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WORLD WATCH

History

For Secondary Schools

TEACHING GUIDE

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OXFORD
UNIVERSITY PRESS



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

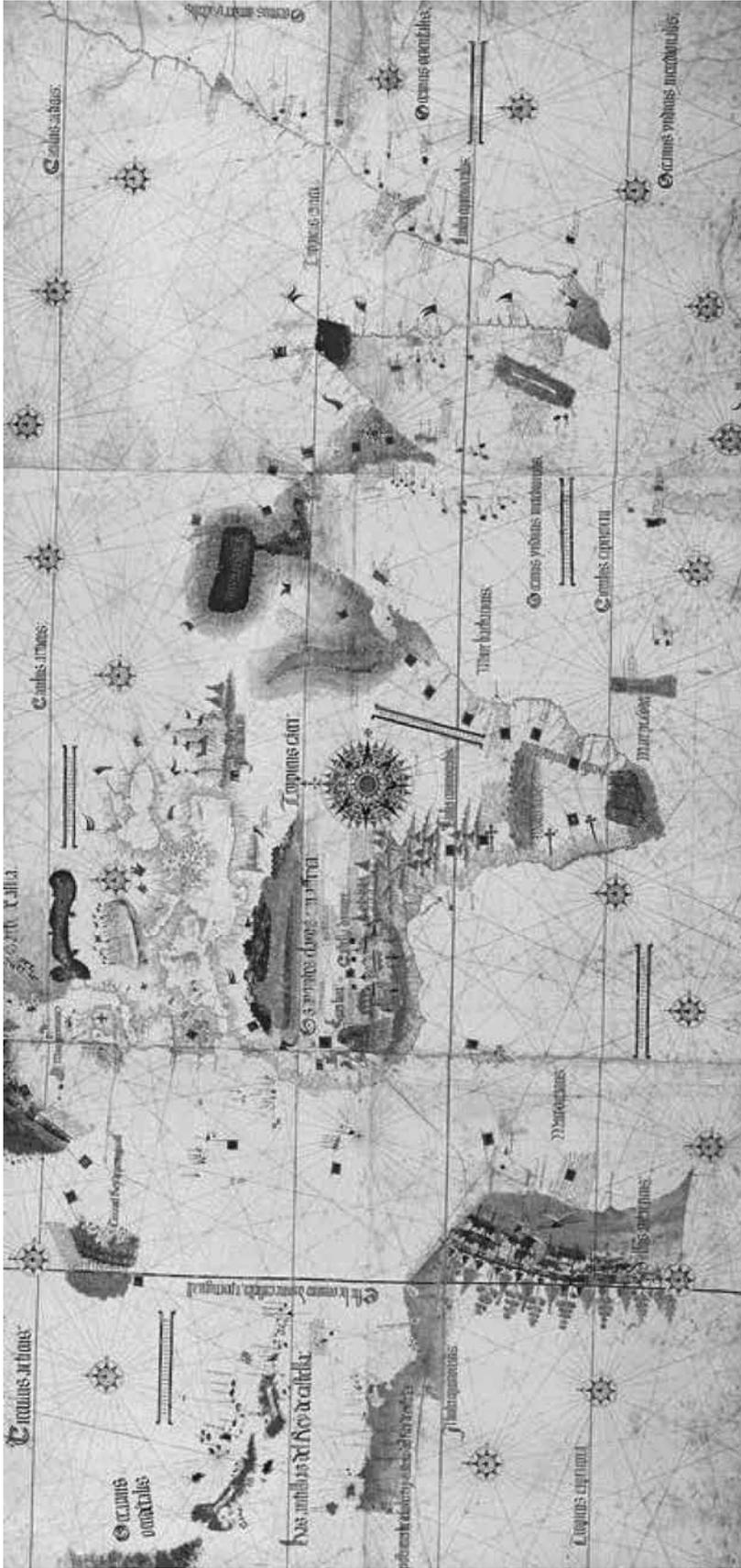
Contents

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 colonization of the subcontinent	<ul style="list-style-type: none"> • explain the causes of European expansion on the subcontinent • analyse the events and factors that led to British and French dominance over trade with the Mughals • explain the importance of the East India Company and Robert Clive for British expansion in India 	<ul style="list-style-type: none"> • explain why the Europeans colonized parts of the subcontinent. • explain how the British and French came to dominate trade in India. • discuss how British rule in India arose from the East India Company. 	colonization, trade, empire, alliance, East India Company, explore, voyage
Page 6 Unit 2 The struggle for power on the subcontinent	<ul style="list-style-type: none"> • explain the significance of the three Battles of Panipat • describe the effects of the decline of the Mughals and the rise of the Marathas • analyse the conflict between the Sultans of Mysore and the English East India Company 	<ul style="list-style-type: none"> • explain how the Marathas became powerful. • describe the effects of the Third Battle of Panipat. • explain why the Sultans of Mysore were opposed to the East India Company. 	alliance, treaty, siege, religious uniformity
Page 10 Unit 3 The Industrial Revolution	<ul style="list-style-type: none"> • explain the success of Britain's industrialisation between 1750 and 1850 • analyse factors that led to the Industrial Revolution in Britain and its connections to the British Empire • evaluate the impact of the Industrial Revolution on Britain and the Indian subcontinent 	<ul style="list-style-type: none"> • explain how conditions in Britain helped the Industrial Revolution to flourish. • identify the links between the subcontinent and Britain's Industrial Revolution. • describe how the Industrial Revolution affected life for different people in Britain and the subcontinent. 	steam engine, slavery, enlightenment, tariff, landowner, wagon way, shipbuilding, plantation, colonial island, factory, textile manufacturer, salesroom, pottery, railway

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 16 Unit 4 The War of Independence	<ul style="list-style-type: none"> explain the causes of the War of Independence explain why the war failed evaluate the role of the last Mughal Emperor in the War of Independence 	<ul style="list-style-type: none"> outline the conditions and events that led to the War of Independence. identify the factors that hindered the War of Independence. describe how the War of Independence affected the subcontinent in the following years. 	Doctrine of Lapse, sepoy, arsenal, garrison, civilian, reform, missionary, greased cartridge, garrison
Page 21 Unit 5 The challenges to the British Raj	<ul style="list-style-type: none"> analyse the nature of British rule of the subcontinent of India in the nineteenth century explain the short- and long-term significance of the Minto-Morley Reforms and the effect Lord Curzon had on the subcontinent point out the factors that led to the formation of the North-West Frontier Province 	<ul style="list-style-type: none"> describe how the War of Independence affected British rule on the subcontinent. explain the role of Sir Syed Ahmed Khan in Muslim education. describe the growth of political parties in India: the Indian National Congress and the All-India Muslim League. 	bill, reform, pact, irrigation canal, nationalistic, election, constituency
Page 28 Unit 6 The First World War	<ul style="list-style-type: none"> explain how the alliances between the European countries drew them into Austria-Hungary's war against Serbia relate the sequence of events of the beginning of the First World War and describe the type of warfare that was used in the First World War explain the after-effects of the war, including social, economic, and political effects 	<ul style="list-style-type: none"> identify some of the causes of the First World War. identify the main points of the Treaty of Versailles, 1919, and say how it affected Europe during the following two decades. describe the long-term effects of the First World War on world peace and prosperity. 	imperialism, alliance trench warfare, abdicate, republic, treaty, reparation self-determination, Wall Street, Nazi depression, women's empowerment, bankrupt, unemployment, dictatorship

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 34 Unit 7 The decline of the Ottoman Empire	<ul style="list-style-type: none"> explain the conditions in the Ottoman Empire that led to its decline analyse the forces that contributed the decline of the Ottoman regime identify the events that led to the independence of modern Turkey 	<ul style="list-style-type: none"> describe conditions in the Ottoman Empire in the early eighteenth century. explain how these conditions led to the decline of the Ottoman Empire. describe how modern Turkey was created. 	propaganda, mandate, treaty, declaration, secular, corruption, revolutionary, cleric
Page 39 Unit 8 The struggle for independence	<ul style="list-style-type: none"> explain the significance of the work of the people who began the movement for independence identify the main points of the discussions between political leaders of the subcontinent and Britain regarding independence explain how partition began to be considered along with independence 	<ul style="list-style-type: none"> describe the effects of the First World War on the politics of the subcontinent. describe the negotiations between the political leaders of Britain and the subcontinent. explain why the Muslim League wanted a separate nation for Muslims. 	civil disobedience, non-cooperation, constitution, electorate, conference, mass demonstration
Page 44 Unit 9 The Second World War	<ul style="list-style-type: none"> develop knowledge about the origins of the Second World War and the failure of collective security analyze the impact of the Second World War on world empires and alliances evaluate the consequences of nuclear weapons and collective security in the United Nations and the Cold War 	<ul style="list-style-type: none"> discuss what started the Second World War. describe the effects of the Second World War on world empires and alliances. explain how the development of nuclear weapons began the Cold War. 	League of Nations, annex, atomic bomb, United Nations, Cold War, Appeasement, peacekeeping force, communist regime

Page Nos/ Units	Teaching objectives	Learning outcomes	Keywords and phrases
	Student's and Skills Books	Students should be able to:	
Page 49 Unit 10 The birth of Pakistan	<ul style="list-style-type: none"> explain the roles of key people in the partition of the subcontinent develop knowledge about the discussions among political leaders on how the subcontinent should be governed after independence explain the reasons for the decisions that were made about independence and partition 	<ul style="list-style-type: none"> describe the main events that led to the partition of the subcontinent. compare the opinions of the different political leaders on how the subcontinent should be partitioned. explain how the All-India Muslim League flourished under the leadership of Mr Jinnah. 	federation, campaign, Labour Party, princely state, resolution, freedom fighter
Page 56 Unit 11 The initial years of Pakistan	<ul style="list-style-type: none"> explore the major social, economic, and political challenges that faced Pakistan when it became an independent country in 1947 analyse the achievements of Pakistan since independence evaluate the successful survival of Pakistan as a state in South Asia 	<ul style="list-style-type: none"> identify the problems and challenges that faced the leaders of the new nation of Pakistan. describe what has been achieved in Pakistan since independence. explore Pakistan's position as a nation in South Asia. 	constitution, boundary, canal water dispute, asset, refugee, martial law, civil war, <i>Mukti Bahini</i>
Page 62 Unit 12 The world today	<ul style="list-style-type: none"> develop an awareness of the major social, economic, and political changes that affect the world of the twenty-first century analyse the impact of global changes on the lives of people around the world evaluate the roles of international organizations in the world today 	<ul style="list-style-type: none"> describe the key social, economic, and political changes that face the world in the twenty-first century. describe how these changes affect different people around the world. explore the work of international organizations in today's world. 	Berlin Wall, tariff, trade association, ASEAN, European Union, quota multinational corporation, UNICEF, OXFAM, World Health Organization, Human Rights Commission, global warming, climate change, Group of Eight (G8)



The Cantino world map 1501-02

The colonization of the subcontinent

Background knowledge for the unit

The modern age of European exploration overseas began in the late fourteenth century. However, until 1461, the land and sea routes to the east went only as far as ports in the Crimea, Trebizond (now Trabzon, Turkey), Constantinople (now Istanbul), Asiatic Tripoli (in modern Lebanon), Antioch (in modern Turkey), Beirut (in modern Lebanon), and Alexandria (Egypt). The spice trade was particularly important, as spices were prized in Europe and were very expensive. The most valuable European imports were pepper, nutmeg, cloves, and cinnamon.

Europeans, especially the Portuguese, were also interested in gold from Upper Volta (Burkina Faso) in Central Africa, transported by caravan traders across the Sahara Desert. Prince Henry, the Navigator of Portugal, sponsored discovery voyages down the west coast of Africa to find the mouth of a river that could be navigated to the gold mines. The overland routes followed the ancient Silk Roads, but these were controlled mainly by warrior Mongol and later Ottoman warriors, so a sea route would be a great advantage.

Improvements in ship-building and in navigational instruments were key factors in the age of European exploration. Europeans learned from the scholars and inventors of the Islamic Golden Age, rediscovering and developing the work of the ancient Greeks. Also, as navigators explored farther afield, the information they brought back could be used by cartographers to produce more accurate maps and sea charts.

Before we proceed

Before Henry the Navigator's explorations, Europeans did not know what lands were beyond Cape Bojador on the African coast. In addition to trading in spices from 'the Indies'; Henry's ships set out to help him discover how far the Muslim

territories in Africa extended, and whether Asia could be reached by sea. There were also stories of a lost kingdom in the 'Indies', set up by a twelfth-century Christian priest named Prester John. Some explorers had this in mind, too. These stories were supported by copies of what was almost certainly a forged '*Letter of Prester John*' which began to circulate through Europe around 1165.

The Portuguese set up the first European trading post on the subcontinent, at Calicut in Kerala. The ruler there, Zamorin of Calicut, gave them a permit because he saw them as allies against his rival, the Maharaja of Kochi. They built a fort and a church there. After their victories in the two Battles of Diu (1509 and 1538), the Portuguese virtually controlled shipping in the Indian Ocean. This gave them a great advantage over other European countries in any trade with India or beyond. This advantage was unchallenged until the Dutch East India Company built up control over the spice trade with Indonesia.

Meanwhile, by 1600, the main traders over land were the Chinese, the Mughals, and the Ottomans. The English had been occupied with conflicts against Spain and France, but they built up a powerful navy during the sixteenth century and began to follow the routes of the Portuguese in 1600.

Note that the kingdoms of England and Scotland were separate states with separate laws, but with the same monarch and were not united as one kingdom (Great Britain) until 1707. The East India Company was founded before this (in 1600) as the 'British East India Company' but is often referred to as the 'English East India Company'.

Expected learning outcomes

Students should be able to:

- explain the causes that drove European expansion on the subcontinent

- analyse the events and factors that led to British and French dominance over trade with the Mughals
- explain the importance of the East India Company and Robert Clive for British expansion in India

PAGES 2-3

'How did the Europeans change the subcontinent between 1500–1757?' and 'The Europeans in South Asia'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book pages 3–4 'Portuguese navigators lead the way'

Introduction

Before studying the colonization of the subcontinent, students should be aware of the world as it was known to the Europeans by the end of the fifteenth century.

Compare the Cantino map on page VIII of this Book with a map of the world in the *Oxford School Atlas for Pakistan*. Identify the continents and as many countries as possible on the Cantino map. Identify the parts of the world (land and sea) the Europeans knew well; those they knew less well, and those they did not know at all.

Using the Student's Book

Read the introductory paragraph and the speech bubbles and ask students to look at the image of Henry the Navigator's voyages on page 3.

Ask them to name any empires in Asia, including the subcontinent, in the fifteenth century. Students should know about the Ottoman Empire. Remind students that the Mughal Empire did not begin until the early sixteenth century and that India was ruled by sultanates in different regions. These included the Delhi Sultanate in the north, the Rajput kingdoms in Western and Central India, and the Bahmani and Vijayanagara Sultanates in the south.

Mughal armies began to attack these sultanates (notably the Delhi Sultanate, ruled by the Lodhis) in the sixteenth century.

Find out from the next paragraph and the conversation on page 4, how the Portuguese were able to become a powerful trading nation in India.

Questions 1–3 should be completed for homework.

Using the Skills Book

Activity

Find out, from sources such as books or the Internet, how one of the following affected European sea traders travelling to the subcontinent: Prince Henry of Portugal, the Ottomans, or the navigator Vasco da Gama. Make notes, summarize this and report back to the class.

The task 'Portuguese navigators lead the way' on pages 3–4 of the Skills Book should be completed.

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, at the beginning of the fifteenth century, Europeans knew little of the world beyond the Mediterranean Sea and Africa to the south and the east, very little of the Atlantic Ocean, and hardly anything of Asia.
- I learned that the spice trade was very important to Europe.
- I learned that Portugal led the way in overseas trade with India.
- I learned that the Dutch and the English began to challenge the Portuguese for trading rights in the subcontinent from 1600.

PAGE 4

'The Dutch East India Company'; 'England looks east'; and 'Creation of the English East India Company'

Resources

- Skills Book page 5 'Other Europeans force the Portuguese out of India'

Using the Student's Book

Ask which European nation had controlled the sea trade around the coast of the subcontinent until 1600 (the Portuguese) and which other European nations were challenging them in the early 1600s (the Dutch and the English).

Using pages 3–4 of unit 1 and other sources, students should:

- find out how other European nations began to trade with the subcontinent via sea routes.
- investigate why local rulers allowed the Portuguese, the Dutch, the English, and the French to build forts in their territories on the coast of India

Students should complete Questions 4–5 for homework.

Using the Skills Book

Working in pairs, read the passage on page 5 of the Skills Book 'Other Europeans force the Portuguese out of India' and to fill in the missing words.

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 by the mid-seventeenth century, Dutch East India Company had established a strong foothold in India.
- I learned that the Dutch forced the Portuguese out of India but were soon challenged by the English East India Company.

PAGES 5-7

'British war with France'; 'Robert Clive'; and 'The Battle of Plassey'

Using the Student's Book

Explain that 'The British war with France' does not describe any one war but that Britain and France had been in a state of war since 1688, when a Dutch prince, William III, became the King of England (the 'Second Hundred Years' War—although it lasted longer than 100 years). There had long been conflict between the Protestant and Roman Catholic Christians in England. Different monarchs since Henry VIII, had promoted one branch of Christianity or the other. William was a Protestant but Louis XIV of France (a Roman Catholic) supported the Roman Catholics who wanted to overthrow the Protestant monarch. During this time (in 1707), Scotland and England were united, forming Great Britain.

The war shifted from a religious war to a war over economy and trade, when Great Britain and France competed for trade in Asia and the Americas.

Ask the students to read the paragraph on Robert Clive. Explain why a trader should become a military leader. The East India Companies were becoming more than trading companies. Note that both the English and French East India Companies, like the Portuguese, formed alliances with different local rulers in the subcontinent, and that these companies were building up their own armed forces (against those of the other European nations as well as any local rulers who opposed them). Thus, traders could easily become involved in military matters, as the support of Indian princes was important to successful trade.

Read about the Battle of Plassey in the Student's Book on pages 6–7. Look at the map of India in 1757 to identify the geographical location of Plassey. Ask how the British managed to defeat Nawab- Siraj-ud-Daulah of Calcutta. Comment on the part played by Robert Clive in this.

Activity

After reading about the Battle of Plassey, work in groups to draw a plan of the battle, and place small objects to represent: the armies of Nawab-Siraj-ud-Daulah and Robert Clive and key characters (Nawab- Siraj-ud-Daulah, Robert Clive, and Mir Jafar). Use their plan and models to explain the outcome of the battle. Explain how the British war against the French affected the battle—and how that war affected the history of the subcontinent.

Students should complete Questions 6–8 for homework.

Discussion and review

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

- I learned that the Nawab of Bengal, Siraj-ud-Daula demanded that the British should remove their fortifications from Calcutta.
- I learned that Siraj-ud-Daula fought the British in the Battle of Plassey but lost because his commander Mir Jafar betrayed him. This battle is regarded as the turning point of the history of the subcontinent.

