

Timeline 2

History for Secondary Level

1000 YEARS OF CHANGE

Teacher's Guide for
Book 2

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Teacher's Guide Timeline 1

Introduction

AIMS

The aim of this Teacher's Guide is to provide teachers with suggestions about how the Timeline textbooks and their accompanying Workbooks can best be used to increase pupils' interest and enjoyment of history, deepen their understanding, and provide challenging questions and projects appropriate to their abilities, in order to improve their attainment both in history and more generally.

STORYTELLING AND EVIDENCE

Each Timeline text and its accompanying Workbook should be used together as they are written to complement each other. The essence of history is storytelling and the Timeline series tells some of the big stories of the history of the Indus region and of the world. Historical stories are different from fiction since they recount past events as accurately as possible and are based on evidence, mainly written but also archaeological. Historians often have to think hard about the certainty of facts from such evidence. The Workbooks provide examples of some of the most important evidence on which historians base their accounts, and explain some of the problems faced in using it, especially questions of reliability and bias. Pupils should both enjoy the stories and come to understand the importance of evidence in getting as close to the truth about the past as possible.

THE INDUS REGION/PAKISTAN IN THE CONTEXT OF WORLD HISTORY

The history of the Indus region/Pakistan is among the most interesting in the world and that interest derives mainly from its geographical situation, being home to the world's major civilizations and empires, such as the Harappan, the Mauryan, the Gupta, and the Mughal. It also has been situated close to many Asian empires like the Persian, the Hellenic, the Ottoman and the Chinese. In more recent times, it was drawn into the orbit of Europe, first by the Portuguese and then, more importantly, as part of the British Empire. Most recently it has been influenced by the

USA as well as Britain because it lies close to the oilfields of the Middle East and to Afghanistan, where the USA has become deeply involved. The Timeline series takes into consideration these links to help students better understand the history of their own region, as well as the importance of its geographical position and how it links with the other important parts of the world. The focus of Timeline Book 2 is the thousand years and more of change, from AD500 to the 18th century, one of the most significant events being the emergence of Islam on the world scene and the creation of strong Muslim empires, like the Abbasids, the Mongols, the Ottomans, and later the Mughals, and their interaction with other civilizations and communities.

SIGNIFICANCE

With so much history to choose from, textbooks like Timeline need to select carefully the most significant events. These are events which affected deeply the lives of many people for many years, for example, the early hunters learning to farm, the emergence of the first civilizations, the life and teachings of great religious leaders, law-making as under Hammurabi, and empire-building by strong and ambitious rulers in various times. Timeline requires pupils to consider Key Moments and why they were significant.

PRESENTATION

The text of the Timeline series has been written to be accessible to all pupils and the visuals chosen to increase both interest and accessibility. The questions both in the Timeline textbooks and the Workbooks are graded in difficulty, especially in the latter. The most able students will find some tasks easy, but others will stretch them fully, especially those on ‘Using the Evidence’ and ‘Finding out more’.

In the chapter-wise texts that follow in this Teacher’s Guide, the main stories are bullet-pointed; ► indicates the Key Moments, and **P** indicates recommendations for pupil projects, presentations, debates, and individual assignments. The answers to tasks in the textbooks and the workbooks are also included for each chapter.

FLEXIBILITY OF USE

Both the Timeline textbooks and the Workbooks are designed so that they can be used in class as well as for homework. While most of the questions are for pupils to answer individually, many are designed so that they can also be the basis for group discussions.

QUESTIONS FOR CLASS WORK AND HOMEWORK

- a) In the Timeline texts: These are intended for use while the topic is being taught when the teacher considers it appropriate for pupils to do some individual writing. There are enough questions to involve all the class and keep the ablest busy.
- b) In the Workbooks: These are devised to be used when the topic is finished, first to check that it is fully understood and then to provide evidential exercises which pupils can undertake more confidently once they know the essential story to which the evidence relates. The Workbooks are generally intended for homework but the evidence provided in them can be used with the textbook topics.

USING ICT

Pupils should be encouraged to use ICT for their projects. However, the Web and the scope of e-learning are expanding so fast that any specific recommendations in this guide about usage will soon be out of date. Before the class starts a particular topic, teachers should undertake a web-search and identify sites which they can recommend to their pupils. Personally, I start with Google and, despite the well-publicized problems it has with its 'democratic' approach to the writing and improving of its articles, I find Wikipedia (and Wikimedia for visuals) useful for getting the basic facts but it needs to be used with care when searching for scholarly explanations and interpretations.

One website which can be recommended as invaluable to history teachers the world over, especially for significant source material is: Paul Halsall/Fordham University/InternetSourcebooksProject. You will quickly find this free and wide-ranging site at Google> Internet Sourcebooks.

Chapter 1 **Islam: Its origins and its successes**

There are two main stories here:

- the life of the Prophet Muhammad (PBUH)
- how Islam spread so fast between 622 and 750

Pupils will be well informed about the Prophet's (PBUH) life and teachings. Explain how the story of his life came to be written down in the centuries immediately after his death, and the role of the *seerat* and *hadith*, and of the Companions in compiling the details, and also of historians like Ibn Ishaq, Ibn Hisham, and Al-Tabari. Consider comparing them with the traditions of other great religions like Christianity (particularly the four Gospels written by disciples between 50 and 110), Buddhism (the Buddhist tradition in writings like the Jataka is essentially legend) and Confucianism (particularly the Analects which were written down by Confucius' disciples).

To understand the rapid spread of Islam, introduce pupils to Ibn Khaldun, who lived and worked in the Maghreb, in the 14th century. Ibn Khaldun is one of the world's great historians who wrote a history of the world, which he saw as a sequence of cycles when one energetic, confident society replaced an older, decaying one. The new society would in turn mature and decay, being replaced by another more vigorous one. Ibn Khaldun explained the rapid expansion of Islam as the consequence of the eager and energetic Arab nomads on the edge of Byzantine and Sassanian society, invigorated by Islamic teaching, attacking and overthrowing the decaying Byzantine and Sassanian empires and replacing them with their own. They in turn would settle in cities, developing an outstanding civilization which would then in turn be overthrown by a more dynamic culture, for example, the Mongols in Asia and the Christians in Spain.

Point out that the Byzantine and Sassanian empires had recently fought each other to a standstill just before the Arab forces attacked them, and had no answer to these undaunted horsemen, driven forward by a new faith and hopes of worldly reward.

The Workbook focuses on the invasion of Spain by Tariq in 711.

► 622: the flight to Madina. Explain how the importance of the Hijrat derives from the fact that not only did the Prophet (PBUH) escape the dangerous persecution in Makkah but in Madina he created the first Islamic community, showing that Islam was much wider than family and kinship, and that it was a religion for all people wherever they might be.

► 636: the Battle of Yarmuk. This was the decisive defeat of the Byzantine Emperor Heraclius. Damascus and Syria fell to the Muslims and the ability of the Byzantines to defend Egypt was greatly weakened.

P Divide the class into groups to research a) the Byzantine Empire in 632; b) the Sassanian Empire in 632; c) the characteristics of the early Muslim armies; d) early Muslim generals; e) the Battle of Yarmuk; f) the conquest of Persia between 632 and 674. Using presentations of each group, achieve a class explanation of why the Arabs were able to conquer so much territory between 632 and 661.

Answers to questions on Chapter 1, Timeline 2

1. Makkah was a city on an important trade route. It was also home to the Ka'aba, a cube-shaped windowless room with an unusual black stone, which local inhabitants considered sacred, embedded in one of its walls.
2. Most citizens of Makkah opposed the teaching of the Prophet (PBUH) because it was unfamiliar and they were attached to their old religion. They refused to believe that one of their own people, whom they knew well, could be Allah's special messenger.
3. The move to Madina was a significant event because there the Prophet (PBUH) laid the foundations of Islam and also found many enthusiastic supporters with whose help he was later able to take possession of Makkah.
4. By 661, the Muslims had reached the Caspian Sea to the north, Tripoli (in modern Libya) to the west, and Herat (in modern Afghanistan) to the east.

5. Muawiya was the leader of the Umayyad family and Governor of Syria, who became caliph after the death of Ali; Abd al-Malik revived the Umayyad caliphate after a period of civil war and his son Al-Walid I continued his work. During their reigns, the caliphate prospered.
6. As their subjects accepted their rule and paid their taxes, the Umayyad caliphs let people live and worship as they pleased.
7. In 750 at the Battle of the Zab River, Abu al-Abbas won a decisive victory over the last Umayyad ruler, Marwan, and killed him and all his relatives.

Answers to questions on Chapter 1 in the Workbook

- 1 a) and b) Check the completed maps for accuracy and clarity.
c) Hazrat Umar (RA)
d) Byzantine (Greek) and Sassanian (Persian)
e) Damascus
f) Abu al-Abbas

- 2 Getting the dates right:

622	the year of the Hijrat
644	assassination of Hazrat Umar (RA)
732	the Battle of Poitiers against the Franks
750	the end of the Umayyad dynasty
751	the Battle of Talas against the Chinese

- 3.1 Tariq was on the southernmost coast of Spain near Gibraltar. Some of his soldiers were scared because they believed that the Christian king Roderick was advancing against them with a much larger army. The trick Tariq played was to hide half the fleet and burn the other half which made his men believe that all their ships were destroyed.
- 3.2 Because he had tricked them into believing that all their ships had been burnt, they thought that there was no way that they could get back to the safety of Africa. So there was no retreat: they would have to fight.

- 3.3 The story shows that Tariq was a clever and able leader. He knew his men were scared and used a combination of trickery and eloquence to raise their spirits and make them fight successfully.
- 3.4 Because Mahmud's history was written many hundreds of years after the events it describes and uses information from other earlier histories, it is a secondary source.
- 3.5 If Tariq had written his own account of his campaign of 711, because he was writing about events in which he took part, his account would have been a primary source.

Chapter 2 **The Abbasids and Islamic civilization**

The principal story is the flowering of Islamic culture between c.800 and c.1300. Explain how geographically spread it was from Samarkand in Central Asia in the east to Cordoba in Spain in the west, and in the centre Cairo in modern Egypt and, most important of all, Baghdad on the Tigris, in modern Iraq.

Also explain the many elements of this Islamic civilization—science and medicine, technology, philosophy, literature, history, architecture, and design (especially calligraphy). As well as describing its achievements, explain to pupils the reasons for its decline.

The Workbook focuses on the brilliant doctor of medicine, Al-Razi.

- ▶ c.1000: Baghdad, the leading city of the world
- ▶ c.800–1300: the role of this Islamic civilization in preserving many of the books of Greek and Roman scientists and philosophers, which might otherwise have been lost forever in the troubled times following the collapse of the Roman Empire. These works were central to the revival of European thought in the Renaissance (15th and 16th centuries) and the Enlightenment (18th century), which in turn led to the scientific revolution of modern times and to political ideas like liberal democracy.

P Again divide the class to research and make presentations on different aspects of the early Islamic civilization, for example, Harun al-Rashid: Abbasid Baghdad, the Arabian Nights; al-Biruni: astronomy; al-Khwarizmi: mathematics; Ibn Sina: medicine; architecture: the Dome of the Rock; Al-Azhar University, Cairo; Omar Khayyam; Ibn Khaldun; and the impact of the Mongols on this civilization.

Answers to the questions on Chapter 2, Timeline 2

1. a) Al-Khwarizmi was a brilliant mathematician and astronomer. He made particular advances in algebra, building on the work of Indian mathematicians.

- b) Omar Khayyam was both a mathematician and a poet. He is famous the world over for his poetry.
 - c) Al-Razi was a medical expert whose extensive writings proved very influential.
2. a) Calligraphy is the artistic use of handwriting. It was an art form which Islamic culture developed to a high standard.
 - b) Arabesques are another form of decoration highly developed by Islamic artists. They are intricate geometric patterns echoing shapes found in nature, like plants.
3. During the reign of Harun al-Rashid, Baghdad was the most magnificent city in the world to which came some of the leading thinkers, artists, and poets. It encouraged learning and the passing on of knowledge from one generation to the next.
 4. Invasions by people who did not care for culture and learning were the major reason for the end of this golden age. Baghdad, like many other cities of Asia, was an urban civilization and was destroyed by the Mongols in the 13th century. The fervently Christian Spanish rulers conquered Muslim Spain over three centuries, ending in the capture of Granada in 1492. Simultaneously, Islamic thought turned more to the study of the Qu'ran and law, rather than science, mathematics, and literature.

Answers to the questions on Chapter 2 in the Workbook

1	780–850	Al-Khwarizmi	Mathematics
	786–807	Harun al-Rashid	His court was the centre of learning
	865–924	Al-Razi	Medicine
	973–1048	Al-Biruni	Astronomy
	c.1050–1123	Omar Khayyam	Poetry
	1126–98	Ibn Rushd	Philosophy

- 2.1 Al-Razi was the director of a hospital and was also extremely well informed about the works of medical authorities like Galen. He knew when patients had smallpox or measles because he observed different symptoms, for example, measles sufferers experienced nausea and

back pain more than those with smallpox. He concentrated on these diseases because they killed people frequently in his day.

- 2.2 He means that he owes an enormous debt to Galen, whose books were the main source of medical knowledge when he was a student. However, from his own observations he realized that Galen made mistakes while other doctors believed that Galen was never wrong.
- 2.3 He believed that Galen would have congratulated him because Galen himself, like Hippocrates before him, taught that doctors must build up their knowledge by the careful observation of the symptoms of illnesses.
- 2.4 Assess these 50-word articles on the ability they show to pick the most important events in the life of Al-Razi and then explain his influence.

