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Teacher's Guide

Secondary History for Pakistan

for Grade 8

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3

Draft
Oxford University Press Pakistan

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.

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The Rise of the British Raj

The Arrival of the British in India

Learning outcomes: Learners will be able to —

- Describe the resistance offered to East India Company.
- Describe the Battle of Plassey and the Battle of Buxar.
- Describe the policies of Lord Dalhousie and the British annexation of Punjab.
- Describe the War of Independence (1857) and its causes and consequences.
- Describe the East India Company's arrival and capture of political power.
- Describe the policies adopted by the East India Company.
- Describe the significance of 'Farman' by the Mughal Court in the establishment of East India Company in the Subcontinent.
- Explain the role of Mir Jaffar in the Battle of Plassey.
- Explain the role of Marathas and Nizams in establishing British rule in India.

Lesson 1. Exploring Historical Significance

Textbook Section: 1.1, Pages 2–3

Learning outcomes: Learners will be able to —

- Describe why credibility, reliability and usefulness are important to the study of history.
- Discuss the concept of motive and explain likely European motives for coming to India.
- Explain the importance of the European discovery of a sea route to India.
- Describe how the British gained an advantage in India through the actions of the British East India Company, the weakening of the Mughals and violent interventions.
- Describe the East India Company's arrival and capture of political power.
- Describe the significance of the 'Farman' by the Mughal Court in the establishment of East India Company in the Subcontinent.
- Explain the role of Mir Jaffar in the Battle of Plassey.

Aim: To understand how a series of circumstances led to European interest and involvement in South Asia and the formation of the British presence in India.

Lesson content:

Starters, preview, and opening explanations (7 minutes)

Key terms for historians: Significance, credibility, reliability, and usefulness (utility).

Write the words 'Historical significance' on your board and ask the class to write down their own definition of the term and give them some time to think/discuss it with a partner. After the thinking time, ask some

of them to share what they have written. They should have something like the short definition on page 1: historical significance is judging what is important from the past; or the longer exploration on page 2: where the significance indicates 'how important something was in the past; how much emphasis modern scholars place on the same subject.'

In your preview, explain that we are going to explore some more of the sorts of things historians have to consider to make sense of the past. We have talked about the **substantive content of history** and the **evidential nature of the subject**, and its **disciplinary concepts** in grades 6 and 7 and now will think a little about significance – what makes something an important feature of history; and why historians are interested in credibility, reliability, and usefulness (utility) and read the first and second paragraphs on page 2. Check that they understand that some evidence might be flawed or biased, but might still be highly informative about how and why it was created.

Ask pupils to create a written explanation of why historians are interested in credibility, reliability, and usefulness (utility).

Arrival of Europeans in India (10 minutes)

Ask pupils to read page 3, consider the 'To Discuss' panel which asks 'What motives can you suggest as to why some locals were willing to work with the Europeans in their trade and increasing control over India?'; and then answer these three questions (which match the section titles).

1. Why were the Europeans interested in coming to India?
2. Why was finding a sea route from Europe to India so significant for the history of the sub-continent?
3. Why did the British gain an advantage in India?

They should explain:

1. Europeans wanted to get access to Indian goods and to profit from items in demand in Europe: goods like cotton, linen, and spices which had very high value.
2. The sea route to India, identified by the Portuguese explorer Vasco da Gama in 1498, gave faster, cheaper and safer more reliable ways to move trade goods between India and Europe.
3. The British East India Company or EIC, established in 1600 and trading in the Java Islands, and in India from 1608 employed Europeans and locals as sailors and soldiers, and from 1717 CE in Bengal under a Mughal royal proclamation or Farman awarded for an annual payment of the exorbitant sum of 3000 rupees. The company rapidly became a rich regional power. (Note that the proclamation or decree is spelled as Farman, Feraman, and Firman in different languages)

What were the significant events which allowed the British to begin to build an Empire in India? (18 minutes)

Ask the pupils to read page 3 from the first sub-section title to the end of the 'What were the consequence?' section at the top of page 4 in small groups and to discuss why each element was significant in helping the British to begin to build an Empire in India. Explain that we will look at how first a foothold, and then a

stronger presence was established by the British. Explain what 'a foothold' means in a military and economic sense and how this might be considered to be consolidated – by establishing bases and weakening resistance/building alliances.

Each group should work as a team to identify

- How did the weakening of the 18th century Mughal Empire help the British get a foothold in India?
- Why can the Battles of Plassey and Buxar, and the extent of Siraj-ud-Daula's resistance be seen as turning points in British consolidating their presence in India?

Good answers will include mention of the significance of some of the following:

The relative weakness of the Mughal empire, shown by:

- Problems and court and power struggles around succession
- The growing power of the Maratha Empire
- Invasions from Persia and Afghanistan
- Fragmentation and discord, and the impact of the sack of Lahore and Delhi
- The leadership of Nadir Shah and Ahmad Shah Abdali (also known as Ahmad Shah Durrani)

The significance of the military turning points:

- The Battle of Plassey (1757), and the defeat of the powerful Nawab Siraj-ud-Daula of Bengal
- The roles of Robert Clive of the EIC, and Mir Jafar
- The defeat of a force of 40,000 of the Nawab of Awadh, the Nawab of Bengal and the Mughal emperor's men near the Fort at Buxar in Bihar on October 22, 1764, by 10,000 in the EIC army
- The Treaty of Allahabad (1765) ended the war and secured helping enlarge the EIC army

If there is time you could look closely at the image of Robert Clive meeting Mir Jafar, (page 3) and Wikipedia http://www.sterlingtimes.org/memorable_images56.htm (http://www.sterlingtimes.org/clive_of_india.jpg)
NPG link: <http://www.npg.org.uk/collections/search/portrait/mw01347/Robert-Clive-and-Mir-Jafar-after-the-Battle-of-Plassey-1757>

Currently in the National Portrait Gallery, London.

Explore the following questions:

- Who do you think created this image? Why?
- Do you think it is reliable for telling us about events related to the Battle of Plassey?

Plenary (5 minutes)

Ask the group to summarise why the Europeans came to India and how the British secured and extended their foothold in India.

Optional Home Learning

You could use the Going Further panel on page 4 to ask pupils to 'Find out more about the Dewani rights granted to the BEIC and their significance' as either an extension task or as home learning activity.



Lesson 2. Resisting the rise of the British: Haidar Ali and Tipu Sultan

Textbook Section: 1.2, Pages 4 – 5

1.2 Resisting the rise of the British: Haidar Ali and Tipu Sultan

Learning outcomes: Learners will be able to —

- Describe the policies adopted by the East India Company.
- Explain the resistance offered to East India Company by Haider Ali, and Tipu Sultan.
- Investigate how the Marathas and Nizams helped establish British rule.

Aim: Learners will understand the importance of Haidar Ali and Tipu Sultan, and the role of the four Anglo-Mysore wars in the early resistance to the British East India Company.

Lesson content:

Starter and Preview (10 minutes)

Show or project image of each of Haidar Ali, Tipu Sultan and Robert Clive ('of India') as your starting activity and explain that we are going to think about significant individuals in history. Divide the class into three groups, giving them an image per group and ask them to work in teams to collate what they think the creator of the image is trying to tell them about the man depicted. Give them a little time to examine the image, talk/decide – and then take a brief report back about what they think was the likely intent of the creator of the image and what is being portrayed through it.



Resisting the Rise of the British: Haider Ali and Tipu Sultan (8 minutes)

Explain that in this part of the sub-continent's history the story revolves around a father and son's impact on history: Haider Ali and Tipu Sultan.

Read the text from the How did Haider Ali... subtitle as far as the start of the yellow table on page 4, and look at the map together.

Ask the group to create a panel in their workbooks which explains who Haider Ali was and why he was important using the 'How did Haider Ali come to rule in Mysore' section.

For the moment, jump over the Four squares table at the bottom of page 4 and read the first two sections of page 5: 'Why were there four Anglo-Mysore Wars' with the class, explaining difficult terms such as 'subjugate' (to defeat somebody/something; to gain control over somebody/something).

Why were there four Anglo-Mysore Wars? (7 minutes)

Ask pupils to answer this question in their notebooks: What action did Haider Ali take to resist the British?
 Answer: He built up Mysore's army, funded French mercenary troops, formed new alliances, including with the Marathas and fought two wars against the British. In 1780 he attacked Carnatic land in southern India, seized Arcot and defeated a British force of 2800 men before later defeats.

Tipu Sultan (1750–1799) (7 minutes)

Next read the Tipu Sultan (1750–1799) paragraph and down as far as the end of the second Did you know? box. Discuss this as you work through it and ask the group to summarise why it could be said that Tipu Sultan was a significant figure in history. Pupils should explain that as Haider Ali became unwell his son, Tipu Sultan took over control of the armies and defeated the British at the Battle of Kollidam River, linked with a French ally, before a new British commander and was more successful. Before his death, Haider identified he could not win but his son continued resisting the British. Some pupils might mention the concerns of the two Mysorean rulers over the risk of colonial occupation.

The Anglo-Mysore Wars (7 minutes)

Now look at the four-part table, ask the class to make a table shaped like this in their workbooks and condense its information without losing any vital details.

For example, the table could be called Anglo-Mysore Wars

And the boxes could be shortened something like this:

1st 1767–1769 Success: via Treaty of Madras- after Haider reached Madras and the EIC panicked.

2nd 1780–1784 Mixed: British lost to Tipu at Pollilur 1780, Cuddalore 1782, won at Porto Novo. Treaty of Mangalore (1784) re-set original borders Peace with the Marathas via Treaty of Gajendragad (1787).

3rd 1790–1792 Disaster: Tipu invaded Travancore (1789). Siege, then Treaty of Seringapatam. half of Tipu's lands given to EIC.

4th 1798–1799 Fatal Disaster: Tipu died in the second Siege of Seringapatam. Mysore land given to deposed Wodeyar family, and EIC took an annual fee to run Mysore's foreign policy.

Plenary (3 minutes)

Ask students what they have learnt today and ask if they think that Haider Ali and Tipu Sultan were right to be concerned about colonialism. Encourage them to give evidence to support any points they want to make and explain that next lesson they will evaluate Tipu Sultan and look at the rise of the British in India.

Optional Home Learning

You could use the first Did you know? panel on page 5 to set an optional home learning or extension task which sets pupils the task of finding out more to explain how the Marathas and the Nizams helped establish British rule, and how their frequent warfare on the Mughal empire weakened it and undermined its control in the region.

Lesson 3. Evaluating Tipu Sultan and his struggles with the EIC

Textbook Section: 1.2, Pages 5–6

Learning outcomes: Learners will be able to —

- Describe the policies adopted by the East India Company's to capture political power.
- Explain how well they believe Tipu Sultan resisted the EIC.
- Describe the policies of Lord Dalhousie and the Doctrine of Lapse.

Aim: Learners will evaluate the rule and achievements of Tipu Sultan, and consider how effective his strategies were in restraining the growth of EIC power answering the question of whether Tipu Sultan was a good ruler.

This activity could be completed as a discussion and short written response within this lesson; or be a session used to collectively discuss the issue, how to construct an essay, and either:

Complete the essay in the next lesson; or

Set a home learning task to complete the essay.

Lesson content:

Starter and Preview (5 minutes)

Show the image of the Indian stamp shown on page 5 and ask what the group recall about Tipu Sultan from the past lesson (or knew about him already).

Ask why they think India might have put an image of Tipu Sultan on a stamp. What might this tell us about how he is remembered and interpreted over time in India?

Now preview the activity by explaining that they will evaluate the rule and achievements of Tipu Sultan, and consider how effective his strategies were in restraining the growth of EIC power.

Tell them (depending on what you have decided about how you want to manage the activity) how they will respond to the enquiry question 'Was Tipu Sultan a good ruler?' i.e., as a discussion and short written response within this lesson; or as a group discussion about the material/ how to construct an essay- and if this is to be: completed over this and next lesson or set as a home learning task.



Using the materials with the pupils (33 minutes)

The enquiry question might be broken down into two main parts, along with an introduction and conclusion.

Introduction – who was Tipu Sultan – a brief introductory coverage of his origins and life.

- A. An opening section of several paragraphs evaluating the rule and achievements of Tipu Sultan, and
- B. A further section considering how effectively his strategies were in restraining the growth of EIC power, leading to an overall conclusion summing up the decision.

In the textbook there are materials we have already read (page 4–5) about Tipu Sultan's father, Haider Ali and Tipu Sultan's resistance to the EIC. For the first part of the essay, after the introduction you can also refer to the text 'Was Tipu Sultan a good ruler?' on pages 5 on to 6, which describes his domestic and military achievements.

You might also look at an image of Tipu Sultan's almost life-sized clockwork tiger – the model growls and hauls a British soldier. Today this is in the Victoria and Albert Museum, in London, England.

