

Complimentary Copy—Not For Sale

WORLD WATCH

History

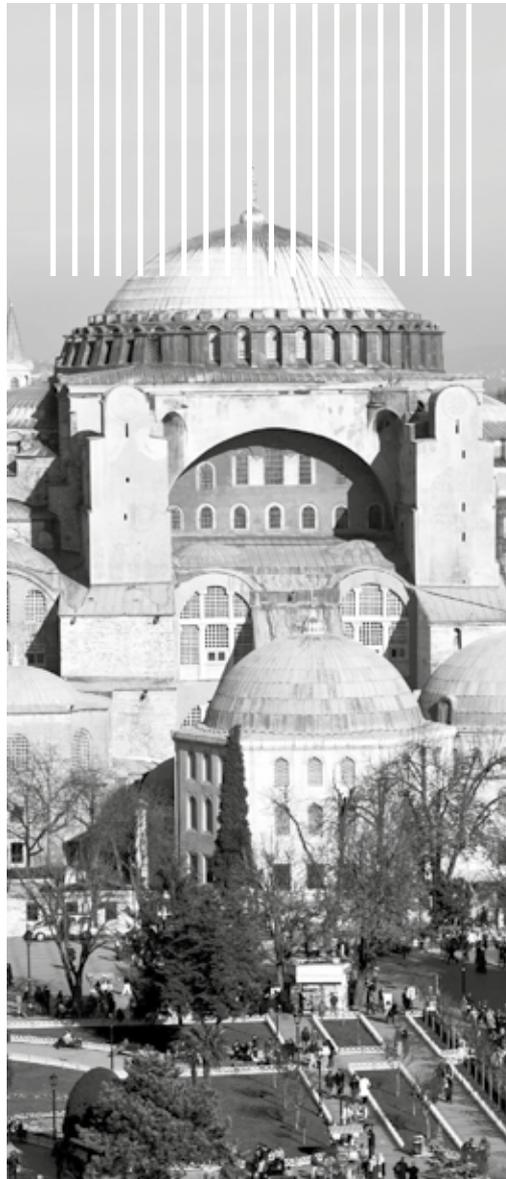
For Secondary Schools

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 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 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 1 Unit 1 The coming of Islam	<ul style="list-style-type: none"> to explain the early life of the Prophet ﷺ to show how he suffered at the hands of the Makkans to explain how he changed the society of Yathrib after his migration to Madina to encourage students to draw inferences from the events of the conquest of Makkah and the extract of the Prophet's ﷺ last sermon 	<ul style="list-style-type: none"> explain the birth and life of Prophet Muhammad ﷺ. describe the circumstances which led the Prophet ﷺ and his followers to migration to Madina. discuss the significance of the conquest of Makkah and Prophet's ﷺ farewell sermon. 	desert, oasis, messenger, revelation, nomadic, polytheist, pilgrim, Islam, idolatrous, persecution, <i>Hijrah</i> , idol, <i>ummah</i>
Page 9 Unit 2 The spread of Islam	<ul style="list-style-type: none"> to explain the circumstances and efforts of the four caliphs in spreading Islam outside the Arabian Peninsula to encourage students to locate the places geographically on a map where Islam spread during the rule of the <i>Khulafa-al-Rashidun</i> to develop an awareness about the events that led to the conquest of Spain 	<ul style="list-style-type: none"> explain how Islam spread outside the Arabian peninsula describe how the <i>Khulafa-al-Rashidun</i> ruled and expanded the Islamic Empire describe the events that led to the conquest of Spain by Tariq bin Ziyad 	<i>Khulafa-al-Rashidun</i> , Caliph, administration, taxation, Gibraltar, Islamic Empire
Page 17 Unit 3 The Abbasids	<ul style="list-style-type: none"> to explain how the Abbasids encouraged scholars to develop new ideas which led to the Islamic Golden Age to explain the strategic importance of the location of Baghdad which contributed to the growth of the Abbasid power to discuss through evidence the various scholarly legacies of the Abbasid era 	<ul style="list-style-type: none"> explain how the rule of the Abbasids led to the Golden Age of Islam. describe the significance of Baghdad to the growth of Abbasid power. discuss the literary and scholarly legacy of the Abbasid era. 	<i>Madinat-as-Salaam</i> , metropolis, art, architecture, scientific, treasury, library, translation, medical, meteorology, zero, astrolabe, algorithm, optics, light, experimental scientific method, smallpox, measles, Baghdad, House of Wisdom

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 23 Unit 4 Muslim Spain	<ul style="list-style-type: none"> to explain the events that led to the establishment of the Ummayad Dynasty to explain using evidence how the Spanish cities grew to encourage students to investigate how the Christians responded to the decline of the Muslim rule 	<ul style="list-style-type: none"> describe the establishment of the Umayyad Dynasty in al-Andalus (Muslim Spain). comment on the growth of the great cities of Muslim Spain. investigate the Christian response to the decline of Muslim rule in Spain. 	expansion, civilization, al-Andalus, La <i>convivencia</i> , natural science, medicine, law, philosophy, astronomy, harmony, physics, surgery, pharmacology, conversion, <i>Reconquista</i> , religious conformity
Page 31 Unit 5 The Crusades	<ul style="list-style-type: none"> to explain the events that led to the First Crusade to encourage students to deduce from the Pope's Call for Crusade to explain how Salahuddin recaptured Jerusalem to explain using evidence the legacy of Crusades on Europe 	<ul style="list-style-type: none"> explain the key factors that led to the First Crusade. evaluate the significance of the Pope's call for Crusade. explain how Salahuddin recaptured Jerusalem. describe the legacy of the Crusades on Europe. 	Crusader, massacre, chess, polo, ancient Silk Road, trade, mathematics, engineering, and warfare
Page 39 Unit 6 The Mongols	<ul style="list-style-type: none"> to explain how Changez Khan united the Mongol tribes and became their leader to explain the developments of the Mughal Empire during the reign of Kublai Khan to explain the events that led to and followed the sack of Baghdad in 1258 by Hulagu Khan 	<ul style="list-style-type: none"> explain the role Changez Khan played in uniting the Mongol tribes. describe the development of the Mongol Empire under Kublai Khan. describe the nature of Mongol warfare and how this culminated in the sack of Baghdad in 1258 CE. evaluate the legacy of the Mongol Empire by examining the legacy of the last great Mongol: Tamerlane. 	rival, Mongol clan, military victory, envoy, global, massacre, civilization, mathematician, outlaw, visionary, conqueror, invasion

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 46 Unit 7 The Ottoman Empire	<ul style="list-style-type: none"> to explain where the Ottomans originated from to explain how the Ottoman Empire expanded to encourage students to infer from available sources the significance of the siege and capture of Constantinople 	<ul style="list-style-type: none"> explain the origins of the Ottoman Turks. explain how the Ottoman Empire expanded. evaluate the basis and significance of the siege and capture of Constantinople by the Ottomans. 	follower, reform, <i>Devshirme</i> system, <i>Janissary</i> , fortress, project, repopulate, trader, craftsman, warrior, Ottoman culture, renovation
Page 53 Unit 8 Islam spreads to the subcontinent	<ul style="list-style-type: none"> to explain through evidence that Islam was first brought to the subcontinent by the Arab traders to explain why and how Muhammad bin Qasim conquered Sindh to explain how Mahmud of Ghazni expanded his empire into the subcontinent 	<ul style="list-style-type: none"> explain how Islam was first brought to the subcontinent. explain how Muhammad bin Qasim conquered Sindh. explain how Mahmud of Ghazni expanded his empire into the subcontinent. 	military, pirate, security, warlord, invasion, reinforcement, catapult, subjects, tolerance, monsoon, foothold, elite, tax, subcontinent
Page 59 Unit 9 The rise of the Delhi Sultanate	<ul style="list-style-type: none"> to explain the events that led the Ghorids to take over after the decline of the Ghaznavid Empire to explain how the foundations of the Delhi Sultanate were laid by the Ghorids to encourage students to assess the rise and fall of the Slave, Khilji, Tughlaq, Sayyid, and Lodhi Dynasties 	<ul style="list-style-type: none"> explain how the Ghorids came to power after the downfall of the Ghaznavid Empire. describe how the Ghorids laid the foundations of the Delhi Sultanate. explain the rise and fall of the Slave, Khilji, Tughlaq, Sayyid, and Lodhi Dynasties. 	acquisition, legitimate, formidable, battlefield, influence, successor, principedom, attack, instability, legacy, rebellion, descendant, trade

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 65 Unit 10 The beginnings of the Mughal Empire	<ul style="list-style-type: none"> to develop an awareness of how the Mughal Empire expanded from Central Asia to the subcontinent to encourage students to use evidence to assess the resilience of the first two Mughals, Babur and Humayun, and how they overcame the challenges to establish a dynasty to encourage students to assess the significance of the rule of Akbar using evidence 	<ul style="list-style-type: none"> explain the growth of the Mughal Empire through the ambition of leaders from Central Asia. appreciate the resilience of the first two Mughals, Babur and Humayun, and consider how they ultimately overcame challenges to establish a dynasty. evaluate the significance of the rule of Akbar in the Mughal Empire. 	throne, matchlock gun, cannon, firepower, gunpowder, <i>tulghuma</i> , tactic, observatory, justice, pilgrim, tolerance, <i>Diwan-i-khas</i> , fort, grand palace
Page 72 Unit 11 The expansion and decline of the Mughal Empire	<ul style="list-style-type: none"> to encourage students to draw inferences about the strengths and weaknesses of the 17th century Mughal emperors: Jahangir, Shah Jahan, and Aurangzeb to encourage students to assess the significance of key women in the reigns of Jahangir and Shah Jahan to encourage students to draw inferences from available evidence about the decline of the Mughal Empire 	<ul style="list-style-type: none"> identify the strengths and weaknesses of the 17th century Mughal emperors: Jahangir, Shah Jahan, and Aurangzeb. evaluate the significance of key women in the reigns of Jahangir and Shah Jahan. analyse some of the factors that led to the expansion and decline of the Mughal Empire. 	kingship, setback, universal faith, Renaissance, coin, traditional, stability, calligraphy, palace, mosque, tragic, Taj Mahal, mausoleum, ambitious, devout, cannon, defeat, execute, resource, revolt, succession, luxurious, treasure

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 81 Unit 12 The Americas	<ul style="list-style-type: none"> • to develop an awareness about the background of the European colonization of the Americas • to encourage students to draw comparisons between the different civilizations of South America using evidence • to encourage students to assess the consequences of European colonization of the Americas 	<ul style="list-style-type: none"> • explain the background to the European colonization of the Americas. • compare the different civilizations of South America. • evaluate the consequences of European colonization of the Americas. 	sponsor, voyage, map, patron, superpower, Maya, Mesoamerica, human sacrifice, astronomer, dating, monument, inscribe, foreign invasion, warrior people, migratory, jungle, mountains, military, indigenous, enslave, plantation, alliance, colonized, disease, native tribes, poverty
Page 91 Unit 13 The Renaissance	<ul style="list-style-type: none"> • to develop awareness about the origins of the European renaissance • to explain the great cultural and scientific developments during the Renaissance using evidence • to encourage students to draw inferences from available evidence how Queen Elizabeth I of England promoted and patronized the ideas of Renaissance 	<ul style="list-style-type: none"> • explain the origins of the European Renaissance. • identify the great cultural and scientific developments during the Renaissance. • evaluate the significance of the reign of Queen Elizabeth I of England in the flourishing of Renaissance ideas and patronage. 	rediscovery, humanity, knowledge, idea, human spirit, arts, mythical, scholar, translate, exploration, Reformation, telescope, astronomical, polymath, anatomy, music, entertainment, fashion, theatre, monarch

The coming of Islam

Background knowledge for the unit

Early history of the Arabian Peninsula shows that the region was divided into numerous nomadic tribes, with some groups dominating the trade routes. From around 700 BCE, to the fall of Petra to the Romans in around 100 CE, the Nabateans were dominant across the Arabian Peninsula. The Quresh were influential during the late sixth and seventh centuries CE, and controlled Makkah, and the Ka'aba, which was then a place used to worship idols.

Prophet Muhammad ﷺ was born in 570 CE in the Banu Hashim tribe. After the Angel Jibrael revealed the word of Allah to him, he began to spread the message of Islam. His teachings were based on the oneness of Allah and challenged the social hierarchy of the time by calling for brotherhood and equality amongst all people. Prophet Muhammad ﷺ faced many difficulties in the early days of Islam. However, Prophet Muhammad ﷺ overcame these problems and with the peaceful conquest of Makkah in 630 CE, Islam triumphed over the polytheist beliefs of the ancient Arabs.

Before we proceed

The Arabian Peninsula had mainly been occupied by nomadic tribes throughout its ancient history. Also, it was a challenging place to live because of the hot climate and harsh living conditions of the desert. Therefore, both the Persians and the Romans had not considered these lands strategically important for conquest, although both had trade links across the deserts of Arabia. Cultural tradition placed great emphasis on wealth and trade, and the small city-states and oasis-towns of the Arabian Peninsula were mainly polytheist communities with superstitious and pagan beliefs. The last prophet and messenger of Allah, Muhammad ﷺ, united the region under a single faith and transformed the lives of the Arabs and the cultural landscape of Arabia.

Expected learning outcomes

Students should be able to:

- summarize the early childhood and life of Prophet Muhammad ﷺ
- describe the circumstances which led Prophet Muhammad ﷺ and his followers to migrate to Madina
- discuss the significance of the conquest of Makkah and the farewell sermon of Prophet Muhammad ﷺ

PAGES 2-4

'Pre-Islamic Arabia'; 'The Nabateans'; and 'Culture and religion'

Introduction

This activity is about the civilizations that dominated the Arabian Peninsula prior to the birth of the Prophet Muhammad ﷺ. The key information relates to the early history of these civilizations and the importance of trade links in the region. The ability to control the trade routes provided opportunities for prosperity and interaction and directly influenced the growth and prosperity of the city-states in Arabia.

Using the Student's Book

Ask the students to read pages 2–4, in turn, starting from 'Pre-Islamic Arabia' and 'The Nabateans'. Also, the map on page 3 shows that the Nabatean trade routes in pre-Islamic Arabia were significant in stimulating the economy, and in linking different population centres and civilizations.

Define trade as an activity of buying and selling goods. Ask the students, why controlling trade

routes could have brought wealth and power to the people and the region. Listen to their responses and explain that controlling trade routes allowed traders to maintain their monopoly over certain regions.

Ask students to look at the image on page 3 of 'The Treasury'. Ask why people in the past believed there might be hidden gold at 'The Treasury' in Petra. They are likely to use the caption to deduce that the Nabatean society was rich and the site at Petra being the royal tomb might have treasures buried along with the kings. Point out that people who shot at the ornamental vases might have assumed that the urns on the carved entrance were actual containers of gold and treasures. Students should complete Question 1.

Now discuss with the group how attitudes have changed towards ancient monuments today. They are regarded as cultural heritage and preserved for the next generations to see as relics from the past. These sites are not only used to promote tourism but are also important in studying history.

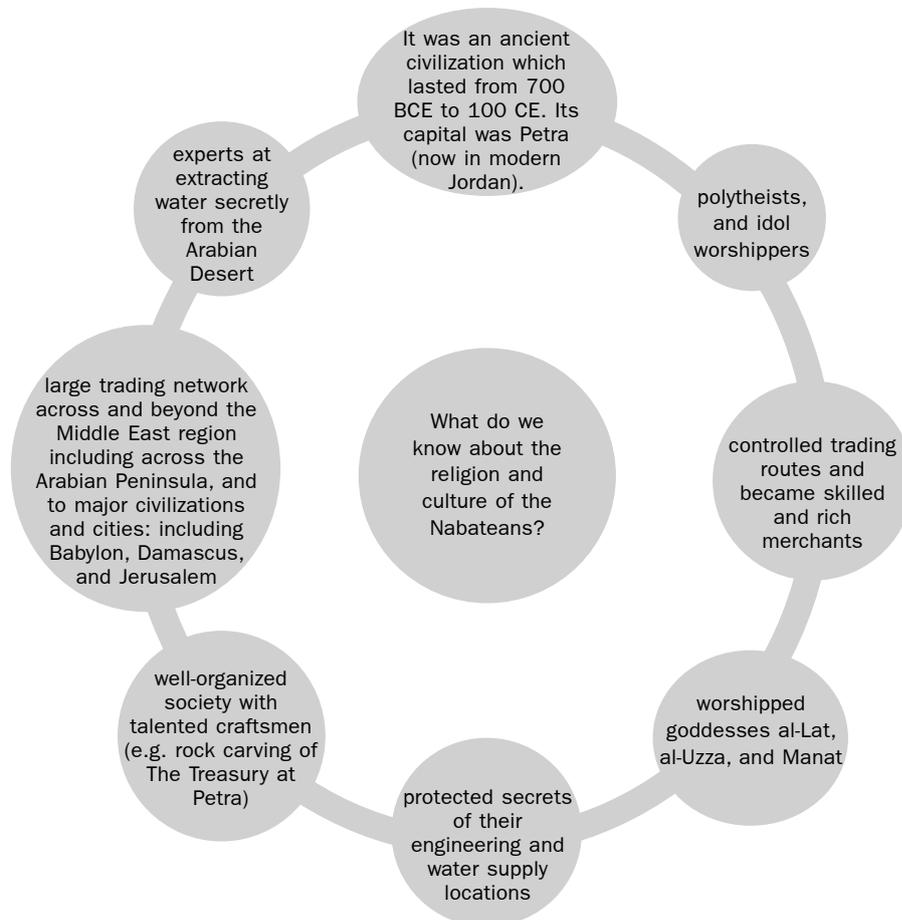
Activity

To help consolidate students' knowledge of the Nabateans, you could ask them to make a small spider diagram to show: 'What do we know about the Nabatean culture and religion'. Use the following spider diagram for reference.

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 landscape of pre-Islamic Arabia was covered with endless deserts.
- I learned about the culture, trade, and religious practices of the Nabateans.



PAGES 4-6

'The tribe of Quresh'; 'The birth and early life of the Prophet Muhammad ﷺ'; and 'The revelation of the Holy Quran'

Resources

- Skills Book page 3 'The early Muslims'

Using the Student's Book

Ask students to read 'The tribe of Quresh'. Explain that as the Quresh were the custodians of the Ka'ba, therefore, the pilgrims paid tax to them to access the Ka'ba and also bought provisions to the area.

Students should now read 'The birth and early life of Prophet Muhammad ﷺ' and 'The Revelation of the Holy Quran, on pages 4–6. You could ask students to make a list of the hardships that the Prophet ﷺ and his followers endured at the hands of the people of Quresh. (See example below.) Discuss how the endurance of the people shows their great confidence in the Prophet ﷺ and his teachings.

Example:

Persecution of the Banu Hashim by the Makkans:

- The Makkans demanded that Abu Talib hand Prophet Muhammad ﷺ over to them, but Abu Talib refused.
- They expelled the sub-tribe of Banu Hashim (including their women and children) from Makkah for three years as a punishment for protecting the Holy Prophet ﷺ.
- The people of Banu Hashim lived in a deep, narrow valley outside Makkah and were denied access to food, water, and basic supplies.
- The Banu Hashim were excluded and socially boycotted.
- Merchants were forbidden to sell things to the Banu Hashim or charged very high prices.
- The people lived in hard and miserable

conditions in near-starvation and disease killed many.

- Slaves were forced to worship idols and the businesses of the wealthier Muslims were boycotted.
- There were plots against the life of the Prophet's ﷺ.

You could now discuss Question 9: Who was the first wealthy and influential person to convert to Islam? (The merchant Hazrat Abu Bakr). Follow this by asking 'Why was it so important that wealthy and influential people as well as poorer persons followed the teachings of the Prophet ﷺ?' This will allow you to explore the importance of gaining respected and influential followers when trying to convince others to follow the message of Allah. Students will find it helpful if they are able to share their ideas with their classmates.

Students should attempt Questions 2–3 in the classroom. Assign Questions 5 and 9 for homework.

Using the Skills Book

Students should be able to complete the relevant sections of A1–2 a–c 'The early Muslims' for homework on page 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 Quresh was a powerful tribe in Makkah.
- I learned that the Holy Quran was revealed to Prophet Muhammed ﷺ in 610 CE by Angel Jibraeel.
- I learned that the Makkans persecuted Prophet Muhammad ﷺ for spreading the message of Islam, his followers, and people of his tribe, Banu Hashim, for believing in his message and offering him protection.

PAGES 6-8

***'The migration to Madina';
'Yathrib, the city of the Prophet
ﷺ'; and 'The bond between
al-Ansar and al-Muhajirun'***

Resources

- Skills Book page 4 'The creation of a Muslim yet multi-faith city'

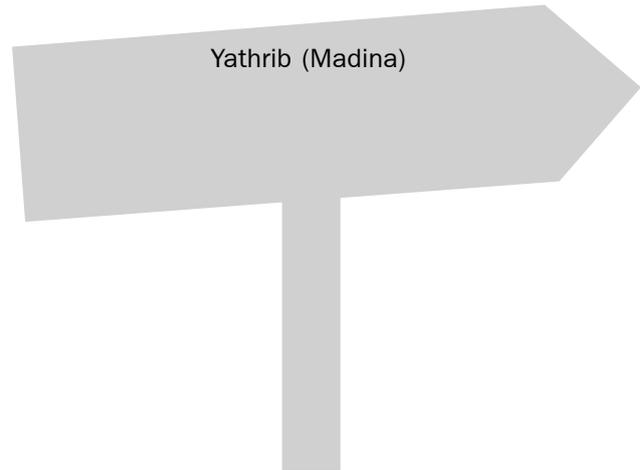
Using the Student's Book

Ask the students to read pages 6–7 'Migration to Madina'. Ask what migration is. Explain that migration is moving from one place to another. Also, ask 'Why do people migrate?' Students will give various reasons. Tell the students that apart from better life opportunities, people also migrate if they are being persecuted or mistreated in the place where they live. Elicit responses about the difficulties faced by immigrants. These could include hardships faced in settling into a new place, finding a new source of income, adjusting to a new environment, etc.

Discuss the achievements of the Holy Prophet ﷺ listed in these sections with the class, breaking up the reading with short periods of reflection over what is being read. This would enable them to explore why the Prophet's ﷺ qualities were key to gaining support and convincing people to follow Islam. They should continue reading pages 7–8 to learn how the Prophet ﷺ changed the atmosphere of Yathrib. After reading about *al-Ansar* and *al-Muhajirun*, elicit responses whether their relations provided solution to the problems of the immigrants. Students should complete Question 7 for homework.

Activity

Ask students to visually represent the migration in 622 CE. This could take the form of a direction sign, to symbolize the migration of the Prophet ﷺ and his followers. Students should use the space within the signboard to summarize the key points about the migration to Yathrib, and the events that followed.



You might wish to also focus on the dialogue (conversation between Person A and Person B) which assesses the reasons for the Holy Prophet's ﷺ success in spreading the message of Islam, and then discuss with the group Questions 4 and 8. They should write these in their notebooks for homework.

Using the Skills Book

Students should be able to attempt section A1 a–d 'The creation of a Muslim yet multi-faith city' for homework on page 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 Prophet Muhammad ﷺ and his followers migrated from Makkah to Madina following persecution by the Makkans.
- I learned the meaning and historical significance of *al-Ansar* and *al-Muhajirun*.
- I learned that Prophet Muhammad ﷺ successfully transformed Yathrib from a chaotic city to a harmonious multi-faith society.

PAGES 8-9

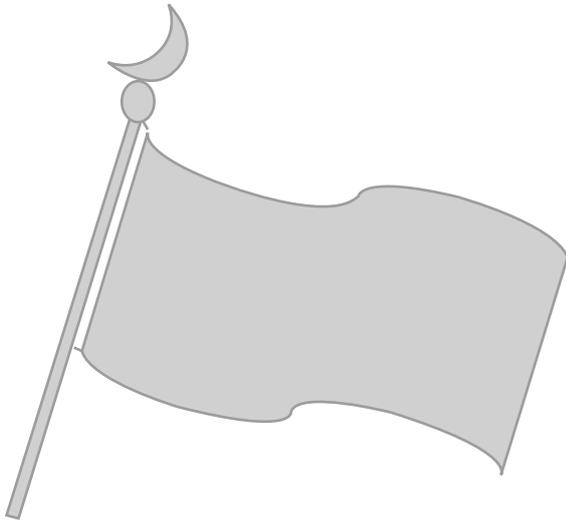
'The conquest of Makkah'

Using the Student's Book

Ask students to read 'The conquest of Makkah' on pages 8-9. They should summarize the key points within a diagram shaped like a flag (see below). For example, they could write:

- 10,000 Muslim pilgrims travelled to Makkah in 630 CE.
- The Makkans were overwhelmed to see them and surrendered without putting up a fight.

Having completed this, they should complete Question 8 in class.



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 small band of Muslim immigrants grew manifolds in number within the eight years after migration.
- I learned that when Muslims re-entered Makkah, the Makkans surrendered.
- I learned that Makkah was conquered without shedding a single drop of blood.

PAGE 9

'The farewell sermon of the Prophet ﷺ at Hajjatul wida'

Using the Student's Book

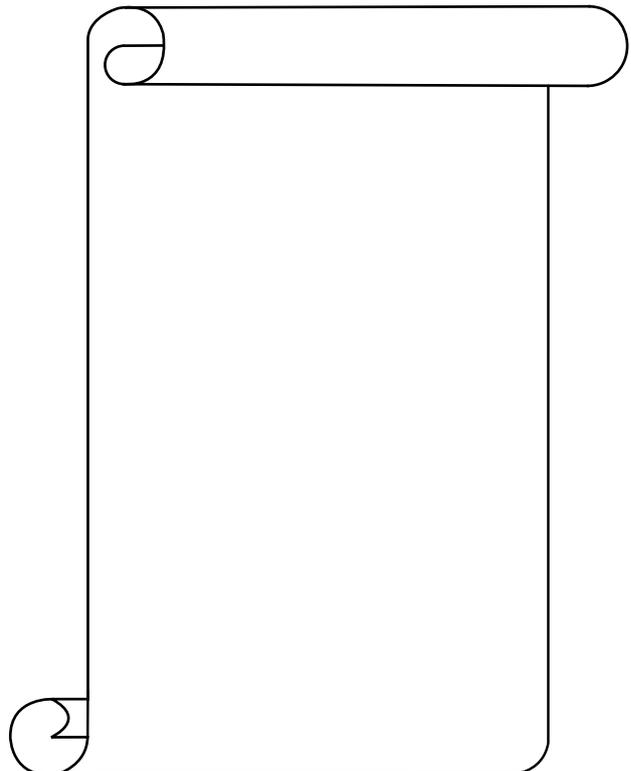
Students should read page 9 and annotate from the extract of Prophet Muhammad's ﷺ farewell sermon.

After completing the activity below, students should complete Question 6 in their notebooks.

Activity

Should you wish to further consolidate students' understanding, make a list of the Holy Prophet's ﷺ instructions in his last sermon.

You could ask students to record this in the form of a scroll (see below), taking care to do this very carefully because of the importance of what is being recorded and remembered.



To consolidate learning in this unit you may wish to discuss the Key facts and Overview sections with students to reinforce the key messages of the unit and return to the learning outcomes to reinforce their importance.

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 Prophet Muhammad ﷺ gave his final sermon in Makkah in 632 CE in the month of Zil Hajj.
- I learned that the Prophet ﷺ declared in his last sermon that no person is superior to other by any means except for piety and good action.

Answers to assessments

1. The Nabateans managed to control the trade routes across Arabia by keeping the locations and sources of their water supplies, and their methods to find water, secret, for hundreds of years.
2. Makkah became an important trading city because it was located at the centre of the trade routes from East Africa and Southern Arabia to Babylon, Damascus, and Jerusalem. Also the Quresh profited greatly from granting access to the Ka'ba and selling provisions to pilgrims who came to worship idols at the Ka'aba.
3. The Prophet Muhammad ﷺ was born in 570 CE into the Banu Hashim tribe. His father, Abdullah Ibn Abdul-Muttalib, died before he was born. His mother Amina bint Wahab died before he was seven years old. He was raised by his grandfather, Abdul-Muttalib and then by his uncle Abu Talib.
4. The following may have helped the Prophet Muhammad ﷺ become successful in spreading his message:
 - He was Allah's chosen messenger.
 - He was trustworthy and his followers had a deep faith in him even when they were persecuted.
 - He had gained a reputation for honesty and had made trusted contacts as a trader.
 - He was able to convince people to give up their greedy business practices, their disregard for the poor, and mistreatment of the enslaved.
 - His message appealed to the people, especially the poor, the slaves, and the badly treated members of the Arab society.
 - Upon his instructions, some of his followers migrated to Abyssinia in East Africa around 615 CE.
 - The Muslims in Makkah migrated with him to Yathrib (later called Madina) in 622 CE.

- The Muslims in Madina welcomed the Prophet ﷺ and willingly made the *al-Muhajirun* their brothers.
 - He created a constitution in Yathrib which ended rivalries and hence a peaceful, harmonious, and multi-faith society was established.
5. Prophet Muhammad's ﷺ message enraged the elite of Makkah because they feared he might claim leadership and bring an end to their political, economic, and social supremacy. The Prophet ﷺ refused their offers of becoming their leader or their riches, and this further frustrated them.
 6. The Prophet Muhammad's ﷺ farewell sermon is considered very important to Muslims because he encapsulated the message of Allah in it and asked his followers to mainly: say their five daily prayers; fast during *Ramzan*; offer zakat for charity; and perform Hajj, if possible. He also instructed that no person had superiority over the other except by piety and good action. The Prophet ﷺ united the entire Islamic community into a brotherhood known as the Muslim Ummah.
 7. The bond between the *al-Muhajirun* and *al-Ansar* in Yathrib was based on the principle of brotherhood. The Prophet ﷺ did not want the *al-Muhajirun* to burden the *al-Ansar* and hence he paired each *Muhajir* from Makkah with an *Ansar* from Yathrib (Madina) as brothers. The *al-Ansar* shared their businesses and property with *al-Muhajirun*. This was a remarkable achievement as it created a great support system for the immigrants, who had left their belongings and property in Makkah.
 8. The way the Prophet Muhammad ﷺ conquered Makkah in 630 CE was very special because he did so without shedding a single drop of blood. The Makkans were overwhelmed by the ten thousand unarmed pilgrims who had travelled, under the leadership of Prophet Muhammad ﷺ to Makkah to

worship at the Ka'aba The Prophet Muhammad ﷺ cleared the House of Allah of idols and displayed great generosity by granting a general amnesty to those who had persecuted his family and followers, and committed crimes against him. Many people including Arab tribal leaders converted to Islam as a result of this generosity.

