

**Dawood Public School**  
**Course Outline 2019-20**  
**History**  
**Grade IV**

**Books:**

Moss, Peter; Oxford History for Pakistan Book 1; OUP

**Monthly Course Distribution**

<b>Month</b>	<b>Contents</b>	<b>Pages</b>
August	The World in the Beginning And Understanding Timeline The Fertile Crescent	3 – 5 14 – 15
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## Syllabus Content

August 2019

Chapter: The World in the Beginning and Understanding Timeline

Pages no: 3 - 5

Content	Learning Objectives
<p><b>Introduction</b> In 1831, a young scientist called Charles Darwin went around the world to study and collect samples for animals, plants and rocks. He scientifically proved that all the species of living things on Earth had evolved from earlier species, including humans.</p>	<ul style="list-style-type: none"> <li>● Name the English scientist who presented the theory of evolution by natural selection.</li> <li>● Name the three important species of human ancestors.</li> </ul>
<p><b>The Earliest Humans</b> The first people appeared in East Africa and were half way between humans and apes. Their bodies were covered with hair. They were wanderers and had no weapons or tools. They did not know how to make fire and slept under bushes.</p>	<ul style="list-style-type: none"> <li>● Name the continent where the first people had appeared.</li> <li>● Describe the physical characteristics of the earliest humans.</li> <li>● Describe the lifestyle of the earliest humans.</li> </ul>
<p><b>Homo Erectus</b> They were the first real people. They were not modern humans. They were wanderers but made new discoveries. They hit stones together to make them into sharp edged tools and weapons. These helped them to dig the land and to butcher the animals.</p>	<ul style="list-style-type: none"> <li>● Describe the physical characteristics of the Homo erectus.</li> <li>● Describe the lifestyle of Homoerectus.</li> <li>● State the factors that led to the invention of tools.</li> <li>● Describe what the tools were used for.</li> </ul>
<p><b>Homo Sapiens</b> They appeared a quarter of million years ago. Their slightly better brains enabled them to make new discoveries and inventions like fire. The main use of fire included cooking which made meat easier to digest and prevented some diseases; protection against predators; heat in cold climates etc.</p>	<ul style="list-style-type: none"> <li>● Describe the physical characteristics of the Homo sapiens.</li> <li>● Describe the lifestyle of Homo sapiens.</li> <li>● State how the invention of fire is a 'revolution'.</li> <li>● Develop awareness for the term 'revolution'.</li> <li>● Develop awareness about how human ancestors had evolved through natural selection.</li> </ul>
<p><b>Time Line</b> Timelines are graphic representations of the chronology of events in time. It helps in learning the sequence of events in history by constructing timelines.</p>	<ul style="list-style-type: none"> <li>● Understand the meaning of the following abbreviations: <ul style="list-style-type: none"> <li>➤ BC</li> <li>➤ CE</li> <li>➤ BCE</li> <li>➤ AD</li> </ul> </li> <li>● Explain why BC years go backwards numerically.</li> <li>● Describe the purpose of a 'timeline'.</li> <li>● Read and interpret a given timeline.</li> <li>● Identify historical events and put them in sequential order.</li> </ul>

**Reference Books:**

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

**Key Words:**

Homo erectus, homo sapiens, apes, Anno Domini

**Practice Questions:**

1. Differentiate between Homo erectus and Homo sapiens.
2. Draw a timeline that highlights important events in your life.

**Projects, Assignments and Activity:**

- Students will do a role play on:
  - "How did early humans first discover that they could harness and use fire?"

**Surf I.T:**

<https://www.fatherly.com/parenting/heres-how-a-darwin-explains-evolution-to-kids/>