Pupils might think about the following questions:

- Why did Tipu have this made?
- What does it represent?
- Why did the British take it away and put it in a museum?
- Should it stay in England?

Reference: [https://collections.vam.ac.uk/item/O61949/mechanical-organ-automaton-tippoos-tiger/Victoria and Albert Museum, London](https://collections.vam.ac.uk/item/O61949/mechanical-organ-automaton-tippoos-tiger/Victoria%20and%20Albert%20Museum,%20London)

Part of the text on page 6 explains that 'Military reforms included new approaches to training, government factories to produce cannons and gunpowder, and new ventures in mining for precious jewels, silver, and gold' and you could use this as an example of how you might form a paragraph about both being a 'good ruler' and resisting – since the extraction of precious metals and stones helped fund the modernization of military forces and equipment to compete with the EIC's initially superior military position.

The table related to the Anglo-Mysore wars (page 4) and the wheel-shaped diagram on page 6 can be used to gain ideas for the second element of the essay: did he effectively resist the British. This ought to be a 'in some ways yes. And in some ways no' sort of argument, balancing positive points and evidence critical commentary about setbacks and less successful military campaigns.

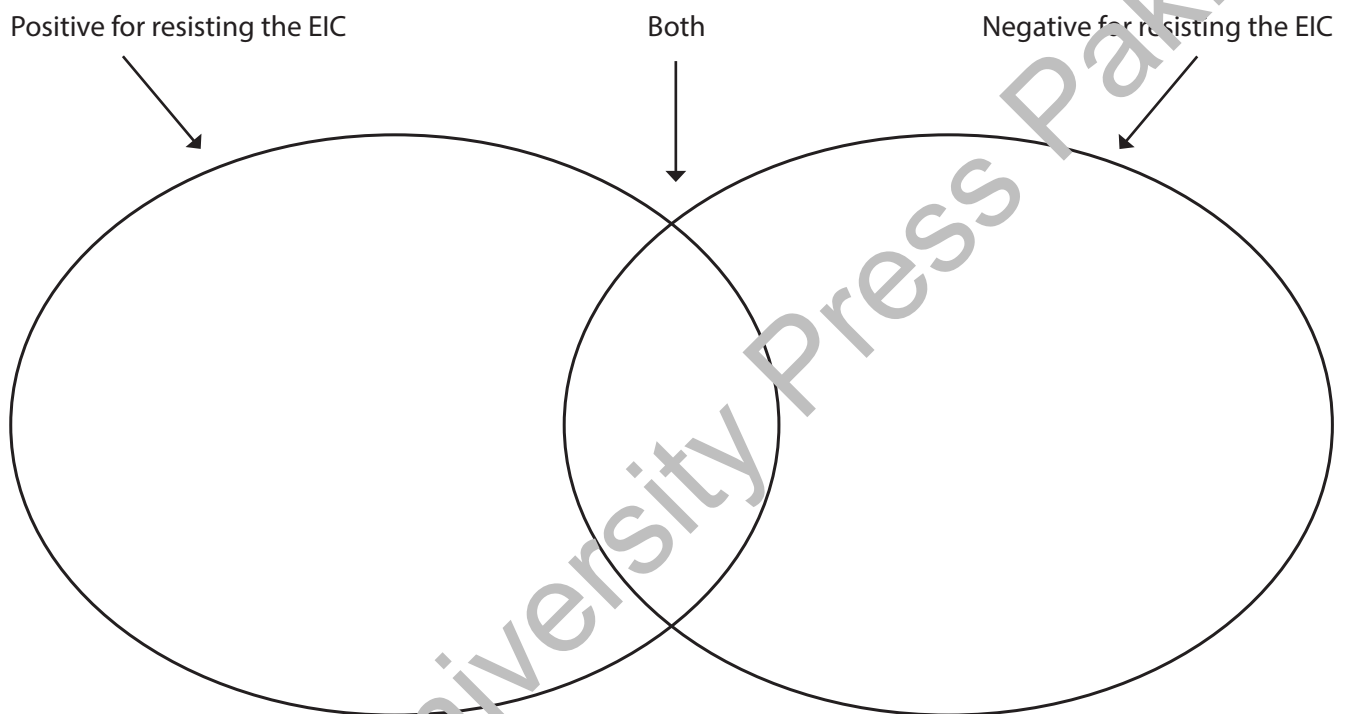


✂ How effective was Tipu Sultan's Resistance to the EIC?

<p>1600 to 1800s CE</p> <p>EIC established itself as a strong trading company across India</p>	<p>1750s to 1850s CE</p> <p>Good British leadership seen in the policies of expansion and in dealings with local rulers</p>
<p>1700 to 1800s CE</p> <p>High profits allowed the EIC to maintain a strong army and navy</p>	<p>1700s to 1800s CE</p> <p>Frequent conflicts with foreign invaders such as Ahmed Shah Abdali, and Nadir Shah</p>
<p>1750s to 1857 CE</p> <p>British military strength was evident in expeditions such as the Battle of Plassey, Buxar, etc.</p>	<p>1707 to 1857 CE</p> <p>Weakness of the Mughal empire, evidenced through weak, luxury-seeking emperors, frequent wars of succession, etc. Rise of British Power in India</p>
<p>1st Anglo-Mysore War 1767–1769 CE</p> <p>Success: Haider Ali's appearance at the gates of Madras caused panic and chaos in the British forces. The subsequent Treaty of Madras gave Haider Ali gains in terms of prisoners and conquered areas.</p>	<p>2nd Anglo-Mysore War 1780–1784 CE</p> <p>Mixed Success: Tipu defeated the British at Battles of Pollilur 1780, and at Cuddalore in 1782, British defeated Tipu at the Battle of Porto Novo. Haider Ali died of natural causes. The Treaty of Mangalore (1784) set borders as they were before the war. Peace with the Marathas reached by Treaty of Gajendragad, 1787.</p>

3rd Anglo-Mysore War 1790–1792 CE	4th Anglo-Mysore War 1798–1799 CE
Disaster: Tipu Sultan invaded the state of Travancore (1789). The Siege, and later Treaty of Seringapatam took half of Tipu Sultan's lands for the British East India Company and its allies.	Fatal Disaster: An attempt to restore his lands but heavily outnumbered, Tipu died during Second Siege of Seringapatam. Further land was taken from the Kingdom of Mysore which was given back to the deposed Wodeyar family. Britain ran Mysore's foreign policy and took an annual fee for defending the Kingdom

Pupils could use a large sheet of paper and devise a large Venn diagram type shape, with two overlaid circles (as shown below) like this, and in groups discuss each sorting card statement and place it on the sheet accordingly. If they are unsure about a card or cannot agree they could leave it off the paper/or place it outside the rings



Allow some time to also talk about the 2nd To Discuss panel, page 6, perhaps as the plenary: (2 minutes)

The British used multiple policies to extend their rule across the subcontinent such as the 1852 'Doctrine of Lapse' introduced by Lord Dalhousie. This stated that when a ruler of a princely state died without an heir, the land would pass to the British. Satara, Nagpur, and Jhansi were a few that were annexed through this manner. Explore if this policy was fair. What would this policy lead to?

Might the actions of Tipu Sultan have influenced this sort of harsh and divisive response?

Do you think it suited the British EIC to have the Indian princes and peoples as rivals and in constant low level, distracting disputes?

Lessons 4 – 6. The War of Independence, 1857 CE

Textbook Section: 1.3, pages 7 – 8, and 1.4 pages 9 – 10.

Learning outcomes: Learners will be able to —

- Describe the policies of Lord Dalhousie and British annexation of Punjab.
- Describe the causes and consequences of the war of independence and distinguish between short and long term cause, consequence and impact.
- Explain some of the chronology of events.
- Be introduced to the notions of triggers for change, turning points and debating inevitability as well as interpretation and multi-perspectivity.
- Identify why the war ended.
- Evaluate how far the war impacted on Indian lives and British rule.

Aim: In this and the next session we will explore cause and consequence in relation to uprisings against the EIC presence in India in 1857, identifying some of the key events and highlighting how the events of 1857 had an immediate impact and then (next lesson) can be seen to have longer term impacts.

Lesson content: The suggested approach to this topic is to tell the group that over three lessons they will make the script for a two part podcast (audio recording) telling the story of the War of Independence and its causes and consequences. If you prefer this could be a PowerPoint presentation. If you have access to the technology (which could be as simple as recording on mobile phones, or computers, then pupils could record their scripts and include sound effects and devise other ways to make their work distinctive and show their knowledge.

At the appropriate points you should introduce the important historical notions of triggers for change, turning points, inevitability, interpretation and multi-perspectivity in order to help build more sophisticated models of pupil thinking about the nature of history.

The first lesson will be based on working together to gain an understanding and overview of the story of the war – its triggers and events, and its causes and consequences, and then during the second and third lessons they will work to create the product.

The first part will draw on section 1.3 of the textbook, and the second on 1.4. They will, therefore, create a prose explanation of the War of Independence – and could be encouraged to supplement this with part of their script which features (for example).

- A narrative explanation of longer-term cause – growing EIC power and repressive tactics
- A person or a narrator speaking about the immediate triggers of the uprisings (See beginning of 1.3 on page 7); or the plight of Bahadur Shah and how history has seen his treatment
- Comments by one or more of them in the role of an historian or historians debating an aspect of the war – for example the question of inevitability or being ‘doomed to fail’ (see page 7)

First lesson: read the four-page sequence and discuss it, then set them working on page 7 – 8 in this lesson and 9 – 10 in a subsequent lesson.

Starter and Preview (5 minutes)

You could write War of Independence/Indian Uprising on your classroom board and ask why this event is called different things in different places – thus introducing the idea of historical interpretation and raising the issue of how the same facts can be seen differently depending on positionality and perspective. This is an important concept for gaining a multi-perspectival outlook and understanding how we need to think about provenance and motive in accounts of and about the past.

Work through the series of key questions for understanding the war/‘mutiny’ (pages 7 – 8):

Page 7

- What were the reasons for the War of Independence of 1857 CE?
- Was the War of Independence inevitable?
- Why was Bahadur Shah’s indecisiveness a problem?
- How did the war end?

Page 8

- What happened next?
- So, why did the uprising fail?

And page 9 – 10, which explores the longer-term consequences of the War of Independence:

Page 9

- What was the aim of the strategy of creating ‘independent’ states?
- Why was The War of Independence as a turning point?
- Ensure pupils understand the terms self-determination and colonialism:
- Self-determination: the right to make your own choices.
- Post-colonial histories: evaluations of the impact of empires and their legacies.]

Page 10 (top part only)

- What actions could the British take in 1857 CE?

Start of working activity / Plenary (2 minutes)

Remind pupils of the nature of the product they are to create – and state that this is not about lifting information and just repeating it – they have to create an engaging and well-delivered exploration of cause and consequence which is historically accurate and will interest the listener.

Second and third lessons: should be used as working time.

Optional Home Learning

At some point in the sequence of lessons you could use the ‘Going Further’ panel to set some optional home learning or an extension task: ‘If you were advising the British before 1857 CE, what course of action would you have recommended to decrease the chances of rebellion by the locals?’

Extension/end debate

At the end of the sequence of lessons you could debate with the class the 'To Discuss' panel queries:

1. If you were advising the British rulers of India in 1857 CE, what would you tell them needed to happen?
2. India's nationalists now had three main choices, what would be the advantages and challenges of each?
 - i. Further violent action against British rule, and self-determination to locals
 - ii. Persuade the British to give them more power
 - iii. Persuade the British to leave

Lessons 7 and 8. The Impact of the Government of India Act (1858 CE)

Textbook Section: 1.5, Page 10 – 13.

Learning outcomes: Learners will be able to —

- Describe how the War of Independence led to the changes in the British administration of India.
- Introduce Government of India Act of 1858 CE as a key point in the history of the region and explain the importance of Queen Victoria's proclamation.
- Evaluate the political climate of India during the British Raj.
- Explain why growing calls for self-determination were being voiced by the late 19th century CE.
- Evaluate Lord Curzon's reforms in relation to their impact on self-determination.

Aim: In these two lessons pupils will explore how the 1857 mutiny had longer term impacts through the reform of the administration of the British Indian Empire, and will evaluate how far the Government of India Act, and Lord Curzon's later reforms, satisfied or fed growing calls for self-determination in India.

Lesson content:

Lesson 7. Section 1.5 The Impact of the Government of India Act (1858)

Starter and Preview (5 minutes)

Write the word Nationalist on the board and ask the group to tell you what it means. Explore what they suggest and say it can mean a mild position: a patriotic love of country and all its features and it can be more extreme and exclusive, and can create a sense of 'us' and 'them' by 'othering' minorities and criticising things which feel different and somehow 'alien'. This is quite a tricky concept to explain, because there is a boundary between healthy and unhealthy sense of identity and nationalistic fervour.

