

Complimentary Copy—Not For Sale

Teacher's Guide

Secondary History for Pakistan

for Grade 7

Dean Smart

2

Oxford University Press Pakistan

Draft

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 7, 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.

| Chapter | Page |
|--|------|
| Chapter 1: Middle Ages in European History: 476-1500 | |
| • Lesson plans | 1 |
| • Answers for the end of unit assessments | 10 |
| • Extended learning | 11 |
| Chapter 2: The Umayyad and the Abbasid Caliphate | |
| • Lesson plans | 12 |
| • Answers for the end of unit assessments | 17 |
| • Extended learning | 17 |
| Chapter 3: Muslim Dynasties | |
| • Lesson plans | 18 |
| • Answers for the end of unit assessments | 26 |
| • Extended learning | 27 |
| Chapter 4: The Delhi Sultanate | |
| • Lesson plans | 28 |
| • Answers for the end of unit assessments | 36 |
| • Extended learning | 37 |
| Chapter 5: Foundation of the Mughal Empire | |
| • Lesson plans | 39 |
| • Answers for the end of unit assessments | 49 |
| • Extended learning | 50 |
| Chapter 6: Decline and Legacy of the Mughals | |
| • Lesson plans | 52 |
| • Answers for the end of unit assessments | 61 |
| • Extended learning | 62 |
| Chapter 7: The Early Modern Age: Competing Ideas and Values | |
| • Lesson plans | |
| • Answers for the end of unit assessments | |
| • Extended learning | |

The Middle Ages in European History 476 – 1500 CE

Learning outcomes: Learners will be able to —

- Analyse and describe with evidence some of the main events, people, and changes covered in the study period (500-1500CE)
- Identify some significant characteristics of Middle Ages in Europe, e.g., daily life, agriculture, trade, education, inventions, religion, literature, economy, etc.
- Describe the concept of king and court.
- Identify fairs, festivals, feasts, hunting, art, sports, and games, etc. covered in the study period.
- Describe the collapse of Roman Empire (Western) in 476CE and its major impacts.
- Discuss the salient features of Medieval Europe with a special focus on Western Europe.
- Explain how feudalism affected the socio-economic and political dynamics of Medieval Western Europe.
- Trace the spread of Christianity in Western Europe. Describe its impact on Europe.
- Describe a few medieval rulers (like Charles Martel, Charlemagne, Otto the Great) and their achievements.
- Describe why the Middle Ages is regarded sometimes as the Dark Ages for Western Europe.
- Introduce the Byzantine Roman Empire (also called as Eastern Roman Empire) and its timeline.
- Explain the factors leading to the fall of Constantinople in 1453 CE. Also describe its impacts.

Lesson 1. Why and how did the Roman Empire come to an end?

Textbook Section: 1.1, Why and how did the Roman Empire come to an end? Pages 2-3

Learning outcomes: Learners will be able to —

- Describe the collapse of Roman Empire (Western) in 476CE and its major impacts.
- Introduce the Byzantine Roman Empire (also called as Eastern Roman Empire) and its timeline.
- Explain the factors leading to the fall of Constantinople in 1453CE. Also describe its impacts.

Aim: Learners will understand how the Roman Empire first divided into two – a Western and Eastern empire and then collapsed first in the west, then much later in the east. They will be introduced to the idea that historians argue about cause in this process, and will have an understanding of the outline chronology involved in the process of decline and fall.

Starter and Review (5 minutes)

Show or project an image that is clearly illustrating something the children will recognise as 'ancient Roman' e.g. a Roman soldier, and ask what it is and what they know about this period. Ask them what they know about the ancient Romans – as they respond one by one with a remembered fact or general comment each make a short list on the chalk or white board, or on a big sheet of paper – or give out sticky-memo squares/ Post-it notes so they can write their point themselves. This should help reactivate their memories of what was studied in Grade 6 and bring some information from their long term to their short-term memories.

Your preview explain that we are going to explore the events of the past – the chronology and substantive content of History and the evidential nature of the subject, and its disciplinary concepts:

- 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.

Today we are going to pursue this enquiry question Why and how did the Roman Empire come to an end so that we are able to explore events in Western Europe during the medieval period. Part of this means exploring What led to the Roman Empire splitting in two?

What led to the Roman Empire splitting in two? (10 minutes)

Explain to the group that the Roman Empire had been a huge, multicultural empire spreading across three continents: Africa, Asia and Europe (refer to the map on page 2 where the red and purple shows the empire if helpful).

Tell the students that for the passage about to be read, they should think about anything which might suggest causes of the decline and fall of the empire. Then read the first paragraph/ top one-third of page 2 (which has the same title) with the group.

After this, ask the class to talk about (or write in their notebooks).

1. What reasons can you give for the Roman Empire beginning to come to an end?

Answer: By the late fourth century CE there were increasing threats to the empire from rebellions, and external attacks (e.g. the Goths and Huns). The empire had become weakened, and lost control of some provinces to 'barbarians'.

Then read the next paragraph which begins 'Emperor Diocletian...' which explains how the empire was split into two – the Western Empire: red territory on map, and Eastern Empire purple territory. and ask the class to say (or write in their notebooks):

2. Why and how was the Roman Empire split in two?

Answer: In 285 CE Emperor Diocletian decided to divide the Roman Empire into two wings to try and stabilise control. Over 100 years the success of this varied until in 395 CE Emperor Theodosius I's will split control between his two sons: Arcadius in Rome, and Honorius in Constantinople creating a permanent divide.

Why do historians argue about the reason for the decline of the Roman Empire? (5 minutes)

Read through this section, and ensure pupils understand/explain the complex concept term:

'complex socio-economic, and political landscape'

Ask the group to speculate and infer why historians think several things contributed to 'weaken the empire and cause its downfall'

Try to get the group to move beyond just repeating the five contributing reasons given:

1. It was the result of 'barbarian tribes' (people from outside of the empire) attacking over a long period.
2. The Roman army had become weak.
3. The leaders had become accustomed to living in luxury.
4. The empire had become too large to manage.
5. Tax money was not being spent wisely by the people in power.

The aim is to establish that events can have multiple causes and big consequences are often not caused by one trigger-event. Thus, you can verbally explore cause being multiple, short and long term, social, economic, military, political and religious as well as the agency of individuals ('the role of the individual' e.g. bad emperors... although that might be rather reductive!). This can then open up the idea of interpretation: that much of history has to be constructed because evidence is missing, challenging or biased, and inference and deduction based on what we have is an interpretation.

Decide if you want to ask pupils to write down some of the reasons why the Roman Empire declined

Ask students to answer these questions:

1. At what date do historians usually consider marked the end of the Roman Empire in the West and the end of antiquity, and why?
Answer: the Senate voted to end the rule of Romulus Augustulus (and his father) in 476 CE because they felt they could do a better job.
2. Where was the capital of the Roman emperors in the East?
Answer: Constantinople.
3. What was the Eastern Roman Empire called?
Answer: The (Eastern) Roman or Byzantine Empire.
4. Which language did the empire officially use?
Answer: Greek
5. What was the official religion of the empire?
Answer: Christianity, following the worship of the Eastern Orthodox (Christian) Church.
6. When did the eastern empire end?
Answer: When Constantinople was captured by the Ottoman Turks in 1453 CE.

What was the final straw for the Byzantine Empire? (8 minutes)

Read the paragraph of the same name on page 3. If possible show or project a map of the region to show from which direction the Sassanid's approached, and from where the Ottoman's originated – for example see Wikipedia's entry on the Byzantine–Sasanian War of 602–628 – Wikipedia and Byzantine–Ottoman wars. Ask pupils to summarise this paragraph to explain how neighbours nibbled away at the Byzantine Empire until it fell in 1453 CE.

Plenary:

During the lesson pupils have encountered some of the reasons why the Roman empire first failed in the West of Europe and then fell in the East. Summarise what you feel the group have learnt and say that next time we will look at what happened in Western Europe after the Roman Empire had withdrawn its armies and administration.

Optional Home Learning

The Going Further panels on pages 2 and 3 could be used for extension activities or home learning to find out more about: the reasons behind the decline of the Roman Empire, and/or the Byzantine Empire by researching its art, culture, and literature.

Lesson 2. The Dark Ages: Is this a fair label for the period between c.450 CE and c.1000 CE in Europe?

Textbook Section: 1.2, pages 4-5.

Aim: This session provides an opportunity to consider the period after the Roman Empire fell, and the early Middle Ages began in Europe and the start of the medieval period, and to think about how historians think about change and notions of progress, stagnation and continuity – which of course all depend on what we are measuring and what we are comparing it to! Here the issue is around how past historians regarded the Romans (as a civilised people) and the tribes who ruled after them (as barbarians with no culture of worth. We see this now as based on a poor understanding of the societies during what these early historians labelled as ‘The Dark Ages’.

Learning outcomes: Learners will be able to –

- Know why historians gave the period from c.450 CE to c.1000 CE the label ‘The Dark Ages’;
- Explain what is meant by the terms stagnation, regression, progress, and improvement when discussing the extent of historical change;
- Evaluate whether ‘Dark Ages’ is a fair label for the period or needs re-evaluating.

Starter and Preview (3 minutes)

For the starter activity write the words ‘Dark Ages’ on the classroom board or project them. What does the class think this means? What might happen in a dark age? Explore what the term might mean in terms of culture, or government, ordinary people’s lives or trade. Explain briefly that the term ‘The Dark Ages’ is used to refer to the early Middle Ages c.500 CE to 1000 CE, roughly between the Romans pulling back from their furthest colonies in Western Europe and the Empire in Rome being overthrown in 476 CE.

Evaluating the levels of change as a key idea (5 minutes)

Together look at the yellow box at the top of page 4.

Ask pupils to take a page in their workbooks and in large letters write Weighing up Change and Continuity; and then the words Progress, Stagnation, and Regression with space after each to briefly explain them in normal sized writing. Ask them to draw a coloured box around the definitions and title.

Why is the period after the Romans in Western Europe called the Dark Ages? (12 minutes)

Read and discuss the first half of page 4, to the end of the paragraph ending with ... 'their own laws.'

Ask students to answer the following questions:

1. Who gave the 'Dark Ages' their name and why?

Answer: The Italian scholar Petrarch used the term to describe the period after the fall of the Western Roman Empire to suggest that a stagnation or decline (regression) in the level of civilization in Europe.

2. Who argued that the Dark Ages lasted until around 1500 CE?

Answer: Caesar Baronius said the Dark Ages lasted from 500–1500 CE.

3. What did Baronius say ended the Dark Ages?

Answer: He said a period of rebirth of interest in the arts, culture, and knowledge began in western Europe around 1500 CE.

4. What do historians call this renewal?

Answer: The Renaissance.

5. Do historians today see the period c.500-1000 CE as a 'Dark Age'?

Answer: Historians see some regression but also say the civilisations which replaced the Romans were just different to them and that since it was not a religious period later writers criticized the period after the Romans.

Possible Extension: you could provide more evidence of cultural items which demonstrate a love of beauty and high level technological and craft skills, for example: show or project one or more images of art or jewellery from the Dark Ages (search for example for the Staffordshire Hoard or go to this site: *The 'Dark Ages': 5 Essential Facts | HistoryExtra* at <https://www.historyextra.com/period/medieval/5-things-you-probably-didnt-know-about-the-dark-ages/>). You could show an illuminated book or manuscript, or show images of some of the enamelled jewellery of the period.

Is 'The Dark Ages' a fair label for c.410–c.1000 CE Europe? (16 minutes)

In small groups pupils should read page 5. And discuss Evidence A and B and the two To Discuss panels:

Does Evidence A about Alfred suggest that Anglo Saxon England was undergoing a 'Dark Age'?

How might 'The Alfred Jewel' help us decide?

and

Does knowledge about Charlemagne suggest that his empire was experiencing 'The Dark Age'?

Decide how you would like pupils to respond to the question and decide whether The Dark Ages is a fair title for this period of northern European history. For example this could be a prose account weighing up arguments, a poster or a presentation.

The answer should evaluate both:

Evidence A: The Alfred Jewel, which arguably shows great skill in jewellery working and goldsmithing, and enamelling, demonstrating a great love of beauty. It shows that there were highly specialized craftspeople in a society that invested in aesthetic and ceremonial objects.

and also

Evidence B: About the Holy Roman Emperor Charlemagne (Charles the Great) whose reforms and attention to valuing scholarship, literature, art, and architecture.

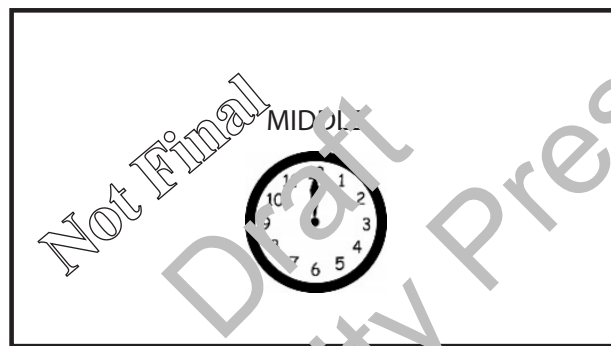
Plenary

Discuss pupils' responses and views about whether the Dark Ages is a fair label as part of the plenary and drawing together of the lesson. Explain that in our next lesson we will consider how things changed and developed in the medieval period.

Lesson 3. Medieval Europe

Textbook Section: 1.3, pages 6-7.

Aim: This session provides an explanation of the term medieval, then short sections and illustrations providing an overview of some of the key features of life in medieval Europe: Life, work and wealth; religion; power; warfare; culture and entertainment and major events. The enquiry question for this lesson could be what are the key features of the medieval period?



Ask the class what comes before and after this: they are likely to suggest top, below first, before, after, later and so on...

Either you or a pupil can write these on the board/ type them into the computer connected to the projector.

Ask 'Now, can we deselect any that we would not use to describe the passing of time?' (below, above, etc.) and 'Can we add any in relation to describing time?' (e.g., ancient, modern)

Next read the opening two lines of page 6 What does medieval mean?

Explain that historians use 'Middle Ages' or medieval period interchangeably to the period between antiquity (the ancient world) and the European Renaissance, and early modern age, so it is 'in the middle' years of history. The word comes from the Latin words medium ('the middle') and aevum ('age'). People alive at any point of history see themselves as being in 'the modern' or current age of course... and would not use these labels that are devised later! Now preview what we are going to do for the rest of the lesson by explaining that our enquiry question is What are the key features of the Middle Ages? Say that we need to bear in mind that since around 1000 years is a long time period, things were very different at the end of the era when compared to the beginning.

Life, Work and Wealth (12 minutes)

Now read the main section of page 6 'What were the key features of early medieval Europe? Life, Work and Wealth' and discuss the text and the image of the social structure of the period – where everyone below the monarch owed service and duty to the people above them in rank; reiterate this to make it clear. They might recall seeing similar structures from past studies.

Ask pupils to answer these questions:

1. What was the Black Death?

Answer: The Black Death was a Bubonic plague spread from rats to humans, brought to Europe in 1348 CE which killed millions of people: perhaps 1/3 of the population.

2. What does the word 'rank' mean in describing a social hierarchy?

Answer: It explains the level of society of a person, e.g., nobility / church leaders, knights, merchants, serfs.

3. What is the name for the medieval social structure?

Answer: It was called the Feudal System.

4. Which social group were most people in during the Middle Ages?

Answer: They were poor serfs, who were farmworkers with no land of their own.

5. What did the feudal system mean about who owed others 'service'?

Answer: Everyone owed service to the people above them in the social hierarchy.

6. What were medieval living conditions like? (Ask for a longer answer)

Answer: They were hard, and life was basic with a poor, limited diet, occasional shortages or famine, and frequent discomfort. Medical knowledge was limited, and sickness and childbirth presented great risks. Peasants had to give some free labour including military duty to their lords, and had very few rights.

Religion, and Power (5 minutes)

Read and discuss the sections on Religion, which runs across the two pages, and below it: Power with the class and ask pupils to summarise the main points of the religion section.

Ask pupils to look carefully at the picture of the castle.

The Changing Nature of Warfare (5 minutes)

Read this section (Warfare) and ask pupils to explain what warfare was like at the start of the Middle Ages, and what was changing it by the end of the period. Look carefully at the image of the battle – what does this reveal about a. medieval warfare? and b. medieval art?

Then read about **Culture and entertainment** (10 minutes) looking carefully at the image of the musicians – what does this tell us about entertainment at the time? What reasons can you suggest (infer) for why this image was created?

Next, ask pupils to answer these questions in their workbooks

1. What was popular amongst the rich you in the early late 12th and early 13th centuries?

Answer: there was a demand for drama and poetry based on legends, and stories of chivalry and courtly love.

2. What theme dominated fine art (painting)?

Answer: It mostly focused on religious themes.

3. What was a patron, and why did any sort of exceptional artist need one?

Answer: A patron is a financial sponsor who pay a wage to an artist so they can dedicate their life to their art.

4. Why was patronage so important to the Renaissance?

Answer: Patronage was important because it provided the financial means, support, and environment for artists and scholars to create, innovate, and produce some of the most enduring and influential works in human history. It helped shape the cultural landscape of the time and contributed to the legacy of the Renaissance.

5. How did ordinary people mark special holidays?

Answer: They enjoyed fairs, festivals, and occasional feasts such as Christmas or Easter.

Plenary

Draw together the session by asking the group to verbally summarise what life was like in the Middle Ages, perhaps going around the room taking points from a lot of individuals or by asking one or two to make a longer summary. You could also play The Minute Game: a pupil sits facing the class and must speak about the topic (What was it like to live in the medieval period?) without hesitating, repeating any words or points, or deviating from the main topic. If they do they can be challenged by a peer, and if you decide they have transgressed on deviation hesitation or repetition then the challenger can take over. Remember to have a device that can count down for a minute, and stop it as soon as a challenge is made. Whoever is speaking as the minute is up wins!

In the next lesson we will look at how struggles for power and control, and disagreements over religion led to a series of devastating and needless wars.

Optional Home Learning/Extension Tasks

You could use the two Going Further panels on this page as the basis of home learning or extension work:

- Find out more about chivalry, medieval family life, literature, medieval monks and nuns, medieval manuscripts, and medieval architecture.
- Look up medieval art, costume, sagas and poetry to find out more about the period.

Lessons 4 and 5. A Clash of Cultures: The Struggle for the Holy Lands

- **Textbook Section: 1.4, pages 8-9.**
- **Aim:** These two sessions will introduce the period of warfare where control of the Holy Lands was contested by Islamic and Christian forces and the ordinary people of lots of countries suffered. This topic is split into two lessons (but could be condensed into one) and is intended to allow exploration of interpretation, multi-perspectivity (looking at things from more than one perspective) and motive.

Learning outcomes: Learners will be able to —

- Know the term ‘The Crusades’;
- Explain some of the motives, causes, and consequences of the Crusades;
- Evaluate the impact of the Crusades on the Arab World and the Middle East and on Europe;
- Explain the chronology of the Crusades in outline;
- Evaluate the process of myth-history formation/explain how heroes are mythologised and celebrated.

Lesson 4. What were the Crusades?

Content:

Session Aim: is to provide an overview of the motives for, events of and consequences of the Crusades, and to understand the chronology and backwards and forwards control of the Holy Land.

Starter and Preview (10 minutes) in your preview Your starter activity should help pupils answer the following What, and where is, the Holy Land? Show, project or provide a map or maps which shows Jerusalem and the Holy Land.



Ask students to tell you why this land is called the Holy Land and is special to several religious groups.

Wikipedia describes it like this:

‘The Holy Land is an area roughly located between the Mediterranean Sea and the Eastern Bank of the Jordan River... Jews, Christians, Muslims and Bahaís regard it as holy.

