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WORLD WATCH

History

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2

Second Edition

TEACHING GUIDE

For Grade 7

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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

<p>Unit 3: Indus Valley Civilisation</p>	<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. 	<p>ruin, ancient, archaeologist, settlement, evidence, artefact, seal, symbol, writing, civilisation, footprint, grid pattern, invader, climate change</p>
<p>Unit 4: Muslim Dynasties</p>	<ul style="list-style-type: none"> to introduce the Seljuk, Fatimid, Ayyubid, and Safavid dynasties, discussing their historical contexts and regions of influence to introduce prominent rulers from the Seljuk, Fatimid, and Ayyubid dynasties, emphasizing their roles and impacts to explain where the Ottomans originated from and its expansion to identify key sultans of the Ottoman Empire, highlighting their contributions to its growth and stability to encourage students to infer from available sources the significance of the siege and capture of Constantinople 	<ul style="list-style-type: none"> introduce Seljuk, Fatimids, Ayyubids. recall prominent rulers of Seljuk, Fatimid, Ayyubid dynasties. trace the origins of Safavid dynasty in Persia describe the rule of some important Safavid Rulers. trace the origins of the Ottoman Empire. identify the most significant sultans of the Ottoman Empire. 	<p>Aral sea, protectorate, battle of Manzikert, apex, extensive, Al Qahira, Al Azhar, descendants, Crusaders, contemporary, patron, instability, homage, cutting edge, follower, reform, Devshirme system, Janissary, fortress, project, repopulate, trader, craftsman, warrior, Ottoman culture, renovation</p>

<p>Unit 5: The Crusades</p>	<ul style="list-style-type: none"> • to explain the events that led to the First Crusade • to encourage students to deduce from the Pope's Call for Crusade • to explain how Salahuddin recaptured Jerusalem • to explain using evidence the legacy of Crusades on Europe 	<ul style="list-style-type: none"> • explain the key factors that led to the First Crusade. • evaluate the significance of the Pope's call for Crusade. • explain how Salahuddin recaptured Jerusalem. • describe the legacy of the Crusades on Europe. 	<p>Crusader, massacre, chess, polo, ancient Silk Road, trade, mathematics, engineering, and warfare</p>
<p>Unit 6: Islam Spreads to the Subcontinent and the Rise of the Delhi Sultanate</p>	<ul style="list-style-type: none"> • to explain through evidence that Islam was first brought to the subcontinent by the Arab traders • to explain why and how Muhammad bin Qasim conquered Sindh • to explain how Mahmud of Ghazni expanded his empire into the subcontinent • to explain the events that led the Ghorids to take over after the decline of the Ghaznavid Empire • to explain how the foundations of the Delhi Sultanate were laid by the Ghorids • to encourage students to assess the rise and fall of the Slave, Khilji, tughlaq, Sayyid, and Lodhi Dynasties 	<ul style="list-style-type: none"> • explain how Islam was first brought to the subcontinent. • explain how Muhammad bin Qasim conquered Sindh. • explain how Mahmud of Ghazni expanded his empire into the subcontinent. • explain how the Ghorids came to power after the downfall of the Ghaznavid Empire. • describe how the Ghorids laid the foundations of the Delhi Sultanate. • explain the rise and fall of the Slave, Khilji, Tughlaq, Sayyid, and Lodhi Dynasties. 	<p>military, pirate, security, warlord, invasion, reinforcement, catapult, subjects, tolerance, monsoon, foothold, elite, tax, subcontinent, acquisition, legitimate, formidable, battlefield, influence, successor, principdom, attack, instability, legacy, rebellion, descendant, trade</p>

<p>Unit 7: The Beginning of the Mughal Empire</p>	<ul style="list-style-type: none"> to develop an awareness of how the Mughal Empire expanded from Central Asia to the subcontinent to encourage students to use evidence to assess the resilience of the first two Mughals, Babur and Humayun, and how they overcame the challenges to establish a dynasty to encourage students to assess the significance of the rule of Akbar using evidence 	<ul style="list-style-type: none"> explain the growth of the Mughal Empire through the ambition of leaders from Central Asia. appreciate the resilience of the first two Mughals, Babur and Humayun, and consider how they ultimately overcame challenges to establish a dynasty. evaluate the significance of the rule of Akbar in the Mughal Empire. 	<p>throne, matchlock gun, cannon, firepower, gunpowder, tulghuma, tactic, observatory, justice, pilgrim, tolerance, Diwan-i-khas, fort, grand palace</p>
<p>Unit 8: The Expansion and Decline of the Mughal Empire</p>	<ul style="list-style-type: none"> to encourage students to draw inferences about the strengths and weaknesses of the 17th century Mughal emperors: Jahangir, Shah Jahan, and Aurangzeb to encourage students to assess the significance of key women in the reigns of Jahangir and Shah Jahan to encourage students to draw inferences from available evidence about the decline of the Mughal Empire 	<ul style="list-style-type: none"> identify the strengths and weaknesses of the 17th century Mughal emperors: Jahangir, Shah Jahan, and Aurangzeb. evaluate the significance of key women in the reigns of Jahangir and Shah Jahan. analyse some of the factors that led to the expansion and decline of the Mughal Empire. 	<p>kingship, setback, universal faith, Renaissance, coin, traditional, stability, calligraphy, palace, mosque, tragic, Taj Mahal, mausoleum, ambitious, devout, cannon, defeat, execute, resource, revolt, succession, luxurious, treasure</p>

<p>Unit 9: The Renaissance</p>	<ul style="list-style-type: none"> • to develop awareness about the origins of the European renaissance • to explain the great cultural and scientific developments during the Renaissance using evidence • to encourage students to draw inferences from available evidence how Queen Elizabeth I of England promoted and patronized the ideas of Renaissance 	<ul style="list-style-type: none"> • explain the origins of the European Renaissance. • identify the great cultural and scientific developments during the Renaissance. • evaluate the significance of the reign of Queen Elizabeth I of England in the flourishing of Renaissance ideas and patronage. 	<p>rediscovery, humanity, knowledge, idea, human spirit, arts, mythical, scholar, translate, exploration, Reformation, telescope, astronomical, polymath, anatomy, music, entertainment, fashion, theatre, monarch</p>
<p>Unit 10: The Industrial Revolution</p>	<ul style="list-style-type: none"> • to explain the success of Britain's industrialisation between 1750 and 1850 • to analyse factors that led to the Industrial Revolution in Britain and its connections to the British Empire • to evaluate the impact of the Industrial Revolution on Britain and the Indian subcontinent 	<ul style="list-style-type: none"> • explain how conditions in Britain helped the Industrial Revolution to flourish. • identify the links between the subcontinent and Britain's Industrial Revolution. • describe how the Industrial Revolution affected life for different people in Britain and the subcontinent. 	<p>steam engine, slavery, enlightenment, tariff, landowner, wagon way, shipbuilding, plantation, colonial island, factory, textile manufacturer, salesroom, pottery, railway</p>

<p>Unit 11: The Age of Discovery</p>	<ul style="list-style-type: none"> • to describe the Age of Discovery and the motivations behind the exploratory voyages • to analyse Columbus's journey to the new world, emphasizing its impact on global history. • to describe Willem Janszoon's exploration of Australia, Cortez's conquest of the Aztec Empire, and Pizarro's conquest of the Inca empire • to explain the colonisation of Northern America by European powers, focusing on motives, challenges, and the interactions between settlers and indigenous populations. 	<ul style="list-style-type: none"> • explain the Age of Discovery • discuss Columbus's discovery of the new world (America) and its impacts. • identify Willem Janszoon, Hernando Cortez, and Francisco Pizarro as prominent explorers and briefly describe their expeditions. • explain the colonisation of Northern America 	<p>exploration, despise, confiscate, reservations, spices, nomadic, merchants, reinforcements</p>
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01

The Middle Ages

Lesson Plan 1

Reference pages 3–4

Topics

- What was Medieval Europe like in the Dark Ages?
- Early Middle Ages

Resources

- Skills book page 6 ‘The Fall of the Roman Empire’
- Oxford School Atlas for Pakistan

Prior knowledge / Introduction

- The Middle Ages, also known as the Medieval period, spanned roughly from the 5th century to the 15th century CE. It was a complex and transformative era in European history that witnessed significant political, social, economic, and cultural changes. The Medieval period began with the fall of the Western Roman Empire in 476 CE. The collapse of centralized Roman authority created a vacuum that led to a period of political fragmentation and the rise of local and regional powers. With the dwindled power of the Romans, various Germanic tribes, such as the Visigoths, Ostrogoths, Vandals, and Lombards, seized the opportunity to take power and soon established their kingdoms in different parts of Europe.

Starting discussion points

- Ask students why they think this period is known as the Middle Ages?
- Begin the class by writing down the term ‘The Dark Ages’ on the writing board. Ask the students what they know about it. Write down a few responses on the board.
- Tell the students that the Dark Ages are also known as the Early Middle Ages, and that they refer to a significant period in the history of Medieval Europe that spanned roughly from the 5th to the 10th century. This time was characterised by profound social, political, and cultural transformations. Talk about how this period is often perceived as a time of decline and stagnation following the fall of the Western Roman Empire. You may even refer to how the concept of the ‘Dark Ages’ is subject to debate as recent scholarship has challenged this negative characterisation. (You may mention about the time of the Islamic Golden Age which will be studied in the upcoming units.) The Middle Ages were considered as a dark period in European history.

<p>since there was a disintegration of centralised political authority and feudalism emerged as the dominant socio-economic system. It was a time of frequent invasions, migrations, and conflicts as different Germanic and Viking tribes sought to establish their dominion. The decline of urban life and the loss of classical knowledge led to a decline in intellectual and artistic achievements, creating an impression of cultural darkness.</p>	<p>5-10 min</p>
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Once you have discussed the background of the Middle Ages, ask students to read pages 2 to 4 of the Student's Book. 2. Ask students to read the paragraphs headed 'What was Medieval Europe like in the Dark Ages?'; and 'Early Middle Ages'. Ask them to look at the modern artist's impression of Richard II quelling a revolt by the peasants in 1381 present on page 2. What does the picture say about life during the time? Elicit answers about how the medieval period was a time of numerous wars, social and economic changes as well as intellectual, cultural, geographical, and technological advancements. Students should be able to describe what life was like during this time. It is a good idea to focus on the cause-and-effect questions, encourage them to ask and answer 'Why' questions. 'Why were there social/cultural changes in the period?' 'Why did the collapse of the Roman empire have such an impact on life during the medieval time?' 3. Students can look at the geographical map of Europe during the Middle Ages present on page 3. Ask them to look at a political map of Europe present in their Oxford School Atlas for Pakistan and compare both maps. Encourage them to think about how the maps are different / and how they are the same. 	<p>25 min</p>
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have understood what life was like in Europe during the early Medieval period. ✓ I learned about the fall of the Roman Empire and its impact on Europe during the Middle Ages. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Ask the students to do Skills book page 6 'The Fall of the Roman Empire'. Remind them to support their opinion-based answer with concrete references. 	

Lesson Plan 2

Reference pages 4–8

Topics

- Central Middle Ages
- Late Middle Ages

Resources

- Skills book page 7 'Feudalism and society in Europe'

Prior knowledge / Introduction

- During the period referred to as the Central Middle Ages, spanning from the 11th to the 13th centuries, Europe experienced notable transformations. The introduction of agricultural innovations like the three-field system and horse-drawn plows led to increased productivity, resulting in population growth. As a consequence, towns and cities emerged, impacting the social and political dynamics of Europe. This era witnessed the rise of the middle class, comprised of individuals engaged in trade, crafts, and banking, challenging the traditional feudal order. Guilds, associations of craftsmen, played a significant role in protecting the interests of their members.
- Powerful medieval monarchies also emerged during this time, with rulers like William the Conqueror and Philip II consolidating their authority and expanding their territories. They established centralized governments and implemented legal reforms to strengthen their rule.
- Intellectual pursuits in the Middle Ages sought to reconcile reason and faith, with logical analysis applied to explore theological questions. Renowned universities, such as Oxford and Paris, became hubs of learning and intellectual debate. Art and architecture primarily focused on religious themes, with Romanesque and Gothic styles prevalent. Romanesque architecture featured thick walls and rounded arches, while Gothic architecture embraced pointed arches, ribbed vaults, and flying buttresses, allowing for larger windows and brighter interiors through the use of stained glass.
- The Late Middle Ages, spanning the 14th to the 15th centuries, presented significant challenges and changes. The devastating Black Death pandemic caused widespread loss of life and profound social and economic disruptions. The feudal system began to decline, and peasant revolts, like the English Peasants' Revolt in 1381, demanded improved rights and conditions. The cultural landscape also experienced important developments, including the Renaissance, a period marked by renewed interest in classical knowledge and humanism, which paved the way for the Early Modern period.

<p>The vassals, in turn, provided protection and other services to their serfs, who were tied to the land and obliged to work for their lord. Christianity played a central role in Medieval Europe. The Church, led by the Pope in Rome, held great influence over spiritual and secular matters. Monasteries and convents became centres of learning and preserved knowledge from the ancient world. The Church also organised pilgrimages, which stimulated trade and brought people from different regions together.</p>	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • Introduce the concept of the Central Middle Ages. This period is also as the High Middle Ages and spanned approximately from the 11th to the 13th century in Europe. At this time there were significant social, cultural, and economic developments in Europe. One of the key features of the Central Middle Ages was the rise of feudalism. Feudalism was a social and political system that was based on a hierarchical structure where kings granted land (fiefs) to nobles in exchange for loyalty and military service. In a fragmented political landscape this system provided stability and security. The feudal system also solidified the power of the Church in Europe since bishops and abbots had control over large amounts of land and wielded significant influence over the people in the region. This period also witnessed the emergence of guilds. Guilds were associations of skilled artisans and merchants that regulated trade while also protecting the interests of its members. The Late Middle Age (spanning the 14th and 15th centuries) was a time of significant change and transition, and turmoil and innovation. • During this period, in the mid-14th century, the bubonic plague, also known as the Black Death, swept across Europe. This pandemic resulted in the deaths of millions of people thus having significant social and economic consequences. The labour shortages caused by the plague led to increased wages for peasants and there was a decline in the feudal system. 	5-15 min
<p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Ask the students to go through pages 4 to 8 of the Student’s Book. Ask them to look at the illustrations and pictures given in the pages and discuss what they think those say about life during this period. Encourage them to think about what they have noticed and write about their observations in their notebooks. 2. Help students imagine was life was like for people in a feudal society. Divide the students into small groups and give each group a role within the feudal system, such as monarch, lord, knight, peasant, or clergy. Give each group a set of resources, such as cards or tokens, to represent land, wealth, and power. The distribution of resources should reflect the hierarchy of feudal society. Ask the students which group would have the most resources. The monarch would have the most while the peasants (at the lowest rung of society) would have the fewest. 	20min

<p>3. Have the groups interact with each other, exchanging and/or acquiring resources based on their position in the feudal system. For example, the lord would provide protection in exchange for labour or loyalty. Encourage students to negotiate alliances, engage in trade, and fulfil their feudal obligations. Remind them to consider the challenges and benefits of their roles and strive to maintain stability within the system. Allow the students enough space to be as creative as possible within their roles. Take care that the students maintain cordial relationships with each other and do not cross the boundaries of classroom rules and ethics. Give students enough time to interact with each people in other groups. After the activity is over, facilitate a debriefing session where students will be encouraged to reflect on their experiences and thus discuss the impact of feudalism on society. Encourage the students to think about aspects such as power dynamics, social mobility, and the rights and responsibilities of each role. Ask the students to discuss what they think are the strengths and weaknesses of the feudal system, and then critically analyse the impact of feudalism on different social classes.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have understood what life was like in Europe during the Central/High and Late Medieval periods. ✓ I learned about what life was like for people under the feudal system. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students can do Skills book page 7 which is the activity with the title ‘Feudalism and society in Europe’. Encourage them to answer using what they have learnt and understood about feudalism in class and from their readings. 	

Lesson Plan 3

Reference pages 8–9

Topics

- The Roman Empire
- Crusades (1095–1270)
- End of the Middle Ages: Reasons and consequences

Resources

- Skills book page 8 ‘The siege of Constantinople’

Prior knowledge / Introduction

- It is important to reiterate how the Middle Ages were a transformative period in European history. This time was characterised by feudalism, the influence of the Church, the rapid growth of towns and expansion trade, the development of powerful monarchies, and key intellectual and cultural achievements. Understanding the background knowledge of this era provides valuable insights into the foundations of modern Europe and the dynamics that shaped its societies. Before proceeding with the lessons on the Middle Ages, read relevant content related to the topic at hand from reputable online and print sources to ensure a better communication of the significance of the Middle Ages to students.
- Medieval society was structured in a hierarchical manner, with distinct social classes. The highest class was the nobility, which consisted of kings, queens, lords, and knights. The nobility held the most power, land, and wealth. Next came the clergy, who were members of the Church, had religious authority and also controlled many key resources. The majority of the population belonged to the peasant class, engaging in agricultural labour on lands belonging to the nobility and clergy in exchange for protection. Medieval society was thus governed by feudalism which was the socio-economic system based on the exchange of land for loyalty and service: lords granted land (fiefs) to vassals, who in turn granted land to sub-vassals and peasants. This created a pyramid-like structure of land ownership and obligations. The feudal system established a mutual dependency, with the nobility protecting the vassals, who provided military service. The peasantry supported the system through their labour. Understanding feudalism would help get a fairer picture of the complexities and inequalities that shaped Medieval society. Another thing with a great influence was religion, specifically the dominant role of Christianity and the power of the Church during this time. These characteristics influenced what life was like for people living the Middle Ages.

Starting discussion points

5-15 min

- Discuss with the students what they have learned about the decline and fall of the Roman Empire. The fall of the Roman Empire occurred in the 5th century CE, signifying the end of one of history's most powerful and influential civilizations. Numerous factors contributed to its decline and eventual collapse. Internal instability was a major factor, with political corruption, frequent leadership changes, and civil wars plaguing the empire. The empire's vast size also made effective governance challenging. Economic issues, including inflation and currency devaluation, weakened the empire's economy, and a decline in trade and agricultural productivity further contributed to its downfall. External pressures also played a role, as invasions by Germanic tribes strained the weakened Roman military and led to the sacking of Rome in 410 CE. The Western Roman Empire ultimately collapsed in 476 CE.
- Explore the founding of Constantinople with the students. Established in 330 CE by Emperor Constantine the Great, Constantinople served as the new capital of the Roman Empire, replacing Rome. Situated strategically at the crossroads of Europe and Asia, the city offered access to crucial trade routes and acted as a barrier against potential invasions. Positioned on the Bosphorus Strait, linking the Black Sea and the Mediterranean, Constantinople became a significant hub for maritime commerce. Emperor Constantine envisioned the city as a magnificent imperial centre, exemplified by iconic structures like the Hagia Sophia. The establishment of Constantinople marked a shift in the power and influence of the Roman Empire, becoming the focal point of political, economic, and cultural life in the Eastern Roman Empire (later known as the Byzantine Empire). Constantinople's rich history and cultural heritage left a lasting impact on world history
- Take a moment to reiterate the differences between the eastern and western wings of the Roman Empire. Emphasize the influence of the Church and religion during this era. Christianity held prominence as the dominant religion, with the Church serving as a central authority and providing spiritual guidance. It played a vital role in establishing moral and ethical standards, shaping cultural values, and defining the social order. The Church also exerted significant political influence, forging close ties with monarchs and even influencing international politics through the Pope. Education and scholarship centered around the Church, with monasteries and cathedral schools acting as centres of learning and preservation of ancient manuscripts. Prominent scholars and philosophers were often clergy members. Christianity's influence extended to art and architecture, with grand

cathedrals serving as places of worship adorned with religious-themed paintings, sculptures, and stained-glass windows. Christianity played a fundamental role in the daily lives of medieval individuals, with religious ceremonies and rituals as integral parts of community life. The concept of salvation and the afterlife held immense significance, shaping beliefs, behaviours, and societal norms. Discuss the Crusades and how religious fervour motivated many people to participate in these endeavours.

- Engage the students in recalling their understanding of the late medieval period's economy and key social aspects. Encourage them to suggest ideas for what marked the end of the Middle Ages and the transition to the Age of Discovery. The capture of Constantinople by the Ottoman Empire led to the demise of the Byzantine Empire. This event had far-reaching consequences, as Greek scholars and texts entered Western Europe, sparking the Renaissance and a revived interest in classical knowledge. Concurrently, the emergence of the Age of Discovery signaled the end of the Middle Ages. European explorers like Christopher Columbus and Vasco da Gama embarked on voyages, expanding European understanding of the world and establishing new trade routes. These developments brought significant shifts in economic practices and transformed the political landscape.

Steps for using the Student's Book

1. Ask the students to read pages 7 and 8 of the Student's Book and look at the picture of the Byblos Castle. Ask them to discuss the features of the castle and discuss what makes it a good representation of the architecture style prevalent during the Middle Ages. Ask them to think about why castles were needed at the time. Castles had numerous purposes.
2. If there is a chance, it is a good idea to encourage students to go an online source and explore the history of the Byblos Castle. The Byblos Castle was in the ancient city of Byblos (modern-day Lebanon). This castle was originally built by the Crusaders in the 12th century, serving as a fortified stronghold during the Crusader period. It had a strategic location which overlooked the Mediterranean Sea and the surrounding area, making it an important military and defensive structure. The castle provided protection to the Crusader forces and served as a base for their operations in the region. Along with its military function, the castle also served as a symbol of power and authority. Its grand and imposing architecture highlighted the strength and control of the ruling forces.
3. Encourage students to do questions 7 to 10 of the Assessments section in the Student's Book either as classwork or as homework. Encourage them to use online and print sources to support their answers.

20min

<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have understood the reasons and consequences of the fall of the Roman Empire. ✓ I have learned about the changes that marked the transition of the world from the Middle Ages to the Age of Discovery. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Ask the students to do the activity in the Skills book page 8, titled ‘The siege of Constantinople.’ 	

Answers to assessments

1. **Choose the best possible answer for each of the following:**
 - i. Buying and selling of goods was considered beneath the elite class.
 - ii. Central Middle Ages.
 - iii. Rise in population
 - iv. Established Christianity as religion.
 - v. Religious wars by Christians to take back holy places from Muslims.
2. Answers may vary but should include Middle Ages beginning from fall of Rome, people following Roman emperor’s way of life, with Pontifex Maximus being the religious leader and deciding the Roman calendar, consecrate temples, and etc.
3. Answers may vary but should include the establishment of the middle class, feudalism, peasants living a simple way of life, the elites looked after their lands, women in rich and poor households held subordinate positions, and etc.
4. Answers may vary.
5. Answers may vary but should include introduction of beans, clocks, gun powder, Gothic architecture and etc.
6. Description may vary but should include establishing class divide, landlords taking more land to work on than they could handle. This further led to landlords owing to more than one lords. No matter the change in ownership of land, the peasant workers were tied to the land to work.
7. Answers may vary but should include Christianity as a unifying force, flourishing of trade with honey, fish sauce, wheat and olive oil being commonly traded. It declined due to various invasions from European, Asian, and Muslim forces, and couldn’t retain territories.
8. Crusades were the series of military attempts made by Christians to take back control of Jerusalem and other holy places from Muslims, during the Middle Ages in Europe. The name comes from Christians wearing the cross (Latin: crux), and considered fighting in Crusades to wash their sins.
9. Answers may vary but should include constant invasions, scarcity of food leading to people to travel and search for other ways of earning. The necessity and curiosity ended the Middle Ages.
10. Description may vary but should include Sultan Mehmed II using land and sea forces to take over

Constantinople while it was under a 55-day siege. The fall of Constantinople led to the Ottomans' success and end of Byzantine Empire

Answers to Skills Book

Page 2 'The fall of the Roman Empire'

A 1. Answers may vary but students can choose:

- The division of the empire into the Eastern and Western halves:
The establishment of the Byzantine empire as a part of the Roman empire made administration difficult. Students could further talk about distance related issues.
- Attacks by invading groups and external pressures:
The Eastern division was threatened by the Turks and other Asian and European forces. The Western division itself was fighting other European threats.
- Economic difficulties and financial problems:
People became restless due to the invasions, so they wanted to travel and find other ways to earn. Intellectual curiosity sparked the interest in moving away from economic issues riddled Rome.

Page 3 'Feudalism and society in Europe'

- A 1. Answers should include the King at the very top of the pyramid then church officials and nobles then Knights then peasants.
- A 2. Description of the main roles and day-to-day activities of people in each of the different social classes may vary but should include:
- King:* Sat atop feudal society and ruled over large areas of land.
- Nobles:* Nobles oversaw the management of their lands, supervised the work of the peasants under their authority, and organised the necessary resources for military campaigns and social gatherings. Engaging in activities such as horseback riding, hunting, and hawking, they cultivated skills befitting their noble status.
- Knights:* Many of these warriors provided military services to nobles in return for a piece of their land
- Peasants:* Life for peasants revolved around agricultural labour. Their existence was marked by hardship, with a meager diet and limited comforts. Children spent their days assisting their parents with various tasks, such as doing household chores, caring for animals, and contributing to food cultivation.

02

The Umayyads

Lesson Plan 1

Reference pages 13–16

Topics

- ‘The rise of Muslim dynastic rule’

Prior knowledge / Introduction

- After the collapse of the Western Roman Empire in Europe towards the end of the fifth century, Spain fell under the control of the Germanic-origin Goths. In 711 CE, the Gothic King Roderick of Spain faced the army of Tariq Bin Ziyad, resulting in Roderick’s soldiers fleeing to save themselves. As a result, modern Spain and Portugal came under Islamic control. The expansion plans of the Muslims were halted at the Battle of Poitiers in 732 CE by the French. Islamic Spain was governed by members of the Umayyad Dynasty, starting from 756 CE under Abdul-Rahman I. Abdul-Rahman I had survived the overthrow of his family by the Abbasids in Syria and Iraq. Thus, the Umayyads continued to wield power in the west even after losing it in the east.
- During its period of Islamic rule, the cities of the Iberian Peninsula were multicultural and home to people of different faiths, including Islam, Christianity, and Judaism. This harmonious coexistence, known as La Convivencia, fostered intellectual activity and allowed ground-breaking scientific discoveries to take place. Cities like Toledo and Cordoba gained global recognition for their scholarly achievements. However, in the twelfth century, Muslim control began to decline, and in 1492, Granada was conquered by Isabella and Ferdinand of Spain, marking the end of Muslim rule. This event, known as the Reconquista, resulted in the forced conversions of Jews and Muslims by the victorious Christians. As a result, the golden age of Islam in the Iberian Peninsula came to an end. The expected learning outcomes for students include understanding the establishment of the Umayyad Dynasty in Al-Andalus (Muslim Spain) and being able to discuss the growth and significance of the great cities of Muslim Spain.

<p>Starting discussion points</p> <ul style="list-style-type: none"> The unit traces the rise of the Muslim dynastic rule. Introduce who the Umayyads were. They were a group of people who asserted their lineage from the prominent Umayyad clan of the Quraish tribe. Talk about how Muawiyah ibn Abi Sufyan claimed leadership and political authority over the Islamic empire. Ask the students to look at the timeline given on page 12 of the Student's Book. The Umayyads soon established their capital in Damascus, Syria, and gradually consolidated their power, defeating their rivals. Their rule marked a shift from the early egalitarian ideals of Islam, as they adopted a more centralised and hierarchical system of governance. 	5-10 min
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> Provide an explanation of how a significant portion of the Iberian Peninsula came under Islamic control. This builds upon their prior knowledge of the conflict between the Umayyads and the Abbasids and introduces the military commander Tariq bin Ziyad, who played a pivotal role in the conquest. Spain and Portugal were rapidly conquered. Abdul-Rahman I began the rule of the Umayyad's in Spain in 756 CE. Ask the students to look at the map on page 14 showing Al-Andalus from the year 1000 CE. What are their thoughts when they see the extent of this territory? What other questions does it raise for them? 	25 min
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <p>✓ I learned that Tariq bin Ziyad conquered Spain and Portugal.</p>	5 min
<p>Homework</p> <ul style="list-style-type: none"> Encourage students to use relevant/authentic online and print sources to do research on the rise of Muslim dynastic rule. 	

