



MyWorld

6

***Teacher's
Resource Book***

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Chapter 1: Globe and Maps

Lesson Objectives:

Students will be able to:

1. Differentiate between a map and a globe, especially with respect to how sizes of land in each of these vary.
2. Identify directions with reference to a specific location on a map.
3. Identify the distance between two points on a map using a map scale.
4. Define Latitudes, Longitudes, Northern Hemisphere and Southern Hemisphere.
5. Find the Location of a place on a Map using Latitudes and Longitudes.
6. Calculate the Time difference between two places with the help of Longitudes.
7. Describe types of maps and their importance and utility in our daily life.

Lesson Starters:

Get a map and a globe arranged beforehand and demonstrate the use of these two basic tools of geography. The students can be tasked to identify the continents and oceans in each.

You can ask students to present their ideas as to why sizes of continents and oceans and distances between them vary in a map and a globe. To stimulate understanding about the differences in map and globe, you can simply fold a paper map around the globe and point to the excess or shortage of space.

Brainstorming can also involve a quick review of the characteristics of earth, such as its round shape, the phenomenon of rotation and revolution, continental drifts, uneven surfaces and regions and so on.

Teaching Strategies:

Maps were first introduced in Book 5. Students need to recall concepts of maps presented there e.g. labels and keys in a map, cartography, uses of maps in everyday life, atlas etc.

In the current lesson, you need step ahead by introducing globes – stating that globes are maps plotted on a sphere. Here you need to discuss the definite advantage of a globe over a map i.e. minimal distortion of shape and scale. The first two pages of the chapter has reading intended to describe variations between maps and globes and their relative pros and cons.

Page 3-5 can be illustrated via a detailed diagram of the earth, showing hemispheres, grid lines, prime meridian, time zones, and International Date Line.

The components of a map as discussed on page 6 can also be presented neatly via a diagram. Ask students to label the diagram themselves.

Page 6 and 7 are detailed descriptions of the two main types of maps i.e. general reference maps and special-purpose maps. The former is more relevant in physical geography; the latter in human geography.

The lesson might be concluded with an activity involving map-plotting. It does not necessarily need to be based on the ones given in the chapter. Rather, you can ask students to map their route from home to school using various reference points and landmarks: roads, bridges, parks, hospitals etc.

Answer to Comprehension Assessment:

1. What are the different ways with which we can present geographic information of earth?

A. The surface of the Earth can be presented in two ways: 1. Map 2. Globe.

2. Differentiate between a map and a globe. What are the advantages and disadvantages of each?

A. A map is a two dimensional depiction of earth's surface. The natural, spherical surface of the earth is flattened or altered so that we can see all of the earth on a plane at a glance. In contrast, a globe presents all the surface of the earth in a relatively true scale. A globe helps us to accurately study the whole of earth. There is no distortion of shape, size, distance and directions in a globe.

3. List the different components of a map.

A. The different components of a map are as follows: 1. title, 2. scale, 3. compass rose, 4. symbols, 5. legend, 6. longitudes and 7. latitudes.

4. Why do different regions on earth have different times?

A. Different regions on earth find sunrise and sunset in different times. For example, when Pakistan sees morning, the Canada sees the night. As the earth rotates, the reverse is true i.e. Pakistan sees night and Canada sees morning. These sunrise-sunset variations make countries

adapt to different times with their benchmark referenced to certain hours added or subtracted from Greenwich Mean Time, or GMT. The time in Pakistan, for example, is GMT + 5 hours.

5. Which imaginary lines are drawn on a world map?

A. Different imaginary lines drawn on a world map include lines of latitude (including equator), lines of longitude and International Date Line.

6. What are the different types of maps? Describe their uses.

A. There are two main types of maps: Topographic Maps and Thematic Maps. Topographic maps show natural and manmade features of Earth like forests, rivers, towns, countries, states and culture. Special-purpose show only towns and political divisions without topographic features. They include geologic maps and relief maps.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material: Learn more about maps and their types by watching this video

<https://www.youtube.com/watch?v=zP2WLqR6An4>

Detailed explanations of Latitude and Longitude are available at

<https://www.youtube.com/watch?v=y6aPerEPbvw>

Chapter 2: Earth as a Planet

Lesson Objectives:

Students will be able to:

1. Describe the Universe and its components.
2. Recognize the Sun as a Star and source of energy for planets.
3. Describe the Shape and Size of Earth.
4. Explain the Rotation of Earth on its axis, formation of days and nights and changing length of days and nights during the year.
5. Explain the Revolution of Earth and how Seasons change.

6. Describe the Seasonal Variation in the two Hemispheres (Southern and Northern) at a time.
7. Describe the phenomena of Solar and Lunar Eclipses.
8. Draw diagrams of Solar Eclipse and Lunar Eclipse,
9. Label the Continents and Oceans on the given World Map.

Lesson Starters:

Brainstorming may involve discussion of ideas related to properties of Earth, especially the physical and functional properties. You might ask students if they can describe the surface of the earth... You might also encourage students to give their ideas regarding gravity and roundness of the objects in the universe. Ask questions like:

- a. Why do planets move in round paths? What would happen if their movements stop?
- b. Why are planets round in shape?
- c. How is earth different from other planets?
- d. How is earth different from moon and the sun?
- e. Why Sun looks different from other stars?

The students need not to give accurate answers. The purpose is to stimulate discussion and curiosity. Once the students are done with the chapter, most of these questions will have been answered.

Teaching Strategies:

The lesson picks out planet Earth from Solar System, which is just a tiny system of planets amongst the many millions that may be present in the universe.

A plausible teaching strategy to use here is use of the KWL technique. In it, students build on their earlier learning about a topic, correct and add facts therein, and build up a more concrete, solidified understanding of the topic following chapter reading.

Know	Want to Know	Learned

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The first column shall be filled with the information collected in the lesson starters. The second column shall comprise of the questions asked by students during the brainstorming. The third column will be filled once the student is over with chapter reading.

Comprehensive models showing most of the diagrammatic information presented in the chapter may be used to make concepts clear. You can even make your own model of the solar system and the earth using thermo polystyrene (thermocol), showing lines of axis and grids.

Remember, Geography is more about doing rather than mere reading and grasping of facts.

Encourage students to do as much artwork as possible. At the least, they should be able to pencil-draw and label different diagrams presented in the chapter.

Answer to Comprehension Assessment:

1) Describe the planets of Solar System.

A. The planets are divided in two categories: The Inner Planets also known as the rocky 'Terrestrial' planets and the Outer planets known as the 'Gas Giants'. Mercury, Venus, Earth, and Mars are inner planets. Jupiter, Saturn, Uranus and Neptune are outer planets.

2) What are Dwarf planets?

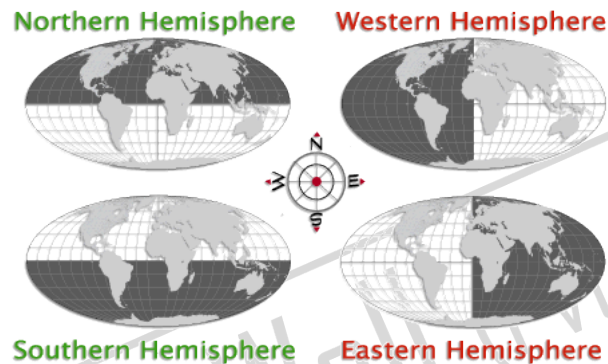
Dwarf planets are smaller than planets of the solar system. They share their orbiting path with other objects such as asteroids. Pluto, Ceres, Makemake, Eris and Haumea are the known Dwarf planets with Pluto being the most well-known one.

