

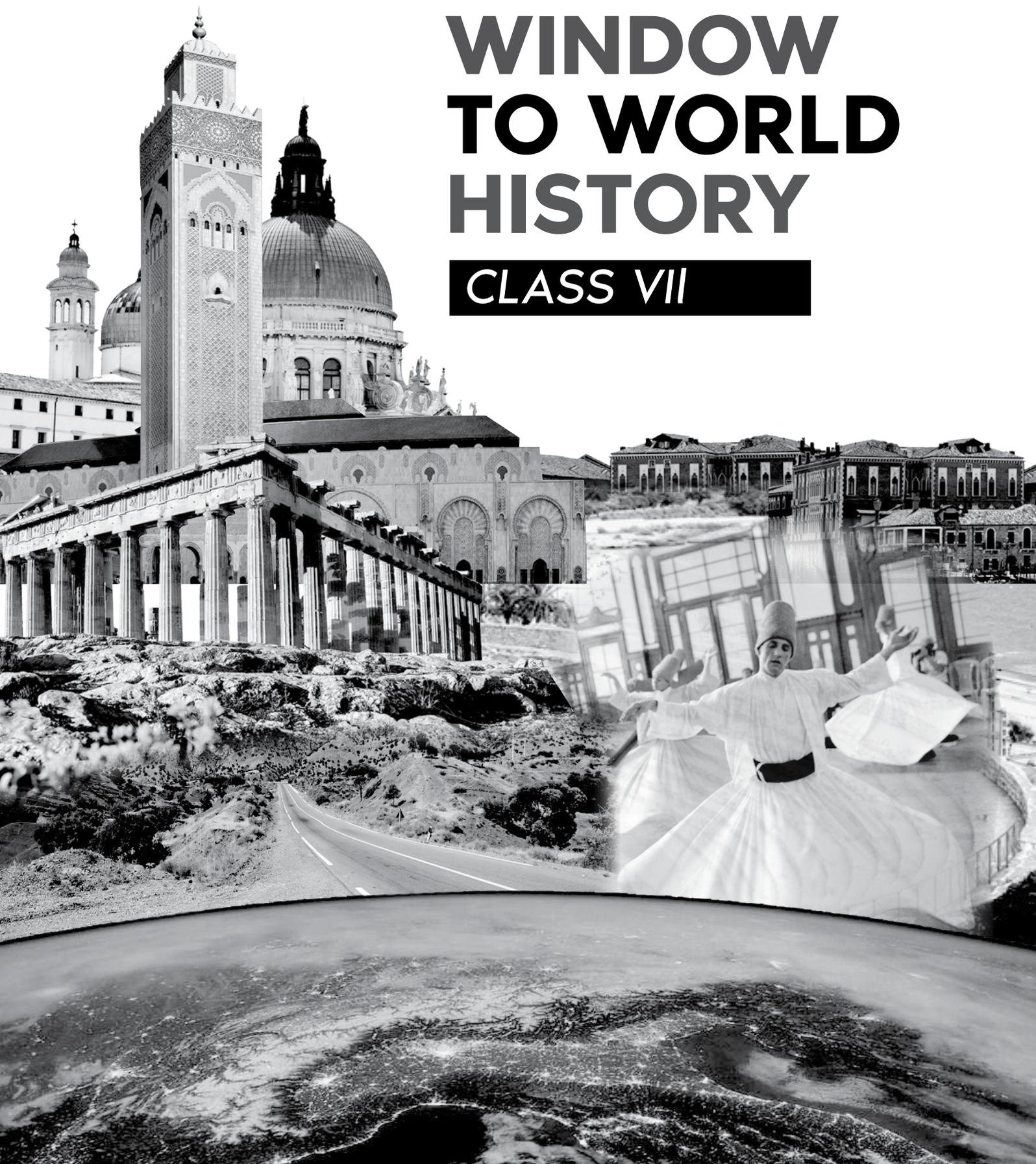
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# Teaching Guide

OXFORD  
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# WINDOW TO WORLD HISTORY

CLASS VII





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# Progression Grid for Grades 6–8

Class	World History	Islamic History	History of Indo-Pak	History of Pakistan since Creation
6	Chapter 1: The Ancient World <ul style="list-style-type: none"> <li>• Discovering the Past</li> <li>• The Fertile Crescent</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3: The Dawn of Islam in Arabia</li> </ul>	Chapter 5: Ancient India <ul style="list-style-type: none"> <li>• The Indus Valley Civilisation</li> <li>• The Aryan Era</li> </ul>	Chapter 7: Pakistan since Creation <ul style="list-style-type: none"> <li>• Initial Problems and Solutions</li> <li>• Constitutional Development</li> </ul>
	Chapter 2: <ul style="list-style-type: none"> <li>• Egypt: The Gift of Nile</li> <li>• Ancient China</li> </ul>	Chapter 4: Pious Caliphate	Chapter 6: <ul style="list-style-type: none"> <li>• Muslims in South Asia</li> <li>• Socio-cultural Developments</li> </ul>	
7	Chapter 1: The Medieval World <ul style="list-style-type: none"> <li>• Split in the Roman World</li> <li>• Feudalism</li> <li>• The Byzantine Empire</li> </ul>	Chapter 3: The Umayyad Dynasty	Chapter 5: Foundation and Consolidation of the Mughal Empire	Chapter 7: Pakistan since Creation <ul style="list-style-type: none"> <li>• Governance</li> <li>• Constitutional Developments</li> <li>• Wars</li> <li>• Development</li> </ul>
	Chapter 2: The Medieval World <ul style="list-style-type: none"> <li>• The Rise of the Catholic Church and the Dark Ages</li> <li>• The Mongol Empire</li> <li>• The Crusaders</li> </ul>	Chapter 4: The Abbasid Dynasty	Chapter 6: Rise and Fall of the Mughal Empire	
8	Chapter 1: The Modern World <ul style="list-style-type: none"> <li>• The Age of Discoveries / Voyages of Discovery</li> <li>• The Renaissance</li> </ul>	Chapter 3: The Ottoman Empire	Chapter 5: The British Rule and Muslims of the Subcontinent (Consolidation of the British Rule)	Chapter 7: Pakistan since Creation <ul style="list-style-type: none"> <li>• Governance</li> <li>• Constitutional Development</li> <li>• Foreign Policy of Pakistan</li> <li>• Development</li> </ul>
	Chapter 2: The Modern World <ul style="list-style-type: none"> <li>• The Age of Imperialism/ Colonisation</li> <li>• The World War I</li> <li>• League of Nations</li> </ul>	Chapter 4: Colonisation and Post-Colonial Era in Pakistan: Political the Muslim World	Chapter 6: Quest for Political Settlement	

# Framework for History Books for Class 7 as per National Curriculum 2017

Themes	Page	National Learning Outcomes Students will be able to:
<p>CHAPTER 1: <b>THE MEDIEVAL WORLD: RISE AND FALL OF THE ROMAN EMPIRE</b></p> <ul style="list-style-type: none"> <li>• Split in the Roman World</li> <li>• Feudalism</li> <li>• The Byzantine Empire</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• identify the causes and effects of the decline of Roman Empire.</li> <li>• define feudalism.</li> <li>• describe the powers and responsibilities and the significance of the feudal system.</li> <li>• briefly describe Byzantium Empire and its relations with neighbouring empires.</li> </ul>
<p>CHAPTER 2: <b>RULE OF WESTERN EUROPE</b></p> <ul style="list-style-type: none"> <li>• The Rise of the Catholic Church and the 'Dark Ages'</li> <li>• The Mongol Empire</li> <li>• The Crusaders</li> </ul>	<b>7</b>	<ul style="list-style-type: none"> <li>• describe the role of the Catholic Church in the lives of common people in the Western Europe.</li> <li>• describe the Dark Ages: the period of Medieval Europe.</li> <li>• briefly describe the rise of Mongols.</li> <li>• elaborate the invasions of Mongols and the impacts of those invasions on Europe.</li> <li>• define Crusades.</li> <li>• identify the main contenders in the Crusades.</li> <li>• describe the role of Salahud-din Ayyubi.</li> </ul>
<p>CHAPTER 3: <b>THE UMAYYAD DYNASTY (661–750CE)</b></p> <ul style="list-style-type: none"> <li>• The expansion and the consolidation of the Muslim State</li> <li>• Flourishing of the Islamic Civilisation/ Culture</li> <li>• Administration and Economy</li> <li>• Decline of the Umayyad Dynasty</li> </ul>	<b>12</b>	<ul style="list-style-type: none"> <li>• describe the founding of the Umayyad Dynasty.</li> <li>• identify the role of the Umayyads in expansion of the Muslim State.</li> <li>• briefly describe the development of Islamic Art and Culture.</li> <li>• describe the economic system of the Umayyad Dynasty.</li> <li>• identify the important reasons for the downfall of the Umayyad Dynasty.</li> </ul>
<p>CHAPTER 4: <b>THE ABBASID DYNASTY (750–1258CE)</b></p> <ul style="list-style-type: none"> <li>• Founding of the Abbasid Dynasty</li> <li>• Contribution of the Abbasids in Knowledge and Civilisation/Culture</li> <li>• Administrative System</li> <li>• Decline of the Abbasids</li> </ul>	<b>17</b>	<ul style="list-style-type: none"> <li>• list the factors which paved the way for the founding of the Abbasid Dynasty.</li> <li>• analyse the Abbasid achievements in the field of science.</li> <li>• describe the role of Abbasid caliphs in promotion of art and architecture.</li> <li>• outline the causes of the decline of the Abbasids.</li> </ul>

