

DRAFT

History – Grade 7 Suggested Guidelines

TOPICS/ UNITS

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

Grade 6 (9000 BCE- 600 CE)	Grade 7 (600 CE- 1800 CE)	Grade 8 (1803 CE- To date)
<ol style="list-style-type: none">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 7

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

Core Skills Benchmarks of History Grade 7

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

Core Values Benchmarks of History Grade 7

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

History Grade 7**Unit 1: Rise of Islamic Civilization****DOMAIN 1: Knowledge and Understanding of Events, and People of the Past****DOMAIN 2: Cause and Effect of Events, and changes of the Past****DOMAIN 3: Differences, Links, and Comparisons, within, and across, the Study Periods****DOMAIN 4: Historical Enquiry and Interpretation****Student Learning Outcomes:**

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

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

Knowledge:

Students will:

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

Skills:

Students will be able to...

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

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

Assessments

Formative Assessments

The Teacher will:

- Ask students to use the timeline to locate the time period of the rule of the Khulfa-e-Rashideen.
- Ask students to use an organogram to establish the contributions of Khulfa-e- -Rashideen, Umayyads, and Abbasid in the span of the decline of the Roman Empire till Mohammad Bin Qasim.
- Observe students while they work on some sources of information to gather data and information on Muslim scientists and Scholars, and their contributions in the field of science, literature, and technology.
- Ask students to give some examples of how Allah SWT concluded His real message through Islam.
- Ask students to share some verbal responses on the major cause of the fall of the Roman Empire.
- Assign the student's group presentation to enquire about some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen ﷺ faced at the advent of Islam
- Take verbal responses from students to discuss some reasons how the regime of Khulafa-e-Rashideen came to an end.
- Take verbal responses to observe how they justify the rise of the Umayyad Dynasty with examples.
- Ask students to use a T-chart to compare and contrast the Abbasid dynasty with Umayyad.
- Ask students to share their inquiries to evaluate that why the Abbasid Dynasty is considered the 'Golden Age of Islam'.
- Ask students to watch documentaries to discover some of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Ask students to use provided documents to inquire why Baghdad became the house of wisdom for the rest of the world.

- Ask students to give examples from modern times that how the Muslim developments influenced navigation, travel, and trade of the world.
- Ask students to share their observations by using posters and books to explore some contributions of Muslims in the field of art and architecture.

Summative Assessments

Students will:

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

Learning Activities

The Teacher will:

- Use a timeline to locate the time period of the rule of the Khulfa-e-Rashideen, Umayyads, and Abbasids in the span of the decline of the Roman Empire till Mohammad Bin Qasim.
- Use an organogram to demonstrate the contributions of Khulfa-e-Rashideen.
- Use some sources of information to gather data and information of Muslim scientists and scholars, and their contributions in the field of science, literature, and technology.
- Explain how Allah SWT concluded His real message through Islam.
- Discuss the major cause of the fall of the Roman Empire.
- Divide the class into 4-5 groups to enquire about some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen ﷺ faced at the advent of Islam. Each group can present their finding to the whole class for understanding and further discussion.
- Generate a discussion to find some reasons how the regime of Khulfa-e-Rashideen came to an end.

- Generate a discussion to justify the rise of the Umayyad Dynasty with examples.
- Use a T-chart to compare and contrast the Abbasid Dynasty with Umayyad.
- Generate a discussion to inquire why the Abbasid Dynasty is considered the 'Golden Age of Islam'.

- Show documentaries to help students discover some of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Use some documents to inquire why Baghdad became the house of wisdom for the rest of the world.
- Generate a class debate to conclude how the Muslim developments influenced navigation, travel, and trade of the world.
- Use some posters and books to explore some contributions of Muslims in the field of art and architecture.

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Unit 2: Spread of Islam in Europe and Asia

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

Knowledge:

Students will:

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

Skills:

Students will be able to:

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

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

Assessments

Formative Assessments

The Teacher will:

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

Summative Assessments

Students will:

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

Learning Activities

The Teacher will:

- Guide students through the timeline of the rule of the Muslims in Spain, Turkey, and Iran.
- Use a Venn diagram to compare and contrast Ottomans with Safavids.
- Divide the class into groups and ask each group to gather information from textbooks and the Internet about the glory of Muslim rule in Spain. Each group can present their findings to the whole class for understanding and further discussion.

