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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 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. A 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
2. Primary sources
3. Artefacts such as objects, maps, remnants of pottery, clothing, pictures, etc.
4. Secondary sources such as records, observations, accounts
5. Assessment

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.

Primary 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.)

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.

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.

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. More 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:

- Is it a primary or a secondary source?
- What types of people are shown in the picture?
- Why are they dressed in this way?
- What kind of activity is taking place in the picture?
- Why is that activity important?

- Are there any clues to the period of history they are studying?
- How does the picture connect to that period?

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 key words 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.

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; Describe; Evaluate; How; Compare (both similarities and differences); Contrast (find differences).

Chapters 1–13, 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, analyze, 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 I

THE RISE OF ISLAMIC CIVILIZATION

This chapter explains how a new Islamic Civilization came into being, with a brief reference to the rise of Islam. 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 civilization.

Key points

- Explanations of the following: Dark Ages, civilization, Islamic civilization, culture, calligraphy, Golden Age, and polymath
- Why the Roman Empire collapsed
- How Christianity spread in Europe under Roman rule and how the 'Western Civilization' developed
- The new civilization of Islam takes root in Arabia and spreads beyond the peninsula under the rule of the first four *Khulafa-e-Rashideen* (RA).
- Dynastic rule takes over in Islam and the empire spreads from Spain to China.
- Europe enters the Dark Ages while Islam spreads and evolves in to a remarkably enlightened civilization.
- Muslims scholars and inventors lead the way in learning and innovation.

Activity for the 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

Summarize 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 civilization.

Sample lesson plan: Chapter 1

Topic: The spread of Islam

Duration: 35–40 minute period

Resources: Textbook, atlas, library, Internet

Objectives

To describe the rise of a new religion in Arabia, Islam, and its dynamic growth in the world

To explain the basic tenets of the faith of Islam and their role in the spread of Islam

Learning outcomes

Students should be able to:

explain how Islam spread rapidly and identify the motives that contributed to the spread of the religion.

Learning process

- Write the topic 'Spread of Islam' on the board and brainstorm its meaning.
- Once the meaning is clear, ask students to look at the map on page 2. In pairs, ask students to observe and list the areas in which Islam spread.
- Convert this into an activity. Ask each pair to name one area and write it on the board. When all the areas have been identified, ask each pair to see how many areas they have correctly named.
- After this exercise, introduce the dynasties that spread Islam and the reasons for its spread.
- Sum up by asking the students to identify the distinctive features of Islamic rule in the conquered areas.

CHAPTER 2

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.

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: Chapter 2

Topic: Ibn Batuta and his travels

Duration: 35–40 minutes period

Resources: Textbook, library, atlas, Internet

Objectives

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

Learning outcomes

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

- 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.
- 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.
- Connect his stay in India to Muhammad Tughlaq's reign (in Book I) and identify Batuta's writings about his court as a primary source.
- 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.

THE CRUSADES, RENAISSANCE, AND THE AGE OF DISCOVERY

The background and chronology of the Renaissance is explained and its importance in leading to the Age of Discovery when India and the Far East were discovered by the Portuguese, Spanish, Dutch, French, and English. The interaction between East and West took place through trade and colonization.

Research

Find out about the discoveries of new lands by Europeans in the 14th and 15th centuries.

Key points

- Explain the following: Renaissance, Greeks and Romans, Italy, Age of Discovery, and naval technology.
- Europe entered the Dark Ages and the advancements of the Greeks and Romans were forgotten.
- Christian Europe was united under the leadership of the Roman Catholic Church, while in the Middle East and East a new Islamic civilization arose.
- The clash between Christianity and Islam resulted in the Crusades.
- Enlightenment came to Europe and the Renaissance brought innovations which formed the basis of the Age of Discovery; advancements in naval technology made it possible to cross the seas and discover new lands.
- Portugal led the way in discovery of new sea routes: the continent of America was discovered in the west, and the Spice Islands in the east.

Activity for the lesson

List the inventions of Leonardo da Vinci and explain why he is a good example of the Renaissance spirit.