9. The first person to convert to Islam was a) Hazrat Umar رضي الله عنه b) Hazrat Abu Bakr رضي الله عنه.

Answers to Skills Book

Page 3 'The early Muslims'

A 1–2. Students were asked to demonstrate information gathering and explanatory skills as they talk about their understanding and reasoning. They should record this information, as given below:

	What they did	Why they did this
rich traders and business people	As the Holy Prophet ﷺ spread the teachings of Islam to the rich people of Makkah, some opposed him and attempted to offer him power and riches to stop spreading his message. Others were willing to listen and obey the word of Allah, and the first convert to Islam of a high social standing in Makkah, outside of Prophet Muhammad's ﷺ family, was Hazrat Abu Bakr ؓ, a wealthy trader.	Those who opposed Prophet Muhammad ﷺ did not see him as the messenger of Allah, or were unhappy that he preached that they should give up their greedy business practices, disregard for the poor, and mistreatment of the enslaved. Others, like Hazrat Abu Bakr ؓ were willing to accept the word of Allah, and became observant Muslims.
the rulers of Makkah	The rulers of Makkah turned against him. They inflicted pain, injury, and even death on those (particularly the poor and the slaves) who embraced Islam.	As more and more people in Makkah converted to Islam, the number of their enemies also increased. The Makkan rulers feared that Prophet Muhammad ﷺ might claim leadership and bring an end to their political, economic, and social supremacy.

poor people and slaves	Prophet Muhammad's ﷺ early followers were slaves and the poor who were mistreated by the rich.	These people accepted the message of Islam of fairness, respect, and tolerance which was otherwise denied to them.
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Page 4 'The creation of a Muslim yet multi-faith city'

A 1. Students should mention some of the following, but might have the points in different boxes.

a) The Prophet ﷺ was highly respected and was seen as a good and fair leader and as a very wise and holy man.
b) The Holy Prophet ﷺ laid the foundations of the new society in Yathrib on the principles of brotherhood, or fraternity.
c) Prophet Muhammad ﷺ paired each <i>Muhajir</i> from Makkah with an <i>Ansar</i> from Madina as brothers, making a remarkable cooperation where they shared personal property, and even could inherit from each other. Some local Jewish citizens also took up the invitation to join this brotherhood. Prophet Muhammad ﷺ signed treaties of peace and cooperation with the tribes that did not.
d) The Prophet Muhammad ﷺ was trusted and respected. The teachings of Islam have a universal appeal, and the Prophet ﷺ was seen as completely trustworthy and as someone striving for greater equality amongst people regardless of their caste, colour, and creed.

The spread of Islam

Background knowledge for the unit

The religion of Islam is essentially based on the principles of peace, equality, justice, and tolerance and the strength of these universal ideas helped the religion to spread across the Arabian Peninsula and beyond. Prophet Muhammad ﷺ made an active effort in spreading Islam widely. He, therefore, sent envoys to the Roman, Persian, and Byzantine emperors in Constantinople inviting them to accept Islam. He also sent messengers to Syria, Egypt, and Abyssinia offering to bring Islam to the people of these regions. After his death, the mission to spread Islam was continued by his companions and followers, most importantly by the ‘the Rightly Guided Caliphs’, or *Khulafa-al-Rashidun* ﷺ.

Hazrat Abu Bakr ﷺ laid the foundations for the Islamic world as the first elected *khalifa* of Islam in 632 CE, but faced many challenges from rebellious Arab tribes. However, Hazrat Abu Bakr ﷺ and the later Caliphs ﷺ dealt with these uprisings tactfully and worked tirelessly to spread Islam beyond the boundaries of the Arabian Peninsula to Syria.

Before we proceed

The early Caliphs ﷺ were remarkable leaders and administrators. Hazrat Umar ﷺ conquered Jerusalem and showed tolerance and respect to the Christians and Jews living there. He established a strong administrative structure, and later reforms by Hazrat Usman ﷺ further strengthened the government. Hazrat Ali ﷺ managed to handle the rebellion of Amir Mu’awiya by agreeing a peaceful settlement and thus prevented a civil war on Islamic lands, despite the fact that this led to the division of the Islamic territory and his martyrdom.

Amir Mu’awiya founded the Umayyad Dynasty and expanded Islamic lands. His general, Tariq Bin Ziyad, completed the conquest of parts of the Spanish Peninsula, thus extending the spread of Islam into Europe.

Expected learning outcomes

Students should be able to:

- explain the spread of Islam outside the Arabian Peninsula
- identify the ‘Rightly Guided Caliphs’ ﷺ
- recount facts about the lives of the Rightly Guided Caliphs ﷺ
- explain the problems faced by the Rightly Guided Caliphs ﷺ and how they solved them
- compare and contrast the achievements of the Rightly Guided Caliphs ﷺ

PAGES 14-15

‘How Islam spread outside the Arabian Peninsula’; ‘The Rightly Guided Caliphs’; ‘Hazrat Abu Bakr ﷺ’; and ‘Hazrat Umar ﷺ’

Resources

- Skills Book page 6 ‘The spread of Islam beyond the Arabian Peninsula’

Introduction

This activity is about the achievements of and challenges faced by the four Rightly Guided Caliphs ﷺ, who ruled the Islamic lands after the death of Prophet Muhammad ﷺ. The section provides an opportunity to look at how key individuals shaped history. By studying the lives of the leading figures from the earliest periods of Islam, students will deepen their knowledge and understanding of key leadership qualities, especially the ones which the ‘Rightly Guided Caliphs’ demonstrated.

Using the Student's Book

Ask the students to read, in turns, starting with the section 'How Islam spread outside the Arabian Peninsula?' followed by 'The Rightly Guided Caliphs' on pages 14–15.

Ask them to explain why it was important to the early Islamic leaders to spread Islam into the neighbouring areas. Students should be able to explain that Prophet Muhammed ﷺ was the last Messenger of Allah and that after the Prophet's death, the early Muslims and their leaders continued his mission of spreading the message of Islam as it was hugely important to them. Students may also make inferences and deductions of an historical nature related to conquest of further territory for consolidating the position of the Islamic community against potentially hostile neighbours. Securing borders helped them to benefit from the wealth, trade, and resources that came from controlling large territories. The relative decline of the Persian (Sassanid), and Byzantine (Eastern Roman Empire) territories might also be mentioned as reasons for the spread of Islam by some students with additional knowledge.

Help the students by discussing the problems faced by each of the Rightly Guided Caliphs and how they overcame them. Also, explain how their personalities and strengths helped them alongside their faith and observance of Islam.

Students should complete the relevant sections of Questions 1–2 for homework.

Using the Skills Book

The Skills Book activity 'The spread of Islam beyond the Arabian Peninsula' on page 6 includes a map task about the spread of Islam outside the Arabian Peninsula. Students will be required to shade in the territory that fell under Islamic control during the rule of the different Caliphs. Students should complete the sections related to the first two caliphs only.

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 how Islam spread outside the Arabian Peninsula.

- I learned the meaning of the term 'Rightly Guided Caliphs', and the names of the four leaders who were given this title.
- I learned that Hazrat Abu Bakr رضي الله عنه unified the Arab communities.
- I learned that Hazrat Umar رضي الله عنه was respected by both Christians and Jews.

PAGES 15-17

**'Hazrat Usman ibn 'Affan رضي الله عنه'
and 'Hazrat Ali رضي الله عنه'**

Resources

- Skills Book page 7 'The Rightly Guided Caliphs'

Using the Student's Book

This lesson is a continuation of the previous lesson where students mainly learnt about the first two caliphs. In this lesson, students will learn about the last two caliphs, Hazrat Usman رضي الله عنه and Hazrat Ali رضي الله عنه and their significant achievements.

Explain that Hazrat Usman Ibn Affan' رضي الله عنه chose to live a simple, pious life despite the fact that he belonged to a rich family. He was very generous and distributed his wealth amongst the needy. Elicit responses about how his qualities shaped his administration as the Caliph.

Students should read about the Caliphate of Hazrat Ali رضي الله عنه. Ask them to make notes of the challenges he faced during his rule. At the end of the lesson, quiz them on the following:

- Who was Amir Mu'awiyah?
- What did he demand from Hazrat Ali رضي الله عنه?
- Why was Hazrat Ali رضي الله عنه assassinated?

Students should complete the relevant sections of Questions 1–2 for homework. They should also complete Question 3.

Using the Skills Book

Students should complete the relevant sections of the activity 'The Rightly Guided Caliphs' on page 7 of the Skills Book. They should already have completed the sections on Hazrat Abu Bakr رضي الله عنه and Hazrat Umar رضي الله عنه.

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 number of key improvements were made during the Caliphate of Hazrat Usman رضي الله عنه.
- I learned that Hazrat Ali رضي الله عنه faced many challenges during his Caliphate.
- I learned that Amir Mu'awiya demanded the Caliphate to be divided.

PAGE 17

'The Umayyad Dynasty (661–750 CE)' and 'Tariq bin Ziyad and the Muslim conquest of Spain'

Resources

- *Oxford School Atlas for Pakistan*

Using the Student's Book

Ask the students to read 'The Umayyad Dynasty (661–750 CE)' and 'Tariq bin Ziyad and the Muslim conquest of Spain' on page 17. You could ask students what they know about 'Gibraltar' and to locate it on the map in their *Oxford School Atlas for Pakistan*.

Elicit responses why Tariq bin Ziyad ordered his men to 'burn their boats'. Suggest that probably Tariq bin Ziyad wanted his army to believe that they could defeat Roderick's army and conquer the territory. It could also signify that he wanted his army to know that they will not be going back without confronting the opponent.

You could now ask students to attempt Question 4.

You may wish to refer to the Key Facts and Overview sections to discuss and consolidate students' learning. Linking back to the 'Expected Learning Outcomes' of the unit may also be helpful at this point, as will the digital component of this series *My E-Mate* if you have access.

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 Tariq bin Ziyad defeated King Roderick's army and conquered Spain.

Answers to assessments

1.

Caliph	Achievements
Hazrat Abu Bakr <small>رضي الله عنه</small> (632–634 CE)	<p>Known as <i>Al-Siddiq</i> or ‘the truthful one’, Hazrat Abu Bakr <small>رضي الله عنه</small> had been a close companions of Prophet Muhammad <small>صلى الله عليه وسلم</small> and was elected as the first <i>khalifa</i> of Islam in 632 CE.</p> <p>He dealt with tribal rebellion amongst the Arabs and unified them, spreading Islam to Syria in the process.</p>
Hazrat Umar <small>رضي الله عنه</small> (634–644 CE)	<p>Hazrat Umar <small>رضي الله عنه</small> expanded the influence of Islam to parts of the former Roman and Persian empires in the Middle East. When he was martyred in 644 CE, Islamic rule had spanned from present-day Libya in North Africa to the Indus River in the eastern Indian subcontinent.</p> <p>His administrative system was powerful and under his rule, significant progress was made in law making, diplomacy, civil building works, free trade, and welfare aid for the poor.</p> <p>He commissioned the building of a naval fleet, and in 634–636 CE his troops defeated both the Byzantine (Eastern Roman Empire) and the Persian armies. When his army conquered Jerusalem in 637 CE, he humbly declined the offer of the priest to pray inside the church, so that later generations would not be encouraged to transform the church into a mosque. This act demonstrated his respect for other religions.</p>

Hazrat Usman ibn ‘Affan <small>رضي الله عنه</small> (644–656 CE)	<p>Hazrat Usman <small>رضي الله عنه</small> was a skilled businessman who managed his personal wealth with generosity, and adopted a simple lifestyle and lived with piety. Under his administration, the Islamic Empire expanded into Persia, Armenia, North Africa, and parts of the eastern Mediterranean. He increased taxation in the conquered territories to build public buildings and pay the salaries of workers and soldiers, but ensured fairness by establishing a system of inspecting markets, and weights and price regulations. There was great turmoil during the closing years of his rule and he was martyred in 656 CE.</p>
Hazrat Ali <small>رضي الله عنه</small> (656–661 CE)	<p>Hazrat Ali’s <small>رضي الله عنه</small> short reign was distinctive because of his personal piety, wisdom, thoughtfulness, sense of justice, and bravery. He was opposed by Amir Mu’awiya, Governor of Damascus, and in order to maintain peace, he divided the Caliphate. While Amir Mu’awiyah controlled Syria and Egypt from Damascus, Hazrat Ali <small>رضي الله عنه</small> gained control of the remaining land from Tripoli in North Africa, the Caspian Sea in north-western Asia, and Herat in Afghanistan. He ruled from Kufa in Iraq. He established police forces, and made infrastructure improvements such as buildings, roads, and wells. He was martyred by opponents who disagreed with his decision to split the Caliphate.</p>

2. Comparing the Rightly Guided Caliphs, or Khulafa-al-Rashidun

	Hazrat Abu Bakr ﷺ	Hazrat Umar ﷺ	Hazrat Usman ibn 'Affan ﷺ	Hazrat Ali ﷺ
Ruling period	632–634 CE	634–644 CE	644–656 CE	656–661 CE
Family Background	was a rich trader and companion of the Prophet ﷺ	information not given in the text	was the heir to a large business fortune and a skilled businessman	was one of the closest companions of the Prophet ﷺ
Territory	expanded Islam into what is now Syria	expanded Islamic territory to cover land from present-day Libya in North Africa to the Indus River in the Indian subcontinent, defeated Byzantine and Persian armies; and conquered Jerusalem in 637 CE	expanded Islamic lands into Persia, Armenia, North Africa, and parts of the eastern Mediterranean	ruled Tripoli in North Africa, the Caspian Sea in north-western Asia, and Herat in Afghanistan from Kufa in Iraq
Domestic achievements	was elected as the first <i>khalifa</i> of Islam in 632 CE and unified the people	Under his rule, administrative system was powerful and progress in law making, diplomacy, civil building works, free trade, and welfare aid for the poor was recorded. He commissioned the building of a naval fleet, and in 634–636 CE his troops simultaneously defeated the Roman and Persian armies.	increased taxation in new lands; built public buildings; paid for the officials of the civil service and military from taxes; established an inspection system for markets, and weights; regulated prices to protect the people	established police forces; made infrastructure improvements, e.g. buildings, roads, and wells
Domestic problems	dealt with tribal rebellions		faced great turmoil during the closing years of his rule	faced strong opposition by the people on his decision to divide the caliphate
Personal qualities	known as <i>Al-Siddiq</i> or 'the truthful one'; wise and capable	wise and tolerant of other religions	simple in lifestyle and pious; generous to others	pious, wise, thoughtful, just, brave
Death	old age	assassinated by Feroze, a disgruntled Persian slave, over a personal grudge	martyred in 656 CE	martyred by opponents whilst praying

3. Hazrat Ali's ﷺ reign as Caliph, from 656–661 CE, came after the martyrdom of Hazrat Usman ﷺ and a period of turbulence in the Islamic Empire. Powerful regional and central figures considered who should take control. Hazrat Ali ﷺ had become Caliph because he was incredibly pious, wise, brave, just, and thoughtful. He had been at the Prophet's ﷺ side during the most testing moments of his life but was challenged by the Governor of Damascus, Amir Mu'awiya, who was willing to fight for power, and mobilized troops against him. As a seeker of peace, and not wanting to tear apart the Islamic empire in a civil war, Hazrat Ali ﷺ accepted Amir Mu'awiya's demand to divide the Caliphate. The division of a territory under Amir Mu'awiya, ruling Syria and Egypt from Damascus and everything else under Hazrat Ali ﷺ from Kufa in Iraq left a small group of unhappy people who plotted and murdered the Caliph in the Kufa Mosque with a poison-dipped sword.
4. Tariq bin Ziyad, belonging to a Berber tribe of Algeria, was born in 670 CE and died in 720 CE in Damascus, Syria. He rose through the ranks of the army to become one of Musa bin Nusair's greatest generals. He is remembered for his military leadership and inspiring character. Students' answers could also include the following information:-
- He led the successful but risky attack on the city of Tangier in North Africa 711 CE with 7000 men, telling them to burn their boats to prevent any option of retreat or flight; hence the modern saying 'to burn all your boats' (meaning leaving yourself no option).
 - His seaborne landing near a large rocky outcrop led to the rock being renamed Tariq's Mountain (*Jabl-e-Tariq*, now *Gibraltar*)

- He defeated Roderick's army.
- He paved way for his commander, Musa ibn Nusair, to follow him in Spain in 712 CE.
- By 714 CE their armies had defeated the Spanish, and large areas became Islamic territories.

Answers to Skills Book

Page 6 'The spread of Islam beyond the Arabian Peninsula'

A 1. Students should mark the places where Islam reached during the *Rashidun* Caliphate.

During Hazrat Abu Bakr's ﷺ rule (632–634 CE), Islam reached up till Syria.

During Hazrat Umar's ﷺ rule (634–644 CE), Islam reached present-day Libya in the west to the Indus River in the east. It reached as far as Jerusalem in 637 CE.

During Hazrat Usman ibn 'Affan's ﷺ rule (644–656 CE), the Islamic Empire included Persia, Armenia, North Africa, and parts of the eastern Mediterranean.

During Hazrat Ali's ﷺ rule (656–661 CE), Islamic Empire stretched up to Tripoli in North Africa, the Caspian Sea in north-western Asia, and Herat in Afghanistan.

Page 7 'The Rightly Guided Caliphs'

A 1. Students should read pages 14–17 about the Caliphs from their Student's Books.

2.

Caliph	Problems	How he solved them
Hazrat Abu Bakr ﷺ 632–634 CE	After the death of the Prophet Muhammad ﷺ the alliances of the Arab communities began to fall apart. Some Arab tribes rebelled;	Dealt with uprisings firmly, re-unified the Arabs and spread Islam to what is now Syria.

	some refused to pay zakat, while the others refused to accept the authority of the caliphate.	
Hazrat Umar ﷺ 634–644 CE	faced problems from neighbouring great powers: the Byzantine Empire and the Persians; fought and beat the Persians at al-Qaddisiya and at the same time defeated the Byzantines at Yarmouk in 636	built battle fleets for the Muslim army; absorbed some of the lands of the Eastern Roman Empire (Byzantium) and Persia
	needed to administer a large and complex empire	set up a strong system of administration; made new laws; began diplomatic relations; focussed on civil building works; promoted free trade; worked for the welfare of the people

<p>Hazrat Usman ibn 'Affan <small>رضي الله عنه</small> 644–656 CE</p>	<p>He took office when aged sixty-eight and inherited his father's immense fortune when he was only twenty years, old. During his last years there was great civil unrest in the empire.</p>	<p>Despite being the son of a wealthy trader, he maintained a simple life and applied simplicity and honesty to his administration.</p>
		<p>The Islamic Empire expanded into Persia, Armenia, North Africa, and parts of the eastern Mediterranean. He increased taxation in the conquered territories and used the money to build public buildings and pay the salaries of workers and soldiers in the empire. The size and wealth of cities grew to make people more contented. Markets were regularly inspected and the weight and prices of goods were regulated.</p>

<p>Hazrat Ali <small>رضي الله عنه</small> 656–661 CE</p>	<p>He inherited power after the martyrdom of Hazrat Usman <small>رضي الله عنه</small>. There was instability in the empire and feelings of mistrust amongst people.</p>	<p>To improve stability and satisfaction, he set up police forces, built roads, and had wells dug. He expanded the empire into some new territories.</p>
	<p>Amir Mu'awiya, Governor of Damascus, challenged his Caliphate and marched troops against him.</p>	<p>In order to maintain peace, Hazrat Ali <small>رضي الله عنه</small> accepted Amir Mu'awiya's demand to divide the Caliphate. Accordingly, Amir Mu'awiya would control Syria and Egypt from Damascus, whilst Hazrat Ali <small>رضي الله عنه</small> would control the rest from Kufa in Iraq.</p>

Background knowledge for the unit

The Umayyad Caliphate (661–750 CE), at its height covering an area of 11,100,000 k² and with a population of 62 million people (29% of the world's population), was overthrown by the Abbasids in 750 CE, and was followed by what scholars have described as the 'Golden Age of Islam' (750–1258 CE).

The Abbasids were named after al-Abbas ibn Abd al-Muttalib (Prophet Muhammad's youngest uncle) from whom they descended. This long period of relative stability, in terms of the ruling family, saw it control a significant part of the world between 750 and 900 CE. The Abbasid caliphs first ruled from Kufa and then founded Baghdad as a cultural and political capital, building libraries and centres of scholarship and languages.

Before we proceed

The Abbasid Dynasty gradually lost territory to other factions over its long reign. However, it is renowned for promoting scholarship, culture, and philosophy, as well as preserving, translating, and developing many ideas from neighbouring ancient cultures which otherwise would have been lost to the world. The Abbasid caliphs Haroon al-Rasheed and Mamoon al-Rasheed expanded the libraries of Bagdad and established 'The House of Wisdom' where scholars from across the Islamic world translated texts from foreign languages into Arabic throughout the eighth, ninth, and tenth centuries CE. Scientific thinking and philosophy were encouraged and great thinkers were drawn to the city's flourishing intellectual life. Major ideas, which exert great influence even today, were generated and developed; for example, al-Khwarizmi's work on mathematics, in particular algebra and algorithms, and Ibn al-Haytham's experimental scientific method.

Expected learning outcomes

Students should be able to:

- assess the importance of Baghdad in relation to the growth of Abbasid power
- explain how learning and culture developed during the Abbasid Caliphate
- list great scholars from the Golden Age of the Abbasids and state their historical significance

PAGES 22-23

'How important were the Abbasids for the Islamic Golden Age?' and 'The Abbasid Revolution'

Introduction

The key enquiry question for this section is 'How important were the Abbasids for the Islamic Golden Age?' The Abbasid Caliphate, established after the overthrow of the previous ruling dynasty, The Umayyads, oversaw what has been called the Golden Age of Islamic culture. It ruled from 750 to 1258 CE, making it one of the longest-reigning, and perhaps the most influential dynasty of the Muslim world. It was the largest empire in the world between 750 and 900 CE. This section provides an opportunity to think about the meaning of 'golden age' and to identify some of the circumstances that were necessary to facilitate the advancement of the sciences, philosophy, and thought. There is also an opportunity to consider some of the leading contributors to this golden age and their significant contributions to world knowledge.

Using the Student's Book

Ask students to read pages 22–23 of the Student's Book. Explain that economic and military powers were important in securing peace and allowing intellectual activity to thrive, which is valued and celebrated to-date.

Ask what the Arab Abbasids gained from their Persian neighbours, and how this valuing of diversity helped establish a multicultural capital for the Abbasid Empire. They should be able to respond that appreciating the value of different cultures meant that knowledge could be gathered from them.

You could ask students to complete Question 1.

Discussion and review

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

- I learned that the Abbasid Caliphate was the largest empire in the world between 750–900 CE.
- I learned that the Abbasid Caliphate was not only recognized by the people they ruled, but also by their distant neighbours.

PAGES 23–24

'Baghdad: The Abbasid capital'

Resources

- Skills Book page 9 'Baghdad: The capital of the Abbasids'

Using the Student's Book

The students should read pages 23–24 and then discuss Al-Mansur's possible motives for moving his capital from Kufa to between the Tigris and Euphrates rivers in 762 CE. For example, we can speculate using the image of the design of the new city of Baghdad on page 23 that:

- there were four main gates, each of which led directly to a key corresponding city of the empire. This in turn facilitated the scientific, cultural, and artistic ideas of Europe, the Mediterranean, the Near East, and Asia to flourish in Baghdad.
- the city was situated on trade routes that linked it to the east and the west.

Discuss 'What reasons could be given for naming the new city *Madinat-as-Salaam*, the city of peace?' Students might make assumptions and give answers. Following this discussion, ask students to complete Question 3.

Using the Skills Book

Complete Skills Book activity 'Baghdad: The capital of the Abbasids' on page 9. Use appropriate texts from pages 23–25 of the Student's Book to complete the tasks.

Discussion and review

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

- I learned that the location of Baghdad was instrumental in making it the epicentre of learning and scientific advancements.

PAGES 24–25

'Haroon al-Rasheed and the Islamic Golden Age'

Using the Student's Book

Ask the class to read about Haroon al-Rasheed and the Islamic Golden Age on page 24. Ask students to list in their notebooks ways in which Haroon al-Rasheed and Mamoon al-Rasheed helped make Abbasid Baghdad special.

Students should complete Question 4.

Discussion and review

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

- I learned that Haroon al-Rasheed ruled wisely during his reign.
- I learned that Haroon al-Rasheed sent unprecedented gifts to impress Charlemagne.

PAGES 25-27

***'Baghdad's House of Wisdom';
'The scholars of the House
of Wisdom'; (all sections);
and 'The end of the Abbasid
Caliphate'***

Resources

- Skills Book pages 10–11 'Famous scholars of the Islamic Golden Age'

Using the Student's Book

Activity

Elicit what the role of the House of Wisdom in Baghdad might have been. Students might guess that it was some sort of library where scholars researched and exchanged scientific ideas. Ask them to look at the illustration of the House of Wisdom on page 25. Students should read pages 26–27 about the Islamic scholars and their inventions. They should make notes of the inventions of each scholar.

Using their notes and information from the Student's Book, they should complete Questions 5–6. They should give an outline of the achievements of each scholar beneath their names.

Divide the students into three teams. Assign each team one of the prominent scholars: al-Kindi, the Banu Musa brothers, and Muhammad ibn Musa al-Khwarizmi, to research.

Allot a fixed time limit for teams to conduct research and complete the table. Then mix up the teams to make new teams so that new groups are formed with at least one person who has researched each key figure in the group.

Each team then shares information in turn so that everyone completes their whole table.

Personalities	Achievements
al-Kindi	
Banu Musa brothers	
al-Khwarizmi	

Ask what they found most interesting about the leading scholars of the Golden Age of Islam. Discuss historical research skills used in this activity: planning, reading, extracting key information, and analysis of newly acquired knowledge.

The last lesson, 'The end of the Abbasid Caliphate', concludes the Golden Age of Islam at the hands of the Mongol leader, Hulagu Khan, who attacked and destroyed the city of Baghdad in 1258 CE. Explain that they will learn more about Hulagu Khan in unit 6 in *World Watch History Student's Book 2*.

Students should be able to complete Question 2.

Using the Skills Book

Using pages 10–11 of the Skills Book, complete parts A and B of the fact files from the section 'Famous scholars of the Islamic Golden Age'. Students should also complete 'Writing an obituary' on page 12 in their Skills Book for homework.

Discussion and review

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

- I learned the importance of learning and culture during the Abbasid Caliphate.

Answers to assessments

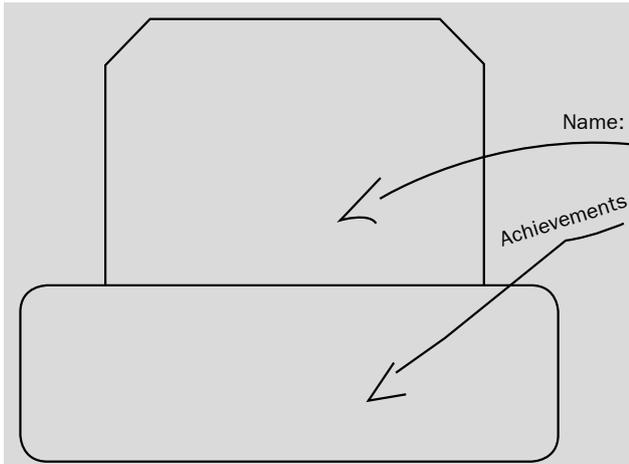
1. The Abbasid Dynasty reigned for a period of 508 years (from 750 to 1258 CE).
2. Three examples of how the Abbasids were instrumental in leading the Muslims during the golden age of Islam could include any of the following:
 - They appreciated the value of other cultures, particularly that of the Persians, and were willing to learn from them so they could increase their intellectual and scientific achievements.
 - The new Abbasid capital was purpose-built in 762 CE and was named '*Madinat-as-Salaam*', meaning the city of peace. It rapidly grew to become the largest city outside of China, and attracted scholars.
 - They encouraged their people to experiment and innovate.
 - The site chosen for Baghdad was strategically important because it was situated on trade routes that linked it to the east and the west. There were four main city gates, each of which led directly to a key city of the empire. This allowed the scientific, mathematical, and cultural ideas of Europe, the Mediterranean, the Near East, and Asia to criss-cross and brought new ideas to local scholars.
 - The city of Baghdad was well-managed.
 - The largest library in the world, the House of Wisdom in Baghdad, was set up by Mamoon al-Rasheed by 860 CE. Leading scholars such as Hunayn ibn Ishaq, al-Kindi, the Banu Musa brothers, Muhammad ibn Musa al-Khwarizmi, Ibn-al-Haytham, and al-Razi were attracted to Baghdad, thus enticing others to become their students or to hold scholarly debates with them.

3. The Abbasid caliphs built Baghdad between the Tigris and Euphrates rivers because it was a better location than their former capital. It might have been easier to design a new capital from scratch than to adapt the existing city.
4. To help students complete this in a meaningful way, ask them to reflect on what sorts of length and types of texts are placed on a memorial plinth, and how long the message can be. You might like to talk about audience and sponsor, size, and materials. It might be helpful to link to modern memorials they might have seen or to show one or more pictures as suitable examples. If you do this, stress that it is not about copying styles they have been shown, but thinking about genre, design, and purpose of memorials as historical artefacts and objects in the public sphere.

It may be helpful to discuss success criteria with the class for this task, making sure they know what you are looking for when you assess the work. A good response will (for example) include the name of the person being commemorated; be carefully worded; have a short, clear summary of Haroon al-Rasheed's key contributions to the Islamic Golden Age; and be presented neatly. The students could research Haroon-al-Rasheed from reference books and online sources. They should study the photographs of the silver dinar from his reign and his final resting place in the Imam Reza mosque in Iran to make notes for this task.

Students should:

- include the name of the person being commemorated
- provide a short, clear summary of his/her key contributions to the golden age
- select their content carefully and wisely
- use language carefully and appropriately
- present their work attractively and neatly



5. The Translation Movement was so successful because the House of Wisdom in Baghdad had become the largest library in the world by 861 CE, with works of science, medicine, mathematics, and geography from Greek, Latin, Indian, Chinese, Syrian, and Persian sources. There were many translators who knew different languages. All the works were translated into Arabic for use across the Abbasid lands as well as in Baghdad's great centres of learning. This 'Translation Movement' saved much of the knowledge of the ancient world from destruction.

6.