Part of the significance of the land stems from the religious significance of Jerusalem (the holiest city to Judaism, and the location of the First and Second Temples), as well as its historical significance as the setting

for most of the Bible, the historical locale of Jesus' ministry, the location of the first Qibla and the site of the Isra and Mi'raj event in Islam, and the site of the most revered pilgrimage sites in the Bahai faith.

The holiness of the land as a destination of Christian pilgrimage contributed to launching the Crusades, as European Christians sought to win back the Holy Land from Muslims, who had conquered it from the Christian Eastern Roman Empire in 630 AD.



What were 'The Crusades'? (28 minutes)

Read the opening paragraph of page 8 What were 'The Crusades'? and ask the group to write a definition/

explanation of what historians mean by the term 'The Crusades' in their workbook. Around this they should draw a coloured box or border so that it stands out.

You could now show material (carefully checked) from reputable online sources explaining what happened during the Crusades or show your own presentation created using appropriate maps and images of modern artists' interpretations and historic sources. Be careful to avoid any inappropriate images, for example images of decapitated heads being catapulted over castle and city walls in period art. You could also use extracts from contemporary accounts which will give you choices from various perspectives.

Link this to a reading of the timeline–table on page 8, then close the textbooks and make space on the pupil's tables so they can use the sorting cards to discuss to get the sequence correct and discussing what is on the cards as they progress. Note that there might be terms on the cards which pupils will ask questions about or might not understand e.g. Mamluk, so do check the terms before teaching the session, and think about what you might need to explain.

Remember to teach pupils how to work out which century dates are in:

There were ten crusades, and sorting these cards requires knowing how to work out which century a date falls into. One way is to remember how to calculate this for dates in the modern or current era (CE) is to take the three or four number dates, remove the last two and add one....

So, 1273 CE with the last two numbers removed becomes 12, then add 1 and 1263 is in the 13th century.

Similarly, 817 is 8 + 1 (last two numbers removed) and thus is a 9th century date. In modern times the centuries increase the closer to now you get.

The same model works for any date BCF. The further back you go the higher the century number gets!

Decide how you will ask pupils to consolidate the Sorting Card Activity. It could be to copy the timeline in their books, or perhaps to stick an adapted or shortened version of the timeline in instead as a fast way to 'capture' the information.

Plenary

Draw together the learning of the session, restating why the Holy Land was special to several groups, why there were a series of crusades and to note how these violent interactions impacted on the region.

Optional Home Learning / Extension Activity

You could use the Going Further panel on the top of page 9 to set a Home Learning or Extension task. Students can find out more about warfare during the Crusades and how weapons, tactics, and fortifications (especially Crusader castles) were changing. Also find out about the cross cultural exchange of ideas and trade between the Europeans and Muslims.

Crusades Sorting Cards:

| | |
|---|---|
| a. At the end of third decade of the thirteenth century Holy Roman Emperor Frederich negotiated a truce, declared himself King of Jerusalem – but failed to hold the city for long. | b. At the start of the thirteenth century a mostly French army sailed in Venetian ships, until the cash ran out, then they attacked Christian Byzantium, which was Venice's trading rival, damaging its defences. |
| c. Louis IX of France captured Jerusalem after battling an Egyptian-Turkic army at the end of the seventh crusade from in the two years either side of the middle of the thirteenth century. | d. The Ninth Crusade took place when the truce failed and Tripoli (modern Libya) and Acre were taken by the Muslim Mamluk armies between 1271–1272 CE this ended the Crusades. |
| e. Thousands volunteered for the very first crusade, but there was a trail of crime and violence as the armies crossed Europe. Despite this lack of discipline, Jerusalem fell to the Crusaders three years later in the last year of the 11 th century. | f. This crusade and the campaign to capture Jaffa and Antioch ended with the death of the French king, who was leading the Eighth Crusade in 1270 CE. |
| g. From 1189 CE Salah-ud-din-Ayubi retook Jerusalem, and defended it against the armies of England, France and the Holy Roman Emperor. A truce of 1192 CE gave some land and access to the holy sites to the Christians. | h. In the mid-twelfth century, the Seljuk Turks captured Edessa and easily defeated the Christian armies – who argued between themselves and with their Byzantine allies. |
| i. Stories of one French boy's religious visions led to thousands of children joining a Crusader army. Most died of disease, starvation, were sold into slavery or deserted twelve years into the thirteenth century as they travelled to southern Italy. | j. In the four years to 1221 CE, after some initial victories, the armies of the Christian Kings of Austria and Hungary were defeated by the Muslim forces. |

Sequence of the Crusades to assist you with the pupil responses to the sorting cards task:

- e. First Crusade 1096–1099 Thousands volunteered but as the armies crossed Europe, violence and crime took place. Despite this, Jerusalem fell to the Crusaders in 1099 CE.
- h. Second Crusade 1147–1149 CE The Seljuk Turks led by Nooruddin Zangi captured Edessa and easily defeated the armies of the Second Crusade, who quarrelled among themselves and with their Christian allies from Byzantium.
- g. Third Crusade 1189–1192 CE Salah-ud-din-Ayubi retook Jerusalem in 1187 CE, and defended it against the armies of England, France and the Holy Roman Emperor. A truce gave some land and access to the holy sites to the Christians.
- b. Fourth Crusade 1202–1204 CE A mainly French army set out in ships provided by Venice, but when the Crusaders could not have enough funds to pay the Venetians, they were persuaded to attack Christian Byzantium, the trading rival of Venice. Byzantium was plundered and its defences badly damaged.
- i. Children's Crusade 1212 CE A French peasant boy claimed he saw visions and gathered thousands of children to form a Crusader army, most died of disease, starved, or were sold into slavery or deserted as they travelled to southern Italy.
- j. Fifth Crusade 1217–1221 CE The armies of the Christian Kings of Austria and Hungary were defeated

after some initial victories and failed to defeat the Muslim forces.

- a. Sixth Crusade 1228–1229 CE Frederick, The Holy Roman Emperor, negotiated a truce, and called himself King of Jerusalem but failed to hold the city for long.
- c. Seventh Crusade 1248–1254 CE A treaty in 1244 CE gave the Christians the Holy Land but a Khwarazmian (Egyptian-Turkic) army retook Jerusalem. Louis IX of France later regained Jerusalem.
- f. Eighth Crusade 1270 CE The crusade ended when the French king died while trying to retake Jaffa and Antioch.
- d. Ninth Crusade 1271–1272 CE A truce failed and Tripoli (modern Libya) and Acre were taken by the Muslim Mamluk armies, ending the Christian military presence and the Crusades.

Lesson 5. Comparing Salah-ud-din-Ayyubi and Richard the Lionheart

Session Aim: is to consider how historical events sometimes generate stories which catch the public imagination and make some historical figures famous or notorious. These stories become what historians call interpretations, and the way that they change overtime tells us a lot about the nature of society at different points and how historical explanations change: this is called historiography.

In this lesson we will look at two key figures of the era of the Crusades, who have both been remembered as heroic military leaders and representative of the chivalrous values of the early Middle Ages. The lesson is set-up to consider interpretations as a feature of history and the enquiry question focuses on considering what we know about Salah-ud-din-Ayyubi and Richard the Lionheart.

Starter and Preview (12 minutes)

Your starter activity could begin comparing Salah-ud-din-Ayyubi and Richard the Lionheart by providing different groups of pupils with a picture of one or other of the statues of the men.

We are looking at these because they are interpretations which often portray a romanticized or myth-history version of the story. Don't use these concepts or terms with the class yet – but ask what the statues make the groups think about the man shown. Give them some thinking and discussion time and then take some feedback about what they think the statue is telling them about the two men depicted.

Now explain the idea of an interpretation, of historiography, of romanticisation, and myth history. Ask if they see any of these things at work in the statues. Tell them that we will now find out more about the men and look at the story behind the interpretations.

How does history tell the story of Salah-ud-din-Ayyubi's and Richard the Lionheart? (20 minutes)

Next the groups should read the paragraphs on the two men and decide whether what is reported here might have contributed to them being remembered through history and/or seen as chivalrous and memorable (you might need to discuss with pupils what both concepts mean)

You could supplement the textbook text with additional images and accounts of the two men, carefully chosen from the internet and other sources which give additional information/are interpretations of different sorts – some effusively praising them, others being more grounded in evidence and verifiable facts. This will give you the chance to discuss reliability, bias, and provenance: all of which can change how reliable

'evidence' might actually be once scrutinised. Although we know some factual things about both men a lot of the historical and even modern ideas of what they were like are constructs and myth-history with little foundation in fact – which is not uncommon with 'history-heroes.'

What were the effects of the Crusades? and The end of the Middle Ages (3 minutes each)

Ask pupils to read the text and summarise the main points in their notebooks.

Plenary (2 minutes)

Summarise the learning from the lesson: that historians use interpretations and accounts which might represent the past from a particular angle and popular understandings of history can be based on scant evidence – so a historians task is to look for evidence from a range of sources and represent an honest and well-researched account and interpretation of the past, and not just accept what is presented as 'truth' or 'fact'.

Optional Home Learning /Extension Activity

You could use the Going Further panel on the top of page 9 to set a Home Learning or Extension task:

What reasons can you suggest for these stories still being told? Find out more about Salah-ud-din Ayyubi and his historical importance.

Lesson 6. The Age of Exploration.

Textbook Section: 1.5, pages 10-11

Aim: This session will introduce the period of European sea-exploration and the foundation of colonisation as Portugal, Spain England the Netherlands and France began their land-grab in the Americas, Africa, and Asia. We will look at what is meant by the age of exploration, the extent of knowledge of the wider world in Europe, and how romanticised stories were shared amongst the elite in early travel writings and tales of adventure.

Learning outcomes: Learners will be able to –

- Know what historians mean by the term The Age of Exploration;
- Explain what people in Europe knew of the wider world during the later medieval period and after;
- Describe the new technology which aided sea-borne exploration;
- Explain how travellers' tales encouraged interest in further exploration.

Starter and Preview (10 minutes)

Your starter activity could involve showing or projecting an image of Muhammad-Al-Idrisi's world map for 1 minute – without telling them what it is... so tell pupils they will be shown an image for one minute only – and they must then tell everyone what they saw. Show the image (or look at it in the textbook page 10) for a minute – then remove it/close the books. Ask the pupils to tell you what they saw. Use the board to record what they recall, and gradually a number of observations will be added.

An image of Muhammad-Al-Idrisi's world map (12th century CE copy) is present in the textbook. In many places the map is shown upside down – because this is easier to 'match' with the way viewers might be used to seeing a world map/the Middle East and North Africa and Europe. For this reason, turning the textbook upside down to view the map later might be helpful!

What might they say?

Students are likely to pick out highly visual features or guess what is shown, for example: red lines, green patches; large shapes or pointy shapes....

The detail and accuracy of observation or speculation at this stage does not matter, the idea is that this fast-moving element catches their imagination to look more closely at what is quite a difficult source to interpret.

Then ask students to look at the map again and ask the group to look more closely at it, turning it if they wish. Can they work out what it is now? (See the To Discuss panel below the map in the textbook). At an appropriate point explain that it is Muhammad Al-Idrisi's world map The Tabula Rogeriana, one of the very few advanced medieval world maps. Make sure that you look up Al-Idrisi before the session so you can answer any questions posed by students.

After identifying some of the features (See example below) say that this is perhaps the most advanced map of the period – and ask, 'what does this tell us about knowledge of the world and map making at the time?' Now give the preview for the rest of the session, explaining that we will look at a period of European exploration of the rest of the world, which would also lead to colonisation and the building of European empires.



Spain

North Africa Mediterranean Cyprus Egypt

If it is helpful you could have some suitably sized pre-prepared labels (see below) for pupils to lay on their copies of the map, for example the places/features indicated in the example above.

North Africa

Cyprus

Spain

When and what was the Age of Exploration? (10 minutes)

Next read the first two sections of page 10: When and what was the Age of Exploration? and What did people know about far-away places?

Ask pupils to answer these questions:

1. What is meant by the term 'The Age of Exploration'?

Answer: It is the period of the 15th to 18th century European seafaring voyages to other continents which opened up new trade routes and triggered the process of colonisation and empire building.

2. What did people in the late medieval period know about far-away places?

Answer: People knew little of neighbouring countries and distant lands. They heard stories but only the rich could buy items traded over very long distances.

3. How much was known about world geography by scholars? (also refer to Muhammad Al-Idrisi's map, telling what you think it shows about the geographical knowledge of the period).

Answer: Some scholars had (for the time) a very good knowledge of geography. Muhammad Al-Idrisi's map in The Tabula Rogeriana, (1154 CE) shows he knew that certain countries existed and that they were next to other countries, but the scale and interrelationships of coastlines and the like is not very accurate – but is impressive for the time! Like all early Islamic maps it has the south at the top, whereas European and modern maps have the north at the 'top'. It was the most accurate world map of for about three hundred years, but might seem upside down to modern eyes.

Next read the **Why did new technology change world history?** (5 minutes) and answer:

How did better naval technology make further journeys possible in the age of exploration?

Answer: Longer deep-sea voyages were made possible by new navigation equipment with Portugal, leading the way.

Extension: you could show images of, and talk about ships of the age of exploration and early navigation equipment, e.g. astrolabes, backstaffs, star maps, (and in the 1700s, the sextant) 7 Ships and Navigational Tools Used in the Age of Exploration | HISTORY at <https://www.history.com/news/navigational-tools-ships-age-exploration> This will show some of the sources that help us understand the period.

How did Travellers' Tales help encourage voyages of exploration? (12 minutes)

Move on to page 11 and read the text on the first half of the page. You could show some information about these travellers from the internet if you wish and have time. You could use the To Discuss panel here, considering 'Why might these stories inspire others to explore or travel?'

Set pupils these questions:

1. What motivated some European leaders to encourage voyages of discovery?

Answer: The desire to be stronger and richer than your rivals was a powerful motive for the push to encourage voyages of discovery.

2. What motivate merchants to invest in these voyages?

Answer: Demand for high priced silks and spices from the Middle East and China meant that high profits were likely if trading voyages returned safely.

3. Were other motives also important?

For some curiosity, bravery and adventure were important motivations and travellers' tales of strange lands and animals, riches and daring deeds were important

4. Who are some of the most famous explorers and travellers of the late medieval period?

Answer: Pupils might mention any or all of the following in their response: Marco Polo; Niccolo de Conti; Alfanasy Niktin; Ibn Battuta; Zheng He and Ma Huan.

The Great European Voyages of Exploration and Plenary (5 minutes)

Look at the map which shows, with a colour coding, the European Voyages of Discovery – note that many of these came in the Age of Exploration (after the medieval period). Also read the yellow definitions box below the map and the comment below it. We will return to the age of empires in later study, however, the age of empires is the consequence of the age of exploration – and you could use this section to both form the Plenary, and to mention that we will look at different empires and territorial grabs in the next lessons.

Optional Home Learning/Extension Tasks

You could use the Going Further panel as the basis for home learning or an extension activity, which asks pupils to:

Find out about the way that Arab scientists contributed to navigation by designing astrolabes and other navigation aids.

Answers for the Chapter 1 Test Yourself questions (page 14)

Section 1 Questions

1. When, how and why did the Roman Empire split in two?

Answer: Although Diocletian split the empire in 285CE it was still ruled as one body at times; then Emperor Theodosius permanently split the empire in 395 CE to try to make it easier to administer. (page 2).

2. What things do historians suggest helped end the Western Roman Empire?

Answer: 1. The Western Roman Empire ended because 'barbarian tribes' (people from outside of the empire) attacked over a long period. 2. The Roman army had become weak. 3. The leaders had become accustomed to living in luxury. 4. The empire had become too large to manage. 5. Tax money was not being spent wisely by the people in power. (page 2).

3. Explain the term 'The Dark Ages' and evaluate whether this is an appropriate label for this part of history.

Answer: The idea of the 'Dark Ages' is based on a valuing of Roman culture above that of the tribal peoples who took over after the Romans. For people who admired the Romans their replacement by 'barbarian tribes' and the replacement of Roman culture was a disaster. Historians question whether there really was a regression everywhere, or whether 'Dark Ages' life was just different to the Romans and misrepresented by Christian monks in chronicles because 'Dark Ages' people were not very religious, perhaps because life was hard and society was not as well-organised. We increasingly have evidence of richer cultures existing than past historians thought was the case. (page 4).

4. What do the terms progress, regression and stagnation mean to historians?

Answers: Progress means an incident or period of improvement;
Regression refers to when things are going backwards or regressing: getting worse.
Stagnation when things stay unchanged, and are not developing or progressing. (page 4).

5. What is a serf and why were they important in medieval European society?

Answer: Serfs are ordinary peasants or workers who owned no land and mostly worked in the farms as labourers. (page 6).

6. Explain the term 'Feudalism'.

Answer: Feudalism is a social structure or hierarchy which gives advantages to small groups who are wealthy and run things, and therefore 'manage' a large number of people who are poorer and relatively powerless. Each group owes the ones 'above' them service and taxes or tithes. (page 6).

7. What motives would you suggest there were to begin and continue the Crusades?

Answer: The Christian Church, led by the Pope in Rome, wanted to control 'The Holy Land' and the pilgrims who wished to travel there. They therefore resented Islamic groups controlling Jerusalem and surrounding areas and organised a religious motivated military campaign or crusade. For some to take part was an attempt to get past sins forgiven and to serve their religion (page 8).

8. In your opinion, were the effects of the Crusades mostly positive or negative? Why?

This answer will come from the pupil's viewpoint: stronger answers will consider both sides of the argument and will reach a conclusion. (Explain that to the group so they have a model in mind about what constitutes a good answer.) Note that this could also be set as an essay or home learning – or as an extension task.

9. Why were travellers' tales important in stimulating 'The Age of Exploration'?

Answer: The tales generated excitement amongst the risk to invest, monarchy to encourage exploration officially, and for some the sense of adventure and curiosity which encouraged them to join the voyages. (page 11).

10. Why can the voyages of exploration of the 'Age of Exploration' be seen as 'a good thing' and a bad thing' at the same time?

Answer: This answer will come from the pupil's viewpoint: stronger answers will consider both sides of the argument and will reach a conclusion. (Explain that to the group so they have a model in mind about what constitutes a good answer.) Note that this could also be set as an essay or home learning- or as an extension task. (page 11).

11. Why is 'The Middle Ages' also used as a label for the medieval period in Western and Central Europe?

Answer: The term medieval refers to 'the middle' years of history, coming from the Latin medium ('the middle') and aevum ('age'), which became medieval (and which can be spelled in different ways), so historians use 'Middle Age' or medieval period interchangeably to the period between antiquity (the ancient world) and the European Renaissance, and early modern age. (page 6).

Section 2 Questions

1. C. Huns and Goths. (page 2).
2. C. Constantinople. (page 3).
3. B. Spoken local languages more and more. (page 4).
4. A. It was not seen as a very religious period. (page 4).
5. C. The use of gunpowder. (page 7).
6. C. Pope Urban in 1095 CE. (page 8).
7. B. A tragic disaster. (page 8).
8. B. Polo, de Conti's and Niktin. (page 11).

The Spread of Islam in Europe and Asia

The Umayyad and the Abbasid Khilafats

Learning outcomes: Learners will be able to —

- Describe some salient features of the Umayyads and Abbasids;
- Discover importance of Muhammad bin Qasim in the spread of Islam in the subcontinent;
- Investigate significant advancements of Umayyad and Abbasid dynasties;
- Outline the arrival of Muhammad bin Qasim in the subcontinent;
- Describe the spread of Islam in Europe;
- Describe significant details of the Muslim rule in Spain;
- Describe the establishment of Umayyad rule;
- Enlist some prominent rulers of Umayyads;
- Describe Important conquests during Umayyad rule (Sindh, Spain and Central Asia);
- Trace the origins of Abbasid rule;
- Enlist some prominent rulers of Abbasids and their major achievements;
- Describe the development of arts and literature during Abbasid rule (with special focus on Abbasid Golden Age);
- Describe the Fall of Baghdad at the hands of Mongols in 1258.

