

Dawood Public School
Course Outline 2018-19
History
Grade V

Books:

Moss, Peter; Oxford History for Pakistan Book I; OUP

Yearly Syllabus:

Month	Contents	Page #
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Content	Learning Objectives
<p>Early Civilizations The culture and the way of life of people during a particular period of time in a particular part of the world is a civilization.</p> <p>Greece It is located in southeastern Europe along the coast of the Mediterranean Sea.</p>	<ul style="list-style-type: none"> • Define civilization. • Locate and label Greece on a given map.
<p>The Minoans The Minoans were the first civilization of Europe which began on the Island of Crete in the Mediterranean Sea. This civilization ended when a volcano erupted.</p>	<ul style="list-style-type: none"> • Locate and label Crete on the ancient map of Greece. • State who were the Minoans. • List some basic facts about the Minoans: <ul style="list-style-type: none"> ➤ location ➤ important cities ➤ occupation • List the materials with which the Minoans made tools. • Describe how the Minoan Civilization ended.
<p>The Mycenaeans The Mycenaeans were the Aryan tribes which took over the land from the Minoans. These people were named after their main city Mycenae.</p>	<ul style="list-style-type: none"> • Write about the Mycenaeans: <ul style="list-style-type: none"> ➤ their origin ➤ their occupation ➤ their skills • Identify and locate some main Mycenaean cities and Mycenaean colonies on the ancient map of Greece.
<p>Trojan War The main rival of the Mycenaeans for trade were the people in the city of Troy. As a result, a war broke between the two. Homer, a famous Greek poet wrote a long poem about the famous Trojan War which he said began because a Trojan noble had kidnapped Helen, wife of a Greek King. The Greeks had won the war after playing a trick on Trojans.</p>	<ul style="list-style-type: none"> • Locate Troy on the map of Ancient Greece. • State the reason for the war between the city of Troy and Mycenae. • Name the present day country which replaced the city of Troy. • Write about the Trojan war: <ul style="list-style-type: none"> ➤ Year of the war. ➤ Number of years the war continued. ➤ The story of the war. • State who was Homer.
<p>Decline of Mycenaeans Around 1200 BCE, the Mycenaeans were conquered by a new wave of people called Dorians.</p>	<ul style="list-style-type: none"> • State who were the Dorians. • State the year in which the Dorians took over Greece and Crete. • Describe what type of people the Dorians were.
<p>The Dark Age of Greece In some ways, this period of time has been lost to history. Many important records from this time have not survived.</p>	<ul style="list-style-type: none"> • State how long approximately the Dark Ages lasted. • Describe what happened during the Dark Age of Greece.
<p>Golden Age of Greece Different races joined together to produce the Golden Age of Greece.</p>	<ul style="list-style-type: none"> • Write about the difference between the Dark Age and the Golden Age of Greece.

Reference Books:

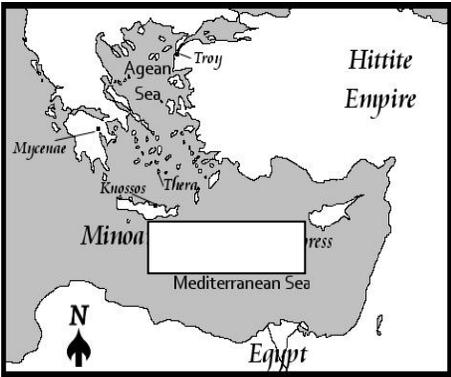
- ✓ Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- ✓ Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

Key Words:

civilization, fortification, districts, conquered, armour, slaughter

Practice Questions:

1. Differentiate between the Minoans and Mycenaeans.
2. When was the Dark Age of Greece?
3. In the given map write the name of the civilization.



Projects, Assignments and Activity:

- Students will arrange events in a chronological order.
- Students will draw the map of Ancient Greece and chalk out the main Mycenaean cities and colonies.

