interests of the Indian Muslims, and to bring about a better understanding between Muslims and other communities.
5. It was to unite with Muslims and fight to restore the Khilafat movement.
6. It was hated by Indians because the act curbed the freedom of individuals to stand up for liberty of thought and action; it allowed imprisonment without trial, trial by judges without a jury, no right of appeal, censorship, and house arrests of suspects.
7. It had given property to those who lost it because Waqf/gifted land was not recognized by Britishers.
8. It introduced Diarchy, meaning power was divided between the Indians and the British but only at the provincial level. Rather than pacifying Indians' need to self-rule, the act rejected Indians' demands, hence the rejection by Congress.
9. It was when 5000 peaceful protesters gathered to protest the Rowlatt Act, General Dyer with his soldiers fired at unarmed protesters.
10. When the police fired at a gathering of demonstrators; the crowd reacted by attacking the police station and setting fire to it. Twenty-two policemen lost their lives in the incident.
11. Answers may vary
12. The Simon Commission was greeted by a mass demonstration with black flags and jeering slogans of 'Simon, Go Home'.
13. Shuddhi and Sangathan movements.
14. Tanzeem and Tableeghi organisations
15. Gandhi
16. The Simon Commission was greeted by a mass demonstration with black flags and jeering slogans of 'Simon, Go Home'.
17. Announced in August 1932. All minority communities in India—Muslims, Sikhs, Anglo Indians, Christians, Parsees, and Untouchables— would be given separate electorates in a future constitution.
18. He rejected the report and instead proposed 3 amendments.
19. He called for a separate Muslim state to protect the Muslim faith.
20. All minority communities including the Untouchables would be given separate electorates in a future constitution.

ANSWER KEY

21. In the long term, the results further paved the way for a separate Muslim state. Answers may vary.
22. It listed all the measures that were unfair for the Muslim community under Congress rule.
23. All children had to sing Bande Mataram as the anthem, bow to Gandhi's portrait, Vidya Mandir scheme was introduced, policies that harmed Muslim interests were adopted, Congress flag was to be hoisted and cow slaughter was banned in Bengal.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. The bill was taken back which roused Indians' nationalistic emotions and eventually led to the formation of Congress.
2. It was to put forward the demands of the Muslim community for representation in the government in the form of separate electorates.
3. It was partitioned so that it could be better administered, as it was quite large to run.
4. Because it did not benefit Hindu landlords and businessmen.
5. After partition of Bengal, Muslims saw a hope for their representation, and went onto convince Lord Minto for separate electorates for Muslims in the upcoming elections. This received a positive response from Lord Minto, which led to the formation of the Muslim League.
6. It was to grant Muslims separate electorates and representation in the councils.
7. Answers may vary but should include that sixty Indian representatives were to be elected to serve on the Imperial Legislative Council, council was enlarged to include non-official majority, Muslims were granted separate electorates. In general, more Indian opinion were accommodated in the political sphere.
8. Separate electorates and representation in the councils.
9. Jinnah tried to connect both parties by insisting on setting aside the communal representation but League insisted on reminding Congress of separate electorates. Answers may vary.
10. It was to protect the Khalifa who was the leader and protector of the Muslim ummah worldwide. Without the Khalifa, the Muslim ummah felt unsafe.
11. The Afghan government made the Muslims return back to India, which led to Muslims losing faith in the Khilafat movement.
12. Gandhi believed in non-violent means to gain political ends, and with the Chauri Chaura incident killing 22 police officers, Gandhi called off the movement.
13. Answers may vary but look for instances where the unity of both communities is tested.
14. As it curbed individuals' freedom to stand up for their liberties by imprisoning without trial, causing people to protest the act at Jallianwala.
15. Answers may vary.
16. Answers may vary but look for the Shuddi and Sangathan movements.
17. Shuddi and Sangathan movements. Tanzeem and Tabligh movements as well.
18. Because Indians wanted to self-rule and wanted to decide their own fate rather than British decide it for the Indians.