Chapter 3 **Byzantium and Europe: c.600 to c.1200**

There are two big stories here:

- The attacks on Europe by Muslims, Vikings, and Magyars
- Christianity becomes embedded in the life of all Europe

In these 600 years, the Byzantine Empire survived in Eastern Europe, though in a weakened state after the Arab conquests, but Western Europe changed greatly. From the south, Muslims conquered Spain. From the north, the Vikings first raided and then settled, changing significantly the lives of the English and the Russians. Another dangerous raiding people, the Magyars, were stopped at Lechfeld (in modern Germany) and turned south to settle in the Danube Valley, with what is modern Hungary as their heartland.

After many years of raids and destruction, Europe after 800 began slowly to enjoy more peace and prosperity. Town life flourished and more trade with it.

The most important development was the success of Christianity in making itself the religion of Europe. The Pope of Rome and the Patriarch of Constantinople headed institutions which became major landowners with grants from kings and nobles. Their bishops and priests provided guidance and education throughout the continent. Europeans adopted Christian values.

The Workbook focuses on the personality of Charlemagne using one of the most important primary sources for his reign, his biography by Einhard.

- ▶ Charlemagne's coronation as Holy Roman Emperor in 800: This event symbolized the alliance between the Pope and the most powerful ruler in Europe. Popes, to maintain their religious authority and to protect their priests and churches, needed the support of a widely respected ruler.
- ▶ Grand Duke Vladimir's conversion to Christianity in 988: This event ensured that Russia, to later become a major power in Europe, would be Christian. As time passed, Russia became the champion of Christianity in Eastern Europe.

► William Duke of Normandy's victory at the Battle of Hastings in 1066: this victory ended the rule of the Anglo-Saxons in England where they had held power for nearly 500 years. William's descendants and his Norman followers took control of most of England. This was one of the most decisive events in English history and, because the English kings now held much land in France, linked England much more closely to Europe.

P Pupils will find researching these topics stimulating a) Bayeux Tapestry: what is it, who made it, is it good historical evidence? b) The Vikings in Greenland and North America: how do we know they reached there, how would they have navigated such distances, and how long did they stay there? c) Eleanor of Aquitaine: whom did she marry, who were her children, what was she like?

Answers to the questions on Chapter 3, Timeline 2

1. Heraclius faced three dangerous enemies: the Persians, the Avars, and the Arabs. He successfully defeated the first two and though heavily defeated by the Arabs, with loss of much territory to them, he prevented them from completely destroying the Byzantine Empire which was, in fact, to survive another 700 years. Heraclius succeeded in recovering the piece of the True Cross from the Persians and restoring it to Jerusalem; he was known as the bravest and most successful Byzantine emperor.
2. The Byzantine emperors could not attempt to win back Western Europe because their enemies to the east were too dangerous. All their forces were needed to defend their eastern frontiers.
3. Papacy is the name given to the rule of the Popes. Pope (from the Latin 'Papa' or 'Father') is the name given to the Bishop of Rome. The Popes built up their authority by claiming that, as descendants of St Peter, the senior disciple of Christ, they were the senior bishops of the Christian Church. They then made alliances with powerful rulers like the Frankish kings to support that claim.
4. Charlemagne's reign was a key moment for Christianity in Western Europe, because he created a huge empire, defeating non-Christians

both to the west and to the east. He also allowed himself to be crowned Holy Roman Emperor by the Pope in 800, so beginning a long period of alliance between a strong ruler and the Papacy. From then on, the authority of the Popes as supreme religious leaders in Western Europe was not seriously challenged for another 700 years.

5.
 - a) The Vikings came from Scandinavia to the north of Europe.
 - b) They raided all over Europe and the Mediterranean, wherever their ships could reach.
 - c) They settled mainly in England, Normandy (France), Southern Italy, and Russia. They also settled in Iceland and Greenland and briefly, it seems, in North America which they called Vinland.
6. William of Normandy was descended from the Vikings, who had forced the French king to make their leader Duke of Normandy. From this base, William invaded England in 1066 and made himself king there. This conquest of England by the Normans proved permanent.
7. The feudal system arose because a ruler needed an army to defend his possessions. He therefore gave land to his nobles on condition that they provide warriors when required. The nobles in turn gave out land on similar conditions. Land was always the key. Both also gave much land to the Church which was the only source of education and provided both clergy and administrators or clerks (the Latin root for both is *clericus*). These 'contracts' were confirmed by charters and a solemn promise before God. The land also contained many peasants, who farmed and supplied various labour services but did not own their lands and were not considered part of the feudal chain.
8. The conversion to Christianity of Grand Duke Vladimir of Kiev was a major event in European history because, over the centuries, Russia became a major European power and replaced Byzantium as the main support of Christianity in Eastern Europe.

Answers to the questions on Chapter 3 in the Workbook

1 Answers to the crossword:

Across: 1 = Byzantium, 4 = Cross, 8 = Rome, 9 = Heraclius,
10 = Danegeld

Down: 2 = Magyars, 3 = Aachen, 5 = Saracens, 6 = Vikings,
7 = Chosroes

2 Getting the dates right:

630	Heraclius takes the True Cross back to Jerusalem
641	the death of the Byzantine Emperor Heraclius
800	Pope Leo crowns Charlemagne Emperor in Rome
878	Alfred the Great defeats the Danes
988	Duke Vladimir of Kiev becomes a Christian
1066	William of Normandy wins the Battle of Hastings

3.1 Charlemagne or Charles the Great was the King of the Franks.

3.2 Einhard knew Charlemagne well. He joined his court in 792 and worked for him for more than twenty years.

3.3 Here are some of the adjectives or phrases of praise he uses: cheerful, dignified, handsome, excellent health, good swimmer, a fluent speaker who could also speak Latin, encouraged learning.

3.4 His critical comments are: nose a little long, his belly large, never learnt to write, hard though he tried.

3.5 By any standards, Charles was a very successful ruler. He fought many wars both to expand and defend his possessions and was never defeated. He organized the rule of his large empire well and gave its people more peace and justice than they were used to. He encouraged learning and protected the church which then provided the main centres of learning. His court too was a centre of learning, led by Alcuin.

Chapter 4 **The Crusades**

The principal story is the Crusades: how they began, their initial success, their long-drawn-out failure and their effect on relations between Muslims and Christians.

Start by explaining how for the best part of 300 years after taking possession of Palestine including Jerusalem and other Christian Holy Places like Bethlehem, the birthplace of Jesus, and Nazareth where he grew up, the Muslims had allowed Christian pilgrims to visit these places freely. This changed in the 11th century. The Seljuk Turks who defeated the Byzantines at the battle of Manzikert in 1071 were less tolerant, making access to Christians more difficult and more expensive. Returning pilgrims reported tales of ill treatment and of Muslims showing no respect for Christian sites.

Point out too that at the same time, the Byzantine emperor Alexius asked the Pope and rulers of Western Europe for help against the dangerous Turks. Thus grew strong feelings against the Muslim Turks amongst all classes who wanted Christian armies to march with the Byzantines against the Turks. Most of the crusades had their tragic character, particularly the People's Crusade of the very poor, which preceded the First Crusade, and the Children's Crusade of the very young in 1212, both ending in catastrophe.

For the most part the crusades were a disaster, doing much damage not just to Muslim-Christian relations but also to relations between Byzantium and Western Europe. In Europe, the crusaders did little to increase knowledge and understanding of Muslim civilization. On the contrary, they spread a view among both the literate minority and illiterate majority that Muslims were a devilish enemy. As for the Muslims, the massacre at Jerusalem by the Frankish army in 1099 created an image of Western Christians as savage barbarians, which later crusades did little to dispel. Ironically, the crusades did more damage to the Byzantine Christians than to the Muslims, and so weakened the Byzantine Empire that it finally collapsed under the onslaught of the Muslim Ottoman Turks.

The only real success from a Christian viewpoint was the First Crusade when the main army of Frankish warriors proved brave and determined.

However, they showed their cruelty too, massacring everyone they found when they captured Jerusalem—Muslim men, women, and children as well as local Christians and Jews.

The Workbook, which uses a fascinating primary source from a prosperous Muslim living in Palestine, gives a good idea of what the local Muslims thought of the Franks during the 12th century.

The Third Crusade managed to regain for Christian pilgrims entry to the Holy Places and a few ports on the Mediterranean remained under Christian control. However, this was not a real victory because the most powerful Christian rulers, by their quarrelling, made it easy for the able Salah-ud-din, who had reunited Syria, Egypt, and Iraq, to overcome them.

- ▶ 1095: Pope Urban's sermon at Clermont in 1095, which began the whole crusading movement.
- ▶ 1174–93: the reign of Salah-ud-din, Sultan of Egypt, who first won back Jerusalem for Islam and then held off the major invasion, the Third Crusade.
- ▶ 1204: the Fourth Crusade which betrayed the religious hopes of the early crusaders and seriously weakened the ability of the Byzantines to act as a shield against the Muslim Turks.

P Well worth further individual or group research are the Seljuk Turks, the People's Crusade, the Children's Crusade, Muslim attitudes to the crusaders, Salah-ud-din, Raynald of Chatillon, and crusader castles. A lively class discussion could be stimulated by the question: 'If the main purpose of the Crusades was to gain free and safe access to the Holy Places of Christianity, why did not the Christian and Muslim leaders simply negotiate an agreement about this, rather than fight all these damaging wars?'

Answers to the questions on Chapter 4, Timeline 2

1. The word 'crusade' means a war of the Cross or a religious war fought by Christians (the Cross being the Christian symbol). The Crusades were fought mainly against Muslims but also against other 'unbelievers'.

2. Jerusalem matters to Muslims because that is where the Prophet (PBUH) rose to Heaven; for Christians it is where Christ was crucified; and for Jews it is the most holy city of their religion, with a special sacred temple area.
3. Urban II was the Pope and his speech at Clermont in 1095, which called on all good Christian soldiers to form an army and 'crusade' to win control of the Holy Places in Palestine, not least Jerusalem, aroused such enthusiasm among his audience that it marked the beginning of the crusading movement.
4. The First Crusade was the most successful: the crusading armies not only gained possession of Jerusalem but also created four Christian principalities along the Eastern Mediterranean coast. It was successful because the crusaders included excellent soldiers, especially from France, and fought with great determination. Their arrival took the local Muslims by surprise and they failed to unite to provide strong enough opposition.
5. Salah-ud-din was a courageous, intelligent, determined, and successful warrior. Before the Third Crusade he had reunited the Muslim states of Syria, Egypt, and Iraq and so was in a strong position to withstand the Frankish armies. He knew when to be patient and negotiate. Richard, in contrast, lived for fighting and was good at it. He was recklessly brave and loved by his men. However, he was a poor ruler, allowing war and its costs to become his only interest. While he was away crusading and then was taken prisoner on his way home, England was badly governed.
6. In 1204, the crusaders stopped at and plundered Christian Byzantium rather than go on to Palestine to fight the Muslims. This Fourth Crusade made a mockery of the crusading ideal and badly weakened Byzantium, which eventually fell to the Muslims in 1453.

Answers to the questions on Chapter 4 in the Workbook

1.1 The correct order for filling the blanks is:

Christians, Muslims, Jerusalem, 1071, Turks, pilgrims, Pope Urban, Crusade, Franks, Mediterranean, Raynald, Hattin, Salah-ud-din, Richard, Philip

2.1 Matching dates and events:

1099	First Crusade captures Jerusalem
1147–9	Second Crusade
1174–93	the years of Salah-ud-din's reign
1192	agreement signed between Salah-ud-din and Richard
1204	Fourth Crusade attacks Christian Byzantium

3.1 He is describing the Franks who have settled in Palestine and are likely to have come with the First Crusade.

3.2 He thinks that they are uncivilized barbarians who do not appreciate Muslim skills. He tells the story of the Frankish doctor whose treatment kills the patient since Muslim medicine was much more advanced and would have probably saved the soldier.

3.3 He thinks that the Franks who had lived longest in the area were better than the others because they would have learnt from the local culture.

3.4 This evidence comes from an autobiography, c.1175, when Franks were living in Palestine. Usamah Ibn Mundiqlh lived among them and described what he saw. It is likely to be reliable, an excellent source for life in Palestine just before the Third Crusade and for Muslim opinions about the Franks.

Chapter 5 **Muslims and Christians in Spain: 710–1492**

This chapter covers two big stories of this period:

- the remarkable Umayyad culture based in Cordoba
- the 400 years of Christian conquest

There is a linked theme of tolerance and intolerance in these two stories.

Start with the Umayyads, Al-Andalus, and Cordoba. The main exercise in the Workbook focuses on the Great Mosque at Cordoba, one of the most beautiful buildings in the world. It uses the evaluation of John Roberts, whose *Penguin History of the World* is held in justifiably high regard for its breadth of knowledge and balanced judgements.

Explain the meaning of tolerance and intolerance. Historians argue as to how tolerant the Umayyad dynasty was to Jews and Christians, but there is no doubt that it was much more tolerant than its successors the Almoravids and the Christian conquerors of the 15th and 16th centuries. Also describe how the Christian conquest was not a steady advance. Though Umayyad rule ended in civil war and the caliphate split up into smaller kingdoms called ‘taifas’, both the Almoravids and Almohads won a number of victories against the Christians in the 12th century, halting their advance.

