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Teacher's Guide

Secondary History for Pakistan for Grade 6

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T.V

Introduction

The lesson plans here are based on suggestions of how to cover the curriculum over 18 weeks of History teaching during school year 6, with three or four lessons per week of 40 or 45 minutes each.

Each plan consists of the following headings and information.

Chapter

Textbook chapter number and section.

Lesson

Number in sequence.

Textbook section

The part of the textbook to be used for this lesson.

Aim

The overall objective or enquiry question for the session.

Learning outcomes

The specific areas of skills and content to be covered.

Lesson plans

Ideas for the stages of the lesson, usually consisting of a preview or starter activity to catch pupil's interest; an explanation of new knowledge and suggested activities.

Plenary

Advice for drawing together the end of the lesson and reviewing what has been learnt to consolidate understanding.

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Learning outcomes: Learners will be able to —

- Be able to explain the importance of primary and secondary sources.
- Describe the Sumerians and say how they were different to the Mesopotamians.
- Describe the Code of Hammurabi and why it was created.
- Define History and Pre-History.
- Describe the Stone Age and the Age of Metals.
- Describe the concept of civilisation.
- Describe the basic characteristics of Mesopotamian Civilisation, its social and political life, architecture, writing style, trade and occupations.

Lesson 1 What is History: What is Unique About this Discipline?

Textbook Section: 1.1 What is History? Pages 2-3

Aim: Learners will be able to explain the nature of History as an academic discipline.

Introduction (about 8-10 minutes)

Welcome the class and begin by asking the pupils if they know what the subject of History is about, making a list of their suggestions, then moving on to discussing why this discipline might be useful in the modern world. Together, evaluate the suggestions and decide if any of them are really at the heart of the subject. Then explain that History is a subject which is based on the study of people and places in the past and how they interacted. It is based on the evidence that remains from the period: Primary sources of evidence, and what people have written and said in commentaries about the past: Secondary sources of evidence.

Explain that the evidential nature of the subject and its interest in chronology means that there are ways of using evidence that are unique to the subject. History is classed as a social science, but can also be seen as having a scientific approach. It connects to every other subject because every other discipline has a history and its key moments happened in History. Historians talk about the substantive content of History: the things which happened (the events), the things which were created (the objects), and the sequence of things (the chronology). There are some organising concepts in this substantive subject matter, or 'first order concepts' such as civilisation, parliament, monarchy, the economy, and so on.

Historians also focus on what are known as second order or disciplinary concepts. This is a very important idea as it relates to the organising notions which explain History as a disciplinary approach, and includes:

- Chronology and periodisation—how we arrange and split up time;
- Change and continuity—what alters and what stays the same over time;
- Similarity and difference—ways of comparing things in history;
- Cause and consequence—what makes things happen, and what happens as a result;
- Significance—what makes something an important feature of history;
- Interpretation—how people comment on the past.

Developing Understanding (5 minutes)

Use the textbook to read the introductory text (page 2) and the explanation of what History ‘involves’. Ask the group to tell you what they think are the key words and ideas so they can demonstrate if they have understood that History is the study of the past and focuses on key features of the past.

Deepening Understanding (25 minutes)

Then read the remainder of page 2. Ask pupils to explain the following terms (words in bold in the pink panel): Provenance, Reliability, Authenticity, Interpretation, Utility.

Now read Page 3, ‘Ways of Looking at History’. Discuss this explanation of what the study of History is about. Perhaps show some images to link to the second order concepts on the left, and the focus approaches on the right. Ask pupils to make a simple copy of the diagram with fewer words

Optional Home Learning

You could set the task of completing a title page for pupil notebooks with the word ‘History’ in a large size of lettering and drawn or stuck in images to create an eye-catching first page. If you intend to do this remember to ask learners to set aside a page for a title page before anything else is written down so the title page comes first!

To help learners understand the nature of the subject and design their title page discuss what the subject of History is about.

Plenary:

In the final few minutes of the lesson ask the group what they have learned about today and summarise the key learning points of the lesson as a way of drawing together and reiterating the key information. If you have set this as a home learning assignment, remind them and ask them what sorts of things they might include for their title page.

Lesson 2. Archaeology, Prehistory, and History

Textbook Section: 1.2 pages 4-5

Aim: To help learners understand the difference between prehistory, antiquity and history.

Learning outcomes: Learners will be able to —

- Understand the meaning of the terms prehistory, antiquity and history;
- Know the difference between archaeology and history;
- Evaluate the importance of primary and secondary sources;
- Know how historians use labels to divide the past into chunks, or chronological periods.

Introduction (5 minutes)

Begin with a short verbal review of what was learned during the last lesson, asking the class to tell you what History is about. Preview today’s lesson by explaining that together you are going to evaluate how historians divide up the past into periods, and that while some historical terms are commonly used around the world, other terms can be specific to a region or even country. For example, Pakistan’s post-independence era is

particular to the country whereas the Mughal Empire as an era varies between the different territories which the empire occupied, but overall might be given broad dates in general to cover the period of the Mughal Emperors.

New knowledge:

What do we mean by the terms Prehistory and History? (8 minutes)

Read the text present on page 4, which explains what is meant by the term 'Prehistory'. Ask pupils to answer the following questions:

- Why might our knowledge of very distant history be so limited? (Answers: the remains are fragmentary, there is no written evidence from the time; there were few people and they were scattered and nomadic; it is a very long time ago.)
- What do historians mean by the terms 'prehistory', and 'prehistory'?
- In what ways are archaeology and history different?

Developing Knowledge of Primary and Secondary Sources of Evidence (8 minutes)

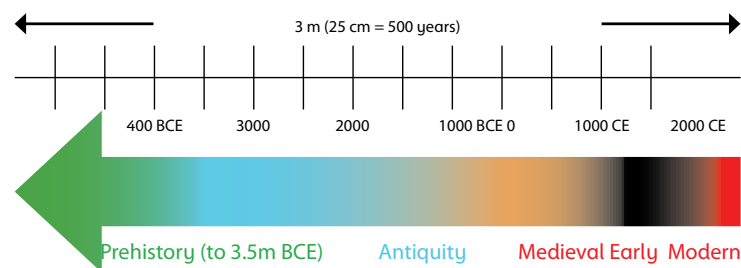
Now read the top two-thirds of page 5 together. Be aware that pupils often find it difficult to initially understand the distinction between primary and secondary forms of evidence, and then can struggle to gain a sophisticated understanding of the value of primary and secondary sources in creating and questioning interpretations. Therefore, it is worth investing care in establishing what we mean by the terms sources/evidence, and primary and secondary evidence. Pupils can sometimes fall into the erroneous belief that primary sources of evidence are always better than the commentaries that are secondary sources: this is not true. Some primary sources which are biased help us to gain great insights into the past, and motivation of their creators, and some secondary sources can be highly insightful and based on excellent scholarship, blending information from a broad range of sources. Therefore watch out for pupils conflating primary accounts with reliability and secondary sources with unsupported opinion.

Ask pupils to define primary and secondary sources (5 minutes, using the yellow definition box and the text below it), and then draw a coloured box around their definitions so they stand out in their workbook.

Next, look at the text at the bottom of page 5 which gives some labels commonly used for broad time periods in the past, and in particular for European history.

Understanding the Labels, we Use About the key Historical Periods of the Past (11 minutes)

Draw a simple timeline on your classroom board to summarise the text about the 5 labels, being careful to think in advance about spacing as the timeline should represent the length of time each period represents. For example, if you had a 3m line, and the furthest point to the right is roughly 'now' (2023 CE), each 25cm from the right side to the left could be said to represent 500 years:



Discuss this use of labels with the class: prehistory covers a huge period, antiquity is a long period and then the more recent labels: medieval and Early modern/modern are shorter. This is all a bit simplistic, because not all civilisations of antiquity exist at the same time or across the whole period... but it does help to simplify descriptions.

Ask pupils to first explain in their work books what is meant by the term antiquity after their definitions of prehistory and history. Then ask pupils to draw the timeline.

Plenary

In the last minutes of the lesson check pupil understanding by asking pupils to verbally explain these terms:

- Prehistory
- Antiquity
- Medieval
- Early modern period
- Inference
- Primary evidence
- Secondary evidence

If there is time: discuss the Did you Know? And To Discuss boxes at the bottom of page 5.

Lesson 3. The idea of a cradle of civilisations

Textbook Section: 1.2, pages 6-7.

Aim: This session is intended to introduce pupils to the notion of a 'cradle of civilisation', which means understanding what we mean by civilisation, and where the early human populations settled and flourished. Pupils should be able to identify the locations of some of the early civilisations and name them, and be aware of the chronology of the ancient civilisations.

Learning outcomes: Learners will be able to —

- Know the origin of the term civilisation
- Explain what the term cradle of civilisation means
- Identify the names and sites of early civilisations
- Evaluate why we no longer talk of a single cradle of civilisations
- Explain the chronology of the stone and metal ages and the ancient civilisations

Introduction (2 minutes)

In your preview explain that we are going to look at the very early period of human history, taking us from before 12,000 years ago to around 1500 years ago. Explain that we are going to learn some key terms for describing blocks of time in the past, and will look at some key early civilisations.

Your **starter activity (3 minutes)** to catch pupil attention could be to write the word civilisation in large letters on your classroom board and ask people to take one minute's thinking time in relation to this question: What does this word mean? Take suggestions from the class and then read the short opening paragraph. Ask pupils to write civilisation in their workbooks as a title and then summarise the definition in their own words underneath. Next ask the pupils to draw a coloured box around their definition.

Can anyone claim to be The Cradle of Civilisation? (15 minutes)

Next read the 'What is meant by the cradle of civilisation?' section and ask if pupils can suggest why some modern countries might want to claim that they were the cradle of civilisation. They might suggest that this is because there could be a sense of pride in relation to being the world's oldest civilisation, and therefore making a unique contribution to human history.

Look at the 'Can scholars say which as the first large-scale human civilisation was?' section, and the map: Where are some of the earliest great civilisations? Explain that archaeological evidence shows us that there are several major civilisations around the world, and that we can identify that humans were spreading across the world and forming distinctive civilisations and developing sophisticated cultures and languages. Decide if you would like pupils to write anything in their workbook to record this information, or if you will combine this and the next section by asking them to answer some questions.

Why is the idea of a single 'cradle of civilisation' outdated? (5 minutes)

Now read the paragraph at the top of page 7, and discuss with the class why historians now prefer to think of several places being nurseries for human civilisation rather than there being only one 'cradle'.

You could ask pupils to respond to the following:

- Mark on a copy of a world map where there were early human civilisations
- Why is the idea of a single cradle of civilisation now seen as outdated?

How do archaeologists and ancient historians divide the Ancient World? (10 minutes)

Look at the 'Chronology of Ancient Civilisations' panel on page 7 with the class. This shows how the Stone Age and the Metal Age are sub-divided, and the sequence of eras. The two further sections on the page (the Stone Age, The Metal Age) explain some of the terms used and the significance of the distinctive stages in the human use of technology.

Explain that the term lithic relates to stone, so the paleo (old) meso (middle) and neo (new) –lithic periods are ways of dividing or 'chunking' the past and that the early ages of metal working are divided-up according to which metal was used.

You could ask pupils to: summarise the two texts, or set questions—or ask them to create some panels of 'interesting facts' about the Stone Age and the Metal Age.

Plenary (5 minutes)

During the lesson pupils have encountered several key terms to help us sequence human history: prehistory, the Stone Age, the Metal Age, and the early civilisations. Summarise what has been learnt and ask some short answer quiz type questions—perhaps making this a game or low-stakes 'test' or activity which is fun.

Lesson 4 What was the 'cradle' of civilisation?

1.3 Ancient Mesopotamia: 'The Cradle of Civilisation'?

Textbook Section: 1.3, pages 8-9.

Aim: This session continues the idea of whether we can identify a single 'birthplace' of human civilisation as a 'cradle of civilisation' and introduces Mesopotamia the location of a significant ancient world civilisation—the Sumerians. Sumer flourished around 4500 BCE and is a river valley civilisation: it formed along the fertile Tigris and Euphrates valleys and absorbed the Akkadians.

Learning outcomes: Learners will be able to —

- Know that the fertility of some river valleys makes an excellent place for settlement and farming;
- Know which part of the world constitutes Mesopotamia and which part of the world this is today;
- Name and explain some of the key features of the early Mesopotamian civilisations: Sumerians, Akkadians, Assyrians, Babylonians and Hittites
- Evaluate Sumerian contribution to human development;
- Define a city-state.

Preview:

In your preview explain we will learn about the area called Mesopotamia, and find out why some earlier archaeologists were excited by the discoveries there and described it as 'the cradle of civilisation'.

Your starter activity (4 minutes for preview and starter) could be to show a globe or world map and ask if anyone can put their finger on Mesopotamia. Does anyone recognise the name or know roughly where Mesopotamia is? Explain that the word Mesopotamia comes from the Greek language and means the land between the rivers. In this case this is the River Tigris and the River Euphrates, which run from inland west Asia to the Mediterranean Sea. Mesopotamia covers a crescent or curve of land that links the Mediterranean and Persian Gulf coastlines.

What is 'the Fertile Crescent'? (8 minutes)

Now read the opening sequence of page 8, to just over half-way down the page. This explains why Mesopotamia has often been called the 'cradle of civilisation', and relates this to its position between two major rivers, with the water and flooding giving it fertile farmland. You could ask pupils to write in their notebooks an answer to the following:

- What do historians mean when they use the term 'The Fertile Crescent'?
- Why was this an excellent location for early civilisations to form?

If there is time you might then use the 'To Discuss' task box to consider the question presented: 'What do you think the characteristics of an early civilisation might have been?' This could also be set as a piece of inferential writing as a home learning task.