	Achievements
al-Kindi	<ul style="list-style-type: none"> • born in Basra, educated in Baghdad • became a prominent figure in the House of Wisdom • wrote hundreds of original works on a range of subjects including medicine, astrology and optics, perfumes, swords, jewels, glass, dyes, zoology, tides, mirrors, meteorology, and earthquakes • introduced Indian numerals to mathematics via four volumes entitled <i>On the Use of the Indian Numerals</i> • credited with popularizing the use of the zero, using the Arabic word <i>sifir</i>, via his works on codes and 'ciphers'

Banu Musa brothers	<ul style="list-style-type: none"> • most famous of all the scientists at the House of Wisdom • measured the length of a year to be 365 days and 6 hours, the most accurate measurement for centuries • used an astrolabe for this calculation
Muhammad ibn Musa al-Khwarizmi	<ul style="list-style-type: none"> • perhaps the greatest Muslim scientist of the Islamic Golden Age • translated works whilst also developing new ideas • created a system using symbols in place of numbers for complex equations; published this in his book 'Al-Jabr', thus creating algebra • developed a system for calculating sequences of equations, now called algorithm, (a Latinized version of al-Khwarizmi) • led a team of mathematicians and geographers to work out the size of the Islamic Empire and made an accurate calculation of the circumference of the Earth

Answers to Skills Book

Page 9 'Baghdad the capital of the Abbasids'

- A 1. Students' answers should refer to these sorts of factual elements, although not necessarily in this order.
- a) Location, design, layout, and size
- purpose-built north of Kufa between the Tigris and Euphrates rivers from 762 CE
 - designed by the Abbasid Caliph, Al-Mansur
 - four gates, each on a road to one of the key cities of the empire Kufa, Damascus, Basra, Khurasan
 - named '*Madinat-as-Salaam*' the city of peace, but came to be known by its local name: Baghdad
 - by 780 CE Baghdad, was the largest city in the world outside China
- b) Law and order
- It had an efficient public administration system and laws to maintain justice and social equity.
- c) Buildings
- It was a centre of learning that made it a magnet for the world's greatest thinkers, artists, scientists, and architects.
2. Students will use their notes to write a guide book about Baghdad, during the Abbasid Caliphate in their notebooks. The format for this should have been agreed with students in advance, and some discussion of layout and structure should have taken place. The best answers will blend some creativity and (historically informed) imagination alongside good use of known factual information.

Pages 10–11 'Famous scholars of the Islamic Golden Age'

A 1.

Hunayn ibn Ishaq	<ul style="list-style-type: none"> • most productive translator of medical and scientific papers • studied Greek • nicknamed the 'Sheikh of the translators'
Al-Kindi	<ul style="list-style-type: none"> • key figure in the House of Wisdom • wrote hundreds of original works on a range of subjects • wrote 'On the Use of the Indian Numerals', on codes and on ciphers • popularized the use of the zero
Banu Musa brothers	<ul style="list-style-type: none"> • scientists at the House of Wisdom • calculated the year to be 365 days and 6 hours using an astrolabe
Muhammad ibn Musa al-Khwarizmi	<ul style="list-style-type: none"> • languages scholar and translator • wrote a book 'al-Jabr' describing his system of algebra • made an accurate calculation of the circumference of the Earth
Ibn-al-Haytham	<ul style="list-style-type: none"> • a great physicist, mathematician, astronomer • developed theories on light and optics • considered as the father of the modern scientific method
Al-Razi	<ul style="list-style-type: none"> • a famous physician, and expert in mathematician, philosophy, and astronomy • wrote more than 200 medical books • most famous work was on smallpox and measles • set up one of the first hospitals in Baghdad

2. Students' own answers

Page 12 'Writing an obituary'

- A 1. Students should be told how much to write, and whether using others sources, and which sorts, are acceptable. The features of obituaries usually respond to fixed conventions, praising the dead, telling a little about the person's origins and achievements, and their historical significance.

Background knowledge for the unit

After the collapse of the Western Roman Empire in Europe towards the end of the fifth century, Spain fell under the control of the Germanic origin Goths. When the Gothic King Roderick of Spain, fought the army of Tariq Bin Ziyad in 711 CE, many of Roderick's soldiers fled to save themselves, and much of modern Spain and all of Portugal fell under Islamic control. Plans for further expansion ended at the Battle of Poitiers in 732 CE when the Muslim armies were halted by the French.

Islamic Spain was ruled by members of the Umayyad Dynasty from 756 CE under Abdul-Rahman I, who had survived the overthrow of his family by the Abbasids (in what is now Syria and Iraq). The Umayyads, therefore, continued to hold some power in the west long after they had lost it in the east.

Before we proceed

During its period of Islamic rule, the cities of the Iberian Peninsula, were multicultural and multi-faith societies, for members of the three great Abrahamic religions, Islam, Christianity, and Judaism. This peaceful co-existence was later labelled *La convivencia* by Spanish historians. It allowed a climate of intellectual activity to flourish regardless of faith or ethnicity. As a result, the cities of Toledo and Cordoba, where ground-breaking scientific discoveries were recorded, gained global recognition for scholarship.

By the twelfth century, Muslim control began to weaken, and in 1492 Granada was conquered by Isabella and Ferdinand of Spain. This historical event, known as the *Reconquista*, led to the forced conversions of Jews and Muslims by the victorious Christians. With this, the golden age of Islam in the Iberian Peninsula eventually came to an end.

Expected learning outcomes

Students should be able to:

- describe the establishment of the Umayyad Dynasty in al-Andalus (Muslim Spain)
- comment on the growth of the great cities of Muslim Spain
- investigate the Christians' response to the decline of Muslim rule in Spain

PAGE 32

'The conquest of Spain' and 'Umayyad Spain'

Introduction

The focus of this unit is on the capture of parts of Spain from 711 CE, and Umayyad rule of the Iberian Peninsula from 756 CE to 1492 CE. This period is usually seen as a golden age of learning, culture, and scholarship. The significance of Cordoba and Toledo is emphasized here, and some key individuals are taken as case studies of the world-class level of scholarship that was achieved in this period. In the unit, knowledge is built by exploring the nature of the key cities and individuals. Also, there is a focus on using information to analyse information about the past.

Using the Student's Book

Ask students to read page 32 'The conquest of Spain' and 'Umayyad Spain'. Explain how a large part of the Iberian Peninsula came under Islamic control. This builds on their earlier knowledge about the clash between the Umayyad's and the Abbasids, and mentions the Islamic military commander Tariq bin Ziyad, under whom most of

Spain and Portugal was rapidly conquered. Abdul-Rahman I began the rule of the Umayyad's in Spain in 756 CE.

Ask the students to look at the map on page 33 showing al-Andalus from the year 1000 CE. What are their thoughts when they see the extent of this territory? What other questions does it raise for them?

Ask students to complete Question 1.

Discussion and review

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

- I learned that Tariq bin Ziyad conquered Spain and Portugal.
- I learned that Abdul-Rahman I, an Umayyad prince, established his rule in al-Andalus.

PAGES 33-35

'Cordoba: The centre for learning and culture in Europe' and 'Al-Andalus: a model of tolerance and intellectual cooperation'

Using the Student's Book

Ask students to read the section 'Cordoba: The centre for learning and culture in Europe' on pages 33-34 and discuss what they think is meant by the terms:

- 'a centre of learning'
- 'a golden age'

You might find it helpful to read the conversation in the side panel on these pages, and to ask students to look at the cover of the Student's Book.

Ask: Do they think Islamic Cordoba sounds like an interesting place to visit? Why?

Would they like to visit the Grand Mosque in Cordoba? What makes it special?

Ask students to read aloud pages 34-35 and explain that al-Andalus was primarily a multicultural society that thrived on diversity. The lesson explains how Muslim Spain dealt with rebellion and became a uniquely tolerant place which the Spanish historians later called '*La convivencia*'. Discuss the following with the students and ask them to take notes, if possible:

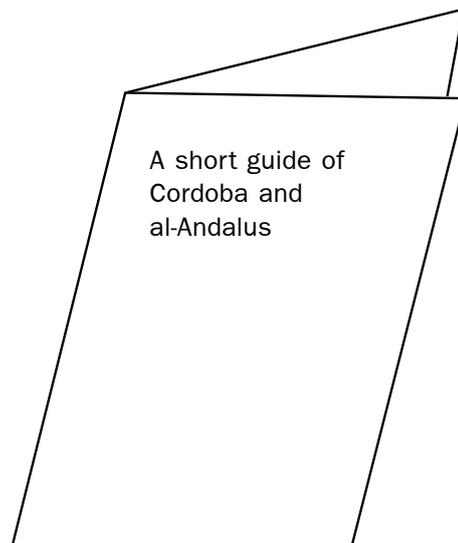
- What does the multi-faith, multicultural nature of al-Andalus tell us about al-Andalus society?
- What does life in the al-Andalus cities tell us about the Golden Age in Islamic Spain?

At this point, students should be able to attempt Question 2.

Activity

Explain to students that they are going to make a short guide for visiting scholars to Cordoba and al-Andalus at its peak. They could do this by answering a series of questions and making a small folded leaflet in the form of information for travelling scholars. Students could include questions such as:

- What might they see?
- Who might they meet?
- What should the well-informed traveller know?



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 Cordoba was a world-renowned centre of learning and culture.
- I learned about the growth and significance of the Muslim cities of Spain.

PAGES 35–36

***'Toledo: the frontier capital'
and 'Granada, the splendid
city of Spain'***

Resources

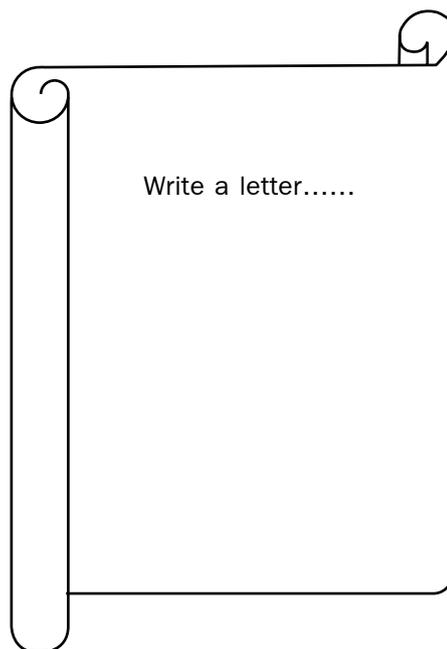
- Skills Book pages 15–16 'The scholars of al-Andalus'

Using the Student's Book

Ask the students to read pages 35–36 and explain that Toledo was the largest city to the north of Cordoba in al-Andalus. It also connected al-Andalus and the Christian Europe.

Moving on, explain that the tenth and eleventh centuries are still known as the Dark Ages in Europe because all the great works of the Greek masters, including Aristotle, Plato, Euclid, and Galen, had been forgotten by the Europeans. Furthermore, the works of these great masters were rediscovered in Baghdad and al-Andalus through Toledo.

Students should now be able to attempt Question 3 for homework. Explain how to use the information provided in the Student's Book on pages 35–36 to attempt Question 3 in class.



Explain that they will use the information in the Students book to write a short letter praising Toledo, written as if from a Christian traveller from the north of Europe in 1000 CE.

Talk about how a letter is structured and what sorts of things might have been included.

This could be done as homework, and perhaps made to look old by using a (dried out) sheet of paper that has been stained with tea to make it look like a very old document.

An example of the sort of response that could be achieved is given in the 'Answers to assessments' section.

Using the Skills Book

You should now ask students to complete in class the exercises A1 a–c 'The scholars of al-Andalus' Muslim cities of Spain' on page 15 in their Skills Book. Assign Skills Book pages 15–16 sections A1 d and A2 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 Toledo and Cordoba became the world's finest centres of learning.
- I learned about Granada and the famous elegance and splendour of the Alhambra Palace and Gardens.

PAGE 37

'The Reconquista' and 'The Spanish Inquisition'

Resources

- Skills Book page 14 'The Muslim cities of Spain'
- Skills Book pages 17–18 'The Islamic civilization of al-Andalus'

Using the Student's Book

Read the sections on page 37 'The Reconquista' and 'The Spanish Inquisition'.

Ask the students to refer to the map of Spain on page 33 and locate the cities discussed in the chapter. Discuss the repercussions of the marriage between King Ferdinand and Queen Isabella in 1469 CE. The students could be asked about the impact of this marriage on their kingdoms. They might be able to suggest that when the forces of both kingdoms united, they would have become more powerful than before. As suggested in the lesson, their combined power was the reason why Muslims lost city after city.

Explain what happened during the Spanish Inquisition. Students should know that Muslims and Jews not only outwardly accepted Catholicism due to religious persecution, but they were also imprisoned, tortured, expelled, or killed because there were rumours that the new converts were not sincere. Students should now be able to attempt Questions 4–5. Discuss Question 4 in class and it can be completed for homework.

Historians disagree about the levels of tolerance in al-Andalus, with some stating there was a higher level of religious and philosophical freedom of

thought and worship than others. It was certainly a region during the Islamic state where people from the Christian, Jewish, and Muslim faiths could be found.

On one hand, I think that there was genuine tolerance in al-Andalus because...

Another reason would be...

Additionally....

However, on the other hand, I think that...

Information which supports this viewpoint includes...

Some people also argue that...

Overall, therefore, I would conclude that...

Using the Skills Book

You could ask learners to complete section A of 'The Muslim cities of Spain' on page 14 of the Skills Book and sections A1–3 'The Islamic civilization of al-Andalus' on pages 17–18 of the 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 Muslims lost city after city in Spain during the *Reconquista*.
- I learned that the Muslims and Jews were forcibly converted to the Catholic Church during the *Reconquista*.
- I learned how people in the past might have reacted to certain events and policies, and can make inferences from these.

Answers to assessments

1. The most important factor in the establishment of a long-term Muslim presence in Spain was the religious tolerance displayed by the Muslim rulers. The conquest of the region was swift, partly due to Christian disunity, and partly due to the generous terms of surrender offered to the conquered cities by the Muslim armies.
2. Cordoba became one of the greatest cities in the world because it was regarded as a highly tolerant place for people belonging to different faiths which resulted in great collaborations between scholars from all three major faiths and from all over Europe and Asia. Spanish historians have called this coexistence '*La convivencia*'.
3. Use the information provided in the Student's Book on pages 35–36 to attempt Question 3. Below is a sample letter from a Northern European Christian traveller in Toledo, 1000 CE. Students should do their own research to write the letter.

Toledo
1st August, 1000AD

Dear Friend,

I hope you are in good health and that the Almighty protects you and your family. I trust trade is good. I wanted to write and explain that matters of great interest are delaying me, and that I feel I have much to learn on my journey here in the South. I have now reached Toledo, and want to write to tell you about it because I know you would like it here and find it interesting as an Islamic city on the edge of Christian Europe, but in the heart of Spain.

It is the largest city north of Cordoba in al-Andalus, the Muslim province which forms a large part of the Spanish Peninsula.

The population is made up of all of the People of the Book: Jews, Muslims, and Christians, and they live in relative harmony. This surprised me at first, but the more I have learnt here the more I realize that the people have shared values and much in common.

There are many scholars here and they produce what people tell me are great works of science

and philosophy. There are also libraries containing the works of writers from the ancient world of Greece and Rome such as Plato, Euclid, Aristotle, and Galen.

There is also much work done here in science, and you would also find that very interesting I think. Perhaps you will come to visit? The weather and air here are very good for your health and although the city is busy it is very beautiful, with many opportunities for a wise businessman, traveller, or scholar.

Do write back to me and tell me if you can see a way to join me in Toledo,

Your loving friend,

Michael Scot

4. Students' answers may support or challenge this view. The best answers will look at both sides of the argument in a balanced way, using some evidence to support their comments and inferences. The reasoning may be somewhat provisional, and arguments may only be partially developed using the information available, but there should be an attempt to reach a conclusion.

Arguments that could be used to support the view :

- Cordoba, Toledo, and other cities flourished and Cordoba became a world-renowned centre of learning and culture.
- Many people came to the region; for example, artists, architects, and scientists flocked to Cordoba. Why would they come if it was not a good place to be or if they faced discrimination and intolerance? The facts they came and stayed, and the city grew so much, suggest it was a good, tolerant place to live.
- Historians call it a golden age which suggests it was a period of great achievements.
- We know Jewish people in al-Andalus were treated much better under Islamic rule than under Christian rule.

- During the Christian revolt in 831 CE, it was Christian leaders in al-Andalus who responded to the Muslim government's patience by calling for peace. The fact that the rebellions faded away suggests that no one had any real deep grievances or was specifically mistreated.
- The Spanish historians called this period of coexistence '*La convivencia*'. This suggests their records show it was an especially a tolerant period.
- Toledo was also a centre for scholarship, and we know it was a multi-faith place where people lived alongside each other.

Arguments that could be used to challenge the view:

- Just because Cordoba was a centre for learning and culture does not mean there was real tolerance. There is little evidence here to prove there was tolerance. It is not possible to say on the available evidence.
- Although the Christian population in the conquered region was surprised at the leniency shown by the victorious Muslim army because none of their property was confiscated and they were allowed to continue worshipping in their churches, this does not prove everything was perfect in terms of religious tolerance.
- In 831 CE there was a rebellion against the Muslim rule by Christians who felt threatened by the large number of locals who were converting to Islam.
- Whilst we know that the Islamic scholar Ibn Rushd and the Jewish scholar Maimonides worked in similar areas of study, there is limited evidence of actual collaboration; hence, limited proof of cooperation and willingness to work together. Working itself does not prove people actually trusted each other or tolerated their differences.
- Toledo is only one city, but there is little to no information about tolerance in all the other places which were not multi-

faith. Also, we have no information on what small town and village life was like. The people in the countryside are often less tolerant and more conservative than those in the big cities.

- Multicultural and multi-faith cities can have separate communities which coexist, but that does not mean they are actually tolerant of each other. The Alhambra Palace was originally a fortress. Why was a fortress built if everyone lived alongside each other happily?
- The Christians re-conquered the territory, forced people to convert, expelled people, and treated people badly through the Spanish Inquisition, and this clearly shows that their leaders were not at all tolerant.

Conclusions are likely to suggest that there is good evidence of tolerance and respect shown by the Jewish and Muslim citizens, however a few influential Christians were as willing to live harmoniously. On the whole, most Christians did manage to lead their lives in a multicultural setting and the Golden Age was achieved as a result.

5. The Spanish Inquisition was active from 1478–1834 CE and was a commission to check that all the people in Spain worshipped as directed by the Catholic Church. People who did not convert to Catholicism, or whose conversions were doubted, were investigated, and in some cases imprisoned, tortured, expelled, or killed. In 1492 CE, the entire Jewish community of al-Andalus was expelled from Spain.

Answers to Skills Book

Page 14 'The Muslim cities of Spain'

- A 1 a) Umayyad territory in Spain was named al-Andalus (also allow Andalusia).

The Muslim Civilization in Spain lasted from 756 CE to 1492 CE.

The first caliph of al-Andalus was Abdul-Rahman I, whose capital was Cordoba.

He had the Grand Mosque of Cordoba built.

Before the spread of Islam to Spain, the people of Cordoba were mainly Christians and Jews.

The Jews welcomed the Muslims because they had been oppressed by the Christian majority.

However, the new Muslim rulers allowed the Christians to (allow any order) live, be leniently treated, continue worshipping in their churches; build new ones; and keep their property.

- b) In the ninth century, the Christians began to rebel against the Muslim rulers of al-Andalus, but the Muslim rulers managed to avoid any divisions between people of different faiths, and al-Andalus became a very tolerant place. This tolerance helped Muslim, Jewish, and Christian scholars to build an atmosphere of great collaboration between scholars from all three faiths and from all over Europe and Asia.

Another important Spanish city for learning was Toledo, where a Scottish priest and scholar named Michael Scot translated the work of Avicenna (Ibn Sina) and Averroes (Ibn Rushd) into Latin.

His translations spread across Europe, and helped the scholars of the European Renaissance in the fifteenth century.

- c) The third important city of Muslim Spain was Granada, where the Nasrid rulers ruled from the Alhambra Palace, which is now a UNESCO world heritage site.

At the end of the 15th century, the armies of the Spanish king and queen Ferdinand and Isabella began to recapture Spain from the Muslim rulers. This was called the Reconquista.

Then the Spanish Inquisition began, when many Jews and Muslims were forced to convert to Christianity, or were tortured, expelled, or killed.

Pages 15–16 'The scholars of al-Andalus'

- A 1.

Name	Ibn Rushd
Gender	Male
Nationality	al-Andalusian
Religion	Muslim
Achievements	ground-breaking work on natural science, medicine, law, philosophy, and astronomy inspired but extending considerably the ideas of the ancient Greeks; evidence suggests some contact with Maimonides

Name	Maimonides
Gender	Male
Nationality	al-Andalusian
Religion	Jewish
Achievements	ground-breaking work on natural science, medicine, law, philosophy, and astronomy inspired but extending considerably the ideas of the ancient Greeks; evidence suggests some contact with Ibn Rushd

Name	Michael Scot
Gender	Male

Nationality	Scottish
Religion	Christian (Catholic)
Achievements	Scottish priest and extensive traveller who settled in Toledo where he learned Arabic and began translating the works of Ibn Sina (Avicenna) and Ibn Rushd, (Averroes) into Latin, which allowed their ideas to reach a Europe-wide audience and which were key in elements of the European Renaissance in the 15 th century

Name	Lubna of Cordoba
Gender	Female
Nationality	al-Andalusian
Religion	Islamic
Achievements	Famous for her knowledge of grammar, the quality of her poetry, and interest in culture, she was the daughter of Al-Hakam II, the Caliph of Cordoba. She was given a role in the great library of Cordoba where she was in charge of playing, writing, and translating many manuscripts. She also had a role in the creation of the famous library of Medina Azahara. She is an important reminder that there were many key women in the cultural and intellectual life of the period.

2. Students' responses will be personal to the student, but should be assessed according to how well information is used to demonstrate an understanding of historical significance.

Pages 17–18 'The Islamic civilization of al-Andalus'

- A 1. Responses might focus on saying that:
 - a) After the collapse of the Western Roman Empire in Europe towards the end of the 5th century, Spain fell under the control of the Goths of Germanic origin.
 - b) When the Gothic King Roderick of Spain fought the army of Tariq Bin Ziyad in 711 CE, many of his soldiers fled to save themselves, and much of modern

Spain and all of Portugal fell under Islamic control. Conquest of the region was swift, partly due to Christian disunity, but also a consequence of the very generous terms of surrender the Muslim armies offered to the conquered cities.

- c) At the time there was a power struggle in Syria and Iraq, and after a period of civil war in Syria and Iraq, the Umayyad Dynasty was overthrown and the caliphate was replaced by a new dynasty, the Abbasids, in 750 CE. The centre of power shifted from Syria to Iraq. An Umayyad prince, Abdul-Rahman I, escaped the Abbasid forces that had taken control of Syria and Iraq and reached al-Andalus and established his rule there in 756 CE from Cordoba, the Umayyad capital of al-Andalus.
2. The actions of the Muslim rulers in al-Andalus that helped to make it an important centre of learning were their interest in culture, art, and science, and their willingness to consider ideas from other cultures. The Iberian Peninsula during its period of Islamic rule was a multi-cultural, multi-faith society in the cities, with the three great religions of the book present: Muslims, Christians, and Jews. This largely peaceful coexistence, later labelled *la convivencia* by Spanish historians, allowed a climate of intellectual enquiry to flourish regardless of faith or ethnicity. Worldwide reputations for scholarship were for Toledo and Cordoba, with groundbreaking scientific discoveries achieved.
 3. The factors that led to the *Reconquista* (recapture) of Spain by Spanish Christian forces included the fact that by the 12th century, Muslim control was weakening, and in 1492 CE Granada was conquered by the increasingly powerful monarchs Isabella and Ferdinand of Spain. This *Reconquista* led to forced conversions of Jews and Muslims by the Christian victors. The golden age of Islam in the Iberian Peninsula was over.

Background knowledge for the unit

The map of Europe looked very different in the eighth century, compared to the political map of the continent today. Only a very few of the present-day nation states had come into existence. The enormous territories that include the larger states of present-day France, Germany, Austria, and northern Italy, and the smaller states of Belgium, the Netherlands, as well as several central European and Balkan states, were ruled as a single large empire by the Franks. The Franks were a successful and aggressive, militarily-equipped tribe which had conquered Rome in the fifth century and then consolidated their powerbase in Europe.

In the Iberian Peninsula, the Caliphate of Cordoba covered the territories that are now Portugal and most of modern Spain. A power struggle began within Europe, for authority and territory, between the Franks and the Muslims.

The Frankish prince, Charles Martel, prevented Islamic expansion into France with a victory at the Battle of Tours in 732 CE over the Umayyad forces. Later, his grandson, Charlemagne, claimed the title of the Holy Roman Emperor in 800 CE.

Before we proceed

The Islamic world had split into a series of powerful states governing large territories, usually as Caliphates. In the west, the Umayyads led the Caliphate of Cordoba, while the Arab Empire flourished in the north of Africa, and stretched across the Middle East.

The weakening Byzantine Empire that bridged Europe and Asia Minor, faced severe threats from the ascending Turks. After a significant defeat at Manzikert in 1071, the Byzantine Emperor Alexius Comnenus asked the Pope to help him retake lands lost, over the centuries, to the Muslims. This led to the Pope convincing the people in the Holy Roman Empire (Western Roman Empire) to unite to

retake the holy city of Jerusalem. During this period known as the Crusades, hundreds of years of destructive battles between the Christian European states and the Islamic states were fought.

Certain names have become legendary in this process, and this unit looks at the long struggle, and the growing respect and appreciation between the military leaders opposing each other in the battle for Jerusalem and the surrounding territories.

To consolidate learning in this unit you might also wish to make sure that students carefully look at the images and maps in the unit, and study the Key Facts and Overview section at the end of the unit. If you have access to the *My E-Mate* resource, you should also look at that as part of the consolidation process.

Expected learning outcomes

Student should be able to:

- explain the key factors that led to the First Crusade
- evaluate the significance of the Pope's call for the Crusades
- explain how Salahuddin recaptured Jerusalem
- analyse the legacy of the Crusades on Europe

PAGE 42

'Who were the Franks?'

Resources

- Skills Book page 20 'The struggle for power in Europe'

Introduction

The rivalry between the Christian Frankish Empire and the Caliphate of Cordoba to the west, the Byzantine Empire (Eastern Roman Empire) and the Turks, and the Middle Eastern Caliphate and territories in the east began to escalate during the eight to eleventh centuries.

Knowledge about the territorial claims and expansionist motives of each empire, as well as the growing enmity over control of key religious sites can help to explain the circumstances which led to the Crusades. It should also be noted that the term 'Crusades' was not used until 1760 CE.

By the end of studying this unit, students should have developed the concept that the Crusades were actually a series of campaigns, often with substantial gaps. In between, there were also periods of peace with cultural exchanges and trade which were mutually beneficial.

Using the Student's Book

Begin by asking students to read, in turns, the section: 'Who were the Franks?' on page 42.

Discuss the text with the group and ask the following questions:

- Who controlled western and central Europe?
- Who controlled the majority of the Iberian Peninsula (modern Portugal and Spain)?
- When was the Islamic expansion into Western Europe stopped, and by whom?

You could ask students to complete Question 1 in class.

Using the Skills Book

You could ask students to complete the task 'The struggle for power in Europe' on page 20 from the Skills Book. This contains a crossword puzzle to be filled-in, with clues based on the power struggle between the Christian Franks and Muslim Umayyads in this period.

Discussion and review

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

- I learned about the groups of people who were fighting for power in Europe in the eighth century.

PAGES 42-43

'The background to the Crusades'; 'The Great Schism'; and 'The Battle of Manzikert'

Resources

- *Oxford School Atlas for Pakistan*

Using the Student's Book

Now that the students know that there were significant power rivalries, you can ask them to read the section 'The background to the Crusades' on page 42. You can also ask the students to make some brief notes about:

- i. the Great Schism (1054 CE) which split Christianity into two sects.
- ii. the Battle of Manzikert (1071 CE) and its importance in the continuing decline of the Byzantine Empire.

They should also list the names of countries in their notebooks. Students should locate these countries on their *Oxford School Atlas for Pakistan*. This activity will help them identify the places where historical events which led to the Crusades occurred.

Activity

Two students should enact the scene between Emperor Romanos IV and Alp Arslan. Two other students should read the conversation on the right panel on page 43.

Discussion and review

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

- I learned that the the Great Schism happened because the Pope in the Western Roman Empire declared himself the head of all churches of the world.
- I learned that the Battle of Manzikert was won by the Seljuk Turks.
- I learned that Alp Arslan inflicted a humiliating defeat on the Byzantines.

PAGES 43-45

'The causes of the Crusades' and 'The long road to Jerusalem' (all sections)

Resources

- Skills Book page 21 'The First Crusade'

Introduction

Explain that the class will carry out a two part enquiry into the Crusades, and should come to the conclusion that the Crusades were not one sustained event, but a series of related and not continuous struggles over Jerusalem.

Using the Student's Book

This part of the enquiry is focused on getting a clear sense of the chronology of events, their causes, consequences, and impact.

Ask students to read in turn the following sections and answer the questions as they progress.

Section/Page	Key Question (s)
The causes of the Crusades (Page 43)	Why did the First Crusade come about?
The long road to Jerusalem; The First Crusade (Page 44)	What do you know about the People's Crusade? Was it successful? What do you know about the First Crusade? Did it succeed?
The Second Crusade (Page 45)	What were the names of the four Crusader states? Which Crusader state was lost to the Turks? Who won the second Crusade?

Ask students to attempt Questions 2-4 in class or for homework.

Using the Skills Book

'The First Crusade' on page 21 in the Skills Book focuses on the factors that led to the First Crusade, and could be used here, or as home learning to support students' understanding of chronology, causes, and consequences. Engaging with the content and related discussion will allow further understanding of the term 'Crusade', and the circumstances in which Pope Urban II called for the liberation of the Holy Land and Jerusalem.

Discussion and review

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

- I learned about the causes of the Crusades.
- I learned about some of the geographical locations where the Crusades were fought.

PAGES 45-47

'Salahuddin Ayyubi' (all sections) and 'The impact of the Crusades on Europe'

Resources

- Skills Book page 23 'The battles over Jerusalem'
- Skills Book page 24 'The Third Crusade'

Using the Student's Book

This part of the enquiry is focused on a key individual and his role in history: Salahuddin Ayyubi (1174-93 CE).

Ask the students to read in turn, the following sections, and answer the questions as they progress.

Section/Page	Key Question (s)
Salahuddin Ayyubi (1174–93 CE) (Page 45)	Who was Salahuddin? What was his role and how did he become a military leader?
The Battle of Hattin (Page 45)	What happened at the Battle of Hattin and what was the result?
Third Crusade (Page 46)	Was the Third Crusade a success for the Christian states?
Later Crusades (Page 46)	Were the later Crusades successful?
The impact of the Crusades on Europe (Page 47)	What was the impact of the Crusades on Europe? What was the impact of the Crusades on the Muslim world?

You could ask students to attempt Questions 5–7 as part of this enquiry.

Using the Skills Book

‘The battles over Jerusalem’ on page 23 of the Skills Book will support students’ learning about the struggle for power in Jerusalem between the Christian and Muslim forces. It will also consolidate factual knowledge about the four Crusader states; the loss of Edessa; the rise of Salhuddin; and the Battle of Hattin.

‘The Third Crusade’ on page 24 of the Skills Book will help students learn about the relationships between the Europeans and the people of the Middle East during the Middle Ages.

Activity

Ask the students to summarize the events in the form of a spider diagram.

Discussion and review

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

- I learned the key factors that led to the First Crusade.
- I learned about the significance of the Pope’s call for the Crusade.
- I learned how Salahuddin recaptured Jerusalem.
- I learned about the legacy of the Crusades on Europe.