- Generate a discussion to explore the role of significant leaders that marked the glory of Islam in Spain.
- Generate a discussion to analyze the tactic used by Tariq Bin Ziyad to conquer Spain.
- Use a flowchart to discover how the Ottoman Empire achieved its glory.
- Show documentaries to help students find out the causes of the decline of the Ottoman Empire.
- *Use historical sources to inquire about the main cause of rivalry between Ottomans and Safavids.*

Unit 3: Mughals in Subcontinent

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

Knowledge:

Students will:

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

Skills:

Students will be able to:

- Use a timeline showing the span of Mohammad Bin Qasim till the War of Independence, and identify the period of the arrival of Mughals in India.
- Use an organogram to depict the sequence of events after Babur's invasion.

- Read relevant books, search from the Internet to gather information about the political condition of India before Mughal Era, e.g., European exploration.
- Analyze the political situation of Delhi Sultanate that helped Babur to conquer the Subcontinent.
- Investigate reasons why some rulers in the Subcontinent helped Babur in his invasion.
- Investigate reasons for Babur's victory despite having a little army compared to Ibrahim Lodhi.
- *Inquire some of Babur's qualities as explained by different sources.*
- *Investigate how history would be different if Mughals had never come to the Subcontinent.*
- *Explore how the current political condition of the country is different from the political scenario of the Delhi Sultanate in the Subcontinent at the time of Babar.*

Assessments

Formative Assessments

The Teacher will:

- Ask students to use a timeline showing the span of the arrival of Mohammad Bin Qasim till the War of Independence, and identify the time period of the arrival of Mughals in India.
- Ask students to gather information to make group presentations to analyze the political situation which helped Babur conquer the Subcontinent.
- Take verbal responses from students on the political situation in India before the Mughal Era.
- Ask students to identify some factors which helped Babur to conquer the Subcontinent.
- Ask students to use provided documents and investigate why some rulers in the Subcontinent helped Babur in his invasion.
- Ask students to study the flowchart and give a verbal response on the reasons of Babur's victory despite having a little army compared to Ibrahim Lodhi.
- *Ask students to make a booklet highlighting the strengths of at least four Mughal Emperors as military administrators.*

Summative Assessments

Students will:

- Draw a timeline showing the span of the arrival of Mohammad Bin Qasim till the War of Independence and identify the time period of the arrival of Mughals in India.
- Write a paragraph or two in their notebooks to explain the political situation which helped Babur conquer the Subcontinent.
- Attempt a worksheet developed on the political situation in India before the Mughal Era.

- Write a paragraph or two about the political situation of India before the arrival of the Mughals.
- Assign a group activity to do research, take cut-outs of prints, and design a poster on the battle between Babur and Ibrahim Lodhi.
- *Make a booklet highlighting the strengths of at least four Mughal Emperors as military administrators.*

Learning Activities

The Teacher will

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

Unit 4: Humayun and Akbar

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

- Use historical knowledge and understanding to critically analyze their own behavior and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

Knowledge:

Students will:

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

Skills:

Students will be able to:

- Use a timeline to identify the time of major events during the regime of Humayun and Akbar.
- Use a Venn diagram to depict differences and similarities between Humayun and Akbar as rulers.
- Read relevant books, search from the Internet to gather information about the major challenges faced by the Mughals.
- Enquire into some differences between Humayun and his father as rulers.
- Discover why Humayun took exile in Persia.
- Explain how Sher Shah Suri captured Bengal from Humayun.
- Evaluate why Humayun was unable to successfully rule his inherited empire.
- Explore war strategies that Akbar adopted against his enemies leading to their defeat.
- Analyze Akbar's administration and the Mansabdari System.
- Evaluate religious policies developed by Akbar.
- Investigate the arrival of the British as traders to India as East India Company.
- *Analyze why Humayun is known as a weak ruler compared to other Mughal Emperors.*
- *Investigate how the history would be different if Mughals had never come to the subcontinent.*
- *Justify that the early death of Sher Shah Suri influenced the history of the Subcontinent.*
- *Enquire about some of Babur's qualities as explained by different sources.*