Application of learning

On a map of the world, mark the areas or cities where the Renaissance took place, and draw the sea routes that made the discovery of other lands possible.

Writing skills

Write a short essay on the Renaissance.

1. Introduce the word and its meaning, and explain the background to the Renaissance.
2. Name the major cities involved in the Renaissance and identify its main achievements.
3. Conclude by highlighting the lasting effects of the Renaissance on the modern world.

Sample lesson plan: Chapter 3

Topic: The Renaissance

Duration: 35–40 minute period

Resources: Textbook, library, atlas

Objectives

To explain the importance of Renaissance or 're-birth' of learning

To identify the changes it brought and evaluate its impact on Europe

Learning outcomes

Students should be able to:

evaluate the importance of learning and assess the impact of the Renaissance on Europe and the rest of the world.

Learning process

- Write 'Renaissance' on the board and brainstorm what the word means and where it started.
- Explain the importance of the Renaissance to Europe, and identify some of the leading Renaissance figures.
- Ask students to work in pairs and make a list of the activities that were part of Renaissance.
- Collect information from students' work and write it on the board.

Activity

Project work: Now ask students to do a project on the Renaissance for a classroom display. Share ideas with them on the requirements—a chart display and a video representation of the Renaissance which can be downloaded from the Internet. Give the students 7–10 days to complete the project and present it in class.

CHAPTER 4

THE OTTOMAN AND SAFAVID EMPIRES

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 the 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: Chapter 4

Topic: Persian language and literature

Duration: 35–40 minute period

Resources: Textbook, library, Internet research

Objectives

To explain the importance of language in creating identity for a country or nation

To explain how language reflects the culture of a country through its literature, and discuss Firdowsi's *Shahnama* as an example of this. (Explain that *Shahnama* is the Urdu version of *Shahnameh* in Persian.)

To study poetry and the Persian poets—Hafez, Saadi, and Omar Khayyam—who made an impact in Iran and India through their poetry

Learning outcomes

Students should be able to:

explain the importance of language and how it was used to create an identity through the prose and poetry of Persia;

describe the genres of Persian poetry and identify some Persian poets and their works;

evaluate the importance of *Shahnama* in the history of Iran.

Learning process

- Write on the board the names of the poets and writers mentioned in the textbook—Hafez, Saadi, and Firdowsi.
- Explain the importance of a language in identifying people, places, and nations.
- Discuss the genres of prose and poetry in classical Persian literature; if possible get a few simple verses of any one poet (preferably translated into Urdu or English) and read them out to the class.
- Make a comparison with Urdu, a familiar language for students.
- Evaluate the achievements and contributions of these writers.

CHAPTER 5

THE 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 Babur 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

- Why did Babur want to conquer India?
- Why was Babur successful in conquering India?
- What circumstances were in his favour?
- What do we learn about Babur from his diary?
- How did Babur's character and beliefs contribute to his success?
- How did Humayun lose the empire?
- Key features of Sher Shah's administration as a ruler

Activities for the 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 Babur 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 Babur 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.
2. The comparison must be done point by point. For example:

Difference: Babur gained an empire in India but Humayun lost it.

Similarity: Babur 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:

- Babur 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.
- Babur 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: Chapter 5

Topic: Babur's invasion of India

Duration: 35–40 minute period

Resources: Textbook, atlas, library for matter from *Baburnama*

Objectives

To explain the challenges faced by Babur in invading India

To describe the opportunities exploited by Babur

Learning outcomes

Students should be able to:

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.

Learning process

- 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.
- Explain the circumstances of the first Battle of Panipat and further conquests to consolidate his conquests.
- Sum up by evaluating Babur's achievements in the short span of time he had, and the long-term effects of his invasion.

Activity

On outline maps of the subcontinent, ask students to colour the areas conquered by Babur during his reign.