Lesson 7. The Spread of Islam in Asia and Europe

Textbook Section: 2.1, page 14

Learning outcomes: Learners will be able to —

- Describe who founded and extended the Umayyad Khilafat;
- Explain who made Arabic the language of governance;
- Know who carried the Khilafat into Europe and who expanded into Sindh;
- Understand why the Umayyad's ceased ruling the whole Khilafat; and
- Know that the Umayyad rule continued in Spain until 1492 CE.

Aim: Learners will understand that a series of key individuals contributed to the success of the Umayyad Khilafat and its rule to the end of the fifteenth century CE.

Lesson Content: Prominent Personalities of Umayyad Rule

Starter and Preview (2 minutes)

Settle the group and explain that we will look at the spread of Islam into Asia and Europe in today's lesson. We are going to look at the development of the Umayyad Khilafat, the second Khilafat established after the death of the Last Holy Rasool Hazrat Muhammad. The Umayyad dynasty were the rulers of the Arab Khilafat from 661 CE to 750 CE with their capital in Damascus.

The Spread of Islam in Asia and Europe (5 minutes)

Read the text below the table on page 14 with the group and ask them to write the text at the bottom of the page from 'At' (end of the 4th line from the bottom) into their notebooks.

At the time central and western Europe was adjusting to the fall of the Western Roman Empire, Islam was spreading in Asia and into Europe after the era of the Rightly Guided Khalifas under the Umayyad Khilafat, 661–750 CE, the Abbasid Khilafat 750–1258 CE, and Umayyad rule in Spain 756–1492 CE.

Then read the table of the prominent personalities of the era together.

You could then ask pupils to:

- Each make a poster with details about each of the six men detailed on it; or
- Take a double page spread in their workbook and write a summary of the key details of each character; or
- Use computer desktop publishing and the internet to make a small report on each of the six people adding images or material from additional sources to supplement the information in the textbook.

Plenary (3 minutes)

Discuss why these 'prominent personalities' are remembered, and what they contributed to the Umayyad Khilafat and the survival of the dynasty in Spain after they were overthrown by the Abbasids elsewhere.

Lesson 8. The Umayyads

Textbook Section 2.1, pages 15-16.

Aim: This session provides the opportunity to find out more about the Umayyad dynasty and some of its achievements.

Learning outcomes: Learners will be able to —

- Know who the Umayyads were;
- Explain the reforms the Umayyads introduced;
- Evaluate the contribution of Muhammad bin Qasim to the expansion of the Umayyad empire and Islam;
- Identify how the Umayyad Empire lost its territory to the Abbasids and withdrew to Al-Andalus.

Starter and Preview (4 minutes)

For the starter activity write the following on your classroom board/project it, and ask the class to write it down.

The Umayyad Dynasty: One family, two branches

Suffan = Suffanids (661-680 CE)

Marwan I (and successors) = Marwanids 684-750 CE.

Overthrown 750 by Abbasids. Survivors ruled Al Andalus Khilafat to 1492 CE.

Explain that we will find out more about the Umayyad dynasty and some of its achievements during this lesson.

Who were the Umayyads and what reforms did they make? (8 minutes)

Ask the class to read the first half of page 15 and answer these questions without copying text:

A. Where was the Umayyad capital?

Answer: the Umayyad capital was in Damascus.

B. Who founded the Umayyad dynasty?

Answer: It was founded by Ameer Muawiyah-ibn-Abi-Sufyan (r. 661–680 CE).

C. What reforms did Abd al-Malik make?

Answer: He issued a standard set of coins across the Khilafat. He made Arabic the administrative language. He made Islam the main religion of his lands.

Ask the group what they have written (Some pupils might have longer answers to C) and use the *10 Discuss* panel to consider *Why common coinage might help unite large territories?* Answers might make the point that coins that were recognized, of the same value and trusted across the whole massive territory of the Khilafat would help with long distance as well as local trade.

The Dome of the Rock – Al-Haram al Sharif (8 minutes)

Now read this section and look at the photograph of the masjid. Ask pupils to summarise why this is such an important site.

Next, we will look at how the Umayyad empire expanded until others wanted control of its territories

Read and discuss the first two-thirds of page 16: the How far did the Umayyad dynasty expand their territory? and Muhammad bin Qasim sections. (11 minutes)

After reading the first paragraph ask: What strategically important decision did the Caliph Muawiyah make?

Answer: he had invested in building Muslim naval power, and their sea victories suggested he had chosen wisely.

Then read the Muhammad bin Qasim paragraphs, and

1. List the territories the Umayyad armies conquered during this period.

Answer: Bukhara and Samarkand, and Sindh as far as Multan.

2. Why was Muhammad bin Qasim a key figure for the Umayyad dynasty?

Answer: He was the nephew of a regional governor, became a general aged 17. The capture of Sindh under his command brought Muslim rule to the area. The Holy Qu'ran was translated into the local language and there was religious tolerance provided his administrators and Qazis were able to collect the jizya tax, which non-Muslims were required to pay. He was executed, aged 20 by the new caliph.

3. What further territory was taken?

Answer: Later Umayyad armies conquered parts of North Africa, and parts of Spain under the Berber (Algerian) general Tariq bin Ziyad. To the east, the Muslim armies swept into Central Asia as far as north-western China.

4. Where was the Muslim advance in Europe halted?

Answer: Muslim forces were defeated at the Battle of Tours, in 732 CE.

How did the Umayyad Dynasty end? (5 minutes)

Ask the group to read this paragraph as individuals and summarise how the Umayyads lost their main territories when defeated by the Abbasids.

Plenary (4 minutes)

Ask the group to tell you what they think the main points of note were about the period of Umayyad rule, and draw their attention to the Did you know? Panel, which explains that the ruling Umayyad family were hunted down and murdered after the Abbasids took power, but one branch led by Abd al-Rahman escaped and went on to rule Cordoba—claiming it remained the true Khilafat.

Optional Home Learning/Extension Tasks

You could use the Going further panels on pages 15 and 16 to set further tasks:

- page 15 Find out more about Umayyad architecture.
- page 16 Evaluate the reign of Raja Dahir. Was his fall inevitable?

Lesson 9. Al-Andalus: Islamic Rule in Portugal and Spain Establishment, Expansion, Change and Decline

Textbook Section: 2.3, pages 17- top of 19

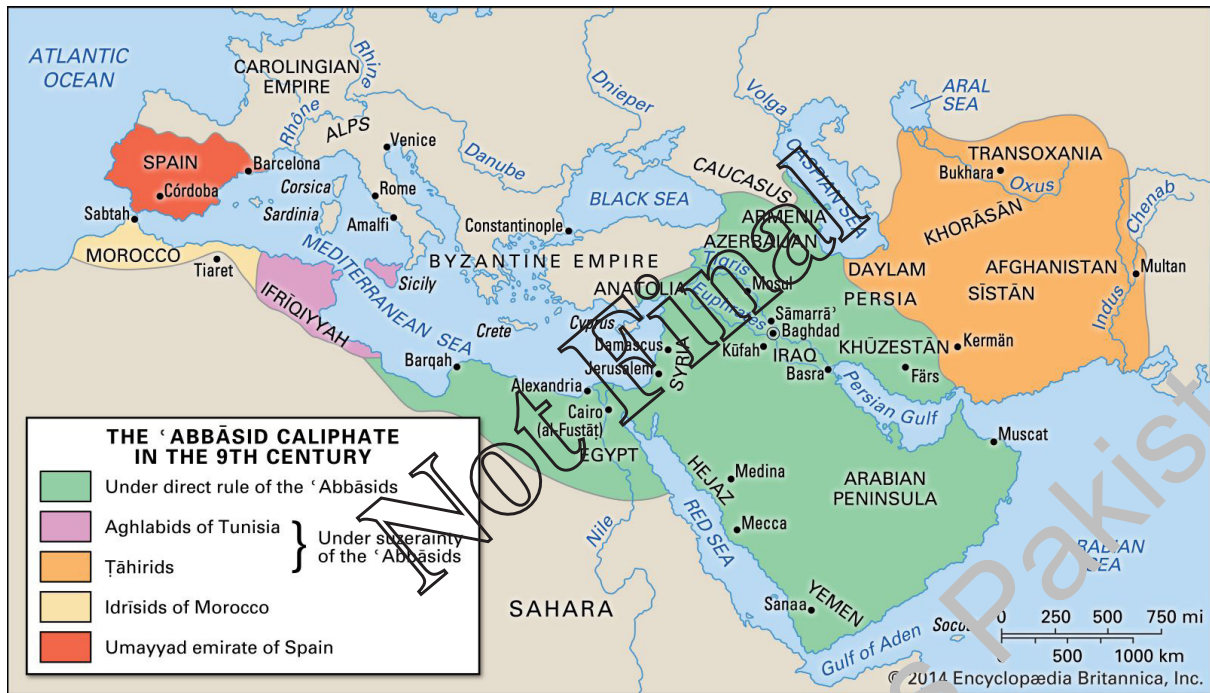
Aim: This session provides an opportunity to introduce pupils to the Islamic Khilafat of Al-Andalus, which was ruled by the Umayyad dynasty from 711 CE to 1492 CE, and which was a period of significant achievements in a number of areas.

Learning outcomes: Learners will be able to –

- Know when and where the Al-Andalus Khilafat existed;
- Explain some of the reasons for the decline of the Khilafat and its collapse;
- Understand the term 'Reconquista';
- Identify some of the major contributions to culture made by the Khilafat.

Starter and Preview (5 minutes)

Your starter activity could be to show a map of the decline of the Umayyad Khilafat, which shows the location of the Al-Andalus Khilafat (modern Spain- Portugal).

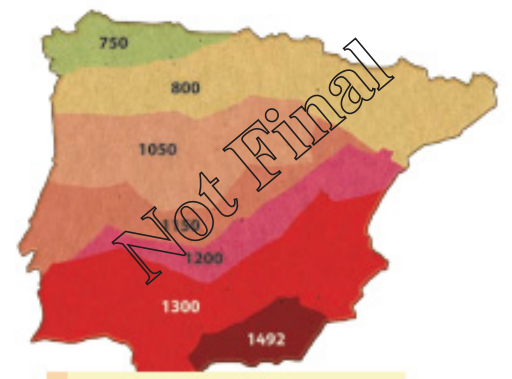


Ask if they can work out why the Umayyad general, Tariq bin Ziyad was able to transfer his army from Africa to Gibraltar and why an invasion of the main body of land was possible. You could use the Oxford School Atlas for Pakistan to look at the distance/closeness of North Africa to Gibraltar (and Tarifa and Algeciras) in Spain.



Read the short opening paragraph on page 17 as part of this discussion; and then to write down the title: Al-Andalus: Islamic Rule in Portugal and Spain and a subtitle Establishment of the Khilafat (5 minutes) ask the pupils to write down who began Umayyad control of territory in Europe (General Tariq bin Ziyad) and how this happened (a landing in Gibraltar).

Now look together at the map showing the expansion and decline of Islamic rule in what is now Spain and Portugal -the high point of the Al-Andalus was 750 CE and then it shrinks back in stages.



If you are able to do so provide a map of Spain and Portugal so that pupils can mark it to show the boundaries of the Al-Andalus Khilafat – as shown on page 17.

Ask pupils to write a subtitle **Expansion, Change and Decline.** (10 minutes)

Now read the text from paragraph two ('The Khilafat's territory grew...') to the end of the 'What was the

Reconquista? paragraph.

Map of the Extent of the Al-Andalus Khilafat



Map of the Extent of the Al-Andalus Khilafat



Extent of the Al-Andalus Khilafat



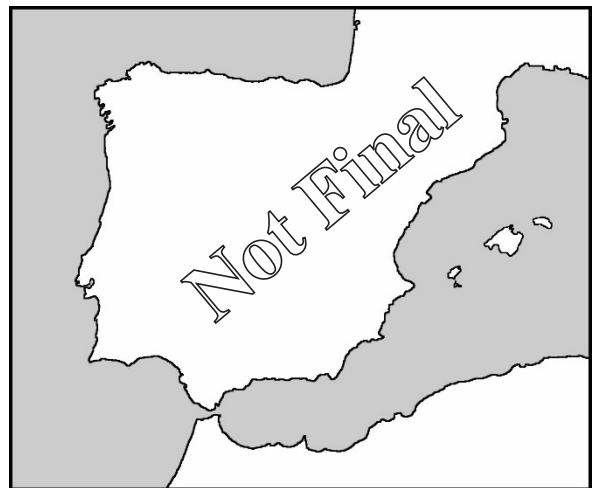
Map of the Extent of the Al-Andalus Khilafat



Extent of the Al-Andalus Khilafat



Map of the Extent of the Al-Andalus Khilafat



After reading the page/completing the map ask pupils to answer these questions (10 minutes)

1. Describe how the Khilafat was administered.

Answer: At its largest the Khilafat's operated as five administrative units. Later it split into into five emirates.

2. What were these administrative districts called?

Answer: They were named 'taifas', which is an Arabic word meaning 'band' or 'group', used to refer to small Khilafats or emirates.

3. Who finally ended the Khilafat by conquest?

Answer: In 1492 CE the armies of King Ferdinand II of Aragon and Queen Isabella I of Castille, defeated the last Al-Andalus armies and their allies.

4. As Al-Andalus declined from where did they seek support?

Answer: First the Almoravid Berber Empire (now Morocco) and then its successor dynasty, the Almohads.

5. Once they were so weak that they relied on foreign support did the Umayyads decide who would rule?

Answer: No, new leaders were installed by the court in Marrakesh.

6. What was the Reconquista?

Answer: This is the Spanish word meaning 're-conquest' and refers to the neighbouring states capture of the Islamic Taifas of Toledo 1085 CE, Cordoba 1236 CE, Alcorve 1249 CE, and Granada 1492 CE.

Why was the Al-Andalus era so important? (17 minutes)

Now read the Why was the Al-Andalus era so important? paragraph on page 17 and 18, including the images, discussing the importance of the culture and achievements of the Al-Andalus era. Set pupils the task of reporting on (and where possible extending) this information to answer the enquiry question 'Why was the Al-Andalus era so important?'

This could be set by asking pupils to:

- Research and write a traditional essay style response;
- Write a script for a short radio, TV, or podcast programme of this title;
- Tell the story of the era's importance as a poster or series of info-graphics;
- Make a narrated PowerPoint or similar presentation.

You can extend the task to more than one lesson should you wish/have time in your schedule, adding supplementary materials to give students more materials to consider/showing materials from online or from other sources.

If time allows, you could use the To Discuss panel on the top of page 19 to consider how we manage deciding on what makes something significant in an historical sense, asking: 'How can historians judge what causes abstract things such as key ideas, and how can these measure historical significance?' You could also ask pupils to use the Going Further task: 'Find out more about the golden age of discoveries in the Cordoba and other Al-Andalus courts' as an extension activity or for home learning.

Plenary (3 minutes)

Draw together the session and ask pupils to summarise the main achievements of the Al-Andalus Khilafat, and to explain how it ended.

Optional Home Learning/Extension Tasks

You could also use the Going Further panel on page 17.

'Conduct research on and analyse the tactic used by Tariq bin Ziyad to conquer Spain. Do you think he was a good leader?' as the basis of home learning or extension work.

Lesson 10. The Rise and Fall of the Abbasids: 750 – 1258 CE

Textbook Section: 2.3, pages 19-20.

Aim: This session will introduce the Abbasid dynasty to pupils and help them understand why the period was a significant one in terms of Islamic culture and learning.

Learning outcomes: Learners will be able to —

- Know who the Abbasid dynasty were, and how long they ruled;
- Evaluate the contribution to the Abbasid Khilafat of some prominent personalities;
- Explain why this is seen as a 'Golden Age' in terms of Islamic learning and culture.

The Rise and Fall of the Abbasids: 750–1258 CE Who were the Abbasids?**Starter and Preview: What sort of man was Abu al-Abbas al-Saffah? (6 minutes)**

Show several images of Abu al-Abbas al-Saffah from the internet, carefully choosing three or four different sorts of representations – for example a version representing him as a fierce, military style figure, another (perhaps historic image) as a more statesmanlike person, and perhaps another (modern image) as a cartoon style villain/bloodthirsty character. Ask why this person might be being shown as having different characteristics? Allow the group to speculate and point out that the title he took 'as-Saffah' means 'Shedder of blood' or 'bloodthirsty' which might be based on the fact that the last members of the main Umayyad dynasty were murdered as he took over, or might refer to some acts of cruelty during conquests. Discuss the fact that these are interpretations of the man and represent different facets of his life and actions, and attitudes towards him at different times.

Prominent personalities of the era (12 minutes)

Ask the group to:

- Read the table with you, explaining any terms the pupils might find difficult, e.g., dominance, stabilising, centralized, sectarian, mercenaries, intellectual.
- Summarise the information in a shorter personal version- which could be a table or a different style of representation.

When and where did the Abbasid Khilafat rule, and what did it change? (18 minutes)

Now read the first two sections of page 20 and look carefully at the map, and then ask pupils to create an attractively laid out summary to include the following.

The Abbasid Khilafat:

| |
|---------------------|
| When? |
| Where? |
| What did it change? |

Why is the Abbasid dynasty considered the 'Golden Age of Islam'? (10 minutes)

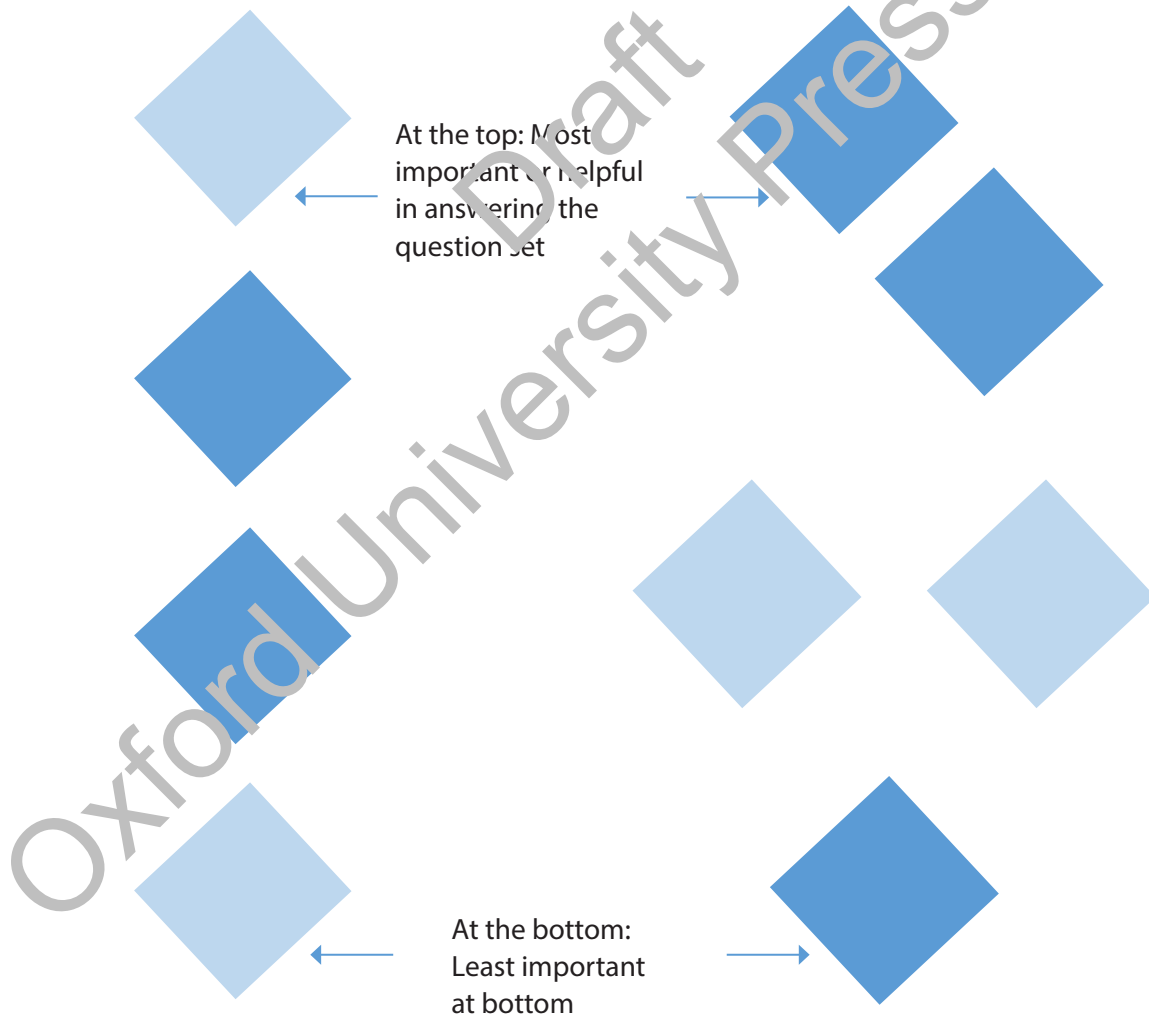
Ask the group what they think the term 'Golden Age' means and then discuss this as a class,

- Read the remainder of page 20, and the information in the blue-yellow boxes on the top of page 21. This gives information explaining how a 'Golden Age' took place for scholarship and culture during the long period of Abbasid control.