Answers to assessments

1. Prince Henry the Navigator sponsored many expeditions to India before the other European nations began to trade there.
2. The Ottomans, the Mughals, and the Chinese controlled the major land trade, and when the Ottomans conquered Constantinople in 1453, they cut off the overland route to India and the Far East.
3. The Portuguese stopped exploring in the sixteenth century. They had seventy well-defended sea ports along the coast of the subcontinent because they realized that they could make much greater profits, with far less risk, by forcing every ship sailing along the coast to buy a pass from them.
4. They controlled the valuable Indonesian spice trade, especially cloves, by destroying all clove trees that did not belong to them. This also raised the price of cloves, so that their profits could increase.
5. No, because the Dutch had used resources forcing the Portuguese out of a large part of south-west India, but the English were now challenging the Dutch. Instead of attacking, the Dutch had to defend.
6. Battles between political rivals in India's provinces made the English East India Company uneasy about its security, which led to the growth of its armies and forts. These conflicts gave British officers an opportunity to make a profit and a name for themselves. The most famous was the trader Robert Clive, who became a military leader.
7. Robert Clive bribed the commander-in-chief of Nawab Siraj-ud-Daulah's army, Mir Jafar, with the promise of making him the Nawab of Bengal, if he helped him in the Battle of Plassey. Mir Jafar advised Nawab- Siraj-ud-Daulah to retreat from the battlefield. Siraj was captured and killed under the orders of Mir Jafar.
8. Students' answers will vary.

Answers to Skills Book

Pages 3–4 'Portuguese navigators lead the way'

- A 1. The Ottoman conquest of Constantinople in 1453 cut off the overland route from Europe to India and the Far East. The Europeans had to look for a new sea route.

2.

Details
He set Portugal on the way of overseas exploration. Under his direction, Portuguese ships passed the coasts of Southern Morocco, Guinea, Senegal, and finally reached Cape Verde. The Portuguese continued to explore the West African coast during the lifetime of Prince Henry.
The overland route from Europe to India and the Far East fell under its rule.
He sailed up the coast of East Africa and reached the Indian coast in May 1498. This voyage created a sea route from Europe to Asia, and the Portuguese quickly began to set up trading bases on the Indian coast.

- 3 i) They set up trading bases on the Indian coast, built forts around them, and made profits of sixty times the cost of each voyage from the goods they bought in India.
- ii) When they had seventy, well-defended sea ports along the south-western coast of the subcontinent, they forced every ship sailing along the coast to buy a pass from them. The ships then had to dock at Portuguese forts, where they were taxed on the goods they were carrying.
- iii) The Dutch East India Company controlled the Indonesian spice trade. All clove trees that did not belong to them were destroyed, with only 800–1000 tonnes of cloves allowed out each year, giving them a monopoly on clove prices.
- B 1. It was cheaper for Indian merchants to buy Portuguese trading passes and pay their taxes, than to go to war, which would have meant paying for expensive ships and cannon.

Page 5 'Other Europeans force the Portuguese out of India'

- A 1. In 1602 Dutch merchants formed the Dutch East India Company and built eleven forts in Kerala. They forced the Portuguese out of south-west India, then the English formed their own trading company, the English East India Company (sometimes called the British East India Company). They set up fortified trading posts in Bombay, Calcutta, and Madras. As the Mughals lost their power, the rulers of other Indian states fought against one another for power, and sometimes against the English.

The Nawab of Bengal, Nawab Siraj-ud-Daulah, told the British to remove their fortifications in Calcutta and trade on peaceful terms. The British refused, so the nawab went into Calcutta with an army to expel the British. He occupied Calcutta from June 1756 to January 1757. That was when the British officer Robert Clive arrived and drove them out. The nawab thought that the British were trying to take over his territory and appoint their own nawab, so he marched south to Plassey with his army. Clive had bribed Mir Jafar, the commander-in-chief of the nawab's army, and had promised to make him Nawab of Bengal.

Both armies had cannon but there was suddenly very heavy rain. The British quickly covered their cannon but the nawab's army were too slow and theirs were soaked and put out of action. Siraj's forces moved forward, thinking that the British cannon were also out of action, but they faced a huge bombardment. Mir Jafar advised Siraj to retreat, and when the British army attacked again, Siraj fled and was killed by some of his own men. Then the British attacked again and won the Battle of Plassey. Mir Jafar became the new nawab.

UNIT 2

The struggle for power on the subcontinent

Background knowledge for the unit

The build-up of the Mughal Empire, founded by Zahir-ud-din Muhammad Babur (1483–1530), was significant in the early sixteenth century, as the Mughal Empire was a major force until the start of the eighteenth century. Under the Emperor Aurangzeb, most of the subcontinent came within the boundaries of the Mughal Empire. It had an area of more than 3.2 million square kilometres, and a population estimated at around 100–150 million at that time.

By 1758, the Marathas had taken much of the Mughal territories, most of central India and the former Delhi Sultanate, even Lahore. However, the Sikh Empire was growing and they eventually took Lahore in 1799 and held on to it until the British captured it in 1849. The Marathas made a deal with the Mughal emperor Shah Allam, and he was returned to power in Delhi, on the condition that the Mughal emperors would stay as emperors only in name. After the Third Battle of Panipat in 1857, the Mughal Empire was formally abolished.

Hydar Ali became powerful after the Mughals lost their power on the subcontinent. Meanwhile the British and the French were beginning to extend their European wars into the subcontinent. Hydar Ali took the side of the French. By the 1770s, the Marathas could see that the British were too great a threat to ignore, and they needed Hydar Ali as an ally to push them back. Eventually, in 1780, Hydar Ali raised an army of 83,000 men to push back the British, and forced them into signing a mutual protection treaty. Hydar Ali's son, Tipu Sultan, was the last local ruler to make a serious challenge on the British East India Company, even seeking an alliance with Napoleon of France.

The British defeated the French forces who were marching to Tipu Sultan's aid in 1798, and swiftly moved against Mysore. Three armies, one from Bombay, and two from the British, marched into

Mysore in 1799 and besieged the capital, Srirangapatna, in the Fourth Mysore War. Tipu Sultan himself led the defence of his city, but was outnumbered by almost two to one. When the British broke through the city walls, the French military advised Tipu Sultan to escape using the city's secret passages, but he refused, and was later found dead with his sword still in his hand.

Before we proceed

Draw the students' attention to what happens when a powerful empire or ruling group becomes weaker. It provides an opportunity to other peoples to move in and begin to take control of their territories. In this unit, the students will learn about the decline of the Mughal Empire and the ensuing growth of the Maratha Empire. However, this was not a straightforward takeover, as the British and French were expanding into the subcontinent and there was strong local resistance from the Sultanate of Mysore.

Expected learning outcomes

Students should be able to:

- explain the significance of the three Battles of Panipat
- understand the effects of the decline of the Mughals and the rise of the Marathas
- analyse the conflict between the Sultans of Mysore and the English East India Company

PAGES 12–13

'The shift of power on the subcontinent after the decline of the Mughals'; 'The Third Battle of Panipat (1761)'; and 'The Sikh Empire'

Resources

- *Oxford School Atlas for Pakistan*
- a larger-scale map of the subcontinent
- Skills Book page 7 'The Lodhis, the Mughals, the Suris, the Marathas, and the Durranis'

Introduction

Inform students that the Gingee Fort, an important Mughal stronghold on the subcontinent, was located in a district of Tamil Nadu in India. The Marathas captured this fort, and though the Mughals were able to recapture it, they were facing attacks from the Afghans and Sikhs. Ask the students to locate Delhi on a map of India and Panipat, which is about 90 kilometres north of Delhi. Remind the students of the first two Battles of Panipat and of the importance of the territory that had been ruled by the Delhi Sultanate, which had been captured by the Mughals in 1526 at the First Battle of Panipat. They defended it against the Marathas at the Second Battle of Panipat (1556).

The Mughal-Maratha war lasted from 1680 to 1707 and the Maratha Empire expanded as the Mughal Empire gradually became weaker. However, the Durranis were also building up an empire with its capital in Kandahar.

During the eighteenth century, the Marathas tried to expand their territories northwards, but were stopped by forces led by Ahmad Shah Durrani at the Third Battle of Panipat (1761). No fewer than 100,000 Marathas died during or after the battle. The Durranis were not the only powerful group on the subcontinent but the Sikhs were also gaining ground.

Using the Student's Book

Ask the students what they know about the growth of the Mughal Empire. Re-read notes from previous lessons. Find out, from pages 12–13 of the Student's Books, how the Mughal Empire began to weaken, and note that it was the Marathas who finally halted the spread of the Mughal Empire. Ask them to explain what made the battle over Gingee Fort a key event in Mughal history, and what mistake the Mughal Emperor Aurangzeb made. (The battle weakened the Mughals' fighting power considerably. Aurangzeb attacked too many Maratha forts at the same time, spreading his armed forces too thinly.)

The students can describe the different forces fighting for control on the subcontinent. Remind them that the Europeans were also setting up trading posts and building forts, and making alliances with different local people.

Students should complete Questions 1–2 for homework.

Using the Skills Book

Activity

Ask the students to complete the task entitled 'The Lodhis, the Mughals, the Suris, the Marathas and the Durranis' on page 7 of the Skills Book. Summarize what they know about the changes in power on the subcontinent. Discuss how these struggles affected the progress of the different European powers who were setting up trading posts and building forts there.

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 Mughal Empire began to weaken during the seventeenth century, as the Marathas gained power.
- I learned how different groups of people take advantage of a weakening empire or ruling power.
- I learned that the Sikhs and Durranis stopped the Marathas expanding their empire as the Mughal Empire weakened.

PAGES 14–15

***'Significant leaders';
'Shah Waliullah'; 'Hydar Ali';
and 'Tipu Sultan'***

Resources:

- large-scale map of the subcontinent
- Skills Book pages 8–9 'Key places of power struggles'

Using the Student's Book

Explain that the students are going to find out about some important people of the seventeenth and eighteenth centuries on the subcontinent. Shah Waliullah was a religious scholar who educated the Muslims about the true teachings of Islam.

The students should now locate Mysore, in the state of Karnataka, in India, on a map of the subcontinent. Explain that the old Kingdom of Mysore covered almost all of the southern tip of India by the 1780s when Hydar Ali ruled it. It was not a peaceful time, as he faced attacks from local rulers as well as the Marathas.

Students should read about Hydar Ali and his son Tipu Sultan on pages 14–15 of their Student's Books. Discuss the impact of the Europeans on the subcontinent.

Students should complete Questions 3–6 for homework.

Activity

Select one of the key personalities; and using information from Student's Book and other sources, including the Internet, to help them to write an obituary for the character. Include the date and place of birth and death; parents, childhood, and education; key events and places; and a summary of any important personal skills and qualities (with evidence).

Using the Skills Book

Students should complete the activity on pages 8–9 in their Skills Book.

Discussion and review

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

- I learned that personalities like Sha Waliullah played an important role in educating the Muslims at a time when they were in decline.
- I learned that Hydar Ali and his son Tipu Sultan of Mysore, fought with the East India Company.

Answers to assessments

1. Accounts should include: Aurangzeb besieging Maratha forts in 1681; the Maratha capture of Gingee Fort, and Aurangzeb's recapture of it; the Third Battle of Panipat (1761) and the overthrow of the Marathas by Ahmad Shah Durrani's forces.
2. The answer should include that it signalled the end of the Maratha Empire's expansion.
3. He educated people about Islam, and his writings include the translation of the Holy Qur'an into Persian (the official language of the Mughal Empire) and detailed commentaries on the Hadith. His aim was to make the teachings of Islam easy for ordinary people to understand.
4. They did not let the British expand their empire easily but were not successful in stopping them.
5. The British did not honour the treaty of mutual support if the Marathas attacked them; they also had stronger military power than the Mysore sultans, and managed to bribe the Nizam of Hyderabad into betraying Hydar Ali.
6. Students' answers will vary.

Answers to Skills Book

Page 7 'The Lodhis, the Mughals, the Suris, the Marathas, and the Durranis'

- A 1. Answers to be filled in the empty spaces are given in order below.

the Lodhis at the First Battle of Panipat in 1526, but later

the Suris at the Battles of Chausa in 1539, and Bilgram in 1540. The victorious Suris

Agra and Delhi from the Mughals in 1553. But the Mughals, led by Akbar's senior adviser, Bairam Khan,

the Suris at the Second Battle of Panipat in 1556. Akbar

the Mughal Empire and, in 1681, his grandson Aurangzeb

the Lodhis at the First Battle of Panipat in 1526, but later

many forts of the Marathas who

large areas of Mughal territory after Aurangzeb died, and then

the Durranis in modern Afghanistan in 1761 but the Durranis

Pages 8–9 'Key places of power struggles'

- A 1. On the map, in the appropriate places, the students should write notes about the key places on the subcontinent where different groups fought for power, including: Delhi, Panipat, Agra, Gingee Fort, Tamil Nadu, Mysore, (including Seringapatam), and Lahore.

2.

Key people	Where they came from, where they attacked, and what the consequences of their attack were
Marathas	They originally came from the western Deccan Plateau (present-day Maharashtra). The Mughals had taken over all their forts by 1689, but nine years later they came back and took Gingee Fort and many other Maratha strongholds.
Durranis	They came from Afghanistan and defeated the Marathas at Panipat, and took over most of the Punjab.
Sikhs	They came from the Punjab, and after defeating the Marathas, they fought fierce battles against the Afghan forces, eventually driving them out of Lahore. Ranjit Singh took over Lahore in 1799, and held on to the city until the British captured it in 1849.
Suris	They came from Afghanistan and took much of the Delhi Sultanate from the Mughals, until the Mughals defeated them at Panipat.
Hydar Ali and Tipu Sultan	Their base was at Seringapatam, Mysore, which they defended against the Marathas in 1771 and 1789, then the British in 1779 and 1791, when the British defeated them, and again in 1799, when the French had joined forces with Tipu Sultan.

The Industrial Revolution

Background knowledge for the unit

The Industrial Revolution took place during a time of increased interest in learning, science, and philosophy across Europe. This encouraged discovery and invention and helped Britain to profit from other factors that helped the development of industry. Britain had plentiful supplies of the raw materials for industry, particularly iron and minerals. It also had large coalfields, the fuel that was used for heating water to power steam engines in factories, locomotives and, by the mid-nineteenth century, engines in ships, etc.

There was a good supply of cheap labour in the British Isles, including Ireland, and this had enabled the construction of canals that linked the major industrial areas to sources of raw materials and to the ports at a time when road transport consisted of horse-drawn carts on poor roads.

The power of steam has been known since ancient times, but the factor that helped to start the Industrial Revolution in eighteenth-century England was the development of all kinds of useful steam engines. Thomas Newcomen built an engine that could be used for pumping water out of coal mines and then in 1781, James Watt developed a steam engine that could drive the machines in woollen and cotton mills, and other factories. Britain had a strong woollen textile industry, with machines in factories mainly driven by water wheels. It was the development of steam engines that helped the Industrial Revolution to gain strength, as steam engines enabled factories to drive all their machinery from one engine.

Steam engines were also used for hauling wagons up tracks called wagonways, located mainly near mines. In the 1820s, railway engineers such as George and Robert Stephenson of Newcastle-upon-Tyne built locomotives, e.g. steam-powered engines that travelled along tracks. In the 1820s, they and other engineers began to build railways. By the

1840s, railways linked the industrial towns of Britain to ports.

Canals and, later, railways, solved the problem of transporting heavy, bulky materials, such as coal and iron, rather than along poor roads by horse and cart. This helped the industries to grow.

Before we proceed

In addition to Britain having the main raw materials to supply the Industrial Revolution, Europe was going through an 'Age of Enlightenment', when people were taking a great interest in learning and discovery, science, and philosophy. Also, following the sea exploration, trade, and colonization of the seventeenth century, trade around the world was expanding, particularly the inhuman slave trade, which supplied labour for British plantation owners, who invested their wealth in the developing industries at home.

During the years of European exploration and colonization, merchants and others who were quite well off, invested in shipping. The Dutch East India Company was the first to sell shares to the public, to raise funds for their trading expeditions, and other companies began to do the same. This led to what is now the stock exchange. Some people lost money, for example, if a ship sank or was attacked; but some gained. They became rich from the profits of industry, overseas plantations, and from the slave trade.

A new class of rich people was growing in Europe. In the past, the only rich people were landowners, whose wealth came from their land and from property they owned. There were larger numbers of people with money to spend. This led to a growth in shopping. There were people with money to spend on goods that were not essential, such as fashionable clothes and homeware.

Expected learning outcomes

Students should be able to:

- explain the success of Britain's industrialization between 1750 and 1850
- analyse some of the factors that led to the Industrial Revolution in Britain and its connections to the British Empire
- evaluate the impact of the Industrial Revolution on Britain and the Indian subcontinent

PAGES 20–22

'How did the Industrial Revolution change Britain?'; 'The invention of steam engine'; and 'The growth of industry in eighteenth-century England'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book pages 11–12 'The start of the Industrial Revolution'

Introduction

Introduce the term 'Industrial Revolution' and discuss its meaning, for example, it means a huge change in industry and a rapid development of many industries. Discover what students know about the Industrial Revolution of the eighteenth century, for example, where it happened and what kinds of industries were involved. They should note that it took place in Europe but began in Britain. Ask what they have learned recently about Europe and, in particular Britain. They will know that Europeans had been colonizing, and trading with, the subcontinent and other parts of the world during the fifteenth and sixteenth centuries. Ask how this might have helped to start the Industrial Revolution. Important factors include: the growth of shipping and improvements in shipbuilding; wealth from trading; and access to raw materials that could not be produced in Britain, such as cotton and silk.

Using the Student's Book

Ask the students to read pages 20–22 of their Student's Book to find out about the most important factors, and the key invention, that helped the Industrial Revolution to develop in Britain. Students should complete Questions 1–4 class or for homework.

Using the Skills Book

Students should read pages 10–11 of the Skills Book 'The start of the industrial Revolution', and express their ideas using the mind map. The links they make between the headings should show how each factor affected the others.

Discuss why such a change in industry happened in Britain, rather than in another part of the world. For example, other parts of the world, such as the subcontinent, also had the raw materials and people to work in industries. Britain did depend on the subcontinent for its supply of cotton. Explain that Britain had a large empire from which it could buy raw materials at low prices, and from which it could run a slave trade. It had a powerful trading company with bases on the Indian subcontinent, and its own armies. At the time, no other nation had such a large empire. Emphasize the importance of the 'Enlightenment' in Europe, in which people were taking a great interest in learning and in developing new ideas, so that inventors flourished.

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 key factor that led to the Industrial Revolution in Britain was the invention and development of the steam engine.
- I learned that the transportation of heavy goods such as iron, coal and steel, was helped by the development of canals and then railways.
- I learned that Britain's Empire provided cheap materials and labour for its industrial development.

PAGES 22–24

***'Manufacturing industries in Britain's Industrial Revolution';
'The cotton textile industry' and
'The pottery industry'***

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 14 'The canals of the Industrial Revolution in Britain'

Introduction

The students have learnt how the Industrial Revolution began in Britain. Find out how the new wealthy industrial class developed and led to the development of other industries. Before the eighteenth century, only the very rich people were landowners, and manufacturing had been mainly on a very small scale, in small workshops and in people's homes. Manufacturers and merchants were now becoming very wealthy and able to afford luxuries, such as fashionable clothes, tea and coffee, and homeware such as pottery.

