

Second Edition

TEACHING GUIDE

2

UNDERSTANDING HISTORY

For Grade 7

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INTRODUCTION

USING THE TEACHING GUIDE

This Teaching Guide is meant to equip the teacher to facilitate the learning of history by students of Class 7, in the 11–12 years age bracket. Consequently, the guide has been designed to inform as well as practically guide the teacher through the stages of lessons based on events and personalities of history.

Understanding History Book 2 covers the Mughal period in the subcontinent of India and Pakistan. It also covers contemporary world history that had an impact on the Indian subcontinent when the Mughals ruled India.

THE TEACHER GUIDE HAS FOUR COMPONENTS:

1. Explanation of basic terminology used in the study of history
2. **Five skill-based areas for each chapter** (Research; Key points; Activity; Application of Learning; Writing skill) that are necessary in the learning of history at secondary level and comprehensively cover the whole chapter and provide guidance for the requirements of learning/teaching in the 21st century classroom.
3. Sample lesson on each chapter of the book guides the teacher with focus on any one specific area of the chapter's content.
4. Photocopiable worksheets for every chapter at the end of the Teaching Guide

Use of historical sources/resources/terminology

The following factors are important to the study of history:-

1. CHRONOLOGY

Chronology means an arrangement of events in time sequence. Since history covers a vast span of man's progress from ancient times to very recent modern times, it is necessary to divide it into periods and ages. The events, people, and changes are then placed into relevant periods. Dates and terms specifying time such as century or decade are used. Students may be encouraged to draw 'timelines' of periods or events of specific civilizations, dynastic rule to form a clearer picture of what is being studied.

2. PRIMARY AND SECONDARY SOURCES

Primary sources are usually letters, records, documents, artefacts, buildings, and accounts of events recorded by people who were present in that era, or any other source of information produced during the particular period of history being studied. In fact, all those things which relate to or are a part of the period of that time. History textbooks contain a variety of primary sources which the students can examine. The author would have already done the research, found the primary sources, and reproduced them in the textbook. A number of sources collected on ONE topic will show how much they vary. The students can discuss the usefulness or otherwise of the source in telling us about that period of history. Old photographs, letters, maps, portraits, and paintings (in the case of Mughal history, miniature paintings are a wonderful source) can be used for 'activity' exercises

based on change and continuity, local history studies, chronology exercises, and project work on everything from architecture to even fashion. (Again, Mughal history is full of these).

PRIMARY SOURCES AND HOW TO READ THEM

It is important to read and analyse primary sources for the understanding of history. So, what are primary sources? Simply defined, primary sources are historical records produced at the same time the event or period that is being studied took place or soon after.

Most primary sources are written-government records, law codes, private correspondence or letters, literary works, religious texts, merchants' account books and so on. Even oral traditions and artifacts are primary sources.

Primary sources are distinct from secondary sources – books, articles, television documentaries, and even films. Secondary sources organize past events in a systematic way to create a understandable narrative, i.e histories.

Reading and interpreting primary sources is a skill that mainly requires close attention and common sense.

The first step is to evaluate the validity of the source – how truthful is the account.

The second step is to read and study each source carefully and thoroughly.

The third step is to use the evidence you have picked up from the source, analyse and interpret it and then provide it as evidence to use in your answers.

To start the analysis, the reader must ask several key questions to understand the source's perspective and its worth as a primary source:

- What kind of document is it?
- Who wrote it?
- For whom and why?
- Where was it composed and when?

3. SECONDARY SOURCES

Secondary sources are accounts or reported events of history which are compiled after an author has looked at many primary sources and gathered evidence to write about. They include biographies of famous personalities of people in history, and books on specific topics or periods of history; newspaper articles are also a good secondary source of information.

Teachers could look out for reports in old newspapers, Sunday magazines and supplements on national days celebrated in Pakistan (e.g. the Quaid's birthday, Allama Iqbal's death anniversary). These contain a wealth of information on what happened 50–60 years ago. Such cuttings from newspapers/magazines can easily be photocopied in black and white and used to start a lesson, as additional content to create interest or as exercises on comparing and contrasting different periods of history. It is up to the teacher to use his/her imagination to create a variety of uses for more effective teaching/learning.

4. PICTURES AND PHOTOGRAPHS

The textbook contains pictures and photographs of the places and people in the period under study. These should be observed and evaluated by the students to create interest in how things were in that era.

ACTIVITY: HOW TO READ PICTURES

- Relevant photographs may be cut out from old books, magazines, and newspapers or downloaded from the Internet.
- The teacher can give a picture each to pairs of students to study, and the more detailed the picture, the better.
- Let the students look at the picture for a minute or two. Then, in pairs, they can discuss it and list their observations.
- The teacher can then lead a discussion by focusing on the following questions:
 1. Is this picture a primary or a secondary source?
 2. Are there any clues in the picture to identify the period of history they are studying?
 3. How does the picture connect to that period?
 4. What types of people are shown in the picture?
 5. Why are they dressed in this way?
 6. What kind of activity is taking place in the picture?
 7. Why is that activity important?

5. ARTEFACTS

Artefacts are objects such as pottery, coins, items of daily use, maps and pictures, or government records from a specific period. These may be objects from a museum or photographs showing artefacts, or textual items such as a railway timetable, letters from a person of that era, etc. Artefacts tell us a lot about the lifestyles of the people and places of the past. They can be said to be primary sources of history. The teacher can use these artefacts or copies or pictures of them to explain a particular topic. The explanation may be interactive by questioning the students on what they observe and what outcomes the observation leads to. This can be a useful exercise for sharpening the students' observation and analytical skills.

6. MAPS

Whether in history or geography, maps are an essential tool for teaching and learning. Historical maps can be found in textbooks, atlases and on the Internet. An entire lesson can be based on familiarizing the students with a period of history by looking at a map that shows the area, towns, cities, rivers, and roads. Such maps also help learners to understand how long distances were covered for travel and communication, and the dangers that had to be faced. However, names of places, dates, and keywords associated with that period of history have to be clarified first for the students. The teacher can devise lessons using maps in many different approaches. An example would be a

‘treasure map’ or a ‘road map’ to find a place. Once students are familiar with learning from maps, a useful and effective learning exercise then becomes a ‘Fill in...’ on blank maps for students.

7. ASSESSMENT

Assessment is vital as it can also be used for students to know their progress in learning. Assessment is both summative, i.e. grading or ranking according to marks obtained in tests and exams, and formative, i.e. ongoing—based on observation and feedback to the students—to help with both teaching and learning. This enables students and teachers to identify weak areas of learning and to improve in those areas.

The basis of assessment and its objectives should be explained to the students, e.g. how many marks have been set for writing with understanding or reasoning, or stating the importance, or evaluating. Questions are based on content as well as critical thinking skills and there are ‘**command**’ words for each skill used.

For instance, questions beginning with ‘What’ ask only for information or knowledge; questions using the command word ‘Why’ ask for reasons with supporting detail.

Questions employing critical thinking begin with command words such as: Identify; Explain; Analyse; Evaluate; How; Compare (both similarities and differences); Contrast (find differences).

SAMPLE LESSONS: CHAPTERS 1–12, BOOK 2

Each chapter addresses the five aspects of skills-based learning (Research; Key Points; Activity for lesson; Application of learning; Writing skill) and a sample lesson on a specific part of each chapter is provided (Objectives; Learning Process; Learning outcomes).

1. **Research** means a systematic investigation to establish facts. For secondary-level students this is an independent journey of discovery to ‘Find out’. It can be carried out on field trips, through books, and on the Internet. Research is a most important skill for an historian, and in today’s educational environment.
2. **Key points** are the main facts or points of the chapter highlighted for the teacher to focus on. These are important because the knowledge gained should be about causes and consequences of events, achievements of personalities, different points of view on specific issues, and evaluating outcomes and their effects. In adopting this approach, students will not just focus on rote learning of dates and facts.
3. **Activities** based on historical content ensure that the learner’s understanding of the topic is clear, and also add extra interest for the learner. So, an activity can be planned and developed for each topic/lesson to ensure more in-depth learning.
4. **Application of learning** demonstrates understanding and thinking skills as the students’ learning is applied in different contexts. This can be done through writing or activity-based tasks such as making a poster, role play, a library assignment, etc. and should involve the skills of evaluation, description, comparing and contrasting, or researching similar examples or events from a different period of history.
5. **Writing skills** must be learnt in each lesson and built upon as the level increases. This is good preparation for examinations and should be part of classroom practice. Assessment objectives

which involve written answers or assignments must be clearly explained to students. Key instruction words such as identify, explain, describe, evaluate, analyse, and synthesize should be practised and become part of the students' vocabulary.

SAMPLE LESSON PLAN

The general structure of the lesson plan is:

First, write the topic on the board and ask questions to access and evaluate existing knowledge, if any. Make connections to other related events/issues or even to what is happening at present.

Secondly, use a stimulus (a picture, newspaper heading, artefact, map, cartoon, diagram, a literary source (poetry or prose) in either English or Urdu to start a dialogue, discussion or debate as a form of interactive classroom teaching and learning.

Thirdly, use the three Ds (dialogue, debate, discussion) to lead into a learning and understanding activity.

Fourthly, apply the learning by asking the students to draw a poster or timeline; or complete an evaluation exercise, etc. through dialogue; or do an exercise such as a crossword or True/False statements, etc.

Fifthly and finally, provide the scaffolding (a simple outline) for the written task (e.g. summary, report, write a letter, compare and contrast, identify causes and consequences, or give reasons for). Guidelines for developing writing skills are given for each chapter under the Skill Based outline.

WORKSHEETS

A worksheet is provided for each chapter of the book. The purpose of the worksheet is to provide additional material related to the chapter for revision purposes, or enhance understanding of the content, or apply thinking skills in a student-friendly way, and to make learning an activity based experience.

CHAPTER 1

UNIT I MIDDLE AGES IN EUROPE

MEDIEVAL EUROPE

The medieval period or Middle Ages in Europe roughly spans over 1000 years beginning around 476 AD and ending between 1400 and 1450. Referred to as the Dark Ages, it was a time when the Roman Empire and civilisation declined, and Europe was attacked and taken over by barbaric tribes from the north. The period ended with the rebirth of learning, culture and art, i.e. Renaissance which celebrated the classical learning of ancient Greece and Rome.

The medieval period went through major upheavals which permanently reshaped Europe and established Christianity as the major religion in Europe. It is also important because it laid the foundations of modern Europe.

This medieval period is characterised by independent kingdoms ruled by kings and queens who had absolute power over their subjects, a feudal system of land holdings, a peasantry tied almost as slaves to till the land for Bishops and landowners; many grand castles, cathedrals and churches were built and decorated with stained glass, mosaics and paintings.

Historians mark the end of the medieval period with the fall of Constantinople in 1453 or the discovery of America in 1492.

RESEARCH

- King Arthur and the Knights of the Round Table
- Charlemagne

KEY POINTS

- End of Roman Civilisation in 476
- Europe enters the Dark Ages
- Reign of Kings and Queens
- Establishment of feudal system
- Christianity becomes the main religion in Europe and The Church a powerful entity.
- By the 12th Century, Europe became more enlightened.
- The beginnings of early modern Europe became visible with the rebirth of learning or Renaissance.

ACTIVITY FOR LESSON

Make a list of all the symbols that characterised life in Medieval Europe with illustrations or pictures.

APPLICATION OF LEARNING

Write a short essay describing the life and society in the Middle Ages or Dark Ages.

MEDIEVAL EUROPE

WRITING SKILLS

How to write a descriptive paragraph using the above: Write a short essay describing the life and society in the Middle Ages or Dark Ages.

1. Description requires the use of language with Adjectives and Adverbs.
2. Describe the kind of daily life people in the Middle Ages lived.
3. In the second paragraph, describe the festivals and life in the court of the King.
4. Describe the art and decoration in the churches and palaces of kings and nobles.

CHAPTER 2 UNIT 2 SPREAD OF ISLAM IN EUROPE AND ASIA

UMAYYADS AND ABBASIDS

This chapter explains how a new Islamic Civilisation came into being and spread rapidly over the continents of Europe and Asia. It focuses on the Umayyads and Abbasids in evolving the different aspects and forms of Islamic cultural heritage, and the emphasis on learning, leading to inventions and scholarly research. The consolidated rule of the Abbasids gave way to strong, independent Muslim empires in Turkey, Egypt, Syria, and Palestine.

RESEARCH

Find out about the buildings of the Umayyad period and explain how the unique architecture of domes and mosques reflected a new civilisation.

KEY POINTS

- Explanations of the following: Dark Ages, civilisation, Islamic civilisation, culture, calligraphy, Golden Age, and polymath
- Why the Roman Empire collapsed
- How Christianity spread in Europe under Roman rule and how the ‘Western Civilisation’ developed
- The new civilisation of Islam took root in Arabia and spread beyond the peninsula under the rule of the first four Khulafa-e-Rashideen *رضي الله تعالى عنهم*.
- Dynastic rule took over in Islam and the empire spread from Spain to China.
- Europe entered the Dark Ages while Islam spread and evolved into a remarkably enlightened civilisation.
- Muslims scholars and inventors led the way in learning and innovation.

ACTIVITY FOR LESSON

Using pictures of astrolabes and other inventions of Muslim scholars, discuss how each invention works, and its connection to the modern world.

APPLICATION OF LEARNING

Compare the learning of the Ancient Greeks to the learning and knowledge of the Islamic world in the 8th to 13th centuries.

WRITING SKILLS

Summarise the achievements of the early Muslim dynasties (Umayyads and Abbasids) in two paragraphs.

1. Identify the main achievements (conquests, learning, government, and buildings) of the Umayyad and Abbasids. Give supporting reasons as to why they are achievements.
2. Explain the important contributions of these achievements to civilisation.

UMAYYADS AND ABBASIDS

MUSLIM INVENTORS AND SCHOLARS

From the 9th to the 13th century, the Islamic world saw great advancements in all kinds of subjects. In fact, Muslim scholars who had mastered several subjects came to be called polymaths. This chapter gives an overview of some of these polymaths and their discoveries which paved the way to the Renaissance and the Age of Discovery in Europe.

RESEARCH

- Abbas Ibn Firnas (810–887)

KEY POINTS

- Muslim inventors and scholars were polymaths because they had command over not just one or two, but several subjects.
- The Muslim inventors and scholars whose innovations led to new knowledge and discoveries
- Muslim discoveries in the fields of mathematics, geometry, medicine, optics, geography, astronomy, history, and a travelogue of the known world at that time
- The scholars based their knowledge on a spirit of inquiry and the principle of going from the 'known to the unknown'.
- The loss of Muslim learning and accumulated knowledge when Baghdad was sacked by the Mongol leader, Hulagu Khan in 1258
- Muslim learning lost the spirit of inquiry, and knowledge of science and mathematics came to be interpreted through religious knowledge.
- Muslim learning lost the spirit of inquiry and knowledge of Science and Mathematics came to be interpreted through religious knowledge.