Pupils might draw on prior knowledge of early civilisations or studies about settlement development from Geography. Answers from pupils might speculate (make inferences) about, and deduct (make logical observations based on evidence), that a civilisation along a river or rivers would have good

access to water, and could therefore farm and irrigate and thus this would be an agricultural civilisation which could produce surpluses – and therefore while harvests were good, trade could occur. The wealth from surplus and trade would allow some specialisation for workers as the civilisation could move away from subsistence farming, and culture and the pursuit of knowledge would develop. Early peoples would develop a religion to give thanks for their good fortune and to keep their deities happy, and soldiers would be needed to protect the ruler, state and people, and so on

What is the significance of Mesopotamia in ancient human history? (8 minutes)

Next read the 'Where is Mesopotamia?' and 'Why might Mesopotamia be one of 'the cradles of civilisation?'' sections on page 8.

Discuss what we mean by the term 'significance' in any study of history. Point out that each of the named civilisations Sumerians, Akkadians, Assyrians, Babylonians and Hittites were each significant in human development and contributed to modern life in some way.

Ask pupils to write an answer in their note books to the question: What was the significance of Mesopotamia as an ancient civilisation?

The Ancient Civilisations of Mesopotamia (c.15 minutes)

Ask the group to individually read the following three sections on page 9:

- 'Civilisation in ancient Mesopotamia'
- 'Why do archaeologists and historians show so much interest in the Sumerians?'
- 'What is a City-State?'

You could ask pupils to explain in their notebooks:

- Which civilisations formed in Mesopotamia? (see text and timeline)
- Why are the Sumerians are regarded as an important civilisation?
- What is a City-State?

Plenary: (5 minutes)

Summarise today's learning, mentioning that during the lesson we have focused on significance a lot: the importance of 'the Fertile Crescent', Mesopotamia, the discoveries and innovations that emerged there and the ancient civilisations that formed there. They should now be able to identify where Mesopotamia was and which countries this represents today. Use a few minutes after your summary to ask some quiz-type short answer questions as a fun way to end the lesson and reinforce key content/reinforce and test recall.

Optional Home Learning

The Going Further? panel suggests that pupils research the Akkadians, Assyrians, Babylonians or Hittites: you could use this as Home Learning. If so, decide/explain whether you wish to create teams to do this or set particular specific individuals the task of researching a named civilisation. Pupils will need clear instructions for the extent and nature of their research to prevent a thoughtless accessing and downloading of an online encyclopedia entry on that civilisation!

Lesson 5. Why Are the Sumerians Important Historically?

Textbook Section: 1.4, pages 10-11

Aim: This session will give pupils the chance to learn more about the Sumerian civilisation which we heard about last lesson (first three paragraphs on page 11) It which was located in southernmost part of the 'Fertile Crescent' /Mesopotamia and existed between c.4500 BCE and c.1750 BCE when the Ubaid people were conquered by their neighbours.

Learning outcomes: Learners will be able to —

- Know some of the 'firsts' discovered/invented and applied by the Sumerians;
- Evaluate the significance of some of the innovations for Sumerian and human culture and development;
- Explore aspects of the chronology of Mesopotamian history;
- Identify key turning points in the development of the ancient civilisations.

Starter and Preview (c. 4 minutes):

'What is the Link?' Game

In your starter activity you could make a presentation showing images of some of the Sumerian 'firsts' (page 10) without saying what they are as a 'What links these four things?' game:

For example, show a Powerpoint presentation with four images on one screen with the 'What links these things?' as the question. This could include images of:

- Top left: a Sumerian cuniform tablet.
- Top right: a ziggurat.
- Bottom left: an eclipse and clip art of a single date desk calendar page.
- Bottom right: a wooden cart wheel.

For the game to work do not let pupils open the textbooks yet, and do not preview what today's lesson is about until after this activity.

When asked, the pupils then each take a turn to say what they think the link is. Try not to give anything away as you take and repeat their suggestions, and allow several pupils to make their suggestions before any significant prompting or comments from you. Keep the activity fun and fast moving. It is possible that someone will guess correctly early on, but don't show they are right so others can make their inferences and deductions and can continue to think.

Reveal that these are all Sumerian 'firsts'.

Now preview the lesson and explain that today we will consider how the Sumerians shaped human development by coming up with so many things that we still rely on today!

The Sumerian Firsts (c. 16 minutes)

Ask the whole group to open the textbook at page 10, and together read the opening paragraph. Check they understand words such as innovation and complex and discuss what these might mean in relation to an early civilisation. Together read the Did you Know? box (about the Code of Hammurabi) and also look at the picture of the stone carving on page 11 carrying the code. Ask if this help us know why the Sumerians were considered important, and discuss with them 'Does this or anything in the paragraph surprise them

about the Sumerians?’ Does it begin to show why the Sumerians are considered very important in human development?

Decide what you would like written in pupil books. You could, for example create sorting cards with the ‘firsts’ on them and pairs of pupils decide whether some of the firsts have been very, very important to humans, or less so, so that a rough personal ranking is developed. Then they could be asked to write about their discussion and their decisions around significance and change.

If time allows you could now ask pupils to look together at the To Discuss box: and ask ‘Does the fact that the Sumerians had these things mean they were the very first people to have these things?’. After discussing this look together at the Did you Know box.

Decide how you would like pupils to capture the key information from this page in their notebooks.

They could, for example take a single or double page and create a poster or grid showing the ‘firsts’ or could write a short explanation of their choice of ‘the top three Sumerian firsts.’

Creating a Timeline of Mesopotamian and Sumerian History (16 minutes)

Study the timeline on page 11, and discuss the different events listed. The dates are nearly all approximate dates: can pupils suggest why this is so

The To Discuss panel raises the question as to whether the blank spaces mean that nothing of significance happened at that point. Ask pupils what they think about this suggestion.

Plenary (4 minutes)

During the lesson a series of Sumerian achievements have been mentioned. Go around the room asking for the class to recall some of the ‘firsts’ and some of key dates in Sumerian and Mesopotamian history (you might find it useful to have a list on the desk and check them off, or have pupil or pupils write them on the board so the class can see what has (and can be helped in thinking about has not yet) been mentioned).

Optional Home Learning/Extension for the highest performing pupils

You could ask some (or all) pupils to research items on the timeline on page 11, finding out a little more about, for example the city of Nineveh or Uruk, Gilgamesh as a ruler or the Sumerian culture.

Lesson 6 What Evidence Do We Have of Mesopotamian Civilisation?

Textbook Section: 1.5, pages 12-13.

Aim: This session gives pupils a chance to explore the nature of life during the Mesopotamian civilisation under the Sumerians. Our knowledge of their culture partly comes from surviving artefacts such as pictograms on tablets and ‘documents’ such as the Code of Hammurabi. Some monuments and cultural objects such as ceremonial statues and stone carvings as well as some elements of surviving literature survive from this ancient civilisation including what is perhaps the world’s oldest surviving story: The Epic of Gilgamesh.

Learning outcomes: Learners will be able to —

- Know that Sumerian writing was formed of pictograms and that some survives on clay tablets and stone carving;
- Explain how the Code of Hammurabi informs us about the nature of Sumerian society, values and problems;
- Evaluate what surviving objects and artefacts such as ziggurats and clay cylinder seals help us to infer about the level of sophistication of Sumerian civilisation;
- Comment on Sumerian artistic style and design;
- Explain how the Sumerian culture came to an end.

Starter and Preview (c. 6 minutes)

As a starter activity bring some printed or computer images of pre-selected pictograms to show the class (without explaining what they are). You could make this a short quiz – showing each of the different pictogram images to the class and them writing down what they think each represents. You can choose suitable examples by making a simple internet search for pictogram images. After the quick-quiz feedback ask does anyone know what a pictogram is? Take some suggestions and then explain it is a visual representation of an object, and explain that a small number of languages in the modern world use based on pictograms and are ideographic: using images to represent objects and ideas. You might want to look up writing systems and pictographic and ideographic languages in an encyclopaedia to tighten your subject knowledge before this session—Chinese is not, for example an ideographic language in terms of its written form but is often described as such!

Then, in your preview summarising the lesson, explain that we will explore the enquiry question What evidence do we have of Mesopotamian culture?

Now together, read the opening paragraph of page 12, and look carefully at the image of Sumerian writing alongside it. Should you wish you could show or project additional larger images of Sumerian cuneiform tablets and writing. Also consider with the group what this tells us about this society and consider the Did you Know? statement together. Ask why might these artefacts and surviving legal codes help us infer and deduct some things that help us understand the Sumerian way of life?

Pupils should now write the lesson enquiry question in their book as a title 'What evidence do we have of Mesopotamian culture?', and a subtitle 'What do pictograms tell us about the Sumerians?'

Underneath they should answer the subtitle question, explaining what a pictogram is, and how it reveals somethings about the nature and organisation of Sumerian society. Encourage them to make deductions about this before they write the answer— in what ways might this writing system show that, as a society, they were organised, efficient, sophisticated?

The Code of Hammurabi (5 minutes)

Ask pupils to discuss what this tells us about Sumerian society its likely values and problems in their workbooks. Explicitly explain that they are making deductions and inferences- because this is what historians do with the evidence available- they piece together logical and evidence informed judgements about the past and its people.

Next do the same with each of the remaining three paragraphs on page 12, and the picture of the three

artefacts on page 13 (5 minutes each), in each case explaining what the surviving evidence is, and what we can deduct and infer about Mesopotamia from that aspect of their culture.

What was Mesopotamian Architecture like?

What is a Cylinder seal?

What is a Ziggurat? (Also read the Did You Know? box at the top of page 13)

What do Surviving Sumerian art and Visual Artefacts tell us About this Culture? Note that this last task is reliant on interpreting and deducting from visual items, so some groups or individuals might need some help to explore what they think/to make inferences. It will be helpful perhaps to explain the size and nature of these items:

- **Left image:** Human headed winged lion currently in the British Museum. One of a pair either side of the doorway of the throne room of the North West palace of Ashurnasirpal in Nimrud. Intended to provide magical protection each is 3.5m high and 3.7m long.
- **Top right:** is 'The Standard of Ur' (detail), a hollow box 21.59 wide by 49.53 centimetres long is decorated with a mosaic of blue lapis lazuli stone, shell, coloured stone, and mother-of-pearl. It came from a royal tomb in the city of Ur, and dates from c.2500 BCE. It is currently part of the collection of The British Museum in London.
- **Lower right:** Detail from a relief carved wall panel of King Ashurnasirpal II (883-859 BCE) from the North-West Palace at Nimrud. Currently owned and displayed by the Pergamon Museum, Berlin.

Together these tasks should mean that pupils are thinking historically and are evaluating what surviving objects and artefacts such as ziggurats and clay cylinder seals, statues and wall friezes help us infer about the level of sophistication of Sumerian civilisation.

What happened to the Sumerians? (7 minutes)

Now read the bottom section on page 13 of the same title which explains how Sargon the Great led the Akkadian Empire in conquering the Sumerians.

Ask pupils to explain how the Sumerian culture came to an end in their notebooks.

Plenary (3 minutes)

Ask students if they would like to orally summarise what evidence we have of Mesopotamian Civilisation. Give appropriate praise, and ensure that you then consolidate the summary by covering anything that was missed.

If there is time read the Did You Know? panel to the class.

Answers to the Test Yourself questions (page 14)

Section 1 Questions

- In relation to learning about History, define the following:
 - Chronology— the sequence events or dates/years of events.
 - Cause— why things happen.
 - Consequence— what happens as the result of events.
- Which modern countries cover the land that was Mesopotamia? Western Asia/ Iraq and Kuwait, Eastern Syria, South-eastern Turkiye, the edge of Iran (page 8).
- What is a city-state? It is a territory rules from a city (page 9)
- Why is the title 'cradle' of civilisation nowadays seen as somewhat dubious? it is no longer believed that human civilisation formed in one single place, but instead there were several 'cradles' where civilisations formed. (page 7).
- What is a river valley civilisation? Why did ancient civilisations settle near rivers? A river valley civilisation is one which formed along the fertile lands bordering large rivers, which helped farming flourish and sustain growing populations and allowed groups to move beyond subsistence farming (page 7).
- Name the two oldest legal codes ever found. How did they cater to the common people? Code of Hammurabi, (page 10) and Code of Er-Nammu (page 12)
- Which ancient civilisations are considered to be the Mesopotamian civilisations? Sumerians, Assyrians, Akkadians, Babylonians, Hittites. (page 9)
- What does the name Sumer mean in the Akkadian language? The land of the civilised Kings' (page 9).
- Explore what trade was like in ancient Mesopotamia and compare it with that done today. Research this using additional sources and/or internet sources. A search term such as Ancient Mesopotamia trade, or trade Mesopotamia begins to yield results.
- Explain what a Sumerian cylinder seal does, and how some survived to the modern times. The cylinder seal is a roller, about 3cm long, which imprints onto wet clay. When drying the 'seal' is attached to official documents to prove their origin/provenance/validity (page 12).

Section 2 Multiple Choice Questions

- C. Made in a particular era or age.
- B. Whether a source is seen as trustworthy.
- A. The time when new eras begin can vary between countries.
- B. Found across the world C.
- A. Mesoamerica.
- A. Grow wheat as a farm crop.
- C. Tigris and Euphrates.
- C. Cuneiform.
- A. King Sargon the Great.

Learning outcomes: Learners will be able to —

- Describe the importance of the role of the river Nile in the development of ancient Egyptian civilisation;
- Explain the daily life of the people of Egyptian civilisation in terms of social structure, religion, scripts etc;
- Describe the basic characteristics of Egyptian civilisation i.e. its social and political life, religious life, architecture, writing style, trade and occupations;
- Identify the most influential person in the government of the Pharaohs;
- Describe the purpose of three different chambers inside the pyramid.