Themes	Page	National Learning Outcomes Students will be able to:
<p>CHAPTER 5: <b>THE FOUNDATION AND CONSOLIDATION OF THE MUGHAL EMPIRE</b></p> <ul style="list-style-type: none"> <li>Zahir-ud-din Muhammad Babur and the Founding of Mughal Empire</li> <li>Nasiruddin Muhammad Humayun: Restoration of Mughal Empire</li> <li>The Afghan Interregnum: Sher Shah Suri</li> <li>Consolidation</li> <li>Jalal-ud-din Muhammad Akbar and the Imperial Expansion</li> <li>Contributions of Nuruddin Muhammad Jahangir Nur Jahan and Shah Jahan</li> <li>Shahab-ud-din Shah Jahan: the Golden Age</li> <li>Abul Muzaffar Mohi-ud-din Aurangzeb Alamgir: The Last of the Great Mughals</li> </ul>	21	<ul style="list-style-type: none"> <li>identify the factors which contributed to the conquest of India by Babur.</li> <li>briefly describe Nasirudin Humayun, his rule, exile, and restoration.</li> <li>list the salient features of Suri's governance, communication network, and public welfare institutions.</li> <li>describe Akbar's role in the expansion and consolidation of the Mughal Empire.</li> <li>identify Akbar's reforms–Mansabdari.</li> <li>briefly explain Jahangir and Nur Jahan as the cultural metaphors of the age: poetry, miniature painting, music, clothing and culinary taste, etc. Briefly explain Shah Jahan's reign as the Golden Age of the Mughals.</li> <li>list the salient features of Aurangzeb's reign.</li> </ul>
<p>CHAPTER 6: <b>RISE AND FALL OF THE MUGHAL EMPIRE</b></p> <ul style="list-style-type: none"> <li>Religious Tolerance</li> <li>Society and Culture Sciences. Arts, Architecture, and Education</li> <li>Disintegration</li> <li>Later Mughals</li> <li>Decline of the Mughals: Social and Economic Decline</li> <li>Political Disintegration</li> <li>Nadir Shah's Invasion</li> <li>Rise of British Power in India: Conquest of Bengal (1757)</li> <li>Ascendancy of the British</li> <li>Third Battle of Panipat (1764)</li> <li>Bahadur Shah Zafar</li> <li>Marathas, Sikhs, and Rohilas</li> <li>Mysore: Haider Ali and Tipu Sultan</li> <li>War of Independence (1857)</li> </ul>	26	<ul style="list-style-type: none"> <li>describe religious and social tolerance in the Mughal society.</li> <li>briefly describe the salient features of the following: Bhakti, Sikhism, and Mujaddid Alf Sani movements.</li> <li>the Mughals in the fields of art, architecture, and education.</li> <li>describe the succession disputes.</li> <li>name the later Mughals.</li> <li>describe Nadir Shah's invasion and its impact on Mughals' rule.</li> <li>describe the collapse of the Mughal Empire.</li> <li>describe the Battle of Plassey (1757) and the British rise to power in Bengal.</li> <li>explain the importance of the Third Battle of Panipat.</li> <li>describe the reasons of the collapse of the Mughal Empire.</li> <li>describe the significance of Tipu Sultan as a symbol of resistance to the British in the Subcontinent.</li> <li>list the causes and consequences of the major events during the War of Independence.</li> </ul>
<p>CHAPTER 7: <b>PAKISTAN SINCE CREATION</b></p> <ul style="list-style-type: none"> <li>Governance</li> <li>Constitutional Developments</li> <li>Wars</li> <li>Development</li> </ul>	31	<ul style="list-style-type: none"> <li>list the names of the heads of state and the heads of governments between 1956 and 1977.</li> <li>list important policies of governments between 1956 and 1977.</li> <li>describe the importance of Objective resolutions.</li> <li>describe constitutional developments between 1947 and 1956.</li> <li>briefly describe the border conflicts and wars of 1948, 1965, 1971 and the Kargil conflict between Pakistan and India.</li> <li>describe the main border disputes between Pakistan and India: Siachen and Sir Creek.</li> <li>define the terms LoC (Line of Control), Working Border, and International Border.</li> <li>describe achievements in the fields of agriculture, arts, and sports.</li> </ul>



# THE MEDIEVAL WORLD: RISE AND FALL OF THE ROMAN EMPIRE

## Key points of the chapter

1. The beginning and flourishing of ancient civilisations
2. The rise and fall of the Roman Empire
3. Feudalism and its key features
4. The Byzantine Empire and its historical significance

## Skills focused

- Map reading and interpretation
- Interpreting timelines
- Inquiry and critical-thinking
- ICT
- Research and reasoning
- Analysing and presenting information

## Core vocabulary

bilingual, chivalry, epidemic, fortified, hierarchy, inscribed, legion, millennium, monarchs, plague, prosperity, urban, vassal, paved

## Sample lesson plan

### Lesson Objectives

At the end of the lesson, students should be able to:

- explain why ancient civilisations developed near the rivers.
- trace the importance of trade routes for ancient Rome.
- identify the causes of the rise of the Roman Empire.

**Duration:** 40 minutes

**Resources:** textbook pages 2–4, political map of the world, enlarged version of map on page 3, Internet, projector, globe

**Introduction:** 5 minutes

Ask students to look at the picture on page 2 and say whether they have seen this picture before. Elicit responses about this picture by asking how old the building is; for what purpose it might have been built, etc. Students will read page 3 of the textbook.

**Explanation:** 25 minutes

Hang an enlarged version of the map on page 3 on the board or wall. If you are unable to arrange an enlarged version, use the Internet and a projector to find a map online and show. Place a present-day political map of the same location next to it. Students will point out how has the world changed and what does the map show. Are the changes significant with respect to places, rivers, and borders? They will analyse the sea and land routes on both maps and talk about their significances in the past and present times.

Explain the significance of extended riverbanks in the past as to how the soldiers of vast empires used them to protect their people from enemies. This was possible only because the infrastructure, such as roads, mass weapons, tanks, etc. were non-existent and riverbanks were long, intricate, and dense to cross-over. Moreover, the entire communities inhabited the plains and depended on the river water to survive. Hence, the empires grew and the rivers became significant in history.

Today, the geography has changed due to conflicts, conquests, and climate change. The rivers have shifted their course, the water bodies are no longer wholesome, and the lands have become less fertile.

Talk about the importance of how sea trade fared in the past and how it is conducted in the present times. Use the world map to point out the key water bodies. Explain how sailors make use of the compass like the geographers do.

Students will read page 4. Explain that recruiting more soldiers in the army not only signified strength in the face of enemy but also meant easier and swifter conquests. Ask students why, in their opinion, empires made so many conquests. What were their possible aims?

Explain that a monarchy is a form of rule in which the empire is controlled and run by a king or a queen. The reigns of the empire remained within the royal family. Ask if students can recall a few ruling monarchs in the present-day world. You could hint at the European and the Middle Eastern empires.

On the other hand, the republic form of government means the power lies in the hands of people and their elected representatives. The citizens vote to form an elected government on the basis of merit. You could ask students how the first republic of the world might have defined its roles, and that of its civil society. How might have people reacted to see power coming into the hands of the common man? What possible advantages and disadvantages of a republic might there have been for the common man on the streets?

**Conclusion:** 5 minutes

Put a globe on your desk and ask students to pinpoint which present-day countries could Rome possible trade with. Reinforce the importance of sea trade, as it was the main mode of trading activity in those times.

**Class work:** 5 minutes

In their notebooks, students will write the names of the countries with which Ancient Rome possibly traded.

