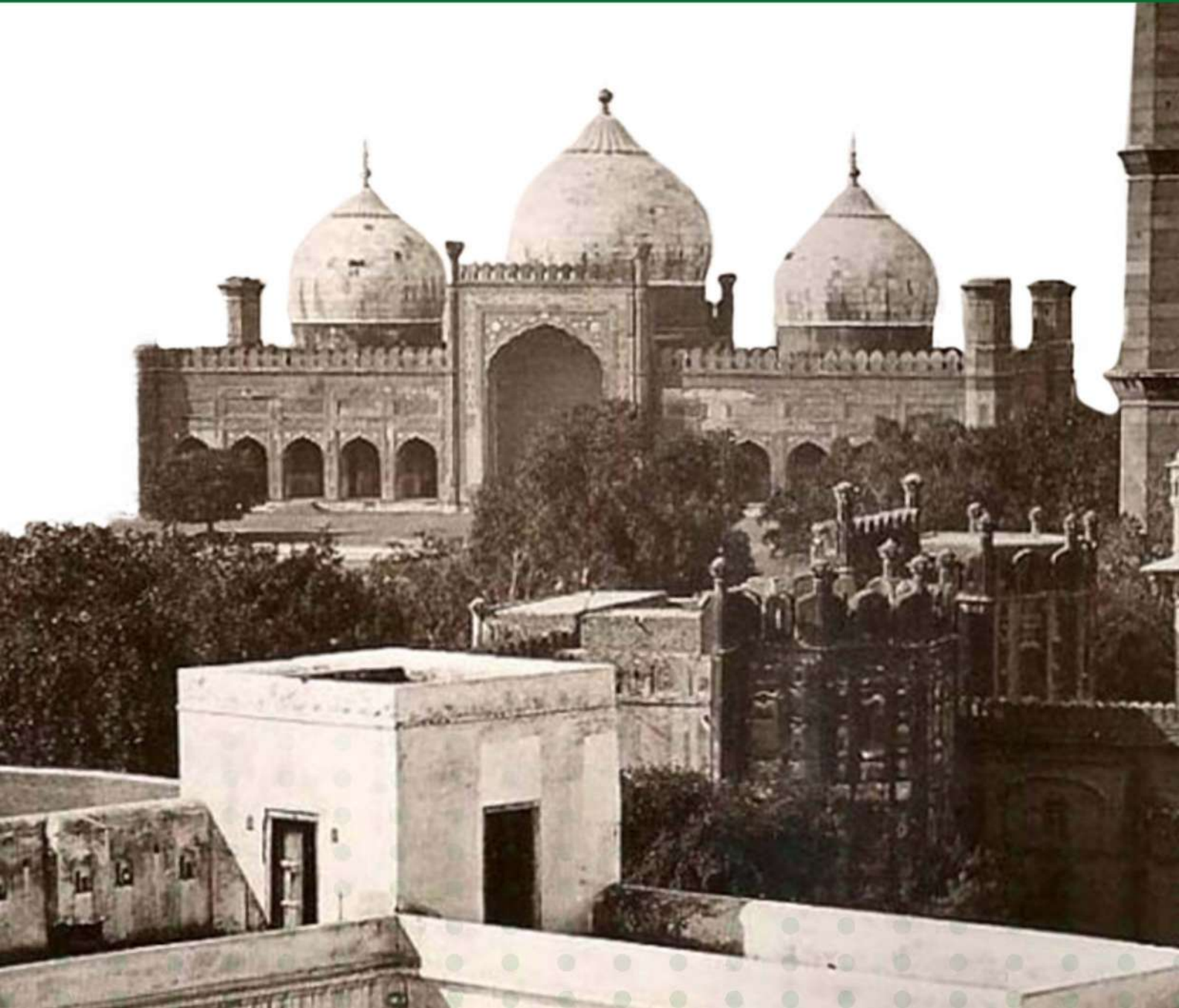


ایک قوم  
ایک نصاب  
ONE NATION, ONE CURRICULUM

# Single National Curriculum 2022

## HISTORY



# History – Grade 6-8 Curriculum

## CHAPTER 1: INTRODUCTION

History is the study of the past. The significant events, people, and changes of the past can only be understood when viewed within the larger context in which they existed. History is studied using a variety of perspectives, e.g., political, religious, social, cultural, economic, and technological.

The discipline of history requires sophisticated use of information, evidence, and argumentation; the ability to identify, and explain continuity and change over time. The value of history depends upon the chronological presentation of events. It is only through a chronological survey that students can begin to understand the processes of social, political, and cultural change, which is one of the principal purposes of studying history.

## CHAPTER 2: VISION AND MISSION

The study of history is a broad and meticulous approach to the question of *who we are* as individuals and as members of a community. History teaches us what is distinctive about a particular land and people. The aim of teaching history is to encourage students to understand that multiple developments from material to human agency contribute to creating new events, institutions, and movements.

The purpose of teaching history through chronologically sequenced events is not merely to inform students about the time, cause, and effect of events. There are underlying themes within each chronological timeline, to enable students to draw comparisons and make connections with different events.

The Single National Curriculum 2020 of History for secondary grades (6-8) offers a smooth transition from primary grades (4-5) and prepares them for higher secondary grades (9-10). The curriculum is designed to enable students to further develop their foundational knowledge and skills about their national, regional, Islamic, and global history.

The curriculum of history has been divided into different periods in each book, with carefully selected events from national, regional, Islamic, and global history. This arrangement will give a world view of historical events occurring in different parts of the world at a particular point in history.

## **TOPICS/ UNITS**

Following is the breakdown of the **required** TOPICS/ UNITS for SNC History.

<b>Grade 6 (9000 BCE- 600 CE)</b>	<b>Grade 7 (600 CE- 1800 CE)</b>	<b>Grade 8 (1803 CE- To date)</b>
<ol style="list-style-type: none"> <li><b>1. Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li> <li><b>2. Persian, Greek, Roman civilizations</b></li> <li><b>3. Aryans, Kushans, Guptas,</b></li> <li><b>4. Rise of Islamic Civilisation</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Middle Ages in Europe</b> (500-1500)</li> <li><b>2. Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li> <li><b>3. Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) <b>and Crusades</b></li> <li><b>4. Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</li> <li><b>5. Modern period in Europe</b> (Renaissance and Enlightenment)</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Arrival of the British in Subcontinent</b></li> <li><b>2. Reform Movements in India</b></li> <li><b>3. World Wars I &amp; II</b></li> <li><b>4. Political Awakening in India</b></li> <li><b>5. Pakistan a new Country: 1947 till today</b></li> </ol>

# Single National Curriculum 2022

*Required Standards and Student Learning Outcomes (SLOs)  
for every child in Pakistan*

**ECE - 8**

## FOUR PARTS OF A CURRICULUM:



2. Textbooks



4. Assessments

**SNC – HISTORY (6-8)  
Progression Grid**

**TOPICS/ UNITS**

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

<b>Grade 6 (9000 BCE- 600 CE)</b>	<b>Grade 7 (600 CE- 1800 CE)</b>	<b>Grade 8 (1803 CE- To date)</b>
<ol style="list-style-type: none"> <li>1. <b>Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li> <li>2. <b>Persian, Greek, Roman civilizations</b></li> <li>3. <b>Aryans, Kushans, Guptas,</b></li> <li>4. <b>Rise of Islamic Civilisation</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Middle Ages in Europe (500-1500)</b></li> <li>2. <b>Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li> <li>3. <b>Muslim Dynasties (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) and Crusades</b></li> <li>4. <b>Muslims in South Asia (Delhi Sultanate, Mughal Empire)</b></li> <li>5. <b>Modern period in Europe (Renaissance and Enlightenment)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Arrival of the British in Subcontinent</b></li> <li>2. <b>Reform Movements in India</b></li> <li>3. <b>World Wars I &amp; II</b></li> <li>4. <b>Political Awakening in India</b></li> <li>5. <b>Pakistan a new Country: 1947 till today</b></li> </ol>

Learning on each TOPIC/ UNIT is achieved by covering all four DOMAINS. The four DOMAINS for every TOPIC/ UNIT are:

DOMAIN A: Knowledge and Understanding of Events, and People of the Past

DOMAIN B: Cause and Effect of Events, and Changes, of the Past

DOMAIN C: Difference, Links, and Comparisons, within, and across, the Study Periods

DOMAIN D: Historical Enquiry and Interpretation



Each DOMAIN has STUDENT LEARNING OUTCOMES (SLOs) which are listed in the PROGRESSION GRID below.

Guidelines on content for textbooks authors, for each TOPIC/ UNIT by Grade Level, is provided in the Curriculum Template in the Knowledge and Skills area. *For example, Grade 6, Unit 4 on The Rise of Islamic Civilization must be based on the SLOs listed in all four DOMAINS.* However, multiple SLOs can be covered together or in the form of activities, diagrams, timelines, assessments, etc.

**Domain A: Knowledge and Understanding of Events, People and Changes in Past**

Grade 6	Grade 7	Grade 8
<u>Events, People and Changes of Past</u> <b>Benchmark:</b> Demonstrate the chronologically correct knowledge and understanding of main events, people, and changes covered in the selected study periods (9000 BCE- till today) through written and verbal responses.		
<u>[SLO: H-06-A-01]</u> Describe some of the main events, people, and changes covered in the study period.	<u>[SLO: H-07-A-01]</u> Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.	<u>[SLO: H-08-A-01]</u> Demonstrate the extended understanding of main events, people, and changes, covered in the selected study periods through written and verbal responses.

**Domain B: Cause and Effect of Events and Changes of the Past**

Grade 6	Grade 7	Grade 8
<u>Causes and Reasons of Past Events</u> <b>Benchmark:</b> Explore reasons for the main events, and changes, and describe with evidence the rationale of peoples' behaviors in the past.		
<u>[SLO: H-06-B-01]</u> Explore some reasons for the main events and	<u>[SLO: H-07-B-01]</u> Explore reasons for the main events and changes, and why people in the past acted in the ways they did.	<u>[SLO: H-08-B-01]</u> Explore multiple reasons for the main events and changes, reasons for peoples' behaviors in the past.

changes, and why people in the past acted in the ways they did.		
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Grade 6	Grade 7	Grade 8
<b>Making Informed Choices</b> <b>Benchmark:</b> Use historical knowledge and understanding to critically analyze their own behavior and make informed choices to bring social, political, and financial changes, in personal and larger community future.		
<u>[SLO: H-06-B-02]</u> Begin to use the historical knowledge to critically analyze their own behavior, and make informed choices to bring changes in personal and community future.	<u>[SLO: H-07-B-02]</u> Use historical knowledge and understanding to critically analyze their own behavior, and make informed choices to bring positive change in personal and community future.	<u>[SLO: H-08-B-02]</u> Link historical knowledge, and understanding, to critically analyze their own behavior, and present circumstances to make informed choices to bring positive change in personal and community future.

Grade 6	Grade 7	Grade 8
<b>Linking Historical Knowledge to Develop Citizenship</b> <b>Benchmark:</b> Link historical knowledge to understand the adverse consequences of not obeying the national and international laws in the present world.		
<u>[SLO: H-06-B-03]</u> Understand the consequences of not obeying the rules and laws in the present life.	<u>[SLO: H-07-B-03]</u> Understand the consequences of not obeying the constitutional laws in the present life.	<u>[SLO: H-08-B-03]</u> Understand the adverse consequences of not obeying the national and international laws in the Global World.

Grade 6	Grade 7	Grade 8
<b>Participation in Democracy and taking up Social Responsibilities</b>		



**Benchmark:** Use historical understanding of the events to determine the rights, and responsibilities, of citizens and also learn to participate in the process of democracy.

[SLO: H-06-B-04] Begin to understand the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)

[SLO: H-07-B-04] Develop an understanding of the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, cooperation, patriotism, loyalty, justice, and tolerance.)

[SLO: H-08-B-04] Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice, and tolerance.)

### Domain C: Difference, Links, and Comparisons within and across the Study Periods

Grade 6	Grade 7	Grade 8
<p><u>Causes, Results, and Effects, of our Decision on our Future</u></p> <p><b>Benchmark:</b> Compare the difference to critically analyze information gathered from different study periods to reason, and to construct their opinions.</p>		
[SLO: H-06-C-01] Explore differences in the information gathered from different study periods.	[SLO: H-07-C-01] Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.	[SLO: H-08-C-01] Critically evaluate the information gathered from different study periods to reason, and to construct their opinions.

Grade 6,	Grade 7	Grade 8
<p><u>Links, and Comparisons, within, and across, the Different Periods of Study.</u></p>		

<b>Benchmark:</b> Infer, and relate the links of conflicts and issues of the past as a cause, and effect of events of the present time.		
[SLO: H-06-C-02] Explore the links of cause and effect across study periods of past	[SLO: H-07-C-02] Explore the links of conflicts of past events as the cause of new events, within, and across, study periods.	[SLO: H-08-C-02] Explore the links of conflicts and issues of past events as the cause of new events, within, and across, study periods to construct reason and opinion.

### Domain D: Historical Enquiry and Interpretation

Grade 6	Grade 7	Grade 8
<u>Historical Interpretations</u>		
<b>Benchmark:</b> An intermediate-term learning goal and understanding the child must achieve for promotion to Learning Level 9-10.		
[SLO: H-06-D-01] Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.)	[SLO: H-07-D-01] Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways by different people. (Rivalry among Ottoman and Safavid Empires; myths related to Greek and Roman Empires.)	[SLO: H-08-D-01] Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)

Grade 6	Grade 7	Grade 8
<u>Historical Understanding and Social Responsibilities</u>		

<p><b>Benchmark:</b> Use historical understanding of the events to interpret the prevailing issues, and participate in social responsibilities, accordingly.</p>		
<p>[SLO: H-06-D-02] Begin to understand the problems around them to participate in and take up social responsibilities.</p>	<p>[SLO: H-07-D-02] Analyze problems around them, and participate in and take up social responsibilities, accordingly, as good citizens.</p> <p><i>[SLO: H-07-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)</i></p>	<p>[SLO: H-08-D-02] Demonstrate a deeper analysis of prevailing issues, and actively participate in and take up social responsibilities, accordingly, as good Global Citizens.</p> <p><i>[SLO: H-08-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)</i></p>

Grade 6	Grade 7	Grade 8
<p><u>Enquire Historical Information and Processes</u></p> <p><b>Benchmark:</b> Pursue historically valid inquiries, using primary, and secondary, sources of information to create relevant, structured, and independent responses with evidence, and be able to critique others' findings.</p>		
<p>[SLO: H-06-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.</p>	<p>[SLO: H-07-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information to support their opinions.</p>	<p>[SLO: H-08-D-03] Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations.</p>

Grade 6	Grade 7	Grade 8
<p><u>Sequence and Chronology</u></p>		

<b>Benchmark:</b> Derive chronology of events through timelines, causes, and effects, through organograms, Venn diagrams for compare and contrast, and draw conclusions.		
[SLO: H-06-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause and effects.	[SLO: H-07-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and draw conclusions of the cause and effects.	[SLO: H-08-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and to draw conclusions of the cause and effects.

Grade 6	Grade 7	Grade 8
<u>Chronological Terms and Conventions</u>		
<b>Benchmark:</b> Use chronological terms, and historical conventions, in written and verbal responses to identify and indicate time and to support their conclusions. (BCE, CE, Hijri Calendar, Decade, Century.)		
[SLO: H-06-D-05] Understand chronological terms, and conventions, in written and verbal responses to identify time.	[SLO: H-07-D-05] Appropriate use of chronological terms, and conventions, in written and verbal responses to identify, and indicate time.	[SLO: H-08-D-05] Sophisticated use of chronological terms, and historical conventions, in written and verbal responses to identify, and indicate time.

# Single National Curriculum 2022

*Curriculum Guidelines*

**ECE - 8**

## FOUR PARTS OF A CURRICULUM:



# DRAFT

## History – Grade 6 Suggested Guidelines

### TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

Grade 6 (9000 BCE- 600 CE)	Grade 7 (600 CE- 1800 CE)	Grade 8 (1803 CE- To date)
<ol style="list-style-type: none"><li><b>1. Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li><li><b>2. Persian, Greek, Roman civilizations</b></li><li><b>3. Aryans, Kushans, Guptas,</b></li><li><b>4. Rise of Islamic Civilisation</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Middle Ages in Europe</b> (500-1500)</li><li><b>2. Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li><li><b>3. Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) <b>and Crusades</b></li><li><b>4. Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</li><li><b>5. Modern period in Europe</b> (Renaissance and Enlightenment)</li></ol>	<ol style="list-style-type: none"><li><b>1. Arrival of the British in Subcontinent</b></li><li><b>2. Reform Movements in India</b></li><li><b>3. World Wars I &amp; II</b></li><li><b>4. Political Awakening in India</b></li><li><b>5. Pakistan a new Country: 1947 till today</b></li></ol>

**Core Skills and Values Benchmarks of History Grade 6**

The required skills and values are to be essentially embedded as the overarching SLOs in each unit of History Grade 7.