Then distribute sets of the sorting cards to small groups of pupils (see below, which contain the same text as in the 'Golden Age' section). They should decide if they can rank the cards to say which contributions are most significant. Note that there is no one correct answer to this- the important aspect is the debate – and the deepest thinkers might even say the statements are equally important!

Example 1.

Example 2.



In **Example 1**, the group have discussed the content of the cards and made a sequence of cards as most-important, next most, next most... which is great but is this representative of sophisticated thinking?

Example 2 might be showing a better level of thinking... Here pupils have a tentative 'top answer' (possibly because the teacher made it seem like they wanted ONE top choice?), but the next choice looks fairly close, and then there are two cards very closely competing for the next level of importance. This group might have fiercely debated this and taken some time to get this far- but their work and understanding is likely to be better than speedy, poorly considered choices from others!

Professional Reflection: How often do you take time to let pupil tentative thinking develop or observe and listen to them talking ideas through out loud? Can you adapt the approach to help you do that more often?

Decide if you wish pupils to record this information in their workbooks in some way – for example

The Top Three* Contributions to the Abbasid Golden Age of Scholarship

| |
|----------------------------|
| Who, what, when? |
| Who, what, when? |
| What did it change? |

*or five... or... And so on...

or give them a copy of the information to stick-in to that the lesson time is used for the discussion!

They will need this information next lesson.

✂ Abbasid Era Contributions to World Culture: Sorting Cards

| | |
|--|--|
| Scholarship: Many of the scholars were polymaths – those who specialised in several fields rather than one area, for example Ibn Rushd (1126–98 CE). | Architecture, Technology and Engineering: New masjids, palaces, and public works were completed. Advances were made in pottery, papermaking, and metalwork. |
| Literature: from Persia <i>The Rubaiyat of Omar Khayyan</i> , <i>The Shah-Nameh</i> (The Book of Kings); The Poetry of Sa'di | Art and Calligraphy: New styles of Islamic art were created and a distinctive style of decoration for Masjids developed. |
| Medicine: Doctors took examinations and had access to medical books and advanced (for the time) practices. Look up Al-Razi (865–925 CE) and Ibn Sina (980–1037 CE). | Mathematics: Scholars such as Al-Khwarezmi (780–850 CE) developed ideas in math – and the Arabic numerals we still use. Arab mathematicians developed algebra and geometry. |
| Science: Astronomers mapped some of the stars and identified new constellations. Chemistry was developed by Jabir Ibn Hayyan (965–1040 CE). | Economics: Trade connections along the Silk Road to China were remade. Chinese inventions were brought to the Muslim and Christian world, e.g., porcelain, paper, and silk were traded. |
| Geography and Cartography: Al-Idrisi (1099–1161 CE) created the <i>The Tabula Rogeriana</i> , the most advanced world map of the period, which helped in travel. | Philosophy, Sociology, and History: Developed by scholars like Ibn Khaldun (1332–1406 CE). |

Plenary (4 minutes)

Discuss what we have learned today about the Abbasids.

Optional Home Learning/Extension Tasks

You could use the Going Further panel to set home learning or extension activities.

Which of the inventions during the Abbasid Khilafat are still used in the modern world? How are they the same, and how are they different?

You could also suggest pupils view appropriate material online, for example The Abbasid Caliphate // Medieval History Documentary (750-833) - YouTube (which has advertisements at the start. Tell pupils to skip on past those by moving the cursor to the start of the documentary). Note: Ensure you have viewed and approve of anything you recommend for student use, having checked it for accuracy and appropriateness.

Lesson 11. Comparing the high and low points of the Abbasid Khilafat

Textbook Section 2.3, pages 21-22.

Aim: This session will give pupils the chance to decide on the high and low points of the Abbasid Khilafat: drawing on their prior knowledge from the last lesson (high points of scholarship and culture) adding to this by considering alliances and how they were regarded by external powers; reaching conclusions about the low points for the Khilafat and considering its demise and end.

Learning outcomes: Learners will be able to —

- Know that the Abbasid Khilafat is regarded as having had a 'golden age' of scholarship and cultural contribution to the Islamic world and beyond;
- Evaluate what external relations: treaties with, and approaches from, external powers tell us about how the Abbasids were seen by others;
- Evaluate whether secondary sources such as narrative art tell us anything about the past;
- Explain how the Abbasid Khilafat declined, lost territories, and ended.

Starter and Preview (6 minutes)

Explain that the enquiry task here is to compare and contrast the high and low points of the Abbasid Khilafat

Ask them to orally summarise the cultural and scholarly highpoints of the Abbasids, drawing on their learning in the previous lesson.

What were the diplomatic high-points for the Abbasid Khilafat? (12 minutes)

Read the paragraph of the same name on page 21 and ask what the cooperation and alliance with the Chinese suggested about Abbasid power, and how they were regarded externally. It would suggest that the Chinese Emperor felt there was a military force worth having as an ally, and that they could provide valuable tactical and practical force.

Then carefully examine and discuss the large picture on page 21 (printable copy follows)

Explain that this picture was painted by a British book illustrator, Robert Ambrose Dudley, in the nineteenth century. Ask if they know what a book illustrator does? Discuss what reasons the illustrator might have had for creating this image and what might have been intended in terms of message. Ask what they think is happening and discuss the details of the scene. You could use a freeze frame (drama/'still-life' type) recreation of the scene with members of the class posing exactly like in the image. Then ask the class: who are they, why are they there? What are they doing? Thinking? What might happen next?

Would you say we should consider it to be a reliable and useful source about this event?

Decide if you wish pupils to write anything down. There are two pedagogic elements of gain in this activity: thinking about the historical narrative: events and what they show; and also interrogating images and art as historical sources.

Harun al-Rashid receives an ambassador from Charlemagne.



This image (shown on page 12 of the textbook) was created for Hutchinson's History of the Nations, published in the United Kingdom 1920 CE. Illustrator Robert Ambrose Dudley (1867–1951).

Background: The Holy Roman Emperor, Charlemagne, sent a group of three ambassadors to the Abbasid Caliph Harun al-Rashid, to seek to continue an agreement around trade and pilgrimage in the Holy Land which had first been developed between Pepin the Short and al Mansur. The two Christians and a Jew carried gifts from Charlemagne. At the time Charlemagne was seeking to create links with the rivals of the Al-Andalus Caliphate, and a little later to link against the Byzantine Empire.

What were the low points of the Abbasid Khilafat? (8 minutes)

Read the first paragraph on page 22 together and discuss whether some elements might be more significant in their impact. How might the Jizya have alienated some citizens?

You could then provide a photocopy of the table of territorial losses for pupils to stick into their workbooks:

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

| Date CE | Abbasid Territorial Losses | Lost to |
|---------|-----------------------------------|-----------|
| 756 | Al-Andalus (now Spain-Portugal) | Umayyads |
| 788 | Morocco | Idrisids |
| 800 | Ifriqiya and (now) Southern Italy | Aghlabids |
| 870s | Khorasan and Transoxiana | Samanids |
| 870s | Persia | Saffanids |
| 969 | Egypt | Fatimids |

Why did the Abbasid Khilafat End? (10 minutes)

Read the paragraph with the class and ask them to answer these two questions:

1. What led to the fall of the Abbasid Khilafat in Baghdad?

Answer: The Buvids from Iran and Seljuk Turks from Anatolia were a constant threat. The Buvids took Baghdad in 945 CE and then the Seljuks took it in 1055 CE. In 1258 CE the main Khilafat fell after Baghdad was sieged for 13 days and then sacked by the Mongol leader Halaku Khan. The Mongols burnt the libraries and the House of Wisdom and caused great destruction.

2. Did the Abbasid rule end completely?

Answer: After this the Abbasid Khilafat continued only in Egypt until they fell to the Ottoman invasion of 1517 CE.

Now study the image of the last Abbasid Khalifa in Baghdad on page 22 (printable copy follows).

It shows Khalifa Al-Mustasim (1213–1258 CE), the last Abbasid Khalifa in Baghdad.

Ask whether the group feels the illustrator is sending a particular message here: which should provide an opportunity to think about representation and motive.

Plenary (4 minutes)

Finish the session by asking the class to tell you what the high and low points were for the Abbasids and what they think stands out from this era.

Optional Home Learning/Extension Tasks

You could use the Going Further panels on pages 21 to 22 to set home learning or extension tasks.

page 21: Find out more about the rule of Khalifa al-Mahdi and Khalifa Harun al-Rashid.

page 22: Conduct research on the legal system under the Abbasids. To what extent does following laws contribute to the well-being of a community?

The Last Abbasid Khalifa in Baghdad Illumination from the 'History' by Hafiz-i Abru



This image is taken from Hafiz-i Abru's book Majma al-tavārikh (The Compendium of History).

Hafiz-i Abrū was perhaps the most important historian of the Timurid period (1370–1506 CE). A history of the Muslim world/ Persia (now Iran) 'in four quarters' or parts: i. the pre-Islamic prophets and ancient Persia, ii. A history of the Last Holy Rasool Hazrat Muhammad ﷺ and the Khilafat up to 1258 CE, iii. Persia during the Seljuq and the Mongol periods, and iv. under the Timurid rulers.

Answers for the Chapter 2. Test Yourself questions (page 23).

Section 1 Questions

- Why was Tariq bin Ziad significant in Muslim history?
Answer: Tariq ibn Ziyad 670 – 720 CE led the Umayyad forces, including across the Strait of Gibraltar, and extended the Umayyad empire's boundary right up to the Pyrenees Mountains (page 14).
- Describe the Dome of the Rock and its importance.
Answer: The Islamic shrine in Jerusalem known as 'the Dome of the Rock' was built on the orders of Abd al-Malik, and is built on the site of Second Jewish Temple, flattened by the Romans in 70 CE after a Jewish rebellion. The site has several historic and more modern elements and is sacred to all three of 'the people of the book': Jews, Christians- and Muslims who know it as the place where the Last Holy Rasool Hazrat Muhammad began his Night Journey. (page 15).
- Explain how the Umayyad Dynasty began.
Answer: Ameer Muawiyah-ibn-Abi-Sufyan was the founder of the Umayyad dynasty, ruling the Islamic Khilafat from 661 CE, after the assassination of the fourth caliph, Ali the last of the 'Rightly Guided Caliphs' رضی اللہ تعالیٰ عنہم, and ruled to 680 CE (pages 14-15).
- How important was Muhammad bin Qasim in the spread of Islam in the subcontinent?
Answer: Was appointed as a general at the age of 17 and led the forces that invaded and held land in Spain, providing a European element of the Umayyad empire – and later giving the land that the survivors of the ruling house retreated to when the Abbasids took control of their other territories. Muhammad bin Qasim also captured land in and around Sindh into the empire. (page 14).
- Why was Cordoba's university an important institution?
Answer: Cordoba University was the largest and best institution of the time. (page 18).
- Why was Al-Andalus important in terms of Islamic architecture?
Answer: There were a series of public buildings and state supported architecture in the Al-Andalus Khilafat including the Great Masjid of Cordoba and the Alhambra Palace and Fortress (page 18).
- Which Abbasid leader defeated the Umayyads?
Answer: Abu al-Abbas al-Saffar, defeated the Umayyads. (page 19).
- Name some of the key scholars of the Abbasid era.
Answer: Ibn Rushad (polymath), Al-Razi and Ibn Sina (Medicine), Jabir Ibn Hayyan (Chemistry), Al Khwarzemi (Maths). (page 20).
- With which other empire did the Abbasids clash, and with what result?
Answer: The Mongol Empire was a rival of the Abbasids and sacked Baghdad in 1258 CE ending the main Abbasid Khilafat (which continued in Egypt until 1517CE (page 22).
- Which dynasty attacked and ended the Abbasid Khilafat?
Answer: The Ottoman armies finally ended the remaining Abbasid Khilafat in Egypt (page 22).
- Investigate and compare the achievements and advancements of the Umayyads and Abbasids. Answers will be constructed individually.

Section 2 Questions

1. C. 661–750 (page 15).
2. C. Damascus (page 15).
3. A. Abd al-Malik (page 14).
4. C. Spain. (page 14).
5. A. Tours (732 CE) (page 16).
6. B. 750–1258 (page 19).
7. C. Baghdad (page 19).
8. B. Halagu Khan (page 22).
9. C. Halagu Khan (page 23).
10. B. China. (page 21).

Draft
Oxford University Press Pakistan

Muslim Dynasties

Learning outcomes: Learners will be able to —

- Trace the origins of the Ottoman Empire.
- Identify the most significant sultans of the Ottoman Empire.
- Describe the rule of some important Safavid rulers.
- Trace the causes and events of the Crusades and explore their consequences.
- Be introduced to the Seljuk, Fatimid, and Ayyubid dynasties.
- Recall prominent rulers of these dynasties.
- Trace the origins of Safavid dynasty in Persia.
- Discuss factors leading to the Crusades.
- Recall the role of Salahuddin Ayubi in the Crusades.

Lessons 12 and 13. The Seljuk Empire 1037–1194 CE

Textbook Section: 3.1, pages 25-2

Learning outcomes: Learners will be able to —

- Describe when and where the Seljuk Empire ruled;
- Explain some of the key features of the Seljuk Empire;
- Evaluate the contribution of some of the prominent rulers and personalities of the Seljuk era.

Lesson 12 Prominent Personalities of the Seljuk Empire 1037–1194 CE

Starter and Preview (10 minutes)

Settle the group and explain that during the next two lessons they will be finding out about the Seljuk dynasty. In advance, create a short presentation to show the class which shows images of the prominent personalities of the era (names as listed on page 25: Seljuk Beg, Tughril Beg I, Chaghri Beg, Alp Arslan and Malik Shah I). Include pictures which will help 'give an identity' to the names and in designing what you will say/show be aware that this input should also help contextualise following lesson. This might include images of the five characters, an image of the steppes of Asia and Mongolia, and Turkic people, etc.

The following YouTube recording gives an example presentation (length 1'28", music soundtrack) Timeline of Sultans of the Seljuk Empire - YouTube <https://www.youtube.com/watch?v=Ue-M3qjc0Ys>

Or you could use a slightly longer one: Rise and Fall of the Great Seljuk Empire - YouTube <https://www.youtube.com/watch?v=rhTuCtKjgIE>

(length 4'50", spoken and background music soundtrack – accented commentary becomes easier to understand as you get used to it).

Talk to the class about the origins of this dynasty, (while noting the content for the following lesson) and how it expanded but was short-lived. Explain what is meant by the term 'Warlord'. A warlord is a leader of a tribe, clan or group which uses force and military power to control an area, often competing with rivals for power and land. Also explain why it was a key aspect shaping the formation of the Seljuk Empire. Seljuk, the founder of the Seljuk took advantage of failing Samanid power and weaknesses of the Ghaznavid, Persian, and Byzantine administrations.

Who were the rulers of the Seljuk Empire? (25 minutes)

Preparation Before the lesson: Photocopy the sheets (of large sized information for classroom display) giving the details of The five rulers of the Seljuk Dynasty on A4 or A3 paper – make several copies, and divide the two pages which contain information about two rulers in half so you have 5 different large print sets of text.

Place several copies of the five information sheets around the classroom in a random order, pinning or taping them up on the walls, or placing them on tables.

Also copy the Information Capture Sheet (see below): one per pupil and some spares

There is also a summary sheet (same text, smaller print: to copy/stick in for any absent pupils or those who might struggle to complete the task e.g., pupils who have problems with writing).

In the lesson: Pupils will be asked to move around the room for a fixed amount of time with the Information Capture Sheet, gathering details of the five rulers.

Then they should write up a neater version into their notebooks

Plenary (5 minutes)

Ask the class to infer what features they think these men shared as successful leaders? What do their collective stories tell us about what they were like and what has been remembered about them and the nature of their dynasty?

In previewing the next lesson mention that we will look further at the achievements and challenges that the Seljuk rulers faced.

The Five Rulers of the Seljuk Dynasty. Pupil's Information Capture Sheet

Prominent personalities of the Seljuk Dynasty 1037–1194 CE The Five Rulers of the Seljuk Dynasty

Name: _____

| Ruler | Years | Reasons for prominence |
|-------------------------------|-------|------------------------|
| Seljuk Beg | | |
| Tughril Beg (r. 1037-1063) | | |

| | | |
|--------------------------------|--|--|
| Chaghri Beg | | |
| Alp Arslan (r. 1063–1072) | | |
| Malik Shah I (r. 1072–1092) | | |

The Five Rulers of the Seljuk Dynasty: Information Summary.

Seljuk Beg

Died around 1007 CE.

Believed to have lived to be about a hundred years old.

Was an Oghuz Turkic warlord and founded what later became the Seljuk Empire Seljuk.

Accepted Islam when he migrated to Jand in 985–986 CE.

Raised his grandsons, Tughril and Chaghri Beg, after the death of their father (Seljuk's son) Mikail.

Tughril Beg

Lived 993–1063 CE. Ruled 1037–1063 CE

The name 'Tughril' is an old Turkic word meaning 'bird of prey'.

He was the first to be named 'Sultan' and thus is attributed to be the founder of the Seljuk Empire.

He was considered a military genius; his reign saw much in terms of expansion.

The Seljuk nobility married into the families of local rulers and aristocrats, the feudal landowners of the conquered land, which helped create a loyal network of family ties, and encouraged socio-economic development rather than frequent rivalries.

Chaghri Beg

Lived c.989–1060 CE

Considered to be the co-ruler of the early Seljuk Empire.

He was appointed as the Governor of Khorasan after the land was conquered, and successfully protected it from Ghaznavid invasions.

Chaghri name means 'small falcon' or 'Merlin.'

His brother Tughril named Chaghri's son, Suleiman, as the heir to the Seljuk throne.

Alp Arslan

Lived 1030–1072 CE.