In your preview explain that we will look at how the people of India were increasingly wanting self-determination in the later nineteenth century CE. This was a common experience across many states and territories which had been colonised and were controlled by imperial powers. Spain, Portugal, France, Germany, and England had all built empires by conquest and occupation. Explain that in this and the next lesson we will look at how increasing numbers of intellectuals and prominent people hoped to follow a nationalistic desire to create independent countries.

The idea of Imperial Control versus the Idea of Self-determination (10 minutes)

Read the opening paragraphs of 1.5 (page 10), and look at the diagram which explains about the 'British Raj' (1858 – 1947 CE) when the British monarch and government ruled India, either directly via a Viceroy, or via Princes and Maharajahs under British supervision. 'Raj' means 'rule' in Sanskrit and Hindi.

Ask the group to:

1. Explain what is meant by the term 'British Raj' and
2. Either draw the diagram or explain in words what the Government of India Act said about how India would be ruled/run.
3. Discuss the To Discuss panel: How involved were the people of the Indian subcontinent in this new system? If you were a nationalist at the time would you be happy with these changes?

Queen Victoria's Proclamation (10 minutes)

Read the text under this title to the 'Going Further' panel on page 11.

Ask pupils to explain, in their workbooks

How were the following things changing in British controlled India?

- A. Education
- B. Involvement of senior Indians in government

They will write about:

- a. the influence of the British values and education creeping into Indian education and universities opening in some major cities. Some nationalists worried this was a political step to control people.
- b. the Indian Councils' Act, 1861 CE giving seats on the Viceroy's Legislative Council, provincial councils to appointed senior people chosen by the British.

Then use the To Discuss panel to explore: 'Why might the way the British filled 'the Indian seats' on the advisory councils be seen as 'clever political manoeuvre'?' and ask the group to write an answer in their notebooks.

What was the political climate of India like during the British Raj? (12 minutes)

Now ask the class to read the remainder of this page from 'What was the political climate of India like during the British Raj?' to the end of the page, and:

1. Use the title of the section as a question.
2. State the title Queen Victoria used from May 1876 CE, and explain its significance.
3. Respond to the question of who a Viceroy is? Did their policies improve things in India from 1858 – 1905 CE?

Pupils will:

1. Summarise the section titled The Political Climate of India;

2. State that from May 1876 CE Queen Victoria was Empress of India; and
3. Viceroys made some positive reforms and were sometimes repressive.

Plenary (3 minutes)

Draw together the session by focusing on how wealthy, educated, and middle-class Indians might have felt about how much political control over their futures and country they had during the late 19th century. Link to the next lesson which will explore how calls for greater self-determination and involvement continued to grow.

Optional Home Learning/Extension

You could use either of the 'Going Further' panels to set home learning or an extension.

- Conduct research to find out why the Indian Councils Act of 1861 was also called a 'step towards democracy' in the subcontinent? (page 11) and/or
- Find out more about the policies which impacted on ordinary Indians under the different viceroys and decide if any were more significant than others in improving the lives of the people of the sub-continent.

Lesson 8. Seeking Greater Self-determination

Textbook Section: 1.5, pages 12 – 13

Lesson content: This session provides an opportunity to explore the continuing push for greater involvement in their own affairs by the people of India and begins to open up an awareness that people might have had differing, and sometimes competing, views and needs and therefore campaigning started to divide along linguistic-religio-ethnic lines – i.e., Muslim interests and Hindu interests.

Starter and Preview (5 minutes)

Write the word self-determination on your board and ask what it means and once you have a definition what it would mean in practice. They might suggest involvement in local or national decision making, like law, foreign policy, trade, and Indians holding important rather than just junior posts, having a say in what tax is spent on, and what policies will be followed in the public sector. In your preview explain that we will together look at how people had to push hard, and over a long period to achieve control over some of these important areas.

Explain that during this lesson the group have to research and answer the question:

How did the push for self-determination in India start to speed up and cause change between 1861 CE and 1900 CE?

This could be completed as a poster, an essay, a series of bullet points, or with some other approach within the time limit that pupils negotiate with you, or could also be completed by answering a series of 'smaller' questions.

If pupils are carrying out the task with some freedom and flexibility, discuss with pupils how they will decide what to include.

Ask pupils to read pages 12 and 13 and gather the information they need to answer the following questions:

1. What is self-determination and why was it so important in changing India?
2. Why were changes to the Viceroy's council from 1861 and 1892 CE important?
3. What were 'The Morley-Minto Reforms'?
4. How did The India Act of 1919 change Indian involvement further?
5. How did Indian involvement in managing small towns change?
6. What happened when Indian judges tied cases involving Europeans?
7. Why might an improving economy and infrastructure have speeded up demand for change?
8. Why do you think the British were gradually giving more power to the wealthier and better educated Indians? Do you think any world events were influential in speeding up changes?
9. What was the Indian National Congress, and what did it want?
10. How did the Indian Councils Act (1892) extend self-determination?

Plenary (2 minutes)

Ask the class to summarise why self-determination might be considered an almost unstoppable force in discontent about being ruled by others.

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

Section 1. Questions

1. What was the EIC/BEIC?

Answer: The East India Company, or British EIC was a commercial enterprise established to exploit trade in India for the benefit of shareholders in Britain. Established in 1600 it rapidly moved from exploiting just coastal seaborne trade to establishing monopolies where possible in India, expanding its wealth and power base and forming the force which established the British Indian Empire. (page 2)

2. What is a farman?

Answer: A farman is a Mughal royal proclamation. The EIC was issued one from 1717 CE allowing it to present and trade in the Bengal. (page 2)

3. Explain 'The Doctrine of Lapse'.

Answer: Lord Dalhousie's 1852 CE 'Doctrine of Lapse' stated that when a ruler of a princely state died without an heir, the land would pass to the British to prevent conflict and loss of life. This gained them wealth and power over large territories, for example Satara, Nagpur, and Jhansi. (page 6)

4. What do you feel made the British East India Company so successful in its dealings in India?

Individual Pupil Responses: Pupils should draw on section 1 and are likely to argue that deep water ships, superior fire power (guns and artillery), and a disciplined, trained professional military gave them persuasive and largely successful force, while careful diplomacy and pitting one state or group against another distracted and divided the princely states.

5. Create a timeline of the battles fought by the British and Indian rulers between 1757 and 1857 CE.

Individual Pupil Responses: Pupils should be able to complete this partly using the textbook, and an online encyclopedia using, for example, a search term such as 'wars involving India', and then scrolling to the correct historical period. See, for example List of wars involving India - Wikipedia [https://en.wikipedia.org/wiki/List_of_wars_involving_India#Early_Modern_India_\(c._16th_to_mid_19th_century_CE\)](https://en.wikipedia.org/wiki/List_of_wars_involving_India#Early_Modern_India_(c._16th_to_mid_19th_century_CE))

6. Do you agree that factional fighting (different 'sides') opened up India for European conquest, or did other issues bring down the Mughal Empire?

Individual Pupil Responses: Pupils might find their reading for task 6 useful in reaching a conclusion here, but also considering texts about the decline and end of the Mughal Empire. The strongest responses will balance their case making... for example using 'On the one hand...' and 'On the other...' and 'Overall I feel...' You could use a simple writing frame to help with this activity.

7. If Tipu Sultan failed to win later the Anglo-Mysore wars, does this make him a bad ruler?

Individual Pupil Responses: Might draw on pages 4 – 6, where there is some exploration of this in dealing both with the outcome of the four Anglo-Mysorean wars and where there is an evaluation of Tipu Sultan in general. Again a stronger answer will balance out praise and criticism and will reach a supported conclusion.

8. Do you think the 'Farman' issued by the Mughal emperor to EIC is a situation similar to that of the developing countries today?

Individual Pupil Responses: Will depend on pupil knowledge of how much less economically developed states have to give up access to some of their land and resources to external companies and powers in order to secure foreign income or support. They might, for

example refer to China's enormous belt and road (road and maritime) connections to stimulate trade and development, and to extend Chinese economic power and alliances and acquire raw materials.

9. Explore and compare the causes, events, and results of the Battle of Plassey and Buxar.

Individual Pupil Responses: Pupils could draw on page 3 to give an outline of these battles and their importance, or might be tasked with finding out more and creating a report or essay about these strategic turning points.

10. Explore why the events of 1857 get called 'The First Indian War of Independence' by some, and 'The Indian Uprising' (or Rebellion) by others.

Answer: This is a matter of perspective and should have been discussed whilst studying the War of Independence – traditional British historiography, and the places it influenced saw the uprising as a mutiny by disloyal and trouble making subjects, whom today we might call terrorists. However, a

revisionist group in some places and a group taking the perspective of the occupied colonial spaces argue this was a group of freedom fighters resisting a colonial occupation and oppressive regime. This Indian, Pakistani, and Bangladeshi narrative since independence have moved towards taking a more nationalist perspective (pages 7 – 9)

11. Why was Bahadur Shah Zafar's arrested by the British after the War of Independence?

Answer: Aged 82, Bahadur Shah was taken by surprise by the uprising and under threat and coercion was unable to take decisive action to try to quell the 'rebellion' (as the British saw it). He was the head of state and therefore carried some notional responsibility for what happened in 'his country' despite having no real power or control – and was therefore arrested somewhat unfairly, taking the blame for the deaths of 52 people captured by the force occupying his palace.

12. Conduct research regarding the consequences of Queen Victoria's Proclamation Act of 1858

Individual Pupil response: Pupils might draw on the text on pages 10 – 11 to answer this in part as well as drawing on longer sources and commentaries.

Section 2 Multiple Choice Questions

1. B. Vasco da Gama (p2)
2. C. Haider Ali (led by Tipu Sultan) (p4)
3. B. Military rockets (p6)
4. A. Occupy Indian territory (p6)
5. A and C. (A. There was no clear leadership to unite the people of India and C. The rebels lacked ammunition) (p8)
6. A. 1757 – 1947 CE (p10)

Movements that Shaped India's History

Movements That Shaped India's History

Learning outcomes: Learners will be able to —

- Describe the socio-economic conditions of the Muslims after the War of Independence in 1857.
- Describe some contributions of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims.
- Explain the social, political, and educational contributions of Sir Syed Ahmed Khan in the political awakening of the Muslims of the Subcontinent.
- List some objectives of the Muhammadan Educational Conference.
- List some reform movements in other (non-Muslim) communities of British India.
- Describe the challenges faced by Muslims after the decline of Mughals.
- Explain Sheikh Ahmad's contributions which made him Mujaddid Alf-Sani.
- List Shah Waliullah's religious and political efforts in response to Muslims' decline.
- Describe the Mujahideen Movement.

Reform: to make changes to something.

Philosopher: a person whom studies or writes about the meaning of life and significant questions of meaning, ethics, and behaviour.

Lessons 9 and 10. Individuals shaping history

Textbook Section: Section 2.1, pages 16 – 17 and 2.2, pages 18 – 19

Aim: This pair of lessons provide the opportunity to look at how individuals are an important factor in shaping history. The main part of the double page spreads focus on first Shah Waliullah in 2.1, and then Sir Syed Ahmed Khan in section 2.2, but also on other important figures and on non-Muslim movement for reform led by individuals and groups. The session therefore give a strong opportunity to consider how individuals are an import influence on change, alongside other factors such as religious, social, political economic, technological and military influences, and the role of chance.

Learning outcomes: Learners will be able to —

- Describe the socio-economic conditions of the Muslims after the War of Independence in 1857 CE.
- List some reform movements in other (non-Muslim) communities of British India.
- Describe the challenges faced by Muslims after the decline of Mughals.
- Explain Sheikh Ahmad's contributions which made him Mujaddid Alf-Sani.
- List Shah Waliullah's religious and political efforts in response to Muslims' decline.
- Describe the Mujahideen Movement.

Lesson 9. How do individuals influence history

Textbook Section: Section 2.1, pages 16 – 17.

Lesson content:

Starter and Preview (4 minutes)

In your starter activity you could write 1857 CE on your board as large numbers and letters, and ask pupils to spend a minute thinking about the impact of events of that year on ordinary people and the economy. This will help them think about the disruption and fear of violence and disorder that many ordinary people experience during any civil disturbance or war. Discuss with them the socio-economic conditions of the Muslims after the War of Independence in 1857 CE, and the hardship many experienced.

Then explain that in these two lessons we will explore how the long lasting impact of some key reformers helps us understand about the role of the individual in shaping history. In this preview explain that today we will consider how some religious scholars shaped the past and present.