Lesson 7 Why was the Nile Valley Civilisation so successful?

Textbook Section 2.1: pages 16-17

Aim: This session will explore why the Nile valley could be claimed to be the cradle of civilisation, how far the Ancient Egyptians changed and developed or stayed the same and continued as they had always been during their civilisation and provide an opportunity to consider aspects of daily life and the evidence which tells us about ancient Egypt.

Learning outcomes: Learners will be able to —

- Know why the Nile Valley could be described as a ‘cradle of civilisation’;
- Explain how far Egypt changed or stayed the same across time;
- Describe some aspects of daily life for ancient Egyptians;
- Identify and evaluate some of the forms of evidence that inform us about ancient Egypt.

Starter and Preview (5 minutes)

For the starter activity, draw a large triangle on the board, or if you can, a pyramid shape and ask the class if this shape makes them think of any particular civilisation. They are likely to say Egypt, and you can then ask why this simple shape makes them think of Egypt.

Ask them what else they know about this civilisation. You could either; get them to write this on sticky-message notes that they place around the shape, one at a time so there is no repetition—or all together and then you read them out group any repeat statements/topics together. Drawing the shape on a large sheet of paper fixed to the board would allow you to remove all the items in one go and store them for later use easily. Or they could come up and write short terms or single words summarising what they know around this shape. Make the activity ‘light’ and fast moving. This will give you a sense of the prior knowledge for the class.

Once this is complete, give a short overview of the topic saying that we will now look at another ancient world civilisation: the Egyptians.

The enquiry question for this lesson is: Why was the Nile Valley civilisation so successful?

Why can the Nile Valley claim to be the 'cradle of civilisation'? (22 minutes)

Read this section on page 16, down as far as the next subtitle, including the 'Did You Know?' panel and study the map. Point out the way the river flows into the Mediterranean Sea, and reaches it via a delta. Ask if they know what a delta is yet from studying Geography? Explain that in the Greek alphabet, which helped form the Latin alphabet which is used in written English, the letter D is called 'delta', and it is the shape which gives a river delta its name. River deltas are often the sites of early human settlements because they are fertile land and often attract animals.

Ask pupils to write the title at the start of this section, and then to answer these questions:

1. Which two lesser rivers join to form the River before it reaches the Nile Delta and The Mediterranean Sea?

Answer: Blue Nile, White Nile meeting in modern Sudan at Khartoum.

2. What does evidence tell us about how long humans have lived alongside the River Nile?

Answer: Archaeological evidence going back nearly 200,000 years ago tells us that humans have lived along the River Nile.

3. What was the importance of the River Nile to Ancient Egyptians?

Answer: The river was used for drinking water, fishing, traveling, and to irrigate the land. The periodic flooding of the river made the nearby soil fertile.

4. Where does the Nile begin and end, and how long is the river?

Answer: The source or head of the Nile is in Burundi, and its mouth at the Nile Delta opens into the Mediterranean Sea. The Nile is 6650 kilometres long.

5. Why did the Nile valley civilisation do well and prosper?

Answer: The Nile river valley civilisation was prosperous because the people adapted to the local landscape and conditions which mostly provided a constant and good source of food.

6. What problems did the Nile valley civilisation face?

Answer: They suffered from problems such as flooding, drought, disease, famine, and war.

What was daily life like in ancient Egypt? (10 minutes)

Now read the remainder of page 16: Did Egypt remain the same across its history as a civilisation? This points out that the Egyptian civilisation lasted for a long time, so things were not always the same throughout the whole period. Explain that historians are interested in similarity— how things sometimes stay the same over history, and also in difference— and therefore how things change or continue.

Next, look at and discuss the image given on page 16, which features people working in fields in ancient Egypt together. What does this tell us about life in ancient Egypt?

Then ask students to read the first two sections of page 17:

- What was daily life like along the Nile Valley?
- What were homes like for typical families?

And to look closely at the image of the homes of the rich and poor, and the To Discuss box.

Plenary (3 minutes)

Draw the lesson together by reminding the class that the Nile is the key to the formation of a civilisation along its banks and further inland, and that the basis of the civilisation was agriculture and the ability for people to move beyond subsistence farming. Most people were poor workers, with a basic standard of living, but as the civilisation grew some took specialised jobs which allowed a distinctive culture to form, and some became wealthy. Remind them that we have certain types of evidence: Egypt is a hot dry country, and some artefacts were preserved and others rotted and disappeared, so our evidence has mainly survived as robust artefacts and things that were buried or entombed with the civilisation's dead as grave goods— we will learn more about this in our next lessons.

Optional Home Learning

You could use the Going Further box at the bottom of page 17 as the basis for extension work or homework by setting the task of finding out more about Egyptian hieroglyphs and the production and use of papyrus.

They should then be asked to describe some aspects of daily life for ancient Egyptians in their workbooks, to read and discuss the final section of page 17, How do we know so much about the Ancient Egyptians? And then answer the question in their workbooks: What sorts of evidence has survived from the Egyptian period?

Lesson 8 What was distinctive about Egyptian Society?

Textbook Section 2.2: pages 18-19

Aim: This session builds on lesson 7 by introducing the hierarchy of ancient Egyptian society, and introducing the notion of a pharaoh, a ruling class of nobles, an artisan and specialist class and general (mainly agricultural) workers, and enslaved people.

Learning outcomes: Learners will be able to —

- Know the hierarchy of class and explain the social structure in ancient Egypt;
- Explain how agriculture was key to the Egyptian economy and how the farming year was used to create a notion of seasons;
- Identify Egyptian approaches to calculation, mathematics and geometry.

Preview and Starter (12 minutes)

Begin by explaining that this lesson will focus on two of the key things which shaped this society: the way that the social structure was organised, and the importance of agriculture to the society's ability to sustain the population.

Your starter activity 'How was Egyptian society organised?' could be started by again drawing a big triangle on the board before pupils have opened their textbooks. This time explain that this is going to represent how ancient Egyptian society was organised. Write 'How was Egyptian Society Organised' above the triangle.

Ask the class who they think should be the pointed top of the triangle? They might suggest a ruler or leader, and some will probably say "pharaoh"—ask what this means/who pharaoh 'is'. Project or show a picture of a pharaoh in the headdress and ceremonial costume of a pharaoh – you should be able to source this online. This is a very stereotypical 'costume' because of the Tutankhamun in the hierarchy tomb discoveries in 1922 CE led by British archaeologist Howard Carter. Ask about who might come next in the social class structure or

hierarchy and fill in the tiers if they can: Pharaoh, nobles, craftspeople or artisans, ordinary workers, and add enslaved people below the very bottom.

If they are struggling/next read the opening paragraph of page 18 and look at the diagram. Ask the class to make a simplified version of the social structure hierarchy pyramid.

How did Egyptian agriculture influence Egyptian ideas of seasons? (10 minutes)

Read out loud the section on page 18 on Egyptian agriculture.

1. How did the Nile help Egyptian architecture?

Answer: The ancient Egyptians relied on the flooding of the River Nile, and Irrigation channels to bring rich river mud to help the crops grow. Basin irrigation prevented settlements being flooded.

2. Name the words the Egyptians used for their three seasons of the year, and explain why these were influenced by agriculture.

Answer: Akhet, or Flood season delivered up to 2 metres of flood water across the fields. Peret, the Season of the Emergence, came when the flood drained away leaving silt/ mud and soil from elsewhere and grain, barley, fruits, and vegetables were planted. Shemu was the Season of the Harvest and food storage.

3. What was the shaduf and why was it useful?

Answer: A way of lifting river water for irrigation channel water first used in Mesopotamia. It involved a bucket on a rope at the end of a long pole over the water. The pole pivoted on a frame and had a counterweight at the land side.

4. Ask pupils to use the To Discuss panel to consider the question; 'What does the fact that the shaduf is a Mesopotamian invention suggest about travel/ relations between Egypt and Mesopotamia?' and then write their answer as task 4 in their workbooks.

Answer: it suggests good trade links, and travelers or traders seeing innovations which they copied when they returned to Egypt.

The Egyptian year (4 minutes)

Tell the group they need to listen carefully to the next. With the class, read the section on the top of page 19 on The Egyptian year. After reading the section ask pupils to close their books for a quick quiz:

- i. How many seasons in the Egyptian year? (Answer: three, four-month seasons, Akhet, Peret, Shemu)
- ii. How many days in the Egyptian year? (Answer: 365 days in their solar calendar)
- iii. Did the solar (sun) or the lunar (moon) cycles influence when religious rituals took place? (Answer: lunar calendar)
- iv. How long was an Egyptian week? (Answer: 10 days equaled a week or decades or decan)
- v. Did you work all of the days in the decan/decade? (Answer: The last two days were work free for ordinary Egyptians)
- vi. Did slaves get Holy days and holidays from work? (Answer: No)
- vii. How long was an Egyptian month? (Answer: 3 weeks)
- viii. How many Holy days (which were holidays) a year?

Ancient Egyptian calculation, mathematics and geometry (10 minutes)

Instruct the students to read the section on page 19 titled “Ancient Egyptian Calculation, Mathematics and Geometry” and engage in a discussion about it. Also, direct them to the “To Discuss” panel at the bottom of the same page, and prompt them to consider why mathematical and geometry skills might have been so crucial to the Ancient Egyptians.

Following the discussion, ask the students to write an explanation in their notebooks. The explanation should detail how the Ancient Egyptians have contributed to modern mathematics, provide examples, and explain how we are aware of their work in this area.

Optional Home Study/Extension Tasks

You could use either or both of the Going Further tasks on page 18 to set pupils the tasks of:

- Finding out about Egypt's Pharaohs or queens. Examples given in the textbook include Khufu, Ramses II, Nefertiti, and Cleopatra.
- Conducting research on popular Egyptian myths and reflecting how these myths and strange stories came into being?

Lesson 9 What Were the Religious Beliefs of the Ancient Egyptians?

Textbook Section 2.3: pages 20-21.

Aim: This session introduces pupils to the religious beliefs of the ancient Egyptians, and sets-up the opportunity for an enquiry question (of the same title as above)— and therefore requires either a teacher-led presentation or pupil research, with materials provided by the teacher or internet access for the second part of the lesson and any subsequent lessons. Note: additional sessions can be added, if required.

Learning outcomes: Learners will be able to —

- Know about the ancient Egyptians’ polytheistic religious belief system;
- Explain that Egyptians felt that their many gods were heavily involved in determining what happened to people, and therefore had to be kept happy;
- Describe how later pharaohs were seen as living gods;
- Evaluate the reasons for Egyptian beliefs in magic and their general superstition.

Preview

Explain in your preview that pupils are going to carry out some research for an enquiry today (and in further lessons if you choose to do so). They are going to respond to the question ‘What were the religious beliefs of the Ancient Egyptians?’

As a starter activity show an image of some of the Egyptian gods in order to discuss what they look like, what they did and what this tells us about Egyptian religious views.

Initial pre-research briefing

Next read page 20 and onto the top of page 21 with the group. Discuss what is covered, focusing on emphasising that the ancient Egyptians were polytheistic (many gods, were deeply superstitious, believed in magic and spells, and generally had a religious system heavily influenced by story and myth-history ideas

about how the world was created. Their belief in the agency of the gods to interfere or help, use of magic and an afterlife based on a judgement of earthly life all tell us they had limited scientific knowledge and were trying to explain phenomena that today we would use science to explain.

Teacher decisions

- Supplement what is in the textbook with a self-prepared presentation about Egyptian religion if you wish. Prepare suitable materials (considering accessibility, e.g., readability / comprehension / vocabulary demand) for students to use in class for the research task/sessions where they are reading, extrapolating material and creating a synthesis.
- Split up this (and any subsequent lessons) as you feel is most appropriate to support pupil research, based on your knowledge of how experienced they are in 'research' and their general level of independent working and critical awareness.
- As you progress with the initial reading/briefing, you could ask pupils to make notes, perhaps directing them to ideas you think will help them pursue when they research ancient Egyptian religion.
- You will have needed to decide how long they have to research, and also what format their 'end product' will take, e.g., a poster, a prose report, an ICT produced booklet or a spoken presentation.
- Negotiate with pupils how the responses to the enquiry will be assessed (e.g., peer assessment teacher assessment, negotiated criteria discussed with the class, etc.)
- After the work is completed apply the agreed criteria/approach to assessment so pupils can be encouraged to reflect on how well they performed and can improve their way of working prior to the start of lesson 10.

Plenary

During the second part of the lesson, students may begin their research using either the materials you've provided or the internet. As each session (including this one) concludes, remind the students of their assignment to answer the research question. Repeat this reminder at the end of any additional sessions dedicated to this task.

Lesson 10 How Good Were the Ancient Egyptians at Building Things?

Textbook Section 2.4: page 21

Aim: This session follows a similar format to Lesson 9 for Section 2.3. You will set pupils the task of pursuing an enquiry question, finding out this time 'How good were the ancient Egyptians at building things?'

- Describe the basic characteristics of Egyptian religious life, architecture;
- Describe the purpose of three different chambers inside the pyramid.

Aim: This session introduces pupils to the religious beliefs of the ancient Egyptians, and sets up the opportunity for an enquiry question (of the same title as above)— and therefore requires either a teacher-led presentation or pupil research, with materials provided by the teacher or internet access for the second part of the lesson and any subsequent lessons.

Learning outcomes: Learners will be able to —

- Know that the ancient Egyptians created impressive palaces, temples and monuments and memorials such as the pyramids;
- Explain the key features of these built objects;
- Evaluate what this tells us about Egyptian technology, use of geometry and architecture as well as what these built objects tell us about ancient Egyptian culture.