19. The Nehru Report demanded India to be a dominion and should self-rule, but at the risk of Muslims losing separate electorates. Jinnah proposed amendments to ensure Muslim representation in the government of the future independent India was intact.
20. The Muslim League had to make its position clear for any future constitutional arrangement for an independent India, hence the fourteen points were introduced.
21. It was a symbol of defiance because salt was used by everyone but also the British had control over its distribution.
22. Answers may vary but should include Gandhi along with other Congress members being jailed, Gandhi's stubbornness in the second conference, and hardly any delegates attending the third conference.
23. Because the Conservative Prime Minister of Britain, Stanley Baldwin, was ready now to give as much self-government to the Indians as possible. Answers may vary.
24. Britain was willing to grant self-rule, but in a controlled manner, which did not sit right with both Muslim League and the Congress. With both parties rejecting the act, the British leaving and partition seemed inevitable.
25. For the Congress, Britain did not guarantee as much self-rule, and for Muslim League, the Act did not guarantee as much autonomy for Muslims to run their affairs.
26. Answers may vary.
27. Because for Jinnah, Congress ministers resigning meant Muslims' freedom from the tyrannical Congress.
28. He began a mass campaign to gain support from every Muslim in India. The campaign made him popular and got him the title 'Quaid-e-Azam' and realize the dream of a separate nation for Muslims.

CHOOSE THE CORRECT ANSWER

- | | | |
|---------------------------------|-----------------------------------|---------------------------|
| i. Ilbert Bill | viii. Montague-Chelmsford Reforms | xv. Mr Gandhi |
| ii. an Englishman | ix. Centre | xvi. Congress |
| iii. Dacca | x. Sindh and Orissa | xvii. Chaudhry Rehmat Ali |
| iv. Partition of Bengal, 1905 | xi. Khilafat Movement | xviii. Day of Deliverance |
| v. Congress | xii. Land of War | |
| vi. Montague-Chelmsford Reforms | xiii. 18,000 | |
| vii. Diarchy | xiv. Gandhi-Irwin Pact | |

ANSWER KEY

CHAPTER 7: TOWARDS PARTITION 1940-47

ANSWER THE FOLLOWING QUESTIONS BRIEFLY

1. The talks were unsuccessful as Mr Jinnah wanted a complete acceptance of the Lahore Resolution of 1940 in the agreement.
2. It was to make an offer to the parties to form a Viceroy's Council which would serve as the Government of India. Its task would be the transfer of power from Britain.
3. The war rather strengthened India's need to self rule because the war had made Britain financially weak to hold onto its colonies.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. It was to ensure that a separate state for Muslims was guaranteed. Description may vary.
2. The Cripps proposals failed because full dominion status could only be given after the war and a new assembly had to be elected to frame a constitution.
3. Because Muslim League winning the entirety of the Muslim electorates showed that a separate state for Muslims was the right solution and inevitable.
4. Description may vary, but should include the grouping of states, All India Union with British and Princely States, communal issues to be solved jointly by Hindus and Muslims among other ways.
5. It was to reject the Cabinet Mission Plan as Jinnah was frustrated by the Congress and Britain's talks, who seem to favour the Mission Plan than the creation of Pakistan.
6. Answers may vary but should include all the talks, negotiations with the Congress and British, creation of Muslim League, separate electorates, uniting Hindus and Muslims for Lucknow Pact, etc.
7. Answers may vary but should include equality for everyone, minorities being treated fairly, etc.

CHOOSE THE CORRECT ANSWER

- | | | |
|------------------|-----------------------|----------------------------|
| i. partitioned | iv. Punjab and Bengal | vii. A.R. Cornelius |
| ii. India | v. Lord Mountbatten | viii. Cabinet Mission Plan |
| iii. Muslim vote | vi. Radcliffe Award | |

