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WORLD WATCH

H i s t o r y

Andrew Wrenn

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Second Edition

TEACHING GUIDE

For Grade 6

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Introduction

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

Key features of the series

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

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

Student's Books

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

Skills Books

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

Teaching Guides

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

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

Table of Contents

| Units | Teaching objectives | Learning outcomes | Key words/ phrases |
|---|--|---|--|
| | Student's and Skills books | Students should be able to: | |
| Unit 1: Mesopotamian Civilisation | <ul style="list-style-type: none"> use examples to explain the importance of primary and secondary sources in knowing about the past. reiterate the significance of the Code of Hammurabi and why it was created. explain the basic characteristics of Mesopotamian civilisation. | <ul style="list-style-type: none"> explain why civilisation developed in ancient Mesopotamia. identify the various empires which dominated Mesopotamia. summarise the advances of ancient Mesopotamia. | pottery, hunter-gatherer, farmer, agriculture, irrigation, trade, flooding, grid pattern, ziggurat, glazed, brick, tile, defensive wall, harvest, slave, empire, arithmetic board, cuneiform writing, code of law, army, wheeled chariot, siege, fertiliser, sailing boat, pictogram, astronomer, clock dial, ornament |
| Unit 2: Ancient Egypt | <ul style="list-style-type: none"> to develop knowledge about the importance of the River Nile to ancient Egypt to explain the life and culture of ancient Egyptians through historical evidence. explain the most influential person in the Government of the Pharaohs. | <ul style="list-style-type: none"> explain the importance of the River Nile to ancient Egypt. discuss the importance of archaeological evidence in the study of ancient Egypt. evaluate the significance of religion in shaping ancient Egyptian Civilisation. | chamber, treasure, tomb, canopic jar, embalm, mask, gold coffin, inscription, hieroglyphics, afterlife, obsidian, mummy, mummification, pyramid, cubit, quarry, ramp, chisel, hammer, trade, civil war, famine, expedition, mining, treasury |

| Units | Teaching objectives | Learning outcomes | Key words/ phrases |
|---|--|--|--|
| | Student's and Skills books | Students should be able to: | |
| Unit 3: Indus Valley Civilisation | <ul style="list-style-type: none"> to use examples from the Indus Valley Civilisation to explain the use of archaeological evidence. to encourage students to draw inferences from available historical evidence from the Indus Valley. to explain the different theories about the decline of the Indus Valley Civilisation. | <ul style="list-style-type: none"> summarise the value of archaeological evidence excavated at Indus Valley Civilisation sites. draw conclusions from the above while recognising the limitations of the evidence. assess the feasibility of particular theories for why the Indus Valley Civilisation ended. | ruin, ancient, archaeologist, settlement, evidence, artefact, seal, symbol, writing, civilisation, footprint, grid pattern, invader, climate change |
| Unit 4: Ancient China | <ul style="list-style-type: none"> to explain through evidence the advancements and achievements of the Shang Dynasty to develop knowledge about the importance of the Zhou period using evidence to develop knowledge through evidence of how the Han Dynasty changed China | <ul style="list-style-type: none"> describe the main advancements and achievements of the Shang Dynasty. assess the importance of the Zhou period. explain how the Han Dynasty changed China. | dragon bone, shell fragment, oracle bone, inscription, fortified, chariot, spoked wheel, weapon, figurine, mask, silk, Mandate of Heaven, philosophy, Confucianism, Daoism, Legalism, kite, compass, geographical map, magnetism, casting, glass, terracotta warrior, afterlife, Great Wall of China, coinage, papermaking, scholar, craftsman, tailor, Silk Road, trade |

| Units | Teaching objectives | Learning outcomes | Key words/ phrases |
|--|---|---|---|
| | Student's and Skills books | Students should be able to: | |
| Unit 5: The Persian Empire | <ul style="list-style-type: none"> to develop knowledge about the rule of the Persian emperors to explore the strengths and weaknesses of some Persian rulers to develop knowledge about the factors that weakened the Persian Empire | <ul style="list-style-type: none"> explain how the Persian Empire was governed. identify the strengths and weaknesses of some Persian rulers. identify which factors weakened the Persian Empire, contributing to its defeat by Alexander the Great. | treasure, Oxus chariot, satrap, cuneiform, clay cylinder, temple, Zoroastrian, weight, measure, Aramaic, Royal Messenger, general, King's Ears, irrigation, tax |
| Unit 6: The Ancient Greek Empire | <ul style="list-style-type: none"> to explain the characteristics of Greek society and culture using evidence to develop understanding of how Aristotle influenced Alexander the Great to explain the impact of Alexander the Great on the subcontinent using evidence | <ul style="list-style-type: none"> describe the main features of ancient Greek society and culture. explain how the teachings of Aristotle influenced Alexander the Great. summarize the impact of Alexander the Great on the Indian subcontinent. | philosopher, Socrates, trial, jury, vote, exile, human reasoning, colonist, Phoenician, Iliad, Odyssey, Troy, Delphi, truce, Olympic Games, architecture, writer, play, actor, amphitheatre, satire, pulley, geometry, dissection, colony, alliance, democracy, assembly, slave, democrat, sculpture, coin |

| Units | Teaching objectives | Learning outcomes | Key words/ phrases |
|--|---|--|---|
| | Student's and Skills books | Students should be able to: | |
| Unit 7: The Roman Empire | <ul style="list-style-type: none"> to provide archaeological evidence about Roman life to develop knowledge about how the Roman Empire was governed to explore the reasons of the decline of the Roman Empire | <ul style="list-style-type: none"> explain what can be inferred about Roman life from archaeological evidence. explain how the Roman Empire was governed. give reasons why the Roman Empire declined. | excavating, mosaic, tremor, suffocate, plaster cast, shop, villa, temple, pottery, bath, arena, public latrine, market hall, school, water tower, flower nursery, theatre, aqueduct, paved road, legionary, amphitheatre, gladiator, Roman numeral, graffiti, liberti, patrician, plebeian, law, dictator, republican, senator, coup, Barbarian, Pax Romana |
| Unit 8: The Coming of the Aryans | <ul style="list-style-type: none"> to explain the characteristics of Aryan culture to explore available evidence to support or reject theories about the origins of the Aryans to develop knowledge about the caste system | <ul style="list-style-type: none"> describe the characteristics of Aryan culture. evaluate evidence in support of theories about the origins of the Aryans. explain how the caste system operated. | warhorse, chariot, herd, falcon, Rig Veda, priest, musician, hymn, dark-skinned, light-skinned, nomad, invasion, Vedic, Brahman, Brahmin, Kshatriya, warrior, ruler, Vaishya, merchant, peasant, trader, Shudra, craftsman, labourer, slave, dowry, polygamy, monogamy, carpentry, leather work, tanning, astrology, jewellery, pottery, dying |

| Units | Teaching objectives | Learning outcomes | Key words/ phrases |
|--|---|--|--|
| | Student's and Skills books | Students should be able to: | |
| Unit 9: The Mauryan, Kushan, and Gupta Empires | <ul style="list-style-type: none"> to explore whether the Mauryan rulers Chandragupta and Ashoka followed the model of kingship offered in the Arthashastra to explain the impact of the Kushan Empire to explore whether the Gupta period really was a golden age | <ul style="list-style-type: none"> assess the reigns of the Mauryan rulers Chandragupta and Ashoka against the model of kingship offered in the Arthashastra. summarize the impact of the Kushan Empire. assess whether the Gupta period really was a golden age. | raja-riski, Arthashastra, tax, spy, Buddhism, stone pillar, well, tree, nomad, archer, war elephant, mathematic, art, science, trade, pi, chess, town, temple, monument, painting, Ajanta Caves, sculpture, caste system |
| Unit 10: The Coming of Islam | <ul style="list-style-type: none"> to explain the early life of the The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُ وَتَسَلَّمَ</small> to show how he suffered at the hands of the Makkans. to explain how he changed the society of Yathrib after his migration to Madinah. to encourage students to draw inferences from the events of the conquest of Makkah and the extract of the The Last Rasool Hazrat Muhammad's last <small>رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُ وَتَسَلَّمَ</small> sermon. | <ul style="list-style-type: none"> explain the birth and life of The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُ وَتَسَلَّمَ</small> describe the circumstances which led the The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُ وَتَسَلَّمَ</small> and his followers to migration to Madinah. discuss the significance of the conquest of Makkah and The Last Rasool Hazrat Muhammad's <small>رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُ وَتَسَلَّمَ</small> farewell sermon. | desert, oasis, messenger, revelation, nomadic, polytheist, pilgrim, Islam, idolatrous, persecution, Hijrah, idol, ummah |

| Units | Teaching objectives | Learning outcomes | Key words/ phrases |
|--|--|---|--|
| | Student's and Skills books | Students should be able to: | |
| Unit 11: The Period of the Pious Caliphs | <ul style="list-style-type: none"> to explain the circumstances and efforts of the four caliphs in spreading Islam outside the Arabian Peninsula to encourage students to locate the places geographically on a map where Islam spread during the rule of the Khulafa-al-Rashideen رضى الله تعالى عنهم | <ul style="list-style-type: none"> explain how Islam spread outside the Arabian Peninsula describe how the Khulafa-al-Rashideen رضى الله تعالى عنهم ruled and expanded the Islamic Empire | Khulafa-al-Rashideen رضى الله تعالى عنهم, Caliph, administration, taxation, Islamic empire |

01

Mesopotamian Civilisation

Lesson Plan 1

Reference pages 3–5

Topics

- How is history studied?
- What was life like in the land between two rivers?
- Why did a civilisation develop in Mesopotamia?
- How were cities in ancient Sumer constructed?

Resources

- *Oxford School Atlas for Pakistan*
- tracing paper
- Skills Book page 6 'Agriculture in Mesopotamia'

Prior knowledge / Introduction

The gradual shift from a hunter-gatherer, nomadic form of existence to early farming combined with the wave of technological changes around 4000 BCE encouraged the development of civilisation in the Middle East. Certain features of Middle Eastern civilisation also accelerated its sophistication.

- The use of writing promoted a formal bureaucracy and the type of written records that were useful for trade.
- The development of bronze created more deadly weapons, which proved useful for conquest.
- Bronze production also encouraged the development of specialist manufacturing and required longer distance trade in search of copper and tin. (Copper is an alloy made from both metals.) Ultimately, traders from the Middle East travelled as far as Britain and Afghanistan to seek raw materials.
- Irrigation along the great river valleys promoted agricultural productivity but also required organisational structures to coordinate such areas, and new laws to demarcate property.

Starting discussion points

Before studying about the Mesopotamian Civilisation, it is important to explore the concepts of History and Pre-history with students in a way that sparks their curiosity and helps them understand the relevance of studying the past. Start the lesson with a discussion, begin by engaging the students in a class discussion about what they think history is. Encourage them to share their ideas and perceptions. Write their responses on the board or a chart paper. Once you have collected their responses, define 'history' by explaining how it is the study of the past events, people, and societies, and how they have shaped the world we live in today. Ask the students if they think the study of history is important. Help students understand that history provides us with valuable lessons, helps us understand

5-10 min

different cultures and perspectives, and allows us to make informed decisions in the present and future. While beginning the chapter, it is important that students can identify the geographical location of the Fertile Crescent across the Middle East from Egypt to the Persian Gulf. Refer students to the map of the Fertile Crescent on page 3 of the Student's Book (which includes a label for Sumer). Then ask them to refer to the political map of the same region today in their Oxford School Atlas for Pakistan. Students could trace and produce a copy of the modern map from their atlas and use the map in the Student's Book to clearly mark the area of the Fertile Crescent and Mesopotamia in the Fertile Crescent. Students should retain these traced maps for reference purpose.

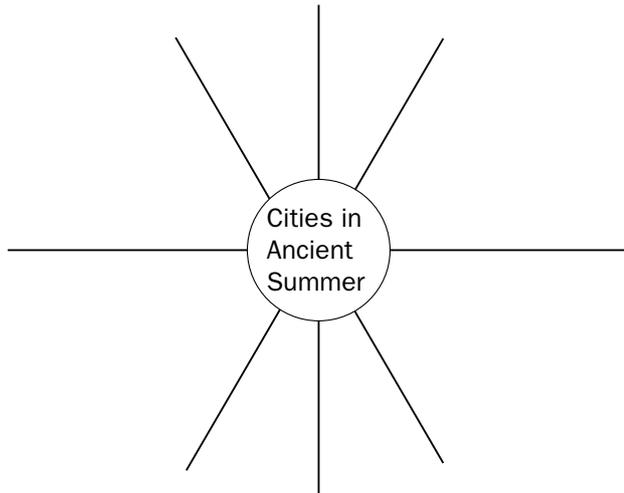
Using the atlas and map in unit 1 of the Student's Book, they could compare the surface areas of the Fertile Crescent and Indus Valley Civilisation. They could also list the modern states that the area of the Indus Valley Civilisation covers in comparison with that of the Fertile Crescent.

Steps for using the Student's Book

1. Ask students to read the paragraphs headed 'How is history studied?'; 'What was life like in the land between two rivers?'; and 'Why did civilisation develop in Mesopotamia?'. Ask them to look at the modern artist's impression of farming with irrigation channels in ancient Mesopotamia on page 4. Elicit answers about agricultural practices, climate, clothing, animals, etc. Students should be able to describe the landscape, agriculture, and day-to-day activities.
2. They should read the text on page 5 and look at the illustration of the ziggurat at Uruk. Ask them to describe how it is built and decorated and note down its details, e.g., the different levels of the building, the stairs leading into room-like structures, the planted trees, etc.
3. Using these examples, explore the idea of primary sources. Define how primary sources are first-hand accounts or artefacts from the past. Ask them to list examples of primary sources based on this definition. Good responses would include sources like letters, diaries, photographs, or other objects from different time periods. Discuss how primary sources provide direct evidence and help historians understand historical events and perspectives. Similarly, explain how secondary sources of evidence are created by historians, scholars, or authors who have studied and interpreted primary sources. These sources provide analysis, summaries, and interpretations of historical events and people. Ask students to think about what they think are examples of common secondary sources. Good answers would include biographies, history textbooks, documentaries, and articles. Reiterate how secondary sources help us gain a deeper understanding of history. Remind students how primary sources are different from secondary sources. While primary sources offer direct evidence from the time period, secondary sources analyse and interpret primary sources to present a broader understanding of history.

25 min

- To summarise the lesson, ask students to draw a table with two columns, one headed 'Upper Mesopotamia' and the other 'Sumer'. They could list under these headings the respective landscape features of each region and how this might have affected the lives of the people living there.
- Next, they should create a mind-map on cities in ancient Sumer. They could write the different features of Sumerian cities such as 'The city is well-laid out in a grid pattern,' etc.



- Conclude the lesson by asking students to reflect on what they have learnt. Encourage them to share their thoughts on what they've learned about history and why it is important to refer to primary and secondary sources of evidence. Encourage them to discuss how history connects to their own lives and the world around them.

Discussion and Review

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

- ✓ I have understood what primary and secondary sources of evidence are.
- ✓ I learned the meaning of the term 'civilisation'.
- ✓ I learned about the similarities and differences between the cities of the Indus Valley and Mesopotamia.
- ✓ I learned about the farming techniques of Mesopotamia.

Homework

- For homework, students should complete a similar diagram for the cities of the Indus Valley from unit 1 of the Student's Book, highlighting the similarities between the two in a particular colour. They should also complete Questions 1–4.
- Refer students to the task entitled 'Agriculture in Mesopotamia' on Skills Book page 6. Ask them to refer to the artist's impression of Mesopotamian farming on page 4 in their Student's Book to complete this exercise.

Lesson Plan 2

Reference pages 5–6

Topics

- How was ancient Mesopotamia governed?
- Religious beliefs and practises of Mesopotamia
- The Akkadian Empire
- The Babylonian Empire

Prior knowledge / Introduction

- Mesopotamian civilisation was distinct since its people depended on rivers for their survival but also feared the raging rivers: the Tigris and the Euphrates. Major floods frequently occurred, and archaeologists have found sites where one city was built on top of an earlier one, separated by a layer of mud swept over in a flood. Unlike the Indus Valley Civilisation, which was apparently stable for longer periods, Mesopotamian political structures were more volatile, based on tightly organised but competing city-states in the region where resources were in short supply. One of the natural outcomes of this competition was warfare where individual kings could ensure the survival of their states by conquering rival states and enslaving their peoples. This kind of warfare set a precedent for later times when the fertility and wealth of Mesopotamia attracted external conquerors and ensured that the region formed part of a succession of powerful empires across the Middle East. The heart of Mesopotamian Civilisation was based in Sumer, but the first of the great empires to dominate the region was that of Akkad (a non-Sumerian Mesopotamian city) in about 2400 BCE. Around 1800 BCE, the Babylonian Empire once again unified much of Mesopotamia under its rule.

Starting discussion points

- Ask students what they think life was like for people living in ancient Mesopotamia.
- What do they think the social structure was like back then? Would it be the same as that today

Steps using the Student's Book

1. Students should read 'How was ancient Mesopotamia governed?' on page 5. Discuss the powerful role of kings and priests in dividing the land and sharing the harvest. Explain that the concept of slavery was very popular in ancient Civilisations. Slaves used to work as domestic help and as labourers on farms and construction sites.
2. Students should look at the map of the Akkadian Empire and locate the city of Akkad. They should read the text and make notes about the advancements of the Akkadian Empire. They should read about the Babylonian Empire and look at the map and illustration on page 6.

Resources

- Oxford School Atlas for Pakistan
- Skills Book pages 7–9 'The Code of Hammurabi'

5-10 min

25 min

3. Explain that King Hammurabi conquered Sumer and Akkad and fused their cultures in his new empire. He had his 282 laws inscribed on a large stone and displayed it publicly. Despite being very strict, the laws were very simple and clear.
4. Ask if they have heard about the Hanging Gardens of Babylon. It was one of the seven wonders of the ancient world, which was believed to have been destroyed by an earthquake. Some historians dispute their existence due to lack of evidence, unlike other wonders of the ancient world, like the Great Pyramid of Giza in Egypt.
5. Students should make notes about what is being discussed in class to help them draw comparisons between the empires. They can hold a class discussion in the next lesson about their views on each empire.
6. Students could also complete Assessment 8 and Activity 4.

Homework

- Refer students to the task entitled ‘The Code of Hammurabi’ on Skills Book pages 7–9. Students should read each law of King Hammurabi of Babylon in turn, completing each sentence to justify their assessment of the particular law as really harsh, quite harsh, quite fair, or quite unfair. They should briefly justify their reasons. They should complete page 7 in class and complete the remaining activity as homework.
- There should be a follow-up class discussion in the next lesson focusing on particular laws. Select a couple of codes from this activity and ask several students to give their opinions on it. You can hold a class discussion on what students mean when they use such terms as harsh, fair, or unfair.

| Lesson Plan 3 | |
|--|--|
| Reference pages 7–9 | |
| Topics <ul style="list-style-type: none"> • The Assyrian Empire • How did ancient Mesopotamia advance? | Resources <ul style="list-style-type: none"> • two different coloured reels of thread • a pair of scissors • 4 card papers • masking tape |
| Prior knowledge / Introduction <ul style="list-style-type: none"> • The wealth and sophistication of the Babylonians allowed them to build on and extend the achievements of the original Sumerians. Babylonian scholars were able to predict lunar eclipses and trace the paths of some of the planets. They worked out useful mathematical tables and an algebraic geometry. Earlier Sumerian numbering systems were adapted to produce the modern 60-minute hour and 360° circle. Although the Babylonian Empire lasted for around 200 years, modern societies still owe much to the inventions and discoveries made during its rule. | |
| Starting discussion points <ul style="list-style-type: none"> • Before beginning this lesson, students should discuss the Skills Book activity on the Code of Hammurabi, completed as homework. • They should then read about the Assyrian Empire and look at the map on page 6. Explain that the Assyrians developed sophisticated warfare techniques that helped them to expand and strengthen their empire. | 5-10 min |
| Steps using the Student's Book <ol style="list-style-type: none"> 1. Now the students can draw comparisons between the successive empires of Mesopotamia (the Akkadian Empire, the Babylonian Empire, and the Assyrian Empire) and discuss which empire was the most successful. After taking their suggestions, lead a further discussion about the students' criteria for judging the success of empires, e.g., the size of an empire, longevity, advancements, or any other feature of an empire. 2. Students should refer to the map of the Fertile Crescent they traced in their first lesson. They should be able to show the extent of each empire by marking its outline on this map. In this way, they can see how successive empires grew by conquering more territory than their predecessors. Encourage students to revisit unit 1 and study the photographs and illustrations in order to draw comparisons between the Indus Valley and the Mesopotamian Civilisations. Ask students to read the text headed 'How did ancient Mesopotamia advance?' and make notes on each subheading in turn. | 25 min |

3. Elicit from students the similarities and differences between the Indus Valley and the Mesopotamian Civilisations. Students might comment that the Indus Valley developed along the River Indus and the Mesopotamian Civilisation grew along the Tigris and the Euphrates rivers. Evidence of domesticated animals is found in both Civilisations. The clay toy carts found in the Indus Valley manifest the use of wheeled transport, while people in the Mesopotamian Civilisation used wheeled chariots as well as boats. A major difference between the Civilisations is that very few weapons were found in the Indus Valley, whereas the Assyrian Empire developed advanced warfare technology. Students should compare other aspects, e.g., craftsmanship, system of writing, trade, building materials, etc.
4. Students should look at the map on page 9 showing the possible trade routes of ancient Mesopotamia. They should use the key to find out the materials traded between the Indus Valley Civilisation and Mesopotamia. For homework, the students should make a list of five countries and the materials they traded with ancient Mesopotamia, e.g., gold and lapis lazuli from Afghanistan; copper and steatite from Greece, etc.

Extended/ Optional activity

This activity will enable students to visualise which civilisation was more advanced. Divide the class into four groups and give each group a long piece of thread from each of the two reels and a card paper. Select colours to represent the Indus Valley and the Mesopotamian Civilisations.

Explain that they should decide how far advanced (if they agree it was) Mesopotamian Civilisation was over that of the Indus Valley on the basis of their notes and class discussions. They should decide the length of the thread for each Civilisation according to their advancement in agriculture, transport, craftsmanship, building, warfare, writing, trade, and climate. Where they feel that the Indus Valley was more advanced with respect to a particular feature, they should cut a longer thread for it and a correspondingly shorter thread for the Mesopotamian Civilisation. Students should stick the corresponding threads with masking tape on their card papers for each Civilisation and label accordingly. When each group has determined the length of the threads for each feature of both Civilisations, they should lay them out on their desk for display. It should be very clear that the Mesopotamian Civilisation was more advanced than that of the Indus Valley. Different groups can be selected to justify their choice.



the thread showing agriculture of the Indus Valley Civilization

the thread showing agriculture of the Mesopotamian Civilization

Discussion and Review

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

- ✓ I learned that the Assyrian Empire developed highly advanced warfare which helped it to expand.
- ✓ I learned that the people of ancient Mesopotamia were advanced in agriculture, transport, science, mathematics, craftsmanship, trade, and warfare.