Answers to assessment:

1. Charlemagne is considered to be one of Europe’s most significant rulers because of the extent of his land holdings, wealth, and power. Charlemagne or ‘Charles the Great’ ruled unchallenged over a large area within the western part of the former Roman Empire. Given the title of the ‘Holy Roman Emperor’ at his coronation in 800 CE, and claiming supremacy over the other monarchs, he ruled a large and powerful empire. During his reign, trade between European merchants and the Arabs increased, and diplomatic relations were also initiated.
2. The People’s Crusade failed because it was not a serious military force. While the nobles of Europe were preparing their armies for the First Crusade, more than 300,000, mostly ordinary, people inspired by preaching in their home churches, came together to form an army to ‘free the Holy Land’ and advance towards Jerusalem. Emperor Alexius quickly arranged for them to be shipped across the Bosphorus and into Anatolia. In 1096 CE, part of the People’s Crusade was defeated by the Turks at Nicaea. Many were killed and many of the survivors were sold into slavery.
3. Any three logical and correct reasons should be acceptable.

The First Crusade was successful because:

- The Turks had no idea that the real army was on its way, having first easily defeated the People’s Crusade.
- The armies of the First Crusade were professional soldiers.
- They were better organized and properly supplied.
- They used Constantinople as a meeting point and consolidated their forces before marching to Jerusalem.

- They defeated the Turks at Dorylaeum, which gave them confidence and affected the Turks morale.
- They captured castle after castle.
- In 1099 CE, after a brief siege, they captured Jerusalem and achieved their objective.
- They were battle-hardened, cruel, and ruthless.
- They believed they had the Almighty on their side.

Note that learners must select which was the most important reason for this success and explain why. Again any logical deduction or inference could be acceptable, as the quality of explanation and historical reasoning is important.

4. The Second Crusade was a disaster because the Crusaders failed to use their strength effectively, hence, were outclassed by the Islamic forces.

The Crusaders had established four states in the Middle East, but the Turkish Prince of Mosul, Zengi, successfully conquered 'The County of Edessa' in 1144 CE. The Second Crusade was intended to recapture this land, led by the Kings of France and Germany, however, the campaign failed despite initial advantages.

5. Evidence shows that King Richard and Salahuddin Ayyubi had high 'respect for one another's honour and leadership' because we know that they behaved in a chivalrous and courteous manner towards each other despite being enemies. For example, during one battle, Salahuddin noticed that Richard had lost his horse and ordered his men to fetch him another. On another occasion, when Salahuddin heard that Richard was ill with fever, he sent fresh water and fruit to help him recover.
6. Students' answers will vary. Their answers should take into account the following details from the text:

- Salahuddin was appointed as the prime minister of Egypt by Zengi's son, Nur-ed-din, to push the Crusaders out of the Holy Land because he was a trusted military leader and was regarded as a loyal, humble, and pious man.
- He established a new and successful dynasty with the aim of uniting the Muslims against the Crusaders, and by 1187 CE he had united much of Syria, Egypt, and the Arabian Peninsula under his authority.
- At the Battle of Hattin in 1187 CE, Salahuddin led 30,000 men against 20,000 Crusaders to a decisive victory, killing and capturing many Crusade leaders including the King of Jerusalem. Salahuddin guaranteed the safety of the King of Jerusalem and promised to release him.
- After taking over Jerusalem, there was little bloodshed, and the Christians were allowed to leave with their belongings after paying ransoms.
- During the Third Crusade from 1189 CE, King Richard and Salahuddin developed a deep mutual respect.
- Due to Salahuddin's military ability, the Crusaders failed to recapture Jerusalem.
- Acting as a peacemaker and man of deep faith, Salahuddin signed a truce which allowed pilgrims from the West to visit Jerusalem.

7. The source showing an Arab and a European playing chess tells us that although during the Crusading period people had a clash of ideas, they still respected each other and lived in harmony. It also shows that ideas were exchanged freely between the Muslim and the Crusader states. Due to this contact, the Europeans were exposed to new concepts in mathematics, engineering, and warfare.

Answers to Skills Book**Page 20 'The struggle for power'****Answers 'Across'**

1. FRANCE (6)
5. POITIERS (8)
6. TOURS (5)
8. CHARLEMANGE (11)
10. GERMANY (7)
11. SPAIN (5)

Answers 'Down'

2. CHRISTIANITY (12)
3. PORTUGAL (8)
4. EMPEROR (7)
7. Umayyads (8)
9. FRANKS (6)

Pages 21–22 'The First Crusade'

- A 1. The two events that weakened Christianity in the second half of the eleventh century were the Great Schism (1054 CE) and the Battle of Manzikert (1071 CE).

The Great Schism was a split between the Western (based in Rome) and the Eastern (based in Constantinople) halves of Christianity. The leader of the Western church, the Pope in Rome, declared that he was the head of all of the worldwide churches. The Christians of the Eastern Roman Empire disputed this, and in 1054 CE, Christianity officially split into two sects.

The Battle of Manzikert (1071 CE) was a victory by the Seljuk Turks against the Byzantine army leading to the capture of the Byzantine leader, Emperor Romanos IV. This further weakened the Byzantines.

2. Pope Urban II was determined to reunite Christendom under his authority. He gave a rousing speech to a crowd of around 10,000 people, quoting the letter he had received from Alexius seeking papal help. Within weeks of his speech, the message of conquest had spread throughout all of Europe.

Princes, lords, and knights from all over the lands of the Franks began to take an oath to recapture Jerusalem.

3. The aim of the First Crusade was to attack and recapture Jerusalem.
 4. Emperor Alexius was disappointed to see a mostly untrained army of around 300,000 common people, most of whom were simple peasants, not trained soldiers or knights, although there were also some knights and men-at-arms. He knew this force stood no real chance against a professional army, and that they would be difficult and expensive to supply and reinforce.
 5. While the nobles of Europe were preparing their professional armies for the First Crusade, the People's Crusade was already being shipped across the Bosphorus and into Anatolia by the Byzantine Emperor keen not to have to feed and support them. In 1096 CE, the People's Crusade was defeated by the Turks at Nicaea. Most were killed and many of the survivors were sold into slavery. This distracted the Turks, and also perhaps made them complacent. In 1097 CE the armies of the First Crusade marched to Jerusalem, defeated the Turks at Dorylaeum and did well.
- B. The First Crusade in 1099 CE was a rapid campaign by a professional force against locals who had not prepared their defence adequately. The force landed, approached across countryside and by being fast were able not to overstretch themselves or their supply lines. In some ways, this is similar to Tariq Bin Ziyad's invasion of what is now Spain. It was a rapid over-running of the territory of ill-prepared and complacent defenders. The former rulers of what became al-Andalus were the Goths of the Germanic origin. There was little personal loyalty from their soldiers, who deserted when faced with a determined professional invasion in 711 CE. Consequently Tariq bin Ziyad conquered most of Spain and Portugal

in a short space of time. Historians agree that this was a result of Christian disunity, but also a consequence of the very generous terms of surrender the Muslim armies offered to the conquered cities.

This highlights the principal difference between the two campaigns. The Crusaders sacked Jerusalem after a brief siege, and behaved with great cruelty towards the inhabitants and massacred thousands of them regardless of their religion.

Page 23 'The battles over Jerusalem'

A 1 a) After the First Crusade, the Crusaders controlled four states in the Middle East: the County of Tripoli, the County of Edessa, the Principality of Antioch, and the Kingdom of Jerusalem.

But Zengi, the Turkish Prince of Mosul, would not rest until he had forced the Crusaders out of the Middle East. The first of the four states that he recaptured was the County of Edessa in the year 1144 CE.

b) After the capture of Edessa, the Pope called for another Crusade. The kings of France and Germany led the Second Crusade against Edessa then Damascus but the Muslim forces held both even though they had a smaller army than the Crusaders.

c) In 1187 a new Muslim leader named Salahuddin Ayyubi took an army of about 30,000 men to try to conquer Jerusalem. The battle was named the Battle of Hattin. Salahuddin's army defeated the Crusaders.

B. Students should explain that the Battle of Hattin took place in 1187 CE when Salahuddin's force of 30,000 men reconquered Jerusalem by defeating a force of about 20,000 Crusaders in a day-long battle in a valley known as the Horns of Hattin. The Crusader army was destroyed and many of their leaders were captured, including the King of Jerusalem. Salahuddin guaranteed the safety of the King of

Jerusalem and promised to release him, allowing the Christian inhabitants to leave with their belongings in an orderly fashion after paying a ransom.

Page 24 'Third Crusade'

A 1.

Statement	True or false	Explanation or correction
a) Richard I of England (nicknamed 'Lionheart') was the leader of the Second Crusade.	true (later in the Crusade)	After the death of the King of Germany and the departure of the King of France, the King of England, Richard the Lionheart, became the sole leader of the Third Crusade.
b) Richard I and Salahuddin had great respect for one another.	true	Richard and Salahuddin's forces engaged in a number of battles and both armies proved equally powerful. The two men had enormous respect for one another's honour and leadership, for example, during one battle, Salahuddin noticed that Richard had lost his horse and ordered his men to send him another. On another occasion, Salahuddin had heard that Richard was ill from a fever and sent fresh water and fruit to help him recover.

<p>c) Richard I recaptured Jerusalem for the Crusaders.</p>	<p>false</p>	<p>In the end, the Third Crusade did not result in the re-conquest of Jerusalem. The two leaders, however, reached a truce and Salahuddin Ayubi allowed pilgrims from the West to visit Jerusalem.</p>
<p>d) The only contact between the Crusaders and the people of the Middle East was war.</p>	<p>false</p>	<p>War was not the only interaction between the Crusaders and the people of the Middle East during the nearly two hundred years of the Crusades. Innovative ideas moved freely between the Muslim and the Crusader states. These ideas found their way back to Europe, eventually playing an important role in the Renaissance and the Age of Exploration of the 15th and 16th centuries.</p>
<p>e) Before the Crusades European society was more advanced than the society of the Middle East.</p>	<p>false</p>	<p>Both cultures had strengths and weaknesses. The Muslim world had some larger cities and cultural centres which were way advanced than the European countries.</p>

<p>f) The Europeans learned from the scholars of the Middle East.</p>	<p>true</p>	<p>Europeans were exposed to new concepts in mathematics, engineering, and warfare. The use of Arabic numerals accelerated. Architecture, particularly castle building, changed. New pastimes such as chess and polo, and new foods, spices and fruits were introduced.</p>
<p>g) The Crusades led to greater trade between the east and west.</p>	<p>partly true</p>	<p>Italian, Portuguese, and Spanish merchants gained access to the trade route called the Silk Road briefly, and then sought new sea routes around Africa or to the west, leading to Columbus' discovery of America.</p>

Background knowledge for the unit

By the end of the 12th century CE, powerful tribal groups in the northern plains of Mongolia united under a talented but brutal Mongol leader Changez (also Genghis) Khan. Born as Temujin, the grandson of a local ruler of the nomadic tribes, the boy lived in poverty for most of his early life.

During his middle age, he was able to depose his own leader at the time. Within three years, he successfully united the Mongol tribes in Mongolia and proclaimed himself as Changez Khan.

His military strength lay in studying his enemies carefully, planning his attacks meticulously, and gathering knowledge about his enemies. Once he conquered a territory, he inflicted great suffering, enslavement, devastation, and the sweeping away of existing systems and cultures.

Before we proceed

Changez Khan's invasion had impacted the Muslim communities immensely. For example, the Khwarizmid Empire was destroyed and the great city of Bukhara was sacked in 1220 CE. The continued destruction came as a great shock to the Muslims who had seen a long period of expansion, prosperity, and intellectual achievement. They were shattered to see their achievements and their civilization was laid to waste by the advancing Mongols.

Mongke Khan's sack of Baghdad in 1258 CE not only destroyed one of the world's greatest cities, but also the great libraries and houses of scholarship. At the same time, the last Abbasid Caliph, al-Musta'sim, was murdered. Hundreds of thousands died and there were very few survivors who were not enslaved or forced to join their military.

There would be three generations of destruction before the breakup of the Mongol Empire following the death of Mohnke Khan, leaving Kublai Khan as

more of a culturally-dominant figure. This was followed by a period of disunity and fracture, and the rise of a minor chief called Timur with bloodthirsty ambitions for world conquest.

Expected learning outcomes

Students should be able to:

- explain the role Changez Khan played in uniting the Mongol tribes
- list the developments of the Mongol Empire under Kublai Khan
- describe the nature of Mongol warfare and how this resulted in the sack of Baghdad in 1258 CE
- evaluate the legacy of the Mongol Empire by examining the legacy of the last great Mongol, Timur (Tamerlane the Great)

PAGE 52

'Were the Mongols a catastrophe for mankind, or enlightened conquerors?'

Introduction

In the vast Mongol Empire, some Mongols and their conquered peoples assimilated into Muslim communities, over a long period of time. Timur belonged to a Muslim-Mongol family. Under his rule, destruction was renewed and extended, and the era was marked by great savagery. After Timur's death, the Empire shattered into separate states rivalling each other.

Using the Student's Book

Begin by asking students to read in turns 'Were the Mongols a catastrophe for mankind, or enlightened conquerors?' on page 52.

Explain that this enquiry question will enable them to assess if Mongol invasions were destructive in nature or left a positive impact. This means students will learn how to use concepts for assessing cause and consequence, change and continuity, and progress, stagnation, and regression. Students should also read 'It's a fact!' to learn about the traditional historical practices and beliefs of the Mongols. This will give them a distinctive perspective of Mongol tribal life, for example:

- i. How did people live in those times?
- ii. What formed their beliefs?
- iii. What kind of practices might have ruled their lives?

Discuss the lesson with the class in groups and ask the following questions.

- Do you think Temujin's early life had an impact on his determination?
- Why do you think loyalty was such an important quality for Changez Khan?

Discussion and review

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

- I learned that Mongol tribes had been kept divided strategically for centuries by the Chinese.
- I learnt that Changez Khan was determined to unite the Mongol clans because he believed that it was his destiny to lead his people to conquer the known world.

PAGES 52-53

'The Mongol conquests under Changez Khan'

Resources

- Skills Book page 26 'Changez Khan'

Using the Student's Book

Ask the group to read 'The Mongol conquests under Changez Khan' on pages 52–53. Discuss the following points with the students:

- the size of the Mongol empire under Changez Khan's rule
- the nature of the tactics used by Changez Khan
- reasons for attacking the Khwarizmid Empire

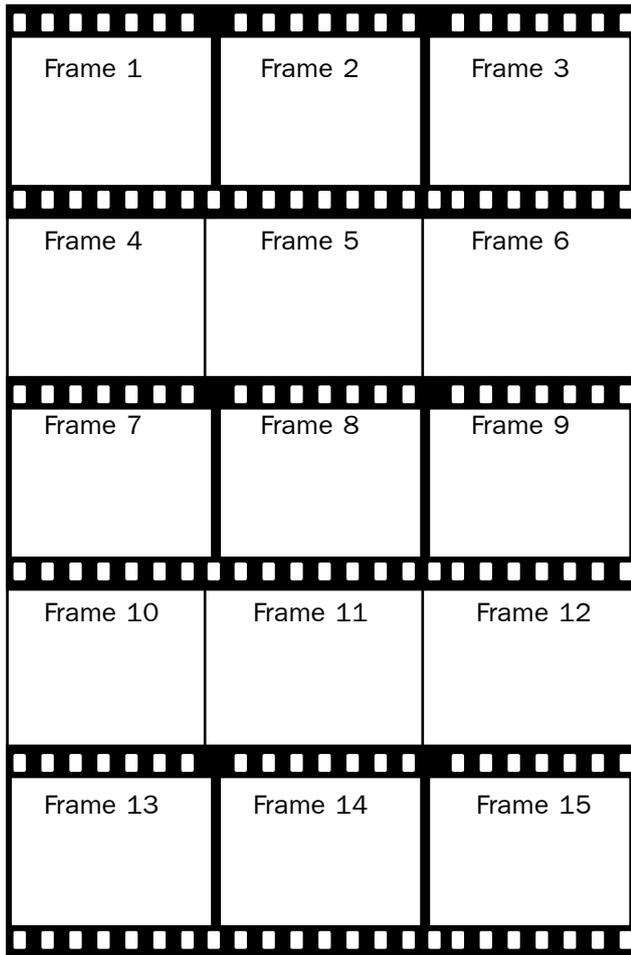
Activity

This would be an ideal point to complete Question 1 in the classroom, which requires students to make a storyboard to record the rise of Changez Khan. An example response is provided at the end of the unit.

Explain how storyboards are created. Storyboards are paper or computer layouts used in animation, TV, or the film industry to plan the sequence of different scenes which will be shot with the camera crews. The storyboard helps to show the plot unfolding and the key moments of the story. Students will have to create the timeline of Changez Khan's rise to power, describing each event as it happened.

Instruct students to choose the key moments of the story and draw as many film strips in their notebooks as they would need. Draw a simple picture inside each film strip that describes the scene, and explain with captions. A sample storyboard sheet is provided below. You should decide if students should work in groups, or attempt the questions on their own.

When the storyboards are complete, if time allows, you could ask different groups to stand up together and pose as if they are in one scene each, perhaps in sequence. This technique is called freeze framing, and is a drama technique that young people like, as no words are required as they stand still as if in a photograph. You could photograph these poses, and perhaps make a display with the images. Students might like to make simple props or bring in some items to help make the photographs more eye-catching or funny.



Using the Skills Book

Ask students to complete section A1 a–c of Changez Khan given on page 26 of the Skills Book. The activity is based on making a summary of his actions and tactics.

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 Changez Khan tactically added city after city to his growing empire.
- I learned that Changez Khan carried out gruesome massacres to persuade other rulers of the Khwarizmud Empire.
- I learned that Changez Khan valued the loyalty of his men above all other traits.

PAGES 54–55

'The Mongol siege and sack of Baghdad'

Resources

- Skills Book pages 27–28 'Life and culture of Baghdad before it was sacked'

Using the Student's Book

Ask the students to read in turn 'The Mongol siege and sack of Baghdad' on pages 54–55. Ask:

- Who continued Changez Khan's legacy?
- What happened to Baghdad in 1258 CE?
- Why did the fall of Baghdad come as a shock to the Islamic world?

Ask the students to discuss Question 3 and complete it for homework. This would require further research because by all humane standards, Mongol conquests had a huge negative impact on the civilization of Baghdad. Students might use the following template to list the negative impact and research at home the positive impact of Mongol conquests.

They can also add a short introduction and finish it off with a precise conclusion. This exercise will enable them to investigate historical events and use evidence to support their answers. There may be positive aspects of the conquest from a Mongol perspective, e.g. expansion of the Mongol Empire, gaining wealth from conquered territories as well as negative aspects from the viewpoint of the impact on Baghdad, e.g. massacre, loss of wealth of knowledge. A sample response is provided at the end of the unit.

Using the Skills Book

Students should be able to complete sections A1–2 and B 'Life and culture of Baghdad before it was sacked' on pages 27–28.

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 legacy of Changez Khan was continued by his grandsons in Baghdad.
- I learned that the siege and sack of Baghdad resulted in a decisive end of the golden age of Islam.

PAGES 56-57

'Tamerlane: The last great Mongol conqueror'

- I learned that Kublai Khan was the most enlightened Mongol leader who not only built a powerful empire but also infrastructures such as academies, offices, trade ports, and canals. He also sponsored science and the arts.
- I learned that Timur was the last great Mongol conqueror.
- I learned that amongst Timur's significant achievements was the conquest of Delhi.

Using the Student's Book

Ask the students to read about Kublai Khan from the top of page 56 and discuss his achievements. Also read the 'It's a fact!' that gives another perspective on the rule and contribution of the Mongols. Ask the students to read 'Tamerlane: The last great Mongol conqueror' on pages 56–57.

Students should now be able to complete Question 2 in class. Assign Question 4 for homework. This might be quite a challenging task as it requires information to be drawn from several parts of the Student's Book, and perhaps other sources, such as the Internet.

The point of the exercise is to make the learners think about the similarities and differences between the two leaders, use deductive and inferential reasoning, and show the ability to select information and summarize it.

The question could be answered as prose, or in the form of a table.

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

- Students will create a storyboard describing Changez Khan's rise to power. The task can be accomplished either individually or as part of groups/teams. It is not essential to have all of the following elements in the 'story' as this is a creative task.

They may include:

- Title frame: The rise of Changez Khan
- Temujin (Changez Khan) as a boy/young man living in hardship
- His father is poisoned.
- Temujin working for his khan (leader)
- the young Temujin's feeling it was his destiny to lead his people to conquer the known world
- Temujin elected as the Khan of all Mongol clans and given the title 'Changez Khan'
- frequent military victories, and a huge empire from the Caspian Sea to the borders of Manchuria in China, and from the Siberian forest to what is now Afghanistan
- shock tactics: demanded surrender without resistance and took their valuables; if anyone resisted, he took their lives
- The Shah of the Khwarizmid Empire had Changez Khan's envoys killed.
- destruction of the Khwarizmid Empire involved gruesome massacres

- Kublai Khan is often seen as much more civilized or enlightened, compared to other Mongol leaders. He moved the capital to a new site in northern China creating Zhongdu, which is now Beijing, where he started the process of assimilating his people into the existing Chinese society. Within his empire, he created an academy for public officials, set up trade ports, built canals, and more than 20,000 schools. He was also a patron of the science and the arts.

(A note on Questions 3 and 4)

In completing these tasks students will draw on the information available from the Student's Book, and (if they were given this as a home task, for example,) perhaps the internet for research purposes. Their reasoning and answers may therefore include deductive as well as analytical reasoning. The length and nature of response will vary.

- Students may present their answers in the format shown below:

Introduction

After the death of Changez Khan, his grandson Mohnke came to power and continued the expansionist policy. He ordered his brother Hulagu to assemble an army of 150,000 in 1258 CE to attack the Abbasid Caliphate's city of Baghdad. After a siege of twelve days, the Mongol army broke through the city walls, and began to murder the citizens and destroy their property. This was a standard Mongol tactic against a city that would not peacefully welcome Mongol advances.

Agree: Mongol conquests had a positive impact

Between 100,000–500,000 people were massacred during the sack of Baghdad in 1258 CE: this was a needless waste of human life.

The destruction of the city brought massive shock to the confidence and self-belief of the Muslim world. The city had been the centre of the Islamic world for over 500 years, and now it was laid waste.

Disagree: Mongol conquests did not have a positive impact

City and state leaders were offered the chance to surrender and be absorbed by the Mongol Empire. This tactic saved destruction and bloodshed.

The Mongols used psychological warfare effectively: fear of what might happen caused panic, weakened resolve to defend territory, and caused inertia rather than decisiveness.

The world-famous libraries of Baghdad and The House of Wisdom were needlessly destroyed.	The Mongol civilization under Changez Khan, did not value scholarship or the culture of Islam: they were not destroying something they saw as of value, so in their opinion this was not a negative act.
This destruction ended the Islamic Golden Age.	Mongols saw their expansion as inevitable as they were the stronger force. Other civilizations were less worthy because they were weaker.

Conclusion

One commentator wrote: ‘The River Tigris ran red with the blood of the slain whilst the River Euphrates ran black from the ink of the many parchments of the great library’ which sums up the double impact: many lives, and much knowledge was lost in a single period of negativity. For me, it is therefore impossible to see the Mongol acts of destruction as anything other than negative.

4.

Temujin, or Changez Khan	Timur or Tamerlane
The Mongol conquests under Changez Khan stretched from the Caspian Sea to the borders of Manchuria in China, and from the Siberian forest to what is now Afghanistan.	conquered all of Persia by 1385 CE; attacked and conquered northern India and Delhi in 1398 CE
Expansion was assisted by offering cities and states the chance to surrender and be absorbed into the Empire.	Expansion was assisted by offering cities and states the chance to surrender and be absorbed into the Empire.

Changez Khan’s destructiveness towards cities that had resisted him was legendary as some never recovered.	Once devastated by Tamerlane’s forces, cities sometimes never recovered. Delhi took 100 years to reach the population it had before Tamerlane’s attack.
Khan was a careful, but ambitious and proactive military leader. Wherever possible, Khan valued conquests on a single battlefield, although, often over a very large land area, e.g. the Khwarizmid Empire.	Tamerlane’s was reactive and less cautious, for example, he marched his army back towards the Middle East and began a war on two fronts with both—the Mamluks and the Ottoman Sultans, which he won.
Merciless gruesome massacres were enforced to persuade other rulers that it was better to submit rather than resist.	Merciless gruesome massacres were enforced to persuade other rulers that it was better to submit rather than resist. He did not always give an option to surrender.
The murder of citizens on sacking a city under Changez Khan was extensive.	Tamerlane ordered that craftsmen should not be massacred in the territories he conquered. He, in fact, sent them to work at his city of Samarkand.
Khan was still expanding his empire until his death, leaving a strong legacy for his descendants.	Tamerlane failed to rebuild the empire as it had been before. After this, the Khanate was gradually fragmented.
Changez Khan was able to consolidate his victories and build his empire.	Tamerlane won battles, but lacked strategic abilities to construct an empire on the same scale.

Answers to Skills Book

Page 26 'Changez Khan'

- A 1. These factors helped Changez Khan to conquer and rule most of Asia.
- the relationships between the Mongol clans
 Changez Khan overcame the Chinese policy of dividing the Mongol people by creating quarrels between rival Mongol khans and switching sides to ensure they all remained weak, poor, and divided. Temujin decided to unite the Mongol clans as one and build an empire. He was elected as the khan of all the Mongol clans and took on the title 'Changez Khan'.
 - the treatment of the people he conquered: the choices they had; the people who would be useful to Changez Khan
 An example of this tactic was when the Shah of the Khwarizmid Empire had Changez Khan's envoys killed. Changez Khan began planning to move his large army westwards towards the Khwarizmid lands. He attacked the cities of Bukhara then Nishapur. Merciless, gruesome massacres were used to persuade other rulers that it was better to submit rather than resist.
 - the selection of leaders
 Changez Khan valued loyalty above all other traits amongst his followers. The military victories came often and were often spectacular, but when his forces were not successful, Changez Khan was careful to remember those who had remained loyal to him and ensure they were promoted in future campaigns.

Pages 27–28 'Life and culture of Baghdad'

- A 1. Students should annotate the city of Baghdad using their Student's Book and other resources including the Internet.

- Based on their notes, they should describe the life and culture of Baghdad.
- B. Students should sketch the portrait of Hulagu Khan in the given space.

UNIT 7

The Ottoman Empire

Background knowledge for the unit

The Turkish nomadic people are thought to have originated in central Asia. By the 10th century CE who moved west, and reached Anatolia (the core of modern-day Turkey). By the 11th century CE the Seljuk Turks had formed the first great successful Turkish Empire. In 1243 CE they were defeated by the Mongols at the Battle of Kose Dag. This caused a significant setback to their empirical growth. As power struggles in Anatolia arose, the Turks took some time to recover. Large territorial gains across Eurasia were achieved when Osman took over their leadership. The followers of Osman, known as the Ottomans, secured control of Western Anatolia, and began to build the Ottoman Empire.

Before we proceed

The Ottoman Empire was highly successful because its early rulers were strong military and political leaders. They built efficient central systems of organization serving the needs of the state and its people. Power was always vested in a single ruler. All rivals, including close family members, were ruthlessly disposed of. This facilitated the rule by a single family for seven centuries.

The rulers established compulsory enlistment (conscription) to their developing large army. They were early adopters of gunpowder and heavy artillery. They frequently took advantage of declining nearby large powers such as the Byzantine Empire and were able to push westwards and southwards with an aggressive expansionist policy.

A highly centralized state was constructed to deliver national and imperial policies and laws. Led by efficient civil servants and networks of trusted regional governors, the state controlled and managed the judiciary, the education, the economy, and at times, the food supply. Islamic rules and traditions were followed although followers of other

religions were given religious freedom but were heavily taxed for that freedom.

Expected learning outcomes

Students should be able to:

- explain the origins of the Ottoman Turks
- explain how the Ottoman Empire expanded
- evaluate the basis and significance of the siege and capture of Constantinople by the Ottomans

Introduction

This unit is about the rise of the Ottomans, from their origin as a small Turkish tribe on the edge of the Byzantine Empire in the late 13th century to a dominant pan-continental empire that was both respected and feared by its rivals. The early rulers of the Ottomans, Osman and his son Orhan, conquered the fading Byzantine Empire and increased their territories from Anatolia into Europe. Orhan's son, Murad I, claimed the title 'Caliph', and established the *Devshirme* system which allowed him to increase his hold on occupied lands and increase his military power. The lesson helps focus on the role of warfare in empire building, and provides the opportunity to consider which other factors might be influential.

Strong, and sometimes enlightened domestic policies kept the people at least compliant, and just laws and fair systems of limited local government were established. In general, however, the Ottoman Empire was a heavily centralized state, and officials were wise to ensure that their masters were not dissatisfied as patronage and loyalty were important, and good service could bring wealth and comfort. Conquered peoples were also able to rise within the systems, with some limits, and the Empire was willing to learn from others, take their best ideas and adapt and adopt them.

PAGE 62

'The expansion of the Ottoman Empire' and 'The origins of the Ottoman Turks'

Resources

- Skills Book pages 30–31 'The rise of the Ottomans'

Using the Student's Book

Ask students to read 'The expansion of the Ottoman Empire' and 'The origins of the Ottoman Turks' including 'It's a fact!' on page 62. Ask the following questions to test their knowledge of the lesson:

- Where did the Turks originate from?
- Who formed the first great Turkish Empire?
- What event caused a setback for the early Turks?
- Who emerged to lead the Turks by the end of the 13th century?
- Where does the name Ottoman probably originate from?

Using the Skills Book

Students should complete section A1 on pages 30–31 'The rise of the Ottomans' for homework. This will enable students to consolidate their knowledge of where the Ottomans came from and how they began to build their empire.

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 Seljuk Turks formed the first great Turkish Empire in the eleventh century.
- I learned that the Ottoman Empire secured control of the former Byzantine territories of the Western Anatolia.

PAGES 62–63

'The rise of the Ottoman Empire'

Resources

- Skills Book page 33 'The spread of the Ottoman Empire'

Using the Student's Book

Ask the students to read 'The rise of the Ottoman Empire' and 'Sultan Orhan and Sultan Murad' on pages 62–63. Inform the students that Osman's legacy was carried forward by his son, Orhan, and grandson, Murad. The rise of the Ottoman Empire began when Orhan and Murad led the Ottoman army towards Europe. Discuss the leadership skills of Orhan, described as 'not only a strong military leader, but also a skilled politician'.

Note that Orhan's son, Murad, became the first Ottoman Caliph in history. Students will also learn about the *Devshirme* system and the *Janissaries*, introduced by Murad during his reign.

Refer to the image titled 'The Ottoman Court of Istanbul' on page 63. Describe the court in terms of its architecture, splendour, etc.

Ask:

- How did Orhan and Murad take on the task of leading the Ottoman army? What was the *Devshirme* system?
- What does the term '*Janissaries*' mean?

Students should now be able to attempt Question 1 in class and Questions 2–3 for homework.

Activity

Ask students to make a presentation of the Ottoman palaces in Istanbul by researching on the Internet. Images of the palaces should be used for this presentation. Presentations could be brought to the class at the next appropriate lesson.