Individuals shaping history (7 minutes)

Read the opening paragraph of page 16 so pupils know that 'Looking at motives, the reason why individuals act in particular ways, helps us understand why things happened in the past, and encourages us to think about why individuals can be an important element in shaping history and society.' Explain that key individuals can have a very long lasting impact long after their death.

Then read the section How did Muslim scholars of the region shape history? And to then answer these three questions:

1. What did some scholars feel was wrong with society under EIC/British rule?

Students should answer that some people could see how foreign influence and fighting between local people was damaging. Profit from Indian goods was going elsewhere and foreigners were building their power and control over Indian affairs.

2. What did these scholars say was needed instead?

Answer: These thinkers argued there was a need for unity, education, and a common purpose.

3. What role did the madrasas and makhtabs play in changing things?

Answer: The madrasas and makhtabs were key to the revival of the Muslims and influence of the ulema (scholars) and arguments for a return to Quranic principles in reforming society.

Explain that now we will look at how Shah Waliullah (1703 – 1762 CE) became significant in regional history from during his lifetime onwards.

How did Shah Waliullah become significant in regional history? (8 minutes)

Read the passage, the Did you Know? and To Discuss panels (to the bottom of the page) with the group and ask them to create an obituary style summary of Shah Waliullah's life and significance- this will involve making a precis of the information. Ask them to then put a green border around what they write to make it stand out in their workbooks. For example:

An Influential Individual: Shah Waliullah (1703 – 1762 CE)

Muslim scholar Shah Waliullah was influenced by his upbringing in Delhi, and study in his father's school, the Madrassa-e-Rahimiya and then deeper study still with leading Islamic scholars in Madinah. He preached and wrote arguing that Muslim community should study the Qu'ran more closely. His translation of the Qu'ran into Persian, and his sons later translation into Urdu, caused controversy. He asked the Muslim rulers and nobles to work together to create a powerful Muslim body. His popularity grew and followers continued his work after his death – meaning his influence continued.

After completing this task move on to read the first section of page 17 including the To Discuss panel

What was the mood of the people? (6 minutes)

Then ask: What is meant by the term 'religious revival' and how did the revival the eighteenth and early nineteenth centuries impact India's Muslims?

They might answer: 'A religious revival is a renewing of interest in religion and an energisation of thought around religious teaching. The work of Shah Waliullah and others regenerated interest in debates around correct behaviour and working together to create a better Islamic society.'

Shah Waliullah persuaded the Afghan leader Ahmed Shah Durrani to resist the advance of the Marathas.'

Now ask the class to work in small groups, and to look at the remainder of the page:

Why did a religious revival inspire people? (13 minutes)

They should use the same subtitle and use the focus of the To Discuss panel to consider:

Why the writings and statements of these scholars were appealing to people of the time?

Then create their own summary of the information listing the reformer and reform movements ensuring that they include: **The four Islamic reformers.**

Sheikh Ahmad Sirhindi (1564 – 1624 CE)

Haji Shariatullah (1781 – 1840 CE), and the Faraizi Movement

Mir Nasir Ali (1782 – 1831 CE)

Syed Ahmed Shaheed Bareilly (1786 – 1831 CE) and the Jihad or Mujahideen Movement.

And from the top of page 18: **Muliah Shankar's Hindu Reforms in the Arya Samaj Movement**

Decide if you would like a particular format for the response to this task.

Optional Home Learning or Extension Work

You could use the Going Further panel on page 17 to set a home learning or extension task to further research these scholars and movements in more detail, and to evaluate their contribution to strengthening the position of Muslims in the subcontinent.

Plenary (2 minutes)

Ask the group to remind you what a revival movement is and how they help energise thought and action, and to name some of the key reformers in this area. Ask them to explain to you how this shows that individuals can have a long lasting impact on history and on their communities.

Lesson 10 The Life and Reforms of Sir Syed Ahmed Khan

Aim: This session will continue the focus on the role of the individual in shaping change and in influencing society.

Learning outcomes: Learners will be able to —

- Describe some contributions of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims.
- Explain the social, political, and educational contributions of Sir Syed Ahmed Khan in the political awakening of the Muslims of the Subcontinent.
- List some objectives of the Muhammadan Educational Conference.

Lesson content:

Preview and Starter (5 minutes)

This time begin with a preview, explaining that they will study Sir Syed Ahmed Khan today, a very influential educational and community Islamic reformer of the 19th century CE in British India.

Then use the Did you Know? panel halfway down page 18 as your starter activity:

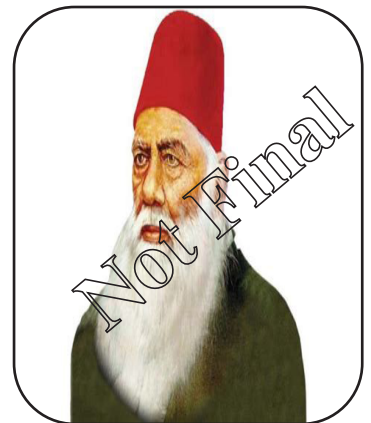
Sir Syed was taught to read and understand the Qur'an by a female tutor, which was unusual at the time. Sir Syed was featured on stamps in India (1973, 1998) and Pakistan (1990, 2017). Jawaharlal Nehru praised Sir Syed's religious neutrality.

Read this together and ask the class to tell you if they think this tells them anything about Sir Syed, and discuss their suggestions with them. They are likely to say being taught religious instruction by a female scholar is an interesting fact, and suggests a different approach to thinking in the family, and that this seems to be a person seen as important across all of India.

Who was Sir Syed Ahmed Khan? (6 minutes)

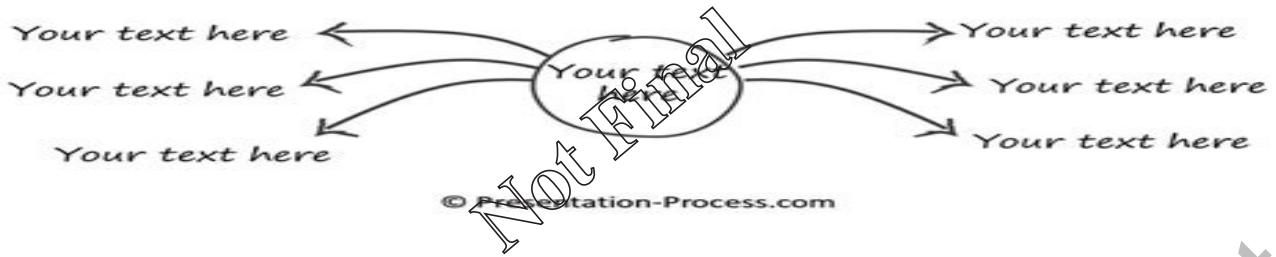
Now ask pupils to write the title in their workbooks: The Life and Reforms of Sir Syed Ahmed Khan, and then to read the start of section 2.2 on page 18.

They should either write the man's name and birth/death dates in the centre of an empty workbook page, or be given a photocopied image of him to stick in the centre of the page.



Sir Syed Ahmed Khan
(1817 – 1898 CE)

Then ask them to create a 'spider diagram' using the information in this paragraph

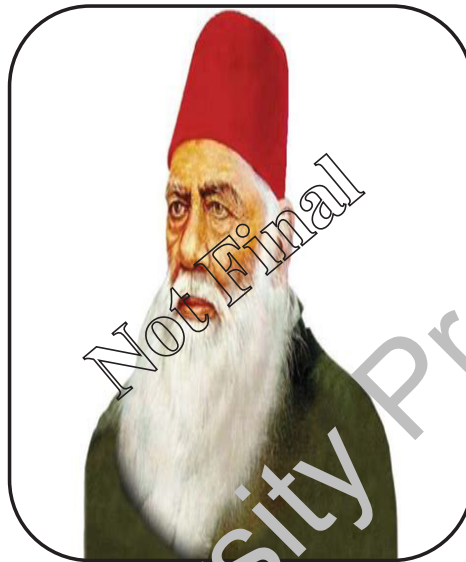


Born: Delhi, 1817 →

leading social reformer →

family important in the Mughal Court →

became a judge (1856 CE) →



← **Died: Aligarh, 1898**

← **well-educated**

← **worked as a BEIC legal clerk**

← **retired in 1867 CE**

Why is Sir Syed considered to be a significant historical figure? (26 minutes, split into two roughly equal parts)

Underneath this diagram, or on their next workbook page pupils could then be asked to state why Sir Syed was historically significant using the information on page 18 – 19. (Allow about 13 minutes)

Answers could mention the following about Sir Syed Ahmed Khan, that he:

- Was an important educational reformer.
- Interpreted Islam in a way that supported the poor and needy.
- Proposed modernisation and peaceful development.
- Worked hard to ensure hard work and success were rewarded.
- Wrote, and then very carefully distributed his 'The Causes of the Indian Mutiny' to show senior British officials that the complaints about the EIC were fair.
- Was an inspiration on education and progressive thinking for the founders of the later All-India Muslim League (AIML).

- Opposed India gaining independence or self-rule as one country as this would give power to the majority (Hindus) over the minority (Muslims).
- Argued for a two nation solution, and is seen as key in awakening the political sensibilities of India's leading Muslims.

Now finally, ask pupils to read the remainder of page 19, including the table within this section (allow around 13 minutes again).

Why is Sir Syed Ahmed Khan remembered as a positive force in India and Pakistan?; and

What recognition was Sir Syed given?

Significance of Muslim Educational Institutions

And to use the information to add any new information that shows his historical significance and importance as an individual to their answer about significance, this might include some of the following, that he:

- Promoted good Muslim values and education as the way to improve people's lives.
- Established the Muhammadan Anglo-Oriental College (1875 CE), which is now the Aligarh Muslim University.
- Established a Scientific Society with conferences in English and Urdu (1860 CE).
- Organised the All-India Muhammadan Educational Conference, Aligarh (1886 CE).
- Helped form the Sindh Madrassa-tul-Islam, Deoband, and Nadvat institutions which offered a broad range of courses in key skills.
- Organised famine relief (1860 CE).
- Promoted Urdu as a possible 'official' government language (1867 CE).
- Published the 'Social Reformer' journal (Tahzib-al-Akhlaq) (1870 CE onwards).
- Joined the Viceroy's Legislative Council (1878 CE).
- Encouraged Muslim participation in the British administration and founded the Muhammadan Civil Service Fund Association (1883 CE).
- Was awarded the Companion of the Order of the Star of India (CSI), (1869 CE), fellowships at Calcutta (1876 CE) and Allahabad (1887 CE) universities.
- Was knighted by Queen Victoria into the Order of the Star of India (1888 CE) and was awarded an honorary law degree by Edinburgh University.

Plenary (3 minutes)

Tell the group that we are going to 'go around the room' giving one significant fact about Sir Syed each. You might need to prompt some as you get further around the room. Try and make this fun and fast paced. You could, for example, ask anyone who repeats a fact already given to stand on one leg until they can put their hand up and volunteer a different and as yet unspoken fact.

Answers for the Chapter 2 Test Yourself questions (page 20)

Section 1 Question Answers:

1. Analyse the Muslims' response to the challenging situation of the subcontinent during the decline of the Mughal empire, particularly after the War of Independence (1857).

Individual pupil responses: Pupils might draw on the text from pages 18 – 19 of the textbook, where Sir Syed Ahmed Khan's work to show that some aspects of the complaints of the Muslims were valid is mentioned, and where it explains about the loss of employment, status and key positions of many Muslims after the violent uprisings of 1857 CE. They might explain that the decline of the Islamic Mughal Empire meant the rise of other powers less sympathetic to the Muslim minority in India.

2. Why was Sir Syed Ahmed Khan's views about how to interpret the Holy Quran beneficial to the poorest in society?

Answer: His work represented what he thought a good Muslim should show concern for those who are disadvantaged by poverty, disaster or bad circumstances. (pages 18 – 19), therefore he showed, and encouraged, compassion and action to alleviate hardship.

3. Evaluate the contributions of Muslim reformers after the decline of the Mughals.

Answer: Pupils should mention and make evaluative comments about the approach taken by Shah Waliullah, Sheikh Ahmad Sirhindi, Haji Shariatullah and the Faraizi Movement, Mir Nasir Ali Sir Syed Ahmed Shaheed Barelvi and the Jihad or Mujahideen Movement. (pages 16 to 18).

4. Why is Sir Syed remembered at Aligarh Muslim University?

Answer: Sir Syed was the founder of the Muhammadan Anglo-Oriental College in 1875 CE, which developed into what is now Aligarh Muslim University, and therefore his role is appreciated. (page 19).

5. Explore the objectives of the Muhammadan Educational Conference.

Individual pupil responses: Pupil research will indicate that the conference was part of the actions later known as the Aligarh Movement, and was intended to:

- raise the standard of education for Muslims, starting with improving primary education;
- consider the nature of, and improve religious education in Muslim funded/founded English schools;
- ensure that scholarly learning and religious guidance from ulema (scholars) from the region was included in the education system.