Successfully fought his brother Suleiman, who was named the heir to the Seljuk throne by Tughril Beg, and became the second Sultan of the Seljuk Empire. Was the first Seljuk sultan to control the lands under both Tughril and Chaghri Beg's rule. Expanded the empire by adding Georgia, Armenia, and much of Anatolia. His victory over the Byzantine Empire (Battle of Manzikert, 1071CE) laid the basis for the future conquest of Anatolia in Türkiye. Was brutally attacked by a prisoner after a quarrel and died from the wounds.

Malik Shah I

Lived 1055–1092 CE. Ruled 1072–1092 CE.

The empire reached the height of its power and influence during his era. Experienced severe difficulty in keeping his empire together but managed to maintain stability despite the numerous military conflicts faced during his rule.

He had a great interest in science, art and literature and the Isfahan Observatory (the Malik Shah Observatory) was constructed under his reign and was where the Jalali Calendar was adopted.

Due to his interest in architecture, many masjids were constructed in Isfahan during his rule.

Poetry flourished under his reign, and this time is also remembered for the poetry of Omar Khayyam.

His reign saw internal peace and was a time of great religious tolerance.

The Five Rulers of the Seljuk Dynasty I. Large Text Information for Classroom Display

Seljuk Beg

Died around 1007 CE.

Believed to have lived to be about a hundred years old.

Was an Oghuz Turkic warlord and founded what later become the Seljuk Empire.

Accepted Islam when he migrated to Jand in 985–986 CE.

Raised his grandsons Tughril and Chaghri Beg after the death of their father (Seljuk's son) Mikail.

The Five Rulers of the Seljuk Dynasty II. Large Text Information for Classroom Display

Tughril Beg

Lived 993–1063 CE. Ruled 1037–1063 CE

The name 'Tughril' is an old Turkic word meaning 'bird of prey'.

He was the first to be named 'Sultan' and is thus attributed to be the founder of the Seljuk Empire.

He was considered a military genius; his reign saw much in terms of expansion.

The Seljuk nobility married into the families of local rulers and aristocrats, the feudal landowners of the conquered land, which helped create a loyal network of family ties, and encouraged socio-economic development rather than frequent rivalries.

The Five Rulers of the Seljuk Dynasty III. Large Text Information for Classroom Display

Chaghri Beg

Lived c.989–1060 CE

Considered to be the co-ruler of the early Seljuk Empire.

He was appointed as the Governor of Khorasan after the land was conquered, and successfully protected it from Ghaznavid invasions.

Chaghri name means 'small falcon' or 'Merlin.'

His brother Tughril named Chaghri's son, Suleiman, as the heir to the Seljuk throne.

The Five Rulers of the Seljuk Dynasty IV. Large Text Information for Classroom Display

Alp Arslan

Lived 1030–1072 CE.

Successfully fought his brother Suleiman, who was named the heir to the Seljuk throne by Tughril Beg and became the second Sultan of the Seljuk Empire. Was the first Seljuk sultan to control the lands under both Tughril and Chaghri Beg's rule. Expanded the empire by adding Georgia, Armenia, and much of Anatolia. His victory over the Byzantine Empire (Battle of Manzikert, 1071 CE) laid the basis for the future conquest of Anatolia in Türkiye. Was brutally attacked by a prisoner after a quarrel and died from the wounds.

The Five Rulers of the Seljuk Dynasty V. Large Text Information for Classroom Display

Malik Shah I

Lived 1055–1092 CE. Ruled 1072–1092 CE.

The empire reached the height of its power and influence during his era. Experienced severe difficulty in keeping his empire together but managed to maintain stability despite the numerous military conflicts faced during his rule.

He had a great interest in science, art and literature and the Isfahan Observatory (the Malik-Shah Observatory) was constructed under his reign, and was where the Jalali Calendar was adopted.

Due to his interest in architecture, many masjids were constructed in Isfahan during his rule.

Poetry flourished under his reign, and this time is also remembered for the poetry of Omar Khayyam.

His reign saw internal peace and was a time of great religious tolerance.

Lesson 13. The Seljuk Empire and its achievements

Content: this lesson is intended to cover the nature of the Seljuk Empire and its achievements.

Starter and Preview: "The Seljuks were...?" (2–3 minutes)

Settle the group and ask them to remind you of what we found out about Seljuk leaders last lesson. Note down the things they say as a series of short statements on the board, for example:

The Seljuks were...

- A Turkic people
- From what is now Anatolia
- Originally nomadic
- An expanding power, using the horse as a military tool for rapid warfare.... etc.

Tell the students that we will delve deeper about what happened in this period today.

What was the Seljuk Empire and how did it grow? (15 minutes)

Read the first half of page 26 and examine the map, discussing each part as you progress.

Then ask pupils to write the title above as their title in their workbooks and answer the following questions:

- Summarise the first paragraph: What was the Seljuk Empire?
- Create a shortened version of the timeline. How did the Empire grow?
- On a regional map (see the copiable sheet below) Shade the areas the Fatimid, Byzantine, and Seljuk empires held in 1100 CE.
- Explain what the term 'Provenance' means in relation to historical evidence: Answer: the origin of an item.
- Why was the Battle of Manzikert a key turning point in history? Answer: (From the Did You Know? panel) The Battle of Manzikert was a turning point in the success of the Turkic-Islamic armies during the wars with the Byzantine Empire, after which they were more successful.

Copiable pupil sheet: The Fatimid, Byzantine, and Seljuk Empires c.1100 CE "



The Fatimid, Byzantine, and Seljuk Empires c.1100 CE



The Fatimid, Byzantine, and Seljuk Empires c.1100



The Fatimid, Byzantine, and Seljuk Empires c.1100 CE



The Fatimid, Byzantine, and Seljuk Empires c.1100 CE



The Fatimid, Byzantine, and Seljuk Empires c.1100 CE



The Fatimid, Byzantine, and Seljuk Empires c.1100 CE

Next read the first two-thirds of page 27, and ask pupils to write a new subtitle:

What was achieved during the Seljuk Empire? (13 minutes)

Culture:

1. Which languages were spoken?

Answer: Turkic languages and Persian were spoken in the Seljuk empire.

2. Which three cultures influenced Seljuk culture?

Answer: Seljuk culture was influenced by Persian, Turkic, and Eurasian Steppes traditions and cultures.

Governance:

3. What evidence was there of nepotism* in Seljuk administration? (*Nepotism means giving jobs to family members and associates)

Answer: The Seljuk generals became regional governors, and started to give government roles to family members.

Military Power:

4. How did warfare change during the Seljuk period?

Answer: In the early Seljuk period tribal groups took their families on campaign, whereas later a more professional army of men could be deployed. The later army was a mixture of nomadic tribesmen, Turkmen, and enslaved Mamluk troops.

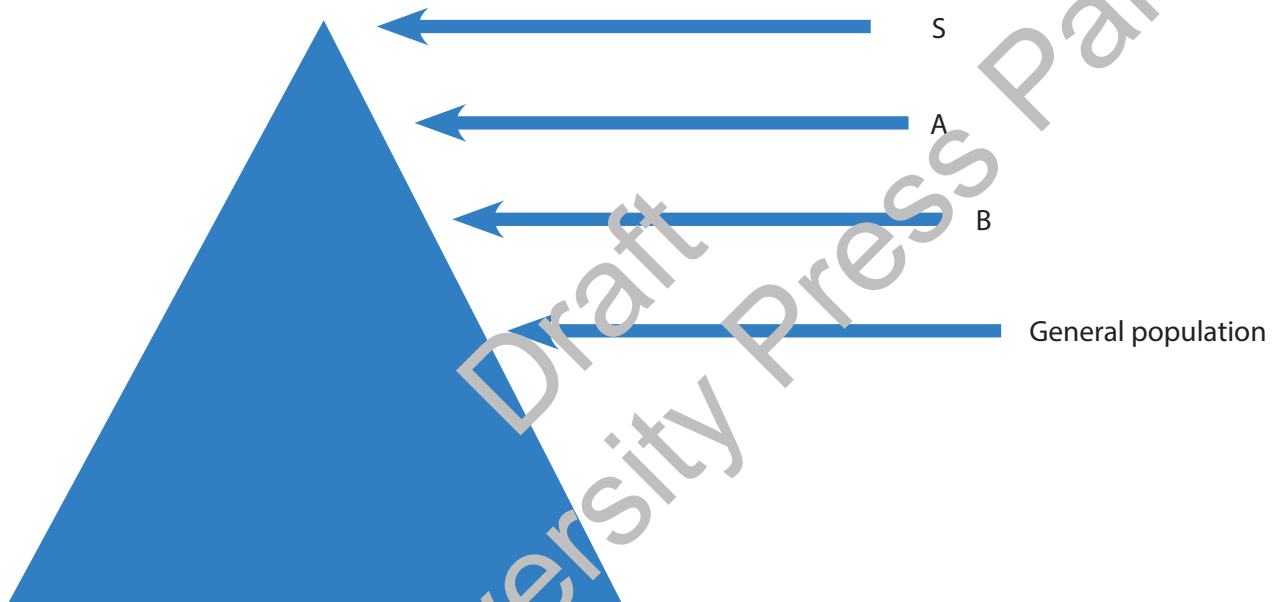
5. In which crusades did this more modern Seljuk army play a significant part?

Answer: The Seljuks were an important force during the First Crusade (1096–1099 CE), and during the Second Crusade (1147–1149 CE).

Social Reforms:

6. Copy and complete this diagram showing the 'chain of command' using information from the social reforms section:

Seljuk Social Structure



Answers: Sultans; Amirs (Governors); Rega; Regional military commanders)

7. What did Malik Shah's Persian Viziers create?

Answer: Nizām al-Mulk and Taj al-Mulk founded Nizāmiyyah University, Baghdad; The Iqta (tax) System based on officials called muqti or wali, collecting tax from land users and owners.

Art and Architecture:

8. What is a muqarna?

Answer: It is a vaulted ceiling in the Masjids of the period, often with coloured, glazed ceramic tiles as part of the design.

How did the Seljuk Empire end? (6 minutes)

Use the above as a subtitle, then read and summarise the final paragraph.

Plenary (3 minutes)

Ask pupils to summarise why the Seljuks are historically important.

Lesson 14. The Fatimid Caliphate 910–1171 CE

Textbook Section: 3.2, pages 28-29.

Learning outcomes: Learners will be able to —

- Describe the origins of the Fatimid Caliphate;
- Explain where the caliphate was located;
- Know some of the achievements of the Fatimid Caliphate;
- Understand how the Fatimid Caliphate ended.

Aim

- Be introduced to the Fatimid dynasty.
- Recall prominent rulers of the dynasty.
- Evaluate the historical significance of the Fatimid dynasty.

Starter and Preview (3 minutes)

After the students are settled, brief them about how today's lesson would centre on finding out about the Fatimid Caliphate. Ask if the class can recall the name of the Last Holy Rasool Hazrat Muhammad's first wife. They should answer, Hazrat Khadijah رضى الله تعالى عنها. Ask the students to make a concise family tree for the Last Holy Rasool Hazrat Muhammad صلى الله عليه وعلى آله وأصحابه وسلم, starting with his parents, encompassing his wives and children. You may provide appropriate support where required.

Enquiry/Evaluation of historical significance of the Fatimid Caliphate (34 minutes)**Evaluating the Fatimid Caliphate:**

The group are going to be given an enquiry question to pursue while creating a summary report about the Fatimid Caliphate. This could be a poster, a report, or some other creative format, for example making a script for a short online documentary for YouTube or an educational broadcast.

Agree with the group how you will assess the work – perhaps setting criteria for self- or peer-assessment.


In carrying out the activity stress how important it is to be selective: they are to use the information to build an argument, not just transfer information from the book to their assignment. In the example template for example the early elements can be considered to form an introduction, and the last frame offers the chance to construct a conclusion.

Set the enquiry question: What makes the Fatimid dynasty historically significant?

Plenary (3 minutes)

Ask the class 'What is it that makes the Fatimid Caliphate significant?' and discuss their responses.

Pupil Report Example

| | |
|---|-------------------|
| What makes the Fatimid Caliphate historically significant? | |
| What are the origins of the Fatimid Caliphate? | Important Leaders |
| What territory did the Fatimid Caliphate (910 – 1171 CE) cover? | |
|  | |
| What were the achievements of the Fatimid Caliphate? | |
| How did the Fatimid Caliphate end? | |
| So, what it is that makes the Fatimid Caliphate significant? | |

Lesson 15. The Ayyubid Empire 1171–1260 CE.

Textbook Section: 3.3, pages 30-31.

Learning outcomes: Learners will be able to —

- Explain the role of Salah-ud-din Ayyubi in the formation of the Ayyubid Empire and in resisting the Crusades.
- Know some details about prominent Ayyubid rulers.

Aim:

- Learners will be introduced to the Ayyubid dynasty.
- Students will understand the prominent role of Salah-ud-din Ayyubi as founder of an empire, and the role he played in fighting against the crusaders.

Starter and Preview (6 minutes)

Settle the group and show an image of Salah-ud-din Ayyubi (or look at the picture on page 30 of the book. This is a cropped part of the Portrait of Saladin or Salah-ud-din Ayyubi by Cristofano Dell Altissimo (painted in 1560). Salah-ud-din was the first sultan of Egypt and Syria and the founder of their Ayyubid dynasty.

Ask what the group think the image tells them. The group might focus on qualities they think they can see being depicted – someone might pick-up on the fact that the painter was creating this a long time after the subject of the painting had died – so there are significant questions around reliability (trustworthiness) and utility (usefulness) to the historian.

What features do they think a strong military leader might need in this period?

Explain that today we will look at the Muslim reaction to the Crusades, and how they helped in forming the Ayyubid Empire, which existed from 1171–1260 CE.



The Ayyubid Empire, 1171–1260 CE. (8 minutes)

Read the first half of page 30 with the group, which covers the origins of the empire, and three of the prominent figures.

What area did the Ayyubid Empire cover? (5 minutes)

Ask the pupils to write the above as a subtitle, read the bottom part of page 30 and the Did You Know? panel at the top of page 31, and then complete the following sentences (a copiable handout version is provided below):

The empire ruled what is now -----

In 1171 CE Salah-ud-din Ayyubi established ----- when -----.

His symbol was -----, and he is seen as a hero because -----.

He was given the title _____ because _____.

Answers:

The empire ruled what is now Egypt, upper Syria, and Yemen.

In 1171 CE Salah-ud-din Ayyubi established the Sultanate of Egypt when Nur-ad-din died. Salah-ud-din was his Vizier and general.

His symbol was an eagle, which still appears on some flags in his former lands, and he is seen as a hero because he defeated the Crusaders.

He was given the title 'First Custodian of the Two Holy Masjids' because his rule was the first to take control of the holy cities of Makkah and Madinah.

Why was the Battle of Hattin important? (8 minutes)

Now read and discuss the first half of page 31, Why was the Battle of Hattin important?

Next, ask pupils to write their own answer to the question.

Answer: Salah-ud-din fought Raynald of Chatillon, who led the Crusader state of Jerusalem in 1187 CE after attacks on pilgrims on the Hajj to Makkah. This was later called The Battle of Hattin, and not long after Salah-ud-din's took control of Jerusalem without excessive loss of life. Salah-ud-din granted non-Muslims safe passage with their belongings with them, gaining the respect of his enemies.

What was distinctive about the Ayyubid Empire? (5 minutes)

| Is the statement true or false? | / X |
|---|-----|
| 1. The Ayyubid caliphate lost ground to invaders in its early years | |
| 2. Jerusalem and Aleppo and other great cities were improved and strengthened | |
| 3. Expert military engineers designed the Citadel of Cairo | |
| 4. The Ayyubid Caliphate had its capital at Aleppo | |
| 5. The Sultan or Emperor was head of state (ruler) | |
| 6. Mamluks (or slave soldiers) were a major part of the army | |

Answers 1 and 4 are false, the rest are true.

How did the Ayyubid Empire decline? (5 minutes)

Read the section and ask the class to make a persuasive argument to explain:

Why did power struggles fragment the Ayyubid Sultanate after Salah-ud-din?

Answer: Salah-ud-din's sons competed for power after his death, but were defeated by their uncle, Others then tried to break away including the Emirs of Syria in the 1240s, then the Mongols took some Ayyubid land. Eventually, the rule of the Ayyubids only continued in Egypt, the Levant, and Hijaz.

Optional Home Learning/ Extension Tasks

You could use the Going Further panel from page 31 as the basis for home learning or as an extension task, which sets an activity to answer the following: Find out more about the Battle of Hattin and its significance in Muslim control of the region, and the castles and defenses of the Ayyubid era.

Plenary (3 minutes)

Ask pupils to explain why it might be said that without Salah-ud-din Ayyubi the Ayyubid Empire would not have existed.

The Ayyubid Empire**A. What area did the Ayyubid Empire cover?**

Write the main title in your workbook, then, using the lower half of page 30 and the Did You Know? panel (top of page 31), write out and complete these sentences:

The Ayyubid Empire ruled what is now ----- .

In 1171 CE Salah-ud-din Ayyubi established -----

when -----.

His symbol was -----,

and he is seen as a hero because -----.

He was given the title -----

because -----.

B. The Battle of Hattin

In your workbook write an answer to explain.

Why was the Battle of Hattin important?

C. The Nature of the Ayyubid Empire

Copy this table into your workbook. In the right hand column write T for True – or put a tick for any statement you think is correct, and a cross or F for false for incorrect statements.

What was distinctive about the Ayyubid Empire?

| Is the statement true or false? | / X |
|---|-----|
| 1. The Ayyubid caliphate lost ground to invaders in its early years | |
| 2. Jerusalem and Aleppo and other great cities were improved and strengthened | |
| 3. Expert military engineer designed the Citadel of Cairo | |
| 4. The Ayyubid Caliphate had its capital at Aleppo | |
| 5. The Sultan or Emperor was head of state (ruler) | |
| 6. Mamluks (or slave soldiers) were a major part of the army | |

D. Using the section: How did the Ayyubid Empire decline?

Why did power struggles fragment the Ayyubid Sultanate after Salah-ud-din?

Lesson 16. The Safavids 1501 – 1702 CE.

Textbook Section 3.4, pages 32-33.

Learning outcomes: Learners will be able to —

- Describe the rule of some important Safavid Rulers.
- Explain why certain figures are considered prominent Safavid rulers.
- Know the origins of Safavid dynasty in Persia.

Aim: Learners will be introduced to the Safavid dynasty and its two-century rule as Shahs of Iran and rulers of a wide territory covering large parts of Europe and Asia.

Starter and Preview: Examining the Images (4 minutes)

Settle the group and show a set of pictures of the four prominent Safavid Shahs listed on page 32 (images can be found online) and ask what they think connects these four men/what they can tell about them.

Explain that these images are of four of the Shahs or 'King of Kings' from the Safavid dynasty. The images are not always portraits taken from life- might that change what they think about what the paintings are 'telling' them?



Evaluating the Safavids: What Makes a Ruler Memorable? What makes them Successful? (18 minutes)

The text on page 32 gives information about four key figures in the Safavid dynasty: Ismail I, Tahmasp I, Shah Abbas I, and Abbas III. A set of character cards are provided (below) which 'tell the story' of the four characters in 'first person narrative' style. Nominate four pupils to read a character card each, in role. The audience should listen to the characters describe themselves and listen for any features of their reign which makes them memorable over time- one of the features of historical significance being durability of impact and memory. The audience might find it helpful to make rough notes on scrap paper or to work in teams and compare what they 'captured' after the information is shared orally.

Teachers' Notes

The aim here is to look again at different aspects of disciplinary thinking, the notions of criteria to interpret the past and weigh disciplinary second-order concepts such as historical significance.

