

WORLD WATCH

History

For Secondary Schools

TEACHING GUIDE

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Title Verso

Introduction

An outline of the course

World Watch is a history course for the 21st century. It is designed for Pakistani secondary schools that want to stimulate curiosity, thinking skills, and a love of learning. The course comprises four components: Student's Books, Skills Books, *My E-Mate* companion website, and Teaching Guides.

Core features

- It draws its content and skills from international secondary school syllabuses while focusing on Pakistan for examples.
- At all levels, learning is built on students' knowledge; the teacher eliciting what they already know and builds on this, not simply loading them with facts.
- The language, content, and tasks are progressively graded according to class levels.
- Each level is split into separate units, each focusing on a different topic.
- High priority is given to independent and critical thinking skills.
- Ideas for discussion are provided to help students express their own ideas in open-ended tasks.
- Historical enquiry skills are taught that develop critical thinking skills and enable students to make connections between the past and the present.
- Students are encouraged to make inferences on the basis of available historical evidence.

Student's Books

- The Student's Books form the core of the course. The illustrations, photographs, and maps bring alive the distant past.
- The 'Contents' page details the learning outcomes for each unit.
- Each unit of the Student's Book consists mainly of reading texts based on archaeological discoveries, fascinating original source materials, and artefacts, followed by assessment questions.
- The 'Overview' at the end of each unit presents a chronological timeline of various events in the unit and how they are interlinked.
- Fact boxes contain interesting information about relevant topics, and key fact boxes at the end of each unit summarize the unit.

Skills Books

- At each level, there is an accompanying Skills Book.
- The tasks are varied and enjoyable, and include maps, diagrams, charts or tables, crosswords, fill-in-the-blanks, and inquiry-based questions.
- Skills Book pages should be introduced in class and can be completed either in class or for homework.
- Students are usually expected to write in the Skills Book.
- There is a brief learning outcome at the top of every page.

Teaching Guides

Teaching Guides are an invaluable resource for the teacher. They provide a framework for formative assessment of students during each lesson. They contain the following features:

- background knowledge
- expected learning outcomes
- step-by-step lesson plans
- ideas for further activities and student research
- answers to assessments in the Student's Book and solutions for activities in the Skills Book

Contents

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page Unit 1 The Indus Valley Civilization	1 <ul style="list-style-type: none"> to use examples from the Indus Valley Civilization to explain the use of archaeological evidence to encourage students to draw inferences from available historical evidence from the Indus Valley to explain the different theories about the decline of the Indus Valley Civilization 	<ul style="list-style-type: none"> summarize the value of archaeological evidence excavated at Indus Valley Civilization sites. draw conclusions from the above while recognizing the limitations of the evidence. assess the feasibility of particular theories for why the Indus Valley Civilization ended. 	ruin, ancient, archaeologist, settlement, evidence, artefact, seal, symbol, writing, civilization, footprint, grid pattern, invader, climate change
Page Unit 2 The land between two rivers	7 <ul style="list-style-type: none"> to explain why civilization developed in ancient Mesopotamia to develop an awareness about different Mesopotamian Empires to explain through evidence how ancient Mesopotamian Civilization advanced 	<ul style="list-style-type: none"> explain why civilization developed in ancient Mesopotamia. identify the various empires which dominated Mesopotamia. summarize the advances of ancient Mesopotamia. 	pottery, hunter-gatherer, farmer, agriculture, irrigation, trade, flooding, grid pattern, ziggurat, glazed, brick, tile, defensive wall, harvest, slave, empire, arithmetic board, cuneiform writing, code of law, army, wheeled chariot, siege warfare, siege tower, fertilizer, sailing boat, pictogram, astronomer, clock dial, ornament
Page Unit 3 Ancient Egypt	13 <ul style="list-style-type: none"> to develop knowledge about the importance of the River Nile to ancient Egypt to explain the life and culture of ancient Egyptians through historical evidence 	<ul style="list-style-type: none"> explain the importance of the River Nile to ancient Egypt. discuss the importance of archaeological evidence in the study of ancient Egypt. evaluate the significance of religion in shaping ancient Egyptian Civilization. 	chamber, treasure, tomb, canopic jar, embalm, death mask, gold coffin, inscription, hieroglyphics, afterlife, obsidian, mummy, mummification, Book of the Dead, pyramid, cubit, quarry, ramp, chisel, hammer, trade, civil war, famine, expedition, mining, treasury

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 20 Unit 4 Ancient China	<ul style="list-style-type: none"> to explain through evidence the advancements and achievements of the Shang Dynasty to develop knowledge about the importance of the Zhou period using evidence to develop knowledge through evidence of how the Han Dynasty changed China 	<ul style="list-style-type: none"> describe the main advancements and achievements of the Shang Dynasty. assess the importance of the Zhou period. explain how the Han Dynasty changed China. 	dragon bone, shell fragment, oracle bone, inscription, fortified, chariot, spoked wheel, weapon, figurine, mask, silk, mulberry, Mandate of Heaven, philosophy, Confucianism, Daoism, Legalism, kite, compass, geographical map, magnetism, casting, glass, terracotta warrior, afterlife, Great Wall of China, coinage, papermaking, rudder, seismometer, scholar, craftsman, tailor, Silk Road, trade
Page 26 Unit 5 Coming of the Aryans	<ul style="list-style-type: none"> to explain the characteristics of Aryan culture to explore available evidence to support or reject theories about the origins of the Aryans to develop knowledge about the caste system 	<ul style="list-style-type: none"> describe the characteristics of Aryan culture. evaluate evidence in support of theories about the origins of the Aryans. explain how the caste system operated. 	warhorse, chariot, herd, falcon, <i>Rig Veda</i> , priest, musician, hymn, dark-skinned, light-skinned, nomad, invasion, Vedic, Brahman, Brahmin, Kshatriya, warrior, ruler, Vaishya, merchant, peasant, trader, Shudra, craftsman, labourer, slave, dowry, polygamy, monogamy, carpentry, leather work, tanning, astrology, jewellery, pottery, dying
Page 30 Unit 6 The Mauryan and Gupta Empires	<ul style="list-style-type: none"> to explore whether the Mauryan rulers Chandragupta and Ashoka followed the model of kingship offered in the <i>Arthashastra</i> to explain the impact of the Kushan Empire to explore whether the Gupta period really was a golden age 	<ul style="list-style-type: none"> asses the reigns of the Mauryan rulers Chandragupta and Ashoka against the model of kingship offered in the <i>Arthashastra</i>. summarize the impact of the Kushan Empire. assess whether the Gupta period really was a golden age. 	<i>raja-riski</i> , <i>Arthashastra</i> , tax, spy, Buddhism, stone pillar, well, tree, nomad, archer, war elephant, mathematic, art, science, trade, pi, chess, town, temple, monument, painting, Ajanta Caves, sculpture, caste system
Page 35 Unit 7 Ancient religions of the subcontinent	<ul style="list-style-type: none"> to develop awareness about the belief in reincarnation and the caste system in Vedic religion to explore how Jainism challenged the power of the Brahmin caste to give reasons for the success and decline of Buddhism on the subcontinent 	<ul style="list-style-type: none"> explain the importance of reincarnation and the caste system in Vedic religion. assess how far Jainism challenged the power of the Brahmin caste. explain the success and decline of Buddhism on the Indian subcontinent. 	Hinduism, temple, treasury, reincarnation, caste system, Jainism, vegetarianism, middle way, <i>bodhi</i> , Nirvana, Buddha, funeral pyre, monastery, temple

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 39 Unit 8 Ancient Greece	<ul style="list-style-type: none"> to explain the characteristics of Greek society and culture using evidence to develop understanding of how Aristotle influenced Alexander the Great to explain the impact of Alexander the Great on the subcontinent using evidence 	<ul style="list-style-type: none"> describe the main features of ancient Greek society and culture. explain how the teachings of Aristotle influenced Alexander the Great. summarize the impact of Alexander the Great on the Indian subcontinent. 	philosopher, Socrates, trial, jury, vote, exile, human reasoning, colonist, Phoenician, Iliad, Odyssey, Troy, Delphi, truce, Olympic Games, architecture, writer, play, actor, amphitheatre, satire, pulley, geometry, dissection, colony, alliance, democracy, assembly, slave, democrat, sculpture, coin
Page 44 Unit 9 The Persian Empire	<ul style="list-style-type: none"> to develop knowledge about the rule of the Persian emperors to explore the strengths and weaknesses of some Persian rulers to develop knowledge about the factors that weakened the Persian Empire 	<ul style="list-style-type: none"> explain how the Persian Empire was governed. identify the strengths and weaknesses of some Persian rulers. identify which factors weakened the Persian Empire, contributing to its defeat by Alexander the Great. 	treasure, Oxus chariot, satrap, cuneiform, clay cylinder, temple, Zoroastrian, weight, measure, Aramaic, Royal Messenger, general, King's Ears, irrigation, tax
Page 49 Unit 10 The Roman Empire	<ul style="list-style-type: none"> to provide archaeological evidence about Roman life to develop knowledge about how the Roman Empire was governed to explore the reasons of the decline of the Roman Empire 	<ul style="list-style-type: none"> explain what can be inferred about Roman life from archaeological evidence. explain how the Roman Empire was governed. give reasons why the Roman Empire declined. 	excavating, mosaic, tremor, suffocate, plaster cast, shop, villa, temple, tavern, pottery, bath, arena, public latrine, market hall, school, water tower, flower nursery, theatre, aqueduct, paved road, legionary, amphitheatre, gladiator, Roman numeral, graffiti, liberti, patrician, plebeian, law, dictator, republican, senator, coup, Barbarian

The Indus Valley Civilization

Background knowledge for the unit

The Indus Valley Civilization is one of the four Great River Valley Civilizations: the others are China, which was based on the Yellow River, Egypt on the River Nile, and Sumer between the Tigris and Euphrates rivers. These earliest of civilizations coincide with the transition from a hunter-gatherer lifestyle to one based on early agriculture and farming. (The term civilization itself refers to life lived in towns and cities among cultures and peoples that were producing sufficient food that they could trade their surplus produce with other peoples. They had plenty of leisure time to devote to activities other than simple survival.)

The Lower Indus Plains looked very different in the third millennium BCE from today. The modern region appears arid and desolate, crisscrossed by dried-up riverbeds. During the period of the Indus Valley Civilization, the plains were green and heavily forested, with game animals and pasture for domesticated animals. Prior to the Indus Valley Civilization, the plains were already dotted with farm settlements which cultivated wheat and barley, developing sophisticated agricultural implements and crop-growing techniques. The people also knew how to make bronze weapons, tools, mirrors, and pots. Elaborately decorated bowls and urns for storage suggest links to other early agricultural communities in this region. Pottery designs also show that the people were capable of depicting their surroundings; for example, fish designs on pots may indicate a source of food, while figurines in the shape of the female form were also created, perhaps representing religious deities.

Before we proceed

One important aspect of the history is to note that to date there has been no successful deciphering of the writing system of the Indus Valley Civilization. This means that all conclusions about

it have to be inferred from available archaeological artefacts. There are inevitably contested claims which are hard to prove definitely true because of the lack of available evidence, where evidence appears to be contradictory, or because of the absence of corroborating evidence. There is particular controversy surrounding explanations of why the Indus Valley Civilization declined.

The longest-standing historical theory claiming that the civilization was destroyed by violent Aryan invaders has been largely discredited due to lack of evidence. Currently, the most widely accepted theory is that climate change was probably responsible, but there still remains the problem that farming continued in the region despite the abandonment of the cities. What is important in debating different theories is that students should understand that no one theory has been definitely proved true, and that the validity of a particular theory (as in all historical study) is based on the quality of corroborating evidence which might be gathered to prove it.

For further learning, encourage your students to explore more about this topic through the activities in the *My E-Mate* companion website of this book.

Expected learning outcomes

Students should be able to:

- summarize the archaeological evidence excavated at Indus Valley Civilization sites
- draw conclusions from it while recognizing the limitations of the evidence
- gauge the likelihood of particular theories for why the Indus Valley Civilization may have ended

PAGES 2-3

'Have we solved the mysteries of the Indus Valley Civilization?'; 'What evidence did archaeologists find in the Indus Valley?'; 'Indus River'; and 'Planned cities'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book pages 3–4 'Trade in the Indus Valley Civilization'
- a long piece of string
- masking tape
- 12 slips of white card
- 13 slips of blue card
- 12 different coloured strings

Introduction

Before they study the Indus Valley Civilization in any depth, students should be able to locate it geographically, identify the geographical features of the Indus Valley Plains at that time, and explain some of the links shared with other civilizations of the ancient world.

Firstly, refer students to the *Oxford School Atlas for Pakistan*. Ask them to look at the map of modern Pakistan and compare it to the territory representing the spread of the Indus Valley Civilization on page 3 of their Student's Book. Students could then roughly estimate the proportion of the territory of the Indus Valley Civilization that was contained within the borders of modern Pakistan.

Using the Student's Book

Ask the students to read the introductory paragraph and the speech bubbles and to look at the photographs and illustration on pages 2–3.

For homework, students could be asked to research the characteristics of the terrain of the Indus Valley Plains in the present-day region, summarizing details under such headings as climate, fertility of the land, etc. Under each heading, students could

write details such as 'monsoons' under the heading 'climate'; 'arid' under the heading 'fertility of the land', etc. (Students whose families might live in these parts of Pakistan could be interviewed about what they know about what the plains used to be like.)

As a classroom activity (using the background information above) students could be asked to complete details of the characteristics of the Indus Valley Plains area as it was thousands of years ago, writing these details under the same headings. A discussion could be held about the features of the landscape that are still common, such as monsoons, and major differences such as the relative fertility of the land in the third millennium BCE.

Students could complete Questions 1–2 in class or for homework.

Using the Skills Book

Activity

You can complete the activity on Skills Book pages 3–4 'Trade in the Indus Valley Civilization' in class. Set up the teaching area, as a 'living map' with furniture cleared to one side. Using string, lay out in the middle of the floor the shape of the approximate borders of the Indus Valley Civilization from page 6 of the Student's Book. Use masking tape to stick the string at various places so it stays in place.

Direct students to page 3 of their Skills Book and ask them to shade the area of the Indus Valley Civilization, as shown on page 3 of their Student's Book. Set pairs or small groups of students the task of locating the following places, using their *Oxford School Atlas for Pakistan*: Rajasthan, Maharashtra, Gujarat, Saurashtra (India), south India, Sindh (Pakistan), Afghanistan, Kashmir, Iran, Central Asia, Oman, and the Persian Gulf. Then they should mark these places on the map on page 3 of their Skills Book.

Divide the class into 12 groups and hand out a white card slip and a blue card slip to each group. Allocate a place to each group and ask them to write its name on the white card. Students should refer to page 4 of their Skills Book and write the name of the material brought from each place on the blue card slips. Give an extra blue card slip to the group representing Sindh, as it exported two materials to the Indus Valley.

Ask all groups to stand around the central outline of the Indus Valley Civilization territory marked on the floor. They may refer to the map they have marked on page 3 of their Skills Book to check the locations of the places they are representing. Ask them to organize themselves so that they are standing at a proportionate distance from the outline and in a position accurately reflecting the location's direction from the Indus Valley. For example, the group representing Central Asia would be standing at a fair distance to the north-west of the Indus Valley.