**Homework:** Students will look up Julius Caesar on the Internet and collect information on his services for his people.

**Pre-reading for next lesson:** textbook pages 5–7

## Review your learning

1. Rome became a powerful city-state of its time by the virtue of its wealth and military conquests. Since the settlements thrived on riverbanks, the people had plenty of opportunities for farming activities, which led to the creation of mass wealth. They maintained a strong group of army called the legions, known for their military conquests and maintaining peace in the region.
2. Julius Caesar was a Roman dictator and military general who played a pivotal role in the fall of the Roman Republic and the rise of the Roman Empire. He was popular among people because he implemented laws that protected them and brought peace in the empire. His rise to fame made many senators feel insecure.
3. The Romans were considered as the greatest engineers and builders because they constructed straight, paved roads to connect the towns and cities of the empire. They built canals and wells that supplied water to the people. In 312<sub>BCE</sub>, they also built aqueducts that were used to transport water to urban areas as far as up to sixty miles.
4. The fall of the Roman Empire was gradual. Some of the reasons for its decline are given below:
  - a) Corruption by the government gave rise to power struggle.
  - b) Shifting the capital to Constantinople destabilised the empire.
  - c) The powers of the Church of Rome superseded that of the emperors.
  - d) The empire became weak both internally and externally as the army became weaker.
  - e) The common man could not bear the burden of heavy taxes.
  - f) Provinces decided to go against the government to become independent.
  - g) The invasions by the Barbarians and Huns from Central Asia brought down the empire.
5. Feudalism was a political, economic, and social system of living divided into four social hierarchies including the kings, the nobles, the knights, and the peasants.

The kings: They were the rulers and owned all the lands.

The nobles: These were rich groups of people who were granted lands by the kings as they could not control and manage them on their own.

The knights: These were the representatives of the powerful nobles and also called the lesser nobles.

The peasants: They worked on the lands given by the knights and were categorised into two groups called the free and the bonded.
6. The nobles were not given lands in the same geographical location because it could result in rebellion, which in turn could obstruct peace in the region.
7. The reasons for the decline of feudalism are as follows:
  - a) The Black Death in Europe in the 13<sup>th</sup> century resulted in massing killings, which caused a severe shortage of labour. Hence, feudalism weakened.
  - b) As monarchy and nobility became more powerful, the peasants rebelled to liberate themselves from feudalism.
  - c) Coin money was created in the 13<sup>th</sup> century, which gave the local lords the chance to pay money to the king instead of performing military services.
  - d) Trade and commerce flourished, hence, the peasants moved to towns for better economic opportunities.

- e) The evolution in economic and social life made the nobles weaker and their land and power were lost. Soon a central government was established.
8. The Byzantine Empire was important due to its geographical location—situated in the centre of the Bosphorus, Black Sea, and the Mediterranean Sea. It made way for all trade routes, and the ships that anchored on the harbours paid heavy taxes, which was a great source income. On the other hand, the empire was invaded repeatedly because it was flourishing economically and prospering otherwise.

### Activity

1. Group Activities are aimed to promote collaboration and learning hand in hand. In this activity, the students will learn in an open-ended setting. The topic focuses on limited information about the Middle Ages compared to other historical periods. The students will conduct research on the topic and bring their notes to the class. You will also bring your own set of questions; the students will have no prior knowledge of those questions. To make this a great conversation, inform students beforehand that there will be 'for', 'against', and 'neutral' audiences to their responses and should be received with openness and a keenness to learn from different perspectives. This activity will take a full 40 minutes at least and could be extended as you believe will benefit the students.
2. This activity involves students collecting information from books as well as the Internet about the Black Death in Europe. Students should present their information in a creative way. For example, through flow charts, picture-story, a speech, etc.

### Role-play

Role-play activities are stimulating in the sense that they help create conversations and the opportunity to learn from different perspectives, i.e. the participants.

For this role-play, as a teacher, you will create groups of three students each. Each group will research on a specific topic, for example, b) a hunting expedition. The questions will be pre-set and given to all students. The rest of the students will assume the role of audience that will also judge the teams for clarity, assessment, and eloquence. Assign a time limit to each group. As a teacher, you will moderate the session.

Each team will comprise of a lord, a lady, and warrior. You will ask a pre-set question, for example, an entertainment occasion, to a group and they will begin discussing it amongst themselves. Each group will role-play accordingly.

## Worksheet 1

### 1. Give short answers to the following questions.

- a. Rivers provided a means to facilitate trade'. Explain.

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- b. How did the legions help the government keep peace in the region?

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- c. Outline the key difference between the following two forms of governance in the Roman Empire.

- i. Monarchy

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- ii. Republic

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- d. In what ways were the peasants suppressed under the hierarchies of the feudal system?

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- e. Why, in your opinion, did Emperor Constantine rename the Byzantine Empire to Constantinople?

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f. Define the following in the context of the lesson:

i) conquests \_\_\_\_\_  
\_\_\_\_\_

ii) urban civilisations \_\_\_\_\_  
\_\_\_\_\_

iii) barbarians \_\_\_\_\_  
\_\_\_\_\_

iv) polytheistic civilisation \_\_\_\_\_  
\_\_\_\_\_

v) 'Three Field System' \_\_\_\_\_  
\_\_\_\_\_

## 2. Fill in the blanks.

a. The \_\_\_\_\_ Sea route connected the ancient Roman Empire with other regions for trade.

- i. Arabian                                      ii. Mediterranean                      iii. Red

b. \_\_\_\_\_ was the first ever republic of the world.

- i. Rome                                      ii. Soviet Union                      iii. Ceylon

c. The first Roman law code was inscribed on twelve bronze tablets, known as the \_\_\_\_\_.

- i. 'Twelve Roman laws'                      ii. 'Twelve Tables'                      iii. 'The Twelve Roman law scripts'

d. Educated Romans were bilingual as they could speak \_\_\_\_\_ and \_\_\_\_\_.

- i. Greek, Latin                                      ii. French, Latin                                      iii. Latin, English

e. \_\_\_\_\_ and \_\_\_\_\_ are some of the distinguished Byzantine Emperors.

- i. Constantine, Octavian Augustus                      ii. Arcadius, Constantine XI  
iii. Arcadius, Julius Caesar



# 2

## RULE OF WESTERN EUROPE

### Key points of the chapter

1. The role of the Catholic Church in Western Europe
2. The Dark Ages
3. The Mongol rule and the impact of their invasions
4. The Crusades and heroes of Crusades e.g. Sultan Salah-ud-din Ayubi

### Skills focused

- Interpreting timelines
- Inquiry and critical thinking
- Role-play
- Research and analysis
- ICT
- Gathering and presenting information
- Communication
- Problem solving
- Collaboration
- Map reading

### Core vocabulary

brutal, globalisation, influential, orthodox, pastures, plague, prowess, tithe, verdict

### Sample lesson plan

#### Lesson Objectives

At the end of the lesson, students should be able to:

- describe the role of the Catholic Church in the lives of the common people in Western Europe.

**Duration:** 40 minutes

**Resources:** textbook pages 14–15, political map of the world

**Introduction:** 5 minutes

Hang the political map of the world on the board. Ask students to locate Europe. Then ask them to point to its eastern and western halves. Ask them to name countries in the present-day Eastern Europe and Western Europe.

**Explanation:** 25 minutes

Ask students to define state religion. Ask what the state religion of Pakistan is and how it impacts our lives. Explain that state religion is the official religion adopted by the state. In such a case, state policies often reflect the laws of the religion. The religious institutions are governed under the same laws. In the 4th century, power rested in the hands of the people of religion, i.e. the Church and the Bishop of Rome had the authority to define the parameters of politics and society.

This resulted in a revolt by the people who refused to act in accordance with the state laws. They refused to pay taxes (to help build infrastructure of the state), abide by the rules (to help prevent lawlessness and rebellion on a mass scale), and participate in activities that strengthen the empire such as joining the forces to stand against the enemy.

A look at the flowchart outlining the distribution of authority in Catholic Church on page 15 will help students ascertain how power played in the hands of the people of religion. The Western Roman Empire followed the Roman Catholic Church and fell trap to politics, hence soon declined. Ask students why, in their opinion, the Eastern Roman Empire flourished. What could have been prevented by the Western Roman Empire to save themselves from the fall?

As the absolute power rested in the hands of the Pope, promotion of virtue and prevention of vice became the central agenda. Opinions were looked down upon and dissent ensured verdict for Hell for both commoners and the King. Ask students if 'excommunication' was a constructive tool for public dissent in those times. How could have 'excommunication' translate into rebellion by the masses? How would have the Church respond to such setbacks?