Lesson Plan 2

Reference pages 16–19

Topics

- Umayyad Spain
- The Reconquista

Resources

- Skills book pages 10–14 ‘The Muslim cities of Spain’; ‘The scholars of Al-Andalus’; ‘The Islamic Civilisation of Al-Andalus’

Prior knowledge / Introduction

- The Mughal Empire ruled a significant part of northern India from the 1500s to the 1700s. The rulers of the empire practiced Islam, while most of the people they governed practiced Hinduism. Despite this religious difference, the Mughals managed to rule effectively and worked to unite Muslims and Hindus.
- Akbar consolidated Mughal power, extended the empire’s rule through campaigns, and implemented administrative reforms. He is known for his emphasis on centralizing authority and policies of good governance.
- His administrative reforms and efforts to promote religious harmony left a lasting impact on the region. Some of his reforms continued to influence the governance of present-day India and Pakistan.

5-10 min

Starting discussion points

Ask the students;

- Who was Akbar the Great?
- Why is he referred to as ‘the Great’?
- What were some of his notable achievements as a Mughal emperor?

Steps for using the Student’s Book

1. Ask the students to read pages 16 to 19 of the Student’s Book. Ask them to look at the pictures given on these pages. Discuss the impact of key scholars like Ibn Rushd and Abbas ibn Firnas. Discuss what impact they left on scholarship and learning of the time. Discuss the kind of architecture that was prevalent in the time. You may refer to the pictures given on these pages
2. Ask students to describe what they see and give a reasoning to why they think certain structures are shaped the way they are. Ask the students to do Activity 2 given on page 19. Encourage students to brainstorm ideas in their notebooks before working on the activity.

25 min

Discussion and Review

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

- ✓ They could make a note of this, summarizing the lesson, for example:
- ✓ I learned that Abdul-Rahman I, an Umayyad prince, established his rule in Al-Andalus.
- ✓ I learned that the Reconquista was a series of military programs to reconquer Iberian territories.

Homework

- The Skills book is a good resource to study the importance of Muslim rule in Spain and the importance of Al-Andalus in Muslim cultural development. Ask the students to do the indicated Skills book pages either in class or as homework. Encourage them to think about their answers and support them with appropriate online and print sources.

Answers to assessments

1. Fill in the blanks with the best possible answer.

- i. Al-Andalus grew to become one of the great Muslim civilisations, reaching its height with the Umayyad Caliphate of Cordoba in the 10th century.
 - ii. Muslim Spain was a multicultural mix of people of three religions: Muslims, Christians, and Jews. This coexistence was known as *convivencia*.
 - iii. The cities of Toledo, and especially Cordoba, gained world fame as centres of learning.
 - iv. Ibn Rushd's translations and explanations of Aristotle's work were read throughout Europe and contributed to the Renaissance.
 - v. Muslim control over al-Andalus weakened in the twelfth century and ended in 1492 when Granada was conquered by Ferdinand and Isabella.
2. The most important factor in the establishment of a long-term Muslim presence in Spain was the religious tolerance displayed by the Muslim rulers. The conquest of the region was swift, partly due to Christian disunity, and partly due to the generous terms of surrender offered to the conquered cities by the Muslim armies.
 3. Cordoba became one of the greatest cities in the world because it was regarded as a highly tolerant place for people belonging to different faiths which resulted in great collaborations between scholars from all three major faiths and from all over Europe and Asia. Spanish historians have called this coexistence 'La *convivencia*'.
 4. Answers may vary but should include Europe was reconnected to the works of the Greek masters. The knowledge based on Greek philosophy and science was used to make breakthroughs shaping the future of physics, surgery, and pharmacology. Toledo connected Europe and the Muslim world.
 5. Description may vary but should include forces of Ferdinand and Isabella recapturing Spain led to the last Muslim ruler of al-Andalus, Muhammad XII, being expelled, along with his family, and the end of Muslim rule in Spain.

Answers to skills book

Page 5 'The Muslim cities of Spain'

- A 1 a) Umayyad territory in Spain was named Al-Andalus (also allow Andalusia). The Muslim Civilization in Spain lasted from 756 CE to 1492 CE. The first caliph of al-Andalus was Abdul-Rahman I, whose capital was Cordoba. He had the Grand Mosque of Cordoba built.
- b) Before the spread of Islam to Spain, the people of Cordoba were mainly Christians and Jews. The Jews welcomed the Muslims because they had been oppressed by the Christian majority. However, the new Muslim rulers allowed the Christians to (allow any order) live, be leniently treated, continue worshipping in their churches; build new ones; and keep their property.
- c) In the ninth century, the Christians began to rebel against the Muslim rulers of al-Andalus, but the Muslim rulers managed to avoid any divisions between people of different faiths, and al-Andalus became a very tolerant place. This tolerance helped Muslim, Jewish, and Christian scholars to build an atmosphere of great collaboration between scholars from all three faiths and from all over Europe and Asia.
- d) Another important Spanish city for learning was Toledo, where a Scottish priest and scholar named Michael Scot translated the work of Avicenna (Ibn Sina) and Averroes (Ibn Rushd) into Latin. His translations spread across Europe and helped the scholars of the European Renaissance in the fifteenth century.
- e) The third important city of Muslim Spain was Granada, where the Nasrid rulers ruled from the Alhambra Palace, which is now a UNESCO world heritage site.
- f) At the end of the 15th century, the armies of the Spanish king and queen Ferdinand and Isabella began to recapture Spain from the Muslim rulers. This was called the Reconquista. Then the Spanish Inquisition began, when many Jews and Muslims were forced to convert to Christianity, or were tortured, expelled, or killed.

Page 6 'The scholars of al-Andalus'

A 1.a) Ibn Rushd:

Gender: Male

Nationality: al-Andalusian

Religion: Muslim

Achievements: Ground-breaking work on natural science, medicine, law, philosophy, and astronomy inspired but extending considerably the ideas of the ancient Greeks; evidence suggests some contact with Maimonides

b) Maimonides

Gender: Male

Nationality: al-Andalusian

Religion: Jewish

Achievements: Ground-breaking work on natural science, medicine, law, philosophy, and astronomy inspired but extending considerably the ideas of the ancient Greeks; evidence suggests some contact with Ibn Rushd

c) Michael Scot

Gender: Male

Nationality: Scottish

Religion: Christian (Catholic)

Achievements: Scottish priest and extensive traveller who settled in Toledo where he learned Arabic and began translating the works of Ibn Sina (Avicenna) and Ibn Rushd, (Averroes) into Latin, which allowed their ideas to reach a Europe-wide audience and which were key in elements of the European Renaissance in the 15th century.

d) Lubna of Cordoba

Gender: Female

Nationality: al-Andalusian

Religion: Muslim

Achievements: Famous for her knowledge of grammar, the quality of her poetry, and interest in culture, she was the daughter of Al-Hakam II, the Caliph of Cordoba. She was given a role in the great library of Cordoba where she was in charge of playing, writing, and translating many manuscripts. She also had a role in the creation of the famous library of Medina Azahara. She is an important reminder that there were many key women in the cultural and intellectual life of the period.

2. Students' responses will be personal to the student, but should be assessed according to how well information is used to demonstrate an understanding of historical significance.

Pages 8 to 9 'The Islamic Civilisation of al-Andalus'

- A 1.a) After the collapse of the Western Roman Empire in Europe towards the end of the 5th century, Spain fell under the control of the Goths of Germanic origin.
- b) At the time there was a power struggle in Syria and Iraq, and after a period of civil war in Syria and Iraq, the Umayyad Dynasty was overthrown and the caliphate was replaced by a new dynasty, the Abbasids, in 750 CE. The centre of power shifted from Syria to Iraq. An Umayyad prince, Abdul-Rahman I, escaped the Abbasid forces that had taken control of Syria and Iraq and reached al-Andalus and established his rule there in 756 CE from Cordoba, the Umayyad capital of al-Andalus.
- c) When the Gothic King Roderick of Spain fought the army of Tariq Bin Ziyad in 711 CE, many of his soldiers fled to save themselves, and much of modern Spain and all of Portugal fell under Islamic

control. Conquest of the region was swift, partly due to Christian disunity, but also a consequence of the very generous terms of surrender the Muslim armies offered to the conquered cities.

2. The actions of the Muslim rulers in al-Andalus that helped to make it an important centre of learning were their interest in culture, art, and science, and their willingness to consider ideas from other cultures. The Iberian Peninsula during its period of Islamic rule was a multi-cultural, multi-faith society in the cities, with the three great religions of the book present: Muslims, Christians, and Jews. This largely peaceful coexistence, later labelled *la convivencia* by Spanish historians, allowed a climate of intellectual enquiry to flourish regardless of faith or ethnicity. Worldwide reputations for scholarship were for Toledo and Cordoba, with groundbreaking scientific discoveries achieved.
3. The factors that led to the Reconquista (recapture) of Spain by Spanish Christian forces included the fact that by the 12th century, Muslim control was weakening, and in 1492 CE Granada was conquered by the increasingly powerful monarchs Isabella and Ferdinand of Spain. This Reconquista led to forced conversions of Jews and Muslims by the Christian victors. The golden age of Islam in the Iberian Peninsula was over

03

The Abbasids

Lesson Plan 1

Reference pages 22–24

Topics

- How important were the Abbasids for the Islamic Golden Age?
- Haroon al-Rasheed and the Islamic Golden Age

Resources

- Skills book page 15 ‘Baghdad: The capital of the Abbasids’

Prior knowledge / Introduction

- The Abbasids were a ruling dynasty that governed the Islamic caliphate from 750 to 1258 CE. They succeeded the Umayyad dynasty and chose Baghdad as their capital, which flourished as a hub of culture, learning, and trade under their rule. The Abbasids gained support from various factions, including non-Arab Muslims, Persian nationalists, and dissatisfied groups within the Umayyad regime. They successfully overthrew the Umayyads in the Abbasid Revolution of 750 CE.
- Often referred to as the ‘Golden Age’ of Islamic civilization, the Abbasid era witnessed remarkable advancements in fields such as science, philosophy, medicine, mathematics, and literature. Scholars from diverse backgrounds contributed to intellectual pursuits, and the translation of Greek, Persian, and Indian works into Arabic played a crucial role in preserving and transmitting knowledge. Baghdad became a vibrant centre of commerce, attracting merchants from around the world. The renowned House of Wisdom (Bait al-Hikmah) was established in Baghdad, serving as a renowned institution for intellectual and scientific activities. Scholars and translators gathered there to study, translate, and disseminate works from different cultures and civilizations.
- The Abbasids established a sophisticated administrative system, drawing inspiration from previous empires like the Romans and Persians. While the caliph held ultimate authority, power was often delegated to officials such as governors and viziers. The bureaucracy expanded to govern the vast empire, which stretched from Spain to Central Asia.
- The Abbasid Caliphate faced significant challenges, including regional revolts, sectarian divisions, and invasions by external forces like the Mongols. Over time, these challenges led to the disintegration of the caliphate, as it fragmented into smaller dynasties and the Abbasids lost political control. The Mongols’ devastating sack of Baghdad in 1258

<ul style="list-style-type: none"> marked the final blow to the Abbasid Caliphate. Throughout their reign, the Abbasids embraced diversity, as their empire encompassed a wide range of ethnic and religious groups. They fostered cultural exchange and nurtured intellectual growth, leaving a lasting impact on the Islamic world. 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> Ask the students to review what they have learned about the Central/High Middle Ages in Europe. Remind them that things in one place of the world usually does not mean that other parts of the world will be experiencing the same thing. Remind the students of the ‘Dark Ages’ of Europe happened at a similar time frame when the Islamic civilisation was having a ‘Golden Age’. Students can also analyse the meaning of the Golden Age, and what it means to them when they come across the phrase to describe a particular time period. 	5-10 min
<p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Ask the students to read pages 22 to 24 from the Student’s Book. Encourage them to look at the map showing the spread of Islam from the 7th to the 13th century. Ask students to bring out their copies of the Oxford School Atlas for Pakistan and evaluate which modern-day countries would fall in the region coloured in green on the map given in the Student’s Book. Ask the students to look at the illustration of the city of Baghdad on page 23. Encourage them to describe their observations in class. Ask them to think about why they think it was designed the way it was. After the students have made a few suggestions / inferences, ask them to search for authentic online and print sources to understand why Baghdad was designed the way it was. Ask them to make notes in their journals about their findings. It is a good idea to include other important facts that they have learned about the historical city. 2. Divide the class in two groups, and then ask each group to construct a model of the city of Baghdad. Instruct the students to use low-cost materials and keep track of the materials that they use. Ask them to make a list of all the materials that they use in the making of the project and the cost they incurred. 3. When the model is ready students can present it to the rest of the class. 	25 min
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned about the rise of the Abbasid dynasty. ✓ I learned about the significance and legacy of the city of Baghdad. 	5 min

Homework

- Students could do Skills book page 15 entitled 'Baghdad: The capital of the Abbasids' as homework. Encourage them to revisit what they have learnt from the unit in the Student's Book and encourage them to do some research about the topic from relevant / reliable online sources.

Lesson Plan 2

Reference pages 25–27

Topics

- Baghdad's House of Wisdom
- The scholars of the House of Wisdom
- The end of the Abbasid Caliphate

Resources

- Skills book pages 16–17 'Famous scholars of the Islamic Golden Age'
- Skills book page 18 'Writing an obituary'

Prior knowledge / Introduction

- The House of Wisdom, known as Bait al-Hikmah, was extremely significant during the Islamic Golden Age. Located in Baghdad, this institution symbolized the intellectual brilliance and quest for knowledge of that era. Founded in the 8th century, the House of Wisdom served as a vibrant centre where scholars from various backgrounds congregated, fostering an atmosphere of collaborative scholarship and groundbreaking ideas.
- These distinguished scholars delved into a wide array of disciplines, including philosophy, astronomy, medicine, mathematics, and literature. Their works encompassed original research, translations, and commentaries on ancient texts from Greek, Roman, and Persian sources. Eminent thinkers such as Al-Kindi, Al-Farabi, Ibn Sina (Avicenna), and Al-Khwarizmi made indelible contributions that laid the groundwork for scientific and philosophical progress, profoundly shaping human history.
- The decline and eventual disintegration of the Abbasid Caliphate were marked by internal conflicts, political unrest, and external invasions, leading to the waning of its power and influence. Consequently, the House of Wisdom gradually lost its support and patronage. The magnificent library, home to countless volumes of accumulated knowledge, was destroyed, and the scholars dispersed. Emphasize the importance of the House of Wisdom as a testament to the power of collaboration, intellectual curiosity, and the pursuit of knowledge. It stands as a reminder of the extraordinary heights that can be achieved when scholars from diverse backgrounds come together to explore the realms of wisdom. The translations and commentaries produced within its walls not only preserved ancient wisdom but also expanded upon it, leaving an enduring legacy that shaped the fields of science, philosophy, and literature for generations to come.

<p>Starting discussion points</p> <ul style="list-style-type: none"> • Ask the students what they know about the Islamic Golden Age. • Ask the students what they think caused the decline of the Abbasid Empire. 	5-10 min
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask the students to go over pages 25 to 27 of the Student's Book. Discuss the pictures and illustrations on each page. Ask the students to share their observations with the class. Ask the students to recall what they have learned previously about primary and secondary sources of information. Encourage them to classify the resources given in the book as kind of evidence. Discuss what these resources tell about what life was like for people living in this region during this time in history. 2. Talk about the end of the Abbasid dynasty. Remind the students how there are many dynasties in history each had a progression arc from establishment to high point, and then eventual decline. Ask the students to think about what they think the reason for the decline of the Abbasid caliphate is. Do they think one reason is enough to explain the reason for the decline of the empire? Read the passage given on page 27. Encourage the students to explore the reasons in greater detail by referring to online and print sources. 3. Ask the students to do the worksheets given on pages 16–18, titled 'Famous scholars of the Islamic Golden Age' and 'Writing an obituary'. 	25 min
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learned about the significance of the House of Wisdom ✓ I have learned about key scholars from the Abbasid Caliphate ✓ I have understood the reasons for the decline of the Abbasid Caliphate 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could do the activities given on page 28 of the Student's Book as homework. 	

Answers to assessments

1. **Choose the best possible answer from the given options.**
 - i. Persians
 - ii. The Arabian Nights; peasant
 - iii. Ibn al-Haytham
 - iv. Algorithm
 - v. Astrolabe
2. The Abbasid Dynasty reigned for a period of 508 years (from 750 to 1258 CE).
3. Three examples of how the Abbasids were instrumental in leading the Muslims during the golden age of Islam could include any of the following:
 - They appreciated the value of other cultures, particularly that of the Persians, and were willing to learn from them so they could increase their intellectual and scientific achievements.
 - The new Abbasid capital was purpose-built in 762 CE and was named ‘Madinat-as-Salaam’, meaning the city of peace. It rapidly grew to become the largest city outside of China, and attracted scholars.
 - They encouraged their people to experiment and innovate.
 - The site chosen for Baghdad was strategically important because it was situated on trade routes that linked it to the east and the west. There were four main city gates, each of which led directly to a key city of the empire. This allowed the scientific, mathematical, and cultural ideas of Europe, the Mediterranean, the Near East, and Asia to crisscross and brought new ideas to local scholars.
 - The city of Baghdad was well-managed.
 - The largest library in the world, the House of Wisdom in Baghdad, was set up by Mamoon al-Rasheed by 860 CE. Leading scholars such as Hunayn ibn Ishaq, al-Kindi, the Banu Musa brothers, Muhammad ibn Musa al-Khwarizmi, Ibn-al-Haytham, and al-Razi were attracted to Baghdad, thus enticing others to become their students or to hold scholarly debates with them.
4. The Abbasid caliphs built Baghdad between the Tigris and Euphrates rivers because it was a better location than their former capital. It might have been easier to design a new capital from scratch than to adapt the existing city.
5. The Translation Movement was so successful because the House of Wisdom in Baghdad had become the largest library in the world by 861 CE, with works of science, medicine, mathematics, and geography from Greek, Latin, Indian, Chinese, Syrian, and Persian sources. There were many translators who knew different languages. All the works were translated into Arabic for use across the Abbasid lands as well as in Baghdad’s great centres of learning. This Answers to Skills Book
6. Description may vary but should include the expansions by Umayyads of Spain as compared to Abbasids’ expansions. There should be references to the culture and architecture of both dynasties – Umayyads contributed through grand architecture while Abbasids developed Baghdad as an intellectual hub.

Answers to skills book

Page 10 ‘Baghdad: The capital of the Abbasids’

A 1.a) Location, design, layout, and size:

- purpose-built north of Kufa between the Tigris and Euphrates rivers from 762 CE
- designed by the Abbasid Caliph, Al-Mansur
- four gates, each on a road to one of the key cities of the empire Kufa, Damascus, Basra, Khurasan
- named ‘Madinat-as-Salaam’ the city of peace, but came to be known by its local name: Baghdad
- by 780 CE Baghdad, was the largest city in the world outside China

b) Law and order:

It had an efficient public administration system and laws to maintain justice and social equity.

c) Buildings:

It was a centre of learning that made it a magnet for the world’s greatest thinkers, artists, scientists, and architects.

2. Students will use their notes to write a guide book about Baghdad, during the Abbasid Caliphate in their notebooks. The format for this should have been agreed with students in advance, and some discussion of layout and structure should have taken place. The best answers will blend some creativity and (historically informed) imagination alongside good use of known factual information.

Page 11 to 12 ‘Famous Scholars of the Islamic Golden Age’

A 1.a) Hunayn ibn Ishaq

- most productive translator of medical and scientific papers
- studied Greek
- nicknamed the ‘Sheikh of the translators’

b) Al-Kindi

- key figure in the House of Wisdom
- wrote hundreds of original works on a range of subjects
- wrote ‘On the Use of the Indian Numerals’, on codes and on ciphers
- popularized the use of the zero

c) Banu Musa brothers

- scientists at the House of Wisdom
- calculated the year to be 365 days and 6 hours using an astrolabe

d) Muhammad ibn Musa al-Khwarizmi

- languages scholar and translator
- wrote a book 'al-Jabr' describing his system of algebra
- made an accurate calculation of the circumference of the Earth

e) Ibn-al-Haytham

- a great physicist, mathematician, astronomer
- developed theories on light and optics
- considered as the father of the modern scientific method

f) Al-Razi

- a famous physician, and expert in mathematician, philosophy, and astronomy
- wrote more than 200 medical books
- most famous work was on smallpox and measles
- set up one of the first hospitals in Baghdad

2. Students will answer based on their understanding and personal opinions. Good answers would demonstrate strong analytic skills.

Page 13 'Writing an Obituary'

A 1. Answer for a, b and c:

Students should be told how much to write, and whether using other sources, and which sorts, are acceptable. The features of obituaries usually respond to fixed conventions, praising the dead, telling a little about the person's origins and achievements, and their historical significance.

04

Muslim Dynasties

Lesson Plan 1	
Reference pages 31–34	
Topics <ul style="list-style-type: none"> • Seljuk Empire (1037–1194) • Fatimid Caliphate (909–1171) 	Resources <ul style="list-style-type: none"> • Access to the internet/ computer lab for online research / viewing relevant photographs
Prior knowledge / Introduction <ul style="list-style-type: none"> • The Seljuk Empire, spanning from 1050 to 1300 AD, was a medieval Turkish Empire centred in central Anatolia. Originating from the Oghuz Turkish tribe on the Central Asian steppes, the Seljuks were formidable nomadic warriors skilled in horseback combat and the use of composite bows. Embracing Islam in the mid-900s, they were sought after by kingdoms along the Silk Road to safeguard lucrative trade routes. • In the 1040s, the Oghuz Turks conquered Persia and Baghdad, establishing their own kingdom. Toghrol Bey, their leader, assumed the title of “sultan” and became the protector of all Muslims. Although the empire was ethnically Turkish, it relied on educated Persians to administer the empire and Muslim Arabs to provide religious authority. The Seljuks played a crucial role in introducing Turkic culture and Islam to Anatolia, ultimately laying the foundation for the rise of the Ottoman Empire. 	
Starting discussion points <ul style="list-style-type: none"> • Ask the students what they know about the Seljuk and the Fatimid empires. 	5-10 min
Steps for using the Student’s Book <ol style="list-style-type: none"> 1. Read pages 31 to 33 of the Student’s Book. Provide an overview of the Seljuk Empire, its origin, and the areas it covered. Discuss key characteristics of the Seljuk society, including their political structure, military achievements, and advancements in science and art. If there is a chance, show images or videos of Seljuk architectural wonders, such as the Great Mosque of Isfahan and discuss their significance. 	25 min

<p>2. Discuss the significance of the Fatimids and explore their contributions to trade, arts, and education. Show images or videos of Fatimid architectural marvels like the Al-Azhar Mosque or the Cairo Citadel, and discuss their historical importance.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learned about the rise of the Seljuk Empire. ✓ I have learned about the significance of the Seljuk period. ✓ I have learned about the social structure of the Seljuk empire. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Students can do research on the achievements of the Seljuk and the Fatimid empires and organize their findings as a presentation. If there is time, they can share their findings in class. 	

Lesson Plan 2

Reference pages 34–36

Topics

- Ayyubid Empire (1171–1260)
- Achievements of Ayyubid Caliphate
- Safavid Empire (1501–1722)

Resources

- Access to the internet/ computer lab/ images or videos depicting historical sites and artefacts from the two empires

Prior knowledge / Introduction

- The Ayyubid Empire spanned from 1171 to 1260, and was founded by Salahuddin Ayyubi, a renowned leader known for his recapture of Jerusalem from the Crusaders in 1187. The empire achieved unity among Muslim territories, and nurtured cultural and architectural growth, building impressive mosques and schools. The military prowess and diplomatic skills of the Ayyubids helped expand their control to regions beyond Egypt and Syria. Their influence on later Islamic states was notable, and they contributed to literature and scholarship.
- The Safavid Empire was a Persian dynasty that ruled Iran and nearby regions from the 16th to 18th centuries. They were particularly known for their cultural achievements since their rulers were great patrons of arts and architecture, with Isfahan becoming a center of creativity. A highlight of their rule was Shah Abbas I, who modernised the empire, strengthened its core, and moved the capital to Isfahan. Despite their accomplishments, internal issues and external pressures led to their downfall. The Afghan Hotaki dynasty and Nader Shah's invasion contributed to their decline, ultimately ending with the capture of Isfahan in 1722. The Safavid legacy persists in Iran's cultural and religious identity, leaving a lasting impact on the region's history.

Starting discussion points

- Start the lesson by discussing the significance of Islamic empires in history and their role in shaping cultural, political, and social developments. Ask the students to look at the locations of the Ayyubid and Safavid Empires on the maps (given in the Student's Book).
- Ask students what they already know or have heard about these empires.

5-10 min

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask students to read about the Ayyubid and the Safavid empires from the Student's Book. 2. Give an overview of the Ayyubid Empire, tracing its establishment and subsequent expansion across the Middle East. Discuss the key characteristics of the Ayyubid Empire, including its political structure, military achievements, and cultural advancements. Show images or videos of Ayyubid architecture and historical sites, such as the Citadel of Salahuddin Ayyubi in Cairo, to illustrate their achievements. Evaluate the various achievements of the Ayyubid Empire, its progress in medicine, education, literature, and the like. Encourage students to discuss the long-term impact of the empire. 3. Next, lead the discussion to the Safavid Empire and how it was established in Persia (present-day Iran). Discuss the unique features of the Safavid dynasty. Show images or videos of Safavid architectural wonders, like the Shah Mosque in Isfahan, and highlight their cultural significance. 	25 min
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learned about the establishment and achievements of the Ayyubid Empire. ✓ I have learned about the origins and development of the Safavid empire. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students can do research on the achievements of the Ayyubid and the Safavid empires, and organize their findings as a presentation. If there is time, they can share their findings in class. • Students can prepare a presentation to highlight the importance of understanding historical Islamic empires to appreciate the diversity and the various contributions of Islamic civilisations to the world at large. They can use relevant online and print resources to augment their research, and include various forms of primary and secondary sources of evidence to support their findings. 	

Lesson Plan 3

Reference pages 37–41

Topics

- The Ottoman Empire (1299–1923)
- Social structure of the Ottoman Empire
- Reasons for the decline of the Ottoman Empire

Resources

- Skills Book page 17 ‘The spread of the Ottoman Empire’
- Skills Book page 18 ‘The siege of Constantinople’

Prior knowledge / Introduction

- The Turkish nomadic people are thought to have originated in central Asia. By the 10th century CE, they moved west and reached Anatolia (the core of modern-day Turkey). By the 11th century CE, the Seljuk Turks had formed the first great successful Turkish Empire. In 1243 CE, they were defeated by the Mongols at the Battle of Kose Dag, which caused a significant setback to their imperial growth. As power struggles in Anatolia arose, they made large territorial gains across Eurasia when Osman assumed leadership. The followers of Osman, known as the Ottomans, secured control of Western Anatolia and began to build the Ottoman Empire.
- The Ottoman Empire was highly successful due to its strong military and political leaders in the early stages. They established efficient central systems of organization to meet the needs of the state and its people. Power was concentrated in the hands of a single ruler, and any rivals, even close family members, were subdued. This ensured the continuity of a single ruling family for seven centuries.
- The rulers of the Ottoman Empire implemented compulsory enlistment, or conscription, to build their formidable army. They were early adopters of gunpowder and heavy artillery, giving them a technological advantage. They followed a policy of expansion towards the west and the south.
- A highly centralized state was constructed, allowing for the implementation of national and imperial policies and laws. Efficient civil servants and trusted regional governors led this system, which controlled and managed various aspects of society, including the judiciary, education, economy, and, at times, the food supply. Islamic rules and traditions were followed, while followers of other religions were granted religious freedom.