CHAPTER 7: PAKISTAN: FROM 1947-2022

ANSWER THE FOLLOWING QUESTIONS BRIEFLY

1. It was divided into two parts—West Pakistan and East Pakistan—and in between the two parts was a thousand miles of Indian territory. Both wings of the country had different terrains and languages but the common factor was the religion, Islam.
2. Because Pakistan's agricultural economy depended on water from the irrigation canal system.
3. Lack of constitution, Jinnah passing away, Liaquat Ali Khan's assassination, lack of elections giving way for politicians from land-owning families, and etc.
4. Description may vary but should include Pakistan's ideology based on Islam, and providing Muslims a safe, separate state to flourish.
5. Answers may vary.
6. Because the Soviets were not successful in fighting against the Mujahideen.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Because Kashmir was geopolitically important to both India and Pakistan, and India's intervention in 1948 started a fight between the new nations.
2. The war left Kashmir divided between India and Pakistan with a Line of Control as the boundary and UN intervening to stop the war.
3. It was passed to set a foundation for the constitution, and to ensure equality, justice, freedom, tolerance, and etc. Description may vary.
4. Answers may vary but should include discussion on the peace treaty signed in Tashkent, and the decision to deal with the Kashmir conflict through negotiations.
5. Description may vary but should include rapid economic growth, as Pakistan came to be quoted in economic magazines as an example of capitalist growth with a GNP of 7%.
6. It took place because India took advantage of the unrest in East Pakistan and wanted to invade East Pakistan. The consequences of the war include, General Yahya Khan becoming unpopular and resigning. Zulfikar Ali Bhutto taking over as the Prime Minister, with an independent Bangladesh. Description may vary.
7. Answers may vary but should include differences in official languages, the power established through Presidents and Prime Minister, setting up of assemblies. 1973 may be the best constitution because it centered on Islam, judiciary system was fair, there was special focus on giving minorities their rights, and etc.
8. While Pakistan received massive military aid from the US, Pakistan also became a target of terrorist attacks with more than 70,000 lives being lost in 17 years. Description may vary.
9. Answers may vary but should include, the Mujahideen feeling stranded and hence seeking refuge in terrorist organization, adding to war on terror and terrorism within Pakistan.
10. It was to form a Muslim bloc. Description may vary.

ANSWER KEY

CHOOSE THE CORRECT ANSWER

- | | | |
|-------------------------|------------------------|-------------------------|
| i. Refugees | iv. General Ayyub Khan | vii. Zia-ul-Haq |
| ii. 1948 | v. Awami League | viii. General Musharraf |
| iii. Sialkot and Lahore | vi. Awami League | |

REVISION WORKSHEETS

CHAPTER I: A NEW POWER EMERGES _EUROPEANS IN SOUTH ASIA

WORKSHEET: BRITAIN RULES INDIA

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

CHAPTER 1: A NEW POWER EMERGES—EUROPEANS IN SOUTH ASIA

WORKSHEET: THE BRITISH BECOME THE RULERS OF INDIA

Look at the two sources below and answer the following questions.

Source 1:

‘As Maulvi Muhammad Baqar’s son, the poet and critic Azad wrote:

‘The important thing is that the glory of the winners’ ascendant (rising) fortune gives everything of theirs—even their dress, their gait, their conversation—a radiance that makes them desirable. And people do not merely adopt them, but they are proud to adopt them.’ (W. Dalrymple: 478)

Source 2:

‘At one stroke the Muslims of India lost their kingdom, their Mughal empire, their emperor, their language, their culture, their capital city of Delhi and their sense of self. Politically and culturally the loss was totally devastating.’ (A.S. Ahmed: 43)

a. Who are the ‘winners’ in Source 1?

b. What event is referred to by ‘At one stroke’ in Source 2?

c. What is the poet Azad referring to in Source 1?

d. Who is the author referring to in Source 2?

e. What culture was bound to replace Mughal culture according to Source 1?

f. Pick out three words from Source 1 that match with similar words in Source 2.

g. Do you think both Sources 1 and 2 are correct in their predictions?