**Conclusion:** 10 minutes

Ask students to discuss possible social and political causes that could have led to the fall of the Western Roman Empire. Students will write the main points in the form of a flow chart.

**Homework:** Question 2 to be completed at home.

**Pre-reading task:** textbook pages 16–18

## Review your learning

1. The Middle Ages are popularly known as the Dark Ages because all intellectual activity such as arts, literature, philosophy, and education came to a halt. The intellectuals hid their work as they feared persecution by the Church.
2. The Church wanted the religious laws to define society and politics, hence it had to prevent the common man from progression, from forming an opinion, and taking inspiration from the learned section of the society, i.e. the scientists, artists, educators, and philosophers.

Also, warfare became common, disrupting the normal course of living. New ideas were invalidated and considered as acts against the Church, so much so that people were warranted death sentences. All this brought the social, cultural, and economic life of the Western Europe to a standstill.

3. The Mongols are the natives of Mongolia, which is a country situated in the north-west of China. Changez Khan strengthened the Mongol race by uniting the dispersed nomadic tribes of the north-east Asia.
4. The Mongols raided the Caspian Sea in Eastern Europe and killed Russian soldiers on the bank of River Kalka. They conquered Hungary, Poland, Kiev, Krakow, and Lublin.

5. The Mongol invasions put the European region at a great disadvantage. They killed around 40–80 million people, whereas many cities were damaged severely or completely damaged. The Mongols invasions are responsible for the Black Death in Europe that killed 25 per cent of the European population.

On the other hand, their invasions also gave the gift of globalisation to the region as they built routes that connected the east and the west enabling them to share cultural diversity, trade, establish educational links, and much more.

6. The terms 'Crusade' means 'War of the Cross'. The supreme cause of the Crusades was to stop the expansion of the Muslim states and gain hold of Jerusalem from the Muslims.
7. The students will answer this question based on their own critical-thinking and analysis.
8. Sultan Salah-ud-din Ayubi was the founder of the Ayubbid Dynasty. As the nephew of Sultan Nur-ud-din Zangi, King of Egypt, he succeeded the throne after his death. Previously a general in the King's army, Sultan Salah-ud-din Ayubi went on to become a great leader who worked for the welfare of his people. He was revered by his allies and enemies alike; by virtue of his generosity, compassion, and chivalry. King Richard I and the Christian community were overwhelmed by the generosity he had displayed for them after conquering Jerusalem.

**Think, choose, and reflect**

1. Byzantium
2. one-tenth
3. thirteenth
4. Crusades
5. 1187

## Worksheet 2

**1. Give short answers to the following questions.**

a. How did the Church become the most powerful institution in the Roman Empire?

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b. Define 'excommunication'. Outline the circumstances that could lead to 'excommunication'.

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c. Why were art, education, science, and philosophy seen as threats by the Church during the Dark Ages?

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d. Why were the Mongols considered fearless and hostile tribes?

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e. How did Sultan Salah-ud-din show generosity to King Richard I and the Christians?

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f. What worldly assets did Sultan Salah-ud-din Ayubi leave behind?

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**2. Write the years of Crusades in the blanks below.**

First Crusade \_\_\_\_\_

Second Crusade \_\_\_\_\_

Third Crusade \_\_\_\_\_

Fourth Crusade \_\_\_\_\_



# 3

## THE UMAYYAD DYNASTY (661–750CE)

### Key points of the chapter

1. Events that led to the foundation of the Umayyad Dynasty
2. Role of Umayyad Dynasty in the expansion of the Muslim states
3. Reasons that led to the downfall of the Umayyad Empire

### Skills focused

- Map reading
- Interpreting timelines
- Inquiry and critical thinking
- Role-play
- Research
- ICT
- Gathering and presenting information
- Communication
- Problem solving
- Collaboration

### Core vocabulary

catalyst, influential, laurels, mint, natives, opulence, retaliation, revenue, treasury, trusteeship

### Sample lesson plan

#### Lesson Objectives

At the end of the lesson, students should be able to:

- describe the establishment of the Umayyad Dynasty.

**Duration:** 40 minutes

**Resources:** textbook pages 25–26

**Introduction:** 5 minutes

Introduce 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad's ﷺ grandsons Hazrat Imam Hasan ﷺ and Hazrat Imam Hussain ﷺ, as well as his companions who were known as the Khulfa-e-Rashideen. The two grandsons of 'Khatam-un-Nabiyeen' the Holy Prophet Muhammad ﷺ were born to Hazrat Bibi Fatima ﷺ and her husband Hazrat Ali (RA). Ask students to recall the names of the Khulfa-e-Rashideen (Hazrat Abu Bakr Siddique ﷺ, Hazrat Umar ﷺ, Hazrat Usman ﷺ, and

Hazrat Ali (عليه السلام).

**Explanation:** 25 minutes

Explain that the tribe of Quraysh was the most prominent in the city of Makkah and its two sub-tribes Banu Umayya and Banu Hashim enjoyed the same limelight. They were powerful, rich, and influential because one had the trusteeship of the Holy Kaaba, while the other were seasoned tradespeople that ensured them high rank in society.

Hazrat Ali (عليه السلام) did not want bloodshed and secured a peace agreement with Amir Muawiyah, according to which, Hazrat Ali (عليه السلام) had acknowledged Amir Muawiyah's rule in Syria, Egypt, and other areas towards the west. Ask students to comment on the significance of this agreement. It pacified Amir Muawiyah's desire to settle score with Hazrat Usman's (عليه السلام) martyrdom. Students should be able to recognise that expansion of empire and accession to empire were matters of great pride for people.

Ask students why Amir Muawiyah wanted to avenge the martyrdom of Hazrat Usman (عليه السلام). The answer to this query can be traced to the fact that Hazrat Usman (عليه السلام) had handpicked Amir Muawiyah and appointed him to the seat of the Governor of Damascus in Syria.

Point out that after Hazrat Ali (عليه السلام) embraced martyrdom, Hazrat Imam Hasan (عليه السلام) became the leader of the caliphate. However, Amir Muawiyah refused to accept him as the ruler. Ask students what could be the possible motives of Amir Muawiyah for not recognising the leadership of Hazrat Imam Hasan (عليه السلام). Find out possible answers from students. Students might comment that Amir Muawiyah wanted to gain power for himself and later for his son, Yazid.

**Conclusion:** 5 minutes

Amir Muawiyah declared his son Yazid I as his successor which was a first in the history of Islam. Ask students, 'Is birthright politics the right thing to do? How does it impact people and the matters of governance?'

**Class work:** 5 minutes

Students will draw timeline of the events that led to the foundation of the Umayyad Dynasty in copies.

**Homework:** Review your learning Question 1

**Pre-reading task:** textbook pages 27–29

## Review your learning

1. The Umayyad Dynasty came into being in 676CE when Amir Muawiyah announced his son Yazid I as his successor. It was the first time in Islamic history that a ruler declared an heir apparent.
2. The Umayyad Dynasty prospered and expanded by leaps and bounds as Islam spread in and around the Arabian Peninsula during the rule of the Khulfa-e-Rashideen, who were the four renowned companions of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad (ﷺ). Islam spread all over the Middle East, parts of India, and significant areas of North Africa and Spain, as Umayyad Caliphate expanded over the next 90 years.
3. The culture of luxury and comfort acquired during the Umayyad rule outshone the simplicity and practicality of the earlier times. The Arabs adopted the Byzantine and Persian cultural life and made Damascus the heart of indulgence and opulence by erecting fancy fountains and buildings, beautifully decorated mosques, and palatial palaces. This culture flourished in the chief cities of the Umayyad Caliphate, i.e. Kufa, Basra, Cordoba, and Granada.

Similarly, the Arabs had a penchant for the written word, hence Arabic literature and poetry progressed. They also revamped the architecture of the religious buildings that were previously built as monuments on historical sites. The significant architectural works of the Umayyad rule include the Dome of the Rock in Jerusalem in 691CE and the expansion of the Masjid-e-Nabvi ﷺ in Madina.