Partington's (1980) model criteria for assessing historical significance was based on five points:

1. Importance – to people at the time
2. Profundity – how deeply were people's lives affected
3. Quantity – how many lives were affected
4. Durability – for how long people's lives were affected
5. Relevance – the extent to which the event has contributed to an increased understanding of present life

Partington, G. (1980) The idea of an historical education, *Slough, NFE* : 112-11

Other writers have developed their own criteria, for example Christine Counsell's 5Rs (Published in the article: 'Looking through a Josephine-Butler-shared window: focusing pupils' thinking on historical significance', in *Teaching History* 114, pp. 30–36. London: The Historical Association.

Counsell's 5 Rs to Measure Significance

1. Remarkable – at the time and/or since
2. Remembered – how far it impacts of societal memory
3. Resulted in change – how far it had impacted on change/level of consequence
4. Resonant – the extent to which it continues to have an importance through
5. Revealing – it informs us about the nature of past or period

Discuss the other part of the title: Success (4 minutes)

The notion of 'success' is different to that of significance. What does the class think could be used to judge success as a ruler for the Safavids? Were all of these rulers a 'success'? Were some more successful than others... And is this a fair test of their historical importance?

Next read the when and where did the Safavids rule? and What area did the Safavid Empire cover? at the bottom of the page with the class (3 minutes).

Digging Deeper (8 minutes)

Now read the first half of page 33. Do these texts about Shah Tahmasp, or Shah Abbas I change what they think about memorability or success.

Summarising the Safavid Dynasty

A copiable stick-in summary for pupils to have in their notebooks is provided after the character cards. Also use this to carry out your Plenary (3 minutes).

Optional Home Learning/Extension tasks

The three Going Further panels on page 33 could be used to set home learning or extension activities:

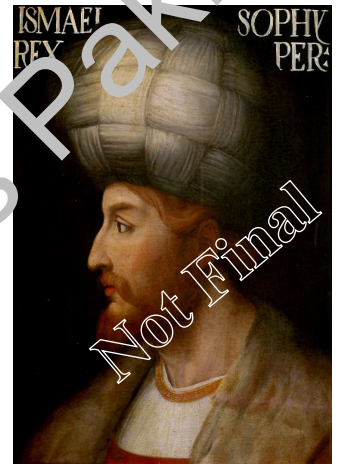
- Find out more about the way the use of gunpowder changed fighting in the period.
- Research the rivalries and attacks that brought the Safavids down.
- Shah Abbas, of the Safavid empire, had many of his rivals and those plotting against him blinded or assassinated. Do some research to evaluate if this is how he should be remembered.

Ismail I

I am Ismail, the first very first Shah of Iran. I ruled for twenty-three years between 1501–1524 and from when I was fourteen when I became King of Kings or Shah in 1487 CE. I began the modern Iranian history!

I am an educated, cultured ruler, and have read a wide range of literature, taking my inspiration from the heroes in the stories I have read, especially in the Shahnameh.

In military actions I did very well, until a horrible event happened when I fought the Ottomans at The Battle of Chaldiran, and we lost. After this the idea that no one could beat me had gone, and I felt humiliated! I never led the army again.



Tahmasp I



I am Tahmasp I and I ruled after my father, Ismail for fifty-two years, from when I was ten, until 1576 CE when I died aged sixty-two. The early years of my reign saw civil war, after all I was only a child-ruler! But I became tough and dealt firmly with anyone who opposed me! I became what they call 'an absolute monarchy', holding great power personally.

Part of my success was down to embracing and adopting new technology. I brought in modern artillery, which gave the rebellious Uzbeks quite a shock! I wasn't just destructive – I was a great patron of the arts. However, as I got older, I really developed a dislike of poetry – so much so that I had all known poets exiled! I hold the record for the longest reign in the Safavid dynasty, but after my death a civil war took place as family members argued who should rule, and most of them died as a result!

Shah Abbas I

I am Shah Abbas I and I ruled from 1588–1629 CE, from when I was only sixteen to when I was fifty-eight. My reign started as a mess, my father had not been a strong ruler and after his death my brother Ismail II became Shah, until some members of the army killed him and my mother.

I was the fifth Safavid Shah of Iran and was put on the throne by a rebel called Murshid Qoli Khan, who overthrew my other brother Muhammad Khodabandeh... but I outwitted this rebel and ruled for myself!

Later I was given the title Abbas the Great... and I think I deserved it! I threw out the rebel and then the whole Ottoman and the Uzbek forces from Persian soil, achieving great victories as leader! I also encouraged Persian art during my reign.

I also wanted to ensure trade and commerce grew to strengthen my country and the wealth of my people. I think I was a very fair man, with a strong sense of justice, I was often tolerant towards other religions in my lands and in neighbouring regions, but I was less so towards the people who opposed me!



Abbas III



I am Abbas III, and I was only a tiny baby when I became Shah, and I was deposed aged four. This happened when Nader Khan overthrew my father and declared himself 'Deputy of State' and Viceroy. He was the real ruler of the country, and ended the Safavid dynasty when I was only four years old when he declared himself Shah Nader! Therefore my 'rule' was only from 1732 to 1736 CE.

I was killed when I was just eight years old, in a prison in Sabzevar, Khorasan with my father and brother on the orders of Nader Shah's heir.

Fact file: The Safavid Dynasty, 1501–1702 CE

The Safaviyya were initially a Sufi religious group, from which emerged the man who would form the Safavid Empire: Ismail I. The Safavid Empire existed from 1501–1722 CE, (with two very brief later periods of rule). At its strongest it covered Iran, Armenia, Azerbaijan, Fahrain, Eastern Georgia, and parts of Afghanistan, Iraq, Kuwait, Pakistan, Syria, Türkiye, and Russia. Its main rivals were the Ottomans to the east, and the Uzbeks to the west.

Regent: someone who rules temporarily while the legal ruler is too young to rule or is unwell were important in the fortunes of the dynasty.

Shah's Ismail I (1501–1524 CE), Tahmasp I (1524–1629 CE), and Abbas I (1588–1629 CE) are remembered as key leaders in terms of power and success.

Safavid cultural achievements included a distinctive style of miniature portraits and paintings, calligraphy and books, city planning and large building works.

Military innovations in tactics and technology brought battlefield success.

The Safavid Empire ended when rivalries internally coincided with Russian and Ottoman invasions.

Fact file: The Safavid Dynasty, 1501–1702 CE

The Safaviyya were initially a Sufi religious group, from which emerged the man who would form the Safavid Empire: Ismail I. The Safavid Empire existed from 1501–1722 CE, (with two very brief later periods of rule). At its strongest it covered Iran, Armenia, Azerbaijan, Bahrain, Eastern Georgia, and parts of Afghanistan, Iraq, Kuwait, Pakistan, Syria, Türkiye, and Russia. Its main rivals were the Ottomans to the east, and the Uzbeks to the west.

Regent: someone who rules temporarily while the legal ruler is too young to rule or is unwell were important in the fortunes of the dynasty.

Shah Ismail I (1501–1524 CE), Tahmasp I (1524–1629 CE), and Abbas I (1588–1629 CE) are remembered as key leaders in terms of power and success.

Safavid cultural achievements included a distinctive style of miniature portraits and paintings, calligraphy and books, city planning and large building works.

Military innovations in tactics and technology brought battlefield success.

The Safavid Empire ended when rivalries internally coincided with Russian and Ottoman invasions.

Fact file: The Safavid Dynasty, 1501–1702 CE

The Safaviyya were initially a Sufi religious group, from which emerged the man who would form the Safavid Empire: Ismail I. The Safavid Empire existed from 1501–1722 CE, (with two very brief later periods of rule). At its strongest it covered Iran, Armenia, Azerbaijan, Bahrain, Eastern Georgia, and parts of Afghanistan, Iraq, Kuwait, Pakistan, Syria, Türkiye, and Russia. Its main rivals were the Ottomans to the east, and the Uzbeks to the west.

Regent: someone who rules temporarily while the legal ruler is too young to rule or is unwell were important in the fortunes of the dynasty.

Shah's Ismail I (1501–1524 CE), Tahmasp I (1524–1629 CE), and Abbas I (1588–1629 CE) are remembered as key leaders in terms of power and success.

Safavid cultural achievements included a distinctive style of miniature portraits and paintings, calligraphy and books, city planning and large building works.

Military innovations in tactics and technology brought battlefield success.

The Safavid Empire ended when rivalries internally coincided with Russian and Ottoman invasions.

Lessons 17 and 18. The Ottoman Empire 1299–1922 CE

Textbook Section: 3.5, pages 34-7.

Learning outcomes: Learners will be able to —

- Describe the origins of the Ottoman Empire;
- Know when the Ottoman Empire existed and the extent of its lands;
- Explain which were the most significant Ottoman Sultans;
- Evaluate the social structure, cultural and other achievements of the Ottomans.

Aim: Learners will be introduced to the nature and key individuals of the Ottoman Empire in order to evaluate its/their successes and the reasons for the eventual decline and fall of the dynasty.

Lesson 17. The Rise of the Ottoman Empire 1299–1922 CE

Pages 34–35.

Starter and Preview (3 minutes)

Settle the group and together look at the portrait of Osman I (on page 34 of the book)

Osman was the founder of the Ottoman Empire and this miniature painting is part of the collection of the state museum The Topkapı Sarayı Müzesi, in Istanbul.

Ask:

What is a miniature painting?

Why might this miniature have been created?

How useful is this as a source of information to people studying Osman I?

Explain that:

There are no written sources about Osman's mannerisms and character from the time of his reign, on the contrary, the first official history of which was only written over a hundred years after he died! So, a lot of what we know about him might be myth-history.

However, objects always exist for a reason, so there were motives behind the creation of any art. Do the group think this portrait is an attempt to represent specific qualities, or maybe it was a way of recording his image as a more personal keepsake?

Prominent Figures in Ottoman History (5 minutes)

With the group look at the table on page 34 listing four of the personalities of the Ottoman era.

Ask the class to answer these questions:

1. Who was Osman I, what did he establish and when?

Answer: Osman founded the Ottoman Empire, ruling the empire named after him from 1299–1326 CE, as a fair ruler where all were expected to be treated with respect and fairness.

2. Why is Mehmet II seen as a key Sultan of the Ottoman Empire?

Answer: Unusually Mehmet II ruled as Sultan for two periods: 1444–1446 CE (aged 12–16, after his father Murad I abdicated in his favour), and from 1451 CE when his father resumed being Sultan until his father's death in 1451 CE. He himself died in 1481 CE.

Mehmet was given the title 'the Conqueror' due to his military successes: he conquered Constantinople, the Byzantine capital in 1453 CE, then parts of the Balkans and Anatolia. He was interested in art, literature, and architecture and spoke seven languages.

3. Which Ottoman Sultan was known as 'The Magnificent' and why?

Answer: Suleiman I who ruled between 1520 and 1566 CE was a reformer and was given the title for strengthening and improving the empire in a long reign and 'golden age' for the arts and literature,



architecture, and defensive works; legal reform and a law code called "kanun-i-Osmani" (Ottoman laws).

4. Who overthrew the Ottoman dynasty and created a new country?

Answer: Mustafa Kemal Atatürk (1881–1938 CE) ended Ottoman rule and founded the Republic of Türkiye.

Some Landmark Events for the Ottoman Empire (5 minutes)

Look, with the class, at the timeline on the base of page 34; remember to anticipate what pupils might ask, e.g. "What was the Battle of Nicopolis... the Armistice of Mudros?" etc., so you are prepared for their queries.

You can then set some simple questions or ask them to make a copy of the timeline in their workbooks.

Who were the Ottomans, how did their empire grow and how did it operate? (10 minutes)

Read the information on page 35.

Ask pupils to write a prose answer to the enquiry question above.

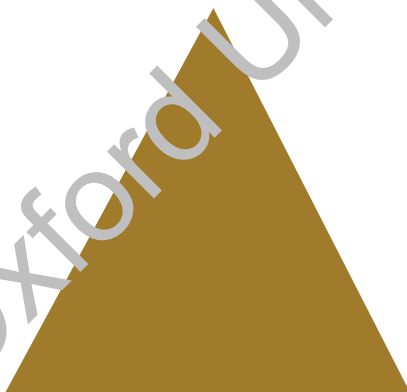
Answer: The Ottoman Sultans were descendants of Osman I and they built their empire by conquest, first in Anatolia and into the Balkans in Europe. In 1387 CE they took the port of Thessaloniki; in 1389 CE they defeated the Serbs in Kosovo, and then the last Crusaders at the Battle of Nicopolis in 1396 CE. They fought and in 1453 CE Sultan Mehmet 'the Conqueror' defeated the Byzantines and battled with the seaborne power, Venice. Their soldiers were often Janissaries, an elite army corps who later became a powerful political force in the state.

Social Structure of the Ottoman Empire (5 minutes)

Read this section of the textbook and ask pupils to help you create a pyramid to show the Ottoman social structure. Draw or project this on your classroom board, an example is shown below. This is to repeat and further embed the idea of elites and classes for later study, building on a similar task in lesson 13.

Note that the 'lower' classes are much larger in terms of percentage of the overall population so should be represented by a larger part of the pyramid than the 'upper' classes. Ensure that pupils understand that 'upper' and 'lower' classes are used as terms in history and sociology/politics to refer to a diagram like this as a generalised way of describing groups which are usually quite large and diverse in nature!

Ottoman Social Structure



Sultan

1. Ruling Class
2. Merchant Class
3. Artisans
4. Peasants/General population
5. Pastoral peoples

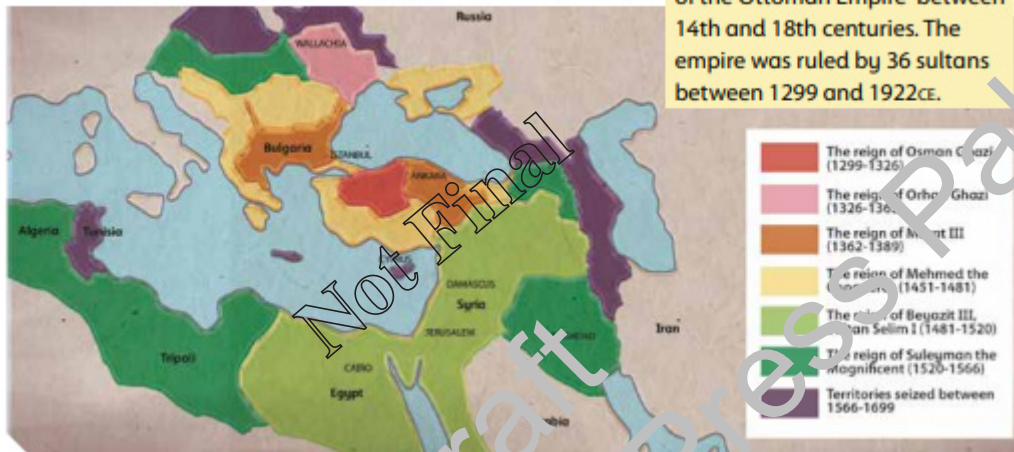
What was the extent of the Ottoman Empire? (5 minutes)

Examine the map of the empire as a group.

You could give out pre-prepared printed or written A4 pages with individual placenames from the map, e.g., Bulgaria, Syria etc. and arrange them in the right spatial order to represent North Africa, the Levant-Middle East, South-eastern Europe so that you have a basic map in the classroom. Individuals hold one country name and the correct places (pupils holding the right place names) stand up as the empire expands in each of the seven phases shown – so at the start only Anatolia stands under Osman, and all of the places named/ pupils are 'standing' by 1699 CE.

What was the extent of the Ottoman Empire ?

The map shows the expansion of the Ottoman Empire between 14th and 18th centuries. The empire was ruled by 36 sultans between 1299 and 1922 CE.



Plenary (3 minutes)

Discuss and recall the key points from the session.

What was the extent of the Ottoman Empire?



| | |
|--|---|
| Ottoman Territories | The reign of Mehmet the Conqueror (1451–1481 CE) |
| The reign of Osman Ghazi (1299–1326 CE) | The reign of Beyazit III Sultan Selim (1481–1520 CE) |
| The reign of Orhan Ghazi (1326–1362 CE) | The reign of Suleyman the Magnificent (1520–1566 CE) |
| The reign of Murat III (1362–1389 CE) | Territories seized between 1566–1699 CE |

What was the extent of the Ottoman Empire?



| | |
|--|---|
| Ottoman Territories | The reign of Mehmet the Conqueror (1451–1481 CE) |
| The reign of Osman Ghazi (1299–1326 CE) | The reign of Beyazit III Sultan Selim (1481–1520 CE) |
| The reign of Orhan Ghazi (1326–1362 CE) | The reign of Suleyman the Magnificent (1520–1566 CE) |
| The reign of Murat III (1362–1389 CE) | Territories seized between 1566–1699 CE |

Lesson 18. Evaluating the Ottoman Empire

Starter/Preview (5 minutes)

Explain what this session will be used to prepare a response to an assignment – to write an essay or structured longer prose item which evaluates the achievements of Ottoman Empire.

Assignment title: Why were the achievements of the Ottoman Empire not enough to save it from eventual collapse? (This assignment would take around 35 minutes, moreover, there is a potential to extend this to a further lesson/add to it as a home learning task/to research and add points or evidence).

Discuss with the class how they might respond to the task – asking them to think about what structure they might follow (e.g., introduction, opening argument and support, further arguments balancing positive and more critical points, closing argument and conclusion). A writing frame is provided below: this can be used by pupils to help think about what they will write/what points will be used to support sub-sections.

Ask pupils to read page 36 and then begin their planning/writing.

Optional Home Learning /Extension Tasks

You could use the first of the Going Further panels on page 36 as part of the information gathering or research, or as part of a home learning activity/an extension task:

Research the cultural, scientific, and artistic highlights of the Ottoman period.

The remaining two Going Further panels are suitable for broader ‘challenge’ and extension tasks:

- Do you think things would have been different for the Ottoman Empire if they were on good terms with the Safavids? Does their political rivalry remind you of rivalries in the modern world? Make a chart to compare and contrast the Safavid empire with the Ottoman Empire.
- Use the Internet to find out what land was taken from the Ottomans under Armistice and the Treaty of Sevres. Find out about Ataturk’s life and aims for Türkiye.

Why were the achievements of the Ottoman Empire not enough to save it from eventual collapse?

Introduction: What was the Ottoman Empire?

What were some of the Ottoman Empire’s greatest achievements and what does this tell us?

What were the weaknesses of the Ottoman Empire? What does this tell us about the strengths/problems of the Ottoman Empire?

How did the Ottoman Empire end? What does tell us about the real strength of the Ottoman Empire?

Conclusion: So why did the good things not prevent the collapse of the Ottoman Empire?

Lesson 19 Using Art as an Historical Source:

The Siege of Constantinople 1453 CE Starter/Review (4 minutes)

The aim of this activity is to explore the nature of visual evidence, and in particular 'fine art/paintings. These can be narratives based on contemporary sources or even eyewitness accounts/reports or might be an artist's impression which is -or is not – based on known facts. This has an impact on reliability and usefulness (utility). Sometimes the things which a painting tells us most about is not the scene or person(s) that is painted, but the creation of the object, the likely motives behind this and the period in which it was created. Provenance is therefore very important and thinking about interpretation. Ask pupils to read the introduction on page 37.



Looking at Source A: The Siege of Constantinople, 1453 CE (10 minutes)

Ask the class to look at Source A. This is a visual representation of the Ottoman capture of Constantinople from a very large modern wall painting in the museum in Istanbul which commemorates the battle. The siege has been represented many times in fine art paintings, often by artists who were not present at the event.

Discuss what the class can see in terms of factual things – if you are using the accompanying copiable sheet ask them to fill in the top left box, then ask them what they can infer (guesses and theories based on the information available to them); and discuss the difference between factual observations and inferences.