Using the Student's Book

Students should read pages 22–24 'Manufacturing industries in Britain's Industrial Revolution' and 'The cotton textile industry' to find out about the development of industries and transport during the Industrial Revolution. They should make a note of the factors that helped the cotton textile industry to develop, noting the importance of:

- cheap imported raw cotton from India
- newly invented machinery in the second half of the eighteenth century that enabled Britain's textiles factories to produce cotton cloth from raw cotton from India
- the treatment of textiles factory workers, including children

Locate Stoke-on-Trent, in Staffordshire, on a map of Britain prior to reading 'The Pottery Industry' on pages 23–24. Make notes about the key factors

that helped it to develop in and around Stoke-on-Trent:

- an old 'cottage industry' that began there when farmers used local clay for making pots to sell and for containers for the butter they sold

Factors that helped this small-scale industry to grow:

- plenty of raw materials: clay, lead, salt, fine sand
- plenty of coal for firing kilns
- canals for transporting coal to the region
- the new fashion for drinking tea, which opened up new sales of teapots, cups, saucers and crockery
- imported tea from India
- the new wealthy class of people whose money came from industry and who had time for leisure (including shopping) and afternoon tea, and wanted fashionable teapots and crockery

Students should complete Question 6 in class.

Using the Skills Book

The students would require to research canals of the United Kingdom to complete the activity on page 14 of the Skills Book. They should complete this as homework.

Discussion and review

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

- I learned that a key factor that led to the development of the textiles and pottery industries in Britain was the use of the steam engine in factories and in transport.
- I learned that cheap raw cotton imported from India was a key factor in the development of the British textiles industry.
- I learned that the emergence of a new class of wealthy people whose money came from industry was a key factor in the development of industries that produced fashionable items.

PAGES 24-25

'Britain's Industrial Revolution and the Indian subcontinent' and 'The Great Exhibition of 1851'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 13 'The effects of the Industrial Revolution on people'

Introduction

Students have learnt how the Industrial Revolution developed. They should find out how it affected different groups of people in Britain and on the subcontinent. Discover what they know about the effects of the Industrial Revolution on the subcontinent. They should know that it relied on cheap raw materials, such as cotton and tea, from India, but that these were not so helpful to the Indian industries. They will also know that the British began to build railways across the subcontinent and that these are still a useful part of the infrastructure, although they were built to help the British to transport troops and goods, including tea from plantations to ports.

Using the Student's Book

Students should read pages 24–25 of their Student's Books 'Britain's Industrial Revolution and the Indian subcontinent' and 'The Great Exhibition of 1851' to find out about the developing prosperity of Britain and how it affected people in Britain and around the world.

Activity

Give each group of students a set of role-play cards with the following written on them:

1. An engineer in Britain
2. An engineer in India
3. A textiles manufacturer in Britain
4. A textiles manufacturer in India
5. A textiles worker in Britain
6. A textiles worker in India
7. A rich Briton
8. A rich Indian

Make notes about how they (as their character) feel about the new industrial developments and how these were changing their lives. They should consider factors such as:

- the drive for poor workers to move to towns to find work, which was easily available in the factories and provided them with a steady income that was higher than they had from farm labour, although the conditions they worked in were unhealthy
- the new wealth of industrialists in Britain, who now had time for leisure and shopping
- how British laws and regulations affected industry in India

Ask them to write a short speech about how they (as their character) have been affected by the new developments in industry. Invite volunteers to read their speech to the class.

Students should complete Questions 5, 7, and 8 for homework.

Using the Skills Book

Using what they have learnt from the activity to help them, ask students to consider how Britain's Industrial Revolution affected different people on the subcontinent as well as in Britain. They should complete their notes in the 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:

- I learned that some people became very rich from the Industrial Revolution, while others had to work for them in very poor conditions.
- I learned that the Industrial Revolution led to the building of railways throughout India, and that the subcontinent still benefits from these, although they were built in order to support British industries.

Answers to assessments

1. The steam engine; it led to new inventions in machinery and increased the production of factories, as well as leading to the development of steam locomotives and railways.
2. It provided cheap labour on plantations in British colonies, as well as providing income for slave traders.
3. There were plenty of raw materials, especially coal, which fuelled the boilers for steam engines. It also had plenty of coal and minerals. The eighteenth century was an age of discovery and invention in England and the rest of Europe. Britain's navy was growing in strength, and Britain had a long tradition of sea trade, which helped in importing and exporting goods and materials, and in transporting slaves from Africa to overseas colonies.
4. They connected industrial areas to the ports and were useful in transporting raw materials to the industries.
5. Industrialists were becoming rich and they wanted fashionable cotton clothes made from Indian cotton cloth, which was produced cheaply in India. This did not help the Indian cotton industry as much as it could have done, as the British set high tariff duties, which made cotton more expensive in Britain. It also reduced sales of British woollens and so the British government banned the import of Indian textiles. When newly invented machinery helped the factories to produce their own cotton cloth they began to import raw cotton from India. Some of the East India Company officials had the looms of Indian textile workers smashed so that they could not produce cotton to compete with British-produced cotton cloth.
6. The new trades in tea, coffee, and sugar started new habits of drinking tea and coffee in Britain, where a new class of rich people saw pictures of the royal family and nobles drinking coffee and tea, and wanted to be like them. They could now afford luxuries such as fashionable pottery, which they began to buy to show off their

wealth and their new afternoon tea-drinking habit.

7. The students' own responses, which should take into account all the advantages and disadvantages they have come across during their work on this unit.
8. They wanted to show that they were world leaders in industry.

Answers to Skills Book

Pages 11–12 *'The start of the Industrial Revolution'*

A 1–2. Responses will vary, but can be checked against the information in the Student's Book. They should note that the invention and adaptation of the steam engine were significant.

Page 13 *'The effects of the Industrial Revolution on people'*

1. Responses will vary, but the following provides guidelines:

People	How it affected them, and why
engineers in Britain	They were encouraged by the new spirit of investigation, and had support from industrialists. They became rich.
engineers in India	They did not benefit, even when they learnt to build railway engines, because the British found ways to stop them to avoid competition with their own engineers.
textiles manufacturers in Britain	As cotton became fashionable, they made great profits from their cotton cloth made from cheap, raw cotton imported from India.
textiles manufacturers in India	Many were forced out of business once the British could produce their own cotton textiles and began exporting them to India.
textiles workers in Britain	Most of them, including children, worked long hours in poor conditions.
textiles workers in India	Many lost their income as the British produced their own textiles and stopped buying them from India, and even exported them there.

farm workers in Britain	Many moved to the cities where they could earn more in factories than they could on farms, but they lived in poor conditions.
rich people in Britain	The old class of rich people was the landowners, but there was a new class of rich people, whose money came from manufacturing goods.
rich people in India	They did not benefit as much as the rich in Britain.

Page 14 *'The canals of the Industrial Revolution in Britain'*

A 1. Any ten (constructed in the Industrial Revolution) from: Trent & Mersey, Leeds & Liverpool, Lancaster, Ripon, Huddersfield, Pocklington, Rochdale, Bridgwater, Macclesfield, Montgomery, Llangollen, Shropshire Union, Ashton, Manchester, Bolton & Bury, Erewash, Birmingham, Worcester & Birmingham, Stratford-Upon-Avon, Grand Union, Oxford, Grantham, Birmingham & Fazeley, Ashby, Regents, Basingstoke, Kennet & Avon, Bridgwater & Taunton, Monmouthshire & Brecon.

The War of Independence

Background knowledge for the unit

By the middle of the eighteenth century, all major trading posts (called ‘factories’), on the Indian subcontinent, that had been run by the Portuguese, French, and Dutch East India companies had been taken over by the British East India Company. The Company became known as the East India Company, and it built a large army and navy, as well as its own coins. The East India Company ruled about 66% of the subcontinent from its three presidencies (Bengal, Madras, and Bombay), which had also been its main trading posts. Many Indians accepted this rule as they had often had a foreign ruler of some kind, and regarded the Company as yet another one.

Before we proceed

However, there were several concerns over the rule of the East India Company that caused unrest amongst the Indians:

- Traditionally, adopted children of Indian nobles could be their legal heirs, but the East India Company imposed ‘the Doctrine of Lapse’, which did not accept these adopted children as heirs, but instead made the titles and land, and sometimes pensions, the property of the Company.
- Many Christian missionaries had arrived in India and there was a fear that they would try to convert Indians to Christianity.
- High taxes were imposed on nobles and other landowners.
- There was discrimination on the basis of race and caste, that affected the thousands of Indian soldiers, known as sepoy, in the East India Company’s armies. Those from higher castes were allowed privileges that were not accorded to those from the lower castes, such as being excused from fighting for the British overseas. The opportunity to become an officer was

minimal, especially as an increasing number of European were appointed as officers.

- Sepoys were suspicious of a new type of gun cartridge that they were issued. The cartridges had to be greased in order to slip into the rifle. The sepoy thought the grease was animal fat, which posed a concern to the Muslims in case it was pig fat, and also to the Hindus if in case it was cow fat. The sepoy grew resentful and some of them refused to touch the new cartridges. The disobedient sepoy were punished in a humiliating manner and this led to rebellions on a wide scale. The issue ultimately sparked off the War of Independence that spread across a large area of northern India including Delhi, Kanpur, and Lucknow.

Expected learning outcomes

Students should be able to:

- explain the causes of the War of Independence
- explain why the war failed
- appreciate the role of the last Mughal Emperor in the War of Independence

PAGES 30-31

‘How did the East India Company establish its rule on the subcontinent?’ and ‘The causes of unrest on the subcontinent’ (all sections)

Resources

- Skills Book page 16 ‘The War of Independence crossword’

Introduction

Introduce the term ‘War of Independence’ and ask the class what they know about this: for example, independence for whom? From whom? Why? They should make a note of their ideas in their notebooks. Tell them that they can revisit these when they have learnt more, in order to help them to assess what they have learnt.

The students will know, from their work on previous units in this course, that European traders had set up large ‘East India’ trading companies with ‘factories’ (trading posts) at numerous ports in India. They also had powerful armies, which were used not only to defend their factories, but also to control ever larger areas. Remind the students that the Portuguese were the first to set up these factories and to build up armies, followed by the French and Dutch, and then the English who eventually took control of all the main ports. The Europeans/British had also been involved in battles with Indian leaders, such as the Nawab of Bengal at the Battle of Plassey and Hydar Ali and Tipu Sultan in Mysore. Point out that by the middle of the eighteenth century, the British East India Company was ruling about 66% of the subcontinent. Remind the students that battles had been fought between different ruling groups in India for centuries, so many Indians accepted their new foreign rulers as the norm.

Using the Student’s Book

Ask the students to read pages 30–31 to find out about the changes the British had made in India, and how the Indians responded to these. Ask them to identify and make notes about the key changes and which groups of Indians were mainly affected by these changes. They should notice that several groups of people were affected. Students should complete Questions 1–2 for homework.

Using the Skills Book

Ask the students to make a note of any new vocabulary they learnt from the pages of their Student’s Book and to use this to help them complete the crossword on page 16 of the Skills Book. This will consolidate the new vocabulary they have learnt.

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 English East India Company became the ruler of about 66% of the subcontinent by the middle of the eighteenth century.
- I learned that the East India Company imposed changes over the traditional practices in India.
- I learned that some of the Indians were resentful of these changes.

PAGES 32–34

‘The War of Independence 1857’ and ‘The centres of the War of Independence’
(all sections)

Resources

- Skills Book page 17 ‘The start of the War of Independence’

Introduction

The students have learnt that the British East India Company was ruling most of the Indian subcontinent by 1857, and that some of the actions of the British had caused unrest in India.

Ask the students to identify these actions: the presence of Christian missionaries; the Doctrine of Lapse (they should explain this term); taxes on landowners; discrimination in the army; and the introduction of pre-greased (presumably with animal fat) rifle cartridges.

Elicit what event led to the acts of rebellion led by Indian soldiers in the British army.

Using the Student’s Book

Ask the students to read pages 32–34 ‘The War of Independence’ and ‘The centres of the War of Independence’ to find the answers to the following questions, which they should write in their notebooks:

- What started the War of Independence? (unrest among many civilians and Indian soldiers in the British Army, which came to the knowledge of a head when officers punished and humiliated the sepoys who would not touch rifle cartridges that they believed were greased with animal fat)
- Why did the British call it ‘The Indian Rebellion’ or ‘The Indian Mutiny’? (It was an act of disobedience by the Indian members of their army, who attacked their own officers.)
- Why did the sepoys ask the old Mughal Emperor to join them as their leader? (So that they had a figurehead that might inspire others to join them.)
- What successes did they have? (They gained the support of many other sepoys from their own garrison and others. Those who did not join the war refused to obey orders to take actions against the rebels. They captured a large store of gunpowder. They gained the support of a number of civilians, including two very prominent ones: Nana Sahib and the Rani of Jhansi.)
- What advantages did the sepoys have over the British? (The Indian soldiers surprised the British. The British were shocked at sepoy’s rebellion, since they were used to obedience from their troops. They also underestimated the resentment felt by many Indians.)
- What advantages did the British have over the sepoys and their supporters? (An organized well-disciplined army, with superior equipment)

Students should complete Questions 3–5 for homework.

Using the Skills Book

This provides a cloze passage in which the students can record the events of the War of Independence. After they have completed it, they should relate what happened to Nana Sahib and the Rani of Jhansi and their families. This is also an opportunity to discuss the idea of heroism.

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 unrest and resentment in any situation should not be ignored.
- I learned that the sepoys who began the War of

Independence gained the support of many from their own garrison and others, as well as a number of civilians.

- I learned that surprise is a useful tactic in warfare.

PAGES 34–35

‘Why did the War of Independence fail?’ and ‘What were the effects of the War of Independence?’

Resources

- Skills Book page 18 ‘Was the War of Independence a success or a failure?’

Introduction

The students have so far learnt how the War of Independence began, how it was fought, and how it ended. In this unit, they will focus on why the war failed and what effects it had.

Using the Student’s Book

Ask the students to read pages 34–35 of their Student’s Books ‘Why did the War of Independence fail?’ and ‘What were the effects of the War of Independence?’.

Elicit what the War of Independence achieved. Note that, although the sepoys did not succeed, they surprised the British, who had not experienced anything but obedience. The British were shocked at the support the other sepoys gave to the rebels and at the fact that the sepoys attacked their officers.

The students should also realize that although the sepoys gained a lot of support, the people of the subcontinent were not united behind their efforts. Some sepoys remained loyal to the British and there was no unity between the Hindus and the Muslims. The students might have ideas about how, or whether these problems could have been solved.

Ask the students to use what they have read in this unit of their Student's Book as well as other sources, to find out and make a note of the effects of the war. Note that, not long after the War, in 1858, the British government took over as rulers of India, with their own army.

Students should complete Questions 6–7 for homework.

Using the Skills Book

Skills Book page 18 'Was the War of Independence a success or a failure' provides a table in which the students can record the outcomes of the War of Independence. They should then consider whether or not it was worthwhile, and why.

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 War of Independence put an end to the Mughal Empire (which existed only in name by that time).
- I learned that, after the war, the British reorganized the army in India in a way that made any rebellion among sepoys difficult.
- I learned that the British government's power in India increased after the war, and they took over as rulers of India.
- I learned that the war led to the improvement of education for Indians, with the formation of new universities.

Answers to assessments

1. The British East India Company took over the trading posts that other European nations had held and built up large armies, until they controlled around 66% of the subcontinent.
2. Many accepted the British as just another ruler, but others felt resentment about the changes the British had brought in.
3. The growth of resentment due to the changes the British had imposed e.g. Christian missionaries, Doctrine of Lapse, financial and military reforms, and most importantly the use of pre-greased rifle cartridges for the sepoys, who refused to touch these in case the grease was animal fat.
4. The humiliating punishments inflicted on the sepoys by their officers.
5. Students' answers will vary. They wanted a leader to inspire others to join them.
6. He and his family had suffered the effects of the Doctrine of Lapse.
7. Although the sepoys gained a lot of support, the people of the subcontinent were not united behind their efforts, some sepoys remained loyal to the British, there was no unity between Hindus and Muslims, and the British had superior military strength and organization.

Answers to Skills Book**Page 16 'The War of Independence crossword'**

- | | |
|---------------|--------------|
| A. Across | Down |
| 1. nawab | 2. artillery |
| 6. lapse | 3. noble |
| 7. sepoy | 4. garrison |
| 8. missionary | 5. arsenal |
| 10. pension | 9. inherit |

Page 17 'The start of the War of Independence'

- A 1. The officers punished the 85 sepoy in front of the other soldiers. After stripping off their uniforms and shoes, they locked them up in chains. The other sepoy set the imprisoned sepoy free. They were so angry that they attacked the officers and their families and killed most of them and their families.

The sepoy marched from Meerut to Delhi to visit the last Mughal emperor, Bahadur Shah, that night. He was an old man and an emperor only in name, and at first he refused, but others in the palace heard about it and joined the revolt. So Bahadur Shah agreed to be their leader—even if only in name. They proclaimed him the 'Emperor of the Whole of India'.

The rebellion spread as more sepoy joined in. When the British officers in Delhi saw what was happening, they blew up their arsenal so that the sepoy could not use it. However, Bengal sepoy stationed around Delhi joined in and got hold of some weapons from the arsenal and a store of 3000 barrels of gunpowder not far from Delhi.

Civilians began to join in, including two famous civilians whose families had suffered under the Doctrine of Lapse: Nana Sahib and the Rani of Jhansi.

2. Students' answers will vary.

Page 18 'Was the War of Independence a success or a failure?'

- A 1. Answers will vary as the students will give their opinions, supported by evidence.

The challenges to the British Raj

Background knowledge for the unit

After the War of Independence in 1857, the British Raj was set up in India under the India Act of 1858. The British government took control of Britain's business interests in India, and ruled more than 300 million people at the height of its rule. Queen Victoria was the head of state, and was proclaimed the Empress of India in 1876.

The area of British India included nearly all present-day India, Pakistan, and Bangladesh, except for a few places held by other European nations, such as Goa and Pondicherry, and Ceylon (now Sri Lanka). A viceroy was appointed in India, as the representative of the British crown, and was in charge of the central government in Calcutta (now Kolkata). Lord Canning was the last Governor-General of India under East India Company's rule, and was made the first Viceroy of India under the Crown rule.

The Indian Civil Service, with a group of British officials and very few Indians, was in charge of administration. Hundreds of very small areas (the princely states) remained under the control of local rulers. They were protectorates of the British government, and could not negotiate with the British government on an equal level. Some princely states were as small as ten square miles. The British passed laws that rewarded the loyalty of the princes, and united them in alliances against disloyal local Indian rulers. Most historians agree that, without the cooperation of the Indian people, the British could not have kept their Indian Empire. They also used the divisions in Indian society to stop any group of Indians becoming strong enough to challenge their authority. In the British government in London, Lord Stanley was appointed as the first secretary of state.