4. The Umayyad Caliphate, compared to earlier times, was economically prosperous. The income grew exponentially with the expansion of the caliphate and as the following five traditional Islamic taxes came into effect.
  - a. Zakat: paid by wealthy Muslims for the economic betterment of other Muslims
  - b. Ushr: paid on revenue generated through agricultural land and its produce
  - c. Khums: share of the state in war-spoils
  - d. Kharaj: money received from non-Muslim landowners
  - e. Jizya: amount paid by non-Muslims to the Muslim government

Tax money was collected and deposited into a provincial treasury called Bayt-al-maal that dispensed funds for the welfare and development projects of the state.
5. Marwan II was in a powerful position on the battlefield; however, his disloyal, lackluster army men fled shortly only to be killed by the rival forces. Marwan also took refuge in Egypt but was killed in the aftermath of the battle.
6. The Umayyad Caliphate collapsed due to the following reasons:
  - a. Only a handful of the fourteen caliphs were capable rulers. The incompetency of the majority weakened the caliphate.
  - b. Poor administration in a vast empire led to greater inefficiencies.
  - c. Absence of laws gave way to birthright politics. This meant incompetent sons of the ruling caliphs would succeed the throne by virtue of bloodline alone.
  - d. Men of honour such as the generals that brought home laurels were disrespected, the administrators and governors were mistreated, and religious scholars who spoke against the incompetence of the rulers were thrashed.
  - e. The wealth in Bayt-al-maal was exploited for personal uses.
  - f. The Umayyad rulers belonged to different Arab tribes that led to disagreements, conflicts, and rebellions. Also, they imposed more taxes than Islam allowed.

### Think, choose, and reflect

- |                      |                           |                    |
|----------------------|---------------------------|--------------------|
| 1. Zab               | 2. Abdul Malik bin Marwan | 3. Tariq-bin-Ziyad |
| 4. Ameer-ul-Momineen | 5. Muhammad bin Qasim     |                    |

### Activity

Guide students on how to prepare a presentation; for example, they can either present via PowerPoint or on chart papers. Refer to reliable online resources such as web links, online free encyclopedias, etc.

### Internet search

Divide students into groups and let them find the list of poems. Later you can assign each group one poem to perform. They can add related facts to their presentation such as the background of the poem they will present, poem's adaptations in popular media, etc.

## Worksheet 3

### 1. Give short answers to the following questions.

- a. Explain the reasons that led to a peace agreement between Hazrat Aliؓ and Amir Muawiyah.

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- b. Name the Khulfa-e-Rashideen.

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- c. Narrate conquest of Sindh by Muhammad bin Qasim briefly.

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- d. Define the following in context of the lesson:

- i. Khalifa / Imam / Ameer-ul-Momineen

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- ii. Shura

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- iii. Diwans

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- iv. Katib

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v. Al-Iqleem

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e. Write a few lines about the young Umayyad prince Abd-al-Rahman and his significant achievements as a ruler.

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**2. Fill in the blanks**

- a. \_\_\_\_\_ and \_\_\_\_\_ were the most prominent tribes of the Quraysh tribe in Makkah.
  - i. Banu Hashim, Banu Kinanah
  - ii. Banu Hashim, Banu Umayyah
  - iii. Banu Kinanah, Banu Hashim
- b. After Hazrat Usman رضي الله عنه embraced martyrdom, \_\_\_\_\_ became the fourth caliph.
  - i. Hazrat Abu Bakr Siddique رضي الله عنه
  - ii. Hazrat Ali رضي الله عنه
  - iii. Hazrat Umar رضي الله عنه
- c. Tariq-bin-Ziyad and his army arrived in Gibraltar in \_\_\_\_\_ and achieved a decisive victory at the Battle of Guadalete at Gibraltar, Spain in \_\_\_\_\_.
  - i. 712CE, 711CE
  - ii. 711CE, 19 July 712CE
  - iii. 711CE, 19 July 711CE
- d. Balkh in Afghanistan, Bukhara, Samarkand, Khwarizm, and Farghana were conquered under the leadership of \_\_\_\_\_ between 706–710CE.
  - i. Qutayba-bin-Muslim
  - ii. Muhammad-bin-Qasim
  - iii. Musa bin Nusair
- e. The Umayyad Caliphate was divided into \_\_\_\_\_ provinces.
  - i. 104
  - ii. 114
  - iii. 141



# 4

## THE ABBASID DYNASTY (750–1258CE)

### Key points of the chapter

1. Establishment of the Abbasid Dynasty
2. The achievements of the Abbasid caliphs in the fields of art, architecture, and science
3. The decline of the Abbasid Dynasty

### Skills focused

- Map reading
- interpreting timelines
- Inquiry and critical thinking
- Role-play
- Research
- ICT
- Gathering and presenting information
- Communication
- Problem solving
- Collaboration

### Core vocabulary

aristocracy, astronomy, exemplified, grandeur, monarchy, patronage, ruined

### Sample lesson plan

#### Lesson Objectives

At the end of the lesson, students should be able to:

- list the factors that paved the way for the founding of the Abbasid Dynasty.

**Duration:** 40 minutes

**Resources:** textbook pages 38–40, political map of the world

**Introduction:** 5 minutes

Point to the image of Madrasah al-Mustansiryia in Baghdad, Iraq on page 38 and explain that it is a significant place of learning built in 1227CE during the Abbasid rule by caliph al-Mustansir. Inform students that the madrasah is now a part of the Al-Mustansiryia University. It is located on the left bank of the Tigris River. Although, many subjects were taught at the madrasah including math,

medicine, literature, philosophy, and others, its forte was Islamic law. Fortunately, the building escaped the invasion of Baghdad by Mongols in 1258. Show Baghdad on the map of the world.

**Explanation:** 25 minutes

Explain the reasons that led to the establishment of the Abbasid Dynasty and ask students what they understand by the term 'political uprisings'. Did one person incite political uprisings or did people collectively feel the need to bring about a change in governance? Why are some rulers like Harun-ur-Rasheed and Mamun-ur-Rasheed more well-known than the others?

The image on page 39 of the old age silver Dinar from the times of Harun-ur-Rasheed signifies economic advancement and evolution of coin money. Ask students if they know which present countries, if any, uses the Dirham as the national currency. The answer is Algeria, Bahrain, Iraq, Jordan, Kuwait, Libya, Tunisia, and the United Arab Emirates. The Dinar dates back to the Roman times when it was called 'Denarius'. Dinar was first used as Islamic coinage during the late 7<sup>th</sup> century by the fifth caliph of the Umayyad Dynasty.

The Abbasid rule can be divided into two eras. The first period is the Golden Age of the caliphate that began from its establishment until the death of the tenth caliph. The second period is the decline of the empire that ran between 861–1258CE. By now, students should be able to decipher that almost every empire in the history went through a golden era followed by a downfall. Can they think of some common reasons that have led to the downfall of most empires, if not all?

**Conclusion:** 5 minutes

Look at the picture of Harun-al-Rasheed receiving delegates on page 40. What possibly could be happening at that time? Why is the man on left down on his knees? Is he Harun-al-Rasheed? What is he trying to do?

**Class work:** 5 minutes

Students will draw timeline of first ten caliphs of the Abbasid Dynasty in their notebooks.

**Homework:** Review your learning Question 1

**Pre-reading task:** textbook pages 41–43

## Review your learning

1. A political uprising began under the leadership of Abu Muslim in 747CE. By 750CE, the revolutionaries defeated Marwan II, the last Umayyad caliph at the Battle of the Great Zab in Mesopotamia. This resulted in the creation of the Abbasid Dynasty whose first appointed caliph was Abu al-Abbas al-Saffah, a uncle of 'Khatam-un-Nabiyeen' the Holy Prophet Muhammad ﷺ. The Abbasid rule last for almost 500 years.
2. Students will conduct inquiry within the lesson on the contributions of Abbasids in the fields of knowledge and culture from pages 43 and 45.
3. The reasons behind the decline of the Abbasid Empire are explained below:
  - a. Incompetence of central government paved way for many autonomous dynasties to gain control within the dynasty.
  - b. Weak government led to civil war.
  - c. Heavy taxation levied on the common man brought the economic progress and agricultural production to a standstill.

- d. The siege of Baghdad by Mongols caused irreparable loss to the dynasty, including mass killing of men, women, and children, and destruction of the city's landmark infrastructure and esteemed institutions of learning.
4. Bait-ul-Hikmah, literally meaning 'The House of Wisdom', hosted world-renowned philosophers, artists, and thinkers who translated the significant work of Greek, Roman, Persian, and the Indian scholars into Arabic. However, an Arabic dictionary was required to interpret these literal works. Hence, Khalil-ibn-Ahmed Basri compiled the first Arabic dictionary. It took a century to complete all this work.
5. The administrative structure of the Abbasid Dynasty was spearheaded by a monarch who was the head of the state, also called the caliph or khalifa. All the powers rested with him including mentoring the Muslims religiously and spiritually.

The advisory committee was called the Shura, which drew members from the royal family, elite citizens, ministers, servants, and common people alike. The Qazis ran the day-to-day affairs of the court.