<https://kids.britannica.com/kids/article/human-origins/353271#251183-toc>

<http://www.readingrockets.org/article/creating-timelines>

**August 2019**

**Topic: The Fertile Crescent**

**Pages no: 14 - 15**

Content	Learning Objectives
<p><b>World's first civilizations</b> First great civilization located in the valleys of Tigris and Euphrates, stretching from the Persian Gulf to the Mediterranean Sea.</p>	<ul style="list-style-type: none"> <li>• Describe River Valley Civilization.</li> <li>• State which waters 'Tigris' and 'Euphrates' belong to.</li> <li>• Locate and label Fertile Crescent on a given map.</li> <li>• State why early civilizations started in warm river-valleys.</li> </ul>
<p><b>The Sumerians</b> First civilized people, invented metal tools and the first writings for the world. The Sumerians were the first ones to make multiple tools out of bronze metal and iron metal. Sumerians knew how to cultivate the land. They also dug canals for irrigation.</p>	<ul style="list-style-type: none"> <li>• Describe the Sumerians.</li> <li>• List basic facts about Sumerians- location and occupation.</li> <li>• Identify the materials with which Sumerians made tools.</li> <li>• Describe the uses of the tools which were invented by the Sumerians.</li> <li>• Define 'irrigation'.</li> </ul>
<p><b>Religion</b> People who believe in multiple gods are called polytheists (for e.g. Hindus, Ancient Greeks and Romans). Those who believe in one god are called monotheists (for e.g. Muslims, Jews and Christian). Sumerians were polytheists. The highest religious authority was the priest who ruled the land.</p>	<ul style="list-style-type: none"> <li>• Develop awareness about different belief systems that exist in the world.</li> <li>• State the difference between polytheists and monotheists.</li> <li>• Describe the role of a 'priest'.</li> </ul>

<p><b>Writing</b></p> <p>Early writings took place with reed pens on soft clay blocks.</p> <p>Cuneiform was used to keep records of the goods traded and to write stories about their gods.</p> <p>Gilgamesh's name is on the Sumerian Kings' List. He wanted to live forever and had many stories related to him.</p>	<ul style="list-style-type: none"> <li>• Describe 'Cuneiform'.</li> <li>• Identify the uses of Cuneiform.</li> <li>• Describe what the Sumerians used for their writings.</li> <li>• Write about the hero-god Gilgamesh.</li> </ul>
<p><b>World's first cities</b></p> <p>Sumerian villages grew into big cities. The biggest city was called Ur which had mud- brick houses, paved streets and temples called ziggurats.</p> <p>Ziggurats were the temples also used to store food and as a living and burial places of the kings.</p>	<ul style="list-style-type: none"> <li>• List some important features that were present in the cities of the Fertile Crescent.</li> <li>• Name the biggest city of the Sumerian Civilization.</li> <li>• Define 'ziggurat'.</li> <li>• Write about the importance of a ziggurat.</li> </ul>
<p><b>Discoveries in the Fertile Crescent</b></p> <p>The Fertile Crescent in its time, led to the discovery of many important items.</p> <ul style="list-style-type: none"> <li>• Wheels</li> <li>• Fine pottery</li> <li>• Wood</li> <li>• Metal</li> <li>• Clocks</li> </ul> <p>Wood and metal were used as items of trade.</p>	<ul style="list-style-type: none"> <li>• List some notable inventions of Sumerians.</li> <li>• Write about the importance of math and science in the lives of Sumerians.</li> <li>• Name the items which were used for trade during the times of the Sumerians.</li> <li>• Suggest how the wheel may have been used in early times.</li> </ul>
<p><b>Other Fertile Crescent Empires</b></p> <p>After the decline of the Sumerians, other civilizations also inhabited the Fertile Crescent. These were the Akkadians, Babylonians, Assyrians and Persians.</p> <p>Later, the Persians were overthrown by Alexander the Great and his armies.</p> <p>Hammurabi was the king of Babylon who wrote the first great book of laws.</p>	<ul style="list-style-type: none"> <li>• List some of the civilizations which inhabited the Fertile Crescent after the Sumerians.</li> <li>• Trace the timeline for the invading armies which ruled the Fertile Crescent over time.</li> <li>• Briefly write about King Hammurabi and the reason for his fame in history.</li> </ul>

**Reference Books:**

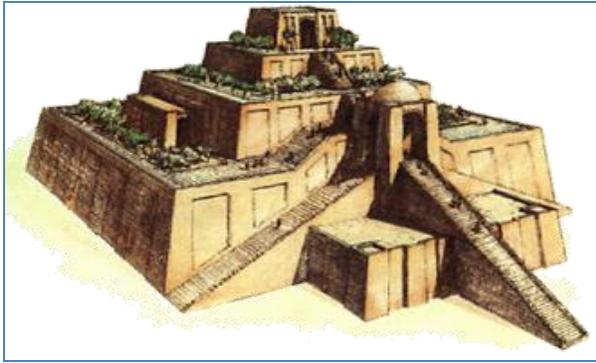
- Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

**Key Words:**

permanent, civilization, harness, hoe, sundial, water clock

**Practice Questions:**

1. Why did the early civilizations start in warm river valleys?
2. List some of the discoveries made by the people of the Fertile Crescent.
3. Identify the building and describe its use.