The British made several social, economic, educational, and military reforms in India, beginning with:

- the reorganization of the British Indian Army (1858), taking fewer sepoys (no more from Bengal but more Sikhs, Gurkhas, and Pathans from the north and north-west), and allowing only British soldiers to take charge of the artillery
- the construction (beginning in 1860) of the Universities of Bombay, Madras, and Calcutta
- the establishment of the Archaeological Survey of India (1861), which still acts as an Indian government agency attached to the Ministry of Culture. It is responsible for archaeological research and the conservation and preservation of cultural monuments.
- the introduction of income tax and paper currency
- the creation of the Imperial Police (later known as the Indian Police Service, in 1861)
- the construction of railways, with government guarantees encouraging investment, and new rail companies expanding the rail system in India, beginning with a passenger railway line in 1859, between Allahabad and Kanpur
- the construction of ports, roads, irrigation canals, and telegraphy

Before we proceed

After the war, the British decided that there should be better communication, more goodwill and friendship between the British army officers and their Indian staff and civilians. They made treaties with the princes and large landowners that rewarded those who had not joined the rebellion. They recognized that their social reforms could not change strong traditions and customs in India, and stopped trying to introduce further changes.

Expected learning outcomes

Students should be able to:

- explore the nature of the British rule on the subcontinent of India in the nineteenth century
- assess the effect Lord Curzon had on the subcontinent
- understand the short-and long-term significance of the Morley-Minto Reforms
- explain the factors that led to the formation of the North-West Frontier Province

PAGES 40-41

'What changes did the British Raj make to the subcontinent?'; 'Indian Councils Act of 1861'; and 'The Ilbert Bill'

Resources

- slips of paper on which to write headings for the activity (see below)

Introduction

Students should know that the British remained in India after the War of Independence. Discuss with a partner and make notes about how the war affected life in India, both for the British and for the Indians. Give feedback to the class, and write a summary of these on a board.

Activity

Give each group a heading to focus their discussions on. The headings should refer to different groups of British and Indian people: British army officers and soldiers, Indian army officers and soldiers, Indian landowners, Indian people from other classes of society and from different religions, and British civilians in India.

Summarize how they think each group was affected by the situation after the war. An important point to note is that before the war, the British were used

to the loyalty of Indians in their army, and the acceptance of their rule by civilians, but they could no longer rely on this. They had been used to having the strength to overcome any problems. Consider how the British needed to change the way they ruled.

Using the Student's Book

Students should read pages 40–41 'What changes did the British Raj make to the subcontinent?' and 'Indian Councils Act of 1861' to find out how the situation in India changed. Compare their findings with the ideas they came up with during the activity above.

Discuss how well the British kept to their plans for:

- better communication and more goodwill and friendship between British army officers and their Indian staff and between civilians
- rewarding the princes and large landowners who kept out of the rebellion
- not interfering with the traditions and customs in India in their attempts to bring everything in line with British law and customs

Students should complete Question 5 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 how the War of Independence changed the way in which the British governed in India.
- I learned that Indians were given greater opportunities to contribute to the government of their country, but that this was limited.
- I learned that the Ilbert Bill, which the Viceroy Lord Ripon presented to the British Parliament, would have given Indians greater legal rights, but that Parliament did not pass the bill.

PAGES 41-42

'The formation of the Indian National Congress'; 'Sir Syed Ahmed Khan'; 'Early life'; 'Mohammadan Anglo Oriental College'; and 'Mohammadan Educational Conference'

Resources

- Skills Book page 22 'The associations that became political parties'

Introduction

Students are going to learn about the people and events that would later lead to the independence of the Indian subcontinent and the formation of Pakistan more than half a century later.

Using the Student's Book

Ask students to name any political parties in present-day Pakistan and India. Tell them that the Indian National Congress was founded in 1883, 28 years after the War of Independence. Inform them that the Mohammadan Education Conference started in 1886 and led to the formation of the All-India Muslim League in 1906. After independence in 1947, the Awami Muslim League in Bengal and the All Pakistan Muslim League in Pakistan were formed.

Students should read pages 41–42 of their Student's Books to find out about the events and people that were instrumental in forming the early political parties. Ask what part the British played in the early political movements of the subcontinent. (Octavian Hume, a British civil servant organized the first meeting of the group that became the Indian National Congress.)

Explain what Sir Syed Ahmed Khan did to present Muslims in a better way regarding the War of Independence, and how he tried to inspire them to improve their lives. Explain that he studied the history of the British Empire, as well as the history

of Muslims in India, and wrote about the similarities between Islam and Christianity. He also wrote about how British policies had provoked the War of Independence, and included facts about how Muslims had helped the British officers and their families during the war. He founded the Mohammadan Anglo Oriental College in order to encourage Muslims to gain education, so that they would keep up with the Hindus, who had adapted to the English system of education and language, which helped them to get jobs in the government.

Ask students to explain why Sir Syed Ahmed Khan set up the Mohammadan Education Conference and discouraged people from joining the Indian National Congress.

Ask them to write a report (and complete for homework) about how and why the early political parties were founded and how Sir Syed Ahmed Khan influenced the future of the subcontinent. The reports should be share with the class. They should complete Question 3 for homework.

Using the Skills Book

For another homework activity, or in class, they should complete page 22 of the Skills Book to consolidate learning from this and the previous 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 a British civil servant played an important part in setting up a political party (the Indian National Congress) to represent Indians in government.
- I learned that the main present-day political parties of the Indian subcontinent arose from meetings and conferences that were held in the first three decades after the War of Independence.
- I learned that Sir Syed Ahmed Khan played an important role in encouraging Muslims to educate themselves, to take an interest in politics, and to support the idea of a separate nation for Muslims.

PAGES 43-44

'Two Nation Theory'; 'Lord Curzon and the partition of Bengal'; and 'The All-India Muslim League'

Resources

- Skills Book page 20 'George Nathaniel Curzon, Viceroy of India'

Introduction

Students will now be aware of the beginnings of the growth of the idea of independence for India and a separate nation for Muslims. Explain that when Lord Curzon was appointed British Viceroy, he began to promote British education and culture as more advantageous to Indians than their own local traditions. It will probably require two lessons to complete this section of unit 5.

Using the Student's Book

Students should read the section about Lord Curzon and make notes about how effective his grand processions were, and how well he understood the Indian people. Comment on the effects of his actions in splitting Bengal, including the growth of the new political parties. Student should complete Questions 1, 2, and 6 for homework.

Using the Skills Book

Refer to page 20 'George Nathaniel Curzon, Viceroy of India' which presents additional information about the Viceroy Lord Curzon. It shows that he introduced several changes that improved the infrastructure of the subcontinent, and opened up trade routes, and that he appreciated its history and ancient monuments. This is a useful activity in helping the students to understand how to judge a person by his or her actions.

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 people and the events soon after the War of Independence led to the formation of the main present-day political parties in the subcontinent.
- I learned how the splitting of Bengal affected the lives of the people there, and increased the division between Muslims and Hindus.
- I learned how the events during this time contributed to the movement for a separate Muslim nation.

PAGE 45

'Minto-Morley Reforms 1909'; 'Mohammad Ali Jinnah'; and 'The Lucknow Pact'

Resources

- Skills Book page 21 'The Minto-Morley Reforms'
- Skills Book pages 23-24 'Questions for Mr Jinnah'

Using the Student's Book

Continue to read this unit to find out about the reforms introduced by the next Viceroy, the Earl of Minto, particularly concerning Bengal. Find out more from other sources, and to summarize what they learn about the Minto-Morley reforms using page 21 of the Skills Book 'The Minto-Morley Reforms'.

Activity

Ask students to say what they know about Jinnah. This could be recorded in the form of a large-scale mind map on a board, which they could copy into their notebooks once it is completed. As they learn more they can add to their mind map.

This lesson helps to summarize all that has been learned about the events that led to the independence of the subcontinent and the partition into India and Pakistan. This lesson also focuses on the role played by Mohammad Ali Jinnah in the movement for independence from British rule.

The students should read the sections of page 45 of their Student's Book 'Mohammad Ali Jinnah' and

'The Lucknow Pact'. Comment on what Mohammad Ali Jinnah was trying to do. Note that, although there had been talk of a separate nation for Muslims, which he later supported, he was trying to unite Hindus and Muslims to gain more authority from the British over governing their country. This was expressed in the Lucknow Pact, signed in 1916 by the leaders of the All-India Muslim League and the Indian National Congress. They should complete Questions 4, 7, and 8 for homework.

Using the Skills Book

Consider what has been learned about the political ideas of Mohammad Ali Jinnah and then think about questions students would have liked to ask him to find out more about his ideas. They should work in pairs, taking turns to answer a question that the other has asked. Use other sources in addition to their Student's Books to find out what Jinnah might have answered. Students should support their answers with evidence.

Discussion and review

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

- I learned how Mohammad Ali Jinnah worked towards uniting Muslims and Hindus in pushing for more authority in the government of their country.
- I learned about the significance of the Lucknow Pact in showing the unity of Hindus and Muslims, and the Indian National Congress and All-India Muslim League over the government of their country.
- I learned how unity, rather than division, between groups of people can be effective.

Answers to assessments

1. It was done to make Bengal easier to govern (by the British).
2. They distrusted the reason because of the advantage they thought it gave to Muslims in the east.
3. He encouraged them to become educated, founded the Mohammadan Anglo Oriental College (later become the Aligarh University), and organized the first Mohammadan Educational Conference to encourage Muslim scholars and students to come together to learn, and to take an interest in politics.
4. The short-term effects were; the increase of Indians by about 60% on law-making councils, and separate constituencies for Muslims. The long-term effects were; to make a division between Hindus and Muslims, and to create a separate Muslim community in a separate section of India (which later formed a significant section of Pakistan).
5. They were reluctant to have Indian judges passing judgments on Europeans as well as on Indians.
6. Muslims were a minority in the Indian National Congress, which was mainly composed of Hindus, and it was felt that their interests were being overlooked. Also, they wanted to avoid any conflict with the British, as had happened in the War of Independence, where much was blamed on them.
7. It was the first official occasion when the leaders of the Indian National Congress and the All-India Muslim League met at the same conference.
8. The students' own responses, which should refer to Mohammad Ali Jinnah's membership of both the Indian National Congress and All-India Muslim League, and his attempts to form a Hindu-Muslim alliance to unite them in discussions on independence from British rule. This led to the historic meeting of the leaders of the two parties and the agreement of the Lucknow Pact in pushing for more authority in the government of their country.

Answers to Skills Book

Page 20 ‘George Nathaniel Curzon, Viceroy of India’

- A 1. Answers will vary, as the students will give their opinions, supported by evidence. They should refer to his achievements as Viceroy of India (and his interest in the cultural heritage of the subcontinent):
- the restoration of the Taj Mahal, and his campaign to keep a castle from demolition
 - his support for the act of Parliament (in Britain) to save ancient monuments
 - his inquiries into education, irrigation, police, and other areas of administration in India, and the laws he introduced based on the reports of the inquiries
 - his foundation of the Imperial Cadet Corps in India for military training for Indian princes and nobles, who could become officers in the Indian Army, (but the closure of the Cadet Corps because of their anger that they would not be allowed to command troops)
 - his opposition to the railway that Russia started to build alongside the Silk Road—trying to convince Parliament that Russia could be a threat to India, Britain’s most valuable colony, because the railway connected Russia with important cities in Central Asia and the Persian province of Khorasan, and the Russians could use it for transporting troops and supplies into the area.

Page 21 ‘The Morley-Minto Reforms’

- A. Answers will vary because the question invites a response from the students, with explanations based on what they have learnt.

Their possible answers could be:

Advantages and explanation	Disadvantages and explanation
<p>The number of Indians on law-making councils increased by about 60%.</p> <p>Separate constituencies for Muslims, where only Muslims could elect their representatives this would help to compensate for the fact that Muslims were in a minority.</p>	<p>These councils could only discuss local matters, and the viceroy would still appoint his own members, who had the final say on important matters.</p> <p>This could be seen as a disadvantage or an advantage: separation would affect the future of the subcontinent, because it officially made the Muslim community a separate section of India. This might lead to division between communities who had lived side by side as neighbours for a long time.</p>

Page 22 ‘The associations that became political parties’

- A 1. False
- Lord Ripon’s Ilbert Bill would have given Indians greater rights in law and let senior Indian magistrates pass judgments on both Indians and Europeans, if Parliament had passed it, but it did not.
2. True
- A British civil servant, Octavian Hume, sent an open letter to the graduates of Calcutta University, suggesting that there should be an organization to help educated Indians to play a greater role in government. He organized the first meeting of the group that became the Indian National Congress, in Bombay, from 28–31 December 1885.
3. True
- There was a split among members of the Congress, with some pushing for independence for India, while others were more concerned with social reforms to improve the lives of ordinary Indians.

4. False
Sir Syed Ahmad Khan was the first Muslim to serve as a high court judge in the British Raj.
5. False
The All-India Muslim League was founded in 1906, at a conference held at the Ahsan Manzil Palace of the Dhaka Nawab family in Dacca.
6. True
Sir Sultan Muhammad Shah (Aga Khan III) was appointed the first honorary president of the Muslim League at its foundation in 1906.
7. False
In 1906, Aga Khan III, Sultan Muhammad Shah, had a meeting with Lord Morley, the viceroy, and asked for local councils to have separate elections for Hindus and Muslims, and for a higher percentage of Muslims than Hindus on the councils.
8. False
The Lucknow Pact united Hindus and Muslims on independence but not on partition.

Pages 23–24 'Questions for Mr Jinnah'

- A 1–3. Answers will vary as the students come up with their own questions and consider the answers.

The First World War

Background knowledge for the unit

There were several conditions that led to the First World War:

- Great Britain, France, Germany, Austria-Hungary, and Russia had empires, and so ruled other countries.
- They feared other countries taking over other territories, especially in Europe, as they saw this as a threat to their own empires, e.g. Germany and Austria-Hungary took control of smaller countries such as Bosnia and Morocco.
- There were many alliances between European countries, which would draw them into any war in order to protect their allies.

However, an incident in Sarajevo, Bosnia, set off a series of events that led to the First World War. A Serb named Gavrilo Princip, shot the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand of Austria-Hungary, and his wife Sophie, as they were driving in an open-topped car from the town hall, where the Duke had been invited to make a speech.

Princip was one of a group of six military conspirators: five Serbs and one Bosnian, coordinated by a member of the 'Black Hand Secret Society'. They aimed to take over some southern provinces of Austria-Hungary to form a new nation, Yugoslavia. Serbian Military Intelligence leaders had trained them and provided them with pistols and bombs. They took up positions along the route that the Archduke would follow. The Archduke's car passed two of them, who took no action, a third threw a bomb, which bounced off the Archduke's car and disabled another car. The Archduke's car continued to the town hall, passing other assassins, who did not take any action.

While the Archduke was in the town hall, Princip took up his position and, when the royal couple came out, he shot them.

As a result of the assassination, Austria-Hungary declared war on Serbia. This drew in other nations, because of the complex network of alliances and agreements between European nations.

Before we proceed

At the beginning of the twentieth century, Britain had the world's largest empire, with dominions, territories, and colonies in Canada, Australia, New Zealand, several African countries, India, Nepal, Burma, the Arabian Peninsula, and South America. France also had a large empire, with colonies in the Pacific, Caribbean, Africa, and Asia. Britain was building up its military and royal navy strength. Germany was also building up its naval fleet and army and the United States and Japan were also developing great military and naval strength. In 1900 the Ottoman Empire still held a large area of the Balkans but was gradually being forced out.

Expected learning outcomes

Students should be able to:

- appreciate the alliances between the European countries that drew them into Austria-Hungary's war against Serbia
- relate the sequence of events of the beginning of the First World War
- describe the type of warfare that was used in the First World War
- explain the after-effects of the war, including social, economic, and political effects

PAGES 50-52

'What were the reasons for the First World War?'; 'Rival alliances in Europe'; and 'The assassination of the heir of Austria-Hungary'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book pages 26–27 'The politics of the First World War'

Introduction

Ask the students to look at a map of Europe to locate the area shown in the map of page 54 of their Student's Books. Compare this with older maps of Europe (including those from 1914), available on the Internet. Point out the area that became Yugoslavia (but later separated into Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia, and Slovenia) which was once part of the Ottoman Empire.

Using the Student's Book

Students should read pages 54–56 of their Student's Book to find the answers to the following questions:

- Which country declared war, on which other country?
- Why? (The students will know that wars are fought mainly over territory where one nation or other group tries to take over part of another's territory. It is useful to point out that when Austria-Hungary declared war on Serbia after a Serb killed the heir to the throne of Austria-Hungary, it was not just for retaliation, but also to defend their territory which the Serbs hoped to gain.)
- Which other countries were drawn into the war? (Locate these on a map of Europe.)
- Why? (Discuss the reasons for alliances between European countries at the beginning of the twentieth century, and the meaning of 'alliances' and the 'Triple Entente'.)

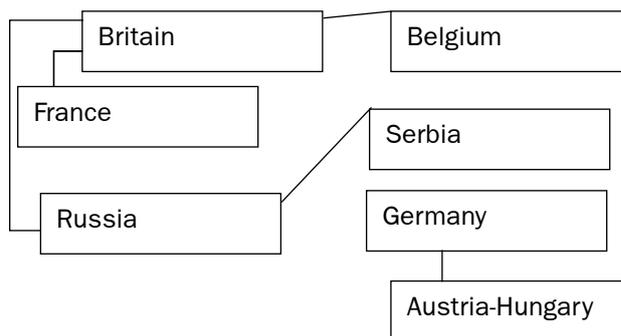
- What was the arms race? (Point out that the powerful nations did not want any other nation to have a much greater power than they did.)

Students should complete Questions 1–3 for homework.

Activity

Draw a diagram using arrows to link the countries that had alliances or agreements, in order to understand how the assassination of the heir to the Austrian throne triggered the First World War. These alliances had been formed in order to prevent any one country becoming so powerful that it could dominate the others.

The diagram below will help:



Using the Skills Book

Students should complete the crossword puzzle on page 26 of the Skills Book helping to understand the new vocabulary learned in this unit. It could be completed for homework.

Discussion and review

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

- I learned that the First World War began when Serbians assassinated the heir to the throne of Austria-Hungary.
- I learned about the alliances between different European countries that were meant to stop any one nation becoming powerful enough to control another.
- I learned that these alliances drew many countries into the war.

PAGES 52–53

'The battles of the First World War'; 'The Battle of the Somme in 1916'; and 'The inventions made during the First World War' (all sections)

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book pages 28–29 'The countries involved in the First World War'

Introduction

Inform the students that they are going to learn how the First World War was different from previous wars. Ask if they have heard of trench warfare, and what they think it means. Explain that the digging of trenches in battlefields was not new, but had been developed in the seventeenth century as a protection from artillery and guns. Inform them that they will find out how effective this was from their Student's Books and will learn more about the ways in which the First World War was fought.

Using the Student's Book

Students should read pages 52–53 of their Student's Books to find out what happened during the First World War. This was the biggest war ever known and cannot be covered in detail in this book but the students can research to find out more on the Internet and other reference books.

Inform students that more than 140 battles were fought during the First World War, in numerous countries. Some of the most significant were:

- The First Battle of Marne (close to the River Marne, near Paris), where the Allies defeated the Germans
- Gallipoli (Turkey), where the Ottoman Turks defeated the Allies
- Jutland (naval battle in the North Sea, near Denmark), where both the British and the Germans claimed victory; the British lost more ships and twice as many sailors but contained the German fleet.