Surf I.T:

- <http://www.socialstudiesforkids.com/articles/worldhistory/cretehistory1.htm>

September:

Topic:The Greek City States:

Pages: 28-29

Content	Learning Objectives
<p>Greece</p> <p>Greek cities were developed near the seas and later they were separated into city states. There were about 150 city states in Greece, some had kings while some were ruled by nobles and some were ruled by the people themselves.</p>	<ul style="list-style-type: none"> • Locate Ancient Greek Civilization on a given map. • State why villages in early Greece flourished near the sea. • State what were city states. • State how many city states there were in Ancient Greece. • Describe how city states were run. • Differentiate between Greek colonies and the Greek motherland. • Identify the location of Greek colonies and Greek motherland on a map of Ancient Greece. • List the following important Greek city states and locate them on a map: <ul style="list-style-type: none"> ➤ Athens ➤ Sparta ➤ Corinth ➤ Thebes ➤ Argos • Describe the three systems of ruling a land: <ul style="list-style-type: none"> ➤ Monarchy ➤ Democracy ➤ Dictatorship
<p>Athens</p> <p>In Athens, life was pleasant for all men, even for the slaves. Women were only allowed to attend religious functions and mostly stayed indoors. The people of Athens loved discussion, arts, science and literature. They built many beautiful buildings, statues and monuments.</p>	<ul style="list-style-type: none"> • Briefly write about life in Athens: <ul style="list-style-type: none"> ➤ Type of government ➤ Types of buildings ➤ Life for women ➤ Social life and activities for men ➤ Life for slaves ➤ Role of army and navy

<p>Huge buildings were supported by Carytids which were columns shaped as figures. Athenians chose their leaders by voting. It was a democracy with a small army but a powerful navy. The people of Athens worshipped goddess Athena and built a beautiful temple called Parthenon for her.</p>	<ul style="list-style-type: none"> • State what a democracy is. • List the activities enjoyed by Athenians in their spare time. • Write about: <ul style="list-style-type: none"> ➤ Parthenon ➤ Caryatids
<p>Sparta Life in Sparta was difficult and ruled by the system of dictatorship. Everything belonged to the state and there was little beauty in the surroundings with only few buildings. Spartans were great fighters. They were preoccupied with war and how train for it. Slaves were treated badly and were hunted by teenage boys to get practice. Women were also trained to be fighters. They built very few buildings and showed little interest in arts and education. It had a strong army.</p>	<ul style="list-style-type: none"> • Briefly write about life in Sparta: <ul style="list-style-type: none"> ➤ Type of government ➤ Types of buildings ➤ Life for men ➤ Life for women ➤ Training practices for young boys ➤ Life for slaves • State what a dictatorship is. • State how long Spartan men stayed at army camps. • Compare Spartans with Athenians. • Provide a few describing words for life in Sparta.

Reference Books:

- ✓ Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- ✓ Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

Key Words:
temple, theatre, democracy, dictatorship, harsh, preoccupied, flogged, barracks

Practice Questions:

1. State the similarities and differences between the governments in Athens and Sparta. Draw circles like the given ones and give the answers.

2. How were the slaves treated in Sparta?

Projects, Assignments and Activity:

- Students will make models of Greek buildings.
- Students will research on Greek cities.

Surf I.T:

- <http://greece.mrdonn.org/city-states.html>

Content	Learning Objectives
<p>Greek Religion</p> <p>Greeks had many gods who they believed lived on Mount Olympus.</p> <p>The King god was Zeus, and the Queen goddess was Hera. Other gods were:</p> <ul style="list-style-type: none"> • Sea god Poseidon • Sun god Apollo • War god Ares • Under world god Hades <p>There were other half gods, with one parent as a god and the other as a human.</p> <p>Greeks built beautiful temples for their gods, but only priests could go inside them.</p> <p>The Greek belief about life after death was hazy, they thought there was a whole world under the ground.</p>	<ul style="list-style-type: none"> • Name some of the gods and goddesses who lived on top of the Mount Olympus. • Briefly write about the importance of: <ul style="list-style-type: none"> ➤ Poseidon ➤ Apollo ➤ Artemis ➤ Ares • Differentiate between gods and half-gods. • Describe the temples built for the gods and goddesses. • Describe the beliefs of Greeks about life after death.
<p>Government in Athens</p> <p>The most important thing that ancient Athens gave to the world was the system of government called democracy.</p> <p>Any free man in Athens could address the assembly from the Acropolis.</p> <p>The Assembly consisted of a council of fifty men who decided laws. There was a new Council chosen every five weeks. Elected judges carried out the daily affairs of Athens.</p>	<ul style="list-style-type: none"> • State the year upto when Athens was ruled by: <ul style="list-style-type: none"> ➤ Kings ➤ Noblemen • State which form of government was introduced in Athens after 500 BC. • Define ‘democracy’. • Describe how voting took place at the Acropolis. • Explain what is meant by ‘free men’. • List the rules of voting as it was practiced in Ancient Athens. • Describe the role of the ‘Assembly’ in Athens. • Briefly write about Acropolis. • Compare the Acropolis as it was in Ancient Greece and current times. • State the role of the following in Athens: <ul style="list-style-type: none"> ➤ free men ➤ judges ➤ council
<p>Government in Sparta</p> <p>The government of Sparta had two kings whose main job was to lead the army in the battles.</p> <p>The Assembly elected judges and the council, but the judges were dictators. The council had no power at all.</p> <p>Greek civilization began fading in the 4th century BC.</p>	<ul style="list-style-type: none"> • Define the following: <ul style="list-style-type: none"> ➤ Oligarchy ➤ Dictatorship ➤ Monarchy • Describe the role of Kings in Sparta. • State the role of the following in Sparta: <ul style="list-style-type: none"> ➤ free men ➤ judges ➤ council • State when did Greek civilization end.
<p>Greek influence in Modern Times</p> <p>Although the Golden Age of ancient Greece ended 2300 years ago, the influence of that civilization is still strong in the world today.</p>	<ul style="list-style-type: none"> • Develop awareness of Greek architecture influencing modern day buildings. • Develop awareness that theatre and literature were first developed by Greeks. • Develop awareness about how Olympic Games have evolved.