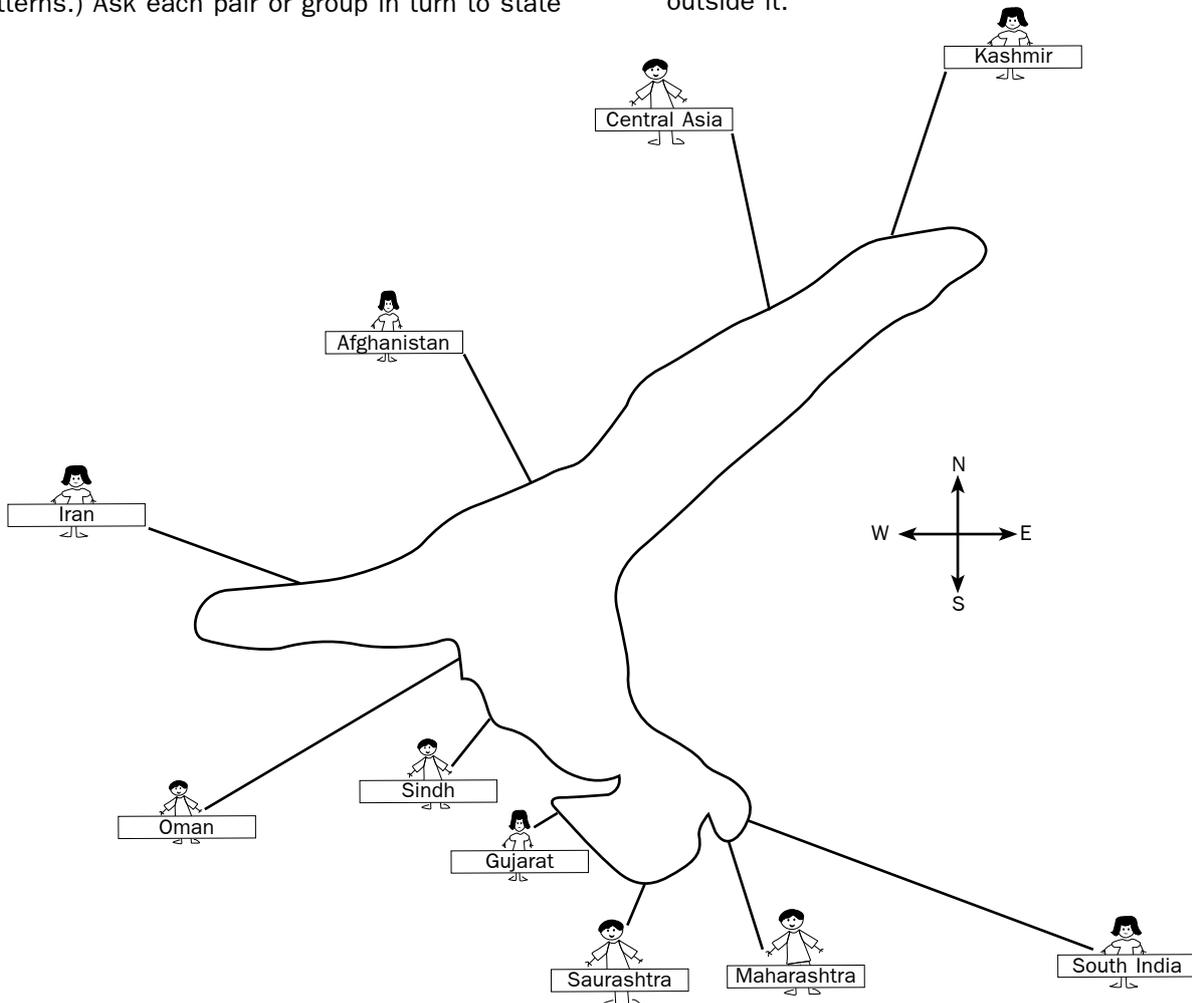
Then give each group a different coloured string to attach to the outline string of the Indus Valley outline on the floor, stretch it taut, and hold up the label with the name of the area they are representing. For example, the group representing Central Asia would be holding the string in the north with the label 'Central Asia'. Similarly, the group representing Oman will be standing south-west of the Indus Valley. (This exercise creates a visual representation of Indus Valley trading patterns.) Ask each pair or group in turn to state

their location, the product or raw material they exported to the Indus Valley, and what this might tell us about the Indus Valley Civilization itself. This demonstration will help students to mark the trading routes from all these places on the map on page 3 of their Skills Book.

Discussion and review

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

- I learned that the mysteries of the Indus Valley Civilization were first revealed in the nineteenth century, when Charles Mason noticed a ruined castle in the Punjab.
- I learned that the River Indus was vital to the development of the Indus Valley Civilization.
- I learned that the cities of the Indus Valley Civilization were advanced, but a lot is still unknown about this ancient civilization.
- I learned about materials that were traded and came to the Indus Valley Civilization from outside it.



PAGES 4-5

'What artefacts did archaeologists discover in the cities?' and 'How were people buried?'

Resources

- Skills Book pages 5–6 'Claims about the Indus Valley Civilization'

Activity

Prior to the lesson, inform students that they will research and become archaeological experts on finds from the Indus Valley Civilization. Divide the class into 6 groups and give out one of the following statements to each group. These statements are taken from the task entitled 'Claims about the Indus Valley Civilization' on pages 5–6 of the Skills Book.

- The people of the Indus Valley Civilization used mud bricks for building.
- The people of the Indus Valley Civilization traded with other peoples.
- The people of the Indus Valley Civilization must have spent a lot of time outside.
- The people of the Indus Valley Civilization were used to animals.
- The people of the Indus Valley Civilization were skilled craftsmen.
- The Indus Valley Civilization was peaceful.

Instruct them to research the variety of finds that archaeologists have uncovered from the Indus Valley Civilization from the Internet, other resources, and *My E-Mate* companion website. They should make notes where they think particular finds might help them prove that their statement is true.

Using the Student's Book

Students should have researched this topic and brought their notes to class for discussion and further learning. Ask them to read pages 4–5 and then elicit responses from each group about the

statement they were allocated. Allow them a limited amount of time to convince other groups in turn that the evidence they have collected proves that their statement is definitely true. The emphasis in this exercise is on speed, the ability to explain and summarize research effectively, and to convince others that their pair or group has proved its point. Any noise generated should be an indication that students have been engaged by the task. Students could complete Questions 3–4 from the Student's Book.

Using the Skills Book

Finally, ask students to complete the sentence starters of 'Claims about the Indus Valley Civilization' on pages 5–6. (Note that one of the statements was not included in the research activity as it is easy to prove due to the absence of evidence—i.e. Indus Valley Civilization people did not use money.)

Discussion and review

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

- I learned that the artefacts uncovered from the ruins of the Indus Valley Civilization tell a great deal about the way of life of the people who lived there.

PAGES 5-6

'What do archaeologists claim about the Indus Valley Civilization?' (all sections)

Using the Student's Book

Students should study the photograph and illustration of the Great Bath in the Indus Valley on page 5, before reading the text. Explain that the ruins of the Great Bath in Mohenjo-Daro were studied by historians and they deduced from their findings that the Great Bath may have looked as shown in the illustration. Ask if the Great Bath looks similar to a present-day swimming pool. Elicit what the students think about the building techniques of the people of the Indus Valley.

Students should read the text headed 'Use of bricks for construction'.

Ask them to look at the writing and animals inscribed on the seals on page 5. Explain that this writing is one of the earliest forms of writing on the subcontinent and it has not been decoded so far. Ask them to read the text headed 'Seals for trade'; 'The great stone statue'; 'Religious symbols'; 'Climate'; and 'Animals'. They should complete Question 4 in class or for homework.

Discussion and review

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

- I learned that different claims are made about the Indus Valley Civilization based on the artefacts discovered there.

PAGES 6-7

'Why did the Indus Valley Civilization end?'

Resources

- Skills Book pages 7–8 'How did the Indus Valley Civilization end?'
- Skills Book page 9 'Designing the cover of a book about Indus Valley Civilization'
- 5 slips of card
- a long piece of string

Using the Student's Book

Explain that historians have different views and approaches to explain the decline of the Indus Valley Civilization based on evidence. Conduct the following activity in class to elicit responses from students.

Activity

Display the numbers 1 to 5 on pieces of card along a wall or board, with a reasonable distance between each one. Place a note reading 'very likely' over number 1, 'quite likely' over number 3, and 'not very likely' over number 5.

Students should read 'Theory A' on pages 6–7. Allow some time for discussion in class before they read 'Theory B' and 'Theory C'. They should read the speech bubbles too.

After reading out the text which explains each theory and its supporting evidence, allow students a very short amount of time to consider their own views in silence; i.e. which number and/or statement they are most likely to support in relation to each theory. Next allow a short amount of time for students to discuss their points of view with their partners.

Lastly, for each theory in turn, ask students to stand by the number they most agree with. Ask a range of students to explain their reasons for standing next to a particular statement or number on the number line, probing their understanding of their own point of view. Allow students to move their position in response to something else that another student has said; for example, they might move from number 2 to number 3, but ask them to justify why they have moved. Ask them to complete Questions 5–8 from the Student's Book.

Using the Skills Book

Complete the task on pages 7–8 of the Skills Book entitled 'How did the Indus Valley Civilization end?'. They could also complete the activity on page 9 entitled 'Designing the cover of a book about the Indus Valley Civilization' for homework.

Discussion and review

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

- I learned that there is not a single theory, but different theories to explain the decline of the Indus Valley Civilization.

Answers to assessments

1. Masson was wrong to call the ruins he saw in 1836 a castle because later archaeological excavation revealed that it was part of the ancient city of Harrappa, built from mud bricks during the period of the Indus Valley Civilization.
2. We know that the cities of the Indus Valley were carefully planned because they were laid out in a grid pattern which included drains and sewers with a central citadel.
3. Any answer should include reference to specific evidence given in the text of the Student's Book.
4. Archaeologists claim that the people of the Indus Valley Civilization used mud bricks for construction and stone discs for trade; practised religion; spent a lot of time outdoors because of the hot weather; and they ate meat, farmed animals, and also kept animals as pets.
5. Answers should make reference to specific reasons and evidence in support of their opinions.
6. Answers will vary.
- 7 a) the discovery of how to translate Indus Valley writing
8. false; false; true

Answers to Skills Book**Pages 3–4 'Trade in the Indus Valley Civilization'**

- A 1. Check that students have marked the correct regions.
2. Check that students have correctly identified the countries using the *Oxford School Atlas for Pakistan*, and drawn lines using their knowledge from information given in the unit.

Pages 5–6 'Claims about Indus Valley Civilization'

- A 1 a) The excavations in Mohenjo-Daro revealed houses made of bricks.
- b) The seals found with pictures of animals were probably used for trading goods.
- c) No coins or money were found there.
- d) Many animal footprints found in mud, toy animals, remains of animal bones, and the pictures of animals on seals were found.
- e) Many artefacts including the great stone statue with an ornate headband, dice, games, toy carts, jewellery, and other items were found during the excavations.

Pages 7–8 'How did the Indus Valley Civilization end?'

- A 1. Answers will vary.

Page 9 'Designing the cover of a book about Indus Valley Civilization'

- A 1. Students should use ideas from the photographs and illustrations in unit 1.

UNIT 2

The land between two rivers

Background knowledge for the unit

As in the Indus Valley, the gradual shift from a hunter-gatherer, nomadic form of existence to early farming combined with the wave of technological changes around 4000 BCE encouraged the development of civilization in the Middle East. Certain features of Middle Eastern civilization also accelerated its sophistication.

- The use of writing promoted a formal bureaucracy and also the type of written records that were useful for trade.
- The development of bronze created more deadly weapons, which proved useful for conquest.
- Bronze production also encouraged the development of specialist manufacturing and required longer distance trade in search of copper and tin. (Copper is an alloy made from both metals.) Ultimately, traders from the Middle-East travelled as far as Britain and Afghanistan to seek raw materials.
- Irrigation along the great river valleys promoted agricultural productivity but also required organizational structures to coordinate such areas, and new laws to demarcate property.

Before we proceed

What helps to distinguish Mesopotamian Civilization from that of the Indus Valley was the comparative instability of the landscape. Mesopotamian people depended on rivers for their survival but also feared the raging rivers: the Tigris and the Euphrates. Major floods frequently occurred and archaeologists have found sites where one city was built on top of an earlier one, separated by a layer of mud swept over in a flood.

Unlike the Indus Valley Civilization, which was apparently stable for longer periods, Mesopotamian political structures were more volatile, based on tightly organized but competing city-states in the

region where resources were in short supply. One of the natural outcomes of this competition was warfare where individual kings could ensure the survival of their states by conquering rival states and enslaving their peoples. This kind of warfare set a precedent for later times when the fertility and wealth of Mesopotamia attracted external conquerors and ensured that the region formed part of a succession of powerful empires across the Middle East.

The heart of Mesopotamian Civilization was based in Sumer, but the first of the great empires to dominate the region was that of Akkad (a non-Sumerian Mesopotamian city) in about 2400 BCE. Around 1800 BCE, the Babylonian Empire once again unified much of Mesopotamia under its rule. The wealth and sophistication of the Babylonians allowed them to build on and extend the achievements of the original Sumerians. Babylonian scholars were able to predict lunar eclipses and trace the paths of some of the planets. They worked out useful mathematical tables and an algebraic-geometry. Earlier Sumerian numbering systems were adapted to produce the modern 60-minute hour and 360° circle. Although the Babylonian Empire lasted for around 200 years, modern societies still owe much to the inventions and discoveries made during its rule.

Expected learning outcomes

Students should be able to:

- explain why civilization developed in ancient Mesopotamia
- refer to the various empires which dominated Mesopotamia
- summarize the advances of ancient Mesopotamia

PAGES 12-14

'What was life like in the land between two rivers?'; 'Why did civilization develop in Mesopotamia?'; and 'How were cities in ancient Sumer constructed?'

Resources

- *Oxford School Atlas for Pakistan*
- tracing paper
- Skills Book page 11 'Agriculture in Mesopotamia'

Introduction

Before studying Mesopotamian Civilization in any depth, it is important that students can identify the geographical location of the Fertile Crescent across the Middle East from Egypt to the Persian Gulf. Refer students to the map of the Fertile Crescent on page 12 of the Student's Book (which includes a label for Sumer). Then ask them to refer to the political map of the same region today in their *Oxford School Atlas for Pakistan*. Students could trace and produce a copy of the modern map from their atlas and use the map in the Student's Book to mark clearly the area of the Fertile Crescent and Mesopotamia in the Fertile Crescent. Students should retain these traced maps for reference purpose.

Using the atlas and map in unit 1 of the Student's Book, they could compare the surface areas of the Fertile Crescent and Indus Valley Civilization. They could also list the modern states that the area of the Indus Valley Civilization covers in comparison with that of the Fertile Crescent.

Using the Student's Book

Ask students to read the paragraphs headed 'What was life like in the land between two rivers?'; and 'Why did civilization develop in Mesopotamia?'. Ask them to look at the modern artist's impression of farming with irrigation channels in ancient

Mesopotamia on page 13. Elicit answers about agricultural practices, climate, clothing, animals, etc. Students should be able to describe the landscape, agriculture, and day-to-day activities.

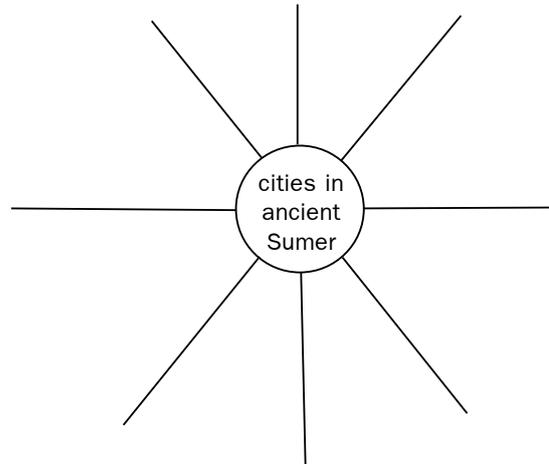
They should read the text on page 14 and look at the illustration of the ziggurat at Uruk.

Ask them to describe how it is built and decorated and note down its details, e.g. the different levels of the building, the stairs leading into room-like structures, the planted trees, etc.

Activity

To summarize the lesson, ask students to draw a table with two columns, one headed 'Upper Mesopotamia' and the other 'Sumer'. They could list under these headings the respective landscape features of each region and how this might have affected the lives of the people living there.

Next, they should create a mind-map on cities in ancient Sumer. They could write the different features of Sumerian cities such as 'The city is well-laid out in a grid pattern.', etc.



For homework, students should complete a similar diagram for the cities of the Indus Valley from unit 1 of the Student's Book, highlighting the similarities between the two in a particular colour. They should also complete Questions 1-4.