<ul style="list-style-type: none"> • This section explores the rise of the Ottomans, tracing their journey from a small Turkish tribe on the periphery of the Byzantine Empire in the late 13th century to becoming a dominant pan-continental empire that commanded both respect and fear from its rivals. The early rulers, Osman and his son Orhan, successfully conquered the declining Byzantine Empire and expanded their territories from Anatolia into Europe. Orhan's son, Murad I, claimed the title of 'Caliph' and implemented the Devshirme system, which strengthened their hold on occupied lands and bolstered their military power. The lesson delves into the role of warfare in empire building and encourages students to explore other influential factors. • The Ottoman Empire implemented strong and occasionally enlightened domestic policies to maintain compliance among its subjects. It established just laws and fair systems of limited local governance. While the empire was heavily centralised, officials were astute in ensuring the satisfaction of their superiors, as patronage and loyalty played vital roles, and exemplary service could bring wealth and comfort. Conquered peoples had opportunities to rise within the system, albeit with certain limitations. Moreover, the empire displayed a willingness to learn from others, incorporating the best ideas and adapting and adopting them. 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • Ask the students what they know about the Ottoman Empire. Why is it still remembered today? Did it leave a legacy? If so, what legacy did it leave? 	5-10 min
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask students to read the text on the Ottoman Empire on pages 37 to 41. Ask the following questions to test their knowledge of the lesson: <ul style="list-style-type: none"> • Where did the Turks originate from? • Who formed the first great Turkish Empire? • What event caused a setback for the early Turks? • Who emerged to lead the Turks by the end of the 13th century? • Where does the name Ottoman probably originate from? 3. Refer to the image titled 'The Ottoman Court of Istanbul' describing the court in terms of its architecture and splendor. 4. Pose the following questions to the students: How did Orhan and Murad undertake the task of leading the Ottoman army? What was the Devshirme system? What does the term 'Janissaries' signify? 5. Discuss the reasons why Sultan Mehmet was determined to gain control of Constantinople. Discuss how Sultan Mehmet established Constantinople as the vibrant capital of the Ottoman Empire. 	25 min

Extended/Optional activities

- This activity is to evaluate Mehmet II's actions and encourages a discussion on whether his actions were reckless. Discuss what qualities make a good Sultan. Based on these criteria, discuss what a reckless Sultan might be like. To consolidate learning, draw an image in the center of a page and write qualities around the edges, as shown below. This activity enhances literacy skills by engaging in discussions about different adjectives used to describe good leadership attributes for a Sultan. Having explored these characteristics, revisit what Mehmet II accomplished. Was he a good leader? Was he reckless? Consider what historical accounts might have said about him if he had not captured Constantinople.



- Ask students to do research on the life of Suleiman's Grand Vizier and childhood friend Ibrahim Pasha, who was also a significant person in the Ottoman history. They could write briefly about his role and influence in Suleiman's life and paste a picture in their notebooks. You might refer to the My E-Mate digital resources, if you have access to them.
- This assignment is a prose activity (an example of a short response is given at the end of the unit). If time allows, hold a small-scale debate in the classroom to help students further consolidate their knowledge by looking at both sides of the argument.
- 'Could we say that Selim I was a good and successful leader from the information provided in the Student's Book? Would we need to know anything else? Discuss whether we should consider the success of leaders in the past from the standards of behavior at the time or by modern values.
- Sultan Suleiman is considered to be one of the greatest leaders of the Muslim and Christian worlds. Europeans bestowed him with the title 'the Magnificent'. Discuss the leadership of Suleiman the Magnificent, highlighting his leadership traits and achievements

<p>with reference to specific events. Building on the previous consideration of qualities of a Sultan, assess the criteria that might be used to describe a ruler as ‘the magnificent’.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned about the formation of the Ottoman Empire. ✓ I learned that Sultan Mehmet conquered Constantinople in April 1453 and re-established it as the capital city of the Ottoman Empire. ✓ I learned why Sultan Suleiman was bestowed the title ‘the Magnificent’. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Students should complete section A1 of the Skills Book worksheet ‘The rise of the Ottomans’ for homework. This will enable students to consolidate their knowledge of where the Ottomans came from and how they began to build their empire. • Ask students to make a presentation of the Ottoman palaces in Istanbul by researching on the Internet. Images of the palaces should be used for this presentation. Presentations could be brought to the class at the next appropriate lesson. • Students could do further research on the Hagia Sophia, the renowned mosque in Turkey that was converted from a church to a mosque by Sultan Mehmet. Assess how the fall of Constantinople shaped the future of present-day Turkey. 	

Answers to assessments

1. Fill in the blanks with the best possible answer.

- i. The Ottomans began as a small Turkish tribe on the edge of the Byzantine Empire in the late 13th century.
 - ii. The early rulers of the Ottomans, Osman and his son Orhan, took on the Byzantine forces and managed to build up territories that they controlled in Anatolia and even into Europe.
 - iii. Murad I, the third Ottoman ruler, claimed the title 'Caliph', and established the Devshirme system.
 - iv. The greatest conquest of the Ottomans came in 1453 when Mehmet II captured Constantinople.
 - v. Sultan Selim I defeated the Mamluk Sultans in Egypt in the year 1516–17, and brought the holy cities of Makkah and Madinah into the Ottoman Empire.
2. Student should use their Oxford School Atlas for Pakistan for this activity.
3. The term Janissaries originates from the Turkish: 'yeni ceri' meaning 'new soldier.' It describes a corps of soldiers in the Ottoman army recruited from conquered European Christian territories, where families had to give up a son under a rule called the Devshirme system. This was introduced during the reign of Sultan Murad. The boys were taken, brought up, and trained to be loyal Ottoman soldiers.
4. Sultan Mehmet II was given the title 'Mehmet the Conqueror' because of his passion for conquering taking the Byzantine city of Constantinople, which he fulfilled in 1453 CE. Part of this ambition was because he had external threats on his borders, and internal threats from rivals in his court and lands. His logic was that by gaining the great city, he would enhance his reputation as a military and political leader, as well as increase his resources as he would control the trade that flowed through the Bosphorus between the Mediterranean and the Black Seas. His plan had risks, but he was not reckless: he prepared well, shutting off land approaches on both sides of the city, and built new ships and latest military. He also built a new castle along the coast from the city to control the area. He sustained a month-long siege and artillery attack during April– May 1483.
5. Sultan Suleiman II deserves the title 'Suleiman the Magnificent'; originally given to him by Europeans because during his rule the Ottoman Empire reached its greatest position of world power and dominance. It spread deep into Eastern Europe including modern Hungary and the Balkans, down across some of the modern Greek islands such as Rhodes, and across to Algeria in North Africa.
- Suleiman was also important as a domestic reformer, devising a single Code of Laws that was strong enough to last for over three hundred years. He was a tolerant and fair ruler, ensuring his Christian and Jewish subjects were fairly treated.
- The peace and security of his reign brought investment in the building of schools, and the flourishing of Ottoman culture. Istanbul became a centre for painters, poets, goldsmiths, and jewellers. A series of public buildings were created including the beautiful Sultan Suleiman Mosque in Istanbul. As a deeply pious man, he also sent money to support the renovation of the holy sites of the Ka'aba in Makkah, and the Dome of the Rock in Jerusalem.

Answers to skills book

Page 15 to 16 'Key dynasties in the subcontinent'

A 1.

Empire	Rise to Power	Main Achievements / Legacy
Seljuk	<p>The Seljuks served as soldiers in Bukhara in the service of the Samanids (819–999ce). After the downfall of Samanids, they became powerful. In 1035, Seljuk’s grandson, Chagri Bey defeated the Ghaznavids, another strong Turkish empire and conquered parts of Persia. Tughral Beg, Chagri Bey’s brother is considered the founder of the Seljuk empire. The brothers captured the cities of Nishapur in 1038 and Khawarizm in 1042. Tughral Beg entered Iran and took control of Hamadan and Isfahan in 1051. Isfahan became the first capital of the Seljuk empire</p>	<p>The Seljuk state gained fame for several notable achievements, including its outstanding architecture, the enduring poetry of Umar Khayyam, the reform of the calendar, the promotion of internal peace and religious tolerance, the creation of a centralised government, the establishment of the esteemed Nizamiyah Madrassah dedicated to the teaching of law, and the flourishing of artistic endeavours such as ceramics, metalwork, and rug making, among other crafts.</p>
Ayyubid	<p>Salahuddin Ayyubi united north of Iraq (Kurdistan), Greater Syria, Egypt, Yemen, and Barqah. He prepared an army to reconquer Jerusalem from the Crusaders.</p>	<p>The Ayyubids gained a great reputation for the large tract of territories they acquired through their military conquests, attesting to their being one of the strongest powers in the world of the time. Ayyubi ordered the construction of a fortress, later known as the Citadel of Cairo, over Muqattam Hills in 1186ce. Madrassahs (Islamic Schools of law) were established in major cities in Egypt and Jerusalem which promoted a culture of learning and progress.</p>

Fatimid	Fatimids were based in Yemen. From there they moved towards Egypt and controlled North Africa. Their leader Abdullah Al Mahdi proclaimed himself as the caliph in 909ce. In 969ce, the Fatimids successfully conquered Egypt and set up a new capital city, Al Qahira (present-day Cairo), on the banks of the river Nile.	In 970ce, the renowned Al-Azhar University was established in Cairo, becoming the first university in the Islamic world to offer education in areas such as Islamic law, Arabic grammar, and rhetoric. Along with this groundbreaking achievement, the Fatimids were also responsible for establishing numerous colleges and libraries, contributing to the flourishing of knowledge and learning during their rule. Moreover, they also played a significant role in developing the Red Sea trade routes between Asia and the Near East.
Safavid	At its peak, it covered all of Iran, parts of Turkiye, and Georgia. More details can be added through researching on the internet.	Trade of textile, ceramics, and rugs with European countries flourished. Rug industry was promoted on a national scale. More details can be added through researching on the internet.

2. Answers may vary as the personalities will be subjective to students. However, answers should include historical relevance of the chosen personalities and their achievements/legacy.

Page 17 'The spread of the Ottoman Empire'

- A.1. Using your *Oxford School Atlas for Pakistan*, mark and name these places on the map below.

Students should mark and name the places where the important events of the Ottoman Empire took place.

2. Choose any 3 places from the ones mentioned below:

Places	Events
Central Asia and Anatolia	Nomadic people gradually migrating westwards. By the tenth century CE, they had reached the territories of Anatolia (the core of modernday Turkey).
Battle of Manzikert	A Seljuk leader, Alp Arslan or 'heroic lion' in Turkish defeated the Byzantine army in 1071 CE.
Battle of Kose Deg	Serious defeat by the Mongols at the in 1243 CE resulting in years of instability in Anatolia.

Western Anatolia	During the late 13th century, a warrior clan of Ottoman leaders secured control of the former Byzantine territories beginning the Ottoman state.
City of Basra	Sultan Orhan conquered Basra, 1326 CE.
Balkan lands	During the 15th century, Balkan lands were brought into the empire and the local leaders were made to pay homage to the Ottoman Sultan.
Constantinople	Sultan Mehmet II captured the Byzantine capital in 1453 CE. During the next decades, the city started to be known by a Turkish name, Istanbul, as well as its ancient Roman name.
Hagia Sophia church	Mehmet ordered the conversion of this famous church in Constantinople into a mosque.
The Middle East and North Africa, including the Muslim holy cities of Makkah and Madinah	Sultan Selim I mounted a military campaign to the south of the empire, into the lands of the Mamluk Sultans of Egypt, and during 1516–17 CE, captured the core regions of the Middle East and North Africa.
The Balkans and Belgrade, Eastern Europe and Hungary, Rhodes, Algeria	Sultan Selim I mounted a military campaign to the south of the empire, into the lands of the Mamluk Sultans of Egypt, and during 1516–17 CE, captured the core regions of the Middle East and North Africa.
The Balkans and Belgrade, Eastern Europe and Hungary, Rhodes, Algeria	Under Sultan Suleiman the Magnificent, the Ottoman Empire reached its greatest position of world power and dominance.
The Ka'aba in Makkah and the Dome of the Rock, Jerusalem	Suleiman devoted Ottoman resources to renovating these holy sites.

- Students should make notes to write a report which is somewhat more openended. Reward learners who have gone beyond 'copy and paste' exercises from online sources or who have copied from secondary sources. The best responses will perhaps consider cultural or historical inheritance, language, culture, religion, etc. and may have approached the activity with innovative ideas, or chosen to focus particular elements of personal interest.

- A 1. a) It was a very strongly defended fortress city, and capturing it would both show Sultan Mehmet II's power, and give him prestige at a time when he faced internal challenges, and would also remove the Byzantines as an enemy and restrictive force on Ottoman ambitions. Control of the great city would not only seal his reputation as an awesome military and political leader, but would also give him command of the wealth of trade that flowed through the Bosphorus, between the Mediterranean and the Black Seas.

The city of Constantinople had strong city walls, good defences, and was well-supplied. A massive iron chain ran across the mouth of the water of The Golden Horn by Constantinople to protect the city and prevent even the strongest warships sailing into the harbour. The Turks needed to totally surround the city.

2. Students should have written notes in the boxes around the map to explain what happened at the Siege of Constantinople, and might mention these facts:
- The city was surrounded by the Ottomans in April 1453.
 - Ottoman artillery maintained a continual pounding of the walls of Constantinople to seek weak spots in the defences.
 - Mehmet II gave orders that hundreds of slaves and oxen should drag some of his warships across the land and into the bay of the Golden Horn, using thousands of greased wooden rollers. The Byzantines never expected that!
 - A breakthrough came at the end of May and Constantinople fell to the Ottomans.
 - Mehmet assumed the title 'Fateh' meaning 'conqueror'.

05

The Crusades

Lesson Plan 1

Reference pages 44–45

Topics

- Who were the Franks?
- The background to the Crusades
- The causes of the Crusades

Resources

- Skills Book ‘The struggle for power in Europe’
- Oxford School Atlas for Pakistan

Prior knowledge / Introduction

- The map of Europe looked very different in the eighth century compared to the political map of the continent today. Only a very few of the present-day nation states had come into existence. The enormous territories that include the larger states of present-day France, Germany, Austria, and northern Italy, and the smaller states of Belgium, the Netherlands, as well as several central European and Balkan states, were ruled as a single large empire by the Franks. The Franks were a successful and aggressive, militarily equipped tribe which had conquered Rome in the fifth century and then consolidated their powerbase in Europe. In the Iberian Peninsula, the Caliphate of Cordoba covered the territories that are now Portugal and most of modern Spain. A power struggle began within Europe, for authority and territory, between the Franks and the Muslims. The Frankish prince, Charles Martel, prevented Islamic expansion into France with a victory at the Battle of Tours in 732 CE over the Umayyad forces. Later, his grandson, Charlemagne, claimed the title of the Holy Roman Emperor in 800 CE.
- The Islamic world had split into a series of powerful states governing large territories, usually as Caliphates. In the west, the Umayyads led the Caliphate of Cordoba, while the Arab Empire flourished in the north of Africa and stretched across the Middle East. The weakening Byzantine Empire that bridged Europe and Asia Minor faced severe threats from the ascending Turks. After a significant defeat at Manzikert in 1071, the Byzantine Emperor Alexius Comnenus asked the Pope to help him retake lands lost, over the centuries, to the Muslims.

This led to the Pope convincing the people in the Holy Roman Empire (Western Roman Empire) to unite to address the growing threat posed by the Turks retake the holy city of Jerusalem. During this period known as the Crusades, hundreds of years of destructive battles between the Christian European states and the Islamic states were fought. Certain names have become legendary in this process, and this unit looks at the long struggle and the growing respect and appreciation

<p>between the military leaders opposing each other in the battle for Jerusalem and the surrounding territories. To consolidate learning in this unit you might also wish to make sure that students carefully look at the images and maps in the unit, and study the Key Facts and Overview section at the end of the unit. If you have access to the My E-Mate resource, you should also look at that as part of the consolidation process.</p>	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • The rivalry between the Christian Frankish Empire and the Caliphate of Cordoba to the west, the Byzantine Empire (Eastern Roman Empire) and the Turks, and the Middle Eastern Caliphate and territories in the east began to escalate during the eight to eleventh centuries. Knowledge about the territorial claims and expansionist motives of each empire, as well as the growing enmity over control of key religious sites can help to explain the circumstances which led to the Crusades. It should also be noted that the term ‘Crusades’ was not used until 1760 CE. • By the end of studying this unit, students should have developed the concept that the Crusades were a series of campaigns, often with substantial gaps. In between, there were also periods of peace with cultural exchanges and trade which were mutually beneficial. 	5-10 min
<ol style="list-style-type: none"> 1. Begin by asking students to read, in turns, the section: ‘Who were the Franks?’. Discuss the text with the group and ask the following questions: <ul style="list-style-type: none"> • Who controlled western and central Europe? • Who controlled the majority of the Iberian Peninsula (modern Portugal and Spain)? • When was the Islamic expansion into Western Europe stopped, and by whom? 2. Now that the students know that there were significant power rivalries, you can ask them to read the section ‘The background to the Crusades’. You can also ask the students to make some brief notes about: <ul style="list-style-type: none"> • the Great Schism (1054 CE) which split Christianity into two sects. • the Battle of Manzikert (1071 CE) and its importance in the continuing decline of the Byzantine Empire. 3. They should also list the names of countries in their notebooks. Students should locate these countries on their Oxford School Atlas for Pakistan. This activity will help them identify the places where historical events which led to the Crusades occurred. 	25 min

<p>Extended/ Optional activity</p> <ul style="list-style-type: none"> You could ask students to complete the task ‘The struggle for power in Europe’ from the Skills Book. This contains a crossword puzzle to be filled-in, with clues based on the power struggle between the Christian Franks and Muslim Umayyads in this period. ‘The First Crusade’ in the Skills Book focuses on the factors that led to the First Crusade and could be used here, or as homework, to support students’ understanding of chronology, causes, and consequences. Engaging with the content and related discussion will allow further understanding of the term ‘Crusade’ and the circumstances in which Pope Urban II called for the liberation of the Holy Land and Jerusalem. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that the Great Schism happened because the Pope in the Western Roman Empire declared himself the head of all churches of the world. ✓ I learned that the Battle of Manzikert was won by the Seljuk Turks. ✓ I learned that Alp Arslan inflicted a humiliating defeat on the Byzantines. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> Students could complete Questions 1 and 2 as homework. 	

Lesson Plan 2

Reference pages 46–49

Topics

- The long road to Jerusalem
- Salahuddin Ayyubi
- The impact of the Crusades on Europe

Resources

- Skills Book topic ‘The battles over Jerusalem’
- Skills Book topic ‘The Third Crusade’

Prior knowledge / Introduction

- Charlemagne is considered to be one of Europe’s most significant rulers because of the extent of his land holdings, wealth, and power. Charlemagne or ‘Charles the Great’ ruled unchallenged over a large area within the western part of the former Roman Empire. Given the title of the ‘Holy Roman Emperor’ at his coronation in 800 CE, and claiming supremacy over the other monarchs, he ruled a large and powerful empire. During his reign, trade between European merchants and the Arabs increased, and diplomatic relations were also initiated.
- Salahuddin Ayyubi was a remarkable Muslim leader and statesman of the medieval period. Born in the 12th century, he gained prominence as the Sultan of Egypt and Syria, founding the Ayyubid dynasty. Salahuddin is renowned for his successful campaigns against the Crusader states during the Crusades, leading to the recapture of Jerusalem in 1187. His honourable conduct, respect for his foes, and strategic brilliance earned him admiration even from his enemies. Salahuddin’s enduring legacy as a powerful ruler and a symbol of unity and strength in the Muslim world continues to be celebrated today.

Starting discussion points

- Ask students to recall what they have learned about Salahuddin Ayyubi (that they studied in the previous unit). He is the capable ruler who established the Ayyubid Empire.

5-10 min

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask the students to read pages 46–49. 2. Explain that the class will now carry out an inquiry into the Crusades and should come to the conclusion that the Crusades were not one sustained event, but a series of related and not continuous struggles over Jerusalem. This part of the inquiry is focused on getting a clear sense of the chronology of events, their causes, consequences, and impact. Questions can include: <ul style="list-style-type: none"> • What were the long-term and short-term causes of the Crusades? • What do you know about the People's Crusade? Was it successful? • What do you know about the First Crusade? Did it succeed? 	25 min
<ul style="list-style-type: none"> • What were the names of the four Crusader states? • Which Crusader state was lost to the Turks? • Who won the second Crusade? • Who was Salahuddin? What was his role and how did he become a military leader? • What happened at the Battle of Hattin and what was the result? • Was the Third Crusade a success for the Christian states? • Were the later Crusades successful? • What was the impact of the Crusades on Europe? • What was the impact of the Crusades on the Muslim world? <ol style="list-style-type: none"> 3. Students can do 'The Third Crusade' of the Skills Book to help them learn about the relationships between the Europeans and the people of the Middle East during the Middle Ages. <p>Extended/ Optional activity</p> <p>Ask the students to summarize the events in the form of a spider diagram.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned the key factors that led to the First Crusade. ✓ I learned about the significance of the Pope's call for the Crusade. ✓ I learned how Salahuddin recaptured Jerusalem. ✓ I learned about the legacy of the Crusades on Europe. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students can do 'The battles over Jerusalem' of the Skills Book. This activity will support students' learning about the struggle for power in Jerusalem between the Christian and Muslim forces. It will also consolidate factual knowledge about the four Crusader states, the loss of Edessa, the rise of Salahuddin, and the Battle of Hattin. 	

Answers to assessments

1. Fill in the blanks with the best possible answers.

- i. A group of people who ruled over France, Germany, and Western Europe.
 - ii. Charles Martel
 - iii. The split of Christianity into two sects.
 - iv. The request for help from the Byzantine Emperor to retake Anatolia and perhaps even Syria.
 - v. The Crusaders captured castle after castle as they advanced southwards towards Jerusalem.
2. Charlemagne is considered to be one of Europe's most significant rulers because of the extent of his land holdings, wealth, and power. Charlemagne or 'Charles the Great' ruled unchallenged over a large area within the western part of the former Roman Empire. Given the title of the 'Holy Roman Emperor' at his coronation in 800 CE, and claiming supremacy over the other monarchs, he ruled a large and powerful empire. During his reign, trade between European merchants and the Arabs increased, and diplomatic relations were also initiated.
3. The People's Crusade failed because it was not a serious military force. While the nobles of Europe were preparing their armies for the First Crusade, more than 300,000, mostly ordinary, people inspired by preaching in their home churches, came together to form an army to 'free the Holy Land' and advance towards Jerusalem. Emperor Alexius quickly arranged for them to be shipped across the Bosphorus and into Anatolia. In 1096 CE, part of the People's Crusade was defeated by the Turks at Nicaea. Many were killed and many of the survivors were sold into slavery.
4. Any three logical and correct reasons should be acceptable. The First Crusade was successful because:
- The Turks had no idea that the real army was on its way, having first easily defeated the People's Crusade.
 - The armies of the First Crusade were professional soldiers.
 - They were better organized and properly supplied.
 - They used Constantinople as a meeting point and consolidated their forces before marching to Jerusalem.
 - They defeated the Turks at Dorylaeum, which gave them confidence and affected the Turks morale.
 - They captured castle after castle.
 - In 1099 CE, after a brief siege, they captured Jerusalem and achieved their objective.
 - They were battle-hardened, cruel, and ruthless.
 - They believed they had the Almighty on their side.

Note that learners must select which was the most important reason for this success and explain why. Again any logical deduction or inference could be acceptable, as the quality of explanation and historical reasoning is important.

5. The Second Crusade was a disaster because the Crusaders failed to use their strength effectively, hence, were outclassed by the Islamic forces.

The Crusaders had established four states in the Middle East, but the Turkish Prince of Mosul, Zengi, successfully conquered 'The County of Edessa' in 1144 CE. The Second Crusade was intended to recapture this land, led by the Kings of France and Germany, however, the campaign failed despite initial advantages.

6. Evidence shows that King Richard and Salahuddin Ayyubi had high 'respect for one another's honour and leadership' because we know that they behaved in a chivalrous and courteous manner towards each other despite being enemies. For example, during one battle, Salahuddin noticed that Richard had lost his horse and ordered his men to fetch him another. On another occasion, when Salahuddin heard that Richard was ill with fever, he sent fresh water and fruit to help him recover.
7. Students' answers will vary. Their answers should take into account the following details from the text:
 - Salahuddin was appointed as the prime minister of Egypt by Zengi's son, Nur-ed-din, to push the Crusaders out of the Holy Land because he was a trusted military leader and was regarded as a loyal, humble, and pious man.
 - He established a new and successful dynasty with the aim of uniting the Muslims against the Crusaders, and by 1187 CE he had united much of Syria, Egypt, and the Arabian Peninsula under his authority.
 - At the Battle of Hattin in 1187 CE, Salahuddin led 30,000 men against 20,000 Crusaders to a decisive victory, killing and capturing many Crusade leaders including the King of Jerusalem. Salahuddin guaranteed the safety of the King of Jerusalem and promised to release him.
 - After taking over Jerusalem, there was little bloodshed, and the Christians were allowed to leave with their belongings after paying ransoms.
 - During the Third Crusade from 1189 CE, King Richard and Salahuddin developed a deep mutual respect.
 - Due to Salahuddin's military ability, the Crusaders failed to recapture Jerusalem.
 - Acting as a peacemaker and man of deep faith, Salahuddin signed a truce which allowed pilgrims from the West to visit Jerusalem.
8. The source showing an Arab and a European playing chess tells us that although during the Crusading period people had a clash of ideas, they still respected each other and lived in harmony. It also shows that ideas were exchanged freely between the Muslim and the Crusader states. Due to this contact, the Europeans were exposed to new concepts in mathematics, engineering, and warfare.

Answers to skills book

Page 19 'The struggle for power in Europe'

A 1. Answers 'Across'

1. FRANCE (6)
2. POITIERS (8)
3. TOURS (5)
4. CHARLEMAGNE (11)
5. GERMANY (7)
6. SPAIN (5)

Answers 'Down'

7. CHRISTIANITY (12)
8. PORTUGAL (8)
9. EMPEROR (7)
10. UMAYYADS (8)
11. FRANKS (6)

Page 20 to 21 'The First Crusade'

- A 1.** The two events that weakened Christianity in the second half of the eleventh century were the Great Schism (1054 CE) and the Battle of Manzikert (1071 CE).
2. Pope Urban II was determined to reunite Christendom under his authority. He gave a rousing speech to a crowd of around 10,000 people, quoting the letter he had received from Alexius seeking papal help. Within weeks of his speech, the message of conquest had spread throughout all of Europe. Princes, lords, and knights from all over the lands of the Franks began to take an oath to recapture Jerusalem.
 3. The aim of the First Crusade was to attack and recapture Jerusalem.
 4. Emperor Alexius was disappointed to see a mostly untrained army of around 300,000 common people, most of whom were simple peasants, not trained soldiers or knights, although there were also some knights and men-at-arms. He knew this force stood no real chance against a professional army, and that they would be difficult and expensive to supply and reinforce.
 5. While the nobles of Europe were preparing their professional armies for the First Crusade, the People's Crusade was already being shipped across the Bosphorus and into Anatolia by the Byzantine Emperor keen not to have to feed and support them. In 1096 CE, the People's Crusade was defeated by the Turks at Nicaea. Most were killed and many of the survivors were sold into slavery. This distracted the Turks, and also perhaps made them complacent. In 1097 CE the armies of the First Crusade marched to Jerusalem, defeated the Turks at Dorylaeum and did well.
- B.** The First Crusade in 1099 CE was a rapid campaign by a professional force against locals who had not prepared their defence adequately. The force landed, approached across countryside and by being fast were able not to overstretch themselves or their supply lines. In some ways, this is similar to Tariq Bin Ziyad's invasion of what is now Spain. It was a rapid over-running of the territory of ill-prepared and complacent defenders. The former rulers of what became al-Andalus were the Goths of the Germanic origin. There was little personal loyalty from their soldiers, who deserted when faced with a determined professional invasion in 711 CE. Consequently Tariq bin Ziyad conquered most of Spain and Portugal in a short space of time. Historians agree that this was a result of Christian disunity, but also a consequence of the very generous terms of surrender the Muslim armies offered to the conquered cities. This highlights the principal difference between the two campaigns. The Crusaders sacked Jerusalem after a brief siege, and behaved with great cruelty towards the inhabitants and massacred thousands of them regardless of their religion.