After the conquest of Granada, Muslim families hoped for some years that they could continue to live in Spain, quietly practising their religion. However, the Spanish kings and churchmen came to regard even the Muslims who had converted to Christianity as dangerous to the kingdom. By 1609, they were all driven out. The Jews fared no better.

- ▶ 756: the arrival of the Umayyad Abdul Rahman I in Cordoba. Having escaped the massacre of his family by the Abbasids, he established this brilliant civilization centred around Cordoba.
- ▶ 1212–48: the years of decisive advance by the Christians having won the battle of Las Navas de Tolos. All the great cities of the centre and south fell to them except Granada.
- ▶ 1492: the fall of Granada and the expulsion of the Muslims.

P Pursue the theme of tolerance. Have your pupils discuss in groups how much tolerance they have noticed in the history they have so far studied—remind them of Ashoka and Buddhism, also the early years of the Arab conquest—and then have them debate the proposition ‘Strong rulers who wish their people to flourish’ from the contrasting viewpoints of a senior official of the Umayyad caliphs in Cordoba, c.900 and a senior churchman of the Spain of Ferdinand and Isabella, c.1500.

Answers to the questions on Chapter 5, Timeline 2

1. Cordoba
2. The Umayyad rulers were unusually tolerant, allowing Christians and Jews to hold high positions in their courts and cities and to worship as they wished.
3. The early Christian strongholds in Spain were the northern kingdoms of Leon, Castile, and Navarre. King Alfonso VI united Leon and Castile and in 1086 captured Toledo in central Spain. In 1212 Alfonso VIII won a major victory at Las Navas de Tolos and, within forty years, three great Muslim cities—Cordoba, Valencia, and Seville—had passed permanently under Christian control. The final stage in the Christian conquest of Spain was the capture of Granada in 1492 by the army of Ferdinand and Isabella.
4. Las Navas de Tolos was the decisive battle for the control of Spain because the Christian victory there made it possible for Christian armies to advance into the heartland of the Muslim civilization of Al-Andalus.
5. The Crusades harmed relations between Muslims and Christians. Besides the fighting in Palestine, each side increasingly portrayed the other as evil as possible. In the Christian world, especially, popular stories and songs were written which viciously insulted the Prophet (ﷺ). On the other hand, between the soldiers there was often respect for each other’s courage and fighting skills. For example, Richard of England and Salah-ud-din clearly admired each other.

In Umayyad Spain, different religions were tolerated, though later Muslim rulers were less tolerant. Christian rulers, particularly Ferdinand and Isabella, regarded tolerance as a sign of weakness. Their aim was to make Spain a Christian kingdom and they gave Muslims a choice: either give up your religion or leave Spain—preferably the latter.

Answers to the questions on Chapter 5 in the Workbook

1 Answers to the crossword:

Across: 3 = El-Cid, 5 = Jews, 8 = Al-Andalus, 10 = Alfonso

Down: 1 = Alhambra, 2 = Ferdinand, 4 = Isabella, 6 = Pyrenees,
7 = Granada, 9 = Leon

2 Getting the dates right:

750	Abdul Rahman I escapes to Spain
1236	fall of Cordoba to Christians
1248	fall of Seville to Christians
1469	marriage of Ferdinand and Isabella
1492	conquest of Granada
1609	expulsion of all Muslims from Spain

3.1 Tenth-century Cordoba was a great city at the same level as Constantinople or Baghdad of that period. It was ruled by the Umayyads who developed a culture of learning and art. The city itself was impressive in its layout, architectural design, its educational institutions, mosques, and palaces.

3.2 Encourage a variety of answers to this question which is mainly a matter of taste. However, pupils should mention some of the following: shapes, arches, proportion, decoration, the long rows of pillars and the perspectives they create.

3.3 The rows of pillars and the arches create the effect of a forest, and a very interesting play of light and shadows.

3.4 Abbasid Baghdad was the capital of the Abbasid dynasty, the most impressive city of the Islamic world. It was begun in 762 during the

reign of the Caliph Mansur and reached its peak during the time of Harun al-Rashid. Abdul Rahman I was the ruler of Cordoba when Baghdad was being built.

- 3.5 Roberts thinks that Arab Spain was important for Europe because through its centres of learning like the University of Cordoba, Europeans could learn from the Arabs science, medicine, mathematics, and astronomy which were much more advanced than theirs. They could also read the main works of the writers of Ancient Greece and Rome, which had been preserved, translated, and appreciated by Arab scholars.
- 3.6 This activity will help students to understand and develop tolerant perspectives through understanding the culture of Muslim Spain.

Chapter 6 **The Mongols: c.1200–1405**

The main stories are about:

- The remarkable creation of the Mongol Empire that terrorized its contemporaries
- The life of Chingiz Khan, one of the great leaders of history

The terror spread by the Mongols was real and, by modern standards, dreadful. The Workbook provides evidence of the terror they inspired. However, there was much more to the Mongols than fearful cruelty, and pupils should understand that. Chingiz Khan was one of the world's great leaders, not just as a young man who overcame serious early setbacks and won the support of his people, or as a military leader whose empire was much larger than Alexander's, but for the way he organized it once it was created. Chingiz was illiterate but he chose some of the most able people he met, Turks and Chinese as well as Mongols, as his advisers.

He and his successors created a system of post houses which ensured rapid communication within the empire. They appreciated the importance of trade, not least for the taxes which merchants paid from their profits, and Mongol soldiers protected the merchants' caravans as they made their way across Asia. The Mongols may have destroyed the cities that resisted them but once they were sure that their power was recognized, they kept the peace and encouraged cities to revive. The urban culture of Khubilai Khan's China had greatly impressed Marco Polo.

Again, as long as people were loyal, the Mongol rulers were usually tolerant. They believed in their sun-god thanks to whom they had become all-powerful rulers, but Muslims, Christians, Jews, and Chinese ancestor-worshippers could continue their religious beliefs and practices.

The Workbook focuses on the excellent primary evidence of a contemporary historian, Ibn al-Athir.

A note on Timur the Lame: He was as brilliant a military leader as Chingiz. He used terror in much the same way, as the citizens of Delhi found to their cost. He created another enormous empire which, however, disintegrated with his death. Timur left behind nothing of significance, except some beautiful buildings in Samarkand.

► c.1184: the attack of the Merkits on Temujin's (Chingiz) family and the kidnapping of his wife Borte. During this time of personal humiliation, the young Temujin realized that he had it in him to become a great ruler and never lost his belief in his destiny.

► 1241–60: in these years Ogedai died and the Mameluks of Egypt won a major victory over the Mongols at the Battle of Goliath's Spring. Though Khubilai Khan was later able to rebuild the Mongol Empire from his Chinese base, Mongol rule in Western Asia was never again secure after 1260.

P Organize a balloon debate (where famous historical characters are in a balloon rapidly falling to ground and they have to justify not being thrown out to save the others because of their success as leaders). In your balloon have: Charlemagne, William the Conqueror, Alexander the Great, Emperor Shi Huangdi, Emperor Augustus, Salah-ud-din, Chingiz Khan, and Khubilai Khan.

Answers to the questions on Chapter 6, Timeline 2

1. Temujin had a difficult start in life despite his noble birth. After his father's early death, his mother and her family lived in poverty and danger.
2. Charisma is a quality that makes someone stand out in a crowd—a special combination of energy and personality. Chingiz had faith in himself, which inspired confidence in his followers. He never forgot a favour and was fair and generous with his friends.
3. The kidnapping of his wife Borte seemed at the time a total personal disaster, but while Chingiz was on his own, avoiding capture, he was convinced that he would recover from this setback. He would not only save his wife, but he had within him the power to become a great ruler. And he achieved his aims.
4. Chingiz was a charismatic leader. He inspired love and respect among his followers and terror among his enemies. He was an excellent general with an army of fearsome, disciplined horsemen. He was a good judge of subordinates who could lead his many armies under his direction and administer his ever-growing empire.

5. First he advanced successfully into China, then to Central and Western Asia almost up to Europe, and then into China again.
6. Ogedai advanced further westwards, at one point seeming to have Europe at his mercy. Khubilai Khan conquered the whole of China.
7. Ogedai's death saved Europe, which seemed as incapable as any other region of putting armies into the field to stop him. Since the Mongol invasions changed significantly the histories of China and Central Asia, the same would have happened in Europe if Ogedai had not died in 1241. The divisions within the Mongol leadership after his death reduced the Mongol threat to their neighbours, and the Battle of Goliath's Spring in 1260 ended their expansion westwards.
8. The Mongol invasions destroyed the Abbasid civilization and other kingdoms in Asia. Millions died and numerous cities were destroyed, never to recover their former glory. In Russia, they so weakened Kiev state that Moscow emerged as the capital of this Great Power to be. In Western Asia, the Ottoman Turks emerged from the Mongolian storm as the rising power of the region. On the positive side, once the Mongol Empire was established it kept the whole of Asia at peace for a time, and trade flourished, especially along the Great Silk Road from the Mediterranean to China.

Answers to the questions on Chapter 6 in the Workbook

- 1.1 Check map labelling for accuracy against Figure 6.7 on page 37 of the textbook.
- 2.1 Getting the dates right:

1206	Mongols proclaim Chingiz Khan as their leader
1214	Chingiz Khan captures Beijing
1219	Chingiz Khan appoints Chu-Tsai to run his empire
1241	Mongols capture Liegnitz
1258	Mongols capture Baghdad
1294	Khubilai Khan dies
- 3.1 The Mongols were the people of Eastern Asia, who lived in the grasslands north-west of China and, under the leadership of Chingiz

Khan, set out to conquer as much of the world as they could. When Ibn al-Athir wrote about them c.1220, they were beginning their attacks on Western Asia.

There are three main impressions he noted. The first was how the Mongol army brought all their supplies with them, their sheep, cattle, and horses: other than animal flesh, the only other food they ate was the roots they dug up on their travels. The second was their religion: they were sun-worshippers and, unlike Muslims, would eat dogs and any other unlawful meat. The third was the terror they inspired.

- 3.2 He believed the story of the one Tatar (Mongol) horseman and the eighteen travellers. Pupils will come up with differing answers. In normal times it seems an unbelievable story, but for the Muslim victims of these invasions these were extraordinary times and the Mongols were quite unlike any other men they had ever met, particularly in their energy and their violence. It is possible that these eighteen travellers were so scared that they did as this one warrior ordered.
- 3.3 There can be little doubt that Ibn al-Athir was describing accurately how terrifying the Mongols were. Account after account tells how they killed, without hesitation, anyone who opposed them and destroyed whole cities in next to no time.
- 3.4 Ibn al-Athir is an excellent source. He had worked for a time for Salah-ud-din so he knew what was going on. He was also a historian and knew the importance of recording events accurately. Moreover, he is a primary source as the Mongol invasions were taking place as he wrote about them.

Chapter 7 **The Ottoman Empire: c.1300–c.1700**

The big story is of the rise of one of the great empires of the world. The Ottoman Empire was the last great Islamic empire and, from 1300 to 1700, had only the Chinese to rival its size, strength, and civilization.

Make sure pupils appreciate its full extent. In 1790, before the 19th-century European attacks had weakened it, the Ottoman Empire comprised most of the Muslims apart from those living in South and South-East Asia. It stretched along the coast of North Africa and Arabia, with the sacred cities of Makkah and Madina within its boundaries, as was Mesopotamia with Baghdad. Despite the Turkish retreat from Vienna after 1683, much of South-eastern Europe was still under their control. The Ottoman sultans regarded themselves as successors of the first caliphs, Suleiman the Magnificent calling himself ‘caliph of the world’. So Muslims looked to the Ottoman sultans as the leaders of the Islamic world.

The Workbook focuses on the evidence of de Busbecq, French Ambassador in Constantinople. Ambassadors are usually excellent sources for events around them as a vital part of their job is to provide their governments with accurate information.

A NOTE ON THE SAFAVID EMPIRE

The Safavids trace their lineage to the Safaviyeh Sufi order in the 14th century. The Safavid dynasty was founded by Shah Ismail I in 1501 and by 1511 he had consolidated the boundaries of his empire. He was also an accomplished poet, and a strong political influence throughout the Safavid era and beyond, to recent times. The Safavids believed in a different interpretation of Islam to that of the Ottomans, which caused enmity between the two empires. Between 1500 and 1700 there were many wars between them, mainly for control of Mesopotamia. The Ottomans were usually the stronger, so that the Safavids looked for alliances with European powers like the Portuguese and British with whom they were trading. The Safavids effectively governed their empire and consolidated the regions to the west towards Afghanistan and southwards to the Gulf; they also limited the presence of the East India Company in the Gulf region. Another strong ruler was Shah Abbas I who trained and strengthened the Persian army. The Safavids encouraged the development of language and literature, culture and Sufism, industry and architecture.

Eventually, weak leaders and attacks from Afghanistan brought the dynasty to an end in 1722. As well as the famous architecture of Isfahan, the Safavid culture was famous for its paintings, carpets, and pottery.

- ▶ 1453: the capture of Constantinople. The end of the Byzantine Empire was a triumph for the Turks; trade routes were disrupted so European traders had to look for a sea route to India and China—a blessing in disguise, as it led to eventual European supremacy across the globe.
- ▶ 1683: the Siege of Vienna. This marked the beginning of the fall of the Ottoman Empire.

P On causation: identifying the main reasons leading to an event. Pupils, in groups, should research in as much detail as possible either Mehmet's success at Constantinople in 1453 or Kara Mustafa's failure outside Vienna in 1683. Then get them to discuss and agree the five most important reasons why Mehmet succeeded and Kara Mustafa failed.