6. Why is Sir Syed Ahmed Khan known as the 'Founding father' of Pakistan? Write your answer keeping in mind his views regarding the Two Nation Theory.

Answer: Sir Syed had identified that Muslims were a minority group in India, and so argued that if the country gained independence from Britain Muslims would always be outnumbered in elections and therefore law making and political decision making- thus potentially disadvantaging them permanently. He therefore argued for a two nation solution: a Hindu majority state and a Muslim majority state, and is seen as key in awakening the political sensibilities of India's leading Muslims (page 19).

7. In what way did Sir Syed challenge British misconceptions about the 1857 mutiny? Why did he go to such lengths to bring the British and Muslims closer?

Answer: Sir Syed wrote, and then very carefully distributed his pamphlet 'The Causes of the Indian Mutiny' to show senior British officials complaints about the EIC were fair without giving any sense

of trying to stir-up further trouble. His cautious approach showed that he was trying to inform the administration, and explain aspects of causation calmly gained him respect as a peaceful, thoughtful advocate for fair treatment of his community. (page 18).

8. Use an organogram to trace the influence of key Muslim religious leaders at the time of the decline of the Mughal empire.

Individual pupil responses: Pupils will probably opt for a timeline or flowchart-type structure to list details of the key contributors to the interpretation of religious teachings and reform including

Sheikh Ahmad Sirhindi (1564 – 1624 CE)

Shah Waliullah Dehlavi (1703 – 1762 CE)

Haji Shariatullah (1781 – 1840 CE), and the Faraizi Movement.

Mir Nasir Ali (1782 – 1831 CE)

Syed Ahmed Shaheed Barelvi (1786 – 1831 CE) and the Jihad or Mujahideen Movement.

9. According to Shah Waliullah, what were the causes for the decline of the Muslims in the subcontinent?

Answer: He preached and wrote arguing that Muslim community should study the Qu'ran more closely, and that their decline was a direct result of not following the teaching of Islam but instead of factions and arguments distracting from the correct behaviours of a good Muslim. (page 16).

10. What were the major contributions of Shah Waliullah? You may use online and print material to conduct research for your answer.

Individual pupil responses: Pupils will draw on pages 16 and 17, as well as their own research to argue that, for example, that his contribution was:

- His instruction to remind people to know, and closely follow Islamic teaching and to study the Qu'ran more closely;
- His translation of the Qu'ran into Persian, (and the later translation into Urdu by his sons) and the debate around whether translation from Arabic might alter how the text was interpreted/ understood. The counter argument was that many people could not read Arabic could read Persian or Urdu, so could access the text.
- His attempts to unite Muslim-led powers by writing to all the local Muslim rulers and nobles and asking them to work together.
- His long lasting influence after his death.

11. Describe Syed Ahmad Barelvi's vision of Jihad. Compare this with Haji Shariatullah's Faraizi Movement.

Individual pupil response: Pupils might draw on the explanation on page 17 of Syed Ahmad Barelvi's view that the Jihad or Mujahideen Movement was a forceful way to liberate Punjabi Muslims from Sikh rule, and in contrast Haji Shariatullah's Faraizi Movement focused on reinvigorating correct Islamic religious understanding and practice in rural Bengali families. This was a social reform movement rather than a violent one and proposed better education, socio-economic equality and rising standards of living and an opposing of the caste system and of slavery. The adoption and support of the Faraizi

movement was more widely popular as it promised fairness and decent treatment without fighting and violence. Although some of its campaigners were arrested, for example during land occupations, they were not at risk of death in the same way that the Mujahideen Movement's supporters were at risk. (page 17).

Section 2. Answers for the Multiple Choice Questions

1. C. Shah Waliullah (page 16)
2. B. Sheikh Ahmad (Sirhindi) (page 17)
3. C. 1875 CE (page 19)
4. C. Explain the grievances of Indians under British rule (page 16)

Draft
Oxford University Press Pakistan

The World at War

Learning outcomes: Learners will be able to —

- Describe some major reasons for World War I.
- Explain the role of the Ottoman Empire in World War I.
- Discuss the consequences of World War I.
- Describe the causes of World War II.
- Describe some sequence of events of World War II.
- Explain the role of Indians in World War II. List the basic functions of the United Nations and its main bodies.
- Describe the factors responsible for Cold War and Rise of a bipolar world.

Lessons 11 and 12. World War I and The Fall of Empires

Textbook Section: Section 1.3, title, pages 22 – 23.

Aim: This pair of lessons introduces what was called, at the time, The Great War, and which later became World War I when there was a second global war two decades later. Arguably some earlier wars had been fought globally, but none had involved so much global (and ocean) territory or so much of the global population in a vast and violent power struggle. In the first lesson, pupils will be introduced to the idea of global warfare and will begin to see how the great nineteenth century European empires pulled their colonies and empires into a global conflict.

Learning outcomes: Learners will be able to —

- Describe some major reasons for World War I.
- Begin to be aware of some of the events of this war.
- Discuss the consequences of World War I.

Lesson 11. The Great War (World War I)

Lesson content

Starter and preview (4 minutes)

As your starter activity, show an image related to the Indian Army during the First World War.

This image could be used – it shows the memorial to the Indian Army being built in the First World War Cemetery at the small French town of Villers-Guislain which is near the Cambrai battlefield.

Villers-Guislain-a-town-in-France-with-an-Indian-Army-war-memorial..jpg
(1200×628) (thebetterindia.com)



This is one of fifty-seven memorials due to be built, each carrying the Ashoka emblem with the four lions, which drew inspiration from the Indian memorial of the Commonwealth War Graves Commission at Neuve Chapelle in France.

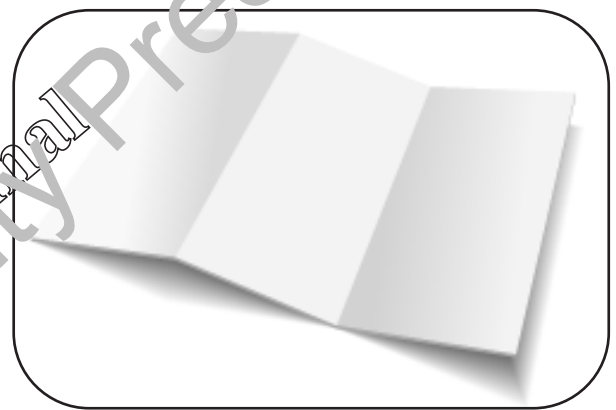
Your starter activity can then be used to introduce the fact that over 1.5 million British Indian Army soldiers fought during the First World War, with over 74,000 fatalities. Explain that in this lesson and the subsequent one, the group will study the global conflict of 1914 – 1918 CE, and the way that it shattered the European hegemony – the economic, political and military predominance of some states over others, and helped some parts of the European empires move towards self-rule and self-determination. Use these terms and make sure that pupils understand them as they will encounter them frequently in this lesson1

World War I and the Fall of Empires (34 minutes in total)

Read the first paragraph of page 22 (to about halfway down the page) which explains the great power rivalry and is the reason for the formation of the two great power alliances, namely the **Triple Entente** (Russia, the French Empire and The British Empire) and the **Triple Alliance or Central Powers** (Germany, the Austria-Hungarian Empire, and Italy).

The Alliances: Activity (10 minutes of the total 34 minutes)

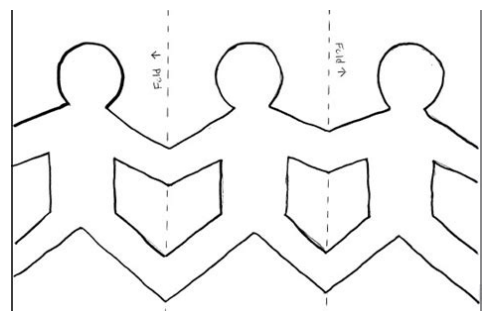
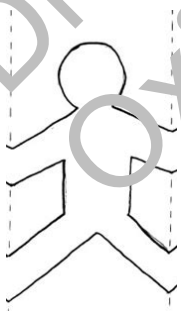
Give pupils A-5 sized sheets of coloured paper and ask them to fold them along the landscape side into three equal parts – so that they are laying in a concertina form, and edge-view can look like a Z.



Create the same sort of Z from a different A-4 sized coloured sheet, laying one on the other

Z and flatten them so they sit flat.

Next cut out a human shape, very importantly making sure the arms and legs ARE NOT cut along the edge, then when opened the figures will make three joined people... like this:



Once cut out it will look like this: (To the designer, please note that...the best thing here is to make a real paper version and then take pictures, both sets should match each other... just in two different colours!)



Once they have the two sets of three figure they can be asked to mark on the chest of each of one set Ru then Fr then BE, for Russia, French Empire and British Empire, and the Triple Entente (alliance).

On the other set Ger. then A-H then It. (for Germany, Austria-Hungarian Empire, then Italy- the Triple Alliance or Central powers... because they are at the centre of Europe.)

If they tape or stick the figures into their books, they can label each alliance- make sure they stick down the Germany end and the British Empire end.... the figures will then concertina out and fold back

What happened? (about 24 minutes of the total 34 minutes)

Make a presentation or show some film footage (from an online archive or other source, which explains the nature of the First World War) (9 minutes).

Then: (15 minutes of the total 34 minutes)

Read the remainder of page 22 as far as the last two lines with the group, and then ask the students to answer these questions in their notebooks:

1. What do we mean by 'great power rivalry', and how did this lead to tension in 1914 CE?

Answer: the great powers of Europe (Austria-Hungarian Empire, Germany, Britain France, and Russia) had built up large armies and navies in an attempt to secure supremacy and protect themselves. They had made complex alliances. The Austrians were concerned about their empire fragmenting and blamed the other powers for encouraging nationalism as a way to split up their lands. Germany wanted to overtake Britain and believed that Britain and France were against its colonial expansion.

2. What was the trigger for starting the war?

Answer: World War I was triggered in 1914 CE when the heir to the Austrian-Hungarian Empire, Archduke Franz Ferdinand and his wife were killed by young nationalists in Sarajevo, Bosnia. Austrians threatened Serbia, Russia offered to protect Serbia, and the two opposing alliances, the Allied forces and the Central Powers mobilised their armies, leading to the war.

3. What was the fighting like?

Answer: After the German attempt to rapidly attack and defeat France was held-up the front line stagnated into trench warfare, with losses made horrifically high by the use of new weapons: poison gas, machine guns, tanks, aircraft, zeppelins and submarines.

Read the last two lines of page 22 and the first paragraph on page 23. Ask pupils to answer this question:

1. What brought the USA into the war on the side of Britain and France?

Answer: The USA registered passenger liner the Lusitania was sunk by a German U-boat off the coast of Ireland, with the loss of many American lives in 1915 CE and the USA declared war against Germany in 1917 CE as a result of unrestricted U-Boat warfare.

Plenary (2 minutes)

Ask pupils to tell you what reasons they can suggest to explain why the war had a dramatic effect on communities around the world.

Lesson 12. The Fall of Empires

Starter and preview (6 minutes)

Ask pupils to use the sorting cards (below) to tell the story of the First World War (the cards match the text on page 23)

The correct sequence for the sorting cards is:

d.f.g.i.a.e.b.c.h.b.

The British Indian Army and the Great War (12 minutes)

This activity should be based on you constructing a task for pupils to do in small groups which will help them understand about the nature of the Indian Army's experience of the Great War.

You could: Use the link provided in the Ask the Experts panel on page 23, and make use of the online materials at London's Imperial War Museum: www.iwm.org.uk/ Try the search term 'Indian Army First World War' (or use a more specific search term of your choice), and gather some images to use in the activity you are creating so pupils learn about the role of Indian troops during the Great War:

This could be an activity interrogating photographs;

An activity where a mixture of written sources and images are used;

An activity with photographic, written, and audio-visual (eg sources from the internet).

You might also devise an activity search for fallen members of the Indian Army at the Commonwealth War Graves Commission site: <https://www.cwgc.org/>

The End of the War (8 minutes)

Ask the group to re-read the last two lines of page 22 and the first paragraph on page 23 and answer these questions:

1. How did the war end?

Answer: A naval blockade and heavy troop losses exhausted the German army, and brought near-starvation in Germany, so the Central Powers surrendered in November 1918 CE.

2. Which peace treaty ended the Great War? Why might it have been felt harsh by the defeated powers?

Answer: The Treaty of Versailles was signed after the war but set harsh terms for Germany and the other Central Powers, with them accepting all the blame for the war. The Central Powers lost territory and economic resources, as well as having limits on their military forces.