Using the Skills Book

Refer students to the task entitled 'Agriculture in Mesopotamia' on page 11. Ask them to refer to the artist's impression of Mesopotamian farming on page 13 in their Student's Book to complete this exercise.

Discussion and review

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

- I learned that the meaning of the term 'civilization'.
- I learned about the similarities and differences between the cities of the Indus Valley and Mesopotamia.
- I learned about the farming techniques of Mesopotamia.

PAGES 15-16

'How was ancient Mesopotamia governed?'; 'The Akkadian Empire'; and 'The Babylonian Empire'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book pages 12–15 'The Code of Hammurabi'

Using the Student's Book

Students should read 'How was ancient Mesopotamia governed?' on page 15. Discuss the powerful role of kings and priests in dividing the land and sharing the harvest. Explain that the concept of slavery was very popular in ancient civilizations. Slaves used to work as domestic help and as labourers on farms and construction sites.

Students should look at the map of the Akkadian Empire and locate the city of Akkad. They should read the text and make notes about the advancements of the Akkadian Empire. They should read about the Babylonian Empire and look at the map and illustration on page 16.

Explain that King Hammurabi conquered Sumer and Akkad and fused their cultures in his new empire. He had his 282 laws inscribed on a large stone and displayed it publicly. Despite being very strict, the laws were very simple and clear.

Ask if they have heard about the Hanging Gardens of Babylon. It was one of the seven wonders of the ancient world, which was believed to have been destroyed by an earthquake. Some historians dispute their existence due to lack of evidence, unlike other wonders of the ancient world, like the Great Pyramid of Giza in Egypt.

Students should make notes about what is being discussed in class to help them draw comparisons between the empires. They can hold a class discussion in the next lesson about their views on each empire.

Using the Skills Book

Refer students to the task entitled 'The Code of Hammurabi' on pages 12–15. Students should read each law of King Hammurabi of Babylon in turn, completing each sentence to justify their assessment of the particular law as really harsh, quite harsh, quite fair, or quite unfair. They should briefly justify their reasons. They should complete page 12 in class and complete the remaining activity as homework.

There should be a follow-up class discussion in the next lesson focussing on particular laws. Select a couple of codes from this activity and ask several students to give their opinions on it. You can hold a class discussion on what students mean when they use such terms as harsh, fair, or unfair.

Discussion and review

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

- I learned that different states of Sumer fought against one another to gain control over trade and water.
- I learned that King Sargon I united all Sumerian cities and formed the Akkadian Empire.
- I learned that King Hammurabi published his code of laws called the Code of Hammurabi.

PAGES 17-19

***'The Assyrian Empire'
and 'How did ancient
Mesopotamia advance?'***
(all sections)

Resources

- two different coloured reels of thread
- a pair of scissors
- 4 card papers
- masking tape

Using the Student's Book

Before beginning this lesson, students should discuss the Skills Book activity on the Code of Hammurabi, completed as homework. They should then read about the Assyrian Empire and look at the map on page 17. Explain that the Assyrians developed sophisticated warfare techniques that helped them to expand and strengthen their empire.

Now the students can draw comparisons between the successive empires of Mesopotamia (the Akkadian Empire, the Babylonian Empire, and the Assyrian Empire) and discuss which empire was the most successful. After taking their suggestions, lead a further discussion about the students' criteria for judging the success of empires, e.g. the size of an empire, longevity, advancements, or any other feature of an empire.

Students should refer to the map of the Fertile Crescent they traced in their first lesson. They should be able to show the extent of each empire by marking its outline on this map. In this way they can see how successive empires grew by conquering more territory than their predecessors.

Encourage students to revisit unit 1 and study the photographs and illustrations in order to draw comparisons between the Indus Valley and the Mesopotamian civilizations. Ask students to read the text headed 'How did ancient Mesopotamia

advance?' and make notes on each subheading in turn.

Elicit from students the similarities and differences between the Indus Valley and the Mesopotamian civilizations. Students might comment that the Indus Valley developed along the River Indus and the Mesopotamian Civilization grew along the Tigris and the Euphrates rivers. Evidence of domesticated animals is found in both civilizations. The clay toy carts found in the Indus Valley manifest the use of wheeled transport, while people in the Mesopotamian Civilization used wheeled chariots as well as boats. A major difference between the civilizations is that very few weapons were found in the Indus Valley, whereas the Assyrian Empire developed advanced warfare technology. Students should compare other aspects, e.g. craftsmanship, system of writing, trade, building materials, etc.

Students should look at the map on page 19 showing the possible trade routes of ancient Mesopotamia. They should use the key to find out the materials traded between the Indus Valley Civilization and Mesopotamia. For homework, the students should make a list of five countries and the materials they traded with ancient Mesopotamia, e.g. gold and lapis lazuli from Afghanistan; copper and steatite from Greece, etc.

Activity

This activity will enable students to visualize which civilization was more advanced. Divide the class into four groups and give each group a long piece of thread from each of the two reels and a card paper. Select colours to represent the Indus Valley and the Mesopotamian civilizations.

Explain that they should decide how far advanced (if they agree it was) Mesopotamian Civilization was over that of the Indus Valley on the basis of their notes and class discussions. They should decide the length of the thread for each civilization according to their advancement in agriculture, transport, craftsmanship, building, warfare, writing, trade, and climate. Where they feel that the Indus Valley was more advanced with respect to a particular feature, they should cut a longer thread for it and a correspondingly shorter thread for the Mesopotamian Civilization. Students should stick the corresponding threads with masking tape on their card papers for each civilization and label accordingly. When each group has determined the

length of the threads for each feature of both civilizations, they should lay them out on their desk for display.

It should be very clear that the Mesopotamian Civilization was more advanced than that of the Indus Valley. Different groups can be selected to justify their choice. Students should complete Questions 5–7.



the thread showing agriculture of the Indus Valley Civilization

the thread showing agriculture of the Mesopotamian Civilization

Discussion and review

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

- I learned that the Assyrian Empire developed highly advanced warfare which helped it to expand.
- I learned that the people of ancient Mesopotamia were advanced in agriculture, transport, science, mathematics, craftsmanship, trade, and warfare.

Answers to assessments

1. One of the advantages of living as hunter-gatherers was that people could follow game, their food supply, from place to place. Moreover, moving their camps at regular intervals might have reduced the chances of disease. On the other hand, farming could produce more food, feed a growing population, and produce surplus food for trade, allowing civilization to develop. However, people had to work harder, risked shortages of food if they were tied to a particular place, and increased the risk of disease.
2. Competition between rival city states for scarce and unpredictable resources led to wars and conflicts between them.
3. Living in a city provided a greater variety of work than was available in agriculture. Some individuals might have found it more interesting, for example, to train as craftsmen, while others might have enjoyed privilege and wealth as priests or in the service of the government.
4. Students' answers will vary. There will be some overlap between the diets of the people of ancient Mesopotamia and that of modern Pakistani children.
5. Mesopotamian Civilization can be deemed to be more advanced than that of the Indus Valley because it took certain common features of civilization to a more sophisticated level or applied them in more contexts, such as the development of writing systems and the application of mathematics. Whether one civilization can be deemed to be more advanced than another partly depends on how the term advanced is interpreted. For example, it appears that Mesopotamia saw rapid developments in the prosecution of warfare, partly because it had a more unstable environment. Whether this means that Mesopotamian culture was more advanced than that of the Indus Valley depends on whether this

particular development is regarded in a positive or negative light. Another problem in comparing the Indus Valley Civilization with other civilizations is that more is known about other civilizations because their writing systems have been decoded.

6. It is a matter of subjective judgement as to which invention or advancement is the most important from ancient Mesopotamia. Both the development of the writing system and the use of mathematical ideas could be justified as the most important inventions or advancements. It is more important that students justify their choice by reference to supporting evidence than that they choose a particular invention or advance.
- 7 a) the Tigris and Euphrates rivers
b) ziggurats

Answers to Skills Book**Page 11 'Agriculture in Mesopotamia'**

- A 1. Heat: the clothes of the people in the illustration show that they live in a hot environment. The houses have courtyards where people are working or carrying out their day to day tasks.

Use of animals: there are grazing sheep in the fields, a pair of oxen ploughing the land, and a bullock cart on the road.

Use of water: there is a river shown in the illustration. A woman is carrying a water pot on her head.

Transport: there is a bullock cart on the road and two boats shown in the illustration.

Use of plants: many different kinds of plants are shown in the illustration.

Pages 12–14 'The code of Hammurabi'

- A 1. Students' answers will vary.

Background knowledge for the unit

Ancient Egypt is one of the four Great River Valley civilizations (including China, Mesopotamia, and the Indus Valley). From its origins to its decline, the ancient Egyptian Civilization was focused on the River Nile and the desert immediately surrounding it. The steadily-flowing River Nile was marked by annual flood surges which watered and enriched Egyptian soil on either side of its banks. Unlike the Tigris and the Euphrates in Mesopotamia, the River Nile could be seen as a source of natural bounty which never failed, rather than as a menacing cause of unpredictable floods. The natural environment was therefore closer to that of the Indus Valley than Mesopotamia, and ancient Egyptian culture tended to be stable and long-lasting. Farming had developed along the Nile by about 5000 BCE but there was a surge in economic development around 3200 BCE, in part because of growing trade with other regions, including Mesopotamia. This economic acceleration was the spur to the formation of regional kingdoms in Egypt. Unlike Mesopotamia, Egypt did not go through a phase of forming city states prior to the creation of larger kingdoms, partly because there were fewer obstacles to establishing political unity. The River Nile itself acted as a unifying influence and the vast surrounding deserts discouraged the kinds of frequent invasion that regularly troubled Mesopotamia. (It is harder to compare ancient Egypt with the Indus Valley Civilization as less is known about the latter.)

Before we proceed

The early ancient Egyptian culture moved towards a strong, authoritarian, and centralized form of government. Egyptian kings, called pharaohs, were seen as intermediaries between the gods and their people, and ultimately as gods themselves. Pharaohs were often shown in art as huge figures, towering over their subjects, and servants could be

buried with them to help their sovereign in the afterlife. However, the power of pharaohs could be limited in practice by rival figures such as powerful generals or castes of priests. Pharaohs boasted of their achievements in stone inscriptions, but it was not uncommon for these to be erased or commandeered by hostile successors.

One of the main characteristics of Egyptian Civilization was its longevity. The unified 600 mile-long state established in 3100 BCE by King Narmer lasted 3000 years. During the 2000 years when Egyptian civilization was arguably at its greatest, Egyptian society went through three major periods of monarchy (the old, the intermediate or middle, and the new kingdoms) each divided from its successor by over a century of instability. However, despite these periods of instability, the overwhelming theme is one of continuity. Even when Egypt was successfully conquered by foreign peoples and hostile empires, the new rulers frequently 'went native', shrewdly appealing to the loyalty of their new Egyptian subjects by adopting Egyptian customs and beliefs. Even when Egypt was merely a province of the Roman Empire, the cult of the Egyptian goddess Isis was present in Rome itself and appeared in Roman territories across Europe, Asia, and Africa.

Expected learning outcomes

Students should be able to:

- explain the importance of the River Nile to ancient Egypt
- describe the importance of archaeological evidence in the study of ancient Egypt
- evaluate the significance of religion in shaping ancient Egyptian Civilization

PAGES 24-25

'What did Howard Carter discover?' and 'What can Tutankhamen's treasure tell us about the ancient Egyptians?'

Resources

- a torch
- one slip of paper (saying Lord Caernafon: 'Can you see anything?')
- one slip of paper (saying Howard Carter: 'Yes. It is wonderful.')
- Skills Book pages 16–18 'The mysteries of Tutankhamen's tomb'

Activity

The first lesson of this unit should begin with a role play. Darken the classroom as much as is practical to help recreate something of the atmosphere inside Tutankhamen's sealed tomb. Ask two students to assume the roles of Howard Carter (the archaeologist who discovered Tutankhamen's tomb) and his patron Lord Caernafon, and hand them the slips of paper. If possible, give them a torch (representing the lighted candle that Carter used to peer inside the tomb) and ask them to read the following script loudly just outside the classroom door with it slightly ajar, so that students inside the classroom can hear what they say.

1. The student acting as Howard Carter flashes the torch beam around inside the classroom.
2. The other student acting as Lord Caernafon says, 'Can you see anything?'
3. Howard Carter says, 'Yes. It is wonderful.'

Using the Student's Book

Ask both students to come inside the classroom, and begin the lesson. Students read the text and look at the pictures on page 24. Write the following questions on the board:

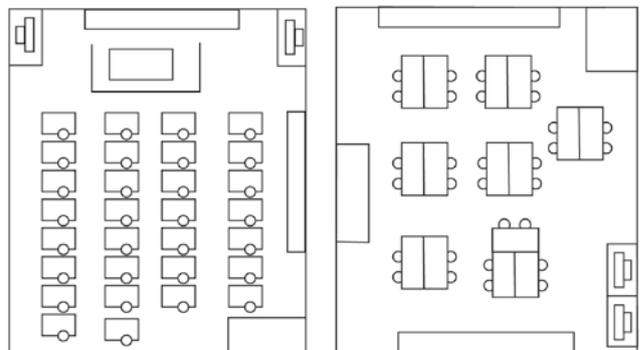
- What did they feel?
- What did they hear?
- What did they smell?
- What did they see?

Hold a class discussion about what Howard Carter and Lord Caernafon might have felt and experienced upon entering the tomb of Tutankhamen (also spelled as Tutankhamun) for the first time in thousands of years. The questions on the board should be used as a basis for the discussion. (Both men felt completely overawed and excited by this archaeological discovery, which was one of the most sensational in history. Inside the tomb they would have experienced an eerie silence with perhaps the noise of workmen continuing to clear rubble outside. The air may well have been dusty, but the room would have been in complete darkness apart from what could be seen by the limited light of the candle they were carrying. It would have been difficult to make out clearly what each object was.)

Ask pairs to look carefully at the photograph of the room that Howard Carter first discovered and ask them to identify any objects described in the book so far, and any objects they think they can identify. They could complete Questions 1–2 in the Students's Book at this stage, or later as homework.

Activity

Ask them to sketch a floor plan (not to scale) of the first room that Howard Carter discovered at Tutankhamen's tomb from the photograph in the book. You might need to demonstrate how to sketch a floor plan of classroom using its photograph. Explain that a floorplan shows the view of an area from above (either scaled or not). Draw a sample floor plan of the classroom on the board as shown below. You can choose any of the following floor plans.



a)

b)

The floor plans sketched by the students might not be accurate, but it will give them an idea of how to represent objects seen in a photograph as a roughly sketched floor plan.

Students should read page 25 about the treasures found in Tutankhamen's tomb. Explain that the pyramids contain various inner chambers and tunnels. The pyramids were secured against tomb raiders because the pharaohs were buried with treasures for their afterlife. Elicit answers from the students about the treasures found in Tutankhamen's tomb. They should complete Questions 1–2.

Using the Skills Book

Refer to the task entitled 'The mysteries of Tutankhamen's tomb' on page 16. Ask students to compare their sketched floor plans of the first chamber of Tutankhamen's tomb to the illustration of Howard Carter's original sketch on page 16 of their Skills Book.

Lead discussion about the relative difficulty of completing the task and how accurate they think Howard Carter's drawing appears. (Carter was an accurate draughtsman and had trained as an archaeologist under Flinders Petrie, widely regarded as a pioneering Egyptologist.) Ask students to complete the first activity, drawing lines between where objects in the photograph appear to match objects in Howard Carter's plan.

Students could then discuss how they might complete the sentences below the pictures of objects found in the tomb of Tutankhamen itself from pages 17–18 of the Skills Book. (The actual task can be completed later when they have read more detail from the Student's Book.)

Discussion and review

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

- I learned that Howard Carter discovered the tomb of Tutankhamen.
- I would like to find out more about the objects found in the tomb.

PAGES 25–27

'Why do archaeologists know more about Egypt long ago than they do about the Indus Valley Civilization?'; 'What can archaeological evidence tell us about the life of ancient Egyptians?'; 'How did religion influence the way of life of the ancient Egyptians?'; and 'How did ancient Egyptians prepare their dead for the afterlife?'