- Verdun (the longest battle of the war, lasting ten months, between German and French troops and ended when the Germans withdrew)
- the Somme (northern France, where the French defeated the Germans)
- Brusilov Offensive (named after the Russian general Aleksai Brusilov, in present-day Ukraine, where Russians attacked the armies of the Central Powers)
- Passchendaele (Third Battle of Ypres, in northern Belgium, where British, including Australian, Canadian, Indian, New Zealand, South African, French and Belgian troops, defeated the Germans)
- Amiens (Third Battle of Picardy, France, where the British Empire defeated the Germans)
- Megiddo (Ottoman Syria, where the British Empire defeated the Germans and Ottomans)

Activity

Allocate a battle of the First World War to each group of students to research. They should find out where it took place, when, between whom, what the hostile forces hoped to achieve and the result. They could also write notes about the battle to present a summary to the class.

Using the Skills Book

Use the *Oxford School Atlas for Pakistan* to locate the countries listed that were involved in the First World War. Write a brief summary in the table to say how each country became involved in a war that began between Serbia and Austria-Hungary.

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 many countries were drawn into the First World War because of alliances with other countries.
- I learned that millions of troops died during the First World War.
- I learned that the war led to new inventions in military technology, many of which became useful in everyday life.

PAGES 53–55

***'The impact of the First World War on Europe';
'Sociopolitical changes';
(all sections) 'The League of Nations' and 'The Great Depression in 1930'***

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 the First World War affected countries and people around the world.
- I learned how the First World War ended.
- I learned how Germany responded to the Treaty of Versailles.

Resources

- Skills Book page 30–31 'The countries involved in the First World War'

Introduction

Explain that the First World War ended at the 11th hour on the 11th day of the 11th month of 1918. Germany had insufficient troops and supplies to continue and was about to be invaded. The Germans signed an agreement with the Allies. This day is commemorated in many countries who were involved and is known as 'Armistice day'. 'Poppies' are sold to remember those who died during the war and to raise funds to help members of the armed forces who were injured in wars.

Using the Student's Book

Students should read pages 53–55 of their Student's Books to find out how the First World War affected countries and people around the world. Ask groups to prepare for a class debate on who gained or benefitted at the end of the war or how far the end of the First World War led to the Second World War.

Students should complete Questions 4–6 for homework.

Using the Skills Book

To summarize what has been learned about the effects of the First World War in different countries, the students should complete pages 30–31 of the Skills Book.

Answers to assessments

1. The students' own responses, which should take into account the arms race, protection of empires, and alliances between European countries.
2. The students' own responses, which should take into account the assassination of Archduke Franz Ferdinand, Austria-Hungary's declaration of war on Serbia, and the alliances between European countries.
3. The students' own responses which should take into account Germany's continued attacks on other European countries, and the response of the Allies.
4. The war on the Eastern Front between Russia and Germany caused serious domestic problems for the Russian Empire. In February 1917 (by the Russian calendar) Vladimir Lenin led the Bolshevik Revolution against the Tsar, who abdicated, and was replaced by a socialist government. In Britain, the shortage of men meant that factories that had never employed women, such as ammunition works, began to take them on. Women also did men's jobs on the land. This, and women's efforts in the war, helped to change political opinions, and helped women (over the age of 30) to gain the right to vote for the first time.
5. Germany was blamed for starting the war and kept out of any peace talks. The Treaty of Versailles said Germany must compensate the winning countries that had been damaged, surrender territory to France and Belgium, and allow all its overseas colonies to be given to France or Britain as protectorates. Also, the German army was to be restricted to 100,000 men, and they were not allowed an air force.
6. The students' own responses, which should take into account the conditions of the Treaty of Versailles and the attacks by Germany on other countries, including some that were attacked in order to gain a passage through to others.

Answers to Skills Book

Pages 26–27 'The politics of the First World War'

A 1.

Across	Down
3. neutral	1. dictator
5. Nazi	2. treaty
9. trenches	4. abdicate
10. wall	6. imperialism
11. republic	7. depression
12. artillery	8. alliance
13. independence	

2. Students' answers will vary.

Pages 28–29 'The countries involved in the First World War'

A1.

Germany

Germany formed an alliance with Austria-Hungary, promising support if they were attacked, mainly to keep Russia out of the Balkans, as the Ottoman Empire became weaker.

France

When Germany declared war against Russia, and demanded safe passage for its troops to France through Belgium and Luxembourg, this was refused, so Germany attacked Luxembourg the next day, and declared war on France the day after that.

Austria-Hungary

A Serb assassinated the heir to the Austrian throne, Archduke Franz Ferdinand, and his wife, Sophie, in Sarajevo in Bosnia, leading to a war between Austria and Serbia. Hungary backed Austria.

Belgium

When Belgium refused to allow German troops to cross its territory, Germany declared war on Belgium.

Russia

Germany declared war against Russia.

2. Australia, Canada, India, and Australia were part of the British Empire, and so their armed forces were required to fight alongside the British and the Allies.

Pages 30–31 ‘The countries involved in the First World War’

- A 1–2. Students could colour the following countries that were affected by war: Britain, France, Belgium, Luxembourg, Italy, Bulgaria, Germany, Austria-Hungary, Russia, Serbia, Montenegro, Greece, the United States, Canada, New Zealand, Australia, India, German Samoa and New Guinea, Japan, Micronesia, China, Togo, Cameroon, South Africa, Egypt, Persia (Iran), Mesopotamia (Iraq), Arabia (Saudi Arabia), Palestine, Jordan, and Turkey/Ottoman Empire.
3. The students should include those mentioned in their Student's Book, but may include others, if they use other sources as well. The ones they will know from their Student's Book are:

Country	Why it became involved in the First World War
Serbia	A Serb assassinated the heir to the throne of Austria (Archduke Franz Ferdinand) and his wife, Sophie.
Austria-Hungary	A Serb assassinated the heir to the throne of Austria (Archduke Franz Ferdinand) and his wife, Sophie, so it declared war on Serbia.
Russia	It supported Serbia.
Germany	It had an alliance with Hungary, promising support if attacked. It demanded that France should stay neutral if Russia and Germany were on opposite sides. Russia and France ignored this, so Germany declared war on Russia.

Belgium & Luxembourg	Germany demanded safe passage for its troops through Belgium and Luxembourg to reach France. They refused, so Germany attacked both countries.
Britain	It had an agreement with France and Russia ('The Triple Entente') and a commitment to defend Belgium.
France	It had an alliance with Britain and Russia.

The decline of the Ottoman Empire

Background knowledge for the unit

The Ottoman conquests in Africa, Asia, and Europe gained new lands, new peoples, and new ideas that made it a dynamic empire. It began to weaken in the eighteenth century, after it reached the limits of its expansion in Europe. The Ottomans made one last attempt to capture Vienna from the Austrians in 1683 CE, but failed. They no longer had sultans with the brilliance of Mehmet the Conqueror or Suleiman the Magnificent. Their court was rife with corruption and violence, and the Sultan's personal armed forces, the Janissaries, managed Ottoman affairs for their own ends. They were not disbanded until 1826 CE. Some Ottoman rulers tried to bring in reforms and modernize the empire, but others were conservative and resisted change.

Before we proceed

By the beginning of the twentieth century, Russia had emerged as a power in the north, and contested the Ottomans' hold on land around the Black Sea and in the Balkans, with the Ottoman navy making a surprise attack on Russia's Black Sea coast on 29 October 1914. Three days later, the Ottomans were drawn into the First World War, when Russia declared war on them. Russia's allies, Britain and France, then declared war on the Ottoman Empire on 5 November 1914.

Expected learning outcomes

Students should be able to:

- describe the conditions in the Ottoman Empire that led to its decline
- analyse the forces that contributed to the decline of the Ottoman regime
- describe the events that led to the independence of modern Turkey

PAGES 60-61

'How was the weak Ottoman Empire replaced by a thriving Turkish republic?'; 'Reasons for the decline of the Ottoman Empire'; and 'Young Turks Movement'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 33 'The forces that weakened the Ottoman Empire'

Introduction

Ask students to look at a map to locate Turkey and the area around it. They should look at maps of the Ottoman Empire at the beginning of the First World War (1914) (see www.nationalarchives.gov.uk), and when it was at its greatest (1699–) see www.britannica.com). Internet searches will locate suitable maps. Notice that the empire continued to expand until 1699, and remained strong until the eighteenth century, and then began to decline. The task now is to discover what brought about this decline.

Using the Student's Book

Students should read pages 60–61 of their Student's Book to find out what weakened the Ottoman Empire. Note the main points:

- becoming out of touch with the modern world
- leaders who were more concerned with pleasure than with defending or expanding their empire
- corruption in the Ottoman government

- a decline in industry, falling behind European neighbours
- unrest among Ottoman citizens because of unemployment, low pay and high taxes

Discuss what happened as a result of these conditions. Read about the uprising led by a group calling itself the Young Turks, who took over the Ottoman government in 1913.

Draw attention to the threat posed by Russia, and ask why the Ottomans needed to be concerned about Russia. Remind students what they learnt in unit 6 about the alliances in Europe. What might happen in any conflict between the Ottomans and Russia? (Because of the Triple Entente, Britain and France would support Russia.) Also, Britain held territory in present-day Iraq.

Questions 1–2 should be completed for homework.

Using the Skills Book

Students should complete page 33 of the Skills Book 'The forces that weakened the Ottoman Empire', to summarize what has been learned. Use the notes already made to do this, rather than copying from the Student's Book.

Discussion and review

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

- I learned that by the beginning of the twentieth century the Ottoman Empire had become very weak.
- I learned that the weakness of their leaders, and poor conditions of the people they ruled led to an uprising by the Young Turks, who took over the government of the Ottoman Empire.
- I learned how the alliances between European countries could affect the Ottoman Empire, if they went to war against Russia

PAGES 61–64

'The First World War'; 'The Khilafat Movement'; 'The Middle East after the fall of the Ottoman Empire' and 'The Mandates'

Resources

- *Oxford School Atlas for Pakistan*

Introduction

Task: Find out how the Ottomans were drawn into the First World War and why they faced an attack from the French and the British (with support from Australia and New Zealand) at Gallipoli in present-day Turkey. What problems would the First World War cause for the Ottomans?

Russia declared war on the Ottomans on 1st November 1914, after they attacked a Russian fleet in the Black Sea. Russia had an agreement with France and Britain in the Triple Entente, which meant that Britain and France would support Russia. The Ottomans were struggling to defend their territory against the British in present-day Iraq and against the Russians in the Caucasus region. These factors led the Ottomans, led by the Young Turks, to support Germany in the First World War.

Using the Student's Book

Ask students to locate the regions mentioned above on a map to further understand the threats faced by the Ottomans, and their difficulties in defending the remains of their empire.

Discuss how matters appeared for the Ottomans, before reading pages 61–64 of the Student's Books to find out what happened.

Students should complete Questions 3–4 for homework.

Activity

Draw a map of the Ottoman Empire and the region around it. Draw on arrows labelled with forces against the Ottomans and forces that supported them. Students should note the following:

Forces against the Ottomans: Russia, France, Britain, and Arabs in present-day Iraq

Forces supporting the Ottomans: Germany and the Khilafat Movement

Students should comment on the extent to which the Young Turks contributed to the defeat of Allied Forces at Gallipoli. Discuss how the First World War changed the Middle East.

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 the Ottomans were drawn into the First World War.
- I learned about the forces that opposed, and those that supported the Ottomans.
- I learned how the First World War changed the political situation in the Middle East.

PAGES 64-65

'Mustafa Kemal Pasha and the founding of the Turkish state'; 'What was the vision of Mustafa Kamal Pasha?'; 'Overhaul of the education system'; 'Secularism'; 'Nationalism'; and 'Cultural reformation'

Resources

- Skills Book page 34 'Mustafa Kemal Pasha'

Introduction

The next section of their Student's Book will explain how the modern state of Turkey was founded, and the role of Mustafa Kemal in this. Discuss how Mustafa Kemal would have been regarded by the people of the old Ottoman Empire. (Many had been dissatisfied with the Ottoman rulers and hopeful that the Young Turks would improve life for them, and after the Battle of Gallipoli, he was regarded as a hero, and their natural leader.)

Using the Student's Book

Students should read pages 64–65 of their Student's Books to find the answers to the following questions:

- How did the modern state of Turkey come into being?
- How did Mustafa Kemal become the first President of Turkey?
- What changes did Mustafa Kemal introduce, and why?

Questions 5–6 should be completed for homework.

Using the Skills Book

To summarize what has been learned about Mustafa Kemal, complete the fact-file on this page, using information from their Student's Books and from other sources, such as the Internet.

Prepare for a class debate on the question 'Was Mustafa Kemal a hero'. Consider what is meant by a hero (personal qualities, and evidence of these, and actions and their effects). Elect speakers to present supporting and opposing views and prepare questions and comments for the debate.

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 the First World War ended the Ottoman Empire.
- I learned how the modern state of Turkey came into being.
- I learned how Mustafa Kemal changed the course of the history of the Ottoman people and Turkey.

Answers to assessments

1. The students' own ideas, which should take into account how the Ottoman leaders became out of touch with the modern world; their concern with pleasure instead of their empire and their people; corruption; a decline in the economy of the Ottoman Empire; and unrest among Ottoman citizens.
2. There was unrest and dissatisfaction among the people, and the leaders were unaware of what was happening in their Empire.
3. After the end of the war in 1918, their territories in the Middle East were occupied, and there were plans to share these between the British and French. Also, British, French, Italian, and Greek forces occupied large areas of the Ottoman heartlands of Anatolia and Thrace. The Ottoman Empire was partitioned.
4. These were the Muslims of the subcontinent who respected the Ottoman Caliphate. When the war ended and it seemed that the British would end the Caliphate, a group of prominent Indian Muslims formed the Khilafat Movement to prevent this happening. They campaigned against the British rule in India through publishing magazines and propaganda, and they linked with Gandhi's Non-Cooperation.
5. the students' own responses
6. the students' own responses, supported by evidence from their Student's Books, and other sources

Answers to Skills Book

Page 33 'The forces that weakened the Ottoman Empire'

- A 1 a) The *Janissaries* gained greater power, and corruption spread through the court. They directed Ottoman affairs for their own gains, and the treasury was in their hands, but they did not spend it on the welfare and betterment of the people. They began to split into smaller factions and fought each other for power. Disunity and anarchy led to the division of Ottoman society into hostile communities.
- b) Russia was becoming a new power to the north and opposed Ottoman power in the Black Sea and the Balkans.
- c) Britain was another major hostile force, opposing the Ottomans in the Mediterranean and the Middle East.
2. The Ottoman Empire was made up of numerous communities held together by their loyalty to the Ottoman sultans. But the sultans ignored public affairs and spent their time on leisure in their palaces. They gave administrative powers to their grand *viziers*, but they could not run the country. The empire's industry declined because it did not develop like its European neighbours, so people were forced out of their jobs or underpaid, and compelled to pay more taxes. So, the people rebelled against the government and demanded reforms. Some sultans tried to bring in reforms to modernize the empire, but others resisted change, and the rebels took over large parts of the Ottoman Empire.

Page 34 'Mustafa Kemal Pasha'

- A 1. The students should have included the following facts:

Date and place of birth: 19 May 1881, Thessaloniki (Salonika), Greece, in the Ottoman Empire

Background: Turkish-speaking Muslim parents; military education at the Ottoman Military Academy in Istanbul.

Political views: held strong political views and supported the Young Turk revolution, but his focus was on his military career; wanted to preserve the Ottoman Empire, and fought to defend it against Allied forces at Gallipoli in 1915; focused on creating a Turkish Nationalist State; led the emerging nationalist movement in central Anatolia from 1919 onwards

Achievements: led the army that defeated the Allies at Gallipoli; led the Republican People's Party that controlled the Grand National Assembly, which had been set up in Ankara in 1920. Although the Assembly ended the Sultanate in 1922, the Ottoman leader, Abdul Mejid II, retained the position of caliph until that was also ended. In the Treaty of Lausanne, 1923, he ensured that no Turkish territory was lost to Greece or Armenia. Under this treaty, he established the Republic of Turkey and became its first president.

2.

- ensured that women were allowed to vote for the first time
- introduced a western-style education system
- made Turkish law firmly distinct from religious law
- introduced a western-style alphabet for the Turkish language, and toured the country teaching people the new script. Reformed school history textbooks to teach the history of Turkish civilization
- introduced the 'Hat Law'—in 1925, a law against the covering of the head by men
- introduced the Family Surname Law in 1934 that required everyone to have a surname

The struggle for independence

Background knowledge for the unit

The Treaty of Sèvres, signed in 1920, set in motion the partitioning of the Ottoman Empire. The treaty required the Ottomans to give up all its non-Turkish land to the Allied administration. Its Eastern Mediterranean lands became European mandates, including Mandatory Palestine and the French Mandate for Syria and the Lebanon.

This brought out nationalist feeling among the Turks, and the Grand National Assembly (led by Mustafa Kemal Ataturk) withdrew the Turkish citizenship of those who had signed the treaty. This eventually led to the Turkish War of Independence in which Ataturk and his nationalist supporters overthrew the signatories of the Treaty of Sèvres, whose armies included those remaining from the Ottoman Empire. As a result, a new treaty was agreed (the Treaty of Lausanne, 1923), which established the Republic of Turkey.

Before we proceed

The effects of the First World War were felt on the Indian subcontinent, as several Indian regiments fought for the British army. Moreover, the Muslims of the subcontinent felt strongly connected to the Ottomans, who were considered as symbolic heads of the Islamic Khilafat, so the final disintegration of the Ottoman Empire meant that there was no longer a role for the Khilafat. Also, Muslims in the Indian army were not willing to take up arms against the Ottomans; some deserted, and others refused to fight against the Ottoman army. This led to harsh punishments, even execution, for disobeying military orders.

After the British had been taken by surprise by the War of Independence, they had become more aware of feelings of unrest on the subcontinent, and introduced laws intended to prevent any uprisings. The situation on the subcontinent was very tense.

Expected learning outcomes

Students should be able to:

- talk about the people who began the movement for independence
- identify the main points of the discussions between political leaders of the subcontinent and Britain
- discuss how partition of the subcontinent came to be considered along with independence

PAGES 70-71

'How did the events of the First World War affect the politics of the subcontinent?'; 'The Rowlatt Act'; and 'The event of Jallianwala Bagh'

Resources

- Skills Book page 37 'The Rowlatt Act'

Introduction

Ask the students to summarize what they know about the effects of the First World War. Ask how the Indian subcontinent was affected, particularly the political situation. Explain that there was unrest and that the British were now very wary of any possible uprisings or rebellions, and had revived emergency laws that had been brought in during the war.

Using the Student's Book

Ask students to read pages 70–71 of their Student's Book to find out about the British laws that were affecting the subcontinent under the

Rowlatt Act. Ask what effect these laws had on people, and note that there were demonstrations to express their discontent about them. They will probably have heard of the events at Jallianwala Bagh, and should now read about it on page 71. Ask the students what they think made Brigadier Reginald Dyer order his troops to shoot the people at the meeting there. Public meetings had been banned, and there was pressure on Dyer to 'deal with' the situation, and to uphold the ban. Perhaps the students will have ideas about what else he could have done, and what the outcome could have been if he had opted to deal with the situation in a peaceful manner.