**Core Skills Benchmarks of History Grade 6**

- Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT to collect information.
- Use timelines and organograms to understand, and demonstrate, the sequence of events, their causes, and effects.
- Understand chronological terms, and conventions, in written and verbal responses to identify time.

**Core Values Benchmarks of History Grade 6**

- Begin to understand the participation of citizens in the formation of a democratic government, and the rights and responsibilities, as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)
- Understand the consequences of not obeying the rules and laws in present life.

**History Grade 6****Unit 1: Mesopotamian Civilization****DOMAIN 1: Knowledge and Understanding of Events, and People of the Past****DOMAIN 2: Cause and Effect of Events, and Changes, of the Past****DOMAIN 3: Difference, Links, and Comparisons, within, and across, the Study Periods****DOMAIN 4: Historical Enquiry and Interpretation****Student Learning Outcomes:**

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour and make informed choices to bring changes in personal and community future.

- Begin to understand the problems around them to participate in taking up social responsibilities.

**Knowledge:**

*Students will:*

- Explore the importance of primary and secondary sources in knowing about the past.
- Describe Sumerians and explain how they were different from Mesopotamians.
- Describe the Code of Hammurabi and why it was created.
- Describe the basic characteristics of Mesopotamian architecture.
- Find major trade and occupations of the people of Mesopotamia.

**Skills:**

*Students will be able to:*

- Analyze primary and secondary sources to learn about the past.
- Use an organogram to demonstrate the different aspects of Mesopotamians.
- Find the location of Mesopotamian Civilization in the modern world using a world map.
- Explore reasons why the ancient civilizations settled near rivers.
- Investigate reasons how Mesopotamia became the cradle of civilization.
- Investigate the significant advancements of Mesopotamians that are still used in the modern world.
- Explore how Hammurabi used his code of rules for the common people.
- Explore if there were some other civilizations that were present at the time of the Mesopotamian Civilization.
- Enquire how Mesopotamia was far advanced than other civilizations.
- Enquire how the trade of Mesopotamian people was different from the trade of today.
- *Analyze reasons for creating laws, and consequences of not following them.*
- *Enquire how common people can participate in law-making.*
- *Begin to understand the importance of scientific, and technological advancement, for the development of a nation taking the historical example from the inventions made by Mesopotamians.*

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## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to give examples of primary and secondary sources to study about the past.
- Ask students to give at least one reason why the ancient civilizations settled near the river.
- Observe students while they work on the map to evaluate their skills, while they use timelines, organograms, primary and secondary sources and use chronological terms and vocabulary to communicate their findings.
- Ask students to give some examples of the advancements made by Mesopotamians.
- Ask students to give some examples of today's architecture and trade, and compare them with Mesopotamian architecture and trade.

### **Summative Assessments**

Students will:

- Write in their notebooks at least 2 reasons for the development of the Mesopotamian civilization, using primary and secondary sources.
- Write in their notebooks at least one significant advancement made by Mesopotamians in their opinion.
  - Write in their notebooks the reason for creating the Code of Hammurabi.
  - Write in their notebooks at least 2 examples of comparison between Mesopotamian and Indus Valley architecture.
  - Write in their notebooks at least 2 examples of comparison between today's trade and that of the Mesopotamian.
  - Write in their notebooks at least one difference between Sumerians and Mesopotamians.
  - Write in their notebooks at least 2 examples of the existence of other civilizations at the time of Mesopotamia.

## **Learning Activities**

The Teacher will:

- Use a timeline to locate the period of Mesopotamian Civilization.
- Use some sources of information to gather data and information about the Mesopotamia Civilization.
- Discuss reasons for why ancient civilizations settled near the river.
- Divide the class into 4-5 groups to inquire about the different areas of development of the Mesopotamian Civilization. Each group can present their findings to the rest of the class for understanding and further discussion.
- Generate a discussion to find some advancements made by the Mesopotamian Civilization.
- Will generate a discussion to conclude similarities and differences of architecture and trade of Mesopotamia, and the modern world (focusing summative assessment).

## **Unit 2: Egyptian Civilization**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and Changes, of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events, and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause, and effect, across study periods of the past.
- Use historical knowledge, and understanding, to describe that the past has been represented and interpreted in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour ,and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

**Knowledge:**

*Students will:*

- Describe the importance of the role of the River Nile in the development of Ancient Egyptian Civilization.
- Explain the daily life of people of the Egyptian Civilization, in terms of social structure, religion, scripts, etc.
- Identify the most influential person in the Government of the Pharaohs.
- *Describe the purpose of three different chambers inside the pyramid.*

**Skills:**

*Students will be able to:*

- Use an organogram to demonstrate the different aspects of the Egyptian people.
- Read relevant books, search from the Internet, and gather information about the Egyptian's concept of life after death.
- Find the location of Egyptian Civilization in the modern world using a world map.
- Discover other civilizations that existed during the period of the Egyptian Civilization.
- Enquire why the Egyptians built pyramids full of gold.
- Enquire about the most interesting feature of the Egyptian Civilization.
- Compare the differences between Egyptian and Mesopotamian Civilizations.
- *Enquire why the great pyramids were designed in a triangular conical shape.*
- *Differentiate between the burial of common people from Pharos.*

- *Justify with examples that common people in Egyptian Civilization had no civil rights.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to construct an organogram reflecting the different aspects of the life of the Egyptian People.
- Observe students while they use the different secondary resources to pen down the research findings on the Egyptian concept of life after death.
- Ask students to share the names and characteristics of Egyptians and other civilizations of that time.
- Ask students to write a paragraph or two on the history of the building of pyramids.
- Take verbal responses from the students on the interesting features of Egyptian Civilization during a class discussion.
- Ask students to make a T-chart while highlighting the similarities, and differences, between the Egyptian and Mesopotamian Civilizations.

### **Summative Assessments**

Students will:

- Write in their notebooks at least 3 different aspects related to the life of Egyptian people.
- Prepare a short report using secondary resources to share the extracted information on the Egyptian concept of life after death.
- Draw a timeline in their notebooks marking the Egyptian, and other civilizations of that time.
- Write in their notebooks any three unique features of Egyptian Civilization.
- Write in their notebooks at least 2 examples of comparison between the Egyptian, and Mesopotamian Civilizations.

## **Learning Activities**

The Teacher will:

- Use secondary resources to demonstrate the different aspects of the life of the Egyptian people.
- Show videos to the students to help them visualize the Egyptian concept of life after death.
- Use a blank world map to help students locate the Egyptian, and other civilizations, of that time on the map.
- Divide the class into 4-5 groups to find out the salient features of the Egyptian Civilization, and to enquire why Egyptian Pyramids were built of gold. Each group will present their findings to the whole class for understanding, and further discussion.
- Guide students in making a video of 1-2 minutes to discuss the reasons behind building Pyramids full of gold.
- Support students in making a model of Egyptian Pyramids.
- Generate a discussion to help students differentiate the Egyptian from the Mesopotamian Civilization.
- *Show a video to explain how the burial of a Pharaoh was different from any common citizen.*

### Unit 3: Indus Valley Civilization

**DOMAIN 1: Knowledge and Understanding of Events, and People of Past**

**DOMAIN 2: Cause and Effect of Events, and Changes, of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

#### Student Learning Outcomes:

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events, and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge and understanding to describe that the past has been represented, and interpreted, in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

#### **Knowledge:**

##### *Students will:*

- Describe the early settlements in Mehargarh.
- Explain the importance of Indus in the establishment of huge settlements (Mohenjodaro and Harappa) of Indus Valley Civilization.
- Identify some significant characteristics of Indus Valley Civilization, e.g., daily life, agriculture, trade, religion, script, economy, etc.
- Give reasons for the decline of the Indus Valley Civilization.

#### **Skills:**

##### *Students will be able to:*

- Use a timeline to identify the time of the Indus Valley civilization.
- Read relevant books, visit local museums, search from the Internet, to gather information about life in Indus Valley Civilization.
- Find the location of the Indus Valley Civilization in the modern world using a world map.
- Enquire about the functions of the seals used in the Indus Valley Civilization.
- Explore the structure of cities of the Indus Valley Civilization.
- Enquire about the function of the Great Bath in Mohenjodaro.
- Compare the trade of Indus Valley people with the trade done today.

- Compare the lifestyle of the Indus Valley people with the people in Pakistan.
- Investigate the difference between the houses of the Indus Valley Civilization and the houses built in the modern world.
- Discover the famous landmark of Indus Valley Civilization.
- *Analyze reasons for the disappearance of the Indus Valley Civilization.*
- *Evaluate the most significant contribution Indus Valley has made to the modern world.*
- *Infer why so many toys have been discovered in the Indus Valley Civilization.*
- *Justify that Indus Valley people did not learn the warfare nor developed their trade, and therefore, were easily defeated by Aryans.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to construct the timeline of the Indus Valley Civilization with a description of significant events.
- Assign a group presentation to the students. Students will use different research methods to gather information about the different aspects of life in Indus Valley civilization to share with their class.
- Ask students to use the Atlas as a resource, and identify the location of Indus Valley Civilization on the modern world map.
- Ask the students to draw at least three different seals made by the Indus Valley people and write down at least one feature of each seal.
- Ask students to give some examples of the advancements made by Indus Valley people in the field of town planning.
- Ask students to pen down some features of The Great Bath.
- Ask students to draw a flow chart diagram to explain the examples of barter trade systems used by the Indus Valley people, and compare them with modern-day trade practices.
- Sketch the houses built in the Indus Valley Civilization, and compare them with modern-day construction styles.

### **Summative Assessments**

Students will:

- Describe the two significant events, referring to the timeline of the Indus Valley Civilization.
- Write about at least one significant development made during the times of Indus Valley Civilization, and justify its significance.

- Use playdough, or clay, to design similar seals to reflect life during the times of Indus Valley Civilization.
- Make models with clay, or thermo sheets, and exhibit the town planning of the Indus Valley Civilization. They will add labels to show the different important landmarks like the Great Bath, Citadel and explain the significance of each landmark. Models will be exhibited in the classroom corner/resource room.
- Write in their notebooks at least 2 examples to differentiate the modern-day practices from that of Indus Valley people.
- Draw a T-chart to compare, and contrast, the lifestyle of the people of Pakistan with the people who lived in the Indus Valley.
- Design a booklet to compare the lifestyle of the people who lived in Indus Valley to the people of Pakistan.
- Write in their notebooks at least two differences between the construction styles of modern-day houses and those of Indus Valley Civilization.
- Draw the sketches of famous Indus Valley landmarks.

### **Learning Activities**

The Teacher will:

- Use a timeline to locate the period of the Indus Valley Civilization.
- Use some sources of information to gather data and information on life in Indus Valley Civilization, and share with class for further discussion.
- Discuss the location of Indus Valley Civilization on the modern world map with class.
- Generate a debate on the making, and function, of seals during the Indus Valley Civilization.
- Assign a group activity to students to discuss how the town planning of the Indus Valley civilization helped the planning of later civilizations. Students will share their findings with the class.
- Highlight the purpose of constructing the Great Bath by the people of Indus Valley and how its sewage was maintained.
- Engage the class in a group activity with the help of some trade items to help them understand the ways of trade used by the people of Indus Valley, and how relatable they are even today.
- Generate a class discussion to evaluate the similarities and differences between the lifestyle of people who lived in Indus Valley to the people of Pakistan.
- Give verbal notes to the students while differentiating between the architecture of Indus Valley houses to the modern-day houses while highlighting the features of some of the landmarks of that time.

## **Unit 4: Aryans, Kushans and Guptas**

### **DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and Changes, of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

**Student Learning Outcomes:**

- Describe some of the main events, people and changes covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge, and understanding, to describe that the past has been represented and interpreted in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

**Knowledge:**

*Students will:*

- Trace the origins of Aryans, and explore why they came to India.
- Describe the social structure of Aryans.
- Describe when, and how, the Mauryan Empire was formed.
- Identify Ashoka as the Mauryan ruler.
- Identify the greatest king of the Kushan Empire.
- Explain the contributions of Chandra Gupta I.

**Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the Aryans, Mauryan, Kushan, and Gupta Kingdoms in the span of Indus Valley civilization till the last Gupta ruler.
- Use an organogram to demonstrate the contributions made during Mauryan, Kushan, and Gupta Kingdoms.
- Read relevant books, articles, and search from the Internet to gather information about the Golden Age of Hindus.
- Use maps to locate Mauryan, Kushan, and Gupta Kingdoms in the modern world.
- Differentiate between Aryans and the inhabitants of the Indus Valley.
- Explore the reasons why Aryans were able to defeat the Indus Valley people.
- Differentiate Mauryans from the Nanda Kings.
- Examine the administration of the Mauryan rulers to run the vast Empire that ran from Bengal to Afghanistan.
- Find causes of the decline of the Mauryan Empire.

- Examine why Ashoka was not known as the ruler of Ancient India for a long time.
- Compare Ashoka with other Mauryan rulers.
- Evaluate a few contributions of Ashoka as the Great King.
- Enquire about the links between Gandhara Art and the Kushans.
- Investigate how Taxila became the centre of learning during Kushan's Reign.
- Explore a few contributions made by the Kushan and Gupta Rulers.
- Discover the cause of the breakup of the Gupta Empire.
- *Examine why the Gupta regime is called the Golden Age of Hindu Rulers.*
- *Enquire the influence of Greek Culture in India left by Alexander the Great.*
- *Infer the lesson that Ashoka gained from Buddhism.*
- *Describe the importance of the Ajanta and Ellora Caves.*
- *Examine the effects of the Hindu religion on Buddhism.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to discuss the timeline of the Aryans, Mauryan, Kushan, and Gupta Kingdoms, and describe at least one major characteristic of each regime.
- Observe students while they will construct an organogram to demonstrate some key features of the Mauryan, Kushan and Gupta Kingdoms.
- Ask students to study some resources, and share a couple of facts related to the Golden Age of Hindu Rulers.
- Ask students to use an atlas, and locate Mauryan, Kushan, and Gupta Kingdoms on the modern world map.
- Ask students to share two points of comparison between the Indus Valley people and Aryans.
- Ask students to initiate a discussion on why Aryans were able to defeat Indus valley people.
- Ask students to discuss at-least two characteristics of each to differentiate Maurya's from the Nada Kings.
- Ask students to examine the reasons behind the rise and fall of the Mauryan Regime.
- Ask students to do Internet research to examine why Ashoka was not known as the ruler of Ancient India for a long time.



- Ask students to give a group presentation to highlight the significance of Ashoka's rule, and compare him with Mauryan Rulers.
- Ask students to share the links of Gandhara Art and the Kushans.
- Ask students to discuss the important points of documentaries shown in class to investigate how Taxila became the centre of learning during Kushan's Reign.
- Ask students to generate a dialogue to compare the Kushans with Guptas and to conclude the reasons behind the fall of the Gupta Regime.

### **Summative Assessments**

Students will:

- Make a timeline of the Aryans, Mauryan, Kushan, and Gupta Kingdoms in their notebooks.
- Construct in their notebooks an organogram to demonstrate some key features of the Mauryan, Kushan, and Gupta Kingdoms.
- Make a short video of 1-2 minutes to highlight the salient features of the Golden Age of Hindus.
- Write in their notebooks at least two points of comparison between the Indus Valley people and Aryans.
- Write in their notebooks a paragraph explaining why Aryans were able to defeat Indus valley people.
- Write in their notebooks at-least two characteristics of each Maurya's and Nada Kings to differentiate between them.
- Construct a flow chart diagram to discuss the rise and fall of the Mauryan Regime.
- Write in their notebooks at least two differences between Ashoka and Mauryan Rulers.
- Draw a sketch of any sculpture found in the Gandhara Region of Pakistan.
- Design a scrapbook to investigate how Taxila became the centre of learning during Kushan's Reign.
- Draw a T-chart to compare the Kushans with Guptas.
- Write three reasons behind the downfall of the Gupta Regime.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the Aryans, Mauryan, Kushan, and Gupta Kingdoms in the span of Indus Valley Civilization till the last Gupta Ruler.
- Use an organogram to demonstrate the contributions made during Mauryan, Kushan and Gupta Kingdoms.
- Discuss the salient characteristics of the Golden Hindu Era through some secondary sources like books, videos and documents.
- Use an atlas to locate Mauryan, Kushan, and Gupta Kingdoms on the modern world map.
- Discuss reasons behind the defeat of Indus Valley people by the Aryans, and what made Aryans different.
- Divide the class into 4-5 groups for a discussion focusing on the rise and fall of the Mauryan Kingdom.
- Generate a discussion to find why Ashoka was not known as the ruler of Ancient India for a long time.
- Initiate a verbal discussion to help students make a comparison between Asoka and other Mauryan Rulers to identify the key characteristics of Ashoka which made him a great ruler.

- Generate a discussion to inquire about the links between Gandhara Art and the Kushans.
- Show some documentaries to investigate how Taxila became the centre of learning during Kushan's Reign.
- Discuss the important historical contributions made by the Kushans and Guptas.
- List down the factors which led to the fall of the Gupta Empire.