Page 22 'The battles over Jerusalem'

- A 1.** After the First Crusade, the Crusaders controlled four states in the Middle East: the County of Tripoli,

the County of Edessa, the Principality of Antioch, and the Kingdom of Jerusalem. But Zengi, the Turkish Prince of Mosul, would not rest until he had forced the Crusaders out of the Middle East. The first of the four states that he recaptured was the County of Edessa in the year 1144 CE.

- b) After the capture of Edessa, the Pope called for another Crusade. The kings of France and Germany led the Second Crusade against Edessa then Damascus but the Muslim forces held both even though they had a smaller army than the Crusaders.
 - c) In 1187 a new Muslim leader named Salahuddin Ayyubi took an army of about 30,000 men to try to conquer Jerusalem. The battle was named the Battle of Hattin. Salahuddin's army defeated the Crusaders.
2. Describe what happened at the Battle of Hattin and immediately afterwards. How well did the Muslims treat the conquered Christians? Use evidence from your Student's Book. Also use evidence from other texts, including online texts, to support your answers.

Students should explain that the Battle of Hattin took place in 1187 CE when Salahuddin's force of 30,000 men reconquered Jerusalem by defeating a force of about 20,000 Crusaders in a day-long battle in a valley known as the Horns of Hattin. The Crusader army was destroyed and many of their leaders were captured, including the King of Jerusalem. Salahuddin guaranteed the safety of the King of Jerusalem and promised to release him, allowing the Christian inhabitants to leave with their belongings in an orderly fashion after paying a ransom.

Page 23 'The Third Crusade'

<i>Statement</i>	<i>True or False</i>	<i>Correction/Explanation</i>
a) Richard I of England (nicknamed 'the Lionheart') was the leader of the Second Crusade.	True (later in the Crusade)	After the death of the King of Germany and the departure of the King of France, the King of England, Richard the Lionheart, became the sole leader of the Third Crusade.
b) Richard I and Salahuddin had great respect for one another.	True	Richard and Salahuddin's forces engaged in a number of battles and both armies proved equally powerful. The two men had enormous respect for one another's honour and leadership, for example, during one battle, Salahuddin noticed that Richard had lost his horse and ordered his men to send him another. On

		another occasion, Salahuddin had heard that Richard was ill from a fever and sent fresh water and fruit to help him recover.
c) Richard I recaptured Jerusalem for the Crusaders.	False	In the end, the Third Crusade did not result in the reconquest of Jerusalem. The two leaders, however, reached a truce and Salahuddin Ayubi allowed pilgrims from the West to visit Jerusalem.
d) The only contact between the Crusaders and the people of the Middle East was war.	False	War was not the only interaction between the Crusaders and the people of the Middle East during the nearly two hundred years of the Crusades. Innovative ideas moved freely between the Muslim and the Crusader states. These ideas found their way back to Europe, eventually playing an important role in the Renaissance and the Age of Exploration of the 15th and 16th centuries.
e) Before the Crusades, European society was more advanced than the society of the Middle East.	False	Both cultures had strengths and weaknesses. The Muslim world had some larger cities and cultural centres which were way advanced than the European countries.

<p>f) The Europeans learned from the scholars of the Middle East.</p>	<p>True</p>	<p>Europeans were exposed to new concepts in mathematics, engineering, and warfare. The use of Arabic numerals accelerated. Architecture, particularly castle building, changed. New pastimes such as chess and polo, and new foods, spices and fruits were introduced.</p>
<p>g) The Crusades led to greater trade between the east and the west.</p>	<p>Partly true</p>	<p>Italian, Portuguese, and Spanish merchants gained access to the trade route called the Silk Road briefly, and then sought new sea routes around Africa or to the west, leading to Columbus' discovery of America.</p>

06

Islam Spreads to the Subcontinent and the Rise of the Delhi Sultanate

Lesson Plan 1

Reference pages 53–56

Topics	Resources
<p>Prior knowledge / Introduction</p> <ul style="list-style-type: none"> • When and how did Islam spread to the subcontinent? • Defending the eastern frontier of the Islamic Empire • Muhammad bin Qasim • The Ghaznavid Empire • The rise of the Ghorids <ul style="list-style-type: none"> • There is evidence of human existence on the Indian subcontinent since prehistoric times. The Indus Valley Civilization and the Indo-Aryan cultures blended into the Vedic Civilization. By the seventh century, the region was ruled by established dynasties and empires, and the population split into Hindu, Jain, and Buddhist communities, which largely coexisted. The Gupta Empire oversaw the ‘Golden Age of India’ or classical period (230 BCE–1206 CE). After its decline, parts of its northern territory were lost to other peoples, including the Raja Dahir of a Hindu Dynasty. By that time, trade with the Middle East had developed by sea, and an Arab chronicle called ‘Chach Nama’ tells us that Al-Hajjaj ibn Yusuf, the Arab Governor of Basra, took military action against Raja Dahir because pirates from the Daibal coast in Sindh had stolen official gifts to the Caliph from the King of Serendib (modern Sri Lanka). • This unit indicates the importance of key individuals in history. Mahmud Ghaznavi led seventeen expeditions into the subcontinent. His military successes showed the relative weakness of existing rulers of the Indian subcontinent and also encouraged others to follow with later expeditions. This process expanded the influence of Islam and the Umayyad Caliphate, created interaction between Hindu and Muslim communities, and greatly enriched Ghazni, for example, funding the construction of huge mosques, palaces, universities, and libraries, as well as the sponsorship of poets and painters, philosophers, and scientists. There were inevitable cultural exchanges, for example, tea, fine porcelain, paper, and gunpowder were introduced to the Indian subcontinent. 	<ul style="list-style-type: none"> • Skills Book topic ‘The Ghorids’ • Oxford School Atlas for Pakistan

<ul style="list-style-type: none"> The unit opens with rather surprising information that Islam was brought to the Indian subcontinent by Muslim Arab traders many decades before Muhammad bin Qasim attacked Sindh in response to pirate attacks on Arab merchant vessels in the waters between Arabia and the subcontinent. Later, Mahmud of Ghazni led a series of expeditions on the subcontinent. Historians have used the Chach Nama as the primary source to study the history of this period. Translated into Persian in 1216 CE from an earlier Arabic text, it is believed to have been written by the Thaqafi family, who were relatives of Muhammad bin Qasim. The book raises interesting questions about the origins and reliability of the ancient sources that have been copied and translated repeatedly. Muhammad bin Qasim's mission to conquer Sindh was a great risk as he was very young and relatively inexperienced. He was assigned the mission because his uncle, Hajjaj bin Yusuf, was the Governor of Iraq. Fortunately, Muhammad bin Qasim turned out to be a brilliant tactician and commander who defeated Raja Dahir and established a strong foothold for Islam on the subcontinent. Following this, his armies began to spread through the Punjab and further into India, raiding and capturing lands. The weakening of the existing power-holders created possibilities for later Islamic conquests and incursions. 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> Ask the students what they know about Muhammad bin Qasim. Why do they think he famous? Ask the students what they know about the Ghorid dynasty and the Ghaznavids. 	5-15 min
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> As the students read the text, ask them to make notes of important findings from the text in their notebooks. Ask them to consider the following questions: <ul style="list-style-type: none"> What do some historians say was the reason that Islam first came to the subcontinent? When was the first mosque built in the Indian state of Kerala? What caused a military intervention by the Governor of Bahrain? Who took over control of Sindh from the Sassanians after the end of Persian rule in the region in 635 CE? Ask students to read 'The Ghaznavid Empire' and refer to the map of the Ghaznavid Empire showing the conquests of Mahmud of Ghazni. Using their Oxford School Atlas for Pakistan, they should locate the places in modern-day Afghanistan, Pakistan, and India, and list the names in their notebooks. 	25 min

Discussion and Review

5 min

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

- ✓ I have learned about how Islam first came to the subcontinent.
- ✓ I have learned about Muhammad bin Qasim.
- ✓ I have learned about the Ghaznavids and the Ghorids.

Homework

- Explain to the students that they are going to carry out a stamp designing task using information from the following sections of the Student's Book. Encourage them to be as creative as they can with their designs.
 - 'When and how did Islam spread to the subcontinent?'
 - 'Defending the eastern frontier of the Islamic Empire'
 - 'Muhammad bin Qasim.'

Lesson Plan 2

Reference pages 57–63

Topics

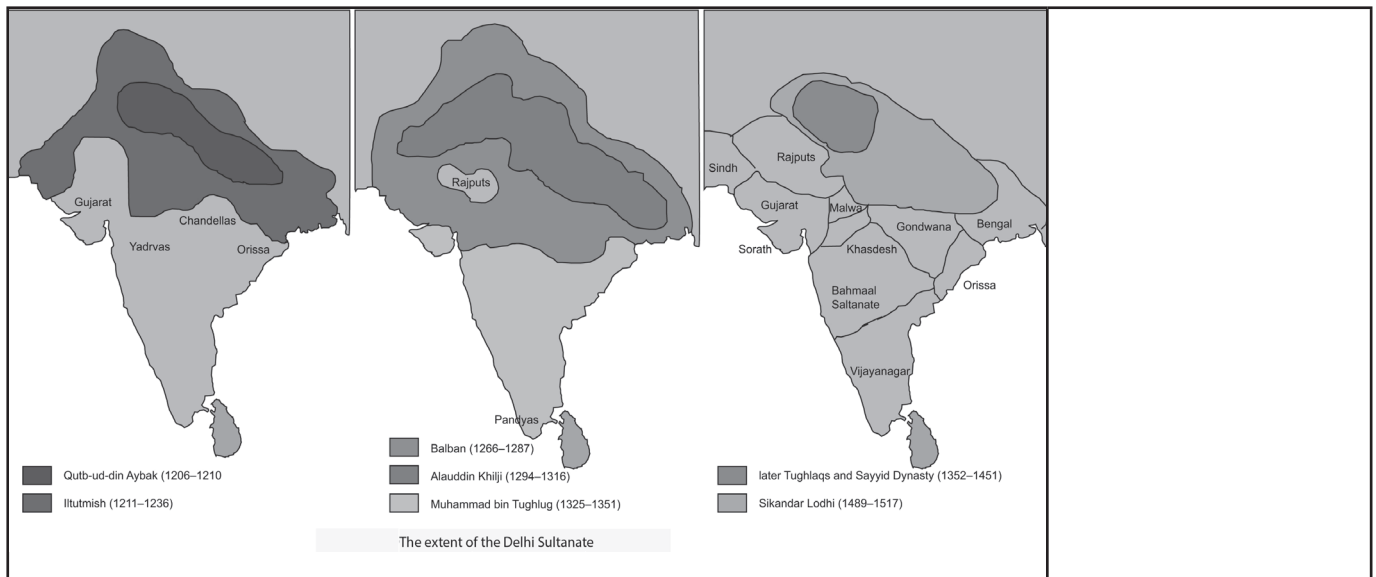
- The Five Dynasties of the Delhi Sultanate
- The Slave Dynasty (1206–90)
- The Khilji Dynasty (1290–1320)
- The Tughlaq Dynasty (1320–1440)
- The Sayyid Dynasty (1414–51)
- The Lodhi Dynasty (1451–1526)
- Reform movements: Bhakti Movement and Guru Nanak

Prior knowledge / Introduction

- At the end of the 10th century CE, Muslim armies from Central Asia pushed south towards the mountainous northern border of the Buddhist and Hindu kingdoms of the Indian subcontinent, taking advantage of disunity and rivalry within. These border raids did not initially extend the territory of the Islamic states. But, over time, the ambition to extend the empires and carve out a stronger power base led to more aggressive military advancements into the subcontinent. In this unit, we will look in chronological order at this process of empire-making and power-shifting over a third of a millennium. The first occupiers of the northern subcontinent established territories, but the declaration of a Sultanate only came with the later five dynasties.
- The leaders of the first four dynasties were of Turkish origin, and the fifth (the Lodhi Dynasty) was of Afghan origin. The rise of the Delhi Sultanate presents some interesting features: part-way through the Mamluk Dynasty (also called the Slave Dynasty), Razia Sultana reigned from 1236 to 1240 CE as the only female ruler of the Sultanate. The Mamluk Dynasty was one of the few sultanates to repel an attack by the Mongols. Despite being called the Delhi Sultanate, Delhi was not always within the territory of the Sultanate, and was not part of its capital for extended periods as these statistics show: Capital: Lahore (1206–1210), Badayun (1210–1214), Delhi (1214–1327), Daulatabad (1327–1334), Delhi (1334–1506), Agra (1506–1526). The Sultanate was at the peak during the Tughlaq Dynasty. As the maps show, even though the lands held by the Sultanate varied in size, the overall territory was always enormous.

Resources

- Reference resources (relevant history books/ access to the internet, and the like).
- Chart papers to write quick notes to refer to during the presentation.



Starting discussion points

5 min

- The history of the Delhi Sultanate comprises of a series of dynasties gaining power, and then ultimately falling to the Mughal Empire. The Ghorid Empire acquired what is now Afghanistan and what had been parts of Persia, before conquering Delhi to create the Delhi Sultanate. When the dynasty fell, the Sultanate was split between four former Mamluk generals, and faced a period of instability. Iltutmish, the third Sultan, reconsolidated central control and successfully fought off external threats. Succeeded by the Tughlaq Dynasty, a period of expansion followed, reaching deep into central and southern India. This included an era of great building works during a time of relative peace which was unfortunately not to last. The short-lived Sayyid Dynasty faced turbulence but reconsolidated territorial possessions before the last Sultan, Ibrahim Lodhi, of the Lodhi Dynasty was defeated by the Mughals.

Steps for using the Student's Book

30 min

- Ask the students to read the indicated text regarding the five dynasties of the Delhi Sultanate and the Reform Movements (pages 57–63).
- Divide the class into six groups. Assign each group one thing to prepare a presentation on. Each group will have 15 minutes to prepare a 2-minute presentation about their respective topics. Allow students to refer to their Student's Book or any other history book they have access to (they can use online and print mediums for their research).

<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I have learned about the achievements and legacy of the five dynasties of the Delhi Sultanate. ✓ I have learned about the Bhakti and the Guru Nanak reform movements and their respective impacts on the subcontinent. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Delhi had been one of the key centres of the Sultanate. For homework, using the Internet and reference books prepare a presentation about the historical places of Delhi built during the Sultanate rule, e.g. Qutb Minar, Tughlaq Fort, Begumpuri Masjid, and Lodi Gardens. Images could be used along with some basic information for example, when the building was built and by whom. 	

Answers to assessments

1. Choose the best answer option for each of the following questions.

- i. To gain control over the trade routes between Central Asia and the western Indian coast.
 - ii. Introducing paper, tea, porcelain, and gunpowder to India.
 - iii. By breaking the power of the nobles.
 - iv. Allauddin Khilji
 - v. Ibrahim Lodhi
2. Some historians believe that Islam was brought to the subcontinent in the 7th century CE by Arab merchants who travelled along the sea trade routes between the Arabian Peninsula and the subcontinent. The first mosque was built in around 629 CE in the Indian state of Kerala.
 3. The Arab Governor of Bahrain and Oman sent a small naval force in the mid-7th century CE, during the Rashidun Caliphate, to engage with Indian pirates who had been threatening trade routes between Arabia and the subcontinent.
 4. Muhammad bin Qasim was successful because he led a well-equipped army of six thousand cavalry, six thousand camel riders, reinforcements, and siege engines such as catapults into Sindh. As he won battle after battle, the size of his army grew as men from miles around heard of his successes.
Raja Dahir was not a popular ruler, and many of his Buddhist subjects did not support him in battle. On the contrary he attempted to establish law and order in the newly conquered territory by showing religious tolerance and integrating the ruling classes into his new government. During his reign as Governor of Sindh, he treated the conquered people with dignity and allowed them to continue to worship as they had always done.
 5. You might wish to use a table which compares facts about the two men, perhaps set out as below. When drawing out the table, columns 3 and 4 can be narrow as only a tick is required to indicate similarity or difference. You should decide if you will give learners any of the information for the first two columns.

Muhammad bin Qasim	Mahmud of Ghazni	Similarities	Differences
aged 17 when put in command	No information has been given in the text.		
the nephew of regional governor	the son of Ghaznavid Emperor, Subaktagin Ghaznavi		
only one major campaign: 711 CE against Raja Dahir	led seventeen campaigns to invade India, from 1001–1026 CE		
trained by Umayyad Governor of Iraq, Hajjaj bin Yusuf	was trained in the royal court		
led six thousand cavalry, six thousand camel riders, reinforcements, and siege engines such as catapults	a very strong and well-equipped army which enabled him to make seventeen invasions into the subcontinent		
established a brief but successful rule	went back to Ghazni with his troops before Monsoon		
showed religious tolerance, allowed freedom of worship	displayed great religious tolerance allowed non-Muslim people to practise their religions by paying a special tax called jizya		
attempted to establish law and order, and integrated the ruling classes into his new government	kept local Hindu officials in their positions		

established an Islamic state in north of the sub-continent	took control to southern tip of subcontinent		
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6. Mahmud Ghaznavi managed to expand the Ghaznavid Empire deep into the heart of the subcontinent by conquering Punjab. He even went as far as the southern tip of India, to modern-day Gujrat. He died in 1030 CE, leaving a permanent mark on the history of the subcontinent. His multiple invasions had a long-term impact on the subcontinent. These include:
- giving Islam a major foothold in northern India that would make it easier for later rulers to expand into the subcontinent
 - allowing for greater interaction between Muslims and Hindus and opening the way for wider acceptance of Islam by Hindus in northern India
 - fatally weakening the Hindu kings of northern India by highlighting deep divisions amongst the ruling Hindu elite
 - transferring a great deal of wealth to Ghazni and turning it into one of the great cities of the medieval world, second only to Baghdad
 - encouraging artists, craftsmen, and painters, who contributed to the construction of huge mosques, palaces, universities, and libraries in Ghazni
 - displaying great religious tolerance in the conquered regions and allowing the local people to practise their religions by paying a special tax called jizya
 - retaining the positions of the local Hindu officials on the subcontinent
 - introducing paper, tea, fine porcelain, and gunpowder to India
7. The capture of Lahore by Mohammad Ghori and his brother in 1186 CE opened up a land route south towards Delhi through the Khyber Pass.
8. The Mamluks or 'slave soldiers' were Turks who had been enslaved and trained as soldiers. Four of their former generals became significant after the death of Mohammad Ghori (1206 CE) when his lack of an heir allowed them to split his empire into minor sultanates later known as the 'slave states'.

State	Mamluk Ruler
Bengal	Mohammad bin Bakhtiyar Khilji
Delhi	Qutbuddin Aibak
Ghazni	Tajuddin Yildoz
Multan	Nasiruddin Qabacha

9. Historians offer two alternatives for Ghiyas-ud-din Tughlaq's greatest legacy:
- his protection of northern India from the devastating Mongol attacks
 - building the largest Islamic empire on the subcontinent up to that point
10. The movement emphasised the devotion to God as the sole means of salvation and preached the need for greater tolerance amongst humans and between religions. Ideas of nationality, peaceful co-existence, and equality influenced the Indian socio-cultural life.

Answers to Skills Book

Page 25 to 26 'The Ghorids'

- A 1. The map-based task for this activity requires students to use a map to trace the growth of the Ghorid Empire, and use texts to answer questions about the rise of Ghorid power. The map in the Skills Book should show the cities captured by the Ghorids including: Herat, Lahore 1186 CE; battlefield sites: Bathinda, Tarain 1191, Tarain 1192.
- 2 a) The empire whose territories Muhammad of Ghor first captured was the Ghaznavid Empire.
b) This was not difficult.
c) This Ghaznavid Empire was in serious decline, and the Ghorids were growing in power and confidence.
3. The Ghorids took control of the Khyber Pass.
4. This was an important route because it opened up a land route south towards Delhi.
5. a) The Ghorids defeated the ruler, Prithviraj Chauhan at Lahore.
b) This was difficult.
c) Hindu Raja Prithviraj was a formidable enemy, with powerful, secure, and unchallenged control over much of north-western India.
d) To celebrate this victory, the Ghorids built the 73 m tall Qutb Minar, the tallest minaret in the world. The tower is named after the first Sultan of the Mamluk Dynasty, Qutbuddin Aibak.

Page 27 'The Slave Dynasty in India'

- A 1. In this task, students should demonstrate their knowledge of how the Slave Dynasty of India developed. Students will have completed a table like the one below in their Skills Book, using sources such as the Internet. Only column four can be completed using the Student's Book, making this a very challenging task.

Mamluk	Tajuddin Yildoz	Muhammad bin Bakhtiyar Khiji	Nasiruddin Qabacha	Qutbuddin Aibak
His territory	Governor of Ghazni	Governor of Bengal	Governor of Uch and Multan	Governor of Delhi
Main events and achievements	<p>He was heavily involved in the succession power struggle; highly ambitious and aggressive; established a puppet government leading to war with the former Sultan's nephew, Ghiyas-uddin, and his notional ally, Muhammad II of Khwarizm, who betrayed him and took over some of Ghiyas's land. In 1214 CE Muhammad II conquered Firuzkuh and captured the puppet ruler Alauddin Ali before marching to Ghazni, where he decisively defeated Yildoz, who fled to Punjab and captured Lahore, from Nasiruddin Qabacha. He claimed to be the heir to the throne of Delhi and fought Iltutmish at Tarain (January 1216 CE), was defeated, captured, paraded through the streets of Delhi, and later executed.</p>	<p>He is reputed to have been responsible in 1193 for the destruction of the ancient Buddhist college-city of Nalanda and the university of Vikramshila. He ruled from 1206–1210 CE; led his troops from the front; talented horseman and general; suffered a setback in the Tibetan campaign of 1206 CE and was one of around 100 survivors. He rebelled against Qutbuddin. During his reign he began a programme of building mosques, madrasahs, and khangahs (spiritual retreats), an action considered responsible for many converts to Islam.</p>	<p>He attacked and occupied Ghazni in 1208 CE, but was defeated by Yildoz after forty days; declared independence in 1210 CE; lost Lahore to Yildoz, but regained it after Iltutmish's victory over Yildoz in 1216 CE. In 1217 CE Iltutmish forced him to retreat from Lahore towards Multan, and defeated him at Mansura, but did not push into Sindh due to concerns that weakening both sides would allow the Mongols to take advantage. Iltutmish waited until 1227 to resolve things, besieging Uch in 1228 CE and his assistant laying siege to the island-fortress of Bhakkar. Peace was agreed, but Iltutmish's minister, Junaidi, perhaps mistakenly, continued the siege of Bhakkar and it seems Qabacha died.</p>	<p>His reign was short, from 1206–1210 CE; ruled from Lahore; tightly controlled Delhi; consolidated control over northern India; initiated the construction of Delhi's earliest Muslim monuments, the Quwwat-ul-Islam mosque and the Qutb Minar. After a power struggle, he was succeeded by his son-in-law Iltutmish from 1211 CE.</p>

Where and when he died	He was sent to Budaun as a prisoner and put to death in c. 1216 CE.	He was assassinated whilst unwell in 1210 CE.	He drowned in 1228 CE.	He died in 1210 CE from an accidental sporting injury incurred during a polo match.
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07

The Beginning of the Mughal Empire

Lesson Plan 1

Reference pages 69–71

Topics

- How did the Mughals secure such a vast empire?
- The collapse and restoration of the Mughal Empire under Humayun

Resources

- Skills Book topic 'Babur, the empirebuilder'

Prior knowledge / Introduction

- The start of the Mughal Empire is traditionally dated to the victory of Babur over Ibrahim Lodhi, who was the last ruler of the Delhi Sultanate, at the First Battle of Panipat (1526 CE). Babur and his supporters traced their ethnic origins to the Turk-Mongol Timurid Dynasty of Central Asia, and claimed direct descent from Chingiz Khan and the founder of the Timurid Empire, Timur, or Tamerlane, the Turk-Mongol conqueror. The early establishment of the empire was disrupted when a fifteen-year break, pushed the ruling family into effective exile under Emperor Humayun. The Suri Empire was then overthrown by Akbar the Great in 1556. Akbar and his son Jahangir were strong rulers and brought stability and economic growth as well as greater religious tolerance, which in turned helped culture to flourish.
- Peace was never guaranteed in the region, however, and the north-western Rajput kingdoms, in particular, were often restless and continued to pose a significant threat to the Mughals. The empire spread over four million square kilometers at its height, covering most of the subcontinent and what is now Afghanistan. In order to balance military power and local interests, the Mughals preferred to make life easier for the local people. Local administration was mainly left to the local systems provided central rules were followed and taxes collected. At the same time, local nobility were encouraged to become involved in the central bureaucracy and to hold office in the imperial military or administration. Some groups were encouraged to become particularly active in the north and west: the Marathas, Rajputs, Pashtuns, Hindu Jats, and the Sikhs. It was a process that would later cause problems of power-shifting.

Starting discussion points

5-10 min

- Tell students that unit 7 and 8 will provide them an opportunity to carry out an in-depth study of the rise and fall of the Mughal Empire. In this lesson, students will learn about the progress of the first Mughal Emperor, Babur, who used the military technology of the Ottomans to conquer Lahore and Delhi in 1525–26 CE, and thus established the empire across the northern subcontinent. Babur's son Humayun lost the empire to Sher Shah Suri from 1540 to 1555 CE when he retook Delhi. His son, Akbar, was a far more convincing military figure, taking control of the land from Bengal to Gujarat. Considering the early Mughal emperors, students should revisit the issue of what constitutes a strong and successful leader, and this also raises the issue of how history is used to judge figures and events from the past: for today's commentators Akbar's reign is considered a remarkable period of Mughal rule.

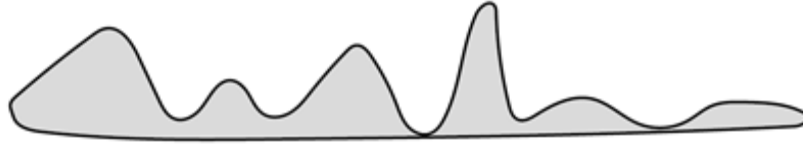
Steps for using the Student's Book

25 min

1. You could ask students to research the Mughal Empire beforehand so they know what they will study in class. Students could read the text in class and share the new information they have collected. Discuss the origins of the Mughals and their ancestors as explained in the book. You could also ask students if they believe in the claims made by warriors of the Mughal Empire that they were the descendants of both Changez Khan and Timur. For this, it might be helpful for students to research more about the ancestry of the Mughals.
2. Discuss the origins and claims of the Mughals:
 - i. Who did the Mughals claim as their ancestors?
 - ii. What reasons might be behind these claims?
3. This lesson begins with the reign of Zahiruddin Babur who inherited the throne at the age of twelve. Ask students to read about and discuss Babur's military tactics: What made him innovative and capable as a military leader? Discuss why Babur established contacts with great neighbouring empires.
4. Ask students to read about Humayun. Discuss the fact that histories (writings about the past) often judge people and events from the past. Some say that history 'is the story of the winning side,' while others argue that there are different versions of history because much of the historical record is an interpretation from a particular perspective. Raise the question of whether Humayun really was a bad or unsuccessful leader, or just an unlucky one. He lost the empire for fifteen years, but he also retook it. This should allow students to engage with the idea that judgements in history are often not clear cut or easy, and that frequently they are complex. As historians it is important to consider different perspectives to understand the nuances of historical events.