Using the Skills Book

Students should complete the map-based exercise in section A1–3 on page 33 in their Skills Book. This activity could also be used as reference to Question 1 in the Student's Book for this unit, as it provides a suitable map to encourage students to visualize the territorial reach of the Ottoman Empire.

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 Osman's son, Orhan and grandson Murad took the leadership of the Ottoman Empire.
- I learned that Sultan Murad became the first Ottoman Caliph after succeeding his father in 1362.
- I learned that under the *Devshirme* System, young boys from conquered European Christian territories formed a new corps of soldiers for the Ottoman army called the *Janissaries*.

PAGES 64-65

'Sultan Mehmet II and the fall of Constantinople in 1453 CE'

Resources

- Skills Book page 32 'The siege of Constantinople'

Using the Student's Book

Read the section on 'Sultan Mehmet II and the fall of Constantinople in 1453 CE' on pages 64–65 including the dialogue. Look carefully at the image and the illustration.

- Discuss why Sultan Mehmet was determined to gain control of Constantinople.
- Discuss how Sultan Mehmet established Constantinople as the vibrant capital of the Ottoman Empire.

Research further the Hagia Sophia, the famous mosque in Turkey that was converted from a church to a mosque by Sultan Mehmet. Assess how the fall of Constantinople shaped the future for present-day Turkey. Assign Question 4 for homework.

Activity

The suggested activity (see below) evaluates Mehmet II's actions, and asks whether his actions were reckless. Discuss what makes a good Sultan. From that set of criteria, discuss what a reckless Sultan might be like.

To consolidate learning, draw an image in the centre of a page (as shown below), and write the qualities around the edges.



This develops literacy skills, using discussion about different adjectives to describe good leadership attributes for a Sultan.

Having developed this exploration of characteristics, revisit what Mehmet II actually did and achieved. Was he a good leader? Was he reckless? What might history books have said about him if he had not captured Constantinople?

Using the Skills Book

Ask students to complete A1 a–b and 2 ‘The Siege of Constantinople’ on page 32.

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 Sultan Mehmet was determined to capture Constantinople despite the protests of some of his advisors.
- I learned that Sultan Mehmet conquered Constantinople in April 1453 and re-established it as the capital city of the Ottoman Empire.
- I learned that one of Sultan Mehmet’s first acts was to convert the Hagia Sophia church to a mosque. However, he also re-established several important religious leadership positions for Christians and Jews.

PAGES 66–67

‘Sultan Selim I’ and ‘Suleiman the Magnificent’

Using the Student’s Book

Ask the students to read the section on ‘Sultan Selim I’ and ‘Suleiman the Magnificent’ on pages 66–67. Look at the map of the Ottoman Empire on page 66 and point out the areas ruled by the Ottoman Empire.

Ask: ‘Could we say that Selim I was a good and successful leader from the information provided in the Student’s Book? Would we need to know anything else? Discuss whether we should consider the success of leaders in the past from the standards of behaviour at the time, or by modern values?’

Sultan Suleiman is considered to be one of the greatest leaders of the Muslim and Christian worlds. Europeans bestowed him with the title ‘the Magnificent’. Discuss the leadership of Suleiman the Magnificent. Highlight his leadership traits and achievements with reference to specific events.

Building on the previous consideration of qualities of a Sultan, assess the criteria that might be used to describe a ruler as ‘the magnificent’.

This assignment is a prose activity (an example of a short response is given at the end of the unit). If time allows, hold a small-scale debate in the classroom to help students further consolidate their knowledge by looking at both sides of the argument.

Students should now be able to attempt Question 5 for homework.

Activity

Read ‘It’s a fact!’ sections of pages 66–67 and research on the life of Suleiman’s Grand Vizier and childhood friend Ibrahim Pasha, who was also a significant person in the Ottoman history. They could write briefly about his role and influence in Suleiman’s life and paste a picture in their notebooks. You might link to the *My E-Mate* digital resources here, if you have access to them.

Discussion and review

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

- I learned the names of the core regions captured by Sultan Selim I.
- I learned why Sultan Suleiman was bestowed the title ‘the Magnificent’.

Answers to assessments

1. Student should use their *Oxford School Atlas for Pakistan* for this activity.
2. The achievements of the first three Ottoman Sultans:

Osman (Ataman in Turkish).	Orhan	Murad I
ruled 1299–1324 CE	ruled 1324–1362 CE	ruled 1362–1389 CE
secured control of the former Byzantine territories of Western Anatolia	led the Ottoman army towards Europe and conquered further territories	led the Ottoman army towards Europe and conquered further territories
founder of the Ottoman state	skilled politician	first Ottoman Caliph
		introduced a rule whereby European Christians had to hand over a son to be conscripted into the army: the <i>Devshirme</i> system

3. The term *Janissaries* originates from the Turkish: '*yeni ceri*' meaning 'new soldier.' It describes a corps of soldiers in the Ottoman army recruited from conquered European Christian territories, where families had to give up a son under a rule called the *Devshirme* system. This was introduced during the reign of Sultan Murad. The boys were taken, brought up, and trained to be loyal Ottoman soldiers.
4. Sultan Mehmet II was given the title 'Mehmet the Conqueror' because of his passion for conquering taking the Byzantine city of Constantinople, which he fulfilled in 1453 CE. Part of this ambition was because he had external threats on his borders, and internal threats from rivals in his court and lands. His logic was that by gaining the great city, he would enhance his reputation as a military and political leader, as well as increase his resources as he

would control the trade that flowed through the Bosphorus between the Mediterranean and the Black Seas.

His plan had risks, but he was not reckless: he prepared well, shutting off land approaches on both sides of the city, and built new ships and latest military. He also built a new castle along the coast from the city to control the area. He sustained a month-long siege and artillery attack during April–May 1483.

His genius was to avoid the huge chain across the Bosphorus at Golden Horn in the bay by ordering hundreds of slaves and oxen to drag special ships across the land and into the bay, using thousands of greased wooden rollers.

5. Sultan Suleiman II deserves the title 'Suleiman the Magnificent'; originally given to him by Europeans because during his rule the Ottoman Empire reached its greatest position of world power and dominance. It spread deep into Eastern Europe including modern Hungary and the Balkans, down across some of the modern Greek islands such as Rhodes, and across to Algeria in North Africa.

Suleiman was also important as a domestic reformer, devising a single Code of Laws that was strong enough to last for over three hundred years. He was a tolerant and fair ruler, ensuring his Christian and Jewish subjects were fairly treated.

The peace and security of his reign brought investment in the building of schools, and the flourishing of Ottoman culture. Istanbul became a centre for painters, poets, goldsmiths, and jewellers. A series of public buildings were created including the beautiful Sultan Suleiman Mosque in Istanbul. As a deeply pious man, he also sent money to support the renovation of the holy sites of the Ka'aba in Makkah, and the Dome of the Rock in Jerusalem.

Answers to Skills Book

Pages 30–31 'The rise of the Ottomans'

A 1. Students' answers will vary.

- Where did the Ottomans come from?
The Turks originated in the central parts of the Asian continent as nomads who migrated westwards. By the 10th century CE, they had reached the territories of Anatolia (the core of modern-day Turkey)
- What kind of lifestyle did the early Seljuk Turks have?
They were originally nomads who migrated westwards. They had become followers of Islam after their arrival in the Middle Eastern region.
- How, and when, did the Seljuk Turks come to be named Ottomans?
By the end of the 13th century, they had built a new Turkish Empire that eventually spanned three continents, under the leadership of Osman. The followers of Osman became to be known as the Ottomans.
- In which direction did the Seljuks migrate, and where and when did they form their first empire?
The Ottomans secured control of the former Byzantine territories of Western Anatolia, thus forming the early Ottoman state.
- Why was the Battle of Manzikert in 1071 very important to the Seljuks?
The Seljuk Turks formed the first great Turkish Empire in the 11th century, after defeating the Byzantine army at the Battle of Manzikert in 1071 CE.
- Which people defeated the Seljuks at the Battle of Kose Dag (1243 CE), and how did this affect the Turkish Empire?
The Seljuk Turks were defeated by the Mongols at the Battle of Kose Dag in 1243 CE, leading to years of instability in Anatolia, but causing a new group of warrior leaders to take over.

Page 32 'The Siege of Constantinople'

- A 1 a) It was a very strongly defended fortress city, and capturing it would both show Sultan Mehmet II's power, and give him prestige at a time when he faced internal challenges, and would also remove the Byzantines as an enemy and restrictive force on Ottoman ambitions. Control of the great city would not only seal his reputation as an awesome military and political leader, but would also give him command of the wealth of trade that flowed through the Bosphorus, between the Mediterranean and the Black Seas.
- b) The city of Constantinople had strong city walls, good defences, and was well-supplied. A massive iron chain ran across the mouth of the water of The Golden Horn by Constantinople to protect the city and prevent even the strongest warships sailing into the harbour. The Turks needed to totally surround the city.
2. Students should have written notes in the boxes around the map to explain what happened at the Siege of Constantinople, and might mention these facts:
- The city was surrounded by the Ottomans in April 1453.
 - Ottoman artillery maintained a continual pounding of the walls of Constantinople to seek weak spots in the defences.
 - Mehmet II gave orders that hundreds of slaves and oxen should drag some of his warships across the land and into the bay of the Golden Horn, using thousands of greased wooden rollers. The Byzantines never expected that!
 - A breakthrough came at the end of May and Constantinople fell to the Ottomans.
 - Mehmet assumed the title '*Fateh*' meaning 'conqueror.'

Page 33 'The spread of the Ottoman Empire'

- A 1. Students should mark and name the places where the important events of the Ottoman Empire took place.
- 2.

Place	Events
Central Asia and Anatolia	Nomadic people gradually migrating westwards. By the tenth century CE, they had reached the territories of Anatolia (the core of modern-day Turkey).
Battle of Manzikert	A Seljuk leader, Alp Arslan or 'heroic lion' in Turkish defeated the Byzantine army in 1071 CE.
Battle of Kose Dag	Serious defeat by the Mongols at the in 1243 CE resulting in years of instability in Anatolia.
Western Anatlia	During the late 13th century, a warrior clan of Ottoman leaders secured control of the former Byzantine territories beginning the Ottoman state.
City of Basra	Sultan Orhan conquered Basra, 1326 CE.
Balkan lands	During the 15 th century, Balkan lands were brought into the empire and the local leaders were made to pay homage to the Ottoman Sultan.
Constantinople	Sultan Mehmet II captured the Byzantine capital in 1453 CE. During the next decades, the city started to be known by a Turkish name, Istanbul, as well as its ancient Roman name.
Hagia Sophia church	Mehmet ordered the conversion of this famous church in Constantinople into a mosque.

The Middle East and North Africa, including the Muslim holy cities of Makkah and Madina	Sultan Selim I mounted a military campaign to the south of the empire, into the lands of the Mamluk Sultans of Egypt, and during 1516–17 CE, captured the core regions of the Middle East and North Africa.
The Balkans and Belgrade, Eastern Europe and Hungary, Rhodes, Algeria	Under Sultan Suleiman the Magnificent, the Ottoman Empire reached its greatest position of world power and dominance.
The Ka'aba in Makkah and the Dome of the Rock, Jerusalem	Suleiman devoted Ottoman resources to renovating these holy sites.

3. Students should make notes to write a report which is somewhat more open-ended. Reward learners who have gone beyond 'copy and paste' exercises from online sources or who have copied from secondary sources. The best responses will perhaps consider cultural or historical inheritance, language, culture, religion, etc. and may have approached the activity with innovative ideas, or chosen to focus particular elements of personal interest.

Islam spreads to the subcontinent

Background knowledge for the unit

There is evidence of human existence on the Indian subcontinent since prehistoric times. The Indus Valley Civilization and the Indo-Aryan cultures blended into the Vedic Civilization. By the seventh century, the region was ruled by established dynasties and empires, and the population split into Hindu, Jain, and Buddhist communities, which largely coexisted.

The Gupta Empire oversaw the 'Golden Age of India' or classical period (230 BCE–1206 CE). After its decline, parts of its northern territory were lost to other peoples, including the Raja Dahir of a Hindu Dynasty. By that time, trade with the Middle East had developed by sea, and an Arab chronicle called '*Chach Nama*' tells us that Al-Hajjaj ibn Yusuf, the Arab Governor of Basra, took military action against Raja Dahir because pirates from the Daibal coast in Sindh had stolen official gifts to the Caliph from the King of Serendib (modern Sri Lanka).

Before we proceed

This unit indicates the importance of key individuals in history. Mahmud Ghaznavi led seventeen expeditions into the subcontinent. His military successes showed the relative weakness of existing rulers of the Indian subcontinent and also encouraged others to follow with later expeditions. This process expanded the influence of Islam and the Umayyad Caliphate, created interaction between Hindu and Muslim communities, and greatly enriched Ghazni, for example, funding the construction of huge mosques, palaces, universities, and libraries, as well as the sponsorship of poets and painters, philosophers, and scientists. There were inevitable cultural exchanges, for example, tea, fine porcelain, paper, and gunpowder were introduced to the Indian subcontinent.

Expected learning outcomes

Students should be able to:

- explain how Islam spread to the subcontinent
- name key figures who were instrumental in encouraging the spread of Islam into the subcontinent
- select information from sources, summarize it, and present it coherently
- sequence historical events in chronological order

PAGE 72

'When and how did Islam spread to the subcontinent?' and 'Defending the Eastern frontier of the Islamic Empire'

Resources

- *Oxford School Atlas for Pakistan*

Introduction

The unit opens with a rather surprising information that Islam was brought to the Indian subcontinent by Muslim Arab traders many decades before Muhammad bin Qasim attacked Sindh in response to pirate attacks on Arab merchant vessels in the waters between Arabia and the subcontinent. Later, Mahmud of Ghazni led a series of expeditions on the subcontinent. Historians have used the *Chach Nama* as the primary source to study the history of this period. Translated into Persian in 1216 CE from an earlier Arabic text, it is believed to have been written by the *Thaqafi* family, who were relatives of Muhammad bin Qasim. The book raises interesting questions about the origins and reliability of the ancient sources that have been

copied and translated repeatedly. Muhammad bin Qasim's mission to conquer Sindh was a great risk as he was very young and relatively inexperienced. He was assigned the mission because his uncle, Hajjaj bin Yusuf, was the Governor of Iraq. Fortunately, Muhammad bin Qasim turned out to be a brilliant tactician and commander who defeated Raja Dahir and established a strong foothold for Islam on the subcontinent. Following this, his armies began to spread through the Punjab and further into India, raiding and capturing lands. The weakening of the existing power-holders created possibilities for later Islamic conquests and incursions.

Using the Student's Book

Before students read the text, ask them to make notes of important findings from the text in their notebooks. Ask them to take turns to read the section 'When and how did Islam spread to the subcontinent?' on page 72.

Ask the students some questions based on the passage they have just read.

- What do some historians say was the reason that Islam first came to the subcontinent?
- When was the first mosque built in the Indian state of Kerala?
- What caused a military intervention by the Governor of Bahrain?

Ask students to read the section 'Defending the eastern frontier of the Islamic Empire' on page 71. Discuss the content of the section with the students, perhaps asking:

- Who took over control of Sindh from the Sassanians after the end of Persian rule in the region in 635 CE?
- Why did the Rai Dynasty clash with the *Rashidun* Caliphate under Hazrat Umar ibn al-Khattab ﷺ?

Students could attempt Question 1 in class and 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 Islam was brought to the subcontinent by Arab merchants in the seventh century.

- I learned that the first military engagement on the subcontinent by the Arabs occurred in the mid-seventh century during the *Rashidun* Caliphate ﷺ.
- I learned that the Islamic conquest of the Sassanian Empire brought an end to Persian rule over present-day Iran, Afghanistan, and Pakistan.

PAGES 72-75

'Muhammad bin Qasim'

Using the Student's Book

Ask the students to read 'Muhammad bin Qasim' on pages 72–75. Refer to the map of the subcontinent in 700 CE and the 'It's a fact!' section on page 73. Discuss the achievements of Muhammad bin Qasim.

Ask students to complete Questions 3–4 in class or for homework.

Activity

Explain to the students that they are going to carry out a stamp designing task using information from the three lessons they have just studied. They must choose which information to use from the following sections:

- 'When and how did Islam spread to the subcontinent?' (page 70)
- 'Defending the eastern frontier of the Islamic Empire' (page 71), and Muhammad bin Qasim' (page 72).

Instructions

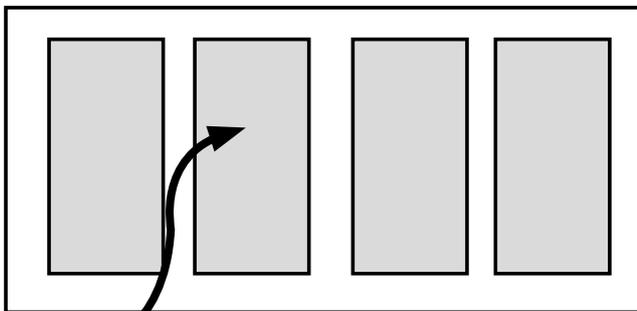
Design a set of four stamps to commemorate the coming of Islam to the subcontinent. The stamps must represent key events in the arrival of Islam on the subcontinent, and should carry different postal values (prices).

It should contain a card with a description of the design of the stamp and its background story. You have to design both: the card and the stamps.

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 Hajjaj bin Yusuf gave the command of the Arab army to his seventeen-year-old nephew, Muhammad bin Qasim.
- I learned that in 711 CE, Muhammad bin Qasim's army killed Raja Dahir near Rohri and he became the first Muslim conqueror of Sindh.
- I learned that Muhammad bin Qasim treated the conquered people with dignity and allowed them to continue to worship as they had always done.



Information about the historical events or people depicted on each stamp for the insert.



The four stamps

PAGE 75

'The Ghaznavid Empire'

Resources

- Skills Book page 35 'Invaders and settlers'
- *Oxford School Atlas for Pakistan*

Using the Student's Book

Ask students to read 'The Ghaznavid Empire' on page 75 and refer to the map of the Ghaznavid Empire showing the conquests of Mahmud of Ghazni. Using their *Oxford School Atlas for Pakistan*, they should locate the places in modern-day Afghanistan, Pakistan, and India, and list the names in their notebooks. They should also make notes from the text in their notebooks to help them complete Questions 5–6 for homework.

Using the Skills Book

The table shown on page 35 of the Skills Book involves recording the main events of the spread of Islam on the subcontinent. This activity is an efficient and quick way to summarize the invaders and settlers of the Indian subcontinent.

Ten different events are recorded in individual boxes, not in chronological order. The students should rearrange them in the correct order, along with the correct dates. As a class activity, you could draw a table on the board, and divide the students into ten groups. Ask each group to pick one event and designate it to the right box as listed on page 35 of the Skills Book. Alternatively, you could assign the activity as homework.

Activity

Ask students to refer to the photograph of the Afghani bank note. Explain that they have to design a new banknote which will be issued to commemorate Mahmud Ghaznavi's achievements and his long-term impact on the subcontinent. They have to choose what items to include in the design, drawing their ideas from the text in the Student's Book.

It might be helpful to look at some banknote designs to agree what key features to include, and how the layout is usually structured.

Name of the bank	Image of the person
Image related to the Historical significance	Value

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 Subaktagin Ghazni invaded India and expanded his empire as far as the River Indus.
- I learned that Subaktagin Ghazni was succeeded by his son Mahmud Ghaznavi in 997 CE.
- I learned that Mahmud Ghazni led seventeen campaigns to invade India from 1000–1026, all of which had long-term impacts on the subcontinent.

Answers to assessments

- Some historians believe that Islam was brought to the subcontinent in the 7th century CE by Arab merchants who travelled along the sea trade routes between the Arabian Peninsula and the subcontinent. The first mosque was built in around 629 CE in the Indian state of Kerala.
- The Arab Governor of Bahrain and Oman sent a small naval force in the mid-7th century CE, during the *Rashidun* Caliphate رضيدون, to engage with Indian pirates who had been threatening trade routes between Arabia and the subcontinent.
- The invasion of Sindh in the early 8th century came as a response to repeated attacks on Arab traders and shipping by the local rulers and sea pirates. The Umayyad Governor of Iraq, Hajjaj bin Yusuf, gave the overall command of the Arab army to his seventeen-year-old nephew, Muhammad bin Qasim. This was an astonishing show of faith in such a young man, but Muhammad bin Qasim had spent most of his young life learning about the arts of government and war at his uncle's side.
- Muhammad bin Qasim was successful because he led a well-equipped army of six thousand cavalry, six thousand camel riders, reinforcements, and siege engines such as catapults into Sindh. As he won battle after battle, the size of his army grew as men from miles around heard of his successes. Raja Dahir was not a popular ruler, and many of his Buddhist subjects did not support him in battle. On the contrary he attempted to establish law and order in the newly conquered territory by showing religious tolerance and integrating the ruling classes into his new government. During his reign as Governor of Sindh, he treated the conquered people with dignity and allowed them to continue to worship as they had always done.
- You might wish to use a table which compares facts about the two men, perhaps set out as below. When drawing out the table, columns 3 and 4 can be narrow as only a tick is required to indicate similarity or difference. You should decide if you will give learners any of the information for the first two columns.

Muhammad bin Qasim	Mahmud of Ghazni	Similarities	Differences
aged 17 when put in command	No information has been given in the text.		
the nephew of regional governor	the son of Ghaznavid Emperor, Subaktagin Ghaznavi		
only one major campaign: 711 CE against Raja Dahir	led seventeen campaigns to invade India, from 1001–1026 CE		
trained by Umayyad Governor of Iraq, Hajjaj bin Yusuf	was trained in the royal court		
led six thousand cavalry, six thousand camel riders, reinforcements, and siege engines such as catapults	a very strong and well-equipped army which enabled him to make seventeen invasions into the subcontinent		
established a brief but successful rule	went back to Ghazni with his troops before Monsoon		
showed religious tolerance, allowed freedom of worship	displayed great religious tolerance allowed non-Muslim people to practise their religions by paying a special tax called <i>jizya</i>		
attempted to establish law and order, and integrated the ruling classes into his new government	kept local Hindu officials in their positions		
established an Islamic state in north of the sub-continent	took control to southern tip of subcontinent		

6. Mahmud Ghaznavi managed to expand the Ghaznavid Empire deep into the heart of the subcontinent by conquering Punjab. He even went as far as the southern tip of India, to modern-day Gujrat. He died in 1030 CE, leaving a permanent mark on the history of the subcontinent. His multiple invasions had a long-term impact on the subcontinent. These include:
- giving Islam a major foothold in northern India that would make it easier for later rulers to expand into the subcontinent
 - allowing for greater interaction between Muslims and Hindus and opening the way for wider acceptance of Islam by Hindus in northern India
 - fatally weakening the Hindu kings of northern India by highlighting deep divisions amongst the ruling Hindu elite
 - transferring a great deal of wealth to Ghazni and turning it into one of the great cities of the medieval world, second only to Baghdad
 - encouraging artists, craftsmen, and painters, who contributed to the construction of huge mosques, palaces, universities, and libraries in Ghazni
 - displaying great religious tolerance in the conquered regions and allowing the local people to practise their religions by paying a special tax called jizya
 - retaining the positions of the local Hindu officials on the subcontinent
 - introducing paper, tea, fine porcelain, and gunpowder to India

Answers to Skills Book

Page 35 'Invaders and settlers'

- A 1. In this sequencing activity, students should demonstrate that they understand how Islam began to spread to the subcontinent. They will have read the Student's Book and while working with a partner, should have listed in the table below the main events of the spread of Islam into the subcontinent, in the correct order.

	Event	Date
a)	The first mosque in the subcontinent was built in Kerala, India.	629 CE
b)	Rulers and pirates in Sindh continually attacked Arab traders and ships.	mid-7 th century CE
c)	Caliph Umar <small>رضي الله عنه</small> sent an army from Basra to the subcontinent.	643 CE
d)	Muhammad bin Qasim's army defeated the army of the Hindu ruler Raja Dahir near Rohri.	711 CE
e)	Muhammad bin Qasim became the first Muslim conqueror of Sindh.	711 CE
f)	Muhammad bin Qasim led an army to attack the town of Daibal.	early 8 th century CE
g)	Subaktagin Ghaznavi, from Ghazni in Persia, invaded India and expanded his empire as far as the River Indus.	mid-late 10 th century CE (Students have to infer this from the text.)
h)	Sultan Mahmud Ghaznavi led seventeen campaigns to invade India.	1001–1026 CE

*Answers b & c could be in either order as they are around the same time, but the text says the first military engagement was against the pirates.

UNIT 9

The rise of the Delhi Sultanate

Background knowledge for the unit

At the end of the 10th century CE, Muslim armies from Central Asia pushed south towards the mountainous northern border of the Buddhist and Hindu kingdoms of the Indian subcontinent, taking advantage of disunity and rivalry within. These border raids did not initially extend the territory of the Islamic states. But, over time, the ambition to extend the empires and carve out a stronger power base led to more aggressive military advancements into the subcontinent. In this unit, we will look in chronological order at this process of empire-making and power-shifting over a third of a millennium. The first occupiers of the northern subcontinent established territories, but the declaration of a Sultanate only came with the later five dynasties. The leaders of first four dynasties were of Turkish origin, and the fifth (the Lodhi Dynasty) was of Afghan origin.

Before we proceed

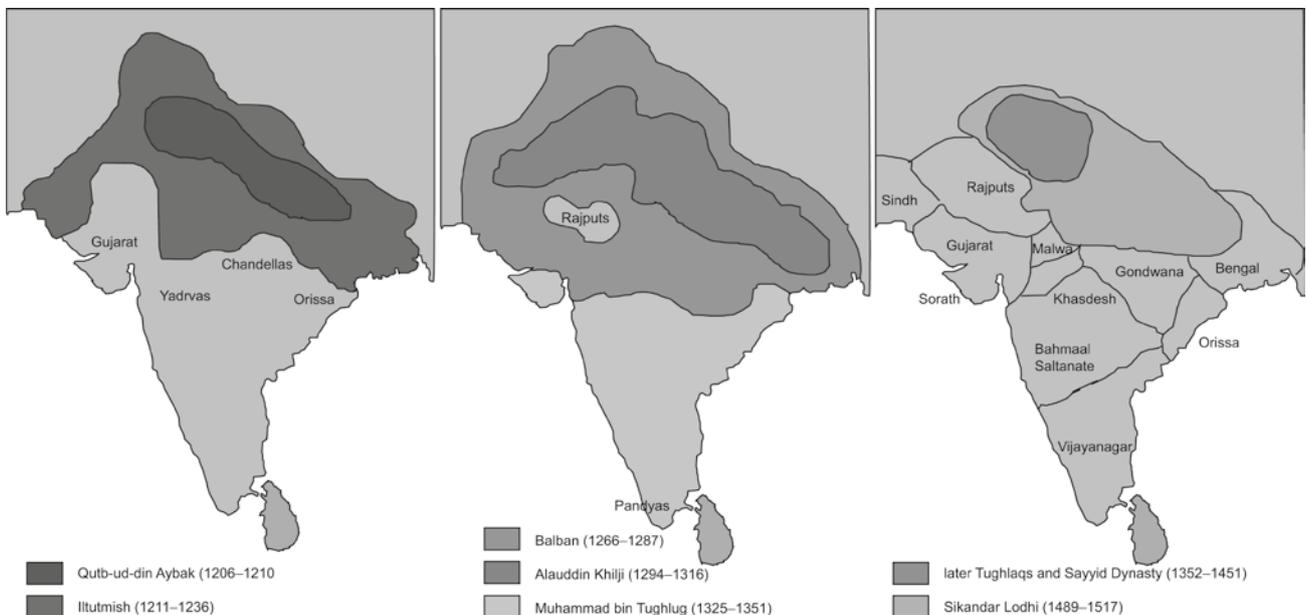
The Delhi Sultanate presents some interesting features:

- Part-way through the Mamluk Dynasty (also called as the Slave Dynasty), Razia Sultana, reigned from 1236 to 1240 CE as the only female ruler of the Sultanate.
- The Mamluk Dynasty was one of the few sultanates to repel an attack by the Mongols.

Despite being called the Delhi Sultanate, Delhi was not always within the territory of the Sultanate, and was not part of its capital for extended periods as these statistics show:

Capital: Lahore (1206–1210), Badayun (1210–1214), Delhi (1214–1327), Daulatabad (1327–1334), Delhi (1334–1506), Agra (1506–1526).

The Sultanate was at the peak during the Tughlaq Dynasty. As the maps show, even though the lands held by the Sultanate varied in size, the overall territory was always enormous.



The extent of the Delhi Sultanate

Expected learning outcomes

Students should be able to:

- explain how the Ghorids came to power after the downfall of the Ghaznavid Empire
- describe how the Ghorids laid the foundations of the Delhi Sultanate
- explain the rise and fall of the Slave, Khilji, Tughlaq, Sayyid, and Lodhi dynasties

PAGE 80

'The rise of the Ghorids'

Resources

- Skills Book pages 37–38 'The Ghorids'
- *Oxford School Atlas for Pakistan*

Introduction

The history of the Delhi Sultanate comprises of a series of dynasties gaining power, and then ultimately falling to the Mughal Empire. The Ghori Empire acquired what is now Afghanistan and what had been parts of Persia, before conquering Delhi to create the Delhi Sultanate. When the dynasty fell, the Sultanate was split between four former Mamluk generals, and faced a period of instability. Iltutmish, the third Sultan, reconsolidated central control and successfully fought off external threats. Succeeded by the Tughlaq Dynasty, a period of expansion followed, reaching deep into central and southern India. This included an era of great building works during a time of relative peace which was unfortunately not to last. The short-lived Sayyid Dynasty faced turbulence but reconsolidated territorial possessions before the last Sultan, Ibrahim Lodhi, of the Lodhi Dynasty was defeated by the Mughals.

Using the Student's Book

Remind the class that in the early 8th century, Mohammad bin Qasim had conquered land as far as the west bank of the River Indus, but did not expand Islamic territory further.

Read, in turn, 'The rise of the Ghorids' on page 80 and refer to the dialogue box on the left side of the page.

Discuss how Mahmud of Ghazni's invasions into the subcontinent were successful.

Discuss whether Mohammad of Ghor was more successful or not. (This could help elicit responses from the students as to what they have learnt in this lesson.)

Students could now complete Question 1 for homework.

Using the Skills Book

Students could now complete Skills Book pages 37–38 'The Ghorids' sections 1, 2 a–c, 3, 4, and 5 a–d. Section A1 of this exercise requires the marking and labelling of the territories conquered by the Ghorids; while sections A2–5 are a series of quick recap questions about the lesson.

Discussion and review

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

- I learned that large parts of modern Afghanistan had come under the control of Mahmud of Ghazni.
- I learned that Mohammad Ghori seized the remaining territories of the crumbling Ghaznavid Empire in 1173 after the death of Mahmud of Ghazni.

PAGES 80–81

'Prithviraj Chauhan'

Using the Student's Book

You could ask students to read the lesson 'Prithviraj Chauhan' on page 80 and discuss what is meant by a 'formidable' ruler as Prithviraj is described in the lesson. Students should be able to make inferences about why Prithviraj Chauhan attempted to run away from the battleground. (Students might reply that he did so to save his life).