## Unit 5: Greek and Roman Civilizations

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and Changes, of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge and understanding to describe that the past has been represented, and interpreted in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

### **Knowledge:**

*Students will:*

- Describe when, and how, the Greek Civilization was formed.
- Analyze the daily life, and social customs of Ancient Greeks.
- Identify the connection between Greeks and Egyptians.
- Describe who Alexander was, and why he was called Alexander the Great.
- Enlist significant victories of Alexander.
- Outline the reasons for Alexander's plans to conquer India.
- Identify the relationship between Greeks and Spartans.
- Describe how Rome developed into a republic.
- Analyze the daily life, and social customs of Romans.
- Compare the architecture of Greeks and Romans.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.
- Use a Venn diagram to explain the similarities, and differences, between Greek and Roman Civilizations.
- Read relevant books, search on the Internet to gather information about Greek Art and Culture.
- Find the location of Greek and Roman Civilizations in the modern world using a world map.
- Explore some details of Greek Mythology.
- Examine the war tactics of Alexander.

- Enlist some of the contributions of the Greeks and Romans to the world.

- Investigate why Alexander wanted to conquer the world.
- Describe how Rome became prosperous enough to raise an army.
- Enquire why Rome became a Republic.
- Examine the reasons for the decline of the Roman Empire.
- *Analyze the consequences of the division of the Roman Empire into two wings.*
- *Analyze how Romans responded to Christianity.*
- *Discover a few contributions the Greeks made to the modern world.*
- *Find the most important contribution of the Greeks to the modern world.*
- *Justify that Greeks were really democratic.*
- *Probe why Plato, Aristotle, and Socrates are famous even today.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to construct the timeline of Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.
- Ask students to discuss a Venn diagram to explain the similarities and differences between Greek and Roman Civilizations.
- Assign a group presentation to the students. Students will use different research methods to gather information about Greek Art and Culture to share with their class.
- Ask students to use the Atlas as a resource, and identify the location of Greek and Roman Civilizations in the modern world map.
- Ask students to give some examples of the war tactics used by Alexander to conquer a vast area.
- Ask students to share some strategies which helped Rome to gain prosperity, and raise an army.
- Ask students to do a class discussion highlighting the reasons behind the rise and fall of the Roman Empire.
- *Ask the students to discuss at-least three points related to the details of Greek Mythology.*

### Summative Assessments

Students will:

- Describe the two significant events referring to the timeline of Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.
- Draw a Venn diagram to explain the similarities and differences between Greek and Roman Civilizations in their notebooks.

- Give group presentations to the class about Greek Art and Culture. Students will share how they used different research methods to gather information about Greek Art and Culture.
- Use the Atlas as a resource and identify the location of Greek and Roman Civilizations in the modern world map.
- Describe the daily life and customs of Greeks and Romans.
- Attempt a worksheet on the achievements of Alexander the Great.
- Write in their notebooks at least two important strategies which helped Rome gain prosperity and raise an army.
- Attempt a quiz on the rise and fall of the Roman Empire.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.
- Use a Venn diagram to explain the similarities and differences between Greek and Roman Civilizations.
- Discuss the different secondary research sources to share the gathered information about Greek Art and Culture.
- Use a map to find the location of Greek and Roman Civilizations in the modern world.
- Generate a class debate to explore some details of daily life and social customs of Greeks and Romans.
- Assign a group activity to students to discuss how Alexander conquered a vast area through various war tactics.
- Highlight the strategies which helped Rome gain prosperity and raise an army.
- Engage the class in a group activity to list down the reasons behind the rise and fall of the Roman Republic.
- *Give verbal notes to the students probing why Plato, Aristotle, and Socrates are famous even today.*

## **Unit 6: Dawn of Islam**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and Changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.

- Use historical knowledge and understanding to describe that the past has been represented, and interpreted, in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

**Knowledge:**

*Students will:*

- Describe the basic teachings of Islam.
- Explain the role of Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآلِهِ وَسَلَّمَ in spreading of Islam.
- Describe how Khulafah-e-Rashideen spread Islam after Hazrat Muhammad صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآلِهِ وَسَلَّمَ.
- Briefly explain Umayyad and Abbasid Dynasties.
- Discover the importance of Muhammad bin Qasim in the spread of Islam in the Subcontinent.
- Investigate the significant advancements of Umayyad and Abbasid Dynasties.
- Outline the arrival of Muhammad bin Qasim in the Subcontinent.

**Skills:**

*Students will be able to:*

- Infer the message of Allah through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآلِهِ وَسَلَّمَ.
- Evaluate some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآلِهِ وَسَلَّمَ faced in the advent of Islam.
- Use a timeline to identify the time of Khulafah-e-Rashideen, Umayyads, and Abbasid's rule in the span of the decline of the Roman Empire till the decline of Abbasids.
- Use a Venn diagram to explain the similarities, and differences, between Umayyad and Abbasid Dynasties.
- Read relevant books, search from Internet and gather information about the spread of Islam in the world.
- Find the location of Umayyad and Abbasid Dynasties in the modern world using a world map.
- Enquire the revolutionary changes that took place in Arabia in the 7th Century.
- Justify the rise of the Umayyad Dynasty.
- Discover the importance of Muhammad bin Qasim in the spread of Islam in the Subcontinent.
- Investigate the significant advancements of Umayyad and Abbasid Dynasties.
- *Discover a few lessons learnt from the life of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآلِهِ وَسَلَّمَ.*
- *Conclude that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآلِهِ وَسَلَّمَ was the greatest human being.*

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## Assessments

### Formative Assessments

The Teacher will:

- Assign group discussion to the students to evaluate the events that how Allah (S.W.T) inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ.
- Ask students to give some examples of the hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ faced at the advent of Islam.
- Ask students to construct the timeline of Khulafah-e-Rashideen, Umayyads, and Abbasid's rule in the span of decline of the Roman Empire till the decline of Abbasids in their notebooks.
- Ask students to use the Venn diagram to explain the similarities, and differences, between Umayyad and Abbasid Dynasties.
- Ask students to use secondary research sources to gather the information about the spread of Islam in world and share it with the class.
- Ask students to use the Atlas as a resource, and identify the location of Umayyad and Abbasid Dynasties in the modern world.
- Ask the students to list down at-least three points to explain the revolutionary changes that took place in Arabia in the 7th Century.
- Ask students to share some reasons why the regime of Khulafah e Rashideen came to an end.
- Ask students to evaluate the spread of Islam in the Subcontinent with the arrival of Muhammad bin Qasim.
- Ask students to do a class discussion, highlighting some of the significant advancements of Umayyad and Abbasid Dynasties.

### Summative Assessments

Students will:

- Make the timeline in their notebooks of Khulafa-e-Rashideen, Umayyads, and Abbasid's Rule in the span of the decline of the Roman Empire till the decline of the Abbasids.
- Draw a Venn diagram to explain the similarities and differences between Umayyad and Abbasid Dynasties.
- Give group presentations to the class to share the information gathered from different research sources about the spread of Islam in the world.
- Use the Atlas as a resource and identify the location of Umayyad and Abbasid Dynasties in the modern world.
- Write in their notebooks at least 5 revolutionary changes that took place in Arabia in the 7th Century.

- Attempt a worksheet on how Allah (S.W.T) inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ
- Write in their notebooks at least three hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ faced at the advent of Islam.
- Attempt a quiz on the rise and fall of the Regime of Khulafa e Rashideen.
- Write a couple of paragraphs on the events explaining the arrival of Muhammad bin Qasim and the spread of Islam in the Subcontinent.
- Draw an organogram to examine the three significant advancements of the Umayyad and Abbasid Dynasties.
- Give presentations on few lessons learnt from the life of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ

### Learning Activities

The Teacher will:

- Assign a group activity to students to discuss how Allah (S.W.T) inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ.
- Share the details of some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ faced at the advent of Islam.
- Use the timeline to identify the time of Khulafa-e-Rashideen, Umayyads, and Abbasid's Rule in the span of decline of Roman Empire till the decline of Abbasids.
- Use a Venn diagram to explain the similarities and differences between Umayyad and Abbasid Dynasties.
- Discuss the different secondary research sources to share the information about the spread of Islam in the world.
- Use a map to discuss the location of Umayyad and Abbasid Dynasties in the modern world.
- Generate a class debate to explain the revolutionary changes that took place in Arabia in the 7th Century.
- Engage the class in a group activity to list down the reasons why the regime of Khulafa e Rashideen came to an end.
- Explain the events to evaluate how the arrival of Muhammad bin Qasim helped spread Islam in the Subcontinent.
- Engage the class in a group activity to list down the significant advancements of Umayyad and Abbasid Dynasties.
- Probe students to share few lessons learnt from the life of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ

## Unit 7: Turkish Muslims in Subcontinent

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes, of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

## DOMAIN 4: Historical Enquiry and Interpretation

### Student Learning Outcomes:

- Describe some of the main events, people, and changes covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause, and effect across study periods of past
- Use historical knowledge and understanding to describe that the past has been represented and interpreted in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

### Knowledge:

#### *Students will:*

- Explain the reasons for Sultan Mahmood Ghazni's invasion of the subcontinent seventeen times.
- Outline the reasons why Muhammad of Ghor invaded India.
- Trace the origins of the Mamluk Dynasty and describe their rule in the Subcontinent.
- Describe some important contributions of Iltutmish as a ruler of the Mamluk Dynasty.

### Skills:

#### *Students will be able to:*

- Find the location of Khyber Pass using a world map.
- Research through extensive reading, gathering data from Internet to verify their findings of the Turkish Muslim rulers in the subcontinent.
- Draw a timeline to show the seventeen attacks of Sultan Mahmud.
- Discover why Turk conquerors attacked, and replaced the Arab rulers in the Subcontinent.
- Differentiate between Mahmud Ghazni and Muhammad of Ghor's Invasion.
- *Analyze why Razia Sultana could not carry on as ruler for long despite being capable.*
- *Enquire why Sultan Mahmud Ghazni is considered a controversial figure in history by most historians.*
- *Begin to understand the political pressure built by people of power like 'The Forty' to influence decision making.*

### Assessments

#### Formative Assessments

The Teacher will:



- Ask students to find the location of Khyber Pass using a world map.
- Ask students to use secondary research sources to gather information about the Turkish Muslim Rulers in the Subcontinent.
- Ask the students to discuss the major events on the timeline to show the seventeen attacks of Sultan Mahmud.
- Assign group discussion to the students to evaluate why Turk conquerors attacked, and replaced the Arab rulers in the Subcontinent.
- Ask students to make presentations to discover the reasons behind the attacks by Turk conquerors to replace Arab rulers in the Subcontinent.
- Ask students to use a T-chart to explain the main difference between Mahmud Ghazni and Muhammad of Ghor's invasions.
- *Ask students to share a presentation on their analysis of why Razia Sultana could not carry on as ruler for long despite being a capable ruler.*

### **Summative Assessments**

Students will:

- Find the location of Khyber Pass using a world map.
- Write the findings from their research in their notebooks about the Turkish Muslim rulers in the Subcontinent.
- Draw the timeline to describe the seventeen attacks of Sultan Mahmud.
- Attempt a quiz on why Turk conquerors attacked and replaced the Arab rulers in the Subcontinent.
- Write in their notebooks at least 5 reasons behind the attacks of Turk conquerors to replace Arab rulers in the Subcontinent.
- Attempt a worksheet on the main difference between Mahmud Ghazni and Muhammad of Ghor's invasion.
- *Give presentations on their analysis of why Razia Sultana could not carry on as ruler for long despite being a capable ruler.*

### **Learning Activities**

The Teacher will:

- Use a map to identify the location of Khyber Pass in the modern world.
- Use a Venn diagram to explain the similarities and differences between Umayyad and Abbasid dynasties.
- Discuss the different secondary research sources to share the information and findings of the Turkish Muslim rulers in the subcontinent.
- Generate a class discussion to explain the importance of the seventeen attacks of Sultan Mahmud.
- Assign a group activity to students to discover the reasons behind the attacks by Turk conquerors to replace Arab rulers in the Subcontinent.
- Engage the class into a group activity to list down the main difference between Mahmud Ghazni and Muhammad of Ghor's invasion.
- *Encourage students to analyze why Razia Sultana could not carry on as ruler for long despite being a capable ruler.*

## Unit 8: Afghans and Delhi Sultanate

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events and Changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Describe some of the main events, people and changes covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge and understanding to describe that the past has been represented, and interpreted, in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

### **Knowledge:**

*Students will:*

- Explore how Khiljis took over the Delhi Sultanate.
- Describe the internal and external threats Khiljis had.
- Identify the most significant Khilji Ruler and his greatest contribution to bring peace to the Region.
- Explain how Tughlaqs replaced the Khiljis.
- Enlist some contributions of the Lodhi Rulers.

### **Skills:**

*Students will be able to:*

- Find the location of the Delhi Sultanate in the modern world using a world map.
- Discover the causes of the decline of the Tughlaqs.
- Compare, and contrast, the policies of Tughlaq and Lodhi Rulers.
- Analyze the consequences of the defeat of the Battle of Panipat fought between Ibrahim Lodhi and Babur.
- *Justify that the decision of Babur coming to India changed the political and economic affairs of India.*
- *Analyze that the bad decisions by the rulers can cause long-lasting effects like some taken by Mohammad Tughlaq.*

### **Assessments**

**Formative Assessments**

The Teacher will:

- Ask students to find the location of Delhi Sultanate using the modern world map.
- Generate a class discussion on the rise and fall of Tughlaqs.
- Ask students to use a Venn diagram to compare, and contrast, the policies of Tughlaq and Lodhi Rulers.
- Ask students to make group presentations to analyze the consequences of the defeat of the Battle of Panipat fought between Ibrahim Lodhi and Babur.
- *Ask students to share their thoughts regarding Babur's influence on the political and economic affairs of India.*

### **Summative Assessments**

Students will:

- Find the location of the Delhi Sultanate using the modern world map.
- Write the findings in their notebooks to identify the factors behind the rise and fall of Tughlaqs.
- Draw a Venn diagram to compare, and contrast, the policies of Tughlaq and Lodhi Rulers.
- Attempt a quiz on the consequences of the defeat of the Battle of Panipat fought between Ibrahim Lodhi and Babur.
- *Give presentations on their analysis of Babur's influence on the political and economic affairs of India.*

### **Learning Activities**

The Teacher will:

- Use a map to identify the location of the Delhi Sultanate in the modern world.
- Examine, and discuss, the causes of the decline of the Tughlaqs.
- Use a Venn diagram to compare and contrast the policies of Tughlaq and Lodhi Rulers.
- Discuss the different secondary research sources (Internet/extra books) to analyze the consequences of the defeat of the Battle of Panipat fought between Ibrahim Lodhi and Babur.
- *Generate a class discussion to help students identify Babur's influence on the political and economic affairs of India.*

# DRAFT

## History – Grade 7 Suggested Guidelines

### TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

Grade 6 (9000 BCE- 600 CE)	Grade 7 (600 CE- 1800 CE)	Grade 8 (1803 CE- To date)
<ol style="list-style-type: none"><li><b>1. Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li><li><b>2. Persian, Greek, Roman civilizations</b></li><li><b>3. Aryans, Kushans, Guptas,</b></li><li><b>4. Rise of Islamic Civilisation</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Middle Ages in Europe</b> (500-1500)</li><li><b>2. Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li><li><b>3. Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) <b>and Crusades</b></li><li><b>4. Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</li><li><b>5. Modern period in Europe</b> (Renaissance and Enlightenment)</li></ol>	<ol style="list-style-type: none"><li><b>1. Arrival of the British in Subcontinent</b></li><li><b>2. Reform Movements in India</b></li><li><b>3. World Wars I &amp; II</b></li><li><b>4. Political Awakening in India</b></li><li><b>5. Pakistan a new Country: 1947 till today</b></li></ol>

### **Core Skills and Values Benchmarks of History Grade 7**

The required skills and values are to be essentially embedded as the overarching SLOs in each unit of History Grade 7.

### **Core Skills Benchmarks of History Grade 7**

- Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT to collect information to support their opinions.
- Use timelines, and organograms, to understand and demonstrate the sequence of events, organize information to predict and draw conclusions of the cause and effects.
- Appropriate use of chronological terms, and conventions, in written and verbal responses to identify and indicate time.
- Make links of historical understanding of concepts with other subjects.

### **Core Values Benchmarks of History Grade 7**

- Develop an understanding of the participation of citizens in the formation of a democratic government, and the rights and responsibilities as citizens. (Respect, cooperation, patriotism, loyalty, justice, and tolerance.)
- Understand the consequences of not obeying the constitutional laws in the present life.
- Identify the role of International Institutions for human welfare. (UNICEF, UNESCO, WHO, etc.)

## **History Grade 7**

### **Unit 1: Rise of Islamic Civilization**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Analyze, and describe, with evidence some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of the conflicts of past events as the cause of new events within and across study periods.

- Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways by different people.
- Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

**Knowledge:**

*Students will:*

- Identify the revolutionary changes that took place in Arabia in the 7th Century.
- Describe the role of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ in the spread of Islam.
- Describe the spread of Islam in Arabia after the death of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ.
- Investigate who were Khulafa-e-Rashideen, and what significant contributions they made in the spread of Islam.
- Describe some salient features of the Umayyads and Abbasids.
- Describe the rise and fall of some of the other Muslim dynasties e.g., Fatimids, Ottomans, etc.