ACTIVITY FOR THE LESSON

Project work: The students should collect pictures of Muslim scientists and inventors and match them with drawings, pictures, or models of their inventions. These should be placed on a chart for display in the classroom. Research for pictures/drawing will take 10–15 days as a collective class effort. After putting it all together and labelling names and inventions, the work can be displayed in the classroom or corridor.

APPLICATION OF LEARNING

Students' role play of all the Muslim inventors can make an interesting dramatic presentation in class. The teacher should give each character a few sentences to speak and encourage them to deliver them with suitable oral expression.

WRITING SKILLS

Write a paragraph on Ibn Khaldun.

1. In the first sentence state who Ibn Khaldun was.
2. Give some biographical details in two sentences.
3. Explain his importance as a scholar and name the books he wrote.
4. The last two sentences should evaluate his works in leading the way for future scholarship

SAMPLE LESSON PLAN I	
Topic: Dynastic rule in Islam	
Duration: 35-40 minute period	
OBJECTIVES <ul style="list-style-type: none"> To know the meaning of ‘dynasty’ and how ‘dynastic’ rule started when the Umayyads took over. To understand the practice of governance in an Islamic state ruled by Sultans. 	RESOURCES Textbook; internet research
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> know and understand the style and tradition of governing set by the Umayyads in contrast to the Khulafa-e-Rashideen <small>رضى الله تعالى عنهم</small>. discuss the system of dynastic rule and its advantages and disadvantages. 	
LEARNING PROCESS <ol style="list-style-type: none"> Explain how the Umayyads came to rule the Muslim state after the Khulafa-e-Rashideen <small>رضى الله تعالى عنهم</small>; and what was different from the way the Khulafa-e-Rashideen <small>رضى الله تعالى عنهم</small> ruled. Explain the achievements of the Umayyad dynasty. Discuss how the Abbasids came to power after the Umayyads. What is meant by ‘Golden Age’ of the Abassids? Name some of the other dynasties that took over after the Abassids. On a blank map of the world provided by the teacher, place the different dynasties that ruled after the collapse of the Abbasid empire. 	TEACHER’S NOTES
HOMEWORK Students can answer questions 1 and 2 from both brief and detailed Q/A.	
DISCUSSION AND REVIEW Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example: <ul style="list-style-type: none"> I learned about the style of governance by Umayyads after Khulafa-e-Rashideen <small>رضى الله تعالى عنهم</small>. I learned about the major achievements of Umayyads. I learned how the Abbasids replaced the Umayyad dynasty. I learned what made the Abbasids a golden age for Muslims. 	

SAMPLE LESSON PLAN 2	
Topic: Muslim Scientists and their Achievements	
Duration:35-40 minute period	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> To take an overview of the scholarship and achievements of Muslim scientists and polymaths during the 11th to 15th century 	<p>RESOURCES</p> <p>Textbook; Internet research</p>
<p>LEARNING OUTCOMES</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Know and understand the value of Muslim scholarship which brought on the Renaissance in Europe. Relate to the discoveries and inventions of Muslim scientists that are still in use in the world of today. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> Explain what ‘Polymath’ means. Explain why Muslim scholars were called ‘Polymaths’. Explain how Muslims gathered knowledge and invented their own. Talk about Al- Khwarizmi; Al Razi; Ibn Haytham; Al Beruni and Ibn Sina. Make students copy Ibn Haytham; saying in margin on Pg 9 in their copies. 	<p>TEACHER’S NOTES</p>
<p>HOMEWORK</p> <p>Students can answer all the brief questions independently.</p>	
<p>DISCUSSION AND REVIEW</p> <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> I learned that Al-Khwarizmi is considered the Father of Algebra. I learned that Ibn Sina was a polymath who made significant contributions to medicine and pharmacology. I learned that Ibn Al-Haytham was referred to as the Father of Optics. I learned that Al-Idrisi produced comprehensive and accurate medieval maps and geographical encyclopedias. I learned that Ibn Rushd’s works played a vital role in the revival of Aristotelian thought in the West. 	

CHAPTER 3

UNIT 3 MUSLIM DYNASTIES AND CRUSADES

MUSLIM EMPIRES AND CRUSADES

The end of Abbasid Khilafat gave rise to other powerful dynasties that ruled the Muslim territories. The Seljuks, Fatimids, Ayyubid, Ottoman, Safavid, and Mughal dynasties ruled over a huge span of territory across North Africa, Eastern Europe, Middle East, Anatolia, Central Asia right up to Burma.

RESEARCH

- Al-Azhar University
- Battle of Manzikert

KEY POINTS

- With the decline of the Abbasid Khilafat, powerful Muslim empires (Fatimids; Ayyubids; Seljuks; Ottomans; Safavids and Mughals) were established.
- The Fatimids ruled from Egypt and had a large territory under their control. The city of Cairo was built by them and Al-Azhar University.
- Salahuddin Ayyubi set up the Ayyubid dynasty by displacing the Fatimids. He played a role in reconquering Jerusalem in 1187 at the battle of Hattin. He continued to fight the Crusaders.
- The Seljuk empire expanded to Anatolia, Syria and Iraq. It became the forerunner of the powerful empire established by the Ottoman Turks.
- The Crusades were holy wars initiated by Pope Urban II to unite Christian Europe to resist the ever-expanding territories of the Muslims and to retake Jerusalem and the Holy land.
- In the 12th Century a new force from Central Asia, the Mongols, under their leader Ghengis Khan, swept westwards to make a huge empire.

ACTIVITY FOR LESSON

- On a blank map of the world, draw the boundaries and colour in the areas of the Fatimid, Ayyubid, and Seljuk empires.
- Make a timeline of the Fatimid, Ayyubid, Seljuk, Ottoman, Safavid and Mughal empires.

APPLICATION OF LEARNING

- Find similarities and differences in the Muslim empires set up by the Fatimids, Ayyubids, and Seljuks.

WRITING SKILLS

The above writing assignment can be used to learn the skill of comparing and contrasting as follows: In the first paragraph, identify and write the similarities between the three empires.

MUSLIM EMPIRES AND CRUSADES

For example: All three were Muslim Empires; had a conquered large territory; ruled by a dynasty; committed to learning, art and culture etc.

The second paragraph will highlight the differences in approach to government; causes of decline etc.

SAMPLE LESSON PLAN I	
Topic: The Great Seljuk Empire	
Duration: 35-40 minute period	
OBJECTIVES <ul style="list-style-type: none">To take an overview of the extent, achievements, art and scholarship of the Seljuk Empire	RESOURCES: Textbook; internet research
LEARNING OUTCOMES <p>Students should be able to:</p> <ul style="list-style-type: none">Locate the territorial expanse, founding, famous sultans, achievements in scholarship, art and culture of the Seljuk Empire.Understand the takeover of Anatolia by Seljuk Turks leading eventually leading to the founding of the Ottoman Empire.	
LEARNING PROCESS <ol style="list-style-type: none">Explain the origin of the Seljuk Turks. Use a map to show the migratory pattern of the Oghuz Kinik tribes westwards towards the Iranian and Anatolian plateaus.Mention the founders of Seljuk Empire and the prominent Sultans and their achievements.Discuss the educational progress in science under the Seljuks: Al Ghazali and Omar Khayyam and their discoveries.Analyse the decorative style developed with glazed mosaic tiles using bright turquoise and blue colours.Explain the eventual breakup of the empire into three strong sultanates.	TEACHER'S NOTES
HOMEWORK <p>Students can answer detailed question 4 independently.</p>	
DISCUSSION AND REVIEW <p>Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example:</p>	

- I learned about the territorial expanse of Seljuks.
- I learned about the famous sultans of the Seljuk empire.
- I learned about the achievements in scholarship, art, and culture of the Seljuks.
- I learned about the factors that led to the replacement of Seljuk by Ottoman Empire.

SAMPLE LESSON PLAN 2	
Topic: The importance of Salahuddin Ayyubi as an exemplary Muslim ruler	
Duration: 35-40 minute period	
OBJECTIVES <ul style="list-style-type: none"> • To be able to evaluate the character in light of the Salahuddin’s achievements as a military commander and good human being 	RESOURCES: Textbook; internet research
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> • Discuss the exemplary character of Salahuddin Ayyubi based on Islamic values. • Evaluate his role as a Muslim ruler and Sultan who fought in the Crusades. 	
LEARNING PROCESS <ol style="list-style-type: none"> 1. Explain the extent of the Ayyubid empire using a map. Locate the main cities and towns of the area. 2. Give examples of Salahuddin Ayyubi’s generosity and chivalry to his enemies 3. His place in the West as a worthy Muslim commander 4. His importance in reconquering Jerusalem for the Muslims 5. Highlight his example as a humble and modest person who disliked extravagance. 6. Explain his battles with the Crusaders and why he is held in great esteem in the Muslim world for it. 	TEACHER’S NOTES
HOMEWORK Students can answer detailed questions 2 and 6 independently.	
DISCUSSION AND REVIEW Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example: <ul style="list-style-type: none"> • I learned about the extent of the Ayyubid empire on a map. • I learned about the historical importance of Salahuddin Ayyubi. • I learned about the role of Salahuddin Ayyubi in the Crusades. 	

CHAPTER 4 UNIT 3 MUSLIM DYNASTIES AND CRUSADES

OTTOMANS AND SAFAVIDS

In leading up to the Mughals, two contemporary Muslim dynasties, the Turkish Ottomans and the Persian Safavids, and their Islamic cultural innovations and artistic contributions have been highlighted in this chapter. The narrative builds on the influence of Persian culture, civilization, and architecture on Mughal architecture, painting, learning, and fashion through interaction with Persia.

RESEARCH

- Find out about the Topkapi Palace in Istanbul and its role as a museum.

KEY POINTS

- Once the Abbasid dynasty collapsed, the Ottoman Turks built a great empire that lasted for 600 years.
- The Ottoman Empire had distinctive features of governance that helped to prolong its rule—the millat system, janissaries, religious tolerance, the inclusion of non-Turks in the administration and army, and achievements in art and architecture.
- The Safavid Empire was next door to the Ottomans and often there was a clash between the two. The Safavids were mainly of the Shia sect of Islam; they re-established the identity of Persia and made Islam the official religion.
- Its achievements in the arts, literature (poetry and prose), and culture
- Make connections to India and show how Persian influences were evident in the Mughal court and architecture; Persian became the language of the Mughal court.
- Causes that led to the fall of both the Ottoman and Safavid Empires

ACTIVITY FOR LESSON

On an outline map of the world, mark the extents of the Ottoman Empire and the Safavid Empire, using different colours. Show the main cities of both empires.

APPLICATION OF LEARNING

Describe the government of the Ottomans and explain why it lasted for 600 years. Writing skills
Explain how the Safavids contributed to Islamic civilization.

1. Introduce the Safavids and explain how they strengthened Iran as a state.
2. List some of the cultural achievements of Iran during and after the Safavids.
3. Describe their influence on the Mughals and explain how Iranian culture influenced Mughal achievements in poetry, painting, and architecture.

SAMPLE LESSON PLAN I	
Topic: System of governance under Ottoman Kings; Mehmet II and Firman to Franciscan Monks; Suleiman the Magnificent and Decline of Ottoman Empire	
Duration: 35–40 minute period	
OBJECTIVES <ul style="list-style-type: none"> To analyse the importance of the unique system of governance of Ottoman Sultans To appreciate the importance of the Firman as a document of religious tolerance To evaluate the reign of Sulieman the Magnificent To understand the reasons for the fall of the Ottoman Empire 	RESOURCES: Textbook; Internet research
LEARNING OUTCOMES Students will be able to: <ul style="list-style-type: none"> Discuss the Ottoman system of governance; understand the importance of Mehmet II,s Firman; know the reasons for the title given to Suleiman the Magnificent; analysed the reasons for the fall of the Ottoman Empire. 	
LEARNING PROCESS <ol style="list-style-type: none"> Make students look at the map. Point out the extent of the Ottoman empire. Explain who the Ottoman Turks were and how they established such a huge empire. Explain the administration of the Ottoman empire. Tell the story of Mehmet II and how he conquered Constantinople and came to be known as Sultan Fatih, the conqueror. Explain the reign of Suleiman. Explain why he is called the ‘Magnificent’. Make students analyse the reasons for the decline of the Ottoman empire and write the reasons on the board as they come up with them. 	TEACHER’S NOTES
HOMEWORK <ul style="list-style-type: none"> Ask a student to read out the Firman and then brainstorm why it was published by the United Nations in all its languages. Ask students to copy Suleiman’s poetry in the margin and discuss the two wise concepts that are explained in the poetry 	

CHAPTER 5

UNIT 4 MUSLIMS IN SOUTH ASIA

ESTABLISHMENT OF DELHI SULTANATE

The north-west of the subcontinent and the Khyber Pass became the route into India for the Turks who conquered the region in the 10th century. The first invader was Mahmud of Ghazni and he came into India seventeen times, but did not stay to build an empire. It was Muhammad of Ghor who set up the first Muslim dynastic rule in India. He had no heirs and the sultanate he founded was continued by his generals, who were slaves. Qutbuddin Aibak became the first Sultan of the Slave Dynasty followed by Iltutmush, Razia Sultana, and Balban. All proved to be competent rulers.

RESEARCH

- The city of Ghazni
- Mongols
- Amir Khusro

KEY POINTS

- After Muhammad bin Qasim, the next invasion of the subcontinent came from the northwest of India. Turkish Muslims from Central Asia set up the Delhi Sultanate and would rule for 335 years.
- The nomadic tribes of Central Asia converted to Islam and set up kingdoms. Ghazni's ruler Mahmud invaded India seventeen times. Already a ruler of a large empire in Central Asia, Mahmud is a controversial figure in history.
- Ghazni became a centre of learning as well as a place of fine architecture. Two important books—Kitab-ul-Hind and Shahnama—were written during Mahmud of Ghazni's rule.
- Muhammad of Ghor set up his kingdom in India and ruled till 1206. He was succeeded by Qutbuddin Aibak of the Slave Dynasty. The Quwwatul Islam Mosque and the Qutb Minar in Delhi were built by him. The powerful 'Forty Nobles' supported the Sultans.
- Iltutmush, the next ruler, had to consolidate his power by defeating the Rajputs and other rulers; he established a good administration.
- Razia Sultana succeeded her father, Iltutmush, but the 'Nobles' did not support her.