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

Sample lesson plan: Chapter 6

Topic: Fatehpur Sikri

Duration: 35–45 minutes

Resources: Textbook, map of Mughal India, library, Internet for images

Objectives

To explain the objectives, construction, and outcomes of Akbar's decision to build a new capital at Fatehpur Sikri

Learning outcomes

Students should be able to:

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

- 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.
- Next, locate on a map the exact position of Fatehpur Sikri.
- Continue by identifying the reasons for building a new capital city.
- 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.
- Brainstorm why the capital was moved away from Fatehpur Sikri and consider what losses might have been incurred in the process.
- Compare this to an earlier event in Indian history—the shifting of the capital to Daulatabad by Mohammad bin Tughlaq.

AKBAR'S SUCCESSORS: 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

Draw a plan of a

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

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

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.
3. In the final paragraph, evaluate the overall importance of these buildings and their contribution to architecture in general.

Sample lesson plan: Chapter 7

Topic: Jahangir, the fourth Mughal emperor

Duration: 35–40 minute period

Resources: Textbook, library for information from *Tuzk-e Jahangiri*

Objectives

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

Learning outcomes

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

- Write 'Jahangir' and the dates of his reign on the board. Ask the students to look at the picture of Jahangir on page 45. You can brainstorm on what he is holding and what it signifies, the expression on his face, his dress, and the fact that miniatures of that time only gave a side view of the face.
- Retrace the steps from Babur as founder, Humayun as retainer and Akbar as consolidator—where does this place Jahangir?
- Discuss the distinctive features of his reign: cultural advancement, justice, the prosperity of the empire, and conquests.

Activity

Ask the students to look at the pictures of the mausoleums of Jahangir and Nur Jahan on page 49. 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.

CHAPTER 8

AURANGZEB: 1658–1707

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 so it must be a clearly structured piece of writing. Pointing out the strengths and weaknesses and why they proved to be so is the analysis.

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 analyzing how his strengths and weaknesses affected his success.

Sample lesson plan: Chapter 8

Topic: Aurangzeb's Deccan campaigns

Duration: 35–40 minute period

Resources: Textbook, atlas, library for further information

Objectives

- 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

Learning outcomes

Students should be able to:

identify the reasons for Aurangzeb's conquest of the Deccan, and the extent of the Mughal Empire under his rule;

analyze the long-term results of creating a huge empire.

Learning process

- Ask the students to look at the map on page 55. 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 I.)
- 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.

Activity

Research on the Bhakti movement and Sikhism.

Explain the differences in beliefs between Sikhism and the Bhakti movements.

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.

CHAPTER 9

THE DECLINE OF THE MUGHAL EMPIRE

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 time line 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: Chapter 9

Topic: The last Mughal Emperor, Bahadur Shah Zafar

Duration: 35–40 minute period

Resources: Textbook, library for information on Burma (Myanmar) in the 19th century; visuals of Hindu temples in South India

Objectives

To describe the lifestyle of the last Mughal emperor by examining his reign and eventual downfall

Learning outcomes

Students should be able to:

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

- Write the name 'Bahadur Shah Zafar' on the board and ask why he took 'Zafar' as a surname. (This was his pen-name 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.

CHAPTER 10

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 chapter 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

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: Chapter 10

Topic: Mughal architecture

Duration: 35–40 minute period

Resources: Textbook, library, Internet for images

Objectives

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

Learning outcomes

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

- 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 in is 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.
- What do 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.

Activity

Ask the students to design a web page on the Mughal Dynasty, 1526–1857 describing key features of Mughal civilization 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.

MUSLIM REVIVAL IN THE 18TH AND 19TH CENTURIES

With the decline of Mughal power, Muslims found it difficult to adjust to a life that was inferior to their earlier status. At this time, religious reformers tried to reform the lives of Indian Muslims in a number of ways. Shah Waliullah translated the Quran into Persian so that Muslims could better understand their religion and practically follow its teachings to become strong again. His sons later translated the Quran into Urdu for better understanding. Syed Ahmed Shaheed Bareilvi decided on Jihad against the Sikhs who oppressed the Muslims in the Punjab, and Haji Shariatullah told the Muslims of Bengal to follow the *faraiz* or obligations of Islam and become strong Muslims.