3) Why does earth experience day and night?

The earth rotates at an imaginary line called **axis**. When the earth rotates from west to east, it exposes one of its halves to the bright light of the sun. It is the half which we know as day, while the other half of it is in darkness known as night. Due to the constant rotation of the earth around its axis, it keeps switching from day to night and vice versa.

4) What are hemispheres?

Geographers hypothetically divide Earth into equal halves called hemispheres. The vertical division makes up the longitudinal hemisphere while the vertical division makes the latitudinal hemisphere. The imaginary longitudinal line dividing the earth in Eastern and Western Hemisphere is called the Meridian. The imaginary latitudinal line dividing the earth into Northern and Southern Hemisphere is called the Equator. The diagram below shows the various hemispheres.



5) How does earth's rotation lead to changes in seasons?

The earth's axis is not perpendicular to its orbit, thus it causes the earth to lean a little. This leads to different portions of the surface getting a varying amount of sun's heat and light. These constant variations cause changes in season. During a portion of the year the bottom of the earth, also known as Southern Hemisphere, receives more sunlight and heat while earth's top, also known as Northern Hemisphere, receives less sunlight and heat and is cooler as compared to the warmer Southern Hemisphere. Similarly as the planet earth continues its journey around the sun it allows the Northern Hemisphere to receive a greater amount of sunlight and heat as compared to the Southern Hemisphere.

These variations allow the existence of four season on planet earth; the breezy spring, which is followed by the hot summer which leads to the cooler autumn finally ending the cycle in the cold winter. During the summer season, day time is longer than twelve hours while during the winter season it is shorter than twelve hours.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material: Learn more about Earth as a planet by visiting the following links:

<https://www.youtube.com/watch?v=1Eh5BpSnBBw>

<http://solarsystem.nasa.gov/planets/earth>

Chapter 3**Earth as the Human Home****Lesson Objectives:**

Students will be able to:

1. List the conditions that make Earth a habitable planet.
2. Describe various spheres of the natural environment and their role in sustaining life on Earth.
3. Describe the factors that shape the pattern of human interaction with physical phenomenon of the Earth: climate, physical landscape, water, forests, living world.

Lesson Starters:

Start the lesson by stimulating discussion based on the questions given below:

1. Why is Earth the only planet known to sustain life?
2. Which conditions help Earth to host life?
3. Is it possible for humans to live on Earth in the absence of air? Water? Oxygen?
Moderate temperatures? Rainfall? Trees and Forests?

The students should be able to clearly understand that such features are very much exclusive to Earth and that without these the Earth would just be like any other planet devoid of conditions to host life?

Teaching Strategies:

A checklist of factors responsible for life on Earth may be drawn. Students should develop clear idea of the necessary geographic factors that contribute to life on Earth: atmosphere, rainfall and water cycle, forests, climate etc.

The check list might be completed as the students read through the chapter. A holistic diagram showing earth and the related natural phenomenon (in pictures) might also be drawn on the board. Alternatively, a table comparing earth's feature with those of any other planet might be drawn. Consider the example table given below:

Earth	Mars
1 moon	2 moons
Has atmosphere	No atmosphere
Has Liquid Water	No Liquid Water
Takes 365 days to revolve around sun	Takes 686 days

The second part of the chapter entails the Earth-Human interaction. In it, you may discuss about the ways the earliest humans settled: in forests and the wild, along the rivers, in small villages and towns. Make sure that students relate settlement with physical changes in the landscapes of earth. You can also talk about how millions of trees have been cut down to make space for human settlements in the form of towns and cities.

Pollution is the most threatening by-product of human-environment interaction. Students must recall how different forms of pollution on land, air and water affect habitats of different species. Stress must be placed on carbon emissions caused by transportation and industrial production. Lastly, you may talk about the ways with which we can reduce the harmful effects of humans on the environment. For example, you can discuss you intelligent use of paper and avoidance of paper products can the environment to remain green.

Answer to Comprehension Assessment:

1. Why is planet earth able to host life? What factors contribute to existence of life on earth?
 - A. The existence of life on earth owes to a number of factors. These include existence of water, motion of plates, earth's magnetic field and atmosphere.
2. Earth's system is composed of different spheres. What are these spheres?
 - A. Earth's system is divided in to four main spheres which interact with each other constantl and are responsible for maintaining balance on earth and its ecosystem. These four spheres are called Lithosphere, Hydrosphere, Biosphere and Atmosphere.
3. How has human activity effected the natural ecosystem and its elements? Elaborate in relation to any two elements of the environment.

- A. Human activities such as Industrial Pollution and Urbanization have caused severe damage to the natural environment of the earth but humans are making attempts to reverse the damage through various methods of preservation.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Learn more about Earth's history by visiting the following links:

<https://www.youtube.com/watch?v=SYOarZKipnU>

Chapter 4**Rocks and Their Types**

Lesson Objectives: Students will be able to:

1. Define rocks, elements and minerals.
2. Describe various types of rocks according to their mode of formation.
3. Describe Igneous rocks and their types,
4. Describe Sedimentary rocks and their types.
5. Differentiate between mechanically, chemically and organically formed rocks.
6. Describe metamorphic rocks and their types.
7. List the important characteristics of various rock groups.
8. Identify rocks found in Pakistan.

Lesson Starters:

Begin your lesson by asking questions related to the structure of the earth. The students should be able to recall the layers of earth described in previous chapters. Next, explain to them the 'process of rock formation' within earth's crust and subsequent natural processes which lead to different forms of rocks.

You can also mention some of the products of daily life that are made out of rock materials: table salt, pencil lead, copper and gold, iron and steel, gemstones and marble and so on.



Teaching Strategies:

In addition to reading from the chapter text, you could engage students in an activity wherein they list down the different manmade things from rocks: streets, bridges, fences, walls, monuments, bathtubs, railway tracks etc. The students should build the understanding that these things go through several processes of refinement, reshaping, crushing, mixing, melting etc. before we make use of them.

Answer to Comprehension Assessment:

- 1) What are minerals and why are they important for rock formation?
 - A. Minerals are component of rocks. The way a particular rock is formed determines the quantity or the type of minerals found in it. Minerals are crystalline and inorganic, that is, they are not made by a living thing and are always found in the solid state. Three thousand kinds of minerals are found on earth's surface for example rock salt is a mineral commonly used in many products by human beings. Some metals can be minerals too if they occur naturally. Gold, silver, copper and platinum are some of popularly known metals which also come under the category of minerals.
- 2) What are the three main types of rocks?
 - A. There are three main types of rocks: Igneous rocks, Sedimentary rocks and Metamorphic rocks.
- 3) What are the subdivisions of Sedimentary rocks?
 - A. There are four types of sedimentary rocks: Clastic Sedimentary rocks, Chemical Sedimentary rocks, Biochemical Sedimentary rocks and Organic Sedimentary rocks.
- 4) The land of Pakistan is rich in all three main kinds of rocks, what are the rocks commonly found in its various regions?
 - A. Rock salt is abundantly found in the Khewra mines, copper and gold are found in RekoDiq, Balochistan, iron ore deposits are found in Nokundi, Chinot, Kalabagh, and Haripur, and gemstones are found in Northern and western regions of Pakistan.
- 5) There are numerous interesting rock formation all over the world, describe at least four of them.