Assessments

Formative Assessments

The Teacher will:

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

Summative Assessments

Students will:

- Construct a timeline to identify the time of the major events during the regime of Humayun and Akbar.
- Draw Venn diagrams to depict differences, and similarities, between Humayun and Akbar as rulers.
- Write in their notebooks at least three major challenges faced by Mughals in the Subcontinent.
- Draw a flowchart in their notebooks to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Write in their notebooks two reasons to explain why Humayun took exile in Persia.
- Make posters to describe how Sher Shah Suri captured Bengal from Humayun.
- Write a report to evaluate why Humayun was unable to successfully rule his inherited empire.
- Give group presentations to discuss the war strategies which Akbar adopted against his enemies leading to their defeat. (The students will also relate those strategies with modern-day war practices.)
- Do the document-based questions to analyze Akbar's administration and the Mansabdari System.
- Write a paragraph in their notebooks to evaluate the religious policies developed by Akbar.

Learning Activities

The Teacher will:

- Use a timeline to identify the time of the major events during the regime of Humayun and Akbar.
- Use Venn diagrams to depict differences and similarities between Humayun and Akbar as rulers.
- Share gathered information through secondary research sources to discuss the major challenges faced by Mughals in the Subcontinent.
- Use a flowchart to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Generate a discussion to help students discover why Humayun took exile in Persia.
- Use posters to explain how Sher Shah Suri captured Bengal from Humayun.

- Assign a group activity to students to evaluate why Humayun was unable to successfully rule his inherited empire. share their findings with the class.
- Engage the class into a group activity to explore war strategies which Akbar adopted against his enemies leading to their defeat. The teacher will inquire from students to relate those strategies with modern-day war practices and share their findings for better understanding.
- Use the documents to help students analyze Akbar's administration and the Mansabdari System. Students will relate the Mansabdari System with the modern-day practices in Pakistan.
- Use extra study material to evaluate religious policies developed by Akbar.

Unit 5: Jahangir, Shah Jahan, and Aurangzeb

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

Knowledge:

Students will:

- Describe different achievements Jahangir made during his reign.
- Describe Nur Jahan's contributions in Jahangir's achievements.
- Describe some architectural achievements of Shah Jahan.

Skills:

Students will be able to:

- Use a timeline to identify the time of the regime of Nur-ud-din Muhammad Saleem Jahangir, Shahab ud-Din Shah Jahan, and Mohi al-din Muhammad Aurangzeb, in the time span of Mughal arrival in India till the last Mughal Emperor.

- Describe who Marathas were, and how they became the strongest enemy of the Mughals.

- Read relevant books, search from the Internet and gather information about the Persian impact introduced by Mughals in the art and culture of the Subcontinent.
- Explore the artistic, and cultural touch, added to the Mughal Empire by Jahangir.
- Explore different traits based on which Shah Jahan was called 'The Magnificent'.
- Evaluate the contributions of Aurangzeb compared to other Mughal rulers.
- Analyze Deccan wars, and how they resulted in the expansion of Aurangzeb's Empire.
- Investigate reasons why Aurangzeb was given the title of 'World Conqueror'.
- Compare Mughal architecture with modern architecture in Pakistan.
- Describe the impact of the Mughal Empire on the culture, language, art, and social life of the Subcontinent.
- *Analyze why Mehr-un-Nissa is known as the 'Light of the World'.*
- *Enquire why Nur Jahan became the ruler of the Mughal Empire.*
- *Investigate how the Mughal Era left a strong imprint on the food and clothing of the Subcontinent.*

Assessments

Formative Assessments

The Teacher will:

- Ask students to use a timeline to identify the time of the regime of Jahangir, Shah Jahan, and Aurangzeb in the time span of Mughal arrival in India till the last Mughal Emperor.
- Ask students to use provided research material to gather information about the Persian impact introduced by Mughals in the art and culture of the subcontinent.
- Ask students to watch video links to explore the artistic and cultural touch added to the Mughal Empire by Jahangir and share their responses with the class.