Extended/Optional activity

Ask students to work in small groups to design a poster about the ups and downs of the early Mughal emperors. They should think carefully of a design; it could be a winding road, or a rollercoaster; it could be a series of boxes of text and illustrations. See an example below:



When they have completed their work, ask the students to pin their work up around the room and explain to each other what they have designed, and why. This activity will demonstrate their creativity as well as their ability to vocalize and explain their understanding of historical events.

Discussion and Review

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

- ✓ I learned that the Mughals descended from the Mongol and Turk tribes of Central Asia.
- ✓ I learned that Babur inherited the throne of the small kingdom of Ferghana at the age of twelve.
- ✓ I learned that Babur met Ibrahim Lodhi in the Battle of Panipat and defeated and killed

5 min

Homework

- Students could begin drawing a basic family tree of the Mughals in their notebooks and continue to add names as they read further.
- Students could find out more about Babur's autobiography and write down the key points of their findings in their notebooks.
- Students could research more about Ibrahim Lodhi and the Battle of Panipat to expand their knowledge on how Babur took the throne of Delhi.
- Students could do research on Sher Shah Suri's life and administrative abilities. They could make a presentation and present it to the class.

Lesson Plan 2

Reference pages 69–71

Topics	Resources
<ul style="list-style-type: none">• The reign of Akbar the Great• Spread of Sufism during the Mughal Era	<ul style="list-style-type: none">• Skills Book topic ‘Akbar the Great’
Prior knowledge / Introduction <ul style="list-style-type: none">• The Mughal Empire ruled a significant part of northern India from the 1500s to the 1700s. The rulers of the empire practiced Islam, while most of the people they governed practiced Hinduism. Despite this religious difference, the Mughals managed to rule effectively and worked to unite Muslims and Hindus.• Akbar consolidated Mughal power, extended the empire’s rule through campaigns, and implemented administrative reforms. He is known for his emphasis on centralizing authority and policies of good governance.• His administrative reforms and efforts to promote religious harmony left a lasting impact on the region. Some of his reforms continued to influence the governance of present-day India and Pakistan.	
Starting discussion points <ul style="list-style-type: none">• Ask the students;• Who was Akbar the Great?• Why is he referred to as ‘the Great’?• What were some of his notable achievements as a Mughal emperor?	5-10 min
Steps for using the Student’s Book <ol style="list-style-type: none">1. It is suggested that you ask students to read the remaining text beforehand and underline key facts they would like to discuss in class. Students could read ‘The reign of Akbar the Great’ and discuss with their partners their views on the qualities demonstrated by General Bairam Khan during his service to the Mughals. Ask students what reasons they can give for the continued expansion of the empire, and what gains that might have brought. Also, would Akbar have been so great if he had not continued the expansion of the empire? These questions will help students to form their own opinions.2. Moving on, ask students to read ‘Mughal government and religion under Akbar’ and discuss the fair and just rule of Akbar and his treatment of people of other religions. Were his reforms concerning the treatment of ordinary people where his greatness really came from? Discuss whether Akbar was also an intellectual. Students’ opinions might differ, so you should ask them to support their statements with examples from the Student’s Book or texts that they have used as references.	25 min

3. In the lesson 'Significant buildings of the Mughal Empire' on page 70, discuss the notion of spirituality with the students. Akbar was a deeply thoughtful and religious man with interesting ideas. Does his level of reflection and his investment in the new city of Fatehpur Sikri strengthen his status as Akbar the Great or weaken it? Does an investment in great architecture, the arts, and cultural projects add to a sense of greatness or not? Refer to the images on page 70 for visual aid. Students should complete Questions 5 for homework.

4. Explain the concept of Sufism as a mystical and spiritual aspect of Islam. Emphasize Sufism's focus on inner connection and devotion to God. Explore how Sufism spread and its impact during the Mughal era. Highlight the role of Sufi saints in spreading Islam and fostering religious harmony.

5. Introduce prominent Sufi orders and their teachings. Explain that Sufism led to the formation of various Sufi orders or brotherhoods, each with its unique teachings and practices. These orders played a significant role in spreading Sufi ideals and spirituality during the Mughal Era

6. **Activity: Sufi Order Exploration (presentations or posters for this activity can be given as homework)**

Divide students into small groups and assign each group one of the prominent Sufi orders mentioned on page 71. Provide them with additional resources (books, images, or Online references) for further exploration. In their groups, students can create a brief presentation or poster highlighting the key teachings, practices, and impact of their assigned Sufi order.

In the next session, have each group share their findings with the class. Facilitate a discussion by asking questions such as:

- What were the main teachings and practices of your assigned Sufi order?
- How did the Sufi orders contribute to the spread of spirituality and religious harmony during the Mughal Era?
- How do the teachings of these Sufi orders align with the broader principles of Sufism?

7. **Activity**

This activity will help students complete Activity 3 on page 72 at home.

Discuss why people write history books, and why people want to read about history. They are likely to say it is a mixture of passion for the subject; the authors are paid for their work; and the book publishing industry makes money from it. Move the conversation on to how to promote book sales.

They might say advertising through television and radio, newspapers, social media, and the traditional approaches of the book trade like in-shop advertising, leaflets, book signings, talks by the author,

<p>and receptions for reviewers and opinion influencers. Discuss the things they are going to require in their response to be successful: a title and a short, clear, and enthusiastic summary of what the book covers. It could be a non-fiction book or historical reconstruction/novel about the early Mughals. They might want to think about whether to use a bold headline or headlines, whether their promotional leaflet will be on size A4 paper with either landscape or portrait layout, or a different shape and size—a folded sheet for example, or a single-sided hand out. Will it be full colour or black and white? You could draw some shapes on your board or show an example book and the text on the flyleaf or back cover as examples of the style of promotional text used. Example layouts:</p> <p>a) portrait layout b) folded c) landscape</p> <p>8. Students should be able to attempt sections A1 a–h on Skills Book page 30 ‘Akbar, the Great’. They will have to complete the text by filling in the missing words using information from the text in the Student’s Book. This also provides an opportunity to reflect on how Akbar strengthened the Mughal Empire</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that under Akbar’s rule, more Mughal territories came under Mughal control. ✓ I learned that Akbar’s government was well organized and he was determined that the local people should be well-treated. ✓ I learned that Akbar built the famous city of Fatehpur Sikri. He also laid the foundations of the Lahore Fort and the Agra Fort. 	5 min
<p>Homework</p> <p>Students could write a biographical essay about Akbar. They should include details about his early life, achievements, conquests, and policies. Encourage them to use reliable sources and provide specific examples.</p> <ul style="list-style-type: none"> • Students could research on the impact of Mughal architecture, especially during Akbar’s time, on the development of architectural styles in India. • Student’s could create a visually appealing poster highlighting Akbar’s legacy. They can include images, quotes, and key points about his accomplishments. • Students could write a reflective essay on the relevance of Sufism today. Instruct students to research the continuation of Sufism in present-day society. They should investigate how Sufi practices and teachings are maintained or adapted in contemporary contexts. 	

Answers to assessments

1. Fill in the blanks with the correct information
 - i. The Mughals began in a small Turkic-Mongol kingdom called Ferghana in Central Asia.
 - ii. Babur's son and successor, Humayun, faced endless struggles keeping hold of the empire after 1530, and lost the Mughal Empire to Sher Shah Suri in 1540.
 - iii. During Akbar the Great's rule, the Mughal Empire tripled in size and wealth. He created a powerful empire and introduced effective political and social changes. He was the first Mughal ruler to win the trust and loyalty of the native subjects by ensuring fair tax that ignored religion, and allowing religious freedom of worship.
 - iv. Sher Shah Suri built the Grand Trunk Road which connected Bengal and Punjab.
 - v. Akbar's government revised the taxation system, and his religious policy was more tolerant than those of his predecessors.
2. The Mughals were open to new ideas, and by establishing relationships with other states they learnt about innovations taking place elsewhere. This was beneficial because it allowed them to not waste time in the development of some ideas, but to take partly-formed or already successful ideas and refine them for their own gain. The use of gunpowder and flintlock weapons is a clear example of this, and shows how taking the technology of others and using it well
3. Babur was an extraordinary warrior leader of the Mughals because he established contacts with the great neighbouring empires of the Safavids in Persia and the Ottomans in Turkey. The Ottomans sold him supplies of matchlock guns and cannon which gave him a technology and firepower advantage and enhanced his powerful infantry, archers, and cavalry. The importance of artillery was shown at the Battle of Panipat, a victory for Babur which has been attributed to his use of gunpowder and dividing and encircling the enemy (the tactic of *tulghuma*).
4. Answers may vary but should include how he was not as skilled a warrior or general. He was chased out by Sher Shah Suri and faced hardships while crossing the desert. On the other hand, look for his ability to restore Mughal rule across northern India in 1555, introduction of Persian culture and language, which had a lasting influence on Indian literature, art, and music. His military campaigns and alliances helped to consolidate the Mughal Empire's control over northern India, paving the way for the cultural and economic flourishing.
5. During Akbar the Great's reign, new territory was conquered and the empire was consolidated. His father's general, Bairam Khan, was an experienced and capable tactician, and retook Delhi from Sher Shah Suri after Humayun's death at the Second Battle of Panipat in 1556 CE. Rajputana, Gujarat, and Bengal were captured, and later Kabul, so the whole region came under central Mughal authority.
6. Akbar brought greater tolerance and fairness to Mughal rule by taking a deep interest in religion. He restricted the slaughter of cows for beef, pleasing his Hindu subjects. He married a Hindu Rajput princess, Jodha Bai, who took the title 'Mariam-uz-Zamani'.
7. Answers may vary but should include expansions across India, new technology in warfare such as use of gun powder, interfaith marriages between Mughals and Rajputs, and etc.
8. Answers may vary but should include threats from Sher Shah Suri among different other rulers, lack of proper administrative system, and etc.

Answers to skills books

Pages 28 to 29 'Babur, the empire builder'

- A
1. Changez Khan
 2. Kabul
- B
1. Students will have researched the 'Siege of Kabul' from different external texts, including the Internet, in order to respond to task B and state that:
 - a) At the time of the siege, Kabul belonged to the Arghun Dynasty.
 - b) Their leader was Mukim Beg Arghun.
 - c) During the siege, the city of Kabul was surrounded by Babur's forces. Jahangir Mirza II commanded the right wing, Nasir Mirza commanded the left wing, while Babur and the main army held the centre between a garden and a tomb. Negotiations for the surrender of Mukim were slow, as he hoped help would come from his father and brother, so Babur intensified the siege and made it look like he would break through the defences. Fearing a slaughter, Mukim Beg negotiated a surrender and was allowed to leave with his family, giving Babur Kabul and Ghazni without much difficulty.
 - d) The old ruler of Kabul left the city and Babur became ruler.
 2. At Chaharbagh in Kabul, Babur created a quadrilateral garden, based on the four gardens of Paradise mentioned in the Holy Qur'an, and this is seen as a lasting memorial to him.
 3. Students are asked to evaluate Babur's character, and may identify some of the following traits. It is important that their inferences are supported, as they were asked to provide supporting evidence.

Babur's character seems to have been:	My evidence for this is:
ambitious and brave	Babur was a successful military leader and became a warrior-king.
cultured, thoughtful, and literate	He wrote his own memoirs throughout his life. He could have had clerks do this for him, but chose to do it himself.
self-confident and assured	He felt he was important enough to record his experiences and thoughts.
curious	His memoirs mention the places he conquered as well as his battles, and record his thoughts and feelings about life in general.
spiritual and religious	His garden in Kabul is beautifully designed and is inspired by the four gardens of Paradise mentioned in the Holy Qur'an.
peace-loving	He valued diplomacy, and good relations with neighbouring powers. Babur established contacts with the great neighbouring empires of the Safavids in Persia and the Ottomans in Turkey.

innovative and a good tactician	From the Ottomans, he secured vital supplies of matchlock guns and cannon that added the new technology of firepower to the traditional swords and arrows of the horseback warriors of the region.
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Students may have some variations on these themes, and these should be allowed where inferences can be supported.

Page 30 'Akbar the Great'

- A 1.**
- a) Babur's grandson Akbar the Great, like his grandfather, became a ruler at a very young age, and relied on older, more experienced people to help him. His armies won every battle they fought, beginning with the Second Battle of Panipat. In the year he took over the throne of 1556 (November).
 - b) The reason for the Second Battle of Panipat was because his late father's enemies (the heirs of Sher Shah Suri) had recaptured Delhi after Humayun's death.
 - c) After nineteen years as an emperor, Akbar had gained many territories for the Mughal Empire, including Northern India, Rajputana, Gujarat, and Bengal.
 - d) Akbar changed the Mughal tax laws:
 - i) The jizya tax for non-Muslims was ended. Everyone's tax would be based on the land or property they owned, and the crops they grew, so that their tax matched their wealth.
 - ii) Hindus no longer had to pay to go on pilgrimage, and their religious practices were respected by Akbar.
 - e) To honour a Sufi saint, Salim Chishti, Akbar had a new city built, named Fatehpur Sikri.
 - f) The important buildings of Akbar's reign included:
 - Diwan-i-khas, or the 'Hall of Private Audience' in Fatehpur Sikri, which was designed with a pillar, open to all at the base, on top of which was a platform, connected to the edges by bridges.
 - g) He invited different religious leaders there so that people below could listen to his discussions; he could hold special audiences.
 - h) He laid the foundations of two forts at Lahore and Agra.

08

The Expansion and Decline of the Mughal Empire

Lesson Plan 1

Reference pages 74–75

Topics

- How did Emperor Jahangir rule the Mughal Empire?

Resources

- Skills Book pages 31–32 ‘Emperor Jahangir’
- Skills Book page 34 ‘Nur Jahan and Mumtaz Mahal’

Prior knowledge / Introduction

- The Mughals had established a vast empire on the subcontinent by the beginning of the 17th century CE, and had experienced particular success under the leadership of Akbar ‘the Great’. His son Jahangir succeeded him in 1605 CE, inheriting lands belonging to many tribal groups. The empire was multi-ethnic, multi-religious, and multilingual. Ruling elites lived in great comfort, but also had to tread carefully through local, national, and imperial politics to hold their positions. Most citizens were rurally-based, small-scale farmers, but there were also towns and cities across the empire with all the hustle and bustle that trade brings.
- Communities had to be self-sufficient, though trade over great distances was well-developed and could bring considerable wealth. It also attracted the interest not only of customers and onlookers, but of tax collectors, bandits, criminals, and those seeking opportunities to climb the economic and social ladders. For stability and periods of peace, enforcement of religious laws and civil order were needed. The Mughal Empire ran a very capable civil service, tax system, and efficient bureaucracy that supported society. It also established centralized administration, courts, law enforcement groups, and a standing army and navy. However, strong central leadership was essential for these systems to flourish. This unit explores how far this was achieved up to the point when the empire ended
- When Jahangir succeeded Akbar as the Mughal Emperor in 1605 CE, it seemed that prospects were good for the empire since the new emperor had been trained to carry out his role. Also, the borders then seemed relatively secure in a world where great turbulence was possible. Jahangir was able to focus on domestic culture and aesthetics and relied on his powerful wife to monitor court and imperial politics.

<ul style="list-style-type: none"> • When Emperor Shah Jahan, the son of Jahangir, was widowed in 1631 CE, he was so distraught that he ordered the building of the Taj Mahal as a mausoleum for Mumtaz Mahal. Meanwhile, Shah Jahan's choice of heir was disputed by one of his younger sons, Aurangzeb Alamgir, who fought his older brother in battle and had him killed. • As emperor, Aurangzeb showed ruthlessness in foreign policy, conquering a huge part of the south of what is modern India for the Mughal Empire, but it was not easy to hold on to, and after his death, the Mughal Empire fell into decline. The last Mughal emperor was removed by the British in 1857 CE 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • Tell the students that this unit provides the opportunity to explore the rise of the Mughal Empire, its expansion, and decline, largely by considering the people who ruled the empire and their actions. The emperors are fascinating case studies in human nature; for example, some of great intellect and great patrons of culture, others fierce warriors with seemingly little empathy, or love even, for their own immediate family. In today's times, some would be worthy of being world-class diplomats or scholars, and others would be war criminals and psychopaths, and it is interesting to continue to explore with students what makes a good leader in certain circumstances and what might count as 'right actions' in different circumstances. The activities also raise the issue of gender equality, in the cases of Nur Jahan and Mumtaz Mahal, in the Mughal Court, a topic you might wish to explore further in looking at Mughal period art, where painting in particular offers beautiful insights into the past. 	5-10 min
<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. The lesson will introduce new ideas and terms and students could be inquisitive. For example, it was common for aspiring rulers to adopt new names that had significant meanings because they believed a name change would bring them luck and great fortune. 2. Explain that a 'memoir' is an autobiography that depicts a life's events and happenings. Many famous people write their memoirs. Jahangir titled his memoir 'Tuzk-e-Jahangiri': 'Tuzk' is a Persian word that means 'king's diary'. Similarly, you could explain that the term 'Renaissance' is primarily used to describe the revival of European arts and literature during the 14th–16th centuries. 3. Students should read page 74. You could ask the following quick questions: <ul style="list-style-type: none"> • Why might the ability to speak several languages probably be very useful to a monarch? • Why might an emperor's memoirs be helpful to a historian? • What personal qualities did Emperor Jahangir possess? • Would his people have considered him a 'good' ruler? Why? 	25 min

<p>4. Ask the students to read the section ‘The power of his wife, Nur Jahan’ on page 75, then discuss the following:</p> <ul style="list-style-type: none"> • Jahangir gave one of his wives the name ‘Nur Jahan’; what do you think that tells us about their relationship? • Why was Nur Jahan unusual in the Mughal court? <p>5. Students should complete Question 3.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learnt that Emperor Jahangir was a just ruler and a patron of the arts and culture. ✓ I learnt that his wife Nur Jahan wielded unusual power in the Mughal court. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • You could assign page 34, section A 1a ‘Nur Jahan and Mumtaz Mahal’ for homework. • Students could do further research to find out that in what ways did Emperor Jahangir promote religious tolerance and cultural diversity within the Mughal Empire? How did his approach to governance differ from that of his predecessors? 	

Lesson Plan 2

Reference pages 75–76

Topics

- Emperor Shah Jahan

Resources

- Skills Book page 33 'Shah Jahan'
- Skills Book page 35 'Nur Jahan and Mumtaz Mahal'

Prior knowledge / Introduction

- Shah Jahan, also known as Mirza Shahab-ud-Din Baig Muhammad Khan Khurram, was a prominent Mughal emperor who ruled over India from 1628 to 1658. He was born on January 5, 1592, in Lahore. He was the fifth Muslim emperor of the Mughal Empire and played a significant role in its history and cultural legacy.
- Before ascending the throne, Shah Jahan was originally known as Prince Khurram and was the third son of Emperor Jahangir. After Jahangir's death in 1627, Shah Jahan received support from Asaf Khan, Nur Jahan's brother, and proclaimed himself emperor.
- Shah Jahan's reign was marked by notable achievements and contributions to Mughal India. He engaged in successful military campaigns against the Deccan states, expanded Mughal territory, and extended Mughal power to various regions, including Ahmadnagar and Kandahār.
- Shah Jahan also displayed a profound passion for architecture and building projects. He constructed several significant structures, including the iconic Taj Mahal, a masterpiece that stands as a testament to his architectural prowess and love for his favorite wife, Mumtaz Mahal.

Starting discussion points

- Begin by asking the students if they've heard of the Taj Mahal before and what they know about it. Encourage them to share their thoughts and ideas.
- Show an image of the Taj Mahal and ask the students if they know who built it and why it is considered one of the wonders of the world. Ask them what they notice about the building's design, architecture, and surroundings.
- Introduce Emperor Shah Jahan as one of the prominent Mughal rulers during the 17th century and identify the time period in which Emperor Shah Jahan ruled.

5-10 min

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Ask students to read the text and look at the pictures. At this point, students should already have realized that all Mughal emperors were wealthy and politically ambitious. You could explain that Shah Jahan built himself a new throne because, in those times, the palace structure and decoration represented the status and cultural aesthetics of the emperors. Not only this, but the emperors' gardens were also elaborately adorned with precious plants and garden furniture. The fondness of Mughal emperors for beautiful architecture has given the world many beautiful structures, examples of which include the Wazir Mosque, the Shalimar Gardens, and Lahore Fort in Lahore, Pakistan; the Mughal Gardens, and the Taj Mahal in India; Bagh-e-Babur in Afghanistan; and Lalbagh Fort in Bangladesh. However, this is not the complete list of Mughal architecture. For a full list, students could research using the Internet. At the end of the discussion, ask the following questions: <ol style="list-style-type: none"> i. What was the Peacock Throne? ii. What is the story behind the Taj Mahal? 2. Students could now complete Question 4 in class 3. Activity (optional) You could ask students to research and download a few pictures of the Wazir Mosque in Lahore which was built during the reign of Shah Jahan and write a few lines on what they like about Mughal architecture. They could choose to write about the colors, size, interior, design, etc. Allow students to be as creative as they wish. You could also research the mosque as it stands today and give additional information such as how many people on average come to the mosque to pray, and what tourists like about the mosque. 4. Students could attempt Skills Book page 33 'Shah Jahan' sections A1 a–e in class. It asks students to complete a table with a column listing the work of an emperor, and another explaining how Shah Jahan managed his work. 	25 min
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learnt that when Shah Jahan became the Mughal emperor, he ordered the construction of a fabulous new throne, the Peacock Throne, which was made of gold and silver and encrusted with hundreds of precious jewels. ✓ I learnt that Shah Jahan encouraged the most lavish styles of decoration, using beautiful, colourful tiles, Islamic calligraphy, and jewels studded into the walls of palaces and mosques. ✓ I learnt that the Taj Mahal was built as a mausoleum by Shah Jahan for his favourite wife, Mumtaz Mahal, who died in 1631. 	5 min

Homework

- You could assign Skills Book page 35 section A1 b 'Nur Jahan and Mumtaz Mahal' for homework.
- You could assign Questions 2 and 5 for homework.
- Students could do an extended research on the contributions of Emperor Shah Jahan's reign to the cultural and architectural development of the Mughal Empire?

Lesson Plan 3

Reference pages 77–78

Topics	Resources
<ul style="list-style-type: none">Emperor Aurangzeb Alamgir	<ul style="list-style-type: none">Notebook and writing tools
Prior knowledge / Introduction <ul style="list-style-type: none">Emperor Aurangzeb Alamgir, is a figure of significant importance in Indian history. His reign was marked by a complex interplay of political, religious, and cultural factors that had a lasting impact on Mughal India and the broader subcontinent.One of the most notable aspects of Aurangzeb's reign was his strict adherence to Islam and his efforts to promote Islamic orthodoxy.Aurangzeb continued the Mughal tradition of territorial expansion, annexing significant territories in the Deccan and southern India. However, this expansion came at a high cost, both in terms of resources and manpower.The prolonged military campaigns strained the empire's finances and administration, leading to a weakening of central authority over time. Trade and Commerce suffered and heavy taxation had a negative impact on the economy.Despite his religious conservatism, Aurangzeb did not entirely neglect cultural patronage. He continued to support art and architecture, albeit on a more limited scale compared to his predecessors. Some notable monuments from his reign include the Badshahi Mosque in Lahore and Bibi Ka Maqbara in Aurangabad.	
Starting discussion points <ul style="list-style-type: none">Display an image of Emperor Aurangzeb and ask students to write down three words or phrases that come to mind when they see the image. After a few minutes, have students share their responses with a partner or in small groups.Introduce Aurangzeb Alamgir as the sixth Mughal emperor of India, reigning from 1658 to 1707. Mention his full name and title (Aurangzeb Alamgir, Abul Muzaffar Muhi-ud-Din Muhammad Aurangzeb).Highlight his role in the Mughal Empire and its vastness during his time.	5-10 min
Steps for using the Student's Book <ol style="list-style-type: none">Ask the students to read the section 'Aurangzeb Alamgir' on pages 77-78. You could ask the students:<ul style="list-style-type: none">What does the story of Shah Jahan's sons Dara and Aurangzeb tell us about the Mughal court?Activity (Optional) Divide students into small groups and provide each group with a set of primary and secondary sources related to Emperor Aurangzeb and his policies.	25 min

<p>These sources could include excerpts from his letters, accounts of his military campaigns, and scholarly articles. Instruct students to analyse the sources and discuss the following questions:</p> <ul style="list-style-type: none"> • Do you think Dara would have made a good ruler? • What were some of the key policies implemented by Aurangzeb during his reign? • How did Aurangzeb's policies impact religious and social dynamics in Mughal India? • What were the major military campaigns led by Aurangzeb, and what were their outcomes? • How did Aurangzeb's reign contribute to the decline of the Mughal Empire? • What are some differing perspectives on Aurangzeb's rule? <p>3. Have each group present a summary of their findings to the class, focusing on the impact of Emperor Aurangzeb Alamgir's reign. After the presentations, administer a short quiz with the following questions:</p> <ul style="list-style-type: none"> • Who was Emperor Aurangzeb Alamgir? • List two key policies implemented by Aurangzeb during his reign. • How did Aurangzeb's reign impact religious and social dynamics in Mughal India? • Name one major military campaign led by Aurangzeb and its outcome. • How did Aurangzeb's reign contribute to the decline of the Mughal Empire? • Was Aurangzeb a good ruler? <p>4. You could ask students to attempt Question 7 in class</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that Aurangzeb was a lifelong warrior and a far more skilled general than his brother Dara Shikoh. ✓ I learned that Aurangzeb ruled the empire for almost fifty years, and he was still campaigning at the head of the Mughal army when he was more than eighty years old. ✓ I learned that there were always some local rulers on the vast Indian subcontinent who wanted to challenge the authority of the Mughal emperors 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • You could assign Question 8 for homework. • Students could create a timeline or visual representation of Emperor Aurangzeb Alamgir's life and rule. • Students could write an essay on Aurangzeb Aalamgir's policies. Ask them to develop a persuasive argument supporting or challenging Emperor Aurangzeb Alamgir's decisions. 	

Lesson Plan 4

Reference pages 79

Topics	Resources
<ul style="list-style-type: none">The decline of the Mughal Empire	<ul style="list-style-type: none">Notebook and writing tools for notes
Prior knowledge / Introduction <p>Introduce the concept of decline and discuss various factors that contributed to the decline of the Mughal Empire. These could include:</p> <ul style="list-style-type: none">Weak Succession: Talk about how conflicts over the throne among Mughal princes weakened the empire's stability and effectiveness.Administrative Issues: Explain how corruption and inefficient administration led to problems in governance and revenue collection.Economic Factors: Discuss the impact of a strained economy due to expensive wars, extravagant lifestyles of rulers, and declining trade routes.External Threats: Explore the emergence of regional powers and invasions by foreign forces, such as the British, Persian, and Afghan invaders.Social and Cultural Changes: Mention shifts in society, such as the rise of regional identities and local rulers, that contributed to the empire's decline.	
Starting discussion points	5-10 min
<ul style="list-style-type: none">Show students a map of the Mughal empire at its peak and ask them to identify the regions it covered.Ask them to name significant events or figures they know from the Mughal empire.	
Steps for using the Student's Book	25 min
<ul style="list-style-type: none">Ask the students to read page 79. Refer them to the dialogue box on the page. Ask what reasons they would give to explain the decline of the Mughal Empire.After listening to their answers, ask students to attempt Question 6 in class and refer to the family tree they have been developing since Unit 7	

Discussion and Review

5 min

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

- ✓ I learned that Aurangzeb reigned for nearly fifty years on the Peacock Throne. But in the next fifty-three years, there were no fewer than ten Mughal emperors.
- ✓ I learned that Aurangzeb's great-grandson, Muhammad Shah, witnessed a humiliating invasion of India by the Persian army.
- ✓ I learned that Bahadur Shan Zafar was the last Mughal ruler and was deposed by the British in 1857

Homework

- Students could do an extended research on the impacts of the decline of the Mughal empire on the regions it once controlled. How did the Mughal empire's decline impact the social and cultural fabric of India?
- Ask students to identify and analyse some of the key battles or conflicts that weakened the Mughal empire?
- Ask the to propose alternative strategies that the Mughals could have adopted to prevent their decline?