Homework

- Students could do the activities given at the end of the Unit.

Answers to assessments

1. The correct answers are:
 - i. d. the Tigris and Euphrates rivers
 - ii. b. ziggurats
 - iii. a. Sumer
 - iv. a. Babylonians
 - v. c. Keeping accounts
2. Hunter-gatherers (Pros: Strong knowledge of the environment, better adaptability to changing environments/ easier to move to areas with better resources. Cons: Uncertain food supply, limited possessions, vulnerable to natural disasters/environmental hazards/predators).
 Farmers (Pros: stable food supply, development of permanent settlements. Cons: Threat of crop failure, resource depletion, limited mobility and increased dependency on land)
 Note that students can give diverse answers based on what they have learned in this chapter and will answer the second part of the question based on their personal opinions.

3. The unpredictable water supply in ancient Sumer could lead to agricultural difficulties and resource scarcity, causing societal instability. Additionally, competition for trade between cities could foster conflicts, economic disputes, and political tensions, further contributing to the overall instability of the region.
4. Encourage students to conduct research using online and print sources for this answer. Answers would generally be along the lines of talking about how trade in both ancient Mesopotamia and the modern times involves the exchange of goods and services. That in ancient Mesopotamian relied heavily on local and regional networks, while today's trade is globalised. Furthermore modern trade is facilitated by advanced technologies, financial systems, and complex supply chains, unlike the more basic methods of ancient trade.
5. Students will answer this question based on their understanding and personal experiences. People in the ancient civilisation would have a more simpler diet.
6. Students will answer this question based on their personal opinion and understanding. They can augment their answers by gathering information from relevant online and print sources.
7. Students can conduct research or refer to the information given in the chapter to answer this question. Typical correct answers would explain how Mesopotamia is known as the 'cradle of Civilisation' since it was one of the earliest regions where complex human societies emerged. It witnessed the development of agriculture, the invention of writing, the establishment of cities, the creation of legal codes, and advancements in various fields, laying the foundation for future Civilisations.
8. Students have room to be creative with this answer. They will answer this question based on their understanding and personal experiences. General answers can include (but are not limited to): Laws help maintain social order and harmony; help protect individual rights and freedoms; promote public safety; facilitate economic stability and growth; help provide accountability and justice in the society.

Answers to skills book

Page 6 'Agriculture in Mesopotamia'

- A 1.
- Heat: the clothes of the people in the illustration show that they live in a hot environment. The houses have courtyards where people are working or carrying out their day to day tasks.
 - Use of animals: there are grazing sheep in the fields, a pair of oxen ploughing the land, and a bullock cart on the road.
 - Use of water: there is a river shown in the illustration. A woman is carrying a water pot on her head.
 - Transport: there is a bullock cart on the road and two boats shown in the illustration.
 - Use of plants: many different kinds of plants are shown in the illustration.

Pages 7 – 9 'The code of Hammurabi'

- A 1. Students' answers will vary

02

Ancient Civilisations: Ancient Egypt

Lesson Plan 1

Reference pages 12–13

Topics

- What did Howard Carter discover?
- What can Tutankhamen's treasure tell us about the ancient Egyptians?
- Role of the pharaoh in Ancient Egypt
- Significant people in ancient Egypt

Resources

- a torch
- one slip of paper (saying Lord Carnarvon: 'Can you see anything?')
- one slip of paper (saying Howard Carter: 'Yes. It is wonderful.')
- Skills Book pages 10–12 'The mysteries of Tutankhamen's tomb'
- Skills Book page 18 'Prominent rulers in ancient Egypt'

Prior knowledge / Introduction

- Ancient Egypt is one of the four Great River Valley Civilisations (including China, Mesopotamia, and the Indus Valley). From its origins to its decline, the ancient Egyptian Civilisation was focused on the River Nile and the desert immediately surrounding it. The steady-flowing River Nile was marked by annual flood surges which watered and enriched Egyptian soil on either side of its banks. Unlike the Tigris and the Euphrates in Mesopotamia, the River Nile could be seen as a source of natural bounty which never failed, rather than as a menacing cause of unpredictable floods. The natural environment was therefore closer to that of the Indus Valley than Mesopotamia, and ancient Egyptian culture tended to be stable and long-lasting.
- Farming had developed along the Nile by about 5000 BCE but there was a surge in economic development around 3200 BCE, in part because of growing trade with other regions, including Mesopotamia. This economic acceleration was the spur to the formation of regional kingdoms in Egypt. Unlike Mesopotamia, Egypt did not go through a phase of forming city states prior to the creation of larger kingdoms, partly because there were fewer obstacles to establishing political unity. The River Nile itself acted as a unifying influence and the vast surrounding deserts discouraged the kinds of frequent invasion that regularly troubled Mesopotamia. (It is harder to compare ancient Egypt with the Indus Valley Civilisation as less is known about the latter.)

Starting discussion points

- This lesson could begin with a role play. Darken the classroom as much as is practical to help recreate something of the atmosphere inside Tutankhamen's sealed tomb. Ask two students to assume the roles of Howard Carter (the archaeologist who discovered Tutankhamen's tomb) and his patron Lord Carnarvon, and hand them the slips of paper. If possible, give them a torch (representing the lighted candle that Carter used to peer inside the tomb) and

5-10 min

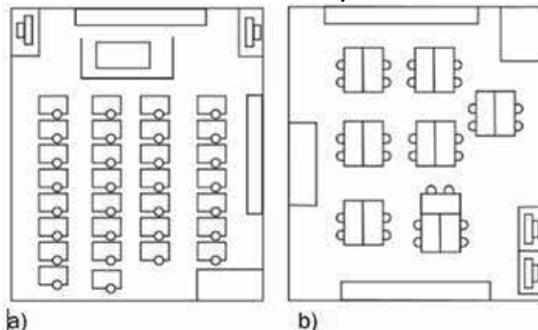
ask them to read the following script loudly just outside the classroom door with it slightly ajar, so that students inside the classroom can hear what they say.

1. The student acting as Howard Carter flashes the torch beam around inside the classroom.
2. The other student acting as Lord Carnarvon says, 'Can you see anything?'
3. Howard Carter says, 'Yes. It is wonderful.'

Steps using the Student's Book

25 min

1. Ask both students to come inside the classroom and begin the lesson. Students read the text and look at the pictures on page 12. Write the following questions on the board:
 - What did they feel?
 - What did they hear?
 - What did they smell?
 - What did they see?
2. Hold a class discussion about what Howard Carter and Lord Carnarvon might have felt and experienced upon entering the tomb of Tutankhamen (also spelled as Tutankhamun) for the first time in thousands of years. The questions on the board should be used as a basis for the discussion. (Both men felt completely overawed and excited by this archaeological discovery, which was one of the most sensational in history. Inside the tomb, they would have experienced an eerie silence with perhaps the noise of workmen continuing to clear rubble outside. The air may well have been dusty, but the room would have been in complete darkness apart from what could be seen by the limited light of the candle they were carrying. It would have been difficult to make out clearly what each object was.)
3. Ask pairs to look carefully at the photograph of the room that Howard Carter first discovered and ask them to identify any objects described in the book so far, and any objects they think they can identify.
4. Ask students to sketch a floor plan (not to scale) of the first room that Howard Carter discovered at Tutankhamen's tomb from the photograph in the book. You might need to demonstrate how to sketch a floor plan of the classroom using its photograph. Explain that a floorplan shows the view of an area from above (either scaled or not). Draw a sample floor plan of the classroom on the board as shown below. You can choose any of the following floor plans.



5. The floor plans sketched by the students might not be accurate, but it will give them an idea of how to represent objects seen in a photograph as a roughly sketched floor plan.
6. Students should read page 12 about the treasures found in Tutankhamen's tomb. Explain that the pyramids contain various inner chambers and tunnels. The pyramids were secured against tomb raiders because the pharaohs were buried with treasures for their afterlife. Elicit answers from the students about the treasures found in Tutankhamen's tomb. They should complete Questions 1–2.
7. After discussing the importance of the tomb of Tutankhamen at length, it is important to take a moment to discuss with the students the role of the pharaohs in ancient Egypt. Write the word 'pharaoh' on the board, and then ask the students to list down what they think the role of a pharaoh would be. Encourage them to conduct some research by either borrowing relevant material from the library or conducting research from good online sources in the computer lab (if available).
8. The discussion regarding the role of pharaohs can include the fact how they were believed to be divine rulers who served as the political, religious, and administrative leaders of the Civilisation. Their rule spanned thousands of years and left a significant mark on Egyptian history. Pharaohs held absolute power and control over the kingdom. They made important decisions regarding governance, justice, and the welfare of their subjects. Their word was law, and their decrees were binding throughout the land. They also played a vital role in religious affairs. Pharaohs were seen as intermediaries between the gods and the people and were believed to possess divine qualities. They were also responsible for performing religious rituals and ceremonies to ensure the people of the kingdom remained in good favour of the gods, to ensure the prosperity of the kingdom. Pharaohs were also responsible for managing and controlling the kingdom's resources. They oversaw the collection of taxes, distribution of resources, and supervised major construction projects such as temples, pyramids, and irrigation systems. They also controlled economic prosperity of the kingdom through their influence over the agricultural land and trade routes. Pharaohs were also the commanders-in-chief, leading armies in times of conflict to defend Egypt from external threats.
9. After highlighting the main duties of pharaohs it would be a good idea to refer to significant personalities in ancient Egypt. You can refer to pages 12–13 of the Student's Book.

Discussion and Review

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

- ✓ I learned that Howard Carter discovered the tomb of Tutankhamen.
- ✓ I explored the role of the pharaoh in ancient Egypt.
- ✓ I would like to find out more about the objects found in the tomb.
- ✓ I would like to learn more about the prominent people in ancient Egypt.

Homework

- They could complete Questions 1–2 in the Students' Book as homework.
- Refer to the task entitled 'The mysteries of Tutankhamen's tomb' on Skills Book page 16. Ask students to compare their sketched floor plans of the first chamber of Tutankhamen's tomb to the illustration of Howard Carter's original sketch on page 16 of their Skills Book. Teachers could lead a class discussion about the relative difficulty of completing the task and how accurate they think Howard Carter's drawing appears. (Carter was an accurate draughtsman and had trained as an archaeologist under Flinders Petrie, widely regarded as a pioneering Egyptologist.) Students could complete the first activity, drawing lines between where objects in the photograph appear to match objects in Howard Carter's plan. Students could then discuss how they might complete the sentences below the pictures of objects found in the tomb of Tutankhamen itself from pages 17–18 of the Skills Book. (The actual task can be completed later when they have read more detail from the Student's Book.)

Lesson Plan 2

Reference pages 14–16

Topics

- Why do archaeologists know more about Egypt long ago than they do about the Indus Valley Civilisation?
- Society in ancient Egypt
- What can archaeological evidence tell us about the life of ancient Egyptians?
- How did ancient Egyptians prepare their dead for the afterlife?

Prior knowledge / Introduction

- Archaeological evidence offers valuable insights into the life of ancient Egyptians, allowing us to understand various aspects of their Civilisation, culture, and daily existence. Through the excavation of sites like tombs and temples, we can uncover the social structure of ancient Egypt, with grand structures like the pyramids indicating the power of the ruling class and smaller tombs providing clues about the lives of commoners. The abundance of temples, burial sites, and religious artifacts reveal their religious beliefs and practices, with hieroglyphic inscriptions and depictions on temple walls shedding light on their gods, rituals, and afterlife beliefs. Excavations of ancient Egyptian cities and settlements provide details about daily life, as the remains of houses, tools, pottery, and personal objects offer insights into occupations, diet, clothing, and domestic activities. The art and symbolism found in sculptures, paintings, and reliefs depict pharaohs, gods, and ordinary people in various contexts, providing further understanding of social roles, fashion, and cultural practices. Burial sites and tombs provide evidence about funerary practices, including mummification and burial rituals, while technological advancements are evident in engineering feats like the pyramids and the irrigation systems. Archaeological discoveries also illuminate trade networks and contacts with other Civilisations through imported goods found in Egyptian tombs. Written records, such as inscriptions, hieroglyphs, and papyri, offer historical information including religious texts, administrative records, and personal writings that contribute to our understanding of ancient Egyptian society, politics, and intellectual pursuits. By combining archaeological evidence with other historical sources, we can piece together a comprehensive understanding of ancient Egyptian life, customs, and beliefs.

Starting discussion points

- Ask students what they think archaeological evidence is?
- Hold a discussion about primary and secondary forms of evidence.

Resources

- Skills Book pages 10–12 ‘The mysteries of Tutankhamen’s tomb’

5-10 min

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| <p>Steps using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask students to look at the pictures of the Valley of Kings in Thebes and the Rosetta Stone. Explain that the inscription on the Rosetta Stone was studied for many years before it was decoded. It was found by French soldiers in a town called Rosetta in Egypt where they were digging a fort. More is known about Egyptian Civilisation because their writing (hieroglyphics) was decoded unlike that of the Indus Valley Civilisation. 2. They should read page 16 about how they preserved the bodies of the dead. Elicit what the students know about Egyptian mummies. Briefly discuss the key aspects of society in ancient Egypt, focusing on things such as social classes, occupations, religion, and cultural practices. Talk about the specific social classes or occupations from ancient Egypt, such as pharaohs, priests, scribes, farmers, craftsmen, or labourers. Instruct the students to brainstorm what they know of the daily life and activities of their assigned social class or occupation. Remind them to consider elements such as clothing, gestures, tools, and objects that were relevant to their assigned roles. 3. Next, have a quick discussion to highlight the diversity and interdependence of various social classes and occupations in ancient Egyptian society. Encourage students to do some independent research at home to learn more about ancient Egyptian society, including aspects such as architecture, art, science, and literature, to gain a comprehensive understanding of this fascinating ancient culture. 4. Students could do Questions 2–5 in class. For homework, students could prepare presentations about life in ancient Egypt in pairs or small groups, collecting information from the Student's Book and the Internet. They could be given the following headings to make notes under 'The climate of ancient Egypt'; 'The diet of the ancient Egyptians'; 'The treatment of dead bodies'; 'The society of ancient Egypt', etc. They should bring their presentations to the next lesson. | <p>25 min</p> |
| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that archaeological evidence from ancient Egypt enabled historians to learn about the life of ancient Egyptians. ✓ I have learned about society in ancient Egypt. ✓ I learned that ancient Egyptians believed in an afterlife and prepared their dead for it. | |
| <p>Homework</p> <ul style="list-style-type: none"> • Having completed their research from the Student's Book about the Egyptian way of life, students should also complete pages 10–12 in their Skills Book about the objects found in Tutankhamen's tomb as homework. | |

Lesson Plan 3

Reference pages 16–17

Topics

- How did the River Nile shape ancient Egypt?

Prior knowledge / Introduction

- The River Nile held a pivotal role in shaping ancient Egypt, leaving an enduring impact on its Civilisation. Stretching across vast distances, this majestic river bestowed upon the ancient Egyptians a source of sustenance, transportation, and economic prosperity like no other. The annual flooding of the Nile, characterised by its predictable and fertile inundation, created a fertile environment that fueled agricultural productivity. This abundance of resources was the catalyst for the growth of a sophisticated society along the river's banks, leading to the establishment of one of the most remarkable Civilisations in human history. In this exploration, we will delve into the diverse ways in which the River Nile molded every aspect of ancient Egyptian life, encompassing agriculture, trade, religious beliefs, and cultural traditions.

Starting discussion points

- Can a river play a significant role in the development of a Civilisation? Encourage students to give reasons for their answers.
- How do rivers impact the lifestyle of the people living near them?
- Talk about the rivers of Pakistan and what role they play.

Steps for using the Student's Book

1. The students should have brought their group presentations on ancient Egypt. Give each group 2–3 minutes to present their findings. After being given a limited amount of time to present their findings, students could pose questions to each other to test the extent of their knowledge. A class vote could be taken at the end of the process to decide which was the best presentation, and the reasons for this judgement. The students should read and study the map of the River Nile on page 15. The map shows how the river divides Upper and Lower Egypt. Using their *Oxford School Atlas for Pakistan*, they should list the countries through which the River Nile flows today. Explain that these countries depend on the river for their agriculture, transport, and supply of water.
2. When they have read the text, elicit answers from the students about how they think the Nile shaped the ancient Egyptian Civilisation.

Resources

- *Oxford School Atlas for Pakistan*
- presentations prepared by groups of students
- Skills Book pages 15–17 'The ancient art of making papyrus'

5-10 min

25 min

Discussion and Review

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

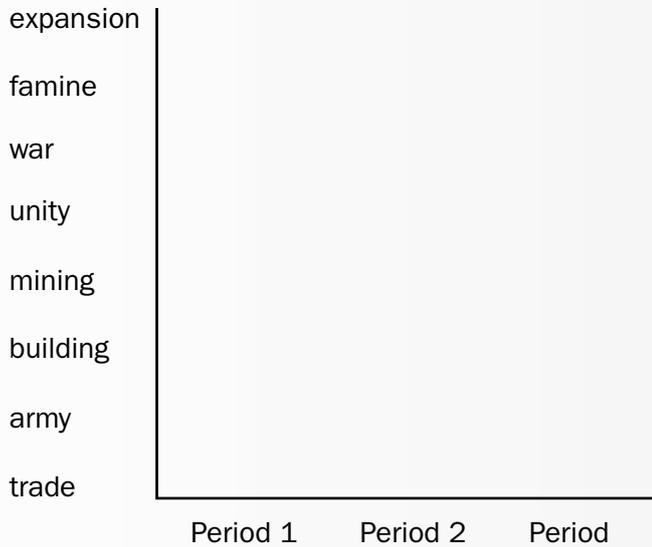
- ✓ I learned that the River Nile provided food for growing crops.
- ✓ I would like to find out more about how ancient Egyptian Civilisation advanced.

Homework

- Students should complete the task entitled ‘The ancient art of making papyrus’ on pages 15–17 of their Skills Book as homework.

| Lesson Plan 4 | |
|---|---|
| Reference pages 17–18 | |
| Topics <ul style="list-style-type: none"> • Do we know how the Great Pyramid was built? • How is ancient Egyptian history divided up?? | Resources <ul style="list-style-type: none"> • Skills Book pages 13–14 ‘How advanced were the ancient Egyptians?’ |
| Prior knowledge / Introduction <ul style="list-style-type: none"> • The construction of the great pyramids remains an enduring marvel, a testament to the incredible skills and unwavering determination of the ancient Egyptians. These colossal structures, erected as eternal resting places for the pharaohs, continue to astound us with their sheer size and architectural brilliance. The process of building the pyramids was an extraordinary feat that involved meticulous planning, an immense workforce, and remarkable engineering prowess. In this exploration, we will embark on a journey to uncover the fascinating methods and techniques employed by the ancient Egyptians in the construction of these awe-inspiring edifices. Through this exploration, we will gain a deeper understanding of the remarkable achievements of this ancient Civilisation and the enduring legacy of the great pyramids | |
| Starting discussion points <ul style="list-style-type: none"> • Why do you think people in ancient Egypt built the Great Pyramids? Did they make them with the hopes that it would last? • What can we learn from the construction of the Great Pyramids? | 5-10 min |
| Steps for using the Student’s Book <ol style="list-style-type: none"> 1. Ask students to look at the photograph of the Great Pyramid on page 17. Elicit answers about how they think it was built. If they are unable to explain, ask how tall buildings around them are built. They might have seen construction machinery and/or construction workers in the city or town where they live. Explain that ancient Egyptians were able to build such magnificent pyramids with their advanced building techniques. Then they should read the text on page 16 to find out about these building techniques. 2. Before they continue to read page 17–18, ask them to study the photographs on this page of the Great Sphinx and the colossal pillars of the Temple of Luxor. These show how advanced the ancient Egyptians were in their building techniques. They should read the text headed ‘How is ancient Egyptian history divided up?’ on pages 17–18. Encourage students to make notes about each period of Egyptian history. | 25 min |

3 To enable students to visualise how each period contributed to the advancement of ancient Egypt, they should plot a dot graph in their notebooks. Using rulers, ask them to write the three periods along the horizontal axis and the areas where they excelled or failed along the vertical axis. Mark dots for each period



4. Students should read about the significant pharaohs.
5. Students should complete the task entitled 'How advanced were the ancient Egyptians?' using the details from their Student's Book. They could also answer the questions in the second part of the task.

Discussion and Review

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

- ✓ I learned that ancient Egyptians developed sophisticated techniques to build pyramids.
- ✓ I learned that they had a great deal of mathematical and scientific knowledge.
- ✓ I learned that ancient Egyptian history was divided into three periods.

Homework

- Students should complete Questions 6–7 for homework.

Answers to assessments

- The correct answers are:
 - c. long-lasting
 - d. 20 years; 20,000
 - c. Eastern Mediterranean; Africa
 - b. Menes
 - c. 70
- Howard Carter was probably excited when he peered into Tutankhamen's tomb because it appeared to be a significant archaeological discovery. This is because he saw how the tomb contained a wealth of treasures and artefacts (primary sources of evidence), providing a unique opportunity to study the burial practices and culture of ancient Egypt, offering immense historical and cultural insights.
- Students will answer based on their understanding and personal opinions.
- We might not be able to trust tomb paintings as accurate representations of how ancient Egyptians looked and dressed since they were often stylised and idealised, emphasising the status and importance of the deceased. The representations may be exaggerated, distorting the depiction of clothing and physical features of the people living at the time. Tomb paintings were also influenced by the artistic preferences and cultural norms of the time, which may not accurately reflect the everyday reality of ancient Egyptian life.
- The ancient Egyptians had complex burial practices that differed depending on the social status of the deceased. Common people were typically mummified and placed in simple graves or tombs, accompanied by personal belongings. Pharaohs, on the other hand, received elaborate burials in grand tombs filled with treasures and offerings, reflecting their elevated status. These tombs were often pyramids or hidden in the Valley of the Kings.
- We can rationally say that ancient Egyptians had scientific and mathematical thinking based on various archaeological evidence. They developed a complex understanding of astronomy, engineering, and geometry, as seen in their precise architectural structures (the Pyramids are a key example of the structures) and astronomical observations.
- In ancient Egyptian civilisation, the society was hierarchal and therefore the rights and privileges of individuals varied depending on their social position. Pharaohs held the most power and privileges, while common people had limited rights but still enjoyed some legal protections. Slaves, on the other hand, had few rights and were considered property. Women had some legal rights and could own property, engage in trade, and initiate divorce.
- If the Rosetta Stone had not been discovered, we would likely be unable to decipher ancient Egyptian hieroglyphs. The stone helped understand the complex ancient writing system, allowing scholars to translate hieroglyphs into modern languages, therefore unlocking a wealth of historical, cultural, and religious information from the time of ancient Egypt.
- The Pyramids were monumental structures built by the ancient Egyptians as tombs for their pharaohs. Their shape was chosen for its symbolism of the sun's rays descending to Earth. They typically contained valuable goods to accompany the pharaoh in the afterlife, emphasising their divine status and to ensure they would have a comfortable existence in the next world.
- Students will answer this question based on what they have learnt in this chapter and their understanding of geopolitical locations.