A. Rocks are found in unique and beautiful forms all over the world. Examples are TadrartAcacus in Sahara Desert, Karakorum range in the Baltistan region, The Wave in northern Arizona, Chocolate hills in Philippines, YehliuGeopark in Northern Taiwan, White desert in the Western Desert of Egypt, Goreme fairy chimney in Central Turkey, and Uluru in Australia.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Learn about 3 Types of Rocks and the Rock Cycle: Igneous, Sedimentary, Metamorphic by watching this video <https://www.youtube.com/watch?v=EGK1KkLjdQY>

Chapter 5**Major Land Features**

Lesson Objectives: Students will be able to:

1. Differentiate between Mountains, Plateaus and Plains.
2. Describe types of Mountains according to their Mode of Formation.
3. Describe types of Plateaus according to their Mode of Formation.
4. Describe types of Plains according to their Mode of Formation.
5. Identify Major Land Features on a Map of the World.
6. List and locate main Rivers of the World on a Map.

Lesson Starters:

Brainstorming may involve discussion of ideas related to properties of Earth, especially the physical features. Begin your lesson by asking questions related to the major land features of the earth. Like what are mountains? Do you see the mountains? Do you know how it form?

You can also involve the student by showing them the images of the different landforms.



Teaching Strategies:

Cooperative learning and discussion regarding the earth's physical feature is crucial as teaching strategies for this lesson.

The concepts of mountains, plateaus and plains should be easy to explain once the student understands layers of the earth.. Many students will already be familiar at least with the concept of mountains; remind the students that a mountain is the highest landform on the surface of the earth. It is usually found to be conical in shape with steep sides and a pointed tip called a peak. Then explain its types. In the same way explain them about the plateaus and plains.

Teachers must place special emphasis on the diagrams presented along chapter text. If possible, draw and label some of those diagrams on the board. You could also ask students to label the diagrams themselves by looking onto their textbooks.

Answer to Comprehension Assessment:

1. What are the different features of Earth? Why are they important?

The different features of the earth can be classified according to three categories which are mountains, plateaus and plains. These features are important because they impact functioning of the ecosystem and the weather conditions, influencing life on earth.

2. What are mountain? Describe the different types of mountains?

When the plates of the earth's crust slowly collide with each other, it can result in the elevation of land which we call Mountains. The land is basically pushed in an upward direction forming a peak as a result of the clashing plates of the crust. The structure thus formed is extremely high, steep and pointed or curved at the top. It is important to know that this is the most familiar mode of mountain creation but not the only mode of formation.

There are five main types of mountains based on their mode of formation. They are Fold Mountains, Block Mountains, Plateau Mountains, Volcanic Mountains and Dome Mountains.

3. How are plains different from plateaus? Write any three distinguishing features of plains and plateaus.

Plains are level areas of land while the Plateau is that part of the land which like the mountain is elevated, but unlike the mountain is flat on top.

Distinguish features of plateau:

- It is also known as Tableland is the part of land which is higher than the sea level.
- The top of the plateaus is usually uniformly flat or it may uniformly rise.
- Plateaus are usually rich in all kinds of minerals and also have very fertile soil

Distinguish features of plain:

- Plain is any area of land which is completely flat or has subtle slopes.
 - Plain has less difference in its highest point and lowest point.
 - Plains are important because they usually have rich soil and are also suitable for the grazing of animals.
4. Write the names of 10 famous rivers of the world. Also write their locations.
- Plains are level areas of land which are created due to activity on the earth's surface.
- What are the three different ways which lead to the creation of plains? Describe in detail.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Learn about 3 Types of Rocks and the Rock Cycle: Igneous, Sedimentary, Metamorphic by watching this video <https://www.youtube.com/watch?v=EGK1KkLjdQY>

Chapter 6

Landscapes of Pakistan

Lesson Objectives: Students will be able to:

1. Differentiate between mountains, plateaus and plains.
2. Describe types of mountains according to their mode of formation.
3. Describe types of plateaus and plains according to their mode of formation.
4. Identify major land features on a map of the world.
5. List and locate main rivers of the world on a map.



Lesson Starters:

What are deserts? What purpose do mountains serve? Which areas are most suited for farming and agriculture? What are coasts? These and many similar questions can form part of the brainstorming discussion at the start of your lesson.

Teaching Strategies:

You will be teaching your students about a lot of different landscapes and landforms including mountains, deserts, plains and plateaus. Simply lecturing about these different landscapes will help your students memorize information about these places, but they will not really learn much about the geographic processes that shape them. Therefore, a useful project to use would be a PowerPoint presentation.

In this activity, students are assigned an area of the world (country, continent, state, city, province, etc.) to research. They can then create a presentation, poster, or brochure about their assigned area, designed to attract people to that area of the world. You are the one to determine what kind of information you'd like in the posters, so you can vary it as students complete more of these kinds of projects.

Answers to Comprehension Assessment:

1. What is a landscape? Name the landscapes of Pakistan.
 - A. The visible features of an area of land can be regarded as its landscape. Pakistan has a varied landscape comprising of plains, deserts, forests, vast mountainous regions and plateaus.
2. Describe the features of mountainous regions of Pakistan.
 - A. Pakistan has a number of mountainous regions:
 - The Northern Mountain Regions of Pakistan include Karakoram, Himalayan, Hindukush and SafaidKoh Mountains.
 - The Western Mountain Region comprises of Kirthar, Toba Kakar and Makran Range Mountains.
 - The Suleiman Mountains and The Salt Range are smaller mountain ranges in North West Pakistan and Punjab.
3. Why are plains more suitable for agriculture than mountainous areas?



A. Plains are more suitable to agriculture than mountains as they are more fertile and can hold water in their soil as compared to mountains.

4. What are plateaus? Where are plateaus located in Pakistan?

A. A plateau is a relatively flat highland. It is an extensive land formation with a slope or elevation at various sides. In Pakistan, the plateaus range from the Mountains of Karakoram range in North to the Arabian Sea in the south.

5. Where are the deserts of Pakistan located?

A. Pakistan is home to five major deserts: Thar, Cholistan and Indus Valley deserts located in Sindh, Kharan desert located in Baluchistan and Thal desert situated in Punjab.

6. What purpose does the coastline serve in Pakistan?

The coastline of Pakistan serves as a gateway for international trade. Ports of Karachi and Gwadar are situated along the coastline of Pakistan. In Sindh, the ports Karachi alone handles more than 60% of the national cargo. This is around 25 million tons every year. In addition, the Gwadar port has a potential of becoming the hub of trading activities between Pakistan, China, Central Asia and Russia.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Learn about various types of landscapes by watching this video

<https://www.youtube.com/watch?v=6v2L2UGZJAM>

Chapter 7

The World Population

Lesson Objectives: Students will be able to:

1. Locate clusters of world population on a map.
2. Explain the high, moderate and low-density population areas of the world.
3. Explain the factors leading to uneven distribution of population.
4. Define factors of migration and reasons why people move.
5. Explain the population density and population growth of Pakistan on a Map.
6. Describe the problems caused by overpopulation in Pakistan.



Lesson Starters:

This lesson involves a good deal of statistics. Teachers can begin the lesson by inviting answers to questions like: What is your best guess for the number of children in your school? In your neighborhood or street? In your city?

As students answer, teachers can add up points for discussion as why understanding about the 'number of people' in a particular area helps? The students' responses may be directed to include aspects of planning, such as planning for number of streets to be made in a neighbourhood, the amount of transport to be made available, the arrangements for utilities such as electricity, gas, water connections and so on.

The fact regarding world population growth (given at the start of the lesson) should startle students. You may also task students to calculate the number of people added to world population per year to stimulate lesson's brainstorming.