Preview

Explain in your preview that pupils are going to carry out some research for an enquiry today (and in further lessons if you choose to do so). They are going to respond to the question how good were the ancient Egyptians at building things?

As a starter activity show an image of one or more of the built objects the ancient Egyptians created-what can we infer from this tells us about the ancient Egyptians?

Initial pre-research briefing

Next read the section of page 21 on architecture with the group. Discuss what is covered, focusing on emphasising that the ancient Egyptians had no real machinery in a modern sense, so were moving building materials by human and animal power. There are therefore some tremendously impressive achievements amongst ancient Egyptian architecture, and we will explore their size, nature, design and construction in this enquiry.

Teacher decisions

As before:

- Supplement what is in the textbook with a self-prepared presentation about Egyptian architecture and construction methods if you wish. Prepare suitable materials (considering accessibility, e.g. readability / comprehension / vocabulary demand) for pupils to use in class for the research task/sessions where they are reading, extrapolating material and creating a synthesis.
- Split up this (and any subsequent lessons) as you feel is most appropriate to support pupil research based on your knowledge of how experienced they are in 'research' and their general level of independent working and critical awareness.
- As you progress with the initial reading/briefing: you could ask pupils to make notes, perhaps directing them to ideas you think will help them pursue when they research ancient Egyptian religion.
- You will have needed to decide how long they should research, and what format their 'end product' will take, e.g., a poster, a prose report, an ICT produced booklet or a spoken presentation.
- Negotiate with pupils how the responses to the enquiry will be assessed (e.g., peer assessment teacher assessment, negotiated criteria discussed with the class etc.)
- After the work is completed apply the agreed criteria/approach to assessment so pupils can be encouraged to reflect on how well they performed and can improve their way of working prior to further enquiry based work.

Plenary

During the second part of the lesson pupils might have started researching with materials you have provided or by accessing the internet. Draw together the end of this (and any subsequent) session(s) remind the group of the task to complete their response to the enquiry question. Do the same at the end of any further sessions on this task.

Answers to the Test Yourself questions (page 22)

Section 1 Questions

1. The river's seasonal floods refreshed and enriched the nearby fields, provided water for crops and animals and allowed the development of a river valley civilisation. (page 16)
2. Most were farm labourers. (page 17)
3. Students will answer based on their personal opinions/preferences.
4. Simple, locally available materials made initial construction and repair cheap and easy, and a single storey meant the load bearing structures only had to carry the roof. (page 17)
5. They had a concept of an afterlife and their fitness for acceptance being weighed-up against their earthly life and deeds. They believed their soul would be weighed against a feather on judgement day. (page 20)
6. They saw their leaders as deities and believed they were moving into the afterlife and would need their early bodes and goods. (page 21)
7. They were polytheistic, believing in many gods and magic/supernatural causes of events (page 20)
8. Memphis. (page 21)
9. It suggests good trade links, and travelers or traders seeing innovations which they copied when they returned to Egypt. (page 18)

Section 2 Multiple Choice Questions

1. B. A Pharaoh (pages 15 and 18)
2. A. Quite high status as skilled people. (page 18)
3. A. Yes. (page 18)
4. C. Important gods and less important gods, and lot of them. (page 20)
5. B. 100s and 1000s. (page 19)
6. C. Hieroglyphs. (page 17)
7. A human head on a lion's body with falcon wings. (page 21)
8. B. Giza. (page 21)

Learning outcomes: Learners will be able to —

- Describe the early settlements in Maher Garh;
- Explain the importance of the Indus in the establishment of huge settlements (Mohenjo-daro and Harappa) of the Indus Valley Civilisation;
- Identify some significant characteristics of the Indus Valley Civilisation, e.g. daily life, agriculture, trade, religion, script, economy etc.;
- Give reasons for the decline of the Indus Valley Civilisation.

Lesson 11. What was the Indus Valley Civilisation?

Textbook Section 3.1, pages 24 – 25

Aim: This session will introduce the class to the Indus Valley Civilisation and its importance in regional and world history, and explore what is meant by 'world heritage site' status.

Learning outcomes: Learners will be able to —

- Know where and when the Indus Valley Civilisation (IVC) was formed;
- Explain how early settlements like Maher Garh, and cities such as Harappa and Mohenjo-daro reveal things about the IVC;
- Describe some aspects of daily life in the IVC;
- Identify what is about Harappa/Mohenjo-daro that qualifies them to be UNESCO 'World Heritage' sites.

Starter and Preview (5 minutes)

Look at the image on page 23 which is an aerial image of the ruins of Mohenjo-daro. Ask what the group think they are seeing and whether there is anything they can infer from the image. They might talk about size and complexity of settlement or make inferences about particular structures and shapes – for example picking up road lines and relationships of different shapes to each other.

You could also show an intriguing image of an object from the IVC, for example, an image showing Harappan terracotta figurines.

Ask pupils 'What would you like to know about these objects?'

They might ask:

- Who made them?
- What are they made of?
- What size are they?
- Are they valuable?
- Where are they from?
- What features do they share?

- In what ways are some different?

And so on....

Explain that we are going to find out more about the people who made these things, and that although we might have lots of questions sometimes the evidence might not answer all of them! Ask students to think about which questions cannot be answered.

What was the Indus Valley Civilisation, and where and when did it exist? (15 minutes)

Ask the students to write the chapter title in their notebooks as their title for today's work, then together read the first half of page 24, also looking at the map. Also read the *Did You Know?* Panel.

Ask the students to write the answer to these two questions in their notebooks:

- What was the Indus Valley Civilisation (IVC)?
- Why did the IVC develop and why? When did the IVC exist?

Answers: The IVC was a highly advanced civilisation developed along the River Indus.

The Indus river was a trade route, it provided water to drink and for crops as well as fertilising the land. The IVC existed around 5000 to 8000 years ago, at Maher Garh, Balochistan, and then migrated to Sindh.

Now read the remainder of page 24: '*What were the early settlements at Maher Garh like?*', the *Did You Know?* panel, and also the *What were the main features of life in the Indus Valley Civilisation?* which runs on to page 25.

Ask pupils to use the text to:

- I. Describe life in Maher Garh.
- II. Explain how we know about life in the cities of the IVC. (Answer: archaeological and linguistic evidence).
- III. Describe the main features of the IVC?
- IV. Make inferences about what the evidence from Mohenjo-daro of rebuilt/collapsed walls, divided rooms and other damage suggests about the later period of the IVC.

The Ask the Experts panel includes a link to Archaeological Ruins at Mohenjo-daro- UNESCO World Heritage Centre <https://whc.unesco.org/en/list/138UrbanPlanningandArchitecture>.

What is a World Heritage Site? (8 minutes)

Ask pupils to make a new subtitle: '*What is a World Heritage Site?*' in their notebooks, and to suggest a definition of what the term means. Discuss different pupil suggestions and together create one shared definition they can agree on (you could look at what the UN says these sites 'are' as their own definition). They should write this agreed definition into their workbooks and put a coloured box around it.

As a summary to assist you: The UNESCO 'Convention Concerning the Protection of the World Cultural and Natural Heritage' seeks to protect key sites of: 'cultural heritage': monuments and architectural works; groups of buildings; and sites: of outstanding universal value to history, art or science; and 'natural features and sites' of physical and biological, geological and physiographical formations and the habitats of threatened species of animals and plants; which are outstanding aesthetic or scientific sites or provide universal value to science or conservation.

This, and the even more complex wording of the actual convention might be simplified to the World Heritage sites scheme protects sites of great beauty, importance, and value to the environment and nature, and/or human cultural heritage and history, scientific knowledge or appreciation of art and the environment.

The full World Heritage list is available at <https://whc.unesco.org/en/list/>

After reading the *What is a World Heritage Site?* section ask pupils to answer these questions:

1. What is the name of the organization which is known by the abbreviation 'UNESCO'?

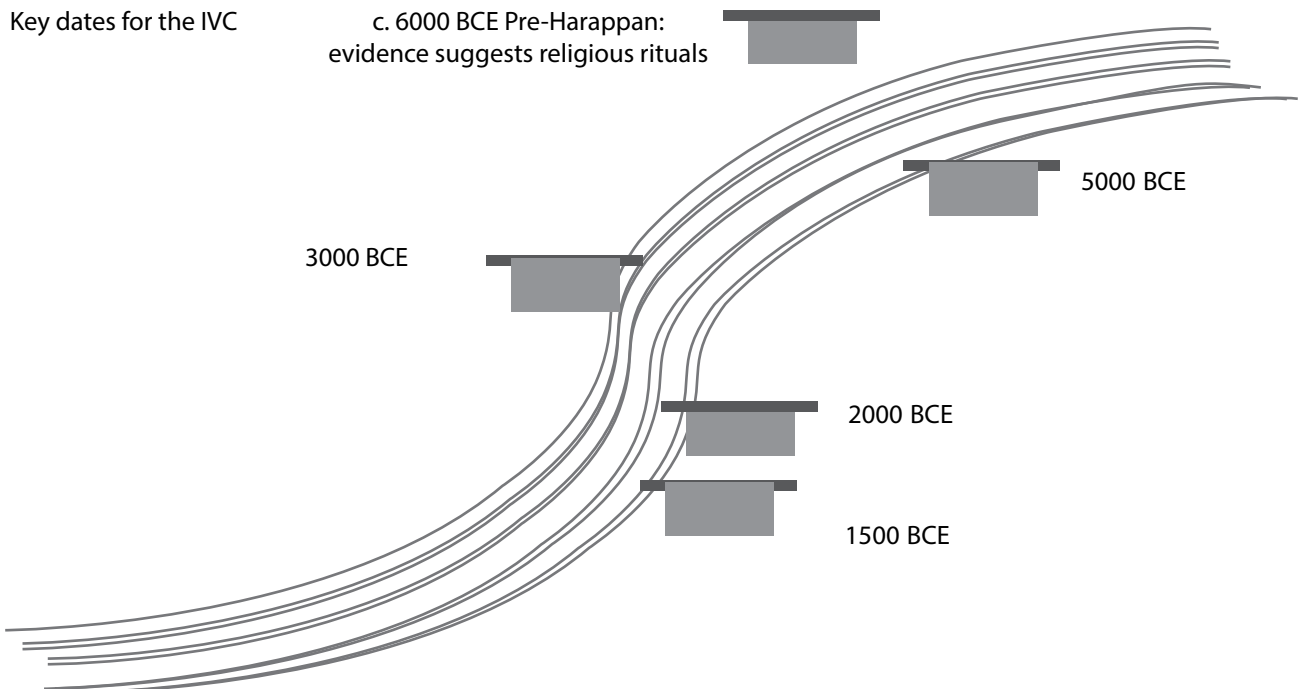
Answer: United Nations Educational, Scientific and Cultural Organisation (UNESCO).

2. What does UNESCO do?

Answer: This UN body works with national governments and the international community to protect sites which are historically significant. These sites show us the development of mankind and human culture over time.

Key dates for the Indus Valley Civilisation (10 minutes)

There is a table of key dates for the IVC (centre right page 25), with a yellow timeline. Look at this as a class and ask the group to make a timeline in their workbooks. In the example here, a river forms the 'timeline' and the events occur along it. Ask pupils to try to be consistent in how much distance represents a millennium (1000 years) as the units on a timeline should be evenly spaced – this one goes from 6000 BCE to 1500 BCE.



If you have time, you could use the To Discuss panel to discuss Pakistan's other World Heritage sites and the criteria being used to select candidates to be added to the UNESCO list.

What criteria would you set to make a site a 'World Heritage Site'? Why do you think Mohenjo-daro is so important?

Optional Home Learning/Extension Activity

You could use the Ask the Experts panel to set-up an activity to: Conduct research on the six World Heritage (WH) sites in Pakistan. Pupils can find out more at UNESCO's website and list of World Heritage sites.

Plenary

Draw together the main points of today's learning to get the class to focus on the location, length of existence, and significance of the IVC and explain that in the next lesson we will explore some of the ways that we know about his civilisation and what made them distinctive.

Lesson 12. How did the 'Lost Cities' unlock the secrets of the past?

Textbook Section 3.2: pages 26 – 27

Aim: This session takes six aspects of the IVC (towns, rulers, religion, trade, art and culture, and values), as focus points to give pupils the chance to consider what we know about the Indus Valley Civilisation and how we know it – therefore exploring the nature of archaeological and other evidence.

Learning outcomes: Learners will be able to —

- Know that the rediscovery of the 'lost-cities' of Mohenjo-daro and Harappa have given us much of our detailed knowledge of the IVC;
- Explain how archaeology approaches the remains of the past in a systematic and scientific way;
- Identify how different features of the IVC were revealed by particular evidence and the inferences of historians and archaeologists.

Preview and Starter (10 minutes)

Show all or part of the YouTube video of a Drone view of Mohenjodaro | Harappa (9 minutes) <https://www.harappa.com/video/drone-view-mohenjodaro>

Read and discuss the introductory paragraph of page 26, and tell the students to write down this subtitle:

How did the cities of the IVC become 'Lost' and 'Found'? (10 minutes)

Then ask the pupils to answer these questions:

1. When does archaeology tell us Harappa and Mohenjo-daro were occupied and abandoned?

Answer: 2600 – 1700 BCE.

2. How do we know the sites were largely forgotten?

Answer: They were abandoned and had become overgrown.

3. What happened in 1826, 1856, and the 1920s CE to change this situation?

Answer: In 1826 CE the site was discovered by the British traveler Charles Mason, railway engineers and labourers moved some of the monuments in 1856 CE, and in the 1920s archaeology started their excavations.