Answers to skills book

Pages 10–12 ‘The mysteries of Tutankhamen’s tomb’

- A 1. Students should draw lines between the similar objects in these illustrations.
- 2 a) Six chariots were found in pieces inside the tomb. This evidence tells us that the Egyptians used chariots and they were a significant form of royal transport.
- b) A board game called Sennet was found in the tomb, made from ivory and ebony (a precious black wood). This evidence tells us that ancient Egypt had skilled craftsmen, shows what kinds of game were played at court, demonstrates what kind of activity a soul might participate in during the afterlife, and shows that ivory and ebony were imported into Egypt from further south in Africa.
- c) A headrest was found in the tomb. The sleeper lay on their side on a pillow. This evidence tells us that wealthy and important Egyptians slept in this way and that Egyptians believed that the king’s soul would need sleep in the afterlife.
- d) Four canopic jars in the tomb, carved from a delicate rock called calcite, contained Tutankhamen’s liver, stomach, lungs, and intestines. This evidence tells us that the king would need his internal organs in the afterlife and that Egyptians had the knowledge to preserve them.

Pages 13–14 ‘How advanced were the ancient Egyptians?’

- A 1 a) They built the pyramids on a square base using a measurement called a cubit.
- b) Each corner of the square base of the pyramid points to a particular direction of the compass.
- c) The huge stones were put in place along the sides of the pyramids using a plumb line (a piece of thick string with a weight attached to one end to test whether a wall is straight).
- d) They were probably aware of the stationary position of the North Star (which is just above the North Pole) which helped them tell the directions of the compass.
- B 1 a) The River Nile was most important to ancient Egyptians because it supplied water to the population in a dry climate and its regular floods fertilised the land.
- b) Archaeological evidence is usually reliable.
- c) The religious beliefs of the ancient Egyptians help to explain their way of life.

Pages 15–17 ‘The ancient art of making papyrus’

- A 1. Students should read the instructions and study the illustrations closely.
- B. Students should make their own paper and stick a photograph of it in the given space of the skills book.

Page 18 ‘Prominent people in ancient Egypt’

Students will fill in their answers based on their opinions and personal preferences. Look for answers that have been supported by solid reasoning.

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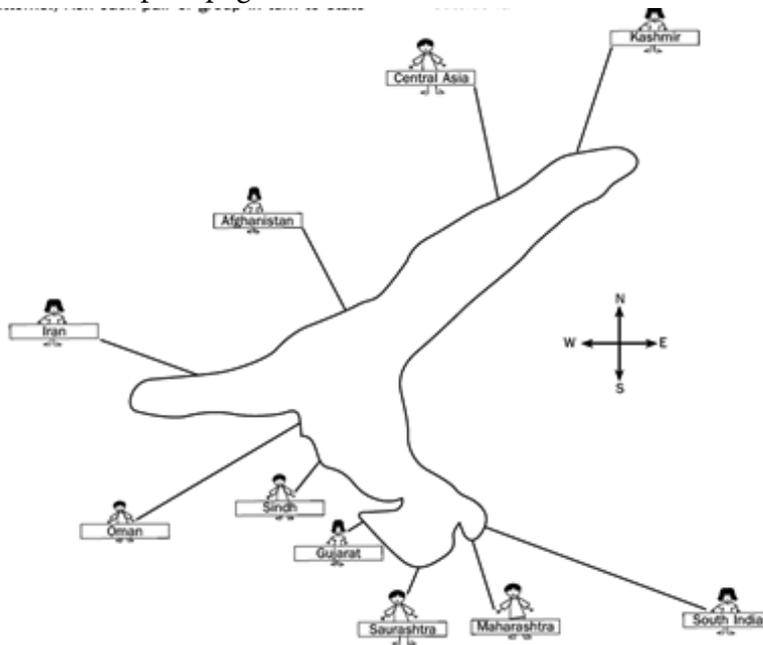
Ancient Civilisations: Indus Valley Civilisation

| Lesson Plan 1 | |
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| Reference pages 21–22 | |
| Topics <ul style="list-style-type: none"> • Have we solved the mysteries of the Indus Valley Civilisation? • What evidence did archaeologists find in the Indus Valley? | Resources <ul style="list-style-type: none"> • <i>Oxford School Atlas for Pakistan</i> • Skills Book pages 19–20 ‘Trade in the Indus Valley Civilisation’ • a long piece of string • masking tape • 12 slips of white card • 13 slips of blue card • 12 different coloured strings |
| Prior knowledge / Introduction <ul style="list-style-type: none"> • The Indus Valley Civilisation is one of the four Great River Valley Civilisations: the others are China, which was based on the Yellow River, Egypt on the River Nile, and Sumer between the Tigris and Euphrates rivers. These earliest Civilisations coincide with the transition from a hunter-gatherer lifestyle to one based on early agriculture and farming. (The term Civilisation itself refers to life lived in towns and cities among cultures and peoples that were producing sufficient food that they could trade their surplus produce with other peoples. They had plenty of leisure time to devote to activities other than simple survival.) | |
| Starting discussion points <ul style="list-style-type: none"> • Before they study the Indus Valley Civilisation in any depth, students should be able to locate it geographically, identify the geographical features of the Indus Valley Plains at that time, and explain some of the links shared with other Civilisations of the ancient world. • Firstly, refer students to the <i>Oxford School Atlas for Pakistan</i>. Ask them to look at the map of modern Pakistan and compare it to the territory representing the spread of the Indus Valley Civilisation on page 22 of their Student’s Book. Students could then roughly estimate the proportion of the territory of the Indus Valley Civilisation that was contained within the borders of modern Pakistan. | 5-10 min |
| Steps for using the Student’s Book <ol style="list-style-type: none"> 1. Ask the students to read the introductory paragraph and the speech bubbles and to look at the photographs and illustration on pages 21–22. 2. For homework, students could be asked to research the characteristics of the terrain of the Indus Valley Plains in the present-day region, summarising details under such headings as climate, fertility of the land, etc. | 25 min |

Under each heading, students could write details such as ‘monsoons’ under the heading ‘climate’; ‘arid’ under the heading ‘fertility of the land’, etc. (Students whose families might live in these parts of Pakistan could be interviewed about what they know about what the plains used to be like.)

3. As a classroom activity (using the background information above) students could be asked to complete details of the characteristics of the Indus Valley Plains area as it was thousands of years ago, writing these details under the same headings. A discussion could be held about the features of the landscape that are still common, such as monsoons, and major differences such as the relative fertility of the land in the third millennium BCE.
4. You can complete the activity on Skills Book pages 19–20 ‘Trade in the Indus Valley Civilisation’ in class. Set up the teaching area, as a ‘living map’ with furniture cleared to one side. Using string, lay out in the middle of the floor the shape of the approximate borders of the Indus Valley Civilisation from page 6 of the Student’s Book. Use masking tape to stick the string at various places so it stays in place.
5. Direct students to page 19 of their Skills Book and ask them to shade the area of the Indus Valley Civilisation, as shown in their Student’s Book. Set pairs or small groups of students the task of locating the following places, using their Oxford School Atlas for Pakistan: Rajasthan, Maharashtra, Gujarat, Saurashtra (India), south India, Sindh (Pakistan), Afghanistan, Kashmir, Iran, Central Asia, Oman, and the Persian Gulf. Then they should mark these places on the map on page 19 of their Skills Book.
6. Divide the class into 12 groups and hand out a white card slip and a blue card slip to each group. Allocate a place to each group and ask them to write its name on the white card. Students should refer to page 20 of their Skills Book and write the name of the material brought from each place on the blue card slips. Give an extra blue card slip to the group representing Sindh, as it exported two materials to the Indus Valley.
7. Ask all groups to stand around the central outline of the Indus Valley Civilisation territory marked on the floor. They may refer to the map they have marked on page 19 of their Skills Book to check the locations of the places they are representing. Ask them to organise themselves so that they are standing at a proportionate distance from the outline and in a position accurately reflecting the location’s direction from the Indus Valley. For example, the group representing Central Asia would be standing at a fair distance to the northwest of the Indus Valley.

8. Then give each group a different coloured string to attach to the outline string of the Indus Valley outline on the floor, stretch it taut, and hold up the label with the name of the area they are representing. For example, the group representing Central Asia would be holding the string in the north with the label 'Central Asia'. Similarly, the group representing Oman will be standing southwest of the Indus Valley. (This exercise creates a visual representation of Indus Valley trading patterns.) Ask each pair or group in turn to state their location, the product or raw material they exported to the Indus Valley, and what this might tell us about the Indus Valley Civilisation itself. This demonstration will help students to mark the trading routes from all these places on the map on page 19 of their Skills Book.



Discussion and Review

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

- ✓ I learned that the mysteries of the Indus Valley Civilisation were first revealed in the nineteenth century, when Charles Mason noticed a ruined castle in the Punjab.
- ✓ I learned that the River Indus was vital to the development of the Indus Valley Civilisation.
- ✓ I learned that the cities of the Indus Valley Civilisation were advanced, but a lot is still unknown about this ancient Civilisation.
- ✓ I learned about materials that were traded and came to the Indus Valley Civilisation from outside it.

Homework

- Students could complete Questions 2–3 for homework.

Lesson Plan 2

Reference pages 23–24

Topics

- What artefacts did archaeologists discover in the cities?
- How were people buried?

Prior knowledge / Introduction

- Archaeological excavations in the Indus Valley region have unearthed a rich array of artifacts from the ancient Indus Valley Civilisation. Among the notable discoveries are intricately carved seals made of steatite, displaying depictions of animals, mythical creatures, and human figures. The skilfully crafted pottery, with its unique shapes and painted motifs, provides a glimpse into their artistic prowess. Jewellery made of gold, silver, and semi-precious stones reveals their adornment practices, while terracotta figurines offer insights into their clothing and hairstyles. Stone tools and metal artifacts attest to their craftsmanship and industrial capabilities, and gaming dice suggest leisure activities. Beads and ornaments made of various materials hint at their trade networks and cultural practices. These artifacts collectively contribute to our understanding of the advanced society that thrived in the Indus Valley thousands of years ago.
- The Lower Indus Plains looked very different in the third millennium BCE from today. The modern region appears arid and desolate, crisscrossed by dried-up riverbeds. During the period of the Indus Valley Civilisation, the plains were green and heavily forested, with game animals and pasture for domesticated animals. Prior to the Indus Valley Civilisation, the plains were already dotted with farm settlements which cultivated wheat and barley, developing sophisticated agricultural implements and crop-growing techniques. The people also knew how to make bronze weapons, tools, mirrors, and pots. Elaborately decorated bowls and urns for storage suggest links to other early agricultural communities in this region. Pottery designs also show that the people were capable of depicting their surroundings; for example, fish designs on pots may indicate a source of food, while figurines in the shape of the female form were also created, perhaps representing religious deities.

Starting discussion points

- Prior to the lesson, inform students that they will research and become archaeological experts on finds from the Indus Valley Civilisation. Divide the class into 6 groups and give out one of the following statements to each group. These statements are taken from the task entitled 'Claims about the Indus Valley Civilisation' on pages 21–22 of the Skills Book.

Resources

- Skills Book pages 21–22 'Claims about the Indus Valley Civilisation'

5-10 min

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| <ul style="list-style-type: none"> • The people of the Indus Valley Civilisation used mud bricks for building. • The people of the Indus Valley Civilisation traded with other peoples. • The people of the Indus Valley Civilisation must have spent a lot of time outside. • The people of the Indus Valley Civilisation were used to animals. • The people of the Indus Valley Civilisation were skilled craftsmen. • The Indus Valley Civilisation was peaceful. <ul style="list-style-type: none"> • Instruct them to research the variety of finds that archaeologists have uncovered from the Indus Valley Civilisation from the Internet, other resources, and My E-Mate companion website. They should make notes where they think particular finds might help them prove that their statement is true. | |
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| <p>Steps using the Student's Book</p> <ol style="list-style-type: none"> 1. Students should have researched this topic and brought their notes to class for discussion and further learning. Ask them to read page 23 and then elicit responses from each group about the statement they were allocated. Allow them a limited amount of time to convince other groups in turn that the evidence they have collected proves that their statement is definitely true. The emphasis in this exercise is on speed, the ability to explain and summarise research effectively, and to convince others that their pair or group has proved its point. Any noise generated should be an indication that students have been engaged by the task. Students could complete Questions 3–4 from the Student's Book. 2. Finally, ask students to complete the sentence starters of 'Claims about the Indus Valley Civilisation' on Skills book pages 21–22. (Note that one of the statements was not included in the research activity as it is easy to prove due to the absence of evidence—i.e., Indus Valley Civilisation people did not use money.) | 25 min |
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| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <p>✓ I learned that the artifacts uncovered from the ruins of the Indus Valley Civilisation tell a great deal about the way of life of the people who lived there.</p> |
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| <p>Homework</p> <ul style="list-style-type: none"> • Students could do some additional research regarding the kind of artifacts uncovered from the time of the Indus Valley Civilisation. |
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Lesson Plan 3

Reference pages 26

Topics

- What do archaeologists claim about the Indus Valley Civilisation?

Prior knowledge / Introduction

- One important aspect of the history is to note that to date there has been no successful deciphering of the writing system of the Indus Valley Civilisation. This means that all conclusions about it have to be inferred from available archaeological artifacts. There are inevitably contested claims which are hard to prove definitely true because of the lack of available evidence, where evidence appears to be contradictory, or because of the absence of corroborating evidence. There is particular controversy surrounding explanations of why the Indus Valley Civilisation declined.
- The longest-standing historical theory claiming that the Civilisation was destroyed by violent Aryan invaders has been largely discredited due to lack of evidence. Currently, the most widely accepted theory is that climate change was probably responsible, but there still remains the problem that farming continued in the region despite the abandonment of the cities. What is important in debating different theories is that students should understand that no one theory has been definitely proved true, and that the validity of a particular theory (as in all historical study) is based on the quality of corroborating evidence which might be gathered to prove it.

Resources

- Skills book page 26 'Exploring the primary and secondary sources of evidence from the Indus Valley Civilisation'

Starting discussion points

- Review what students remember of primary and secondary forms of evidence. What can be learnt from both kinds of evidence?

5-10 min

Steps using the Student's Book

1. Students should study the photograph and illustration of the Great Bath in the Indus Valley on page 24, before reading the text. Explain that the ruins of the Great Bath in Mohenjo-Daro were studied by historians and they deduced from their findings that the Great Bath may have looked as shown in the illustration. Ask if the Great Bath looks similar to a present-day swimming pool. Elicit what the students think about the building techniques of the people of the Indus Valley.
2. Students should read the text headed 'Use of bricks for construction'.

25 min

3. Ask them to look at the writing and animals inscribed on the seals on page 25. Explain that this writing is one of the earliest forms of writing on the subcontinent and it has not been decoded so far. Ask them to read the text headed 'Seals for trade'; 'The great stone statue'; 'Religious symbols'; 'Climate'; and 'Animals'. They should complete Question 3–4 in class or for homework.

Extended/Optional activity

For further learning, encourage the students to explore more about this topic through the activities in the My E-Mate companion website of this book.

Discussion and Review

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

- ✓ I learned that different claims are made about the Indus Valley Civilisation based on the artefacts discovered there.

Homework

- Students could complete Assessment questions 3–4 as homework.
- Assign the students to complete page 26 of the Skills book as homework. Remind them of what they have learnt about primary sources of evidence and secondary sources of evidence. Ask them to recall what makes them different, and why each source of evidence is important for historians.

| Lesson Plan 4 | |
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| Reference pages 24–25 | |
| Topics <ul style="list-style-type: none"> • Why did the Indus Valley Civilisation end? | Resources <ul style="list-style-type: none"> • Skills Book pages 23–24 ‘How did the Indus Valley Civilisation end?’ • Skills Book page 25 ‘Designing the cover of a book about Indus Valley Civilisation.’ • 5 slips of card • a long piece of string |
| Prior knowledge / Introduction <ul style="list-style-type: none"> • Historians give different reasons to explain why the Indus Valley Civilisation came to an end. Numerous theories have been proposed, encompassing natural disasters, environmental changes, as well as social, economic, and political factors. By examining different theories, historians hope to gain a deeper understanding of this remarkable ancient culture and the complex challenges it confronted in its final chapter. | |
| Starting discussion points <ul style="list-style-type: none"> • Discuss how historians have different views and approaches to explain the decline of the Indus Valley Civilisation based on evidence. | 5-10 min |
| Steps using the Student’s Book <ol style="list-style-type: none"> 1. Conduct the following activity in class to elicit responses from students. 2. Display the numbers 1 to 5 on pieces of card along a wall or board, with a reasonable distance between each one. Place a note reading ‘very likely’ over number 1, ‘quite likely’ over number 3, and ‘not very likely’ over number 5. 3. Students should read ‘Theory A’ on page 26. Allow some time for discussion in class before they read ‘Theory B’ and ‘Theory C’ (present on the same page). They should read the speech bubbles too. 4. After reading out the text which explains each theory and its supporting evidence, allow students a very short amount of time to consider their own views in silence, i.e., which number and/or statement they are most likely to support in relation to each theory. Next, allow a short amount of time for students to discuss their points of view with their partners. 5. Lastly, for each theory in turn, ask students to stand by the number they most agree with. Ask a range of students to explain their reasons for standing next to a particular statement or number on the number line, probing their understanding of their own point of view. Allow students to move their position in response to something else that another student has said, for example, they might move from number 2 to number 3, but ask them to justify why they have moved. 6. Ask students to complete Question 6 from the Student’s Book. | 25 min |

Discussion and Review

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

- ✓ I learned that there is not a single theory, but different theories to explain the decline of the Indus Valley Civilisation.

Homework

- Complete the task on pages 23–24 of the Skills Book entitled ‘How did the Indus Valley Civilisation end?’. They could also complete the activity on page 25 entitled ‘Designing the cover of a book about the Indus Valley Civilisation’ for homework.

Answers to assessments

- The correct answers are:
 - False
 - True
 - True
 - False
 - False
- Masson's characterisation of the ruins he encountered in 1836 CE as a castle turned out to be wrong. Subsequent archaeological investigations and careful analysis provided a different perspective since the structures were found to be part of an intricate urban settlement, not defensive fortifications. The architectural elements, layout, and overall function of the ruins pointed towards a sophisticated urban Civilisation rather than a castle.
- The cities in the Indus Valley exhibited signs of careful city planning seen in how they had well-organised street grids, advanced drainage systems, and uniform brick sizes. There was also evidence of there being a centralised authority, seen in the presence of citadels and standardised city layouts which suggests that there was a kind of government that exercised intentional urban planning in the Indus Valley Civilisation.
- The artefacts and burial sites in the Indus Valley suggest that the people of the time had a complex and rather structured lifestyle. The presence of well-crafted pottery, seals, jewellery, and tools implies that skilled craftsmanship and trade were practised. Elaborate burials and the inclusion of personal belongings at those sites indicate a belief in an afterlife and the presence of social hierarchies (people from different social statuses were buried in different ways).
- This is a research-based task. Encourage students to use reputable online and print sources to answer this question. They can also draw help from their personal observations and experiences.
- Students will answer this based on their understanding and opinion. Encourage them to give solid reasons for their answers.
- The Great Bath of the Indus Valley Civilisation was a large, well-built public structure found at the archaeological site of Mohenjo-daro. It was a rectangular pool with steps on all sides, made of bricks and sealed with a waterproof material. Its main purpose is believed to have been for ritualistic bathing and purification practices.
- Students will answer this question based on their knowledge and understanding.
- Students will answer this question based on their knowledge and opinion.
- Students will answer this question based on their knowledge and understanding.

Answers to skills book

Pages 19–20 'Trade in the Indus Valley Civilisation'

- A
- Check that students have marked the correct regions.
 - Check that students have correctly identified the countries using the Oxford School Atlas for Pakistan and drawn lines using their knowledge from information given in the unit.

Pages 21–22 'Claims about Indus Valley Civilisation'

- A 1
- a) The excavations in Mohenjo-Daro revealed houses made of bricks.
 - b) The seals found with pictures of animals were probably used for trading goods.
 - c) No coins or money were found there.
 - d) Many animal footprints found in mud, toy animals, remains of animal bones, and the pictures of animals on seals were found.
 - e) Many artefacts including the great stone statue with an ornate headband, dice, games, toy carts, jewellery, and other items were found during the excavations.

Pages 23–24 ‘How did the Indus Valley Civilisation end?’

- A 1. Answers will vary.

Page 25 ‘Designing the cover of a book about Indus Valley Civilisation’

- A 1. Students should use ideas from the photographs and illustrations given in the chapter.
- A 1. Answers will vary.

04

Ancient Civilisations: Ancient China

Lesson Plan 1

Reference pages 30–32

Topics

- How is Chinese history organised?
- What is the archaeological evidence for the Shang Dynasty of ancient China?
- Who founded the Shang Dynasty?
- What were the achievements and advancements of the Shang Dynasty?

Prior knowledge / Introduction

- The Yellow River winds through what is now northern China, passing rich deposits of fine grained, yellow-brown soil blown by powerful winds from Central Asia since prehistoric times. In places, this very fertile soil had built up over thousands of millennia, a depth of over 300 feet and the Yellow River takes its name from the colour of the soil that is washed into it. The rich soil and abundant supplies of water made parts of northern China suitable for intensive grain cultivation and dense settlement. In addition, the region was girded by mountains to the west and south, but open to trade and migratory movements of people from the grasslands of the north-west. By 4000 BCE, sedentary agriculture (farming on one site) supplemented hunting and fishing, and during the period of the Longshan culture (2000–1500 BCE) the cultivation of grain, particularly millet, became a central economic activity.
- Extensive farming along the Yellow River made possible the building of large, permanent villages surrounded by walls of stamped earth. Elaborate irrigation systems were vital to the expanding agrarian base of society; however, both settlements and agriculture could fall victim to unpredictable spring floods which turned the Yellow River into a raging torrent, capable of flooding large portions of surrounding plains. Controlling the river by building and maintaining great earth dykes became a pre-occupation of the peasant class (subsistence farmers) and their rulers. These concerns may have prompted a high level of community and intervillage cooperation.