ACTIVITY FOR LESSON

- Start the lesson with the research on Al-Beruni. As a primary source, Al-Beruni's account of his times can be read as a narrative in class. Knowledge will be expanded by adding and explaining how the Muslim kings ruled, and what conditions were like at that time.
- The next activity will be to draw a timeline from Mahmud of Ghazni to the Slave Dynasty. Dates and names of kings should be written on the timeline.
- The third activity can be a discussion on 'Who proved to be a good king?' This will lead to the writing assignment on this topic. Students should support their answers with examples.

APPLICATION OF LEARNING

What does it mean to argue? It means that you produce reasons or points that support what you are saying. The scaffolding will help the students to arrange their ideas/facts/points and then use them to reach a conclusion.

WRITING SKILLS

1. The students may write a paragraph each on the achievements of Mahmud Ghaznavi, Muhammad Ghori, Qutbuddin Aibak, Razia Sultana, Nasirudin Mahmud and Balban.
2. The conclusion must identify the most successful of the Sultans.

SAMPLE LESSON PLAN I	
Topic: The Slave Dynasty	
Duration: 35–40 minute period	
OBJECTIVES <ul style="list-style-type: none">• To introduce the Slave Dynasty and evaluate its impact on the Delhi Sultanate	RESOURCES: Textbook, atlas, library
LEARNING OUTCOMES <ul style="list-style-type: none">• Students should be able to: evaluate the impact of the Slave Dynasty on the Delhi Sultanate.	
LEARNING PROCESS <ol style="list-style-type: none">1. First complete the activity of drawing a timeline of the Slave Dynasty.2. Narrate the story of Razia Sultana becoming an able queen, and discuss her stature as one of the Muslim women who ruled a sultanate, as an interactive session for 5–6 minutes.3. Go back to the founder of the dynasty and write his name on the board. Discuss how he became the founder, having been a slave, and how this was possible according to the teachings of Islam.4. Then introduce his successor, Iltutmush, and identify his good qualities as a Sultan in running the government.5. Describe the Mongols as a threat to the Sultanate and the 'Forty Nobles' as a threat to the Sultans, and how Balban dealt with both.6. Sum up by asking the students to evaluate the good and bad points of the Sultanate.	TEACHER'S NOTES
HOMEWORK Students can answer detailed question 1 and 6 independently.	

DISCUSSION AND REVIEW

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

- I learned about the rulers and major events from the timeline of Slave dynasty.
- I learned that Razia Sultan was an able queen.
- I learned that the Mongols posed a serious threat to people in the subcontinent.

CHAPTER 6

UNIT 4 MUSLIMS IN SOUTH ASIA

EXPANSION UNDER DELHI SULTANATE

The Afghans took over the Delhi Sultanate from the Turks when the Khilji dynasty was established by Jalaluddin Khilji in 1290. He was replaced by his nephew and son-in-law, Alauddin Khilji who ruled successfully for the next twenty years and proved to be a strong and strict ruler. The Forty Nobles decided to make Ghiyasuddin Tughluq the next ruler as the Khiljis had become weak. Two Tughluq rulers—Muhammad bin Tughluq and Feroz Tughluq—made a great impact with their policies. The traveller Ibn Batuta visited India at this time and served at the court of Muhammad Tughluq.

RESEARCH

- The city of Samarkand
- Ibn Batuta
- Changez Khan

KEY POINTS

- The Delhi Sultanate passed into the hands of the Afghan Khiljis and Tughluqs.
- Alauddin Khilji extended the size of the Sultanate and proved to be an able ruler.
- Malik Kafur became close to Alauddin Khilji and started to intrigue to keep the power in his hands.
- Muhammad bin Tughluq's controversial reign included a change of capital, and the introduction of copper currency. Ibn Batuta lived at his court and had given an account of the Sultan's reign.
- Feroz Tughluq proved to be a benign ruler who looked after the welfare of the people. Like the Mughal Emperor, Shah Jahan, he also constructed a lot of buildings, gardens, bridges, etc.
- During this time Mongol invasions continued and Timur's invasion in 1398 effectively led to the downfall of the Delhi Sultanate.
- The Sayyid and Lodhi dynasties carried on as rulers of a weaker sultanate till 1526 when Babar defeated Ibrahim Lodhi at Panipat.
- During the time of the Sayyids and Lodhis, reform movements in Hinduism took place such as the Bhakti movement by Kabir and Chaitanya, and the founding of the Sikh religion by Guru Nanak.

ACTIVITY FOR LESSON

- With reference to the textbook, draw a timeline showing the dates of the Turkish and Afghan dynasties in the subcontinent.

EXPANSION UNDER DELHI SULTANATE

- An activity can be built up around the idea of a capital city. It can be related to modern capitals (e.g. of Pakistan) and a capital city site can be drawn on the board. The students should be asked to think of and suggest what buildings and facilities would be needed and where they should be situated, and then mark them on the capital city site. This exercise can be related to Muhammad bin Tughluq's experiment of Daulatabad. Can we think of other examples of such a move? (Islamabad, Canberra, Riyadh,...)
- Another activity could be organized around coinage. Ask the students to bring coins (old as well as new) and the teacher can provide them too. A trip to a museum can involve locating coins from different eras. Ask students about the differences in the coins.

APPLICATION OF LEARNING

- In the last chapter, the focus was on the Ghoris and the Slave Dynasty: whereas this chapter covers the Khilji, Tughluq, Sayyid and Lodhi kings.
- Explain the similarities and differences in their personalities and style of kingship, and note important points on the board.
- Thinking skills such as identifying similarities and differences between rulers can be used as a basis for the writing skill.

WRITING SKILLS

1. The writing can be structured as an essay on any two medieval kings and their forward-thinking and liberal rule.
2. Their achievements can be evaluated in a paragraph each and similarities and differences pointed out.
3. The conclusion will be based on the level of advancement of that era.

SAMPLE LESSON PLAN I	
Topic: Muhammad bin Tughluq and Feroz Tughluq	
Duration: 35–40 minute	
OBJECTIVES	RESOURCES: Textbook, library, atlas
<ul style="list-style-type: none"> To explain how Muhammad bin Tughluq and Feroz Tughluq ruled as Sultans of Delhi and the consequences of their rule. 	
LEARNING OUTCOME	TEACHER'S NOTES
<p>Students should be able to:</p> <ul style="list-style-type: none"> evaluate the rule of Muhammad bin Tughluq and Feroz Tughluq by comparing and contrasting them as Sultans of Delhi and the effects of their rule on the people. 	
LEARNING PROCESS	
<ol style="list-style-type: none"> Make two columns on the board, with the headings Muhammad bin Tughluq and Feroz Tughluq. Start with the story of Muhammad Tughluq being a ruler with an interesting character— his many accomplishments; his ideas being much ahead of his time; his change of capital and the consequences of his experiments (about 5 to 7 minutes). Then, recount the story of Feroz Tughluq and his administration which looked after the people's welfare, constructed canals, and improved agriculture (about 5 to 7 minutes). Next, ask the students to give their opinions on who was the more successful ruler. Use the columns on the board to list the good and bad points of their reigns. Write the conclusion on the board. Divide the students into groups and assign each group a Tughluq ruler. Provide the groups with information about their assigned ruler, including key events, policies, achievements, and challenges. Have each group create a gallery walk display with visual aids, posters, or digital presentations summarizing their ruler's reign. Introduce students to the architectural achievements of the Tughluq Dynasty, such as the Tughluqabad Fort and the Jahanpanah walls in Delhi. Divide students into small groups and assign each group a Tughluq monument or architectural feature to research. Have the groups present their findings, including the historical significance, construction techniques, and artistic elements of their assigned monument. 	

EXPANSION UNDER DELHI SULTANATE

HOMEWORK

Students can answer detailed questions 4 and 5.

DISCUSSION AND REVIEW

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

- I learned that Muhammad bin Tughluq and Feroz Shah Tughluq were important rulers of the Tughluq Dynasty
- I learned that Muhammad bin Tughluq and Feroz Shah Tughluq had distinct styles of governance and policies.
- I learned Muhammad bin Tughluq's reign was marked by ambitious ideas and challenges.
- I learned that Feroz Shah Tughluq's reign was characterised by practical governance to improve the well-being of his subjects.

SAMPLE LESSON PLAN 2

Topic: Ibn Batuta and his travels

Duration: 35–40 minute period

OBJECTIVES

- To describe the travels of Ibn Batuta and explain his importance in mapping the countries he visited as a primary source of history.

RESOURCES:

Textbook,
library, atlas,
Internet

LEARNING OUTCOME

Students should be able to:

- Trace on a map the route of Ibn Batuta's travels; describe from a primary source the people and places he visited; evaluate the importance to India of the account in his book of the country's culture and society.

LEARNING PROCESS

1. Write the name 'Ibn Batuta' on the board and discuss who he was, why he is such a famous traveller, and how people would have travelled at that time.
2. Ask students to look at the map on page 10 and discuss the route he took and how he managed to cover 120,000 kms, which is equivalent to almost three times the Earth's circumference.
3. Connect his stay in India to Muhammad Tughluq's reign (in Book 2 Pages) and identify Batuta's writings about his court as a primary source.

TEACHER'S NOTES

- | | |
|--|--|
| 4. Sum up with his writings on his travels—the Rihla—and how valuable such a book is as a source of knowledge, both for the people at that time, and also for us now | |
|--|--|

SUFI SAINTS AND ORDERS

This topic sums up the Delhi Sultanate and its achievements in government, architecture, and learning. The social and cultural changes that followed Muslim rule affected Indian society in many ways as Islam was a different way of life. The Hindus continued their way of life and the Sultans did not interfere; but they had to pay taxes. A new language, Urdu, developed and was used by both Hindus and Muslims. During this period, many Sufi saints came to the subcontinent and spread Islam; they have left reminders of their presence in the form of tombs which are visited by pilgrims all over India and Pakistan.

RESEARCH

- Sufi saints of Persia
- Administration in the Delhi Sultanate

KEY POINTS

- The Sultanate period brought great changes to the lives of the people of India. Many were converted to Islam by the Sufis and the interaction with Muslims brought about a new cultural exchange.
- The administration of the Sultans can be compared to any system of government today.
- The innovations of the Sultanate period were the building of roads, canals, and factories, and introducing a good system of land taxes.
- The buildings left behind by the Sultans introduced a new style of architecture incorporating some local influences; but most buildings were more like those of Central Asia.
- Urdu evolved as a language used by both Hindus and Muslims.
- Sufi saints and their teachings were a distinctive feature of the Sultanate period.

ACTIVITY FOR THE LESSON

- A family tree: Each student should interview his/her parents or grandparents to trace their lineage. Can any of them trace it to the Khiljis, Lodhis, or Rajputs? This is a starting point for a dialogue on how historical roots evolve and history records for posterity.
- The architecture of the Sultanate period: an exercise to look for the remains of relics or buildings in their city or any other city of Pakistan (Anarkali Bazaar has Aibak's tomb: Multan has many khanqahs of Sufis, and their tombs). Then, observations of these and analysis of the influences of Persian, Turkish, or Indian architecture should follow.

EXPANSION UNDER DELHI SULTANATE

- A flow chart of the Delhi Sultanate government with the Sultan at the top, followed by the wazir and the rest of the ministers in order of importance. The role of each can be listed in the boxes where they are displayed. This can lead to a discussion on the society, culture and architecture of the period and its influence on the people of that time (knowledge expansion).

APPLICATION OF LEARNING

The second activity can be the base for the writing assignment. Add to this the cultural influence of the Sufis and their literature as well as their Urs celebrations.

WRITING SKILLS

A structured essay based on the social, cultural and architectural achievements of the Delhi Sultanate.

1. Thinking skills will include identification of main points relating to society, culture, and architecture.
2. If correctly identified, they can be evaluated in three paragraphs, one each on society, culture, and architecture.
3. The conclusion will reflect the importance of their legacy to the Indian subcontinent

CHAPTER 7

UNIT 4 MUSLIMS IN SOUTH ASIA

COMING OF THE MUGHALS

The importance of this period, the 16th century, lies in the fact that a new dynasty established its rule over India and became famous in world history. Babur's personality and ambition to conquer India and establish his rule is the focus of this chapter. It explains the importance of the first battle of Panipat in establishing Mughal rule, and how Babar laid the foundations of this empire.

RESEARCH

- Babur's diary: Tuzk-e-Baburi or Baburnama
- Diwan-i- Amir Hamza
- Shah Tahmasp of Persia

KEY POINTS

- Causes for Babar's conquest of India
- Reasons for Babar's success in the Battle of Panipat
- Lessons from Babarnama
- Case study: Babar's leadership and beliefs
- Causes for Humayun's loss of control on the Mughal Empire
- Sher Shah's administration as a ruler

ACTIVITY FOR LESSON

1. Ask students to mark key locations and cities in this chapter on an outline map of India.
2. Shade in the area conquered by Babar in 1526.
3. With explanations, show the growth of the empire by 1530.
4. Trace Humayun's route to Persia.
5. Trace Sher Shah's Sarak-e-Azam from its beginning to its final destination in Sher Shah's reign.
6. Conclude the lesson by making connections between Babur, Humayun, and Sher Shah's rules.

APPLICATION OF LEARNING

- Students can now use their knowledge and understanding of the careers of Babar and Humayun to explain how the Mughal Empire was established and then lost.

WRITING SKILLS

- Write a short essay comparing the fortunes of Babur, Humayun, and Sher Shah Suri. How to compare and contrast:
1. Both similarities and differences should be identified.

COMING OF THE MUGHALS

2. The comparison must be done point by point. For example: Difference: Babar gained an empire in India but Humayun lost it. Similarity: Babar lost his kingdom in Afghanistan (Ferghana) but conquered Hindustan and established the Mughal Empire in 1526; he ruled for four years. Humayun ruled for ten years but lost the empire to Sher Shah in 1540 and recovered it in 1556.
3. Some other points to discuss are:
 - Babar was able to rule for four years and hand over the kingdom to Humayun; but Humayun lost it to Sher Shah in 1540 after ruling for ten years.
 - Babar was a strong and wise king who pursued his goals with determination. Humayun, however, would conquer and then take it easy and not follow through his conquests.
 - Sher Shah was a wise ruler who, like Babur, established a good administration during his rule. He also expanded his kingdom.