3. Where did the Indian Army fight, and what were Indians promised as a result?

Answer: They fought in France and in campaigns in Egypt, and the Middle East and Iraq- and in many other places! The British Prime Minister Lloyd George promised India full self-government after the war—but he did not say when it would happen.

Why did 'The Great War' shatter European hegemony? (7 minutes)

Ask pupils to read this section (bottom of page 23) then discuss the notion of hegemony, and why it can be said that the Great War shattered to great power hegemony. The notion and the question are quite demanding, so help the group understand the concept, and then answer the question in their notebooks.

Plenary (3 minutes)

During the lesson Going Further (page 23), find out more about the First World War and the actions of the Indian troops.

Events of The Great War

a. German forces sink a U.S. passenger ship, killing 128 Americans.	b. The signing of the Treaty of Versailles.	c. Germany begins a naval blockade of Britain.
d. Assassination of Austria's Archduke Franz Ferdinand and his wife.	e. Unrestricted submarine warfare by Germany leads to USA declaring war.	f. Austria-Hungary declares war on Serbia.
g. Invasions of enemy territory by Germany, France, and Austria-Hungary. British forces arrive in France.	h. Final battles between both forces. Germany signs the Armistice, ending the war.	i. Fierce battles of Jutland, Somme, and Verdun take place.

Lesson 13. The Dominoes Wobble and Fall: A new world order after WWI

Textbook Section: Section end of 3.1 and 3.2, pages 24 – 25

Aim: This session is intended to help learners understand the impact of the First World War on the European Empires, so they are aware that the Russian Empire falls to an internal revolution, that both the Austro-Hungarian and Ottoman Empires were split up, and that the attempt to create a new world order was weakened by the USA withdrawing from direct involvement in world affairs for a period.

Learning outcomes: Learners will be able to —

- Explain the role of the Ottoman Empire in World War I and its end by 1920 CE.
- Know that revolutions shook Russia in 1917 CE and explain how the Bolsheviks took power;
- Explain how the Austro-Hungarian Empire was broken up;
- Indicate how the League of Nations was established and the impact of a period of US isolationism.

Lesson content:

Starter and Preview (6 minutes)

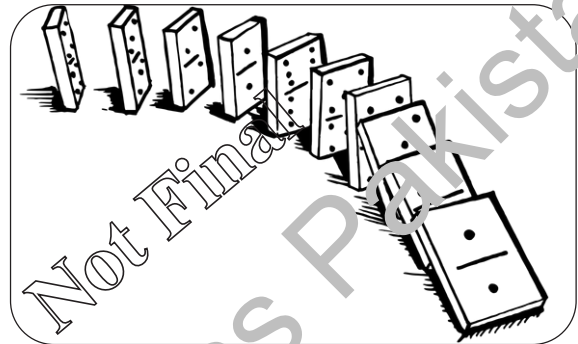
In your preview first show a picture of a row of falling dominoes – and ask the class what is happening. They are likely to tell you that this is dominoes knocking one into the other and they are all going to fall.

Next, ask why you are showing this – what do they think this represents?

They might be led towards saying that this is about one thing causing another – a chain of events. Explain that we will look today about how the start of the dominoes falling was the preparation for war by building large armies, and then the murder of Archduke Franz Ferdinand and Archduchess Sophie, and that the countries and empires involved all experienced ‘falling dominoes’ which changed things. Explain that the idea of the falling dominoes is a metaphor—a way of creating an image of something to represent or symbolise an idea.

Today we will use the idea of wobbling and falling dominoes to help understand cause and consequence and change and continuity in terms of the war toppling the rulers and great powers.

Then show a Russian Bolshevik poster from (around) 1917. Choose something which shows workers or ordinary people or Lenin inspiring a crowd— in order to ask why many people would feel disillusioned with the way that their leaders had led them into war, and what they might feel about the impact it had brought to their countries and communities.



The Dominoes Wobble and Fall (30 minutes)

Discuss how some countries were in a bad way by 1917; food shortages, millions of dead and injured, and discontent with the way the war had been conducted. Read and discuss the opening paragraph of page 24. You might find it helpful to rough a response to this task out yourself to check how much space is needed – and so you have an example to show so pupils have an example/know how much space to set aside.

Ask the group to plan out space for five large rectangles (perhaps across a double page) to represent five falling dominoes – which will have these titles:

Russian Revolution 1917

League of Nations

Trouble in Germany

Self-isolation of the USA

End of Ottoman Empire

Work with them to decide what the key points of the paragraph you have just read are and agree a form of words that will fit in the box. For example:

Russia: Withdrew from WWI after the two revolutions/murder of Tsar's family in 1917. Civil War (1917–1922) led to a new communist state – the Soviet Union under Vladimir Lenin (1870–1924).

If you have a computer and projector, you could live edit the original text on the screen.

Or, if you have a chalk or a white board, you (or a student) could write and edit text at the front so they can see the process of reducing the long version down. This should help them think about distilling the text down and assist them with precise skills.

Ensure that pupils understand the significance of 'the domino that fell in Russia' – which covered one-sixth of the world's landmass at its height. This was the first communist state, but first to experience two revolutions, political murders, chaotic destructive military campaigns, and a long civil war. Russia withdrawing from the First World War also caused difficulties for the allies and possibly extended the war.

Ask pupils to write in the version you have agreed for the first domino.

Now form the class into groups and ask them to read through the remaining paragraphs on pages 24 and 25, work as a group to shorten the text and write it into the appropriate domino.

Their edited text for second domino, from What was the League of Nations, and why was it formed? could be as follows:

League of Nations (1920 – 1946): international organisation to maintain world peace, aid disarmament, prevent conflicts through collective security, negotiation and diplomacy. No real power, therefore 'no teeth' for 'big issues'.

For the third box they could devise an edited version of the text immediately below the new section title: 3.2 The Dominoes Fall, also including additional points from your explanation about the rise of fascism:

Under the Treaty of Versailles Germany paid £6,600m in reparations. Hyperinflation (1923) brought huge price rises and a worthless currency: people turned to extremist parties.

For the fourth domino pupils should use the A changing world order text, perhaps editing down to say:

Woodrow Wilson (USA) proposed '14 Points' to prevent future war, but America's new president refused to join the League and adopted isolationism (staying out of global affairs) for 20 years. This policy, especially when coupled with Russia being prevented from joining seriously weakened the League.

The final domino should draw on the remaining text of pages 24 to 26. They might have something like this...

In WWI, the Ottomans backed Germany, lost, surrendered land under The Treaty of Sevres, faced growing

nationalism and the Sultan was overthrown. Field Marshal Mustafa Kemal became Türkiye's first President after fighting the 1919–1922 Greco-Turkish war. He modernised and westernised the country.

Plenary (3 minutes)

Re-link to the metaphor of the dominoes and ask them to tell you why this works as an image.

Also link back to the concept of hegemony, and how some of the great powers were wrecked as a result of taking part in the first world war.

Optional Home Learning/Extension:

You could use the pupil sheet (map) to ask pupils to make their own copy of the 1914 and/or 1919 CE maps (or give them similar maps from the internet) and to stick these into their notebooks.

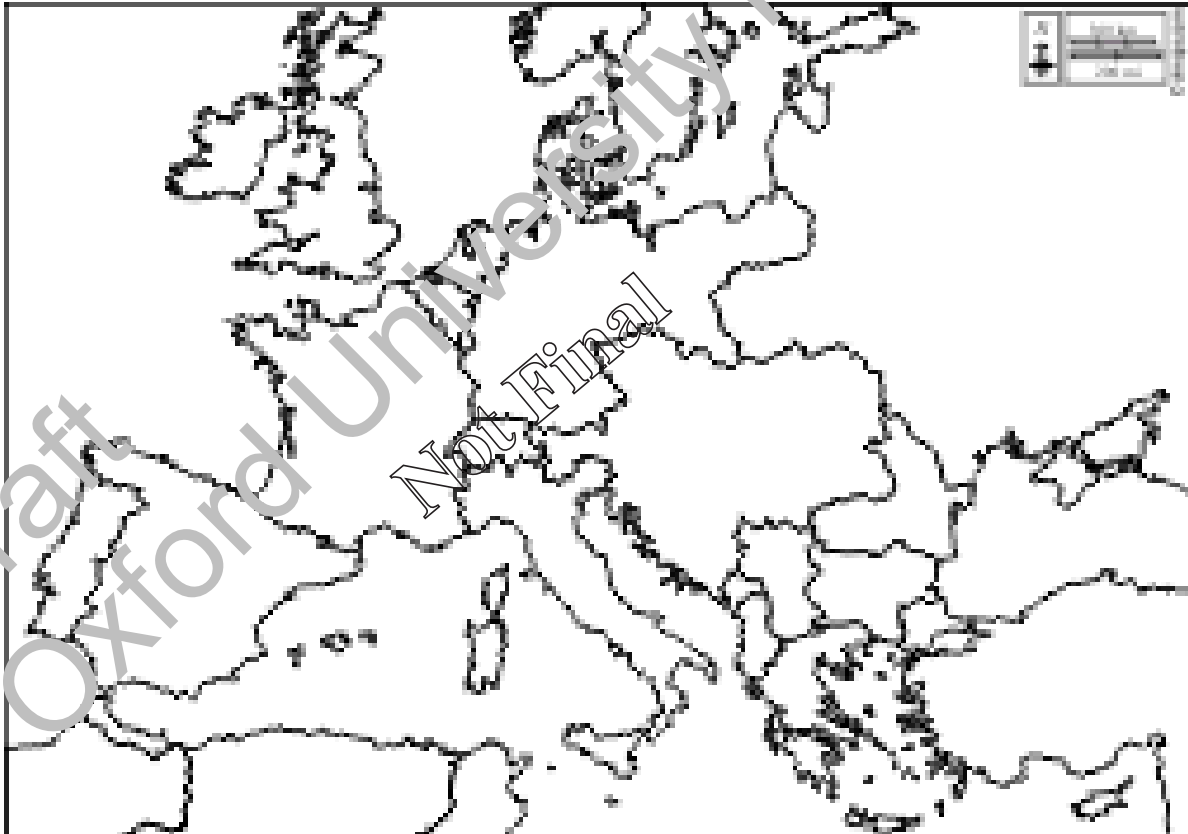
They could then respond to the two tasks:

- What do political maps of the years 1914 – 1919 show about how the treaties changed Europe?
- Why might people have been desperate for peace and stability by 1920?

How the First World War Re-shaped the Great Powers

What do the 1914 – 1919 maps show about how the treaties changed Europe?

Why might people have been desperate for peace and stability by 1920?



Designer: you need an unlabeled photocopyable map here resembling the territory of the map on page 25 of the Students Book covers

Lesson 14. The Post War Slump and the Rise of the Dictators

Textbook Section: End of Section 3.2 and Section 3.3 pages 26 – 27

Aim: This session is intended as a way of showing why poverty, hardship, and the failure of moderate politicians to solve ordinary people's problems pushed some people towards supporting extremists and how ultimately this led to a second world war, with heavy global consequences.

Learning outcomes: Learners will be able to —

- Explain what is meant by terms like Slump, Great Depression, Inflation, Mass Unemployment;
- Describe how circumstances in the 1920s and 1930s CE led to the rise of dictators in a number of European states;
- Differentiate between communism and fascism;
- Explain how the Japanese Empire expanded and led the country to join the Second World War;
- Describe the causes of World War II and its end.

Lesson content:

Starter and Preview (5 minutes) in your preview

Look at, or show an image of, the photograph on page 26.

Ask pupils what the photograph is showing. Some will pick up content (factual) observations: they might pick up on the content of the text, the fact that it is in the English language or the crowd and their clothing, their gender (all men) and ethnicity (nearly all Caucasian).

Others might make inferences (observations based on deductions) – they might all be unemployed, there are a lot of them, so unemployment is high, this is someone (shop-owner/sponsor) wanting to do good...

It is showing a notional poverty relief activity set up by the notorious U.S. career criminal Al Capone, but also a front for his criminal activities.

Explain that today's lesson is about how conditions after the First World War 'opened the door' for extremists.

The post-war slump (5 minutes)

Now read and discuss this section on page 26 with the group. Explain terms Slump, Great Depression, Inflation, Mass unemployment. Then ask the group to answer this question:

What problems were generated by the war?

Answers might include:

- war debts for all



- reparations payments (penalties) for the losers
- war damage for countries where there had been fighting
- an end to war production
- demobilised men returning to mass unemployment
- women war workers now lost their jobs
- the economy slumped, poverty increased
- economic slump led to the Wall Street Crash in the USA, and the Great Depression worldwide (1929)

You could then use the To Discuss panel to think about which of these problems might have impacted on India: asking the question – How would you expect the Depression to have had an impact on India?