Teaching Strategies:

The world population map needs to be tactfully explained. Students must grasp the idea that some continents are more populated than others for a variety of reasons, ranging from history and culture to agriculture, industry and economy. It is important to point to population growth factors in different regions of the world.

Extensive discussion relating to populations of Asian countries, especially China, India and Pakistan is desired. The population density concept i.e. the number of people living a square kilometer of an area needs elaborative discussion, with special reference to India, China, Pakistan and Bangladesh.

These days, when urban regions are getting populous due to condensed settlements in apartment buildings and shanty, unplanned towns, as well as slums, the significance of population understanding, population planning and population control is growing. Teachers should help students realize the problems which are caused by the menace of uncontrolled and unplanned population movements. The students should be able to identify the correlation between rapidly rising population and growing incidence of poverty, crime and law and order problems.

Answers to Comprehension Assessment:

1. The world population started to increase dramatically after 1800. What caused this



increase?

- A. The world population started to increase drastically since the 1800s because of improvements in public health and economic wellbeing of the people. In particular, food, nutrition, medicine, vaccination and sanitation were improved, helping people live healthier and longer lives.
2. What is a population density? What is the population density of the different continents of the world?
- A. Population density is a term used to describe the number of people that live in a particular area. We measure population density to understand how many people live in each square kilometre of a given land. The table below shows continental distribution and density of world population.

The World Population Chart

Continents	Population in Millions (2016)	Growth in Percentage	Density (Persons/Km²)
Asia	4436	0.98 %	143
Africa	1216	2.53 %	41
Europe	738	0.06 %	33
South America	641	1.05%	32
North America	360	0.75%	19
Oceania	39	1.45%	5

3. How are population structures different around the world?
- A. Different populations around the world have different population structures and population characteristics. The most common of such characteristics include the male/female and age-wise distribution of a population, language spoken within different groups within a population, origin or ethnic distribution of the people, and the different religions being followed among different population groups.
4. How does increase in population affect environment?
- A. When too many people start sharing a limited number of resources in a city, burden is put on the environment in the form of pollution and congestion. Overpopulation also hurts vegetation and animals of a region.

5. How does the population of Pakistan compare with different countries of the world?
- A. The estimated population of Pakistan is about 194 million. Currently, Pakistan is the sixth largest nation by population after China, India, United States, Indonesia and Brazil. Pakistan comprises of a vibrant culture and has multi-ethnic societies. We also host one of the largest refugee populations in the world. We also have one of the largest numbers of youth in the world

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Learn extensively about world population history in this video

https://www.youtube.com/watch?v=PUwmA3Q0_OE

A detailed documentary regarding overpopulation can be found at

<https://www.youtube.com/watch?v=Hn5sEipg5tc>

Chapter 8**Human Settlement**

Lesson Objectives: Students will be able to:

1. Define human settlement, its types and dwellings.
2. Discuss the location and site of settlement.
3. Describe rural settlement and village forms.
4. Sketch out the towns of early civilizations and their location and site on the map.
5. Describe the concept of settlement hierarchy (Hamlet to Mega-city).
6. Explain urban functions: (Manufacturing, Business, Religion, Education Services etc.).
7. Describe the problems of large cities and their solutions.
8. Locate important cities on the world map.

Lesson Starters:

In this lesson, we'll examine types of human settlements, including common settlement designations and some of the challenges in categorizing settlements.

As an opening case, you can use the following example:

Ahmed lives in a small town, where everyone knows everyone else. The town consists of one main street and a few side streets. Everyone in the town lives on one of those streets.

Ahmed's cousin Ali lives in a big city. There are tons of people; it would be impossible to know all of them! Not only that, but there are many, many streets, some with businesses and some with residences and some with both.

While Ali and Ahmed live in two very different places, they are both living in a settlement. Let's look closer at some of the types of settlements, including rural vs. urban, and compact vs. dispersed.

The teachers should get the students closer to the basic concept of a human settlement. That is, it is any form of organized human habitation. It can be a single home or a bustling metropolis.

Teaching Strategies:

A basic way to get the chapter through is to introduce the concept of evolution of human settlement. The students must recall the key differences between villages, towns, cities, metros and cosmopolitans. Make sure that your students identify themselves as dwellers of one of these settlements.

Students must be explained the core functions of urbanization, town and infrastructure planning, bottlenecks in way of town and municipality administration. In addition, refresh the students with the diversity of settlements from different areas, especially the diversity of towns within a city. For example, students must identify the areas of their city which are far-flung or elite, slums or suburbs, city centers and commercial areas, cantonments and public offices and so on.

Answers to Comprehension Assessment:

1. What is a Human Settlement? Describe its two main types.
 - A. A collection of homes organized with a systematic lifestyle is called a human settlement. These two main kinds of settlements are urban human settlement and rural human settlement.
2. What is Settlement hierarchy? What are the categories and factors of classification?
 - A. Settlement hierarchy classifies different types of settlements according to their importance. To classify any dwelling according to the hierarchy three main factors are taken into consideration: The population range, the quantity and variety of services

available and how influential the area is. Due to the factors the settlements can be categorized ascendingly as Isolated dwelling, Hamlet, Village, Small town, Large town, City and Conurbation/ Megacity.

3. What is meant by Urban Function?
 - A. The function of an urban settlement means in what forms is the land utilized and what activities are carried out on it. The main urban functions which a city can have are: trading of expensive goods and services, acting as the nucleus of administration for a country, occupational opportunities in a range of industries, serving as a cultural hub, serving as a religious hub, and servicing as a transport center.
4. Cities around the world experience many problems. Describe at least 4 problems with examples.
 - A. Cities have greater facilities, prosperity and opportunities. At the same time, however, they have many serious problems such as:
 - i. Overcrowding: Overcrowding means that too many people live in a too small of an area. As a consequence housing facilities prove to be insufficient and many poor people go homeless and start living on the streets or in slums.
 - ii. Unemployment: In many major cities the job opportunities do not grow by the rate of population growth. A large number of educated individuals are underemployed or even unemployed as the government fails to create sufficient opportunities.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Learn extensively about evolution of human settlements in the video given on the following link

<https://www.youtube.com/watch?v=JKT7cSFf2ic>

Learn about settlement hierarchy at <https://www.youtube.com/watch?v=gB8492XWhXs>

Chapter 9

Indus Valley Civilization

Lesson Objectives: Students will be able to:

1. Explain the Indus Valley Civilization in terms of its time scale.
2. Pinpoint its strategic location on the map
3. Pinpoint on the map the land and sea routes through which it established contact with other civilizations — e.g., Mesopotamian, Sumerian, Nile Valley civilizations, etc.
4. Evaluate the religious belief system, in the Indus Valley Civilization.
5. Discuss the structure and salient features of the society in terms of its egalitarian nature.
6. Emphasize the peaceful nature of the society — as indicated by the absence of weapons of warfare and tools for hunting.
7. Explain the absence of horse and the presence of bull as the chief insignia of the Indus Valley Civilization.
8. Describe the agricultural patterns of the Indus Valley Civilization.
9. Highlight the trading activities, especially with reference to their commercial exchanges with other civilizations.
10. Discuss the consequences of the invasion: emergence of a new ruling race, society and civilization.

Lesson Starters:

The lesson is an important introduction for the history of Indus Valley Civilization. As such, you should try to create an atmosphere of curiosity and wonder in the class. Ask questions like ‘How would life be about 5000 years ago?’ There were no cars or airplanes. There was no electricity. There were no schools, either!

Encourage students to actively participate in the discussion. Ask them about their view of governments, culture, religion, agriculture and industries in the past. Most of the answers may reflect ideas that show relatively newer times. Your task is just to retain the element of confusion and curiosity to prepare them for the lesson.