Ask: What was the result of the first and second Battles of Tarain? What do you think happened to Prithviraj Chauhan? The objective of this discussion is to enable students to deduce or to infer from available evidence. Students could now complete Question 2 in class.

Activity

Delhi had been one of the key centres of the Sultanate. For homework, using the Internet and reference books prepare a presentation about the historical places of Delhi built during the Sultanate rule, e.g. Qutb Minar, Tughlaq Fort, Begumpuri Masjid, and Lodi Gardens. Images could be used along with some basic information for example, when the building was built and by whom.

Discussion and review

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

- I learned that the Hindu Raja Prithviraj Chauhan had established himself as the unchallenged ruler over much of north-western India.
- I learned that The Second Battle of Tarain took place in 1192 only a year after The First Battle of Tarain.
- I learned that by 1202 the Ghorids had built an empire that stretched from the Caspian Sea to the Bay of Bengal.

PAGES 81-82

'The Slave Dynasty'

Resources

- Skills Book page 39 'The Slave Dynasty in India'

Using the Student's Book

Read 'The Slave Dynasty' on pages 81–82. Recap on the facts that slaves helped to secure the borders of the sultanates, keeping an eye on enemy tactics, taking care of the local people, and also by staying vigilant about enemies inside the sultanates.

Refer to the image on page 81 of the famous Qutb Minar which is named after Sultan Qutbuddin Aibak who also started its construction.

Students could now complete Question 3 for homework.

Activity

The construction of Qutb Minar was started by Qutbuddin Aibak around 1192. However, he could not complete the construction of the famous Minar.

Students could perhaps research to find out who completed it.

Using the Skills Book

'The Slave Dynasty in India' section A1 a–c on page 39 to be completed for homework.

Discussion and review

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

- I learned that many Muslim rulers relied on 'slave soldiers' to help them rule their empires.
- I learned that after the death of Mohammad Ghori, his empire split into minor sultanates led by his former Mamluk generals.
- I learned that after the death of Iltutmish, his daughter Razia Sultana took over but was defeated by Turkish nobles.

PAGE 82

'The Khilji Dynasty'

Using the Student's Book

Students could read 'The Khilji Dynasty' on page 82. Discuss the meaning of the term 'princelands'. Explain that it means 'lands ruled by princes'. When the large Delhi Sultanate was on the verge of breaking down, the 'slave soldiers' that later became the rulers fought amongst themselves and built up their little empires or 'princelands'. Ask why the Khilji Dynasty was significant in the establishment of Islam on the Indian subcontinent.

Discussion and review

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

- I learned that the Khilji Dynasty was very significant in the establishment of Islam in the Indian subcontinent.
- I learned that Jalaluddin Khilji was murdered by his nephew Alauddin Khilji.
- I learned that the Khilji Dynasty enriched the Delhi Sultanate through their raids into southern India and kept the Sultanate united.

PAGES 82–83

'The Tughlaq Dynasty'**Using the Student's Book**

Ask students to read the section: 'The Tughlaq Dynasty' on pages 82–83. Explain that while conquering the lands of other dynasties required great military skills and resources; retaining the conquered lands required even greater administrative skills. Ghiyas-ud-din *Tughlaq* had also conquered the vast territories south of the Delhi Sultanate, yet he lost to powerful rebellions.

Refer to the image of the Tughlaq Fort on page 82 and read the caption. Discuss the ways that the Tughlaq Fort might have protected Delhi from Mongol raids.

Students could attempt Questions 4 and 6 for homework.

Discussion and review

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

- I learned that after claiming victory, Ghazi Malik renamed himself Sultan Ghiyas-ud-din Tughlaq and became the first ruler of the Tughlaq Dynasty.
- I learned that Ghiyas-ud-din was a skilled military commander whose greatest legacy was protection of northern India from the devastating Mongol attacks.

PAGE 83

'The Sayyid Dynasty' and 'The Lodhi Dynasty'**Using the Student's Book**

Ask students to read 'The Sayyid Dynasty' on page 83. Discuss the significance of the claim that the Sayyid Dynasty made about their family.

Ask students to read the section: 'The Lodhi Dynasty'

on page 83. Recap that rulers of the past had a great love for art, poetry, and stunning architecture. Many leaders invited renowned poets and artists into their courts and rewarded them with expensive gifts including gold and silver coins. According to historians, this also helped promote the literature and culture of every era as many stunning works of art can be traced to those times. Similarly, many great kings and rulers wrote poetry that is read even today.

At the end of the lesson, ask the following questions:

- Why could Sultan Sikander Lodhi be described as the most successful member of his dynasty?
- What did Lodhi Dynasty's success depend upon?
- What caused the downfall of the Lodhi Dynasty?

Students should be able to attempt Questions 5–7 and 8 for homework.

Discussion and review

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

- I learned that the Sayyid Dynasty was the fourth dynasty of the Delhi Sultanate that ruled from 1414–1451.
- I learned that the Sayyid Dynasty claimed that were the descendants of Prophet Muhammad ﷺ.
- I learned that the Lodhi Dynasty re-established the Delhi Sultanate during 1451–1526.
- I learned that Sikander Lodhi was the most successful Sultan of the Lodhi Dynasty.
- I learned that the Lodhi Dynasty success relied on maintaining trade routes between southern India and Central Asia.

Answers to assessment

- The capture of Lahore by Mohammad Ghori and his brother in 1186 CE opened up a land route south towards Delhi through the Khyber Pass.
- They are significant because by 1202 CE, the Ghorids had built an empire that stretched from the Caspian Sea in Iran to the Bay of Bengal.
- The Mamluks or 'slave soldiers' were Turks who had been enslaved and trained as soldiers. Four of their former generals became significant after the death of Mohammad Ghori (1206 CE) when his lack of an heir allowed them to split his empire into minor sultanates later known as the 'slave states'.

State	Mamluk ruler
Bengal	Mohammad bin Bakhtiyar Khilji
Delhi	Qutbuddin Aibak
Ghazni	Tajuddin Yildoz
Multan	Nasiruddin Qabacha

- Historians offer two alternatives for Ghiyas-ud-din Tughlaq's greatest legacy:
 - his protection of northern India from the devastating Mongol attacks
 - building the largest Islamic empire on the subcontinent up to that point
- The Delhi Sultanate was a Muslim kingdom based mostly in modern India that stretched over large parts of the subcontinent for 320 years (1206–1526 CE). Five dynasties ruled over the Delhi Sultanate consecutively:
 - Mamluk or Slave Dynasty (1206–90 CE)
 - Khilji Dynasty (1290–1320 CE)
 - Tughlaq Dynasty (1320–1414 CE)
 - Sayyid Dynasty (1414–51 CE)
 - Lodhi Dynasty (1451–1526 CE)
- The greatest difficulty faced by the Tughlaq Dynasty was holding on to the vast territories conquered south of the Delhi Sultanate, even though they raised large sums of money they could not contain the rebellions in their new territories after 1335 CE.
- They claimed to belong to the family of Sayyids, or the descendants of the Prophet Mohammad ﷺ.

Answers to Skills Book

Pages 37–38 'The Ghorids'

- A 1. The map-based task for this activity requires students to use a map to trace the growth of the Ghorid Empire, and use texts to answer questions about the rise of Ghorid power. The map in the Skills Book should show the cities captured by the Ghorids including: Herat, Lahore 1186 CE; battlefield sites: Bathinda, Tarain 1191, Tarain 1192.
- The empire whose territories Muhammad of Ghor first captured was the Ghaznavid Empire.
 - This was not difficult.
 - This Ghaznavid Empire was in serious decline, and the Ghorids were growing in power and confidence.
 - The Ghorids took control of the Khyber Pass.
 - This was an important route because it opened up a land route south towards Delhi.
 - The Ghorids defeated the ruler, Prithviraj Chauhan at Lahore.
 - This was difficult.
 - Hindu Raja Prithviraj was a formidable enemy, with powerful, secure, and unchallenged control over much of north-western India.
 - To celebrate this victory, the Ghorids built the 73 m tall Qutb Minar, the tallest minaret in the world. The tower is named after the first Sultan of the Mamluk Dynasty, Qutbuddin Aibak.

Page 39 'The Slave Dynasty in India'

- A 1. In this task, students should demonstrate their knowledge of how the Slave Dynasty of India developed. Students will have completed a table like the one below in their Skills Book, using sources such as the Internet. Only column four can be completed using the Student's Book, making this a very challenging task.

Mamluk	Tajuddin Yildoz	Muhammad bin Bakhtiyar Khiji	Nasiruddin Qabacha	Qutbuddin Aibak
His territory	Governor of Ghazni	Governor of Bengal	Governor of Uch and Multan	Governor of Delhi
Main events and achievements	<p>He was heavily involved in the succession power struggle; highly ambitious and aggressive; established a puppet government leading to war with the former Sultan's nephew, Ghiyas-ud-din, and his notional ally, Muhammad II of Khwarizm, who betrayed him and took over some of Ghiyas's land.</p> <p>In 1214 CE Muhammad II conquered Firuzkuh and captured the puppet ruler Alauddin Ali before marching to Ghazni, where he decisively defeated Yildoz, who fled to Punjab and captured Lahore, from Nasiruddin Qabacha.</p> <p>He claimed to be the heir to the throne of Delhi and fought Iltutmish at Tarain (January 1216 CE), was defeated, captured, paraded through the streets of Delhi, and later executed,</p>	<p>He is reputed to have been responsible in 1193 for the destruction of the ancient Buddhist college-city of Nalanda and the university of Vikramshila.</p> <p>He ruled from 1206–1210 CE; led his troops from the front; talented horseman and general; suffered a setback in the Tibetan campaign of 1206 CE and was one of around 100 survivors. He rebelled against Qutbuddin. During his reign he began a programme of building mosques, madrasahs, and <i>khangahs</i> (spiritual retreats), an action considered responsible for many converts to Islam.</p>	<p>He attacked and occupied Ghazni in 1208 CE, but was defeated by Yildoz after forty days; declared independence in 1210 CE; lost Lahore to Yildoz, but regained it after Iltutmish's victory over Yildoz in 1216 CE. In 1217 CE Iltutmish forced him to retreat from Lahore towards Multan, and defeated him at Mansura, but did not push into Sindh due to concerns that weakening both sides would allow the Mongols to take advantage. Iltutmish waited until 1227 to resolve things, besieging Uch in 1228 CE and his assistant laying siege to the island-fortress of Bhakkar. Peace was agreed, but Iltutmish's minister, Junaidi, perhaps mistakenly, continued the siege of Bhakkar and it seems Qabacha drowned or committed suicide.</p>	<p>His reign was short, from 1206–1210 CE; ruled from Lahore; tightly controlled Delhi; consolidated control over northern India; initiated the construction of Delhi's earliest Muslim monuments, the Quwwat-ul-Islam mosque and the Qutb Minar. After a power struggle, he was succeeded by his son-in-law Iltutmish from 1211 CE.</p>
Where and when he died	He was sent to Budaun as a prisoner and put to death in c2016 CE.	He was assassinated whilst unwell in 1210 CE.	He drowned in 1228 CE.	He died in 1210 CE from an accidental sporting injury incurred during a polo match.

The beginnings of the Mughal Empire

Background knowledge for the unit

The start of the Mughal Empire is traditionally dated to the victory of Babur over Ibrahim Lodhi, who was the last ruler of the Delhi Sultanate, at the First Battle of Panipat (1526 CE). Babur and his supporters traced their ethnic origins to the Turk-Mongol Timurid Dynasty of Central Asia, and claimed direct descent from Chinggis Khan and the founder of the Timurid Empire, Timur, or Tamerlane, the Turk-Mongol conqueror. The early establishment of the empire was disrupted when a fifteen-year break, pushed the ruling family into effective exile under Emperor Humayun. The Suri Empire was then overthrown by Akbar the Great in 1556. Akbar and his son Jahangir were strong rulers and brought stability and economic growth as well as greater religious tolerance, which in turned helped culture to flourish.

Before we proceed

Peace was never guaranteed in the region however, and the north-western Rajput kingdoms in particular were often restless and continued to pose a significant threat to the Mughals. The empire spread over four million square kilometere at its height, covering most of the subcontinent and what is now Afghanistan. In order to balance military power and local interests, the Mughals preferred to make life easier for the local people. Local administration was mainly left to the local systems provided central rules were followed and taxes collected. At the same time, local nobility were encouraged to become involved in the central bureaucracy and to hold office in the imperial military or administration. Some groups were encouraged to become particularly active in the north and west: the Marathas, Rajputs, Pashtuns, Hindu Jats, and the Sikhs. It was a process which would later cause problems of power shifting.

Expected learning outcomes

Students should be able to:

- explain the growth of the Mughal Empire through the ambition of leaders from Central Asia
- appreciate the resilience of the first two Mughals, Babur and Humayun, and consider how they ultimately overcame challenges to establish a dynasty
- evaluate the significance of Akbar's rule of the Mughal Empire

PAGE 88

'How did the Mughals secure such a vast empire and 'The origins of the Mughal Empire'

Introduction

Units 10–11 provide an opportunity to carry out an in-depth study of the rise and fall of the Mughal Empire. In this lesson, students will learn about the progress of the first Mughal Emperor, Babur, who used the military technology of the Ottomans to conquer Lahore and Delhi in 1525–26 CE, and thus established the empire across the northern subcontinent. Babur's son Humayun lost the empire to Sher Shah Suri from 1540 to 1555 CE when he retook Delhi. His son, Akbar, was a far more convincing military figure, taking control of the land from Bengal to Gujarat.

Considering the early Mughal emperors, students should revisit the issue of what constitutes a strong and successful leader, and this also raises the issue of how history is used to judge figures and events from the past: for today's commentators Akbar

becomes 'the Great', but Humayun is seen as ineffective. By the end of the unit, students will have considered the factors that aided the rise of the Mughal Empire and its rapid growth.

Using the Student's Book

You could ask students to research the Mughal Empire beforehand so they know what they will study in class. Students could read the text in class and share the new information they have collected. Discuss the origins of the Mughals and their ancestors as explained in the book. You could also ask students if they believe in the claims made by warriors of the Mughal Empire that they were the descendants of both Changez Khan and Timur. For this it might be helpful for students to research more about the ancestry of the Mughals.

Discuss the origins and claims of the Mughals:

- i. Who did the Mughals claim as their ancestors?
- ii. What reasons might be behind these claims?

Students could begin drawing a basic family tree of the Mughals in their notebooks and continue to add names as they read further.

Discussion and review

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

- I learned that the Mughals descended from the Mongol and Turk tribes of Central Asia.
- I learned that the Mughal warriors claimed they were the descendants of both Changez Khan and Timur.

PAGES 88-89

'The reign of Zahiruddin Babur' and 'Military tactics'

Resources

- Skills Book pages 41-42 'Babur, the empire-builder'

Using the Student's Book

This lesson begins with the reign of Zahiruddin Babur who inherited the throne at the age of twelve. Ask students to read pages 88-89 and discuss Babur's military tactics: What made him innovative and capable as a military leader? Discuss why Babur established contacts with great neighbouring empires. Students could research more about Ibrahim Lodhi and the Battle of Panipat to expand their knowledge on how Babur took the throne of Delhi. Students could read the 'It's a fact!' and for homework, they could find out more about Babur's autobiography and write down the key points of their findings in their notebooks. Students should be able to attempt Questions 1-3 in class or for homework.

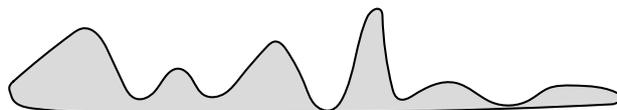
Using the Skills Book

Two of the activities from the Skills Book could be completed in class: Sections A1-2, B1 a-d, and C1 a of 'Babur, the empire-builder' on pages 41-42. The tasks are based on gathering information from the Student's Book, and include some evaluative tasks where the students form historical judgements around the performance of individuals and the qualities of leadership.

Activity

Ask students to work in small groups to design a poster about the ups and downs of the early Mughal emperors.

They should think carefully of a design; it could be a winding road, or a rollercoaster; it could be a series of boxes of text and illustrations. See an example below:



When they have completed their work, ask the students to pin their work up around the room and explain to each other what they have designed, and why. This activity will demonstrate their creativity as well as their ability to vocalize and explain their understanding of historical events.

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 Babur inherited the throne of the small kingdom of Ferghana at the age of twelve.
- I learned that Babur met Ibrahim Lodhi in the Battle of Panipat and defeated and killed him. Eventually he took over the throne of Delhi.

PAGES 89-90

'The collapse and restoration of the Mughal Empire under Humayun'

Using the Student's Book

Ask students to read pages 89–90. Discuss the fact that histories (writings about the past) often judge people and events from the past. Some say that history 'is the story of the winning side,' while others argue that there are different versions of history because much of the historical record is an interpretation from a particular perspective.

Raise the question of whether Humayun really was a bad or unsuccessful leader, or just an unlucky one. He lost the empire for fifteen years, but he also retook it.

This should allow students to engage with the idea that judgements in history are often not clear cut or easy, and that frequently they are complex. Students should now be able to attempt Question 4 for homework.

Activity

You could ask students to refer to 'It's a fact!' on page 90 and research Sher Shah Suri's life and administrative abilities. They could make a presentation and bring it to the next lesson.

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 Humayun was not as skilled a warrior as his father Babur and faced endless challenges from his enemies.
- I learned that Sher Shah Suri attacked Bengal, and defeated Humayun, and set himself and his family up as the rulers in Delhi.
- I learned that the Battle of Sirhind was a decisive victory for the Mughal forces which restored Humayun to his throne.

PAGE 90-91

'The reign of Akbar the Great'; 'Mughal government and religion under Akbar'; and 'Significant buildings'

Resources

- Skills Book page 43 'Akbar the Great'

Using the Student's Book

It is suggested that you ask students to read the remaining text beforehand and underline key facts they would like to discuss in class. Students could read 'The reign of Akbar the Great' on page 90 and be prepared to discuss with their partners their views on the qualities demonstrated by General Bairam Khan during his service to the Mughals.

Ask students what reasons they can give for the continued expansion of the empire, and what gains that might have brought. Also, would Akbar have been so great if he had not continued the expansion of the empire? These questions will help students to form their own opinions.

Moving on, ask students to read 'Mughal government and religion under Akbar' on page 90 and discuss the fair and just rule of Akbar and his treatment of people of other religions. Were his reforms concerning the treatment of ordinary people where his greatness really came from? You could ask students to refer to the dialogue box on page 90 and discuss whether Akbar was also an intellectual. Students' opinions might differ, so you should ask them to support their statements with examples from the Student's Book or texts that they have used as references.

In the lesson 'Significant buildings of the Mughal Empire' on page 91, discuss the notion of spirituality with the students. Akbar was a deeply thoughtful and religious man with interesting ideas. Does his level of reflection and his investment in the new city of Fatehpur Sikri strengthen his status as Akbar the Great or weaken it? Does an investment in great architecture, the arts, and cultural projects add to a sense of greatness or not? Refer to the images on page 91 and read the 'It's a fact!' section for further information. Students should complete Questions 5–7 for homework.

Activity

This activity will help students complete Question 8 at home. Discuss why people write history books, and why people want to read about history. They are likely to say it is a mixture of passion for the subject; the authors are paid for their work; and the book publishing industry makes money from it. Move the conversation on to how to promote book sales. They might say advertising through television and radio, newspapers, social media, and the traditional approaches of the book trade like in-shop advertising, leaflets, book signings, talks by the author, and receptions for reviewers and opinion influencers.

Discuss the things they are going to require in their response to be successful: a title and a short, clear, and enthusiastic summary of what the book covers. It could be a non-fiction book or historical reconstruction/novel about the early Mughals. They might want to think about whether to use a bold headline or headlines, whether their promotional leaflet will be on size A4 paper with either landscape or portrait layout, or a different shape and size—a folded sheet for example, or a single-sided hand out. Will it be full colour or black and white?

You could draw some shapes on your board or show an example book and the text on the flyleaf or back cover as examples of the style of promotional text used.

Example layouts:

- a) portrait layout b) folded c) landscape

Using the Skills Book

Students should be able to attempt sections A1 a–e on page 43 'Akbar, the Great'. They will have to complete the text by filling in the missing words using information from the text in the Student's

Book. This also provides an opportunity to reflect on how Akbar strengthened the Mughal Empire.

Discussion and review

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

- I learned that under Akbar's rule, more Mughal territories came under Mughal control.
- I learned that Akbar's government was well-organized and he was determined that the local people should be well-treated.
- I learned that Akbar built the famous city of Fatehpur Sikri. He also laid the foundations of the Lahore Fort and the Agra Fort.

If you have access to the *My E-Mate* companion website, this would be an appropriate time to access this and use some of the materials.

Answers to assessments

1. Create a timeline detailing Babur's rise to power.

1495 CE—He inherited the throne of the small kingdom of Ferghana at the age of twelve.

1504 CE—Babur captured Kabul and made it his base for the next twenty years.

1510s CE—He established contacts with the great neighbouring empires of the Safavids in Persia and the Ottomans in Turkey. From the Ottomans he secured vital supplies of matchlock, guns and cannon.

1525 CE—Babur took control of the city of Lahore.

1526 CE—He defeated Ibrahim Lodhi at the Battle of Panipat and established the Mughal Empire.

1531 CE—He died at the age of 47.
2. Babur was an extraordinary warrior leader of the Mughals because he established contacts with the great neighbouring empires of the Safavids in Persia and the Ottomans in Turkey. The Ottomans sold him supplies of matchlock guns and cannon which gave him a technology and firepower advantage and enhanced his powerful infantry, archers, and cavalry. The importance of artillery was shown at the Battle of Panipat, a victory for Babur which has been attributed to his use of gunpowder and dividing and encircling the enemy (the tactic of *tulghuma*).
3. The Mughals were open to new ideas, and by establishing relationships with other states they learnt about innovations taking place elsewhere. This was beneficial because it allowed them to not waste time in the development of some ideas, but to take partly-formed or already successful ideas and refine them for their own gain. The use of gunpowder and flintlock weapons is a clear example of this, and shows how taking the technology of others and using it well can make you very successful indeed.
4. Humayun could be said to have been a disappointment compared to his father because for a period of fifteen years he lost control of the empire that his father had established, having been defeated and forced into exile. Later, he retook Kabul (1545 CE) and then Delhi (1555 CE), redeeming himself somewhat.
5. During Akbar the Great's reign, new territory was conquered and the empire was consolidated. His father's general, Bairam Khan, was an experienced and capable tactician, and retook Delhi from Sher Shah Suri after Humayun's death at the Second Battle of Panipat in 1556 CE. Rajputana, Gujarat, and Bengal were captured, and later Kabul, so the whole region came under central Mughal authority. Akbar brought greater tolerance and fairness to Mughal rule by taking a deep interest in religion. He restricted the slaughter of cows for beef, pleasing his Hindu subjects. He married a Hindu Rajput princess, Jodha Bai, who took the title 'Mariam-uz-Zamani'.
6. During Akbar the Great's rule, the Mughal Empire tripled in size and wealth. He created a powerful empire and introduced effective political and social changes. He was the first Mughal ruler to win the trust and loyalty of the native subjects by ensuring fair tax that ignored religion, and allowing religious freedom of worship.
7. It should tell people about their life, achievements, and contribution to the world. The promotional copy (text) must therefore try to catch the readers' imagination and interest. It should also use relevant images to captivate buyers' attention.

Answers to Skills Book

Pages 41–42 ‘Babur, the empire-builder’

- A. This task focuses on using historical sources to find out how Zahiruddin Babur founded the Mughal Empire and the role of his military tactics and equipment in strengthening the empire.
1. Changez Khan
 2. Kabul
- B 1. Students will have researched the ‘Siege of Kabul’ from different external texts, including the Internet, in order to respond to task B and state that:
- a) At the time of the siege, Kabul belonged to the Arghun Dynasty.
 - b) Their leader was Mukim Beg Arghun.
 - c) During the siege, the city of Kabul was surrounded by Babur’s forces. Jahangir Mirza II commanded the right wing, Nasir Mirza commanded the left wing, while Babur and the main army held the centre between a garden and a tomb. Negotiations for the surrender of Mukim were slow, as he hoped help would come from his father and brother, so Babur intensified the siege and made it look like he would break through the defences. Fearing a slaughter, Mukim Beg negotiated a surrender and was allowed to leave with his family, giving Babur Kabul and Ghazni without much difficulty.
 - d) The old ruler of Kabul left the city and Babur became ruler.
2. At Chaharbagh in Kabul, Babur created a quadrilateral garden, based on the four gardens of Paradise mentioned in the Holy Qur’an, and this is seen as a lasting memorial to him.
- C 1 a) Students are asked to evaluate Babur’s character, and may identify some of the following traits. It is important that their inferences are supported, as they were asked to provide supporting evidence.

Babur’s character seems to have been:	My evidence for this is:
ambitious and brave	Babur was a successful military leader and became a warrior-king.
cultured, thoughtful, and literate	He wrote his own memoirs throughout his life. He could have had clerks do this for him, but chose to do it himself.
self-confident and assured	He felt he was important enough to record his experiences and thoughts.
curious	His memoirs mention the places he conquered as well as his battles, and record his thoughts and feelings about life in general.
spiritual and religious	His garden in Kabul is beautifully designed and is inspired by the four gardens of Paradise mentioned in the Holy Qur’an.
peace-loving	He valued diplomacy, and good relations with neighbouring powers. Babur established contacts with the great neighbouring empires of the Safavids in Persia and the Ottomans in Turkey.
innovative and a good tactician	From the Ottomans, he secured vital supplies of matchlock guns and cannon that added the new technology of firepower to the traditional swords and arrows of the horseback warriors of the region.

Students may have some variations on these themes, and these should be allowed where inferences can be supported.

Page 43 'Akbar the Great'

- A 1 a) Akbar the Great, Second Battle of Panipat, 1556 (November)
- b) his late father's enemies (the heirs of Sher Shah Suri) had recaptured Delhi after Humayun's death
- c) Rajputana, Gujarat, and Bengal
- d) i) jizya, land or property, crops
ii) to go on pilgrimage, Akbar
- e) Salim Chisti, Fatehpur Sikri
- i) *Diwan-i-khas*, or the 'Hall of Private Audience'; a downstairs listening space, and a raised platform connected to bridges so people below could listen to his discussions; he could hold special audiences with different religious leaders every Thursday evening over several months
- ii) Lahore, Agra



The expansion and decline of the Mughal Empire

Background knowledge for the unit

The Mughals had established a vast empire on the subcontinent by the beginning of the 17th century CE, and had experienced particular success under the leadership of Akbar 'the Great'. His son Jahangir succeeded him in 1605 CE, inheriting lands belonging to many tribal groups. The empire was multi-ethnic, multi-religious, and multilingual. Ruling elites lived in great comfort, but also had to tread carefully through local, national, and imperial politics to hold their positions. Most citizens were rurally-based, small-scale farmers, but there were also towns and cities across the empire with all the hustle and bustle that trade brings.

Communities had to be self-sufficient, though trade over great distances was well developed and could bring considerable wealth. It also attracted the interest not only of customers and onlookers, but of tax collectors, bandits, and criminals, and those seeking opportunities to climb the economic and social ladders. For stability and periods of peace, enforcement of religious laws and civil order were needed. The Mughal Empire ran a very capable civil service, tax system, and efficient bureaucracy that supported society. It also established centralized administration, courts, law enforcement groups, and a standing army and navy. However, strong central leadership was essential for these systems to flourish. This unit explores how far this was achieved up to the point when the empire ended.

Before we proceed

When Jahangir succeeded Akbar as the Mughal Emperor in 1605 CE, it seemed that prospects were good for the empire, since the new emperor had been trained to carry out his role. Also, the borders then seemed relatively secure in a world where great turbulence was possible. Jahangir was able to focus on domestic culture and aesthetics, and relied on his powerful wife to monitor court and imperial politics.

When Emperor Shah Jahan, the son of Jahangir, was widowed in 1631 CE, he was so distraught that he ordered the building of the Taj Mahal as a mausoleum for Mumtaz Mahal. Meanwhile, Shah Jahan's choice of heir was disputed by one of his younger sons, Aurangzeb Alamgir, who fought his older brother in battle and had him killed.

As emperor, Aurangzeb showed ruthlessness in foreign policy, conquering a huge part of the south of what is modern India for the Mughal Empire, but it was not easy to hold on to, and after his death, the Mughal Empire fell into decline. The last Mughal emperor was removed by the British in 1857 CE.

Expected learning outcomes

Students should be able to:

- identify the strengths and weaknesses of the 17th century Mughal emperors: Jahangir, Shah Jahan, and Aurangzeb
- evaluate the significance of key women during the reigns of Jahangir and Shah Jahan
- analyse some of the factors that led to the expansion and decline of the Mughal Empire

Introduction

This unit provides the opportunity to explore the rise of the Mughal Empire, its expansion, and decline, largely by considering the people who ruled the empire and their actions. The emperors are fascinating case studies in human nature; for example, some of great intellect and great patrons of culture, others fierce warriors with seemingly little empathy, or love even, for their own immediate family. In today's times, some would be worthy of being world class diplomats or scholars, and others would be war criminals and psychopaths, and it is interesting to continue to explore with students what makes a good leader in certain circumstances and what might count as 'right actions' in different circumstances. The activities also raise the issue

of gender equality, in the cases of Nur Jahan and Mumtaz Mahal, in the Mughal Court, a topic you might wish to explore further in looking at Mughal period art, where painting in particular offers beautiful insights into the past.

PAGES 96-97

'How did Emperor Jahangir rule the Mughal Empire?' and 'The power of his wife, Nur Jahan'

Resources

- Skills Book page 45 'Emperor Jahangir'
- Skills Book page 47 'Nur Jahan and Mumtaz Mahal'

Using the Student's Book

The lesson will introduce new ideas and terms and students could be inquisitive. For example, it was common for aspiring rulers to adopt new names that had significant meanings because they believed a change in name would bring them luck and great fortune.

Explain that a 'memoir' is an autobiography that depicts a life's events and happenings. Many famous people write their memoirs. Jahangir titled his memoir *'Tuzk-e-Jahangiri'*: 'Tuzk' is a Persian word that means 'king's diary'. Similarly, you could explain that the term 'Renaissance' is primarily used to describe the revival of European arts and literature during the 14th-16th centuries.

Students should read page 96. You could ask the following quick questions:

- Why might the ability to speak several languages probably be very useful to a monarch?
- Why might an emperor's memoirs be helpful to a historian?
- What personal qualities did Emperor Jahangir possess?
- Would his people have considered him a 'good' ruler? Why?

Ask the students to read the section 'The power of his wife, Nur Jahan' on page 97, then discuss the following:

- Jahangir gave one of his wives the name 'Nur Jahan'; what do you think that tells us about their relationship?
- Why was Nur Jahan unusual in the Mughal court?

Students should complete Question 2.

Discussion and review

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

- I learned that Emperor Jahangir was a just ruler and was a patron of the arts and culture.
- I learned that his wife Nur Jahan wielded unusual power in the Mughal court.