Reference Books:

- ✓ Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- ✓ Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

Key Words: disguised, sacrifice, myrtle tree, wreath, altar, hazy idea, council, dictator, assembly

Practice Questions:

1. Write the names of Greek gods and goddess.
2. What was the Greek's idea of life after death?

**Projects, Assignments and Activity:**

- Students will research about the Acropolis and its role in the heritage of modern day Greece.

Surf I.T

- <http://resources.woodlands-junior.kent.sch.uk/homework/Greece.html>
- <http://resources.woodlands-junior.kent.sch.uk/homework/greece/greekgods.htm>

November:

Revision for Mid-Year Examination

December:

Mid-Year Examination

January:

Topic: Rome and its Empire:

Pages: 40-41

Content	Learning Objectives
<p>Introduction</p> <p>It is believed that twin brothers Romulus and Remus lived in Rome. In a quarrel over who would gain control over the land, Romulus killed his brother and founded a city which he named Rome.</p>	<ul style="list-style-type: none"> • Locate and label Rome on a given map. • Narrate the story of Romulus and Remus. • State how Rome came into being.
<p>Rome begins an Empire</p> <p>In 510 BCE the kings were driven out of Rome and it became a Republic.</p> <p>Rome needed more food and workers to support its growing needs. The army began to conquer nearby tribes and cities to join to the empire. By 250 BC a large group of states or cities were ruled by the Romans.</p> <p>Most of Italy, land around the Mediterranean Sea belonging to Greece and Carthage, which was close to North Africa came under Roman rule.</p>	<ul style="list-style-type: none"> • Define the following: <ul style="list-style-type: none"> ➤ Republic ➤ Empire • State which year Rome became a Republic. • Briefly describe how Rome became an empire. • List the states which were conquered by Romans to add to the Empire. • Locate Italy, Carthage, Greece and Alexandria on the map. • State why Romans looked for the land all around the Mediterranean.
<p>Punic Wars</p> <p>Three Punic wars were fought between Romans and Carthaginians between 264 BC and 146 BC. The most famous was the conflict between Hannibal, a great Carthaginian general, who tried hard to defeat the Romans, but was not successful.</p>	<ul style="list-style-type: none"> • Identify the places on a given map which were controlled by Carthage. • State how many Punic wars were fought between Rome and Carthage. • Describe how Romans defeated Carthaginians. • State who was Hannibal. • Briefly describe what happened in the second Punic War.

<p>The Greek Wars</p> <p>Romans attacked the Greek as they supported Carthaginians during the Punic Wars. After the victory over Greece, Romans controlled all the cities around the Mediterranean shores.</p>	<ul style="list-style-type: none"> • State why the Romans wanted to attack Greece. • Describe how the Greeks were defeated.
<p>The Roman Empire</p> <p>As Rome spread in conquest northward and eastward, it captured France, Britain and parts of Germany, northern Europe and southern Russia. In east, Rome took over southern Egypt and parts of Iraq and Arabia.</p> <p>Frontiers were fixed to mark the empire and inside the boundaries 'PaxRomana' was introduced.</p> <p>The empire lasted 400years, although people thought it would last forever.</p>	<ul style="list-style-type: none"> • List the places captured by the Romans as it spread its empire. • State the time period for the Roman conquests. • Define 'PaxRomana'. • List some important facts about Roman Empires: <ul style="list-style-type: none"> ➤ Army ➤ Government ➤ Roads ➤ Occupation ➤ Language • Name some important buildings of the Roman era. • State how long the Roman Empire lasted for.