Answers to assessments

1. Choose the best possible answer for each of the following questions.

- i. It was a way for his people to approach him and seek justice.
- ii. The bringing of Bengal, Mewar, Ahmadnagar, and Kangra under Mughal rule.
- iii. It complemented or replaced the traditional red brick.
- iv. The western region of Deccan
- v. All of the above

2.

Emperor Jahangir (1605–1627) was significant because...	Shah Jahan (1627– 1658) was significant because...
On becoming emperor, Salim took the title Jahangir which means world conqueror: so he was aware of his ambitions from the very beginning and wanted to achieve them.	He asserted his authority and ordered the construction of the Peacock Throne for the imperial palace at Agra.
He had been brought up in the royal court with the intention of becoming the next king.	He was a warrior leader and extended the Mughal Empire to the Deccan in southern India. He fought his brother for power had him killed him to get the throne.
He was intelligent: he spoke Arabic, Persian, and Turkish at a very young age.	He forcibly removed the Portuguese who had established trading bases in Bengal since Akbar's time.

He was a great patron of culture and art. European visitors were encouraged to share the ideas of the Renaissance with the emperor and his artists.	Shah Jahan encouraged lavish decoration in architecture with colourful tiles, Islamic calligraphy, and jewels in the walls of palaces and mosques. He introduced the use of white marble to complement or replace the traditional red brick.
Jahangir followed his father's policy of religious tolerance, although he did not continue the idea of following Akbar's new universal faith.	Religious policy was traditional.
The growth of the European influence in India during the reign of Jahangir led to the introduction of Christianity.	Shah Jahan saw Christianity as a threat to the stability of the empire and forbade the construction of new churches.
He was a just and fair ruler. He set up a 'chain of justice' for his people so they could approach him at any time of the day or night to seek justice.	
Under his rule, the Mughal Empire remained prosperous and powerful.	
His greatest military achievements were to bring Bengal, Mewar, Ahmadnagar, and Kangra under Mughal rule.	
Jahangir lost Kandahar to the Safavid rulers of Persia.	Shah Jahan managed to keep hold of Kandahar for only two years, which was a real disappointment for the Mughals.

- Nur Jahan (meaning 'light of the world' (birth name Meherunnisa)), played the role of an intelligent, strong queen in the Mughal Empire who sometimes made decisions for her husband. She recommended people for high office, for example, she quickly established members of her family in important positions: her father became grand vizier and her brother handled government finances. She was so well-regarded that her name was used on a coin of the empire.
- The Peacock Throne was made for the imperial palace at Agra. It was made of gold and silver and encrusted with hundreds of the most precious jewels, one of which would come to be known as the Koh-i-Noor diamond. It was a powerful symbol of the power of the Mughals and was a deliberate visible symbol of wealth and power. Its story would travel, people would tell each other of the fabulous throne and its incredible value, they would speculate about how hugely wealthy and powerful a man would need to be to own such a thing. Therefore, the story would act as propaganda. As it was told and retold, the throne would have achieved its purpose as a conspicuous symbol and statement of power.
- Architecture flourished during the rule of Shah Jahan. He encouraged the most lavish styles of decoration, using beautiful, colourful tiles, Islamic calligraphy, and jewels studded into the walls of palaces and mosques. Shah Jahan also introduced the use of white marble in his buildings, complementing or replacing the traditional red brick. The most famous of Shah Jahan's buildings, the Taj Mahal in Agra,

has a tragic story behind its construction. It was built as a mausoleum by Shah Jahan for his favourite wife, Mumtaz Mahal, who died in 1631 CE. The whole complex of the Taj Mahal was built to represent the gardens of paradise and is perhaps the best example of Mughal architecture in the world today. It was completed in 1643 CE.

6. 5. Babur r 1526–1530 CE Humayun r 1530–1556 CE Akbar the Great r 1556–1605 CE Jahangir r 1605–1627 CE Shah Jahan r 1627–1658 CE Aurangzeb r 1658–1707 CE M. Nur Jahan M. Mumtaz Mahal Key: r = ruled m = married
7. Students could include any three of the following, or other statements:
- Aurangzeb Alamgir (1658–1707 CE) was not the eldest son, and won the throne by fighting for it.
 - He had his brother Dara executed and his father imprisoned.
 - He was a warrior leader, not an intellectual.
 - He was a committed, staunch Muslim and would not tolerate dialogue with other religions.
 - He reintroduced jizya, the tax on non-Muslims that Akbar had abolished.
 - He imposed Islamic laws in all forms of government.
8. This is a difficult question to answer, and hopefully students will attempt a balanced answer and then reach a conclusion. They might say something like this:

Aurangzeb ruled the empire for almost fifty years, and he was still campaigning at the head of the Mughal army when he was more than eighty years of age, but it is likely that however big the empire was, there would have been a need to defend parts of the borders. Nonetheless, the size heightened the problem. The southern borderlands in and beyond Deccan, where he had to fight the Hindu rulers, was a particular problem.

Perhaps it would have been less of an issue if Aurangzeb had been less extreme and exclusive in his religious policy. His hard-line attitudes alienated some of his subject peoples and particular religious groups, and increased the risk of revolts.

Regardless of religious policy, there were always some local rulers in the vast Indian subcontinent who wanted to challenge the authority of the Mughal emperors. The larger the Mughal Empire grew, the more likely they were to face revolts somewhere.

Aurangzeb faced powerful existing neighbours, for example the Marathas, but also new challenges, for example from the army of the British East India Company. These constant military struggles were a great drain on the empire's resources, and times were changing. The Mughals no longer had the advantages of military superiority in gunpowder and artillery, and any opponents could access rifles.

Threats to the empire were not just external. As Aurangzeb had spent most of his life on the battlefield, the noblemen at his court became powerful and began taking matters into their own hands. He had made the Mughal Empire too large to be ruled effectively by his successors, as later history shows. Endless internal political squabbles opened up the Mughal Empire to rebellions within India and attacks from neighbours and Europeans.

The later Mughal rulers indulged in luxurious living at the expense of showing personal leadership. Even their army became sluggish and military tactics did not develop to match those of their enemies. Thus they were unable to fight and crush revolts by the rebellious Marathas, Rajputs, Sikhs, and Jats, or counter British expansion across the subcontinent, and the empire declined because it was too large to be easily maintained. dated to the victory of Babur over Ibrahim Lodhi, who was the last ruler of the

Delhi Sultanate, at the First Battle of Panipat (1526 CE). Babur and his supporters traced their ethnic origins to the Turk-Mongol Timurid Dynasty of Central Asia, and claimed direct descent from Chingiz Khan and the founder of the Timurid Empire, Timur, or Tamerlane, the Turk-Mongol conqueror. The early establishment of the empire was disrupted when a fifteen-year break, pushed the ruling house into effective exile under Emperor Humayun. The Suri Empire was then overthrown by Akbar the Great in 1556. Akbar and his son Jahangir were strong rulers and brought stability and economic growth as well as greater religious tolerance, which in turned helped culture to flourish.

Answer the skills book

Pages 31 and 32 'Emperor Jahangir'

A 1. Students' answer will vary.

Words to describe Jahangir's character	Evidence
ambitious	He took the title Jahangir meaning 'world conqueror'
regal	Trained by his father, he was well versed in the art of kingship.
literate	He wrote his memoirs 'Tuzk-e-Jahangiri' which recorded interesting incidents and his observations of people he met and the places he travelled.
cultured	He had an inclusive approach to diversity within his empire, and his court attracted diplomats, traders, and travelers from various parts of the world, including Europe. He also supported artists, writers, poets, giving awards and prizes to those who made significant contributions
tolerant	Jahangir followed his father's tolerance in religion, although he did not continue the idea of following Akbar's new universal faith.
just	He was a just and fair ruler. He set up a 'chain of justice' for his people so they could approach him at any time of the day or night to seek justice.
successful	Under his rule, the Mughal Empire remained prosperous and powerful.

2.

My new ideas about Jahangir's character	Evidence
curious	Artists would go with him everywhere and draw any plants, animals, or other parts of nature that he found interesting. He also had scientists to investigate anything interesting.
eager to learn	He asked his artists to copy European works of art in order to learn, and displayed these (including Christian subjects) in his palace.
self-important	He observed that many Christian paintings showed a halo above the heads of holy people, so he told his artists to copy this on portraits of him.

A 1.

The work of an emperor	How Shah Jahan managed this work
gaining new territories	He was a successful warrior, extending the Mughal Empire to southern India and the Deccan. He aimed to expand the empire into the northwestern parts of Central Asia, but it was very difficult to defeat the Persians and the local chieftains. He took and held Kandahar for only two years, a real disappointment for the Mughals.
defending territories	He was much more successful at defending territory he already held, and also fought against European religious and trading influences in his empire after expelling the Portuguese.
law, order, and fairness	He was strong on domestic policy on law and order, but failed to resolve the succession, leading to near civil war when he became elderly and infirm. One son killed his other son, and held Shah Jahan under house arrest until his death.
looking after his people	During a famine, he failed to relieve the suffering of the people, although he did make some relief attempts. Religious policy was much more traditional. The growing European religious influence was seen as a threat to the stability of the empire and so he forbade the construction of new churches, and then expelled the Jesuit missionaries and priests.
creating a well-organized and attractive place to live	Large-scale, eye-catching architecture flourished, with colourful tiles, Islamic calligraphy, and jewels studded into the walls of palaces and mosques, white marble replaced traditional brick in some of his buildings. He employed Mughal architects to design and build the Taj Mahal.
dealing with rulers of other places	He developed good diplomatic relations with the Ottoman Empire and exchanged ambassadors and lavish diplomatic gifts with Ottoman Sultan Murad IV. He forcibly removed the Portuguese who had established trading bases in Bengal since Akbar's time, and expelled the Jesuits.
making an impression on rulers from other places	He ordered the construction of a fabulous new 'Peacock Throne' of gold, silver, and hundreds of precious jewels, to impress visitors to the imperial palace at Agra. He quadrupled the size of his standing army and reequipped them with new , and massproduced artillery and ships.

raising enough support and money to pay for it

Tax demands increased, but apart from famine, it was period of general economic and political stability. The administration was centralized and court affairs managed well.

Pages 34 and 35 'Nur Jahan and Mumtaz Mahal'

A 1. This activity provides a chance to explore the power and influence of two women in the Mughal Empire, and make judgements about the significance of this. Students' answers will vary.

Nur Jahan: Nur Jahan, or 'light of the world', (Mehrunissa) was 'a lady of great energy and many talents, who designed fabrics and dresses, ornaments, and carpets, ...she was a keen hunter.' (Gascoigne,1991). Persian by birth, she was a beautiful, intelligent, woman, and was physically and mentally strong. She was politically astute and manipulative, establishing family members in key court and administrative positions: Jahangir's grand vizier was her father, and the finance minister was her brother. Nur Jahan remained as the 'power behind the throne' of the Mughal Empire until about 1621CE, when Jahangir became seriously ill. Gascoigne agrees that she and her father had considerable influence at court and over the emperor. She made sure rivals were demoted in rank or dismissed; for example, army commander Mahabat Khan was sent away to a remote place having been accused of dishonesty.

Mumtaz Mahal: Mumtaz Mahal (Arjumand Banu) was very influential at the court of Shah Jahan, but with a different approach from Nur Jahan, Gascoigne (1991) argues. Mahal acted as a trusted advisor and companion, discussing state affairs and reading state documents which she completed with the royal seal. When Mumtaz died, Shan Jahan was distraught and ceased some of his duties to allow his sons to act, freeing him to concentrate on the design and building of the Taj Mahal.

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

- The origin of European Renaissance
- Italy—the centre of the Renaissance

Resources

- Notebook and writing tools for notes

Prior knowledge / Introduction

- Renaissance means the rediscovery or ‘rebirth’ of knowledge. Historians see it as the key turning point in European history between the medieval period (the Middle Ages) and the early modern period. The Renaissance itself is not one event, or even about one place, although much of the scholarship and artistic endeavour that is associated with the start of the period happened in the small city-states of what is today called Italy.
- Beginning around the 15th century CE, the Renaissance is partly intellectual and mindset and part actual endeavour. Artistic genius was turned into painting or sculpture, drawing, or drama. Scientific theory and evidence, technical achievement, and architecture were also developed. The period is marked by a revisiting of elements of ancient Greek and Roman civilization values. This rediscovery varied in impact, like a tidal wave sweeping across Europe, reaching some of the Italian states and as far away as Scotland at a different time to the equally far away England.
- Like most changes, the process of causes and consequences of the Renaissance were complex. There are multiple factors that triggered the Renaissance, with finance being the main influence. Even mathematicians needed to pay bills and bring food to the table, as did the sponsors and rich patrons of the arts. This support for ‘thinking and making time’ came in the form of rich and noble Italian merchant families and indeed the Papacy all wanting to be associated with beauty and intellectual endeavour. Other factors enabling change were also essential: the role of the individual; the willingness of the elites to embrace new thinking (attitudes and belief); the advance of technology; and to some extent chance: the right people in the right places.
- According to Renaissance thinking, the best elements of ancient Greek and Roman culture were re-examined after a period of relative stagnation. ‘The ancients’ were seen as civilized people who believed in unlimited human potential that could inspire society to expand new knowledge and ideas. The new idea of humanism emerged, placing humanity at the centre of thought,

<p>and whilst not dismissing religion, not allowing it to dominate or limit what mankind might be allowed to think or create.</p>	
<p>Starting discussion points</p> <p>1. The Renaissance began in Italy around the 14th century CE, in its strong, wealthy city-states, and began a burst of achievement in culture and science. A small number of brilliant polymaths emerged and subsequently became world famous as representing the genius of the age, e.g. Leonardo da Vinci and Galileo Galilei. Michelangelo changed art, Nicolaus Copernicus's mathematics, and Shakespeare's drama and poetry. New scientific knowledge flourished in the fields of astronomy and navigation, and European explorers began to expand their horizons and travel to the continents of Africa, Asia, and the New World of the Americas. Europe had changed by revisiting the works of the ancient scholars preserved in the writings of the ancient world. These had been translated into Arabic in the House of Wisdom in Baghdad and in the great Islamic libraries of Cordoba or Delhi, as well as back into Latin and other languages. Ideas were created, transported, recorded, translated, lost in their original language, and re-introduced to that language and culture via the Islamic world. The contact between the East and the West, and even the Crusades, helped to enable the Renaissance and shape history. In this unit, we will look at this rebirth of ideas, the factors which influenced change, and the impact or consequences of this significant burst of learning and cultural achievement.</p>	<p>5-10 min</p>
<p>Steps for using the Student's Book</p> <p>1. Read 'The origins of the European Renaissance'; and 'Italy – the center of the Renaissance' on page 83. Now that students know the meaning of the term 'Renaissance', it will be easier to explain the concept of independent thinking during the era of the Middle Ages which lasted from the 5th to the 15th century CE.</p> <p>2. Explain that patrons of the arts were people who supported artists. Discuss the text and evaluate the meaning of the term 'The Renaissance'.</p> <ul style="list-style-type: none"> • Which two civilizations were seen as important to the values of the Renaissance? • What does humanism mean? • Where did historians feel the Renaissance was centered? 	<p>25 min</p>
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <p>✓ I learned that Renaissance marked the change from the era of the Middle Ages to that of the Modern World.</p>	

✓ I learned that the Greeks and Romans were seen as civilized people who believed in unlimited human potential that could inspire society to expand new knowledge and ideas.	
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Homework

- Students could attempt Question 1 for homework.
- You could ask the students to further explore how Italy became the center of the Renaissance? What factors contributed to its cultural and intellectual flourishing during this time?
- Students could research and prepare for a class discussion on the role of humanism in the European Renaissance. How did the emphasis on human potential, education, and the study of classical texts shape the intellectual and cultural landscape of the time?

Lesson Plan 2

Reference pages 83–84

Topics	Resources
<ul style="list-style-type: none">• Famous artists of the Renaissance• Muslim influence on the Renaissance	<ul style="list-style-type: none">• Skills Book page 37 'Renaissance art'
Prior knowledge / Introduction <ul style="list-style-type: none">• The Renaissance was a period of cultural rebirth and artistic innovation in Europe from the 14th to the 17th century, produced several renowned artists who revolutionized art and left a lasting impact.• Masters like Leonardo da Vinci, Michelangelo Buonarroti, Raphael Sanzio, and Sandro Botticelli are celebrated for their mastery of various mediums, their pursuit of realism, and their contributions to fields like painting, sculpture, and architecture.• The Renaissance was not solely a European phenomenon; it was also shaped by cross-cultural interactions, including influences from the Muslim world.• The Islamic Golden Age (8th to 13th centuries) had cultivated advanced knowledge in science, mathematics, medicine, and the arts. During the Renaissance, Europe encountered these achievements through trade, translation of Arabic texts, and contact with Islamic scholars.• This exchange of ideas played a role in inspiring the European intellectual revival and contributed to the flourishing of art, science, and culture during the Renaissance.	5-10 min
Starting discussion points <ul style="list-style-type: none">• Display images of famous Renaissance paintings and ask students to identify any artists they recognize.• Discuss their responses as a class and ask students to share what they already know about the Renaissance.• Introduce the Renaissance as a period of cultural and artistic rebirth in Europe.• Explain that during this time, artists made significant contributions to the development of Western art.• Mention that the Renaissance was also influenced by cultural and intellectual exchanges with the Muslim world.	25 min
Steps for using the Student's Book <ol style="list-style-type: none">1. Read 'Famous artists of the Renaissance'; and 'Muslim influence on the Renaissance' on page 84 and also refer to 'It's a fact!'. Ask:<ul style="list-style-type: none">• How did art change during the Renaissance?• Why, in your opinion, was painting an expensive business?• What was the Islamic world's contribution to the European Renaissance?	

<p>2. Activity</p> <p>Refer to the image of the Mona Lisa on page 86. Enquire who painted the portrait and where is the painting today. The painting is a portrait of Lisa de Gioconda who was a member of the Gherardini family of Florence and Tuscany in Italy. The portrait is the world's most famous and most valued painting.</p> <p>3. Students should complete sections A1–2 of 'Renaissance art' on page 37. Students will learn about the developments in art during the Renaissance Period and compare two artworks. Complete a research task about one of the Italian Renaissance artists: Michelangelo, Leonardo da Vinci, or Raphael.</p> <p>4. Activity (Optional)</p> <p>Scenario: The Spanish Government wants to honour the famous 12th-century Islamic philosopher Averroes by naming an educational programme after him. The Minister of Education is expecting to stand in the Spanish Parliament and make an announcement about this but needs to have a short brief about Averroes so she can say why Averroes is an important historical figure.</p> <p>Task: Create the briefing. (Averroes is the link between Aristotle of the Ancients and New Renaissance Italy).</p> <div style="background-color: #cccccc; padding: 10px; text-align: center;"> <p>Memorandum</p> <p>To: Minister of Education</p> <p>From: Research Unit</p> <p>Subject: Briefing on Averroes</p> </div> <p>Discuss what the Minister is likely to need to know, using the Student's Book to find the necessary information to make the report.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that during the Renaissance, artists started to portray scenes from Greek and Roman mythical stories, not just religious scenes as in the Middle Ages. ✓ I learned that Averros (Ibn Rushd) was a famous 12th-century philosopher who wrote his thoughts about the famous Greek thinker Aristotle. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Students could research and prepare for a class discussion on the topic, "Importance of recognizing the contributions of different cultures in the Renaissance?" • You could ask students to find examples of a Renaissance artwork that show the influence of Muslim culture. 	

Lesson Plan 3

Reference pages 84–85

Topics

- Impact of European Renaissance
- Increase in overall prosperity
- Developments in science and navigation

Resources

- Skills Book pages 56–58 ‘How astronomy developed during the Renaissance’

Prior knowledge / Introduction

- The European Renaissance had a profound impact on various aspects of society. It led to an increase in overall prosperity as economic and cultural advancements flourished.
- The emphasis on humanism and innovation during this period fostered intellectual and artistic growth, contributing to the enrichment of society.
- Additionally, the Renaissance sparked significant developments in science and navigation. Innovations in science, driven by the likes of Leonardo da Vinci and Galileo Galilei, laid the groundwork for modern scientific thought.
- Concurrently, advancements in navigation, such as improved maps and navigational instruments, facilitated exploration and expansion, ultimately shaping the Age of Exploration and global trade.
- The European Renaissance thus stands as a pivotal period that reshaped the trajectory of human progress.

Starting discussion points

- Show an image of Leonardo da Vinci’s “Mona Lisa” and ask students if they recognize it and what they know about Leonardo da Vinci. Allow students to share their thoughts and prior knowledge.
- Display an image of a world map from the Renaissance period and ask students to identify any differences they notice compared to modern maps. Discuss their observations as a class.
- Explain to students that the Renaissance was a period of significant advancements in science and navigation. During this time, explorers and scientists made groundbreaking discoveries that revolutionized how people understood the world. Provide a brief overview of some key developments, such as the invention of the printing press, the study of human anatomy, the improvement of navigational tools, and the exploration of new territories.

5-10 min

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Read 'What was the impact of the European Renaissance?'; 'Growth and prosperity'; and 'Science and navigation.' Reinforce the achievements and artistic profile of Rembrandt to show how his work contributed to the growth in prosperity. Rembrandt was not only the most important figure in Dutch art history but also one of the greatest visual artists in the history of art. Born in 1606, he was a thorough draughtsman, painter, and printmaker. Show examples of his work using the Internet. 2. Refer to the image of the painting showing a fleet of European ships during the Renaissance and explain that trade and exploration was carried out via sea routes. Read and explain 'It's a fact!' on page 85. 3. Discuss how factors of influence help explain historical causation, such as: <ul style="list-style-type: none"> • attitudes/beliefs/religion • money • role of government • technology • war • chance • the role of the individual 4. Ask: <ul style="list-style-type: none"> • How did the influence of money help the Renaissance have an impact in the Netherlands? • How did technology help the Renaissance develop in countries like Spain, Portugal, and England? • Why did the people in the coastal societies cross the oceans in search of new wealth and opportunity? What were their expectations? • Was the Renaissance to blame for the European colonization of the New World? 	<p>25 min</p>
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that there were developments in the art and culture of Northern Europe, including the great age of Dutch painting in the 17th century, with leading painters like Rembrandt. ✓ I learned that there were also new developments in science and navigation, so that explorers could consider going on much longer journeys than ever before 	<p>5 min</p>

Homework

- Student could select one innovation (from various fields, including science, technology, and navigation) and do research to understand its significance, and present a brief report highlighting its impact on the period and describe any developments that arose due to it.
- Students could prepare a speech with for/against arguments regarding the following statement: “The Renaissance’s impact on science was more significant than its impact on economic prosperity.” Encourage students to do research and prepare arguments based on evidence from the Renaissance period.

Lesson Plan 4

Reference pages 85-86

Topics

- Reformation: a shift in thought
- Improvements in Astronomy
- The ideal Renaissance person

Resources

- Skills Book page 37 'Renaissance art'

Prior knowledge / Introduction

- The Reformation, a significant 16th-century movement, brought about a profound transformation in Christianity and European society. It led to the re-evaluation of fundamental Christian doctrines.
- The Reformation challenged the authority of the Roman Catholic Church and prompted reformers to advocate for changes in religious practices and beliefs. This movement sparked intense debates and conflicts, resulting in the division of Western Christendom between Roman Catholicism and the new Protestant traditions.
- The Reformation's legacy includes reshaping religious landscapes, impacting political structures, and influencing cultural shifts across Europe. It led to remarkable improvements in astronomy, with visionaries like Copernicus unveiling the heliocentric model, revolutionizing our understanding of the cosmos.
- Polymaths, often referred to as "universal individuals," possess diverse and extensive knowledge across a wide range of subjects. These individuals are capable of drawing upon their extensive expertise in various fields to solve intricate problems. Polymaths have existed throughout history, demonstrating exceptional talent and curiosity that defies specialization. Their multidisciplinary approach to learning and problem-solving allows them to make unique connections between seemingly unrelated subjects. Polymaths contribute to innovation, as their well-rounded perspectives enable them to offer creative solutions to complex challenges. Despite varying definitions, the essence of a polymath lies in their ability to synthesize knowledge from diverse domains, fostering a holistic understanding of the world and its intricacies.

Starting discussion points

- Introduce the Reformation as a significant movement that took place in Europe during the 16th century. Provide a brief overview of the political, social, and religious context that set the stage for the Reformation. Explain that the Reformation was a response to corruption within the Catholic Church and led to the formation of Protestant denominations.

5-10 min

- Focus on two key aspects of the Reformation: improvements in astronomy and the contributions of polymaths such as Michelangelo and Leonardo da Vinci.
- Show students a famous artwork by Michelangelo or Leonardo da Vinci and ask them to write down what they know about these artists and their works. This will activate prior knowledge and engage students in the topic.

Steps for using the Student's Book

25 min

1. Ask students to read 'Reformation'; 'Astronomy'; and 'The ideal Renaissance man of the Student's Book. Explain that the factor of religion was also influential. Give a brief introduction to the Reformation. Tell students that the Reformation was a religious revolution that took place in the 16th century. The revolution was led by Martin Luther and John Calvin. The Reformation split Christianity in the Western and Central Europe into the existing Catholic Church and new Protestant churches, especially in the North and West of Europe.
2. We have already seen that the Papacy sponsored some artists to create huge paintings in chapels, churches, and cathedral or for Bishops and Pope's Palaces. We also saw how the Christian church welcomed some scientific discoveries and resisted others. Reiterate the text, 'As well as producing new cultural styles in painting, sculpture, and architecture, the Renaissance brought in some revolutionary ways of thinking. These ideas were not against religion, but they encouraged people to think about the direct connection between people in society and God, without necessarily having to approach God through the Catholic Church. This eventually brought about a major change in European Christianity, called the Reformation. It began in Germany in 1517 CE, and spread to other parts of Northern Europe, including England.'
3. **Discuss:**
 - What might 'reformation' mean?
 - Why might a major split in the church have had a big impact in societies during the Renaissance?
4. On page 86 refer to the image of the Heliocentric Model of the universe proposed by Copernicus. 'helio' in the term heliocentric means 'Sun' and 'centric'
5. Explain that 'human anatomy' was an important constituent of the arts because during Renaissance artists started working on lifelike portrayals of the human body and wanted to know how the body structure worked, not only externally but also internally. So artists joined anatomists to dissect the human body and started to produce artistic perspective of the human body.