Answers to the questions on Chapter 7, Timeline 1

1. The position of Constantinople was especially strong with sea on three sides and the fourth landward side heavily fortified. Mehmet II succeeded by getting his ships into the waters of the Golden Horn, which were guarded by a huge chain, by heaving them overland in a way the defenders of the city had never believed possible.
2. The capture of Constantinople in 1453 was important because it marked the end of the Roman/Byzantine Empire which had blocked the advance of Islam for more than 900 years. It was a triumph for the young Turkish sultan. It also allowed the Ottomans to limit the use, by Christian merchants, of the trade routes across Asia to China and India. The nations of Western Europe began to look with increasing energy and success for sea routes to India and by doing so, were eventually able to transform the world balance of power in favour of Europe.
3. The Ottoman Turks, who took their name from an early successful ruler named Osman, were a nomadic people who moved into Western Asia as a consequence of the Mongol invasions and became the strongest people there.

4. Under Suleiman, the Ottoman Empire was at its strongest and most prosperous. He codified the laws of the empire and encouraged learning, especially architecture and poetry. He made Constantinople a magnificent city and so himself deserves the title 'Magnificent'.
5. Crucial to the military successes of the Ottomans were their able leaders, the strong army with cannon and siege engines, and the weakness of their enemies. European kings were slow to unite, despite the great danger the Ottomans posed as they advanced into Europe. Divided, they were easily defeated by the Ottoman army.
6. Crucial to Ottoman rule were slaves called janissaries. However, despite being slaves and obeying the sultans to the letter, they were well paid, trusted, and respected soldiers and officials. Conquered subjects were usually well treated as long as they paid their taxes, and it was left to their religious leaders to keep their followers, organized in 'millats', in order.
7. A combined Christian navy defeated the Ottomans off the Greek coast, but the Turks rebuilt their navy and recovered from the loss.
8. In 1683 Vienna, a major European city and capital of the Hapsburg Empire, was encircled by the Ottoman army, confident that it would soon fall. If this had happened, then the Turks could have advanced deep into Central Europe, changing significantly the history of that continent. However, in the nick of time, other European armies came to the aid of Austria and Vienna was saved. After 1683 the Ottomans were more often retreating than advancing. Vienna is much more important than Lepanto because after that naval battle the Ottoman navy was swiftly rebuilt and held its own in the Mediterranean.
9. The main reasons were the lesser abilities of most of the successive sultans, the violence and family feuds which accompanied their succession, the janissaries' growing wealth and corruption, and the increasing independence of some of the millats.

Answers to the questions on Chapter 7 in the Workbook

1 The correct order of the words is:

Osman, Asia, Mongols, Byzantine, Europe, Timur, Bayezit, recovery, Constantinople, Makkah (Mecca), Suleiman, Lawgiver, Safavid, Vienna, decline.

2 Getting the dates right:

1453	capture of Constantinople
1520–66	reign of Suleiman the Magnificent
1571	Ottomans defeated at the naval battle of Lepanto
1683	Ottomans fail to capture Vienna
1699	the Treaty of Karlowitz

3.1 They came from Christian Europe, taken as slaves in their youth to work for the Sultan, who alone was their master.

3.2 Their main tasks were garrisoning towns, and protecting helpless people, including Christians and Jews, from harm.

3.3 The janissaries wore loose, long robes with a head covering and they looked as though they were members of some religious community.

3.4 He describes them as ‘the famous janissaries’ because they were well known throughout the Empire as the Sultan’s troops and bodyguard. It was the janissaries who played a leading part in the Ottoman victories. They were feared because though they were slaves they were wealthy and powerful and tended to bully ordinary people.

3.5 As de Busbecq was an ambassador whose tasks included providing accurate information about the country for the French government, his descriptions are likely to be reliable. He is a primary source as he writes about events taking place around him.

3.6 The Italian merchant’s wife made particular mention of the decorations of the Sultana’s pavilion—its tiles and wooden floors, the opulence and the many slaves.

- 3.7 The women in the harem were likely to have been so keen to listen to their Italian visitor because they seldom left the palace and knew little of what was happening in the outside world.
- 3.8 The account is interesting because we have few accounts of harem life. This source is useful in describing what the Sultana's pavilion was like but it does not tell us what the harem women felt about their lives.

Chapter 8 **Muslim Power in South Asia (I): c.700–c.1180**

The two main stories are:

- the conquests by Mohammad bin Qasim
- the exploits of Mahmud of Ghazni

Both Mohammad bin Qasim and Mahmud of Ghazni were good leaders and devout Muslims, but pupils need to be aware that neither succeeded in creating strong Muslim kingdoms in the Indian subcontinent. That came later with the Delhi Sultanates (see Chapter 9).

There was a Muslim Arab presence in the subcontinent in the 7th century, as Arabs traded down the west coast of India. Pirates would have preyed on these traders and been a problem for the governors of Baghdad even before they kidnapped the princesses, sparking the invasion of 711. Arab armies probably raided Sindh earlier but found no reason to settle.

The invasion of 711, however, left behind small Muslim states which before long were virtually independent although they remained in contact with Baghdad. The main towns were Multan and Mansura (Brahmanabad). Hinduism and Buddhism coexisted with Islam. The great powers of the subcontinent, fighting amongst themselves, lay to the south: the Chalukyas who blocked attempts by the Arabs to advance into what is now Rajasthan, the Pallavas, the Rashtrakutas, and the Cholas.

The heartland of the Ghaznavids was Ghazni in modern Afghanistan. Though Mahmud of Ghazni added the Punjab and part of Sindh to that empire, he and his successors spent more time north than south of the Hindu Kush. Punjab and Sindh were provinces with Lahore as the main centre of provincial government.

- ▶ 712: the Battle of Rawar. This was the decisive battle against the Hindu raja, Dahir. His defeat and death left Mohammed bin Qasim in control of the lower Indus Valley. From Rawar he advanced on Brahmanabad (Mansura) and then on to Multan.
- ▶ 1001: Mahmud of Ghazni defeats the Hindu Shahis near Peshawar. After this defeat, Jayapala, the Shahi king, committed suicide and Punjab was secured for the Ghaznavids.

P Local research: get your pupils to find out what was happening in their locality between 700 and 1100 and present their results in pamphlet form so they can be read by other pupils. What was the nearest large town? In what directions did the main trade routes run? How did most people live? What was their religion?

Answers to the questions on Chapter 7, Timeline 2

1. a) Pirates off the coast of Sindh captured pilgrims on the way to Makkah. When the Muslim governor of Iraq protested to Dahir, the Hindu king of Sindh, that he should take action against the pirates, Dahir said that there was nothing he could do. This was the main cause of the Muslim invasion of the Indus Valley in the early 8th century.
b) Hajjaj bin Yusuf was the Muslim governor of Iraq who decided to send an invasion force against Dahir and appointed Mohammad bin Qasim to lead it.
c) Mohammad bin Qasim, though young, proved an excellent commander and conquered much of the Indus Valley, destroying the power of Dahir.
2. At Rawar, Mohammad won a decisive victory during which Dahir was killed and the important town of Brahmanabad was captured. This gave the Arabs a foothold in Sindh.
3. He was accepted by the people because he kept his promises and left Hindu temples and Buddhist stupas unharmed, and he ruled fairly.
4. A new man replaced Hajjaj as governor of Iraq. He seems to have been an enemy of Mohammad bin Qasim, perhaps he envied his success. He recalled him to Iraq and had him killed.
5. The Ghaznavids were Turkish warriors who had taken over Ghazni in modern Afghanistan and settled there. From Ghazni, they invaded the Indus region for the first time c.986. They came as invaders and not as settlers.
6. Mahmud of Ghazni was a successful general who had never been defeated. He raided northern India frequently and destroyed many

Hindu temples. By defeating the Hindu Shahis he added Punjab to the Ghaznavid Empire. One of his achievements as a ruler was to beautify his capital Ghazni using the huge treasure he took back to his country.

7. The defeat of the Shahis in 1001 led to the first permanent Muslim settlement in the Indian subcontinent.
8. The Chola Empire was in south-east India. It was an important civilization because of its sea-based trading and widespread cultural links with South-East Asia and also because of its superb temples and bronze sculptures.

Answers to the questions on Chapter 8 in the Workbook

1.1 The answers to the crossword:

Across: 1 = Debal, 3 = Tanjore, 5 = Chola, 8 = Somnath,
10 = Kanauj

Down: 2 = Bin Qasim, 4 = Shahi, 6 = Rajaraja, 7 = Ghazni,
7 = Mansura

2 Getting the dates right:

712	first Muslim conquest of Sindh
997	death of Sabuktigin
1001	defeat of the Shahis
1025	final raid on Somnath
1030	Mahmud of Ghazni's death
1250	end of Chola Empire

3.1 Debal was a town near the coast of Sindh, then ruled by a Hindu raja called Dahir.

3.2 The Muslim women were going on pilgrimage to Makkah.

3.3 On board the ship were Muslim princesses, the daughters of an important ally. Hajjaj was so angry because they had been taken prisoner and the local Hindu ruler was unable and perhaps unwilling to take action against the pirates.

- 3.4 Between 711 and 715 Mohammad bin Qasim invaded Sindh and won some decisive victories, especially at Rawar, which led to the capture of Dahir's capital, Brahmanabad. Mohammad bin Qasim's campaign brought Sindh into the world of Islam.
- 3.5 Mohammad bin Qasim was reasonably tolerant. He allowed everyone to practise their chosen religion and offered protection to Hindus and Buddhists. He probably treated Hindus and Buddhists kindly because he believed that if he treated them well, they would give his rule more whole-hearted support.
- 3.6 Other reasons for Hajjaj's orders for invasion could have been the wish to extend the influence of Islam; to defeat a Hindu raja; to gain the wealth of Sindh; to win glory for himself and Mohammad bin Qasim.
- 3.7 The *Chachnama* as it has survived was written down 600 years or so after the events it described, so it could be passing on good stories which may not be close to the truth of what happened in 711. However, historians think that it may be a copy of an account written soon after the Muslim invasion of Sindh. If that is so, then it is a reliable guide to what really happened. The *Chachnama* is a secondary source.

Chapter 9 **Muslim Power in South Asia (II) c. 1180–c.1500**

The main story is about the consolidation of Muslim power, as the Delhi Sultanate, from the upper Indus to the Ganga Valley, with Delhi as its capital.

Make sure that your pupils grasp this big story as there are so many smaller stories during the Delhi Sultanate—of Aibak, Ala-ud-din, Raziya, the Tughluqs, Timur the Lame—that the big story can get lost.

There is an interesting discussion point which Romila Thapar raises in her *Penguin History of Early India* (2002) which is worth sharing with pupils:

‘Why, when so many destructive invasions entered India through the passes of the north-west, did Indian rulers not combine together to fortify those passes?’

It is a fair question. Already the Aryan invaders, the White Huns, and the Ghaznavids had come through these passes, followed by Muhammad of Ghor and Timur the Lame, and in the 16th century came the Mughals. Faced with a similar problem on his northern border, the Chinese emperor, Shi Huangdi, had built his Great Wall. In Britain, to keep out the barbarian Picts and Scots, the Roman Emperor Hadrian built the wall that bears his name.

Various explanations are given: that the passes were always controlled by tribesmen who would have prevented fortifications being built; that the various rulers were never united enough to carry out such a major building work; that (and this is a Muslim historian commenting on Hindu ways of thinking) Indians were never interested enough in the world outside their immediate experience to consider events beyond their borders and plan the steps necessary to insure themselves against future attacks.

Also make pupils aware of the development of the city of Delhi which, by 2000, became a city of 13 million inhabitants and is still a capital city. Within its present wide boundaries are the remains of many other historic cities. Originally a trading town beside the River Yamuna, on

the important route from Pataliputra to Taxila, Delhi became Sultan Aibak's capital. The Qutb Minar (see Figure 9.4, page 58), from where many tourists begin their sightseeing, was begun by Aibak. The Tughluqs built their own capital a few miles away. Its fortifications still survive. So does one of Ashoka's columns which Feroz Shah re-erected in the new city he built. In the 16th and 17th centuries the Mughal emperors further extended the city, while in the 20th century, the British created New Delhi, their imperial capital alongside the old Mughal city. Now the Indian government occupies the former Raj buildings.

Ibn Batuta provides the evidence in the Workbook. Introduce the pupils to Ibn Batuta, one of the greatest travellers and travel writers of all time and a historical source of immense value. It would be a fascinating exercise for students to research Ibn Batuta and his journeys.

- ▶ 1192: the Battle of Tarain. The Muslim Ghorids completely defeated the Hindu forces of Ajmer and advanced on Delhi. So began 300 years of the Delhi Sultanates.
- ▶ 1398: the invasion of Timur the Lame, causing much death and destruction, especially to Delhi. His attack weakened the Sultanate.

P Find out as much as you can about the first and second battles of Tarain in 1191 and 1192 and the sad story of Prithviraj Rao, the Indian king who was captured and later killed. Write the story of the two battles from the point of view of the eventual loser, Prithviraj Rao, rather than the victor, Mohammad of Ghor.

Also investigate the part played by horses, stirrups and elephants in the battle.