- Ask students to read research documents to explore different traits based on which Shah Jahan was called 'The Magnificent'.
- Ask students to use the T-chart, and evaluate the contributions of Aurangzeb compared to other Mughal rulers.
- The teacher will ask students to share their verbal responses to explain their analysis on the Deccan wars, and how they resulted in the expansion of Aurangzeb's Empire.
- Ask students to describe the posters on the reasons explaining why Aurangzeb was given the title of 'World Conqueror'.
- Ask students to watch documentaries, and share their verbal responses, on the comparison of Mughal architecture with the modern architecture in Pakistan.
- Ask students to study sketches and share their points of judgment on the impact of the Mughal Empire on the culture, language, art, and social life of the Subcontinent.
- *Ask students to read the documents and share their inquiries explaining why Nur Jahan became the ruler of the Mughal Empire.*

Summative Assessments

Students will:

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

Learning Activities

The Teacher will:

- Use a timeline to identify the time of the regime of Jahangir, Shah Jahan, and Aurangzeb in the time span of Mughal arrival in India till the last Mughal Emperor.
- Use secondary research material to share gathered information about the Persian impact introduced by Mughals in the art and culture of the Subcontinent.

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

Unit 6: Decline of Mughals

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

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

Knowledge:

Students will:

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

Skills:

Students will be able to:

- Use a timeline to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Read relevant books, search from the Internet to gather information about the internal struggle of succession in the Mughal Court.
- Enquire reasons for the War of Succession.
- Investigate factors that led to the collapse of the Mughal Empire.
- Explore how the decline of the Mughal Empire led to the formation of the East India Company in the subcontinent.
- *Justify that the War of Succession in the Mughal Court was the actual reason that weakened the Mughal Empire.*
- *Investigate why Persia owns the famous Peacock Throne of the Mughal Court.*
- *State reasons for the exile of Bahadur Shah Zafar*
- *Compare the similar political situations in many countries as Mughals had to face during their decline.*
- *Appreciate the importance of political stability taking the historical example of the Mughal Court during its decline.*

Assessments

Formative Assessments

The Teacher will:

- Ask students to use the timeline to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Ask students to use secondary research material to share their gathered information about the internal struggle of succession in the Mughal Court.
- Ask students to use the flowchart and share their enquiries verbally to explain the reasons for the War of Succession.

- Ask students to read documents and investigate factors that led to the collapse of the Mughal Empire.
- Ask students to use posters to explore how the decline of the Mughal Empire led to the formation of the East India Company in the Subcontinent.
- *Ask students to use sketches to describe why Persia owns the famous Peacock Throne of the Mughal Court.*

Summative Assessments

Students will:

- Construct the timeline in their notebooks to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Write a paragraph in their notebooks about the internal struggle of succession in the Mughal Court.
- Draw a flowchart in their notebooks to describe the reasons for the War of Succession.
- Do the document-based questions to investigate factors that led to the collapse of the Mughal Empire.
- Make posters to explore how the decline of the Mughal Empire led to the formation of the East India Company in the Subcontinent.
- *Draw sketches to describe why Persia owns the famous Peacock Throne of the Mughal Court.*

Learning Activities

The Teacher will:

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

Unit 7: Role of Muslim Religious Leaders during Crisis

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

Knowledge:

Students will:

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

Skills:

Students will be able to:

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

Assessments

Formative Assessments

The Teacher will:

- Ask students to use a timeline to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.

- Ask students to observe an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Ask students to read provided research documents to investigate and gather information about the contributions of Shah Waliullah in the Subcontinent.
- Ask students to use posters to explore Muslims' response to the challenging situation of the Subcontinent.
- Ask students to read the extra study material and share their verbal responses on their evaluation of the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Ask students to read, and understand, the worksheet to explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Ask students to read documents to evaluate Haji Shariatullah's contribution to strengthening Muslims of the Subcontinent as a community.

Summative Assessments

Students will:

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

Learning Activities

The Teacher will:

- Use a timeline to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Use an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Use research documents to help students investigate and gather information about the contributions of Shah Waliullah in the Subcontinent.
- Use posters to explore Muslims' response to the challenging situation of the Subcontinent.

- Use extra study material to evaluate the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Use a worksheet to help students explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Use documents to evaluate Haji Shariatullah's contribution to strengthen Muslims of the Subcontinent as a community.