**Skills:**

*Students will be able to...*

- Use a timeline to identify the time of the rule of the Khulfa-e-Rashideen, Umayyads, and Abbasids in the span of the decline of the Roman Empire till Mohammad Bin Qasim.
- Use an organogram to demonstrate the contributions of Khulfa-e-Rashideen.
- Read relevant books, search from the Internet and gather information about the Muslim Scientists and Scholars and their contributions in the field of science, literature, and technology.
- Infer the real message of Allah through Islam.
- Evaluate the major cause of the fall of the Roman Empire.
- Enquire some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ, faced at the advent of Islam.
- Enquire reasons of how the regime of Khulfa-e-Rashideen came to an end.
- Justify the rise of the Umayyad Dynasty with examples.
- Investigate the significant advancements of Umayyads in the spread of Islam.
- Evaluate the causes of the fall of the Umayyad Dynasty.
- Compare the Abbasid Dynasty with the Umayyads.
- Enquire why the Abbasid dynasty is considered the 'Golden Age of Islam'.
- Discover some of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Enquire why Baghdad became the house of wisdom for the rest of the world.

- Enquire how the Muslim developments influenced navigation, travel, and trade of the world.
- Explore some contributions of Muslims in the field of art and architecture.
- *Investigate the importance of the Dome of the Rock Mosque in Jerusalem for Muslims, Christians, and Jews.*
- *Find some inventions made by the Muslims that are still used in the modern world.*
- *Predict how the present world would have been different as today if Muslims kept working hard in the field of science and technology.*
- *Construct links of historical examples of the Muslim Golden Age with scientific and technological advancements.*
- *Enquire into the message given by Ibn-e- Khaldun to the Muslims of today.*
- *Analyze the decline of Raja Dahir.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use the timeline to locate the time period of the rule of the Khulfa-e-Rashideen.
- Ask students to use an organogram to establish the contributions of Khulfa-e- -Rashideen, Umayyads, and Abbasid in the span of the decline of the Roman Empire till Mohammad Bin Qasim.
- Observe students while they work on some sources of information to gather data and information on Muslim scientists and Scholars, and their contributions in the field of science, literature, and technology.
- Ask students to give some examples of how Allah SWT concluded His real message through Islam.
- Ask students to share some verbal responses on the major cause of the fall of the Roman Empire.
- Assign the student's group presentation to enquire about some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ faced at the advent of Islam
- Take verbal responses from students to discuss some reasons how the regime of Khulafa-e-Rashideen came to an end.
- Take verbal responses to observe how they justify the rise of the Umayyad Dynasty with examples.
- Ask students to use a T-chart to compare and contrast the Abbasid dynasty with Umayyad.

- Ask students to share their inquiries to evaluate that why the Abbasid Dynasty is considered the 'Golden Age of Islam'.
- Ask students to watch documentaries to discover some of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Ask students to use provided documents to inquire why Baghdad became the house of wisdom for the rest of the world.
- Ask students to give examples from modern times that how the Muslim developments influenced navigation, travel, and trade of the world.
- Ask students to share their observations by using posters and books to explore some contributions of Muslims in the field of art and architecture.

### Summative Assessments

Students will:

- Construct in their notebooks a timeline to locate the time period of the rule of the Khulfa-e-Rashideen, Umayyads, and Abbasids in the span of the decline of the Roman Empire till Mohammad Bin Qasim.
- Draw an organogram to establish the contributions of Khulfa-e-Rashideen.
- Write in their notebooks a paragraph or two to discuss the contributions of Muslim scientists and scholars in the field of science, literature, and technology.
- Write in their notebooks two examples of how Allah SWT concluded His real message through Islam.
- Give group presentations to share their findings on some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ faced at the advent of Islam.
- Write in their notebooks four reasons for how the regime of Khulfa-e-Rashideen came to an end.
- Write in their notebooks at least 2 examples to justify the rise of the Umayyad Dynasty.
- Draw a T-chart in their notebooks to compare and contrast the Abbasid Dynasty with Umayyad.
- Write in their notebooks their findings to evaluate that why the Abbasid Dynasty is considered the 'Golden Age of Islam'.
- Draw at least two sketches of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Do document-based questions to enquire why Baghdad became the house of wisdom for the rest of the world.

### Learning Activities

The Teacher will:

- Use a timeline to locate the time period of the rule of the Khulfa-e-Rashideen, Umayyads, and Abbasids in the span of the decline of the Roman Empire till Mohammad Bin Qasim.
- Use an organogram to demonstrate the contributions of Khulfa-e-Rashideen.



- Use some sources of information to gather data and information of Muslim scientists and scholars, and their contributions in the field of science, literature, and technology.
- Explain how Allah SWT concluded His real message through Islam.
- Discuss the major cause of the fall of the Roman Empire.
- Divide the class into 4-5 groups to enquire about some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ faced at the advent of Islam. Each group can present their finding to the whole class for understanding and further discussion.
- Generate a discussion to find some reasons how the regime of Khulfa-e-Rashideen came to an end.
- Generate a discussion to justify the rise of the Umayyad Dynasty with examples.
- Use a T-chart to compare and contrast the Abbasid Dynasty with Umayyad.
- Generate a discussion to inquire why the Abbasid Dynasty is considered the 'Golden Age of Islam'.
- Show documentaries to help students discover some of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Use some documents to inquire why Baghdad became the house of wisdom for the rest of the world.
- Generate a class debate to conclude how the Muslim developments influenced navigation, travel, and trade of the world.
- Use some posters and books to explore some contributions of Muslims in the field of art and architecture.

DKF

## Unit 2: Spread of Islam in Europe and Asia

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and Changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Analyze, and describe, with evidence some of the main events, people and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of the conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways by different people.
- Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

### **Knowledge:**

*Students will:*

- Describe the spread of Islam in Europe.
- Describe significant details of the Muslim rule in Spain.
- Trace the origins of the Ottoman Empire.
- Identify the most significant sultans of the Ottoman Empire.
- Describe the rule of some important Safavid Rulers.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the period of the rule of the Muslims in Spain, Turkey, and Iran.
- Use a Venn diagram to compare, and contrast, Ottomans with Safavids.
- Read relevant books, search from the Internet to gather information about the glory of Muslim rule in Spain.
- Explore the role of significant leaders that marked the glory of Islam in Spain.
- Analyze the tactic used by Tariq Bin Ziyad to conquer Spain.
- Discover how the Ottoman Empire achieved its glory.
- Find out the causes behind the decline of the Ottoman Empire.
- *Justify that 'Alhambra' is the last evidence of the Umayyads' glory.*

- *Enquire the main cause of rivalry between Ottomans and Safavids.*
- *Investigate how the decline of the Ottoman Empire would have been different if Safavids were their allies.*
- *Compare the current political condition of the neighbouring countries similar to Safavid and Ottoman Empire.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to identify on the timeline the rule of the Muslims in Spain, Turkey, and Iran.
- Ask students to use a Venn diagram to make a comparison of Ottomans with Safavids.
- Take verbal responses from students to share their research findings on the glory of Muslim rule in Spain.
- Assign the students' group presentations to inquire about the glory of Muslim rule in Spain.
- Take verbal responses from students about the role of significant leaders that marked the glory of Islam in Spain.
- Ask students to share their analysis verbally on the tactics used by Tariq Bin Ziyad to conquer Spain.
- Ask students to share their observations using a flow chart to discover how the Ottoman Empire achieved its glory.
- Ask students to share their verbal responses after watching the documentaries on the rise and fall of the Ottoman Empire.
- *Ask students to read given documents to inquire the main cause of rivalry between Ottomans and Safavids.*

### **Summative Assessments**

Students will:

- Construct in their notebooks the timeline to describe the rule of Muslims in Spain, Turkey, and Iran.
- Draw in their notebooks a Venn diagram to compare and contrast Ottomans with Safavids.
- Attempt a quiz developed on the glory of Muslim rule in Spain.
- Give group presentations to share their findings of the glory of Muslim rule in Spain. A follow-up questions session can help students do a critical analysis of the topic.
- Write in their notebooks about at least three significant leaders that marked the glory of Islam in Spain.
- Draw posters to describe the war tactics used by Tariq Bin Ziyad to conquer Spain.
- Draw a flowchart in their notebooks to describe how the Ottoman Empire achieved its glory.
- Attempt a worksheet developed on the rise and fall of the Ottoman Empire.
- *Attempt the document-based questions to inquire the main cause of rivalry between Ottomans and Safavids.*

### **Learning Activities**

The Teacher will:

- Guide students through the timeline of the rule of the Muslims in Spain, Turkey, and Iran.
- Use a Venn diagram to compare and contrast Ottomans with Safavids.
- Divide the class into groups and ask each group to gather information from textbooks and the Internet about the glory of Muslim rule in Spain. Each group can present their findings to the whole class for understanding and further discussion.
- Generate a discussion to explore the role of significant leaders that marked the glory of Islam in Spain.
- Generate a discussion to analyze the tactic used by Tariq Bin Ziyad to conquer Spain.
- Use a flowchart to discover how the Ottoman Empire achieved its glory.
- Show documentaries to help students find out the causes of the decline of the Ottoman Empire.
- *Use historical sources to inquire about the main cause of rivalry between Ottomans and Safavids.*

### **Unit 3: Mughals in Subcontinent**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.
- explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways by different people.
- Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

**Knowledge:**

*Students will:*

- Trace the origins of the first Mughal ruler Babur, and explore the reasons for his invasion of the Subcontinent.
- Describe how the First Battle of Panipat marked the beginnings of the Mughal Era in the Subcontinent.
- Explain the contributions of Babur.

**Skills:**

*Students will be able to:*

- Use a timeline showing the span of Mohammad Bin Qasim till the War of Independence, and identify the period of the arrival of Mughals in India.
- Use an organogram to depict the sequence of events after Babur's invasion.
- Read relevant books, search from the Internet to gather information about the political condition of India before Mughal Era, e.g., European exploration.
- Analyze the political situation of Delhi Sultanate that helped Babur to conquer the Subcontinent.
- Investigate reasons why some rulers in the Subcontinent helped Babur in his invasion.
- Investigate reasons for Babur's victory despite having a little army compared to Ibrahim Lodhi.
- *Inquire some of Babur's qualities as explained by different sources.*
- *Investigate how history would be different if Mughals had never come to the Subcontinent.*
- *Explore how the current political condition of the country is different from the political scenario of the Delhi Sultanate in the Subcontinent at the time of Babar.*

**Assessments****Formative Assessments**

The Teacher will:

- Ask students to use a timeline showing the span of the arrival of Mohammad Bin Qasim till the War of Independence, and identify the time period of the arrival of Mughals in India.
- Ask students to gather information to make group presentations to analyze the political situation which helped Babur conquer the Subcontinent.
- Take verbal responses from students on the political situation in India before the Mughal Era.
- Ask students to identify some factors which helped Babur to conquer the Subcontinent.
- Ask students to use provided documents and investigate why some rulers in the Subcontinent helped Babur in his invasion.

- Ask students to study the flowchart and give a verbal response on the reasons of Babur's victory despite having a little army compared to Ibrahim Lodhi.
- *Ask students to make a booklet highlighting the strengths of at least four Mughal Emperors as military administrators.*

### **Summative Assessments**

Students will:

- Draw a timeline showing the span of the arrival of Mohammad Bin Qasim till the War of Independence and identify the time period of the arrival of Mughals in India.
- Write a paragraph or two in their notebooks to explain the political situation which helped Babur conquer the Subcontinent.
- Attempt a worksheet developed on the political situation in India before the Mughal Era.
- Write a paragraph or two about the political situation of India before the arrival of the Mughals.
- Assign a group activity to do research, take cut-outs of prints, and design a poster on the battle between Babur and Ibrahim Lodhi.
- *Make a booklet highlighting the strengths of at least four Mughal Emperors as military administrators.*

### **Learning Activities**

The Teacher will

- Use a timeline showing the span of the arrival of Mohammad Bin Qasim till the War of Independence and identify the time period of the arrival of Mughals in India.
- Use an organogram to depict the sequence of events after Babur's invasion.
- Use research methodology to help students explore information about the political condition of India before the Mughal Era.
- Divide the class into groups and ask each group to gather and analyze information on the political situation which helped Babur to conquer the Subcontinent. Students will use sources like the Internet and reference books to gather information for analysis.
- Use documents to help students investigate why some rulers in the Subcontinent helped Babur in his invasion.
- Use a flowchart to explain the reasons for Babur's victory despite a smaller army compared to Ibrahim Lodhi.
- *Highlight the strengths of Mughal Emperors as military administrators.*

## **Unit 4: Humayun and Akbar**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

**Student Learning Outcomes:**

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore and evaluate the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge and understanding to critically analyze that the past has been represented, and interpreted in different ways by different people.
- Use historical knowledge and understanding to critically analyze their own behavior and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

**Knowledge:**

*Students will:*

- Explain some contributions of Humayun as a Mughal Emperor.
- Describe the greatest contribution of Sher Shah Suri with examples.
- Analyze why Akbar is considered the greatest Mughal ruler.
- Describe the historical significance of the Second Battle of Panipat in the establishment of the Mughal Era in the Subcontinent.
- Enlist major enemies of Akbar and explain how he defeated them.

**Skills:**

*Students will be able to:*

- Use a timeline to identify the time of major events during the regime of Humayun and Akbar.
- Use a Venn diagram to depict differences and similarities between Humayun and Akbar as rulers.
- Read relevant books, search from the Internet to gather information about the major challenges faced by the Mughals.
- Enquire into some differences between Humayun and his father as rulers.
- Discover why Humayun took exile in Persia.
- Explain how Sher Shah Suri captured Bengal from Humayun.
- Evaluate why Humayun was unable to successfully rule his inherited empire.
- Explore war strategies that Akbar adopted against his enemies leading to their defeat.
- Analyze Akbar's administration and the Mansabdari System.
- Evaluate religious policies developed by Akbar.
- Investigate the arrival of the British as traders to India as East India Company.

- *Analyze why Humayun is known as a weak ruler compared to other Mughal Emperors. Investigate how the history would be different if Mughals had never come to the subcontinent.*
- *Justify that the early death of Sher Shah Suri influenced the history of the Subcontinent.*
- *Enquire about some of Babur's qualities as explained by different sources.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to use the given timeline to identify the time of the major events during the regimes of Humayun and Akbar.
- Ask students to use Venn diagrams to depict differences, and similarities, between Humayun and Akbar as rulers.
- Ask students to share their research findings through verbal responses about the major challenges faced by Mughals in the Subcontinent.
- Ask students to use a flowchart to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Ask students to share their verbal responses to discover why Humayun took exile in Persia.
- Ask students to use posters to explain how Sher Shah Suri captured Bengal from Humayun.
- Ask students to do a group activity to evaluate why Humayun was unable to successfully rule his inherited empire.
- Ask students to make presentations in groups to explore war strategies that Akbar adopted against his enemies leading to their defeat. (The students will also relate those strategies with modern-day war practices.)
- Ask students to use the provided documents to analyze Akbar's administration and the Mansabdari System.
- Ask students to use extra study material to evaluate religious policies developed by Akbar.

### **Summative Assessments**

Students will:

- Construct a timeline to identify the time of the major events during the regime of Humayun and Akbar.
- Draw Venn diagrams to depict differences, and similarities, between Humayun and Akbar as rulers.
- Write in their notebooks at least three major challenges faced by Mughals in the Subcontinent.
- Draw a flowchart in their notebooks to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Write in their notebooks two reasons to explain why Humayun took exile in Persia.
- Make posters to describe how Sher Shah Suri captured Bengal from Humayun.



- Write a report to evaluate why Humayun was unable to successfully rule his inherited empire.
- Give group presentations to discuss the war strategies which Akbar adopted against his enemies leading to their defeat. (The students will also relate those strategies with modern-day war practices.)
- Do the document-based questions to analyze Akbar's administration and the Mansabdari System.
- Write a paragraph in their notebooks to evaluate the religious policies developed by Akbar.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the major events during the regime of Humayun and Akbar.
- Use Venn diagrams to depict differences and similarities between Humayun and Akbar as rulers.
- Share gathered information through secondary research sources to discuss the major challenges faced by Mughals in the Subcontinent.
- Use a flowchart to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Generate a discussion to help students discover why Humayun took exile in Persia.
- Use posters to explain how Sher Shah Suri captured Bengal from Humayun.
- Assign a group activity to students to evaluate why Humayun was unable to successfully rule his inherited empire. share their findings with the class.
- Engage the class into a group activity to explore war strategies which Akbar adopted against his enemies leading to their defeat. The teacher will inquire from students to relate those strategies with modern-day war practices and share their findings for better understanding.
- Use the documents to help students analyze Akbar's administration and the Mansabdari System. Students will relate the Mansabdari System with the modern-day practices in Pakistan.
- Use extra study material to evaluate religious policies developed by Akbar.