Resources

- a compass
- a kite
- a porcelain vase
- a garment/ piece of silk fabric

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| <ul style="list-style-type: none"> • Ancient Chinese Civilisation can be traced back to its origins in the Yellow River region. By about 1500 BCE, the Shang tribe had conquered neighbouring kingdoms. Distinctive features of Shang culture included styles of cooking vessels and cuisine, reliance on cracked animal bones for divination, domestication of the silkworm, use of silk fabrics for clothing, and practice of ancestor worship. Writing became key to the development of Chinese identity and the spread of Civilisation. Increasingly standardised and sophisticated written characters helped to bond growing numbers of people in the Yellow River region, otherwise divided by a huge variety of different languages. | |
| <p>Starting discussion points</p> <p>At the start of the lesson, it is a good idea to ask some preliminary questions to give direction and structure to the students' thinking and subsequent analyses. Ask them to keep these questions in mind while focusing on these topics in class.</p> <ul style="list-style-type: none"> • What do you already know about ancient China? Can you name any of the dynasties that existed in ancient China? • Have you come across the Shang Dynasty before? If yes, what information have you heard or learned about it? If no, what ideas or images come to mind when you think about the Shang Dynasty? • Can you identify the location and time period of the Shang Dynasty on a map? Where and when did it exist? • What were oracle bones, and what purposes did they serve during the time of the Shang Dynasty? • What do you think are some of the long-lasting legacies or influences of the Shang Dynasty on the history and culture of China? | 5-10 min |
| <p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. For the first lesson on ancient China, you should bring the objects (or their photographs) listed above. Show these to the students and explain that these objects were invented by the ancient Chinese. Students should read the first topic on page 30 about how ancient Chinese history is organised. Ask pairs to list some common minor ailments that affect people in Pakistan today. List the students' suggestions. Lead a discussion about how people might treat these ailments and why these treatments might differ. For example, in a city, would people buy a drug to treat the ailment? Could everybody afford to see a doctor? What might happen in a village far away in the remote countryside? Do students know of any traditional remedies that families still use to treat common ailments, like a cold? | 25 min |

2. Ask students to read the text headed ‘What is the archaeological evidence for the Shang Dynasty of ancient China?’ on pages 30–31.
3. Lead a discussion about what the sale of ‘dragon bones’ might tell us about Chinese traditional medicine and how that might differ from medicine in Pakistan today. (Chinese traditional medicine still makes use of a wide variety of natural products, including parts of rare animals that are supposed to be legally protected.) Lead a discussion about what the use of oracle bones might tell us about the beliefs of Chinese people under the rule of the Shang Dynasty.
4. Divide the class into two groups and ask them to discuss the following dilemmas.

Dilemma 1: A large foreign army has invaded the territory of the Shang kingdom. Should the Shang ruler fight, risking defeat because his army is smaller, or should he try and make peace with his enemy?

Points to discuss: Ask one group to consider and list the consequences for the Shang kingdom, if an oracle bone urged the ruler to fight. Ask the other group to consider and list the consequences for the Shang kingdom, if an oracle bone urged the ruler to come to terms with his enemy. Ask each group to give their reasons, and then present the next dilemma.

Dilemma 2: The heir to the Shang kingdom is gravely ill. Will he live or die?

Points to discuss: Ask one group to consider the consequences for the Shang kingdom, if an oracle bone declared that the heir to the Shang kingdom would live. Then ask the other group to consider and list the consequences for the Shang kingdom, if the oracle bone declared that the heir to the Shang kingdom was going to die. Lead a discussion, taking suggestions from both groups.
5. Discuss the advantages and disadvantages for the Shang kingdom of using oracle bones.
6. Students should read the text headed ‘Who founded the Shang Dynasty?’ on page 31. They should look at the map of China on page 32, showing the contrast between the shaded area dominated by the Shang Dynasty and China’s current borders. Lead a discussion about what proportion of modern China is made up by the area of the Shang Dynasty.

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| <p>7. Students should read the text and study the photographs on pages 31–32. Ask them to make notes from the text for the following questions:</p> <ul style="list-style-type: none"> • What did the Shang people eat? • How did the rulers of the Shang Dynasty defend their kingdom? • What were some of the beliefs of the Shang people? • What objects did the Shang people design? • How did the Shang people communicate with the gods? • How was the Shang society organised? | |
| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that ancient Chinese history was divided into three different time periods. ✓ I learned that there is substantial archaeological evidence to prove that the Shang Dynasty was more than a legend. ✓ I learned that the people of the Shang Dynasty relied on oracle bones to find out about future events. ✓ I learned that the Shang Dynasty was founded between 1500–1000 BCE. ✓ I learned that the Shang Dynasty made advancements in military skills, craftsmanship, writing, and counting. | |
| <p>Homework</p> <p>Students could complete Questions 2–4 as homework. Encourage them to use online and print resources to augment their answers with relevant text.</p> | |

Lesson Plan 2

Reference pages 33–37

Topics

- How did the Zhou emperors rule China?
- Famous philosophers during the Zhou Dynasty
- What were the achievements and advancements of the Zhou Dynasty?
- What kind of ruler was the Qin emperor?
- What did the Han Dynasty achieve?

Prior knowledge / Introduction

- The Zhou Dynasty (which overthrew the Shang Dynasty) established the important political idea that Chinese rulers only governed with the mandate of heaven. Political power did not ultimately derive from either the strength of a king nor the will of the people, but from the approval of the gods. The instability of the later Zhou period gave birth to significant philosophical and religious ideas that still influence Chinese thought (Confucianism, Legalism, and Daoism).
- Confucianism is an ancient philosophy and ethical system that originated in China. It was founded by Confucius, also known as Kongzi, during the 5th century BCE. Confucianism focuses on moral values, social harmony, and the importance of maintaining proper relationships. Key principles include respect for authority, filial piety (respect for parents and ancestors), and the pursuit of knowledge and self-improvement. Confucianism greatly influenced Chinese society, government, education, and family life. Its teachings emphasised the importance of virtue, moral conduct, and social order as the foundation of a well-functioning society.
- Daoism, also known as Taoism, is another ancient Chinese philosophy and religion that emerged around the same time as Confucianism. It was developed by Laozi during the 4th century BCE. Daoism emphasises living in harmony with the Dao, which can be translated as “the Way” or “the Path.” Daoists believe in embracing simplicity, spontaneity, and the natural rhythms of life. They seek to align themselves with the flow of nature and value the balance of opposing forces, known as yin and yang. Daoism has had an impact on Chinese culture, art, medicine, and ideas of governance. Its teachings emphasise the pursuit of inner peace, longevity, and living in accordance with the Dao.
- Legalism was a philosophical and political system that emerged during the Warring States period in ancient China, around the 5th century BCE. Legalists believed that strict laws and harsh punishments were necessary to maintain social order and obedience. They emphasised the power of the state over individual rights and discouraged personal freedoms. Legalism aimed to create a strong and centralised government by enforcing strict laws and regulations.

Resources

- notebooks and writing tools for notes

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| <p>While Legalism was influential during the Qin Dynasty, its ideas were later rejected in favour of other philosophies, such as Confucianism, which placed greater emphasis on benevolence, moral character, and education.</p> <ul style="list-style-type: none"> • These three belief systems, Confucianism, Daoism, and Legalism, had a significant impact on Chinese history, culture, and governance. They influenced social values, moral conduct, and the ways in which rulers governed their people. • When the Qin emperor succeeded in uniting China for the first time in 221 BCE, it was the philosophy of Legalism to which he turned to justify his despotism. • The succeeding Han Dynasty, which ushered in China's classical golden age, fell back on the ideas of Confucius. It promoted government by a gentry-scholar class, guided by ideas of mutual respect, humane treatment of people, and learning. Despite periods of later instability, foreign conquest, and changes of dynasty, Confucianism remained the dominant ideology of Chinese government until the early twentieth century. | |
| <p>Starting discussion points</p> <ul style="list-style-type: none"> • It is great to begin the lesson with a quick recap of what students have learnt about the Shang Dynasty. Talk about how the dynasty ended and what were things like in ancient China during the time. • Have you heard of any ancient Chinese philosophies or belief systems? If yes, which ones? If no, what do you think ancient Chinese people believed in? • How do you think religion or philosophical ideas can shape a society or its government? • What do you think is the importance of rules and laws in a society? How do you think they are enforced? • What does the term “social order” mean to you? Why do you think it is important for a society to have social order? • Can you think of any examples of values or moral principles that you think are important for individuals to follow in a society? Why do you think they are important? • How do you think the beliefs or values of a ruler can influence the way they govern a country? • Can you think of any examples in your own life or in history where different philosophies or belief systems led to conflicts or disagreements among people? • What do you think might have happened during a period of transition from one dynasty to another in ancient China? How do you think the new rulers might have justified their authority? | 5-10 min |

Steps for using the Student's Book

25 min

1. Students should read about the 'How did the Zhou emperors rule China?' on page 33. Elicit whether the concept of the mandate of heaven is justifiable. Remind the students that the ancient Chinese had a strong belief in their gods. The Zhou and the later emperors used this justification to seize power from the reigning kings. Elicit how dividing the land of their empire amongst their relatives might have helped them to maintain power.
2. Students should read 'The birth of famous philosophers during the Zhou Dynasty' on pages 33–34. Explain that the word philosophy means a way of thinking. Explain that the politics and society of ancient China were shaped by the philosophies of Confucianism, Daoism, and Legalism. Ask students to jot down five or six ways in which they think human beings should behave, e.g., all people should be treated with respect, children should obey their parents, etc. Give a limited amount of time for students to compare their list of values with those of another student. Lead a class discussion and, if possible, compile a list of values from the entire class on the board. Lead further discussion, inviting students to suggest where these values might have come from, e.g., families, religious teaching, school etc.
3. Ask a pair or a group of students to think of a behavior, e.g., almsgiving, that would show that charity is an important value for a family or a society. Lead a discussion, taking more examples of behaviors from other pairs/groups, e.g., kindness, following rules, taking care of the old and sick, etc. This activity should establish a link between a certain value, or an idea and the way people respond to it.
4. Students should read about the Silk Road on page 37 and look at the map. Inform the students that the ancient Silk Road is used even today for trade and travel purposes.
5. Students should complete Questions 1, 5, and 8 as classwork

Discussion and Review

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

- ✓ I learned that the Zhou King was the first to introduce the concept of the mandate of heaven.
- ✓ I learned that three different schools of philosophy arose during the Zhou Dynasty
- ✓ I learned that kites and compasses were invented during the Zhou Dynasty.
- ✓ I learned that the Chinese advanced in their craftsmanship and invented glass.
- ✓ I learned that the Qin emperor was cruel, but it was during his rule that the Great Wall of China was created.

Homework

- Ask the students to find relevant material about the achievements of the Han Dynasty. Elicit why this period is known as the golden age. Was it because everyone was wealthy? Was it because it was a just and fair society? Students should make a note of the systems put into practice during the Han rule. Explain that special attention was paid to the educational system of that time.
- Encourage students to do research on the importance of education and how it might have shaped Chinese society after the rule of the Qin emperor, who had scholars burnt alive. Ask them to write about their findings in their notebooks.
- Students could complete Questions 6, 7, and 9 as homework. Encourage them to use online and print resources to augment their answers with relevant text.
- Ask students to complete the activity from the task entitled 'Achievements of the ancient Chinese dynasties' of their Skills book. Once they have completed this activity, the teacher could lead a discussion about which features of Han life students have selected as achievements.

Answers to assessments

1. Answers to the fill-in-the-blank questions.
 - i. 700 years; 15 years
 - ii. Oracle bones
 - iii. Daoism/Taoism
 - iv. Ideographic
 - v. China; the Mediterranean; thousands/more than 6000
2. During the Shang Dynasty, people in ancient China used oracle bones as a way to communicate with the spiritual realm and predict the future. They believed that cracks formed on heated animal bones held mystical power and could provide insights into upcoming events. Diviners or shamans would inscribe questions or requests on the bones, seeking guidance on matters like governance, warfare, and personal concerns. The interpretations of the cracks were highly valued within the cultural beliefs of the Shang Dynasty, influencing important decisions. While the accuracy of oracle bones may be questioned today, they played a significant role in religious and political life, serving as a means to connect with the spiritual world and shape the course of action during that time period.
3. The oracle bones and other archaeological evidence provide valuable insights into the beliefs of the people ruled by the Shang Dynasty. These artifacts reveal that the Shang people had a strong belief in the spiritual realm and sought guidance from ancestral spirits and deities. The inscriptions on the oracle bones indicate their belief in divination and their desire to understand the will of the gods. The practice of ancestor worship, as evidenced by the oracle bones and sacrificial rituals, suggests that they believed in the ongoing connection and influence of deceased ancestors on their daily lives. Moreover, the presence of elaborate tombs, jade artifacts, and bronze ritual vessels suggests a belief in an afterlife and the importance of wealth and status in the world beyond.
4. Good answers will include a comprehensive analysis of why students chose their answer. The following are the main achievements of the Shang dynasty.
 - Construction of impressive cities like Yin (Anyang) with palaces and temples.
 - Advancements in bronze craftsmanship, producing intricate vessels and weapons.

- Development of early Chinese writing system on oracle bones.
 - Utilisation of advanced farming techniques, including irrigation systems and animal-drawn plows.
 - Introduction of horse-drawn chariots and advancements in bronze weapons.
 - Well-defined social structure and centralised government with the king as the central authority.
 - Production of fine jade and ivory objects, pottery, and elaborate rituals associated with their belief system.
5. a. According to the Zhou king, the Shang Dynasty lost the ‘mandate of heaven’ due to their moral decay and failure to govern with righteousness. The Zhou king criticised the Shang rulers for their corruption, oppressive rule, and disregard for the well-being of the people. He argued that the Shang’s indulgence in extravagance, immorality, and cruelty led to their downfall. The Zhou king also claimed that their successful military campaign against the Shang was a sign that the gods had withdrawn their favor from the Shang and transferred it to the Zhou. By asserting the loss of the ‘mandate of heaven,’ the Zhou king aimed to legitimise his own rule and present it as a righteous and divinely ordained successor to the Shang Dynasty.
 - b. Encourage the students to think about their answers. Ask them to evaluate the impact of what they have learnt about the mandate of heaven. The idea of the ‘mandate of heaven’ is crucial in Chinese history as it provided a framework for legitimising/authenticating political power and explaining the rise and fall of dynasties. According to this belief, rulers received their authority from divine forces, but their legitimacy depended upon governing with virtue and for the benefit of the people. If a ruler became corrupt or oppressive, they were believed to lose the ‘mandate of heaven,’ leading to their downfall and the ascent of a new dynasty. The idea of the mandate of heaven also shaped Chinese political philosophy, influenced the conduct of rulers, and provided a basis for evaluating their legitimacy. It also served as a unifying force and a potential reason justifying rebellion against unjust rule.
6. Good answers will include a comprehensive analysis of why students chose their answer. The following are the main achievements of the Zhou dynasty.
 - Establishment of a decentralised feudal system of governance.
 - Advancements in iron technology, leading to widespread use of iron tools and weapons.
 - Formalisation of the concept of the “mandate of heaven” as a principle of divine authority for rulers.
 - Emergence of influential philosophical schools such as Confucianism, Daoism, and Legalism.
 - Development of written records, historical texts, and a flourishing intellectual culture.
 - Introduction of new crops and improved irrigation techniques for increased agricultural productivity.
 - Successful integration and synthesis of diverse regional cultures and traditions.
 - Flourishing of artistic expression and construction of grand palaces, temples, and intricate bronze vessels.
 7. Students will write this based on their personal opinions and preferences. Encourage them to think critically about the different philosophical systems and critically evaluate their impact.
 8. The Silk Road is significant in history as it played an important role in connecting different Civilisations and facilitating the exchange of goods, ideas, and cultures. It was a vast trade network that linked the East and the West, allowing the trade of valuable commodities like silk, spices, and precious metals. The Silk Road not only stimulated economic growth and prosperity but also served as a channel for the exchange of knowledge, religions, and philosophies. It spread Buddhism and other intellectual and artistic influences, contributing to the cultural and religious landscape of various regions. Additionally,

the Silk Road fostered advancements in science, technology, and medicine, as innovations were shared along its route. Overall, the Silk Road symbolises the interconnectedness of Civilisations, cultural diffusion, and the shaping of human history through trade, intellectual exchange, and the integration of diverse societies.

9. Students will answer based on their opinions. Good answers will have a strong analysis and will critically weigh the impact of each of the dynasties on modern China.
Good answers would include: trade, Silk Road, spices, territorial expansion, borders, largest size, diverse regions, culture, language, literature, art, religion, philosophy, inventions, technology, compass, paper money, gunpowder, porcelain, noodles.

Answers to Skills Book

Pg. 23-27, "Achievements of the great Chinese dynasties"

A 1.

Shang dynasty:

1. Military strength; number and equipment
2. Craftsmanship; use of jade and silk for various purposes
3. Writing; 2000 symbols
4. Counting; use of decimals, yearly calendar and money

2.

- i. Students can draw tables/charts/figures to present their understanding of the main achievement of the Shang dynasty
- ii. They can attach comments and captions to list their reasons

B 1.

Zhou dynasty:

1. Geographical inventions; kites, compasses, maps
2. Discovery of the force of magnetism
3. Craftsmanship; casting bronze, initiated the use of iron and glass in China
4. Ancient Chinese writing system; Chinese characters

2.

- i. Students can draw tables/charts/figures to present their understanding of the main achievement of the Zhou dynasty
- ii. They can attach comments and captions to list their reasons

C 1.

Han dynasty:

1. Known as the Golden Age
2. Inventions: papermaking, ship rudders, scientific instruments
3. Spread of education
4. Opening of the Silk Road; opened trade routes to the West, spread of Buddhism
5. Trade and commerce via the Silk Road; spices, tea, livestock etc. traded

2.
 - i. Students can draw tables/charts/figures to present their understanding of the main achievement of the Han dynasty
 - ii. They can attach comments and captions to list their reasons
- D 1.
 - i. Students can reflect on how the Chinese writing systems, inventions, religious principles and trade developed over time.
 - ii. They can discuss why they were important and how they helped the Chinese society improve the standard of living and tap into scientific and industrial domains.
 - iii. How these developments shaped the modern Chinese society can also be discussed.
2.
 - i. Students will use their understanding of the course material and their answers to the above questions to build a thorough argument of how dynasty x surpasses dynasty y in terms of achievements and advances.
 - ii. They will employ analytical skills to draw comparisons between the two to conclude which dynasty was the most influential in shaping ancient Chinese civilization.

Pg. 28, MCQs; E1

- 1) b
- 2) b
- 3) b
- 4) b
- 5) a

05

The Persian Empire

| Lesson Plan 1 | |
|---|--|
| Reference pages 41–43 | |
| <p>Topics</p> <ul style="list-style-type: none"> • Who were the Persians? • The Persian Civilisation • How can we describe the Oxus chariot? • The Royal Road | <p>Resources</p> <ul style="list-style-type: none"> • Students' favourite toys of their childhood or photographs of their favourite toys • <i>Oxford School Atlas for Pakistan.</i> |
| <p>Prior knowledge / Introduction</p> <ul style="list-style-type: none"> • The Persian Empire was one of the most sophisticated Civilisations of the ancient world. It built on the achievements of earlier empires that had established their hegemony over the Middle East and the Fertile Crescent, particularly the Babylonians. Like its predecessors, the Persian Empire exploited well-made road systems that made it easy to move troops rapidly between cities as well as utilising chariots to quell revolts. The Persian rulers developed sophisticated administrative systems and at its most effective the Persian Empire maintained a highly efficient intelligence system that was able to keep the central government well-informed about events in its far-flung provinces as well as kept its many officials in check. What made the Persian Empire unique from its predecessors was its policy towards its subjects. | |
| <p>Starting discussion points</p> <ul style="list-style-type: none"> • What do you already know about the Persian Empire and its historical significance? • Can you think of any achievements or characteristics that are commonly associated with the Persian Empire? | 5-10min |
| <p>Steps using the Student's Book</p> <ol style="list-style-type: none"> 1. For this lesson, students should be asked to bring their favourite toys from their childhood. If they do not have those toys anymore, they could be asked to bring in photographs of their toys (if any), or they could simply talk about their favourite childhood toys in class. Ask students to explain how they played with their toys, what they felt about it then, and how they feel | 25 min |

about it now. Lead class discussion, writing up examples of the types of toys which students suggest on the board. Ask pairs to discuss how they might have felt when the toy was lost. Ask which of the following reasons students might relate to regarding the loss of their toy:

- I loved the toy most, out of all the toys, I owned.
- It was my first toy.
- The toy was a present from someone I love.
- The toy was expensive.

Take a class vote on what they think is the most and least important reason for feeling the loss of the toy i.e., are the emotions felt about the toy more important to students than its actual value. Refer to page 41 and ask students to look at the photograph of the Oxus chariot model. Ask pairs to discuss how a child given this object as a toy might have felt if it was lost. Lead class discussion, taking suggestions for how this child might have felt the loss.

2. After listening to their suggestions, ask them to read the text under the headings 'Who were the Persians?' and 'How can we describe the Oxus Chariot?'. They could sketch the Oxus chariot in their notebooks and use the text in the Student's Book to annotate details about the model, e.g., four pony-sized horses drew the chariot; the wheels were made of bronze, etc. Ask students to highlight statements from the boxes that they think are true about the model in one colour and statements that might be true in another colour. Lead class discussion, taking suggestions about how different students have highlighted different statements and why there might be differences. This activity will teach them how to draw inferences from available historical evidence.
3. Ask students to read the text and 'It's a fact!' on page 42. Explain that just like they learnt how to draw inferences from historical evidence e.g., the chariot in the previous lesson, similarly, archaeologists have worked for many years to figure out the mysteries of the Persian Empire e.g., who might have used this chariot, what its purpose was, and how it was constructed, etc. Students could add additional notes to their annotated diagram boxes about the chariot using details from the text they read in this lesson. Lead class discussion on how students choose to highlight what they have written as either definitely true or might be true.
4. Ask students to read the text and study the map on page 42–43. and refer to their Oxford School Atlas for Pakistan to find out the present-day territories from where the Royal Road once passed through. Explain that Herodotus was a Greek Historian, born under the Persian rule. He travelled extensively to far off places and wrote about his experiences. He is known as the 'father of history' and historians have relied on his work to learn about ancient history.

The very first list of the seven wonders of the ancient world were compiled by Herodotus and few other historians.

5. Read about the Persian government on page 43.

Discussion and Review

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

- ✓ I learned that the Persian Empire was one of the greatest ancient empires of the world.
- ✓ I learned that the Oxus Chariot model was used as important historical evidence to learn about the Persian Empire.
- ✓ I learned that the historians studied the Oxus chariot to unravel the history of the Persian Empire.
- ✓ I learned that the Persians had developed a fast and efficient transport and communication network connected through the Royal Road.
- ✓ I learned that the Persian government seemed to be tolerant of all religions and had maintained law and order.

Homework

1. Complete Questions 2–3.

Lesson Plan 2

Reference pages 43–48

Topics

- How did Cyrus the Great want to be seen by the people he ruled?
- What was Cyrus really like?
- What did Darius I claim about himself?
- Was Darius I actually like what he claimed?
- What factors enabled the Persian Empire to succeed?
- Was Xerxes a different kind of king from Cyrus the Great and Darius I?
- Why did the Persian Empire fall so easily to Alexander the Great?

Prior knowledge / Introduction

- The founder of the Persian empire, Cyrus the Great, is partly remembered as the ‘father of human rights’. While this is probably going too far, Cyrus certainly reversed the policy of the preceding Babylonian Empire by introducing religious toleration, also a policy of the Mauryan Empire under Ashoka. Subjects were allowed to practice their own religion and exiled elites, previously kept captive in Babylon, were allowed to return to their homelands with a high degree of autonomy. The principles of religious toleration and limited self-determination for the people helped to shape the way these ideas have developed in more recent times. Another surprising feature of the Persian Empire was the speed at which it was conquered in the 330 BCE by the military adventurer, Alexander of Macedon. Alexander’s sudden success can be ascribed not only to his military genius but also the failure of the successive Persian rulers to maintain the high standards of governance which were characteristic of the Persian Empire at its height..