CHAPTER 2 : REVIVALISTS IN THE SUBCONTINENT

WORKSHEET: MUSLIM REVIVAL

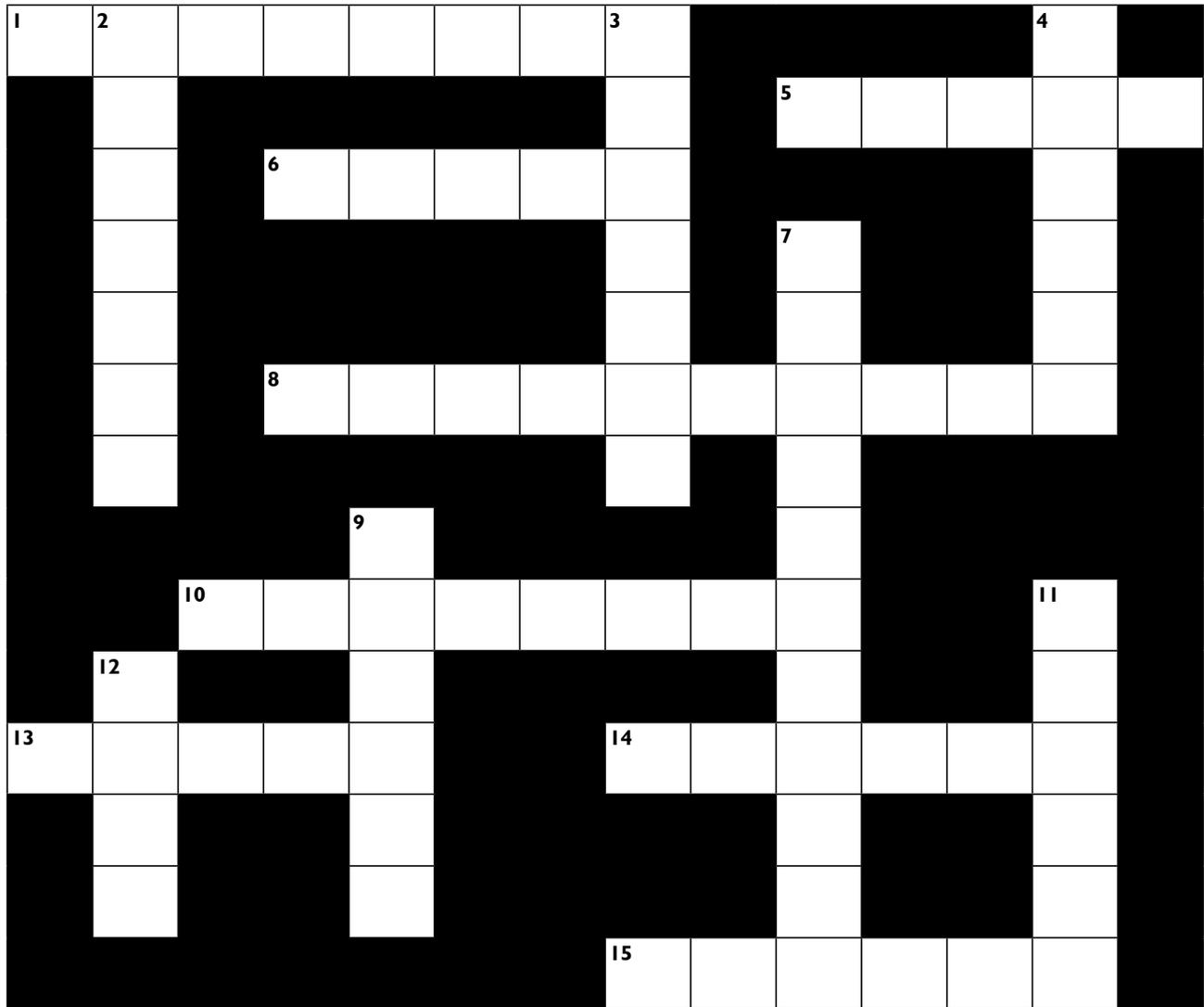
There are five boxes under each reformer. Fill the boxes in this order:

1. Place of birth and area of influence where they worked
2. What made them take up reform?
3. How did they carry out that reform?
4. How far did they succeed in their reform efforts?
5. Did they leave a legacy beyond their times? If so, define it.

Shah Waliullah <small>رحمۃ اللہ علیہ</small>	Syed Ahmed Shaheed	Haji Shariatullah

CHAPTER 3: THE GREAT CONFLICT—WORLD WAR I:

WORKSHEET: CROSSWORD



CLUES

ACROSS:

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

DOWN:

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

SAY WHETHER THE FOLLOWING STATEMENTS ARE TRUE (✓) OR FALSE (X).