Students should complete Questions 1–3 in class.

Activity

Ask the students to consider unrest in difficult political situations (particularly around the time of elections) and to come up with explanations of what prompts people to engage in activities that might cause unrest. Ask how they mobilize others to support their protest.

Using the Skills Book

To help them to understand the implications of the Rowlatt Act, and to consolidate their learning about it, the students should complete page 37 of the Skills Book 'The Rowlatt Act', which invites them to write the laws in instruction form.

Discussion and review

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

- I learned that there was unrest on the Indian subcontinent after the First World War ended.
- I learned that the British brought back emergency laws on the subcontinent that had been introduced during the First World War in an attempt to prevent any uprisings.
- I learned about the events at Jallianwala Bagh in 1919, and the aftermath.

PAGES 72-73

**'Non-Cooperation Movement';
'The Simon Commission';
'The Nehru Report'; 'Jinnah's
Fourteen Points'; and
'Gandhi's Civil Disobedience
Movement'**

Resources

- Skills Book page 38 'The Simon Commission'

Introduction

Explain that students are going to learn about the plans of Mohandas Gandhi to carry out a non-violent movement of non-cooperation with the British in India to demonstrate dissatisfaction with the British government, and the effects of this.

Using the Student's Book

The students should read pages 72–73 of their Student's Books to find out how politics in India developed during the 1920s, and the contributions of the politicians of the subcontinent. Ask them to give a summary of each political movement they have read about, including its aims and effects (if any) on the people of the subcontinent and on the British government.

Student should complete Questions 4–5 in class.

Activity

Give each group of students the name of a politician (Mohammad Ali Jinnah, Mohandas Gandhi, and Motilal Nehru). They should summarize the actions of the politicians and the effects of their actions to report back to the class. Invite the class to comment on how effective these actions were, using evidence to support their answers.

Using the Skills Book

Page 38 of the Skills Book 'The Simon Commission' helps the students to understand how the British government approached negotiations about the future of India and how the different political groups in India responded to this.

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 Mohandas Gandhi led the non-violent Non-Cooperation Movement, which was meant to hamper the British government in India.
- I learned that there were demonstrations in India when Indians were excluded from the Simon Commission discussions on the future of India.
- I learned that the Indian National Congress, led by Motilal Nehru, wanted complete self-government for India, but that the All-India Muslim League, led by Mohammad Ali Jinnah, wanted to ensure proportional representation for Muslims in the central legislature of the country.

PAGES 74-75

***'Allama Muhammad Iqbal';
'The Round Table
Conferences'; 'The
Communal Award 1932'; and
'The Government of India
Act 1935'***

Resources

- Skills Book page 36 'The different views of politicians'

Introduction

The students have learnt that the different political leaders and groups in India had begun to agree that the subcontinent of India should govern itself and be free from British rule. Although many politicians in Britain had begun to think that this was the best way forward, the British approach on the subcontinent was to treat this political development as if they were in charge. Students will know that up until this point in history, no discussions were held about partitioning the

subcontinent to create a separate Muslim state. Inform them that they are going to find out about two other influential political thinkers and speakers, to compare the different views, and to find out how the leaders proceeded with discussions.

Student should complete Questions 6–7.

Using the Student's Book

The students should read pages 74–75 of their Student's Books to find out about the influence of Allama Muhammad Iqbal and Chaudry Rehmat Ali, and how the British government began to change its approach to the discussions about the subcontinent. Invite volunteers to summarize what they have learnt.

Student should complete Questions 6–7 in class.

Using the Skills Book

The students should now complete page 36 of the Skills Book 'The different views of politicians', which will help them to clarify their ideas about the approaches of the different political thinkers towards independence.

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 Allama Muhammad Iqbal was the first person to express the idea of a separate Muslim State on the subcontinent, and that Chaudry Rehmat Ali came up with the name of Pakistan.
- I learned about the negotiations of the Round Table Conferences between British and Indian politicians regarding the future constitution of India.
- I learned that the Government of India Act 1935, which resulted from the Round Table Conferences, was rejected by both the All-India Muslim Congress and the Indian National Congress.

Answers to assessments

1. The Ottoman Empire was disintegrating, along with the Muslim Caliphate; Muslim soldiers were refusing to fight against the Ottomans; and the laws revived by the Rowlatt Act caused resentment and discontent.
2. The students' own responses, which should take into account the pressure he was under from his general to 'control the situation'; there had been killings of civilians on both sides, and perhaps there had been a view among British army leaders that the unrest could be controlled by power of this sort.
3. The students' own responses, which will naturally include the horror felt by Indians at the massacre of unarmed civilians, including children, and the subsequent distrust of, and animosity towards, the British displayed in the response to the visit of the Prince of Wales to India.
4. The students' own responses, which should refer to the fact that no Indians were included in the discussions.
5. The students' own responses, which should include the fact that they were outnumbered by the Hindu majority.
6. The students' own responses, which should take into account the inclusion of all the Indian political parties (with the necessity of releasing Mohandas Gandhi and other Congress leaders from prison, only to be re-arrested when they returned to India). No decisions were made about the future of India, but it was a start for the negotiation process.
7. It drew attention to some of the causes of dissatisfaction among the Indians, such as the new laws imposed by the British government, higher taxes on land, the salt tax, and high spending on the armed forces (from taxes imposed on Indians). Although the leaders were imprisoned, Gandhi and some others

were released in January 1931, and Gandhi later met with Lord Irwin, the Viceroy of India, when he agreed to stop the protests in exchange for an equal negotiating role at the Round Table Conferences in London. Although the conference did not achieve any results, the British leaders now regarded Gandhi as an important political voice.

Answers to Skills Book

Page 36 *'The different views of politicians'*

A 1–2. Answers will vary as the students come up with different questions and different answers.

Page 37 *'The Rowlatt Act'*

A.

1. The authorities may arrest people without a warrant, and detain them for as long as they choose without trial.
2. They may hold private trials with no juries for banned political acts.
3. The authorities may imprison anyone living in the Raj who is suspected of terrorism, including revolutionary activities, for up to two years without trial.
4. The accused does not have the right to know the accusers or the evidence used in the trial.
5. Anyone imprisoned must pay money as security after being released.
6. They are banned from political, religious, or educational activities.
7. The authorities may control the press.

Page 38 *'The Simon Commission'*

- A
1. There should be Indian representatives in government in each province and separate elections should still be held for Muslim representatives, but only until tensions between Hindus and Muslims had stopped.
 2. The Muslim League refused to take any notice of the commission. Mass demonstrations were held to protest against the arrival of the Simon Commission in India.
 3. It was the Nehru Report, which recommended complete self-government within India.
 4. He presented his Fourteen Points, which outlined the demands of the Muslims and demanded a federal constitution but provincial autonomy; one-third Muslim representation in the central legislature; separate electorates for minorities; and full religious liberty for all communities.

5. He was the first person to propose the idea of a Muslim nation-state in this address to the Muslim League. He said that this state could be 'within the British Empire, or without the British Empire' and suggested that it should include the four provinces of north-west India: Punjab, Sindh, Balochistan, and North-West Frontier Province.

Background knowledge for the unit

The 1920s were a time of relative peace around the world, with only small-scale conflicts or disputes, in which the newly-formed League of Nations was able to negotiate peaceful settlements. However, in 1930, the Great Depression affected the economies of nations all over the world, causing widespread hardship. Germany and Japan threatened other countries in attempts to extend their territories. Japan invaded Manchuria in 1931 and seized it from Chinese control. The League of Nations criticized this, but Japan just left the League, and went to war against China in 1937, and then continued to expand its territories in the Far East.

Before we proceed

To gain the power to defeat the Germans in the First World War, the Allies had enlisted the help of the United States, in 1917. After the war, the American President, Woodrow Wilson, had drawn up the 'Fourteen Points for Peace', as a peace settlement for the nations that had been involved in the war. Britain, France, and Italy had taken part in the peace talks that led to the Treaty of Versailles (1919), and had accepted them, but Germany and Russia had been excluded. The treaty blamed Germany for starting the war, and required it to pay for the damage suffered by the other countries. Also, France and Britain were to govern all German colonies; Germany was not allowed an air force; and its army was restricted to 100,000 men. Furthermore, the Allies threatened to go back to war against Germany if it did not sign the treaty.

Expected learning outcomes

Students should be able to:

- discuss the origins of the Second World War and the failure of collective security
- analyse the impact of the Second World War on world empires and alliances
- evaluate the consequences of nuclear weapons and collective security in the United Nations and the Cold War

PAGES 80-81

'How far did the Second World War change the world?' and 'The origins of the Second World War'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 40 'The start of the Second World War'

Introduction

Ask the students to comment on the situation around the world after the end of the First World War, and about events and conditions that arose from the war. Explain that the League of Nations was an intergovernmental organization set up after the Paris Peace Conference, which ended the First World War. It was the first international organization of its type, and its mission was to keep peace around the world. Between September 1934 and 23 February 1935, it had 58 members. The idea was that the League would prevent wars by maintaining security among its members, by disarmament, and by using negotiation and arbitration to settle international disputes.

The League of Nations did not have armed forces, but relied on the 'Great Powers' that had defeated Germany in the First World War to provide these when needed to enforce its resolutions or economic sanctions. Very often, the Great Powers (the United Kingdom, France, China, the Soviet Union, and the United States) were not willing to enforce sanctions, because these could be harmful to member nations. The German invasions of other European countries finally provoked Britain and France into going to war against Germany.

As in the First World War, the Second World War involved alliances between countries: the Grand Alliance (the United Kingdom, France, China, the Soviet Union, and the United States) and the Axis (Germany, Italy, and Japan).

Using the Student's Book

Ask the students to read pages 80–81 of their Student's Books to find evidence to help them to answer the question 'Was the Second World War a consequence of the First World War, or were they completely separate?' (This will help them to understand the conditions that led to the war.) They should make notes to provide evidence to support their answers. After discussing this with the class, they could write a short comment or essay to answer the question. They should consider the conditions that had been imposed on Germany by the Treaty of Versailles, and how Germany began to respond to these. They should also consider the relationship between the Great Depression and the First World War, and any effects it had on the start of the Second World War.

Ask them how powerful they think the League of Nations was, and why.

Ask how Germany got away with breaking the conditions of the Treaty of Versailles for a time, and why, although Britain and France did not want another war, they went to war against Germany. Also ask how Italy, The Soviet Union, the USA, and Japan became involved.

The students should locate on a map of the world all the nations involved in the war, in order to appreciate what made this another world war. They should complete Question 1 for homework.

Using the Skills Book

Ask the students to work with a partner to answer the questions on Skills Book page 40 'The start of the Second World War', to consolidate their understanding of how the Second World War began. Afterwards, invite volunteers to explain what each country hoped to achieve by becoming involved in the war.

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 Germany and Japan began to take over new territories in the 1930s, during the Great Depression, and that the League of Nations was unable to keep world peace.
- I learned that Germany began to break the conditions of the Treaty of Versailles in the 1930s, and that at first Britain and France did not oppose this as they did not want another war, but they eventually went to war to stop German invasions.
- I learned that the war in Europe soon drew in many other countries because of their alliances.

PAGE 82

'The impact of the Second World War on empires' and 'The Atomic Bomb'

Resources

- *Oxford School Atlas for Pakistan*

Introduction

Ask the students to recap what they know about how the Second World War started, and ask them how they think it affected the colonies ruled by Britain and France, including the subcontinent of India.

Using the Student's Book

Ask the students to read page 82 of their Student's Book to find out how the Second World War differed from the First World War, and how it affected the colonies of Britain and France. Also ask them about the balance of power between Germany and its allies (Italy and Japan) and the Grand Alliance (the former alliance of Britain, France, the Soviet Union, and the USA—with China, which had lost Manchuria to Japan.) They should note that Germany and Japan had been building up armaments, and that Britain and its allies had an even more difficult task than in the First World War. They should note that soldiers from all Britain's colonies were called on to fight in many parts of the world, and that Britain and France were beginning to think of agreeing to independence for some of their colonies.

Activity

Before they read page 82 of the Student's Book 'The atomic bomb', ask the students to locate Japan and the cities of Nagasaki and Hiroshima on a map. After they have read it, ask them to list the reasons why the United States dropped two atomic bombs on those cities. Their ideas should include the reasons suggested in their Student's Books and any other they think contributed to this action. It will be useful to organize group discussions of these reasons: for example, why the USA might have wanted to make a show of power to the Russians (who were fighting on the same side as them).

Ask them what world leaders have learnt from the dropping of the atomic bombs. Students should complete Questions 2–4 in class or for homework.

Discussion and review

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

- I learned that the Second World War was fought using much more powerful weapons than the First World War, including the atomic bomb.
- I learned that the Second World War helped to break up European empires.

PAGES 82–83

'The United Nations' and 'The Cold War'

Resources

- Skills Book page 41 'Communism and capitalism'
- Skills Book page 42 'The Cold War'

Introduction

Inform the students that, after the use of atomic weapons that had the potential to destroy life on Earth, people became very concerned to avoid another world war. The League of Nations had not been able to keep world peace, but another organization, the United Nations, with its own peacekeeping forces, was to be set up.

Using the Student's Book

The students should read pages 82–83 of their Student's Books to find out about the United Nations organization. Ask them about the similarities and differences between it and the League of Nations. They could list these in a table:

The league of Nations and the United Nations Organization	
Similarities	Differences

The students should continue reading to find out what was meant by 'the Cold War', and about communism and capitalism, and why the United States and Britain were opposed to communism. They should look at the map on page 83 and note where the border known as the 'Iron Curtain' split Europe into the Eastern Bloc (communist countries) and the Western Bloc. They can also compare this with a modern map of Europe in their *Oxford School Atlas for Pakistan*.

Using the Skills Book

The students should read page 41 of the Skills Book, 'Communism and capitalism', with a partner, and decide in which column of the chart each statement belongs. Question 2 gives them an opportunity to compare the merits of each system. Afterwards, invite feedback from each group and, if the answers differ, allow time for the students to discuss any differences.

They should then complete the cloze passage on page 42 'The Cold War' to consolidate their learning about the tensions of the Cold War.

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 United Nations replaced the League of Nations as the International peace-keeping organization.
- I learned that there was a nuclear arms race during the Cold War years, during which the USA and the Soviet Union developed nuclear weapons.

The students should answer Questions 4–6 in class. For homework, they could complete Question 7.

Answers to assessments

1. It had no armed forces and relied on the 'Great Powers' of the United Kingdom, France, China, the Soviet Union, and the United States to provide these when necessary. However, the Great Powers were not always willing to enforce sanctions because these could be harmful to member nations.
2. It provoked conflict by invading and seizing Manchuria, China, in 1931, then by leaving the League of Nations before going to war against China in 1937, and continuing to invade territories in the Far East.
3. He began to take action against the restrictions of the Treaty of Versailles, first by rearming Germany. Next, he annexed German-speaking Austria and part of Czechoslovakia, then, in 1939, Hitler took the entire Czech state into Germany and invaded Poland. Soon after he invaded Denmark, Norway, the Netherlands, Belgium, and France.
4. He said it would force Japan's surrender and so save thousands of American lives.
5. The new UN Security Council had five permanent members: Britain, France, the USA, the Soviet Union, and China.
6. The UN Charter was based on the principles of equality and self-determination for all peoples. They had large empires, and the peoples of their colonies could seize this as an opportunity to demand equality and self-determination, rather than government by a foreign power.
- 7 a) There were two main ideologies that played an important part:
 - Capitalism: where businesses have freedom to make money (capital). The more money they made, the better it should be for the workers, who would earn more.
 - Communism: where businesses would not be trusted to share profits fairly with the workers, so the

government should own all businesses and share the wealth equally.

The United States and the Soviet Union never declared military war against one another, but there was a 'war of ideologies': the Soviet Union promoted and defended communism, while the United States promoted and defended capitalism around the world.

- b) They produced tension because they made everyone afraid of another war, which would be catastrophic to everyone, even those who were not involved. However, nations, mainly the United States and the Soviet Union (the 'superpowers'), began to build up their nuclear armaments as a deterrent to other nations.

Answers to Skills Book

Page 40 'The start of the Second World War'

A 1.

- i) False
Germany started it by invading European territories.
- ii) True
Without the support of their armed forces it did not have the power to stop invasions, such as the Japanese invasion of Manchuria, China, and other territories in the Far East, or Germany's invasions of Austria, Czechoslovakia, and Poland.
- iii) True
When Germany invaded Poland, Britain and France declared war on Germany.
- iv) False
By 1941 Germany, Japan, and Italy (the Axis) were at war with the Grand Alliance (Britain, the Soviet Union, and the USA).
- v) False
Japan attacked Pearl Harbour.
- vi) True
The Germans were treated unfairly through this treaty at the end of the First World War; this developed into deep bitterness. This was one of the reasons for the Second World War.

Page 41 'Communism and capitalism'

A1.

Communism	Capitalism
Businesses should not be free to make profits.	Businesses should be free to make profits.
When businesses make higher profits, they may not pay their workers more, so the rich business owners become richer but the workers do not.	When businesses make higher profits, this is good for their workers because they will pay their workers more.

The state should own all businesses.	Individuals should be allowed to own businesses.
Everyone should work for a fair share of the profit.	
If the state owns all businesses, the wealth is shared.	

Page 42 'The Cold War'

- A 1. The Soviet Union, Britain, and the United States had fought on the same side in the Second World War. Their purpose was to stop Germany invading and taking over other countries. However, the leaders and governments of these three nations disagreed, with Russia wanting a 'buffer zone' in Eastern Europe to stop other nations (mainly Germany) invading its territory. Stalin, the leader of Russia, wanted the countries close to its borders to have communist governments, but Roosevelt and Churchill, the leaders of the United States and Britain, supported democratic governments. The United States and the Soviet Union agreed on one point, as neither Roosevelt nor Stalin supported European imperialism (having empires).

The Soviet Union occupied eastern Europe to protect its territory from capitalism. For security, the Russians, led by Stalin, wanted their neighbouring countries to have communist governments, and even forced this on Czechoslovakia. However, the other Allies (France and the USA) supported democratic governments.

One point that the United States and Russia agreed upon was that they did not support European imperialism (having an empire).

The Cold War was not a war that involved fighting. It was a war of ideology. However, the two superpowers, the United States and Russia, developed nuclear weapons. The Cold War ended in 1989 without these weapons having been used.

The birth of Pakistan

Background knowledge for the unit

Although the British had begun discussions about independence for the subcontinent, their concept of independence was to continue to govern, with Indians controlling local government in the provinces. This was set out in the Government of India Act, 1935, but neither the Indian National Congress nor the All-India Muslim League agreed to it. However, when local elections were held in 1937, Congress won far more seats than the Muslim League, causing much discontentment as it seemed that Congress would be ruling India, although they would still be answerable to the British government.

Before we proceed

A significant effect of this 'Congress Raj' was that it encouraged large numbers of Muslims to become politically active and join the Muslim League. 'Congress Raj' was weakened by the Second World War, when the British declared that India would join the war against the Germans, without consulting the Congress ministers, many of whom resigned as a result. This, and Mohandas Gandhi's Non-Cooperation Movement, damaged relations between Congress and Britain. However, Mohammad Ali Jinnah declared support for Britain in the war, and built a good relationship with several leading politicians in Britain, which would stand him in good stead in later negotiations.