Enquiry Task: What do we learn about the IVC from archaeology? (18 minutes)

Explain to the group that they will now research what archaeology at the 'lost cities' has taught us about the IVC. Explain that as historians we depend on carefully interpreted evidence. It is very easy for myth-history to take over. Explain that this term refers to stories which are told which are believed to be true in a population, but which have little basis in fact. For example tales of heroic leaders, incredible generals, and attributing events to simple narratives. These daring deeds sometimes are very nationalistic and hard to revisit, because people like the traditional story! Myth-history can be difficult to challenge because it is so embedded in popular folklore and belief.

To carry out the enquiry task they should read the sections on town planning and construction, rulers, religion, trade, art and culture, and values and consider the images provided. Decide, and then explain how you would like them to report their work (e.g. essay, written, oral, ICT-based presentation or report).

You could supplement the learners experience by giving additional information or making a presentation based on archaeological evidence. For example, explaining how the use of the brick kiln was an important feature of IVC building, they created regular sized, better bricks, and therefore stronger and longer lasting buildings.

You could extend this enquiry to run across more than one lesson if you provide access to electronic or print sources, or show carefully audio-visual chosen materials to supplement the materials which pupils have available. This might include images of additional IVC artefacts, accessible texts about the IVC cities or society or photographic sources/artists' representations of the IVC (which link to the archaeological evidence – remember that this is an enquiry about how we know rather than just collecting information!).

Optional Home Learning/Extension Activities

You could use the To Discuss and/or Going Further panels to set additional enquiry/research tasks/home learning:

To Discuss panels

Page 26 Explore the functions of the Great Bath

Page 27 Compare the trade of the IVC with the trade done today

Going Further panels

Page 26 Explore the difference between the houses of the IVC and the houses built in the modern world

Page 27 The Excavations at Mohenjo-daro from the 1920s CE are explored at the website <http://www.ancientindia.co.uk/indus/explore/intro.html>

The site at Harappa can be explored at <https://www.harappa.com/>

Lesson 13. How advanced was the Indus Valley Civilisation?

Textbook Section 3.3: pages 28 – 29

Aim: This session builds on the previous lesson(s) – which described the IVC and explored how we know about the society through archaeological evidence and extends it by evaluating the significance of the IVC and exploring the theories offered for the end of the IVC.

Learning outcomes: Learners will be able to —

- Know about aspects of the IVC which made it significant;
- Explain whether they feel the IVC was a complex society and was ‘sophisticated’ and make judgements about what information is significant or not in reaching a conclusion about this;
- In order to do this they will:
- Describe the key features of the IVC;
- Evaluate the extent to which the society was complex/advanced;
- Consider the value of evidence, and significance of information in making a conclusion;
- Assess the theories which have been proposed to explain the reasons for the collapse of the IVC.

Starter and Preview (4 minutes)

Project or write the word ‘significance’ on your classroom chalk or whiteboard, or on a big sheet of paper. Ask the class what they think this means in relation to considering the IVC and the evidence. If we measure ‘significance’ we need to know in relation to what we are judging significance and what our criteria are for our judgement. Here we are deciding if particular evidence is significant in reaching a judgement about how advanced and complex the IVC might have been... effectively reaching an historical interpretation by looking at how significant the achievements of the civilisation were and how complex their lifestyle was at the time.

Judging Significance: How advanced was the Indus Valley Civilisation? (23 minutes)

So, having talked about the outlining criteria to measure significance and complexity of a civilisation we can now look at some of the details of the IVC.

What do the ‘lost cities’ tell us about the complexity of society in the IVC?

This activity continues the exploration of history’s disciplinary concepts of evidence and significance (how historical thought is focused) alongside the substantive subject knowledge (the content of history).

Read page 33 with the class and discuss what is being revealed about the IVC, and how we would know. The To Discuss panel raises some questions which could be used in thinking about the extent to which a civilisation is advanced.

A set of sorting cards are provided (next page) for groups to use to then explore the significance of what we know about the events, people and places of the IVC. Divide the class into smaller groups of 3 or 4 persons with a set of the cards each, cut-up in sets. Placing each set in an envelope or plastic wallet will make the management of this easier, as will using different coloured paper or card so that sets do not get mixed up by accident. Ask the group to decide if some of this information is more helpful in evaluation how advanced the IVC was as a civilisation, and as a people.

How advanced was the Indus Valley Civilisation? ✂ Cut out the statement cards.

| | | | |
|---|--|--|---|
| What makes Harappa and Mohenjo-daro significant? | The IVC cities were carefully planned. | All the bricks were one standard size. | Everyone had access to fresh water. |
| There were public drains to remove human waste. | Agriculture was practiced to ensure food supply for all. | There was a central market, and river trade. | Grain stores around the city provided food reserves. |
| They traded with Mesopotamia, Sumeria, Nile Valley. | No money has been found. A barter system might have existed. | City population was of 30,000-60,000; very large for ancient cities | The longest surviving writing from the IVC is 26 words long. |
| There is little evidence of weapons or of an army. | Houses had small courtyards and a flat roof. | Very little metal was found, but evidence was found of use of copper and gold. | The Great Bath House was well-built, the pool was tar lined. |
| 3500 clay seals survive; they were used like parcel labels. | Writing was done on clay tablets with pointed sticks. | The IVC had an alphabet of 400 letters or characters. | When writing the 1st row was left to right, then R to L, then L to R. |

What might makes us think Harappa and Mohenjo-daro (and thus the IVC) were advanced?

Is each fact significant in reaching this decision?

| What we know? | Significant in judging how advanced they were? | | Why I think this is/is not significant in judging how advanced the IVC was: |
|---|--|----|---|
| | Yes | No | |
| 1. The IVC cities were carefully planned. | | | |
| 2. All the bricks were one standard size. | | | |
| 3. Houses had small courtyards and a flat roof. | | | |
| 4. The Great Bath House was well built – the pool was lined with tar. | | | |
| 5. There were public drains to remove human waste. | | | |
| 6. Everyone had access to fresh water. | | | |
| 7. Agriculture was practiced to ensure food supply for all. | | | |
| 8. Grain stores around the city provided food reserves. | | | |
| 9. There was a central market, and river trade. | | | |
| 10.They traded with Mesopotamia, Sumeria, Nile Valley. | | | |
| 11.Very little metal was found; evidence of the use of copper and gold have been found. | | | |
| 12.No money has been found – a barter system might have existed. | | | |
| 13.There is little evidence of weapons or of an army. | | | |
| 14.City population was of 30,000-60,000, a big number for antiquity cities. | | | |
| 15.3500 clay seals survive; they were used like parcel labels. | | | |
| 16.Writing was done on clay tablets with pointed sticks. | | | |
| 17.The IVC had an alphabet of 400 letters or characters | | | |
| 18.In writing the 1st row was written left to right, then the next R to L, then L to R and so on. | | | |
| 19.The longest surviving writing from the IVC is 26 words long | | | |

So, overall, I would say the IVC was / was not an advanced civilisation because....

Prompts from the To Discuss panel:

So, why is it possible to say the IVC was:

- A very advanced civilisation?
- A society that seems to have valued equality, an egalitarian society?
- A peaceful society?

In considering this encourage pupils to also be somewhat provisional in their arguments and to think of any counter-arguments or challenges to points that they might make.

Decide if you wish to ask pupils to write up their decisions/answer in some way – a fill-in sheet to photocopy: What might make us think Harappa and Mohenjo-daro were advanced?

Is each fact significant in reaching this decision? is provided. However, you might want to have fewer statements to speed up responses and allow different pupils to cope with the demand you think is appropriate for individuals.

What might have destroyed the Indus Valley Civilisation? (10 minutes)

Next move on to the second evaluative task for today, which involves deciding how far we are convinced by competing theories around What might have destroyed the Indus Valley Civilisation?

Read page 29 with the class and explain that we don't know why the IVC collapsed, and that theories to explain this differ. Here we will weigh up four that have been proposed.

After reading and discussing the four theories ask the class to make a table like the one below, summarizing each theory, and writing a personal conclusion in the final row.

| Competing theories to explain what might have destroyed the IVC | |
|--|---------------------------|
| Migration, invasion, and conquest: | Natural Phenomena: |
| Food shortage: | Disease: |
| My view about whether we can really decide is.... | |

If there is time, or as the Plenary (3 minutes) use the To Discuss panel to ask:

- What would you expect the consequences of the migrations and Persian invasion would have been for the IVC society and civilisation?
- Do any of these theories for the end of the IVC seem more likely than others?

Optional Home Learning and/or Extension

You could use the Going Further panel from page 28 to set one or both of the following as Home Learning or as an extension task:

- What do you think were the key functions of the seals used in the IVC?
- Compare the lifestyle of the people in the IVC with people living in Pakistan today.

Answers to the Test Yourself questions (page 22)

Section 1 Questions

1. The IVC was formed along the banks of the Indus (see page 24 for map).
2. c.5000 – c.8000 years ago. Pupils should make a personal answer evaluating the question of contribution of the IVC to modern life (Sections 3.1-3.3).
3. The brick kiln allowed the production of regular sized and firmer shaped bricks, which was helpful in creating stronger and longer lasting buildings. (Covered during lesson 3.2).
4. This refers to stories which are told which are believed to be true by ordinary people, but which have little basis in fact. Myth-history can be difficult to challenge because it is so embedded in popular folklore and belief. (Covered during lesson 3.2).
5. This is an early settlement, so it was a farming-based settlement, and people lived in mud-brick houses and looked after sheep, goats and cattle. They harvested grain with copper tools and stored their grain safely so were able to protect any surplus. (page 24).
6. They were built around 2600 BCE and abandoned around 1700 BCE. (page 26).
7. A bull. (page 26).
8. They traded with the Mesopotamians, the Sumerians and the Nile Valley Civilisations. (page 27).
9. 400. (page 28).

Section 2 Multiple Choice Questions

1. Archaeologists have helped us piece together some information about the Harappans including knowing that they:
 - i. Made toys of: B. Wood and clay (page 27).
 - ii. Made seals from: C. Clay (page 26).
 - iii. Were people who valued beautiful jewellery made from: C. glass beads. (page 27).
 - iv. Had a written language with: C. 400 letter shapes. (page 28).
 - v. Spoke a language that is: A. The same as the local language in Sindh today. (page 24)
2. The earliest evidence of the development of the Indus Valley script was dated around the time: c.3500 BCE.
3. Mohenjo-daro was declared a World Heritage Site with special protected status in: B. 1980 (page 25).

Chapter 04

Ancient China

Learning outcomes: Learners will be able to —

- Describe the basic characteristics of Chinese architecture.
- Find major trade and occupations of the people of ancient China.
- Identify some significant characteristics of Chinese civilisation, e.g. daily life, agriculture, trade, religion, script, economy, etc.

Aim: This session will provide an introduction to the history of ancient China, from its start as a river valley civilisation along the Yellow and Yangtze Rivers to the end of the Qin period in 206 BCE.

Lesson 14. The Rise of Ancient China

Textbook Section: Section 4.1, pages 32 – 33.

Learning outcomes: Learners will be able to —

- Know which territory the four key Chinese dynasties held (Xia, Shang, Zhou, and Qin dynasties);
- Explain the notion of 'The Mandate of Heaven;'
- Describe ancient Chinese religious ideas;
- Identify the key features of ancient Chinese architecture.

Starter and Preview (4 minutes)

In your preview, show a picture of either (or both of) the skull of, or reconstructions of the face of, 'Peking man'— the fossil remains from near Beijing. Ask what they can see and what they think they are being shown. Tell them a little about the importance of this fossil in the record of human ancestry and ask them to remind you where many of the ancient civilisations developed (along rivers and in fertile places).

Then give a short preview, saying that in the next lessons you will be studying Ancient China, or ancient Zhongguo (the Chinese name for China is Zhongguo).

How did the Chinese civilisation begin? (4 minutes)

Now read section 4.1 The Rise of Ancient China. How did the Chinese civilisation begin?

Next, answer the following question:

Why can it be said that China has a strong claim to be one of the cradles of civilisation?

Answer: Students should identify China as an early site of human life, as some of the oldest human-ancestor fossil remains have been found there since 1927 CE. The skull is somewhere between 700,000 to 200,000 years old. At Yuanmou, remains from 1.7 million years ago were found in 1965 CE.

What were the dynasties of the ancient Chinese Kingdom? (9 minutes)

Next, look carefully at the map on page 32 with the class. It shows the territory of the Xia, Shang, Zhou, and Qin dynasties. Read the 'What were the dynasties of the ancient Chinese Kingdom?' on pages 32 – 33. Ask pupils to make their own copy of the map using the pupil map sheet, and to complete the timeline on the sheet. Ask them to write about the features of Xia and Shang dynasties briefly.

The Territories of the Ancient Chinese Dynasties



Map Key

| | |
|---------------|--------------|
| Xia Dynasty | Zhou Dynasty |
| Shang Dynasty | Qin |
| Silk Road | |

Audio-visual input (5 minutes)

Make a short presentation about ancient China, or show an appropriate short film sourced online

What is the Mandate of Heaven? (5 minutes)

Explain that the idea of 'the divine right of kings' has been a powerful one through history, and that this is the story, usually circulated by the rulers, that a divine power (a god or gods) has chosen them to rule, and therefore to threaten their rule is to question or challenge that divine being. Ask if they can suggest any reasons why this is a clever way to hang onto power.

Then read the section on *What is the Mandate of Heaven?* on page 33.

Ask pupils to summarise in their workbooks:

1. The idea of 'The Mandate of Heaven'.

Answer: They should summarise the Zhou emperors' argument that they were chosen to rule by a divine or godly power.