PAGES 97-99

'Emperor Shah Jahan'
(all sections)

Resources

- Skills Book page 46 'Shah Jahan'
- Skills Book page 48 'Nur Jahan and Mumtaz Mahal'

Using the Student's Book

Ask students to read the text and look at the pictures. At this point, students should already have realized that all Mughal emperors were wealthy and politically ambitious. You could explain that Shah Jahan built himself a new throne because, in those times, the palace structure and decoration represented the status and cultural aesthetics of the emperors. Not only this, the emperors' gardens were also elaborately adorned with precious plants and garden furniture. The fondness of Mughal emperors for beautiful architecture has given the world many beautiful structures, examples of which include the Wazir Mosque, the Shalimar Gardens, and Lahore Fort in

Lahore, Pakistan; the Mughal Gardens, and the Taj Mahal in India; Bagh-e-Babur in Afghanistan; and Lalbagh Fort in Bangladesh. However, this is not the complete list of Mughal architecture. For a full list, students could research using the Internet. At the end of the discussion, ask the following questions:

- i. What was the Peacock Throne?
- ii. What is the story behind the Taj Mahal?

Students could now complete Question 1 in class and Questions 3–4 for homework.

Activity

You could ask students to research and download a few pictures of the Wazir Mosque in Lahore that was built during the reign of Shah Jahan and write a few lines on what they like about Mughal architecture. They could choose to write about the colours, size, interior, design, etc. Allow students to be as creative as they wish. You could also research the mosque as it stands today and give additional information such as how many people on average come to the mosque to pray, and what tourists like about the mosque.

Using the Skills Book

Students could attempt Skills Book page 46 'Shah Jahan' sections A1 a–e in class. It asks students to complete a table with a column listing the work of an emperor, and another explaining how Shah Jahan managed his work.

You could assign page 48 section A1 b 'Nur Jahan and Mumtaz Mahal' 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 when Shah Jahan became the Mughal emperor, he ordered the construction of a fabulous new throne, the Peacock Throne, which was made of gold and silver and encrusted with hundreds of precious jewels.
- I learned that Shah Jahan encouraged the most lavish styles of decoration, using beautiful, colourful tiles, Islamic calligraphy, and jewels studded into the walls of palaces and mosques.
- I learned that the Taj Mahal was built by as a mausoleum by Shah Jahan for his favourite wife, Mumtaz Mahal, who died in 1631.

PAGE 99–101

'Aurangzeb Alamgir' (all sections)

Using the Student's Book

Ask the students to read the section 'Aurangzeb Alamgir' on pages 99–101. You could ask the students:

- i. What does the story of Shah Jahan's sons Dara and Aurangzeb tell us about the Mughal court?
- ii. Do you think Dara would have made a good ruler?
- iii. Was Aurangzeb a good ruler?

You could ask students to attempt Question 6 in class and Question 7 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 Aurangzeb was a lifelong warrior and a far more skilled general than his brother Dara Shikoh.
- I learned that Aurangzeb ruled the empire for almost fifty years, and he was still campaigning at the head of the Mughal army when he was more than eighty years old.
- I learned that there were always some local rulers on the vast Indian subcontinent who wanted to challenge the authority of the Mughal emperors.

PAGE 101

'The decline of the Mughal Empire'**Using the Student's Book**

Ask the students to read page 101. Refer them to the dialogue box on the page. Ask what reasons they would give to explain the decline of the Mughal Empire. After listening to their answers, ask students to attempt Question 5 in class and refer to the family tree they have been developing since unit 10.

Discussion and review

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

- I learned that Aurangzeb reigned for nearly fifty years on the Peacock Throne. But in the next fifty-three years there were no fewer than ten Mughal emperors.
- I learned that Aurangzeb's great grandson, Muhammad Shah, witnessed a humiliating invasion of India by the Persian army.
- I learned that Bahadur Shan Zafar was the last Mughal ruler and was deposed by the British in 1857.

Answers to assessments

1. Students' answer will vary.

Emperor Jahangir (1605–1627) was significant because...	Shah Jahan (1627–1658 CE) was significant because...
On becoming emperor, Salim took the title Jahangir which means world conqueror: so he was aware of his ambitions from the very beginning and wanted to achieve them.	He asserted his authority and ordered the construction of the Peacock Throne for the imperial palace at Agra.
He had been brought up in the royal court with the intention of becoming the next king.	He was a warrior leader and extended the Mughal Empire to the Deccan in southern India. He fought his brother for power had him killed to get the throne.
He was intelligent: he spoke Arabic, Persian, and Turkish at a very young age.	He forcibly removed the Portuguese who had established trading bases in Bengal since Akbar's time.
He was a great patron of culture and art. European visitors were encouraged to share the ideas of the Renaissance with the emperor and his artists.	Shah Jahan encouraged lavish decoration in architecture with colourful tiles, Islamic calligraphy, and jewels in the walls of palaces and mosques. He introduced the use of white marble to complement or replace the traditional red brick.
Jahangir followed his father's policy of religious tolerance, although he did not continue the idea of following Akbar's new universal faith.	Religious policy was traditional.
The growth of the European influence in India during the reign of Jahangir led to the introduction of Christianity.	Shah Jahan saw Christianity as a threat to the stability of the empire and forbade the construction of new churches.

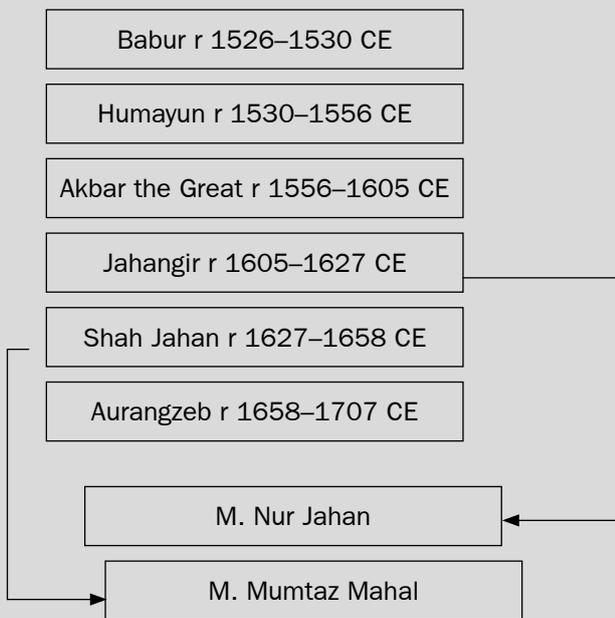
He was a just and fair ruler. He set up a 'chain of justice' for his people so they could approach him at any time of the day or night to seek justice.	
Under his rule, the Mughal Empire remained prosperous and powerful.	
His greatest military achievements were to bring Bengal, Mewar, Ahmadnagar, and Kangra under Mughal rule.	
Shah Jahan managed to keep hold of Kandahar for only two years, which was a real disappointment for the Mughals.	Jahangir lost Kandahar to the Safavid rulers of Persia.

2. Nur Jahan (meaning 'light of the world' (birth name Meherunnisa)), played the role an intelligent, strong queen in the Mughal Empire who sometimes made decisions for her husband. She recommended people for high office, for example, she quickly established members of her family in important positions: her father became grand vizier and her brother handled government finances. She was so well-regarded that her name was used on a coin of the empire.
3. The Peacock Throne, was made for the imperial palace at Agra. It was made of gold and silver and encrusted with hundreds of the most precious jewels, one of which would come to be known as the *Koh-i-Noor* diamond. It was a powerful symbol of the power of the Mughals and was a deliberate visible symbol of wealth and power. Its story would travel: people would tell each other of the fabulous throne and its incredible value, they would speculate about how hugely wealthy and powerful a man would need to be to own such a thing. Therefore, the story would act as propaganda. As it was told and retold, the throne would have achieved its

purpose as a conspicuous symbol and statement of power.

4. Architecture flourished during the rule of Shah Jahan. He encouraged the most lavish styles of decoration, using beautiful, colourful tiles, Islamic calligraphy, and jewels studded into the walls of palaces and mosques. Shah Jahan also introduced the use of white marble in his buildings, complementing or replacing the traditional red brick. The most famous of Shah Jahan's buildings, the Taj Mahal in Agra, has a tragic story behind its construction. It was built as a mausoleum by Shah Jahan for his favourite wife, Mumtaz Mahal, who died in 1631 CE. The whole complex of the Taj Mahal was built to represent the gardens of paradise and is perhaps the best example of Mughal architecture in the world today. It was completed in 1643 CE.

5.



Key: r = ruled

m = married

6. Students could include any three of the following, or other statements:
- Aurangzeb Alamgir (1658–1707 CE) was not the eldest son, and won the throne by fighting for it.

- He had his brother Dara executed and his father imprisoned.
- He was a warrior leader, not an intellectual.
- He was a committed, staunch Muslim and would not tolerate dialogue with other religions.
- He reintroduced *jizya*, the tax on non-Muslims that Akbar had abolished.
- He imposed Islamic laws in all forms of government.

7. This is a difficult question to answer, and hopefully students will attempt a balanced answer and then reach a conclusion. They might say something like this:

Aurangzeb ruled the empire for almost fifty years, and he was still campaigning at the head of the Mughal army when he was more than eighty years of age, but it is likely that however big the empire was, there would have been a need to defend parts of the borders. Nonetheless, the size heightened the problem. The southern borderlands in and beyond Deccan, where he had to fight the Hindu rulers, was a particular problem.

Perhaps it would have been less of an issue if Aurangzeb had been less extreme and exclusive in his religious policy. His hard-line attitudes alienated some of his subject peoples and particular religious groups, and increased the risk of revolts.

Regardless of religious policy, there were always some local rulers in the vast Indian subcontinent who wanted to challenge the authority of the Mughal emperors. The larger the Mughal Empire grew, the more likely they were to face revolts somewhere.

Aurangzeb faced powerful existing neighbours, for example the Marathas, but also new challenges, for example from the army of the British East India Company. These constant military struggles were a great drain on the empire's resources, and times were changing. The Mughals no longer had the advantages of military superiority in

gunpowder and artillery, and any opponents could access rifles.

Threats to the empire were not just external. As Aurangzeb had spent most of his life on the battlefield, the noblemen at his court became powerful and began taking matters into their own hands. He had made the Mughal Empire too large to be ruled effectively by his successors, as later history shows. Endless internal political squabbles opened up the Mughal Empire to rebellions within India and attacks from neighbours and Europeans.

The later Mughal rulers indulged in luxurious living at the expense of showing personal leadership. Even their army became sluggish and military tactics did not develop to match those of their enemies. Thus they were unable to fight and crush revolts by the rebellious Marathas, Rajputs, Sikhs, and Jats, or counter British expansion across the subcontinent, and the empire declined because it was too large to be easily maintained. dated to the victory of Babur over Ibrahim Lodhi, who was the last ruler of the Delhi Sultanate, at the First Battle of Panipat (1526 CE). Babur and his supporters traced their ethnic origins to the Turk-Mongol Timurid Dynasty of Central Asia, and claimed direct descent from Changez Khan and the founder of the Timurid Empire, Timur, or Tamerlane, the Turk-Mongol conqueror. The early establishment of the empire was disrupted when a fifteen-year break, pushed the ruling house into effective exile under Emperor Humayun. The Suri Empire was then overthrown by Akbar the Great in 1556. Akbar and his son Jahangir were strong rulers and brought stability and economic growth as well as greater religious tolerance, which in turned helped culture to flourish.

Answers to Skills Book

Page 45 'Emperor Jahangir'

A 1.

Words to describe Jahangir's character before reading the extracts	Evidence
ambitious	He took the title Jahangir meaning 'world conqueror'.
regal	Trained by his father, he was well versed in the art of kingship.
linguist	He mastered the Arabic, Persian, and Turkish languages at a very young age.
literate	He wrote his memoirs 'Tuzk-e-Jahangiri' which recorded interesting incidents and his observations of people he met and the places he travelled.
cultured	He was a great patron of culture and the arts. The art of the Mughals flourished, and European visitors were encouraged to share the ideas of the Renaissance with the emperor and his artists.
tolerant	Jahangir followed his father's tolerance in religion, although he did not continue the idea of following Akbar's new universal faith.
just	He was a just and fair ruler. He set up a 'chain of justice' for his people so they could approach him at any time of the day or night to seek justice.

successful	Under his rule, the Mughal Empire remained prosperous and powerful.
My new ideas about Jahangir's character	Evidence
curious	Artists would go with him everywhere and draw any plants, animals, or other parts of nature that he found interesting. He also had scientists to investigate anything interesting.
eager to learn	He asked his artists to copy European works of art in order to learn, and displayed these (including Christian subjects) in his palace.
self-important	He observed that many Christian paintings showed a halo above the heads of holy people, so he told his artists to copy this on portraits of him.

Page 46 'Shah Jahan'

A 1.

The work of an emperor	How Shah Jahan managed this work
gaining new territories	He was a successful warrior, extending the Mughal Empire to southern India and the Deccan. He aimed to expand the empire into the north-western parts of Central Asia, but it was very difficult to defeat the Persians and the local chieftains. He took and held Kandahar for only two years, a real disappointment for the Mughals.

defending territories	He was much more successful at defending territory he already held, and also fought against European religious and trading influences in his empire after expelling the Portuguese.
law, order, and fairness	He was strong on domestic policy on law and order, but failed to resolve the succession, leading to near civil war when he became elderly and infirm. One son killed his other son, and held Shah Jahan under house arrest until his death.
looking after his people	During a famine, he failed to relieve the suffering of the people, although he did make some relief attempts. Religious policy was much more traditional. The growing European religious influence was seen as a threat to the stability of the empire and so he forbade the construction of new churches, and then expelled the Jesuit missionaries and priests.
creating a well-organized and attractive place to live	Large-scale, eye-catching architecture flourished, with colourful tiles, Islamic calligraphy, and jewels studded into the walls of palaces and mosques, white marble replaced traditional brick in some of his buildings. He employed Mughal architects to design and build the Taj Mahal.

<p>dealing with rulers of other places</p>	<p>He developed good diplomatic relations with the Ottoman Empire and exchanged ambassadors and lavish diplomatic gifts with Ottoman Sultan Murad IV.</p> <p>He forcibly removed the Portuguese who had established trading bases in Bengal since Akbar's time, and expelled the Jesuits.</p>
<p>making an impression on rulers from other places</p>	<p>He ordered the construction of a fabulous new 'Peacock Throne' of gold, silver, and hundreds of precious jewels, to impress visitors to the imperial palace at Agra. He quadrupled the size of his standing army and re-equipped them with new technology, and mass-produced artillery and ships.</p>
<p>raising enough support and money to pay for it</p>	<p>Tax demands increased, but apart from famine, it was period of general economic and political stability.</p> <p>The administration was centralized and court affairs managed well.</p>

Pages 47–48 'Nur Jahan and Mumtaz Mahal'

- A 1. This activity provides a chance to explore the power and influence of two women in the Mughal Empire, and make judgements about the significance of this.
- Nur Jahan, or 'light of the world', (Mehrunissa) was 'a lady of great energy and many talents, ...who designed fabrics and dresses, ornaments, and carpets, ...she was a keen hunter.' (Gascoigne,1991)
- Persian by birth, she was a beautiful, intelligent, woman, and was physically and mentally strong. She was politically astute and

manipulative, establishing family members in key court and administrative positions: Jahangir's grand vizier was her father, and the finance minister was her brother. Nur Jahan remained as the 'power behind the throne' of the Mughal Empire until about 1621CE, when Jahangir became seriously ill. Gascoigne agrees that she and her father had considerable influence at court and over the emperor. She made sure rivals were demoted in rank or dismissed; for example, army commander Mahabat Khan was sent away to a remote place having been accused of dishonesty.

b) Mumtaz Mahal (Arjumand Banu) was very influential at the court of Shah Jahan, but with a different approach from Nur Jahan, Gascoigne (1991) argues. Mahal acted as a trusted advisor and companion, discussing state affairs and reading state documents which she completed with the royal seal. When Mumtaz died from a haemorrhage during child birth, Shan Jahan was distraught and ceased some of his duties to allow his sons to act, freeing him to concentrate on the design and building of the Taj Mahal.

Background knowledge for the unit

Great civilizations emerged from the six fertile environments known as the six 'Cradles of Civilization'. Like Egypt, Mesopotamia, the Indus Valley, and China, Mesoamerica, and the Andes supported early human settlement from farmsteads and villages, to towns and then cities. A study of the Central American and the Andean civilizations provides an excellent opportunity to understand early civilizations. Both have similarities, even though there is little evidence of actual contact between the two civilizations.

Before we proceed

The Mayan Civilization lasted for nearly 3000 years before being overtaken by the Toltec Empire, destroying much of the distinct Mayan culture. They carried forward some of their own ideas before giving way to the Aztecs. The second wave of absorption seems to have also taken key elements from both previous cultures. Toltec and Aztec warrior values were central, overwhelming the more peaceful Mayans.

European contact with the Mesoamerican Aztecs proved fatal for the civilization. Not long after Christopher Columbus accidentally discovered the New World, (centuries after a Viking small-scale settlement was created in what is now Newfoundland) indigenous peoples were being colonized by Europeans who were greedy for treasure, profit, and personal advancement. Studying how far Columbus, Cortez, and Pizarro, built or destroyed the New World, provides an opportunity to develop a wide range of historical skills, from empathy to evaluation, and evidence handling to explanatory reasoning.

Expected learning outcomes

Students should be able to:

- explain the background to the European colonization of the Americas
- compare the different civilizations of Central America

- evaluate the consequences of European colonization on the Americas

Introduction

This unit provides an opportunity to acquire new knowledge about the key civilizations of Mesoamerica and the Andes, but also to look at the process of colonization and occupation of large strips of land in Central, South and North Americas, and the Caribbean. It also provides an opportunity to consider the attitude of the European powers in the 15th and 16th centuries CE towards other civilizations, as well as the process of land grabbing and forced labour by local populations. Students will look at key European figures and their actions, and will be encouraged to evaluate how far it is possible to judge the people of the past by today's standards and entitlements, offering an opportunity to link this research with human rights issues, past and present.

PAGE 106

'Was America discovered accidentally?'

Using the Student's Book

Read page 106. Discuss the mistakes that Columbus made and why this turned out rather well for the King of Spain. The response may be that it was Columbus's errors in navigation and calculation that brought Spain colonial conquests and great wealth from plundered goods, and later, from the slave trade. The enquiry should then turn to evaluate the impact there would have been in other royal courts across Europe when it became clear that the 'New World' and West Indies may have great riches.

Reflect on the profit motive that led to the European colonization of Central, South and North Americas, and the Caribbean. Complete Question 1 for homework.

Discussion and review

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

- I learned that Christopher Columbus discovered America accidentally.
- I learned that the discovery of America not only transformed the King and Queen of Spain, but also marked the beginning of the European colonization of the Americas.

PAGES 106-107

'Mesoamerican Civilizations' (all sections)

Resources

- *Oxford School Atlas for Pakistan*

Using the Student's Book

Read 'Mesoamerican civilizations'; 'The Mayans'; 'Mayan culture'; and 'What happened to the Mayan Civilization?' Discuss the term 'Cradle of Civilization' using a world map or globe to locate the six 'Cradles of Civilization'.

Ask:

- What were the key features of Mayan Civilization?
- How do we know that some of the Mayans had very good mathematical skills?
- What happened to the Mayan Civilization?

Refer to the dialogue box and 'It's a fact!'. They should complete Questions 2 and 5 in class.

Activity

Locate present-day Southern Mexico, Guatemala, Belize, El Salvador, and Honduras on the map.

Discussion and review

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

- I learned that the Mayans first emerged as a distinct civilization around 2000 BCE.
- I learned that Mayan culture was abundant with art, intricate ceremonies, and traditions.

PAGES 107-108

'The Toltecs' and 'The Aztecs'

Using the Student's Book

Ask students to read 'The Toltecs' and 'The Aztecs' on pages 107–108 and refer to the images and 'It's a fact!'.

Ask:

- When were these two groups dominant in Central America?
- What were the key features of these societies?
- What do we mean by a warrior society?

Discussion and review

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

- I learned that the Toltecs flourished between about 950 and 1175 CE as a warrior society.
- I learned that the Aztecs inherited much of the Toltec and some of Mayan culture, beliefs, and their accumulated knowledge.

PAGE 108

'Andean Civilization' and 'The Inca'

Resources

- Skills Book page 50 'The civilizations of the Americas'
- *Oxford School Atlas for Pakistan*

Using the Student's Book

Ask the students to read 'Andean Civilizations' and

‘The Inca’. List the countries in the Andean region and locate them on the map. Refer to the map of the Inca Empire and ‘It’s a fact!’ on page 109 for additional knowledge.

Ask:

- What are the key features of this society?
- Were they a warrior society?
- What is similar and what is different between the Mesoamerican and Andean civilizations?

Students should complete Questions 6 and 8 in class.

Using the Skills Book

Students should now be able to attempt section A1–2 a–f ‘The civilizations of the Americas’ on page 50. The activity involves summarizing the important facts about the civilizations of the Americas.

Activity

The vast Inca Empire was spread over what is now Chile, Peru, and Ecuador, as well as parts of Colombia, Bolivia, and Argentina. Locate and mark these places on the world map.

Discussion and review

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

- I learned that the vast Inca Empire emerged as the largest political entity of the Andean Civilization.
- I learned that the Inca Empire developed from a relatively small kingdom to a highly organized, resourceful militia state.

PAGES 109–110

‘The arrival of the Spanish Conquistadors in North America’ and ‘Beginning of colonization in the Americas’

Using the Student’s Book

Read pages 109–110. Refer to the image of Christopher Columbus embarking on his westward journey and discuss what the picture shows e.g.

the people, their clothing; means of transport, etc. This will help visualize the conquistadors.

Students could now attempt Question 3 for homework.

Activity

Use the information from these sections to draw a simple cartoon, or short cartoon strip about the first encounter between Columbus and the Arawak people. To speed up this process give the class either the list of statements below, or allocate different statements to individuals so that everyone is working on single parts of the story rather than the whole story. The artwork could be kept very simple—stick figures for example.

Narrative

1. Columbus landed on Haiti in the Caribbean.
2. He met the simple, humble, and unarmed Arawak people.
3. The Arawaks and Columbus’s crew did not understand each other’s language.
4. Columbus’s letters addressed to the rulers of China and Japan were of no use.
5. Columbus refused to believe he was wrong and he said he was in the ‘West Indies’.
6. Columbus named the island ‘Hispaniola’.
7. The indigenous people helped Columbus and his crew to find food and repair their ship.
8. The Europeans enslaved the indigenous people and sent them out to work on the sugar plantations.
9. The population of Hispaniola declined.

(artwork)	(artwork)	(artwork)
1. Columbus landed on Haiti in the Caribbean.	2. He met the simple, humble, and unarmed Arawak people.	3. The Arawaks and Columbus’ crew did not understand each other.
(artwork)	(artwork)	(artwork)
4. Columbus’s letters addressed to the rulers of China and Japan were of no use.	5. Columbus refused to believe he was wrong and he said he was in the ‘West Indies’.	6. Columbus named the island ‘Hispaniola’.

(artwork)	(artwork)	(artwork)
7. The indigenous people helped Columbus and his crew to find food and repair their ship.	8. The Europeans enslaved the indigenous people and sent them out to work on the sugar plantations.	9. The population of Hispaniola declined.

What would you say to Christopher Columbus about these events? Refer to the United Nations Declaration of Human Rights at this point, and link this to Columbus (and revisit this in connection with Cortes and Pizarro, linking to the notion of war crime used in the earlier unit, and the related notion of ‘crimes against humanity.’ Which human rights were Columbus and the people who followed him denying the Arawak?

Discussion and review

Ask 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 Americas paved the way for the Spanish conquistadors to sail to the Americas to conquer its land.
- I learned that Columbus named the island ‘Hispaniola’ until it became the two present-day nations of Haiti and the Dominican Republic.

PAGES 110–111

‘Hernando Cortez’ and ‘Francisco Pizarro’

Using the Student’s Book

Read pages 110–111.

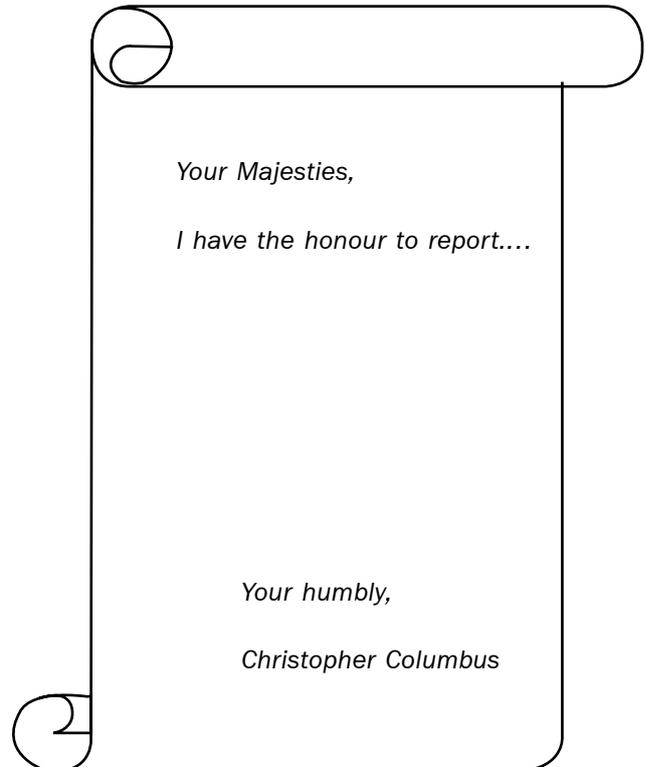
Ask:

- How do you think creating alliances with local tribes helped Cortez?
- Why do you think the Aztec leader Moctezuma II could have been killed by his own people? Or, why would the Spaniards kill him if you think he was killed while held captive?

- Were the actions of Hernando Cortez and Francisco Pizarro fair and just?

Students could now attempt Questions 4 and 7 for homework.

Activity I: Writing a letter to the King of Spain



Ask the group to write a message, as if from Hernando Cortez, to the King and Queen of Spain, either before the completion of his mission, or after it was completed. They should consider how a subject addressed his monarch, and the sort of language Cortez might have used to express his feelings and report to his employers.

Activity 2: Does Pizarro deserve his statue?

Look at the statue of Pizarro from modern Spain from Students’ Book on page 111.

What questions would you like to ask:

- The sculptor
- Pizarro
- The Mayor of the city where the statue is installed
- Modern citizens of that city

Discuss whether it is appropriate to have a celebratory statue of a man like Pizzaro in a public place of honour. Return to whether or not we should judge the people of the past at all (as opposed to just reporting what they did) and whether we can apply today's values.

Discussion and review

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

- I learned that Hernando Cortez arrived in Hispaniola and joined an expedition to explore and conquer the mighty Aztec Empire with eleven ships and only five hundred men.
- I learned that after carrying out two unsuccessful invasions of the Inca Empire, his third expedition in 1532 CE led to successive victories over the Inca armies.

PAGE 111

'Colonization of Northern America'

Resources

- Skills Book page 51 'Colonizing the Americas'
- Skills Book pages 52–53 'Colonization and change'

Using the Student's Book

Read 'Colonization of North America' on page 111. Inform students about the Founding Fathers of the United States: John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington. They led the American Revolution against the British.

Students could attempt Question 9 for homework.

Using the Skills Book

Students could now attempt 'Colonizing the Americas' on page 51 and 'Colonization and change' on pages 52–53 for homework.

Discussion and review

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

- I learned the European conquest of Northern America followed the same pattern as that in South America with some critical distinctions.
- I learned that the Native North Americans never submitted to slavery and the fact that they were largely nomadic meant it was very difficult to wipe them out.

Answers to assessments

1. The discovery of America by Christopher Columbus is termed 'accidental' because Christopher Columbus was attempting to find a westward route to Asia. He relied on the maps and calculations of earlier map-makers and misread their calculations. However, this error made the likely cost of the journey lower and gained him the sponsorship needed. It turned out to be a lucky mistake: his accidental 'discovery' of the Americas not only transformed Spain into a global superpower, but it also marked the beginning of the European colonization of the Americas.
2. The Mayans were sophisticated people. They lived in what today would be southern Mexico, Guatemala, Belize, El Salvador, and Honduras. These are places where people had to adapt to the climate and geography to survive, and until the collapse of their civilization, (probably due to invasion), they flourished from 2000 BCE to a peak in 250 CE, and had declined by 900 CE. They had their own writing system, languages, beliefs, and culture with skilled art, intricate ceremonies, and traditions. They were accomplished astronomers and developed their own calendar. They built large, complex monuments within their cities. This suggests a highly developed civilization that went well beyond subsistence farming and where society had many sophisticated and specialized roles. Sometimes they are considered uncivilized or primitive because evidence shows human sacrifice played a significant role in their worship and belief in multiple gods.
3. Columbus and his crew were helped by the indigenous people of the island of Hispaniola in the Caribbean to find food and repair their sea-battered ship. The population of the region declined sharply because the Europeans, although in a minority, used their advanced weapons to destroy the indigenous people who resisted colonization. Surviving indigenous

people were enslaved and made to work on sugar plantations, but the harsh conditions and contact with European diseases, particularly smallpox, killed most of the local people. To repopulate the island, peoples from Western Africa were enslaved and shipped to the New World.

4. **Hernando Cortez**

1504 CE—arrived in Hispaniola

1519 CE—expedition to explore/
conquer the Aztec—Empire: 11 ships
and 500 men

1521 CE—Formed alliances with the
local tribes and brought down the Aztec
Empire

Francisco Pizarro

1524 CE—sailed for the New World to
bring down the Inca Empire.

Two unsuccessful invasions of the Inca
Empire

1532—CE third successive victories
over Inca armies, captured the Inca
ruler Atahualpa

1534—CE captured Cuzco: the Inca
capital; Conquest of Peru complete

5. The Mayans had a very precise calendar and date calculation, and inscribed the construction date on all of their buildings, so we know exactly when each of their great monuments were built.

Students might also say:

The Mayans also built step pyramids—the one at Chichen Itza was a palace for the royal family with a throne rooms inside with a throne made in the shape of a jaguar.

6. The Inca and the Aztec Empires were so short-lived because the Spanish Conquistadors destroyed both civilizations by capturing their leaders and capital cities. The centralized nature of the empires meant that when the centre was defeated the empire fell apart.
7. Atahualpa tried to trick Pizarro by inviting him to his city because his army massively outnumbered the Spaniards and he felt very confident.

Realizing it was a trap, Pizarro fought the Incas, won, captured Atahualpa, and offered the Inca leaders the safe release of their King in two months, in exchange for a large room filled once with gold and twice with silver. This was a trick, intended to give the Spaniards time to devise an escape plan: but once the treasure was delivered Pizarro ordered the execution of Atahualpa.