## **Unit 5: Jahangir, Shah Jahan, and Aurangzeb**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.

- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate the information, gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways by different people.
- Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

**Knowledge:**

*Students will:*

- Describe different achievements Jahangir made during his reign.
- Describe Nur Jahan's contributions in Jahangir's achievements.
- Describe some architectural achievements of Shah Jahan.
- Describe who Marathas were, and how they became the strongest enemy of the Mughals.

**Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the regime of Nur-ud-din Muhammad Saleem Jahangir, Shahab ud-Din Shah Jahan, and Mohi al-din Muhammad Aurangzeb, in the time span of Mughal arrival in India till the last Mughal Emperor.
- Read relevant books, search from the Internet and gather information about the Persian impact introduced by Mughals in the art and culture of the Subcontinent.
- Explore the artistic, and cultural touch, added to the Mughal Empire by Jahangir.
- Explore different traits based on which Shah Jahan was called 'The Magnificent'.
- Evaluate the contributions of Aurangzeb compared to other Mughal rulers.
- Analyze Deccan wars, and how they resulted in the expansion of Aurangzeb's Empire.
- Investigate reasons why Aurangzeb was given the title of 'World Conqueror'.
- Compare Mughal architecture with modern architecture in Pakistan.
- Describe the impact of the Mughal Empire on the culture, language, art, and social life of the Subcontinent.

- *Analyze why Mehr-un-Nissa is known as the 'Light of the World'.*
- *Enquire why Nur Jahan became the ruler of the Mughal Empire.*
- *Investigate how the Mughal Era left a strong imprint on the food and clothing of the Subcontinent.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to use a timeline to identify the time of the regime of Jahangir, Shah Jahan, and Aurangzeb in the time span of Mughal arrival in India till the last Mughal Emperor.
- Ask students to use provided research material to gather information about the Persian impact introduced by Mughals in the art and culture of the subcontinent.
- Ask students to watch video links to explore the artistic and cultural touch added to the Mughal Empire by Jahangir and share their responses with the class.
- Ask students to read research documents to explore different traits based on which Shah Jahan was called 'The Magnificent'.
- Ask students to use the T-chart, and evaluate the contributions of Aurangzeb compared to other Mughal rulers.
- The teacher will ask students to share their verbal responses to explain their analysis on the Deccan wars, and how they resulted in the expansion of Aurangzeb's Empire.
- Ask students to describe the posters on the reasons explaining why Aurangzeb was given the title of 'World Conqueror'.
- Ask students to watch documentaries, and share their verbal responses, on the comparison of Mughal architecture with the modern architecture in Pakistan.
- Ask students to study sketches and share their points of judgment on the impact of the Mughal Empire on the culture, language, art, and social life of the Subcontinent.
- *Ask students to read the documents and share their inquiries explaining why Nur Jahan became the ruler of the Mughal Empire.*

### **Summative Assessments**

Students will:

- Construct a timeline to identify the time of the regime of Jahangir, Shah Jahan, and Aurangzeb, in the time span of Mughal arrival in India till the last Mughal Emperor.

- Write in their notebooks a paragraph to share their gathered information about the Persian impact introduced by Mughals in the art and culture of the Subcontinent.
- Record their responses to explore the artistic and cultural touch added to the Mughal Empire by Jahangir, and share with the class.
- Do the document-based questions to explore different traits based on which Shah Jahan was called 'The Magnificent'.
- Make a T-chart in their notebooks to evaluate the contributions of Aurangzeb compared to other Mughal rulers.
- Write a paragraph or two to share their analysis on the Deccan wars and how they resulted in the expansion of Aurangzeb's Empire.
- Make posters to investigate reasons why Aurangzeb was given the title of 'World Conqueror'.
- Write their responses in their notebooks to explain the comparison of the Mughal architecture with the modern architecture in Pakistan.
- Make sketches to describe the impact of the Mughal Empire on the culture, language, art, and social life of the Subcontinent.
- *Do the document-based questions to inquire why Nur Jahan became the ruler of the Mughal Empire.*

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the regime of Jahangir, Shah Jahan, and Aurangzeb in the time span of Mughal arrival in India till the last Mughal Emperor.
- Use secondary research material to share gathered information about the Persian impact introduced by Mughals in the art and culture of the Subcontinent.
- The teacher will use video links to explore the artistic and cultural touch added to the Mughal Empire by Jahangir, and share responses with the class.
- Use research documents to explore different traits based on which Shah Jahan was called 'The Magnificent'.
- Use the T-chart and evaluate the contributions of Aurangzeb compared to other Mughal rulers.
- The teacher will do the analysis on the Deccan wars and how they resulted in the expansion of Aurangzeb's Empire.
- Use the posters to describe the reasons why Aurangzeb was given the title of 'World Conqueror'.
- Show documentaries to help students compare Mughal architecture with the modern architecture in Pakistan.
- Use sketches to describe the impact of the Mughal Empire on the culture, language, art, and social life of the Subcontinent.
- *Use documents to help students inquire why Nur Jahan became the ruler of the Mughal Empire.*

## Unit 6: Decline of Mughals

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

### Student Learning Outcomes:

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways by different people.
- Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

### **Knowledge:**

#### *Students will:*

- Explain why Aurangzeb started to lose his powers gradually.
- Describe Bahadur Shah Zafar's Reign as the last Mughal Emperor.
- Explain how the British took over the Subcontinent.

### **Skills:**

#### *Students will be able to:*

- Use a timeline to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Read relevant books, search from the Internet to gather information about the internal struggle of succession in the Mughal Court.
- Enquire reasons for the War of Succession.
- Investigate factors that led to the collapse of the Mughal Empire.

- Explore how the decline of the Mughal Empire led to the formation of the East India Company in the subcontinent.
- *Justify that the War of Succession in the Mughal Court was the actual reason that weakened the Mughal Empire.*
- *Investigate why Persia owns the famous Peacock Throne of the Mughal Court.*
- *State reasons for the exile of Bahadur Shah Zafar*
- *Compare the similar political situations in many countries as Mughals had to face during their decline.*
- *Appreciate the importance of political stability taking the historical example of the Mughal Court during its decline.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use the timeline to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Ask students to use secondary research material to share their gathered information about the internal struggle of succession in the Mughal Court.
- Ask students to use the flowchart and share their enquiries verbally to explain the reasons for the War of Succession.
- Ask students to read documents and investigate factors that led to the collapse of the Mughal Empire.
- Ask students to use posters to explore how the decline of the Mughal Empire led to the formation of the East India Company in the Subcontinent.
- *Ask students to use sketches to describe why Persia owns the famous Peacock Throne of the Mughal Court.*

### Summative Assessments

Students will:

- Construct the timeline in their notebooks to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Write a paragraph in their notebooks about the internal struggle of succession in the Mughal Court.
- Draw a flowchart in their notebooks to describe the reasons for the War of Succession.
- Do the document-based questions to investigate factors that led to the collapse of the Mughal Empire.

- Make posters to explore how the decline of the Mughal Empire led to the formation of the East India Company in the Subcontinent.
- *Draw sketches to describe why Persia owns the famous Peacock Throne of the Mughal Court.*

### **Learning Activities**

The Teacher will:

- Use a timeline to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Use secondary research material to share gathered information about the internal struggle of succession in the Mughal Court.
- Use a flowchart to help students enquire about the reasons for the War of Succession.
- Use research documents to help students investigate factors that led to the collapse of the Mughal Empire.
- Use posters to explore how the decline of the Mughal Empire led to the formation of the East India Company in the Subcontinent.
- *Use sketches to describe why Persia owns the famous Peacock Throne of the Mughal Court.*

## **Unit 7: Role of Muslim Religious Leaders during Crisis**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge and understanding to critically analyze that the past has been represented, and interpreted in different ways by different people.
- Use historical knowledge and understanding to critically analyze their own behaviour, and make informed choices to bring positive change in personal and community future.

- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

**Knowledge:**

*Students will:*

- Describe the challenges faced by Muslims after the decline of Mughals.
- Explain Sheikh Ahmad's contributions which made him Mujaddid Alf-Sani.
- Enlist Shah Waliullah's religious and political efforts in response to Muslims' decline.
- Describe Syed Ahmed Shaheed Bareilvi's vision of Jihad.
- Identify Syed Ahmed Shaheed Bareilvi's struggles for the restoration of Islam in the Subcontinent.

**Skills:**

*Students will be able to:*

- Use a timeline to identify time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Use an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Read relevant books, search from the Internet to gather information about the contributions of Shah Waliullah.
- Explore Muslims' response to the challenging situation of the Subcontinent.
- Evaluate the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Evaluate Haji Shariatullah's contribution to strengthening Muslims of the Subcontinent as a community.

**Assessments**

**Formative Assessments**

The Teacher will:

- Ask students to use a timeline to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Ask students to observe an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Ask students to read provided research documents to investigate and gather information about the contributions of Shah Waliullah in the Subcontinent.
- Ask students to use posters to explore Muslims' response to the challenging situation of the Subcontinent.
- Ask students to read the extra study material and share their verbal responses on their evaluation of the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.



- Ask students to read, and understand, the worksheet to explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Ask students to read documents to evaluate Haji Shariatullah's contribution to strengthening Muslims of the Subcontinent as a community.

### **Summative Assessments**

Students will:

- Construct a timeline in their notebooks to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Draw in their notebooks an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Do the document-based questions about the contributions of Shah Waliullah in the Subcontinent.
- Make posters to explore Muslims' response to the challenging situation of the Subcontinent.
- Write in their notebooks at least three causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Do a worksheet to explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Attempt document-based questions to evaluate Haji Shariatullah's contribution to strengthening Muslims of the Subcontinent as a community.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Use an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Use research documents to help students investigate and gather information about the contributions of Shah Waliullah in the Subcontinent.
- Use posters to explore Muslims' response to the challenging situation of the Subcontinent.
- Use extra study material to evaluate the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Use a worksheet to help students explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Use documents to evaluate Haji Shariatullah's contribution to strengthen Muslims of the Subcontinent as a community.

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## Unit 8: Industrial Revolution

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways by different people.
- Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

### **Knowledge:**

*Students will:*

- Describe some of the reasons behind the Industrial Revolution.
- Explain how the steam engine drove the Industrial Revolution throughout the World.
- Identify the countries that gained huge economic benefits by adapting to the Industrial Revolution.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the Industrial Revolution in the span of Bahadur Shah Zafar till the War of Independence.
- Use an organogram to depict the impacts of Industrialisation on the World.
- Read relevant books, search from the Internet and gather information about the advantages, and disadvantages, of the Industrial Revolution.
- Explore inventions that were caused by the Steam Engine.
- Analyze some of the impacts of the Industrial Revolution on the Subcontinent.
- Explain how European countries started capturing Asian and African countries as their colonies in search of raw material for their industries.

- *Justify that Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*
- *Predict the current situation of our region if people of the Subcontinent had thought of converting their raw material into goods during the Industrial Revolution.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to study the provided timeline to identify the time of Industrial Revolution in the span of Bahadur Shah Zafar till the War of Independence.
- Ask students to share their verbal responses by using an organogram to depict the impacts of Industrialization on the World.
- Take verbal responses from students on the advantages, and disadvantages, of the Industrial Revolution.
- Ask students to identify any three inventions which were caused by the Steam Engine.
- Ask students to gather information from the Internet to analyze some of the impact of the Industrial Revolution in the Subcontinent.
- Ask students to prepare a group presentation on how European countries started capturing Asian and African countries as their colonies in search of raw material for their industries.
- *Take verbal responses on videos and documentaries to explain how Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*

### **Summative Assessments**

Students will:

- Describe in their notebooks the events related to the time of the Industrial Revolution in the span of Bahadur Shah Zafar till the War of Independence.
- Write in their notebooks at least three impacts of industrialization on the World.
- Design a scrapbook to describe the advantages, and disadvantages, of industrialization.
- Draw in their notebooks the sketches of any three inventions which were caused by the Steam Engine.
- Attempt a quiz developed on the impact of the Industrial Revolution in the Subcontinent.
- Give group presentations on how European countries started capturing Asian and African countries as their colonies in search of raw material for their industries.
- *Watch and discuss videos and documentaries to explain how Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the Industrial Revolution in the span of Bahadur Shah Zafar till the War of Independence.
- Use an organogram to depict the impact of Industrialization on the World.
- Show a video to discuss the advantages and disadvantages of the Industrial Revolution.
- Use research methodology to help students explore inventions that were caused by the Steam Engine.
- Divide the class into groups to gather information to analyze some of the impacts of the Industrial Revolution in the Subcontinent.
- Generate a discussion to help students identify how European countries started capturing Asian and African countries as their colonies in search of raw material for their industries.
- *Show videos and documentaries to explain how Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*

### **Unit 9: Rise of British in India**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways by different people.
- Use historical knowledge and understanding to critically analyze their own behaviour and make informed choices to bring a positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

**Knowledge:***Students will:*

- Describe the Battle of Plassey and the Battle of Buxar.
- Describe the success of Haider Ali in defeating the British at Madras.
- Describe Haider Ali's conquest of Cuddalore.
- Explain the role of Mir Jaffar in the Battle of Plassey.
- Identify the important developments made during the Reign of Tipu Sultan.
- Explain the role of Marathas and Nizams in establishing British rule in India.
- Describe the significance of 'Farman' by the Mughal Court in the establishment of East India Company in the Subcontinent.
- Explain the context of the Doctrine of Lapse of Lord Dalhousie in 1852 and its consequences on Indians.
- Describe the reasons behind the War of Independence in 1857.

**Skills:***Students will be able to:*

- Use a timeline to identify the time of the Battles of Plassey and Buxar and the death of Tipu Sultan in the span of the East India Company till the War of Independence.
- Use an organogram to depict the sequence of events that led to the rise of British power in India.
- Read relevant books, search from the Internet and gather information about the rise of the British in the Subcontinent.
- Investigate the reasons why the British came to India.
- Explore the causes of the Battle of Plassey.
- Interpret the causes of the Battle of Buxar.
- Compare, and contrast, the Battle of Plassey and Battle of Buxar.
- Analyze the results of the Battle of Plassey and Battle of Buxar.
- Investigate reasons why the British were able to defeat Haider Ali and then, Tipu Sultan.
- Analyze how the British strengthened their rule in the Sub-continent.
- Inquire some consequences of Queen Victoria's Proclamation Act of 1858.
- Analyze the effects of the War of Independence in 1857.
- Inquire the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.
- *Compare the similar situations most of the developing countries are facing currently that the Mughals faced during the issuance of the 'Farman' for East India Company.*
- *Infer the short-term and long-term effects of the Doctrine of Lapse on the sub-continent.*
- *Explore how the British Rule before 1857 caused discontent and resentment among the Indians.*

- *Summarize the long-lasting effects of the War of Independence on the cultural and political life of the people of India.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to use a timeline to identify the time of Battles of Plassey and Buxar and the death of Tipu Sultan in the span of East India Company till the War of Independence.
- Ask students to share their observations of an organogram to depict the sequence of events that led to the rise of British power in India.
- Ask students to use provided study material to explore the rise of the British in the Subcontinent and share their verbal responses with the class.
- Ask students to use a flowchart to identify the responses on the reasons why the British came to India.
- Ask students to gather information through provided documents and Internet research to analyze some of the causes and consequences of the Battle of Plassey and the Battle of Buxar.
- Ask students to use the Venn diagram and share their verbal responses to explain the differences, and similarities, between the Battle of Plassey and the Battle of Buxar.
- Ask students to share their verbal responses with the class to conclude the reasons why the British were able to defeat Haider Ali and Tipu Sultan.
- Ask students to read the provided research documents and share their analysis on how the British strengthened their rule in the Sub-continent.
- Ask students to share verbally some consequences of Queen Victoria's Proclamation Act of 1858.

- Ask students to watch video links to analyze the effects of the War of Independence in 1857.
- Ask students to use posters to inquire about the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.

### **Summative Assessments**

Students will:

- Draw a timeline in their notebooks to identify the time of Battles of Plassey and Buxar and death of Tipu Sultan in the span of East India Company till the War of Independence.
- Construct an organogram to depict the sequence of events that led to the rise of the British power in India.
- Write in their copies a paragraph or two to explain the rise of the British in the Subcontinent and share their verbal responses with the class.
- Draw a flowchart in their notebooks to identify the responses on the reasons why the British came to India.
- Attempt the document-based questions to analyze some of the causes, and consequences, of the Battle of Plassey and the Battle of Buxar.
- Draw a Venn diagram in their notebooks to explain the differences, and similarities, between the Battle of Plassey and the Battle of Buxar.
- Write in their notebooks at least three reasons to conclude why the British were able to defeat Haider Ali and Tipu Sultan.
- Do the document-based questions on how the British strengthened their rule in the Sub-continent.
- The teacher will ask students to verbally share some consequences of Queen Victoria's Proclamation Act of 1858.
- Write at least three paragraphs in their notebooks after watching the video links to analyze the effects of the War of Independence in 1857.
- Make posters to illustrate the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of Battles of Plassey and Buxar and the death of Tipu Sultan in the span of the East India Company till the War of Independence.
- Use an organogram to depict the sequence of events that led to the rise of the British power in India.
- Use extra study material to help students explore and gather information about the rise of the British in the Subcontinent.
- Use a flowchart to help students identify the responses on the reasons why the British came to India.
- Divide the class into groups and ask each group to gather information through documents and the Internet to analyze some of the causes and consequences of the Battle of Plassey and the Battle of Buxar.
- Use a Venn diagram to depict differences and similarities between the Battle of Plassey and the Battle of Buxar.