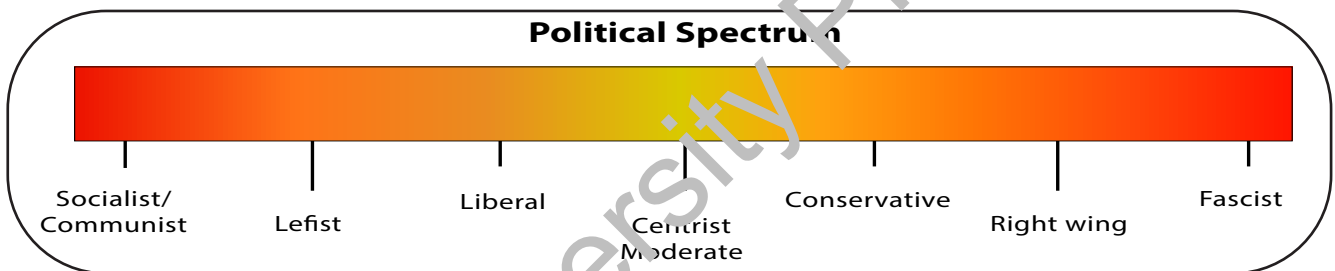
The Rise of the Dictators (3 minutes)

Next move onto section 3.3 on page 27 and read the top four lines.

This explains that the 1920s and 1930s led people to hope that ‘strong leaders’ would make their lives better – but that it didn’t work out like that!

Important terms (6 minutes)

Explain what we mean by the political labels left and right wing, and the terms communist and fascist – and how both usually resort to repressive and controlling societies with some similar features around control of the people but different approaches to the economy.





Pupils will also need to know what we mean by totalitarian and extremist regimes.

Fascist and Communist Leaders (10 minutes)

Ask the pupils to read the sections about the leading Fascist and Communist dictators.

Who was Adolf Hitler? and Communist Union of the Socialist Soviet Republics (USSR) which takes you to 3.4. and then summarise the biographies for the three leaders mentioned. Students could lay out their notebooks like this with a thumbnail sketch (or a stuck in postage stamp image) of each dictato.r

	<p>Hitler</p> <p>Biographical text</p>
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	<p>Lenin Biographical text</p>
	<p>Stalin Biographical text</p>

They might suggest:

Adolf Hitler (Fascist/Nazi) ruled Germany 1933–45 and during the Nazi occupation of much of Europe. Frontline soldier in World War I. Leader of the Nazi party. Racist ideology and belief in the superiority of white Germans. Regime organised murders of 6 million people classed as ethnically Jewish in the genocide later called the Holocaust; and extensive crimes against humanity/war crimes. Committed suicide on losing the war.

Vladimir Lenin (Communist, ruled Soviet Russia 1917–24, died of natural causes). Politically committed to Marxism. Led the Bolsheviks, took control of Russia. Created a communist totalitarian state following a policy of 'Leninism.'

Josef Stalin (Communist ruled the Soviet Union 1922–53, died of natural causes). Secretary of the Soviet Communist Party and from 1941–1953. Ruthless and paranoid leader who frequently and violently purged his inner circle. Policies killed millions, but also meant victory in the 'Great Patriotic War' or Second World War 1941–45 for the USSR). Seen as heroic leader by some and a tyrant by others.

Plenary (3 minutes)

Reinforce pupils' understanding of some of the key terms for today by going around the room asking for definitions of them, making this a game or fun activity and checking for understanding.

Optional Home Learning/Extension work

You could use the Going Further panel on page 26 and set pupils the task to: 'Find out about the Depression of the 1930s and 'Dust Bowl' America and the photography of Dorothea Lange' and/or Further research the named leaders: Hitler, Lenin, and Stalin.

Lessons 15 and 16. World War II

Textbook Section: Section 3.4, end of page 27 – 30

Aim: This pair of lessons is intended to provide an opportunity to learn about the Second World War as a global event and in relation to the experience of the people of our region and of British India. In the first session there is an introduction to the start of the war, and in the second a chance for you to tailor the

session and explore what happened for people serving during the war elsewhere, and what happened in the Asian front.

Learning outcomes: Learners will be able to —

- Describe the causes of World War II.
- Describe some sequence of events of World War II.
- Explain the role of Britain's Indian Empire forces in World War II.

Lesson 15. A Second World War

Lesson content:

Starter and Preview (5 minutes)

Show a suitable image or image which give a sense of the theatre and spectacle the Nazis used in their rise to power: for example, using a search term such as 'Nuremberg Rally.' Explain that after the punishing Treaty of Versailles and the economic troubles of the 1920s CE many Germans were desperate for better times, and the Nazi leader Adolf Hitler's blaming of others, and playing to racist sentiments caught the feeling of needing a strong leader to 'fix' the situation.

Clever use of spectacle, newsreel, and broadcast speeches full of passion and drama brought Hitler to power, and established groups and powerful figures thought they could control Hitler and gain from being associated with him, but he proved too independent and consolidated his power to create a dictatorship.

Now preview the session by saying that today we will consider: Why did people vote for an extremist like Hitler? and How did the Second World War start and develop? as key questions.

World War II (22 minutes)

Together, read the start of section 3.4 World War II at the base of page 27; the How did the Nazis rise to power? section on page 28; and the Desperate Times section on pages 28 – 29.

How did the Nazis rise to power?

Ask pupils to create an answer to the following question in their notebooks:

Why did people vote for an extremist like Hitler?

Answers might suggest that once Hitler took over Germany (1933) democracy was ended and control of the press, and internal enemies was strict, so protesting was difficult. Lots of people liked the idea of Germany being strong again, of a renewed military and the feeling of being a 'big player' in Europe with strong friends (Italy and Japan, the 'Axis Powers').

How did the Second World War start and develop?

Ask pupils to create an answer to the following question in their notebooks:

How did the Second World War start and develop?

Answers might mention the shock tactics like 'Blitzkrieg' (Lightening War) used bombers and fast-moving ground forces to rapidly overrun defenders, then with the help of collaborators, imposing harsh policies

subduing people, and eliminating opposition. The Nazis funded this by looting resources from the occupied countries and stealing the opponent's property. In central Europe the war started when Hitler invaded Poland (1939). The USSR and the USA were neutral until 1941, when the Japanese attacked the USA fleet at Pearl Harbor and the Nazis invaded the USSR.

Make sure that you look at the 'sides' (table), the map showing land occupied by the Nazis and their allies and the events timeline (blue boxes at base of page).

You will be able to find maps of the territory that the Nazis controlled in Europe by 1941 online to show or project if you wish.

Allied Powers: Britain and its Empire, France, Poland, Norway, Netherlands, Belgium, Czechoslovakia, China (after 1941 United States, Soviet Union).

Axis Powers: Germany-Austria, Italy (until 1943), Japan.

Events of the Second World War Sequencing Activity (10 minutes)

A sequencing card activity is provided for use printing/photocopying and use in groups or pairs below. Note that it varies slightly compared to the textbook to make pupils think and read the details/use deductive reasoning.

The correct card sequence is: e. k. c. i. a. g. b. i. f. d. h. j.

You could: supplement this with photographs or print a single copy of each statement- with a photograph related to the event each to pin around the classroom and pupils move around to work out the correct sequence; and/or show video footage from online sources showing the nature of the war.

The Textbook Timeline

1 September 1939	Germany invades Poland
3 September 1939	Britain and France declare war on Germany
17 September 1939	The Soviet Union under Joseph Stalin invades Poland from the east
April – June 1940	Hitler invades Denmark and Norway
10 June 1940	Italy enters war on side of Axis powers
June – November 1941	Germany and its Axis partners invade the Soviet Union
December 1941	Japan attacks Pearl Harbour, USA declares war on Japan, Germany declares war on USA
1942 till 1945	Anglo-American bombing of urban Germany
July 1943	Benito Mussolini deposed by the Fascist Grand Council
August 1944	Allied forces reach Paris; France, Belgium, Netherlands freed from German occupation
April to May 1945	Hitler dies by suicide, Germany signs document of surrender in Berlin
August to September 1945	USA dropped atomic bomb on Hiroshima and Nagasaki, Japan surrenders, marking the end of World War II

Plenary (3 minutes)

Draw together the session by reviewing what they learnt during the lesson.

Pupil Sequencing Activity: Cut out the cards and work out the sequence of events

Events of the Second World War: Sorting cards

10 June 1940 Italy enters war on side of Axis powers	December 1941 Japan's Surprise attack on Pearl Harbor. USA declares war on Japan. Germany declares war on USA.	September 1939 The Soviet Union invades Poland from the east April – June 1940 Germany invades Denmark and Norway	d. August 1943 Allied forces reach Paris; France, Belgium, Netherlands freed from German occupation
e. Germany invades Poland	f. Three years after Italy joining the war: Benito Mussolini deposed by the Fascist Grand Council	g. German invasion of the Soviet Union begins 1941 CE.	h. Six years after invading Poland: Hitler commits suicide. In early May Germany surrenders.
i. April – June 1940 CE Hitler invades Denmark and Norway	j. 1945 CE: A-USA drops atomic bomb on Hiroshima and Nagasaki. Japan surrenders.	k. Two days after the invasion of Poland: Britain and France declare war on Germany	l. In the final three years of the war: heavy Anglo-American bombing of Germany towns and cities

Lesson 16. World War II and The Indian Contribution**Starter and preview (4 minutes)**

Show an image appropriate for learning about the British-Indian experience of the Second World War, for example The British Commonwealth of Nations -Together (poster) search using this term at, for example the Imperial War Museum The British Commonwealth of Nations - Together | Imperial War Museums (iwm.org.uk) Collection Article 17043. This shows seven representatives of Commonwealth armed forces: soldiers from India, East Africa, South Africa, New Zealand, a Canadian airman, an Australian soldier and a Royal Navy sailor.

Ask the group what they think the poster shows, and why the British might have produced a poster like this during the Second World War.

They are likely to identify that this is around encouraging a feeling of the Empire being a brotherhood of equals, and all having a common interest in defending the Empire from the Axis powers. By the Second World War each of the larger colonies had been moving towards greater self-determination and self-government, although Indian ambitions for this had been left largely unanswered. This raises an interesting possibility around the need to consolidate and take advantage of any loyalty to the 'centre' of the empire in

desperate times, and also to ensure there were adequate forces to defend the various parts of the empire far away from Britain.

Japanese Expansionism (6 minutes)

Read the section on Japanese Expansionism on page 29 and ask pupils to answer these questions:

Why might some people argue that:

- the Second World War started in Asia long before 1939?
- the Japanese were hoping to expand their empire further during the Second World War?

Answers:

- Japan had been building a regional empire since the late 1860s to acquire space and raw materials. (Search using Japanese Colonial Empire for further details https://en.wikipedia.org/wiki/Japanese_colonial_empire) in particular taking land in China, Korea and fortifying land it should have been protecting under a League of Nations mandate.
- A map of the territories Japan had taken (at the same website) shows the way that the Japanese empire was heading towards Europe's South East Asian colonies, Australia, New Zealand and US Pacific island territories; then, in December 1941, the US fleet base at Pearl Harbor was attacked, and British Singapore and Burma fell in 1942 leaving India at threat.

The Indian Army and the Second World War (22 minutes)

Look at the Did you Know? panel on page 29 which introduces the Indian contribution to the Allied war effort. There were also Indians who believed that bringing down the British Empire was the route to self-determination and were willing to side with the Japanese and their Axis allies.

Provide materials (carefully chosen text, photographs, audio-visual materials) which provide information about the Indian forces during the Second World War.

Example: Noor Inayat Khan

Provide an image of Noor Inayat Khan G.C. – a member of the Special Operations Executive supporting the French Resistance, who had been born in Moscow to a Bombay (Mumbai) origin Muslim family.

Example The Story of Major Muhammad Akbar Khan and his men, evacuated from Dunkirk.

World War Two: The forgotten Indian soldiers of Dunkirk - BBC News <https://www.bbc.co.uk/news/world-asia-india-58466527>

The Untold Story of India's Prisoners of War

<https://www.historyextra.com/period/second-world-war/untold-story-india-soldiers-prisoners-of-war-pows-ww2/>

Turning the Tide in Europe (5 minutes)

Read this session and give the group a quick true or false quiz.

1. America's strength and resources did not make a difference to the war by 1943.
2. The Allies carried out the D-Day Landings in 1943.
3. Soviet forces began to advance towards Berlin from the west.
4. The Allied leaders were:
 - A. Lenin (Soviet Union).
 - B. Roosevelt (USA).
 - C. Attlee (UK).

Answers:

1. False: US resources were key in the Allied victory.
2. False: They were 1944.
3. False: They approached from the east.
4. The Allied leaders were:
 - A. Lenin (Soviet Union). False: Stalin (Soviet Union)
 - B. Roosevelt (USA). True.
 - C. Attlee (UK). False: Churchill (UK)

If you have time, you could use the question in the To Discuss panel:

How important were technological advancements in helping America during World War II?