Reference Books:

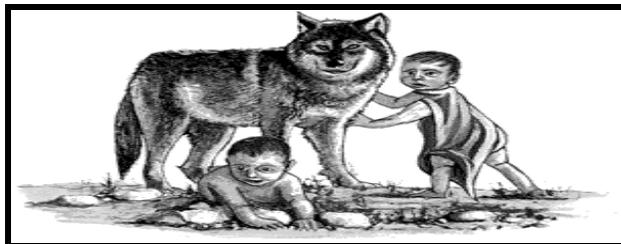
- ✓ Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- ✓ Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

Key Words: quarrel, she-wolf, wicked, shepherd, ditch, republic, temple, exploit



Practice Questions:

1. Who was Hannibal?
2. Identify the picture and describe it in your own words.



Projects, Assignments and Activity:

- Students will mark the areas conquered by the Romans on a given map.

Surf I.T

- http://www.ducksters.com/history/ancient_rome/romulus_and_remus.php
- http://www.ducksters.com/history/ancient_rome.php

Content	Learning Objectives
<p>Government</p> <p>Rome was ruled by kings until 510 BC after which the cruel rulers were driven out and a Republican System of government emerged in Rome.</p> <p>Every year the freemen elected two consuls who were in charge of the city and the empire.</p>	<ul style="list-style-type: none"> • State how long the Kings ruled Rome for. • Define the following: <ul style="list-style-type: none"> ➤ Republic ➤ Magistrates ➤ Consuls ➤ Council ➤ Senate ➤ Censors • Differentiate between the roles of the senior and junior magistrates. • Differentiate between consuls and the council.
<p>Patricians, Knights and Plebians</p> <p>All the free people of Rome were divided into three classes.</p> <p>Patricians: were the nobles who were born to the old wealthy families.</p> <p>Knights: were very rich people who had many privileges but were not Patricians.</p> <p>Plebeians: were the general public who could be anything – from beggars to rich merchants.</p>	<ul style="list-style-type: none"> • Describe the ‘class system’ • Describe the people belonging to the following classes in Rome: <ul style="list-style-type: none"> ➤ Patricians ➤ Knights ➤ Plebians
<p>Slaves</p> <p>Belonged to bottom class and had very few rights and were bound to their master.</p>	<ul style="list-style-type: none"> • State the responsibilities of slaves. • Describe how the slaves were treated in Rome. • Differentiate between a good master and a cruel master. • Compare the life of slaves to some domestic workers of our modern times.
<p>The Empire</p> <p>Julius Caesar was made dictator for life but was murdered in 44 BCE. His nephew and adopted son Octavius, was made the ruler for life after a bitter civil war.</p>	<ul style="list-style-type: none"> • List some character traits of Julius Caesar. • List some character traits of Octavius. • State what was meant by “Augustus’. • State the year in which the Roman Empire collapsed. • State what happened to Rome after the empire collapsed.
<p>Roman Religion</p> <p>The Romans had the same gods as the Greeks but with different names.</p> <p>In Rome the emperors were made into gods.</p> <p>People generally turned to the gods when they wanted to know about the future.</p> <p>Foreign religions became popular when people wanted more than fortune telling.</p> <p>Emperor Nero persecuted Christianity because it taught people to obey God first, before they obeyed the emperors.</p> <p>Christianity became the state religion in 4th century AD and all other religions were banned.</p>	<ul style="list-style-type: none"> • Briefly differentiate between Greek and Roman religion. • Name some of the famous Roman gods and goddesses. • Describe the role of priests in Rome. • Describe the foreign mystery religions. • Write about the role of religion in the lives of Romans. • Explain why Emperor Nero persecuted Christianity. • State when Christianity became the state religion.

Reference Books:

- ✓ Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- ✓ Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

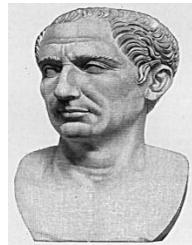
Key Words: censors, magistrate, patrician, knight, plebian, privilege, collapse, mystery, persecuted

Practice Questions:

1. Describe the three classes in Rome.



2. Narrate what happened after Julius Caesar was murdered.



3. Identify the Roman god in the picture below.



Projects, Assignments and Activity:

- Students will make A4 size posters on any famous Roman god or goddess.