<p>6. Ask:</p> <ul style="list-style-type: none"> • What is meant by polymath? • Why could Leonardo da Vinci be described as a polymath? <p>Students could now complete Question 3 in class.</p> <p>7. Activity:</p> <p>Celebrating the role of the individual: Making the Medals Scenario:</p> <p>A large science and technology company in Pakistan is intending to sponsor a competition for schools. This will encourage the schools to promote the sciences and technology, and there will be prizes of equipment for the schools, and cash prizes and medals for the winners. The Chief Executive of the company wants schools to choose between: the Polish scholar Nicolaus Copernicus (1473–1543 CE) and the Italian scientist Galileo Galilei (1564–1642 CE).</p> <p>Task:</p> <ul style="list-style-type: none"> • Discuss whether Copernicus was more important than Galileo. • Do you feel Galileo could have done his work without the ideas of Copernicus? • Who should go on the medal: Copernicus or Galileo? <p>Design:</p> <p>Draw the design for the medal.</p>	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> • I learned that the Reformation began in Germany in 1517, and spread to other parts of Northern Europe including England. • I learned that Galileo Galilei was a later Italian Renaissance scientist who followed Copernicus’s ideas and did major work in developing the telescope and advancing astronomical observation. • I learned that the ideal Renaissance person was a polymath which means someone who excels in many different fields of knowledge. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could attempt sections A 1–7 of ‘Renaissance astronomy’ on pages 39–41 in the Skills Book for homework. In this activity, students will learn how ideas about astronomy developed in Europe during the 15th century. 	

Lesson Plan 5

Reference pages 87-88

Topics	Resources
<ul style="list-style-type: none">• Queen Elizabeth I• The Renaissance in England (all sections)	<ul style="list-style-type: none">• Skills Book page 42 'William Shakespeare, the 'Renaissance Man''
Prior knowledge / Introduction <ul style="list-style-type: none">• Queen Elizabeth I reigned over England from 1558 to 1603. She was the daughter of King Henry VIII and Anne Boleyn.• Her reign is often referred to as the Elizabethan era, a period marked by cultural flourishing, exploration, and the consolidation of the English Protestant Church.• Queen Elizabeth I is known for her political acumen, support for the arts, and successful navigation of domestic and international challenges, making her one of England's most iconic monarchs.• The Renaissance in England was a transformative cultural movement that took place roughly from the late 15th to the early 17th century. It was characterized by a revival of classical learning, artistic innovation, and exploration of human potential.• The English Renaissance saw a surge in literature, poetry, drama, and visual arts. Playwrights like William Shakespeare, poets like Edmund Spenser, and thinkers like Sir Thomas More contributed to the era's intellectual and creative vibrancy.• The Renaissance played a significant role in shaping England's cultural identity and influencing subsequent artistic and intellectual developments	5 10 min
Starting discussion points <ol style="list-style-type: none">1. Show students a portrait of Queen Elizabeth I and ask them to write down any prior knowledge or assumptions they have about her. Then, have a brief class discussion where students share their responses.2. Provide a brief overview of Queen Elizabeth I's reign and her significance in the Renaissance in England.3. Explain how she came to power, her accomplishments, and her impact on the arts, literature, and exploration during her rule.	

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Read pages 87-88 and make notes of the developments made in England during the Renaissance. 2. Ask: <ul style="list-style-type: none"> • How did the Renaissance possibly lead to the Reformation in England and the creation of a new Christian religious group? • In what ways was Elizabeth I of England 'a true Renaissance princess'? • What was the idea behind the notion of presenting Queen Elizabeth as 'Gloriana' and the portraits that never seemed to show aging? 3. Students should complete Questions 2-3 in class. 	<p>25 min</p>
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that new ideas in culture and religion were welcomed in England. ✓ I learned that Elizabeth's court was known for its opulent spending and she herself was presented as 'Gloriana', a supremely confident and splendid queen. ✓ I learned that Elizabeth encouraged the growth of the arts through her patronage of the theatre, music, and art. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • Students could attempt section A1 a–g on Skills book page 42 'William Shakespeare, the Renaissance Man' for homework. The activity covers the life and works of William Shakespeare and students will record information using Student's Book and online sources. • You could ask the students to compare and contrast Queen Elizabeth I's leadership style with that of her predecessors. How did her unique approach to governance and diplomacy shape the course of the Renaissance in England? Ask the students to write their response in their notebooks. 	

Lesson Plan 6	
Reference pages 88–90	
Topics <ul style="list-style-type: none"> The age of Enlightenment (All sections) 	Resources <ul style="list-style-type: none"> Notebook and writing tools
Prior knowledge / Introduction . <ul style="list-style-type: none"> The Age of Enlightenment, often simply referred to as the Enlightenment, was a significant intellectual and cultural movement that emerged in Europe during the late 17th to 18th centuries. It marked a departure from traditional ways of thinking and sought to emphasize reason, science, individualism, and progress as the foundations of human society and knowledge. The Enlightenment had a profound impact on various aspects of society, including philosophy, science, politics, literature, and art. The Enlightenment’s legacy extended beyond Europe and played a crucial role in shaping modern thought, politics, and governance, paving the way for the development of democratic societies, the scientific method, and the principles of individual liberty that continue to influence the world today. 	
Starting discussion points <ol style="list-style-type: none"> Begin with a brief discussion about the term “Enlightenment” and what it might mean in a historical context. Show images or quotes related to the Enlightenment to pique students’ interest. Show students a painting or an excerpt from a literary work from the Age of Enlightenment that reflects humanistic ideals. Ask students to write a brief reflection on what they think the artist or author is trying to convey about human nature and society. 	5-10 min
Steps using the Student’s Book <ol style="list-style-type: none"> Read page 88. Discuss the main characteristics of the Enlightenment, such as reason, individualism, and the importance of empirical evidence. Provide examples of how these characteristics challenged traditional beliefs. Introduce Isaac Newton, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu as key figures of the Enlightenment. Briefly describe their contributions and areas of focus. Activity: Divide the class into small groups, assigning each group a different thinker. Have each group research and prepare a short presentation on their assigned thinker’s contributions. Have each group present their findings about the 	25 min

<p>contributions of their assigned thinker. Encourage class discussion on how these contributions align with Enlightenment principles.</p> <ol style="list-style-type: none"> 4. Discuss how Enlightenment ideas influenced invention, literature, psychology, and politics. Provide examples of inventions, literary works, psychological theories, and political changes influenced by Enlightenment thought. 5. Define humanism and explain how it aligned with Enlightenment values of reason, progress, and individual rights. Discuss how humanism influenced various aspects of society during this period. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example</p> <ul style="list-style-type: none"> ✓ I learned that the American Revolution was a culmination of political, economic, and social tensions between Great Britain and its American colonies. ✓ I learned that the major events such as the Stamp Act and the Boston Tea Party played a crucial role in fueling the revolution. ✓ I learned that the Founding Fathers, including George Washington, Thomas Jefferson, and Benjamin Franklin, were instrumental in leading the colonists to victory. ✓ I learned that the Revolution had a lasting impact on the birth of the United States and inspired other nations seeking independence.: 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • You could assign students analysis of excerpts from Enlightenment thinkers' works. • Students could write reflection essays on the enduring impact of Enlightenment ideas. • Students could research and write a short essay on one of the featured Enlightenment thinkers, discussing their contributions and the lasting effects of their ideas on society. 	

Lesson Plan 7

Reference pages 90–91

Topics	Resources
<ul style="list-style-type: none">The American Revolution (All sections)	<ul style="list-style-type: none">Notebook and writing tools
Prior knowledge / Introduction <ul style="list-style-type: none">The American Revolution was a significant event during which the 13 American colonies fought against British rule to gain their independence.This war for freedom began in 1775 and concluded in 1783. The conflict ignited on April 19, 1775, with the Battle of Lexington where British soldiers clashed with American minutemen.The struggle ended with the British surrender at Yorktown on October 19, 1781. Following this, in 1783, a formal treaty was signed by Great Britain, officially acknowledging the independence of the colonies.This revolutionary period marked the birth of a new nation, the United States of America, which emerged from the former British colonies.	
Starting discussion points <ul style="list-style-type: none">Ask the students to take the American Revolution as an example of, what lessons can we learn about the power of collective action and the pursuit of freedom and equality. <ol style="list-style-type: none">Display a timeline of events leading up to the American Revolution. Ask students to identify any events they recognize and briefly describe their significance.	5-10 min
Steps using the Student's Book <ol style="list-style-type: none">Begin by discussing the events that led to the Declaration of Independence, covering the years 1765 to 1776. This period was marked by tensions between the American colonies and British authorities. Discuss:<ul style="list-style-type: none">Taxation without representationDesire for independenceDescribe the American Revolution as an insurrection that occurred in British North America. Explain the key events and battles. Discuss:<ul style="list-style-type: none">Boston Tea PartyBattle of YorktownRead page 91. Discuss key figures that played a significant role in the struggle for independence.<ul style="list-style-type: none">Thomas JeffersonBenjamin FranklinJames Maddison	25 min

<ol style="list-style-type: none"> 3. Use visuals, videos, and maps to enhance students' comprehension. Show them animated depictions of battles, maps illustrating colonial territories, and videos portraying significant figures like George Washington. 4. Use primary sources like letters, diaries, and pamphlets from the era to provide students with firsthand perspectives. Analysing these documents can give students a deeper understanding of the motivations and sentiments of people during that time. 5. Conclude with a session on the significance of the American Revolution, its impact on shaping the United States, and its role in promoting ideas of liberty and democracy. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that the American Revolution was a culmination of political, economic, and social tensions between Great Britain and its American colonies. ✓ I learned that the major events such as the Stamp Act and the Boston Tea Party played a crucial role in fueling the revolution. ✓ I learned that the Founding Fathers, including George Washington, Thomas Jefferson, and Benjamin Franklin, were instrumental in leading the colonists to victory. ✓ I learned that the Revolution had a lasting impact on the birth of the United States and inspired other nations seeking independence 	5 min
<p>Homework</p> <p>You could have students create a timeline of key events during the American Revolution.</p> <ul style="list-style-type: none"> • Students could do Question 6 for homework. • You could ask students to research and write an essay on a specific figure or event from the American Revolution, analysing its significance and impact. • You could have students write a newspaper article from the perspective of a colonist during the American Revolution, reporting on a specific event or issue. 	

Lesson Plan 8

Reference pages 92–93

Topics

- French Revolution (All sections)

Resources

- Notebook and writing tools

Prior knowledge / Introduction

- The French Revolution began in 1789 with the aim of overthrowing the monarchy and establishing a more egalitarian society. The revolutionaries sought to achieve three main goals:
- Liberty: They wanted to free the common people from the oppressive rule of the monarchy and aristocracy.
- Equality: They aimed to create a society where all individuals would be treated equally, regardless of their social status or birthright.
- Fraternity: They aspired to foster a sense of brotherhood and unity among the French citizens.
- During this time, people in France were tired of being treated unfairly. They wanted more rights and a say in their government. This led to protests, debates, and some dramatic events.
- The French Revolution is famous for its symbols like the tricolor flag, which stands for liberty, equality, and fraternity. It's also known for its catchy slogans and powerful speeches that inspired people to stand up for their rights.
- In a nutshell, the French Revolution was a time when people fought for change, challenged old ways, and set the stage for a new era in France and beyond. It's a story of passion, ideals, and the struggles that come with making a better world.

Starting discussion points

1. Present students with a scenario where they are citizens living in France during the late 18th century. Discuss their prior knowledge of the social, economic, and political conditions in France at the time. Activate their prior knowledge by asking:
 - What were some of the major issues faced by the people of France during this period?
 - Can you think of any historical events that might have contributed to the dissatisfaction of the French citizens?
2. Display an image of the storming of the Bastille and ask students to write down their initial thoughts and questions about the French Revolution.

5-10 min

<p>Steps for using the Student's Book</p> <ol style="list-style-type: none"> 1. Read page 92 2. Facilitate a class discussion where students explain the causes of the French Revolution based on their reading. Encourage students to support their explanations with evidence. 3. Read page 93 4. Provide a brief overview of the French Revolution, including its causes, goals, and major events leading up to the Reign of Terror. Explain the significance of the Reign of Terror and its impact on the revolution. Ask: <ul style="list-style-type: none"> • How did the Reign of Terror impact the French Revolution's goals and outcomes? • Reflecting on the French Revolution, what lessons can we learn about the balance between individual rights and maintaining social order? 5. Activity: Divide students into pairs or small groups and assign each group a different modern-day social movement (e.g., Black Lives Matter, Climate Change Activism). Instruct them to draw parallels between their assigned social movement and the French Revolution. They should identify similarities in terms of causes, goals, and impact 	<p>25 min</p>
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that continuous wars and crop failures of 1788 led to poor economic conditions which became a primary cause for the revolution. ✓ I learned that French revolution was the bloodiest revolution, specifically due to 'Reign of Terror' and it involved other European states as well. 	<p>5 min</p>
<p>Homework</p> <ul style="list-style-type: none"> • You could have students create a timeline of key events during the French Revolution, including the Reign of Terror. • Students could analyse the role Enlightenment played in sparking the revolution. • Students could do extended research on the impacts of the French Revolution on the course of history. • You could ask the students to identify any parallels between the French Revolution and modern-day social movements (covered in class activity) and write an essay on it. 	

Answers to assessments

1. Fill in the blanks with the best possible answer.

- i. The main emphasis of the Enlightenment movement was the use of the power of reasoning by people to understand the world and things around them. The Enlightenment thinkers devised a method by which reasoning could be applied to any question.
 - ii. The new scientific astronomical ideas of Copernicus and Galileo Galilei upset Roman Catholic Church, who refused to believe that the revolved.
 - iii. The French Revolution started as a period of uprising against the absolute power of the king. It is typically referred to the period between 1787–99 .
 - iv. The Reign of Terror was unleashed by Maximilian Robespierre and the Jacobins. At least 18,000 people met their deaths under the guillotine during this time.
 - v. France finally became a republic permanently in 1871.
2. As well as producing new cultural styles in painting, sculpture, and architecture, the Renaissance brought in some revolutionary ways of thinking. These ideas were not against religion, but they encouraged people to think about the direct connection between people in society and God, without necessarily having to approach God through the Catholic Church. This eventually brought about a major change in European Christianity, called the Reformation. It began in Germany in 1517 CE, and spread to other parts of Northern Europe, including England.
 3. It was to encourage the growth of the arts through her patronage of the theatre, music, and art. William Shakespeare (1564–1616) began writing his plays during Elizabeth's reign, and a number of them had themes connected to English history. His plays always supported the monarch and the Tudor Dynasty, such as his drama about Richard III who had been defeated by Elizabeth's grandfather Henry VII and was shown as an evil deformed murderer in the play. The building of purpose-built theatres was encouraged which had tiered seating with prices accessible for people from all ranks of society.
 4. The Age of Enlightenment falls between the seventeenth and eighteenth centuries. It is best described as a European intellectual movement under which people began to rethink all ideas concerning God, reason, nature and humanity. These new ideas encouraged revolutionary developments in art, philosophy and politics. The main emphasis of this movement was the use of the power of reasoning by people to understand the world and things around them.
 5. The movement of Humanism began in fourteenth century in Italy. The term is derived from the Latin word 'humanitas' which means humanity. Central to this movement was the emphasis placed on human beings and the cultivation of their minds by enabling them to gain comprehensive education including science, mathematics, and humanities. With its new goals for improving the life of humans, these writings helped in increasing the knowledge of people, so they could innovate and introduce new policies for a better life, thereby increasing happiness. These works were incorporated into education and thus helped in bringing inventions, scientific discoveries, new laws, and revolutions.
 6. The American revolution (1776–87) refers to the period during which the Thirteen Colonies, which were previously under British rule, gained independence from British colonisation and formed the United States of America. Up until 1778, the war was mainly a civil war within the British Empire where the people of the colonies were demanding political rights, representation in Government and lower taxes, etc. from the British Government. Later on, it became a war for freedom when France (in 1778) and Spain (in 1779) joined the colonies in their fight for freedom from the British. With the help of France

in the battle of Yorktown, they won and declared independence on 4 July 1776.

7. Some of the causes of this revolution include:
 - The peasants stopped supporting feudalism.
 - Acceptance and spreading of enlightenment and other reformist writings urged people to bring about change.
 - Rising bourgeoisie class (wealthy commoners) who had no political representation desired a share in power.
 - Poor economic conditions that resulted from debts incurred during the war.
 - Unfair taxation system levied by the church whereby the poor were taxed more than the rich.
 - Poor governance by the king who was surrounded by incapable advisers among other factors.
8. The resulting industrialisation and urbanisation forced people to develop an authentic response to the much-changed world and encouraged a new mode of expression in literature and arts. r. Everyone at that time questioned the previous standards of morality which defined culture. Modernism was about breaking those standards and exploring new ones. Some of the inventions credited to the Renaissance include: Radio, fertilisers, electricity/ light bulb, X-ray, automobile/ aeroplane, and combustion engine.
9. In psychology, Sigmund Freud argued that reality could be found by looking inward and in the subconscious and was therefore personal. Therefore, art grew increasingly personal as well, reflecting each and every artist's own individual perception of it, which often differed greatly from the natural appearance of things. Every piece was supposed to have its own internal laws and own internal logic. Freedom was the predominant concept underlying all of this.
10. Technology had changed the way of production and where previously a worker was involved in production from beginning to end, now he was just a step in the production line. This led to a sense of fragmentation and alienation which eventually led the workers to form political parties which threatened the upper class. Thus, a new political idealism was born which was reflected in the Russian Revolution that swept through Europe.

Answers to the Skills Book

Pages 37 and 38 'Renaissance art'

- A
1. Answers are subjected to students' research. But they can look at religious art by Donatello from Middle Ages and Leonardo da Vinci from the Renaissance. Look for critical thinking qualities in students finding similarities and differences, and historical relevance.
 2. Paintings are subjective to students' creativity and imagination but do look for elements in paintings that emulate key features of Renaissance paintings. Some traits include: linear perspective, landscape, light, anatomy, realism and etc.
 3. Description may be subjective to students' research but should include:
 - Michelangelo received goodwill money and gifts from popes, princes and rich nobles a like. He lived like a monk, so he saved every penny he earned.
 - Leonardo da Vinci earned from all the paintings he commissioned; the money earned from his job as one of the courts nobles. He further earned money from apprenticeships.
 - Raphael earned from all the paintings he commissioned.

1. The concept of Renaissance relates to a rebirth, a renewal of energy, and curiosity in the art and ideas of the classical world. The Renaissance approach to astronomy was a renewal, not limited by the Christian, and especially the Catholic, Church's concern to prevent any challenge to their teaching. A new mood of curiosity, and celebration of thought and innovation was emerging in the arts and sciences.
2. Islamic linguists in the 10th century had translated key scientific and cultural texts from the ancient Greeks and Romans, often in the great Islamic libraries, which helped preserve these texts for the future rather than them becoming damaged or lost. This allowed their translation into Latin and therefore their transfer to the centres of European scholarship and learning.
3. Artists and scientists of the Middle Ages largely followed established approaches and earlier teachings or methodologies that had sometimes gone unchallenged for centuries. However, the Renaissance scholars, artists, scientists, and philosophers were curious and willing to challenge old ideas if evidence for them was not available, or to innovate and seek new explanations for physical processes and find new and better approaches to art, sculpture, and creativity.

Of course, where there is change there can also be some continuity, and to begin with, the Renaissance scholars and artists were limited by what was available to them in the way of tools and equipment, so until pigments and brushes improved, until scientific and surgical instruments were further refined, and until ideas were more widely shared, there were elements of continuity and similarity even where there was innovation and change.

- 4 This answer should focus on why change can be resisted, repressed, or stagnate.
Change is often influenced by a series of key factors: chance; the roles of key individuals; ideas, attitudes, and beliefs; religion, government, technology, money and resources, and war and conflict. As people had accepted the Church's teachings for centuries, it was difficult to shake these 'already accepted ideas.' Government was very different then, and did not see itself as having a role in promoting art or science or ideas. Limited technology prevented the testing or rapid spread of ideas, but was about to make significant changes, and key individuals were sometimes oppressed by the Church to prevent them challenging the Church's teachings.
5. Students might be expected to identify a 'chain reaction'—that new ideas, discoveries, and equipment were inspiring for the intellectual and merchant classes and brought wide benefits:

The interest in innovation, debate, and change was very helpful and allowed a different climate to emerge amongst the intellectual and artistic elites. The progress with printing, and the production of books more cheaply, rapidly, and with some accuracy would be very significant. For example, although the German scientist and philosopher Nicolas of Cusa noticed movements that made him think that the Earth was not the centre of the universe in 1444 CE, this idea was not widely known, and the Christian Church, and in particular Catholicism, suppressed ideas that might challenge their teaching or their claimed supremacy as the repository of knowledge. For example, although Galileo supported Copernicus's observations and evidence-led theories made using his telescope, he was found guilty of heresy in 1633 CE and kept under house arrest for the rest of his life.

6. Students are likely to argue that:
Better scientific tools were key in some areas of Renaissance thinking; for example, advances in

lens design and quality led to greatly improved telescopes and microscopes. Improvements in mathematics and the physical sciences led to the development and refinement of scientific laws and theorems. Better, safer sea travel, using improved tools such as the astrolabe and sextant also assisted in enabling artists and scholars to travel and ideas to spread.

7. There could be a wide variety of responses to this question; something along these types of response would be appropriate:
 - Trade and travel improved as navigation at sea was more secure: this benefitted everyone as goods, but also ideas, could spread as trade routes opened up.
 - Printing technology, and the ability to create wood cuts and more sophisticated illustrations developed.
 - As metal working and ophthalmic science improved, better microscopes, telescopes, and lenses facilitated more experimentation and theorizing, and allowed theorems to be tested and experiments more easily replicated.
 - The increasing mood of being in a revolutionary moment also caught the interest of the Catholic Church and Papacy, who now acknowledged that Copernicus's ideas might help them develop a more accurate calendar and calculate when the world was created.
 - Ordinary people also benefited, as the interest in new learning opened up universities to new ideas, which led to other discoveries, and an improvement in lives in general.

A 1

<p>a) The year and place of his birth: Stratford-upon-Avon, 23 April 1564 (or thereabouts)</p>	<p>d) The early stages of his career: Shakespeare worked as an actor, writer, and co-owner of a theatre company called the Lord Chamberlain's Men, later known as the King's Men.</p>
<p>b) The background to the Globe Theatre: He invested as a chief shareholder in the Globe Company. Shakespeare's company built the Globe only because it could not use the special roofed facility of the indoor playhouses famous at that time in London. The first Globe Theatre became the most famous example of that peculiar and short-lived form of theatre design.</p>	<p>e) Some of his famous works: Hamlet, King Lear, Othello, Macbeth, and Romeo and Juliet</p>
<p>c) The year he died: 23 April 1616, Stratford-upon-Avon, United Kingdom</p>	<p>f) Any other interesting fact about him: Estimations of Shakespeare's vocabulary range from 17,000 to 29,000 words. In his will, he appeared to give his wife (Anne) only a bed. Shakespeare's grave includes a curse on anybody who moves his bones.</p>

10

The Industrial Revolution

Lesson Plan 1

Reference pages 96–97

Topics

- How did Industrial Revolution change Britain?
- The invention of steam engine.
- The growth of industry in eighteenth-century England

Resources

- Oxford School Atlas for Pakistan

Prior knowledge / Introduction

- The Industrial Revolution took place during a time of increased interest in learning, science, and philosophy across Europe. This encouraged discovery and invention and helped Britain to profit from other factors that helped the development of the industry. Britain had plentiful supplies of raw materials for industry, particularly iron, and minerals. It also had large coalfields, the fuel that was used for heating water to power steam engines in factories, locomotives, and, by the mid-nineteenth century, engines in ships, etc.
- There was a good supply of cheap labour in the British Isles, including Ireland, and this had enabled the construction of canals that linked the major industrial areas to sources of raw materials and to the ports at a time when road transport consisted of horse-drawn carts on poor roads.
- The power of steam has been known since ancient times, but the factor that helped to start the Industrial Revolution in eighteenth-century England was the development of all kinds of useful steam engines. Thomas Newcomen built an engine that could be used for pumping water out of coal mines and then in 1781, James Watt developed a steam engine that could drive the machines in woollen and cotton mills, and other factories. Britain had a strong woollen textile industry, with machines in factories mainly driven by water wheels. It was the development of steam engines that helped the Industrial Revolution to gain strength, as steam engines enabled factories to drive all their machinery from one engine.
- Steam engines were also used for hauling wagons up tracks called wagonways, located mainly near mines. In the 1820s, railway engineers such as George and Robert Stephenson of Newcastle-uponTyne built locomotives, e.g. steam-powered engines that travelled along tracks. In the 1820s, they and other engineers began to build railways. By the 1840s, railways linked the industrial towns of Britain to ports
- Canals and, later, railways, solved the problem of transporting heavy, bulky materials, such as coal and iron, rather than along poor roads by horse

<p>and cart. This helped the industries to grow.</p> <ul style="list-style-type: none"> • In addition to Britain having the main raw materials to supply the Industrial Revolution, Europe was going through an ‘Age of Enlightenment’, when people were taking a great interest in learning and discovery, science, and philosophy. Also, following the sea exploration, trade, and colonization of the seventeenth century, trade around the world was expanding, particularly the inhuman slave trade, which supplied labour for British plantation owners, who invested their wealth in the developing industries at home. • During the years of European exploration and colonization, merchants and others who were quite well-off, invested in shipping. The Dutch East India Company was the first to sell shares to the public, to raise funds for their trading expeditions, and other companies began to do the same. This led to what is now the stock exchange. Some people lost money, for example, if a ship sank or was attacked; but some gained. They became rich from the profits of industry, overseas plantations, and from the slave trade. • A new class of rich people was growing in Europe. In the past, the only rich people were landowners, whose wealth came from their land and from property they owned. There were larger numbers of people with money to spend. This led to a growth in shopping. There were people with money to spend on goods that were not essential, such as fashionable clothes and homeware. 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • Introduce the term ‘Industrial Revolution’ and discuss its meaning, for example, it means a huge change in industry and a rapid development of many industries. Discover what students know about the Industrial Revolution of the eighteenth century, for example, where it happened and what kinds of industries were involved. They should note that it took place in Europe but began in Britain. Ask what they have learned recently about Europe and, in particular Britain. They will know that Europeans had been colonizing, and trading with, the subcontinent and other parts of the world during the fifteenth and sixteenth centuries. Ask how this might have helped to start the Industrial Revolution. Important factors include: the growth of shipping and improvements in shipbuilding; wealth from trading; and access to raw materials that could not be produced in Britain, such as cotton and silk. 	5-10 min
<p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Ask the students to read pages 20–22 of their Student’s Book to find out about the most important factors, and the key invention, that helped the Industrial Revolution to develop in Britain. 2. Students should complete Questions 2–3 in class. 	5 min

Discussion and Review

5 min

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

- ✓ I learned that a key factor that led to the Industrial Revolution in Britain was the invention and development of the steam engine.
- ✓ I learned that the transportation of heavy goods such as iron, coal, and steel, was helped by the development of canals and then railways.
- ✓ I learned that Britain's Empire provided cheap materials and labour for its industrial development.

Homework

- Students could complete Questions 4–5 for homework.