Answers to the questions on Chapter 9, Timeline 2

1. Shahab-ud-din Mohammad was the ruler of Ghor, a province in Afghanistan, who had earlier invaded Sindh and the Punjab in the 1180s. Unlike the Ghaznavids, Mohammad of Ghor came south from Afghanistan to settle in the subcontinent.
2. At the second Battle of Tarain in 1192, Mohammad Ghori completely defeated the king of Ajmer and was able to take possession of Delhi

and the surrounding territory, laying the foundation of the 300-year-old sultanate based at Delhi.

3. Raziya was the able daughter of Iltutmish and the only woman to sit on the Delhi throne. However, leading nobles did not like being ruled by a woman and disapproved of her mannish ways, so they overthrew her.
4. Balban saved his lands from the Mongols by well-positioned forts supported by the army; by defeating some of their raids, he persuaded the Mongols to leave him alone. This was a major achievement because the Mongols were still strong enough to cause great destruction and destroy whole kingdoms.
5. Ala-ud-din was a Khalji who murdered his uncle to become sultan. He was an excellent general, making conquests in the south, and eventually, a good ruler, bringing the nobles under greater control and lowering food prices.
6. Mohammad bin Tughluq began his reign when his father died in a suspicious accident for which many people held Mohammad responsible. Mohammad was a fine soldier and he tried to be a good ruler. He certainly had interesting ideas, moving his capital and trying a new coinage. However, most of his schemes were impractical or far-fetched and ended in failure; towards the end of his reign he had to deal with a number of rebellions.
7. 1398 was a year of great fear. Timur the Lame swept into South Asia, destroyed much of Delhi and swept out again, leaving a plundered and weakened sultanate to repair the damage.
8. Most of the sultans' subjects were peasants whose main aim was survival through farming and doing their best by their families. From their rulers they wanted peace and low taxes.
9. Sufis were Muslims who aimed to get closer to Allah by meditation and by devotional music and dancing. Many were teachers who lived simply in the countryside where they attracted followers from the common folk; after the death of Sufi teachers, their tombs became

places of popular pilgrimage. The Bhakti movement was Hindu. It too used songs and poems to explain ideas simply to ordinary people about particular gods to whom a nearby temple would be dedicated.

Answers to the questions on Chapter 9 in the Workbook

1 Answers to the crossword:

Across: 1 = Nalanda, 3 = Ibn Batuta, 7 = Delhi, 9 = Raziya,
10 = Tughluq, 11 = Sufis

Down: 2 = Aibak, 4 = Alauddin, 5 = Balban, 6 = Timur,
8 = Rajputs

2 Getting the dates right:

1192	Mohammad Ghori wins the Battle of Tarain
1211	Iltutmish succeeds Aibak
1236–40	the reign of Sultana Raziya
1316	death of Ala-ud-din Khalji
1351	death of Mohammad bin Tughluq
1398	Timur's invasion of India

3.1 Ghiyas was Mohammad bin Tughluq's father.

3.2 Mohammed told him to design the pavilion in such a way that elephants could enter for ceremonial purposes, but if they did the structure would then collapse.

3.3 He did this so that while apparently greeting his father as a dutiful son should, the building would collapse on his father and kill him. He would then succeed to the throne as Ghiyas' death would appear to have been an accident.

3.4 Ibn Batuta, unlike other writers of the time, did not believe that this was an accident. On the contrary, he explained that Mohammad bin Tughluq killed his father because he feared that his younger brother, the favourite son, would be appointed as Sultan. Once Ghiyas was dead, Mohammad did not hesitate to have himself crowned and then, in Ibn Batuta's words, 'emptied the kingdom of his enemies'. There are

good reasons for believing Ibn Batuta. He was one of the world's great travellers, and having worked for Mohammad bin Tughluq for some years, he knew him well and would also have known many people who knew how Ghiyas died. Ibn Batuta had his ups and downs with the sultan but eventually continued on his travels before returning to Morocco. Unlike other historians at the Tughluq court, he was too far away to be punished for telling an uncomfortable truth.

Chapter 10 **Africa: c.700–1652**

This chapter covers the fascinating yet little-known history of Africa. There were important civilizations, notably in Western Africa where the River Niger flows and in South-central Africa in the region of present Zimbabwe.

The Workbook focuses on the city of Timbuktu in the Niger Basin, when it was prospering in the 16th century. Leo Africanus, who had a fascinating and eventful life, is worth researching to assess his reliability as a historian.

Start by asking your pupils what they know about Africa south of the Sahara. Probably they will have more negative images, drawn from the media, than positive ones; for example, droughts, wars, dictators, corruption, HIV/Aids, epidemic diseases, and so on. The more positive ones may be linked to the South African cricket team or to the triumph of the African National Congress over apartheid.

Then explain that this chapter shows that in many parts of Africa, civilizations thrived and different peoples lived in peace and comparative prosperity.

Tell them more about Mapungubwe, now a UNESCO World Heritage site. It stood close to the River Limpopo on its southern (South African) side. Successful farming and lively trade along the eastern coast and beyond created a town of around 5000 which flourished in the 13th century. Trade in gold, iron, and ivory enabled its kings and merchants to prosper. Evidence shows that there was trade with the Arabs, and Egypt, India, and China. However, climate change which brought cooler, drier weather, led to the site being abandoned in the 14th century.

A local farmer in the 1930s became aware that beneath the soil were some unusual remains. He informed the University of Pretoria, whose white archaeologists excavated the site but, because they had discovered a black civilization and their government did not believe in such a possibility, they kept quiet about their discoveries for many years. In fact it was not until 1994, when a new democratic regime ended apartheid, that this discovery was made public. Later research revealed more such civilizations in the surrounding areas.

Ethiopia is another example of an early African civilization. C.700 Axum in Ethiopia was one of the most developed cities in Africa. It stood in a fertile valley on an important trade route. Though Christian by faith, it had good relations with the Muslims of Arabia. It declined in the 10th century, probably because of climate change and decreasing importance of its trade route, and another Christian kingdom emerged which became famous for its extraordinary cross-shaped churches at Lalibela, carved out of solid rock. Ethiopia has had a continuous history and its ups and downs too. Modern Ethiopia's most notable ruler was Haile Selassie I who modernized the country during his reign (1930–74).

A NOTE ON SLAVERY IN AFRICA

Like many other societies in history, Africans had slaves, the victims of wars or raids of one tribe on another. In times of famine, some individuals would give themselves into slavery to a stronger or more fortunate family simply in order to survive. There had also been for centuries a slave trade between Africans, between Africans and Arab traders in the north and east, and then—most infamously—the trade between West Africa and the Americas, which Portugal began c.1450. First the Portuguese and then almost every other European seafaring nation, above all the British, took part in the transatlantic slave trade. They carried slaves (in their millions) purchased from African chiefs to work on the plantations and farms of the New World. Of all the trade undertaken by Europeans, the slave trade was among the most profitable.

► 1652: the Dutch land at the Cape of Good Hope. The Dutch decided to establish, beneath the slopes of Table Mountain, a supply base for their fleets on their way back and forth from the Spice Islands. From this supply base, European farmers took possession of vast areas of Southern Africa which first became the infamous racist apartheid regime controlled by the whites and then, in the 1990s, the rainbow nation of South Africa with Nelson Mandela as its first president.

P Organize research, display and discuss projects on the civilizations in Africa south and east of the Sahara, and the impact of the lack of written records for African history. Students may be divided in groups and assigned specific regions for research; their findings can be put up as class displays and followed by a discussion.

Answers to the questions on Chapter 10, Timeline 2

1. Three difficulties were:
 - a) the unreliable climate
 - b) the land being not very fertile, with much desert and thick forest and
 - c) the presence of disease-carrying insects like the tsetse fly.
2.
 - a) The Maghreb is the land along the North African coast.
 - b) The Sahel is the area of grassland south of the Sahara desert.
3.
 - a) Timbuktu is situated close to the River Niger. It grew rich on the trade along the river and across the Sahara, especially the salt trade. It declined because of a decrease in trade caused by Portuguese activities along the west coast and an attack from Morocco at the end of the 16th century.
 - b) Kilwa is situated on the east coast in modern Tanzania. It was an important Arab trading town from the 9th to the 13th centuries, trading ivory and slaves, precious stones and textiles. The arrival of the Portuguese in the area and their taking control of trade with Arabia and India caused Kilwa's decline.
4. The first evidence we have of Bantu-speakers is north of the River Congo, in modern Cameroon. They moved steadily south and east from there. They lived in villages with their cattle and crops around them. Their huts were lightly built as they were frequently on the move in search of pasture.
5. Great Zimbabwe is the ruins of a city which flourished between 1250 and 1500. It was built of stone, by Bantu-speaking people.
6. Racism was the reason why white South Africans tried to keep the discovery of Mapungubwe a secret and then prove that it was built by Europeans. They believed that black people were incapable of culture and civilization unless they learnt it from Europeans.

Answers to the questions on Chapter 10 in the Workbook

- 1 Assess the pupils' maps for accuracy and clarity of labelling, with reference to Figure 10.1 on page 64 of the textbook.
- 2 Matching dates and events:

1250–1500	the golden age of Zimbabwe
1312–1337	Mansa Musa rules over Mali
1493–1528	reign of Askia Mohammad
1591	Moroccans bring Songhay Empire to an end
1652	Europeans (Dutch) first settle in South Africa
- 3.1 The following show that Timbuktu was a) rich: shops, cloth from Europe, much grain, and many animals, so a well-fed population; b) important: a temple built of stone, a large palace, attracts rich people to settle there. The city grew rich on trade along the River Niger and across the Sahara, the salt trade being especially important.
- 3.2 The fact that women veiled their faces.
- 3.3 The Pope would have wanted to know more about Africa partly because he was living in an age of enquiry, and partly because the Portuguese were beginning to work their way south down the west coast of Africa, arousing much curiosity and interest in the place. His main concern would have been the state of religion there. Were there many Christians? How far had Islam spread? What other religions were there? He would have found the descriptions of Leo Africanus helpful as he appeared to describe accurately what he found.
- 3.4 Humans need salt to function properly. It is important as it preserves food from decay.
- 3.5 Ibn Batuta means that apart from the salt, Teghaza was a most uncomfortable place to have to live.
- 3.6 The salt miners lived on dates, camel meat, and millet.

- 3.7 By 'the land of the blacks', Ibn Batuta is referring to the lands south of Timbuktu where the complexion of most of the population was significantly darker than that of the people living in Timbuktu or in North Africa.
- 3.8 Compared to other cultures and civilizations we know much less about Africa as most of the African people were illiterate and left no written record of their history.
- 3.9 An interesting activity that will require information from the textbook as well as research on Timbuktu c.1500.

Chapter 11 **China and Japan**

As a start to the topic, ask pupils what they think about contemporary China. Is it on its way to become one of the world's great powers, proudly confident about its own Chinese way of doing things?

The chapter covers the significant events in the 1000 years from the 7th to the 17th century, in China and Japan. The content describes some of the most successful emperors and the many achievements of Chinese civilization. However, make pupils aware that often the lives of millions of Chinese peasants became intolerable, and rebellions occurred, involving hundreds of thousands of peasants, confronting the government over whole regions and for a number of years.

The Red Turban rebellion, for example, which finally toppled the Yuan dynasty, lasted more than twenty years. The young Hung Wu, who as the leader of the revolt became the first Ming Emperor, had a poverty-stricken boyhood with his parents frequently moving to avoid the imperial rent collectors. Then the Yellow River flooded, bringing famine and disease. Rather than acting to reduce the peasants' suffering, imperial officials and the nobility seemed to be interested only in getting their taxes and rents collected.

The Workbook uses two contrasting primary sources. The first gives a rosy view of what it was like being a young imperial official. The second was written by an exasperated reforms minister who thought that too many upper class Chinese sat around discussing intellectual matters and reading poetry and lacked the warlike spirit that the empire desperately needed.

As for Japan, find out what images pupils have of 'samurai'. A favourite subject for entertaining films, they tend to be shown as magnificent warriors sharing the same code of honour, defending the weak and helpless. In reality, the Samurai were often troublesome warlords who, especially between 1300 and 1600, spent too much time picking quarrels with other nobles. The strong rule of the Tokugawa Shogunate was much needed to control the situation.

► c.750: the Tang Emperor Xuanzong lost his heart to the young Yang Guifei and made her empress. She left him for a general who led an unsuccessful rebellion against the emperor who then had to order the execution of his wife for treachery. The great Tang dynasty went into decline.

P One of the greatest films ever made is Kurosawa's 'Seven Samurai' which Hollywood remade into another fine film 'the Magnificent Seven'. Research the story of the Seven Samurai. In this work of fiction, how close to historical reality are the samurai? In what ways does the story sound false?

Answers to the questions on Chapter 11, Timeline 2

1. Civil servants are appointed by rulers or governments to help them run the state. In China they had to pass a competitive examination to be chosen. This system helped China as it led to the appointment of people of merit who believed that it was their responsibility to ensure efficient and fair government.
2. In the 750s the Chinese suffered a serious defeat at the hands of the Arabs and a few years later rebellion flared up against the Emperor Xuanzong. The Tang Empire went into slow decline after that.
3. The Sung emperors were generally not very good warriors and lost the northern half of their empire to the Jurchen people. However, in what was left, the Sung ruled well. Farming improved, so too did trade. The Sung also introduced the first paper money in history.
4. The first Ming emperor, Hung Wu, was the leader of a peasant rebellion which overthrew the Yuan (Mongol) dynasty. The last Ming emperor committed suicide, rather than surrender to rebels. The best days of the Ming were the early days, the reign of Hung Wu and his son Yongle. They both fought successfully on land and, at sea increased the strength of their fleets. Farming improved as did the production of textiles. People became better off and the population increased in size.