On the other hand, the Wazir was second to the Caliph and exhibited sufficient power. For example, he could conduct hearings against a Qazi.

The Hajib was the head of administration who was responsible to present the work of the government and the ambassador to the Caliph.

6. Students will conduct inquiry within the lesson on the contributions of Abbasids in the fields of science and geography from pages 44–45.
7. Students will conduct inquiry and write answers in their own words.

### Think, choose, and apply

- i. Ibn Sina
- ii. Harun
- iii. Wazir
- iv. Hospitals
- v. Baghdad

### Activity

Students will collect pictures using the Internet, prepare collages in the classroom, and paste in the corridor. Allow the students to be creative with their collage, for example, they can paste the picture on a timeline and mention the year of construction as well for added information.

### Internet search

The purpose for Internet search is to build inquiry skills and independent learning. Students should collect information about using the Internet and bring questions to the class for discussion. Each student will pose a question Harun-ur-Rasheed and Mamun-ur-Rasheed and other students will present their opinion on the query. There is no right or wrong answer; it should just be an exchange of ideas and perspectives.

## Worksheet 4

### 1. Give short answers to the following questions.

a. Describe the structure of the Baghdad city.

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b. List the first ten caliphs of the Abbasid Dynasty.

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c. Justify the importance attributed to the House of Wisdom.

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d. Briefly describe the main achievements of Ibn Khaldun, Muhammad al-Khwarizmi, Ibn-al-Haytham, and Al-Razi.

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e. What was the first observatory built in Baghdad called? What were the major inventions of the observatory?

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### 2. Write whether True or False.

a. The Abbasid Dynasty ruled for almost 500 years. \_\_\_\_\_

b. Mamun-ur-Rasheed's rule lasted between 842–847CE. \_\_\_\_\_

c. The Abbasid system of government was run at the central, provincial, territorial level.  
\_\_\_\_\_

d. The first Arabic dictionary was compiled by Khalil-Ibn-Ahmed Basri. \_\_\_\_\_

e. The astrolabe was invented by the Abbasids. \_\_\_\_\_



# THE FOUNDATION AND CONSOLIDATION OF THE MUGHAL EMPIRE

## Key points of the chapter

1. The rule of Mughal Emperors
2. The significant contributions of the emperors
3. Nur Jahan as a cultural metaphor

## Skills focused

- Map reading
- Interpreting timelines
- Inquiry and critical thinking
- Role-play
- Research
- ICT
- Gathering and presenting information
- Communication
- Problem solving
- Collaboration

## Core vocabulary

archery, augmenting, embarked, expedition, flee, fortune, grandeur, pacify, proclaim, prosperity, rebellion, subdued, suppressed, influenced

## Sample lesson plan

### Lesson Objectives

At the end of the lesson, students should be able to:

- identify the factors which contributed to the conquest of India by Babur.
- briefly describe Nasir-ud-din Humayun, his rule, exile, and restoration.
- list the salient features of Sher Shah Suri's governance and communication network

**Duration:** 40 minutes

**Resources:** textbook pages 51–53

**Introduction:** 5 minutes

Draw the family tree of the Mughal Emperors on the board. This will help students understand how power changed hands within the family for a very long time.

**Explanation:** 25 minutes

Babur was the first Mughal Emperor in the subcontinent. However, he originally inherited his father's throne at the tender age of twelve as an orphan. Times changed and Babur was overthrown by his uncles and nobles in Fergana. He had to prove his leadership prowess to his followers until he finally became the King of Kabul in 1504. Can students analyse what leadership qualities does a king demonstrate? How a twelve-year-old Babur might have played King, if he would not have been overthrown? What would have been the role of the nobles in advising Babur in the matters of governance?

Later, Babur was invited by the nobility in Delhi overthrow Ibrahim Lodhi, the ruler of Delhi at the time. Ask students was it foolish or wise for Daulat Khan to think Babur would go back to Kabul after ousting Ibrahim Lodhi. What was different about Babur and his leadership that differentiated him from other conquerors? Students should be able to trace Babur's history as a member of the royalty who inherited his throne at a very young age. He age was born into the ruling class and trained likewise. His blue-blooded spirit made him wander through Central Asia trying to prove his mettle as a leader and establish his own kingdom, which he eventually did. He simply could not have been put on the front to fight another ruler's battle. In fact, he always wanted to lead from the front.

Babur's son, Humayun inherited the throne from him. However, he was betrayed by his brother despite his kindness to them and their appointments to high positions. Ask students if they can see a similar pattern of betrayal in both Babur's and Humayun's life. Betrayal for both came from different quarters; it changed the course of Babur's fate, while Humayun had to bear the burden of challenges, disapprovals, and internal conflicts.

**Conclusion:** 5 minutes

Discuss with students if it was wise of Humayun to make repeated attempts to reclaim Kanauj. Ask them to support their statement with logic and reason.

**Class work:** 5 minutes

Students will write their opinions on the topic given as concluding activity in their notebooks.

**Homework:** Review your learning Questions 1–2.

**Pre-reading task:** textbook pages 53–55

## Review your learning

1. After conquering the Delhi Sultanate, Babur had two challenges ahead. One, his noblemen did not like the environment of Delhi and yearned to go back to where they came from. Two, the Rajputs were conspiring against the Mughal rule with Rana Sanga who was the ruler of Mewar, whereas the Lodhis had also begun to gather to reclaim the throne. Eventually Babur faced Rana Sanga in the Battle of Khanwa and defeated him with his supreme military prowess.
2. The First Battle of Panipat in 1526 is considered an important event in the history of the subcontinent because it resulted in the end of the Delhi Sultanate and the beginning of the Mughal Dynasty.
3. Akbar abolished the prevalent Jagirdari system and replaced it with the Mansabdari system. He handpicked and paid the commanders himself who were also bestowed expansive land in lieu of exclusive loyalty to the Emperor. Similarly, the nobles were ranked, and according to the ranks, adequately provided to maintain an army of up to 5000 soldiers. The royal princes

maintained an army of up to 10,000 soldiers. This meant Akbar always had access to a large fleet of well-trained and well-organised soldiers ready to face the enemy and make conquests.

4. Shah Jahan's period is called the 'The Golden Era of the Mughals' because he had a weak spot for beautiful architecture. He was popularly known as the 'Architect King'. He commissioned several majestic monuments including the Taj Mahal of Agra, Red Fort, Jamia Masjid of Delhi, Moti Masjid, and Shalimar Gardens of Lahore.
5. Nur Jahan was known as the cultural metaphor of her age because she was a passionate artist and poet, and an ardent reader who maintained a huge personal library. It is also known that many great musicians also frequented her court, which tells us that she had a great taste for music. She also knew how to hunt and the art of archery, so much so she often accompanied her husband on hunting expeditions. She is also known to have a distinct taste in fashion as she designed her own dresses. She indulged in cooking, gardening, and perfumery.
6. Students will answer this question based on their opinions.
7. Students will answer this question based on their opinions.

### Fill in the blanks

1. kindly, higher positions
2. five
3. 1556; Umerkot, Sindh
4. conqueror of the world
5. Mirza Ghiyas Beg
6. rulers of Deccan
7. aggressive

### Activity

1. Provide students copies of maps of South Asia to complete this activity.
2. Students use the Internet, books, and online encyclopedias to collect information and pictures. By now, students should know how to prepare group displays. Students can either choose to present on PowerPoint or as they like. Divide the students in groups. Ask them to add fun facts and other pertinent information to make their presentation more useful and informative.

### Internet search

Refer to chapter 1 on how to conduct a role-play activity.

## Worksheet 5

**1. Give short answers to the following questions.**

a. Trace the bloodline of Babur to royalty.

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b. Draw a timeline of Humayun's exile and restoration.

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c. Outline the major works of Sher Shah Suri as ruler.

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d. Why did Akbar retract from Bairam Khan? What happened to Bairam Khan?

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e. *'Nur Jahan effectively influenced the emperor and controlled the matters of the state and most aspects of the daily functioning of the court. Nur Jahan also helped the emperor in matters related to commerce. The Mughal trade grew, both nationally and internationally, thus augmenting the wealth of the empire.'*

Who in your opinion was more influential: Jahangir or Nur Jahan?