SAMPLE LESSON PLAN I	
Topic: Babur's invasion of India	
Duration: 35–40 minute period	
OBJECTIVES <ul style="list-style-type: none"> • To explain the challenges faced by Babar in invading India • To describe the opportunities exploited by Babar • To know the causes and consequences of the First Battle of Panipat. • To discuss the strategy used by Babar to defeat Ibrahim Lodhi. 	RESOURCES Textbook, atlas, library
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> • explain the planning needed to invade a country and then consolidate the gains of conquest • identify on a map of India the cities and places connected to Babur's conquest • analyse the causes and consequences of the battle of Panipat • evaluate the role of Babar's strategies to win the battle 	
LEARNING PROCESS <ol style="list-style-type: none"> 1. Provide some context for the Mughal invasion of India, i.e. Babur's motives and the condition of India at that time by studying a map of the subcontinent. 2. Explain the circumstances of the first Battle of Panipat and further conquests to consolidate his conquests. 	TEACHER'S NOTES

- | | |
|--|--|
| <ol style="list-style-type: none"> 3. Sum up by evaluating Babur's achievements in the short span of time he had, and the long-term effects of his invasion. 4. On outline maps of the subcontinent, ask students to colour the areas conquered by Babar during his reign. 5. Make students study the map about the extent of the Lodhi empire on the eve of Babar's invasion. Make them locate Panipat on the map. 6. Discuss the reasons that made Babar come to India to conquer it. 7. Read out the extract of the Baburnama and ask students what it tells us about Babar. 8. Explore the historical significance of the First Battle of Panipat. | |
|--|--|

HOMEWORK

Students can answer questions 1 of short and detail?

DISCUSSION AND REVIEW

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

- I learned about the importance of flexibility and inventions in military campaigns.
- I learned about leadership skills from Babur's strategic thinking.
- I learned about the problems Babar faced as an invader.

SAMPLE SOURCE STUDY

BABAR'S MEMOIRS AS A PRIMARY SOURCE

1. Start by providing historical context to the students. Discuss the time's political, social, and cultural landscape, Babur's lineage, and his motivations for writing the memoirs. Briefly, explain 'autobiography' and why Babar's memoirs are exceptional.
2. Guide students in critically analysing the memoirs as a primary source. Help students identify the purpose, audience, and possible biases within the memoirs.
3. Encourage students to closely analyse Babur's language, style, and tone in the Baburnama. Discuss vivid descriptions, personal reflections, and insights into the political and cultural aspects of the time. Identify key themes, events, and individuals mentioned in the memoirs.
4. Encourage students to consider multiple viewpoints and analyse the potential biases or limitations of sources.
5. Assign Source scaffolding to students as reflective writing task to facilitate class discussions. It will encourage students to express their thoughts and insights about the source. Here is a sample scaffold:

COMING OF THE MUGHALS

ORIGIN	
1. Who made this source?	
2. What kind of source is this?	
CONTEXT	
1. When was the source created?	
2. What was happening during this time that led to the creation of this source?	
AUDIENCE AD MOTIVE	
1. For whom was the source originally created?	
2. For what purpose was this source made?	
INITIAL OBSERVATIONS	
What do you see in the source? List as many details as possible.	
MAKE INFERENCES	
What do you think this source reveals about Babur's leadership skills?	
MAKING CONNECTIONS	
How do your observations and inferences link to other aspects of what you know about Babur?	

CHAPTER 8

UNIT 4 MUSLIMS IN SOUTH ASIA

CONSOLIDATION OF THE MUGHAL EMPIRE

This chapter traces the career of Akbar from becoming king at the age of thirteen, fighting the second Battle of Panipat and securing his throne, setting up his administration, his religious policy, and the interaction of the Mughals with the Sikhs.

RESEARCH

- Akbar's Nauratan or Nine Jewels
- Khwaja Saleem Chishti
- The Golden Temple in Amritsar

KEY POINTS

- How Akbar re-established and consolidated the Mughal Empire in 1556–1605
- How Akbar set up the administration of his empire
- Akbar's religious policy and its consequences

ACTIVITIES FOR THE LESSON

- Use a map to explain the conquests and consolidation of the Mughal Empire by Akbar.
- Provide information about Akbar's religious policy and his attitude towards his Hindu subjects. Discuss how tolerant Akbar was. When students have shared their ideas on this, ask them to explain how this may have helped him to rule such a huge empire.
- Use a flow chart or diagram to explain the administrative structure of Akbar's empire.
- Use photographs to explain the cultural advancements of Akbar's reign.

APPLICATION OF LEARNING

- Explain how Akbar's Nauratan, or Nine Jewels, contributed to his greatness as an emperor.

WRITING SKILLS

Evaluating a personality or event in history.

Discuss Akbar's greatness as a king:

1. Start by explaining who Akbar was and how he is regarded in history.
2. Identify the reasons for Akbar's greatness, e.g. his conquests and good administration; provide background information and key facts about them.
3. Compare Akbar to Babar and Humayun and explain how Akbar's achievements were greater.
4. Conclude by identifying his character traits that led to his greatness. Or

Explain the importance of the second battle of Panipat:

1. Young Akbar was challenged by Hemu, the prime minister of Bengal.
2. Bairam Khan's role as regent; his loyalty and support for Akbar

CONSOLIDATION OF THE MUGHAL EMPIRE

3. How events on the battlefield turned in favour of Akbar
4. The outcome of the battle

SAMPLE LESSON PLAN I	
Topic: Akbar's conquests and administration	
Duration: 35-40 min period	
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • To understand the consolidation of the Mughal Empire under Akbar's conquests and administrative structure. • Know and understand the importance of good governance of an empire or state. 	<p>RESOURCES</p> <p>Textbook; Internet research</p>
<p>LEARNING OUTCOME</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate the importance of territorial expansion for the consolidation of the Mughal Empire • Analyse the structure of Akbar's administration as an example of good governance. 	
<p>LEARNING PROCESS</p> <ol style="list-style-type: none"> 1. Explain how Akbar wished to expand his empire and locate the places he conquered on the map and then appointed princes and nobles to rule them as governors. 2. Explain the role of the mansabdari system in administering his empire and how Todar Mall's revenue settlement brought peace and contentment to the people. 3. Use a flow chart or diagram to explain the administrative structure of Akbar's Empire. 4. Using a mind map, explain: <ul style="list-style-type: none"> • Mansabdari system was a military and civil administration system introduced by the Akbar in the 16th century. • The system was based on a hierarchy of ranks, or mansabs, assigned to officials according to their military and administrative skills. • Mansabdars were granted a jagir, or revenue assignment, in return for their services. • The mansabdari system ensured the loyalty of the Mughal army, as mansabdars were directly dependent on the emperor for their positions and income. • The system promoted efficiency and uniformity in the administration of the empire. 	<p>TEACHER'S NOTES</p>

- It was a flexible system that could be adapted to the changing needs of the empire. It also helped to promote a sense of unity among the Mughal nobility.
- The system could be expensive to maintain, and lead to corruption.
- The mansabdari system was gradually replaced by the zamindari system in the 18th century.

HOMEWORK

Students can answer detailed question 4 in their copies.

DISCUSSION AND REVIEW

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

- I learned that Akbar consolidated the Mughal empire through conquests, alliances, and the mansabdari system.
- I learned that the mansabdari system was introduced by Akbar.
- I learned that the British replaced the mansabdari system with the zamindari system in 18th century.

EMPEROR JAHANGIR AND SHAH JAHAN

The reigns of the fourth and fifth Mughal emperors, Jahangir and Shah Jahan, were marked by their achievements in the arts and culture. Both emperors contributed to a highly-developed aesthetic sense, clearly visible in the court culture of Jahangir's reign and Shah Jahan's architectural achievements. This included the establishment of a new school of miniature painting that has had a long-lasting effect on art to this day.

RESEARCH

- Jahangir's Chain of Justice
- Tuzk-e-Jehangiri
- Lives of ordinary people in the Mughal Empire

KEY POINTS

- How Mughal culture flowered in Jahangir and Nur Jahan's reigns
- How art and architecture flourished during Shah Jahan's reign
- Reasons for the 'Golden Age of the Mughals'
- How conditions arose for a war of succession

ACTIVITY FOR THE LESSON

This activity will demonstrate the level of attainment of the Mughal era to the students and give them knowledge of how they can relate to other architectural forms.

Draw a plan of a:

- Mughal garden
- Mughal mausoleum
- Mughal mosque
- Mughal fort

CONSOLIDATION OF THE MUGHAL EMPIRE

APPLICATION OF LEARNING

- Compare the style and grandeur of the Mughal buildings to those of the Sultanate period.

WRITING SKILLS

Summarize information and present it clearly. For example: Describe the buildings constructed during the reigns of Jahangir and Shah Jahan.

1. In the first paragraph, identify all the buildings erected during their reigns.
2. Continue by taking one building at a time and write a few sentences to explain what it is, its location, and its special features of architectural beauty.

SAMPLE LESSON PLAN 2	
Topic: Fatehpur Sikri	
Duration: 35–40 minute	
OBJECTIVES <ul style="list-style-type: none">• To explain the objectives, construction, and outcomes of Akbar’s decision to build a new capital at Fatehpur Sikri	RESOURCES Textbook, map of Mughal India, library, Internet for images
LEARNING OUTCOME Students should be able to: <ul style="list-style-type: none">• discuss the feasibility of planning a new capital city;• explain Akbar’s ambitions for a new capital;• identify the factors that led to abandoning the new capital	
LEARNING PROCESS <ol style="list-style-type: none">1. Write ‘Fatehpur Sikri’ on the board and discuss its meaning; Fateh means conquest, and Sikri is the name of the town near the site chosen for the city.2. Next, locate on a map the exact position of Fatehpur Sikri.3. Continue by identifying the reasons for building a new capital city.4. In pairs, ask the students to draw a rough plan of a city; then ask them to draw in the buildings particular to Fatehpur Sikri, e.g. Buland Darwaza, the mosque, living quarters, courtyards, and gardens.5. Brainstorm why the capital was moved away from Fatehpur Sikri and consider what losses might have been incurred in the process.6. Compare this to an earlier event in Indian history—the shifting of the capital to Daulatabad by Muhammad bin Tughluq.	TEACHER’S NOTES
HOMEWORK Ask students to create a collage that compares and contrasts Fatehpur Sikri with other historical cities or architectural wonders in the same period. Encourage use of authentic sources from historical magazines, newspapers, and online resources to gather images and information. Instruct them to arrange the images and write captions that highlight similarities and differences in architectural styles, cultural influences, and historical significance.	

DISCUSSION AND REVIEW

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

- I have learned that Akbar's decision to build a new capital at Fatehpur Sikri was driven by his strategic, symbolic, and cultural objectives.
- I learned that the construction of Fatehpur Sikri exemplified Akbar's power and architectural patronage.
- I learned that Fatehpur Sikri reflects Akbar's vision for a cosmopolitan society.

SAMPLE LESSON PLAN 3

Topic: Jahangir, the fourth Mughal emperor

Duration: 35–40 minute

OBJECTIVES

- To discuss the character of Jahangir and his succession to the Mughal throne
- To look at what Tuzk-e-Jehangiri tells us about Jahangir's character and reign
- To assess Jahangir's achievements as emperor

RESOURCES

Textbook,
library for
information
from Tuzk-e
Jahangiri

LEARNING OUTCOME

Students should be able to:

- describe the differences in the characters of the Mughal emperors from Babur, the founder, to Jahangir, and the accomplishments and education he acquired;
- evaluate the rule of an emperor and his achievements.

LEARNING PROCESS

1. Write 'Jahangir' and the dates of his reign on the board. Ask the students to look at the picture of his face, his dress, and the fact that miniatures of that time only gave a side view of the face.
2. Retrace the steps from Babar as founder, Humayun as retainer and Akbar as consolidator— where does this place Jahangir?
3. Discuss the distinctive features of his reign: cultural advancement, justice, the prosperity of the empire, and conquests.
4. Jahangir was a significant ruler of the Mughal Empire, known for promoting culture, justice, prosperity, and limited conquests. His patronage of the arts, economic policies, and administrative reforms had a profound impact on Mughal culture and governance, bringing about a time of artistic vibrancy, stability, and peace within the empire.

TEACHER'S NOTES

CONSOLIDATION OF THE MUGHAL EMPIRE

5. Make a mind map of the following information to help students understand Jahangir's legacy:
- Jahangir supported arts and culture, promoting painters like Mansur and Bichitr, and encouraging the translation of Sanskrit works into Persian.
 - His court was a hub for artistic and intellectual activities.
 - Jahangir ensured fair governance through administrative reforms, appointing unbiased administrators and judges, and holding regular court sessions to provide justice to all.
 - Jahangir continued his father's policies of promoting trade and commerce, resulting in economic stability and growth in industries like textiles and handicrafts.
 - Jahangir also improved agriculture and protected artisans and traders, leading to the Mughal Empire's thriving economy and wealth from trade.
 - During his reign, Jahangir prioritized stability and successfully quelled rebellions.
 - Instead of pursuing further conquests to expand the Mughal Empire, Jahangir focused on preserving the territories that were already under his control.

HOMEWORK

Ask the students to look at the pictures of the mausoleums of Jahangir and Nur Jahan in the chapter.

In pairs, ask them to

- (i) discuss the differences and similarities in the architectural structure of the tombs and
- (ii) compare the state of the structures with that of the Taj Mahal, also a mausoleum, in Agra.

Sum up the place Jahangir has among the first six emperors, and what his achievements contributed to the Mughal rule.

DISCUSSION AND REVIEW

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

- I learned that Jahangir maintained the core elements of the Mughal empire.
- I learned that Jahangir did not expand the empire like his predecessors but focused on internal affairs.
- I learned that Jahangir's greatest legacy is his promotion of arts and culture.

SAMPLE LESSON PLAN 4	
Topic: Jehangir and Tuzk-i-Jehangiri	
Duration: 35–40 minute	
OBJECTIVES	RESOURCES Textbook; Internet research
<ul style="list-style-type: none"> To understand the importance of autobiographies as primary sources and biographies as secondary sources to create interest in historical facts 	
LEARNING OUTCOME	TEACHER'S NOTES
<p>Students will be able to:</p> <ul style="list-style-type: none"> Appreciate autobiographies and biographies as part of their literature and learning of history. Understand the rule and character of Emperor Humayun from his memoirs. Tuzk-i-Jehangiri. 	
LEARNING PROCESS	
<ol style="list-style-type: none"> Make students study the pictures of Jehangir and Nur Jehan. Brainstorm comments on the way they dressed, the jewels they wore and their headdresses and facial features. Remind students of the ever-expanding Mughal empire. Ask them to note what military expeditions Jehangir undertook, and how the Mughal empire's cultural and artistic expression grew under Jehangir and his queen, Nur Jehan. Talk about Jehangir's autobiography and its features and then compare it to Babar's autobiography. Jehangir's Tuzuk-i-Jahangiri and Babur's Baburnama both offer valuable insights into the lives and reigns of these Mughal emperors. Jehangir's autobiography stands out for its literary flair, personal reflections, and emphasis on artistic and cultural aspects. Babur's autobiography, on the other hand, focuses more on military conquests, political events, and cultural observations. Together, these autobiographies provide valuable historical accounts and perspectives on the Mughal Empire and its rulers. Ask students to find out about Jehangir's Chain of Justice 	
DISCUSSION AND REVIEW	
<p>Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example:</p> <ul style="list-style-type: none"> I learned that autobiographies and biographies provide firsthand accounts and personal perspectives. I learned that autobiographies and biographies humanize historical events. 	