Starting discussion points

- What are your thoughts on the importance of governance and efficient administrative systems in the success of an empire?
- Are you familiar with the conquest of the Persian Empire by Alexander the Great? What do you think might have contributed to the empire’s vulnerability?
- How do you think the Persian Empire’s policies and cultural influence might have impacted the regions it governed

Resources

- Skills book topic ‘The rule of Darius I’
- Skills book topic ‘The rule of later Persian emperors’

5-10 min

Steps using the Student's Book

25 min

1. Ask students to imagine how they would like to dress or pose for a formal photograph. Discuss the background they would choose to make a good impression on others, e.g., a tidy living area; posing with their prized possessions like a cricket bat or books, etc. Lead the class discussion and take suggestions from the students. Ask pairs to discuss what kind of photograph might be taken to give an opposite impression e.g., an untidy bedroom, untidy hair, etc. Lead discussion, taking examples from pairs. Next ask pairs to discuss what kinds of action a ruler might wish to be remembered for which might make them look good. Lead class discussion, taking suggestions from pairs. They might suggest that a ruler should work for the welfare of the people, set up schools, hospitals, develop roads, railways, etc. Students should read page 43 and study the image of the clay cylinder which is displayed in the British Museum. They should note that what is known about Cyrus is mostly through primary evidence, e.g., the clay cylinder, the inscription on his tomb, and secondary evidence e.g., written accounts of other historians. Students should read the text on page 43 and study the photograph of his tomb, which is now in ruins.
2. Students will then read about Darius I. They should make notes about him and the way he ruled from the text on pages 44–45. They should be able to compare that a lot more is known about Darius I, unlike Cyrus. Elicit responses to why this might be so. They might suggest that this is because there is more historical evidence about how Darius I ruled his people. Refer students to page 45 which shows good government of the Persian Empire as a wheel diagram.
3. Students should first refer to their notes made on Darius I before reading the text for this lesson. Tell them that later Persian emperors were not as lenient towards their subjects as Darius I and Cyrus the Great. Students should read and look at the illustrations on pages 47–48. They should read and study the illustration of the downward spiral on page 48. Elicit responses on why the Persian Empire declined.

Homework

1. They should complete Questions 4–8 as homework.
2. Encourage students to explore further and think about the following questions. Encourage them to write about the following topics in their notebooks. Encourage them to use online and print resources to augment their knowledge and understanding of the Persian Empire.
 - Are there any similarities or differences between the Persian Empire and other ancient empires or Civilisations?
 - Do you believe that the legacy of the Persian Empire can still be seen in modern-day Iran and the Middle East region? Why or why not?
 - What questions or topics would you like to explore further regarding the Persian Empire and its impact on history?

Discussion and Review

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

- ✓ I learned that according to the available historical evidence, Cyrus the Great promoted religious tolerance and treated his subjects like his children.
- ✓ I learned that there is not enough evidence to find out whether some claims made by Cyrus were true or not.
- ✓ I learned that Darius I was a powerful king and he introduced common standards, checks, and balances.
- ✓ I learned that Darius I distanced himself from his subjects; however, he had a lenient religious policy and he developed his empire's economy.
- ✓ I learned that Darius I was at war most of his life.
- ✓ I learned that when Xerxes confiscated and melted down the statue of a Babylonian god, an outrage broke against him.
- ✓ I learned that Xerxes waged a war against Greece and burned down the city of Athens; however, his navy was defeated and forced out of Greece.
- ✓ I learned that the rule of the later Persian rulers weakened and eventually, the Persian Empire was conquered by Alexander the Great.

Answers to Assessments

1. Answers to the multiple choice questions are:

- i. b. Iran
 - ii. a. Standardised weights and measurements
 - iii. c. Alexander the Great
 - iv. c. Four main provinces
 - v. c. Immortals
2. The presence of the Oxus chariot model itself indicates that the individual who owned it was most probably wealthy. The intricate and detailed design of the chariot, along with the use of expensive materials like bronze, suggests that it was a luxury item. Moreover, chariots in ancient times were associated with wealth and social status since they were costly to produce and maintain. Additionally, the fact that the model was found in a burial site implies that it held significant value and was reserved for individuals of high standing.
3. Herodotus, the Greek writer, was greatly impressed by the Persian messenger service for several reasons. He marveled at the speed and efficiency of the system, as messages could be swiftly delivered across vast distances within the Persian Empire. The well-organised relay stations and the use of fresh horses or camels at each station ensured the rapid transportation of messages. Herodotus also admired the reliability and security of the messenger service. The messengers were highly trained and entrusted with important information, and any interference with their duties was strictly prohibited. Additionally, Herodotus was fascinated by the meticulous organisation and coordination within the messenger service, which reflected the administrative prowess and centralised control of the Persian Empire. Thus, the Persian messenger service left a lasting impression on Herodotus for its speed,

reliability, and remarkable organisation, showcasing the advanced communication capabilities of the ancient world.

4. Cyrus the Great desired to create a favorable perception of himself among the people. He wanted to be regarded as a just and benevolent ruler, striving to win the loyalty and admiration of his subjects. Cyrus aimed to cultivate an image of a liberator and peacemaker, highlighting his policy of religious tolerance and the granting of autonomy to different regions within his empire. His objective was to be seen as a leader who prioritised the well-being and prosperity of his people. Furthermore, Cyrus sought to be remembered as a conqueror who respected local customs and traditions, allowing conquered Civilisations to preserve their languages, cultures, and religious practices. Overall, Cyrus the Great aspired to be viewed as a wise, fair, and compassionate ruler who promoted unity and stability throughout his vast empire.
5. Students' answers will vary. Good answers will have thoughtful, critical analyses that consider the rule of Darius from the evaluating lens of a historian. Key words/phrases present in strong answers would include: Darius I, claims, achievements, stability, prosperity, justice, expansion, centralised administration, standardised weights and measures, taxation system, construction projects, roads, canals, palaces, religious tolerance, cultural diversity, inclusiveness, social harmony, rebellion, military force, satraps, critical evaluation.
6. Xerxes ruled differently from Darius I and Cyrus the Great in several aspects. Unlike his predecessors, Xerxes adopted a more centralised approach to governance, exerting tighter control over the empire and limiting local autonomy. He relied on appointed officials to govern regions, strengthening the authority of the central government. Additionally, Xerxes pursued an aggressive foreign policy, leading the ill-fated invasion of Greece, which marked a departure from the more successful military strategies of Darius I and Cyrus the Great. Moreover, Xerxes faced internal challenges and rebellions, responding with a more forceful and assertive approach to maintain control. These differences in ruling style and policies set Xerxes apart from his predecessors, shaping his distinct legacy as a Persian ruler.
7. Darius I was a capable ruler who governed the Persian Empire with a centralised administration, efficient governance, and stability. He implemented systems of satraps and focused on infrastructure development. In contrast, his weak successors lacked leadership skills, struggled with rebellions, and failed to effectively manage the empire. They neglected inclusive policies, leading to discontent and further instability. The decline in leadership resulted in a loss of control, weakened military forces, and eventual conquest by Alexander the Great. Overall, Darius I's competent rule stood in stark contrast to the shortcomings of his weak successors, contributing to the decline of the Persian Empire.
8. Alexander the Great believed he had a chance of conquering the vast Persian Empire for several reasons. Firstly, he had proven himself as a skilled military strategist through previous victories in battles. His confidence and leadership abilities inspired loyalty among his troops, creating a formidable army. Secondly, the Persian Empire was experiencing internal divisions and weak leadership, which created an opportunity for Alexander to exploit. Additionally, his innovative military tactics and adaptability gave him an advantage in warfare. Lastly, Alexander's ambition and desire for conquest fueled his belief in his own capabilities. Overall, his military skill, confidence, internal divisions within the Persian Empire, and innovative tactics contributed to his belief that he could successfully take over the Persian Empire.

Answers to Skills book

Pg. 30, "The rule of Darius I"

- A 1.
- Refer to page 45 of the textbook.
- 2.
- Students will use their understanding and judgement to label the spokes in order of importance.
 - They can draw comparisons between different features to decide which of these were the most pivotal for good governance during ancient times.

Pg. 31, "The rule of later Persian emperors"

- A 1.
- Refer to page 48 of the textbook.

Pg. 32, "The importance of the Cyrus cylinder"

- A 1.
- Students can use their understanding of the topic from the textbook to discuss what the Cyrus cylinder says about Cyrus' reign in Persia, how it differed from the conquered Babylonian empire, and the values he wished to invoke in his citizens.
 - They can discuss how these developments reflect on the Persian civilization in terms of aspects such as a sovereign's relationship with his subjects, practices of religion, and justice and empathy.
- 2.
- Students will include examples based on their research of the Cuneiform script.
- 3.
- Students will base their answers on their research and understanding of the Cuneiform script.
 - The arguments should be backed by trustable online sources and should contain scenario-based examples to holistically measure the feasibility of using this script in the contemporary world.

06

The Ancient Greek Empire

Lesson Plan 1

Reference pages 51–54

Topics

- The formation of the Greek Empire
- Daily life and customs of the Greeks
- What united the ancient Greeks?

Prior knowledge / Introduction

- Historians say that the ancient Greek Civilisation emerged from the Dark Ages in the eighth century BCE. It stretches from the period following Mycenaean civilisation, which ended about 1200 BCE, to the death of Alexander the Great, in 323 BCE.
- It was consolidated under the leadership of Alexander the Great in the 4th century BCE. Through his military campaigns, Alexander conquered the Persian Empire and expanded Greek influence across vast territories, blending Greek, Persian, Egyptian, and Indian cultures. His empire embodied a vision of unity and cooperation among diverse peoples, promoting intermarriage and the adoption of Greek customs. After Alexander's death, the empire fragmented into successor states known as the Hellenistic kingdoms.
- The ancient Greeks had a big impact on Western Civilisation through their empire, daily life, and shared culture. Alexander the Great led the Greek Empire, which spread Greek language, art, and ideas to many places. Greeks valued things like learning, democracy, and the arts in their everyday lives. They had schools where they taught subjects like math and philosophy. They also loved sports and had famous events like the Olympics. Even though they had different city-states, the Greeks were connected by their language, which helped them communicate and share their culture. They also had common gods and celebrated religious festivals together, which made them feel united.
- The Greek Olympic Games inspired the modern Olympic movement, and forms of ancient Greek art and architecture, together with powerful scientific and mathematical ideas, influenced the lands settled or conquered by the Greeks (which also include part of modern Pakistan).

Resources

- Materials to design a poster such as markers, pencils, relevant pictures

| | |
|---|-----------------|
| <p>Starting discussion points</p> <ul style="list-style-type: none"> • What do you know about ancient Greek Civilisation? What comes to mind when you think of ancient Greece? Why do you think ancient Greek Civilisation is considered important or influential in history? • Have you heard of any Greek myths or gods? Which ones are familiar to you? Do you think ancient Greek culture and beliefs influenced their artwork and literature? • Can you name any famous ancient Greek artists? What do you know about their contributions or achievements? • What do you think life was like in ancient Greece? How do you imagine their society and daily activities? | <p>5-10 min</p> |
| <p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask the students to look at page 51 of the Student's Book. Talk about the illustration of the ship on the page and highlight the word 'sea-based', used to describe the Greek Empire, given in the text on the same page. Ask the students what this would mean. 2. Next talk about the details of the daily life and customs of the ancient Greeks, as given on page 51. 3. Lead a discussion about how there are some aspects of a society that bring its people together. Ask students to think about their society and evaluate what things bring them together. Good answers would include sports (such as cricket which is something many people are interested in), education, literature, technology, etc. Ask the students to read pages 52–54. 4. Ask students to form pairs and then list things that they might have in common with each other, e.g., gender, citizenship, interests, etc. List such categories for display and take a vote for each in turn as to what percentage of the class have that category in common. For example, it might be that all students share a common age, but 70% might share an interest in cricket. Lead discussion about how much the class has in common as a whole, e.g., 100%, 50%, etc., taking comments from pairs. 5. Ask students to form groups and assign each group one aspect of Greek contributions mentioned in the text (e.g., art, literature, science, etc.). Instruct the groups to design a poster highlighting the importance and lasting impact of their assigned aspect. Allocate time for group preparation and encourage creativity. <p>Optional/Extended activity</p> <p>If there is time, encourage the students to take part in hands-on activities such as:</p> <ul style="list-style-type: none"> • creating Greek-inspired artwork • writing/performing a short play based on the daily life and customs of ancient Greek society • participating in a mini-Olympic-style competition. | <p>25 min</p> |

Homework

- Encourage students to explore further about the daily life and customs of the people living in the ancient Greek Empire. Their research should be centred around details regarding the following: Education, democracy, arts and culture, city-states, sports, religion, mythology, philosophy, social structures, gender roles, slavery, agriculture and farming, trade and commerce, festivals and celebrations, clothing and fashion, food and cuisine, housing and architecture, family life and traditions, social classes, entertainment and leisure activities, warfare and military customs, health and medicine.
 - For an extended project, students can collaborate to create a more detailed and comprehensive outline of what things were like for the people of the time. Encourage them to use relevant online and print sources to augment their research, and to include pictures/illustrations where necessary.

Discussion and Review

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

- ✓ I have learned about the formation of the ancient Greek Empire
- ✓ I have learned how to describe the main features of daily life and customs in ancient Greece
- ✓ I have learned about what things unified the ancient Greek Empire

Lesson Plan 2

Reference pages 54–55

Topics

- What divided the ancient Greeks?

Prior knowledge / Introduction

- The ancient Greeks have continued to exert a powerful influence over the modern world. The concept of democracy developed as a system of government in Athens, providing a template from which modern models of representative government drew inspiration. Modern democratic institutions worldwide can trace their origins back to ancient Athens. However, the influence of the ancient Greeks is much more widespread than the impact of political ideas alone. Rival philosophical systems first developed in ancient Greece.

Starting discussion points

- Ask students if they are familiar with any divisions or conflicts that existed among the ancient Greeks.
- Talk to the students about the long-term and short-term impact of such differences. At this stage it is ok if they don't have very accurate information, but it is a good question to help them start thinking critically about what they will learn while doing this particular topic.

Steps for using the Student's Book

1. Ask students to pair up and have each pair list differences with each other, e.g., the number of people in their families, interests, etc. Lead a discussion, taking comments from pairs. Refer to the percentages previously agreed for what the class had in common from the previous lesson. Lead discussion about whether students still agree and if not, why not.
2. Students could read the text and study the illustrations and map on pages 54–55. They should make notes summarising the differences between the ancient Greeks under the following headings, with details taken from the Student's Book.
 - geography and size of settlements
 - rival political systems
 - rival empires
3. While referring to the text given in the Student's Book, focus on the examples of Sparta and Athens, highlighting their contrasting political structures. Discuss the unique features of the Spartan and Athenian systems, including the roles of kings, councils, and citizen participation. Encourage students to consider the advantages and disadvantages of each political system.

Resources

- notebook and writing tools for notes

5-10 min

20 min

4. Divide the class into small groups. Assign each group one division mentioned in the text (geography, political systems, or rival empires). Instruct the groups to discuss and identify key points, causes, and consequences related to their assigned division. Encourage groups to share their insights and engage in a class discussion about the divisions that emerged in ancient Greece.

Optional/Extended activity

Visit the computer lab and do some research regarding the Peloponnesian War between Athens and Sparta. Focus on the cause and consequences while going through different online resources. Make notes and write about what they have learnt in their notebooks. Make sure the write-ups emphasise the significance of this conflict in shaping the power dynamics and divisions among the Greek city-states.

Homework

- Students should complete Question 3 for homework.

Discussion and Review

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

- ✓ I learned that Greeks differed in many ways, and this created rival political systems, rival empires.

Lesson Plan 3

Reference pages 56–58

Topics

- Philosophy in ancient Greece
- What did Aristotle teach Alexander of Macedon?
- Why was Alexander called ‘Great’?

Resources

- a printed copy of each of the following quotes of Socrates:
 - a) The only true wisdom is in knowing you know nothing.
 - b) The unexamined life is not worth living.
 - c) There is only one good, knowledge, and one evil, ignorance.
 - d) I cannot teach anybody anything. I can only make them think.
 - e) Be kind, for everyone you meet is fighting a hard battle.
 - f) Strong minds discuss ideas, average minds discuss events, weak minds discuss people

Prior knowledge / Introduction

- While it is tempting to see the ancient Greeks as forerunners of the modern world, it is important that students should be taught the context of the ancient world they inhabited. For the ancient Greeks were very much products of that time, rising to their peak just as the culture of Egypt was in decline, and finally bursting onto the world stage through Alexander the Great at the expense of the failing Persian Empire. Yet their achievements would not have been possible without the development of earlier Civilisations. (They were particularly in awe of ancient Egypt.) It is also worth stressing how much the Greeks were divided amongst themselves, supporting rival political and social systems that contributed to the downfall of Greek Civilisation and allowing its ultimate assimilation by the Romans..

Starting discussion points

- Can you name any famous ancient Greek philosophers or leaders? What do you know about their contributions or achievements?
- Can you think of any connections between ancient Greek Civilisation and our modern world? How might their ideas or inventions still impact us today?
- What questions do you have about ancient Greek Civilisation that you would like to explore in this lesson?

5-10 min

| | |
|---|---------------|
| <ul style="list-style-type: none"> • Ask students if they think it important for us to learn about ancient Civilisations like Greece? Encourage answers backed with critical reasoning (don't settle for yes/no answers). | |
| <p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. In this lesson, lay emphasis on the scene of the trial of Socrates. Explain that Socrates was a great Greek philosopher and is quoted even today. Ask students to turn to page 56 to see the image of the bust of Socrates. 2. Divide the class into six groups and hand out a quote to each group. Allocate 3–4 minutes for group discussion. This activity will enable them to get some idea about the teachings of Socrates. Students might agree or disagree with his thinking. 3. Ask students to read the text headed 'What does the trial of Socrates reveal about ancient Greece?' on page 56. Ask them to list a series of facts about the Greeks, their customs, and laws which can be inferred from the text. An inference could be modeled to begin with; for example, it could be inferred from the phrase 'a 70-year-old Greek philosopher' that 'some people in ancient Greece lived to be 70 years old'. Allow time for pairs to write down as many inferences they can think of based on the sentences in the paragraph. Once this task has been completed, ask pairs to compare their list with that of another pair. 4. Students should discuss the three questions: <ul style="list-style-type: none"> • How do people find happiness? • What is the best way to run a state? • Should there be any limits to free speech? 5. Lead discussion, taking comments from pairs. Ask pairs to discuss the following ideas of Socrates and say whether they agree with them or not. <ul style="list-style-type: none"> • Every person can make personal choices that may lead to happiness. • The more someone knows, the wiser they are, the better choices they will make. • The best decisions are made by the wisest people, not by the opinion of the majority. | <p>20 min</p> |

Ask students to put their thumbs up if they agree with the statement, thumbs down if they disagree, and sideways if they are not sure. Lead the discussion, taking suggestions from pairs.

6. Explain to the students that they are going to learn about how King Philip II, a Macedonian king, conquered Greece. They should read page 57–58. Explain that Aristotle was a follower of Plato, who was a student of Socrates. Ask pairs to discuss how Aristotle’s teaching might have affected young Alexander. Lead a discussion, taking comments from pairs. Students should read about Alexander’s initial successes and study the map on page 58 to trace his route from Greece to Persia.
7. Students should read page 57–58 and study the image of the bronze statue as well as the coin of Alexander the Great given in the Student’s Book.

Optional/Extended activity

A pair of students could enact the scene between the Vedic king Porous and Alexander the Great. They should read about the legacy of Alexander the Great and

Discussion and Review

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

- ✓ I learned that Socrates was a philosopher in ancient Greece who was given the death penalty.
- ✓ I learned that Socrates taught the art of debate to the young male citizens of ancient Greece.
- ✓ I learned that Greece was conquered by a Macedonian king, Philip II.
- ✓ I learned that Alexander the Great was tutored by Aristotle.
- ✓ I learned that Alexander conquered Persia and set off to conquer the Indian subcontinent.
- ✓ I learned that Alexander could not cross the River Ganges because his men refused to fight any more.
- ✓ I learned that Alexander left his legacy behind in the form of art, architecture, coinage, etc.

Homework

- Students should complete Questions 6-8 for homework.

Answers for Assessments

1. The answers for the objective questions are:
 - i. a. Phoenician alphabet
 - ii. c. Summit of Mount Olympus
 - iii. b. Free male citizens
 - iv. d. Aristotle
 - v. c. The Jehlum River
2. Students' answers will vary. Good answers would have a critical analysis based on the following: Democracy, mathematics, science, literature, theater, art, Olympic Games, language (Greek language and alphabet), political systems and governance, rational thinking and logic, philosophy, citizenship / civic participation, individual rights and freedoms, democratic principles and institutions, the scientific method, the concept of natural laws and inquiry, the study of astronomy and geometry, the Hippocratic oath, medical ethics, architectural styles, columns, arches, literary works, epic poems such as the Iliad and the Odyssey, drama and theatrical conventions, artistic styles, including sculptures and pottery, Greek mythology.
3. Students' answers will vary based on their personal opinions. Good answers will have a clear critical analysis of why they chose a particular political system.
4. Encourage students to do research on this question for a more enriched learning. Good answers would discuss how philosophers like Socrates have expressed skepticism and questioned traditional religious beliefs. Despite this, the influence and importance of the Greek gods remained due to their deep-rooted cultural significance, moral framework, role in explaining natural phenomena, and the belief in their power to impact human lives. The gods continued to be an integral part of Greek society, shaping their worldview, and providing a sense of meaning and purpose.
5. Students will refer to what they have learnt about the trial of Socrates in the Student's Book, and can support their answers with research, however encourage them to brainstorm using the Student's Book text before going to online resources. This exercise will help develop critical thinking. Good answers would mention: the law of Athens and the government of Athens were characterised by a resistance to challenges, the importance of religious conformity, formal legal procedures, the trial was seen as a platform to criticise the legal system, and the influence of public opinion on trial outcomes.
6. Good answers will be along the following lines, describing how Aristotle influenced Alexander the Great's education, values, and leadership style. Aristotle ensured Alexander had a well-rounded education encompassing philosophy, science, literature, and politics. Aristotle also emphasised values such as moderation, self-control, and the pursuit of excellence, and his teachings on cultural understanding influenced Alexander's approach to governance, as he aimed to blend Greek and Persian cultures. Aristotle's emphasis on empirical observation and scientific inquiry developed Alexander's respect for knowledge and his support for scientific exploration during his military campaigns. Encourage students to augment their learning by referring to relevant online and print sources.

7. Students' answers will vary. Good answers will have a strong critical analysis based on the following: world conquest, military campaign, battle formations, siege warfare, cavalry tactics, phalanx infantry, guerrilla warfare, siege engines, naval warfare, adaptability and flexibility, speed and mobility, leadership and command, diplomatic strategies, integration of conquered territories, legacy and historical impact, evaluation of military effectiveness, successful conquests, challenges, and failures. Encourage students to use multiple, relevant online sources.
8. Students' answers will vary. Good answers will support their position with strong critical analysis.