**Projects, Assignments and Activity:**

- Students will make a sundial.

**Surf I.T:**

<http://www.ushistory.org/civ/4a.asp>

<http://www.ushistory.org/civ/4d.asp>

**September 2019**

**Topic: Early Times in China**

**Pages no: 16 - 17**

Content	Learning Objectives
<p><b>Introduction</b></p> <p>The capital of China is Beijing. Skulls found in the cave near Beijing showed that Homo erectus and Homo Sapiens lived there.</p>	<ul style="list-style-type: none"> <li>• Describe the earliest days of China.</li> <li>• Explain what is a 'Homo Erectus'</li> <li>• Explain who were 'Homo Sapiens'</li> <li>• Locate the following on a given map:               <ul style="list-style-type: none"> <li>➤ China</li> <li>➤ Yang Shao</li> <li>➤ Long Shan</li> <li>➤ Shan</li> <li>➤ Shang</li> </ul> </li> </ul>
<p><b>The Yang-Shao people</b></p> <p>The Yang Shao was the first civilization in China that appeared in the valley of the Hwang-Ho River about 6000 years ago.</p> <p>They were farmers, fishermen and hunters. They made rough huts with river mud mixed with reed.</p>	<ul style="list-style-type: none"> <li>• Describe the Yang-Shao people.</li> <li>• List basic facts about Yang-Shao people - location and occupation.</li> <li>• Write about the skills of the Yang Shao people.</li> <li>• Describe the houses of the Yang Shao people.</li> <li>• Compare the houses of the Yang Shao people with the modern homes we live in today.</li> </ul>
<p><b>The Long-Shan people</b></p> <p>The Long Shan people took over Yang-Shao</p>	<ul style="list-style-type: none"> <li>• Describe the Long-Shan people.</li> </ul>

<p>people about 4500 years ago. They were better farmers. They cultivated silkworms and took help from some domestic animals in the fields. Long Shan and Yang Shao people were later on united under one king. This was the beginning of Xia Dynasty. China was still in stone age as writing was not invented.</p>	<ul style="list-style-type: none"> <li>● List basic facts about Long-Shan people - location and occupation.</li> <li>● Write about the skills of the Long Shan people.</li> <li>● Explain how Xia Dynasty began and why we don't know much about it.</li> </ul>
<p><b>Shang Dynasty</b> About 3750 years ago, a group of fierce, cruel but intelligent Chinese people conquered the other kingdoms and began the Shang Empire.</p>	<ul style="list-style-type: none"> <li>● Define 'dynasty'.</li> <li>● Describe how and when did the Shang Dynasty start.</li> <li>● Write about the lifestyle and skills of the people of Shang Dynasty.</li> <li>● Explain how we know much about Shang Empire.</li> <li>● Describe the role of the following in the Shang Dynasty: <ul style="list-style-type: none"> <li>➤ The emperor</li> <li>➤ The noblemen</li> <li>➤ The peasants</li> </ul> </li> </ul>
<p><b>Invention of Writing in China</b> The people of the Shang Dynasty were the first to use writing in China. A priest would scratch the marks on a piece of bone. The back of that bone would then be touched with piece of red-hot metal till it would crack. These cracks were supposed to be god's reply. People think, this was the beginning of Chinese writing.</p>	<ul style="list-style-type: none"> <li>● Describe how people of the Shang Dynasty would write.</li> <li>● State the use of 'Oracle Bones'.</li> </ul>
<p><b>Shang craftsmen</b> The people of the Shang Dynasty were brilliant craftsmen; they made religious vessels, bells for temples, weapons and armour from bronze.</p>	<ul style="list-style-type: none"> <li>● Write about Shang craftsmen.</li> <li>● List some important things made by the craftsmen of the Shang Dynasty.</li> </ul>

**Reference Books:**

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

**Key Words:**

Homo Erectus, Homo Sapiens, peasants, ceremonies, vessels

**Practice Questions:**

1. Compare the lifestyle of the Yang-Shao people and the Long-Shan people.
2. Why do we know so much about the Shang people?
3. Identify the image given below and state what it was used for.