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Unit 8: Industrial Revolution

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

Knowledge:

Students will:

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

Skills:

Students will be able to:

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

- *Predict the current situation of our region if people of the Subcontinent had thought of converting their raw material into goods during the Industrial Revolution.*

Assessments

Formative Assessments

The Teacher will:

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

Summative Assessments

Students will:

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

Learning Activities

The Teacher will:

- Use a timeline to identify the time of the Industrial Revolution in the span of Bahadur Shah Zafar till the War of Independence.
- Use an organogram to depict the impact of Industrialization on the World.

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

Unit 9: Rise of British in India

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

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

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

DOMAIN 4: Historical Enquiry and Interpretation

Student Learning Outcomes:

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

Knowledge:

Students will:

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

Skills:

Students will be able to:

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

Assessments

Formative Assessments

The Teacher will:

- Ask students to use a timeline to identify the time of Battles of Plassey and Buxar and the death of Tipu Sultan in the span of East India Company till the War of Independence.
- Ask students to share their observations of an organogram to depict the sequence of events that led to the rise of British power in India.
- Ask students to use provided study material to explore the rise of the British in the Subcontinent and share their verbal responses with the class.
- Ask students to use a flowchart to identify the responses on the reasons why the British came to India.
- Ask students to gather information through provided documents and Internet research to analyze some of the causes and consequences of the Battle of Plassey and the Battle of Buxar.
- Ask students to use the Venn diagram and share their verbal responses to explain the differences, and similarities, between the Battle of Plassey and the Battle of Buxar.
- Ask students to share their verbal responses with the class to conclude the reasons why the British were able to defeat Haider Ali and Tipu Sultan.
- Ask students to read the provided research documents and share their analysis on how the British strengthened their rule in the Sub-continent.
- Ask students to share verbally some consequences of Queen Victoria's Proclamation Act of 1858.
- Ask students to watch video links to analyze the effects of the War of Independence in 1857.
- Ask students to use posters to inquire about the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.

Summative Assessments

Students will:

- Draw a timeline in their notebooks to identify the time of Battles of Plassey and Buxar and death of Tipu Sultan in the span of East India Company till the War of Independence.
- Construct an organogram to depict the sequence of events that led to the rise of the British power in India.
- Write in their copies a paragraph or two to explain the rise of the British in the Subcontinent and share their verbal responses with the class.
- Draw a flowchart in their notebooks to identify the responses on the reasons why the British came to India.
- Attempt the document-based questions to analyze some of the causes, and consequences, of the Battle of Plassey and the Battle of Buxar.
- Draw a Venn diagram in their notebooks to explain the differences, and similarities, between the Battle of Plassey and the Battle of Buxar.
- Write in their notebooks at least three reasons to conclude why the British were able to defeat Haider Ali and Tipu Sultan.
- Do the document-based questions on how the British strengthened their rule in the Sub-continent.

- The teacher will ask students to verbally share some consequences of Queen Victoria's Proclamation Act of 1858.
- Write at least three paragraphs in their notebooks after watching the video links to analyze the effects of the War of Independence in 1857.
- Make posters to illustrate the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.

Learning Activities

The Teacher will:

- Use a timeline to identify the time of Battles of Plassey and Buxar and the death of Tipu Sultan in the span of the East India Company till the War of Independence.
- Use an organogram to depict the sequence of events that led to the rise of the British power in India.
- Use extra study material to help students explore and gather information about the rise of the British in the Subcontinent.
- Use a flowchart to help students identify the responses on the reasons why the British came to India.
- Divide the class into groups and ask each group to gather information through documents and the Internet to analyze some of the causes and consequences of the Battle of Plassey and the Battle of Buxar.
- Use a Venn diagram to depict differences and similarities between the Battle of Plassey and the Battle of Buxar.
- Generate a class discussion to conclude the reasons why the British were able to defeat Haider Ali and Tipu Sultan.
- Use research documents to help students analyze how the British strengthened their rule in the Sub-continent.
- Generate a class discussion to inquire about some consequences of Queen Victoria's Proclamation Act of 1858.
- Use some video links to analyze the effects of the War of Independence in 1857.
- Use posters to inquire about the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.