- Generate a class discussion to conclude the reasons why the British were able to defeat Haider Ali and Tipu Sultan.
- Use research documents to help students analyze how the British strengthened their rule in the Sub-continent.
- Generate a class discussion to inquire about some consequences of Queen Victoria's Proclamation Act of 1858.
- Use some video links to analyze the effects of the War of Independence in 1857.
- Use posters to inquire about the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.

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## History – Grade 8 Suggested Guidelines

### TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

<b>Grade 6 (9000 BCE- 600 CE)</b>	<b>Grade 7 (600 CE- 1800 CE)</b>	<b>Grade 8 (1803 CE- To date)</b>
<ol style="list-style-type: none"><li><b>1. Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li><li><b>2. Persian, Greek, Roman civilizations</b></li><li><b>3. Aryans, Kushans, Guptas,</b></li><li><b>4. Rise of Islamic Civilisation</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Middle Ages in Europe (500-1500)</b></li><li><b>2. Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li><li><b>3. Muslim Dynasties (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) and Crusades</b></li><li><b>4. Muslims in South Asia (Delhi Sultanate, Mughal Empire)</b></li><li><b>5. Modern period in Europe (Renaissance and Enlightenment)</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Arrival of the British in Subcontinent</b></li><li><b>2. Reform Movements in India</b></li><li><b>3. World Wars I &amp; II</b></li><li><b>4. Political Awakening in India</b></li><li><b>5. Pakistan a new Country: 1947 till today</b></li></ol>

### **Core Skills and Values Benchmarks of History Grade 8**

The required skills and values are to be essentially embedded as the overarching SLOs in each unit of History Grade 8.

### **Core Skills Benchmarks of History Grade 8**

- Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT to collect evidence for their interpretations.
- Use timelines and organograms to understand, and demonstrate, the sequence of events, organise information to predict and to draw conclusions of the cause and effects.
- Sophisticated use of chronological terms and historical conventions in written and verbal responses to events to identify and indicate time.
- *Make links of historical understanding of concepts with other subjects. (if applicable)*

### **Core Values Benchmarks of History Grade 8**

- Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice and tolerance.)
- Understand the adverse consequences of not obeying the national and international laws in the Global World.
- Identify the role of International Institutions for human welfare. (UNICEF, UNESCO, WHO, etc.) (if applicable)

## **History Class 8**

### **Unit 1. Sir Syed Ahmed Khan**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.

- Critically evaluate the information gathered from different study periods to reason, and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge and understanding to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

### **Knowledge:**

*Students will:*

- Describe the socio-economic conditions of the Muslims after the War of Independence in 1857.
- Explain the social, political and educational contributions of Sir Syed Ahmed Khan in the political awakening of the Muslims of the Subcontinent.
- Describe some contributions of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims.
- List some objectives of the Muhammadan Educational Conference.

### **Skills:**

*Students will be able to:*

- Use an organogram to depict the education reforms for the Muslims by different institutions.
- Read relevant books, and search the Internet to gather information about Sir Syed Ahmed Khan to explain the message he gave to the Muslims.
- Use a timeline to identify the time of the Sir Syed Movement in the span of the War of Independence till the formation of Pakistan.
- Explore reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- Analyze the reasons behind the two-nation theory of Sir Syed Ahmed Khan.
- *Evaluate why Sir Syed Ahmed Khan is called the 'Founding Father of Pakistan'.*
- *Justify with reasons that Aligarh can be compared to Oxford University for the Muslims of the Subcontinent.*

### **Assessments**

#### **Formative Assessments**

The Teacher will:

- Ask students to discuss the timeline of the Sir Syed Movement in the span of the War of Independence till the formation of Pakistan.
- Observe students while they construct an organogram to depict the education reforms for Muslims by different institutions.

- Ask students to verbally explain the message given by Sir Syed Ahmed Khan to the Muslims of the Subcontinent.
- Ask students to generate a dialogue/debate to conclude the reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- Ask students about the contributions of Sir Syed Ahmed Khan in the political awakening of the Muslims of the Subcontinent.
- Ask students to examine the reasons behind the two-nation theory of Sir Syed Ahmed Khan.
- Verbal responses from students about some contributions of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims.

### **Summative Assessments**

Students will:

- Attempt a quiz developed on Sir Syed Ahmed Khan.
- Construct a timeline to identify the time of the Sir Syed Movement in the span of the War of Independence till the formation of Pakistan in their notebooks.
- Construct in their notebooks an organogram to depict the education reforms for the Muslims by different institutions.
- Construct a flowchart diagram to demonstrate the message given by Sir Syed Ahmed Khan to the Muslims of the Subcontinent.
- Write in their notebooks at least two significant objectives of the Muhammadan Educational Conference.
- Attempt a quiz on the contributions of Sir Syed Ahmed Khan in the History of the subcontinent.
- Write at least two significant reasons behind the two-nation theory of Sir Syed Ahmed Khan.
- Write at least three reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- *Record a short video with a duration of 1-2 minutes to share their opinion, with logical reasons, that Aligarh can be compared as the Oxford University for the Muslims of the Subcontinent.*

### **Learning Activities**

The Teacher will:

- Construct a timeline to explain the time of the Sir Syed Movement in the span of the War of Independence till the formation of Pakistan.
- Use an organogram to depict the education reforms for the Muslims by different institutions.
- Ask students to list at least two significant objectives of the Muhammadan Educational Conference.
- Ask students to read relevant books and search the Internet to gather information about Sir Syed Ahmed Khan to explain the message he gave to the Muslims in the form of a booklet.
- Divide the class into groups and ask each group to gather, and analyze, information from sources like relevant books, visit local museums, about Sir Syed Ahmed Khan to explain the message he gave to the Muslims. Each group will later share their findings with the rest of the class.
- Discuss different secondary research sources to share the information and findings of the reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- Generate a class discussion/debate to conclude the reason behind the two-nation theory of Sir Syed Ahmed Khan.

- *Show a video to describe the reasons that Aligarh can be compared to Oxford University for the Muslims of the Subcontinent.*

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## Unit 2. Formation of the Congress and Muslim League (1885- 1911)

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

### **Knowledge:**

*Students will:*

- Explain the major reasons for the making of the Congress by Lord A. O. Hume in 1885.
- Describe some initial demands of Congress.
- Assess the importance of these demands for the Muslims of sub-continent.
- Describe the main reasons for the formation of the Muslim League in 1906.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the Bengal Partition, formation of the Congress and Muslim League in the span of the War of Independence till the formation of Pakistan.
- Use the Venn diagram to demonstrate the differences, and similarities, between the Congress and the Muslim League.
- Read relevant books, visit local museums, search from the Internet, to gather information about the conditions of the Muslims compared to Hindus in India before partition.
- Investigate why Muslim Leaders joined the Congress.
- Explain how the partition of Bengal turned out in favour of the Muslims.

- Explore how the Simla Deputation paved the way for the formation of the Muslim League.
- Identify the reasons why the British had to reverse the Partition of Bengal.
- Analyze the consequences of the reversal of the Partition of Bengal in 1911.
- Conclude that the Partition of Bengal was the turning point of the Hindu Muslim Unity.
- *Describe the role of Minto Morley Reforms in the formation of Pakistan.*
- *Justify, with examples, that the Partition and reversal of Bengal was the real milestone for the Independence of Pakistan.*
- *Reflect on the negotiation skills the political parties in India used to communicate their demands.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to find the location of Bengal using a world map.
- Ask students to discuss a Venn diagram to explain the differences and similarities, between the Congress and the Muslim League.
- Ask students to give reasons how the Partition of Bengal turned out in the favour of the Muslims with relevant evidence.
- Take verbal responses about the condition of the Muslims compared to Hindus in India before partition.
- Generate enquiry among students to share the consequences of the reversal of the Partition of Bengal in 1911.
- *Ask students to give some examples of how the Partition and reversal of Bengal was the real milestone for the Independence of Pakistan.*

### Summative Assessments

Students will:

- Attempt a quiz developed on Formation of the Congress and the Muslim League.
- Construct a timeline to sequence the events from Bengal Partition, formation of the Congress and Muslim League in the span of War of Independence till the formation of Pakistan, in chronological order.
- Compare, and contrast, Congress and the Muslim League by giving at least two differences, and two similarities, between the two by using the Venn diagram.
- Be asked to write 3 reasons why Muslim Leaders joined the Congress.
- Write in their notebooks at least 2 reasons why the British had to reverse the Partition of Bengal focusing on summative assessment.



- Prepare a report/online blog by gathering information using relevant books, visiting local museums and online material, to demonstrate a comparison between the conditions of the Muslims and Hindus in India before partition.
- Students explore and gather information from online sources to prepare a T Chart to demonstrate how the Simla Deputation paved the way for the formation of the Muslim League.
- Record 1-2 minutes short videos to share their opinion on how the Partition of Bengal was the turning point of the Hindu Muslim Unity.

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the time of Bengal Partition, formation of the Congress and Muslim League in the span of the War of Independence till the formation of Pakistan.
- Use some sources like relevant books, visit local museums and online material to gather information about the condition of the Muslims compared to Hindus in India before partition.
- Use Venn diagrams to demonstrate the differences, and similarities, between the Congress and the Muslim League.
- Discuss reasons for why Muslim Leaders joined the Congress.
- The teacher can divide the class in groups to inquire how the Partition of Bengal turned out in the favour of the Muslims. Each group can present their findings to the whole class for understanding and further discussion.
- Generate a discussion/debate to identify the reasons why the British had to reverse the Partition of Bengal focusing on summative assessment.
- Use an atlas to locate Bengal in modern world map
- Generate a discussion to conclude the Partition of Bengal as the turning point of the Hindu Muslim Unity.
- Use research methodology to help students explore, and gather information, about how the Simla Deputation paved the way for the formation of the Muslim League.
- *Show a video to describe the role of Minto Morley Reforms in the formation of Pakistan.*

### Unit 3. World War I (1914-18)

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and verbal responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts, and issues, of the past as the cause and effect within, and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues, and actively participate to take up social responsibilities accordingly as good global citizens.
- Understand the adverse consequences of not obeying the national and international laws in the Global World.
- Identify the role of International Institutions for human welfare. (UNICEF, UNESCO, WHO, etc.)

#### **Knowledge:**

*Students will:*

- Describe some major reasons for World War I.
- Describe some events of World War I.
- Explain the role of the Ottoman Empire in World War I.

#### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of World War I in the span of the War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the events of World War I and its consequences.
- Read relevant books, search from the Internet, to gather information about the causes that led to World War I.
- Evaluate the major changes in Europe in 1800.
- Investigate the role of Germany and Italy in World War I.
- Evaluate the consequences Germany and the Ottoman Empire had to face after World War I.

- Identify the reasons why Turkey had to sign the Treaty of Sevres after World War I.
- Enquire the reason for USA's involvement in World War I.
- Discover the role of countries that worked to bring peace in Europe.
- Explore the role of Indians in World War I.
- Analyze the major changes Russia underwent after World War I.
- *Justify that the Treaty of Sevres is based on fair justice.*
- *Draw a conclusion of who was the actual winner of World War I.*
- *Discover the beginning of Communism after World War I.*
- *Analyze the importance of dialogue in the peace development process during World War I.*

## Assessments

### Formative Assessments

The Teacher will;

- Take verbal responses on some major reasons for World War I.
- Discuss the timeline to describe some events of World War I.
- Take oral responses from the students about the role of the Ottoman Empire in World War I.
- Observe students while they construct an organogram to demonstrate the events of World War I, and its consequences,
- Ask students to study some resources and share a couple of facts related to the causes that led to World War I.
- Ask students to give a group presentation to highlight the significant changes in Europe in 1800.
- Ask students to study some resources and share a couple of facts related to the role of Germany and Italy in World War I. (Resources will be provided by the teacher like; old newspaper pictures/prints, artefacts, articles, etc.).
- Ask students to discuss the important points of documentaries shown in class to identify the consequences Germany and the Ottoman Empire had to face after World War I.
- Ask students to discuss some possible reasons why Turkey had to sign the Treaty of Sevres after World War I.
- Ask the students to list down at least three reasons for the USA's involvement in World War I.
- Ask students to discuss and evaluate the role of countries that worked to bring peace in Europe.
- Ask students to study some resources and share a couple of facts about the role of Indians in World War I.

### Summative Assessments

Students will:

- Attempt a quiz developed on World War I.
- Write in their notebooks at least four reasons for World War I.

- Make a timeline of the significant events of World War I in their notebooks, sequencing them in chronological order.
- Make a flowchart to highlight the role of the Ottoman Empire in World War I.
- Construct in their notebooks an organogram to demonstrate the events of World War I, and its consequences.
- Make a short video of 1-2 minutes to highlight the significant causes that led to World War I.
- Write in their notebooks at least two roles of Germany and Italy in World War I.
- Design a scrapbook to demonstrate the consequences Germany and the Ottoman Empire had to face after World War I.
- Write in their notebooks at-least two reasons why Turkey had to sign the Treaty of Sevres after World War I.
- Write in their notebooks at least three reasons for the role of countries that worked to bring peace in Europe.
- Make a short video of 1-2 minutes to highlight the role of Indians in World War I.

### **Learning Activities**

The Teacher will:

- Generate a discussion/debate to inquire about the major reasons for World War I.
- Use a timeline to explain the time and events of World War I.
- Discuss the role of the Ottoman Empire in World War I through some secondary sources like books, videos, and documents.
- Use an organogram to demonstrate the events of World War I and its consequences.
- Discuss the causes that led to World War I, through some secondary sources like books, videos, and documents.
- Divide the class into groups and ask each group to gather and analyze information from sources like relevant books, visit local museums, focusing on the major changes in Europe in 1800. Each group will later share their findings with the rest of the class.
- Initiate a verbal discussion to help students identify the role of Germany and Italy in World War I.
- Show some documentaries to investigate the consequences Germany and Ottoman Empire had to face after World War I.
- Generate a discussion to inquire the reasons why Turkey had to sign the Treaty of Sevres after World War I.
- Generate a class debate/discussion to explore the reason for the USA's involvement in World War I.
- Engage the class in a group activity to list down the reasons for the role of countries that worked to bring peace in Europe.
- Discuss the role of Indians in World War I through some secondary sources like books, videos, and documents

## Unit 4. Hindu Muslim Unity (1912-22)

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and verbal responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason, and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge and understanding to critically analyze their behaviour, and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

### **Knowledge:**

*Students will:*

- Describe the importance of the Lucknow Pact of 1916 for Hindu Muslim unity.
- Describe some main points of the Montague Reforms and why they were introduced.
- Describe the incident of Jallianwala Bagh in 1919.
- Recall the role of Muslims and Hindus in WWI.
- Identify some contributions of the founders of the Khilafat Movement in the Subcontinent.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the Lucknow Pact, Jallianwala Bagh, and Khilafat Movement, in the span of the War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the events of the Jallianwala Bagh and its consequences.
- Read relevant books, search from the Internet and gather information about the consequences of World War I on the Subcontinent.
- Explore reasons why the Muslim and Hindu Leaders united against the British.
- Explore reasons for rejection of Montague reforms by Congress.

- Explore reasons for rejection of Montague reforms by the Muslim leaders.
- Evaluate why the British imposed the Rowlatt Act after WWI.
- Enquire into the reaction of the Muslim and Hindu leaders to the Rowlett Act.
- Explain the consequences that Britain had to face after the incident of Jallianwala Bagh.
- Explore the reasons for the failure of the Khilafat Movement.
- *Investigate why the Hijrat Movement became a cause for the failure of the Khilafat Movement.*
- *Justify that Jinnah can be truly claimed as the True Ambassador of Hindu-Muslim Unity.*
- *Begin to understand the importance of dialogue in the peace development process rather than forcing violence as the British did in the Jallianwala Bagh incident.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to discuss the timeline to identify the time of the Lucknow Pact, Jallianwala Bagh and Khilafat Movement in the span of the War of Independence till the formation of Pakistan.
- Observe students while they construct an organogram to demonstrate the event of the Jallianwala Bagh and its consequences.
- Ask students to study some resources, and share, a couple of facts related to the consequences of World War I on the Subcontinent.
- Ask students to examine the reasons of why the Muslim and Hindu Leaders united against the British.
- Ask students to discuss the important points of documentaries shown in class to investigate the reasons for the rejection of the Montague Reforms by the Congress and Muslim Leaders.
- Ask students to identify and discuss some differences between the reasons of rejection of Montague Reforms by the Congress and the Muslim leaders.
- Ask the students to list down at-least two reasons why the British imposed the Rowlatt Act after WWI.
- Ask students to examine the reaction of the Muslim and Hindu leaders to the Rowlatt Act.
- Ask students to discuss at-least two consequences that Britain had to face after the incident of Jallianwala Bagh.
- Ask students to do Internet research to explore the reasons for the failure of the Khilafat Movement.