CHAPTER 9

UNIT 4 MUSLIMS IN SOUTH ASIA

GOLDEN AGE OF THE MUGHALS

Aurangzeb's long reign became the pinnacle of Mughal power in territorial expansion. During this period, the Marathas and the British are notable for their rise; these would later challenge the all powerful Mughal Empire.

RESEARCH

- The importance of Maharashtra in India
- Fatwa-e-Alamgiri

KEY POINTS

- How Aurangzeb became emperor after Shah Jahan: the war of succession between the brothers
- How Aurangzeb's Deccan policy had important consequences in emptying the treasury and keeping the Emperor away from the north, encouraging nobles to become independent
- The rise of the Marathas under Shivaji

ACTIVITY FOR THE LESSON

- Draw a flow chart of the events of Aurangzeb's reign to clarify his long-term impact on the Mughal Empire

APPLICATION OF LEARNING

- Compare Aurangzeb's reign with that of Akbar, and evaluate their greatness as emperors.

WRITING SKILLS

Discuss and evaluate the strengths and weaknesses of Aurangzeb's reign. Here, analysis is required and it must be a clearly structured piece of writing.

Analysis focuses on identifying the strengths and weaknesses and why they proved to be so.

1. In the first paragraph, explain who Aurangzeb was, and when and where he ruled.
2. Identify strengths, giving supporting evidence, and say why they were strengths.
3. Identify weaknesses, with evidence, and say why they proved to be weaknesses. What were the results?
4. Sum up by analysing how his strengths and weaknesses affected his success.

SAMPLE LESSON PLAN I	
Topic: Aurangzeb's Deccan campaigns	
Duration: 35–40 minute	
OBJECTIVES <ul style="list-style-type: none"> To explain Aurangzeb's ambition to conquer the Deccan To explain the problems that his Deccan campaigns created To evaluate the long-term consequences of his ambition to bring all of India under his control 	RESOURCES Textbook, atlas, library for further information
LEARNING OUTCOME Students should be able to: <ul style="list-style-type: none"> Identify the reasons for Aurangzeb's conquest of the Deccan, and the extent of the Mughal Empire under his rule; analyse the long-term results of creating a huge empire. 	
LEARNING PROCESS <ol style="list-style-type: none"> Ask the students to look at the map on page 72. Discuss what it shows and ask them to locate the Deccan. As an activity, ask students to draw an outline of the lower half of the Indian subcontinent in their notebooks and draw in the boundaries of the states in the Deccan—Bijapur, Golconda, Vijayanagar, and Berar. (Refer to Book 1). Discuss Aurangzeb's campaigns to conquer the Deccan. Relate the issues that might have arisen in fighting with such a huge army many miles away from the capital Delhi. Ask the students to consider the consequences of such a long military campaign in the Deccan. Sum up the overall impact of the Deccan campaigns. 	TEACHER'S NOTES
HOMEWORK Using the Internet and library, find out primary and secondary sources about the Bhakti movement and Sikhism. Highlight the differences in beliefs between Sikhism and the Bhakti movements. Instruct students to: <ul style="list-style-type: none"> Start with a paragraph explaining the origins of each religion. Outline the main beliefs of the Sikhs. Outline the beliefs of the Bhakti movement. Conclude by indicating differences and similarities between the Sikh beliefs and the Bhakti movements. 	

GOLDEN AGE OF THE MUGHALS

DISCUSSION AND REVIEW

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

- I learned the boundaries of the states in Deccan.
- I learned about Aurangzeb's campaign of Deccan.
- I learned about the consequences of the Deccan campaign by Aurangzeb.

SAMPLE LESSON PLAN 3

Topic: Aurangzeb as a King

Duration: 35–40 minute

OBJECTIVES

- To evaluate the character of Emperor Aurangzeb Alamgir as a king.

LEARNING OUTCOME

Students should be able to:

- Know and understand the role of kingship and analyse Emperor Aurangzeb Alamgir's character and strength as sixth Mughal emperor.

LEARNING PROCESS

1. Spend this lesson discussing and identifying reasons about the way Aurangzeb ruled for nearly fifty years.
2. Provide students with a chart or graphic organiser to compare and contrast the characteristics, policies, and legacies of Aurangzeb and Akbar.
3. Divide the class into two groups, with one group representing Aurangzeb's perspective and the other representing Akbar's perspective. Assign each group to prepare arguments and evidence supporting their respective ruler as the better king. Conduct a structured debate where students present their arguments and counterarguments, providing historical evidence and reasoning to support their claims.
4. Assign students a writing prompt that asks them to reflect on the impact of Aurangzeb's reign on the Mughal Empire and compare it to Akbar's reign.

RESOURCES:

Textbook, atlas, library for further information

TEACHER'S NOTES

HOMEWORK

Students can write a persuasive essay, a letter to a historical figure, or a journal entry presenting their arguments and supporting them with evidence from primary and secondary sources.

DISCUSSION AND REVIEW

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

- I learned that the key difference between Akbar and Aurangzeb lies in their religious policies.
- I learned that Akbar is renowned for his administrative reforms, while Aurangzeb focused more on expanding the territorial reach of the empire and maintaining strict control.
- I learned that Akbar's reign is considered a golden era of cultural patronage, while Aurangzeb prioritized military and political campaigns.
- I learned that Akbar was successful in incorporating vast regions of India into the Mughal empire through conquests, alliances, and diplomatic strategies.
- I learned that Aurangzeb's prolonged wars and conflicts strained the empire's resources and led to a decline in the territorial control of Mughals in subcontinent.

CHAPTER 10 UNIT 4 MUSLIMS IN SOUTH ASIA

LATER MUGHALS (1707-1857)

The decline of the Mughal Empire began towards the end of Aurangzeb's reign. It took another 150 years after his death for the empire to come to an end with the war of 1857. The reasons were Aurangzeb's long absence from his capital, incompetent rulers who could not keep the empire together, an empty treasury, intrigues and power struggles among the court nobles, and an army that was too bulky when on the march.

RESEARCH

- Banda Bahadur
- The Maratha Confederacy

KEY POINTS

- How the hold of the later Mughal emperors over the empire weakened
- How the Sikhs and Marathas challenged Mughal authority
- The literary achievements of Muhammad Shah's reign
- The reasons for the fall of the Mughal Empire

ACTIVITY FOR THE LESSON

- Draw a timeline of the later Mughals showing key events of their reigns.
- Draw a diagram or map illustrating the growing number of independent states within the empire.

APPLICATION OF LEARNING

Describe how the power of the Mughal emperors declined in the century after Aurangzeb until the British sacked their city, Delhi, in 1858 and the last Mughal emperor was exiled.

WRITING SKILLS

Explain the reasons for the fall of the Mughal Dynasty. There should be an introductory paragraph and then a separate paragraph is required for each reason. The final paragraph should sum up the reasons presented in the body of the essay.

DIRECTIONS ARE GIVEN BELOW ON HOW TO STRUCTURE EACH PARAGRAPH.

1. The first sentence of the paragraph should state the reason.
2. The next few sentences should provide supporting evidence drawn from facts in the text.
3. The final sentence of the paragraph should state exactly how that reason contributed to the decline

SAMPLE LESSON PLAN I	
Topic: The last Mughal Emperor, Bahadur Shah Zafar	
Duration: 35–40 minute	
OBJECTIVES	RESOURCES Textbook, library for information on Burma (Myanmar) in the 19th century; visuals of Hindu temples in South India
<ul style="list-style-type: none"> To describe the lifestyle of the last Mughal emperor by examining his reign and eventual downfall 	
LEARNING OUTCOME	TEACHER'S NOTES
<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify on a map of Delhi the area of the Red Fort where the emperor lived as a protégé of the British; evaluate the consequences of the end of Mughal rule for Emperor Bahadur Shah Zafar; demonstrate familiarity with the poetry of Bahadur Shah Zafar and make a connection between history and literature. 	
LEARNING PROCESS	
<ol style="list-style-type: none"> Write the name 'Bahadur Shah Zafar' on the board and ask why he took 'Zafar' as a surname. (This was his penname as a poet.) You could read out a few verses of one of his famous poems to the students. Access students' existing knowledge of Bahadur Shah Zafar and then add to this by relating his life story: his accession to the throne, how long he ruled, and his status as emperor under the protection of the British. Move to 1857 and the War of Independence and discuss why Bahadur Shah Zafar got involved. Identify the consequences of the war on Bahadur Shah Zafar: the heads of his executed sons were presented to him on a tray by William Hodgson; he was exiled to Burma with only a small entourage; he died in Burma and was buried there. In an interactive session look at the quote on page 90 and discuss the implications of the end of Mughal rule and the takeover by the British government 	
HOMEWORK	
<p>Students can be given the following instructions for suggested activity 1 in Assessments:</p> <ul style="list-style-type: none"> Draw a horizontal line across a paper or use a digital timeline creation tool. Mark the start and end dates of the timeline, with 1707 on the left and 1857 on the right. Divide the timeline into equal intervals, such as decades or specific periods. Begin with Aurangzeb's reign, which ended in 1707. 	

LATER MUGHALS (1707-1857)

- Write the names of his successors along with the dates of their reigns on the timeline.
- Optionally, include visuals, colours, or symbols to enhance the timeline's visual appeal and readability.

DISCUSSION AND REVIEW

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

- I learned about the legacy of Bahadur Shah Zafar as the last Mughal Emperor.
- I learned about the consequences of the War of Independence in 1857 on Bahadur Shah Zafar.

SAMPLE LESSON PLAN 2

Topic: Aurangzeb's successors: Bahadur Shah I; Farrukhsiyar and Muhammad Shah

Duration: 35–40 minute

OBJECTIVES

- To describe the political decline in the power of Mughals after Aurangzeb
- To analyse causes of rebellion from different communal factions such as Sikhs, Marathas, and Rajputs.
- To study the cause and impact of invasions from Persia and Afghanistan.

RESOURCES

Textbook, Internet or access to library for research

LEARNING OUTCOME

Students should be able to:

- Demonstrate an understanding of the factors that led to the decline of the Mughal Empire.
- Analyse the causes and consequences of the invasions by Nadir Shah and Ahmed Shah Abdali.
- Assess the long-term implications of the invasions on the political and cultural landscape of the Indian subcontinent.
- Effectively communicate their understanding of the decline of the Mughal Empire and the invasions.

LEARNING PROCESS

1. Construct knowledge about Bahadur Shah.
2. How the Mughals had to deal with the Sikhs in the Punjab.
3. Explain how the weak monarchy was now controlled by the Nobles (Sayyid bothers) and taking advantage of it, the Sikhs and others started to attack Mughal forces.

TEACHER'S NOTES

- | | |
|---|--|
| <ol style="list-style-type: none"> 4. Explain accession of Muhammad Shah who was on the throne for 29 years 5. How in the Deccan Nizam-ul-Mulk made himself independent of Mughal authority to found his own dynasty there. 6. Nadir Shah's invasion is important as it further weakened the empire. 7. Literature and Urdu gained recognition and importance during Muhammad Shah's reign. | |
|---|--|

HOMEWORK

- Students can do the activity on Pg 65 – a timeline of Aurangzeb's successors.
- The second activity on Pg 65 – 'Write a letter' can be discussed in class and students asked to prepare and do the writing in class the next day.

DISCUSSION AND REVIEW

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

- * I learned about the causes of the decline of the Mughals.
- * I learned about the consequences of the decline of the Mughals.

THE LEGACY OF THE MUGHALS

The grand Mughals left a lasting impact on the culture, society, arts, and architecture of the Indian subcontinent. The Taj Mahal is rated as one of the wonders of the world. The civilized, educated society that flourished under the Mughals had no parallel, and its fashions and court manners are still admired in modern times. This topic looks at the education, society, literature and arts, and religion and culture of the Mughal period.

RESEARCH

- Gulistan and Bostan
- Akhlaq-i-Jalali and Akhlaq-i-Nasiri
- Anwaar-i-Suhaili
- Compare these with the works of earlier Islamic mathematicians and scientists, such as Khwarezmi (780–850). Identify the importance of their work.

KEY POINTS

- The merging of Persian, Indian, and Central Asian cultures by the Mughals
- The distinctive Mughal style of gardens and mausoleums
- The high standard of education, literature, poetry, and painting
- The contribution of women to Mughal culture and refinement

LATER MUGHALS (1707-1857)

ACTIVITY FOR THE LESSON

- Make enlarged photocopies of one or two miniatures. Ask students to study them and brainstorm what they reveal about the Mughal civilization. From the miniatures, list the roles of talented people who made up the Mughal court. These may include judges, generals, historians, and poets and painters.
- Encourage the students to identify key features of Mughal architecture by comparing and contrasting them with those of Hindu architecture in India. Focus on two contrasting buildings, for example, the Badshahi Masjid in Lahore and any major Hindu temple in India, by studying pictures of the two buildings.
- To encourage inferential thinking skills, ask students to draw conclusions from the study of these buildings.

Comparison of Hindu and Mughal architecture

Hindu	Mughal
1) more 'organic' in design	1) highly symmetrical, balanced in design
2) lots of variety, 'busy' decoration	2) very controlled decoration, often with geometric patterns – mathematical in design
3) lots of figures, animals, etc.	3) no representation of the human form – focus is only on patterns

LEARNING OUTCOMES

Students will be able to observe architecture from the viewpoint of a building's structure, design, and decoration. They will learn about the distinctive features of Mughal architecture and what it represents.

APPLICATION OF LEARNING

Ask the students to list:

- Mughal buildings in their city or nearby area
- Mughal influences in their dress and food
- Mughal impact on society and manners

WRITING SKILLS

Describe the legacy of the Mughals in art and architecture.

1. In the first paragraph, explain who the Mughals were and identify the legacy that they left behind—mosques, forts, gardens, miniature paintings, etc.
2. The next paragraphs should explain in detail each of the different art forms developed by the Mughals, with examples.
3. The final paragraph should evaluate the status and influence of Mughal architecture throughout the world, e.g. as World Heritage sites.