Resources

- Skills Book pages 16–18 'The mysteries of Tutankhamen's tomb'

Using the Student's Book

Ask students to look at the pictures of the Valley of Kings in Thebes and the Rosetta Stone. Explain that the inscription on the Rosetta Stone was studied for many years before it was decoded. It was found by French soldiers in a town called Rosetta in Egypt where they were digging a fort. More is known about Egyptian Civilization because their writing (hieroglyphics) were decoded, unlike that of the Indus Valley Civilization.

Students should read the text and the conversation on pages 25–26. Explain that religion played an important role in shaping the life of the people of ancient Egypt. They should read page 27 about how they preserved the bodies of the dead. Elicit what the students know about Egyptian mummies. They should do Questions 3–5 in class. For homework, students could prepare presentations about life in ancient Egypt in pairs or small groups, collecting information from the Student's Book and the Internet. They could be given the following headings to make notes under 'The climate of ancient Egypt';

'The diet of the ancient Egyptians'; 'The treatment of dead bodies'; 'The importance of the River Nile'; 'The religion of ancient Egypt', etc. They should bring their presentations to the next lesson.

Using the Skills Book

Having completed their research from the Student's Book about the Egyptian way of life, students should also complete pages 17–18 in their Skills Book about the objects found in Tutankhamen's tomb as homework.

Discussion and review

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

- I learned that archaeological evidence from ancient Egypt enabled historians to learn about the life of ancient Egyptians.
- I learned that ancient Egyptians believed in an afterlife and prepared their dead for it.

PAGE 28

'How did the River Nile shape ancient Egypt?'

Resources

- *Oxford School Atlas for Pakistan*
- presentations prepared by groups of students
- Skills Book pages 21–23 'The ancient art of making papyrus'

Using the Student's Book

The students should have brought their group presentations on ancient Egypt. Give each group 2–3 minutes to present their findings. After being given a limited amount of time to present their findings, students could pose questions to each other to test the extent of their knowledge. A class vote could be taken at the end of the process to decide which was the best presentation, and the reasons for this judgement. The students should read and study the map of the River Nile on page 28. The map shows how the river divides Upper

and Lower Egypt. Using their *Oxford School Atlas for Pakistan*, they should list the countries through which the River Nile flows today. Explain that these countries depend on the river for their agriculture, transport, and supply of water.

When they have read the text, elicit answers from the students about how they think the Nile shaped the ancient Egyptian Civilization.

Using the Skills Book

Students should complete the task entitled 'The ancient art of making papyrus' on pages 21–23 of their Skills Book as homework.

Discussion and review

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

- I learned that the River Nile provided food for growing crops.
- I would like to find out more about how ancient Egyptian Civilization advanced.

PAGES 29–31

'Do we know how the Great Pyramid was built?'; 'How is ancient Egyptian history divided up?'; and 'Who were the most significant Egyptian pharaohs?'

Resources

- Skills Book pages 19–20 'How advanced were the ancient Egyptians?'

Using the Student's Book

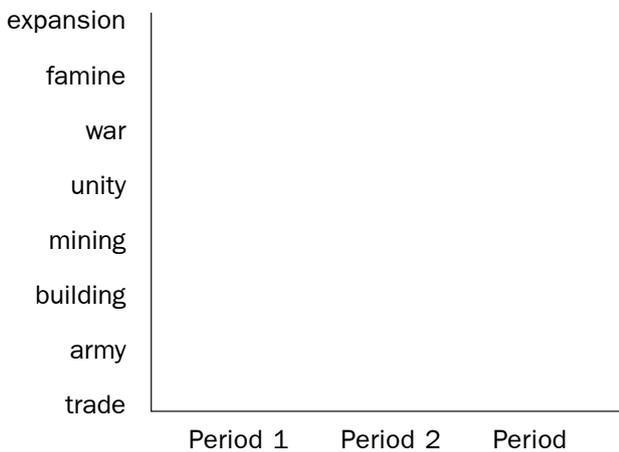
Ask students to look at the photograph of the Great Pyramid on page 29. Elicit answers about how they think it was built. If they are unable to explain, ask how tall buildings around them are built. They might have seen construction machinery and/or construction workers in the city or town where they live. Explain that ancient Egyptians were

able to build such magnificent pyramids with their advanced building techniques. Then they should read the text on page 29 to find out about these building techniques.

Before they continue to read page 30, ask them to study the photographs on this page of the Great Sphinx and the colossal pillars of the Temple of Luxor. These show how advanced the ancient Egyptians were in their building techniques. They should read the text headed ‘How is ancient Egyptian history divided up?’ on pages 30–31. Encourage students to make notes about each period of Egyptian history.

Activity

To enable students to visualize how each period contributed to the advancement of ancient Egypt, they should plot a dot graph in their notebooks. Using rulers, ask them to write the three periods along the horizontal axis and the areas where they excelled or failed along the vertical axis. Mark dots for each period.



Students should read about the significant pharaohs on page 31. They should complete Questions 6–8 for homework.

Using the Skills Book

Students should complete the task entitled ‘How advanced were the ancient Egyptians?’ on pages 19–20, using the details from their Student’s Book. They could also answer the questions in the second part of the task.

Discussion and review

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

- I learned that ancient Egyptians developed sophisticated techniques to build pyramids.
- I learned that they had a great deal of mathematical and scientific knowledge.
- I learned that ancient Egyptian history was divided into three periods.

Answers to assessments

1. Howard Carter was so excited when he peered into Tutankhamen's tomb because this was one of the most important archaeological discoveries so far in history, and the tombs of the most Egyptian rulers had long been robbed of their treasures.
2. There are several objects which might be part of other objects, the most obvious being wheels of the chariot which are stacked up but not attached to the body of the vehicle.
3. The artist may have idealized the appearance of ancient Egyptians, for example, making them appear slimmer and more attractive than they actually were.
4. The ancient Egyptians took so much trouble to preserve dead bodies because of their religious beliefs. It was thought that the souls of those who had died would return to their bodies.
5. The technological knowledge that ancient Egyptians must have used to construct the pyramids shows that they could think scientifically and mathematically.
6. Students should be able to justify their reasons for putting Egyptian rulers in a particular order of importance.
7. Without the Rosetta Stone we would understand far less about ancient Egyptian Civilization and may well know nothing about their rulers or their political history.
8. If archaeological evidence is genuine, then it can always be considered reliable. However, what can be inferred from archaeological evidence is a matter of opinion.

Answers to Skills Book**Pages 16–18 'The mysteries of Tutankhamen's tomb'**

- A 1. Students should draw lines between the similar objects in these illustrations.
- 2 a) Six chariots were found in pieces inside the tomb. This evidence tells us that the Egyptians used chariots and they were a significant form of royal transport.
 - b) A board game called Sennet was found in the tomb, made from ivory and ebony (a precious black wood). This evidence tells us that ancient Egypt had skilled craftsmen, shows what kinds of game were played at court, demonstrates what kind of activity a soul might participate in during the afterlife, and shows that ivory and ebony were imported into Egypt from further south in Africa.
 - c) A headrest was found in the tomb. The sleeper lay on their side on a pillow. This evidence tells us that wealthy and important Egyptians slept in this way and that Egyptians believed that the king's soul would need sleep in the afterlife.
 - d) Four canopic jars in the tomb, carved from a delicate rock called calcite, contained Tutankhamen's liver, stomach, lungs, and intestines. This evidence tells us that the king would need his internal organs in the afterlife and that Egyptians had the knowledge to preserve them.

Pages 19–20 'How advanced were the ancient Egyptians?'

- A 1 a) They built the pyramids on a square base using a measurement called a cubit.
- b) Each corner of the square base of the pyramid points to a particular direction of the compass.

- c) The huge stones were put in place along the sides of the pyramids using a plumb line (a piece of thick string with a weight attached to one end to test whether a wall is straight).
 - d) They were probably aware of the stationary position of the North Star (which is just above the North Pole) which helped them tell the directions of the compass.
- B 1
- a) The River Nile was most important to ancient Egyptians because it supplied water to the population in a dry climate and its regular floods fertilized the land.
 - b) Archaeological evidence is usually reliable.
 - c) The religious beliefs of the ancient Egyptians help to explain their way of life.

Pages 21–23 ‘The ancient art of making papyrus’

- A 1. Students should read the instructions and study the illustrations closely.
- B. Students should make their own paper and stick a photograph of it on page 23.

Background knowledge for the unit

The Yellow River winds through what is now northern China, passing rich deposits of fine grained, yellow-brown soil blown by powerful winds from Central Asia since prehistoric times. In places, this very fertile soil had built up over thousands of millennia, a depth of over 300 feet and the Yellow River takes its name from the colour of the soil that is washed into it. The rich soil and abundant supplies of water made parts of northern China suitable for intensive grain cultivation and dense settlement. In addition, the region was girded by mountains to the west and south, but open to trade and migratory movements of people from the grasslands of the north-west.

By 4000 BCE, sedentary agriculture (farming on one site) supplemented hunting and fishing, and during the period of the Longshan culture (2000–1500 BCE) the cultivation of grain, particularly millet, became a central economic activity. Extensive farming along the Yellow River made possible the building of large, permanent villages surrounded by walls of stamped earth. Elaborate irrigation systems were vital to the expanding agrarian base of society; however, both settlements and agriculture could fall victim to unpredictable spring floods which turned the Yellow River into a raging torrent, capable of flooding large portions of surrounding plains. Controlling the river by building and maintaining great earth dykes became a pre-occupation of the peasant class (subsistence farmers) and their rulers. These concerns may have prompted a high level of community and inter-village cooperation.

Before we proceed

Ancient Chinese Civilization can be traced back to its origins in the Yellow River region. By about 1500 BCE, the Shang tribe had conquered neighbouring kingdoms. Distinctive features of Shang culture included styles of cooking vessels

and cuisine, reliance on cracked animal bones for divination, domestication of the silkworm, use of silk fabrics for clothing, and practice of ancestor worship.

Writing became key to the development of Chinese identity and the spread of civilization. Increasingly standardized and sophisticated written characters helped to bond growing numbers of people in the Yellow River region, otherwise divided by a huge variety of different languages. The Zhou Dynasty (which overthrew the Shang Dynasty) established the important political idea that Chinese rulers only governed with the mandate of heaven. Political power did not ultimately derive from either the strength of a king nor the will of the people, but from the approval of the gods. The instability of the later Zhou period gave birth to significant philosophical and religious ideas that still influence Chinese thought (Confucism, Legalism, and Daoism). When the Qin emperor succeeded in uniting China for the first time in 221 BCE, it was the philosophy of Legalism to which he turned to justify his despotism. However, the succeeding Han Dynasty, which ushered in China's classical golden age, fell back on the ideas of Confucius. It promoted government by a gentry-scholar class, guided by ideas of mutual respect, humane treatment of people, and learning. Despite periods of later instability, foreign conquest, and changes of dynasty, Confucism remained the dominant ideology of Chinese government until the early twentieth century.

Expected learning outcomes

Students should be able to:

- describe the main advancements and achievements of the Shang Dynasty
- assess the importance of the Zhou period
- explain how the Han Dynasty changed China

PAGES 36-37

'How is Chinese history organized?' and 'What is the archaeological evidence for the Shang Dynasty of ancient China?'

Resources

- a compass
- a kite
- a porcelain vase
- a garment/piece of silk fabric

Activity

For the first lesson on ancient China, you should bring the objects (or their photographs) listed above. Show these to the students and explain that these objects were invented by the ancient Chinese. Students should read the first topic on page 36 about how ancient Chinese history is organized.

Ask pairs to list some common minor ailments that affect people in Pakistan today. List the students' suggestions. Lead a discussion about how people might treat these ailments and why these treatments might differ. For example, in a city, would people buy a drug to treat the ailment? Could everybody afford to see a doctor? What might happen in a village far away in the remote countryside? Do students know of any traditional remedies that families still use to treat common ailments, like a cold?

Using the Student's Book

Ask students to read the text headed 'What is the archaeological evidence for the Shang Dynasty of ancient China?' on pages 36–37.

Lead a discussion about what the sale of 'dragon bones' might tell us about Chinese traditional medicine and how that might differ from medicine in Pakistan today. (Chinese traditional medicine still

makes use of a wide variety of natural products, including parts of rare animals that are supposed to be legally protected.) Lead a discussion about what the use of oracle bones might tell us about the beliefs of Chinese people under the rule of the Shang Dynasty.

Divide the class into two groups and ask them to discuss the following dilemmas.

Dilemma 1: A large foreign army has invaded the territory of the Shang kingdom. Should the Shang ruler fight, risking defeat because his army is smaller, or should he try and make peace with his enemy?

Points to discuss: Ask one group to consider and list the consequences for the Shang kingdom, if an oracle bone urged the ruler to fight. Ask the other group to consider and list the consequences for the Shang kingdom, if an oracle bone urged the ruler to come to terms with his enemy. Ask each group to give their reasons, and then present the next dilemma.

Dilemma 2: The heir to the Shang kingdom is gravely ill. Will he live or die?

Points to discuss: Ask one group to consider the consequences for the Shang kingdom, if an oracle bone declared that the heir to the Shang kingdom would live. Then ask the other group to consider and list the consequences for the Shang kingdom, if the oracle bone declared that the heir to the Shang kingdom was going to die. Lead a discussion, taking suggestions from both groups. Conclude the lesson with a discussion about the advantages and disadvantages for the Shang kingdom of using oracle bones. Students could complete Questions 1–2.

Discussion and review

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

- I learned that ancient Chinese history was divided into three different time periods.
- I learned that there is substantial archaeological evidence to prove that the Shang Dynasty was more than a legend.
- I learned that the people of the Shang Dynasty relied on oracle bones to find out about future events.

PAGES 37-39

'Who founded the Shang Dynasty?' and 'What were the achievements and advancements of the Shang Dynasty?'

Resources

- Skills Book page 25 'Achievements of the ancient Chinese dynasties'

Using the Student's Book

Students should read the text headed 'Who founded the Shang Dynasty?' on page 37. They should look at the map of China on page 38, showing the contrast between the shaded area dominated by the Shang Dynasty and China's current borders. Lead a discussion about what proportion of modern China is made up by the area of the Shang Dynasty.

Students should read the text and study the photographs on pages 38–39. Ask them to make notes from the text for the following questions:

- What did the Shang people eat?
- How did the rulers of the Shang Dynasty defend their kingdom?
- What were some of the beliefs of the Shang people?
- What objects did the Shang people design?
- How did the Shang people communicate with the gods?
- How was the Shang society organized?

Students should complete Question 3 in class.

Using the Skills Book

For homework, using the notes about Shang society already completed in class from the Student's Book, students should complete page 25 of the Skills Book. (The aim is for them to select researched information which in their view constitutes an advancement or an achievement of

the Shang Dynasty, not just to repeat all the information they have already collected.)

Discussion and review

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

- I learned that the Shang Dynasty was founded between 1500–1000 BCE.
- I learned that the Shang Dynasty made advancements in military skills, craftsmanship, writing, and counting.

PAGES 39-40

'How did the Zhou emperors rule China?' up to and including 'Legalism'

Using the Student's Book

Students should read about the 'Zhou Dynasty' on page 39. Elicit whether the concept of the mandate of heaven is justifiable. Remind the students that the ancient Chinese had a strong belief in their gods. The Zhou and the later emperors used this justification to seize power from the reigning kings. Elicit how dividing the land of their empire amongst their relatives might have helped them to maintain power.

Students should read 'The birth of famous philosophers during the Zhou Dynasty' on pages 39–40. Explain that the word philosophy means a way of thinking. Explain that the politics and society of ancient China were shaped by the philosophies of Confucianism, Daoism, and Legalism. Ask students to jot down five or six ways in which they think human beings should behave; e.g. all people should be treated with respect, children should obey their parents, etc. Give a limited amount of time for students to compare their list of values with those of another student. Lead a class discussion and, if possible, compile a list of values from the entire class on the board. Lead further discussion, inviting students to suggest where these values might have come from, e.g. families, religious teaching, school, etc.