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

CHAPTER 4: THE WORLD AT WAR- WORLD WAR II:

WORKSHEET:

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

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

Communism vs capitalism: What is the difference?

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

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

2. Name five capitalist and five communist countries.

CHAPTER 5: POWER SHIFTS—THE WORLD AFTER WORLD WAR II

WORKSHEET:

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

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

REVISION WORKSHEETS

CHAPTER 6: COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

WORKSHEET: THE ACCOMPLISHMENTS OF SIR SYED AHMAD KHAN

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

Asar-al-Sanadeed: _____

Silsilat-ul-Mulk: _____

Tehzib-ul-Akhlaq _____

The Loyal Muhammadans of India: _____

Farzi Madressa, Muradabad: _____

Siddons Union Club: _____

Muhammadan Educational Conference: _____

Scientific Society of Ghazipur: _____

M.A.O. College: _____

CHAPTER 6: COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

WORKSHEET:

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

A. The Ilbert Bill of 1884:

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

B. The Partition of Bengal and its reversal:

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

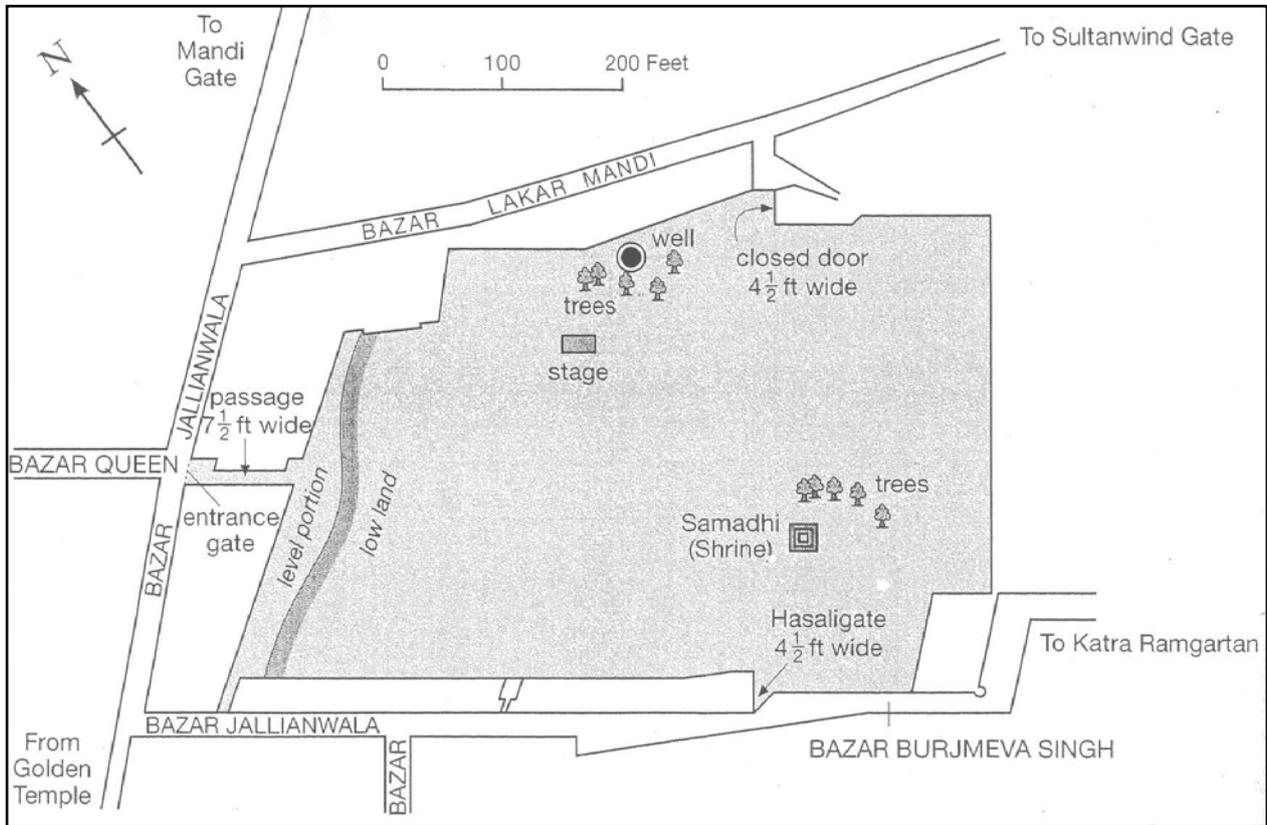
Circle the correct answer to complete the statement.