2. The events behind the term 'The Warring States Period'.

Answer: This is the title given to the unstable years when different factions took power in individual regions and fought each other until 221 BCE when authoritarian Qin Shi Huang declared himself Emperor.

What was religion like in ancient China? (5 minutes)

Read the section about religion (page 33) and discuss it.

Ask pupils to summarise each of the religions mentioned: Buddhism, Taoism, and Confucianism, drawing a small symbol (or sticking one in), writing the name of the religion in a box, and summarising the key points of belief of the religion, for example:

| | |
|---|---|
|  | <p>Buddhism: established 6th century BCE</p> <p>Based on personal development, search for enlightenment, meditation, and practice in order to reaching nirvana, a condition of ultimate peace and contentment.</p> |
|  | <p>Confucianism: a philosophy based on teaching of a way of thinking, some rituals and a commitment to social roles and obligations.</p> |
|  | <p>Taoism (or Daoism) takes a religious focus on spiritual behaviour, and finding 'the Way', the harmonious natural order between humans and the world to achieve spiritual immortality.</p> |

Architecture in ancient China (5 minutes)

Show some images of traditional Chinese architecture. Ancient Chinese architecture was typically characterised by walled/fortified compounds, high pavilions, wooden paneling and columns, landscaped gardens, and the use of yellow glazed roof tiles. Buildings commonly had spaced timber posts supported by crossbeams, to better resist earthquakes. People in ancient China also stressed city planning. Temples, palaces, and private houses were amongst the buildings constructed primarily.

Plenary (2 minutes)

Summarise the learning about ancient China, for example asking some 'quick-fire questions', drawing on the things covered during the lesson.

Lesson 15. Cultural Achievements in Zhou and Qin China

Textbook Section: Section 4.2, pages 34 – 35.

Aim: This session focuses on the development of Chinese culture and some of its contribution to humanity, giving pupils the task of either:

- Developing a poster identifying the cultural achievements of these two dynasties. OR
- Writing a prose account evaluating the cultural achievements of the period.

Learning outcomes: Learners will be able to —

- Describe and evaluate the key cultural achievements of the Zhou and Qin dynasties;
- Explain the significance of the Great Wall of China, the Terracotta Army and Chinese innovations.

Starter and Preview (2 minutes)

Show a picture of the Great Wall of China, and ask what it is, and why it is famous.

Discuss this briefly and in your preview for the session explain that this is one of the things most people can name in relation to ancient China and say “but there is so much more that this civilisation should be remembered for.”

Set the task to read section 4.2 and either

Develop a poster identifying the cultural achievements of these two dynasties.

Or

Writing a prose account evaluating the cultural achievements of these two dynasties.

Responses might include mention of the key achievements during the Zhou Dynasty:

Philosophy The work of Confucius (551–479 BCE) and Lao Tzu,

Military tactics Sun Tzu’ The Art of War.

Cast Iron Mould-made objects from around 500 BCE

The key achievements during the Qin Dynasty:

Qin Shi Huangdi’s ‘**Great Wall of China**’ at 21,196.18 km long, and just under 8m high on average.

The crossbow c.342 BCE.

The Terracotta Army

Standardised writing nationally and **the umbrella** – both c.210 BCE.

Silk weaving, paper making, and jade carving.

Plenary

During the lesson they have been looking at ancient Chinese achievements, in the plenary discuss what might these innovations tell us about ancient China?

Optional Home Learning/Extension Tasks (36 minutes)

You could ask pupils to use the Going Further panel to: Find out more about the Great Wall of China and some of the cultural and technological achievements of the people living in ancient China.

Answers to the Test Yourself questions (page 22)

Section 1 Questions

1. What were the superstitions held by Qin Shi Huang?

Answer: This Emperor was remarkably superstitious and paranoid and was advised by a sorcerer called Lu Sheng. While alive he was terrified of being assassinated, so lived in secret locations and used secret tunnels and had anyone who revealed his whereabouts executed. Writing his name was forbidden because he was afraid that it could then be used for magic spells which could harm him.
2. What were the achievements of the Zhou Dynasty?

Answer: This was a Golden Age for Chinese philosophy with the work of Confucius (551–479 BCE) and Lao Tzu were produced, and Confucianism, Daoism, and legalism developed. The military manual 'The Art of War' was written in the period by Sun Tzu, and iron was cast around 500 BCE allowing production of many objects including swords and pots. (page 34).
3. What weapon of war was developed in 342 BCE? (page 33).

Answer: The cross box is an important innovation from the Zhou era.
4. What is the Mandate of Heaven?

Answer: This is the theory that the Zhou rulers ruled because of the approval of their gods – a way to keep people obedient. (page 33).
5. Describe the importance of silk and the Silk Road in ancient China.

Answer: In the ancient world silk was, and still is, a high value, luxury product, so it was a carefully guarded 'trade secret' to protect the weavers' and producers' profits and business. As the trade route which threaded across northern China became established it was given the name 'The Silk Road' because silk was one of the key products (along with spices) being traded with great success and financial gain. (page 35).
6. Were there any significant achievements made during the Qin dynasty?

Answer: The key achievements during the Qin Dynasty were the construction of the 8 metres high, 21,196.18 km long 'Great Wall of China' on the orders of China's first Emperor of China, Qin Shi Huangdi to stop Mongol raids. The construction method relies on a mortar of glutenous rice. (page 34).
7. What inventions from ancient China are still used in the modern world today?

Answer: Chinese inventions we still use include umbrellas, silk weaving, paper making, jade figures.
8. Which emperor was the Terracotta Army constructed to protect in 'the afterlife'?

Answer: Qin Shi Huang carried out the 40 year project to have his Terracotta Army constructed to protect him in the afterlife, and established his mausoleum at X'ian. (page 35).
9. Refer to online and print sources to describe and compare the four great dynasties of the ancient Chinese Kingdom using a chart or an organogram.

Individual pupil responses will draw on the materials available and compare the dynasties.

Section 2 Multiple Choice Questions

1. B. Peking Man (page 32).
2. B. Zhou (1046 – 256 BCE). (page 32).

3. B. Mandate of Heaven. (page 33).
4. B. Zhongguo.
5. A. Large personal tomb or monument. (page 35).
6. B. Zhou dynasty (page 34).
7. A. Silk weaving, paper-making and jade carving. (page 35).
8. B. Han Dynasty. (page 35).

Chapter 05

Persian Civilisation

Learning outcomes: Learners will be able to —

- Describe when, and how, the Persian civilisation was formed.
- Analyse the daily life, and social customs of the ancient Persian civilisation.
- Know and evaluate the achievements of the Achaemenid culture

Aim: This session will introduce students to the ancient Persians, allowing learners to delve into the rich history and culture of the ancient Persian civilisation. Students will trace the origins of the Persian civilisation, describing when and how it was formed, and examine the lifestyle and social customs prevalent in the ancient Persian civilisation. They would understand and assess the accomplishments of the Achaemenid culture.

Lessons 16 and 17.

Textbook Section 5.1: pages 36 – 37.

Learning outcomes: Learners will be able to —

- Describe when, and how, the Persian civilisation was formed.
- Analyse the religious customs of the Achaemenids.
- Know about, and evaluate their Achaemenid administrative systems.

Lesson 16 Who were the Persians?

Starter and Preview (4 minutes)

Show an image or images of Persian/Achaemenid culture, for example of the wall sculptures at Persepolis. Ask the class if they know anything about the Persians or where Persia was. See an online encyclopedia so you can tell the group a little about the Persians and the groups which preceded the Achaemenids. Show the group an atlas image of modern Iran, or point out its location on a globe. Explain that the modern Iran is much smaller than historic Persia.

Why is this civilisation named the Achaemenids? (14 minutes)

Read the start of section 5.1 The Persian Empire including the introduction: Why is this civilisation named the Achaemenids?, the timeline, and The Rise of the Persian Empire section on page 38.

Ask pupils to write the subtitle in their notebooks and answer these questions:

1. Who were the Persians?
2. Why are they known as the Achaemenids.

Answers:

1. The Persian civilisation began as a group of tribal settlers east of Elam on the Iranian plateau in Persis or Parsa. Persian King Cyrus II (Cyrus the Great) overthrew the ruling Medians in 550 BCE.

- The Achaemenid Empire is named after Achaemenes, an ancestor of Cyrus the Great, the ruler who established the Persian Empire.

Ask the group to copy the timeline: Who ruled the region before the Persians?

| | | | |
|-------------------|-------------------|---------------|-------------------|
| Kingdom of Elam | Sumerians | Median Empire | Achaemenid Empire |
| c. 3200 – 539 BCE | c. 4100 – 175 BCE | 678 – 550 BCE | 550 – 330 BCE |

The rise of the Persian empire

- What conquests did Cyrus II make after becoming King?
- What new title did Cyrus II give himself?

Answers:

- Cyrus II's army conquered the Kingdom of Lydia (546 BCE) and Elam, also called Susiana (540 BCE), and Babylon (539 BCE).
- Cyrus II took the title 'King of Kings.'

Lesson 17 About the Persian Empire

Divide the class into small groups of 2 or 3 persons, and ask them to carry out the following tasks over the remainder of lesson 16 and the next lesson (lesson 17). The enquiry question you will answer is: What does what we know about the Achaemenids tell us about their civilisation?

- On page 39 there is information about Achaemenid religion and administration;
- On page 40 about their agriculture, architecture, and the use of symbolism;
- Pages 40 – 41 provide information about daily life and social customs;
- Page 41 showcases the importance of famous Persian Kings, and highlights the details regarding the end of the empire.

Tell the group that they need to read each section, deciding what each element is telling them about this society, and what they are finding overall.

Decide if this activity will be carried out as a:

- research or enquiry task drawing on further sources;
- an essay or prose report;
- a poster or organogram with explanatory panels or info-graphics/illustrations.

For example the Religion 'box' has been completed here. It is a good idea to add some evaluative comments about what students have learnt about the Achaemenid society.

| Life in the Achaemenid Empire | | |
|--------------------------------------|---------------------|--|
| Daily life | Agriculture | <p>Religion</p> <p>Religion based on the philosophy of Zoroaster, also called Zarathustra, (c. 1500-1000 BCE) saying humans should choose between 'good' / the deity Ahura Mazda, or evil and Angra Mainyu.</p> <p>The Persian leaders seemed to have accepted multiple religions to co-exist. The Cyrus II Cylinder tells us there was official toleration of all religions on condition of religions accepting the right of others to exist. The Jews exiled to Babylon were allowed to return to Judah by Nebuchadnezzar II who paid to rebuild 'the Second Temple' (of Solomon). This tells us that the leaders of the society did not feel threatened by diversity of faith, and were comfortable tolerating different views, allowing people to decide for themselves, showing an enlightened approach.</p> |
| Administration | Architecture | Symbols used |

| Famous Kings | End of the Empire | Additional comments and conclusions |
|--------------|-------------------|-------------------------------------|
| | | |

Other key points from the chapter's themes: Administration

Regions or Satraps had two leaders: a civil and a military governor to limit any man's power-All administration was in Aramaic. Proclamations in: Old Persian, Elamite, and Akkadian (Babylonian) were carved onto stones together. This shows some wisdom about control of rivals. Local rulers in conquered areas could retain power IF they and their people followed Achaemenid rules/laws, paid tax, and did military service- which also shows political insight in not making conquered people want to rebel.

The Behistun Inscription, on an Iranian cliff helped archaeologists decipher cuneiform script, which was being used as an early writing system – which suggests a level of literacy across the empire for some individuals.

Four cities were used as hubs for the court: Cyrus's new capital Pasargadae and Babylon, Ecbatana, and Susa. A royal postal network with messengers or Angarium, carried news and proclamations along specially made roads with watchtowers, sleeping quarters, kitchens, and stables to change horses at the end of each day's riding. Darius I created a Royal Road from Sardis to Susa with so efficient an Angarium system that the Greek historian Herodotus praises it in his writings.

Agriculture

Achaemenid engineers adopted earlier Assyrian ideas including qanats: hand-dug sloping channels and vertical shafts down to underground water; and yakhchal or 'ice pits' with a large dome above and a cavity below ground. The ice that formed was then available to preserve food.

Architecture and symbolism

Most Achaemenid buildings were simple low-height constructions, but their symbolic, government and monumental architecture was often impressive and beautiful. Cyrus loved peaceful, beautiful gardens and created the 'Pairi-daeza Gardens', giving us the word 'paradise'. This tells us about societal values and a love of calm and beauty. The images on the page also tell us about Achaemenid culture, technology and values: a valuing of beauty, a strong sense of messaging.

Daily life and social customs

Society was mainly based on farming or nomadic life, rearing animals (sheep and cattle) and growing crops like lentils, rice, and barley. Society ran on a strongly divided social classes basis: the royals, priests, aristocracy, military officials on the top; merchants and craftsmen in the middle; peasants and then slaves at the bottom. However, this worked, and society was remarkably efficiently run (especially for an ancient world empire).

Some had specialised roles, were craftspeople or traders. The society produced intricate metalwork, traded precious metals such as gold, silver, copper, iron. Some were soldiers, government scribes, and engineers and architects. The postal service and official roads network allowed the government to run efficient communications and transportation over long distances.