Ask a pair or a group of students to think of a behaviour, e.g. almsgiving, that would show that charity is an important value for a family or a society. Lead a discussion, taking more examples of behaviours from other pairs/groups; e.g. kindness, following rules, taking care of the old and sick, etc. This activity should establish a link between a certain value or an idea and the way people respond to it.

Students should complete Questions 4–6 as homework.

Discussion and review

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

- I learned that the Zhou King was the first to introduce the concept of the mandate of heaven.
- I learned that three different schools of philosophy arose during the Zhou Dynasty.

PAGES 40–42

‘What were the achievements and advancements of the Zhou Dynasty?’; and ‘What kind of ruler was the Qin emperor?’; ‘The Qin Dynasty’; and ‘The Great Wall of China’

Resources

- Skills Book page 26 ‘Achievements of the ancient Chinese dynasties’

Using the Student’s Book

Students should read pages 40–41 about the advancements of the Zhou Dynasty. They should study the map of the Zhou Dynasty on page 41 and compare it with the map of the Shang Dynasty on page 38. They should be able to see that the Zhou

had expanded their empire over their 700 years of their rule. Refer to the photograph of the compass on page 41 and explain that they invented the compass, which helped them develop the first geographical maps.

Students should read about the Qin emperor on page 41. His methods of ruling the empire were based on using force and coercion, and hence he was strongly criticized by Confucian scholars. Qin could not stand this criticism and not only did he bury Confucian scholars alive, but he also burnt ancient Chinese classic books. Refer them to the photograph of the terracotta soldiers buried with the Qin emperor which shows that the ancient Chinese (like the ancient Egyptians) believed in the concept of an afterlife. Students should then read about ‘The Great Wall of China’ on page 42 and study the map.

Using the Skills Book

Ask students to complete the second activity from the task entitled ‘Achievements of the ancient Chinese dynasties’ on page 26.

Discussion and review

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

- I learned that kites and compasses were invented under the Zhou Dynasty.
- I learned that the Chinese advanced in their craftsmanship and invented glass.
- I learned that the Qin emperor was cruel but it was during his rule that the Great Wall of China was created.

PAGES 42–43

‘What did the Han Dynasty achieve?’; ‘Han Dynasty’ and ‘The Silk Road’

Resources

- Skills Book pages 27–29 ‘Achievements of the ancient Chinese dynasties’

Using the Student's Book

Students should read about the achievements of the Han Dynasty on pages 42–43. Elicit why this period is known as the golden age. Was it because everyone was wealthy? Was it because it was a just and fair society? Students should make a note of the systems put into practice during the Han rule. Explain that special attention was paid to the educational system of that time. Hold a class discussion on the importance of education and how it might have shaped Chinese society after the rule of the Qin emperor, who had scholars burnt alive.

They should read about the Silk Road on page 43 and look at the map. Inform the students that the ancient Silk Road is used even today for trade and travel purposes. They should complete Questions 7–8.

Using the Skills Book

Ask students to complete the third activity from the task entitled 'Achievements of the ancient Chinese dynasties' on page 27. Once they have completed this activity, the teacher could lead a discussion about which features of Han life students have selected as achievements.

They can also answer the Questions D1–2 and E1 a–b on pages 28–29 for homework.

Discussion and review

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

- I learned that Chinese Civilization prospered under the Han Dynasty.
- I learned that many inventions were made under Han rule.
- I learned that the Silk Road, through which trade was carried out, was officially opened by the Han.

Answers to assessments

1. Holes were deliberately burnt in ox bones or turtle shells and the future was predicted from the cracks which appeared in the bones and shells. This led to decisions, both great and small, being made according to where cracks appeared. The practice could be used to justify bad decisions because they were, apparently, the will of the gods.
2. The oracle bones and other archaeological evidence show that the Shang kingdom was a sophisticated civilization with a hierarchical society and defined religious beliefs.
3. Answers will vary and should include how the Shang people developed their military strength, craftsmanship, and writing and counting systems.
4. a) According to ancient Chinese historians, the Zhou king defeated the Shang at the Battle of Muye. He justified seizing power by claiming that the Shang had lost the 'mandate of heaven' by their misrule.
b) The 'mandate of heaven' was an important idea in Chinese history because it was used in later centuries to justify revolts and in some cases the successful overthrow of particular dynasties.
5. Whichever achievement of the Zhou Dynasty students identify, their choice should be justified by reference to detail and evidence.
6. Students should think carefully about how difficult a particular philosophy might be for a ruler to implement. They would need to define the kind of ruler that a particular philosophy might appeal to.
7. The Silk Road connected the two distant empires of China and Rome. It also linked Central Asian and European countries, which enabled China to trade with these countries.
8. Answers will vary.

Answers to Skills Book**Pages 25–29 'Achievements of the ancient Chinese dynasties'**

- A
1. Students should give any four examples of these: development of writing and counting systems; advancements in architecture; craftsmanship evident from bronze and jade artefacts; military strength; and manufacturing silk.
 2. Students should draw any of the above achievements in the given box.
- B
1. Students should give any four examples of these: manufacturing of silk; establishing different schools of philosophy; invention of kites and compasses; geographical maps; mathematical ideas; casting bronze; using iron to make weapons; and production of glass.
 2. Students should draw any of the above achievements in the given box.
- C
1. Students should give any four examples of these: central coinage; papermaking; rudders for ships; seismometers; setting up of schools and colleges; craftsmanship; fashionable clothing; and the Silk Road.
 2. Students should draw any of the above achievements in the given box.
- D 1–2. Answers will vary.
- E
1. a) their gods and spirits
b) The Qin Dynasty

The coming of the Aryans

Background knowledge for the unit

The term Aryan linguistically applies to people who spoke one variant of a group of related Indo-European languages. Aryans might have originally been herders who lived between the Caspian and the Black Seas. Perhaps prompted by climate change and conflicts over grazing, Aryan nomads probably migrated in large numbers from their homes in the second and third millennia BCE. It is thought that the first migrations were westwards into Asia Minor and eventually Europe. The second wave moved eastwards towards Iran and the Indus Valley. However, the manner in which they settled on the Indian subcontinent is surrounded by controversy.

Before we proceed

In the nineteenth and twentieth centuries, racist European historians clearly identified the Aryans as a distinct biological group or race. Drawing on evidence within the *Rig Veda*, an ancient Sanskrit text, these historians described the Aryans as violent invaders who conquered and enslaved the darker-skinned existing inhabitants of the Indian subcontinent. Most historians now reject this view of the Aryans because of the lack of evidence of a violent conquest. Instead, mainstream historical thinking describes the Aryans as bands of largely peaceful settlers whose culture influenced and shaped those of the existing populations they mingled with. In recent years, Indian nationalists have proposed that, far from being invaders of the Indian subcontinent, Aryan culture actually began there and spread outwards into Central Asia and elsewhere. They identify the Indus Valley Civilization as Aryan in origin and claim that it is much older than most historians accept. This idea does not have much support outside India.

The proviso in analysing any of these theories is that the evidence is scant anyway and can be read in a variety of ways. It is unlikely that it will be

definitely proved who the Aryans actually were and how they came to live on the Indian subcontinent.

Expected learning outcomes

Students should be able to:

- describe the characteristics of Aryan culture
- weigh evidence in support of theories about the origins of the Aryans
- explain the caste system

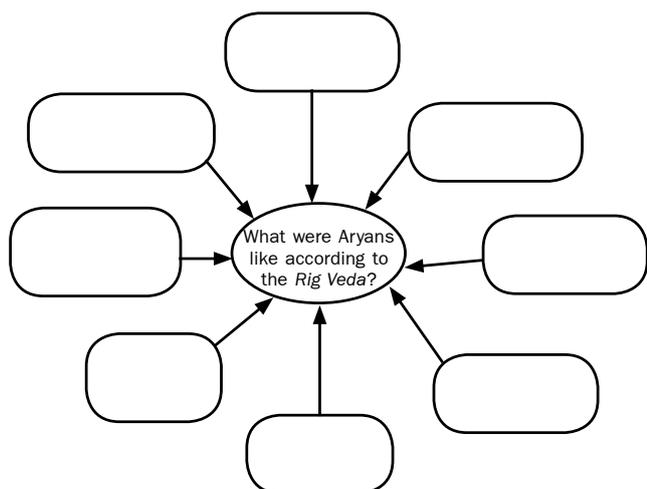
PAGES 48-49

'What can a poem tell us about the past?'; 'What were Aryans like according to the Rig Veda?'; and 'Why is it difficult to use the Rig Veda as historical evidence?'

Using the Student's Book

Read out the poem on page 48 and ask students to annotate it. Before you elicit answers from students, explain that this poem is an extract from the *Rig Veda* which they will learn about in more detail in this lesson.

In pairs, ask them to underline any words or phrases in the poem which might indicate the lifestyle of the people depicted in it. Lead a class discussion, taking suggestions from pairs. Ask students to read the text headed 'What were Aryans like according to the *Rig Veda*?'.



Ask them to draw a spider diagram in their notebooks, putting the heading 'What Aryans were like according to the *Rig Veda*' in the centre. Ask them to create headings with notes from the book about different aspects of the Aryan way of life according to the *Rig Veda* underneath. After completion of the task, lead a discussion about whether students would like to have lived in the Aryan society. They should complete Questions 1–2.

Students should read the text headed 'Why is it difficult to use the *Rig Veda* as historical evidence?'

Ask them to draw a table in their books with one column headed 'Advantages of relying on the *Rig Veda* as historical evidence' and the second column headed 'Disadvantages of relying on the *Rig Veda* as historical evidence'. Students should write their opinions in the respective columns.

Discussion and review

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

- I learned that apart from the references to the Aryans in the *Rig Veda*, there is not substantial evidence of the Aryan Civilization.
- I learned that according to the *Rig Veda*, the Aryans were nomads who settled in South Asia.

PAGES 50–51

**'Aryan Invasion Theory?';
'Aryan Migration Theory';
and 'Out of India Theory'**

Resources

- Skills Book pages 31–33 'Theories about the Aryans'

Using the Student's Book

Before reading the text, explain that historical evidence can be gathered from different sources, e.g. eye witness accounts, documents, audio and video recordings, objects, etc. Write the name 'Hasan' on the board for display. Ask pairs to imagine that Hasan is a new classmate who has just joined from another school. He comes with a reputation as being a good cricketer. Ask pairs to discuss what kind of evidence they would need to be convinced that this was true; e.g. seeing Hasan play cricket well; seeing his sports report from his old school, etc.

Now ask them to imagine that if historians had to write about the history of the students of their class in 200 years' time, what evidence they would require. Jot down the types of evidence students suggest. They should include: the classroom (if the school building still exists at that time); school reports, photographs, diaries, video clips, etc. As there will be no eyewitnesses in 200 years' time, historians will necessarily base their ideas or theories on available evidence of their classmates.

Ask them to read in turn the theories on pages 50–51 and discuss each theory on the basis of available evidence. They should complete Questions 3–4 in class.

Using the Skills Book

For homework, students should complete 'Theories about the Aryans' on pages 31–33 and write their opinions in the respective columns.

Discussion and review

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

- I learned that several theories about the Aryans have been proposed by historians.
- I learned that the Aryan Migration Theory is accepted by most historians because of the availability of evidence which supports this theory.

PAGES 52-53

'How did Vedic culture develop?'; 'The Vedic Caste System'; and 'Social customs of the Aryans'

Using the Student's Book

Students should read the text headed 'How did Vedic culture develop?' and 'The Vedic Caste System' on pages 52–53. They should draw a thought bubble in their notebooks under the heading 'What Brahmins probably thought of other castes'. Within the bubble ask them to write some sentences about what they think Brahmins might have really thought about other castes. Ask students to read their paragraphs to their partners.

Repeat the above activity for the other three headings: Kshatriyas, Vaishya, and Shudra. Lead a discussion about what kind of person students might have preferred to have been in Vedic culture.

Students should read about the 'Social customs of the Aryans' and the conversation on page 53.

Students should complete Questions 5–6 for homework.

What Brahmins probably thought of other castes?



Discussion and review

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

- I learned that the Aryan culture influence the Vedic culture of South Asia.
- I learned that the Vedic Caste System divided the society into four castes: Brahmins, Kshatriya, Vaishya, and Shudra.
- I learned about the social customs of the Aryans.

Answers to the assessments

1. Students' summaries should be in their own words and should include: they were a warlike, nomadic tribe; they loved music and dance; they enslaved people of other races; they might have settled in South Asia during the early Vedic period.

2. Advantages: The *Rig Veda* is an ancient text that was most likely handed down by word of mouth from generation to generation by priests or musicians. Although it was created partly for religious purposes, it contains a lot of important information about the way of life of the people called Aryans.

The hymns of the *Rig Veda* were composed during the Aryan period and are included among the few pieces of evidence about the Aryans.

Disadvantages: There are problems on relying too much on the *Rig Veda* hymns as historical evidence. The hymns were probably written down long after they were composed around 1200 BCE. This makes it hard to date them accurately or to judge how much of their detail might be true, legendary, or just made-up.

- 3
 - a) References to Aryans as invaders in the *Rig Veda*, Sir Mortimer Wheeler's discovery of the mass grave at Mohenjo-Daro, and the decline of the Indus Valley Civilization have been used to describe Aryans as violent invaders.
 - b) Most historians now disagree with this theory because there is very little evidence for it. The *Rig Veda* has to be treated with caution as an historical source and the skeletons at Mohenjo-Daro show no signs of violent deaths. Also, the decline of the Indus Valley Civilization is now usually attributed to climate change rather than a violent invasion.
4. The lack of evidence makes it difficult to prove how the Aryans came to South Asia. If the Aryans were nomads, the nature of their lifestyle means that they

would have left little archaeological evidence behind them.

- 5
 - a) Students' answers will vary. Any overlap between Vedic and Pakistani customs will partly depend on the particular kinds of families to which the students belong.
 - b) Differences identified between Vedic and Pakistani customs will also partly depend on the particular kinds of families from which students are drawn.
- 6
 - a) nomadic herdsmen
 - b) entered into South Asia as peaceful settlers
 - c) quite a lot

Answers to Skills Book

Pages 31–33 'Theories about the Aryans'

- A–B. Students should give answers based on what they have learnt about the different theories about Aryans in this unit.

The Mauryan and Gupta Empires

Background knowledge for the unit

The history of the Indian subcontinent after the decline of the Indus Valley Civilization is shrouded in mystery. The Aryan culture appears to have influenced the development of Vedic religion (which later became Hinduism) and among its crucial features was a caste system which embedded social inequality. The dominant Brahmin class used religion as a means to maintain their power, and most rulers and courtiers were drawn from it. The two major developments which posed a potential threat to Brahmin dominance was the emergence of Buddhism in the sixth century BCE and the ability of particular dynasties to unite most of the subcontinent under their control for the first time in its history.

Before we proceed

Under British rule, the history of the Indian subcontinent was seen through the European lens. The European assumption was that however ancient Indian subcontinental culture might appear to be, it was innately inferior to that of Europe, and ideas of any worth were assumed to have reached South Asia from outside it. Archaeological discoveries and historical research have long overturned these assumptions. The Emperor Ashoka of the Mauryan Dynasty was one of the first rulers to adopt Buddhism, and his attempts to rule humanely put him in the first ranks of great world rulers as an ancient originator of the concept of human, and indeed animal, rights. The later Gupta Empire saw a reassertion of Brahmin power but also a flowering of culture, learning, and the arts.

Expected learning outcomes

Students should be able to:

- assess the reigns of the Mauryan rulers Chandragupta and Ashoka against the model of kingship offered in the *Arthashastra*
- summarize the impact of the Kushan Empire
- assess whether the Gupta period really was a golden age

PAGES 58-59

'How do we know about the Mauryan and Gupta Empires?' and 'How should a raja-riski (sage or wise king) rule?'

Resources

- Skills Book page 35 'Qualities of a *raja-riski*'
- *Oxford School Atlas for Pakistan*

Introduction

Ask pairs to discuss what they think the responsibilities of a ruler today are. Through class discussion, list their suggestions for display, e.g. Rulers make new laws. Rulers are responsible for the welfare of the people. They build roads, railways, etc. Invite comments about whether the listed responsibilities of rulers might be different from those in the past.