8. The Mesoamerican Civilizations include the Mayans, the Toltecs, and the Aztecs. The Maya lived in what is now southern Mexico, Guatemala, Belize, El Salvador, and Honduras. Their civilization existed from around 2000 BCE to its decline by 900 CE. Its peak was in 250 CE. They had a written language, art and cultural practices, and a religion that involved human sacrifice and several gods. They studied astronomy and had a precise calendar. Historians and archaeologists believe this civilization was brought to an end by a Toltec invasion.

The Toltecs were a warrior society, with their influence at its greatest between 950 and 1175 CE and by the end of the 13th century they had built a large empire, with a capital, Tula, in what would be Mexico today, they seem to have absorbed some of the Mayan culture. Their empire was conquered by the Aztecs.

The Aztecs also took on some of the culture, beliefs, and knowledge of their predecessors and ruled from Tenochtitlan until the Spanish under Cortez destroyed it and their civilization in the 16th century.

The Andean Civilization of the Incas was also destroyed by the Spanish at about the same time, under Pizarro and a very small force of troops.

The vast Inca Empire was a mountainous one across over 2400 miles along the Andes range. It emerged as the largest political entity of the Andean civilization.

The Mesoamerican Toltecs and Aztecs had many things in common with the Incas of the Andes. The Incas reached their peak in the 15th century having grown in power in the 13th century CE

and occupied what is now Chile, Peru, and Ecuador as well as parts of Colombia, Bolivia, and Argentina: the largest united empire in the region at the time.

Like the Toltecs and Aztecs they had developed from a relatively small kingdom to a highly organized, resourceful, military state, with each of the three civilizations linking their lands by roads, and a tax collection network that paid for the central administration and court. In each case when the central government and leader fell, the civilization also fell.

9. North America was more difficult to colonize than South America because there was no large centralized empire in the north and so it was difficult to turn North American tribes on each other or destroy a centralized hub. Initially the European conquest of North America followed the same pattern as that in South America: The north was colonized by the English and the French who did not set out to conquer the whole continent immediately but initially needed the support of the native tribes for food and furs. There was never an attempt to enslave the Native North Americans, and the fact that they were largely nomadic meant it was very difficult to contain them or wipe them out. They also learned quickly from the Europeans and took advantage of the wars between the English and the French to acquire guns and horses. Susceptibility to unfamiliar disease and wars resulted in the end of Native American civilization.

Answers to Skills Book

Page 50 'The civilizations of the Americas'

A 1–2.

	Mayans	Toltecs	Aztecs	Andeans	Incas
	c500 BCE–c800 CE	c900–1168 CE	c1300–1521 CE	3000 BCE–c13 th CE	1438–1572 CE
a)	developed their own hieroglyphic writing system	did not have a writing system of their own	adapted earlier pictographic and symbolic writing systems	no written language: used the quipu (knotted and coloured strings) to convey information	no written language: used the quipu (knotted and coloured strings) to convey information
b)	used three calendars: Haab, Tzolk'in, and Long Count (of 7885 years which ends with global rebirth!)	used a 260 day calendar, 52 year cycle, based on lunar cycles	used 365-day calendar cycle: xihpohualli (year or agricultural count) and a 260-day ritual cycle: tonalpohualli (day count) together forming a 52-year 'century' or 'calendar round'	developed and used complex stone calendars	operated a solar and lunar calendar; historians disagree about details
c)	their meticulous dating system, means we know when each of their great monuments was built as the date of construction was often inscribed inside and around these structures	impressive capital city in Tula, present-day Mexico; stepped pyramids with similarities to those of the Mayans	talented engineers, builders, and land reclaimers; extensive city structures with water supply; built step pyramids for ritual purposes	varied but climate specific	mountain and valley cities, location determined building materials; cities

d)	south-east Mexico, Belize, Guatemala; relatively little evidence of aspects of their lives; had great stone cities but had abandoned them by 900 CE	modern Mexico, centred on 'Tollan' (Place of the Reeds), near modern Tula, about 50 miles north of Mexico City	Mexico; initially settled in swampy land around Lake Texcoco, then forcefully expanded and demanded tribute in goods, food, and people from captured lands; Their capital Tenochtitlan was built in 1325 CE.	a patchwork of different cultures and peoples from the Andes of Colombia southwards down the Andes to northern Argentina and Chile, plus the coastal deserts of Peru and northern Chile	centred on Cusco (Peru); empire of c-2400 miles; peak expansion 1438-1533 incorporating Ecuador, Peru, West, South, and central Bolivia, north-west Argentina, north and central Chile, and south Colombia
e)	evidence of their art shows it was varied, sometimes symbolic, and specialized, e.g. gold work	impressive stone carving, monumental porticoes, serpent columns, gigantic statues, carved human and animal standard-bearer, e.g. warrior statues at Yula; fine metalwork	inherited much of the Toltec and some of Mayan culture, beliefs, and their accumulated knowledge	stone carving, gold and silver work, painted stone, fabrics	complex ceramics, clothing, jewellery, fine metalwork; extensively took designs from others; interesting animal and geometric shapes in jewellery
f)	intricate ceremonies, and traditions; human sacrifice; many gods	many gods; several anthropomorphic deities; human sacrifice	many gods; violent and intricate religious rites; human sacrifice	many gods; rites varied in different civilizations	many gods; Sun god most prominent

Page 51 'Colonizing the Americas'

- A 1 a) Explorers may have been motivated by: sense of adventure, desire to explore, hope to find and encounter new civilizations, routes, or wealth, and hope to 'claim' lands for one's country.
- b) Soldiers and sailors who went on the expeditions may have been motivated by: wages, escape from worse jobs back home, sense of adventure, running away from difficulties, sense of comradeship or duty, etc.
- c) The conquistadors may have been motivated by: religious or national zeal, duty, desire to 'civilize', etc.

- d) Rich people who paid for the expeditions may have been motivated by: entrepreneurial spirit, greed, desire to spread civilization, part of a cartel, etc.
- e) European rulers may have been motivated by: ambition, desire to keep up with other states and not be 'left behind,' religious or nationalistic fervour.
- f) Christian church leaders may have been motivated by: desire to spread the 'true religion,' to 'civilize the poor heathen savages', to bring culture to the New World.

2. The Spanish and Portuguese rulers did not try to colonize places nearer to home because this would usually involve invading the territories of others, fighting wars, maintaining occupation forces, and taking enormous, costly risks. Greater possibilities of wealth, land, and power over trade routes seemed to come from the New World, and so their attention turned from Europe to the opportunities to build an empire.

Pages 52–53 ‘Colonization and change’

- B 1. Columbus saw the Taino people almost as happy children who should be taught about Christianity and set to work. He noted that they were happy and smiling, gentle, and without aggression. He was trusted by them, but had a colonizer’s attitude, and wrote ‘They have no modern weapons. I could conquer all of them with fifty men and rule them as I please.’
- 2 a) The native people encountered diseases against which they had no resistance or immunity. They were treated badly, and abused. In becoming workers they were unable to cope with the misery of their new lives compared to the old lives.
 - b) The sugar plantations lacked a labour force, so there was no one to harvest the sugar cane or other crops. European labourers were tried out, but tended not to cope with the conditions.
 - c) The Spanish enslaved Africans to create a labour force.
3. The arrival of the Europeans in the Caribbean resulted in the destruction of native cultures, the rapid near-extinction of local peoples, the introduction of traumatized, enslaved Africans, and a brutal slave colony system. As a Spanish priest wrote, ‘over three million people had perished from war, slavery, and the mines,’ commenting that future generations might find this unbelievable. The justification for the enslavement of the local people was really profit and rapid wealth creation, but at the time it was argued that the

locals were uncivilized. Today, archaeology shows us that they had a form of village communal democracy, held public meetings, and had religious festivals, Columbus’s statement that they had no religion is partly due to attitudes of the period: religious people often did not recognize other religions as worthy of respect.

As sailors and administrators settled, there were inter-ethnic marriages, and Europeans began to acquire information about the flora and fauna of the new ‘colonies.’ Europe gained some geographical, biological, and scientific knowledge from the age of exploration and colonization, took great wealth from the Americas, and built a damaging legacy of racism towards other ethnicities, particularly Africans.

Background knowledge for the unit

Renaissance means the rediscovery or ‘rebirth’ of knowledge. Historians see it as the key turning point in European history between the medieval period (the Middle Ages) and the early modern period. The Renaissance itself is not one event, or even about one place, although much of the scholarship and artistic endeavour that is associated with the start of the period happened in the small city states of what is today called Italy.

Beginning around the 15th century CE, the Renaissance is part intellectual and mind-set and part actual endeavour. Artistic genius was turned into painting or sculpture, drawing or drama. Scientific theory and evidence, technical achievement, and architecture were also developed. The period is marked by a revisiting of elements of ancient Greek and Roman civilization values. This rediscovery varied in impact, like a tidal wave sweeping across Europe, reaching some of the Italian states and as far away as Scotland at a different time to the equally far away England.

Before we proceed

Like most changes, the process of cause and consequence of Renaissance was complex. There are multiple factors which triggered the Renaissance, with finance being the main influence. Even mathematicians needed to pay bills and bring food to the table, as did the sponsors and rich patrons of the arts. This support for ‘thinking and making time’ came in the form of rich and noble Italian merchant families and indeed the Papacy all wanting to be associated with beauty and intellectual endeavour. Other factors enabling change were also essential: the role of the individual; the willingness of the elites to embrace new thinking (attitudes and belief); the advance of technology; and to some extent chance: the right people in the right places.

According to Renaissance thinking, the best elements of ancient Greek and Roman culture were re-examined after a period of relative stagnation. ‘The ancients’ were seen as civilized people who believed in unlimited human potential that could inspire society to expand new knowledge and ideas. The new idea of humanism emerged, placing humanity at the centre of thought, and whilst not dismissing religion, not allowing it to dominate or limit what mankind might be allowed to think or create.

Expected learning outcomes

Students should be able to:

- explain the origins of the European Renaissance
- identify the great cultural and scientific developments during the Renaissance
- evaluate the significance of the reign of Queen Elizabeth I of England in the flourishing of Renaissance ideas and patronage

Introduction

The Renaissance began in Italy around the 14th century CE, in its strong, wealthy city-states and began a burst of achievement in culture and science. A small number of brilliant polymaths emerged and subsequently became world famous as representing the genius of the age, e.g. Leonardo da Vinci and Galileo Galilei. Michelangelo changed art, Nicolaus Copernicus mathematics, and Shakespeare drama and poetry. New scientific knowledge flourished in the fields of astronomy and navigation, and European explorers began to expand their horizons and travel to the continents of Africa, Asia, and to the New World of the Americas. Europe had changed through revisiting the works of the ancient scholars preserved in the writings of the ancient world. These had been translated into Arabic in the House of Wisdom in Baghdad and in the great Islamic libraries of Cordoba or Delhi, as well as being back into Latin and other languages. Ideas were created, transported, recorded, translated, lost in their original language, and re-introduced to that

language and culture via the Islamic world. The contact between the East and the West, and even the Crusades, helped to enable the Renaissance and shape history. In this unit, we will look at this rebirth of ideas, the factors which influenced change, and the impact or consequences of this significant burst of learning and cultural achievement.

PAGE 116

'What do you know about the history of the Renaissance?'; 'The origins of the European Renaissance'; and 'Italy—the centre of the Renaissance'

Using the Student's Book

Read 'The origins of the European Renaissance'; and 'Italy – the centre of the Renaissance' on page 116. Now that students know the meaning of the term 'Renaissance', it will be easier to explain the concept of independent thinking during the era of the Middle Ages which lasted from the 5th to the 15th century CE.

Explain that patrons of the arts were people who supported artists. Discuss the text and evaluate the meaning of the term 'The Renaissance'.

- Which two civilizations were seen as important to the values of the Renaissance?
- What does humanism mean?
- Where did historians feel the Renaissance was centred?

Students could now attempt Question 1 for homework.

Activity

Refer to the image of Mona Lisa on page 116. Enquire who painted the portrait and where is the painting today. The painting is a portrait of Lisa de Gioconda who was a member of the Gherardini family of Florence and Tuscany in Italy. The portrait is the world's most famous and most valued painting.

Discussion and review

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

- I learned that Renaissance marked the change from the era of the Middle Ages to that of the Modern World.
- I learned that the Greek and Romans were seen as civilized people who believed in unlimited human potential that could inspire society to expand new knowledge and ideas.

PAGE 117

'Famous artists of the Renaissance' and 'Muslim influence on the Renaissance'

Resources

- Skills Book page 55 'Renaissance art'

Using the Student's Book

Read 'Famous artists of the Renaissance'; and 'Muslim influence on the Renaissance' on page 117 and also refer to 'It's a fact!'. Ask:

- How did art change during the Renaissance?
- Why, in your opinion, was painting an expensive business?
- What was the Islamic world's contribution to the European Renaissance?

Students could now attempt Question 2 in class.

Using the Skills Book

Students should complete section A1–2 of 'Renaissance art' on page 55. Students will learn about the developments in art during the Renaissance Period and compare two artworks. Complete a research task about one of the Italian Renaissance artists: Michelangelo, Leonardo da Vinci, or Raphael.

Activity

Scenario: The Spanish Government wants to honour the famous 12th century Islamic philosopher Averroes by naming an educational programme

after him. The Minister of Education is expecting to stand in the Spanish Parliament and make an announcement about this, but needs to have a short brief about Averroes so she can say why Averroes is an important historical figure.

Task: Create the briefing. (Averroes is the link between Aristotle of the Ancients, and new Renaissance Italy).

Memorandum

To: Minister of Education
 From: Research Unit
 Subject: Briefing on Averroes

Discuss what the Minister is likely to need to know, using the Student's Book to find the necessary information to make the report.

Discussion and review

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

- I learned that during the Renaissance, artists started to portray scenes from Greek and Roman mythical stories, not just religious scenes as in the Middle Ages.
- I learned that Averros (Ibn Rushd) was a famous 12th century philosopher who wrote his thoughts about the famous Greek thinker Aristotle.

PAGES 118-119

'What was the impact of the European Renaissance?'; 'Growth and prosperity'; and 'Science and navigation'

Using the Student's Book

Read 'What was the impact of the European Renaissance?'; 'Growth and prosperity'; and 'Science and navigation'. Reinforce the achievements and artistic profile of Rembrandt to show how his work contributed to the growth in prosperity. Rembrandt was not only the most important figure in Dutch art history but also one

of the greatest visual artists in the history of art. Born in 1606, he was a thorough draughtsman, painter, and printmaker. Show examples of his work using the Internet.

Refer to the image of the painting showing a fleet of European ships during the Renaissance and explain that trade and exploration was carried out via sea routes. Read and explain 'It's a fact!' on page 118.

Discuss how factors of influence help explain historical causation, such as:

- attitudes/beliefs/religion
- money
- role of government
- technology
- war
- chance
- the role of the individual

Ask:

- How did the influence of money help the Renaissance have an impact in the Netherlands?
- How did technology help the Renaissance develop in countries like Spain, Portugal, and England?
- Why did the people in the coastal societies cross the oceans in search of new wealth and opportunity? What were their expectations?
- Was the Renaissance to blame for the European colonization of the New World?

Discussion and review

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

- I learned that there were developments in the art and culture of Northern Europe, including the great age of Dutch painting in the 17th century, with leading painters like Rembrandt.
- I learned that there were also new developments in science and navigation, so that explorers could consider going on much longer journeys than ever before.

PAGES 119–120

'Reformation'; 'Astronomy'; and 'The ideal Renaissance man'

Resources

- Skills Book pages 56–58 'How astronomy developed during the Renaissance'

Using the Student's Book

Ask students to read 'Reformation'; 'Astronomy'; and 'The ideal Renaissance man' on pages 119–120. Explain that the factor of religion was also influential. Give a brief introduction to the Reformation. Tell students that the Reformation was a religious revolution that took place in the 16th century. The revolution was led by Martin Luther and John Calvin. The Reformation split Christianity in the Western and Central Europe into the existing Catholic Church and new Protestant churches, especially in the North and West of Europe.

We have already seen that the Papacy sponsored some artists to create huge paintings in chapels, churches, and cathedral or for Bishops and Pope's Palaces. We also saw how the Christian church welcomed some scientific discoveries and resisted others. Reiterate the text, *'As well as producing new cultural styles in painting, sculpture, and architecture, the Renaissance brought in some revolutionary ways of thinking. These ideas were not against religion, but they encouraged people to think about the direct connection between people in society and God, without necessarily having to approach God through the Catholic Church. This eventually brought about a major change in European Christianity, called the Reformation. It began in Germany in 1517 CE, and spread to other parts of Northern Europe, including England.'*

Discuss:

- What might 'reformation' mean?
- Why might a major split in the church have had a big impact in societies during the Renaissance?

On page 119 refer to the image of the Heliocentric Model of the universe proposed by Copernicus. 'helio' in the term heliocentric means 'Sun' and 'centric' means 'in the center'. Besides Copernicus, this theory was also later developed by Kepler, Aristarchus, and Galileo.

Explain that 'human anatomy' was an important constituent of the arts because during Renaissance artists started working on lifelike portrayals of the human body and wanted to know how the body structure worked, not only externally but also internally. So artists joined anatomists to dissect the human body and started to produce artistic perspective of the human body.

Ask:

- What is meant by polymath?
- Why could Leonardo da Vinci be described as a polymath?

Students could now complete Question 3 in class.

Activity

Celebrating the role of the individual: Making the Medals

Scenario: A large science and technology company in Pakistan is intending to sponsor a competition for schools. This will encourage the schools to promote the sciences and technology, and there will be prizes of equipment for the schools, and cash prizes and medals for the winners. The Chief Executive of the company wants schools to choose between: the Polish scholar Nicolaus Copernicus (1473–1543 CE) and the Italian scientist Galileo Galilei (1564–1642 CE).

Task:

- Discuss whether Copernicus was more important than Galileo.
- Do you feel Galileo could have done his work without the ideas of Copernicus?
- Who should go on the medal: Copernicus or Galileo?

Design:

Draw the design for the medal.

Using the Skills Book

Students could attempt sections A1 and B 1–7 of 'Renaissance astronomy' on pages 56–58 in the Skills Book for homework. In this activity, students will learn how ideas about astronomy developed in Europe during the 15th century.

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 Reformation began in Germany in 1517, and spread to other parts of Northern Europe including England.
- I learned that Galileo Galilei was a later Italian Renaissance scientist who followed Copernicus ideas and did major work in developing the telescope and advancing astronomical observation.
- I learned that the ideal Renaissance person was a polymath which means someone who excels in many different fields of knowledge.

PAGES 120-122

'Renaissance in England' **(all sections)**

Resources

- Skills Book page 59 'William Shakespeare, the Renaissance Man'

Using the Student's Book

Read pages 120–122 and make notes of the developments made in England during the Renaissance.

Ask:

- How did the Renaissance possibly lead to the Reformation in England and the creation of a new Christian religious group?
- In what ways was Elizabeth I of England 'a true Renaissance princess?'
- What was the idea behind the notion of presenting Queen Elizabeth as 'Gloriana' and the portraits that never seemed to show aging?

Students should complete Questions 4–6 in class.

Using the Skills Book

Students could now attempt section A1 a–g on page 59 'William Shakespeare, the Renaissance Man' for homework. The activity covers the life and works of William Shakespeare and students will record information using Student's Book and online sources.

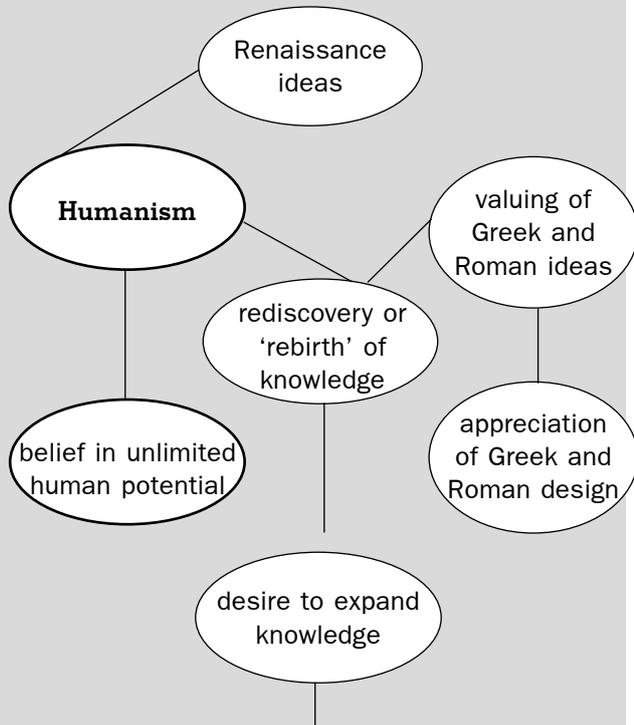
Discussion and review

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

- I learned that new ideas in culture and religion were welcomed in England.
- I learned that Elizabeth's court was known for its opulent spending and she herself was presented as 'Gloriana', a supremely confident and splendid queen.
- I learned that Elizabeth encouraged the growth of the arts through her patronage of the theatre, music, and art.

Answers to assessment

1. A mind map to show the influences behind the origins of the European Renaissance.



2. The artists, scientists, and explorers of the Renaissance:

Name	Location	Work	Impact
Michelangelo (1475–1564 CE)	Italian States	Sistine Chapel ceiling, in the Papal Palace, the Vatican	major influence on later art; seen as a world class talent
Raphael (1483–1520 CE)	Italian States	<i>School of Athens</i> on a chapel wall in the Vatican	major influence on later art; seen as a world class talent
Titian (1490–1576 CE)	Italian States	scenes from ancient myths, e.g. <i>Bacchus and Ariadne</i> Portraits of contemporaries	major influence on later art; seen as a world class talent

Prince Henry the Navigator of Portugal (1394–1460 CE)	Portugal	sent ships south towards Africa	encouraged the study of ocean winds and the charting of coasts and seas
Christopher Columbus (c. 1451–1506 CE)	Italian, worked for the Spanish crown	explorer, for Spanish royalty	'discovered' the New World of the Americas
Nicolaus Copernicus (1473–1543 CE) Copernican	Polish	proved that the Earth rotated around the Sun, and not vice-versa.	ideas were opposed by the Roman Catholic Church
Galileo Galilei (1564–1642 CE); Galileo was a firm believer that all natural laws were rooted in scientific-mathematical ideas.	Italian States	major work in developing the telescope and advancing astronomical observation	continually persecuted by the Church for these new Renaissance ideas
Leonardo da Vinci (1452–1519 CE); he was a highly imaginative and accomplished artist.	Italian States	drew people, anatomic drawings, and all sorts of inventions, engineer	famous paintings the <i>Mona Lisa</i> , the <i>Last Supper</i>

3. The new scientific astronomical ideas of Copernicus and Galilei upset the church, who refused to believe that the Earth revolved around the Sun.
4. As well as producing new cultural styles in painting, sculpture, and architecture, the Renaissance brought in some revolutionary ways of thinking. These ideas were not against religion, but they encouraged people to think about the direct connection between people in society and God, without necessarily having to approach God through the Catholic Church. This eventually brought about a major change in European Christianity, called the Reformation. It began in Germany in 1517 CE, and spread to other parts of Northern Europe, including England.

5. Elizabeth's court was known for its opulent spending and she herself was presented as 'Gloriana', a supremely confident and splendid queen. Portraits were painted of Elizabeth that conveyed images of a glorious ruler who could almost be the object of worship by her people. Elizabeth never married and was known as the Virgin Queen, so as she became older, there were constant concerns about the future of the Tudor monarchy. In her portraits she never seemed to age. So, the Elizabethan 'Golden Age' was partly manufactured by the state to try to cope with anxieties about the country's future.

6. Elizabeth encouraged the growth of the arts through her patronage of the theatre, music, and art. Before Elizabeth's reign, drama mainly focused on religious plays that were performed in public, and Greek and Roman dramas performed in the Universities of Oxford and Cambridge. During the 1570s permanent companies of actors were set up under the patronage of wealthy nobles and there was even a group of Queen Elizabeth's Men set up in 1583.

William Shakespeare (1564–1616 CE) began writing his plays during Elizabeth's reign, and a number of them had themes connected to English history. His plays always supported the monarch and the Tudor Dynasty, such as his drama about Richard III who had been defeated by Elizabeth's grandfather Henry VII and was shown as an evil deformed murderer in the play. Purpose-built theatres were encouraged and had tiered seating with prices accessible for people from all ranks of society. Many nobles protected groups of actors and became their patrons. The most famous of these theatres was the Globe on the southern bank of the River Thames in London. The first plays performed there in 1599 were probably Shakespeare's classical Julius Caesar and his great English history play Henry V.

Answers to Skills Book

Page 55 'Renaissance art'

A 1.

	Michelangelo Buonarroti	Leonardo da Vinci	Raphael (Raffaello Sanzio da Urbino)
Dates	1475–1564	1452–1519	1483–1520
Life	born in Caprese, died in Rome, Italy; painter on panel boards, and of frescoes; sculptor and architect; writer of sonnets; contemporaries saw him as a genius; trained as a painter with Ghirlandaio, then as a sculptor; supported by Lorenzo de' Medici	painter of about 20 major paintings; sculptor; architect; inventor; military engineer; draftsman; studied the laws of science and nature; drew prolifically; pioneered two new painting techniques: chiaroscuro: a stark contrast between darkness and light that gave a three-dimensionality to figures; and sfumato: a technique in which subtle gradations, rather than strict borders to infuse paintings with a softer, smoky feel	Born in the central Italian city of Urbino, the son of a court painter, and orphaned at eleven; he then helped his step-mother manage the family workshop. Italian painter and architect, admired for his clarity of form, ease of composition, and visual impact; enormously productive, with an unusually large workshop as an adult; died young, leaving a large body of work

Great works	sculpted the 'Pietà' for St Peter's, Rome, and the tomb for Pope Julius II; sculpted 'David'; painted The Last Judgement, the ceiling of the Sistine Chapel (1508 to 1512)	'Last Supper,' 'Mona Lisa,' 'Vitruvian Man,' 'Virgin of the Rocks'	many of his works found in the Vatican Palace: 'The School of Athens,' 'St George and the Dragon,' 'The Coronation of the Virgin', 'Transfiguration'
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Pages 56–57 'How astronomy developed during the Renaissance'

- A 1. This activity is designed to support students in engaging with the concepts of cause and consequence in relation to how astronomy developed in Europe during the 15th century.
- B 1. The concept of Renaissance relates to a rebirth, a renewal of energy, and curiosity in the art and ideas of the classical world. The Renaissance approach to astronomy was a renewal, not limited by the Christian, and especially the Catholic, Church's concern to prevent any challenge to their teaching. A new mood of curiosity, and celebration of thought and innovation was emerging in the arts and sciences.
- 2. Islamic linguists in the 10th century had translated key scientific and cultural texts from the ancient Greeks and Romans, often in the great Islamic libraries, which helped preserve these texts for the future rather than them becoming damaged or lost. This allowed their translation into Latin and therefore their transfer to the centres of European scholarship and learning. Islamic scholars of the 12th century suggested that the Earth was not the centre of the universe, and in the 13th and 14th centuries, others set out ideas about a Sun-centred universe. This extended the range of people challenging the established ideas about science.
- 3. Artists and scientists of the Middle Ages largely followed established

approaches and earlier teachings or methodologies that had sometimes gone unchallenged for centuries. However, the Renaissance scholars, artists, scientists, and philosophers were curious and willing to challenge old ideas if evidence for them was not available, or to innovate and seek new explanations for physical processes and find new and better approaches to art, sculpture, and creativity.

Of course, where there is change there can also be some continuity, and to begin with, the Renaissance scholars and artists were limited by what was available to them in the way of tools and equipment, so until pigments and brushes improved, until scientific and surgical instruments were further refined, and until ideas were more widely shared, there were elements of continuity and similarity even where there was innovation and change.

- 4. This answer should focus on why change can be resisted, repressed, or stagnate.

Change is often influenced by a series of key factors: chance; the roles of key individuals; ideas, attitudes, and beliefs; religion, government, technology, money and resources, and war and conflict.

As people had accepted the Church's teachings for centuries, it was difficult to shake these 'already accepted ideas.' Government was very different then, and did not see itself as having a role in promoting art or science or ideas. Limited technology prevented the testing or rapid spread of ideas, but was about to make significant changes, and key individuals were sometimes oppressed by the Church to prevent them challenging the Church's teachings.

- 5. Students might be expected to identify a 'chain reaction'—that new ideas, discoveries, and equipment were inspiring for the intellectual and merchant classes and brought wide benefits:

The interest in innovation, debate, and change was very helpful and allowed a

different climate to emerge amongst the intellectual and artistic elites. The progress with printing, and the production of books more cheaply, rapidly, and with some accuracy would be very significant. For example, although the German scientist and philosopher Nicolas of Cusa noticed movements that made him think that the Earth was not the centre of the universe in 1444 CE, this idea was not widely known, and the Christian Church, and in particular Catholicism, suppressed ideas that might challenge their teaching or their claimed supremacy as the repository of knowledge. For example, although Galileo supported Copernicus's observations and evidence-led theories made using his telescope, he was found guilty of heresy in 1633 CE and kept under house arrest for the rest of his life.

6. Students are likely to argue that: Better scientific tools were key in some areas of Renaissance thinking; for example, advances in lens design and quality led to greatly improved telescopes and microscopes. Improvements in mathematics and the physical sciences led to the development and refinement of scientific laws and theorems. Better, safer sea travel, using improved tools such as the astrolabe and sextant also assisted in enabling artists and scholars to travel and ideas to spread.
7. There could be a wide variety of responses to this question; something along these types of response would be appropriate:
- Trade and travel improved as navigation at sea was more secure: this benefitted everyone as goods, but also ideas, could spread as trade routes opened up.
 - Printing technology, and the ability to create wood cuts and more sophisticated illustrations developed.
 - As metal working and ophthalmic science improved, better microscopes, telescopes, and

lenses facilitated more experimentation and theorizing, and allowed theorems to be tested and experiments more easily replicated.

- The increasing mood of being in a revolutionary moment also caught the interest of the Catholic Church and Papacy, who now acknowledged that Copernicus's ideas might help them develop a more accurate calendar and calculate when the world was created.
- Ordinary people also benefited, as the interest in new learning opened up universities to new ideas, which led to other discoveries, and an improvement in lives in general.

Page 59 *'William Shakespeare, the Renaissance man'*

- A 1 a) Stratford-upon-Avon, 23 April 1564 (or thereabouts)
- b) He invested as a chief shareholder in the Globe Company. Shakespeare's company built the Globe only because it could not use the special roofed facility of the indoor playhouses famous at that time in London. The first Globe Theatre became the most famous example of that peculiar and short-lived form of theatre design.
- c) 23 April 1616, Stratford-upon-Avon, United Kingdom
- d) Shakespeare worked as an actor, writer, and co-owner of a theatre company called the Lord Chamberlain's Men, later known as the King's Men.
- e) Hamlet, King Lear, Othello, Macbeth, and Romeo and Juliet
- f) Estimations of Shakespeare's vocabulary range from 17,000 to 29,000 words. In his will, he appeared to give his wife (Anne) only a bed. Shakespeare's grave includes a curse on anybody who moves his bones.
- g) Students should stick his printed image in the given space.