There was still a great deal of discussion about whether the subcontinent would remain as one nation or be split. The Pakistan Resolution (sometimes called the Lahore Resolution), presented by the Muslim League in 1940, demanded a separate state, with its own independent government, for the Muslims in India. The Congress continued to argue for independence for a united India. Also, some Sikhs were arguing that they, too, should have their own nation (in Punjab). People of

different religions had lived side by side for generations, and now there was unrest because they were not sure what was going to happen.

Demonstrations, demanding change from the British government, began peacefully. Some did become violent, with the police or the army injuring or killing demonstrators.

Expected learning outcomes

Students should be able to:

- discuss the roles of key people in the partition of the subcontinent
- comment on the discussions among political leaders about how the subcontinent should be governed after independence
- show understanding of the reasons for the decisions that were made about independence and partition

PAGES 88–89

'What was the significance of the Government of India Act 1935 in the politics of the subcontinent?'; 'The elections of 1937'; 'The Pakistan Resolution'; and 'Cripps Mission'

Resources

- Skills Book page 46 'Discussions about independence'

Introduction

Students are going to learn how many years of discussion and disagreement finally led to independence for the subcontinent of India, and

the creation of a separate Muslim state. They will also learn about the enormous upheaval that millions of people went through in order for this goal to be achieved.

Using the Student's Book

Students should read page 88 of the Student's Book, and check the meanings of some of the words used, such as federation, autonomous, constitution, and viceroy. Ask how the British view differed from that of Congress and the Muslim League. Ask what difference Congress rule made to the Muslims on the subcontinent. (Feelings of oppression by Congress rule made them more politically active, with large numbers joining the Muslim League.)

They should find out, from page 89 of the Student's Book, how the Second World War affected the subcontinent and how it fostered a good relationship between the Muslim League and the British. Note how the concept of Pakistan was developing. Ask how the British tried to resolve the differences of opinion between Hindus and Muslims over the future of the subcontinent. Ask whether this was successful. Answers should be supported with evidence.

Using the Skills Book

Ask what points Mohandas Gandhi and Mohammad Ali Jinnah agreed on, and where they differed. They should then be able to complete page 46 of the Skills Book 'Discussions about independence' to summarize this. They will be able to check their answers during the next lesson.

Students should complete Questions 1–3 in class or for homework.

Discussion and review

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

- I learned about the different views of the leaders of the Indian political parties on independence for the subcontinent.
- I learned how Mohammad Ali Jinnah worked towards a good relationship with British politicians.
- I learned about the difficulties in maintaining peace in demonstrations where there was political unrest.

PAGES 90–92

'Jinnah-Gandhi talks' and 'A new government in Britain'

Resources

- *Oxford School Atlas for Pakistan*

Introduction

Remind the students that both Gandhi and Nehru had been imprisoned after the demonstrations of the Quit India Movement, but that Jinnah had not supported this movement.

Using the Student's Book

Ask the students to look at the photograph at the top of page 90. Ask what can be learnt from this photograph about the relationship between the two leaders. They should then read page 90 to find out more. They should use what they learn from this page to help check their answers to Skills Book page 46, completed after the last lesson.

They should then read page 91 of the Student's Book to find out what happened in Britain, including the Daily Mirror newspaper's front page. Invite feedback about:

- what was happening in Britain (including why Clement Atlee was going to meet the President Truman and Marshal Stalin; who these people were; why they were there to meet for the 'Three Power' talks in Potsdam; and the location of Potsdam)
- the priorities of the British government and whether the future of India was among them; (There was no mention of any government focussed on India in the news report on the front page of the Daily Mirror.)

Invite feedback, ensuring that the students know that the Labour Party won the 1945 general election in Britain, and that they supported independence for India, without partition. Also remind the students of what had recently taken place in Europe, (the Second World War) which should help to clarify why the Prime Minister of Britain and his Foreign Secretary were to meet

President Truman and Marshal Stalin for the 'Three Powers Talks'. They should have found out, from their *Oxford School Atlas for Pakistan*, where Potsdam is. (It is in Germany.) Inform students that President Harry S. Truman was the President of the USA and Marshal Stalin was Joseph Stalin, the Premier of the Soviet Union. They were the leaders of the Allies, who had defeated Germany in the Second World War. Discuss why these three leaders should have had an important meeting in 1945. (The answer is that they were about to discuss the military occupation and reconstruction of Germany; the borders of Germany; and the status of Germany's former eastern territories and the areas of Europe where the war took place. They would also discuss the demilitarization of Germany; the reparations it should make to countries that were damaged; and the prosecution of war criminals whose crimes included killing millions of people they considered did not belong to the German race (such as Jews), and other atrocities).

Activity

Research the Potsdam Agreement in groups, using sources such as the Internet, to summarize the main points, and to say why these were agreed upon.

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 change of government in Britain in 1947 would affect the future of the Indian subcontinent.
- I learned that, during the time of discussions in India about Independence, the British were involved in the Second World War. Their focus, at the end of the war, was to cooperate with their allies in establishing German borders and dealing with the damage caused by Germany to its European neighbours, and with its Nazi war criminals.

PAGES 92-95

'Direct Action Day'; 'The British agree to leave India'; 'The Radcliffe Commission'; and 'The princely states'

Resources

- Skills Book page 44 'Important people in the creation of Pakistan'
- Skills Book page 45 'Vocabulary about the partition of the subcontinent'

Introduction

Ask what concerns Jinnah might have had when Britain's new Labour government was elected in 1945. (He would have known that the Labour party was in favour of independence, but for a united India. He would have been concerned about the possibility that there would be no separate Muslim state.)

Using the Student's Book

The students should read page 92 of their Student's Books to find out the actions that Jinnah took to bring attention to the desires of the Muslim League for a separate state of Pakistan. Ask them to read the entire page, also page 93 and to make a note of the main points. Invite volunteers to report the main points that they noted.

Without looking at their Student's Books, the students should use their notes to write a short report on Direct Action Day; its purpose; and what happened afterwards. Ask what the British viceroy tried to attain in the hope of keeping control of Pakistan and India, and why. (He had been instructed by the British to keep India united and he expressed a wish to remain as Governor-General of both nations.) Ask what condition he demanded in return for giving this up, and how Jinnah responded. (He demanded the partition of Bengal so that it would be divided between the new India and Pakistan. Jinnah agreed because he wanted to reach an agreement regarding the creation of Pakistan without any further delay.)

The students should read to the end of this unit and use the information to help them to summarize how the boundaries of the new nations were agreed, and what problems these created, including the territories of the Princely States.

Students should complete Questions 4–5 in class. For homework, they could complete Questions 6–8.

Using the Skills Book

To consolidate learning, students should complete page 44 of the Skills Book 'Important people in the creation of Pakistan' and page 45 'Vocabulary about the partition of the subcontinent'.

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 way in which Mohammad Ali Jinnah negotiated independence for a separate nation of Pakistan.
- I learned that the British determined the boundaries of the new nations.
- I learned how the partition of the subcontinent affected its people at the time.

Answers to assessments

1. It ended the Congress Raj (majority rule by the Indian National Congress), which had tried to impose Hindu culture on the people of the subcontinent.
2. The Congress was a majority political party in the subcontinent, but the Muslims were in a minority. It was in the interest of Congress that India remained united but the Muslim League was opposed to this idea because Muslims would never get religious or cultural freedom.
3. The Congress demanded an independent but united India with a secular government. The British government, represented by Sir Stafford Cripps, offered the status of a dominion to India, with its own constitution after the war ended, but the Congress still insisted on the transfer of absolute power to the Indians.
4. The students' own responses, which should take into account that it drew attention to the demands of the Muslim League but that peaceful demonstrations did not always remain peaceful and there was usually an outbreak of violence somewhere.
5. The students' own responses, which should take into account that Britain's attention was mainly on recovery after the Second World War; rebuilding their economy; and repairing the damage to the infrastructure.
6. Sikhs wanted their own independent state, although many of them did not want partition at all. This caused a civil war in the Punjab.
7. Mr Jinnah thought that the division of Punjab was unjust because it was divided into two almost equal parts, and many Muslim majority areas were given over to India. The headworks of canals that supplied water for irrigation to Pakistan from the Punjab were also given to India. It was not a coincidence

that the Muslim-majority area of Gurdaspur was given to India so it could access Kashmir through it. Jinnah was not happy with the partition of Bengal because it was unexpectedly divided along the same lines as in 1905.

8. The students' own responses, which should note that large numbers of Muslims migrated from India to Pakistan and Hindus in the opposite direction, and take into account families who had lived in an area for generations suddenly feeling that they did not belong there; working people who migrated and lost their jobs and income, children who were uprooted from their homes and schools; people who had businesses and professions in the 'wrong' areas left their work in order to move to a province where they felt they belonged.

Answers to Skills Book

Page 44 'Important people in the creation of Pakistan'

- A 1 a) Mohammad Zafarullah Khan
 b) Sir Stafford Cripps
 c) Mohandas Gandhi
 d) Clement Attlee
 e) Lord Mountbatten
 f) Sir Cyril Radcliffe
 g) Mohammad Ali Jinnah
 h) Jawaharlal Nehru
- 2 a) a jurist and diplomat; the first foreign minister of Pakistan, and the first Asian (and the only Pakistani) to preside over the UN General Assembly and the International Court of Justice; born in Sialkot, British India, educated as a lawyer in London; a member of the All-India Muslim League (president between 1931 and 1932) and then the Pakistan Movement; led the argument for a separate nation in the Radcliffe Commission; Pakistan's first foreign minister; vice president of the International Court of Justice; permanent representative of Pakistan to the United Nations
- b) negotiated between Great Britain and India on independence (the Cripps Mission)
- c) The leader of the Indian independence movement against British rule; his tactics included non-violent civil disobedience and the 'Quit India' movement; he became known as Mahatma (Great Soul); trained in law in London; became leader of the Indian National Congress in 1921; also led nationwide campaigns for several social causes (including the Salt Tax) and for self-rule.
- d) served in the army in the First World War; leader of the British Labour Party for 20 years, and prime minister during the 1945–1951 Labour government; when India achieved independence and

- partition, his government created the National Health Service in Britain
- e) the last British viceroy of India; a member of the British and international royal families; joined the Royal Navy and commanded an aircraft carrier during the Second World War, then supreme allied commander for Southeast Asia (1943–46); led the campaign against Japan that led to the recapture of Burma (Myanmar); as governor-general of India (August 1947–June 1948) he negotiated with the Indian princes to merge their states into either India or Pakistan
- f) chairman of the Boundary Commission (with four members from the Indian National Congress and four from the Muslim League), which determined how the Punjab and Bengal were to be split between India and Pakistan shortly before independence
- g) studied law in Bombay and London, and became a lawyer in Bombay he was already a member of the Indian National Congress, which was working for autonomy from British rule, when he joined the Muslim League in 1913. In 1916, he led the way to uniting the Muslim League and Congress to put pressure on the British government to allow Indians more authority in their country's government (the Lucknow Pact), also the Khilafat Movement to protect the Ottoman Caliphate after the Ottoman Empire collapsed during the First World War; resigned from Congress in 1920, when it began the non-cooperation movement
- Earlier he did not think self-rule would be a good thing, because British influence on education, industry, law, and culture were good for India. Changed his mind later, and joined the Muslim League, and became its leader. Muslims gave him the title Quaid-e-Azam (Great Leader). By 1940, agreed that it would be better to have a separate state for Muslims.

- h) educated in England, then studied law in London; practised law in India joined the Indian National Congress; he and Gandhi were imprisoned several times by the British for civil disobedience; elected president of the Congress in 1928; led the negotiations over Indian independence, opposing the Muslim League over the partition of India; first prime minister of independent India

Page 45 'Vocabulary about the partition of the subcontinent'

- A 1 a) a union of states or regions that are self-governing under a central (federal) government
- b) an election for the government of a province
- c) a term used for the rule of most of India by the Indian National Congress after they took control of many provinces in the provincial elections in 1937
- d) to be separate from any religious laws
- e) a person who rules a colony or dependent country on behalf of a monarch
- f) to leave your home to go somewhere else to live
- g) a person who has fled their home country, region, or town because of danger or a natural disaster, and is looking for safety elsewhere
- h) a break in fighting during a war or conflict
- i) a war between citizens of the same country
- j) 16 August 1946; on this day, Mr Jinnah asked all Muslims to take part in peaceful marches and demonstrations to show that they wanted their own state—Pakistan

Page 46 'Discussions about independence'

A 1.

Mohammad Ali Jinnah and the All-India Muslim League

- d) Muslims' religious views and way of life are different. We would be a minority. We need our own state.
- b) The Muslim League speaks for all Muslims here.
- g) Bengal and the Punjab should be in Pakistan.
- a) Partition should happen at the same time as independence.

Mohandas Gandhi and the Indian National Congress

- f) We are all Indians, whether Muslim or Hindu, so partition is not necessary.
- h) If we agree on partition; the mainly Hindu parts of Bengal and the Punjab should be in India.
- c) If we agree on partition, it should happen after independence, not at the same time.
- e) The Muslim League does not speak for all Muslims. Some Muslims are even Congress members.



The initial years of Pakistan

Background knowledge for the unit

The Parliament of the United Kingdom passed the Indian Independence Act in 1947, which split British India into the Dominion of India and the Dominion of Pakistan, with the right to leave the Commonwealth. In August 1947, the new nation of Pakistan, was a dominion state within the British Commonwealth, with Quaid-e- Azam Mohammad Ali Jinnah as the Governor General, representing the British monarch in Pakistan. As the president of the Constituent Assembly, he led the formation of the future government of Pakistan. Although very ill, he managed to establish this before he died, just over a year later, in September 1948. He had worked hard to ensure that Pakistan would survive, and had resisted attempts by Lord Mountbatten, the former Viceroy, to keep aspects and reminders of British rule, such as remaining as Governor-General and including a British flag on the flag of Pakistan. The Dominion of Pakistan was dissolved on 23 March 1956, and the country became the Islamic Republic of Pakistan.

Before we proceed

Students should be aware that there were many problems to solve in setting up the new nation, for example:

- compiling and agreeing upon a constitution
- creating unity among the people who spoke different languages and identified themselves with different provinces and different religions
- problems caused by the Boundary Commission
- protecting the country's water supply, which came from the Indus River system
- setting up its own armed forces
- establishing a state bank
- settling refugees from India
- establishing the country's economy, and trading agreements with other nations
- handling the dispute over Jammu and Kashmir

Expected learning outcomes

Students should be able to:

- explore the major social, economic, and political challenges that faced Pakistan when it became an independent country in 1947
- analyse the achievements of Pakistan since independence
- evaluate the successful survival of Pakistan as a state in South Asia

PAGES 100-101

'How did Pakistan establish itself as a strong modern state in the years after 1947?'

Resources

- Skills Book page 49 'Administration of the new state'

Introduction

Ask the students what tasks and problems anyone would face in setting up a new nation anywhere. They should use the Skills Book (see below) to help them to set out ideas.

Using the Skills Book

The students should work in pairs to complete Skills Book page 49 'Administration of the new state', which provides a mind map and suggestions to help make notes about the task of setting up a new nation. Each pair could then share ideas with another pair. Invite feedback from different groups, and encourage those listening to ask questions. Make a note of any ideas that are agreed to be useful, if they have not been included already. They should keep the mind maps to refer to during

further work on this unit, when students can add tasks that were specific to Pakistan.

Using the Student's Book

Ask about the tasks that Quaid-e-Azam Mohammad Ali Jinnah faced as he led the new nation of Pakistan (refer to the tasks of setting up a new nation already completed in the Skills Book activity (above). They should read pages 100–101 of the Student's Books, to find out which problems he tackled first. They should make notes about these and about why he began with them (the tasks of setting up a government; uniting the people, some of whom were not Muslims but living in a Muslim state, who spoke different languages, some of whom were refugees from India; and joining the United Nations; securing the water supply from the River Indus). Why was it important to begin with these tasks? Point out the importance of unity among people, and the strength that comes from unity; as well as the vital importance of a nation's water supply; and the problems that could arise if another country had any control over it.

The students should recognize the importance of encouraging the people to think of themselves as Pakistanis first, rather than identifying first with their province, language, or religion. Ask them which people in particular the Quaid needed to consider (the millions of refugees from India).

Ask how the problem of different languages was tackled and how this has affected Pakistan to this day.

Ask which state organizations were set up very soon after independence (the cabinet government, the state bank, and the membership of the United Nations). Comment on why membership of the United Nations was important (for friendly relations with other nations. This could later be useful for defence and the upholding of treaties and agreements, and could help with trade).

Students should complete Questions 1–2 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 about the tasks and problems facing the leader of any new nation.

- I learned about some of the tasks that Quaid-e-Azam Mohammad Ali Jinnah faced as he led the new nation of Pakistan.
- I learned how the Quaid began to establish the new nation of Pakistan.

PAGES 102–103

**'Unfair division of boundaries';
'Canal water dispute';
'Administrative problems';
'Refugee problem'; and 'The
Kashmir Dispute'**

Resources

- Skills Book page 48 'Problems to be solved by the newly established country'

Introduction

Ask students to consider the questions of how independence and partition differed for India and Pakistan. They should realize that Pakistan's government faced a much more difficult challenge than did the government of India, because the basic structure of Indian government and administration already existed, and organizations such as the state bank and civil service had existed for a long time which only needed adjustments. However, both countries had millions of refugees who needed to be rehabilitated.

Students are going to learn about more of the tasks that the new government of Pakistan faced, and how it tackled them.

Using the Student's Book

Students should look at the map on page 102 and comment on any problems that can be envisaged. They should notice the disputed territory of Jammu and Kashmir. Ask how this came to be disputed and, if necessary, remind students of the princely states, some of which joined India while some joined Pakistan, but others tried to remain independent after the partition. Also notice that Pakistan's main water supply came from the Indus River system and that its sources are in the disputed territory and in India.

Students should read pages 102–103 to find out how the arrangements for partition caused these and other difficulties for Pakistan. Make notes of each of these difficulties and about how the government tackled them. (This will require some research using other sources, such as the Internet). These include: problems caused by boundaries; the canal water dispute; administration problems, the refugee problem, and the Kashmir dispute. Comment on how the setting up of boundaries affected Pakistan, for agriculture, industry, and water supply. Ask how these problems were tackled. Ask what helped Pakistan's government to deal with these.

Students should complete Question 3 for homework.

Activity

Allocate one of the problems that had to be solved by the new government of Pakistan to each group of students, and ask them to find out more about it. They should find out some details about how the problem arose, how the government tackled it, and what support they sought and received from Britain and the United Nations. Also ask them to find out how the problems affect Pakistan today, if at all. Prepare a display or presentation for the rest of the 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 about the problems caused by the Boundary Commission and how they continue to affect the country.
- I learned how the government set up its new administration.
- I learned how the Kashmir problem has caused conflict up to the present day.