Answers for Skills Book

Pg. 33, "The extent of the Greek empire"

- A 1. Refer to page 54 and 58 of the textbook.
2. Greece
Turkey (Anatolia)
Egypt
Iran (Persia)
Pakistan
Afghanistan
India
Italy
Cyprus

Pg. 34-35, "Olympic games"

- A 1. Students will conduct research and base their response on information from trustable online sources. A good answer should contain the right order of the years and locations.
2. Students will use Oxford's Atlas and their response to the previous question for this answer. The map should be evenly color coded and contain the correct number of events hosted per continent.
 3. Students can consult page 53 of the textbook and/or online sources for this answer. The flag should be colored with the appropriate colors.

Pg. 36, “Democracy in ancient Greece”

- A 1.
- i. Students will use their textbook and online encyclopedia to draw comparisons between ancient and modern democracy.
 - ii. They can include examples and scenarios to further enhance the arguments for the given aspects.
 - iii. The pointers should be backed by evidence and communicated effectively with appropriate vocabulary and terms.

Pg. 37, “Comparing Athens and Sparta”

- A 1.
- i. Students can include various aspects of the social and political system of Athens to form their argument.
 - ii. The answer should be backed by reasoning as to why a student finds the stated feature of Athenian society admirable.
 - iii. It should be communicated effectively with relevant details from the textbook.
- 2.
- i. Students can include various aspects of the social and political system of Athens to form their argument.
 - ii. The answer should be backed by reasoning as to why a student finds the stated feature of Athenian society problematic.
 - iii. It should be communicated effectively with relevant details from the textbook.
- 3.
- i. Students can include various aspects of the social and political system of Sparta to form their argument.
 - ii. The answer should be backed by reasoning as to why a student finds the stated feature of Athenian society admirable.
 - iii. It should be communicated effectively with relevant details from the textbook.
- 4.
- i. Students can include various aspects of the social and political system of Sparta to form their argument.
 - ii. The answer should be backed by reasoning as to why a student finds the stated feature of Athenian society problematic.
 - iii. It should be communicated effectively with relevant details from the textbook.
- 5.
- i. Students should use their response to the previous questions to conclude which society was better.
 - ii. The answer should contain reasoning to support their answer.

07

The Roman Empire

Lesson Plan 1

Reference pages 61–66

Topics

- What was the Roman Empire?
- What can the ancient site of Pompeii tell us about the Romans?

Prior knowledge / Introduction

- The Roman Empire emerged from the mighty city of Rome in ancient Italy, a city that began as a humble settlement in the 8th century BCE. Through the centuries, Rome steadily grew in strength and influence, establishing itself as a dominant force in the Italian peninsula. However, it wasn't until 27 BCE that the empire truly took shape. After a tumultuous period of political unrest and civil wars, Octavian, later known as Augustus, emerged as the sole ruler of Rome. He brought an end to the Roman Republic and assumed the title of the first Emperor of Rome. Augustus implemented a series of reforms, consolidating his power and establishing a new system of governance. His reign marked the beginning of the Roman Empire, a time of expansion, stability, and centralised authority. Augustus led the empire to conquer new territories, solidifying its control over vast lands and ushering in an era of peace known as the Pax Romana. While the Roman Empire did not have a singular, dramatic founding moment, it can be understood as the culmination of Rome's rise to power and the transformation of the Roman Republic under the capable leadership of Augustus.
- If ancient Greece formed the basis of European Civilisation in the ancient world, then the Roman Empire represented it in its most widespread form. From a small hilltop settlement in central Italy, the empire eventually expanded in Europe from the North Atlantic coast to the Mediterranean Sea and further into North Africa and the Middle East. Even after the fall of the Western Roman Empire, Roman ideas, culture, and language influenced the development of Christianity and European successor states such as France. As rival European powers came to establish worldwide empires from the sixteenth century onwards, Roman ideas spread to parts of the world of which the Romans had little, if any knowledge.
- In many ways, Roman culture was derivative. Roman religion was largely copied from the Greeks and as Greek culture was greatly admired, it led to architecture and art which imitated Greek style in many ways.

Resources

- plaster of Paris
- small toys, gadgets made of plastic or metal, shells, coins, etc.
- water
- a container
- wax paper
- Oxford School Atlas for Pakistan
- Skills Book topic 'Historical evidence uncovered from Pompeii'

| | |
|---|----------|
| <p>The persistent strengths of the Roman Civilisation lay in the more practical expressions of power, such as great feats of engineering, brilliant military organisation, and evolving political ideas which still influence the modern world. From forms of republican governments to adoption of Roman laws and Latin scientific names for plants and animals, the legacy of the ancient Roman Civilisation lives on.</p> | |
| <p>Starting discussion points</p> <ul style="list-style-type: none"> • Ask pairs of students to discuss their daily routine for a school day. Taking comments from them, draw up a timetable for a typical student, for example, the time when most of them wake up for school; what they eat for breakfast; when they leave for school; how they plan their evening activities; what time they have their dinner; and when they go to sleep, etc. Lead discussion about how this might vary depending on the day and time of year, for example, during the summer break or Ramzan, etc. • Ask pairs of students to select a particular part of the day and sketch a picture of themselves and their surroundings at that time. Students could be invited to the front of the class to freeze in the particular postures that they might assume during that part of the day, for example, brushing their teeth at a basin; writing at a desk; defending a wicket with a cricket bat, etc. • Invite suggestions from other students as to what the posture indicates about the actions of the students and what people looking at their sketches in these poses might infer about the way these students live. | 5-10 min |
| <p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Students should read the text, study the image of the plaster cast dog, and study the illustration on page 61. They should also read the conversation on page 62. Elicit what they have inferred about the Romans from this historical evidence (plaster cast of a dog and a mosaic warning of a dog). They might answer that dogs were kept as pets by the Romans, or dogs were used to guard homes, etc. Tell them that historians have found out from the written records of the ancient Romans that they trained dogs to guard their farms and sheep. Ask students to locate Italy on the map of Europe using the Oxford School Atlas for Pakistan. Help them locate Pompeii on the map of Italy. They should read the text and study the illustration on page 61–62. Elicit what they know about volcanoes. Within a set time limit, ask them to note down any features of a volcano or volcanic activity that they may know about. If time allows, they could also draw a diagram for display on the board showing what a volcano looks like and labeling its features, for example, the cone, molten lava, etc. Ask them to consider what risks a volcano might pose to human life. Discuss the possible risks in a class discussion, e.g., being burned to death by lava, suffocation from deadly fumes, etc. | 25 min |

2. Ask students to read the text and study the illustration on page 63. Elicit responses from students whether they think Pompeii is comparable to the cities where they live. They should study the map of Roman roads on page 64 and study the network of roads through the Roman Empire. They should read page 65 and study the map of Roman trade links to South Asia. The students should be able to infer from the maps they have studied in this lesson that not only did the Roman Empire have a vast internal network of roads but also a well-established trade route with South Asia. Ask students to compare the vast trade route of the Roman Empire with other ancient empires, about which they have learned in their previous lessons. They might be able to recall that the ancient Chinese Empire had built the Silk Road and the Persians had built the Royal Road.
3. Ask the students to read the text from page 65–66.

Extended/Optional activity

Before reading the text on page 61, ask to look at the photograph of the plaster cast of the skeleton of a dog. Tell them that they are going to demonstrate in class how to set objects in plaster. The objective of this activity is to explain why the skeleton of the dog was discovered as a plaster cast.

Explain through a class activity that the way people lived in the past can only be reconstructed from accounts left behind and archaeological remains. Mix two parts of plaster to one part of water in a container. Stir the mixture to make a paste with a smooth consistency. Make sure you do not leave the mixture for too long. Place a small object on the wax paper. Pour the plaster, about 2–3 tablespoons at a time, onto the object (gadget, shell, coin, or toy) so it is covered completely with a thin layer. Let it dry for 24 hours. The objects set in plaster are comparable to the plaster cast dog about which the students will read on page 61.



This is how toys will set in Plaster of Paris.

Homework

- Students can do Skills book topic 'Historical evidence uncovered from Pompeii'. If there is time, this can be completed in two parts with students researching the first five sections of the table initially. Once these have been completed, a whole class discussion could be held, taking suggestions from individual students about how they think particular evidence excavated at Pompeii might support a particular claim about life in the Roman Empire as a whole. Students could then complete the remaining sections of the table in the same way. Once again, a whole class discussion similar to the one previously described could also be completed. To summarise their growing knowledge of Pompeii and life in the Roman Empire, pairs of students could design a museum display on different aspects of Roman life with labels describing particular finds and what these indicate about Roman life. Students could present their display in class, taking questions from their peers.

Discussion and Review

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

- ✓ I learned that the historians have learnt about ancient Romans through archaeological evidence.
- ✓ I learned that when a volcano erupted in Pompeii, everything (including buildings, people, animals, etc.) was covered by lava which hardened into solid rock.
- ✓ I learned that there is evidence that shows that the Romans had developed sophisticated engineering techniques to build cities, roads, aqueducts, and baths.
- ✓ I learned that the Roman society employed slaves who worked on farms, households, and as accountants.
- ✓ I learned that the Romans entertained themselves in amphitheaters where gladiators fought each other till death.

Lesson Plan 2

Reference pages 66–69

Topics

- How was the Roman Empire governed?
- How did the Roman Empire expand?
- Roman Empire: Influence and legacy

Prior knowledge / Introduction

- The Roman Republic was a type of government that existed in ancient Rome from about 509 BCE to 27 BCE. It was different from the previous Roman Kingdom and laid the groundwork for the Roman Empire. In the Republic, power was shared among elected leaders, so no one person had too much control. The top leaders were called consuls, and they were chosen each year. They oversaw the military and running the country. There was also a group called the Senate made up of important citizens who advised the consuls. The Roman Republic had two main groups of people: the patricians who were rich and powerful, and the plebeians who were the regular citizens. Over time, the plebeians fought for more rights and representation in the government. The Republic had laws called the Twelve Tables that everyone had to follow. The Roman Republic faced challenges, but it helped shape the ideas of democracy and influenced the world.
- During the time of the Roman Republic, Roman society was divided into two distinct classes: the patricians and the plebeians. These divisions were based on social and economic status and played a significant role in shaping the dynamics of the republic. The patricians were the elite aristocracy, consisting of wealthy landowners, powerful families, and influential individuals. They held political and social privileges, including access to high-ranking positions in government and religious institutions. On the other hand, the plebeians were the common people, comprising most of the population. They were typically farmers, artisans, and labourers who had fewer rights and opportunities compared to the patricians. The struggle for equality and political representation between these two classes, known as the Conflict of the Orders, was a defining characteristic of the Roman Republic. Over time, the plebeians gained more rights and concessions through popular uprisings and political reforms, leading to a more inclusive and balanced society. Understanding the dynamics between the patricians and plebeians is crucial to comprehending the complexities of the Roman Republic and its evolution into the Roman Empire. typically farmers, artisans, and labourers who had fewer rights and opportunities compared to the patricians.

Resources

- Skills Book topic 'The great Roman leaders'

| | |
|--|----------|
| <p>The struggle for equality and political representation between these two classes, known as the Conflict of the Orders, was a defining characteristic of the Roman Republic. Over time, the plebeians gained more rights and concessions through popular uprisings and political reforms, leading to a more inclusive and balanced society. Understanding the dynamics between the patricians and plebeians is crucial to comprehending the complexities of the Roman Republic and its evolution into the Roman Empire</p> | |
| <p>Starting discussion points</p> <ul style="list-style-type: none"> • What were things like at the time of the founding of the Roman Empire? • What do students think a republic government would be? Recall the democratic form of government introduced by people living in the ancient Greek Empire. What were its main points? | 5-10 min |
| <p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Students should read page 67 and study the illustration closely. They should copy the diagram on the Roman society in their notebooks. They should add their own notes to their diagrams, using the information in the text. For example, they could write ‘belong to rich and noble families’ under the label ‘Patricians’ and so on. This way they will create a pictorial representation of Roman society. Once they have completed their diagrams, they should highlight those classes, officials, and office holders who they judge have the most power and influence in blue color; they could highlight those who have medium power in green color; and those with no power in red color. A class discussion should be held about the rights of people in the Roman Republic and Pakistan. For example, in the Roman republic, only free people had the right to vote; however, in Pakistan, everyone has the right to vote, and so on. 2. Students should read page 67 and look at the photograph of the statue of Julius Caesar. Students should make notes in their notebooks about them as they read the text. They should then read page 68 and continue making notes of what they read. 3. Give time to the students to complete the task titled ‘The great Roman leaders’ from the Skills Book and discuss their answers in class. | 25 min |
| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that the Roman Republic gave its citizens certain rights like the right to vote, own property, etc. ✓ I learned that Roman law formed the basis of the legal systems of many countries of the world. | |

- ✓ I learned that when Julius Caesar was assassinated, his great nephew and adopted son, Octavian defeated his rivals and became the emperor of Rome.
- ✓ I learned that Emperor Constantine divided the Roman Empire into halves: the Eastern Roman Empire and the Western Roman Empire.

Homework

- Questions 4 to 7 of the Assessments section in the Student's Book

Answers to Assessments

1. The correct answers to the questions are:

- i. True
 - ii. False
 - iii. True
 - iv. True
 - v. False
2. Good answers would cover the concepts taught, and critically evaluate using the following keywords: preservation, volcanic ash, Mount Vesuvius, frozen in time, well-preserved city, Pompeii, organic materials, remains, architecture, art, clothing, diet, excavation, advanced archaeological techniques.
3. The Romans were renowned for their engineering abilities. They constructed impressive aqueducts to transport water over long distances, showcasing their expertise in hydraulic engineering. These aqueducts featured sturdy construction, precise calculations, and impressive arches. Additionally, the Romans excelled in road and bridge construction, creating a vast network of well-engineered stone-paved roads and remarkable bridges. Their architectural feats, such as the Colosseum and the Pantheon, showcased innovative techniques like the arch, dome, and concrete construction. The Romans also demonstrated their engineering skills in defensive structures, displaying their military engineering prowess.
4. Good answers will describe the rights given to people living in the ancient Roman Empire and evaluate the rights given to Pakistani citizens.

In ancient Rome, the rights of the Romans were divided based on social classes. The patricians, who belonged to wealthy and noble families, initially held more rights compared to the plebeians. However, after a struggle lasting for about 200 years, the plebeians were eventually granted full citizen's rights as well. Women in Roman society had limited rights, such as the ability to own property, but they were not allowed to vote. The patricians, being a minority, came from privileged backgrounds, while the plebeians, who constituted the majority, served in the army, and paid taxes. Slaves, on the other hand, were not considered citizens and had no rights. However, freed men and women, known as *liberti*, who were once slaves, obtained Roman citizenship, and their children were born as free Roman citizens.

5. After the rule of Augustus, the Roman Empire experienced a succession of emperors, but not all of them possessed the same wisdom and strength. The effectiveness of the government system relied heavily on the emperor's competence or the strength of a particular dynasty. During some reigns, the empire continued to expand successfully. However, the ultimate authority to choose the next emperor often rested with the military, leading to frequent coups where one general would replace another as the new ruler. By the third century CE, the Roman Empire faced mounting pressure along its northern frontiers as nomadic groups, known as Barbarians, sought fertile lands to settle in. These external pressures added to the challenges faced by the empire during this period.

6. Good answers will critically evaluate the decline of the Roman Empire, recognising that it was caused by a combination of factors. Internal political instability, with frequent power struggles and civil wars, weakened the central authority and made it difficult to govern effectively. Economic challenges such as inflation, debasement of currency, and heavy taxation strained the economy and led to social inequalities. The empire also faced invasions by barbarian tribes, putting pressure on its borders and weakening its defenses. Additionally, the decline in military power, social and moral decay, overexpansion, and the rise of Christianity all contributed to the empire's decline.
7. Students' answers will vary. Good answers will back their opinions with substantiated evidence.

Answers to Skills Book

'Historical evidence uncovered from Pompeii'

- A
1. Students should give reasons for these statements.
 2. Students should draw the Roman amphitheater in the box.

'The great Roman leaders'

- A
1. Students should write about the achievements of these leaders.

Lesson Plan 1**Reference pages 73–76****Topics**

- What can a poem tell us about the past?
- What were Aryans like according to the Rig Veda?
- Why is it difficult to use the Rig Veda as historical evidence?

Prior knowledge / Introduction

- The term Aryan linguistically applies to people who spoke one variant of a group of related Indo-European languages. Aryans might have originally been herders who lived between the Caspian and the Black Seas. Perhaps prompted by climate change and conflicts over grazing, Aryan nomads probably migrated in large numbers from their homes in the second and third millennia BCE. It is thought that the first migrations were westwards into Asia Minor and eventually Europe. The second wave moved eastwards towards Iran and the Indus Valley. However, the way they settled on the Indian subcontinent is surrounded by controversy.
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Starting discussion point

- Why do historians have multiple theories to explain one thing? Is it a good practice to have?

Steps using the Student's Book

1. Read out the extract on page 73 and ask students to annotate it. Before you elicit answers from students, explain that this poem is an extract from the Rig Veda which they will learn about in more detail in this lesson. In pairs, ask them to underline any words or phrases in the poem which might indicate the lifestyle of the people depicted in it. Lead a class discussion, taking suggestions from pairs.

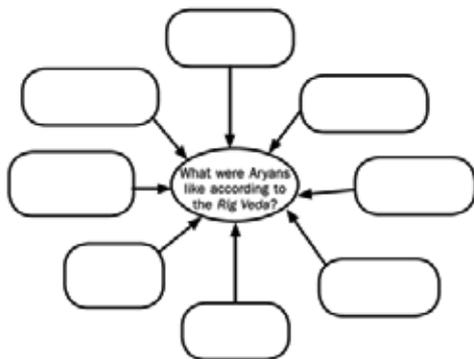
Resources

- Notebook, pens, pencils
- Skills Book topic 'Theories about the Aryans'

5-10 min

20 min

2. Ask students to read the text under the heading 'What were Aryans like according to the Rig Veda?'



3. Ask students to draw a spider diagram in their notebooks, putting the heading 'What Aryans were like according to the Rig Veda' in the centre. Ask them to create headings with notes from the book about different aspects of the Aryan way of life according to the Rig Veda underneath. After completion of the task, lead a discussion about whether students would like to have lived in the Aryan society.
4. Students should read the text headed 'Why is it difficult to use the Rig Veda as historical evidence?' Ask them to draw a table in their books with one column headed 'Advantages of relying on the Rig Veda as historical evidence' and the second column headed 'Disadvantages of relying on the Rig Veda as historical evidence'. Students should write their opinions in the respective columns.
5. Before reading the text, explain that historical evidence can be gathered from different sources, e.g., eyewitness accounts, documents, audio and video recordings, objects, etc. Write the name 'Hasan' on the board for display. Ask pairs to imagine that Hasan is a new classmate who has just joined from another school. He comes with a reputation as being a good cricketer. Ask pairs to discuss what kind of evidence they would need to be convinced that this was true, e.g., seeing Hasan play cricket well, seeing his sports report from his old school, etc. Now ask students to imagine that if historians had to write about the history of the students of their class in 200 years' time, what evidence they would require. Jot down the types of evidence students suggest. They should include: the classroom (if the school building still exists at that time), school reports, photographs, diaries, video clips, etc. As there will be no eyewitnesses in 200 years' time, historians will necessarily base their ideas or theories on available evidence of their classmates. Ask them to read in turn the theories on pages 74–76 and discuss each theory on the basis of available evidence.

Discussion and Review

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

- ✓ I learned that apart from the references to the Aryans in the Rig Veda, there is not substantial evidence of the Aryan Civilisation.
- ✓ I learned that according to the Rig Veda, the Aryans were nomads who settled in South Asia.
- ✓ I learned that several theories about the Aryans have been proposed by historians.
- ✓ I learned that the Aryan Migration Theory is accepted by most historians because of the availability of evidence which supports this theory.

Homework

Students can do Questions 3–5 from the Assessment section.

Lesson Plan 2

Reference pages 76–79

Topics

- How did Vedic culture develop?
- Social customs of the Aryans
- How did Hinduism develop?
- What is Jainism?
- How did Buddhism originate?

Prior knowledge / Introduction

- From the earliest times, it appears that religion in one form or another has played a role in human life. It is not clear what exact form it took for the earliest people, but it probably included nature worship and the development of rituals that helped communities through rites of passage such as birth and death. Once humans abandoned the hunter-gatherer lifestyle, it was possible for farming communities to designate or construct specific sites as a focus for worship. The earliest Civilisations shared a common belief in pantheons of pagan gods who were often powerful, angry, and unpredictable, requiring appeasement and sacrifice to ensure fertility and the avoidance of natural disasters. What marked out the Vedic religion of the Indian subcontinent from that of other early Civilisations was its belief in reincarnation or rebirth.
- Hinduism is the oldest religion of the Indian subcontinent. It developed from Vedic culture with a pantheon of gods, probably inherited from the Aryans. The dominant Brahmin caste justified their power over inferior castes through the belief in reincarnation. It was not possible for those from a lower caste to challenge Brahmin power easily (however wealthy or successful they might become). It took two exceptional religious teachers, the founders of Jainism and Buddhism, to do this, with limited success, by creating new systems of religious thought that offered more immediate hope of salvation to those from the lower castes. However, both these new religions still accepted the doctrine of reincarnation

Starting discussion point

- Have you ever heard of the Vedic culture or the Aryans? What comes to mind when you think about these terms?
- Can you imagine what life might have been like for the Aryans based on their social structure? How do you think their society was organised?
- How do you think studying the Vedic culture and the social customs of the Aryans can help us understand ancient history and the development of different religions and cultures in the world?

Resources

- Notebook, writing tools

5-10 min

- Additionally, you can ask pairs to give you synonyms for the word ‘influence’. Write their answers on the board, e.g., power, authority, position, effect, impact, etc. Ask what factors can make a person influential. Their answers might be wealth, gender, social class, age, occupation, talent, religious position, status in a family, etc. Tell students that apart from personal qualities and wealth, religion influences the lives of people as a community and society. Students in your class might belong to different religions, so before beginning this lesson, explain that one should respect all religions. This unit is about the history of the ancient religions of India and teaches a lot about the lives and the social customs of the people living there.

Steps for using the Student’s Book

25 min

1. Students should read the text headed ‘How did Vedic culture develop?’ and ‘The Vedic Caste System’ on pages 76–77. They should draw a thought bubble in their notebooks under the heading ‘What Brahmins probably thought of other castes’. Within the bubble, ask them to write sentences about what they think Brahmins might have really thought about other castes. Ask students to read their paragraphs to their partners. Repeat the above activity for the other three headings: Kshatriyas, Vaishya, and Shudra. Lead a discussion about what kind of person students might have preferred to be in Vedic culture. Students should read about the ‘Social customs of the Aryans’ and the conversation on page 77.