Research

- Deoband Movement
- Nadvat-ul-Ulema Movement
- Jamia Millia, Delhi

Key points

- Connection between the decline of the Mughals and the religious revival
- The different approaches to the revival of Islam by the four reformers
- The immediate and long-term effects of the revival movements

Activity for the lesson

- Make a class display of the three reformers and the areas where their movement occurred.
- Then, list their achievements as reformers and assess how far they succeeded in reviving Islam.

Application of learning

- Relate the reforms of the three reformers to the present day.
- The students might suggest examples for applying these reforms in the present day context.

Writing skills

Write two paragraphs on the continuity and change that occurred during the Muslim revival of the 17th and 18th centuries.

1. In the first paragraph, write about the continuity of religious reform before, during, and after Mughal rule.
2. In the second paragraph, highlight the changes that occurred because of the attempts by reformers to revive Islam.

Sample lesson plan: Chapter 11

Topic: Shah Waliullah as religious reformer

Duration: 35–40 minute period

Resources: Textbook, library, and Internet for further information

Objectives

To explain the importance of religious reform in the context of Shah Waliullah

To describe the various ways in which Shah Waliullah brought reform to the lives of the Indian Muslims

To assess Shah Waliullah's importance as a religious reformer

Learning outcomes

Students should be able to:

explain the reasons underlying reforms of the Muslims' religious beliefs;

describe the ways in which Shah Waliullah introduced reform;

assess Shah Waliullah's importance as a reformer, and the long term effects of his reforms.

Learning process

- Write 'Shah Waliullah' on the board and brainstorm the students' existing knowledge about him.
- Explain why he is called a 'religious reformer' and why there was a need for reform.
- Discuss his book, *Hujjat-ul-Baligha* and why he wrote fifty-four books to explain different aspects of Islam.
- Explain the reasons for inviting Ahmad Shah Abdali to come and defeat the Marathas.
- Sum up his contribution to later reforms by others who followed his example.

CHAPTER 12

THE INDUSTRIAL REVOLUTION

The Industrial Revolution brought great changes to the life styles 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, giving an explanation of 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: Chapter 12

Topic: Invention of the Steam Engine

Duration: 35–40 minute period

Resources: Textbook, library, Internet research

Objectives

To explain what a steam engine is and how it works

To identify the consequences of the steam engine for mechanical and technological advancement

Learning outcomes

Students should be able to:

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

- 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 life styles changed because of the steam engine.
- Sum up by comparing and contrasting people's lives before and after the invention of the steam engine, the Industrial Revolution and introduction of the railways.

A NEW POWER EMERGES—EUROPEANS IN SOUTH ASIA

This chapter traces the rise of the British in India and the take-over of its territory: Bengal, Delhi, the defeat of Tipu Sultan, and the Doctrine of Lapse. Once established, the first War of Independence of 1857 challenged their rule of India, after which a firmer base was created to keep their power intact.

Research

- Subsidiary Alliances
- Ranjit Singh and Lahore
- Mir Jafar

Key points

- The coming of the British to India for trade
- The East India Company and its involvement in Indian affairs
- The expansion of the East India Company's rule through the Subsidiary Alliances and the Doctrine of Lapse
- The reasons for the War of 1857
- The consequences of the War of 1857

Activity for the lesson

- Ask students to identify key events leading to the conquests in Bengal and Mysore, using a map to record and explain key events.
- Role play for e.g. Rani of Jhansi, Nana Sahib, Tantia Topi, a sepoy, a peasant, and Bahadur Shah as leaders in the War of 1857. Each character should explain why they are fighting this war.
- Then, use role play for a Muslim, a Hindu, and a British citizen, who explain the consequences of the war for each of them.

Application of learning

- On a map of India draw the main centres of the War of 1857, listing the people involved at each place and listing the causes and consequences of the war at the bottom of the page.
- Students can find pictures/cartoons to illustrate the atrocities of 1857. These sources can then be used to identify and explain some of the consequences: bitterness on both sides, the ending of the East India company rule, the exile of Bahadur Shah Zafar, and the declaration of Queen Victoria as Empress of India.

Writing skills

Write two paragraphs arguing why the War of 1857 should be called the War of Independence or the Mutiny.