Then ask them to complete the other two boxes on the sheet, and to compare what they have said with the

pupil(s) next to them. The aim here is that they are thinking about and discussing facts and inferences, key questions to interrogate sources and ways of answering as-yet unanswered questions.

Looking at Source B (10 minutes)

Now repeat the exercise with Source B, which also depicts The Siege of Constantinople.

This is a more contemporary-to-event image and was painted by the artist Philippe de Mazerolles. It is within a handmade book *Chronique de Charles VII* (*History of Charles VII*) by Jean Chartier.



Evaluating the Images (12 minutes)

Ask pupils to first verbally compare the images, and consider the following questions:

- Do these images help us understand what happened in 1453 CE at Constantinople? Do the images tell you about warfare of this historical period?
- How similar and how different are they? In what ways? Why might this be?
- If they are the same event, can they both be accurate if they are different?
- What do they tell us about visual images as historical evidence?
- In what ways does the manner in which the images were made, and who made them, the value and reliability of the image for historians?
- Are these images useful for finding out about history? Why?

Then ask the group to write a response to this question:

1. Which of the sources (Source A or Source B) is more useful in finding out about the Siege of Constantinople in 1453 CE?
2. Would you say Source A or Source B is the more reliable of the two sources? Give reasons for your answer.
3. What do the sources tell us about visual images as historical evidence?

What can I see? (facts)

What do I think is happening? (Inferences)



What would I like to know about the image?

What/Who might be able to answer my questions?

What can I see? (facts)

What do I think is happening? (Inferences)



What would I like to know about the image?

What/Who might be able to answer my questions?

Plenary (4 minutes)

Ask the class to tell you what they have learned about the Battle for Constantinople in 1453 CE and about art as an historical source.

Answers for the Chapter 3. Test Yourself questions (page 38)

Section 1 Questions

1. What is a warlord and why was military strength important in the rise of the Seljuk Empire?
Answer: A warlord is a leader of a tribe, clan or group which uses force and military power to control an area, often competing with rivals for power and land. In the formation of the Seljuk Empire, Seljuk, the founder of the Seljuk took advantage of failing Samanid power and weaknesses of the Ghaznavid, Persian and Byzantine administrations. (page 24)
2. When was the Battle of Manzikert, and why was it so important as a Seljuk victory?
Answer: This battle showed growing Seljuk power and failing Byzantine strength, and so is seen as a tactical turning point and boosted the morale for the Islamic forces. (page 24)
3. Which ethnic and linguistic traditions were most influential in shaping the Seljuk Empire?
Answer: The Seljuk Empire was ruled by Oghuz-Turks who brought their Turkish culture, language, and attitudes to the court. (page 24)
4. What were the achievements of the Fatimid Empire?
Answer: The Fatimids believed in rewarding merit, so had an efficient administration and military, supported by a large Mamluk or slave army. Trade was successfully managed and therefore wealth brought support for art (glass, metals, ceramics) and culture, new architecture, and centres of learning such as the university at Baghdad and religious tolerance changed the look of Fatimid towns and cities. (page 29)
5. Is it true that the Fatimid Caliphate was destroyed by a series of unpreventable natural disasters, or did other things contribute to the decline?
Answer: It is both elements: natural and man-made problems which brought down the empire. There were rivalries between the North African and Turkic ethnic groups in the end then clashes – but there was also a drought then a famine. Rival neighbours also chipped away at Fatimid lands. (page 29)
6. What was the contribution of Saladin to the Ayyubid era?
Answer: He was a highly capable military leader who was respected by his Crusader enemies for his decency and generosity in dealing with civilian communities when he reconquered land. His generalship was key to defeating the Crusaders – and he founded the Ayyubid dynasty. (page 30)
7. Why was inter-tribal, factional, and court rivalry so damaging to Safavid rule?
Answer: Internal disputes reduced the central power and control and allowed neighbours who were rivals to capture Safavid land. It also meant that lives were lost, and the economy was disrupted, thus reducing the stability and achievements of the era.
8. Describe the beginnings and growth of the Ottoman Empire.
Answer: Osman, who founded the Ottoman Empire had been a Bey, a regional governor for the Seljuk Sultanate of Rum, and established a small Turkman territory which then grew over the next 600 years to form a large empire, taking land from the Byzantines and other states. (page 35)
9. Which events contributed to the decline of the Ottoman Empire?

Answer: The rise of other powers with greater military technology and more advanced economies, especially the Austro-Hungarian or Hapsburg empire threatened the Ottomans in the Balkans while increasing nationalism and calls for self-determination led to wars and rebellions. Then the Ottomans supported the losing side in the First World War (1914-1918 CE) and the Ottomans lost land. Internal rebellion led by Mustafa Kemal Ataturk then deposed the last Sultan and ended the empire. (p36)

10. Find out more about whether these Sultans deserved their titles: Mehmet the Conqueror and Suleiman the Magnificent.

Answer: Pupils will make individual answers – and should weigh-up for and against arguments and reach a balanced conclusion. (partial answer present on page 34)

Section 2 Questions

1. A. Oghuz-Turks (page 26)
2. B. 1061 (page 26)
3. B. Baghdad (page 27)
4. B. He was a slave who rose to lead the armies (page 28)
5. C. A North African Christian group (page 29)
6. B. A group of Sufi followers (page 33)
7. A. Gunpowder (page 33)
8. C. Osman (page 34)
9. B. Mehmet the Conqueror (page 34)
10. C. Mustafa Kemal Attaturk (page 36)

Draft
Oxford University Press Pakistan

The Delhi Sultanate

Learning outcomes: Learners will be able to —

- Trace the origins of Mamluk Dynasty and describe their rule in the subcontinent.
- Describe how the conquests of Mehmud Ghaznavi and Shahabuddin Ghouri paved the way for the establishment of rule of Delhi Sultanate.
- Introduce Delhi Sultanate and list its various dynasties (Slave, Khilji, Tughluq, Sayyid, Lodhi).
- Describe some important contributions of Iltutmish as a ruler of the Mamluk dynasty.
- Explore how Khiljis took over the Delhi Sultanate.
- Describe the internal and external threats Khiljis had.
- Identify the most significant Khilji ruler and his greatest contribution to bring peace to the region.
- List some contributions of the Lodhi dynasty.
- Identify the most significant ruler of the Khilji Dynasty and his contribution.
- Describe how the Tughluqs replaced the Khiljis.
- List major mystic orders (Sufi Silsilas) and their contribution in the spread of Islam in the subcontinent.

Lesson 20. The Delhi Sultanate

Textbook Section: 4.1, pages 40 – 41

Aim: This session introduces pupils to the two Mamluk or slave dynasties, the Ghazni and Ghorid dynasties as an introduction to the context of the Delhi Sultanate.

Learning outcomes: Learners will be able to —

- Trace the origins of Mamluk Dynasty and describe their rule in the subcontinent.
- Explain the character and influence of the key individuals: Mahmud of Ghazni and Muhammad of Ghor for these empires.
- Describe how the conquests of Mehmud Ghaznavi and Shahabuddin Ghouri paved the way for the establishment of rule of Delhi Sultanate.

Lesson content

Starter and Preview (5 minutes)

On a map or in an atlas identify the location of Ghazni (which was Ghazna) near Qandahar in modern Afghanistan. An online search would allow you to 'zoom-out' and therefore see where the city is within the region. Tell the group a little about the Ghaznavid people and their origins.

Read the opening paragraph on page 40, entitled The Ghaznavids which is part of 4.1 Muslim Rule Arrives in Northern India: The Ghazni and Ghorid Dynasties.

These two dynasties are both Muslim dynasties with Mamluk or slave origins, and both are named after their cities of origin.

There are some phrases here to explore with the class:

The Ghaznavids were a Turkic people, with Persian cultural habits, and Mamluk origins.

Ask the group what they think each of these means and explain how the first two help shape the culture of Northern India. Preview the lesson by explaining that we will consider the Mamluk dynasties today and the role of two key individuals in particular.

The Ghazni Empire (14 minutes)

Ask the group to answer these questions in their workbooks:

1. What were the origins and background of Mahmud of Ghazni?

Answer: Mahmud of Ghazni (lived 970-1030 CE, ruled 997–1030 CE), was from Ghazna near Qandahar in Afghanistan. He inherited power from his father, Subuqtigin, a Mamluk general of the Samanid Empire, but had to defeat his younger brother.

Next read the Why is Mahmud of Ghazni seen as a warrior-king? section together and ask the pupils to answer the question in their workbooks.

Answer: After breaking away from the Samanid Empire Mahmud spent 33 years building an empire of his own including 17 expeditions into India between 1001 and 1026 CE when he exploited the division and tactical weaknesses of the Rajput kings and other rulers.

Look at the map on page 40 with the class and compare this to a modern map to identify the land that the Ghazni Empire controlled at its height. Then read the remainder of page 40. Consider the To Discuss panel with the group asking, 'Why do you think Mahmud was keen to sponsor culture and the arts?' This provides an interesting opportunity to discuss how important it is to see people in history as complex rather than being reductive and just having one characteristic: military leader, cultured person, bad person, good person... for example.

When you have read What were Mahmud's achievements? Ask the students:

1. Does Mahmud's military tactic of often included destroying non-Islamic sites explain why traditionally he has been seen as a hero in Pakistan and a bad ruler in India?

Answer: This can be used to follow-up the idea of not falling for easy, simplistic 'black-and-white' answer, and thinking about looking at the complexity of individuals. Look at why the sites were destroyed, for example at Maratha and the Kesava Deo Temple (1017 CE) and the idol at the Somnath Temple (1025 CE).

Discuss with the group why it is a bad idea to just reduce historical figures to someone on 'our side' or 'their side'.

Ask the group to answer these questions in their workbooks:

2. How do the things that the Ghaznavid's achieved beyond military events help us understand that they were more than a military machine?

Answer: The Ghaznavid empire was a trading power, with Lahore developing as a trade centre, trading gunpowder, tea, paper, and fine pottery from China; and sending cotton, sugar, spices, and perfumes from the region to China and Europe. Mahmud encouraged culture and scholarship bringing artists,

architects, musicians, writers, and scientists to his cities. This shows that he was interested in many things, not just military conquest.

3. What happened to the Ghaznavid Empire when its ruler died?

Answer: The Ghaznavid Empire broke up into smaller states in competition with each other on the death of Mahmud Ghazi.

The Rise and Fall of the Ghorid Dynasty (18 minutes)

Next explain that we will now look at the second Mamluk Empire, the Ghorid Dynasty.

Set the group the task of reading all of page 41 in small groups and then discussing how they will make a report in their workbooks which covers three points:

| |
|--|
| <p>What was the Ghorid Dynasty?</p> <p>The founder of the dynasty, Ghiyas-ud-Din Muhammad, also of Afghan-Turkic-Persian origin, became ruler of Ghaur and then Ghazni. He appointed his younger brother Shahabuddin Muhammad as ruler of Ghazni in 1173 CE.</p> |
| <p>Why is Muhammad of Ghor worth remembering?</p> <p>Muhammad of Ghor is remembered as a great general, expanding into India.</p> <p>He lost the first Battle of Tarain (1191 CE), decisively defeated the Rajputs at the Second Battle (1192 CE), took control of Delhi and made it his capital and base of military operations for his general Qutbuddin Aibak. He began the Muslim rule of India that lasted to the end of the Mughal empire in 1857 CE.</p> |
| <p>How did Ghorid rule end?</p> <p>After Sultan Ghayas-ud-din died in 1202 CE, and Muhammad Ghori in 1206 CE, the Ghorid lands shattered, and many were absorbed into other empires. One of Muhammad's generals appointed Qutbuddin Aibak as Sultan of the Ghorid land. However, Aibak died soon after in a Polo accident. His lands were divided between three of his generals until one of the three, Aibak's son-in-law Iltutmish, defeated his colleagues and declared himself Sultan, ruling from Delhi.</p> |

Plenary (2 minutes)

Ask the group to tell you what they have learnt during the lesson.

Optional Home Learning/Extension Activities

You could use the Going Further panel to set home learning or an extension.

- Find out more about Mahmud of Ghazni's expeditions and conquests into our region.
- Explore the role of the Khyber Pass during this time. Mark its position on a world map.
- Explore why Mahmud of Ghazni is considered a controversial figure for historians.

Lesson 21. The Delhi Sultanate

Textbook Section: 4.2, pages 42–43

Aim: This session provides a timeline and map/overview of the five dynasties of the Delhi Sultanate and explains why it is a key period for the Indian subcontinent, reiterating what Mamluk means and providing information about the rule of Qutbuddin Aibak.

Learning outcomes: Learners will be able to —

- Trace the origins of Mamluk Dynasty and describe their rule in the subcontinent.
- Describe how the conquests of Mehmud Ghaznavi and Shahabuddin Ghouri paved the way for the establishment of rule of the Delhi Sultanate.
- Introduce the Delhi Sultanate and name its dynasties: the Slave or Mamluk, Khilji, Tughluq, Sayyid and Lodhi dynasties.

Lesson content

Starter and Preview (5 minutes)

For your opening activity write The Delhi Sultanate on the classroom board and ask the class to spend a minute thinking what it means “so that we can write down a definition”. They are likely to come up with the obvious! “It was a Sultanate that was in or from Delhi.” Discuss if this is enough- What does this imply? (a Muslim ruler or Sultan, ruling from Delhi for example). What else would they like to know? They might suggest who ruled, how well, how successfully, where, what happened, what were its dates (1206 – 1526 CE) and how did it end? for example.

Explain that they will find out the answers to some of these things over this and the next few lessons.

Now read the opening line of page 42, ask the class if they want to add anything to the definition they are creating, agree the form of words and ask them to write The Delhi Sultanate as a title into their notebooks, and underneath add the definition.

What was the Delhi Sultanate? (14 minutes)

Look at the timeline and the four maps on page 42 with the group, discuss the maps, and how the land under the Delhi Sultanate changed over time. Ask the group to copy the timeline into their books,

| 1206 CE | The Five Dynasties of the Delhi Sultanate | | | 1526 CE |
|----------------|---|-----------|-----------|-----------|
| Mamluk (Slave) | Khilji | Tughluq | Sayyid | Lodhi |
| 1206–1290 | 1296–1320 | 1320–1414 | 1414–1451 | 1451–1526 |

and to copy the outline maps (using photocopies of the map sheet below), adding the dates, and then describe in writing in their books how the land occupied by the Delhi Sultanate changed over time.

Pupil sheet

The Delhi Sultanate

Mamluk Dynasty



Khilji Dynasty



Tughlaq Dynasty



Lodhi Dynasty



Draft Oxford University Press Pakistan

Why was the Delhi Sultanate a key period for the Indian subcontinent? (17 minutes)

Next show a suitable audio-visual presentation about the Delhi Sultanate, ensure you check it thoroughly before using it in the classroom. Discuss this and the points which the person(s) who produced it felt were important.

Ask the class to read the opening paragraph of page 43 (Why was the Delhi Sultanate a key period for the Indian sub-continent?) and to write their own answer to the same question in their notebooks, perhaps prioritizing the things they feel were most significant from the list provided.

- Islamic rulers first governed in the subcontinent;
- Masjids and madrasas were built;
- Universities began studying Islamic theology, jurisprudence and sharia law;
- The Sultan's court became a focus for scholarship;
- Administration was modernised;
- Local languages rose in importance rather than Persian;
- Distinctive architecture, culture and art were created;
- Economic contact with the outside world increased;
- The Mongols were pushed back;
- European traders arrived seeking profits.

Next ask the group to read the Why is the first dynasty of the Sultanate called 'the Mamluk' or slave dynasty? section. Discuss, and then ask pupils to answer the question:

1. What reasons can you suggest explaining why some rulers felt that enslaved persons would be trustworthy holders of very senior posts?

Answer: Mamluks, or enslaved persons, owed their positions and the associated level of trust and comfort to their sponsors. As a result, they were often loyal, which served as a deterrent to promoting overly ambitious family members and mitigated potential threats.

When did Qutbuddin Aibak rule?

Tell the pupils to work in pairs, to read the When did Qutbuddin Aibak rule? section – and then answer:

2. Who was he? When did he rule? Why was he important?

Answer: Qutbuddin Aibak: Sultan (1206–1210 CE), former slave, freed by Muhammad Ghori.

Skilled administrator, diplomat, general, and tactician. Ordered the construction of the Qutub Minar and the Quwat-ul-Islam Masjid. Married for diplomatic reasons. Sought to undermine the Rajputs (princes) of India, and so spent far more time at Lahore than Delhi.

Optional Home Learning and/or Extension Activity

You could use the Going Further panel on page 43 to set a home learning or extension activity, which states:

Aibak was responsible for the construction of the Qutub Minar and the Quwat-ul-Islam Masjid, which have been made UNESCO World Heritage sites. Find out more about his actions.

Plenary (2 minutes)

Ask pupils to list why they feel the Delhi Sultanate is seen as important and whether any of the reasons they collectively give stand out as more significant than others.

Lesson 23. The Mamluk Dynasty 1206–1320 CE

Textbook Section: 4.3, pages 44–45

Aim: This session provides pupils the chance to learn about the significance to the Delhi Sultanate of periods of turbulence and stability, strong leadership and the role of key individuals: Iltutmish, Razia Sultan, Nasiruddin Mahmud, and Balban.

Learning outcomes: Learners will be able to —

- Describe some important contributions of Iltutmish as a ruler of the Mamluk dynasty.
- Explain the significance of Razia Sultan.
- Evaluate the impact of the turbulent period of the Mamluk dynasty in the 1240s CE.

Lesson content:

Starter and Preview (7 minutes)

For your starter activity show a map of the Mamluk dynasty of the Delhi Sultanate.

Be careful to not confuse this with the Mamluk Sultanate/Mamluk Egypt)

Ask the class to write a title: Evaluating the Mamluk Rulers

Then ask them to remind you what Mamluk means, and together read and discuss the opening paragraph of page 44: The origins of the Mamluk dynasty. They should then answer these questions:

1. In what Caliphate did the Mamluk Dynasty originate?
2. Who was the first Mamluk ruler to reign from Delhi?
3. Why did this ruler gain power and when did he rule?

Answers:

1. The Mamluk influence began during the Abbasid caliphs.
2. The first Mamluk ruler to reign from Delhi was Shams al-Din Iltutmish.
3. He ruled from 1211–1236 CE after Aram Shah was assassinated one year into his rule.

Evaluating the Mamluk Rulers (30 minutes).

Now ask the group to write a new subtitle: 'Evaluating the Mamluk Rulers'

Explain that you are going to ask the group to evaluate the rule of several of the key figures of the Mamluk Dynasty:

Iltutmish, Balban, Razia Sultan, Muiz-ud-din Bahram, Ala-ud-din Masud, Muiz-ud Din Qaiquabad

Their enquiry task is to (decide on which, and the format) write a report/ prose account about the ways in which the relative strengths, weaknesses and circumstance of key individuals during the Mamluk Dynasty shape the successes, failures, and fall of the dynasty?

To do this, discuss the following questions with the group:



- What makes a good ruler?
- What makes a weak leader?
- Can events which were out of a leader's control contribute to being seen as a 'good/strong' or 'bad/weak' leader?

This activity will help further students' awareness of the role of the individual in history, and give them an opportunity to explore cause and consequence, motive, and the substantive nature of history. Some interesting conversations about the nature of rulers, power and responsibility for events can also be possible. For example, Muiz ud-Din Qaiquabad became Sultan at seventeen, and was murdered by his chief general three years later in a coup – so where does an evaluation of actions and 'good leadership' place both men?