**Surf I.T:**

[http://www.ducksters.com/history/china/ancient\\_china.php](http://www.ducksters.com/history/china/ancient_china.php)

October 2019

Topic: The Zhou and Qin Dynasties

Pages no: 18 - 19

Content	Learning Objectives
<p><b>Zhou Dynasty</b> The Shang Dynasty ended after a series of wars among Shang people and their neighbours. They were defeated by the State of Zhou. Fighting rarely stopped in Zhou period. When the states were not quarrelling among themselves, they were trying to defend the country against barbarian invaders from Central Asia.</p>	<ul style="list-style-type: none"> <li>• State how the Shang Dynasty ended.</li> <li>• Briefly write about the Zhou kings.</li> <li>• State how long the Zhou kings ruled for.</li> <li>• State why fighting did not stop in the Zhou Dynasty.</li> </ul>
<p><b>The Feudal System developed by the Zhou kings.</b> Ancient Chinese developed the feudal system. The emperor was in charge of the State with nobles, knights and peasants working under him.</p>	<ul style="list-style-type: none"> <li>• Describe a 'feudal system'.</li> <li>• Write about the duties of the following in Zhou Dynasty:               <ul style="list-style-type: none"> <li>➤ emperor</li> <li>➤ nobles</li> <li>➤ knights</li> <li>➤ peasants</li> </ul> </li> </ul>
<p><b>Qin Dynasty</b> In 221 BC, Qin Dynasty defeated the Zhou kings and led China under Qin Shi Huang Di. King Qin was the first emperor of the united China and brought many changes. He built the Great Wall of China. In order to prevent people from stirring up rebellion, he burned all books which were about</p>	<ul style="list-style-type: none"> <li>• Describe how the Qin Dynasty came into being.</li> <li>• Write about King Qin Shi Huang Di and his contributions.</li> <li>• State who built the Great Wall of China.</li> <li>• Develop awareness that the Great Wall of China is an ancient wonder of the world.</li> </ul>

<p>the past kings and scholars. He did not want his people to go against him.</p> <p>When he died, no slaves were killed to accompany him to his grave. Instead in his life, he made many thousands of life size statues of warriors, horses and chariots to be placed in his grave to help him in the next world.</p>	<ul style="list-style-type: none"> <li>• State why King Qin Shi did not want his people to know about the past kings and thinkers.</li> <li>• Write about what King Qin Shi did to stop people from learning about the past.</li> <li>• State what was the 'Terracotta Army'.</li> <li>• Describe the purpose of the Terracotta Army.</li> </ul>
<p><b>Han Dynasty</b></p> <p>Han ruled over four centuries, under a series of wise kings.</p> <p>It was a period of peace and wisdom.</p>	<ul style="list-style-type: none"> <li>• State how the Han Dynasty started.</li> <li>• Describe why the Han Dynasty was called a period of peace and wisdom.</li> </ul>

<p><b>Reference Books:</b></p> <ul style="list-style-type: none"> <li>• Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.</li> <li>• Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.</li> </ul> <p><b>Key Words:</b></p> <p>feudal, philosophers, barbarians, savage, reign, rebellion, scholars</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why did people fight constantly during the Zhou dynasty?</li> <li>2. What did the archeologists find in Emperor Qin's grave?</li> </ol> <p><b>Projects, Assignments and Activity:</b></p> <p>Students will gather facts and pictures about Terracotta Army.</p> <p><b>Surf I.T:</b></p> <p><a href="http://www.historyforkids.net/dynasties-of-ancient-china.html">http://www.historyforkids.net/dynasties-of-ancient-china.html</a></p> <p><a href="http://www.chinahighlights.com/travelguide/china-history/the-qin-dynasty.htm">http://www.chinahighlights.com/travelguide/china-history/the-qin-dynasty.htm</a></p>	
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**November 2019**

<b>Revision for Mid-Year Examinations</b>
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**December 2019**