SAMPLE LESSON PLAN 2	
Topic: Mughal architecture	
Duration: 35–40 minute period	
OBJECTIVES <ul style="list-style-type: none"> To describe the styles and features of Mughal architecture To explain the religious (Islamic) and political (Indian) aspects of architectural structures. To discuss the ways in which Mughal architecture differs from that of the Sultanate period 	RESOURCES Textbook, library, Internet for images
LEARNING OUTCOMES <ul style="list-style-type: none"> Students should be able to: discuss a building’s structure, design, and decoration; identify the distinctive features of Mughal architecture and explain what it stands for. 	
LEARNING PROCESS <ol style="list-style-type: none"> Introduce architecture as a distinctive and famous feature of Mughal rule in India. Mughal architecture left its mark on India, and was a visual reminder of the authority and rule of the emperors. The Mughal style was essentially an Islamic style hence it expressed the faith as well. The ‘fussy’ approach of Hindu design is in contrast to the Islamic style: Islam forbids the representation of the human or animal form. In addition, the mathematics and geometry of Islamic architecture reflect the perfect order of Allah. Discuss what students notice about the structure, design, and decoration. Discuss the use of the arch, ‘chattri’, cupola in the dome, pietra dura inlay, red sandstone, Paradise on Earth, ‘charbagh’, and Paradise as a garden. 	TEACHER’S NOTES
HOMEWORK Ask the students to design a web page on the Mughal Dynasty, 1526–1857 describing key features of Mughal civilisation and why this is an important influence on India and Pakistan. Use a picture that encapsulates the achievements of this period. Students should justify their choice of picture.	
DISCUSSION AND REVIEW Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example: <ul style="list-style-type: none"> I learned about the architectural legacy of Mughals. I learned about the incorporation of Islamic style in art and architecture. 	

CHAPTER 11 UNIT 5 MODERN PERIOD IN EUROPE

MODERN EUROPE

The history of early modern Europe begins with the end of the Middle Ages and the beginning of the Industrial Revolution around the 15th Century. Important events such as the Renaissance, the Reformation, the Enlightenment (1715), and the Industrial Revolution changed Europe. Economically, society underwent a transformation with the Industrial revolution and, socially from an agrarian to an urban lifestyle. Politically, democratic governments replaced the system of monarchy.

The discovery of the New World and the Protestant Movement were important in shaping the modern era in the West. Europe entered the Modern Age with a series of conflicts among the Christians. The Protestant Reformation was met with the Counter Reformation of the Catholic Church. The French Revolution was another important event in the making of modern Europe by bringing in an era of civil liberty and democracy. Kingdoms gave way to nations with elected heads of states.

RESEARCH

- Galileo
- Henry the Navigator

KEY POINTS

- The Renaissance laid the foundations of early modern Europe.
- Leonardo Da Vinci and Michelangelo pioneered the Renaissance movement.
- The Renaissance brought in the Age of Discovery and the Scientific Revolution
- By the end of the eighteenth century, the Scientific Revolution gave way to the intellectual social movement known as the Enlightenment.
- Enlightenment defined the 20th Century modernism in Europe.
- Many enlightenment ideas were based in science and reason, which is why this time was also called the Age of Reason.
- Rousseau, Voltaire and Locke were the pioneers of enlightenment ideas.
- Enlightenment became the basis for the French Revolution and American Revolutions

ACTIVITY FOR LESSON

Make a timeline of events that transformed Europe from a medieval society into a modern society that we see today.

APPLICATION OF LEARNING

Analyse the effects of the Renaissance, Industrial Revolution, Reformation, Scientific Revolution and Enlightenment on the social and cultural life of the European people.

SAMPLE LESSON PLAN I	
Topic: How Europe enters the Age of Renaissance	
Duration: 35-40 min period	
OBJECTIVES <ul style="list-style-type: none"> To understand how the Dark Ages and events in Medieval Europe eventually led to the Renaissance. To identify causes for the rebirth of learning, Ages of Reason and Discovery To know about the artistic and cultural achievements of the Renaissance. 	RESOURCES Textbook; research from internet
LEARNING OUTCOMES <ul style="list-style-type: none"> Students will have connected the timeline starting with the Dark Ages, Renaissance, Enlightenment or Age of Reason and Age of Discovery in leading to the early modern period in Europe. 	
LEARNING PROCESS <ol style="list-style-type: none"> Make clear what is meant by 'Dark Ages in Europe' and how it came about. Explain how Christianity spread rapidly in Europe. Discuss the reasons for the Crusades happening. Discuss how with interaction with the Islamic world, Europe experienced a 'rebirth of learning' or Renaissance. List on the board the cultural fields in which Renaissance learning took place. Highlight the role of Leonardo Da Vinci and Michelangelo as pioneering new knowledge and what they are famous for. Explain how exploration of the world beyond Europe took place because of the changes brought in by the Renaissance. How India and the continent of America were discovered. Explain how Renaissance changes Europe and leads to Age of Discovery 	TEACHER'S NOTES
HOMEWORK Students can answer detailed questions 2 and 3 from Assessments and use different colours to mark the routes of Vasco da Gama, Christopher Columbus, and Magellan on a world map.	
DISCUSSION AND REVIEW Ask the students what they have learnt in this lesson. They could make a note of this, summarising the lesson, for example: <ul style="list-style-type: none"> I learned what the Dark Ages meant historically. . 	

CHAPTER 12

UNIT 5 MODERN PERIOD IN EUROPE

EUROPE'S ENLIGHTENMENT AND REVOLUTIONS

Since the Middle Ages, European leaders had gained power through heredity, or family ties. Kings and queens took the throne after another family member died. The people had no say in this process. Many Enlightenment thinkers believed in republicanism – the idea that a country's leader should be chosen by the citizens in a general election. Even so, some Enlightenment thinkers frowned on the idea of a democracy. They feared what would happen if a mob of uneducated people had the power to vote.

The Enlightenment began in Europe around 1715. People in cities like Paris gathered in salons to discuss philosophy and ways to improve human experience. Many of their ideas were based on science and reason, which is why this time was also called the Age of Reason.

RESEARCH

- Martin Luther
- Voltaire

KEY POINTS

- Enlightenment was a revolution in human thought.
- It promoted scientific thought, skepticism, and intellectual interchange.
- This new way of thinking regarding rational thought was that one should begin with clearly stated principles, use correct logic to arrive at conclusions, test the conclusions against evidence, and then revise the principles in the light of the evidence.
- Enlightenment thinkers thus opposed superstition and intolerance.
- The ideas of the Enlightenment spread and had significant influence on the culture, politics, and government as America was colonized.

ACTIVITY FOR THE LESSON

List the innovations or discoveries in science that led to the Renaissance.

APPLICATION OF LEARNING

Analyse the importance of the Renaissance to the world of today.

WRITING SKILLS

Explain how the changes brought in by the Renaissance led to exploration of the world beyond Europe and how India and the continent of America were discovered.

1. The first paragraph will explain and identify the changes and discoveries that caused the exploration of the world beyond Europe.
2. In the second paragraph connect the events that led to the discovery of India and America.
3. Conclude with the effects and outcomes of the Renaissance changes that continue into the world of today.

SAMPLE LESSON PLAN I	
Topic: Age of Enlightenment and Revolutions	
Duration: 35–40 minute period	
OBJECTIVES <ul style="list-style-type: none"> To understand and define the term ‘Age of Enlightenment’. To understand the causes and consequences of the Age of Enlightenment. Understanding enlightenment as the foundation of revolutions. 	RESOURCES Textbook; Internet research
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> Discuss the meaning of the term ‘Enlightenment’. The reasons for the coming of the Age of Enlightenment. How the French and American Revolutions have their roots in the Enlightenment period. 	
LEARNING PROCESS <ol style="list-style-type: none"> Write the topic on the board and test students’ prior knowledge on the topic and what the term ‘Enlightenment’ might mean. Tell students that they are going to learn about the Age of Enlightenment (also referred to as just ‘Enlightenment’ or the ‘Age of Reason’) throughout this lesson. Explain the coming of the Age of Enlightenment. Tell students that this was a time that represented a shift of thinking as intellectuals in late 17th- and 18th-century Europe began emphasizing the importance of reason and individualism rather than a sole reliance on tradition and faith. Its purpose was to reform society using reason, to challenge ideas grounded in tradition and faith, and to advance knowledge through scientific methods. List the achievements of the Enlightenment thinkers on the board. Connect enlightenment thinkers with the Age of Industrialization and Scientific discoveries. Evaluate with the students how the revolutions in France and America were a result of the Age of Enlightenment. 	TEACHER’S NOTES

EUROPE'S ENLIGHTENMENT AND REVOLUTIONS

INDUSTRIAL REVOLUTION

The Industrial Revolution brought great changes to the lifestyles of the people of the 18th century. The rapid manufacturing of goods in factories radically affected people in Britain and its colonies, particularly in India whose age old hand-loom cloth industry became extinct. The chapter highlights the people whose inventions, such as the steam engine and the modern factory system, had the greatest impact.

RESEARCH

- Find out about the Crystal Palace Exhibition in 1851 in London and the different machines that were displayed there.

KEY POINTS

- How some inventions brought about the Industrial Revolution
- The reasons why the Industrial Revolution started in Britain
- How the invention of the steam engine led to machines for textile production
- The overall effects of the Industrial Revolution on the lives of people in Britain and its colonies
- The results of expanding railways in Britain and British India: movement of raw materials and manufactured goods; transport for people as well as goods; transport of food and grain
- How the Industrial Revolution in Britain affected the production of fine muslin cloth in India

ACTIVITY FOR THE LESSON

Project work: Assign group tasks to students to make a class display on the Industrial Revolution. It can focus on the invention of various machines and their inventors. Pictures and drawings or models can be used.

- Time: 8–10 days

APPLICATION OF LEARNING

- Role play of the two inventors mentioned in the text can be done. Two students can play the roles of Richard Arkwright and James Watt, explaining their work to the other students.

WRITING SKILLS

Explain how the factory system changed the lives of people in Britain.

How to write:

1. In the first paragraph, give an explanation or definition of 'factory system' i.e. it made it possible to manufacture large quantities of goods quickly, easily, and cheaply.
2. In the next paragraphs, identify the changes that the factory system introduced in the lives of British people.
3. Lastly, sum up the long-term effects of the factory system on people's lives

SAMPLE LESSON PLAN I	
Topic: Invention of the Steam Engine	
Duration: 35–40 minutes	
OBJECTIVES <ul style="list-style-type: none"> To explain what a steam engine is and how it works. To identify the consequences of the steam engine for mechanical and technological advancement 	RESOURCES: Textbook, library, Internet research
LEARNING OUTCOMES Students should be able to: <ul style="list-style-type: none"> explain what a steam engine is and how it works; describe the effects of this invention on the lives of people at that time; assess the advancement of technology by this invention. 	
LEARNING PROCESS <ol style="list-style-type: none"> Write ‘steam engine’ on the board and ask the students to look at the picture on page 81. Elicit students’ knowledge about James Watt and his invention. Explain how it worked to power other machines and identify these for the students. Next, discuss how people’s lifestyles changed because of the steam engine. Sum up by comparing and contrasting how people’s lives were like before and how it changed after the invention of the steam engine, the Industrial Revolution and introduction of the railways. 	
HOMEWORK Students can answer detailed questions 5 and 6 from Assessments.	
DISCUSSION AND REVIEW Ask the students what they have learnt in this lesson. They could make a note of this, summarizing the lesson, for example: <ul style="list-style-type: none"> I learned the need for the invention of steam engine. I learned about inventor James Watt. I learned about the positive and negative social impact of the invention of steam engine. 	

ANSWER KEY

CHAPTER 1: MEDIEVAL EUROPE

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Decline in law and order and civilised life.
2. Feudalism.
3. Constantine.
4. Roman Catholic Church.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary but look for answers pertaining to feudalism, class structure, culture, etc.
2. Answers may vary but look for answers pertaining to emperor Constantine shifting the capital of the Roman empire to Byzantine from Rome.
3. Answers may vary but look for answers pertaining to corrupt leaders, attacks from barbarians, Constantine converting to Christianity, shifting the capital to Byzantine, and etc.
4. Look for answers pertaining to collapse of law and order, and lack of interest in education, literature, arts, etc.
5. Answers may vary but look for answers comparing, arts, culture, literature, law and order, class structure, etc.
6. Look for answers pertaining to conquests that deprived the empire of its territories, as well as Constantinople being ransacked in 1204 CE.

CHOOSE THE RIGHT ANSWER

- | | | |
|---------------------|--------------|------------------|
| i. Christianity | iv. Rome | vii. Charlemagne |
| ii. Roman | v. Jerusalem | viii. Ottoman |
| iii. Constantinople | vi. Greek | |

CHAPTER 2: UMMAYYADS AND ABBASIDS

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Amir Muawiya رضى الله تعالى عنه
2. Tariq bin Ziyad and Muhammad Bin Qasim. Tariq bin Ziyad aided in conquering Spain and Muhammad Bin Qasim captured Sindh after defeating Raja Dahir.
3. Spain.
4. Answers should include cultural, educational, lingual, and administrative effects.
5. Greatest Muslim philosopher of all time. Wrote books on law, philosophy, theology, grammar, astronomy, and medicine.
6. Establishing the Indian numeral system and the use of zero in mathematics, setting the foundation of algebra and algorithms in his books among other achievements. Answers may vary.
7. There are two books here by the same author.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary but look for explanations on conquering Byzantine and Persian empires, as well as conquering Spain and parts of Indian subcontinent.
2. Answers may vary but look for answers that mention libraries, arts, manuscripts, architecture, etc.
3. The only person from the Umayyad royal family to survive. Famous for re-establishing Muslim rule for another 300 years, and flourishing arts and culture.
4. Answers may vary.
5. Answers may vary.
6. Established in 750CE in Iraq. Harun al-Rashid and his son, Mamun.
7. Both travelled to India and wrote books on its culture and systems. For other part answer not available.
8. Answers may vary but look for explanations pertaining to Al-Razi's contribution to medicine and Ibn Haytham's contribution to science and mathematics.
9. Answers may vary and it was Al-Khwarezmi.
10. Look for answers explaining the attacks from Mongol leader Hulagu Khan, and religious leaders frowning upon studying science and mathematics.