If you think it is appropriate you could model what you want the group to consider, by looking at the paragraph about Iltutmish (Was Iltutmish a good ruler?) with them and together applying the criteria they devised/talking about what they might write.

For example, rival factions in government were a problem for Iltutmish; what does the way he dealt with this tell us about his strengths or failings?

He reformed the currency, creating the silver Tanka and copper Jital; was this a good change, and what does it tell us about his rule?

He was religious; how far does this matter?

The aim is to move then away from reductive, simplistic notions of good rulers = strong, ruthless, unprincipled, and bad rulers = weak, not militaristic.

Once they have the idea of evaluating the named figures they should read the remainder of page 44–45 and discuss the content in pairs.

Next, students need to decide why and how different figures shaped the dynasty, and what they would like to write about them.

If you notice the groups struggling, you can use some prompt questions:

- Was Aibak and Iltutmish's Chihalgani or 'System of the Forty' noble advisors a good way of reducing rivalries or a bad choice because it allowed factionalism?
- Why were external forces a threat to the Delhi Sultanate?
- Why might it be said that Balban was key in defending the Sultanate from the Mongols?
- Were Iltutmish and Balban similar, and if not could they both be 'good leaders'?
- What does the reign of Raiyyat-Jud-Dunya Wa Ud-Din tell us about leadership during the Delhi Sultanate? [The To Discuss panel might be useful as well since it raises the question: Women make up 51% of the world population and have always been present in human society, so why do we mainly study what a few men did in the past? Should that change?]
- What does the period of turbulence in the 1240s CE and the reigns of Muiz-ud-din Bahram and Ala-ud-din Masud tell us about 'good and bad' leadership?
- Was Nasir-ud-din Mahmud a strong leader or a weak one if General Ghivas ud-Din Balban actually made all the key decisions?
- Is it fair to expect a 17 year old (Muiz ud-Din Qaiquabad) to be a good leader? Or does chance have as much an explanatory role as key individuals in history, especially while looking at cause and consequence?

Plenary (3 minutes)

During the lesson pupils should have been using deductive and inferential thinking to again look at the nature of leadership and the Delhi Sultanate. Ask them to tell you whether there are other things to weigh-up or know in reaching decisions about a society, and if they can say for certain that someone was a good leader/society was well-led.

Lesson 23. How did Islam spread during the Delhi Sultanate?

Textbook Section: 4.4, pages 46–48

Aim: This session focuses on the nature of Sufism and its role in spreading the worship of Islam during the Delhi Sultanate.

Learning outcomes: Learners will be able to —

- Know what Sufism is as an approach to religion.
- Explain what is meant by the term ‘mysticism’.
- Describe the four major mystic orders (Sufi Silsilahs) and their contribution in the spread of Islam in the subcontinent.
- Evaluate the contributions of some of the key Sufi scholars to the culture of the Delhi Sultanate.

Lesson content**Starter and Preview (6 minutes)**

Write the word Dargah on your classroom board and ask if any of the pupils know what it means.

Wikipedia defines this as ‘a shrine or tomb built over the grave of a revered religious figure, often a Sufi saint or dervish. Sufis often visit the shrine for ziyarat (religious visits and pilgrimages).’

As a preview for the lesson explain that today’s lesson will focus on understanding how the approach to worship followed by the Sufi movement had a significant impact on the spread of Islam during the Delhi Sultanate. Move onto reading the first paragraph of page 46. This explains how Mongol attacks on the northern part of the Indian subcontinent pushed many migrants and refugees south into the Delhi Sultanate. This brought new ideas and habits.

Sufism comes to the Indian subcontinent (12 minutes)

1. Ask pupils to 1. Explain how Sufism was brought to the subcontinent.

Answer: Sufism began in Baghdad (modern Iraq) before spreading into Persia (modern Iran) and Afghanistan, and via the Afghan Ghaznavids into the Punjab around the eleventh century.

2. After this read the main section of page 46. The second section could be used to set a question of the same title (2. What is Sufism?) for pupils to answer in their books.

Answer: Sufis are philosophers, preachers, and poets who follow a mystical approach to religion.

Then discuss and write an answer to:

3. Why do some Islamic scholars criticise Sufism?

Answer: More traditional ulema or religious scholars support a more orthodox interpretation of religion and its practices.

4. Look at the definition of Mysticism (panel, page 46) with the group. It is explained as 'Attempts to gain a deeper religious experience and a higher level of consciousness through rites and religious practices.' Ask what might this mean? Explain that for Sufis this would mean philosophy and discussion but could also mean the same: poetry, music, singing, a spiritual type of dance as a way to try and reach a higher state of awareness. Why might some of these things be appealing to some of the people of the subcontinent?

Answer: The simple lifestyle, pious character, humbleness, devotion towards God and spectacle of Sama (music/song/dance) might have seemed attractive.

5. What is a khanqa?

Answer: A khanqa is a centre for the study of religion established by Sufis groups.

Explain that the class are now going to carry out an enquiry to find out about the Sufi saints of the Delhi Sultanate in two parts, firstly looking at the four main order, then at individual Sufi scholars:

Enquiry Part A

Which Sufi silsilahs were present during the Delhi Sultanate? (s8 minutes)

First read this section at the top of page 47, and complete the table in this format to summarise the main views of each of the four Sufi orders.

Sufi Orders of the Delhi Sultanate

| Order | Characteristics |
|---------------|-----------------|
| Chistiyya | |
| Suharwardiyya | |
| Naqshbandiyya | |
| Qadiriyya | |

Possible response:

Sufi Orders of the Delhi Sultanate

| Order | Characteristics |
|---------------|--|
| Chistiyya | Withdrew from the world and lived as poor hermits. Did not accept any state service. |
| Suharwardiyya | Rejected poverty, followed the idea of the Unity of Being. Were willing to hold state positions, particularly during the rule of Iltutmish |
| Naqshbandiyya | Spread widely across the subcontinent. At first focused upon the concept of the Unity of Being, and later the Unity of Vision.* |
| Qadiriyya | focused primarily on the adherence of the fundamentals of Islamic law |

*if you are unfamiliar with Sufi conceptual philosophy it would be helpful to read a little about these ideas prior to the lesson in order to be ready to deal with any questions posed by the students.

Enquiry Part B

Who are some of the key Sufi scholars? (12 minutes)

Read the section together then Ask pupils to construct a similar table, this time with 7 rows (including titles) and two columns; with scholar as the heading for the left hand narrow column, and contribution as the title for the wide column.

Summary of potential answers:

Sufi Orders of the Delhi Sultanate

| Scholar | Contribution |
|---|---|
| Ali bin Usman Hajveri (1009–c.1072/1077 CE) | Born Afghanistan, near Ghazni. Died/buried: Data Darbar Shrine, Lahore. Punjab wrote about Sufi philosophy. Legal expert Sunni Muslims see him as the patron saint of Lahore. |
| Moinuddin Chishti (1142–1236 CE) | Persian preacher/scholar from Sistan who allowed music as part of worship. Travelled to promote the Chishtiyya order. He was one of the key figures who Buried at Ajmer Sharif Dargah, at Ajmer, Rajasthan, India. |
| Bahauddin Zakariyya (c.1170–1262 CE) | Born: Multan, Punjab, a descendent of Asad Ibn Hashim, and related to the Last Holy Rasool Hazrat Muhammad. Founded Suhrawardiyya Order in Baghdad. Sunni scholar and poet. Critic of the ruler of Multan. Made Shikh-ul-Islam: the Sultan and state's spiritual guide after supporting Sultan Iltutmish, and, helping him conquer the territory. |
| Lal Shahbaz Qalandar (1177–1274 CE) | Born and raised in Afghanistan during the Ghaznavid and Ghurid Empires. Multilingual Sufi scholar and poet who argued for religious tolerance, Called Lal to refer to his ruby-red coloured clothing. Travelled extensively, then settled in Sehwan, Sindh where he set up a Khangah centre. |
| Baba Farid Shakar Ganj (c.1179–1266 CE) | Punjabi Sufi preacher: came to Delhi to study under Sufi master Qutbuddin Bakhtiyar Kāki. Travelled to preach and teach. Replaced his old mentor on his death (1235 CE). Settled in Ajodhan (Pakistan). In Faridkot, the Raja witnessed a miracle involving him and dedicated many shrines to Baba Farid. Married Hazabara (daughter of Sultan Nazruddin Mahmud). |
| Nizamuddin Aulia (1238–1325 CE) | Sunni and Sufi scholar of the Chishti Sufi order. Believed love was the centre of faith, and all people should be cared for well regardless of rank or wealth. Strongly in favour of sama – religious music. Buried in the Nizamuddin, West Delhi. |

Plenary: (2 minutes)

In order to consolidate the learning ask the class some short answer questions as a way of testing recall – make this a respectful but fun activity.

Lesson 24. The Khilji and Tughlaq Dynasties (1296–1414 CE)

Textbook Section: 4.5, pages 48 – 50

Aim: This session will introduce pupils to the Khilji (1296 – 1320 CE) and Tughlaq Dynasties (1320 – 1414 CE) which ruled the Delhi Sultanate.

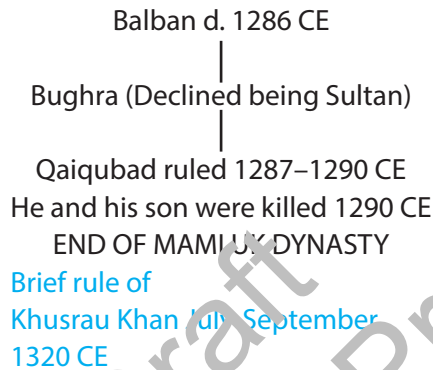
Learning outcomes: Learners will be able to —

- Explore how Khiljis took over the Delhi Sultanate.
- Describe the internal and external threats the Khiljis faced.
- Identify the most significant Khilji ruler and his greatest contribution.
- State some contributions of the Lodhi dynasty.
- Describe how the Tughluq dynasty replaced the Khiljis.

Lesson content:

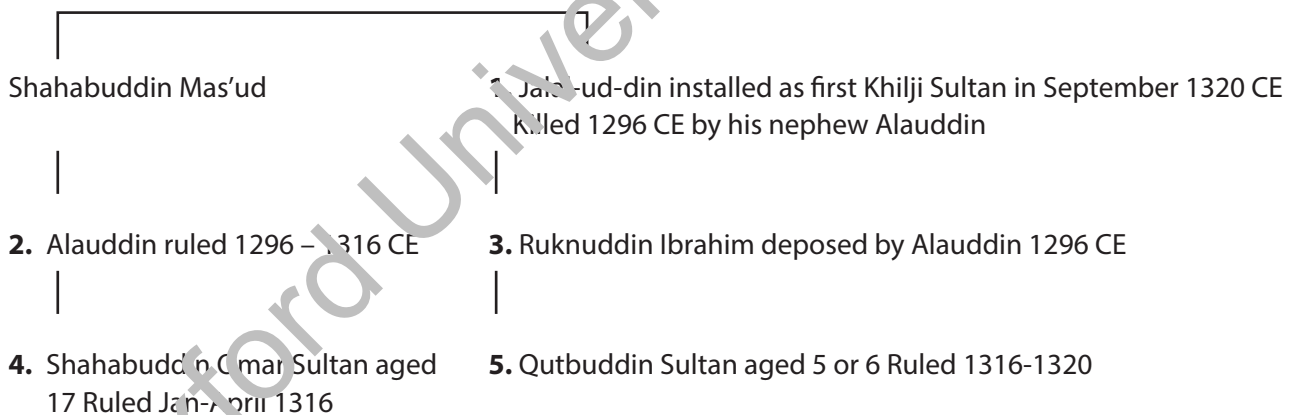
Starter and Preview (7 minutes)

Draw a family tree on your classroom board to show the end of the Mamluk Dynasty



Talk about the process of succession and how Khusrau Khan was then deposed and the Khilji dynasty was formed. Then draw (or show a slide of) the Khilji dynasty, which also saw a bloody series of family feuds and bloody murders, explaining that power struggles were feature of the parts of the final dynasties of the Delhi Sultanate.

Khilji Dynasty



Explain that we will look at some of the most famous rulers of this dynasty and the Tughlaq Dynasty in this lesson.

The Khilji Dynasty 1296–1320 CE (7 minutes)

Next read the lower part of page 48, section 4.5 The Khilji and Tughlaq Dynasties (1296–1414 CE) on page 49, which introduces the Khilji Dynasty 1296–1320 CE and reiterates how the Mamluk dynasty ended and describes the successes of Allauddin Khilji.

Ask the group to write an answer to these questions:

1. How did Mamluk Dynasty end, and the Khilji Dynasty start with violence?

Answer: Balban's son Bughra declined being Sultan in 1286 CE so Balban's grandson Qaiqubad ruled from 1287–1290 CE until he and his son were murdered by the army. Soon after, Jalaluddin took power until 1296 CE as the first Khilji Sultan until he was murdered in 1296 CE by his nephew and son-in-law Allauddin Khilji.

2. Why is Allauddin Khilji remembered as a successful ruler?

Answer: His general, Malik Kafur, gained territory and successfully defended it against the Mongols. The Sultan reformed the tax system, controlled prices, ensured a steady food supply, encouraged trade, extended education.

3. How did the Khilji Dynasty come to an end after Allauddin died?

Answer: The loyal general Malik Kafur ruled as regent until his death, while Allauddin's six-year-old son, Shahabuddin was notionally Sultan. At that point Shahabuddin's older brother Qutbuddin Mubarak Shah seized the throne until he was murdered in 1320 CE on the orders of his general Khusro Khan and became Sultan, until he was killed by Ghazi Malik, who renamed himself Ghaziuddin Tughlaq.

The Tughlaq Dynasty 1320–1414 CE (6 minutes)

Now read the section The Tughlaq Dynasty 1320–1414 CE

Option: You could then provide a copy of the list of Tughlaq sultans and ask the group to make a family tree for this dynasty. Remind them of the rules about how family relationships are shown, that is how each generation is presented in a row, with arrows indicating the relationship between father to son. Older siblings are present to the left, and younger are generally mentioned on the right and thinking through and perhaps roughing-out the layout so the 'best copy' is correct.

OR this could be set as a Home Learning activity, perhaps with parental help.

Why is Ibn Batuta a source of knowledge about the Tughlaqs? (4 minutes)

Then read the section: Why is Ibn Batuta a source of knowledge about the Tughlaqs?

Discuss who Ibn Batuta was, and how his work shows us that Muhammad bin Tughlaq's rule demonstrated both his strengths and imperfections.

Answer: Muhammad bin Tughlaq's rule was

26 years long- so he avoided the fate of many predecessors!- but was also:

Harsh,

Included some poor major decisions – the greatest of which was creating a new capital: Daulatabad, with inadequate water source, and forcing his population to relocate.

Included economic risks, e.g. devaluing the currency with copper coins.

You could now use the To Discuss panel to consider the following
What reasons can you suggest for these many rivalries and power struggles?

Was Firoz Shah's reign 'a golden age'? (6 minutes)

Ask the class to remind you 'what do we mean by 'a Golden Age'?' and 'What might the criteria be for a 'Golden Age'?' read this section, and then in pairs ask them to discuss, and then write in their books, in their own words to explain why Firoz Shah's rule is seen as a 'Golden Age'?

Answer: Strong ruler, secured food supply; gained noble and military support by allowing passing down roles to family members; (also a disadvantage as people did not rise on merit); extended irrigation schemes; ordered building projects; reformed taxation.

Ask the group to explain: How did the Tughlaq Dynasty end?

Answer: In 1398 CE the Mongol's under Taimur sacked Delhi, murdered or enslaved around 200,000 people leaving a chaotic and devastated city and leadership.

Consider the To Discuss panel (top of page 50), which raises this question: What reasons can you suggest to explain why Taimur ordered that skilled artisans and women were not to be killed, but instead enslaved and sent back to Samarkand?

Optional home learning/ Extension Activities

The final stages of the Delhi Sultanate (7 minutes)

Now read the remainder of section 4.5 on page 50, which explains about the Sayyid and Lodhi Dynasties and the end of the Delhi Sultanate.

Set the task of deciding, and writing a written explanation of evaluating the Sayyid and Lodhi dynasties

Answers might point out that we know relatively little about the Sayyid Dynasty because records are patchy and it lasted less than four decades, whereas the Lodhi Dynasty existed for twice as long before collapsing. The Lodhi Sultans, Bahlul Khan and Nizam Khan (Sikander Lodhi), attempted to rebuild the Delhi Sultanate's power, with Sikander achieving some cultural high points, relative stability, a widened use of Sharia courts and a new capital at Agra.

Reforms strengthened the army, improved taxation, food production and the standard of living for many. Ibrahim Lodhi's short rule ended the dynasty when the battle of Panipat gave Babur the opportunity to establish Mughal rule in the region, ending the Delhi Sultanate.

You could use the Going Further panel to set a home learning or extension task, asking pupils to:

- 'Evaluate the decisions taken by Muhammad bin Tughlaq. Do you think the effect of bad decisions taken by rulers lasts very long?' and/or to
- Find out about Guru Nanak and the Bhakti Movement

Plenary (5 minutes)

Ask the class to tell you what things they feel were most important in bringing the Delhi Sultanate to an end.

Answers for the end of unit Test Yourself questions.

Section 1. Questions

1. Mamluk (Slave), Khilji, Tughlaq, Sayyid Lodhi (page 42).
2. Warfare was a feature of much of his 33-year rule. (page 40).
3. Attacks by the Mongols were a constant threat and Taimur sacking of Delhi in 1398 CE devastated the city, decimated the population and significantly weakened the Sultanate. (page 49).
4. The focus on a mystical approach to religion originated in Baghdad (Iraq) and spread, through Persia and Afghanistan and into the Punjab. Its appeal might have been because it was so different, and included philosophy, poetry, dance and music as a way of spiritual engagement. (page 45).
5. Compare the invasions by Mahmud Ghazni and Muhammad of Ghor. Individual pupil responses: Pupils might draw on pages 40 and 41 to compare Mahmud's military success, religious commitment with Muhammad's military success and territorial expansion.
6. The Moroccan Arab-Berber traveler Ibn Battuta (1304–69 CE) left a rich legacy of written commentary on life in the Delhi Sultanate under the rule of Muhammad bin Tughlaq (and other khiljis), giving us a unique primary source about life in the period (page 49).
7. Was Ibrahim Lodhi to blame for the defeat at the Battle of Panipat and the fall of the Delhi Sultanate? Individual pupil responses: which will explore whether they feel Ibrahim brought trouble on himself by attacking and killing his brother Jalal Khan, and causing Daulat Khan Lodhi to invite Babur to intervene. There will therefore be a discussion of cause, significance and consequence. (page 50).
8. Firoz Shah is remembered for achievements in relation to his strong rule, fiscal reform, public building works, actions to secure a regular food supply including irrigation schemes; noble and army support and therefore a period of stability. (page 49).
9. What reasons can you give to suggest why Allauddin Khalji is remembered as a 'good ruler'? Allauddin is remembered as a person who expanded the Sultanate through military conquest and defending it against Mongol forces. He also carried out social reforms (page 48–49).
10. Why was the Battle of Panipat important in the history of the region? At the battle Babur fought, defeated and killed Ibrahim Lodhi, ending the dynasty and establishing Mughal rule. (page 50).

Section 2. Multiple Choice Questions

1. A. They were divided. (page 41).
2. C. A word for a slave. (page 41).
3. C. Razia Sultana. (page 45).
4. A. Changez Khan. (page 44).
5. B. Bahauddin Zakariya. (page 48).
6. C. Sama. (page 46).
7. A. Daulatabad. (page 49).
8. B. 37 years. (page 49).
9. A. 70. (page 48).
10. C. Sikandar Lodhi. (page 50).