5. Like China, Japan also had an emperor, divinely appointed. The Japanese made their capital Nara, modelled after Chang'an in China. The main religion was Buddhism that had come through China.
6. a) samurai was a noble warrior;
b) a shogun means a 'great general' and was the most powerful man in Japan;
c) bushido was the code of honour according to which the samurai lived and fought.
7. The Fujiwara family provided the first shogun; the Minamotos then seized the shogunate by force in the 1190s; the Tokugawas, after years of civil war, possessed the shogunate and provided Japan with a strong government.
8. 1185 was the year of the battle of Dan-na-oura, which ended the power of the Fujiwaras; 1600 saw Tokugawa Ieyasu winning an important victory over his rivals to become shogun. In 1639 the Tokugawa expelled all Europeans from Japan, which kept Japan free of foreigners until the 19th century.

Answers to the questions on Chapter 11 in the Workbook

- 1 The correct order of words is:

Civilization, educated, examinations, Confucius, Kongfuzi, printing, Tang, Sung, Yuan, Red Turbans, Ming, warlords, Tokugawa

- 2 Matching dates and events:

690	Wu-Zetian becomes empress
712–56	reign of Tang Emperor Xuanzong
751	Arabs defeat Chinese at River Talas
906	the last Tang ruler steps down
1185	the Battle of Dan-na-oura, Japan
1279	Mongols begin the Yuan dynasty
1368	Red Turban rebels drive off the Mongols (Yuan)
1600	beginning of Tokugawa Shogunate in Japan
1639	Japanese drive out the Europeans

- 3.1 He means that he does not have much work to do.
- 3.2 To become a civil servant in China, one had to do well in very competitive examinations.
- 3.3 He has a good salary, more than enough rice. He does not have to worry about food and clothes. His days are relaxing and make him feel young. That is why he is cheerful.
- 3.4 It tells us that a young civil servant with an easy posting might have a very pleasant life. There is no doubt that Chinese civil servants, had well-paid jobs, and were respected members of society. However, many of the posts were demanding, especially if one was working for a difficult or unreasonable emperor or provincial governor.
- 3.5 Wang thought that the main reason for the weakness of the Chinese army was that the nobility, who should have been providing the army with its officers, did not wish to have anything to do with weapons and military training.
- 3.6 They believed military matters and fighting were uncivilized pastimes.
- 3.7 They much preferred a life of culture and leisure, reading poems, painting pictures, discussing the ideas of Confucius instead of going out to fight.
- 3.8 Since Wang was the minister responsible for trying to strengthen Chinese defences he would have given the matter much thought, so his opinions were likely to be based on an accurate analysis of the problem. However, he could have been exaggerating so that the emperor would give more resources to make the army stronger.
- 3.9 The activity requires careful reading from the text as well as research into the samurai culture.

Chapter 12 **The Americas c.500 to 1572**

The main story here is about the urban civilizations of Pre-Columbian America, which were so different from those of Asia and Africa.

Explain to pupils that though the best known civilizations in America were in Central and South America, there are numerous interesting sites to the north. Across the USA, particularly in the Mississippi and Ohio valleys, there are large mounds built over hundreds of years, some even after AD1000. Cahokia Mound is 30 metres high, 300 metres long. Some were clearly burial mounds. Others may have once had temples upon them. Hunter-gatherers followed the bison and continued to do so until the 19th century, but farmers settled in many areas, especially in the south-west in the modern states of Arizona and New Mexico. The Anasazi people, for example, not only farmed but produced beautiful decorated baskets, stone carvings, and cotton clothes.

The Workbook focuses first on the methods of government of the Incas and then on the amazing city of Tenochtitlan, both seen through the eyes of the conquering Spaniards.

The sources given are both Spaniards, describing what they discovered in the New World. Though they are foreigners, they aim to describe rather than judge what they observe.

► 1438: when the Incas, led by their king's courageous sons who refused to flee, defeated the Chancas. That victory began the Inca Empire.

P See if your pupils can solve these mysteries of early American history. Why was Macchu Picchu built so high up in the Andes by the Inca kings? What actually was the purpose of the ball game played by the Olmecs, Mayas, and Aztecs? How was it played? What are the Nazca lines? Who drew them and why? Why did the Mayan civilization come to an end, its people leaving their attractive cities to disappear into the jungle?

Answers to the questions on Chapter 12, Timeline 2

1. Check the timeline for accuracy and clarity.
2. Reasons why these civilizations ended:

- a) Aztecs and
 - b) Incas both came to an end because of Spanish invasions;
 - c) possibly drought, disease, and climate change ended the Mayas, but it is not known for certain;
 - d) Teotihuacan fell probably to Toltec attack;
 - e) Tiwanaku was conquered by the Incas.
3. The Aztecs sacrificed human beings and their young men were trained to take part in raiding parties, seizing people from neighbouring villages for these sacrifices.
 4. The Incas defeated the Chancas and became the most powerful people in the region. They ruled their people strictly but efficiently, storing food for bad times. They farmed more land on the hillsides and improved irrigation. They built fine towns linked by excellent roads, with a system of runners to maintain good communications throughout the empire.
 5. The Spanish would have disliked their religion, especially the human sacrifices of the Aztecs. They would have been surprised by the absence of horses. They would have been impressed by the Aztec and Inca cities and their knowledge of the sky and stars.
 6. Societies in America were different from other continents mainly because of geography and climate. There seems to have been much less trade between different parts of America, compared to Asia and Europe. The absence of an educational system and written language were another difference.

Answers to the questions on Chapter 12 in the Workbook

1 Answers to the crossword:

Across: 2 = Cortes, 4 = Tenochtitlan, 6 = Cuzco, 8 = Mexico, 9 = Maya, 10 = Atahualpa, 11 = Pizarro

Down: 1 = Moctezuma, 3 = Incas, 4 = Toltec, 5 = Aztec, 7 = jaguar

2 Getting the dates right:

250–900	the best period of the Mayan civilization
1325	peak time for the growth of Tenochtitlan
1438	Pachacuti strengthens the Inca Empire
1519	Cortes arrives in Aztec Empire
1521	Moctezuma killed by Spanish forces
1532	Atahualpa wins civil war but is defeated by Pizarro

- 3.1 a) 'lean years' means years of poor harvests;
 - b) 'years of abundance' means good harvests;
 - c) 'quipus' were instruments of strings and knots used for sending messages and for mathematical calculations.
- 3.2 At the top were the emperor, his nobles and his officials. The rest of the Incas were all workers and treated equally. All healthy persons were expected to work hard and the nobles also joined them to set an example. The ill were cared for by the state providing the food they needed.
- 3.3 The government of Cuzco was very efficient. Officials toured the empire and used quipus to record their findings. They reported on who was poor and who widowed, who would have difficulty paying their taxes and the number of men available to join the army.
- 3.4 Pedro de Cienza is an excellent source. He was part of the Spanish army occupying the Inca Empire after Pizarro's conquests. Much of what he described he would have seen at first hand and he has no obvious reason to exaggerate or otherwise distort his account.
- 3.5 a) 'Cavalry lances' would be the long spears carried by the Spanish horsemen.
 - b) 'Idols' is the name given to statues of gods of other religions (of which the writer disapproves).
- 3.6 Cortes is impressed by the size of Tenochtitlan, particularly the size of the temple and the towers of its high walls.
- 3.7 Tenochtitlan tells us much about the Aztecs' skill in building and layout, and their wealth. A large city built on a lake required great

engineering skill. Its straight, wide causeways and elegant houses indicate a good sense of design. A government that could build such a city must have had considerable resources in money and human labour. The Aztecs of Tenochtitlan were rich, perhaps from tribute they demanded from the people they conquered and/or from the taxes they raised from farmers and merchants.

Chapter 13 **Trade and Expansion: c.1400–c.1700**

The big story is about the voyages of European seamen in their small wooden ships, reaching out across the world to explore and discover, and to link it together as never before. This made possible the eventual dominance of the world by the European empires of the 19th century.

Start with the pictures on pages 89 and 92 which show models of the kinds of ships used by the Portuguese and Spanish captains to sail thousands of miles in unknown waters to find sea routes to India and, to their surprise, America.

The Workbook focuses on Columbus' first voyage to America in 1492, using his journal to show how he had to use all his powers as a leader to keep his crew going as they sailed further and further away from Spain and still no land appeared. There can be no doubt that these sea captains and their crews were a tough breed.

The second piece of evidence in the Workbook is a statement of Columbus to Ferdinand and Isabella, joint monarchs of Spain. He says that he is setting out to find a sea route to the Indies to spread Christianity. Ferdinand and Isabella would have approved of this aim as they were very devout Christians and hoped that some day the whole world would be Christian too. However, the main motive of most people—kings, nobles, merchants—who funded and organized these European voyages of the 15th and 16th century, was trade and profits. They wanted to reopen the trade links with India and China. This they did and also discovered many other parts of the world as well as more goods for trading, for example, cotton, sugar, tobacco, cocoa, gold, and silver from the New World and slaves from Africa to work on the plantations in America.

Explain the importance of the Dutch East India Company and its English rival, the East India Company of London. You will need to explain how joint stock companies work: investors lend money to a company by buying shares in it to provide the funds to get the company started or to expand its operations (such as, buy more ships or build more warehouses). For the money loaned by the investor, the company, as long as it makes a profit, will pay the shareholder interest on his loan (a dividend) each year, say 5 per cent. Then the shareholder will be able to ask for his money

back. Depending on how well the company has done, his shares may be worth much more than when he first bought them or, otherwise, much less. These joint-stock companies depend on people being ready to take a risk with their money in the hope that over the years they would make profits for themselves and their families. Because most companies were successful and shareholders profited, joint-stock companies became the usual kind of business organization first in Europe and then in America. And they still are.

- ▶ 1498: Vasco da Gama lands at Calicut; the beginning of the Portuguese trading empire in the east.
- ▶ 1620: the Pilgrim Fathers arrive in North America from England to settle. The first seeds of the future USA are sown.
- ▶ 1641: the Dutch capture Malacca from the Portuguese, replacing them as the most successful of the European trading nations.

P Research an answer to this question. The Portuguese trading Empire had ‘factories’ at Goa, Surat, and Ormuz. Why did it not have one near the mouth of the Indus to link the long-established trade routes connecting the Indus cities like Multan and Lahore to the Great Silk Road? Find out what happened to the ports of Lothal (Harappan) and Debal/Barbaricum (a functioning port from c.AD100–1300) and when Karachi became a major port.

Answers to the questions on Chapter 13, Timeline 2

1. In China, you would have seen the most civilized empire in the world with large, prosperous cities, Confucianism as the main philosophy/religion, and all the population regarding the emperor, divinely appointed, as their sovereign. The Ottoman Empire was then smaller and expanding through war against its neighbours; it did not yet match the Chinese for its culture; the Turkish Sultan ruled by divine will and the people were staunch Muslims. Europe in contrast was divided into many quarrelling kingdoms, and though it had some growing cities like Venice, Paris, and London, they could not compare with Damascus, Cairo, Nanking, or Beijing. Christianity was their religion and the head of the Christian Church, the Pope, had a more powerful position than any religious leader in the Chinese or Ottoman empires.

2. The Ottoman conquests had blocked the land-based trade routes from the Mediterranean to India and China so the alternative was to find a sea route.
3. By sailing round the southern tip of Africa, reaching India, buying goods in Calicut and returning home successfully, Vasco da Gama proved that sea-borne trade with the east was both possible and profitable, thus beginning the expansion of Europe which was to transform the world.
4. Making money through trade and spreading the Christian religion were their main aims.
5. The Dutch were most interested in the so-called Spice Islands (Indonesia and South-East Asia). Spices were needed for cooking and medicines so the spice trade was particularly profitable. They controlled the area very tightly, driving out first the Portuguese and then the English.
6. It was the first joint-stock company in Europe, where many people were encouraged to lend money to get the business started and then were paid a share of the profits in proportion to the money they had originally invested. The profits came from trading with the Spice Islands. It was very successful in the 17th century. The capitalist economies, first of Western Europe and then of the USA, were built around such companies.
7. English seamen achieved virtually nothing in the 15th century. The Cabot brothers who led expeditions from Bristol across the Atlantic to North America were Italians.
8. Eventually major English settlements, called Virginia and New England, were established in North America along the north-east coast. They proved very important because from them grew the USA.

Answers to questions on Chapter 13 in the Workbook

1. Assess the maps for their accuracy and clarity in marking and labelling.

2 Getting events in the right order:

1434	Portuguese sailors sail past Cape Bojador on the African coast
1492	Columbus sails across the Atlantic
1494	Treaty of Tordesillas signed
1519	Magellan sails round the world
1620	English settlers land at Cape Cod in North America
1641	the Dutch take Malacca in the Spice Islands from the Portuguese

3.1 Christopher Columbus was an Italian sea captain, convinced that since the world was round, ships could sail from Europe to India and China. With the support of Ferdinand and Isabella of Spain he was determined to do this; his main aim, he told these staunch Christian monarchs, was to convert these countries to Christianity.

3.2 The Great Khan was probably the Chinese Emperor.

3.3 The land routes to the east were blocked by the Ottomans and a growing number of geographers and mathematicians believed that there must be sea routes to India. At the same time advances in shipbuilding and navigation skills were enabling the sailors of Portugal and Spain to make long voyages safely in the Atlantic Ocean.