1. In the first paragraph, give reasons why it should be named the War of Independence.
2. In the second paragraph, give reasons why it could be called the Mutiny.
3. In the third paragraph give your own opinion, with reasons for your choice.

Sample lesson plan: Chapter 13

Topic: Haidar Ali and Tipu Sultan

Duration: 35–40 minute period

Resources: Textbook, library, Internet

Objectives

To explain the roles played by Haidar Ali and Tipu Sultan in trying to stop the advance of the British

To describe the exceptionally advanced state of Mysore under Haidar Ali and Tipu Sultan

Learning outcomes

Students should be able to:

assess the roles played by Haidar Ali and Tipu Sultan in resisting the British takeover of Indian territory;

evaluate Mysore state under the rule of Haidar Ali and Tipu Sultan whose enlightened policies made it prosperous and advanced.

Learning process

- In pairs, ask students to discuss how Haidar Ali and Tipu Sultan fought the British. They should focus on the making and breaking of alliances and the treachery that betrayed their trust.
- Next, ask students to present their views on how both Haidar Ali and Tipu Sultan managed to fight bravely to the end.
- Identify the leadership qualities of Tipu Sultan and discuss what made him an exceptional leader.
- On the board list some of the innovative things that Tipu Sultan did to make Mysore prosperous, and discuss with the students the possible outcomes of these measures.
- Sum up by evaluating Tipu Sultan's place in the history of India as a valiant fighter to keep his country independent of foreign rule.

WORKSHEET I**Chapter I: The Rise of Islamic Civilization****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. _____

WORKSHEET 2**Chapter 2: Muslim Inventors and Scholars****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 civilizations. |
| 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.

WORKSHEET 3**Chapter 3: The Crusades, Renaissance, and The Age of Discovery****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.

WORKSHEET 4

Chapter 4: The Ottoman and Safavid Empires**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?

WORKSHEET 5**Chapter 5: The Coming of the Mughals****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 are also those 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?

WORKSHEET 6**Chapter 6: Akbar: The Consolidation of the Mughal Empire****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?

WORKSHEET 6

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

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

WORKSHEET 7**Chapter 7: Akbar's Successors: Jahangir and Shah Jahan****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:

WORKSHEET 8**Chapter 8: Aurangzeb 1658–1707****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.

WORKSHEET 9**Chapter 9: The Decline of the Mughal Empire****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: _____

WORKSHEET 10

Chapter 10: The Legacy of the Mughals

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

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

WORKSHEET 11

Chapter 11: Muslim Revival in the 18th and 19th Centuries

Muslim revival

There are five boxes under each reformer. Fill the boxes in this order:

1. Place of birth and area of influence where they worked
2. What made them take up reform?
3. How did they carry out that reform?
4. How far did they succeed in their reform efforts?
5. Did they leave a legacy beyond their times? If so, define it.

Shah Waliullah	Syed Ahmed Shaheed	Haji Shariatullah

WORKSHEET 12**Chapter 12: The Industrial Revolution****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.

WORKSHEET 13

Chapter 13: A New Power Emerges—Europeans in South Asia

The British become the rulers of India

Look at the two sources below and answer the following questions.

Source 1:

'As Maulvi Muhammad Baqar's son, the poet and critic Azad wrote:

"The important thing is that the glory of the winners' ascendant (rising) fortune gives everything of theirs—even their dress, their gait, their conversation—a radiance that makes them desirable. And people do not merely adopt them, but they are proud to adopt them." (W. Dalrymple: 478)

Source 2:

'At one stroke the Muslims of India lost their kingdom, their Mughal empire, their emperor, their language, their culture, their capital city of Delhi and their sense of self. Politically and culturally the loss was totally devastating.' (A.S. Ahmed: 43)

a) Who are the 'winners' in Source 1?

b) What event is referred to by 'At one stroke' in Source 2?

c) What is the poet Azad referring to in Source 1?

d) Who is the author referring to in Source 2?

e) What culture was bound to replace Mughal culture according to Source 1?

f) Pick out three words from Source 1 that match with similar words in Source 2.

g) Do you think both Sources 1 and 2 are correct in their predictions?