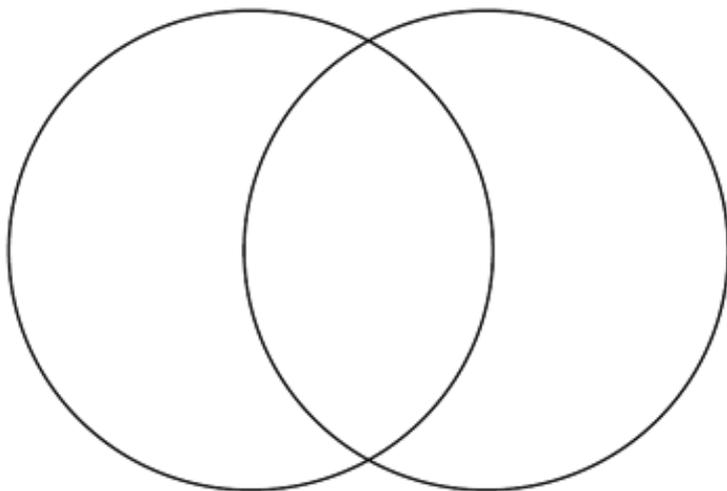
What Brahmins probably thought of other castes?



2. Ask students to read about Hinduism, Jainism, and Buddhism on pages 78–79. Discuss the salient features of each of the religions. Lead discussion about the emphasis on doing good deeds and bad deeds to determine the next life in the cycle of reincarnation. Point out that the concept of good and bad is fundamental to all religions, but what is different in the case of belief in reincarnation is that it is believed that the birth of a person into a certain caste is determined by his or her deeds in the previous life. It was for this reason that people belonging to lower castes became unhappy and frustrated about their social status, because no matter what they did in their current life, their fate was determined by what they had done in their previous life (over which they literally had no control).
3. Asked students to draw a Venn diagram in their notebooks. Place the heading 'Beliefs of Jainism' over one circle and 'Beliefs of Buddhism' over the other. Ask them to make notes in the circle under each heading using detail from their Student's Book. Then ask them to write any common beliefs of the two religions in the overlap between the circles, e.g., reincarnation

Beliefs of Jainism

Beliefs of Buddhism



4. Ask students to list the main reasons why Buddhism spread. They might answer that the lower castes were attracted to its teachings and they spread these teachings and converted many others; it was supported by rulers like Ashoka and Kanishka; the merchants who had converted to Buddhism spread its message to places where they went.

Discussion and Review

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

- ✓ I learned that the Aryan culture influenced the Vedic culture of South Asia.
- ✓ I learned that the Vedic Caste System divided the society into four castes: Brahmins, Kshatriya, Vaishya, and Shudra.
- ✓ I learned about the social customs of the Aryans.
- ✓ I learned about Hinduism, Jainism, Buddhism.

Homework

- Students should complete Questions 1, 2, 6 for homework

Answers to Assessments

1. Answers to the questions are:
 - i. a. nomadic herdsmen
 - ii. c. entered into South Asia as peaceful settlers
 - iii. b. quite a lot
 - iv. b. Brahmins
 - v. a. An oral tradition
2. Answers to the questions are:
 - i. Rig Veda; hymns
 - ii. Arya
 - iii. Northern India and (also correct: Northwestern)
 - iv. Coins
 - v. Kshatriya; Vaishya; Shudra
3. Students' answers will vary. Good answers will involve the following keywords: religious, ritualistic, deities, bravery, strength, honour, battle, hymns, hierarchical social structure, priests, warriors, merchants, farmers, labourers, servants.
4. **Advantages:** Provides valuable insights into the beliefs and practices of the ancient Aryans; offers a glimpse into the cultural and religious aspects of their society; is considered one of the oldest texts, providing a good historical reference point.
Disadvantages: Has a potential bias especially due to the limited perspective of the authors, mythical elements make it challenging to distinguish fact from fiction; there is an incomplete portrayal of social, political, and economic aspects of Aryan life.
5. Answers to the questions:
 - a. References to Aryans as invaders in the Rig Veda, Sir Mortimer Wheeler's discovery of the mass grave at Mohenjo-Daro, and the decline of the Indus Valley Civilisation have been used to describe Aryans as violent invaders.
 - b. Most historians now disagree with this theory because there is very little evidence for it. The Rig Veda has to be treated with caution as an historical source and the skeletons at Mohenjo-Daro show no signs of violent deaths. Also, the decline of the Indus Valley Civilisation is now usually attributed to climate change rather than a violent invasion.

6. Answers to the questions:

- a. Students' answers will vary. Any overlap between Vedic and Pakistani customs will partly depend on the particular kinds of families to which the students belong.
- b. Differences identified between Vedic and Pakistani customs will also partly depend on the particular kinds of families from which students are drawn.

Answers to Skills Book

'Theories about the Aryans'

A–B. Students should give answers based on what they have learnt about the different theories about Aryans in this unit.

Lesson Plan 1

Reference pages 82–84

Topics

- How do we know about the Mauryan, Kushan, and Gupta Empires?
- How should a raja-riski (sage or wise king) rule?
- Was Chandragupta Maurya a raja-riski?

Prior knowledge / Introduction

- The history of the Indian subcontinent following the decline of the Indus Valley Civilisation is veiled in uncertainty. The Aryan culture played a significant role in shaping the development of Vedic religion, which later evolved into Hinduism. One notable aspect of Aryan culture was the establishment of a caste system, which entrenched social inequality. The Brahmin class, holding religious authority, utilised religion as a tool to uphold their power, with rulers and courtiers often hailing from this class. Two notable challenges to Brahmin dominance were the rise of Buddhism in the sixth century BCE and the ability of certain dynasties to unify the majority of the subcontinent under their rule, marking a watershed moment in its history.
- Under British rule, the history of the Indian subcontinent was viewed from a European perspective. Europeans regarded Indian culture as inherently inferior to their own, assuming that any valuable ideas had originated outside of South Asia. However, archaeological findings and historical research have debunked these assumptions. Emperor Ashoka of the Mauryan Dynasty stands out as one of the earliest rulers to embrace Buddhism, gaining recognition as a pioneering advocate of human and animal rights. During the Gupta Empire, Brahmin influence resurfaced alongside a flourishing of culture, knowledge, and artistic endeavours.

Starting discussion point

- Ask pairs to discuss the responsibilities of rulers in modern times. As a class, compile a list of their suggestions, such as creating new laws, ensuring the welfare of the people, and developing infrastructure like roads and railways. Prompt a discussion on whether these responsibilities differ from those in the past.
- Engage students in defining the terms “wisdom” and “wise decisions.” Encourage them to provide examples, such as driving safely instead of recklessly.

Resources

- Oxford School Atlas for Pakistan
- Skills Book topic ‘Qualities of a raja-riski’
- Skills Book topic ‘Was Chandragupta a raja-riski?’

5-10 min

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| <p>The purpose of this exercise is to foster awareness that our decisions not only impact our own lives but also the lives of others. For instance, breaking traffic rules and driving recklessly endangers not only our own lives but also the lives of others.</p> <ul style="list-style-type: none"> • Next, return to the list of responsibilities of a ruler and discuss how you can evaluate whether they have exercised their power wisely in each case. Consider whether a wise ruler would impose an unpopular law without consulting the people, or if they would attempt to persuade the people of its benefits before implementing it. Reflect on the importance of considering the impact of decisions on the well-being and interests of the population when assessing the wisdom of a ruler's actions. | |
| <p>Steps using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask students to read the text on page 82, titled 'How do we know about the Mauryan and Gupta Empires?'. They can compare the discovery of the palm leaves with the ancient texts to the discovery of the Rosetta Stone in Egypt and dragon bones in China that they have studied about in the previous units. 2. Next, have them read 'How should a raja-riski (sage or wise king) rule?'. Explain that the Arthashastra provides detailed information and advice to rulers on how to govern an empire. Engage in a discussion about the extent to which they consider the advice in the Arthashastra as a description of how a wise king should behave. Prompt responses to the advice on assassinating enemy leaders and using spies to spread misinformation among them. 3. Have them read 'It's a fact' on page 82 and study the map on page 83 which illustrates the Mauryan Empire at its peak. They should be able to identify cities such as Taxila (in Pakistan) and Kandahar (in Afghanistan). To determine which present-day regions were part of the Mauryan Empire, students can refer to their Oxford School Atlas for Pakistan. 4. Ask students to imagine that they are the rulers of a kingdom in ancient times. Ask them to list the kinds of actions (taking into account the advice of the Arthashastra) they might have considered when planning to take over a neighbouring kingdom; for example, pretending to be friendly while building up an army to use against it; or sending spies to the neighbouring kingdom to spread false information. Invite comments in class discussion whether the actions live up to the standards of a raja-riski in the Arthashastra. 5. Students should read the conversation on page 84 and discuss the personal qualities (self-control, resisting temptation, etc.) of the king. They should make notes of the positive and negative qualities in two columns in their notebooks, so that they can refer to it later to answer questions in their Student's Book. They should then read the text headed 'To what extent was Chandragupta Maurya a raja-riski (sage king)?' | 25 min |

Discussion and Review

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

- ✓ I learned that the discovery of the ancient text on palm leaves helped in unravelling the ancient history of the subcontinent.
- ✓ I learned that the Arthashastra taught rulers how to rule their empires wisely.
- ✓ I learned that a wise ruler should have strong personal qualities and should rule justly.
- ✓ I learned that Chandragupta strengthened his empire during his reign.

Homework

- Students could do Assessment questions 2–4.

Lesson Plan 2

Reference pages 84–87

Topics

- The reign of Ashoka
- What does the reign of Emperor Kanishka reveal?
- Was the Gupta period really a golden age?

Prior knowledge / Introduction

- Ashoka, also known as Ashoka the Great, was an emperor of the Maurya Empire in India from 268 to 232 BCE. He is regarded as one of the most important rulers in Indian history. Initially, Ashoka engaged in military campaigns and expanded his empire through conquests. However, the brutal Kalinga War had a profound impact on him, prompting a change in his outlook. Ashoka embraced Buddhism and became a proponent of non-violence and compassion. His conversion influenced his governance, leading to policies of religious tolerance, social welfare, and development. Ashoka focused on improving healthcare, infrastructure, education, and the arts. His rock and pillar edicts conveyed moral and ethical principles, emphasising righteousness and compassion. Ashoka's reign had a lasting impact on India, as he played a significant role in spreading Buddhism beyond its borders and his legacy as an enlightened ruler inspires people even today.
- Under British rule, the history of the Indian subcontinent was viewed from a European perspective. Europeans regarded Indian culture as inherently inferior to their own, assuming that any valuable ideas had originated outside of South Asia. However, archaeological findings and historical research have debunked these assumptions. Emperor Ashoka of the Mauryan Dynasty stands out as one of the earliest rulers to embrace Buddhism, gaining recognition as a pioneering advocate of human and animal rights. During the Gupta Empire, Brahmin influence resurfaced alongside a flourishing of culture, knowledge, and artistic endeavours.
- Emperor Kanishka, also known as Kanishka the Great, was a prominent ruler of the Kushan Empire in the 1st to 3rd century CE. He expanded the empire to its greatest extent, encompassing regions in Afghanistan, Pakistan, India, and Central Asia. Kanishka fostered trade and cultural exchange along the Silk Road, connecting East and West. Under Kanishka's reign, arts, culture, and religion flourished. Zoroastrianism. Kanishka's patronage of the arts resulted in a rich artistic legacy, particularly seen in the Gandhara school of art. This school blended Hellenistic, Persian, and Indian influences, producing sculptures and monuments of unique cultural fusion. Many aspects of Kanishka's life remain mysterious due to limited historical records, but his legacy as a powerful ruler, his contributions to Buddhism, and the cultural developments during his reign cannot be sidelined.

Resources

- Skills Book topic 'Was Ashoka a raja-riski?'
- Skills Book topic 'The golden age of the Gupta period'

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| <p>Starting discussion points</p> <ul style="list-style-type: none"> • Ask students about what makes an empire strong? • What makes some empires have a greater legacy than others? | 5-10 min |
| <p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Explain that Ashoka, the grandson of Chandragupta Maurya, fought for the throne of the vast Mauryan kingdom. Students should read about the early years of Ashoka's life on page 84. Refer back to the description of a raja-riski from the Arthashastra. Lead discussion about what kind of score, on a scale of 10, the young Ashoka might have been given for his rule, according to the Arthashastra. Students might give him positive scores for being able to crush revolts; intriguing with his father's minister; killing his brother to claim the throne; and waging war on neighbouring kingdoms. But he failed to bring happiness to his people, particularly those living in the Kalinga state. 2. They should read about the later years of his life on page 84. Discuss in class how certain events can completely alter one's approach to life. In Ashoka's case, he realised where he had failed his people and spent the rest of his life in bringing happiness to them. They should have made notes for both periods of his lifetime so that they can compare the ways he ruled his people. 3. Ask students to read about the significant achievements of Ashoka and study the illustration on page 84. Elicit responses about how his actions might have brought happiness to his people. 4. They should read the text under the headings on page 85 'Why did the Mauryan Empire fall?' and 'What does the reign of Emperor Kanishka reveal?' Students should study the map of the Kushan Empire on page 85 and compare it with the map of the Mauryan Empire on page 83. Though the scales of the maps are different, students should be able to compare the areas of both empires. They could be asked to comment on which seems to be the most powerful according to the extent of its lands. They should notice the term 'Greco-Bactrians' to the north of the map on page 83. Being nomads, the Kushan people travelled from Central Asia, conquered the Bactrian region (formerly ruled by a Greek Dynasty), and from there they extended their territory into India. In this way, they can trace how Greek culture entered India. 5. Students should read 'Was the Gupta period really a golden age?' and study the map on page 86. They should be able to compare the maps of the Gupta Empire and the Kushan Empire to identify the changes in the extents of the empires. They might point out that the cities of Peshawar and Taxila, which were in the Kushan Empire, were not part of the Gupta Empire. Ask which empire appears to be more powerful. They should give reasons for their answers. | 25 min |

6. Ask them to read about the Gupta emperors on pages 86–87 and make notes to show whether the Gupta period was a golden age or not. They should also study the photographs of the Buddhist stupa, Ajanta Caves, and a coin from the Gupta period on these pages. Take a vote from the class based on the information (textual and pictorial) on whether they think that the Gupta period was really a golden age.
7. Next, they should read ‘How did the Gupta Empire end?’ and outline in class what the salient features were.

Discussion and Review

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

- ✓ I learned that Ashoka ruled his people very differently in the later years of his life.
- ✓ I learned that Ashoka converted to Buddhism and introduced laws and policies to bring happiness to his people.
- ✓ I learned that the Mauryan Empire grew weak and was replaced by the Kushan Empire.
- ✓ I learned that the Kushan people introduced Greek culture to the subcontinent.
- ✓ I learned that the Gupta period is known as the golden age because science and arts flourished during this period.
- ✓ I learned that the Caste system became highly important during this period.

Homework

- Students could do Assessment questions 5 to 9 as homework.

Answers to Assessments

- Answers to the questions:
 - Chandragupta
 - Arthashastra
 - Benevolent (or anything similar)
 - Buddhism
 - Lower castes
- The Arthashastra was such an important discovery because it was a historic text that had been lost, and its discovery was very important to the study of the history of the subcontinent.
- A king might find it difficult to rule as a raja-riski because he might lack the wisdom, character, or experience to govern in this way. A ruler might find it easier to govern through force.
- Students' answers may vary. Good answers will back their answers with substantiated reasoning.
- Students' answers may vary. Good answers will back their answers with substantiated reasoning. Strong analysis would typically be around keywords such as: Ashoka, achievements, kings, governance, edicts, Dhamma, religious tolerance, social reforms, pillars, administration, economy, infrastructure, Ashoka's pillars, foreign policy, Kalinga War, Buddhist patronage, religious conversion, cultural exchange, Chandragupta Maurya.
- Good answers will involve a critical analysis of Ashoka's reign. A skeletal answer would acknowledge that Ashoka was the opposite of a sage king for the first part of his reign, as he was frequently going to war and employing torture on his enemies, but he later on become a wise and benevolent ruler.
- Kanishka continued Ashoka's religious policies, and was a keen supporter of Buddhism. Moreover, he carried on some of the work that Ashoka had begun related to the Silk Route. Excellent answers would also augment their analysis with research acquired through relevant online and print resources.
- Students' answers may vary. Good answers will back their answers with substantiated reasoning and will analyse the different rulers in terms of their reign.
- Students' answers may vary. Good answers will back their answers with substantiated reasoning.

Answers to Skills Book

'Qualities of a raja-riski'

- A 1. Students should complete the table using the information on pages 58–59 of World Watch History Student's Book 1.
- 'Was Chandragupta a raja riski?'
- A 1. Students should complete the table using the information on page 60 of World Watch History Student's Book 1.

‘Was Ashoka a raja-riski?’

- A 1. Students should complete the table using the information on pages 60–61 of World Watch History Student’s Book 1.

‘The Golden Age of the Gupta period’

- A 1. Students should complete the table using the information on pages 63–65 of World Watch History Student’s Book 1.

10

The Coming of Islam

Lesson Plan 1

Reference pages 91–92

Topics

- Conditions of Pre-Islamic Arabia

Prior knowledge / Introduction

- Early history of the Arabian Peninsula shows that the region was divided into numerous nomadic tribes, with some groups dominating the trade routes. From around 700 BCE to the fall of Petra to the Romans in around 100 CE, the Nabateans were dominant across the Arabian Peninsula. The Quraish were influential during the late sixth and seventh centuries CE, and controlled Makkah, and the Ka'abah, which was then a place used to worship idols. The Last Rasool Hazrat Muhammad رَسُوْلُ اللهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِرَاهِ وَسَلَّمَ was born in 570 CE in the Banu Hashim tribe. After the Angel Jibrael revealed the word of Allah to him, he began to spread the message of Islam. His teachings were based on the oneness of Allah and challenged the social hierarchy of the time by calling for brotherhood and equality amongst all people. The Last Rasool Hazrat Muhammad رَسُوْلُ اللهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِرَاهِ وَسَلَّمَ faced many difficulties in the early days of Islam. However, The Last Rasool Hazrat Muhammad رَسُوْلُ اللهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِرَاهِ وَسَلَّمَ overcame these problems and with the peaceful conquest of Makkah in 630 CE, Islam triumphed over the polytheist beliefs of the ancient Arabs.
- The Arabian Peninsula had mainly been occupied by nomadic tribes throughout its ancient history. Also, it was a challenging place to live because of the hot climate and harsh living conditions of the desert. Therefore, both the Persians and the Romans had not considered these lands strategically important for conquest, although both had trade links across the deserts of Arabia. Cultural tradition placed great emphasis on wealth and trade, and the small city-states and oasis towns of the Arabian Peninsula were mainly polytheist communities with superstitious and pagan beliefs. The Last Rasool Hazrat Muhammad رَسُوْلُ اللهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِرَاهِ وَسَلَّمَ united the region under a single faith and transformed the lives of the Arabs and the cultural landscape of Arabia.

Resources

- Skills Book topic 'Was Ashoka a raja-riski?'
- Skills Book topic 'The golden age of the Gupta period'

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| <p>Starting discussion points</p> <ul style="list-style-type: none"> • Ask the students what they think the conditions of Arabia were like before Islam and how they think they would impact the lives of the people of the time. • Why is it important to evaluate the conditions of Arabia in pre-Islamic Arabia? How is it relevant to understanding the impact of Islam and the teachings of the Last Rasool Hazrat Muhammad ﷺ | 5-15 min |
| <p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Begin the lesson by providing a brief overview of Pre-Islamic Arabia, discussing its historical significance and the key aspects students will explore. Ask students to read the text on page 91. Reiterate the importance of understanding the social, cultural, and political conditions of the time in order to appreciate the transformative impact of Islam. 2. Divide the class into small groups of 3-4 students. Assign each group a specific topic related to the conditions of Pre-Islamic Arabia. For example, tribal society, polytheism, economic activities, social inequalities, poetry and oral tradition, women’s status, or governance. Instruct the groups to discuss and brainstorm key points, characteristics, and examples related to their assigned topic. Encourage them to conduct research using online sources or relevant print sources from the school library. Encourage students to collaborate, share ideas, and ask questions to deepen their understanding of the topic. Students may also present their findings to the rest of the class if there is time. | 20 min |
| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <p>✓ I have learned about the conditions of Pre-Islamic Arabia</p> | |
| <p>Homework</p> <ul style="list-style-type: none"> • Students can do Assessment questions 2 and 3 from the Student’s Book. | |

Lesson Plan 2

Reference pages 92–94

Topics

- The birth and early life of The Last Holy Rasool Hazrat Muhammad
رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ

Resources

- Index cards or small slips of paper
- Writing tools

Prior knowledge / Introduction

- The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ was born in the tribe of Quraish and the clan of Hashim, and grew up in Makkah, a city known for its pilgrimage sanctuary, the Kaabah. Makkah had deviated from the monotheistic worship established by Hazrat Ibrahim عليه السلام and had embraced polytheism and idolatry. The Last Rasool Hazrat Muhammad's birth in 570 CE coincided with a failed invasion of Makkah by King Abraha. Orphaned at a young age, The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ was raised by his grandfather and later his uncle, Abu Talib.
- During a trading journey to Syria, a Christian monk recognised The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ as a future prophet. At the age of 25, The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ married Hazrat Khadijah رَضِيَ اللَّهُ تَعَالَى عَنْهَا, a wealthy businesswoman who was older than him. They had children together, including Hazrat Fatimah رَضِيَ اللَّهُ تَعَالَى عَنْهَا, who later became the wife of The Last Rasool Hazrat Muhammad's cousin, Hazrat Ali رَضِيَ اللَّهُ تَعَالَى عَنْهُ.
- At the age of 40, The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ experienced a profound encounter with the Angel Jabriel while in seclusion on a mountain near Makkah. This marked the beginning of his prophethood. Initially, he shared his revelations privately, but eventually, he was commanded by God to publicly proclaim his message. As The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ preached monotheism and criticised the religious beliefs of the Quraish tribe, tensions arose between him and the people of Makkah.

Starting discussion points

- Ask the students what they know about the early life of The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ. Ask them to tell you things like when he was born, what they know about his family, any stories they know of his childhood, etc.