### Summative Assessments

Students will:

- Attempt a quiz developed on Hindu Muslim Unity.

- Make a timeline to identify the time of the Lucknow Pact, Jallianwala Bagh and Khilafat Movement in the span of the War of Independence till the formation of Pakistan, in their notebooks.
- Construct in their notebooks an organogram to demonstrate the event of the Jallianwala Bagh and its consequences.
- Make a short video of 1-2 minutes to highlight the consequences of World War I on the Subcontinent.
- Construct a flow chart diagram to discuss the reasons why the Muslim and Hindu Leaders united against the British.
- Design a scrapbook to investigate the reasons for rejection of Montague Reforms by the Congress and Muslim leaders.
- Write in their notebooks at least two differences between the reasons for rejection of Montague Reforms by the Congress and the Muslim leaders.
- Write in their notebooks at least three reasons why the British imposed the Rowlatt Act after WWI.
- Construct a flowchart diagram in their notebooks to demonstrate the reaction of the Muslim and Hindu leaders on the Rowlatt Act.
- Write in their notebooks at-least two consequences that Britain had to face after the incident of Jallianwala Bagh.
- Write in their notebooks a paragraph explaining the reasons for the failure of the Khilafat Movement.
- *Write three reasons in their notebook to justify that Jinnah can be truly claimed as the True Ambassador of Hindu-Muslim Unity.*

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the occurrence of the Lucknow Pact, Jallianwala Bagh and Khilafat Movement in the span of the War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the events of the Jallianwala Bagh and its consequences.
- Discuss the consequences of World War I on the Subcontinent through some secondary sources like books, videos and documents.
- Divide the class into 4-5 groups for discussions focusing on the reasons why the Muslim and Hindu Leaders united against the British.
- Show some documentaries to investigate the respective reasons for rejection of Montague Reforms by the Congress and Muslim League leaders.
- Ask students to differentiate between the reasons for rejection of Montague Reforms by Congress and the Muslim leaders using a T-chart.
- Generate a class debate to identify the reasons why the British imposed the Rowlatt Act after WWI.
- Divide the class into groups and ask each group to gather, and analyze, information from sources like relevant books, visit local museums, and the reaction of the Muslim and Hindu leaders on the Rowlatt Act. Each group will later share their findings with the rest of the class.
- Generate a discussion to find the consequences that Britain had to face after the incident of Jallianwala Bagh.
- Discuss reasons behind the failure of the Khilafat Movement.

- *Discuss the role of M. A. Jinnah as an ambassador of Hindu-Muslim unity as he remained member of both Muslim League and Indian National Congress.*

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## Unit 5. Political Awareness in Subcontinent (1920-30)

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

### **Knowledge:**

*Students will:*

- Describe main features of the Nehru Report in 1928.
- Identify the most important demand made in Jinnah's 14 points.
- Explain the historical importance of Allama Iqbal's address of 1930 at Allahabad.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of announcement of 14 points of Mr. Jinnah, Allahabad Address, and Gandhi's Salt Movement, in the span of War of Independence till the formation of Pakistan.
- Read relevant books, search the Internet, and gather information about the contributions of Allama Iqbal's in the formation of Pakistan.
- Explore why Simon Commission was rejected by all main political parties of India.
- Discover the reasons why Quaid-e-Azam had to announce his 14 points.

- Enquire about the reasons behind Gandhi's Salt March and its outcomes.
- Conclude if the Non-cooperation Movement of Gandhi brought back the Hindu-Muslims unity.
- *Justify that Allama Iqbal has rightly earned the title of the 'Poet of the East'.*
- *Begin to understand the importance of literature as a peaceful protest to communicate your demands rather than adopting violent measures taking the historical example of Iqbal's poetry.*
- *Conclude if Gandhi's Non-Violent movement is a good example of the peaceful protest for civil rights.*

## Assessments

### Formative Assessments

The Teacher will:

- Use a timeline to identify the time of announcement of 14 points of Mr Jinnah, Allahabad Address, and Gandhi's Salt Movement, in the span of War of Independence till the formation of Pakistan.
- Ask students to read relevant books, search the Internet to gather and share information about the contributions of Allama Iqbal in the formation of Pakistan.
- Ask students to do Internet research to examine the reasons why the Simon Commission was rejected by all main political parties of India.
- Ask students to evaluate the reasons why Quaid-e-Azam had to announce his 14 points.
- Take verbal responses from students about the reasons behind Gandhi's Salt March and its outcomes.
- Ask students to share their analysis verbally on the statement, 'Non-cooperation Movement of Gandhi brought back the Hindu-Muslims unity'.

### Summative Assessments

Students will:

- Attempt a quiz developed on the political awakening in the Subcontinent before the Partition.
- Make a timeline to identify the time of announcement of 14 points of Mr. Jinnah, Allahabad Address, and Gandhi's Salt Movement, in the span of War of Independence till the formation of Pakistan, in their notebooks.
- Write in their notebooks at-least two significant contributions of Allama Iqbal in the formation of Pakistan
- Write in their notebooks a paragraph explaining why Simon Commission was rejected by all main political parties of India.
- Write a couple of paragraphs on the events explaining the reasons why Quaid-e-Azam had to announce his 14 points.

- Give group presentations to share their findings of the reasons behind Gandhi's Salt March and its outcomes. A follow-up questions session can help students do a critical analysis of the topic.
- Write in their notebooks a paragraph or two to conclude if the: Non-cooperation Movement of Gandhi brought back the Hindu-Muslims unity.
- *Write three reasons in their notebook to justify that the contributions made by Allama Iqbal have rightly earned the title of the 'Poet of the East'.*

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the time of announcement of 14 points of Mr. Jinnah, Allahabad Address, and Gandhi's Salt Movement in the span of War of Independence till the formation of Pakistan.
- Use research methodology to help students explore the contributions of Allama Iqbal in the formation of Pakistan through some secondary sources like books, videos and documents.
- Discuss reasons why the Simon Commission was rejected by all main political parties of India.
- Engage the class in a group activity to list down the reasons why Quaid-e-Azam had to announce his 14 points.
- Generate a discussion to inquire the reasons behind Gandhi's Salt March and its outcomes.
- Generate a class debate/discussion to conclude if the 'Non-cooperation Movement of Gandhi brought back the Hindu-Muslims unity'.
- *Discuss the important historical contributions made by Allama Iqbal have rightly earned the title, 'Poet of the East'.*



## **Unit 6. Reform of Muslim League (1930-39)**

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and verbal responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.

- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their own behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

**Knowledge:**

*Students will:*

- Describe events that led the British to hold the three Round Table Conferences.
- Describe the reason and main implication of the introduction of the Communal Awards.
- Explain the historical significance of the Day of Deliverance in 1939.
- *Identify the importance of the Pirpur Report for Muslim League.*
- Explain the reasons and impacts of the reorganisation of the Muslim League.

**Skills:**

*Students will be able to:*

- Use a timeline to identify the time of three Round Table Conferences in the span of War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the events of the three Round Table Conferences, and their outcomes.
- Read relevant books, visit local museums, search the Internet and gather information about the role of the elections of 1937 in the formation of Pakistan.
- Explore the reasons why the Round Table Conferences were held in England from 1930-32.
- Evaluate the failure of the Round Table Conferences.
- Identify the most successful Round Table Conference.
- Enquire about the consequences of the three Round Table Conferences.
- Evaluate the reaction of the Muslims and Hindus towards the Communal Awards.
- Enquire about the most important feature of the India Act in 1935.
- Conclude how the result of the 1937 elections impacted the Muslims.
- *Differentiate Government of India Act, 1919 from the Government of India Act, 1935?*
- *Conclude the most important lesson the Muslims learnt from the Round Table Conferences.*

- *Explore the historical importance of the India Act, 1935 in the Independence of Pakistan.*
- *Analyze the power of dialogue to communicate your demands and resolve conflict by taking the historical example of Mr. Jinnah during the Round Table Conferences.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to use a timeline to identify the time of three Round Table Conferences in the span of the War of Independence till the formation of Pakistan.
- Observe students while they construct an organogram to demonstrate some key events of the three Round Table Conferences and their outcomes.
- Ask students to use provided study material to explore the role of elections of 1937 in the formation of Pakistan, and share their verbal responses with class.
- Ask students to use a flowchart to identify the responses on the reasons why the Round Table Conferences were held in England from 1930-32.
- Ask students to gather information through provided documents and Internet research to analyze some of the causes of the failure of the Round Table Conferences.
- Ask students to share their verbal responses with the class to identify the most successful Round Table Conference.
- Ask students to share verbally any two consequences of the three Round Table Conferences
- Ask students to discuss the reaction of the Muslims and Hindus towards the Communal Awards.
- Ask students to read the provided research documents and share their analysis on the features of the India Act in 1935.
- Ask students to watch video links to explore how the result of the 1937 elections impacted the Muslims.
- *Ask students to use the Venn diagram and share their verbal responses to explain the differences, and similarities, between the Government of India Act, 1919 and the Government of India Act, 1935.*

### **Summative Assessments**

Students will:

- Attempt a quiz developed on the reformation of the Muslim League.
- Draw a timeline in their notebooks to identify the time of three Round Table Conferences in the span of War of Independence till the formation of Pakistan.
- Construct in their notebooks an organogram to demonstrate some key events of the three Round Table Conferences, and their outcomes.
- Write in their copies a paragraph or two to explain the rise of the British in the Subcontinent, and share their verbal responses with the class.

- Write in their copies a paragraph or two to explain the role of the elections of 1937 in the formation of Pakistan, and share their verbal responses with the class.
- Draw a flowchart in their notebooks to identify the responses on the reasons why the Round Table Conferences were held in England from 1930-32.
- Attempt the document-based questions to analyze some of the causes of the failure of the Round Table Conferences.
- Write in their notebooks a paragraph or two about the most successful Round Table Conference.
- Write in their notebooks at-least two consequences of the three Round Table Conferences.
- Write in their notebooks at least two significant consequences of the three Round Table Conferences.
- Share their verbal responses with the class to conclude the significant reaction of the Muslims and Hindus towards the Communal Awards.
- Write in their notebooks at least three most important features of the India Act in 1935.
- Write a couple of paragraphs in their notebooks after watching the video links to conclude the impact of the result of the 1937 elections on the Muslims.
- *Draw a Venn diagram to depict the similarities, and differences, between the Government of India Act, 1919 and the Government of India Act, 1935 in their notebooks.*

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### Learning Activities

The teacher will:

- Use a timeline to explain the time of three Round Table Conferences in the span of War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the events of the three Round Table Conferences and their outcomes.
- Use extra study material to help students explore, and gather information about the role of the elections of 1937 in the formation of Pakistan.
- Use a flowchart to help students identify the responses on the reasons why the Round Table Conferences were held in England from 1930-32.
- Divide the class into groups and ask each group to gather information through documents and the Internet to analyze some of the causes of the failure of the Round Table Conferences.
- Generate a class discussion to identify the most successful Round Table Conference.
- Use research methodology to help students explore the consequences of the three Round Table Conferences through some secondary sources like books, videos and documents.
- Divide the class into groups and ask each group to gather and analyze information from sources like relevant books, visit local museums, about the reaction of the Muslims and Hindus towards the Communal Awards. Each group will later share their findings with the rest of the class.
- Use research documents to help students explore the most important feature of the India Act in 1935.
- Use some video links to analyze, and conclude, how the result of the 1937 elections impacted the Muslims.
- *Use a Venn diagram to explain the similarities, and differences, between the Government of India Act, 1919 and the Government of India Act, 1935.*

## Unit 7. World War II and its Aftermath (1939-45)

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their own behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.
- Understand the adverse consequences of not obeying the national and international laws in the Global World.
- Identify the role of International Institutions for human welfare. (UNICEF, UNESCO, WHO, etc.) (if applicable)

### **Knowledge:**

*Students will:*

- Describe some sequence of events of World War II.
- Explain the role of Indians in World War II.
- Outline some of the details of the cold war and why it began.
- Enlist the basic functions of the United Nations and its main bodies.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of World War II in the span of War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the events of World War II and their consequences.
- Read relevant books, search from the Internet and gather information about the impact of World War II in the formation of Pakistan.
- Evaluate reasons that led to World War II.
- Analyze the consequences of World War II.



- Explore reasons for the Congress resignation from Government in 1939.
- Evaluate the main Muslim League's decision to work jointly with the British in World War II.
- Explore the reasons for the formation of the United Nations after World War II.
- Evaluate the consequences of the Cold War on Pakistan.
- *Explore the reasons why the British had to announce a National Government in India after World War II.*
- *Justify that the British' decision of settling Jews in Palestine was based on fair justice.*
- *Enquire the real victims of the Cold War between the USA and USSR.*
- *Analyze the importance of technological advancements that aided the USA to win the War.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use a timeline to identify the time of World War II in the span of the War of Independence till the formation of Pakistan.
- Ask students to share their observations of an organogram to depict the sequence of events of World War II and their consequences.
- Ask students to use provided study material to explore the impacts of World War II in the formation of Pakistan, and share their verbal responses with the class.
- Ask students to use a flowchart to identify the responses on the reasons that led to World War II.
- Ask students to gather information through provided documents and Internet research to analyze some of the consequences of World War II.
- Ask students to share their verbal responses with the class to conclude the reasons for the Congress resignation from the Government in 1939.
- Ask students to read the provided research documents, and share their analysis on the main Muslim League's decision to work jointly with the British in World War II.
- Ask students to verbally share some reasons for the formation of the United Nations after World War II.
- Ask students to watch video links to analyze the consequences of the Cold War on Pakistan.

- *Ask students to watch and discuss videos and documentaries to explain the importance of technological advancements that aided the USA to win the War.*

### **Summative Assessments**

Students will:

- Attempt a quiz developed on World War II and its aftermath.
- Draw a timeline in their notebooks to identify the time of World War II in the span of the War of Independence till the formation of Pakistan.
- Construct an organogram to depict the sequence of events of World War II and their consequences.
- Write in their copies a paragraph or two to explain the impacts of World War II in the formation of Pakistan, and share their verbal responses with the class.
- Draw a flowchart in their notebooks to identify the responses on the reasons that led to World War II.
- Attempt the document-based questions to analyze some of the consequences of World War II.
- Write in their notebooks at least three reasons for the Congress resignation from the Government in 1939.
- Do the document-based questions on the main Muslim League's decision to work jointly with the British in World War II.
- Verbally share some reasons for the formation of the United Nations after World War II.
- Write in their notebooks at least three consequences of the Cold War on Pakistan, after watching the shared video links.
- *Write in their copies a paragraph or two to explain the importance of technological advancements that aided the USA to win the War.*

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the time of World War II in the span of the War of Independence till the formation of Pakistan.
- Use an organogram to depict the sequence of events of World War II and their consequences.
- Use extra study material to help students explore and gather information about the impact of World War II in the formation of Pakistan.
- Use a flow chart to help students identify the responses on the reasons that led to World War II.
- Divide the class into groups and ask each group to gather information through documents, and the Internet, to analyze some of the consequences of World War II.
- Generate a class discussion to conclude the reasons for the Congress resignation from the Government in 1939.
- Use research documents to help students evaluate the main Muslim League's decision to work jointly with the British in World War II.
- Generate a class discussion to inquire about some reasons for the formation of the United Nations after World War II.
- Use some video links to analyze the consequences of the Cold War on Pakistan.

- *Show videos and documentaries to explain the importance of technological advancements that aided the USA to win the War.*

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## Unit 8. Partition of India and Formation of Pakistan (1940-47)

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts and issues of the past.
- Explore the cause and effect within, and across, study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their own behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

### **Knowledge:**

*Students will:*

- Describe the historical significance of the Lahore Resolution of 1940 in the formation of Pakistan.
- Describe the role of Muslim women and students in the Movement for Pakistan.
- Identify the key points of Cripps Proposal.
- Describe the major reasons that led to the 'Quit India Movement'.
- Explain why Mr Jinnah had to announce 'Direct Action Day'.
- Identify the key points of the 'Independence Act' of 1947.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the events of the Lahore Resolution. Cripps Proposal, Quit India Movement, and Independence Act, in the span of War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the sequence of events led by the Lahore Resolution.
- Read relevant books, search from the Internet and gather information about the events that led to the formation of Pakistan.
- Explore why it was essential for the Muslims of the Subcontinent to have a separate country.