3.4 Two and a half months.

3.5 Because on the days they made slow progress they would have lost heart and wished to return home.

3.6 At the beginning of October, Columbus' men would have been worried. They had been sailing for two months and though a few days earlier they had seen birds and parts of trees, suggesting land was nearby, no land had appeared.

3.7 To keep his men from turning back, Columbus told them that they had sailed too far. They needed to reach the Indies to get the water and supplies needed for the return home.

- 3.8 The journal is a superb record of this epoch-making voyage, explaining vividly the experiences, particularly the hopes and fears of Columbus and his men as they sailed for so long into the unknown. It shows too what a determined character Columbus was.
- 3.9 This is an activity-based learning task: students may further research Columbus' voyage and write an interesting account of Rodrigo's adventures.

Chapter 14 **Important Changes in Europe: c.1400–c.1700**

There are at least four big stories:

- The Renaissance and its new ways of thinking, not just in art and architecture but about the human condition as a whole.
- The scientific revolution which began in the 17th century and, thanks to the achievements of men like Galileo, Harvey, and Newton, transformed our understanding of the natural world and made possible modern scientific and technological advances.
- The Reformation which split the Christian Church permanently, it seems, and caused many wars and religious persecutions.
- The struggles between the kingdoms and empires of Europe which led to the emergence of two of the Great Powers of the 18th and 19th centuries, Britain and France.

Pupils often find these topics difficult, especially the Reformation, so keep these stories largely separate even though the Renaissance and the Scientific Revolution are closely linked and the wars between the kingdoms often, though not always, were caused at least in part by Catholic/Protestant rivalries.

In art and architecture, concentrate on a few of many outstanding artists: for example, Brunelleschi for architecture; Donatello for sculpture; Leonardo da Vinci, Michelangelo, or Raphael for painting. Encourage pupils to form opinions by making comparisons with the Badshahi Mosque in Lahore and your favourite paintings from the Mughal era.

Explain how humanists and the leaders of the scientific revolution had an attitude of mind which convinced them that the exercise of human reason could solve problems and improve our understanding of the world. Without exception, the humanists and scientists of this period were Christians. However, they did not believe that priests and bishops of the Church always knew best about human societies and the natural world and so should sometimes be ignored. This also led to trouble: Galileo, for example, was put on trial for his teaching about the movement of the Sun and the planets and placed under house arrest.

During the Reformation Catholics and Protestants fought and killed each other over sometimes obscure differences in interpreting the Bible. However, the fundamental questions were who controlled the Church and its assets—individual states or the papacy, and the control of religious belief within the state. Once alternative viewpoints were available, and supported by other states, those who challenged their ruler's faith were considered dangerously disloyal and, if they did not flee, were often killed for it. Henry VIII of England, who wanted to marry again to have a son and an heir, broke with Rome because the Pope would not give him a divorce, so he made himself head of the Church in England.

Thanks to the Tudor monarchs in England and the Valois and Bourbons in France, these two countries and Holland first challenged and then overtook Spain and Portugal as the major powers of Western Europe. Somehow the gold and silver of America did not enrich Spain: rather it undermined its economy, as 16th century Holland, staunchly Protestant, became an independent and successful trading empire.

The Workbook focuses on Elizabeth I of England whose reign both consolidated Protestantism and saw off the Spanish Armada. The East India Company was founded towards the end of her reign and English 'seadogs' were making their presence felt wherever profits were to be found.

- ▶ 1517: Luther and the 95 Theses on the church door at Wittenberg symbolized the beginning of the Reformation
- ▶ 1688: the English parliament puts firm controls on its new king, William III, following the so-called Glorious Revolution. This is an important step towards parliamentary democracy, although that took another 250 years to achieve.

P Encourage pupils to deepen their understanding of the various themes of this chapter through individuals like Leonardo da Vinci, Galileo, Isabella d'Este (an important figure in the Renaissance), Vesalius, Catherine de Medici, Mary Tudor, Thomas Cranmer, Philip II of Spain, Henry IV of France, Louis XIV, and William of Orange. Also research the influences that led to the Renaissance.

Answers to the questions on Chapter 14, Timeline 2

1. The word 'Renaissance' means 'rebirth', the rebirth of understanding of the civilization of Ancient Greece and Rome. You can tell that Raphael's painting 'The School of Athens' is from this period, because it commemorates the great Greek philosophers Plato and Aristotle and because its style is quite different from that of preceding generations. It is realistic, inspired mainly by the realism of Roman sculptures, and uses perspective to give a three-dimensional effect.
2. An important effect of the Renaissance was to give educated people more confidence in their own judgement and not always trust in the teaching of their priests and bishops. Humanists were curious about people and their activities and believed there were many human achievements of which one should be proud.
3. Martin Luther was a Christian priest who lived in Wittenberg, now in modern Germany. He was very critical of the way the Popes were running the Church and, in 1517, nailed a list of his criticisms on a church door in Wittenberg. This action sparked off a great movement of protest against the Popes.
4. It became known as the Reformation and ended with Western and Central Europe splitting, the north for the most part becoming Protestants, and the south staying with the Pope, as Roman Catholics.
5. The Habsburgs were at this time the most powerful dynasty in Europe, ruling Spain, and as Holy Roman Emperors, many other parts of Europe, including Austria. The Valois ruled France, the Tudors England. Spain's main rival on land was France, and at sea England.
6. a) Elizabeth was a cautious, shrewd woman who calmed the religious rivalries which had caused such divisions in England in the previous thirty years. She successfully defended the country against the might of Catholic Spain, her navy winning a great victory over the Spanish Armada in 1588.

- b) Cromwell led the parliamentary and Protestant forces to victory against Charles I, who wanted to be an absolute monarch, weaken parliament, and bring the English church closer to Catholic practice. His actions led to civil war. Cromwell and his supporters won and Charles I was executed. Cromwell's leadership strengthened the British parliament.
7. 1688 is an important date in English and world history because then Charles' son James II, who was again trying to weaken parliament, was driven from England. The English parliament, made up of nobles and some middle class representatives, was a powerful part of the English government. It spoke for the people. In years to come the people of other countries, especially France and the USA, were impressed by this representative assembly. From English, French, and American experience, parliamentary democracy emerged in the 19th and 20th centuries.
8. Galileo made important advances in physics and astronomy; Newton in science and mathematics; Harvey in biology.

Answers to the questions on Chapter 14 in the Workbook

- 1 The correct order of the words is:
Europeans, Renaissance, Florence, architecture, painting, reason, science, Newton, Church, Luther, Pope, Reformation, Protestants, Catholics, Westphalia
- 2 Getting events in the right order:
- | | |
|-----------|--|
| 1400–1500 | the Italian Renaissance centred on Florence |
| 1429 | Jeanne D'Arc leads France against England in Orleans |
| 1517 | Martin Luther makes his protest in Wittenberg |
| 1568 | the Protestant Dutch revolt against Catholic Spain |
| 1588 | English fleet defeats the Spanish Armada |
| 1649 | execution of King Charles I of England |
- 3.1 a) 'Think foul scorn' means here 'I am extremely angry'.
b) 'Rather than dishonour grow by me', means 'rather than be thought a coward'.

- 3.2 The troops had not yet been paid and she promises them that they will be.
- 3.3 The Spanish army was just across the Channel, in the Low Countries. Philip planned to ship them across the Channel, using the ships of the Spanish Armada, and to capture London. That is why Elizabeth had her army ready there to meet the threat.
- 3.4 They would have liked it. Elizabeth was a popular ruler and they would have appreciated her appearing in person before them. She said all the right things, praising them for their bravery and promising that they would be paid.
- 3.5 It tells you that Elizabeth was an expert leader who skilfully used the fact that she was a woman in a man's world. She got her army in the right place and spoke to them briefly and well.

Chapter 15 **The Mughal Empire (I): 1526–1605**

The main stories are:

- how the Mughals won power in South Asia
- the reign of Akbar, one of the most effective and interesting rulers in history

Make sure that the pupils enjoy the stories of the early Mughals. Babur and Akbar are impressive and likeable people. Humayun's trials and tribulations make a fascinating story in themselves. One recent historian said unkindly of Humayun's accidental death that 'he stumbled out of life in much the same way as he had stumbled through it.' One learns that not every ruler of a great dynasty is really great and that individual personalities contribute to the shaping of history.

The Workbook tells the story of Babur rallying his army in 1526 when they were fed up with Hindustan and wanted to go home to Kabul. The *Baburnama* is the most important primary source for Babur's reign. Remind them that Babur spent most of his life north of the Hindu Kush, that his great regret was to have lost Samarkand after having won it, and that he chose to be buried in Kabul, where he felt most at home.

It would be worth comparing Babur and Akbar as leaders. They were both brave, Akbar recklessly so. They both won great victories, neither suffering defeat. Babur clearly held the respect and loyalty of his troops; Akbar seems to have had a charisma which was a combination of extraordinary vitality, dignity, and kindness, which genuinely endeared him to those who knew him. Babur was also a gifted writer, a poet, and a gardener. Akbar, though illiterate (historians wonder if he was dyslexic), had a wide-ranging mind and gathered in his court the great scholars of his time, including for religious debate. He was a generous patron of artists and architects, and he commissioned the tomb of his father Humayun in Delhi, which strongly influenced other later Mughal buildings.

Akbar also has a good reputation as a ruler. During his reign the empire was organized in such a way that taxes were raised more efficiently to meet the needs of the empire, including paying the army and maintaining a magnificent court, without becoming more burdensome on the people. Akbar's reign was remembered as a time of comparative prosperity and justice.

Don't forget Sher Shah who drove Humayun into exile and took possession of the Mughal Empire for five brief years before he was killed by an accidental gunpowder explosion during one of his campaigns. Sher Shah appears to have been a ruler of genius who, if he had lived, might have made it very difficult for Akbar to regain the Mughal possessions in South Asia. As well as being a successful soldier, Sher Shah was also a gifted administrator. Many of the methods of governance used by Akbar were inherited from Sher Shah.

- ▶ 1526: Battle of Panipat. Babur's decisive victory establishes the Mughal Empire in South Asia.
- ▶ 1560–70s: Akbar's interest in discussions about religions. These were part of a policy of tolerance which lasted till he died in 1605.

P Introduce a storytelling exercise. Stories are the essence of history but they are difficult to tell well. The lives of the first three Mughal emperors are full of good stories. Have your pupils research their lives, identify a story they like and then write it in their own words to make it as gripping (and accurate, of course) as possible.

Answers to the questions Chapter 15, Timeline 1

1. Babur came from Ferghana in Afghanistan; he spent most of his life in Central Asia: in Ferghana, Samarkand, and Kabul.
2. His main aim was to win back Samarkand permanently; something he failed to achieve.
3. At the battle of Panipat, Babur broke the power of the Delhi Sultanate forever, establishing the Mughals as the major power in South Asia for more than two centuries.
4. Babur was intelligent, energetic, brave, determined, resilient (he bounced back from setbacks), and ambitious. He had the personality to lead his men through many difficulties and inspire them when they got downhearted.
5. Humayun was not dynamic and decisive: he was too interested in astronomy and astrology and not enough in ruling. Sher Shah, by

contrast, was clear-headed, well organized, and had a strong army; during his brief rule he showed himself an excellent administrator.

6. Akbar's victory against Hemu in 1556, again at Panipat, proved that this young emperor was more than capable of ruling on his own.
7. Akbar ruled most of South Asia—from Afghanistan in the west to Bengal in the east, and from the Hindu Kush in the north to the River Godavari in the south—when he died in 1605. He faced the greatest resistance in the south, in the Deccan region.
8. He showed his interest in religious matters by inviting representatives of many faiths to discuss religious questions with him at his court. He also developed his own religious ideas and practices. Muslim leaders opposed some of his ideas as they suggested that he could lose touch with the main teachings of Islam.
9. His religious tolerance helped to keep the many non-Muslims in his empire content. As a brilliant general he extended his empire and also defended it well. By keeping taxes low, he made life easier for the great majority of his subjects.

Answers to the questions on Chapter 15 in the Workbook

1 Answers to the crossword:

Across: 3 = Babur, 7 = Agra, 8 = Humayun, 9 = Sher Shah,
10 = Akbar, 11 = Delhi

Down: 1 = Lahore, 2 = Mughals, 4 = Panipat, 5 = Kabul,
6 = Samarkand

2 Getting events in the right order:

1504	Babur wins Kabul
1526	Babur wins the Battle of Panipat
1530	death of Babur
1539	Humayun flees to Persia
1556	Akbar defeats Hemu at Panipat
1571	building starts at Fatehpur Sikri
1605	death of Akbar

- 3.1 In 1526, Babur's men were grumbling because they wanted to go home to Afghanistan. They had plundered as much treasure as they could carry and they did not like the Indian climate.
- 3.2 Babur told them they should stay in India because it was a country rich in gold and silver, merchants, and craftsmen. They had already won many victories. They should take the land in India and grow much richer than they could ever be in Kabul. Source B suggests that becoming famous as conquerors was another reason for staying and fighting.
- 3.3 Sources A and B tell us that Babur was a good leader in that he listened to his men. He knew they were grumbling and he provided them with reasons for staying in India to fight. He himself was driven by ideas of fame and glory and he was able to inspire his soldiers to follow where he led.