Elicit the meanings of the terms 'wisdom' and 'wise decisions'. Ask students to give examples of wise decisions. You could prompt them by giving examples such as driving safely rather than rashly. The objective of this exercise is to make them aware that the decisions people make not only affect their lives, but those of others as well. If someone makes the unwise decision of breaking a traffic rule and driving rashly, he/she would put his/her own life, as well as those of others, at risk.

Next, return to the list of responsibilities of a ruler and decide how you can judge whether they have used their power wisely in each case. For example, would a wise ruler impose an unpopular law without consulting his people, or try to persuade people that it is for the benefit of the people, before implementing it?

Using the Student's Book

Ask students to read the text on page 58 headed 'How do we know about the Mauryan and Gupta Empires?' and 'The ancient treasures preserved on a palm leaf'. They should be able to compare the discovery of the palm leaves with ancient text to the discovery of the Rosetta Stone in Egypt, and dragon bones in China.

They should read 'How should a *raja-riski* (sage or wise king) rule?' on pages 58–59. Explain that the *Arthashastra* provides detailed information and advice for the rulers on how to rule an empire. Lead discussion about the extent to which they/ might consider the advice in the *Arthashastra* to be a description of how a wise king should behave. Elicit responses to the advice about assassination of enemy leaders and use of spies to spread wrong information among them. They should read 'It's a fact' on page 59 as well as study the map showing the Mauryan Empire at its height. They should be able to identify the cities of Taxila (in Pakistan), Kandahar (in Afghanistan), etc. Students should refer to their *Oxford School Atlas for Pakistan* to find out which present-day regions were part of the Mauryan Empire. Students could complete Questions 1–2.

Using the Skills Book

Students should complete the activity 'Qualities of a *raja-riski*' on page 35, using information from their Student's Book.

Discussion and review

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

- I learned that the discovery of the ancient text on palm leaves helped in unravelling the ancient history of the subcontinent.
- I learned that the *Arthashastra* taught rulers how to rule their empires wisely.

PAGE 60

'To what extent was Chandragupta Maurya a *raja-riski* (sage king)?'

Resources

- Skills Book page 36 'Was Chandragupta a *raja-riski*?'

Using the Student's Book

Ask students to imagine that they are the rulers of a kingdom in ancient times. Ask them to list the kinds of actions (taking into account the advice of the *Arthashastra*) they might have considered when planning to take over a neighbouring kingdom; example, pretending to be friendly while building up an army to use against it; or sending spies to the neighbouring kingdom to spread false information. Invite comments in class discussion whether the actions live up to the standards of a *raja-riski* in the *Arthashastra*. Students should read the conversation on page 60 and discuss the personal qualities (self-control, resisting temptation, etc.) of the king. They should make notes of the positive and negative qualities in two columns in their notebooks, so that they can refer to it later to answer questions in their Student's Book. They should then read the text headed 'To what extent was Chandragupta Maurya a *raja-riski* (sage king)?' They should complete Question 3 in class.

Using the Skills Book

For homework, students should complete the activity headed 'Was Chandragupta a *raja-riski*?' on page 36.

Discussion and review

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

- I learned that a wise ruler should have strong personal qualities and should rule justly.
- I learned that Chandragupta strengthened his empire during his reign.

PAGES 60-61

***'The reign of Ashoka';
'The early years of
Ashoka'; 'The later years
of Ashoka'; and 'Significant
achievements of Ashoka'***

Resources

- Skills Book page 37 'Was Ashoka a *raja-riski*?'

Using the Student's Book

Explain that Ashoka, the grandson of Chandragupta Maurya, fought for the throne of the vast Mauryan kingdom. Students should read about the early years of Ashoka's life on page 60. Refer back to the description of a *raja-riski* from the *Arthashastra*. Lead discussion about what kind of score, on a scale of 10, the young Ashoka might have been given for his rule, according to the *Arthashastra*. Students might give him positive scores for being able to crush revolts; intriguing with his father's minister; killing his brother to claim the throne; and waging war on neighbouring kingdoms. But he failed to bring happiness to his people, particularly those living in the Kalinga state.

They should read about the later years of his life on page 61. Discuss in class how certain events can completely alter one's approach to life. In Ashoka's case, he realized where he had failed his people and spent the rest of his life in bringing happiness to them. They should have made notes for both periods of his lifetime so that they can compare the ways he ruled his people.

Write Buddhism on the board and elicit what the students know about it. Tell them that it is an ancient religion of the subcontinent, about which they will learn in detail in the next unit. Now ask students to read about the significant achievements of Ashoka and study the illustration on page 61. Elicit responses about how his actions might have brought happiness to his people. Students should complete Questions 4–5 as homework.

Using the Skills Book

Complete Skills Book page 37 'Was Ashoka a *raja-riski*?' for homework.

Discussion and review

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

- I learned that Ashoka ruled his people very differently in the later years of his life.
- I learned that Ashoka converted to Buddhism and introduced laws and policies to bring happiness to his people.

PAGES 62-63

***'Why did the Mauryan
Empire fall?' and 'What
does the reign of Emperor
Kanishka reveal?'***

Using the Student's Book

In the previous lessons, students learned about the rule of Chandragupta and his grandson, Ashoka. In this lesson they will learn that the Mauryan Empire fell and was replaced by the Kushan Empire.

They should read page 62 'Why did the Mauryan Empire fall?' and 'What does the reign of Emperor Kanishka reveal?' Students should study the map of the Kushan Empire on page 63 and compare it with the map of the Mauryan Empire on page 59. Though the scales of the maps are different, students should be able to compare the areas of both empires. They could be asked to comment on which seems to be the most powerful according to the extent of its lands. They should notice the term 'Greco-Bactrians' to the north of the map on page 59. Being nomads, the Kushan people travelled from Central Asia, conquered the Bactrian region (formerly ruled by a Greek Dynasty), and from there they extended their territory into India. In this way they can trace how Greek culture entered India.

Discussion and review

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

- I learned that the Mauryan Empire grew weak and was replaced by the Kushan Empire.
- I learned that the Kushan people introduced Greek culture to the subcontinent.
- I compared the extent of the Mauryan and the Kushan Empires through their maps.

PAGES 63–65

***'Was the Gupta period really a golden age?';
'Chandragupta I';
'Samudragupta';
'Chandragupta II';
and 'How did the Gupta Empire end?'***

Resources

- Skills Book page 38 'The golden age of the Gupta period'

Using the Student's Book

Students should read 'Was the Gupta period really a golden age?' and study the map on page 63. They should be able to compare the maps of the Gupta Empire and the Kushan Empire to identify the changes in the extents of the empires. They might point out that the cities of Peshawar and Taxila, which were in the Kushan Empire, were not part of the Gupta Empire. Ask which empire appears to be more or less powerful. They should give reasons for their answers.

Ask them to read about the Gupta emperors on pages 63–65 and make notes to show whether or not the Gupta period was a golden age. They should also study the photographs of the Buddhist stupa, Ajanta Caves, and a coin from the Gupta period on these pages. Take a vote from the class

based on the information (textual and pictorial) on whether they think that the Gupta period was really a golden age.

Then they should read 'How did the Gupta Empire end?' and complete Questions 6–8 as homework.

Using the Skills Book

For homework, students should complete 'The golden age of the Gupta period' on page 38 in their Skills Book.

Discussion and review

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

- I learned that the Kushan Empire was replaced by the Gupta Empire.
- I learned that the Gupta Empire had strong armies to defend their empire.
- I learned that the Gupta period is known as the golden age because science and arts flourished during this period.
- I learned that the Caste system became highly important during this period.

Answers to assessments

1. The *Arthashastra* was such an important discovery because it was a historic text that had been lost, and its discovery was very important to the study of the history of the subcontinent.
2. A king might find it difficult to rule as a *raja-riski* because he might lack the wisdom, character, or experience to govern in this way. A ruler might find it easier to govern through force.
3. Chandragupta shows some characteristics of a *raja-riski* but since much of his personal life is not known, it is hard to say whether he was a *raja-riski* or not.
4. Ashoka was the opposite of a sage king for the first part of his reign, as he was frequently going to war and employing torture on his enemies.
5. The significant achievements listed in the text of the Student's Book fit closely to the standard of a *raja-riski*.
6. Emperor Kanishka continued Ashoka's policies by continuing to tolerate a range of religions and support Buddhism.
7. Answers will vary.
8. The Gupta period was known as a golden age because both art and science flourished and the Gupta Empire as a whole grew wealthy. People who benefited during this time, such as artists and scholars, might consider it to be a golden age; however, for women and lower castes, life may, in fact, have become worse.

Answers to Skills Book**Page 35 'Qualities of a raja-riski'**

- A 1. Students should complete the table using the information on pages 58–59 of *World Watch History Student's Book 1*.

Page 36 'Was Chandragupta a raja-riski?'

- A 1. Students should complete the table using the information on page 60 of *World Watch History Student's Book 1*.

Page 37 'Was Ashoka a raja-riski?'

- A 1. Students should complete the table using the information on pages 60–61 of *World Watch History Student's Book 1*.

Page 38 'The Golden Age of the Gupta period'

- A 1. Students should complete the table using the information on pages 63–65 of *World Watch History Student's Book 1*.

UNIT 7

Ancient religions of the subcontinent

Background knowledge for the unit

From the earliest times, it appears that religion in one form or another has played a role in human life. It is not clear what exact form it took for the earliest people, but it probably included nature worship and the development of rituals that helped communities through rites of passage such as birth and death. Once humans abandoned the hunter-gatherer lifestyle, it was possible for farming communities to designate or construct specific sites as a focus for worship. The earliest civilizations shared a common belief in pantheons of pagan gods who were often powerful, angry, and unpredictable, requiring appeasement and sacrifice to ensure fertility and the avoidance of natural disasters. What marked out the Vedic religion of the Indian subcontinent from that of other early civilizations was its belief in reincarnation or rebirth.

Before we proceed

Hinduism is the oldest religion of the Indian subcontinent. It developed from Vedic culture with a pantheon of gods, probably inherited from the Aryans. The dominant Brahmin caste justified their power over inferior castes through the belief in reincarnation. It was not possible for those from a lower caste to challenge Brahmin power easily (however wealthy or successful they might become). It took two exceptional religious teachers, the founders of Jainism and Buddhism, to do this, with limited success, by creating new systems of religious thought that offered more immediate hope of salvation to those from the lower castes. However, both these new religions still accepted the doctrine of reincarnation.

PAGES 70-72

'What is Hinduism?' and 'How did Hinduism develop?'

Introduction

Ask pairs to give you synonyms for the word 'influence'. Write their answers on the board; e.g. power, authority, position, effect, impact, etc. Ask what factors can make a person influential. Their answers might be wealth, gender, social class, age, occupation, talent, religious position, status in a family, etc. Tell students that apart from personal qualities and wealth, religion influence the lives of people as a community and society. Students in your class might belong to different religions, so before beginning this lesson, explain that one should respect all religions. This unit is about the history of the ancient religions of India and teaches a lot about the lives and the social customs of the people living there.

Using the Student's Book

Ask students to read the text headed 'What is Hinduism?' on pages 70–71, and study the photograph of the Hindu temple. Explain that religious teachings, places of worship, and certain objects are considered sacred by people of all faiths. They should read the topic 'How did Hinduism develop' on pages 71–72. They should recall what they learned in unit 1 about the Indus Valley Civilization and the Aryans in unit 5. They should also study the photograph of the ancient ruins found in Karnataka. Explain that whatever historians have found out about the ancient religion is through texts and ancient ruins. Also explain that earlier civilizations (like the Aryan Civilization) often left their marks behind, which influenced later

civilizations. Thus Aryan customs and beliefs were adopted by Hinduism, particularly their belief in reincarnation or rebirth. Students should look at the illustration of the cycle of reincarnation on page 72 and explain that it shows how one form of life can take on another form in the next life. They will read about it in detail in the next lesson. They should complete Question 1 for homework.

Discussion and review

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

- I learned that the Hinduism is the oldest religion on the subcontinent.
- I learned that the Vedic culture of the Aryans influenced the development of Hinduism.

PAGES 72-74

'Why did the belief in reincarnation give so much power to Brahmins?' and 'How did Jainism try to challenge Brahmin power?'

Using the Student's Book

Students should read the text headed 'Why did the belief in reincarnation give so much power to Brahmins?' on pages 72–73. Lead discussion about the emphasis on doing good deeds and bad deeds to determine the next life in the cycle of reincarnation. Point out that the concept of good and bad is fundamental to all religions, but what is different in the case of belief in reincarnation is that it is believed that the birth of a person into a certain caste is determined by his or her deeds in the previous life. It was for this reason that people belonging to lower castes became unhappy and frustrated about their social status, because no matter what they did in their current life, their fate was determined by what they had done in their previous life (over which they literally had no control).

Students should read 'How did Jainism try to challenge Brahmin power?' Explain that Jainism opposed the supremacy of the Brahmin caste and introduced strict teachings for its followers. Students should study the map on page 74 to discover that it began in eastern India and spread towards the north of India. However, when Muslims invaded India from the north, Jainism began to decline.

Students could complete Questions 2–3.

Discussion and review

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

- I learned that the belief in reincarnation gave immense power to the Brahmins, which frustrated the lower castes.
- I learned that another new religion, Jainism, developed on the subcontinent to challenge Brahmin power.

PAGES 74-77

'How successfully did Buddhism challenge Brahmin power?'; 'Who were the followers of Buddhism?'; and 'Why did Buddhism decline on the Indian subcontinent?'

Resources

- Skills Book page 40 'The caste system in Hinduism'

Using the Student's Book

Ask students to read the text headed 'How successfully did Buddhism challenge Brahmin power?' on pages 74–75. They should study the illustrations on page 75 to learn about the teachings of Buddha. Refer to the previous lessons where they learned that at one extreme were the

Brahmins, who subjugated the lower castes, and at the other extreme were the Jains, who adopted a very strict lifestyle. Siddhartha Gautama, despite living an extremely luxurious life, chose to live an extremely disciplined life as a monk. He soon realized that between these two extremes was a balanced life which he called the 'Middle Way'.

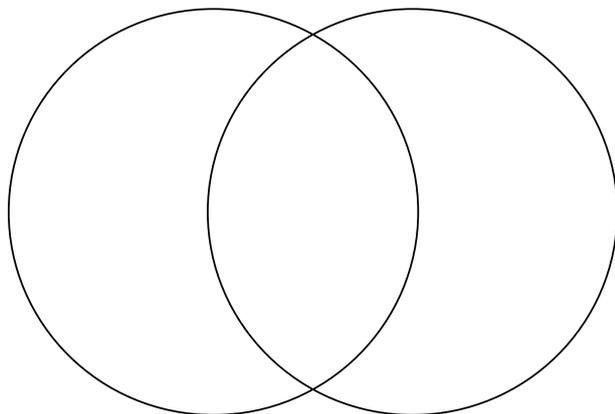
Ask students to recall what they learned about the cycle of reincarnation in previous lessons. Buddha claimed that a person could escape the cycle of rebirth if they became enlightened, which was a tedious task in itself.

Activity

Ask students to draw a Venn diagram in their notebooks. Place the heading 'Beliefs of Jainism' over one circle and 'Beliefs of Buddhism' over the other. Ask them to make notes in the circle under each heading using detail from their Student's Book. Then ask them to write any common beliefs of the two religions in the overlap between the circles, e.g. reincarnation.

Beliefs of Jainism

Beliefs of Buddhism



Lastly students should read 'Who were the followers of Buddha?' and study the illustration on page 76. Ask students to list the main reasons why Buddhism spread. They might answer that the lower castes were attracted to its teachings and they spread these teachings and converted many others; it was supported by rulers like Ashoka and Kanishka; the merchants who had converted to Buddhism spread its message to places where they went. Students should study the map on page 77 and list in their notebooks the regions where Buddhism spread.

They should read 'Why did Buddhism decline on the Indian subcontinent?' and list the reasons in their notebooks. They should complete Questions 4–6 in class.

Using the Skills Book

Students should complete the activity 'The caste system in Hinduism' on page 40 as homework.