- Enquire about the consequence of the failure of the Cripps Proposal.
- Explore the outcomes of the 'Quit India Movement'.
- Enquire about the reasons for the failure of the Jinnah-Gandhi talks.
- Evaluate the role of Lord Mountbatten in the formation of Pakistan.
- *Enquire about the role of World War II in the Partition of India.*
- *Justify that Mr. Jinnah's actions were different from the rest of the political leaders of India demanding the British to leave their land.*
- *Conclude that Mr. Jinnah has rightly earned the title of 'Quaid-e-Azam'.*
- *Enquire about the contribution of Urdu literature written on the topic of partition and migration.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use the given timeline to identify the time of the events of Lahore Resolution, Cripps Proposal, Quit India Movement, and Independence Act, in the span of War of Independence till the formation of Pakistan.
- Observe students while they will construct an organogram to demonstrate the sequence of events led by the Lahore Resolution.
- Ask students to share their research findings through verbal responses about the events that led to the formation of Pakistan.
- Ask students to share their verbal responses to discover why it was essential for the Muslims of the Subcontinent to have a separate country.
- Ask students to do a group activity to explore the consequences of the failure of the Cripps Proposal.
- Ask students to make presentations in groups to identify the outcomes of the 'Quit India Movement'. The students will also relate those outcomes with the actions taken by the British to suppress this movement.
- Ask students to use extra study material to evaluate the reasons for the failure of the Jinnah-Gandhi Talks.
- Ask students to share their verbal responses on the role of Lord Mountbatten in the formation of Pakistan.

### Summative Assessments

Students will:

- Construct a timeline in their notebooks to identify the time of the events of the Lahore Resolution, Cripps Proposal, Quit India Movement, and Independence Act, in the span of War of Independence till the formation of Pakistan.

- Construct in their notebooks an organogram to demonstrate the sequence of events led by the Lahore Resolution.
- Write in their notebooks about at least three major events that led to the formation of Pakistan.
- Write in their notebooks two reasons to explain why it was essential for the Muslims of the Subcontinent to have a separate country.
- Write a report to evaluate the consequences of the failure of the Cripps Proposal.
- Give group presentations to discuss the outcomes of the 'Quit India Movement'. The students will also relate those outcomes with the actions taken by the British to suppress the movement.
- Students will write in their notebooks at least three reasons for the failure of the Jinnah-Gandhi Talks.
- Make a short video of 1-2 minutes to highlight the role of Lord Mountbatten in the formation of Pakistan.
- *Give group presentations to share their findings on the significance of the contributions made by Mr. Jinnah. A follow-up questions session can help students do a critical analysis of the topic, to conclude that Mr. Jinnah has rightly earned the title of 'Quaid-e-Azam'.*

### **Learning Activities**

Teacher will:

- Develop a quiz on the Partition of India and Formation of Pakistan (1940-47) to test students.
- Use a timeline to explain the time of the events of Lahore Resolution, Cripps Proposal, Quit India Movement, and Independence Act, in the span of War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the sequence of events led by the Lahore Resolution.
- Share gathered information through secondary research sources to discuss the events that led to the formation of Pakistan.
- Generate a discussion to help students discover why it was essential for the Muslims of the Subcontinent to have a separate country.
- Assign a group activity to students to evaluate the consequence of the failure of the Cripps Proposal. Students will share their findings with the class.
- Engage the class in a group activity to explore the outcomes of the 'Quit India Movement'. The teacher will guide students to relate those outcomes with the actions taken by the British to suppress this movement, and share their findings for better understanding.
- Use extra study material to evaluate the reasons for the failure of the Jinnah-Gandhi Talks.
- Use some video links to analyze the role of Lord Mountbatten in the formation of Pakistan.
- *Divide the class into groups and ask each group to gather information from textbooks and the Internet to conclude that Mr. Jinnah has rightly earned the title of 'Quaid-e-Azam'. Each group can present their findings to the whole class for understanding and further discussion.*

## Unit 9. New Beginnings: Pakistan after 1947

**DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2: Cause and Effect of Events, and changes of the Past**

**DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods**

**DOMAIN 4: Historical Enquiry and Interpretation**

Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their own behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

### **Knowledge:**

*Students will:*

- Describe with Outline some salient features of the early beginnings of Pakistan after 1947.
- Explain events of the Kashmir War.
- Describe the main idea of Objective Resolution.
- Describe the key elements of the Constitution of 1956.
- List down some characteristics of Ayub Khan's Regime.
- Identify causes and events of the War of 1965.
- Identify causes and events of the War of 1971.
- Describe some details of the causes and events of the Afghan War.
- Identify the sequence of events of Cold War that led to the War on Terrorism.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the events after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions 1956, 1958, 1973, war 1965, 1971, Afghan war till the War on Terror.
- Use an organogram to demonstrate the sequence of events led by the Afghan War till the War on Terror.
- Read relevant books, search the Internet and gather information about the events that led to the formation of Pakistan.
- Explore some of the pull and push factors behind the Migration of 1947.

- Evaluate the most challenging problem Pakistan had to face after Independence.
- Explore the contributions of the migrants and common people in the struggle for the Freedom of Pakistan.
- Explore the consequences of the War of Kashmir on Pakistan.
- Enquire why part of objective resolution has become a compulsory part of all constitutions.
- Elaborate on the reasons behind the failure of the Constitution of 1956.
- Identify some major milestones of Ayub Khan's Regime.
- Analyze the most important contribution of Ayub Khan.
- Enquire about the significance of Ayub Khan's Regime in the history of Pakistan.
- Discover some causes of the War of 1965.
- Analyze the impact of the War of 1965 in the coming years.
- Compare the constitution of 1962 with the constitution of 1973.
- Discover key causes of the War of 1971.
- Analyze the impact of the War of 1971.
- Enquire into the consequences of the Afghan War on Pakistan.
- Explore the consequences of the War on Terror on the social and economic history of Pakistan.
- Identify the contributions of the Pakistan Army in the War on Terror.
- *Justify that the migration of 1947 was the biggest migration in human history.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use a timeline to identify the time of the events after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions of 1956, 1958, 1973, wars of 1965 and 1971, Afghan War till the War on Terror.
- Ask students to use an organogram to demonstrate the sequence of events led by the Afghan War till the War on Terror.
- Observe students while they work on some sources of information to gather data and information about the events that led to the formation of Pakistan
- Ask students to give some examples of the pull and push factors behind the Migration of 1947.



- Ask students to use provided study material to explore the most challenging problem Pakistan had to face after independence, and share their verbal responses with the class.
- Ask students to study some resources and share a couple of facts related to the contributions of the migrants and common people in the struggle for freedom of Pakistan.
- Ask students to watch video links to analyze the consequences of the War of Kashmir on Pakistan.
- Ask students to read the provided research documents, and share their analysis on why part of objective resolution has become a compulsory part of all constitutions.
- Ask students to share their observations by using posters and books to explore some reasons behind the failure of the Constitution of 1956.
- Ask the students to share their verbal responses about some major milestones of Ayub Khan's Regime.
- Ask students to use posters to inquire about a few important contributions of Ayub Khan.
- Ask students to share their analysis, verbally, on the significance of Ayub Khan's Regime in the history of Pakistan.
- Take verbal responses from students to discuss some causes of the War of 1965.
- Ask students to read the provided research documents, and share their analysis to identify the one most prominent impact of the War of 1965 in the coming years.
- Ask students to discuss the similarities, and differences, between the constitution of 1962 with the constitution of 1973, using a Venn diagram.
- Ask students to use a flowchart to identify the key causes of the War of 1971.
- Ask students to watch video links to analyze the impact of the War of 1971.
- Ask students to share their observations by using relevant sources like past newspapers, online sources, and historic books, to explore some consequences of the Afghan War on Pakistan.
- Ask students to share their analysis, verbally, on the most long-lasting consequences of the War on Terror on the social and economic history of Pakistan.
- Ask students to share, verbally, some contributions of the Pakistan Army in the War on Terror.

### **Summative Assessments**

Students will:

- Construct in their notebooks a timeline to locate the time period after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions of 1956, 1958, 1973, war of 1965, 1971, Afghan War till the War on Terror.
- Draw an organogram to demonstrate the sequence of events led by the Afghan War till the War of Terror.
- Write in their notebooks a paragraph or two to discuss the events that led to the formation of Pakistan.
- Write in their notebooks two examples of the pull and push factors behind the Migration of 1947.
- Write in their copies a paragraph or two to explain the most challenging problem Pakistan had to face after independence. and share their verbal responses with the class.

- Make a short video of 1-2 minutes to highlight the significant contributions of the migrants and common people in the struggle for freedom of Pakistan.
- Write a couple of paragraphs in their notebooks after watching the video links to analyze the consequences of the War of Kashmir on Pakistan.
- Do the document-based questions on why part of objective resolution has become a compulsory part of all constitutions.
- Write in their notebooks their findings of the reasons behind the failure of the Constitution of 1956.
- Write in their notebooks at least three major milestones of Ayub Khan's Regime.
- Make posters to illustrate the most important contribution of Ayub Khan.
- Give group presentations to share their findings of the significance of Ayub Khan's Regime in the history of Pakistan. A follow-up questions session can help students do a critical analysis of the topic.
- Write in their notebooks at least two causes of the War of 1965.
- Do the document-based questions in their notebooks to identify at least two significant impacts of the War of 1965 in the coming years.
- Draw a Venn diagram to explain the similarities, and differences, between the constitution of 1962 with the constitution of 1973 in their notebooks.
- Draw a flowchart in their notebooks to identify the key causes of the War of 1971.
- Write a couple of paragraphs in their notebooks after watching the video links to analyze the impact of the War of 1971.
- Write in their notebooks their findings of the consequences of the Afghan War on Pakistan.
- Give group presentations to share their findings of the consequences of the War on Terror on the social and economic history of Pakistan. A follow-up questions session can help students do a critical analysis of the topic.
- Make posters to illustrate the contributions of the Pakistan Army in the War on Terror.
- *Make a short video of 1-2 minutes to share their own opinion to justify that the migration of 1947 was the biggest migration in human history.*

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the time of the events after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions of 1956, 1958, 1973, war 1965, 1971, Afghan War till the War on Terror.
- Use an organogram to explain the sequence of events led by the Afghan War till the War on Terror.
- Use some sources of information to gather data, and information, about the events that led to the formation of Pakistan.
- The teacher can divide the class into 4-5 groups to inquire about some of the pull and push factors behind the migration of 1947. Each group can present their findings to the whole class for understanding and further discussion.
- Use extra study material to help students explore and gather information about the most challenging problem Pakistan had to face after Independence.

- Discuss the contributions of the migrants and common people in the struggle for freedom of Pakistan through some secondary sources like books, videos and documents.
- Use some video links to analyze the consequences of the War of Kashmir on Pakistan.
- Use research documents to help students analyze the reason why part of objective resolution has become a compulsory part of all constitutions.
- Generate a discussion to inquire about the reasons behind the failure of the Constitution of 1956.
- Engage the class into a group activity to list down some major milestones of Ayub Khan's Regime.
- Use posters to explain the most important contribution of Ayub Khan.
- Divide the class into groups and ask each group to gather information from textbooks and the Internet about the significance of Ayub Khan's Regime in the history of Pakistan. Each group can present their findings to the whole class for understanding and further discussion.
- Generate a discussion to discover some causes of the War of 1965.
- Use research documents to help students analyze the impact of the War of 1965 in the coming years.
- Use a Venn diagram to explain the similarities, and differences, between the constitution of 1962 with the constitution of 1973.
- Use a flowchart to help students discover the key causes of the War of 1971.
- Use some video links to analyze the impact of the War of 1971.
- Generate a discussion to inquire into the consequences of the Afghan War on Pakistan.
- Divide the class into groups and ask each group to gather information from textbooks and the Internet about the consequences of the War on Terror on the social and economic history of Pakistan. Each group can present their findings to the whole class for understanding and further discussion.
- Use posters to explain the contributions of the Pakistan Army in the War on Terror.
- *Ask the students to record a short video of 1-2 minutes with their own opinion to justify that migration of 1947 was the biggest migration in human history*

## History – 6-8 Curriculum

### Glossary

1. **Advancements:** the process of helping something/somebody to make progress or succeed; the progress that is made. For example, the advancements in the field of science.
2. **Adverse:** negative and unpleasant; not likely to produce a good result for example adverse change/circumstances/weather conditions.
3. **Analyze:** to examine the nature or structure of something, especially by separating it into its parts, to understand or explain it. For example, Researchers analyze the data collected in detail to make conclusions.
4. **Cause:** the person or thing that makes something happen. For example, unemployment is a major cause of poverty.
5. **Characteristics:** typical feature or quality that something/somebody has. For example, all human languages share some common characteristics.
6. **Chronological:** (of a number of events) arranged in the order in which they happened. For example, facts should be presented in chronological order.
7. **Citizen:** a person who has the legal right to belong to a particular country. For example, the primary responsibility of a state is to protect its citizens.
8. **Citizenship:** the state of being a citizen and accepting the responsibilities of it. For example, the role of the education must be to prepare young people for citizenship.
9. **Civics:** a social science that deals with the rights and duties of citizens.
10. **Civil Rights:** the rights that every person in a society has, for example to be treated equally, to be able to vote, work, etc. whatever their sex, race, or religion.
11. **Civilization:** a society, its culture and its way of life during a particular period of time or in a particular part of the world. For example, civilizations of ancient Greece and Rome.
12. **Community:** all the people who live in a particular area, country, etc. when talked about as a group.
13. **Consequences:** a result of something that has happened, especially an unpleasant result.

- 14. Convention:** the way in which something is done that most people in a society expect and consider to be polite or the right way to do it.
- 15. Cradle:** cradle of something the place where something important began. For example, Greece, the cradle of Western civilization.
- 16. Critique:** an act of judging the good and bad qualities of something. For example, to critique a poem.
- 17. Democracy:** a system of government in which the people of a country can vote to elect their representatives.
- 18. Effect:** a change that somebody/something causes in somebody/something else; a result. For example, modern farming methods can have a bad effect on the environment.
- 19. Enquiry:** the act of asking questions or collecting information about somebody/something. For example, a scientific enquiry.
- 20. Evaluate:** to form an opinion of the amount, value or quality of something after thinking about it carefully. For example, to critically evaluate whether a new technology will be useful or not.
- 21. Evidence:** the facts, signs or objects that make you believe that something is true. For example, researchers have found clear scientific evidence of a link between exposure to sun and skin cancer.
- 22. Explore:** to look at (something) in a careful way to learn more about it: to study or analyze (something). For example, researchers are exploring how language is acquired by children.
- 23. Flow chart:** a diagram that shows the connections between the different stages of a process or parts of a system.
- 24. Formative Assessments:** a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. For example, exit slips, discussions etc.
- 25. Industrialization:** the process of developing industries in a country or an area.

- 26. Infer:** to form (an opinion) from evidence: to reach (a conclusion) based on known facts. For example, to infer how certain changes will affect ordinary citizens.
- 27. Inquire:** to investigate, look into. For example, students will inquire the reasons for downfall of Mughal Empire.
- 28. Integrity:** the quality of being honest and having strong moral principles.
- 29. Interpretation:** the particular way in which something is understood or explained. An explanation or way of explaining.
- 30. Investigate:** to find out information and facts about a subject or problem by study or research.
- 31. Landmarks:** a building or a place that is very important because of its history, and that should be preserved
- 32. Organogram:** a diagram of the structure of an organization, especially a large business, showing the relationships between all the jobs in it
- 33. Patriotism:** love of your country and the desire to defend it.
- 34. Perseverance:** the quality of continuing to try to achieve a particular aim despite difficulties. For example, people *showed* great perseverance in the face of difficulty.
- 35. Predict:** to say that something will happen in the future. For example, economists predict a bright future for the businesses in the next financial year.
- 36. Primary sources:** A primary source is a firsthand account of an event that happened, data from a study, or an original work. Here are some examples of primary sources: Photographs of historical events, news articles, autobiographies by historical or famous people.
- 37. Rationale:** the principles or reasons which explain a particular decision, course of action, belief, etc.
- 38. Reform:** change that is made to a social system, an organization, etc. in order to improve or correct it.
- 39. Responsibilities:** the civil duties that each citizen is supposed to fulfill. It is believed that these responsibilities help make the country a peaceful and suitable place to live in.

- 40. Rights:** the benefits and the allowances that a certain governing body owes to the citizens, residents, and the people whom they govern. Usually, these rights are found to exist in democracies, and in such cases, they are protected by the constitution.
- 41. Secondary sources:** Secondary sources were created by someone who did not experience first-hand or participate in the events or conditions you're researching. For a historical research project, secondary sources are generally scholarly books and articles. A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may contain pictures, quotes, or graphics of primary sources.
- 42. Settlements:** a place where people have come to live and make their homes, especially where few or no people lived before.
- 43. Summative Assessments:** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. For example, end of unit exam or final term exam.
- 44. T-chart:** Graphic organizer, shaped like a “T,” used to separate information into two categories. A T chart can be used to compare and contrast two things, to list advantages and disadvantages, to separate facts from opinions, etc.
- 45. Timeline:** a horizontal line that is used to represent time, with the past towards the left and the future towards the right.
- 46. Venn Diagram:** a picture showing sets (= groups of things that have a shared quality) as circles that cross over each other, to show which qualities the different sets have in common.
- 47. Visualize:** to form a picture of somebody something in your mind.