CHOOSE THE RIGHT ANSWER

- | | | |
|------------------------------------|-----------------|-------------------|
| i. Amir Muawiya رضى الله تعالى عنه | iv. Baghdad | vii. Al-Razi |
| ii. Umayyads | v. Hulagu Khan | viii. Ibn Haytham |
| iii. Umayyads | vi. Renaissance | |

ANSWER KEY

CHAPTER 3: MUSLIM EMPIRES AND CRUSADES

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. They were descendants of Hazrat Fatima رضي الله تعالى عنها, and they held an exclusive position because they ruled over 200 years over a large part of the Muslim world.
2. The battle made Muslims the most powerful people in West Asia.
3. It connected Asia and Europe, making it one of the greatest routes in history.
4. They managed to capture Jerusalem.
5. Salahuddin Ayyubi won it back in 1188CE.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL`

1. Answers may vary but look for discussion on the expansions of their empire and flourishing of education.
2. Answers may vary but look for references to his generosity and Ayyubi as an exemplary human being.
3. Contribution in Islamic thought. Description may vary.
4. Mosaic tiles with dark blue and turquoise colours.
5. Religious wars started to engage European knights and leaders to fight for Jerusalem which was under Muslim rule. They took place to contain spread of Islam but also fight to gain Jerusalem.
6. Alp Arslan defeating the Byzantine Empire to take over Anatolia which served as a psychological blow to Byzantine military prowess and held up as a watershed event.
7. Nomadic tribe from Steppes in Central Asia. Look for explanations pertaining to the exchange of technologies, cultures and ideologies that impacted Europe through their invasions.
8. Answers may vary but will contain explanations on spreading empires' influences.

CHOOSE THE RIGHT ANSWER

- | | | |
|-----------------------|--------------|------------------|
| i. Ibn Batuta | iv. Hattin | vii. Rug |
| ii. Seljuks | v. Fatimids | viii. Pope Urban |
| iii. Byzantine Empire | vi. Fatimids | |

CHAPTER 4: OTTOMANS AND SAFAVIDS

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Founded by Uthman in 1299 CE.
2. A form of modern-day army consisting of young non-Muslim boys being recruited. They gained rank in administration.
3. Bostan (The Orchard) and Gulistan (The Rose Garden). The Bostan is entirely in verse and illustrates Islamic virtues such as justice, liberality, modesty, and contentment. The Gulistan, mainly in prose, comprises personal anecdotes, stories, opinions, and advice for the reader, and the poet's reflections on monarchs and dervishes.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Because it ended the rule of the Byzantine empire and patronized universities, arts and culture.
2. Answers may vary but look for answers pertaining to granting freedom to Christians to practice their religion.
3. Answers may vary but look religious tolerance and protection of non-Muslims.
4. Answers may vary but look for answers discussing his legal and administrative systems along with encouraging progress of arts, literature, theology, etc.
5. Answers may vary but should contain references to the miniature art in the book as well as recounting the entire history of Persia.
6. They signed peace treaties with them. Description may vary.
7. Mughals adopted Persian as their court language after being impressed by Persian civilization. Persian architecture and miniature art were also adopted by Mughals.

CHOOSE THE RIGHT ANSWER

- | | | |
|------------------------------------|-------------------|-------------|
| i. Sassanids | iv. Ottomans | vii. poet |
| ii. Hazrat Umar رضي الله تعالى عنه | v. Shah Tahmasp I | viii. Hafez |
| iii. Persia | vi. Mehmet II | |

ANSWER KEY

CHAPTER 5: ESTABLISHMENT OF DELHI SULTANATE

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Abu 'l-Qasim Firdowsi and it showcased stories of heroes like Rustam and Sohrab.
2. They were a fierce tribe from Central Asia. Reasons may vary.
3. There are differing opinions among historians about Mahmud of Ghazni's motives for invading India. Answers may vary.
4. He attacked India to avenge his loss.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. That is because Qutbuddin, born to Turkish parents, was sold off as a slave when young.
2. There are differing opinions among historians about Mahmud of Ghazni's motives for invading India. Answers may vary.
3. Answers may vary but look for references to Romila Thapar's opinions as well as opinions that praise Ghazni as an efficient ruler.
4. Answers may vary but look for answers pertaining to Al-Beruni writing about Indian people, languages, society, and culture.
5. Her position was weakened in court, and she was killed by outlaws in battle to retake Delhi.
6. Answers may vary.
7. They were an institution of a group of nobles called 'The Forty' developed at the court of the Slave Sultans. 'The Forty' supported and helped the Sultan to protect the dynasty but they also became powerful enough to decide who the next ruler would be. Description may vary.

CHOOSE THE RIGHT ANSWER

- | | | |
|----------------------|------------------|--------------|
| i. Turks and Afghans | iv. None | vii. twenty |
| ii. Somnath | v. Bhatinda | viii. Balban |
| iii. Al-Beruni | vi. Amir Khusrau | |

CHAPTER 6: EXPANSION UNDER DELHI SULTANATE

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Ibn Batuta was one of the most famous Muslim travelers and he is important because he was a Qazi for several years at Sultan Muhammad bin Tughluq's court in Delhi (Chapter 2).
2. Jalaluddin Khilji
3. An Abyssinian slave who rose to be Alauddin's commander-in-chief. Kafur's greed for Alauddin's throne made him try getting rid of the princes that would succeed Alauddin, which weakened the empire.
4. Feroz Tughluq
5. Bhakti movement by Kabir and founding of Sikh religion by Guru Nanak.
6. Book on medicine, Ma'adanul-Shifa, and on music, Lehjat-e-Sikandar Shah.
7. Simple and appealing lifestyles as well as practicing equality.
8. Lal Shahbaz Qalandar (Syed Shah Hussain Marwandi) and Syed Abdullah Shah Ghazi. Answers may vary for respect paid to these sufi saints by people.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Alauddin was the most able king. Look for answers pertaining to his taxation, control over food prices, land grant policies for the nobles etc.
2. Answers may vary.
3. Through his invasion, he took back the artists and craftsmen to Samarkand, the Sultanate lost its power and broke up.
4. People started to make copper coins at home and exchange for silver at the treasury. People died on their journey from Delhi to Daulatabad, and it could not maintain the population due to lack of access to fresh water.
5. Feroz Tughluq's reign focused more on arts, architecture, education, philosophy, etc. Answers may vary.
6. Their dynasties had shrunken the Delhi Sultanate rather than expand it. Answers may vary.
7. He was invited to India to save Daulat Khan from Ibrahim Lodhi. Answers may vary.
8. Qalandria order and Chistiya order. Answers may vary.

CHOOSE THE CORRECT ANSWER

- | | | |
|------------------------|----------------|---------------------------|
| i. Turks | iv. Shah Jahan | vii. Lal Shahbaz Qalandar |
| ii. Daulatabad | v. 1398 | viii. Bahlol Lodhi |
| iii. Currency in homes | vi. Sayyids | |

ANSWER KEY

CHAPTER 7: COMING OF THE MUGHALS

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. His victory of taking over Kabul.
2. Answers may vary but look for threats from Ibrahim Lodhi, the Rajputs, but also the climate affecting Babur's health.
3. It improved trade and benefitted many future generations.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Because Ibrahim Lodhi was defeated, ending the rule of the Delhi Sultanate and start of the Mughal era.
2. Answers may vary.
3. Answers may vary but look for references to his kind heartedness and determination.
4. Answers may vary but look for resistance from Afghans, Humayun's brother siding with his enemy, his unconditional kindness, etc.
5. Answers may vary but look for land reforms, promotion of education, literature and arts, equal treatment of Hindus and Muslims, etc.
6. He started off with defeating his brother Askari and recapturing Kabul. With Shah Tahmasp's help, he then recaptured Punjab, Delhi, and Agra.
7. Answers may vary.

CHOOSE THE CORRECT ANSWER

- | | | |
|-------------------|-------------|--------------------------|
| i. Central Asia | iv. Humayun | vii. Grand Trunk Road |
| ii. Ibrahim Lodhi | v. Kanauj | viii. Koh-i-Noor diamond |
| iii. Rana Sanga | vi. Umerkot | ix. Kalinjar |

CHAPTER 8: CONSOLIDATION OF THE MUSLIM EMPIRE

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Akbar
2. Tuzk-e-Jehangiri. He was a keen observer of natural life and the famous nature artist, Mansur, lived at Jahangir's court. Jahangir was also interested in the laying out of gardens as he loved flowers and nature.
3. Kandahar, Balkh, and Badakhshan.
4. The Taj Mahal.
5. Shah Jahan.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary but look for how Mughals' victory in both battles secured their rule. Also look for difference in combat tactics of the Mughals and their enemies in both battles.
2. He first fought Hemu in the second battle of Panipat and won, successfully capturing Delhi and Agra. Then he fought Sher Shah's nephews and defeated them. He then went after Gwalior and Jaunpur, after which Bairam Khan consolidated the empire for Akbar.
3. Answers may vary but look for how tolerant he was towards his subjects' religions, provided land grant for the building of Golden temple, his religious discussions in his Ibadat Khana, etc.
4. Answers may vary but look for tolerance, equality, proper revenue settlement, etc.
5. Answers may vary but look for references to his religious tolerance, mansabdari system, flourishing of arts, his expansions etc.
6. Consolidated parts of empire which were difficult to achieve and kept it strong against rebellions. Allowed for further expeditions. Answers may vary.
7. Because it gave peasants security, discouraged fraud which further prevented from revolts to occur against Akbar and his empire. Answers may vary.
8. Became a martial sect under Guru Govind Singh to avenge his father's (Guru Tegh Bahadur Singh) death. Answers may vary.
9. Answers may vary.
10. She advised Jehangir, Persian influence became prominent in cultural activities in her court. She dealt with state matters.
11. Answers may vary.
12. Answers may vary but look for political stability, great expansions, flourishing of arts and architecture, etc.
13. Answers may vary but look for educational, artistic, political, cultural contributions, like Taj Mahal, Jamia Masjid of Delhi and Thatta, etc.

ANSWER KEY

CHOOSE THE RIGHT ANSWER

- i. Thirteen
- ii. Mansabdari
- iii. Gujarat

- iv. Todar Mal
- v. Golden Temple
- vi. World Seizer

- vii. revolt
- viii. Agra Fort

CHAPTER 9: GOLDEN AGE OF THE MUGHALS

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Khafi Khan wrote, 'When he (Shivaji) came to know of a populated and rich town, he attacked it, robbed its people, and took control of it. He collected a large number of robbers from among the Marathas and prepared to capture well-known Mughal strongholds.'
2. Sambhaji carried on the opposition against the Mughals. The Marathas eventually split into different groups under their own chiefs.
3. When Afzal Khan drew close to greet him, Shivaji attacked him with a 'tiger's claw'—a hand-held weapon— and then stabbed him with a dagger hidden in his sleeve.
4. Aurangzeb
5. Ahmed Shah Abdali

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary.
2. Answers may vary but look for abolishing more than 80 taxes, banning Nauroz, alcohol and music, along with hiring Mohtasibs to control public conduct, and his expansions.
3. Answers may vary. But look for references to wars, revolts led by Shivaji affecting the empire.
4. Treated Rajput and Hindu subjects with respect. Banned alcohol, celebration of Nauroz, banned music, hired Mohtasibs to control public conduct.
5. Answers may vary but look at religious policies, culture, expansions, administration, etc.
6. Answers may vary but look for discussions pertaining to the battles fought and the outcomes of those battles along with the administrative policies that they established.
7. Answers may vary but look for discussions on Aurangzeb's expansions, his administrative and religious policies.

CHOOSE THE RIGHT ANSWER

- | | | |
|--------------|------------------|----------------------|
| i. Deccan | iv. Marathas | vii. Bhakti movement |
| ii. Bengal | v. Marathas | viii. Aurangzeb |
| iii. Shivaji | vi. Shaista Khan | |

ANSWER KEY

CHAPTER 10: LATER MUGHALS (1707-1857)

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Laws that were fair to everyone. Also provided funds (madad-e-ma'ash) for deserving people of four types: scholars; saints/mystics; illiterate, weak, and poor people; and uneducated people of noble birth
2. Shalamar and Nishat gardens in Kashmir, as well as Shalimar Garden in Lahore.
3. Miniature painting and/or calligraphy.
4. Guru Nanak and he compiled Guru Granth Sahib.
5. Persian.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary but look for greed, laziness, weak, pleasure-loving, old age, jizya tax, etc.
2. In 1739CE the weak and defenceless territories of the subcontinent attracted his attention and advancing through Ghazni, Kabul, and Lahore, he led his army to Karnal, within a hundred miles of Delhi. He annexed to his Afghan kingdom all the Mughal lands west of the River Indus and killed 20,000 people.
3. The Marathas broke up into independent states and Ahmed Shah Abdali was forced to return to Afghanistan. Answers may vary but look for references to cementing of Mughal power in India.
4. Answers may vary but look for social, economic, administrative, and moral causes.
5. Because it meant stability for the government and security for the people and their work and trade. Answers may vary.
6. Answers may vary but look for stability and support from their subjects.
7. Answers may vary but look for references to one-of-a-kind masterpieces of architecture, calligraphy and miniature paintings as legacies of Mughal empire among other reasons.
8. Answers may vary but look for similarities pertaining to art, religion, education, etc.

CHOOSE THE RIGHT ANSWER

- | | | |
|--------------|---------------|------------|
| i. Aurangzeb | iv. tolerance | vii. three |
| ii. Jahangir | v. Europe | |
| iii. Humayun | vi. Akbar | |

CHAPTER 11: MODERN EUROPE

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Because of his artistic, scientific and intellectual achievements. Some of them include the Mona Lisa, notes and drawings of the human frame, designing flying machine, etc.
2. Michelangelo who painted the Sistine Chapel, Galileo and Copernicus who made significant scientific studies about the solar system.
3. This intellectual curiosity led to the exploration of the then known world and the discovery of the unknown world.
4. Because the route was an important source of trading goods especially for cotton, silk, indigo and spices.
5. He sailed westwards to find a route to India. He was helped by King Ferdinand and Queen Isabella of Spain and reached after a month in what he called 'West Indies'.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. The Reformation was a major movement in sixteenth century Europe which challenged the Catholic Church and the authority of the Pope in Rome. In criticizing the Catholic Church, Protestantism arose. As Protestant and Catholicism divided Europe, the continent also started to embrace secularization.
2. Observation, investigation, and experimentation became scientific methods to transform society's view about nature. Galileo invented the telescope and microscope as well as Isaac Newton discovered the law of gravity.
3. Intellectual curiosity along with Al-Idrisi's maps and notes inspired land and sea exploration. The use of quadrants*, astrolabes*, clocks, and the magnetic compass, revolutionized navigation.
4. They had developed some of the best ships and navigational techniques in Europe, which improved trade by sea. Prince Henry of Portugal, known as 'The Navigator', was very interested in ships and navigation and he played a major role in organising the voyages.
5. Answers may vary but look for references to their voyages to the East.