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

CHAPTER 6: COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

WORKSHEET: THE JALLIANWALA BAGH TRAGEDY, AMRITSAR, 1919

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



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

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

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

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

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

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



CHAPTER 6: COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

WORKSHEET: THE NEHRU REPORT VS JINNAH'S FOURTEEN POINTS

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

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

Nehru Report

Fourteen Points

A federal form of government in which all powers would rest with the Federation	→	_____
The provinces will not be in charge of their own affairs	→	_____
Elections will be held on the basis of one man one vote – separate electorates will not be allowed	→	_____
Muslims would lose their majority in the Centre and in Punjab and Bengal	→	_____
No safeguards for protection of Muslim religion and culture	→	_____

CHAPTER 6: COMMUNAL ACCORDS AND DIVISIONS – 1858-1939

WORKSHEET: QUIZ: QUEST FOR A CONSTITUTION

Answer the following question.

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

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

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

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

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

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

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

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

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

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

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

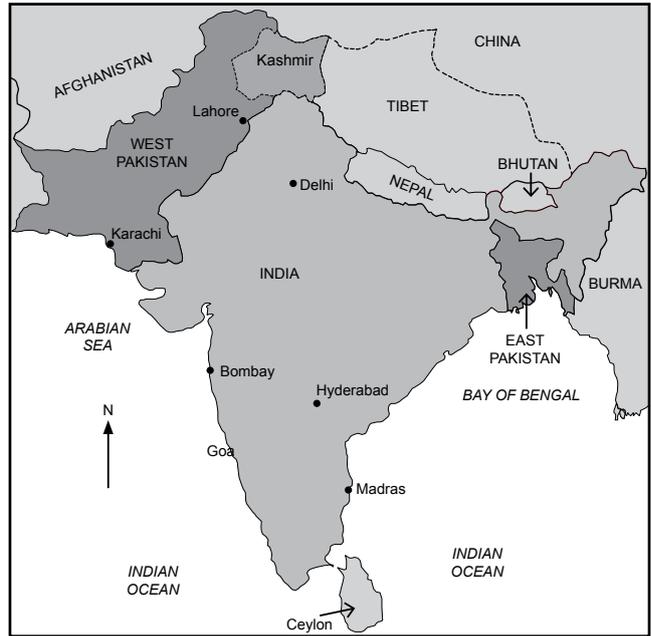
12. What title was given to Mr Jinnah after the resignation of the Congress ministry?

CHAPTER 7 : TOWARDS PARTITIO 1940–47

WORKSHEET: THE RADCLIFFE AWARD

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

Answer the questions below in the spaces provided.



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

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

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

REVISION WORKSHEETS

CHAPTER 8: PAKISTAN FROM 1947 TILL 2022

WORKSHEET I:

The following names and dates of the above are given.

Fill in the last column: The first one is done for you

Quaid-e-Azam Muhammad Ali Jinnah رحمۃ اللہ علیہ	1947-1948	First Governor-General of Pakistan
Khawaja Nazimuddin	1948-1951	
Ghulam Muhammad	1951-1955	
Iskandar Mirza	1955-1958	
Liaquat Ali Khan	1947-1951	First Prime Minister of Pakistan
Sir Khawaja Nazimuddin	1951-53	
Muhammad Ali Bogra	1953-1955	
Chaudhry Muhammad Ali	1955-1956	
Huseyn Shaheed Suhrawardy	1956-1957	
Ibrahim Ismail Chundrigar	1957	

REVISION WORKSHEETS

CHAPTER 8: PAKISTAN FROM 1947 TILL 2022

WORKSHEET 3:

Governance in Pakistan 1958-2023

Fill in the following following columns: Name of Government, Date of rule and Main events.

Name of Government	Date of rule	Main events
General Muhammad Ayub Khan	1958-1969	Agricultural Reforms Industrialization