Plenary (3 minutes)

Draw together the session by asking them to verbally summarise:

- Why the Second World War started.
- How it started.
- Who was on each side.
- What contribution was made to the Allied war effort by the Indian people.

Optional Home Learning/Extension

You could ask pupils to carry out further research about the Second World War in Asia.

Lesson 17: The Cold War

Textbook Section: Section 3.5, pages 30 – 31.

Aim: This session will take pupils from the closing stages of the Second World War through to the early 1990s CE when the Soviet Union in the Russian Federation ended and South Africa transitioned to democratic, black citizen led government.

Learning outcomes: Learners will be able to —

- Explain how the concept of war crime, genocide and crimes against humanity all were defined in international law as a result of the mass murder of six million European people seen as Jews by the Nazi regime.
- Describe how Europe was divided into two key factions in 1945.
- Describe the factors responsible for the start of the Cold War, the rise of a bipolar world or three element worlds.

Lesson content:

Starter and Preview (5 minutes)

Search for a suitable, non-traumatising image related to the Holocaust to show or project.

For example, search for an image of the gates of the Auschwitz I murder camp (as below) using the term 'arbeit macht frei.' (It is very important with sensitive, controversial, and painful history, not to accidentally repeat or reuse propaganda images without indicating their bias and stereotypes, and not to repeat perpetrator or aggressor messages without problematizing them. In this way causing further trauma-including for pupils and wider communities, avoiding dehumanizing victims, and ensuring that racism and intolerance are not fed can be achieved. History is about developing skills of critical awareness and evidence use, not perpetuation of myths, lies of stereotypes.)



Ask pupils to look at/show a larger image of the entrance to the Auschwitz II death camp which is shown in the textbook on page 20. Ask if anyone recognizes the image, or the statement *Arbeit Macht Frei* (work makes you free). The image shows one of the six murder camps where the Nazis and their collaborators murdered millions of people in what was later called The Holocaust or Shoah. Other people were also murdered in war crimes and crimes against humanity, and many more would have been killed in genocidal acts and genocides if the Nazis had not been defeated because it was a racist regime responsible for murdering people on incorrect ideas around race and the superiority of some groups above others. Each of these terms' genocide, genocidal acts, war crimes, crimes against humanity has a specific legal meaning and we should encourage careful use of them. The Shoah or Holocaust refers only to the people who were murdered because they were, or were considered to be ethnically Jewish. Using the term for this group only does not lessen the significance of the murder of others, but is the correct precise term. There were also genocidal acts against the Sinti and Roma people often called 'gypsies'- and a diverse group rather than one 'race', (see

Sinti and Roma (Gypsies) in Auschwitz / Categories of prisoners / History / Auschwitz-Birkenau) <https://www.auschwitz.org/en/history/categories-of-prisoners/sinti-and-roma-gypsies-in-auschwitz/> for a briefing,) the travelling people who originated from our region, and who had migrated from ancient India. Some modern Roma and Sinti people use the word Porrajmos to describe the murder of thousands of their community by the Nazis, in the same way that Shoah is used by Jewish communities today- as an indication of a terrible event

The greatest crimes of the twentieth century (4 minutes)

Read the paragraph: The greatest crimes of the twentieth century

And ask pupils to answer this question in their workbooks: What was the Holocaust?

Discuss with them: Why is it important to use terms like 'crimes against humanity' carefully?

Then preview the rest of the lesson explaining that we will see how the end of the second world war saw Europe and much of the world divide into factions for nearly fifty years.

A new kind of conflict: The Cold War (12 minutes to introduce the idea of the rivalry, read the textbook sections, and then look at the maps).

Ask them to remind you who had won the war and who had lost. The British Empire, France, USSR, USA, and allies etc., won. On the other hand, Germany, Japan, Italy* lost the war.

(*Italy changed sides, so was on the winning side at the end)

Then read through both the A new kind of conflict: The Cold War, and the A war without direct fighting between the main rivals sections.

Say: "But within the winning group there are different political ideologies... what does that mean? and what were the two political ideas that created tension for the Allied powers?"

Get them to recap on the split between capitalism and communism.

Read the opening part of 3.5 on the bottom of page 30 to the middle of page 31.

Ask them to explain when and what the 'Cold War' was... writing an answer in their workbooks.

Answer: It was the period of intense geopolitical tension rivalry between Communist and Capitalist nations from 1947 to 1991, especially the two leading superpowers, the USA and the USSR.

At this point examining the two maps will help the group visualize the split into 'sides' during the Cold War, (and perhaps giving them a map to stick into their books).

What happened during the Cold War (12 minutes)

Show some carefully chosen audio-visual material which summarizes the events and personalities of the Cold War or present pupils with visual or printed materials so they can better understand the rivalry and risk of war between the superpowers. This could include a cartoon or caricature, for example the Soviet leader

WW2	
Winners	Losers

Khrushchev arm wrestling with the USA's leader John F. Kennedy.

As a result of your explanation pupils should know:

- what we mean by the term 'satellite state';
- what Churchill meant by the term 'Iron Curtain' and what we mean;
- that China became a Communist country in the late 1940s and has been a rival of the USA and since then has encouraged other communist states to resist US influence;
- that a group of non-aligned nations – states not wanting to get caught up in the 'one or the other' squabbles or be controlled by the superpowers also exists.
- that the period was one of intense tension and mistrust in international relations with rivalry in sports, technology (including the space race) and physical clashes in other states;
- that the Cold War between the USSR and the USA when the USSR collapsed in 1991.



You could use the discussion box to consider:

Who do you think are the real victims of the Cold War?

Changes in the Economic and Political Hegemony (5 minutes)

Read the Changes in the Economic and Political Hegemony section, and then ask pupils to explain the three questions:

1. Which states have been seeing considerable technological and economic development and change in recent years?

Answer: Brazil, Russia, India, and China are emerging economic superpowers of the 21st century. Currently the USA is still the richest and most powerful country, but despite its wealth faces issues such as poverty and high military expenditure.

2. What changes did South Africa experience since 1945?

Answer: Both reached independence: South Africa struggled to move from post-colonial racism but reached a full democracy.

3. What is the Commonwealth of Nations?

Answer: It is an organisation linking the states of the former British Empire as equals, to promote mutual support, good government, trade, and links around culture and sport.

Plenary (2 minutes)

Draw together the session by reviewing what the students learnt during the lesson.

Optional Home Learning/Extension Tasks

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

- Research the Cold War and evaluate its impact in Asia and for international relations.
- Find out about the 'space race' and how it contributed to the tension and rivalry between the USA and USSR during the Cold War period.

Or – could also ask pupils to find out more about:

- Apartheid, post-Apartheid South Africa and the life of Nelson Mandela
- The Commonwealth of Nations

Lesson 18.* The United Nations

* the session could be extended by one or more lessons depending on which activities you chose to include

Textbook Section: Section 3.6, pages 32 – 33.

Aim: This session is to introduce pupils the ideas of collaboration and collective security as embodied by the United Nations; gain a basic understanding of how the UN was formed and how it operates and to contrast the United Nations and its relative success with the League of Nations (and its failure to prevent the Second World War).

Learning outcomes: Learners will be able to —

- Understand the ideas of collaboration and collective security as aims for peaceful co-existence;
- Know why the United Nations was established;
- Explain how the UN operates, and list its main bodies, and their functions;
- Evaluate the United Nations and its success, comparing it with the League of Nations.

Lesson content:

Starter and preview (3 minutes)

As a starter activity show the UN flag and ask which state it represents.

Take some guesses from the pupils; if someone disputes that it represents not one state but an organisation, and/or correctly identifies it is the UN flag... or after some guesses explain that the flag currently represents the 196 countries of the world as 193 members and 3 non-members: Palestine, The Vatican City, both 'permanent observers of UN proceedings for political and religious reasons' and Taiwan, which is a special case due to the dispute over its status with the People's Republic of China. When the UN was formed there were 51 member-nations. In your preview, explain that you will now learn about the United Nations.



3.6 The United Nations (5 minutes)

With the class, read the Establishing Shared Rules section on page 32.

Ask pupils to write a short explanation of Common Law and Stature Law in their notebooks.

Ask the group about their views with regard to the To Discuss box:

Do you think an international organization to help resolve disputes and protect civilians and workers' rights is a good idea?

Next read the What Was the League of Nations? and Breaking the Rules sections with the class, discuss these and answer the pupils to answer these questions:

What was the League of Nations? (4 minutes)

1. When was the League of Nations established?

Answer: 1920.

2. What were the purposes of the League?

Answer: it was intended to help countries work together, solve disputes, establish the notion of international law, and create an International court.

3. Why did it struggle?

Answer: Since some countries, especially those which were totalitarian states, refused to follow the rules agreed by others.

You could link here to the UN's own teaching materials. UN History | United Nations <https://www.un.org/en/teach/un-history>

What is the UN? (8 minutes)

Next read the International Cooperation section (bottom of page 32 top of page 33).

Ask pupils to write the same title in their workbooks, and then use the information in the paragraph to describe the UN in their own words.

Or to create a presentation (perhaps using PowerPoint) detailing what the UN does and how it is formed, perhaps drawing images and facts from the web pages of the United Nations.

What is the Universal Declaration of Human Rights? (8 minutes)

Follow this by reading this section and describing what this statement is, and why it is important, and giving examples of what you feel to be the most important human rights.

The examples given are:

- Think and speak as one likes
- Be free from unfair laws
- Life, liberty, and personal security
- Be presumed innocent unless proven guilty
- Live as one likes, in one's home
- Practice one's religion
- A fair trial and fair treatment
- Vote for whoever one likes
- Have peaceful gatherings
- Have access to an education
- Have a good job and a good life
- Buy and keep property
- Travel as one likes

You could carry out a debate here to offer different arguments about whether the UDHR is a 'good thing' Or use the To Discuss panel and ask: What else would you include if you had been writing the original 1948 declaration of rights?

Principal bodies of the United Nations (9 minutes)

Ask students to use the information here to make an organogram (a diagram showing how an organization works/its bodies).

The United Nations is formed of these bodies:

1. General Assembly: Formed of representatives of member states, makes UN policies.
2. Security Council: Ensures international peace and security.
3. International Court of Justice: Settles international disputes/provides legal advice.
4. Economic and Social Council: coordinates UN work/organisations.
5. The Trusteeship Council: Manages trust territories – land under the care of the UN.
6. The Secretariat: UN staff, headed by the Secretary-General.

Here you could show part of the UN's website which explains the role of the different bodies of the UN <https://www.un.org/en/about-us>

Plenary (3 minutes)

Draw together the lesson by asking pupils to tell you how the UN works and what whether they think it is an important organization.

Optional Home Learning/Extension Tasks

You could use the Going Further panel as the basis for a home learning or extension activity – asking pupils to: Find out more about the UDHR (1948), the League of Nations Declaration of the Rights of the Child (1924), and the UN Convention on the Rights of the Child (1990).

Answers for the end of unit Test Yourself questions.

Section 1 Questions

The whole first section here consists of essay type questions where pupils should be helped to understand typical essay and persuasive writing formats: introduction, points and counter points supported with factual information, a conclusion and the value of research and prioritization of points which best support the case being made. Learners will also benefit from looking at the nature of question stems: particular words give rise to specific types of response.

Assist pupils by working through examples of planning with them, and talking about what makes an effective piece of persuasive writing.

1. List, analyse, and compare the reasons for World Wars I and II. Could they have been avoided?

2. Conduct research regarding the roles of Germany, Britain, and Italy in World War I. You may refer to online and print sources.
3. What were the main strengths and weaknesses of the League of Nations?
4. To what extent is the United Nations effective in maintaining world peace?
5. What reasons can you suggest why so many dictatorships came to power during the 1920s and 1930s?
6. What is the significance of the Treaty of Sevres? To what extent was it fair?
7. Evaluate the involvement of the USA in both the World Wars.
8. Analyse the socio-political changes in Russia after World War I. Evaluate whether these changes were inevitable.
9. Compare the ideology and development of communism with the system of capitalism. Which do you think is a better choice?
10. Describe the impact of the following to Pakistan and its creation (where relevant). You may refer to online and print sources for your research. World War II; the Cold War; formation of the United Nations.
11. What was the Cold War and why did it dominate international relations for over forty years?

Section 2. Multiple Choice Questions

1. B. Woodrow Wilson (page 24)
2. A. Germany, Italy and Romania B. Germany, Italy and Japan C. Germany, Italy, and Russia (page 28)
3. A. Looting from occupied states and peoples (page 23)
4. B. Pearl Harbor (page 29) 5. C. Stalin (page 27) 6. C. 25 million (page 29)