Discussion and review

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

- I learned that the Buddhism gained popularity because it claimed that people could escape the cycle of reincarnation.
- I learned that Buddhism gained royal patronage from Emperors Ashoka and Kanishka.
- I learned that Buddhism declined on the subcontinent when Gupta rulers began to build elaborate Buddhist temples, similar to Hindu temples.

Answers to assessments

1. So little treasure has been stolen because people are too scared to steal possessions belonging to a god.
2. a) The belief in reincarnation gave power to the Brahmin caste because it claimed that the souls of Brahmins had led virtuous past lives. This meant that they were automatically superior to people of other castes. It also meant that however badly individual Brahmins might behave, it was difficult for people of other castes to challenge their power.
b) Brahmins were resented by the lower castes because Brahmins were born into prestige and often power, and however successful or wealthy someone from a lower caste might become, they would never be the equal or superior of a Brahmin.
3. Jainism claimed that Vedic rites and ceremonies performed by Brahmins had become too elaborate and expensive, and out of the reach of most of the people. It undermined belief in the Vedic gods and taught that the behaviour of Brahmins was not pure or holy enough to justify their status. Jains tried to demonstrate greater virtue than Brahmins by adopting a very strict moral code and practices.
4. a) Buddhism was partly successful in challenging Brahmin power because the teaching of 'the Middle Way' was less ascetic and severe than Jainism. Buddha's teaching gave the hope of enlightenment and salvation to people of all castes, and the religion was attractive and well-organized, sending out missionaries along the trade routes. It also won the key backing of rulers who, in some cases, might have converted their people.
b) Over time, Buddhism split into different conflicting sects, and some Buddhists became slack in their faith. Hinduism revived during the Gupta period and Hindu temples became more attractive.

Once Buddhists started erecting gigantic statues of the Buddha in their temples, it became harder to tell the difference between a Buddhist and Hindu place of worship. Also, Hinduism adopted the Buddha as an incarnation of the god Krishna.

5. Hinduism had the most appeal to ordinary people. It was the traditional religion of the region's many villages, where custom was largely unchanged. During the Gupta period, Hinduism experienced a revival with the building of attractive new temples.
6. a) many gods.
b) more demanding than Vedic (Hindu) religion
c) the caste system

Answers to Skills Book**Page 40 'The caste system in Hinduism'**

- A 1. Students should complete the table using the information on page 73 of *World Watch History Student's Book 1*.

The ancient Greeks

Background knowledge for the unit

The ancient Greeks have continued to exert a powerful influence over the modern world. The concept of democracy developed as a system of government in Athens, providing a template from which modern models of representative government drew inspiration. Modern democratic institutions worldwide can trace their origins back to ancient Athens. However, the influence of the ancient Greeks is much more widespread than the impact of political ideas alone. Rival philosophical systems first developed in ancient Greece. The Greek Olympic Games inspired the modern Olympic movement, and forms of ancient Greek art and architecture, together with powerful scientific and mathematical ideas, influenced the lands settled or conquered by the Greeks (which also include part of modern Pakistan).

Before we proceed

While it is tempting to see the ancient Greeks as forerunners of the modern world for all the reasons already cited, it is important that students should be taught the context of the ancient world they inhabited. For the ancient Greeks were very much products of that time, rising to their peak just as the culture of Egypt was in decline, and finally bursting onto the world stage through Alexander the Great at the expense of the failing Persian Empire. Yet their achievements would not have been possible without the development of earlier civilizations. (They were particularly in awe of ancient Egypt.) It is also worth stressing how much the Greeks were divided amongst themselves, supporting rival political and social systems that contributed to the downfall of Greek Civilization and allowing its ultimate assimilation by the Romans.

Expected learning outcomes

Students should be able to:

- describe the main features of ancient Greek society and culture
- explain how the teaching of Aristotle influenced Alexander the Great
- summarize the impact of Alexander the Great on the Indian subcontinent

PAGES 82-83

‘What does the trial of Socrates reveal about the ancient Greeks?’ and ‘The teachings of Socrates’

Resources

- a printed copy of each of the following quotes of Socrates:
 - a) The only true wisdom is in knowing you know nothing.
 - b) The unexamined life is not worth living.
 - c) There is only one good, knowledge, and one evil, ignorance.
 - d) I cannot teach anybody anything. I can only make them think.
 - e) Be kind, for everyone you meet is fighting a hard battle.
 - f) Strong minds discuss ideas, average minds discuss events, weak minds discuss people.

Using the Student's Book

The first lesson of this unit begins with a scene of the trial of Socrates. Explain that Socrates was a great Greek philosopher and is quoted even today. Ask students to turn to page 89 to see the image of the bust of Socrates. Divide the class into six groups and hand out a quote to each group. Allocate 3–4 minutes for group discussion. This activity will enable them to get some idea about the teachings of Socrates. Students might agree or disagree with his thinking.

Ask students to read the text headed 'What does the trial of Socrates reveal about ancient Greece?' on page 82. Ask them to list a series of facts about the Greeks, their customs, and laws which can be inferred from the text. An inference could be modelled to begin with; for example, it could be inferred from the phrase 'a 70-year-old Greek philosopher' that 'some people in ancient Greece lived to be 70 years old'. Allow time for pairs to write down as many inferences they can think of based on the sentences in the paragraph. Once this task has been completed, ask pairs to compare their list with that of another pair. Students should read the conversation on page 83 and discuss the three questions which conclude the paragraph:

- How do people find happiness?
- What is the best way to run a state?
- Should there be any limits to free speech?

Lead discussion, taking comments from pairs. Ask pairs to discuss the following ideas of Socrates and say whether they agree with them or not.

- Every person can make personal choices that may lead to happiness.
- The more someone knows, the wiser they are, the better choices they will make.
- The best decisions are made by the wisest people, not by the opinion of the majority.

Ask students to put their thumbs up if they agree with the statement, thumbs down if they disagree, and sideways if they are not sure. Lead discussion, taking suggestions from pairs. Students could complete Question 1 as homework.

Discussion and review

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

- I learned that Socrates was a philosopher in ancient Greece who was given the death penalty.
- I learned that Socrates taught the art of debate to the young male citizens of ancient Greece.

PAGES 83–87

'What united the ancient Greeks?' (all sections)

Activity

Ask pairs to list things that they might have in common with each other, e.g. gender, citizenship, interests, etc. List such categories for display and take a vote for each in turn as to what percentage of the class have that category in common. For example, it might be that all students share a common age, but 70% might share an interest in cricket. Lead discussion about how much the class has in common as a whole, e.g. 100%, 50%, etc. taking comments from pairs.

Using the Student's Book

Ask students to read 'Trade' and study the illustration of a Greek ship on page 83. Students could create a mind map, summarizing relevant facts for each topic.

They should continue reading the remaining sections as far as page 87 and make notes on the mind map. They should also consider the photographs, illustrations, fact boxes, and conversations on these pages.

Students could also complete Questions 2–4.

Discussion and review

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

- I learned that the Greeks were united by their religion, trade, language, literature, culture, etc.
- I learned that the Greeks had advanced in science and mathematics.

- I learned that the Greeks had established their colonies as far away as present-day Turkey, northern Africa, Italy, southern France, and Spain.

PAGES 88–90

'What divided ancient Greeks?' (all sections)

Resources

- Skills Book pages 43–44 'Olympic Games'

Using the Student's Book

Ask pairs to list differences with each other, e.g. the number of people in their families, interests, etc. Lead a discussion, taking comments from pairs. Refer back to the percentages previously agreed for what the class had in common. Lead discussion about whether students still agree and if not, why not.

Students could read the text and study the illustrations and map on pages 88–90. They should make notes summarizing the differences between the ancient Greeks under the following headings, with details taken from the Student's Book.

- geography and size of settlements
- rival political systems
- rival empires
- rival schools of philosophers

Once students complete their notes, you should ask them to prepare a presentation to be displayed in the next lesson. Students should complete Question 5 for homework.

Using the Skills Book

Students should complete the task entitled 'Olympic Games' on pages 43–44.

Discussion and review

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

- I learned that Greek states and cities were not easily accessible because of the mountainous terrain and surrounding seas.

- I learned that Greeks differed in many ways, and this created rival political systems, rival empires, and different schools of philosophy in Greece.

PAGES 90–93

'What did Aristotle teach Alexander the Third of Macedon?'; 'How did Alexander become great?'; 'Why did Alexander the Great never cross the Ganges?'; and 'What legacy did Alexander the Great leave behind him in South Asia?'

Resources

- Skills Book page 42 'The extent of the Greek Empire'

Using the Student's Book

Allocate 10 minutes to discuss the students' presentations. After this, explain that they are going to learn about how King Philip II, a Macedonian king, conquered Greece. They should read page 91.

Explain that Aristotle was a follower of Plato, who was a student of Socrates, about whom they learned in the first lesson of this unit. Ask students whether they agree with the teachings of Aristotle regarding slavery and the status of women in the family structure. Ask pairs to discuss how Aristotle's teaching might have affected the young Alexander. Lead a discussion, taking comments from pairs.

Students should read about Alexander's initial successes and study the map on page 92 to trace his route from Greece to Persia. Students should read page 91. A pair of students could enact the scene between the Vedic king Porous and Alexander the Great. They should read page 93 about the legacy of Alexander the Great, and study the image of the bronze statue as well as the coin of Alexander the Great. Students should complete Questions 6–8 for homework.

Using the Skills Book

Students should complete the task entitled 'The extent of the Greek Empire' on page 42 for homework.

Discussion and review

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

- I learned that Greece was conquered by a Macedonian king, Philip II.
- I learned that Alexander the Great was tutored by Aristotle.
- I learned that Alexander conquered Persia and set off to conquer the Indian subcontinent.
- I learned that Alexander could not cross the River Ganges because his men refused to fight any more.
- I learned that Alexander left his legacy behind in the form of art, architecture, coinage, etc.

Answers to assessments

1. The trial of Socrates suggests that there was a system of law and justice, that trials could be potentially free and fair, and that some features of the Athenian system were recognizable, such as juries and the existence of prosecution and defence cases. However, it is clear that the system was open to manipulation.
2. The Greek gods were still important because most Greeks continued to believe in them. The philosophers and their followers, who had sufficient wealth and time to debate philosophical issues, were in a minority.
3. Greek ideas are still important today because some foundational ideas of the modern world, such as democracy, are partly derived from them, and elements of their art, architecture, literature, sports, etc. are admired and copied in some cultures.
4. Religion and language were probably the most important factors that the Greeks had in common.
5. It is a matter of opinion regarding the most important factor that divided the Greeks. However, a case could be made for the division of the political systems in Athens and Sparta as the most significant factor.
6. Students' answers will vary. They might mention that as Aristotle was proudly Greek and he instilled his teachings in Alexander the Great, therefore, he must have influenced the way Alexander ruled.
7. Alexander the Great never crossed the Ganges because, after difficult fighting, his weary and homesick men mutinied and refused to follow him.
8. This is a matter of opinion. Whatever students suggest as the most important legacy of Alexander, they should refer to supporting evidence.

Answers to Skills Book**Page 42 'The extent of the Greek Empire'**

- A
1. Check that students mark the regions conquered by Alexander the Great and the Greeks.
 2. Students should list the names of the countries they have marked on the map.

Pages 43–44 'Olympic Games'

- A
1. Help the students with their research into the Olympic Games in class if they do not have access to the Internet at home to complete this activity.
 2. Answers will vary.
 3. Students should draw the flag in the box on page 44.

Background knowledge for the unit

The Persian Empire was one of the most sophisticated civilizations of the ancient world. It built on the achievements of earlier empires, that had established their hegemony over the Middle East and the Fertile Crescent, particularly the Babylonians. Like its predecessors, the Persian Empire exploited well-made road systems that made it easy to move troops rapidly between cities as well as utilizing chariots to quell revolts. The Persian rulers developed sophisticated administrative systems and at its most effective the Persian Empire maintained a highly efficient intelligence system that was able to keep the central government well-informed about events in its far flung provinces as well as kept its many officials in check. What made the Persian Empire unique from its predecessors was its policy towards its subjects.

Before we proceed

The founder of the Persian empire, Cyrus the Great, is partly remembered as the ‘father of human rights’. While this is probably going too far, Cyrus certainly reversed the policy of the preceding Babylonian Empire by introducing religious toleration also a policy of the Mauryan Empire under Ashoka. Subjects were allowed to practice their own religion and exiled elites, previously kept captive in Babylon, were allowed to return to their homelands with a high degree of autonomy. The principles of religious toleration and limited self-determination for the people helped to shape the way these ideas have developed in more recent times.

Another surprising feature of the Persian Empire was the speed at which it was conquered in the 330 BCE by the military adventurer, Alexander of Macedon. Alexander’s sudden success can be ascribed not only to his military genius but also the failure of the successive Persian rulers to maintain the high standards of governance which were characteristic of the Persian Empire at its height.

Expected learning outcomes

Students will be able to:

- explain how the Persian empire was governed
- identify the strengths and weaknesses of some Persian rulers
- assess what factors weakened the Persian Empire, contributing to its defeat by Alexander the Great

PAGES 98-99

***‘Who were the Persians?’
and ‘How can we describe
the Oxus chariot?’***

Resources

- students’ favourite toys of their childhood or photographs of their favourite toys

Using the Student’s Book

For this lesson, students should be asked to bring their favourite toys from their childhood. If they do not have those toys anymore, they could be asked to bring in photographs of their toys (if any), or they could simply talk about their favourite childhood toys in class. Ask students to explain how they played with their toys, what they felt about it then, and how they feel about it now.

Lead class discussion, writing up examples of the types of toys which students suggest on the board. Ask pairs to discuss how they might have felt when the toy was lost. Ask which of the following reasons students might relate to regarding the loss of their toy:

- I loved the toy most, out of all the toys, I owned.

- It was my first toy.
- The toy was a present from someone I love.
- The toy was worth a lot of money.

Take a class vote on what they think is the most and least important reason for feeling the loss of the toy i.e. are the emotions felt about the toy more important to students than its actual value.

Refer to page 98 and ask students to look at the photograph of the Oxus chariot model. Ask pairs to discuss how a child given this object as a toy might have felt if it was lost. Lead class discussion, taking suggestions for how this child might have felt the loss.

After listening to their suggestions, ask them to read pages 98–99 ‘Who were the Persians?’ and ‘How can we describe the Oxus Chariot?’. They could sketch the Oxus chariot in their notebooks and use the text in the Student’s Book to annotate details about the model, e.g. four pony-sized horses drew the chariot; the wheels were made of bronze, etc.

Ask students to highlight statements from the boxes that they think are definitely true about the model in one colour and statements that might be true in another colour.

Lead class discussion, taking suggestions about how different students have highlighted different statements and why there might be differences. This activity will teach them how to draw inferences from available historical evidence.

Discussion and review

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

- I learned that the Persian Empire was one of the greatest ancient empires of the world.
- I learned that the Oxus Chariot model was used as an important historical evidence to learn about the Persian Empire.

PAGES 99–100

‘How can the Oxus chariot help us to understand the Persian Empire better?’; ‘The Royal Road’; and ‘The Persian government’

Using the Student’s Book

Ask students to read the text and ‘It’s a fact!’ on page 99. Explain that just like they learnt how to draw inferences from a historical evidence e.g. the chariot in the previous lesson, similarly, archaeologists have worked for many years to figure out the mysteries of the Persian Empire e.g. who might have used this chariot, what its purpose was, and how it was constructed, etc.

Students could add additional notes to their annotated diagram boxes about the chariot using details from the text they read in this lesson. Lead class discussion on how students choose to highlight what they have written as either definitely true or might be true.

Ask students to read the text and study the map on page 100 and refer to their *Oxford School Atlas for Pakistan* to find out the present-day territories from where the Royal Road once passed through. Explain that Herodotus was a Greek Historian, born under the Persian rule. He travelled extensively to far off places and wrote about his experiences. He is known as the ‘father of history’ and historians have relied on his work to learn about ancient history. The very first list of the seven wonders of the ancient world were compiled by Herodotus and few other historians.

They should read about the Persian government and complete Questions 1–2.