Surf I.T

- <http://www.historyforkids.org/learn/romans/religion/>
- <http://rome.mrdonn.org/senate.html>

March:

Topic: Roman Amusements

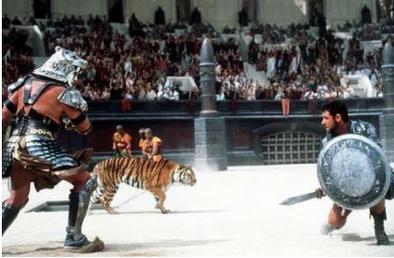
Pages: 48-49

Content	Learning Objectives
<p>Roman Amusements</p> <p>Romans had almost six months of holidays which included religious festivals. Free entertainment was available for the people. This involved:</p> <ul style="list-style-type: none">• Theatre: Romans loved drama, oration and watching real life executions.• Chariot racing: Romans enjoyed the danger and thrill of gambling on racers.• The Baths: best forms of entertainment, exercises, conferences, cleansing routine, business.• Gladiators: Romans loved the thrill of mock battles which often involved real killings; this was the worst form of entertainment.	<ul style="list-style-type: none">• Describe the importance of amusement in the lives of the Romans.• State what type of plays the Romans preferred.• Describe the Chariot Race.• State who the Gladiators were.• Describe gladiator combats.• Write about the following buildings:<ul style="list-style-type: none">➤ Amphitheatre➤ Circus Maximus➤ Hippodrome➤ Colosseum

Key Words: tortured, condemned, gambling, combat

Practice Questions:

1. How did the Roman emperors keep the Romans busy?
2. Why was chariot racing such a popular sport in Rome? Discuss the races and their outcomes.
3. Who were gladiators? What was their fate in Rome?



4. Describe the Colosseum in detail.



Projects, Assignments and Activity:

- Students will share facts related to any famous Roman building in the class.

Surf I.T

- <http://www.historylearningsite.co.uk/ancient-rome/roman-entertainment/>
- <http://persweb.wabash.edu/facstaff/royaltyr/AncientCities/web/bradleyj/Project%201/Games.html>

Topic:The Fall of the Roman Empire

Pages: 52-53

Content	Learning Objectives
<p>Fall of Rome</p> <p>There were many reasons for the fall of the Roman Empire.</p> <ul style="list-style-type: none">• Roman citizens became lazy.• Romans wanted more luxuries and an easy life.• Romans wanted 'Bread and Circuses'.• Barbarian tribes took a strong hold over the empire, they were hired and they were interested only in pay not in fighting.	<ul style="list-style-type: none">• State why the Roman Empire began to weaken.• Describe what happened after the Roman Empire had weakened.• State why barbarians were hired by the government.
<p>Constantine</p> <p>There were a few strong Emperors in the last period of Rome. Constantine the Great ruled from 307 AD to 337 AD as emperor of both the east and the west of Rome. He moved the capital to Constantinople which is current day Istanbul in Turkey.</p>	<ul style="list-style-type: none">• State who was Constantine.• Narrate the reforms introduced by Constantine.• Describe what happened after the rule of Constantine in Roman Empire ended.• Name the current city which was once the capital of Rome.
<p>The Dark Ages</p> <p>Most of the Europe went into the Dark Ages as the barbarian tribes made kingdoms there. Towns were abandoned and trade almost disappeared during this period.</p>	<ul style="list-style-type: none">• Describe what happened during the Dark Ages of Europe.• Name some of the Barbaric tribes.

The Monasteries

The Christian monasteries which were located in lonely places during the Dark Age of Rome tried to keep alive Roman traditions. But they were often attacked for this.

After few centuries, life became a little more peaceful and the monks went out to start a new kind of civilization.

The Hagia Sophia is one of the world's great monuments. It first served as a church and was later made into a mosque. It is now a museum.

The Hagia Sophia stands in Istanbul, Turkey.

- Describe the role of monasteries in upholding Roman traditions.
- State what happened to them during the fall of the Roman Empire.
- Briefly write about Hagia Sophia.

Reference Books:

- ✓ Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- ✓ Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

Key Words: corrupt, expect, frontier, barbarian, establishment, disappear, monasteries, monks

Practice Questions:

1. What were the reasons for the breakup of the Roman Empire?
2. i. Identify the person in the given picture.
ii. Write what you know about him.



3. Describe about the ages of Rome.
4. Identify the building and state its importance in the Roman history.



Projects, Assignments and Activity:

- Students will work in groups to present their ideas about the Dark Ages of Rome and Greece.

Surf I.T

- http://www.ducksters.com/history/ancient_rome/fall_of_rome.php
- http://www.ducksters.com/history/ancient_rome/constantine_the_great.php

April:

Revision for Final Examination

May:

Final Examination