Lesson Plan 2

Reference pages 98–100

Topics	Resources
<ul style="list-style-type: none">• Manufacturing industries of Britain’s Industrial Revolution;• The cotton textile industry• The pottery industry Prior knowledge / Introduction <ul style="list-style-type: none">• During Britain’s Industrial Revolution (1760-1830), significant changes occurred in manufacturing. Two important industries were the cotton textile industry and the pottery industry.• The cotton textile industry revolutionized how fabric was produced. Innovations like the spinning jenny and power loom transformed cotton into cloth on a larger scale. This industry saw the growth of factories and employed many, including children. Cotton textiles became a major British export.• The pottery industry focused on creating ceramics for everyday use. New techniques led to mass production of pottery items like dishes, cups, and bowls. Famous pottery centers emerged, such as Staffordshire. Steam-powered machines aided production, and these items became part of daily life.• These industries were pivotal in shaping the Industrial Revolution’s impact on society, economy, and technology. The Revolution’s effects spread beyond Britain, influencing industrialization globally	<ul style="list-style-type: none">• Oxford School Atlas for Pakistan• Skills Book page 44 ‘Affects of the Industrial Revolution in England’
Starting discussion points <ul style="list-style-type: none">• The students have learnt how the Industrial Revolution began in Britain. Find out how the new wealthy industrial class developed and led to the development of other industries. Before the eighteenth century, only the very rich people were landowners, and manufacturing had been mainly on a very small scale, in small workshops and in people’s homes. Manufacturers and merchants were now becoming very wealthy and able to afford luxuries, such as fashionable clothes, tea and coffee, and homeware such as pottery.	25 min
Steps for using the Student’s Book <ol style="list-style-type: none">1. Students should read page 98 ‘Manufacturing industries in Britain’s Industrial Revolution’ and ‘The cotton textile industry’ to find out about the development of industries and transport during the Industrial Revolution. They should make a note of the factors that helped the cotton textile industry to develop, noting the importance of:<ul style="list-style-type: none">• cheap imported raw cotton from India.• newly invented machinery in the second half of the eighteenth century that enabled Britain’s textile factories to produce cotton cloth from raw cotton from India	25 min

- the treatment of textile factory workers, including children.
2. Locate Stoke-on-Trent, in Staffordshire, on a map of Britain prior to reading 'The Pottery Industry' on pages 99-100. Make notes about the key factors that helped it to develop in and around Stoke-on-Trent:
 - an old 'cottage industry' that began there when farmers used local clay for making pots to sell and for containers for the butter they sold
 3. Factors that helped this small-scale industry to grow:
 - plenty of raw materials: clay, lead, salt, fine sand
 - plenty of coal for firing kilns
 - canals for transporting coal to the region
 - the new fashion for drinking tea, which opened up new sales of teapots, cups, saucers and crockery
 - imported tea from India
 - the new wealthy class of people whose money came from industry and who had time for leisure (including shopping) and afternoon tea, and wanted fashionable teapots and crockery
 4. Students should read the dialogue on page 99. Initiate a class discussion. Encourage the students to participate actively by brainstorming the various ways in which the Industrial Revolution might have impacted children in Britain during that time. Ask them questions like:
 - How do you think the Industrial Revolution affected the lives of children in terms of work, education, and living conditions?
 - What kind of jobs might children have been involved in during that period?
 - How did the shift from rural to urban areas affect children? Based on this discussion, the student's could do the skills book task as homework.
 5. Extended group activity for next class: (Optional)
 - Divide the class into small groups and assign each group a specific aspect of the Industrial Revolution's impact on children in Britain. For example, one group could focus on child labor in factories, another on changes in education, and another on living conditions in industrial cities.
 - Allow each group to present their findings and conclusions to the rest of the class. Encourage them to use evidence from the provided text and any additional research they might have conducted.

This will give students an opportunity to develop their presentation skills and learn from their peers' perspectives.

<ul style="list-style-type: none"> • After each group presentation, open the floor to a broader class discussion. Encourage students to ask questions, offer their insights, and engage in respectful debates. Discuss the similarities and differences between the impacts of the Industrial Revolution on children then and the technological transformations happening today in various industries. • Wrap up the discussion by summarizing the key points raised during the class. Emphasize the importance of understanding historical events like the Industrial Revolution and their impact on society, including the lives of children. Encourage students to reflect on the consequences of modernization and technological advancements in today's world. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> ✓ I learned that a key factor that led to the development of the textiles and pottery industries in Britain was the use of the steam engine in factories and in transport. ✓ I learned that cheap raw cotton imported from India was a key factor in the development of the British textiles industry. ✓ I learned that the emergence of a new class of wealthy people whose money came from industry was a key factor in the development of industries that produced fashionable items. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students could complete activity A1 'Affects of the Industrial Revolution in England' on page 44 of the skills book. • Students could do Questions 6 and 7 for homework • You could ask students to write a research paper to compare and contrast the working conditions and experiences of the labor force in the cotton textile and pottery industries during Britain's Industrial Revolution. What were the main challenges faced by workers in each industry, and what were some of the reforms implemented to address these issues? Ask students to use evidence from historical sources to support their response. 	

Lesson Plan 3

Reference pages 100–101

Topics

- Britain's Industrial Revolution and the Indian sub-continent
- The Great Exhibition of 1851

Resources

- Oxford School Atlas for Pakistan
- Skills Book page 43 'Society during the Industrial Revolution'

Prior knowledge / Introduction

- The Industrial Revolution in Britain was a period of profound economic, technological, and social transformation that began in the late 18th century and continued into the 19th century.
- It marked a shift from agrarian and manual labor-based economies to mechanized manufacturing and mass production, powered by innovations like steam engines, mechanized textiles, and improved transportation.
- This period brought about urbanization, increased productivity, and significant changes in societal structures.
- In the context of the Indian sub-continent, the Industrial Revolution had far-reaching impacts due to British colonial rule. India was primarily an agrarian economy, and the British utilized the sub-continent's resources and workforce to support their industrial endeavors.
- The British colonial administration imposed policies that favored British industries while exploiting India's raw materials and labor.
- This led to de-industrialization in India as traditional handicrafts and industries were undermined by British manufactured goods.
- The sub-continent became a supplier of raw materials and a consumer of British goods, resulting in economic imbalances and socio-economic disruptions.

Starting discussion points

1. Show students a series of images depicting the Industrial Revolution in Britain and ask them to discuss with a partner what they think these images represent and how they might have affected society at the time.
2. Display images of the Great Exhibition of 1851 and ask students to take a few minutes to write down what they notice about the images and what they think the exhibition was about.
3. After a couple of minutes, ask a few students to share their observations and thoughts.

5-10 min

Steps for using the Student's Book

1. Students should read pages 100-101 of their Student's Books 'Britain's Industrial Revolution and the Indian subcontinent' and 'The Great Exhibition of 1851' to find out about the developing prosperity of Britain and how it affected people in Britain and around the world.

<p>2. Activity:</p> <ul style="list-style-type: none"> • Divide the class into small groups and assign each group one specific invention from the Industrial Revolution. Instruct the groups to research their assigned inventions, focusing on their history, inventors, how they worked, and the ways they revolutionized industries and society. They may refer to Student's Book pages 96-100 for research. Do provide additional research material or access to the internet where required. • Allow each group to present their findings to the rest of the class. Encourage them to use visual aids, such as images or diagrams, to better illustrate the inventions. Each presentation should include information about the significance of the invention and the impacts it had on the economy, society, and people's lives during the Industrial Revolution. • After each presentation, open the floor for a class discussion. Encourage students to ask questions, provide additional insights, and share their thoughts on how the inventions influenced various aspects of society. Discuss the pros and cons of these key inventions, including their positive effects on industrial growth and the potential negative impacts on workers and the environment. • At the end of each group's presentation, instruct the students to complete 1 row (1 key invention and its impact) on page 43 of the Skills Book. • Engage the students in a concluding discussion about the similarities and differences between the key inventions of the Industrial Revolution and modern innovations in various industries today. Prompt them to think about how current technological advancements are transforming industries and changing the way humans live, just as the Industrial Revolution did in its time. 	
<p>Discussion and Review</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> • I learned that some people became very rich from the Industrial Revolution, while others had to work for them in very poor conditions. • I learned that the Industrial Revolution led to the building of railways throughout India and that the subcontinent still benefits from these, although they were built in order to support British industries. 	5 min
<p>Homework</p> <ul style="list-style-type: none"> • Students should complete Questions 6, 8, and 9 for homework. • You could ask the students to identify some potential positive or negative consequences of the Great Exhibition on India? 	

Answers to assessments

1. Choose the best answer option from each of the options given.
 - i. Farming
 - ii. Coal
 - iii. James Watt
 - iv. It made transport easier and faster.
 - v. Woollen industry
2. The steam engine; it led to new inventions in machinery and increased the production of factories, as well as leading to the development of steam locomotives and railways.
3. It provided cheap labour on plantations in British colonies, as well as providing income for slave traders.
4. There were plenty of raw materials, especially coal, which fuelled the boilers for steam engines. It also had plenty of coal and minerals. The eighteenth century was an age of discovery and invention in England and the rest of Europe. Britain's navy was growing in strength, and Britain had a long tradition of sea trade, which helped in importing and exporting goods and materials, and in transporting slaves from Africa to overseas colonies.
5. They connected industrial areas to the ports and were useful in transporting raw materials to the industries.
6. Industrialists were becoming rich and they wanted fashionable cotton clothes made from Indian cotton cloth, which was produced cheaply in India. This did not help the Indian cotton industry as much as it could have done, as the British set high tariff duties, which made cotton more expensive in Britain. It also reduced sales of British woollens and so the British government banned the import of Indian textiles. When newly invented machinery helped the factories to produce their own cotton cloth they began to import raw cotton from India. Some of the East India Company officials had the looms of Indian textile workers smashed so that they could not produce cotton to compete with British-produced cotton cloth.
7. The new trades in tea, coffee, and sugar started new habits of drinking tea and coffee in Britain, where a new class of rich people saw pictures of the royal family and nobles drinking coffee and tea, and wanted to be like them. have come across during their work on this unit. They could now afford luxuries such as fashionable pottery, which they began to buy to show off their wealth and their new afternoon tea-drinking habit.
8. The students' own responses, which should take into account all the advantages and disadvantages they
9. They wanted to show that they were world leaders in industry.

Answer to skills book

Page 43 'Society during the Industrial Revolution'

- A 1. Responses will vary, but can be checked against the information in the Student's Book. They should note that the invention and adaptation of the steam engine were significant. Some other inventions include factory produced cotton cloth, pottery among other inventions. These inventions destroyed varying industries in Indian subcontinent.

- A 1. Descriptions are subjective to students' but should focus on historical relevance.

11

The Age of Discovery

Lesson Plan 1

Reference pages 104–105

Topics

- Age of Discovery (mid-fifteenth to mid-sixteenth century)
- Christopher Columbus

Resources

- Oxford School Atlas for Pakistan
- Skills Book page 43 ‘Society during the Industrial Revolution’

Prior knowledge / Introduction

- During the mid-fifteenth to mid-sixteenth century, a remarkable period known as the Age of Discovery enthralled the minds of kings, scholars, and brave seafarers across Europe. As new nations emerged on the Atlantic shores of Europe, a spirit of overseas trade and adventure took hold. The Age of Discovery was a time of curiosity, ambition, and the quest for profitable trade and new navigational aids.
- This century-long era was marked by a combination of circumstances that spurred men to seek new routes and expand their horizons beyond familiar lands.
- The Ottoman Turks and Venetians’ control of commercial access to the Mediterranean and ancient sea routes added urgency to finding alternative trade routes.
- Meanwhile, the disintegration of the vast Mongol Empire resulted in the disruption of traditional land routes, which, in turn, compelled Western merchants to venture into uncharted waters.
- Improvements in ship-building and in navigational instruments were key factors in the age of European exploration. Europeans learned from the scholars and inventors of the Islamic Golden Age, rediscovering and developing the work of the ancient Greeks. Also, as navigators explored farther afield, the information they brought back could be used by cartographers to produce more accurate maps and sea charts.
- The Age of Discovery saw extensive overseas exploration, with Portuguese and Spanish explorers at the forefront, later joined by the Dutch, English, and French. These explorations led to the colonisation of the Americas and the establishment of European colonial empires, transforming international trade and introducing the Columbian exchange—a transfer of plants, animals, food, diseases, and culture between the Eastern and Western Hemispheres.

<ul style="list-style-type: none"> • The era also brought about contact between distant civilisations, a mapping of the world, and the spread of European culture and technology. However, it was also marked by the exploitation, enslavement, and military conquest of native populations, as well as the decimation of indigenous peoples through the propagation of new diseases. • The Age of Discovery not only expanded geographical knowledge but also marked the first major victories of empirical inquiry over authority, laying the foundation for modern Western science and technology. 	
<p>Starting discussion points</p> <ul style="list-style-type: none"> • Students should have an understanding of the Renaissance as a period of cultural and scientific renewal. They should know that advancements during the Renaissance, such as the invention of the telescope and improved compasses, played a crucial role in enabling sailors to navigate the oceans more effectively. • Before studying the age of discovery, students should be aware of the world as it was known to the Europeans by the fifteenth century and the trade routes used by Europeans. Refer to a 15th-century political map of Europe online to familiarize the students with the territorial division of Europe and highlight the trade routes that were already being used by the Europeans. • Begin by asking the students, why people embark on journeys to the unknown. Ask students to share examples of modern-day explorations. Show them the following video to provide an overview of the time period and its significance. Video link: https://youtu.be/wOclF9eP5uM 	5-10 min
<p>Steps for using the Student’s Book</p> <ol style="list-style-type: none"> 1. Lead a discussion on the drawbacks of the Silk Road such as the challenges and time-consuming nature of overland trade. Identify the motivations for finding alternative trade routes. Explore the urge of explorers to find new territories which in turn initiated a wave of colonisation. Explore how this wave resulted in European expansionism. 2. Explain the importance of spices from the East and their value among European elites. Explore the reasons behind Europeans seeking control of spice production at the source. 3. Explain to the students how the Age of Discovery played a pivotal role in expanding scientific horizons and laying the groundwork for future advancements in various scientific disciplines. The interactions between different cultures and the exploration of new territories contributed to the 	25 min

of knowledge and the growth of scientific understanding during this transformative period in history. You may enrich the students' knowledge with the following examples via a mind map.

- **Geographic and Cartographic Knowledge:** The voyages of exploration resulted in the mapping of previously unknown territories. Scientists, cartographers, and navigators worked together to create more accurate maps of the world, leading to a better understanding of global geography and the Earth's shape.
- **Natural History and Biology:** The encounters with diverse ecosystems and species in the newly discovered lands enriched the field of natural history and biology. European scientists documented and studied new plants, animals, and ecosystems, contributing to the development of the science of biology.
- **Exchange of Knowledge and Ideas:** The Columbian Exchange facilitated the transfer of plants, animals, and knowledge between the Eastern and Western Hemispheres. This exchange of knowledge had a transformative impact on various fields, including agriculture, medicine, and botany.
- **Medicine and Disease Study:** The Age of Discovery witnessed the spread of diseases between continents due to increased contact between populations. While this had devastating consequences for indigenous populations, it also spurred interest in medical research and the study of disease transmission.

4. Refer to the map on page 104 and ask students to identify the trade route that was used by the Europeans but was lost due to the Ottoman conquest of Byzantine.
5. **Primary Source Analysis: (Optional)** Introduce students to Martin Waldseemüller's 1507 world map, which shows America as a separate landmass. Engage students with discussion questions related to the map.
6. Read page 105. Refer to the image of Christopher Columbus embarking on his westward journey and discuss what the picture shows e.g. the people, their clothing; means of transport, etc. This will help visualize the conquistadors.

Discussion and Review

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

- ✓ I learned that the age of Discovery is the time period when Europeans started exploring the world for new trade routes.
- ✓ I learned that Christopher Columbus made four journeys across the Atlantic Ocean from Spain in search of a direct water route west from Europe to Asia, and stumbled upon the Americas in the process.

5 min

Homework

- Students could attempt Question 2 for homework.
- You could ask the students to analyse and write a research paper on the consequences of the Age of Discovery on global trade and the development of European empires.

Lesson Plan 2

Reference pages 106-107

Topics

- Willem Janszoon
- Hernando Cortes
- Francisco Pizarro

Resources

- Skills Book page 45 'Famous Explorers of the age of discovery'
- *Oxford School Atlas for Pakistan*

Prior knowledge / Introduction

- The Age of Exploration was a time when Europeans embarked on sea voyages to discover new lands, trade routes, wealth, and knowledge.
- It began in the 15th century and lasted through the 17th century. Explorers like Willem Janszoon, Hernando Cortes, and Francisco Pizarro played significant roles during this period.
- Willem Janszoon was a Dutch explorer who, in 1606, became one of the first known Europeans to set foot on Australia's shores. His exploration expanded understanding of the world's geography.
- Hernando Cortes was a Spanish conquistador, Cortes led an expedition in 1519 that resulted in the conquest of the Aztec Empire in present-day Mexico. This event marked a significant chapter in the European exploration of the Americas.
- Francisco Pizarro, led the conquest of the Inca Empire in South America. His expeditions and conquests greatly impacted the colonization of the New World.

Starting discussion points

1. Show students a world map and ask them to identify the regions explored by European navigators during the Age of Exploration.

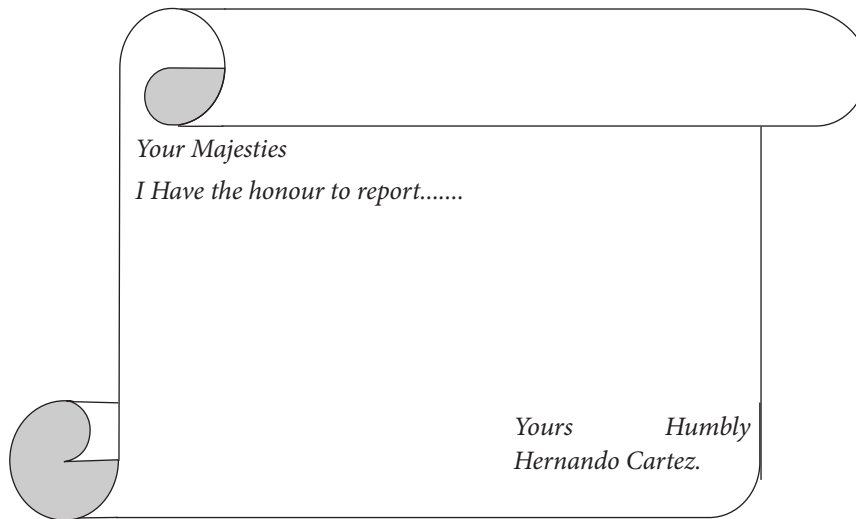
5-10 min

Steps for using the Student's Book

1. Ask:
 - Why did Janszoon not establish Dutch rule in Australia?
 - If the Dutch were not interested in colonizing Australia, then what other motives were there for Janszoon to explore a new region?
 - Why would Velasquez want to defame Cortes?
 - Why did Cortes want to gain recognition from the Spanish King and Queen and what measures did he take to do so?
 - Were the actions of Hernando Cortez and Francisco Pizarro fair and just?

25 min

2. Activity I: Writing a letter to the King of Spain



Ask the group to write a message, as if from Hernando Cortez to the King and Queen of Spain, either before the completion of his mission, or after it was completed. They should consider how a subject addressed his monarch and the sort of language Cortez might have used to express his feelings and report to his employers.

3. Activity 2: Does Pizzaro deserve his statue?

Look at the statue of Pizzaro from modern Spain in the Students' Book on page 106.

What questions would you like to ask:

- The sculptor
- Pizzaro
- The Mayor of the city where the statue is installed
- Modern citizens of that city
- Discuss whether it is appropriate to have a celebratory statue of a man like Pizzaro in a public place of honour. Return to whether or not we should judge the people of the past at all (as opposed to just reporting what they did) and whether we can apply today's values

Discussion and Review

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

- ✓ I learned that the beginning of Dutch Exploration is marked by Willem Janszoon's voyage to Australian coast in 1606.
- ✓ I learned that Hernando Cortez conquered the Aztec Empire and established Spanish dominion over Mexico.
- ✓ I learned that Francisco Pizarro conquered the Inca empire for Spain

5 min

Homework

Students could create a class timeline on the Age of Exploration, adding important events and explorer contributions as discussed during the lessons.

- Students could complete A1: 'Famous Explorers of the age of discovery' on page 45 of the Skills book.
- You could provide students with a graphic organizer or a Venn diagram template. Instruct them to compare and contrast the explorations and conquests of Willem Janszoon, Hernando Cortes, and Francisco Pizarro

Lesson Plan 3

Reference pages 107

Topics	Resources
<ul style="list-style-type: none">• Colonisation of Northern America	<ul style="list-style-type: none">• Skills Book page 46 'Impacts of the age of discovery'• <i>Oxford School Atlas for Pakistan</i>
Prior knowledge / Introduction <ul style="list-style-type: none">• In the 1600s and 1700s, European countries like England began establishing colonies in Northern America.• The colonists had different motivations. Some settled in places like Jamestown for economic reasons, focusing on growing tobacco and using slave labor. Others, like the New England colonies, sought religious freedom. The Middle colonies, including New York and Pennsylvania, were founded for trade and as havens for specific groups like Quakers.• These colonies developed unique societies and economies, with some relying heavily on agriculture and others on trade.• Over time, tensions grew between the colonists and the British government, leading to events like Bacon's Rebellion.• This eventually set the stage for the American Revolution, where the colonies fought for their independence from British rule. The colonization of Northern America played a crucial role in shaping the history of the United States.	
Starting discussion points <ul style="list-style-type: none">• Show students a map of present-day North America and ask them to identify the different European colonial powers that established settlements in the region. Allow students to discuss their answers with a partner before sharing their responses with the class.	5-10 min

Steps for using the Student's BookW

1. Read 'Colonisation of North America' on page 107. Inform students about the Founding Fathers of the United States: John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington. They led the American Revolution against the British.

2. Activity

Use the information from this chapter to draw a simple cartoon, or short cartoon strip about the first encounter between Columbus and the Arawak people. To speed up this process give the class either the list of statements below, or allocate different statements to individuals so that everyone is working on single parts of the story rather than the whole story.

The artwork could be kept very simple—stick figures for example:

Narrative

- i. Columbus landed in Haiti in the Caribbean.
- ii. He met the simple, humble, and unarmed Arawak people.
- iii. The Arawaks and Columbus's crew did not understand each other's language.
- iv. Columbus's letters addressed to the rulers of China and Japan were of no use.
- v. Columbus refused to believe he was wrong and he said he was in the 'West Indies'.
- vi. Columbus named the island 'Hispaniola'.
- vii. The indigenous people helped Columbus and his crew to find food and repair their ship.
- viii. The Europeans enslaved the indigenous people and sent them out to work on the sugar plantations.
- ix. The population of Hispaniola declined.

25 min

(Artwork)	(Artwork)	(Artwork)
1. Columbus landed on Haiti in the Caribbean.	2. He met the simple, humble, and unarmed Arawak people	3. The Arawaks and Columbus's crew did not understand each other
(Artwork)	(Artwork)	(Artwork)
4. Columbus letters addressed to the rulers of China and Japan were of no use.	5. Columbus refused to believe he was wrong and he was said he was in the 'West Indies'	6. Columbus named the island 'Hispaniola'
(Artwork)	(Artwork)	(Artwork)
7. The indigenous people helped Columbus and his crew to find food and repair their ship.	8. The Europeans enslaved indigenous people and sent them out to work on the sugar plantations.	7. The population of Hispaniola declined

What would you say to Christopher Columbus about these events? Refer to the United Nations Declaration of Human Rights at this point, and link this to Columbus (and revisit this in connection with Cortes and Pizarro, linking to the notion of war crime used in the earlier unit, and the related notion of ‘crimes against humanity.’ Which human rights were Columbus and the people who followed him denying the Arawak?

Discussion and Review

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

- ✓ I learned the European conquest of Northern America followed the same pattern as that in South America with some critical distinctions.
- ✓ I learned that the Native North Americans never submitted to slavery and the fact that they were largely nomadic meant it was very difficult to wipe them out.

Homework

- Students could complete A1: the essay on ‘Impacts of the Age of Discovery’ on page 46 of the Skills book.
- You could ask students to find out what factors contributed to the success of European colonisation in Northern America, and how did these factors shape the course of history for both the colonisers and the indigenous populations?

Answers to assessments

1. Fill in the blanks with the best possible answer.
 - i. The Age of Discovery was largely driven by a desire to find new trade routes to Asia and Africa.
 - ii. One of the most famous explorers of the Age of Discovery was Christopher Columbus, who sailed across the Atlantic Ocean and reached the Americas in 1492.
 - iii. The Age of Discovery led to the exchange of goods, ideas, and cultures between Europe and the Asia.
 - iv. The Age of Discovery saw the emergence of European colonial empires, with countries like Spain establishing colonies around the world.
 - v. The conquistador were Spanish conquerors who explored and colonised much of the Americas during the Age of Discovery.
2. Description may vary but should include the attempt to reach Asia by sailing westward into the open sea, instead of along the African coast, as was the usual practice of that time.
3. Hernando Cortes set sail for Mexico after Velasquez cancelled the expedition, and managed to defeat the Aztec Empire by overthrowing the ruler Montezuma II in the Aztec capital of Tenochtitlan, thereby conquering it in 1521. All this while Velasquez was busy defaming him in Spain, as a response to which Cortes sent five (now famous) letters to the Spanish Monarchs explaining his conquests. He spent much of his later years trying to gain recognition from the Spanish king and queen.

He enrolled in the expedition for exploration of the New World and then later joined Vasco Nunez de Balboa in the expedition that discovered the Pacific. He then made two voyages of discovery and named the new territory he found as Peru. During this expedition he sent back his partner Almagro to Panama to get reinforcements. They were denied reinforcements and ordered to come back so that no more lives were lost. He was then famously known to draw a line in the sand and asking those who were with him to crossover. He later set sail for Peru with his four brothers, amongst others and soon encountered emissaries of the Inca emperor, Atahualpa, and arranged a meeting.
4. It was to find new trade routes, new lands to annex or simply just to know more of the world that was yet left unknown to the Europeans. Other reasons for exploring new lands included getting direct access to spices from the east as with the passage of time the Europeans wanted to eliminate the cost of Eastern and Arab merchants, who were the main suppliers of these spices and wanted direct access to their sources.
5. Answers may vary but should include how discovery of new territories meant new markets but also new sources of raw materials, productions and trade routes, justifying colonization.

Answer to skills book

Page 45 'Famous explorers of the Age of Discovery'

A 1.

Explorer	Background / Reasons for exploring	Key discoveries	Impact
Christopher Columbus	He was in search of a direct water route west from Europe to Asia.	His voyages revealed two continents, the Americas which were new to Europeans.	This initiated a period of rapid colonisation, exploration, and exploitation in the Americas.
Willem Janszoon	Ordered by Jan Willem Verschoor to explore the new region and to determine its trade possibilities with the Netherlands	He landed on what is now known as Cape York, the north-eastern tip of Australia. He named it Cape Keer-Weer ('Turn Again').	He paved way for a century long Dutch exploration of mainland Australia but not Dutch rule. He lost a total of nine men on the voyage in clashes with the aborigines.
Hernando Cortes	Cortes set sail for Mexico as Velasquez cancelled the expedition.	Managed to defeat the Aztec Empire by overthrowing the ruler Montezuma II	Velasquez defamed him in Spain, and in response Cortes sent the famous 5 letters to the monarchs justifying his expedition. He later spent years hoping to be recognized by the Spanish monarchs.
Francisco Pizarro	He conquered the Incas empire to spread Christianity and gain riches for Spain.	He enrolled in the expedition for exploration of the New World and then later joined Vasco Nunez de Balboa in the expedition that discovered the Pacific. He then made two voyages of discovery and named the new territory he found as Peru, where he defeated the Inca empire.	He spent the rest of his life consolidating Spain's hold on Peru after conquering it. He was killed by the fellow Spaniards he had betrayed.

Vasco da Gama	He explored to find new markets and routes for Portuguese trading.	He made a successful trip around the Cape of Good Hope, South Africa to India and returned home to Portugal with a major new spice route for his countrymen.	Developed a route for his countrymen from Portugal to India and further colonization of other colonies.
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Page 46 'Impacts of the Age of Discovery'

A 1. Description may vary but should include:

Positive impacts:

- These voyages helped augment knowledge regarding shipbuilding and cartography.
- Columbus' exploration founded the Americas.
- Vasco de Gama's exploration developed a new trading route from Portugal to India.
- The Pacific and Peru were discovered.
- Researching should aid in coming up with more impacts and their explanations.

Negative impacts:

- Columbus' exploration initiated Spanish colonization of the Americas.
- Some travelers lost their men like Willem Janszoon.
- WThe colonization as a result of exploration eventually killed an estimated fifty million Native North Americans.
- Further research should aid in coming up with more impacts and their explanations.