Discussion and review

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

- I learned that the historians studied the Oxus chariot to unravel the history of the Persian Empire.

- I learned that the Persians had developed a fast and efficient transport and communication network connected through the Royal Road.
- I learned that the Persian government seemed to be tolerant of all religions and had maintained law and order.

PAGES 101-102

'How did Cyrus the Great want to be seen by the people he ruled?'; 'What was Cyrus really like?'; and 'Local government but centralized control'

Using the Student's Book

Ask students to imagine how they would like to dress or pose for a formal photograph. Discuss the background they would choose to make a good impression on others, e.g. a tidy living area; pose with their prized possessions like a cricket bat or books, etc. Lead class discussion, taking suggestions. Ask pairs to discuss what kind of photograph might be taken to give an opposite impression e.g. an untidy bedroom, untidy hair, etc. Lead discussion, taking examples from pairs. Next ask pairs to discuss what kinds of action a ruler might wish to be remembered for which might make them look good. Lead class discussion, taking suggestions from pairs. They might suggest that a ruler should work for the welfare of the people, set up schools, hospitals, develop roads, railways, etc.

Students should read page 101 and study the image of the clay cylinder which is displayed in the British Museum. They should note that what is known about Cyrus is mostly through primary evidence, e.g. the clay cylinder, the inscription on his tomb, and secondary evidence e.g. written accounts of other historians. Students should read the text on page 102 and study the photograph of his tomb, which is now in ruins. They should complete Question 3.

Discussion and review

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

- I learned that according to the available historical evidence, Cyrus the Great promoted religious tolerance and treated his subjects like his children.
- I learned that there is not enough evidence to find out whether some claims made by Cyrus were true or not.

PAGES 102-105

'What did Darius I claim about himself?' and 'Was Darius I actually like what he claimed?' (all sections)

Resources

- Skills Book page 46 'The rule of Darius I'

Using the Student's Book

In this lesson, students will read about Darius I. They should make notes about him and the way he ruled from the text on pages 102–103. They should be able to compare that a lot more is known about Darius I, unlike Cyrus. Elicit responses why this might be so. They might suggest that this is because there is more historical evidence about how Darius I ruled his people. Refer students to page 104 which shows good government of the Persian Empire as a wheel diagram. After reading pages 104–105, they should do Question 4 as homework.

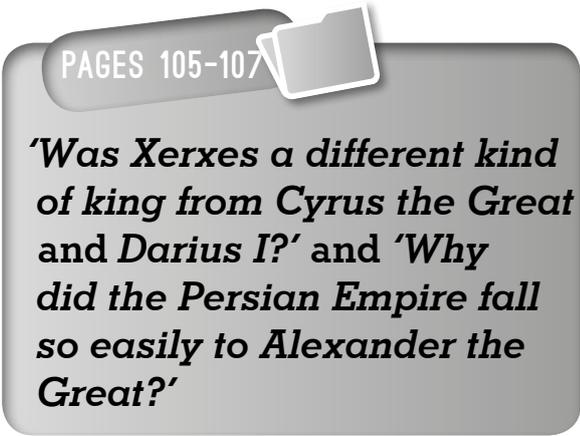
Using the Skills Book

Students should complete the task entitled 'The rule of Darius I' on page 46.

Discussion and review

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

- I learned that Darius I was a powerful king and he introduced common standards, checks, and balances.
- I learned that Darius I distanced himself from his subjects; however, he had a lenient religious policy and he developed his empire's economy.
- I learned that Darius I was at war most of his life.
- I learned that when Xerxes confiscated and melted down the statue of a Babylonian god, an outrage broke against him.
- I learned that Xerxes waged a war against Greece and burned down the city of Athens; however, his navy was defeated and forced out of Greece.
- I learned that the rule of the later Persian rulers weakened and eventually, the Persian Empire was conquered by Alexander the Great.


 PAGES 105-107

'Was Xerxes a different kind of king from Cyrus the Great and Darius I?' and 'Why did the Persian Empire fall so easily to Alexander the Great?'

Resources

- Skills Book page 47 'The rule of later Persian emperors'

Using the Student's Book

Students should first refer to their notes made on Darius I before reading the text for this lesson. Tell them that later Persian emperors were not as lenient towards their subjects as Darius I and Cyrus the Great. Students should read and look at the illustrations on pages 105–106. They should read and study the illustration of the downward spiral on page 107. Elicit responses why the Persian Empire declined. They should complete Questions 5–8 as homework.

Using the Skills Book

Students could complete the task entitled 'The rule of later Persian emperors' on page 47.

Discussion and review

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

Answers to assessments

1. The chariot is made from gold and was probably therefore commissioned by somebody rich and important enough to be able to pay for it.
2. The Greek writer Herodotus was impressed by the speed and efficiency of the Persian messenger service.
3. Cyrus the Great wanted his peoples to think of him as a powerful but benevolent ruler.
4. Students should give evidence for their reasons. They should say that many of the claims that Darius I made about himself are supported by evidence of his actions.
5. Xerxes lacked the benevolence and good judgement of Darius I.
6. The weak successors of Darius I were unable to maintain effective control of Persian provincial governors, faced revolts, and were forced to raise taxation which fuelled further revolts. Over time, the structure of the Persian state was fatally weakened and the loyalty of the subjects undermined.
7. In 399 BCE, a force of 10,000 Greek missionaries successfully forced their way out of the Persian Empire. This may have influenced Alexander the Great's attitude towards the Persian Empire.
- 8 a) Iran
 - b) a strong ruler
 - c) Alexander the Great

Answers to Skills Book**Page 46 'The rule of Darius I'**

- A 1–2. Students should label and number each spoke of the wheel using the information on pages 100–103 of their Student's Book.

Page 47 'The rule of later Persian emperors'

- A 1. Students should label and number the diagram as on page 107 of their Student's Book.

Background knowledge for the unit

If ancient Greece formed the basis of European civilization in the ancient world, then the Roman Empire represented it in its most widespread form. From a small hilltop settlement in central Italy, the empire eventually expanded in Europe from the North Atlantic coast to the Mediterranean Sea and further into North Africa and the Middle East. Even after the fall of the Western Roman Empire, Roman ideas, culture, and language influenced the development of Christianity and European successor states such as France. As rival European powers came to establish worldwide empires from the sixteenth century onwards, Roman ideas spread to parts of the world of which the Romans had little, if any knowledge.

Before we proceed

In many ways, Roman culture was derivative. Roman religion was largely copied from the Greeks and as Greek culture was greatly admired, it led to architecture and art which imitated Greek style in many ways. The persistent strengths of the Roman Civilization lay in the more practical expressions of power, such as great feats of engineering, brilliant military organization, and evolving political ideas which still influence the modern world. From forms of republican governments, to adoption of Roman laws and Latin scientific names for plants and animals, the legacy of the ancient Roman Civilization lives on.

Expected learning outcomes

Students will be able to:

- explain what can be inferred about Roman life from archaeological evidence
- describe how the Roman Empire was governed
- explain why the Roman Empire declined

PAGES 112-113

'What was the Roman Empire?' and 'What can the ancient site of Pompeii tell us about the Romans?'

Resources

- plaster of Paris
- small toys, gadgets made of plastic or metal, shells, coins, etc.
- water
- a container
- wax paper

Introduction

Ask pairs of students to discuss their daily routine for a school day. Taking comments from them, draw up a timetable for a typical student, for example, the time when most of them wake up for school; what they eat for breakfast; when they leave for school; how they plan their evening activities; what time they have their dinner; and when they go to sleep, etc. Lead discussion about how this might vary depending on the day and time of year, for example, during the summer break or *Ramzan*, etc.

Ask pairs of students to select a particular part of the day and sketch a picture of themselves and their surroundings at that time. Students could be invited to the front of the class to freeze in the particular postures that they might assume during that part of the day, for example, brushing their teeth at a basin; writing at a desk; defending a wicket with a cricket bat, etc. Invite suggestions from other students as to what the posture indicates about the actions of the students and what people looking at their sketches in these

particular poses might infer about the way these students live.

Before reading the text on page 112, ask to look at the photograph of the plaster cast of the skeleton of a dog. Tell them that they are going to demonstrate in class how to set objects in plaster. The objective of this activity is to explain why the skeleton of the dog was discovered as a plaster cast.

Activity

Explain through a class activity that the way people lived in the past can only be reconstructed from accounts left behind and archaeological remains. Mix two parts of plaster to one part of water in a container. Stir the mixture to make a paste with a smooth consistency. Make sure you do not leave the mixture for too long. Place a small object on the wax paper. Pour the plaster, about 2–3 tablespoons at a time, on to the object (gadget, shell, coin, or toy) so it is covered completely with a thin layer. Let it dry for 24 hours. The objects set in plaster are comparable to the plaster cast dog about which the students will read on page 112.



This is how toys will set in Plaster of Paris.

Using the Student's Book

Students should read the text, study the image of the plaster cast dog, and study the illustration on page 112. They should also read the conversation on page 113. Elicit what they have inferred about the Romans from these historical evidence (plaster cast of a dog and a mosaic warning of a dog). They might answer that dogs were kept as pets by the Romans, or dogs were used to guard homes, etc. Tell them that historians have found out from the written records of the ancient Romans that they trained dogs to guard their farms and sheep.

Ask students to locate Italy on the map of Europe using the *Oxford School Atlas for Pakistan*. Help

them locate Pompeii on the map of Italy. They should read the text and study the illustration on page 113. Elicit what they know about volcanoes. Within a set time limit, ask them to note down any features of a volcano or volcanic activity that they may know about. If time allows, they could also draw a diagram for display on the board showing what a volcano looks like and labelling its features for example the cone, molten lava, etc.

Ask them to consider what risks a volcano might pose to human life. Discuss the possible risks in a class discussion e.g. being burned to death by lava, suffocation from deadly fumes, etc. Students should complete Question 1 for homework.

Discussion and review

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

- I learned that the historians have learnt about ancient Romans through archaeological evidence.
- I learned that when a volcano erupted in Pompeii, everything (including buildings, people, animals, etc.) was covered by lava which hardened into solid rock.

PAGES 114–116

'The layout of a Roman city'; 'Roman aqueducts'; 'Roman baths'; 'Roman roads'; 'Roman army'; and 'How were Roman children educated?'

Using the Student's Book

Ask students to read the text and study the illustrations on pages 114–115. Elicit responses from students whether they think Pompeii is comparable to the cities where they live. Ask to read the captions of each illustration and photograph on these pages and discuss what they see. They should study the map of Roman roads on page 115 and study the network of roads through the Roman Empire. They should read page

116 and study the map of Roman trade links to South Asia. The students should be able to infer from the maps they have studied in this lesson that not only did the Roman Empire have a vast internal network of roads but also a well-established trade route with South Asia. Ask students to compare the vast trade route of the Roman Empire with other ancient empires, about which they have learnt in their previous lessons. They might be able to recall that the ancient Chinese Empire had built the Silk Road and the Persians had built the Royal Road. They should complete Question 2 for homework.

Discussion and review

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

- I learned that there is evidence that shows that the Romans had developed sophisticated engineering techniques to build cities, roads, aqueducts, and baths.
- I learned that there is no evidence of schools or classrooms in Rome and probably they educated their children in rented rooms or open spaces.

PAGES 117–118

‘What can evidence of what people ate in Pompeii tell us about the Roman Empire?’; ‘What can the amphitheatre at Pompeii tell us about Roman entertainment?’; ‘How were numbers used in Pompeii?’; and ‘What can graffiti at Pompeii tell us about the Roman Empire?’

Resources

- Skills Book pages 49–50 ‘Historical evidence uncovered from Pompeii’

Using the Student’s Book

Asked students to read the text on pages 117–118. The knowledge they gain about the Romans in the previous lesson as well as in this lesson would be reinforced through the following activity in their Skills Book.

Using the Skills Book

Students could complete the task entitled ‘Historical evidence uncovered from Pompeii’ on pages 49–50 in their Skills Book.

This could be completed in two parts with students researching the first five sections of the table initially. Once these have been completed a whole class discussion could be held, taking suggestions from individual students about how they think particular evidence excavated at Pompeii might support a particular claim about life in the Roman Empire as a whole.

Students could then complete the remaining sections of the table in the same way.

Once again, a whole class discussion similar to the one previously described could also be completed.

To summarize their growing knowledge of Pompeii and life in the Roman Empire, pairs of students could design a museum display on different aspects of Roman life with labels describing particular finds and what these indicate about Roman life. Students could present their display in class, taking questions from their peers.

Discussion and review

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

- I learned that the Roman society employed slaves who worked on farms, households, and as accountants.
- I learned that the Romans entertained themselves in amphitheatres where gladiators fought each other till death.
- I learned that the Romans had developed their numbering system, which is used even today.
- I learned that the Romans spoke Latin and some words from this language are still used today.

PAGES 118-120

'How was the Roman Republic governed?'; 'How important was law in Roman society?'; 'How did the Roman Empire expand?'; 'Who was Julius Caesar?'; 'How did Octavian become Augustus?'; and 'Why did the Roman Empire decline?'

Resources

- Skills Book page 51 'The great Roman leaders'

Using the Student's Book

Students should read page 118 and study the illustration closely. They should copy the diagram on the Roman society in their notebooks. They should add their own notes to their diagrams, using the information in the text. For example, they could write 'belong to rich and noble families' under the label 'Patricians' and so on. This way they will create a pictorial representation of Roman society.

Once they have completed their diagrams, they should highlight those classes, officials, and office holders who they judge have the most power and influence in blue colour; they could highlight those who have medium power in green colour; and those with no power in red colour.

A class discussion should be held about the rights of people in the Roman Republic and Pakistan. For example, in the Roman republic, only free people had the right to vote; however, in Pakistan, everyone has the right to vote, and so on.

Students should read page 119 and look at the photographs of Julius Caesar and Octavian Augustus. Students should make notes in their notebooks about them, as they read the text. They should then read page 120 and continue making notes of what they read. They should study the map to see the division of the Roman Empire in 395 CE.

They should complete Questions 3–6 for homework.

Using the Skills Book

Students could complete the task entitled 'The great Roman leaders' on page 51.

Discussion and review

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

- I learned that the Roman Republic gave its citizens certain rights like the right to vote, own property, etc.
- I learned that Roman law formed the basis of the legal systems of many countries of the world.
- I learned that when Julius Caesar was assassinated, his great nephew and adopted son, Octavian defeated his rivals and became the emperor of Rome.
- I learned that Emperor Constantine divided the Roman Empire into halves: the Eastern Roman Empire and the Western Roman Empire.

Answers to assessments

1. The bodies of people and animals in Pompeii were covered by volcanic ash which solidified into rock. Archaeologists were able to pour a liquid plaster of Paris into cavities created by the bodies and chip away at the surrounding rock, revealing plaster casts of the remains.
2. Sophisticated aqueducts, the layout of their cities, and an extensive road network suggest that the Romans were good engineers.
3. Under the Roman Republic, its free citizens could vote and contest in elections; own property; make legal agreements; marry another Roman citizen and have children who would be Roman citizens; and not pay certain taxes. In Pakistan, all citizens have the right to vote; contest elections; marry a Pakistani citizen; get tax exemption in some cases e.g. if they are in a lower income bracket, etc.
4. Roman governments after Augustus could be unstable because the ultimate authority of an emperor rested, in practice, with the army. Weak emperors or dynasties could easily be overthrown.
5. The main factor for the decline of the Roman Empire was that the later rulers were not as wise and strong as Augustus. The authority to choose the next ruler was in the hands of the army and as a result numerous coups occurred, where one general might succeed the other. Moreover, by the third century CE, barbarian tribes settled on the northern borders of the Roman Empire. As the empire weakened, increasing pressure from nomadic tribes on the Roman border led to the collapse of the Western Roman Empire.
- 6 a) Italy
b) across Europe and into Africa and Asia
c) great nephew and adopted son

Answers to Skills Book**Pages 49–50 'Historical evidence uncovered from Pompeii'**

- A
1. Students should give reasons for these statements.
 2. Students should draw the Roman amphitheater in the box.

Page 51 'The great Roman leaders'

- A
1. Students should write about the achievements of these leaders.