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**2. Write whether True or False.**

- a. Silver coins came to India during Shah Jahan's period. \_\_\_\_\_
- b. The decline of the Mughal Empire began twelve years after the death of Aurangzeb in 1707. \_\_\_\_\_
- c. Shah Jahan was popularly known as the 'Architect King' as he commissioned many monuments such as the Taj Mahal of Agra, Red Fort, Jamia Masjid of Delhi, Moti Masjid, and Shalimar Gardens of Lahore. \_\_\_\_\_
- d. Akbar's Naurattans included nineteen wise men from his kingdom. \_\_\_\_\_
- e. Akbar replaced the Mansabdari system with a Jagirdari system. \_\_\_\_\_



# THE RISE AND FALL OF THE MUGHAL EMPIRE

## Key points of the chapter

1. Religious and social tolerance in the Mughal society
2. Bhakti Movement, Sikhism, and Mujadid Alf Sani
3. Mughal legacies in the fields of culture, architecture, and education
4. Successions and invasions and the impact on the Mughal rule
5. The fall of the Mughal Empire
6. The Battle of Plassey and the Third Battle of Panipat
7. Tipu Sultan as a symbol of resistance
8. War of Independence

## Skills focused

- Map reading
- Interpreting timelines
- Inquiry and critical thinking
- Role-play
- Research
- ICT
- Gathering and presenting information
- Communication
- Problem solving
- collaboration

## Core vocabulary:

artisans, condemned, declared, essence, extensively, extraordinary, inmates, obstacles, proclamation revolt, shattered

## Sample lesson plan

### Lesson Objectives

At the end of the lesson, students should be able to:

- describe religious and social tolerance in the Mughal society.

**Duration:** 40 minutes

**Resources:** textbook pages 63–64

**Introduction:** 3 minutes

Ask students what religious and social tolerance and intolerance implies. Ask them what they know about religious and social intolerance during the Mughal Rule.

**Explanation:** 27 minutes

Students will review the painting shown on page 63 and analyse the setting as well as social and cultural activities happening in the court scene. Ask them to look at the intricate design of clothes the courtiers are wearing. Ask which other people could possibly be part of this setting. Are they able to differentiate between the classes of people in the court by analysing the kind of clothes they are wearing? What do they denote?

Explain to students the meaning and concept of multi-cultural and multi-religious society in context of the Mughal era. It was a common sight to see Muslims and Hindus mingle with each other and accept each other as a part of one society without much prejudice. Hints and traces of intolerance could have been present, however, on the whole, the social fabric of the subcontinent in those times was undivided and free of external powers.

Tell students that art and architecture were patronised by the rich Mughal rulers. Not only did they have the financial means to do so, they also had a great taste for art, architecture, culture, and education. For example, in the present times, most of the prominent architecture is a heritage of the Mughal era. Their contributions to the cultural expansion in the subcontinent have stood the test of time. Students should recall the major sites in Pakistan and India such as the Badshahi Mosque, Shalimar Gardens, Taj Mahal, and others.

Ask students to comment on the picture on page 64. Ask what sorts of public or private matters could have been taken to the court. Can they guess the people seen in the picture? What social and religious strata of the society they seem to come from? What does the picture signify? The Mughal rulers, overall, were tolerant in matters pertaining to religion. Discuss which Mughal ruler's contribution to religious and social intolerance seems more likeable and adaptable.

**Conclusion:** 5 minutes

Ask students if, in their opinion, it is important for a society in the present world to adopt values of tolerance to better engage with the world and grow trade and economy. If yes, how?

**Class work:** 5 minutes

Students will write answers to Question 1 in their copies.

**Homework:** Research and write an account of the art and architectural heritage of the Mughal rulers in the subcontinent in homework copies.

**Pre-reading task:** textbook pages 64–66

## Review your learning

1. Babur allowed Hindus to build temples and engage in trade activities with the Muslim world. His son, Humayun, also practiced religious tolerance as he retained the role of leading religious dignitaries during his rule.

Akbar was immensely influenced with the Sufi beliefs, which often took him to the shrine of Moeen-ud-din Chishti. He also introduced a new religion called Deen-e-Ellahi, which was an amalgamation of Islamic, Hindu, Christian, and Buddhist teachings.

Although Jahangir declared Islam as the state religion, he continued the tradition of religious tolerance that were carried forward during Shah Jahan's rule. Aurangzeb Alamgir, a devout Muslim who imposed the Jizya tax on non-Muslims. This became the cause of revolt by Hindus in Deccan and Sikhs in northern Punjab.

2. Art and architecture:

- a. Babur's architectural heritage includes buildings in Agra, Fatehpur Sikri, and Dholpur.
- b. Humayun is credited with the evolution of the Mughal School of painting that involved a mixture of Central Asian, Persian, and Indian influences.
- c. Calligraphy is a legacy of Akbar's era. He also constructed the shrine of Khwaja Salim Chishti. His other architectural heritage include Humayun's tomb, Afsarwala Mosque in Delhi, Agra fort, Lahore Fort, Islam Khan's tomb, and Buland Darwaza in Fatehpur Sikri.
- d. Paintings of Jehangir's era are still found in the museums of Germany and Iran.
- e. Shah Jahan, the 'Architect King', is known for Dewan-e-Aam, Dewan-e-Khas, and the Taj Mahal in Agra; Shalimar Baghs in Srinagar and Lahore; and Jamia Masjid in Agra and Delhi.

Education:

- a. Many advancements in politics, military, society, religious tolerance, trade and commerce took place during the reign of the Mughal Emperors.
  - b. They set up libraries. By 1641, the library in Agra contained 2400 volumes of literary works including Gulistan, Bostan, Akhlaq-e-Jalali, Akhlaq-e-Nasiri, and Anwaar-e-Suhaili.
  - c. The curriculum of Maulana Nizamuddin of Farangi Mahal called Dars-e-Nizami was formulated.
3. Students will write the answers in their own words using information on pages 70–71.
  4. Mujadid Alf-Sani was a renowned Sufi saint who preached Islam and insisted that Muslim should follow only the true essence of Islam. He was known as a reformer because in Persian 'Mujadid' means 'the reformer'.
  5. The Battle of Plassey was fought between the forces of Nawab Siraj-ud-Daula of Bengal and Lord Clive of the British East India Company because of the constant conspiracies of the Englishmen against the Mughal Empire. However, the situation turned sour when Mir Jaffar, who had the control of the Nawab's army, became a turncoat to appease the British. As a result, the Nawab's army was crushed in the battle and the British rule was established in Bengal allowing East India Company the benefit of free trade there. The nature of Mir Jaffar's betrayal to the Nawab remains a very popular event in the history of the subcontinent.
  6. Students will answer this question in their own words.
  7. The War of Independence 1857 was imminent due to several political, economic, religious, military, and social reasons.
    - A. The causes are listed below:
      - i. The enforcement of 'Doctrine of Law' by the East India Company meant it could take over all Indian states that had no male heir to claim the throne.
      - ii. The East India Company levied heavy taxes on landowners and princes.

- iii. The Indian people felt threatened by the sudden surge of Christian missionaries by the East India Company.
  - iv. The British also interfered in the religious practices of both Muslims and Hindus.
  - v. The East India Company appointed its own officials on high posts, while the locals were confined to lower positions or remained jobless.
  - vi. The plunder and transfer of wealth from India to England was persistent.
  - vii. The English introduced a rifle which used cartridges greased with animal fat sourced from cow or boar. This meant it was prohibited for both Muslims and Hindus as boar is prohibited for Muslims and cow is sacred for Hindus.
- B. The consequences of the War of Independence 1857 are listed below:
- i. The last Mughal Emperor, Bahadur Shah Zafar, was exiled to Rangoon, Myanmar (then Burma).
  - ii. British government took over and ruled over the subcontinent. Lord Canning took the title of the Viceroy of India.
  - iii. Queen Victoria of England declared the subcontinent a British colony.
  - iv. Both Hindus and Muslims equally waged war for the benefit of gaining independence, however, after the war ended, only Muslims were blamed for it.
  - v. The social relationship between Muslims and the British rulers became unpleasant.

### Match the columns.

Mujaddid Alf Sani	1564–1624
Nadir Shah	1739
War of Independence	1857
Third Battle of Panipat	1761
Bahadur Shah I	1707–1712
Death of Tipu Sultan	1799
War of Plassey	1757

### Activity

- Students will work in groups. They will collect information and pictures to use in their presentation. Students will be as creative as they can with the multimedia.
- Students will work independently for this activity. However, you can guide them on how to craft their speech both in favour and against, especially if they are writing a speech for the first time.

### Internet research

Students will research independently and present their work in the class.

## Worksheet 6

### 1. Give short answers to the following questions.

a. Who was the most religiously tolerant Mughal Emperor?

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b. Trace the origin of the Bhakti Movement and Sikhism.