CHOOSE THE RIGHT ANSWER

- | | | |
|-----------------|-----------------|---------------------|
| i. Renaissance | iv. Reformation | vii. Reformation |
| ii. Da Vinci | v. Galileo | viii. Enlightenment |
| iii. Portuguese | vi. Portugal | |

ANSWER KEY

CHAPTER 12: EUROPE'S ENLIGHTENMENT AND REVOLUTIONS

BRIEFLY ANSWER THE FOLLOWING QUESTIONS

1. Diderot.
2. 'Principia Mathematica'
3. The country had large reserves of coal to power the machines, and iron ore which provided raw material for making machines.
4. By 1850 Britain was considered the richest nation of all.
5. American Revolution and French Revolution.

ANSWER THE FOLLOWING QUESTIONS IN DETAIL

1. Answers may vary but look for answers pertaining to liberty, equality, Americans wishing to attain freedom from British instructions, and French wanting freedom from French feudalism.
2. Machines took the place of manual work. Answers may vary but look for inventions of steam engines, rise of factories, etc.
3. People had to give up this way of life and moved to cities in large numbers to work in factories. The cities could not accommodate such an increase in population and living and working conditions for these factory workers were miserable. Answers may vary.
4. Because its size was so huge that daylight was always found in some part of its territories.
5. It made cotton manufacturing cheap and easy, and revolutionized the cotton textile industry. Answers may vary.
6. The steam engine ensured transport became easier and faster and benefited trade across seas and over land. Answers may vary.
7. Britain's factories needed cheap raw cotton to manufacture into cloth and India as a colony was used to supply it in bulk. British machine-made textiles became cheaper to buy and the subcontinent was used as a market for selling them. Answers may vary.
8. Arkwright developed mills in which the whole process of yarn manufacture could be carried out by one machine and be mass-produced. Answers may vary.

CHOOSE THE RIGHT ANSWER

- | | | |
|---------------------|--------------------|-------------|
| i. Modernism | iv. factory system | vii. French |
| ii. Britain | v. India | viii. Spain |
| iii. spinning jenny | vi. James Watt | |

REVISION WORKSHEETS

CHAPTER 1: MEDIEVAL EUROPE

WORKSHEET THE FEUDAL SYSTEM

Complete the following sentences in the first column using the second column

First Column	Second column
Feudalism is a defining feature	the 9th and the 15th centuries
Feudalism flourished in Europe between	And the peasants or farm labourers very poor
In feudalism, society was divided	many countries today
Feudalism as a system was	of the Middle Ages in Europe
Feudalism made the landowners very rich	unfair and unjust
Feudalism still exists in	into two groups – landowners and farm labourers
The legal, economic, military, and cultural customs of Medieval Europe	were organized around the feudal system

REVISION WORKSHEETS

CHAPTER 1: MEDIEVAL EUROPE

WORKSHEET: PEOPLE OF MEDIEVAL EUROPE

Write a short phrase to explain the role of each of the following

King	
Nobles	
Peasants	
Bishops	
Knight	
Craftsmen	
Church	
Feudal System	
Court	

CHAPTER 2: UMMAYYADS AND ABBASIDS

WORKSHEET: MUSLIM SCIENTIFIC ACHIEVEMENTS

The two columns below have the names of Muslim scientists and their achievements. Match the names of the scientists with their achievements

1) Al Razi	He covered 12,000 miles as a traveller.
2) Ibn Sina	He explained the cycle of rise and fall of civilisations.
3) Al Khwarezmi	His geographical maps led to cartography.
4) Ibn Haytham	He was the most famous of Muslim philosophers.
5) Ibn Rushd	He laid the foundations of Algebra.
6) Al Idrisi	He was a famous doctor at the royal court.
7) Ibn Khaldun	He was the most famous Muslim scientist of earlier times.
8) Ibn Batuta	He brought set up hospitals; diagnosed illness by observing the symptoms of patients.
	He is known as the father of optics.

Write a short note on who you think made the most remarkable contribution.

CHAPTER 2: UMMAYYADS AND ABBASIDS

WORKSHEET: THE RAILWAY CHANGED PEOPLE'S LIVES IN BRITAIN.

What do you know about the Muslim conquest of Sindh?

Mark the statements with a tick (✓) if correct or a cross (X) if incorrect and give reason.

1. Hajjaj bin Yusuf was an uncle of Muhammad bin Qasim.

2. Hajjaj bin Yusuf was a senior officer in the Abbasid Khilafat.

3. Muhammad bin Qasim's army had soldiers on horseback and camels.

4. Raja Dahir was the ruler of Multan.

5. The conquered regions in Sindh and southern Punjab came under Umayyad rule.

6. Muhammad bin Qasim ruled Sindh for a long time.

7. The people of Sindh were happy when Muhammad bin Qasim went back to Damascus.

8. An Arab army had been sent in 644 by the Khalifa at Makkah to conquer Sindh and Balochistan.

9. Raja Dahir was defeated at Debul in Sindh.

10. Muhammad bin Qasim was sent to Sindh because pirates had attacked a ship going to Arabia.

CHAPTER 3: MUSLIM EMPIRES AND CRUSADES

WORKSHEET: TIMELINE OF MUSLIM DYNASTIC RULE

Show the following dynasties as a timeline:

Umayyads 661–750; Abbasids 750–1258; Fatimids 910–1171; Seljuq 1037–1194; Ayubid 1169–1250; Mamluk 1250–1517.

Write one sentence describing each dynasty.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CHAPTER 4: OTTOMANS AND SAFAVID

WORKSHEET: THE FIRMAN OF MEHMET II, 1463

1. Refer to page 22 of your textbook. Why do you think Mehmet II issued this Firman to the people he had conquered?

2. To whom was the Firman given and where has it been preserved since then?

3. Explain briefly what the Firman was meant to create in the Ottoman Empire.

4. Do you think that the successful Ottoman rule of 600 years was based on this Firman?

5. Why do you think that the United Nations published a translation of the Firman in all the official United Nations languages?

CHAPTER 5: ESTABLISHMENT OF DELHI SULTANATE

WORKSHEET: QUIZ ON THE DELHI SULTANATE

1. He was the father of Mahmud of Ghazni

2. Mahmud of Ghazni beautified this city

3. The number of times Mahmud of Ghazni invaded India

4. The great Persian poet who lived at Mahmud's court

5. He came with Mahmud of Ghazni to India and wrote about this country

6. Name of the book written on the history of Persia

7. The Arabic word for slave is

8. Muhammad Ghori fought him to conquer Delhi and Agra

9. The Qutb Minar was built and named after

10. The Delhi Sultans depended on these men for advice

11. The fierce Central Asian tribe that invaded India in 1221

12. The daughter of Iltutmush who succeeded him

13. His tomb is in Anarkali Bazaar in Lahore

14. He was successful in keeping the Mongols away from the Sultanate

15. The Qutb Minar and Quwwatul Islam Mosque were completed by

CHAPTER 6: EXPANSION UNDER DELHI SULTANATE

WORKSHEET: AFGHAN RULERS OF INDIA FROM THE 13TH TO 16TH CENTURIES.

1. List the names of the Afghan dynasties that ruled India from 1290 to 1526. Write the years of their rule along with the names.

2. Write the names of prominent rulers of these dynasties, along with the dates of their rule.

3. Which famous traveller came to India in 1333? Write briefly about him and his stay in India.

4. What event took place in 1398 that strongly affected the Delhi Sultanate?

CHAPTER 6: EXPANSION UNDER DELHI SULTANATE

WORKSHEET: THE SULTANATE BREAKS UP

Fill in and colour the blank map of the subcontinent with boundaries of Hindu and regional kingdoms that became independent after the Sultanate weakened.



Briefly describe (in one sentence each) the new kingdoms that arose after the Delhi Sultanate.

CHAPTER 7: COMING OF THE MUGHALS

WORKSHEET: HOW THE SULTANATE RULED

Explain in a short sentence the role of the following in the Delhi Sultanate:

Ulema: _____

Wazir: _____

Army: _____

Craftsmen: _____

Urdu: _____

Court historians: _____

Sufi saints: _____

CHAPTER 7: COMING OF THE MUGHALS

WORKSHEET: MUGHAL EMPERORS

Make a horizontal timeline showing the names and dates of the reigns of each Mughal Emperor.

Use a scale of 1 cm = 10 years.

Babar 1526–1530; Humayun 1530–1556; Akbar 1556–1605; Jahangir 1605–1627; Shah Jahan 1627–1658; Aurangzeb 1658–1707.

Look at your timeline to answer the following questions:

1. The two most famous Mughal emperors who ruled for the longest times; write their names below.

2. List the emperors in order of the lengths of their reigns, with the shortest reign first.

3. Who was the emperor in the beginning of the 17th century?

4. Who was the emperor at the end of the 16th century?

5. Who was the emperor in the middle of the 1500s?

CHAPTER 8: CONSOLIDATION OF THE MUGHAL EMPIRE

WORKSHEET: THE FIRST AND SECOND BATTLES OF PANIPAT, 1526 AND 1556

Refer to the map on page 30 of your textbook and mark Panipat on the map below.

- 1. Give a reason why two battles were fought at Panipat.

- 2. What are the similarities between the two battles?

- 3. Can you find any differences between these two important battles?

- 4. Was there a third Battle of Panipat? Name the two opposing sides.



CHAPTER 9: GOLDEN AGE OF THE MUGHALS

WORKSHEET: SHAH JAHAN AND ARCHITECTURE

Shah Jahan is known for the architectural brilliance of his buildings: Taj Mahal, Agra; Jamia Masjid, Thatta; Red Fort, Delhi; Jamia Masjid, Delhi; Shalimar Gardens, Lahore.

What strikes you when you look at pictures of these buildings? Write a brief description of the architecture, or in the use of materials or decoration of each structure.

Taj Mahal, Agra:

Jamia Masjid, Thatta:

Red Fort, Delhi:

Jamia Masjid, Delhi:

Shalimar Gardens, Lahore:

CHAPTER 9: GOLDEN AGE OF THE MUGHALS

WORKSHEET: EMPEROR AURANGZEB

1. What do you like most about Emperor Aurangzeb and why?

2. Aurangzeb said that as a king he believed that:

‘I was sent into the world by providence, to live and labour, not for myself but for others; that it is my duty not to think of my own happiness except so far as it is inseparably connected with the happiness of my people.’

a) What idea do you get from this statement about the responsibilities of kingship?

b) Do you think that Aurangzeb was a successful Mughal emperor?

c) How would you compare this ideal of kingship with the leadership in Pakistan over the years?

d) Can you think of another king in the Delhi Sultanate who thought the same way? Explain.

CHAPTER 10: LATER MUGHALS (1707–1857)

WORKSHEET: THE MUGHAL EMPIRE DECLINES

Next to each word, write a brief explanation as to how each contributed to the decline of the Mughal Empire.

Empire:

Army:

Invasions:

Successors:

Nobles:

Marathas:

Law of succession:



CHAPTER 10: LATER MUGHALS (1707–1857)

WORKSHEET: WHAT THE MUGHALS LEFT BEHIND

Match the words in the box with their description in the sentences below.

architecture; miniature paintings; fashions; literature; education; manners and courtesy; administration; calligraphy; weaponry

_____	The mausoleums, mosques, gardens and forts testify to the artistic beauty and grace cultivated by Mughal royalty.
_____	The kingdom was governed by dividing it into provinces looked after by the governor, kotwal, Qazi and mansabdars
_____	The Aeen-i-Akbari quotes that there were 52 universities in and around Thatta in Sindh during Jahangir’s time.
_____	Khwaja Abdus Samad was given the title of <i>Shirin Qalam</i> for his skill in this art.
_____	Court historians and exceptional poets contributed books and Diwans during Mughal times.
_____	The Mughals introduced the use of guns and cannon and produced weapons of excellent quality.
_____	The Mughal court and courtiers displayed exceptional etiquette which is still in use today.
_____	Empress Nur Jahan developed styles of dressing and perfumes, and has left that legacy behind.
_____	This Mughal style of painting is still alive as an art form in Pakistan as well as India and Iran.

CHAPTER 11: MODERN EUROPE

WORKSHEET: WHAT DO YOU KNOW?

Use the clues below to complete the statements.

1. It was the contact with the East which started the _____
_____.
2. The Muslims made available the learning of Ancient Greeks and Romans _____
_____.
3. The Renaissance became the bridge between _____
_____.
4. The conquest of Constantinople by Ottomans made many _____
_____.
5. _____ became the centre of Renaissance.
_____.
6. The greatest inquiring mind of the Renaissance was _____
_____.
7. Leonardo Da Vinci is famous for his two paintings _____
_____.
8. _____ painted the ceiling of the Sistine Chapel in Rome.
_____.
9. Renaissance changed Europe and brought in the _____
_____.
10. Muslim skills in _____
_____ helped Europeans with sea voyages to discover new routes and lands such as America.

Mona Lisa and The Last Supper; rebirth of learning in the West; Age of Discovery; through translation of their works; Greek scholars flee to Europe with their learning; the Medieval or Middle Ages and the Modern Age; cartography, astrolabes and clocks; Leonardo Da Vinci; the city of Florence in Italy; Michelangelo.

CHAPTER 12: EUROPE'S ENLIGHTENMENT AND REVOLUTIONS

WORKSHEET: THE RAILWAY CHANGED PEOPLE'S LIVES IN BRITAIN.

Which of these statements are correct? Answer with a 'yes' or 'no'.

1. People were able to travel greater distances for leisure and work.

2. Townspeople were able to receive fresh meat, milk, and vegetable brought in by the railways.

3. Industry grew as railways needed coal and iron.

4. Railways allowed factories to transport their goods quickly to the market.

5. Quick transport meant that more goods could be manufactured in bulk and cheaply.

6. Railways created more jobs so more people could afford to buy cheaply manufactured goods.

7. Travelling by trains became convenient and faster than coaches.

8. Newspapers and post could be transported by railways faster and reached more people.

9. Poor people could now travel by rail as a cheaper and faster option.

10. Many railway towns came up and people were employed by the railways.

CHAPTER 12: EUROPE'S ENLIGHTENMENT AND REVOLUTIONS

WORKSHEET: CHANGES IN EUROPE

Match the name to the activity that each one did

Gutenberg	Movement of planets
John Calvin	Painted the ceiling of the Sistine Chapel in Rome
Martin Luther	French lawyer who challenged the practices of the Catholic Church
Leonardo da Vinci	Known for refining the printing press
Columbus	Painted Mona Lisa and the Last Supper
Michelangelo	Wrote theses criticizing the Pope and Church of Rome
Nicholas Copernicus	Reached continent of America
Galileo	Studied astronomy and Solar System