The rule of famous Persian kings

Cyrus II died (530 BCE) was succeeded by his son Cambyses II ruled successfully for eight years from 530-522 BCE and conquered Egypt. Next Cambyses's brother Bardiya, (or perhaps Gaumata, a Median imposter) murdered Cambyses II and took power and was also assassinated soon after. Darius I, Cambyses II's distant cousin, took the throne (522-486 BCE), and was later called 'Darius the Great' after territorial expansion and ordering the building of the city of Persepolis. His son Xerxes (ruled 486-465 BCE) extended Persepolis and gave a stable empire for those who followed him until the reign of Darius III (336-330 BCE)

The end of the empire

The empire ended when the Greek leader Alexander of Macedon conquered the empire and had Artaxerxes V (formerly Bessus, a former royal aide/bodyguard executed a year after he killed Darius III. As a result Hellenistic (Greek) influences came into the region and continued under his Alexander and his generals and their descendants in the Selucid and Parthian Empires. Much later, between 633 and 654 CE the Khulfa-e-Rashideen caliphate invaded the Persian empire, conquered it and ended the Sassanian empire.

| | | | | | |
|----------------------------------|--|------------------------------|---|--------------------------------|--|
| Achaemenid Empire 550-330 BCE | Alexander 'the Great' of Macedon | Selucid Empire 312-63 BCE | Parthia or Arsacid Empire 247 BCE – 224 CE | Sassanian Empire 224-661 CE | Arab Invasions 7 th C CE |
| First Persian Empire | Persian and Hellenistic-Greek influences | | | Persian influences | Muslim influences |

Plenaries for both lessons (3 minutes per lesson)

Ask pupils to stand and summarise one aspect of their learning about the Achaemenids of ancient Persia, asking what they discovered during their work.

Optional Home Learning /Extension Tasks

You could ask pupils to use the Going Further panel to: Find out about the conquest of Persia during the Khulfa-e-Rashideen رضى الله تعالى عنهم (633-654 CE) and how this ended the Sassanid Empire and led to the decline of Zoroastrianism as a religion.

Answers to the Test Yourself questions (page 22)

Section 1 Questions

- How did the Achaemenid dynasty get its name?
Answer: The Persian empire is also called the Achaemenid empire since it is named after the founder, Cyrus the Great's ancestor, Achaemenes. (page 38).
- Why was Zoroaster an important historical figure?
Answer: Zoroaster (also called Zarathustra) wrote and taught that humans needed to choose between 'good' and the deity Ahura Mazda, and evil Angra Mainyu, god of discord and strife. The Achaemenid culture was based on this philosophy, and the religion that formed still exists as Zoroastrianism. (page 39).
- Where did Cyrus II establish a new capital?
Answer: Cyrus's new capital was at Pasargadae, which gives us the modern word paradise. (page 39).
- Explain the function and design of a qanat.
Answer: A qanat is an Assyrian irrigation system: sloping channels are dug with regular vertical shafts called qanats allowing the lifting of deep water to the surface. (page 40).
- Explain the design of a yakhchal.
Answer: Yakhchal are icehouses with a large dome above ground and a cavity below ground, with a regular inside temperature to form ice in humid to hot climates. Ice was then used to keep it cold in order to preserve food. (page 40).
- Why is Darius I an important historical figure?
Answer: Darius gets the label 'the Great' for a more than thirty-year reign (522-486 BCE) which was very successful in terms of expansion and achievements such as the building of the city of Persepolis which became a symbol of the power and splendour of the Achaemenid court. (page 41).

Section 2 Multiple Choice Questions

- B. Roller for printing. (page 38).
- A. Gaumata (page 41).
- B. Fire. (page 41).
- B. Winged lions with human heads. (page 40).
- B. Alexander of Macedon. (page 41).

Learning outcomes: Learners will be able to —

- Describe when, and how, the Greek, and Roman Civilisation were formed.
- Analyse the daily life, and social customs of Ancient Greek, and Roman Civilisations.
- Identify the connection between the Greeks and the Romans.
- Describe how Rome developed into a republic.
- List some of the contributions of the Greek and Roman Civilisations to the world.
- Describe who Alexander was, and why he was called Alexander the Great.
- List significant victories of Alexander.
- Outline the reasons for Alexander's plans to conquer India.
- Identify the relationship between Athens and Spartans.
- Compare the architecture of the Greeks and the Romans.

Lesson Plan: The Hellenistic World: Classical Greece

Note: this lesson plan is for reference, and can be split up, expanded, and altered based on the teacher's requirement.

Duration: 40 minutes

Textbook section 6.1: 43-46

Aim: To understand the key aspects of the Hellenistic world and Classical Greece, including its history, culture, and contributions to the modern world. Students would also be able to talk about the Grecian civilisation in terms of the Roman Civilisation.

Introduction: 5 minutes

Ask the students what they know about the Greek and the Roman civilisations. Students may relay some information about art, or even talk about the sculptures or coins they might have seen while visiting a museum. Remind students that events in the world do not exist in a vacuum, rather influences of these civilisations persist in the subcontinent where they came due to trade and travel during the time. Ask students to think about what influences of the Grecian and Roman civilisations still persist in modern-day Pakistan.

Explanation: 30 minutes

- Begin the lesson by talking about how classical Greece refers to the period from roughly the 5th century BCE to the death of Alexander the Great in 323 BCE. This era is characterised by the flourishing of Greek culture, politics, philosophy, art, and literature. There was a rise of city-states in ancient Greece, particularly Athens and Sparta, which became centres of innovation and intellectual achievement.
- Similarly, the Hellenistic period begins with the death of Alexander the Great in 323 BCE and lasts until the Roman conquest of Egypt in 31 BCE. It refers to the era when Greek culture, language, and influence spread across the Eastern Mediterranean and beyond, following the conquests of Alexander. Talk to

the students about how the Hellenistic period saw the fusion of Greek culture with Eastern influences, resulting in a vibrant exchange of ideas, languages, and traditions.

- It is a good idea to mention the Library of Alexandria in Egypt which (in the 3rd century BCE) became a centre of scholarship and learning in the ancient world. This library was home to countless valuable manuscripts, attracting scholars from different cultures and parts of the world. This contributed to the diffusion of knowledge during the Hellenistic period.
- Good points of discussion also include the Olympic games, how the Greek alphabet has influenced modern languages, the contributions of Greek philosophers like Socrates, Plato, Aristotle influenced modern philosophy and science, and the role of Greek mythology in ancient Greek culture, particularly how their beliefs influence their daily life, art, and politics.
- It is a good idea to veer the discussion towards that of the Roman civilisation, where it is important to talk about the Roman Republic and the Roman Empire (what were the differences between the two, and how did the transition from one to the other impact the Roman civilisation). The Roman legal system was significant, discussion should happen about its influence on modern legal systems. Other points of discussion include that related to Roman architecture (innovations such as the arches and the dome and how those have influenced modern architecture), the spread of Christianity and how the religious landscape of the empire changed.

Conclusion: 5 minutes

Ask the students to review the class discussion and write a short note of reflection in their notebook.

Classwork: 10 minutes

- Ask students to look at the picture of the ancient theatre in Acropolis Greece, Athens, given on page 45, and then write about what it says about what life was like in ancient Greece.

Homework:

- Ask students to do research on the Grecian myth of the Trojan Horse. Students should also write about what these myths and legends reveal about the societal norms, values, fears, and aspirations of the people of the time, or how they reflect the political and cultural landscape of the era. Encourage students to research using reliable online and print sources.

Suggested activities:

Note: These activities are for the entire chapter and can be given as homework, classwork, or integrated within the lesson plan as seen fit.

- An interesting activity could be visiting a nearby museum to explore the impact of the Grecian civilisation in Pakistan. In the National Museum of Pakistan (located in Karachi), the Taxila Museum (near Islamabad), the Lahore Museum (in Lahore) there are Grecian coins found from the time the Grecian forces came to the subcontinent. Encourage students to write about what the front and back of the coins feature (usually would feature the bust of the ruler it was issued by, could also include a figure of a deity like Apollo, Zeus, or Poseidon).

- Students could make a travel brochure about Athens or Sparta at the time of Greek Civilisation, demonstrating their understanding of the geography and culture of the region of the time. This brochure should contain important information that would be relevant to travellers of the time.
- Ask students to work in groups to create an information sheet for a Greek or Roman invention. Good examples of Grecian inventions can include alarm clocks, the odometer, Archimedes' screw, cartography, and the astrolabe. Examples of Roman inventions include aqueducts, concrete, Roman numerals, surgical tools, arches, and bound books. Encourage the students to be as creative as possible, including interesting details such as the process of making the invention, the inspiration behind it, etc.
- Students could make a study (could be in the form of a poster or PowerPoint presentation) to compare the customs and traditions of the modern and ancient Olympics. Have the games changed much over the years?
- Give the students a task of designing a Roman legion's signum or standard. Encourage them to do some research on what Roman symbols looked like and what a signum or standard would look like. A Roman signum was a banner or flag that identified a Roman legion or cavalry unit. This banner / flag was attached to a stick or pole and was considered a symbol of pride and even as a meeting point for the army. These were used to help organise movements in the battlefields.
- Students can work in groups to make the following structures. Encourage them to write an information prompt about their project and how it was used by people of the time.
 - A clay pot (if the idea of making a proper clay pot seems challenging, teachers can also encourage students to make an ostrakon (these are pottery pieces used for writing by the ancient Greeks) students can drop a couple of terracotta pots on a cement or brick floor (under adult supervision) and use the shards as ostrakon).
 - An aqueduct
 - A sundial

Answers to the Test Yourself questions (page 56)

Section 1: Questions

1. City-state is a small self-governing city-nation which controls the surrounding territory. A series of small territories governed by a city. Rivalries led to disputes and wars including the famous Trojan war against the powerful kingdom of Troy. Sparta and Athens were Greek city-states which became dominant powers. Sparta, also known as Lacedaemon, was more warlike and forcibly occupied the neighbouring Messenia for centuries, whereas Athens operated as a trading power, and while it protected its interests it did not attempt to expand by force.
2. Troy is modern day Hisarlik, Turkiye and students can mark the places on a world map.
3. Socrates, Plato and Aristotle. They are famous because Socrates established a reasoning and questioning approach that is still used today: the Socratic questioning approach. Plato is known as the father of philosophy because of the quality of his work. Aristotle wrote many important texts about philosophy, the sciences, and other topics.

4. Phillip II of Macedon is attributed with the unification of ancient Greece. Philip reorganised and trained his army, increased his cavalry, and copied tactics used by the successful armies of Thebes. He became a formidable opponent although he didn't win all his battles. Alexander's conquests helped him create one of the largest empires of the ancient world, which stretched from Greece to the banks of the Ganges in north-western India.
5. Answer not written in the chapter.
6. 'Peace of Rome': obey or be crushed.
7. Descriptions and illustrations may vary.
8. Answers may vary. No description or context in the chapter.
9. Technology: The Romans developed new approaches to civil engineering: creating aqueducts, bridges, roads and public buildings. They developed under-floor heating and terracotta roof tiles, created bricks, and excellent mortar.

Science: Roman thinkers developed new ideas in geometry and physics, partly in relation to their architecture and engineering. There were new ideas in biology, partly as a result of military and emergency medicine.

Architecture: This includes Roman Colosseum and the Pantheon.

Other ideas include art, literature, religion, government, and politics.

Section 2: Multiple Choice Questions

1. Lacedaemon
2. Olympia
3. The Minoan and Mycenaean cultures
4. Troy, Sparta, and Athens
5. Internal and external forces all weakening the ability of the civilisation to prevent attack by foreign barbarian armies.
6. 44 BCE
7. Orthodox Christianity
8. Constantine XI Palaeologus
9. Constantinople

Chapter 07

Aryans, Mauryans, Kushans, and Guptas

Learning outcomes: Learners will be able to —

- Trace the origins of Aryans and explore why they came to India.
- Describe the social structure of Aryans.
- Describe when, and how, the Mauryan Empire was formed.
- Identify Ashoka as the Mauryan ruler.
- Identify the greatest king of the Kushan Empire.
- Explain the contributions of Chandra Gupta I.

Lesson Plan: Who were the Aryans?

Note: this lesson plan is for reference, and can be split up, expanded, and altered based on the teacher's requirement.

Duration: 40 minutes

Textbook section 7.1: pages 58-59

Aim: To understand who the Aryans were, their origins, their impact on the people of the

Introduction: 5 minutes

Begin the lesson by introducing the topic. Ask the students if they know who the Aryans were. Encourage the students to look at the word in bold on page 58 'settlers.' Ask them what they think the word means. A settler is a person who goes to live in a new region. Link this fact to the explanation that the Aryans were a group of people who lived thousands of years ago in northern India and Persia (now called Iran). They are believed to have migrated from Central Asia.

Explanation: 30 minutes

- Discuss the different theories associated with the Aryans, their origins, and possible migration/invasion in the Indian subcontinent. Ask the students to look at the map and the timeline present on page 58.
- During the discussion ask students to look at the 'Going Further' box at the bottom of page 58. It is important to talk to students about how being vigilant about biased websites or resources that manipulate historical facts for political reasons is crucial for preserving the integrity of historical knowledge and promoting informed, critical thinking about the past.
- Explain how the Aryans were thought to have settled in prehistoric times in ancient Iran and the northern Indian subcontinent.
- Discuss the theory of an 'Aryan race' that appeared in the mid-19th century and remained prevalent until the mid-20th century.

- It is a good idea to refer to the heading 'What impact did the Aryans have on the local civilisation?' on page 59, to discuss with students the influence of the Aryans on the local beliefs, culture, religion, and languages of the region. Discuss how the Aryans' literature, religion, and modes of social organisation subsequently shaped the course of Indian culture, particularly the Vedic religion that informed and was eventually superseded by Hinduism. Discuss how the term Aryan is now used in linguistics only in the sense of the term Indo-Aryan languages, a branch of the larger Indo-European language family.
- The use of rhetoric questions can help augment understanding regarding this topic. The headings throughout the book are structured as questions that perhaps can be used to initiate conversation and classroom discussion.