Teaching Strategies:



Remind the class that the Indus cities were deserted, buried and forgotten for thousands of years. The task is a project on what was left behind and what survived for archaeologists to find.

Explain that in the centuries after 1900 BC, Mohenjo-Daro and other important cities were deserted (though people went on living in parts of Harappa). In Mohenjo-Daro, some streets weren't used and filled up with rubbish. Only parts of the city were lived in. Archaeologists found 38 skeletons lying in alleys and buildings in Lower Town.

Two hoards of valuable jewellery had been buried under the floor in large houses in Lower Town (you can see some of this jewellery on the website). In houses in Lower Town, several small stone statues were found, like the one known as 'Priest-King' – all the statues were damaged. Mohenjo-Daro was deserted at the end of this time, but archaeologists do not think it was suddenly abandoned.

For Indus Valley Civilization do not forget to mention its relevance to present-day India and Pakistan. If possible you can take the students to one of the museums for a good learning trip.

Answers to Comprehension Assessment:

- 1) Harappa and Mohenjo-Daro are two of the most important cities of the Indus Valley Civilization. Describe their architectural features in detail.
 - A. Harappa: The city of Harappa consisted of two parts, the western and eastern parts. The Western part was known as citadel and was smaller but higher as compared to the eastern part, this is where the houses were larger with servant quarters; the rich people lived in this area. The Eastern part was lower and more widespread, this is where the peasants lived. A large tank made of baked bricks was found in the citadel which archeologists recognize as the Great Bath. It had stairs on every side and rooms believed to be used by the rich for ritual baths. All of the houses were built out of baked bricks. Each brick was identical and interlocked to build strong structures. The walls of the houses as a result were thick and strong, some houses were even discovered to be two-storey tall. Each house had its own kitchen, a courtyard and a bathroom. Majority of the houses also contained wells for easy access to water supply.

MohenjoDaro: It was possibly the largest city in the world around that time as it accommodated as many as 35, 000 people. It had artificial blocks protecting it from flooding of Indus River skillfully placed in an orderly sequence. The upper class lived in

the upper portion of Mohenjo-daro. This is speculated to be the citadel of Mohenjo-daro. It included bath tanks with surrounding veranda, aisled assembly halls, a huge storehouse for grains, and spacious residential buildings. Religious ceremonies and other important ceremonies were also carried out in this portion according to archeologists. The lower portion of Mohenjo-daro had a fair number of houses with courtyards. This is where the middle-class or peasants lived. The walls of the houses were made of burnt bricks and mud. Many of the houses has small bathrooms and had well-built sanitary system. The houses also had brick stairs which probably led to an upper story or a roof top.

2) What were the religious beliefs of the people of the Indus Valley? Also describe the social life of the civilization in detail.

A. It is not clear what were the exact religious beliefs held by the Indus Valley civilization but archeologists have come across many figures built by the people of Indus Valley which resembled Hindu gods Shiva and Indra. Some figures also suggested that they worshiped a Mother goddess of fertility. They also worshipped trees like 'banyan' and 'neem' and also animals such as bull and elephant.

The civilization was class-based as indicated by the different residential areas. The majority of the people were peasants and gypsies. The people of the Indus Valley were fond of ornaments such as bangles, anklets and necklaces. The rich people wore ornaments made of silver, gold and precious stones whereas the peasants wore ornaments made out of cheap materials. However the society was probably egalitarian as all the houses and access to water and drainage system regardless of what portion of the city they were located in.

3) The people of the Indus Valley had a flourishing trading business. Shed light on their trading endeavors.

A. Trade was necessary as resources for raw materials were limited as the cities were built upon a flood plain. Raw materials such as tin, copper, lapis lazuli, gold, silver and sapphire were brought in from Mesopotamia, Afghanistan, Kashmir, and the coastal areas of Persia etc. The people of Indus valley used wheeled carts driven by bullocks, these bull carts were central to their land trade.

The Indus Valley people had small boats with flat bottoms and a sail for transportation via the river. They also had sea craft for sea trade with Mesopotamia and Sumeria.

They exported combs, ivory products and pearls to Western Asia as well as cotton products to both Western Asia and Sumeria. They probably had trade relations with Iran and Central Asia as indicated by resemblance in jewelry, pottery and statue designs. The people of Indus valley also used weights, measures and decimal system as their trading methods.

- 4) The intelligent and prospering Indus Valley civilization gradually came to an end. What are the various reasons suggested by historians behind its collapse?
- A. Some historians attributed the collapse of the Indus Valley civilization to the Arrival of the Aryan race from the North and its numerous conquests but the decline was most probably a result of a natural disaster.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

1. Learn extensively about rise and fall of Indus Valley Civilization in this video documentary <https://www.youtube.com/watch?v=joFlQltvc7Qf>
2. Check out online resource <http://www.kathimitchell.com/ancivil.html>. It has a collection of articles for different civilizations of the world.

Chapter 10**The Aryan Era**

Lesson Objectives: After completing this chapter, the students should be able to:

1. Elaborate the origins of the Aryans and their migrating routes with the help of a map.
2. Describe their arrival in India from time to time and its impact on the local civilization.
3. Discuss the structure of the Aryan society.

4. Discuss the process of Aryan settling down, the evolution of the Aryan township system and the beginning of economic activities.
5. Describe the evolution of the religious belief system of the Aryans.
6. Discuss the salient features of Hinduism, Buddhism and Jainism.
7. Explain how Buddhism and Jainism differ from Hinduism.
8. Explain the evolution and salient features of Gandhara Civilization.
9. Trace Alexander's expedition in the North-West India
10. Discuss the rise and expansion of Mauryan dynasty and the contribution of Chandra Gupta Maurya and Ashoka.
11. Discuss the rise of Guptas and the revival of Hinduism
12. Describe the contribution of Harsha in terms of Indian political revival.

Lesson Starters

In the beginning of the lesson, remind students that the decline of Indus Valley Civilization paved way for invasion by armies from different parts of Asia. Aryans, who came from Central Asia and Europe, were most attracted by the fertile plains of the Indus Valley. You might ask questions like 'What do you think were the main attractions for invaders in Indus Valley?' 'Do you think invaders imposed their religious or cultural beliefs on a declining civilization or were Indus Valley people voluntarily adapted to those beliefs?'

Let the students discuss the gradual decline of Indus Valley and gradual increase of Vedic customs brought by Aryans. It must be made clear that Indus Valley began to fade away from 2500 BC while Aryans began to prominently rise after 1500 BC.

Finish off your brainstorming session with this startling fact: Have you ever wondered why Indian women place a red dot on their foreheads, between their eyes? This goes back to Aryan days! In ancient times, a groom used to apply a spot of his blood on his bride's forehead, in recognition of wedlock! Today, married Indian women may choose to wear this mark. A married woman does not have to do this, but she can if she wants. However, if a woman is single, divorced or a widow, she is not supposed to wear this mark. It's a sign of marriage!

Teaching Strategies

Discussion on this chapter will center around 'the way of life' as evolved during the Aryan era. By now, students would be expecting the changes brought by the new settlers of the sub-continent.

Explain to the students that Aryans came from Central Asia (which is very much modern day Russia). They were nomads and entered through the famous Khyber Pass. They raised livestock, rode chariots, and loved to gamble. They had no sophisticated government. They grouped in clans, and were ruled by warrior chiefs called rajas. Their history is one of constant war amongst themselves, between the various clans.