5-10 min

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| <p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask students to read pages 92 to 94 of the Student's Book and make notes about what they learned. 2. Divide the class into groups of three or four students. Provide each group with index cards or small slips of paper and instruct each group to create a timeline of important events from the early life of The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ</small>. Encourage students to research using online and print sources (allow them access to books in the library if possible) and discuss key moments such as his birth, upbringing, the incident of the cave of Hira, the first revelation, and significant encounters with individuals like Khadijah <small>رَضِيَ اللَّهُ تَعَالَى عَنْهَا</small>, Waraqah ibn Nawfal, and others. Each group should write the event or teaching on a separate index card or slip of paper and arrange them in chronological order to create the timeline. 3. Next, read the text related to the First Revelation on pages 93–94. Discuss how it took place, and what events unfolded after it. | 25 min |
| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learned about the early life of The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ</small> ✓ I have learned about the events and impact of the First Revelation. | 5 min |
| <p>Homework</p> <ul style="list-style-type: none"> • Students can complete Question 4 from the Assessments section in the Student's Book. | |

| Lesson Plan 3 | |
|---|---|
| Reference pages 94–98 | |
| Topics <ul style="list-style-type: none"> The migration to Madinah The Treaty of Hudaibiya and the Conquest of Makkah The Farewell Sermon as a call for universal human rights | Resources <ul style="list-style-type: none"> Notebook and writing tools |
| Prior knowledge / Introduction <ul style="list-style-type: none"> The Conquest of Makkah refers to the takeover of the city by Muslims in 8 A.H. This conquest was peaceful and marked the end of the series of wars between the Muslims and the Quraish tribe. The Farewell Sermon was The Last Holy Rasool Hazrat Muhammad’s رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ address where he outlined the roles and responsibilities of Muslims. | |
| Starting discussion points <ul style="list-style-type: none"> Ask the students about what they think a person’s legacy is. | 5-10 min |
| Steps for using the Student’s Book <ol style="list-style-type: none"> Ask the students to read the text under the heading ‘Migration to Madinah’. Ask them what they think migration is. Explain that migration is moving from one place to another. Also, ask ‘Why do people migrate?’ Students will give various reasons. Tell the students that apart from better life opportunities, people also migrate if they are being persecuted or mistreated in the place where they live. Elicit responses about the difficulties faced by immigrants. These could include hardships faced in settling into a new place, finding a new source of income, adjusting to a new environment, etc. Ask students to read the text under the heading ‘The conquest of Makkah’. They should summarise the key points in their notebooks. For example, they could write: <ul style="list-style-type: none"> 10,000 Muslim pilgrims travelled to Makkah in 630 CE. The Makkans were overwhelmed to see them and surrendered without putting up a fight. Discuss the achievements of The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ listed in these sections with the class, breaking up the reading with short periods of reflection over what is being read. This would enable them to explore why The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ qualities were key to gaining support and convincing people to follow Islam. They should continue reading pages 94–98 to learn how The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ changed the atmosphere of Yathrib. | 25 min |

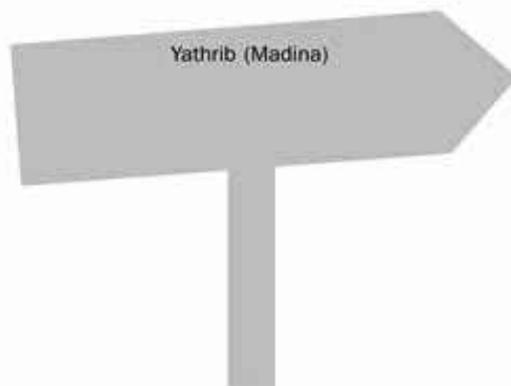
After reading about al-Ansar and al-Muhajirun, elicit responses whether their relations provided solution to the problems of the immigrants.

4. Next, ask the students to read about the Farewell Sermon. Ask them to make a list of The Last Rasool Hazrat Muhammad's رَسُوْلُ اللّٰهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ's instructions in his last sermon. You could ask students to record this in the form of a scroll (see below), taking care to do this very carefully because of the importance of what is being recorded and remembered.



Extended/Optional Activity

Ask students to visually represent the migration in 622 CE. This could take the form of a direction sign, to symbolise the migration of The Last Rasool Hazrat Muhammad رَسُوْلُ اللّٰهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ and his followers. Students should use the space within the signboard to summarise the key points about the migration to Yathrib, and the events that followed.



You might wish to also focus on the dialogue (conversation between Person A and Person B) which assesses the reasons for The Last Rasool Hazrat Muhammad

رَسُوْلُ اللّٰهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ.

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| success in spreading the message of Islam, and then discuss with the group Questions 4 and 8. They should write these in their notebooks for homework. | |
| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that Prophet and his followers migrated from Makkah to Madinah following persecution by the Makkans. ✓ I learned the meaning and historical significance of al-Ansar and al-Muhajirun. ✓ I learned how Yathrib transformed from a chaotic city to a harmonious multi-faith society. ✓ I learned that the small band of Muslim immigrants grew manifolds in number within the eight years after migration. ✓ I learned that when Muslims re-entered Makkah, the Makkans surrendered. ✓ I learned that Makkah was conquered without shedding a single drop of blood. | 5 min |
| <p>Homework</p> <ul style="list-style-type: none"> • Encourage students to use online and print sources to find more information about the Conquest of Makkah. Ask them to explore why it was a unique conquest in history. | |

Answers to Assessments

1. Answers to the questions are:
 - i. b. Asia
 - ii. c. Hazrat Khadija رضى الله تعالى عنها
 - iii. b. Nabateans
 - iv. a. Yathrib
 - v. b. Al-Ansar
2. The Nabateans managed to control the trade routes across Arabia by keeping the locations and sources of their water supplies, and their methods of finding water, secret, for hundreds of years.
3. Makkah became an important trading city because it was located at the centre of the trade routes from East Africa and Southern Arabia to Babylon, Damascus, and Jerusalem. Also, the Quraish profited greatly from granting access to the Ka'abah and selling provisions to pilgrims who came to worship idols at the Ka'abah.
4. Students will answer this based on what they have learnt across the Unit. Good answers would also refer to relevant and authentic online and print sources.
5. The following may have helped The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ become successful in spreading his message: He was Allah's chosen messenger.
 - He was trustworthy and his followers had a deep faith in him even when they were persecuted.
 - He had gained a reputation for honesty and had made trusted contacts as a trader.
 - He was able to convince people to give up their greedy business practices, their disregard for the poor, and mistreatment of the enslaved.
 - His message appealed to the people, especially the poor, the slaves, and the badly treated members of the Arab society.

- Upon his instructions, some of his followers migrated to Abyssinia in East Africa around 615 CE.
 - The Muslims in Makkah migrated with him to Yathrib (later called Madinah) in 622 CE.
 - The Muslims in Madinah welcomed The Last Rasool Hazrat Muhammad ﷺ and willingly made the al-Muhajirun their brothers.
 - He created a constitution in Yathrib which ended rivalries and hence a peaceful, harmonious, and multifaith society was established.
6. The Last Rasool Hazrat Muhammad's ﷺ message enraged the elite of Makkah because they feared he might claim leadership and bring an end to their political, economic, and social supremacy. The Last Rasool Hazrat Muhammad refused their offers of becoming their leader or their riches, and this further frustrated them.
 7. The Last Rasool Hazrat Muhammad's ﷺ farewell sermon is considered very important to Muslims because he encapsulated the message of Allah in it and asked his followers to mainly: say their five daily prayers; fast during Ramzan; offer zakat for charity; and perform Hajj, if possible. He also instructed that no person had superiority over the other except by piety and good action. The Last Rasool Hazrat Muhammad united the entire Islamic community into a brotherhood known as the Muslim Ummah.
 8. The bond between the al-Muhajirun and al-Ansar in Yathrib was based on the principle of brotherhood. The Last Rasool Hazrat Muhammad ﷺ did not want the al-Muhajirun to burden the al-Ansar and hence he paired each Muhajir from Makkah with an Ansar from Yathrib (Madinah) as brothers. The al-Ansar shared their businesses and property with al-Muhajirun. This was a remarkable achievement as it created a great support system for the immigrants, who had left their belongings and property in Makkah.
 9. The way the Last Rasool Hazrat Muhammad ﷺ conquered Makkah in 630 CE was very special because he did so without shedding a single drop of blood. The Makkans were overwhelmed by the ten thousand unarmed pilgrims who had travelled, under the leadership of The Last Rasool Hazrat Muhammad ﷺ to Makkah to worship at the Ka'abah. The Last Rasool Hazrat Muhammad ﷺ cleared the House of Allah of idols and displayed great generosity by granting a general amnesty to those who had persecuted his family and followers and committed crimes against him. Many people including Arab tribal leaders converted to Islam because of this generosity.

Answers to Skills Book

'The early Muslims'

- A 1–2. Students were asked to demonstrate information gathering and explanatory skills as they talk about their understanding and reasoning. They should record this information, as given below:

| | What they did | Why they did this |
|----------------------------------|--|--|
| Rich traders and business people | As The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ</small> spread the teachings of Islam to the rich people of Makkah, some opposed him and attempted to offer him power and riches to stop spreading his message. Others were willing to listen and obey the word of Allah, and the first convert to Islam of a high social standing in Makkah, outside of The Last Rasool Hazrat Muhammad's <small>رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ</small> family, was Hazrat Abu Bakr, a wealthy trader. | Those who opposed The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ</small> did not see him as the messenger of Allah or were unhappy that he preached that they should give up their greedy business practices, disregard for the poor, and mistreatment of the enslaved. Others, like Hazrat Abu Bakr <small>رضي الله تعالى عنه</small> , were willing to accept the word of Allah and became observant Muslims |
| The rulers of Makkah | The rulers of Makkah turned against him. They inflicted pain, injury, and even death on those (particularly the poor and the slaves) who embraced Islam. | As more and more people in Makkah converted to Islam, the number of their enemies also increased. The Makkan rulers feared that The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ</small> might claim leadership and bring an end to their political, economic, and social supremacy. |
| Poor people and slaves | The Last Rasool Hazrat Muhammad's <small>رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ</small> early followers were slaves and the poor who were mistreated by the rich. | These people accepted the message of Islam of fairness, respect, and tolerance which was otherwise denied to them |

‘The creation of a Muslim yet multi-faith city’

- A 1. Students should mention some of the following but might have the points in different boxes.
- The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ was highly respected and was seen as a good and fair leader and as a very wise and holy man.
 - The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ laid the foundations of the new society in Yathrib on the principles of brotherhood, or fraternity.

- c. The Last Rasool Hazrat Muhammad رَسُوْلُ اللهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَالِهِ وَسَلَّمَ paired each Muhajir from Makkah with an Ansar from Madina as brothers, making a remarkable cooperation where they shared personal property, and even could inherit from each other. Some local Jewish citizens also took up the invitation to join this brotherhood. The Last Rasool Hazrat Muhammad signed treaties of peace and cooperation with the tribes that did not.
- d. The Last Rasool Hazrat Muhammad رَسُوْلُ اللهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآخِصَالِهِ وَسَلَّمَ was trusted and respected. The teachings of Islam have a universal appeal, and The Last Rasool Hazrat Muhammad was seen as completely trustworthy and as someone striving for greater equality amongst people regardless of their caste, colour, and creed.

Lesson Plan 1

Reference pages 100–102

Topics

- How Islam spread outside the Arabian Peninsula
- The Rightly Guided Caliphs
- Hazrat Abu Bakr رضى الله تعالى عنه (632–644 CE)
- Hazrat Umar رضى الله تعالى عنه (634–644 CE)

Resources

- Skills Book ‘The spread of Islam beyond the Arabian Peninsula’

Prior knowledge / Introduction

- The religion of Islam is essentially based on the principles of peace, equality, justice, and tolerance, and the strength of these universal ideas helped the religion to spread across the Arabian Peninsula and beyond. The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ made an active effort in spreading Islam widely. He, therefore, sent envoys to the Roman, Persian, and Byzantine emperors in Constantinople inviting them to accept Islam. He also sent messengers to Syria, Egypt, and Abyssinia offering to bring Islam to the people of these regions. After his death, the mission to spread Islam was continued by his companions and followers, most importantly by the ‘the Rightly Guided Caliphs’, or Khulafa-al-Rashidun رضى الله تعالى عنهم. Hazrat Abu Bakr رضى الله تعالى عنه laid the foundations for the Islamic world as the first elected khalifa of Islam in 632 CE but faced many challenges from rebellious Arab tribes. However, Hazrat Abu Bakr رضى الله تعالى عنه and the later Caliphs dealt with these uprisings tactfully and worked tirelessly to spread Islam beyond the boundaries of the Arabian Peninsula to Syria.

Starting discussion points

- This activity is about the achievements of, and challenges faced by the four Rightly Guided Caliphs, who ruled the Islamic lands after the death of The Last Rasool Hazrat Muhammad رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ. The section provides an opportunity to look at how key individuals shaped history. By studying the lives of the leading figures from the earliest periods of Islam, students will deepen their knowledge and understanding of key leadership qualities, especially the ones which the ‘Rightly Guided Caliphs’ demonstrated.

5-15 min

| | |
|--|---------------|
| <p>Steps for using the Student’s Book</p> <ul style="list-style-type: none"> • Ask the students to read, in turns, starting with the section ‘How Islam spread outside the Arabian Peninsula?’ followed by ‘The Rightly Guided Caliphs’. Ask them to explain why it was important to the early Islamic leaders to spread Islam into the neighbouring areas. Students should be able to explain that The Last Rasool Hazrat Muhammad <small>رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُ وَسَلَّمَ</small> was the last Messenger of Allah and that after The Last Rasool Hazrat Muhammad’s <small>رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُ وَسَلَّمَ</small> death, the early Muslims and their leaders continued his mission of spreading the message of Islam as it was hugely important to them. Students may also make inferences and deductions of an historical nature related to conquest of further territory for consolidating the position of the Islamic community against potentially hostile neighbours. Securing borders helped them to benefit from the wealth, trade, and resources that came from controlling large territories. The relative decline of the Persian (Sassanid), and Byzantine (Eastern Roman Empire) territories might also be mentioned as reasons for the spread of Islam by some students with additional knowledge. • Help the students by discussing the problems faced by each of the Rightly Guided Caliphs and how they overcame them. Also, explain how their personalities and strengths helped them alongside their faith and observance of Islam. | <p>25 min</p> |
| <p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned how Islam spread outside the Arabian Peninsula. ✓ I learned the meaning of the term ‘Rightly Guided Caliphs’, and the names of the four leaders who were given this title. ✓ I learned that Hazrat Abu Bakr unified the Arab communities. ✓ I learned that Hazrat Umar was respected by both Christians and Jews. | |
| <p>Homework</p> <ul style="list-style-type: none"> • Students should complete the relevant sections of Questions 1–2 for homework. • The Skills Book activity ‘<i>The spread of Islam beyond the Arabian Peninsula</i>’ includes a map task about the spread of Islam outside the Arabian Peninsula. Students will be required to shade in the territory that fell under Islamic control during the rule of the different Caliphs. Students should complete the sections related to the first two caliphs only. | |

| Lesson Plan 2 | |
|---|---|
| Reference pages 102–103 | |
| Topics <ul style="list-style-type: none"> Hazrat Uthman ibn ‘Affan رضى الله تعالى عنه (644–656 CE) Hazrat Ali رضى الله تعالى عنه (656–661 CE) | Resources <ul style="list-style-type: none"> Skills Book ‘The spread of Islam beyond the Arabian Peninsula’ |
| Prior knowledge / Introduction <ul style="list-style-type: none"> The early Caliphs were remarkable leaders and administrators. Hazrat Umar رضى الله تعالى عنه conquered Jerusalem and showed tolerance and respect to the Christians and Jews living there. He established a strong administrative structure, and later reforms by Hazrat Uthman رضى الله تعالى عنه further strengthened the government. Hazrat Ali managed to handle the rebellion of Amir Mu’awiya by agreeing to a peaceful settlement and thus prevented a civil war on Islamic lands, even though this led to the division of the Islamic territory and his martyrdom.. | |
| Starting discussion points <ul style="list-style-type: none"> What does it mean to have a ‘good administration’ by a government? Ask the students what role they think good administration plays in the governance of an empire. How important is it for rulers to be just and fair? | 5-15 min |
| Steps using the Student’s Book <ol style="list-style-type: none"> This lesson is a continuation of the previous lesson where students mainly learnt about the first two caliphs. In this lesson, students will learn about the last two caliphs, Hazrat Uthman رضى الله تعالى عنه and Hazrat Ali رضى الله تعالى عنه and their significant achievements. Explain that Hazrat Uthman Ibn Affan رضى الله تعالى عنه chose to live a simple, pious life despite the fact that he belonged to a rich family. He was very generous and distributed his wealth amongst the needy. Elicit responses about how his qualities shaped his administration as the Caliph. Students should read about the Caliphate of Hazrat Ali رضى الله تعالى عنه. Ask them to make notes of the challenges he faced during his rule. | |
| Discussion and Review <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that several key improvements were made during the Caliphate of Hazrat Uthman رضى الله تعالى عنه. ✓ I learned that Hazrat Ali رضى الله تعالى عنه faced many challenges during his Caliphate. | |

Homework

- Students should complete the relevant sections of Questions 1–2 for homework. They should also complete Question 3.
- Students should complete the relevant sections of the activity ‘The Rightly Guided Caliphs’ in the Skills Book. They should already have completed the sections on Hazrat Abu Bakr رضي الله تعالى عنه and Hazrat Umar رضي الله تعالى عنه.

Answers to Assessments

Answers to the questions:

1. Equality; justice; tolerance
2. the truthful one
3. Hazrat Umar رضي الله تعالى عنه; Jerusalem
4. Persia; Egypt; Syria
5. Tariq ibn Ziyad; Rock of Gibraltar

Good answers will follow this skeletal outline:

| Caliph | Achievements |
|--|---|
| Hazrat Abu Bakr <small>رضي الله تعالى عنه</small> (632–634 CE) | Known as Al-Siddiq or ‘the truthful one’, Hazrat Abu Bakr <small>رضي الله تعالى عنه</small> had been a close companion of The Last Rasool Hazrat Muhammad <small>رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم</small> and was elected as the first khalifa of Islam in 632 CE. He dealt with tribal rebellion amongst the Arabs and unified them, spreading Islam to Syria in the process. |
| Hazrat Umar <small>رضي الله تعالى عنه</small> (634–644 CE) | Hazrat Umar <small>رضي الله تعالى عنه</small> expanded the influence of Islam to parts of the former Roman and Persian empires in the Middle East. When he was martyred in 644 CE, Islamic rule had spanned from present-day Libya in North Africa to the Indus River in the eastern Indian subcontinent. His administrative system was powerful and under his rule, significant progress was made in lawmaking, diplomacy, civil building works, free trade, and welfare aid for the poor. He commissioned the building of a naval fleet, and in 634–636 CE his troops defeated both the Byzantine (Eastern Roman Empire) and the Persian armies. When his army conquered Jerusalem in 637 CE, he humbly declined the offer of the priest to pray inside the church, so that later generations would not be encouraged to transform the church into a mosque. This act demonstrated his respect for other religions. |
| Hazrat Usman ibn ‘Affan <small>رضي الله تعالى عنه</small> (644–656 CE) | Hazrat Usman <small>رضي الله تعالى عنه</small> was a skilled businessman who managed his personal wealth with generosity and adopted a simple lifestyle lived with piety. Under his administration, the Islamic Empire expanded into Persia, Armenia, North Africa, and parts of the eastern Mediterranean. He increased taxation in the conquered territories to build public buildings and pay the salaries of workers and soldiers but ensured fairness by establishing a system of inspecting markets, weights, and price regulations. There was great turmoil during the closing years of his rule, and he was martyred in 656 CE. |

| | |
|--|--|
| <p>Hazrat Ali <small>رضي الله تعالى عنه</small> (656–661 CE)</p> | <p>Hazrat Ali <small>رضي الله تعالى عنه</small>, the fourth Caliph, brought administrative improvements by relocating the capital to Kufa in Iraq. He continued the policies of Hazrat Umar <small>رضي الله تعالى عنه</small>, promoting accountability among officials and wise use of state funds. Hazrat Ali <small>رضي الله تعالى عنه</small> prioritised social justice, combating nepotism, and assisting those in need. He also showed kindness to non-Muslims, inspiring conversions to Islam. However, his reign marked the end of the Pious Caliphate. Under Hazrat Ali's <small>رضي الله تعالى عنه</small> leadership, Muslim territories expanded, reaching Tripoli in North Africa and the Caspian Sea in the north, while advancing into Afghanistan in the east. The conquered lands were developed for the benefit of the people, with infrastructure projects and military reforms. Tragically, Hazrat Ali <small>رضي الله تعالى عنه</small> was assassinated while praying in Kufa Masjid. His death led to the establishment of the Umayyad Dynasty by Amir Mu'awiya, who continued Arab conquests, including the conquest of North Africa.</p> |
|--|--|

- 1 Students will answer this based on their understanding. Good answers will critically analyse the caliphates of the caliphs.
- 2 Students will answer this based on their understanding. Encourage them to focus on administrative and social challenges. They may refer to relevant/authentic online and print sources. Remind them to write like historians, which is, to narrate incidents objectively.

Answers to Skills Book

'The spread of Islam beyond the Arabian Peninsula'

- A 1. Students should mark the places where Islam reached during the Rashidun Caliphate.
- During Hazrat Abu Bakr's رضي الله تعالى عنه rule (632–634 CE), Islam reached up till Syria.
- During Hazrat Umar's رضي الله تعالى عنه rule (634–644 CE), Islam reached present-day Libya in the west to the Indus River in the east. It reached as far as Jerusalem in 637 CE.
- During Hazrat Usman ibn 'Affan's رضي الله تعالى عنه rule (644–656 CE), the Islamic Empire included Persia, Armenia, North Africa, and parts of the eastern Mediterranean.
- During Hazrat Ali's رضي الله تعالى عنه rule (656–661 CE), Islamic Empire stretched up to Tripoli in North Africa, the Caspian Sea in north-western Asia, and Herat in Afghanistan.

'The Rightly Guided Caliphs'

- A 1. Students should read about the Caliphs from their Student's Books.
2. Good answers will follow this skeletal outline:

| Caliph | Problems | How he solved them |
|--|---|--|
| Hazrat Abu Bakr رضي الله تعالى عنه (632–634 CE) | After the death of The Last Rasool Hazrat Muhammad ﷺ the alliances of the Arab communities began to fall apart. Some Arab tribes rebelled; some refused to pay zakat, while the others refused to accept the authority of the caliphate | Dealt with uprisings firmly, re-unified the Arabs and spread Islam to what is now Syria |
| Hazrat Umar رضي الله تعالى عنه (634–644 CE) | Faced problems from neighbouring great powers: the Byzantine Empire and the Persians; fought and beat the Persians at al-Qaddisiya and at the same time defeated the Byzantines at Yarmouk in 636 CE. Needed to administer a large and complex empire | Built battle fleets for the Muslim army; absorbed some of the lands of the Eastern Roman Empire (Byzantium) and Persia Set up a strong system of administration; made new laws; began diplomatic relations; focused on civil building works; promoted free trade; worked for the welfare of the people |
| Hazrat Usman ibn 'Affan رضي الله تعالى عنه (644–656 CE) | He took office when aged sixty-eight and inherited his father's immense fortune when he was only twenty. During his last years there was great civil unrest in the empire | Despite being the son of a wealthy trader, he maintained a simple life and applied simplicity and honesty to his administration. The Islamic Empire expanded into Persia, Armenia, North Africa, and parts of the eastern Mediterranean. He increased taxation in the conquered territories and used the money to build public buildings and pay the salaries of workers and soldiers in the empire. The size and wealth of cities grew, making people more contented. Markets were regularly inspected, and the weight and prices of goods were regulated. |
| Hazrat Ali رضي الله تعالى عنه (656–661 CE) | He inherited power after the martyrdom of Hazrat Usman رضي الله تعالى عنه. There was instability in the empire and feelings of mistrust amongst people | To improve stability and satisfaction, he set up police forces, built roads, and had wells dug. He expanded the empire into some new territories |