Conclusion: 5 minutes

Ask the students to review the class discussion and write a short note of reflection in their notebook.

Classwork: 10 minutes

- Ask the students to write a short paragraph summarizing what they learned about the Aryans. They should include key points about the Aryans' origins, their migration, and their impact on the Indian subcontinent.

Homework:

- Assign the students to research more about the Aryans' influence on the Vedic religion and how it transitioned into Hinduism.

Suggested activities:

Note: These activities are for the entire chapter and can be given as homework, classwork, or integrated within the lesson plan as seen fit.

- Teachers can provide students with resources about the Aryan lifestyle, their beliefs, and societal structure. This could include information about their pastoral lifestyle, the caste system, and the Rig Veda. Encourage students to incorporate these details into their stories to make them historically accurate.
- Teachers can guide students to focus on significant achievements of the Mauryan Empire such as the Ashoka Pillars, the concept of Dhamma, and the extensive administrative system. Students can use clay, cardboard, or digital tools to create their models or posters.
- Teachers can provide students with a brief biography of Emperor Ashoka, highlighting his early conquests, the Kalinga war, and his subsequent adoption of Buddhism. Students can then script and perform a skit showing these transformations.
- Students can research the Kushan Empire, focusing on its origin, rulers, and achievements. They can present their findings in a creative format like a comic strip or a storyboard.
- Teachers can provide maps and resources showing the trade routes during the Kushan Empire. Students

can then design a poster depicting these routes and the goods that were traded.

- Students can write a diary entry or a letter from the perspective of a person living in the Gupta Empire.
- Create a crossword puzzle or word search with key terms related to the Gupta Empire.

Answers to the end-of-chapter questions (page 70)

Section 1: Questions

1. The Aryans were people who lived during the prehistoric times in ancient Iran and the northern Indian subcontinent. They were migrants from the grasslands of Central Asia.
2. A record of the past that includes stories or myths that have been made up or embellished (made better by adding things) (taken from glossary).
3. Some of Aryans' surviving literature helps us get a sense of their society and values. It is also considered to be amongst the world's most important storytelling and is very important in the history and development of the region and religious thinking.
4. It was the first empire to stretch across most of the Indian empire; administrating the regions from Bengal to Afghanistan.
5. Similarities:

Kushan empire saw development in the sculptures of Gandhara and Mathura, particularly including seated figures in the art form. Similarly, in Gupta empire art was largely inspired by religion, and this era famously produced a life-sized copper statue of Buddha, measuring six feet.

Kanishka of Kushan empire emphasised the importance of art and literature, encouraging scholars to visit the capital. Likewise, literature during the Gupta period was secular, including ornate court poetry, particularly epic poetry.

Differences:

Kanishka focused more on expansions and political exploits. Under him, the Kushan Empire spread across the subcontinent, encompassing most of Central Asia in the west, the Bay of Bengal in the east, Ujjain in the south, and Yarkand in the north. Gupta's empire legacy leaned more towards development of art, culture and literature.

Hindu literature such as the epic poem, Ramayana indicated societal development in Gupta empire, but Kushan empire saw more societal development through development of Buddhism and art inspired from it. Students can add more details as they please.

6. Answers may vary. Not much context given in the chapter.
7. i) Chandragupta: Military conquests as influence was expanded to Nepal. Art was largely inspired by religion, and this era famously produced a life-sized copper statue of Buddha, measuring six feet. The famous Ramayana and the Mahabharata are examples of epic poetry, featuring the myths and legends of the time, usually reflecting social developments.

ii) Ashoka: His empire stretched across most of the Indian empire; administrating the regions from Bengal to Afghanistan. He instigated the battle with Kalinga which lasted almost a whole year. He saw the bloodshed of the war that resulted in the death of 100,000 men. He then converted to Buddhism to atone for his sins and spent his life devoted to the spread of Buddhism.

Kanishka: He is famous for his military exploits and political achievements. During his reign, the Kushan Empire spread across the subcontinent, encompassing most of Central Asia in the west, the Bay of Bengal in the east, Ujjain in the south, and Yarkand in the north. He emphasised the importance of art and literature, encouraging scholars to visit the capital. Taxila soon became the centre of learning during this time. His reign saw much development in the sculptures of Gandhara and Mathura, particularly including seated figures in the art form.

8. i) Hinduism: The religion emerged from the Vedic religion c.1500bce and formed 500bce–300CE in north India. According to Hinduism There is One Supreme Being (The Brahman) who can be seen within many lesser gods. Man's spirit is reborn in a series of lives and only escapes this cycle through the right behaviour. Your soul improves through meditation, yoga, worship of a god or goddess, pilgrimage to holy cities, and accepting ones place in life (dharma).
- ii) Buddhism: Based on the teachings of the Buddha: Siddharta Gautama; 520ce; emerged in northern India. Human spirits are reborn in a series of lives with the hope of reaching the either the end of suffering heaven (Nirvana). In some forms of Buddhism you can help others reach Nirvana. The condition of your soul improves through meditation, and behaviours including the worship of some gods.
- iii) Jainism: Founded by Mahavira or Vardhamana, in 550 BCE, emerged in eastern India. There are many gods that exist in a different realm to us, and people fit into a complex system.

Worship at a temple and home, meditation and citing mantras and following the Five Great Vows [Celibacy, Non-Violence, Truth, Honesty (not stealing), Simplicity (not trying to own too much)] all help a soul to gain a place in heaven.

9. Mauryans: The Mauryan empire is significant because it was the first empire to stretch across most of the Indian empire; administrating the regions from Bengal to Afghanistan. Its legacy lies in its expansions.
- Guptas: Its legacy includes the development of poetry, particularly epic poetry like Ramayana. Great development in arts, particularly the six feet tall Buddha statue that was sculpted. Like Mauryans, they were also known for their expansions particularly expanding towards Nepal. Kushan: Economic, military, and expansions what made up the empire. Arts and literature flourished along with Buddhism.
10. Muslims influences affected the subcontinent majorly (inferred from Persian Civilisation, pg 41). Answers may vary.
11. Harsha united the small kingdoms from the Punjab to central India. He had himself crowned Maharaja, with the capital at Kannauj.

Section 2: Multiple Choice Questions

1. Ghandaran province
2. Macedonia
3. Brahmins

4. Peshawar
5. Taxila
6. Epic poetry
7. Cattle and horses
8. Chinese scholar and traveller
9. The Ramayana and the Mahabharata

Learning outcomes: Learners will be able to —

- Explain the role of the last Holy Rasool Hazrat Muhammad ﷺ in the spreading of Islam.
- Describe how the Khulafah-e-Rashideen spread Islam after the last Holy Rasool Hazrat Muhammad ﷺ.
- Describe the conditions of Arabia before Islam
- Discuss the life of the last Holy Rasool Hazrat Muhammad ﷺ at Makkah.
- Discuss the life of the last Holy Rasool Hazrat Muhammad ﷺ at Madina.
- Describe Charter of Madina and its significance.
- Discuss Farewell Sermon of the last Holy Rasool Hazrat Muhammad ﷺ as the foundation for Human Rights.
- Describe the era of Pious Caliphs and their timeline.
- Discuss the salient features of Pious Caliphate.

Lesson Plan: Where did Islam begin?

Note: this lesson plan is for reference, and can be split up, expanded, and altered based on the teacher's requirement.

Duration: 40 minutes

Textbook section: Section 8.1, Pages 72-75

Aim: Students will learn about the conditions of Arabia before Islam, the early life of the Holy Rasool Hazrat Muhammad ﷺ, the First Revelation, the Charter of Madina, about the battles to protect Islam, and the final message of the Last Holy Rasool Hazrat Muhammad ﷺ.

Introduction: 5 minutes

Introduce the topic by discussing the geographical and cultural context of pre-Islamic Arabia. Discuss the importance of understanding the origins of Islam in comprehending its teachings and impact on the world.

Explanation: 30 minutes

- Talk to the students about the conditions of Arabia before Islam. Arabian society was made up of different tribes that were often in conflict with each other, usually for trivial reasons. The instability was due to a lawlessness that arose from a lack of centralised government and the infighting between the tribes of the region.
- Discuss the details of the early life of the last Holy Rasool Hazrat Muhammad ﷺ and explore how it shaped his sensibilities, preparing him for the role of the teacher he was destined to be. Talk about the early deaths of the parents of the last Holy Rasool Hazrat Muhammad ﷺ.

حَاتَمُ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ and how he was raised by his uncle Abu Talib. Talk about how the last Holy Rasool Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ was known for his trustworthiness, piety, and was a trader by profession. He was married and had children. Encourage the students to think about the kind of person the last Holy Rasool Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ was, how he liked to meditate in the cave of Hira.

- Talk about the First Revelation and its significance in the formation of Islam.
- Discuss the Charter of Madina, its importance in establishing an Islamic state, and how it served as a constitution for the first Islamic community.
- Discuss the major battles fought to protect Islam, focusing on their causes, events, and outcomes. Highlight the Battle of Badr and the Battle of Uhud as key examples.
- Conclude the explanation by discussing the final message of the Last Holy Rasool Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ, its relevance to modern Islam, and how it encapsulates the teachings of Islam, and how it is considered to be the first human rights declaration.

Conclusion: 5 minutes

Summarise the key points of the lesson. Encourage students to reflect on the importance of these events in shaping the course of Islamic history.

Classwork: 10 minutes

- Have students work in pairs to create a timeline of the events discussed in the lesson.
- Ask students to discuss the significance of each event in their own words.
- Review the timelines as a class and discuss any notable observations.

Homework:

- Assign students to read the next section in the textbook.
- Ask students to write a short essay on the impact of the First Revelation on the early followers of Islam.
- Encourage students to research more about the life of the Holy Rasool Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ and his contributions to Islam. Encourage them to make comprehensive presentations or organisation charts (can also be digital).

Suggested activities:

Note: These activities are for the entire chapter and can be given as homework, classwork, or integrated within the lesson plan as seen fit.

- Classwork, or integrated within the lesson plan as seen fit.
- Encourage students to research the geographical features, trade routes, and tribal territories of the 7th-century Arabian Peninsula. They can use different colours to denote important locations like Makkah and Madina. This activity will help students understand the geographical context of early Islam.
- Students can design a poster about the Charter of Madina. The poster should include its main points and

why it was significant. Students can divide the poster into sections, each highlighting a key points of the Charter. They can use illustrations or symbols to represent these points. The significance of the Charter can be explained in a summary at the bottom of the poster.

- Students can construct a timeline of major events from the beginning of Islam. They can include dates, brief descriptions, and illustrations for each event. Major events can include (but are not limited to) the following:
 - Death of parents / guardianship of Abu Talib
 - Receiving the first revelation
 - Persecutions in Makkah
 - Migration to Madina
 - The Battle of Badr
 - The Conquest of Makkah
 - The Farewell Pilgrimage
- Divide the class into groups and assign each group a specific event from the beginning of Islam. Each group will create a newspaper report on their assigned event, including a headline, a lead paragraph, and supporting details. Encourage students to do research from reliable online / print sources to augment the report with valid details.

Answers to Test Yourself questions (page 80)

Section 1: Questions

1. Modern day Saudi Arabia
2. The Arabian society was made up of different tribes, which were usually in conflict with each other, sometimes even for trivial reasons. There was an absence of a centralised government, thus each tribal chief made the rules and decisions for their tribe. The society was characterised by stealing, dishonesty, and other evils that also affected the law and order of the region. The social set-up was male dominated, with women having very little rights. Daughters were often buried alive by the society which preferred male heirs.
3. Muslims dug a ditch around Madinah, an unfamiliar war strategy, that forced the Makkans to lay a siege that they were not prepared for. The siege lasted for about a month, before the Makkan forces dispersed, ending in brief skirmishes won by the Muslims.
4. Battle of Badr 624 CE: A period of small-scale attacks on trade caravans led to the Battle of Badr in 624CE, where a small Muslim army defeated a much larger and organised army of the Makkans. The non-believers tried to lay siege to Madinah but failed again.

Battle of Uhud 625 CE: The Muslim forces maintained a successful defence and forced the Makkans to retreat. Many Muslims were killed in the chaos that ensued, and the Last Holy Rasool Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ himself received injuries.

Battle of Khandaq 626 CE: The victory made the Quraish recognise the strength of the Muslims in Madinah.

Battle of Khaybar 628 CE: The success of the Muslims during this expedition was significant as it established them as a formidable force in the region and improved their economic and political standing due to the enormous war booty they acquired.

5. The Pious Caliphs had a vast knowledge of the Ahadith, which were the sayings of the Last Holy Rasool Hazrat Muhammad ﷺ and had supported him during his mission to spread the message of Islam. The Pious Caliphs had also migrated with the Last Holy Rasool Hazrat Muhammad ﷺ to Madinah. All four caliphs were elected in true democratic spirit, after consensus from the elders of the Muslim community.
6. He ﷺ reminded Muslims that all men are equal in the eyes of Allah, and that only piety and good action determines a man's superiority over another, not their caste, wealth, or their skin colour.
He ﷺ spoke of the need to end old blood feuds and tribal disputes.
He ﷺ stressed on the rights of wives, children, neighbours, and vulnerable, like orphans and slaves to help build a stronger community as Ummah.
7. Vast knowledge of the Ahadith, truthful, support the messages as revealed by the Last Holy Rasool Hazrat Muhammad ﷺ
8. Answers may vary as per students' research.

Section 2: Multiple Choice Questions

1. Quraish
2. Persecuted by pagans
3. Hazrat Khadija رضى الله تعالى عنهم
4. 632 CE
5. Hazrat Ali رضى الله تعالى عنهم
6. 114
7. Peaceful living was important
8. Use of trenches
9. Hudaibiya
10. Khayber