Next, carry out a discussion of the beginning of Hindu religion, which mainly comes from the teachings given by Aryans in their collection of four sacred books called Vedas. Vedas are a collection of poems, hymns and stories explaining the Hindu gods. Around their campfires at night, the Aryan people told stories of the first god who created the world. This god's body parts turned into four different groups of people. Some historians believe this was the beginning of the caste system in India, or at least the idea of a caste system. During the Gupta Empire, these poems were finally written down, around 500 BCE. The Vedas were the first Hindu law.

The next turn in the discussion comes from the Buddhist influence on Hinduism. Explain in detail how Siddharth Buddha challenged some of the Vedic and Hindu scripture and presented new ideas of divinity and suffering of life. You might be able to contrast Hindu Caste system with the Buddhist teachings.

Now that you have presented the case of social, cultural and religious evolution from Indus Valley to Aryans and then Buddha, carry out a brief discussion of other dynasties that followed: the Alexandrian Kingdom, the Mauryan Dynasty, the Guptas and the Harsha empire.

Answers to Comprehension Assessment

1. Who were Aryans and what do you know about their religion and economy?

Aryans were a group of nomadic people from Central Asia. They replaced the people of Indus Valley after 1500 BC and brought with them different sets of religious and economic practices. Among the most important of their religious beliefs was caste system. The economy of the Aryans was respected this very caste system and was mainly composed of agriculture, crafts and trade. Depending on the caste, an Aryan would work as priests or educators, rulers and warriors,



merchants and farmers, and laborers and servants. The Aryans also composed the oldest Hindu scripture known as Vedas that is why this period is known as the Vedic period as well.

2. The Aryans had an elaborated caste system which they followed strictly. Describe their caste system in detail.
 - A. The Aryan caste system was made up of five categories: The Brahmins, the Kshatriyas, the Vaishyas, the Shudras and the Untouchables.

THE BRHAMINS

The Brahmins were the highest ranking of the social hierarchy. They were the priests, the scholars and lawyers. They were the only ones who were permitted to learn religious songs, worshipped fire and were associated with pure lineage and intrinsic goodness. They along with Kshatriyas were the most influential in the society

THE KSHATRIYAS

The Kshatriyas were the warriors, kings and noblemen. They were associated with traits such as bravery. This was initially the highest rank until religion became more important thus placing Brahmins a rank above the Kshatriyas.

THE VAISHYAS

The Vaishyas were merchants, craftsmen, farmers and landowners. These people were associated with procreation and led difficult lives as compared to the Brahmins or the Kshatriyas.

THE SHUDRAS

The Shudras were the lowest ranking people in the Aryan caste system as they were not Aryans by blood. These were the servants, the commoners and the Dasas. They were poorer and less influential as compared to the other three groups.

THE DALITS

The Dalits or the Untouchables were the outcasts. This 'caste' was formed later on. The sinners or violators of the Varnas rule were declared the untouchables. They were considered unclean and were forced into jobs such as cleaning toilet and picking up dead bodies and waste.

3. The Vedic religion of the Aryans in the subcontinent formed the basis of modern day Hinduism. Describe Hinduism and also discuss Buddhism and Jainism in the light of Vedic beliefs.
 - A. Hinduism developed from the Vedic beliefs along with the beliefs of the neighbours of the Aryans. It involves worship of multiple gods and goddesses, the most prominent gods being Brahma (the one who created the universe), Vishnu (the one who preserves the universe) and Shiva (the one who will destroy the universe). These three gods form the



trimutri or trinity. Hinduism includes several sacred texts including Vedas, and belief in karma and rebirth. The followers of Hinduism carry out complex religious rituals and obediently practise the caste system.

One of the challengers of the Hindu religion was Siddhartha Gautama also known as Gautama Buddha. As opposed to the Vedic faith, Buddhism didn't believe in the concept of sin. According to Buddha, the root of human suffering was not his sins but his ignorance. The existence of gods was also not pondered over in Buddhism unlike the Vedic tradition or Hinduism. Buddha's concern was with life on earth. He believed that all life is suffering and that nothing is eternal. The religion picked up momentum and spread during the reign of Ashoka who himself converted to Buddhism.

Another religion which rose during these times was Jainism. The founder of Jainism was Vardhamana Mahavira who was born as a Kshatriya. The foundation of Jainism was based on Yajur Veda but was based on spirituality and logic and rose out of the criticism of the Vedic rituals. Unlike the Vedas religion, it preached non-violence, harmlessness and the denial of physical pleasures to attain spiritual liberation. It spread as he accepted both women and men as monks and followers in an organized sangha or community. The Jain community worked with great commitment and zeal thus winning many more followers in the process.

4. The Gandhara Civilization saw many invasions. Describe any two empires which were established in Gandhara over the years.
 - A. The Gandhara civilization is marked by many invasions and dynasties. The main invasions are discussed below along with their period of rule:

Alexander the Great (326-324 BC)

Around 556 BC Darius I expanded his Persian Achaemenid Empire to Gandhara, only to have it conquered by Alexander the Great. From there Alexander made his way into Punjab, fought the battle of Hydaspes River (now known as Jhelum) and then entered what we know as Balochistan. Everywhere he went, he left a number of Greeks behind and encouraged them to marry the locals. However after his death in 323 BC, the Greek population abandoned Gandhara and began their journey back home leaving behind nothing more than cultural influence.

The Mauryan Kingdom (321-297BC)

Chandragupta from Magadha occupied the Indus valley also seizing Gandhara by 316 BC to set up the Mauryan Kingdom. He was succeeded by Bindusara, his son, who was then succeeded by Ashoka, his son. Ashoka is known as one of the greatest emperors of the Indian subcontinent. Ashoka famously converted to Buddhism after witnessing the mass deaths resulting from the Kalinga war. He promoted the religion under his rules without forcing anyone to convert, he also built stupas or Buddhist shrines all over his empire to attract more people to the religion. The Mauryan Empire prospered under the reign of Ashoka however it declined after his death.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

PBS has a large collection of lesson plans based on the history of Aryans. Visit

<http://www.pbs.org/thestoryofindia/teachers/lessons/> for details.

Chapter 11**Muslims in South Asia I**

Lesson Objectives: After completing this chapter, the students should be able to:

1. Describe the causes and impacts of Arab invasions, with particular reference to Makran, Sind and Multan.
2. Describe the conquest of Sind and Multan by Mohammad Bin Qasim.
3. Trace Mahmud of Ghazna expeditions and conquests in India.
4. Describe the Ghaznavid's contribution to the arts, science and culture.
5. Describe the Ghori's military exploits and conquest of Hindustan and the establishment of Muslim rule.
6. Discuss the founding and consolidation of Mughal Empire in India during Qutbuddin's and Illtutmish reigns.

Lesson Starters

A good way to start this lesson is to present a demonstration of pre-partition map of South Asia and make students understand the demographics that existed before the advent of Muslims. In the map, mark the important landmarks of Sindh, Makran, and Multan as these were the centerfolds of power at that time.

Since students are already aware of the Aryan Era that existed in these regions, they may be able to picture the culture and population of South Asia before the invasive arrival of Muslims in 712.

Explain to the students that most of the populace of the region comprised of Hindus and Buddhists, and there would therefore be forts and temples instead of mosques.

Teaching Strategies

The population of South Asia during 7th and 8th centuries can safely be guesstimated to be in hundreds of thousands, meaning that Arabs had great incentive to trade their goods in this region. As trade continued to grow, however, the local population took advantage and often looted traders on their way. Disturbance in trade relations incentivized then powerful Arabs to launch several military strike and eventually capturing territories of Sind and Punjab under the command of Hajjaj Bin Yousuf. The year was 712.