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c. List the major architecture commissioned by the Mughal Emperors during the rule.

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d. Narrate the betrayal by Mir Jaffar to appease the British rulers.

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e. How did Tipu Sultan deal with the British?

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### 2. Write whether True or False.

- a. The Mughal Empire was an amalgamation of Persian, Turkish, and Indian culture \_\_\_\_\_.
- b. Jahangir declared Islam as the state religion \_\_\_\_\_.
- c. Guru Nanak condemned the Hindu caste system \_\_\_\_\_.
- d. During the later Mughal era, Dars-e-Nizami, the curriculum of Maulana Nizamuddin of Farangi Mahal, was formulated. It included the subjects of science and philosophy \_\_\_\_\_.
- e. A war of succession took place among the three sons of Aurangzeb called Muazzam, Muhammad Azam Shah, and Kam Baksh \_\_\_\_\_.



# PAKISTAN SINCE CREATION

## Key points of the chapter

1. Heads of state and heads of government
2. Important government policies
3. Objectives Resolution
4. Constitutional development
5. Border and Kargil conflicts, and wars of 1948, 1965, and 1971
6. Siachen and Sir Creek Issues
7. LOC, Working Boundary, and International Border
8. Arts, culture, sports, agriculture of Pakistan

## Skills focused

- Map reading
- Interpreting timelines
- Inquiry and critical thinking
- Role-play
- Research
- ICT
- Gathering and presenting information
- Communication
- Problem solving
- Collaboration

## Core vocabulary

abolished, accused, catastrophe, ceasefire, contested, eradicate, interim, reforms, rugged, unanimously, valour

## Sample lesson plan

### Lesson Objectives

At the end of the lesson, students should be able to:

- identify the importance of the Objectives Resolution.
- describe constitutional development between 1947–1956.

**Duration:** 40 minutes

**Resources:** textbook pages 76–78

**Introduction:** 5 minutes

Ask students to refer to the image of the National Assembly shown on page 76 and say what they know about this building. Ask about the importance of this building.

**Explanation:** 25 minutes

Define the purpose of constitution for the students. Enquire about its advantages and disadvantages (if any) from the viewpoint of a citizen. Since the constitution was revised two times, remind the students that the 'Objectives Resolution' has continued to be a part each time as the preamble.

Ask students why the 'Objectives Resolution' had to be defined keeping in view the values of Islam. (Pakistan was established in the name of Islam. Hence, its constitution should be a reflection of the Islamic values.)

Explain the terms: parliamentary government, head of government, and head of state. Highlight the roles and responsibilities of the head of government and the head of state, and how the two can be distinguished from one another.

Define martial law and its implications and ask the students what might have led Ayub Khan to impose a martial law. How does the deteriorating law and governance situation possibly benefit from it? Are the miscreants taken to task? Teacher may talk about the last martial law of 1999, if students show sufficient interest.

With respect to each reform that the Ayub Khan government made, ask students how it all could have helped the economy to grow.

**Conclusion:** 5 minutes

What kind of an image would the international community have garnered about military government under Ayub Khan making modern reforms? Conclude with an open-ended discussion.

**Class work:** 5 minutes

Students will draw a timeline of the Ayub Khan era and analyse his rule briefly in their own words.

**Homework:** Review your learning Questions 1–2

**Pre-reading task:** textbook pages 79–80

## Review your learning

- When Pakistan was formed, there was no constitution to run the affairs of the country. Hence, the Government of India Act, 1935 was adopted as the interim constitution with certain modifications. In 1949, the first Prime Minister of Pakistan, Liaquat Ali Khan presented the 'Objectives Resolution' as per which the first independent constitution of Pakistan would pass. The 'Objectives Resolution' is part of the successive constitutions of Pakistan because it used as the preamble or opening document in the constitution of Pakistan. Hence, when the constitution of Pakistan was revised twice, the 'Objectives Resolution' continued to appear as the preamble.
- After he had imposed martial law, Ayub Khan had to devise certain reforms to counter the political and economic crisis that ensued. Below is the outline of those reforms:

- a. A comprehensive programme of local government called 'Basic Democracies' was introduced.
  - b. He introduced the Green Revolution. An expansive irrigation system and mechanised farming was established.
  - c. Schools and colleges were set up throughout the country.
  - d. Besides, rapid industrialisation, foreign policy of Pakistan was prioritised, while different agreements were signed with USA, France, China, and the United Kingdom.
  - e. He signed the Indus Water Treaty with India in 1960 to resolve water crisis.
  - f. He shifted the capital of Pakistan from Karachi to Islamabad.
  - g. He set up a new constitution for the country in 1962.
3. Pakistan has an agriculture based economy and ranks among the leading agricultural countries of the world. The fertile land of Sindh and Punjab provide the best wheat, rice, sugarcane, and cotton crops to the rest of the world. On the other hand, northern Pakistan's suitable climatic conditions help grow all kinds of fresh and dry fruit.

However, the farmers and agriculturists find several hindrances that come in the way of a great produce. Some of these problems are outlined below:

- a. Water-logging and salinity
  - b. Natural disasters such as floods, earthquakes, etc.
  - c. Lack of knowledge on proper farming measures among farmers
  - d. Non-availability of chemical and fertilisers
  - e. Low quality seeds
  - f. Lack of infrastructure such as roads to connect villages to towns and cities
  - g. Difficult procedures to obtain agricultural loans for farmers
4. Students will conduct research on the Internet as well as use reference books to write the answer to this question.
5. Kashmir Issue is a pressing matter for Pakistan as well as India. The first war between both countries took place over the issue of accession of the princely state of Jammu and Kashmir. India had forcefully annexed the valley right after partition of the subcontinent. As the Indian forces gripped the control of the valley, both countries went to war. Pakistani soldiers faced the Indian forces bravely despite access to limited resources. The matter turned so sour that the United Nations had to intervene and order a ceasefire. A Line of Control (LoC) was demarcated to define boundary controls. Although many soldiers and people embraced shahadat, a few areas were regained and named today as Azad Jammu and Kashmir.
6. Sports are an essential component of a healthy life and not just a means of entertainment. A solid sports circuit in the country gives an insight into the way of living of its citizens and the interest of the government in the welfare of its citizens. All over the world, sports have been used as a tool of diplomacy. The bi-lateral cricket series previously played regularly between Pakistan and India is a great example.

Although, hockey is the national game of Pakistan, however cricket, squash, badminton, snooker, boxing, basketball, and tennis are also at all levels. Other sports include volleyball, football, wrestling, Kabaddi, polo, golf, etc.

7. This is an opinion-based question. Students will research using the Internet as well as books to write their answers.
8. The Pakistan Army has launched several counter-attacks against the terrorists who gained control of different locations throughout the country. Some of these include:
  - a. Rah-e-Rast began in May 2009 in Swat Valley. The site was cleared within four months.
  - b. Rah-e-Nijat started in September 2009 in South Waziristan. It ended in 2010.
  - c. Zarb-e-Azab started in 2014 in North Waziristan.
  - d. After the heinous attacks on the 144 students at the Army Public School in Peshawar, the Armed Forces launched ferocious attacks with full of the civil government.
  - e. Rad-ul-Fassad is an ongoing operation.

**Think, choose, and reflect**

- i. 12 March 1949
- ii. Ayub Khan
- iii. Islamabad
- iv. 17 December 1971
- v. Ajrak

**Fill in the blanks.**

1. preamble
2. Prime minister
3. Hari Singh
4. Shandur Polo
5. demarcation that defines the boundary of Pakistan and India

**Activity**

1. You can invite students from other classes to participate in this activity. The best time to conduct this activity is during the assembly hours in morning. Students in groups from other classes can walk-in and participate. Whosoever presents the best will be announced the winner!
2. Students will collect pictures and paste them in their classwork copies.
3. Divide students into groups and provide each group the copy of the map that was first proposed along with the altered version presented later. Groups will research and collect information and cite each reference before presenting. Guide them on how to cite a reference and tell them why it is important to credit information sources.

## Worksheet 7

### 1. Give short answers to the following questions.

a. What are the contents of the preamble to the constitution of Pakistan?

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b. Why is the preamble a part of every constitution?

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c. In context of Ayub Khan's government, define 'reforms'. What do the reforms imply?

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d. Why, in your opinion, did general Zia-ul-Haq dismiss Zulfiqar Ali Bhutto's government?

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### 2. Essay

What do you know about the current situation of the Indian Occupied Kashmir? What role could the United Nations play keeping in view its mediation during the First War of Kashmir? Write your essay legibly.

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# Outline Map of Pakistan



# Outline Map of the World