<b>Mid-Year Examinations</b>
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**January 2020**

**Topic: Egypt and the Nile**

**Pages no: 20 - 21**

Content	Learning Objectives
<p><b>Introduction</b></p> <p>The capital of Egypt is Cairo. It was a river-valley civilization which experienced floods. Egypt had a great water supply, rich soil and sunshine.</p> <p>The River Nile helped the people of Egypt to grow food by irrigation and for transport.</p> <p>Its long narrow shape made it develop differently from the other river valley civilizations. Outside enemies could only attack from the mouth of the river which was easy to defend.</p>	<ul style="list-style-type: none"> <li>• Locate Egypt and Cairo on the world map.</li> <li>• List some facts about River Nile</li> <li>• State how River Nile helped the people of Ancient Egypt.</li> <li>• State why Egypt was not an advanced civilization by 1000 BC.</li> <li>• Write in detail about the importance of River Nile.</li> <li>• Briefly write about how we know so much about Egypt's past.</li> </ul>
<p><b>Government</b></p> <p>The Pharaohs were the strong rulers in Egypt.</p> <p>They ruled over the water as the Nile was very</p>	<ul style="list-style-type: none"> <li>• State the importance of River Nile in governing Egypt.</li> </ul>

important in the valley and the pharaohs ensured nobody could interfere in the water supply.	<ul style="list-style-type: none"> <li>• State who were the Pharaohs.</li> <li>• Describe how kings ruled the land.</li> </ul>
<b>Writing</b> Hieroglyphs consisted of a series of small pictures carved in stone or wood, or written on leather or papyrus which was reed that grew on the banks of Nile. It was used to send messages and tax demands. Scribes wrote hieroglyph.	<ul style="list-style-type: none"> <li>• State the uses of writing in ancient Egypt.</li> <li>• Identify some of the words in hieroglyph with the help of clues.</li> <li>• State the role of scribes.</li> </ul>
<b>Food and Transport</b> Egyptians enjoyed eating water birds and fish. They used a simple machine called shaduf to lift water from the river into the canals. They would use four types of boats for different purposes on the River Nile.	<ul style="list-style-type: none"> <li>• List the foods which Egyptians loved to eat.</li> <li>• Identify Shaduf and state its uses.</li> <li>• List the different types of boats used by ancient Egyptians.</li> </ul>
<b>Religion</b> Egyptians worshipped many gods, the chief of which was Ra.	<ul style="list-style-type: none"> <li>• Briefly write about the role of religion in the lives of ancient Egyptians.</li> <li>• Identify some of the famous Egyptian gods and goddesses.</li> <li>• State the beliefs of Egyptians about life after death.</li> </ul>
<b>The Ordinary People</b> They seemed to have been fairly happy. They lived in rough huts and seemed to have been fairly happy. They loved eating onions and bread. The men were forced to build pyramids and other important buildings.	<ul style="list-style-type: none"> <li>• Briefly write about the life of ordinary people in Ancient Egypt.</li> <li>• State the duties of ordinary men in Ancient Egypt.</li> </ul>

**Reference Books:**

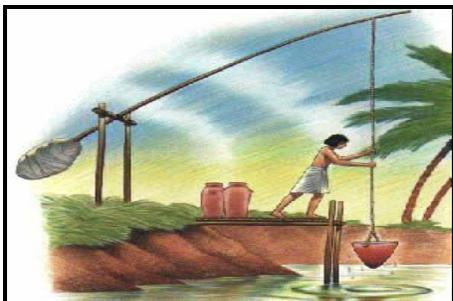
- Roberts, Martin. (2008). Timeline Book I, Oxford University Press, Oxford.
- Crompton, Teresa. (2008). History in Focus Book I, Danesh Publications.

**Key Words:**

shaduf, skyscrapers, tax, civilization

**Practice Questions:**

1. Identify the given image and state its uses.



2. Why was it difficult to attack Egypt?
3. What was the Egyptian's belief about life after death?

**Projects, Assignments and Activity:**

- Students will demonstrate how a shaduf worked using the objects available in the classroom.
- Students will prepare a poster on Egyptian gods and goddesses.