Teach your students that from this year on, Arabs continued to expand through rest of South Asia, often even settling for good and marrying the locals. At the same time, the culture, liberty and freedom brought forward by Arab invaders attracted many locals (Sindhi, Hindus, Buddhists) to convert to Islam.

It is imperative that you disconnect Muhammad Bin Qasim from the reigns that followed, Ghaznavids and the Slave Dynasty. A cursory idea of power struggle between different Muslim Kingdoms must therefore be clearly made. Students must be cleared that although rulers kept struggling against each other for larger territories in the invaded land.

Answers to Comprehension Assessment

1) Muhammad Bin Qasim was the first of the Arabs to establish a hold in the Indian Subcontinent. Describe his conquests in India in detail.

A. In 711 AD the young and talented Muhammad Bin Qasim of the Umayyad Sultante carried out successful invasions in India by conquering Multan and Sindh also adding most of the modern Pakistan to his empire.

2) Describe the conquest of Mahmud of Ghazni in detail.

A. Mahmud of Ghazni was the third ruler of Ghaznavid Kingdom. He turned around the gradual weakening of Muslim on the Indian subcontinent. He attacked the Indian subcontinent 17 times to great success, gained control through his fierce military strategies as a general. He



controversially raided north India during the early 11th century. His invasion of Hindu kingdoms and his famous destruction of Krishna Janmabhoomi temple in 1017AD and Somnath temple in 1025 AD established his reputation as a plunderer amongst the non-Muslims. His military conquests of Multan and Lahore in 1021 led to the addition of Punjab to his empire. He also invaded Somnath, Nagarkot, Kannauj, Thanesar, Kalinjar and Mathura. Under Ghazni, Lahore became the provincial capital and also the hub of science, arts and culture.

3) What makes the Slave Dynasty so unique? Also discuss the reign of the most important rulers of the Slave Dynasty.

A. Slave dynasty is unique because it promotes the system of equality in Islam. It is called the Slave Dynasty as this was the time during which able slaves rose to power and brought the rulers of noble lineage to their knees. Some important rulers of the Slave Dynasty are as follows:

1. Qutb Ud Din Aibak is regarded as the founder of the Slave Dynasty. He was raised by Ghauri who was known to treat slaves like his children. After Ghauri's assassination in 1206, he established his rule in Lahore and then moved his capital to Delhi and consolidated his rule in Northern India. He died in a polo accident in 1210.
2. Shams Ud Din Iltutmish was the son-in-law of Qutb Ud Din Aibak. He is known as the greatest of the slave rulers. He ruled from 1211 to 1236 and firmly established the slave dynasty due to his excellent governance. He also added new territories to the empire such as the lower Sindh and got the Qutub Minar constructed during his reign.
3. Razia Sultana was the fifth ruler of the Slave Dynasty who ruled from 1236 to 1240. She was the daughter of Iltutmish and the first female Muslim ruler in the subcontinent. Despite rising to power she had to face strict opposition being a female ruler and also because of her closeness with Jamal Ud Din Yaqut, an African nobleman which evoked racial hatred.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Visit <http://storyofpakistan.com/advent-of-islam-in-the-sub-continent> for a detailed historic account of Muslims in South Asia.

Chapter 12

Muslims in South Asia II

Lesson Objectives: After completing this chapter, the students should be able to:



1. Elaborate the rise and consolidation of the Khalji Dynasty.
2. Discuss Alauddin Khalji, his intrusion into the South and the economic system developed during his time.
3. Trace Mongol invasions into India and the defense policies of the Delhi Sultans with particular reference to Alauddin Khalji.
4. Discuss Tughluq's rise to power and expansion of the Dehli Sultanate.
5. Discuss Feroz Shah's reforms and invasion of Taimoor and its impact.
6. Learn about the rise of Lodhis and their contribution in South Asian history.
7. Explain the factors that accounted for the fall of the Delhi Sultanate.

Lesson Starters

This lesson builds on the theme set in the previous lesson. Get the students recall how Muslims continued to have expansionist approach in South Asia, with particular reference to areas added to their control. In this lesson, the focus is mainly on the Delhi Sultanate, the hub of administrative power at the time.

Brainstorming session may therefore involve reasons that have led Muslim to shift their centre of power from Northern India to Central India.

The South Asia map used in the previous lesson may now have a marked position for Delhi, the new power center for Muslims.

Teaching Strategies

All empires, strong or weak, good or bad have to come to an end. There are many reasons which lead to their rise, strengthening/weakening, and finally downfall. Some of these reasons include lack of defense, environmental factors, no heir to carry on the empire and adverse economic conditions.

As the get the chapter read through, mark the points in the text where one of such reasons for a change in empire can be attributed. The idea here is to let students learn how empires have risen and fallen due to different geo-political factors in South Asia. For example, The Brahmin rulers of Sindh went about making life miserable for their people by extorting money and resorting to other ways of oppression. This might have paved way for new rulers to settle in the new land.

Ask students what they have noticed about the rise and fall of all empires. Talk to them about how all empires have a rise to power, a stay in power, and finally their power ends. There are reasons for all three.

Answers to Comprehension Assessment

1) Khilji Dynasty was a glorious dynasty. Describe the rule of the three Khilji Sultans in detail.

A. Khilji Dynasty ruled over the Indian Subcontinent from 1290 AD and 1320 AD. It was founded by people from Turkic origin who had earlier settled in Afghanistan before they invaded South Asia. Let us have a look at the three rulers of Khilji Dynasty.

i. Jalal Ud Din Khilji was the first ruler of Khilji Dynasty. He was not initially embraced by the Turk population in Delhi due to his Afghan mannerisms but gained their acceptance due to his generous and gentle nature. He also let most of the officers at important positions keep their position.

ii. Alauddin Khilji, previously called Juna Khan, was the nephew and the son-in-law of Jalal Ud Din. He killed Jalal Ud Din to take the throne and reigned from 1296 AD to 1316 AD. He expanded the empire to encompass South India and won large amounts of war booty in the process. He got hold of parts of Gujrat as well. Alauddin brought great economic reforms in his Sultanate unlike any economic reforms before. Under his reign the government regulated the market prices so that they would be affordable and also had warehouses built so that the supply of goods would be steady.

iii. After the death of Alauddin in 1316, Qutb Ud Din Mubarak Shah Khilji came to the power. However he was a weak ruler and was killed within a few months of his reign by Khusru Khan. This served as the end of not just Mubarak Shah but also the Khilji Dynasty.

2) The Tughlaq Dynasty had three noteworthy rulers. Compare the three rulers in context of their administration and their performance as rulers.

A. Ghias Ud Din Tughlaq, Muhammad Bin Tughlaq and Feroz shah Tughlaq were the three prominent rulers of the Tughlaq Dynasty which began in 1320 AD and ended in 1413 AD.

i. Ghias Ud Din took care of the administrative problems which rose when the successors of Alauddin abolished the system constructed by him. He began making economic reforms to improve the economic condition of the state. The state under Ghias Ud Din levied tax between one-third and one-fifth of the produce. He increased agricultural activity by expanding land under cultivation and this helped improve the financial status of the farmers. He also took it upon himself to strengthen the army force and demanded that they should be paid better.

ii. Muhammad Bin Tughlaq, unlike his predecessor, was involved in not only killing of the non-Muslims but Muslims as well and is documented as being ruthless and heartless. He increased the tax from five percent to ten percent of the produce that compelled many poor people to take up highway robbery. However, he made positive change in administration and made it more

systematic by having the provincial governors submit reports of revenue and expenditure to the capital and having it recorded in a register.

iii.. Firoz Shah, nephew of Muhammad Bin Tughlaq took to the throne in 1351 AD. He focused on internal affairs of the kingdom and appointed a chief minister Maliq Maqbul to help with the state affairs. The economy of the Sultanate at this time was in trouble thus he made changes in the economic system for stability such as eradication of unnecessary taxes and building of irrigation canals for the ease of farmers. He was also far merciful than his predecessor and eradicated the practice of torturing.