PAGES 104–105

'Milestones achieved during the early years of Pakistan'; 'The State Bank of Pakistan'; 'Industry'; 'Constitutional reforms'; and 'The fall of Dhaka'

Resources

- *Oxford School Atlas for Pakistan*

Introduction

Ask what tasks faced the newly established State Bank of Pakistan (identify the need to issue new currency, instead of continuing to use the Indian currency). Students might not know about gold reserves. The gold standard is complicated, but explain that people used to be able to exchange banknotes for a set amount of gold or gold coins. This value was set when the notes were first issued. Most nations stopped using the gold standard during the twentieth century.

Explain that during the years of the gold standard, a gold reserve was the gold that a nation held in a national bank's stronghold. Its purpose was mainly as a guarantee to pay people who had deposited money in the bank, pay people the value stated on paper money, or for use in trading. It acted as a store of value, or to support the value of the national currency. A nation's gold reserves were thought of as its main financial asset and, in a war, they were a major prize. When a nation went to war, and invasion was feared, it would sometimes store its gold reserves in a safer country. When Pakistan became an independent nation it was entitled to some of the gold reserves of India. It used this to support its national currency.

Using the Student's Book

Students should read page 104 of the Student's Books to find out how the Bank of Pakistan was set up and how industry developed in Pakistan.

Before reading about constitutional reforms, check that students know the meaning of 'constitution'. Explain that it is the way in which a state is organized and governed, including the principles that underlie this. It describes the country's territory and procedures such as how often elections should be held.

The students should know that the people of the new Pakistan would be able to use their regional languages, but that the official language for the new nation of Pakistan was to be Urdu.

They should read pages 104–105 'Constitutional reforms' and identify the problems that had to be solved, particularly regarding the Bengalis, the elections, and then Kashmir. Ask how the politicians tried to solve these problems, and how successful they were. They should look at the map on page 105 to find out about the territory that made up Pakistan, which was split into West Pakistan and East Pakistan, and compare this with the modern map of Pakistan in the *Oxford School Atlas for Pakistan*. Note that, when Pakistan became independent, the partition of Bengal split it into West Bengal (in India) and East Pakistan. They should also see, on the modern map, that East Pakistan is no longer part of Pakistan. Ask them how and when this change came about. They should complete Question 4 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 how Pakistan made fast progress in setting up its economy, including the development of industry.
- I learned about the problems caused by the partition of Bengal, and how the politicians approached these problems.
- I learned how East Pakistan came to break away from Pakistan and become the independent nation of Bangladesh.

Answers to assessments

1. The students' own responses, which should take into account that, at first, Pakistan was a dominion state within the British Commonwealth, with Quaid-e-Azam Mohammad Ali Jinnah as Governor General, representing the British monarch in Pakistan. However, Quaid-e-Azam resisted attempts by Lord Mountbatten, the former Viceroy, to keep any aspects and reminders of British rule.
2. The students' own responses, which should refer to the idea of keeping provincial and religious identity, yet putting unity and national identity first, in order to create a strong national identity.
3. The students' own responses, which could refer to boundaries that caused problems regarding the Indus River system and industries such as jute; and the problems caused by the disputed territory of Jammu and Kashmir, or the splitting of Bengal. Their answers should also take into consideration whether the problem has been solved and how it affects Pakistan today.
4. The students' own responses, which should refer to the effects of constitutional reforms, and elections (including problems caused by corruption, leading to martial law), and the unrest that took place as a result. They should also refer to the conflicts over Bengal.

Answers to Skills Book

Page 48 'Problems to be solved by the newly-established country'

- A 1. The subcontinent included many states which had their own local governments. In 1947 there were 565 official princely states ruled by maharajahs (or princes). Among the princely states, one was Jammu and Kashmir, which had a majority Muslim population, but the leader of the state, Maharajah Hari Singh, agreed to join India in October 1947, in return for military help over any revolts against this. It led to a war between Pakistan and India, until 1949, when there was a ceasefire. The United Nations issued a resolution that should have led to a vote in the province to decide which country it should belong to, but this never took place.

Water supply was a problem because most of Pakistan's water came from the Indus River system but all the headwaters of the river system were in the new state of India. So, if India developed projects or built dams to create new reservoirs in the Punjab or Kashmir, this could greatly reduce Pakistan's water supply. The World Bank helped Pakistan to negotiate the Indus Waters Treaty. The solution was to give Pakistan sole use of the waters of the three western rivers of the system: the Indus, the Jhelum and Chenab, and India sole use of the three eastern rivers, the Sutlej, Beas, and Ravi. However, there were a few disputes in later years, including water projects on the Jhelum.

Since the Radcliffe Commission had marked the boundaries that split Bengal and the Punjab, communities had been divided, and many people felt they could be in the 'wrong' country, with Muslims wishing to live in Pakistan, and Hindus and Sikhs wishing to live in India. This meant that many became refugees. About seven million refugees arrived in Pakistan in 1947 and the same number moved to India.

Page 49 'Administration of the new state'

- A 1. Answers will vary as the students come up with their own ideas, which should consider issues such as:
- compiling and agreeing a constitution
 - forming a government and appointing ministers of state
 - setting up its armed forces
 - establishing a state bank and national currency
 - establishing the country's economy, and trading agreements with other nations
 - agreeing on the country's official languages
 - establishing relationships with other nations (alliances, trade agreements, and so on).
2. Answers will vary. The students should note that the leaders of the new state of Pakistan faced all the issues listed above, plus: creating unity among people who spoke different languages and identified with different provinces and different religions; problems caused by the placing of boundaries; protecting the country's water supply, which came from the Indus River system; settling refugees from India; and handling the dispute over Jammu and Kashmir.

Background knowledge for the unit

This unit focuses on the spread of democracy, and other political changes during the late twentieth and the early twenty-first centuries; the ending of the Cold War; the ending of European colonial empires; changing borders, nationalism and independence; economic changes and trade agreements; the growth of global businesses; social changes; improvements in global health; human rights; climate change; and the new global organizations that monitor these.

Before we proceed

When the students consider the meaning of democracy, they should be aware that some regimes are more democratic than others and one way in which this can be judged is to consider the following:

- the freedom and fairness of the national elections
- the security of voters
- the degree of influence of foreign powers on government
- how well civil servants are able to put policies into practice

Expected learning outcomes

Students should be able to:

- describe the major social, economic, and political changes that affect the world of the twenty-first century
- analyse the impact of global changes on the lives of people in societies
- evaluate the role of international organizations in the world today

PAGE 110

'How far has the 21st century world seen lives changed for the better?' and 'Political changes'

Resources

- *Oxford School Atlas for Pakistan*
- Skills Book page 51 'Effects of apartheid in South Africa'

Introduction

Ask students what they understand by the term 'democracy'. The main point to note is that every adult in a democracy has the right to vote to elect members of the national parliament or other national decision-making assembly.

Activity

Allocate a democratic country to each group of students, for them to research, to find out how its national parliament or other decision-making assembly operates. Examples: Canada, the United States of America, Iceland, the United Kingdom, Uruguay, Japan, South Africa, or Norway. They could compare that country with one that is not a democracy, such as: China, Saudi Arabia, Chad, Afghanistan, Russia, or North Korea. Locate the allocated country on a map prior to finding out who is allowed to vote in any elections there, and how the voting is organized.

The results could be compiled in a class database or presented in the form of newspaper or magazine articles, or a class display.

Using the Student's Book

Check that the students understand the meaning of 'dictatorship' and ask them for examples of countries that are, or were recently, dictatorships. Examples of current dictatorships (as in 2017) include Angola, Azerbaijan, Bahrain, Egypt, Laos, Thailand, Venezuela, and Belarus.

Ask them to read page 110 of their Student's Books to find out what helped democracy to spread in the world, particularly in Europe and South Africa. Students should complete Questions 1–2 in class or for homework.

Using the Skills Book

Students should complete page 51 of Skills Book as homework.

Discussion and review

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

- I learned the meanings of 'democracy' and 'dictatorship'.
- I learned about the factors that helped democracy to spread.
- I learned how several modern democracies operate.

PAGES 111–113

'Economic changes'

Introduction

Check that the students understand the meaning of 'tariffs' in connection with trade. (A tariff is a tax on imports or exports between sovereign states.) Explain that countries have formed trading partnerships in which they agree not to charge tariffs. Also check that they understand the meaning of 'import quota'. (A restriction on the quantity of particular goods that can be imported into a country during a given time.)

Explain that a common market is a free trade area that allows the relatively free movement of capital and services. The first Common Market was formed in Europe in 1958, with six founding nations: Belgium, France, Italy, Luxembourg, the

Netherlands, and West Germany. It later became the European Economic Community (EEC) and then the European Community (EC). It incorporated agreements on numerous issues, including the free movement of people between EC countries, human rights, regulations for agriculture, tourism, and trade (including standardization) and an agreement to preserve peace and liberty. It formed the European Union (EU) in 2009 and had 28 member states by 2013, and its own parliament, but the people of the United Kingdom voted to be the first nation to leave the EU in 2016.

Ask what is known about the trade group of which Pakistan is a member (and which other countries belong to it), and about other trade groups around the world. Pakistan belongs to SAARC (South Asian Association for Regional Cooperation) along with Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, and Sri Lanka.

Using the Student's Book

Students should read pages 112–113 of their Student's Books to find out about the various trade groups around the world, and how they help nations to trade. They should find out about the world organizations that have been set up to help countries to trade and develop and list the benefits of these. They should read 'It's a fact!' on page 111 and answer Question 3 in class.

Activity

Ask the students to work on groups to read about multinational organizations pages 112–113 of their Student's Books and to discuss how these very large businesses can help communities and regions. Also note any negative points. They could consider what might happen if a multinational business becomes wealthier than the nations themselves and any problems their power could cause. They could compare them with the East India companies of the sixteenth to nineteenth centuries. Multinational companies, unlike the East India companies, do not have their own armies but many employ armed security personal, sometimes to protect their employees in sensitive areas. Students could prepare a speech about this to present to the class, who should be allowed time to question them.

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 changes in world trade that took place in the late twentieth and early twenty-first centuries.
- I learned how trade groups help nations to trade.
- I learned about the global organizations that have been set up to help nations to trade and develop.
- I learned that there was a new drive for freedom, equality, and tolerance after the Second World War.
- I learned that there was also a new desire to provide for everyone's basic human needs, particularly in poor societies with low economic development.
- I learned how education can help people, communities, and nations to escape poverty.

PAGES 113–115

'Social changes'; 'Women's rights'; 'Education'; 'Wealth inequality'; and 'Trade inequality'

Resources

- *Oxford School Atlas for Pakistan*

Introduction

Inform students they are going to find out about the social changes that took place after the Second World War, with regard to freedom, tolerance, and equality (notably the rights of women and minority groups). They will also learn about the inequalities that still exist in healthcare and education, and for some groups of people, and how far the drive for equality has helped to reduce world poverty.

Using the Student's Book

Students should read pages 113–115 of the Student's Books 'Social changes', 'Women's rights', 'Education', 'Wealth inequality', and 'Trade inequality', to locate any places that are mentioned in their Student's Books in their *Oxford School Atlas for Pakistan*. They should make notes about the global social issues that many people were striving to improve. They can use other sources to find out more details and to discover what improvements were achieved: the websites of organizations such as UNICEF, FairTrade, and Oxfam are useful and reliable. Students 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:

PAGES 115–116

'International organizations'; 'The World Health Organization (WHO)'; and 'Human Rights Commission'

Resources

- *Oxford School Atlas for Pakistan*

Introduction

Find out about two major issues that people began to focus on in the second half of the twentieth century: world health and human rights.

Enquire if students have heard of the World Health Organization (WHO), or know what it does. WHO was established in 1948, and has its headquarters in Geneva, Switzerland. It is an agency of the United Nations, concerned with international public health. It has helped to eradicate smallpox, and is now concerned with diseases such as HIV/AIDS, Ebola, malaria and tuberculosis; development and ageing; nutrition, food security, and healthy eating; occupational health; and substance abuse.

Pakistan is one of WHO's member countries, in its Eastern Mediterranean Region, and contributes to its finances. Other WHO regions are Africa, Americas, Europe, South-East Asia, and Western Pacific.

Enquire if students have heard of the Universal Declaration of Human Rights. This is an agreement of basic human rights that should be upheld everywhere. It was agreed and adopted by the United Nations in 1948, when 48 of its 58 member nations (including Pakistan) agreed to it. It led to the International Bill of Human Rights, completed in 1966 and finally brought into force in 1976.

Activity

Ask if students know the meaning of human rights, and what rights everyone should have. They could contribute to the compilation of a list for the whole class of what they think are basic human rights. They should copy this list to refer to as they learn more.

Using the Student's Book

Students should read pages 115–116 of the Student's Books to find out about two of the organizations that were set up after the Second World War to improve world health, uphold human rights. The World Health Organization and the Human Rights Commission. Students should complete Question 4 in class.

Activity

Divide the class into two groups. One will research the World Health Organization, to find out about some of its current campaigns. The other group will research the Universal Declaration of Human Rights; compare this with the class list that was compiled earlier; and choose, individually or in pairs, a current human rights issue to find out about. Useful websites are: www.un.org, and www.who.int

For both topics, the students should use their *Oxford School Atlas for Pakistan* to locate the places where the issue is taking place.

They could complete this for homework. Each group should share its findings with the other. This could be in the form of class booklets, a display or electronic means, such as setting up a class website.

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 the World Health Organization works towards global public health, and about some of its projects.
- I learned about the Universal Declaration of Human Rights, what these rights are and how they can be upheld.
- I learned how Pakistan has been affected by human rights issues.



PAGES 116–117

'Climate change' and 'Group of Eight (G8)'

Resources

- Skills Book pages 52–53 'The end of apartheid in South Africa'

Introduction

Find out about another issue that people began to focus on in the second half of the twentieth century: climate change. Learn about a new global organization that was formed to influence important world concerns, including climate change.

Ask what is already known about climate change from geography lessons. Students should have learned that scientists have measured continuing increases in overall world temperatures. They should also know about some of the effects of climate change. Ask what students know about the effects of human activity on the climate. They will probably know that some people dispute the scientific evidence that climate change is happening and that human activity is contributing to it.

Name any issues that are causing problems around the world now. Students should have heard about these in news broadcasts, or read about them in newspapers. List their responses. Copy the list, and make changes to it as more is learned.

Using the Student's Book

Students should read pages 116–117 of the Student's Books to find out about the issues that threaten world security and safety in the twenty-first century, and about the organizations that are tackling them. Students should add to their answers to Question 4 using information from this lesson in class, and complete Questions 5–8 for homework.

Activity

After reading pages 116–117, allocate any of the issues, discussed in this unit, to each small group (of about six students), and ask them to use sources such as the Internet to find out about the problems caused by the issue; what has brought it

about; who is tackling it; and how. They should also find out about anything that is hindering the progress on the issue (such as nations, groups, or businesses obstructing progress because progress hampers their own plans or causes them financial losses). Reliable websites include www.un.org, www.ipcc.ch (Intergovernmental Panel on Climate Change), and www.britannica.com.

Students will come across conflicting issues, such as the need to provide enough food at low enough prices for people to afford, against the use of pesticides and fertilizers that damage the environment. Another example is the provision of water supplies that might harm places along the route (through the building of dams and the flooding of areas to create reservoirs). This will help them to learn that the solutions are not simple, and may require compromises.

Using the Skills Book

Students should complete pages 52–53 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 about issues that are threatening world safety and security in the twenty-first century.
- I learned about the work of organizations that are tackling these issues.
- I learned that the solutions to world problems require the cooperation of all nations, where possible, and usually involve compromises.

Answers to assessments

1. The main points were the ending of European imperialism; the emergence of newly independent nations; and the ending of the Cold War.
2. The students' own responses, which should take note of the changing economies of many democratic nations—also the thriving economy of China, which is a communist nation. They should make their own judgments about how happy the people are, using evidence to support their answers.
3. The students' own responses, which might be about one of the following:
 - the Velvet Revolution in Czechoslovakia in 1989
 - the Rose Revolution in the former Soviet Republic of Georgia in 2003
 - the Orange Revolution in Ukraine in 2004
 - the Cedar Revolution in Lebanon in 2005
 - the Jeans Revolution in Belarus in 2006

Their answers should say what the revolution was about (its ideology and practical purpose), how it was carried out, how the authorities responded, and the result (whether or not it led to changes—and what changes).

4. There are numerous organizations students should know about:
 - the United Nations (replacing the League of Nations)
 - the Common Market (later the European Economic Community, European Community and now the European Union)
 - the trade organizations NAFTA (North American Free Trade Agreement), MERCOSUR (Spanish: Mercado Común del Sur), and ASEAN (Association of Southeast Asian Nations); and SAARC (South Asian Association for Regional Cooperation)
 - UNICEF (United Nations Children's Education Fund)

- OXFAM (Oxford Committee for Famine Relief)
 - WHO (World Health Organization)
 - Human Rights Commission (part of the United Nations)
 - IPCC (Intergovernmental Panel on Climate Change)
 - G8 (Group of Eight)
5. The students' own responses, which should name the person and his or her place of birth and nationality, tell what he/she did, and why, and what this achieved.
 6. The students' own responses, which should use evidence, and could refer to poverty, health, education, human rights, and war/conflict/peace.
 7. This should include references to the spread of democracy and independence; revolutions, terrorism and wars; trade agreements and their effects; the growth of multinational companies and its effects; agreements on human rights, and their effects (such as increasing equality for women); improvements in education and health around the world; the growth of industry; climate change, etc.

Answers to Skills Book

Page 51 'Effects of Apartheid in South Africa'

- A 1. Answers will vary as the students come up with their own ideas, based on their reading. They should note that where one of a couple was classed as white, while the other was given a different racial classification, many of these couples emigrated, especially to the United Kingdom, which needed workers as the economy recovered after the Second World War. However, they should also note that, although there was no official 'apartheid' in the United Kingdom, there was prejudice against black and Irish immigrants: there were no laws to prevent people refusing to rent property to, or employ, people

because of their race. Also, many emigrants from South Africa to other countries were afraid to leave their new country for a holiday or to visit friends or family overseas because they feared they might not be allowed back into their new country of residence. The students should note the insecurity many of these people must have felt—and their fear and sadness when they faced discrimination, especially after suffering it for many years in South Africa.

Pages 52–53 'The end of apartheid in South Africa'

- A 1. Black people's resistance in non-violent ways (demonstrations, protests, strikes, and political action) had no effect. The government arrested protestors for 'high treason' and banned people who spoke out against apartheid from public meetings. They banned meetings of more than two people. They sentenced Nelson Mandela to life imprisonment for plotting to overthrow the government because he spoke out against apartheid. Also, violence was used, for example: the police shot and killed at least 67, and wounded more than 180 black students at a demonstration in Sharpeville in 1960.
2. Nelson Mandela's imprisonment drew attention to him from people all over the world, and many black people in South Africa were inspired by him to work towards ending apartheid. After the Sharpeville shootings, the international community put pressure on South Africa to end apartheid: in 1976, the UN Security Council stopped the sale of arms to South Africa; and in 1985, the United Kingdom and United States imposed economic sanctions on South Africa.
3. He needed cooperation from the government and was working towards reconciliation. It helped him to work with F.W. de Klerk towards peaceful change.
4. Together, they achieved a peaceful end to apartheid.