Chapter 16 **The Mughal Empire (II): 1605–1707**

The big story is the continuing fortunes of the Mughal Empire during the reigns of Jahangir, Shah Jahan, and Aurangzeb. The last dominates it because he reigned the longest and was the strongest character of the three.

As with the early Mughals, enable pupils to enjoy the absorbing stories of their successors: of Jahangir and Nur Jahan, of Shah Jahan and Mumtaz Mahal, of the redoubtable Aurangzeb and his readiness to continue fighting, despite his age, to maintain the empire against the Marathas in the south.

But there is also a dark side to the story. Akbar's sons quarrelled with their father. Shah Jahan ordered the killing of Jahangir's all other sons, to secure his throne. Aurangzeb fought and eventually killed or exiled all his brothers. Shah Jahan, having lost his wife, ended his days as a sad prisoner of Aurangzeb, watching the Taj Mahal being built on the other side of the River Yamuna. And there is the knowledge that once Aurangzeb died, his successors would not be able to hold his empire together.

Spend some time on Jahangir and Nur Jahan: theirs seems to have been a most successful partnership. Nur Jahan must have been one of the most powerful women in the history of South Asia. How did she get away with it when Sultana Raziya could not?

Explain the problems of succession which gave the Mughals, like the Ottoman Turks, continual problems when a ruler with many sons died. Too often, bitter civil wars occurred which could not but harm the empire.

The issue of tolerance is also an important one and needs to be handled sensitively. On the one hand, you can argue that one reason why Akbar's reign was so successful was that he, like Babur and Aurangzeb's sister Jahanara, believed that the only way the Mughal Empire could prosper as a Muslim minority ruling over a Hindu majority was to encourage tolerance in religious matters. On the other, you could argue that Aurangzeb as a Muslim believed that Islam was the one true religion and the responsibility of the emperor was to ensure that the laws of Islam were followed, hence his re-imposition of the jizya tax.

The Workbook includes the discussion between Jahanara and Aurangzeb about tolerance and the re-imposition of the jizya tax. Jahanara was another formidable Mughal princess, intelligent and educated.

▶ 1658: The Battle of Samogarh. Aurangzeb defeated and eventually had executed his elder brother Dara. They were very different personalities. Dara did not have his brother's drive and was inclined towards religious tolerance. If he had become emperor, the Mughal Empire would have definitely followed a different course.

▶ 1666: Shivaji escaped from prison. This escape made him a Hindu hero and strengthened resistance in the south and west. Despite continuous campaigning, Aurangzeb never succeeded in permanently defeating the Maratha opposition.

P There are two distinct approaches to religion: Akbar's and Aurangzeb's. Hold a debate about it and make sure that pupils argue their position from a sound basis since tolerance is a major issue of our time.

Also research Jahangir and Nur Jahan as trendsetters of their times, and for Jahangir's interest in nature, his observations, and drawings.

Answers to the questions on Chapter 16, Timeline 2

1. Itimad-ud-daula was Emperor Jahangir's chief minister of finance, one of the most important people in the empire. His magnificent tomb is one of the famous sites of Agra.

Asaf Khan was his son and another important government official, as well as being Shah Jahan's father-in-law. Nur Jahan was Itimad's daughter who later married Jahangir; a woman of great ability, she was the power behind the throne during Jahangir's reign.

2. Mumtaz Mahal, Asaf Khan's daughter, was the wife of Shah Jahan. Greatly saddened by her death, Shah Jahan had the Taj Mahal built as her tomb and as a monument to her memory.

3. Shah Jahan's court reflected the magnificence of the Mughal Empire. As emperor he kept himself apart from his courtiers, who had to wait for permission to speak to him, showing the greatest respect. He

ordered for himself and his successors the 'Peacock Throne', made of gold and precious stones.

4. At Samogarh, the two sons of Shah Jahan, Dara and Aurangzeb, fought for succession. Aurangzeb won and had Dara put to death. It was a key moment because the two brothers were very different—Aurangzeb a warrior and a staunch Muslim, Dara more tolerant and interested in culture and learning. If Dara had won, he would have ruled very differently.
5. Aurangzeb's strengths were his military abilities, his readiness to work all hours of the day and night to run his empire well, and his support for Islam.
6. Shivaji was a leader of the Maratha people. His early life was spent leading daring raids on other local rulers, both Hindu and Muslim. Later, he became a leader of Hindu resistance to the advance of the Mughal armies. Aurangzeb took Shivaji prisoner but he made a daring escape and for the rest of his life (he died in 1680) led increasingly successful resistance to the Mughals. His escape gave hope to the Marathas and much grief to Aurangzeb, who spent most of his last twenty years fighting in the Deccan, trying to break mainly Hindu resistance. Shivaji became and remains a Hindu hero.
7. The Sikhs were followers of the religious leader Guru Nanak, who combined in his preaching ideas from both Muslims and Hindus. The Sikhs were based mainly in the Punjab. They turned against the Mughals because Aurangzeb persecuted them, having Tegh Bahadur, the ninth guru, executed.
8. The main weaknesses of the later Mughal Empire were the high taxes needed to pay for Aurangzeb's continual wars in the south, the enmity of Sikhs and Hindus because of his Muslim fervour, and corruption among his officials. Only Aurangzeb's skills and hard work held the empire together in his lifetime: his successors did not have his abilities.

Answers to the questions on Chapter 16 in the Workbook

1 Crossword answers:

Across: 1 = Shivaji, 3 = Aurangzeb, 4 = Taj Mahal, 5 = Jahangir,
7 = Nur Jahan, 9 = Nanak

Down: 1 = Shah Jahan, 2 = Deccan, 5 = Jahanara, 6 = Dara,
8 = Agra

2 Matching dates and events:

1605	Jahangir succeeds Akbar
1627	Shah Jahan succeeds Jahangir
1658	the Battle of Samogarrh
1659	Shivaji murders Afzal Khan
1666	Shivaji escapes from prison camp near Agra
1707	death of Aurangzeb

3.1 Aurangzeb made non-Muslims pay the jizya tax, which Akbar had abolished.

3.2 Jahanara meant that the 'vast ocean' of Hindustan was the huge majority of Hindus in the Mughal Empire, and the royal family, with a minority of keen Muslims, was like a small ship in this dangerous Hindu sea.

3.3 She feared that making the Hindus pay the jizya tax again would anger them and make ruling the empire more difficult and dangerous.

Chapter 17 **Mughal Art and Architecture**

The real story is the glory of Mughal culture, especially the architecture and paintings.

Start by discussing with the pupils about buildings and pictures you and they really like. Then ask them: What is it that makes people from all over the world, from New York to Nanking and from Lahore to London, flock in their millions to see Mughal buildings like the Taj Mahal?

Identify how Mughal architecture differs from other styles, showing them examples of other buildings like the Parthenon in Athens and one of the Gothic cathedrals of Europe like Canterbury in England or Notre Dame in Paris, or palaces like Versailles in France, and the Forbidden City in Beijing. Help the pupils to analyse the different elements of the buildings—the general shape, how they are decorated, how they are set in their surroundings.

Point out that the Mughal emperors were unusually interested in art, especially Jahangir in painting and Shah Jahan in architecture, and they were developing an already attractive style which owed much to Persian examples. It certainly helped their architects that their patrons were interested and had good taste. It also helped to know that expense was no object and they could have at their disposal the finest craftsmen available.

P Encourage pupils to be aware of and enjoy the historic buildings around them.

Start with a class discussion which pupils can then follow up individually. What is their favourite local building? Why do they like it? Can they identify any architectural elements in it which impress them? Which is the nearest building surviving from the Mughal period? What was its function? What are its significant features? How much do they like it and the Mughal style in general?

Answers to the questions on Chapter 17, Timeline 2

1. Persia for both art and architecture, Hindu tradition for painting, particularly the use of colour, and Samarkand for architecture and decoration.
2. Assess the pupils' various answers on how they justify their choice of buildings and look for references to design, shape, decoration, use of water, landscaping and so on.

Answers to the questions on Chapter 17 in the Workbook

1. a) Jahangir, b) Shah Jahan, c) Akbar, d) Ghiyasuddin, e) Nur Jahan, f) Mumtaz Mahal, g) Akbar, h) Shah Jahan, i) Shah Jahan, j) Aurangzeb
- 2.1 A mausoleum is a monument which contains a tomb.
- 2.2 *Jehan-guyre* is Jahangir, *Ekbar* is Akbar, *Chah-Jehan* is Shah Jahan and *Tage Mahal* is the Taj Mahal. Bernier would probably have spelt them phonetically—as they sounded, which was still standard Western practice—and also because no standard Western spelling of Eastern names had been adopted as yet.
- 2.3 Sources A and B suggest that Shah Jahan loved Mumtaz Mahal very much. Her death caused him to grieve overnight and inspired him to make a glorious monument to her memory. Shah Jahan is likely to have had a major say in the design but the detailed plan was the work of a team of architects and designers, probably led by Ustad Ahmad from Lahore.
- 2.4 'The building work proceeds at immense expense gold and silver are being used as if they were like ordinary metals and marble as if it were any old stone.'
- 2.5 Students should write their own impressions, supported by actual reference to the features of the Taj Mahal.

Chapter 18 **Europeans in South Asia: 1498–1700**

The principal story is how Europeans took control of much of the sea-borne trade of South Asia and eventually settled this region as their colonies. First came the Portuguese who were then pushed out by the British, who themselves had been pushed out of the Spice Islands by the Dutch.

Start with an explanation of the importance of the Dutch in the 17th century. They are the inhabitants of the Netherlands or Low Countries to the north of France and west of Germany. They look out over the North Sea which links with the Atlantic Ocean. In the late 16th century, a significant proportion of the population lived in towns and made their living by trade mainly within Europe, but also increasingly overseas. In the late 16th century, as Protestants, they threw off the Habsburg dynasty and ruled themselves. The 17th century was their golden age and their sea captains led expedition after expedition to the Spice Islands, returning with considerable profits. The Dutch East India Company became the most profitable company in the world. In 1669 it had a fleet of 150 merchantmen and 40 warships, plus a private army of 10,000 soldiers. It drove the Portuguese from Malacca and made it clear to other European nations that the Spice Islands were Dutch.

The Workbook introduces Portuguese and English primary sources—three men who each played a leading part in establishing European bases in South Asia.

► 1612: when an English warship humiliated the Portuguese in the harbour of Surat. It showed to those who saw it and to others who heard of it, that the English were the rising power and that the Portuguese were fading. Soon the English took possession of Surat and, a few years later, the nearby island port of Bombay (Mumbai). Slowly but surely, the English influence in South Asia increased.

► 1623: the Amboyna massacre. The English challenged the Dutch hold on the Spice Islands and built a factory on the island of Amboyna. In 1623, the Dutch captured the factory and, having tortured the garrison, killed them. In England, there were many protests but then such was the sea power of the Dutch that there was little the government could

do. Instead, licking their wounds, the English turned to India, little realizing that it would become the heart of their future enormous empire. However, not until the 18th century did British sea power surpass that of the Dutch.

P Research modern Goa and the extent of Portuguese influence still found there. Then discover the main stages in the rise and fall of the Portuguese Empire.

Answers to the questions on Chapter 18, Timeline 2

1. Calicut attracted the Portuguese as it was a good base to trade with Indian, Arab, and Chinese merchants. Calicut was also the main port for a pepper-growing area.
2. Albuquerque was in charge of the growing Portuguese trading empire. He wanted to have a few strongly fortified trading bases (factories) along the most profitable trade routes and created such an empire with Goa on the west coast of India, Malacca on the west coast of Malaysia, and Ormuz on the Persian Gulf as its key bases. Though a tough leader, he realized that the Portuguese factories needed the goodwill of the local population. He was kinder, though, to Hindus than he was to Muslims.
3. In 1612 an English ship, the Red Dragon, attacked and badly damaged Portuguese ships at Surat which would later become an English base. It showed that Portuguese fortunes were falling and English ones rising.
4. The East India Company founded in London in 1600 was a British equivalent of the Dutch East India Company. It was a joint-stock company which eventually made much money for its shareholders by its trading activities, mainly in India and the Far East.
5. At Amboyna, the Dutch attacked an English base in the Spice Islands and killed many of the English working there. It showed that the Dutch were determined not to share the spice trade with their European rivals.

6. Spices and textiles from the East were what most interested the Europeans including the English.

Answers to the questions on Chapter 18 in the Workbook

- 1 Labelling and marking the map: check against Figure 18.1, page 130 of the textbook.
- 2 Getting the dates right:

1498	Vasco da Gama arrives in Calicut
1509	Albuquerque starts to expand the Portuguese Empire in South Asia
1600	creation of the East India Company in London
1612	English defeat the Portuguese at Surat
1623	Dutch kill British merchants in Amboyna
- 3.1 Calicut is on the south-west coast of the subcontinent. Vasco da Gama had reached there by sailing around the southern tip of Africa.
- 3.2 The king's officials mocked the Portuguese because their gifts were inadequate.
- 3.3 Because they were surrounded by armed men and thought they might have made the king very angry for not bringing him suitable gifts.
- 3.4 To arrive with carefully selected and valuable gifts, and have plenty of your own soldiers with you.
- 3.5 Albuquerque was in supreme command of the Portuguese Empire in the east—Goa, Ormuz, and Malacca.
- 3.6 The Moors or Arabs were the chief rivals of the Portuguese in South Asia.
- 3.7 Sir Josiah Child meant that the English should set up proper administration in India, with military support to protect it, and with a good income from trade and taxes so that it could rule profitably over the subcontinent for a long time.