3) Taimur was the first ruler of the the Timurid Dynasty of Central Asia. What happened when Taimur came to India? Elaborate.

A. Taimur was the founder of the Timurid Dynasty. He was of mixed race with Mongolian and Turkic ancestry and was the descendant of Genghis Khan. His empire stretched over Persia and Central Asia thanks to his military strategies and fierce military campaigns. He invaded Delhi in 1398 AD by leading a battle against Nasir Ud Din Mahmud Shah Tughlaq. Capturing one of the richest cities in the world was the greatest achievement of Taimur however this invasion led to uprising of the natives of Delhi. He destroyed the temples and buildings and executed 100,000 captivated in Delhi. The city was completely ruined and smelled of beheaded dead bodies of the citizens. His intention was to take hold of the immense wealth of the Delhi Sultanate and not to rule over it. The destruction of Delhi by Taimur was so huge that the impact of it stayed for nearly a century.

4) Discuss the Lodhi Dynasty in detail.

A. Lodhi Dynasty was founded by Buhlul Lodhi. It was the only Afghan Dynasty to rule in the subcontinent.

Buhlul Lodhi was initially the governor of Sarhind, he captured Punjab and then took to the throne at Delhi in 1451 AD. He was followed by his son Nizam Khan who took the throne as Sikandar Shah in 1489. AD In 1504 AD he founded the city of Agra and moved the capital there from Delhi. Sikandar Shah made many important contributions to the Sultanate. He was a poet who wrote as Gulruk (his pen-name), and was an advocate of learning and discipline. During his reign, he got mosques built, eliminated corn duties and established a just administration system. He also has works of medicine in Sanskrit translated into Persian.

The last Sultan of this Dynasty was Ibrahim Lodhi, the youngest son of Sikandar Shah who had to fight his brother for the throne. Ibrahim's rule came to an end in the battle of Panipat against Babur in 1526 AD. During the battle he was killed and this also marked the death of the Lodhi Dynasty.

5) Many factors led to the downfall of the great Delhi Sultanate? State at least three of them.

A. The following are some of the important reasons which lead to the downfall of the Delhi Sultanate:

1)The Delhi Sultanate could not recover completely from the ambitious projects of Muhammad Bin Tughlaq and was pulled into a chaotic mess which his successors tried to reverse but to little success.

2)The Sultanas and the nobles were always engaged in a tug-of-war as the nobles would try to maximize their political and economic privileges and profit in turn for their support and they didn't hesitate to cause mischief if the Sultan didn't oblige.

3)The Delhi Sultanate was not based on popular support but on military superiority which meant endless uprisings and rebellions.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Visit <http://storyofpakistan.com/advent-of-islam-in-the-sub-continent> for a detailed historic account of Muslims in South Asia.

Chapter 13: Ethical Role Models

Lesson Objectives: After completing this chapter, the students should be able to:

1. Able to define ethics and their importance in human life
2. Appreciate the role of ethical role models, or people who motivate us to live a constructive life
3. Discuss the contribution of Prophet Muhammad as the greatest role model for human ethics and ethical values
4. Discuss the contribution of Prophet Ibrahim (Abraham) in developing ethical values
5. Discuss the contribution and teachings of Gautama Buddha
6. Discuss the contribution and teaching of Lord Krishna
7. Discuss the contributions and teachings of Zoroaster and Prophet Dawood (David)

Lesson Starters

This chapter sets the foundation for the students' understanding of ethics. It heavily stresses on the role of living an ethical life regardless of one's religious affiliations. As such, teachers must be able to clearly describe ethical values, ethical virtues and ethical practices which we must follow no matter which area, nation or religion we belong to.

Ask students to name some good ethical activities they seen people volunteering for, such as helping the poor, visiting the sick, care for the elderly and the weak etc. Brainstorm several ideas on good deeds your students have encountered first hand.

Teaching Strategies

The lesson mainly aims to stimulate and raise the ethical self of the students. Emphasis should be made not on 'the stories of ethics' but on the application of ethics on our present life. Explain to your students that human nature essentially wants good but one's good can be another one's bad. That is, when people are greedy, self-centered, they may disregard the rights of others. Help students learn how the greatest ethical role models described in the chapter rose above their self desires and worked for the betterment of the society. The idea here is to develop a spirit of sacrifice and simplicity amongst your students.

Encourage students to think about what happens when people have differing ethics. They may think of examples that involve an interpersonal situation they're likely to face (such as whether to tell on a friend who is cheating in school) or a major world event (such as an act of terrorism.)

What conflicts are created when a person follows his or her own sense of ethics and it imposes on the rights of others? How can such conflicts be avoided?

Answers to Comprehension Assessment

1. Define the term ethics. Who are ethical role models?
 - A. Ethics is a set of principles which guide our behaviors to help others. The personalities that have contributed greatly in shaping the ethical values of the society are known as our ethical role models.

2. Describe briefly the life of prophet Abraham and its influence on humanity.
 - A. In Abraham's time, social ills such as slavery, dogmatism and superstition were on their peak. People did not have equal rights and there were strong biased laws based on exploitation of the common people. Abraham raised voice against social inequalities and paganism, rejecting all social dogmas in the face of strong opposition. However, the opposition could not distract him from his path of enlightenment.



3. How does Siddhartha Gautama describe life?
 - A. Siddhartha Gautama describes life as a cycle of life and death. In it, man will suffer until he keeps falling for material wealth. In order to end the sufferings, Buddha suggested a path in which one would get wisdom, morality and meditation.

4. According to Buddhism, what are the four truths of life?
 - A. Siddhartha Gautama describes some basic truths about life. These included the idea that suffering exists and that there is a cause for your suffering and that there is a way to end those suffering. In order to end the sufferings, Buddha suggested a path in which one would get wisdom, morality and meditation.

5. What moral principles one can extract from the teachings of Buddha?
 - A. The teachings of Buddha has some basic principles like abstinence from telling lies, abstinence from drugs, abstinence from stealing and abstinence from killing.

6. What are the principles according to the teaching of Krishna?
 - A. Krishna emphasized on Karma. It was his understanding that our actions always have results, whether we noticed them or not, whether they were instant or would affect us in future. Krishna taught his disciple to believe in their capabilities do their part without expecting anything in return. His philosophy tells us that when you do good, you actually spread goodness in the society, and it ultimately pays you back, whether directly or indirectly. Similarly, the our bad deeds of the people spread chaos in the society, ultimately harming us everyone, whether concerned or not.

7. Briefly describe the early life of Zoroastra and his main teachings?
 - A. Zoroastra teachings emphasize on the following things.
 1. All humans are naturally inclined towards good
 2. Truth is ultimate and permanent,.
 3. There may be a temporary victory to evil, but ultimately the good prevails.
 4. Evil and bad deeds are just human traits, hate those traits not the human being.

Extended Teaching:

Net Extra: Guide your students about how to use Net Extra for better understanding of the lesson and also to find out meaning of difficult words.

Support Material:

Check out the following links for more learning about ethics.

http://www.philosophybasics.com/branch_ethics.html

<https://www.globlethics.org/>

