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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">1. Ancient Civilizations (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).2. Persian, Greek, Roman civilizations3. Aryans, Kushans, Guptas,4. Rise of Islamic Civilisation	<ol style="list-style-type: none">1. Middle Ages in Europe (500-1500)2. Spread of Islam in Europe and Asia (Umayyads and Abbasids)3. Muslim Dynasties (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) and Crusades4. Muslims in South Asia (Delhi Sultanate, Mughal Empire)5. Modern period in Europe (Renaissance and Enlightenment)	<ol style="list-style-type: none">1. Arrival of the British in Subcontinent2. Reform Movements in India3. World Wars I & II4. Political Awakening in India5. Pakistan a new Country: 1947 till today

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 Nada 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 ﷺ in spreading of Islam.
- Describe how Khulafah-e-Rashideen spread Islam after Hazrat Muhammad ﷺ.
- 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 ﷺ.
- Evaluate some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen ﷺ, 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 ﷺ.*
- *Conclude that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen ﷺ, was the greatest human being.*

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 وَصَحْبِهِ وَسَلَّمَ
- Write in their notebooks at least three hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحْبِهِ 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 وَصَحْبِهِ 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 وَصَحْبِهِ وَسَلَّمَ.
- Share the details of some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحْبِهِ 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 وَصَحْبِهِ 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.*