**Surf I.T:**

<http://mocomi.com/indus-valley-civilization/>

Content	Learning Objectives
<p><b>The Pyramids</b> Largest man-made buildings of ancient Egypt were the tombs – also known as the Pyramids. The pyramids were of three major types:</p> <ul style="list-style-type: none"> <li>• Step pyramid- built for King Djoser</li> <li>• Bend pyramid - built for King Senefru</li> </ul> <p>True pyramid – built for Pharaoh Khufu, Pharaoh Khafra, Pharaoh Tutankhamun etc.</p>	<ul style="list-style-type: none"> <li>• Identify the different types of pyramids from given pictures.</li> <li>• State the importance of pyramids.</li> <li>• Describe how pyramids were built.</li> <li>• List some of the famous kings of Egypt.</li> </ul>
<p><b>Sphinx</b> Guardian of pyramids</p>	<ul style="list-style-type: none"> <li>• Identify the Sphinx from given pictures.</li> <li>• State the importance of Sphinx in the lives of Ancient Egyptians.</li> </ul>
<p><b>Statues</b> Egyptians built huge statues. Transporting them was a big task which they tactfully handled with the help of some officials and workers. They also made beautiful temples for their gods.</p>	<ul style="list-style-type: none"> <li>• Describe how huge statues were moved in Ancient Egypt.</li> <li>• Identify the following from given pictures: <ul style="list-style-type: none"> <li>➤ Temple at Abu Simbel</li> <li>➤ Frieze from the tomb of Tutankhamun</li> </ul> </li> </ul>
<p><b>Mummies</b> Ancient Egyptians would preserve the body of their dead. This was a ‘mummy’ which was wrapped in linen bandages and kept in the coffin. The inside parts of the dead body were removed later the body was pickled and preserved in salt, finally it was wrapped in linen bandages. Ancient Egyptians built many tombs for their kings and put the things which the king would need in the next world.</p>	<ul style="list-style-type: none"> <li>• Define a ‘mummy’.</li> <li>• State the importance of a mummy.</li> <li>• Describe the process of mummification.</li> <li>• Identify the things which were kept in the tombs of ancient Egyptians.</li> <li>• State how we know about the lifestyle of ancient Egyptians.</li> </ul>

**Reference Books:**

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

**Key words:**

pyramids, chamber, quarry, mummy

**Practice Questions:**

1. How were huge stones and statues moved in Ancient Egypt?
2. Identify the following images given below:



3. Study the picture given below and describe the process of mummification.



**Projects, Assignments and Activity:**

- Students will watch a documentary on mummies.

March 2020

Topic: Everyday life in Ancient Egypt

Pages no: 24 - 25

Content	Learning Objectives
<p><b>Homes</b></p> <p>The people of Ancient Egypt lived in simple houses made from reeds or mud, used largely for sleeping only. Rich people had multi-storied houses and pretty gardens.</p>	<ul style="list-style-type: none"> <li>● Describe the houses of the following in Ancient Egypt for:               <ul style="list-style-type: none"> <li>➤ ordinary workers</li> <li>➤ farmers</li> <li>➤ rich people</li> </ul> </li> </ul>
<p><b>Food</b></p> <p>Though famines occurred frequently, ancient Egyptians enjoyed a variety of food and a special drink made from soaking half-baked bread in flavored water.</p>	<ul style="list-style-type: none"> <li>● Define 'famine'.</li> <li>● Develop awareness that wastage of food is very wrong.</li> <li>● Describe the food which people in Ancient Egypt ate.</li> </ul>
<p><b>Clothing</b></p> <p>The ordinary people of Ancient Egypt wore light and thin clothes made of white linen. Rich people wore light robes, wigs, jewelry and make-up.</p>	<ul style="list-style-type: none"> <li>● State why Egyptians wore light clothes.</li> <li>● Briefly describe the clothing, makeover and jewelry of ancient Egyptians.</li> <li>● Suggest some reasons why the clothing choice of the rich and ordinary people of Ancient Egypt was different.</li> </ul>
<p><b>Entertainment</b></p> <p>Egyptians loved outdoor sports including boxing, weightlifting, races etc. They were also very fond of music and dance and picnics.</p>	<ul style="list-style-type: none"> <li>● List four indoor and outdoor games played by Egyptians.</li> <li>● Name four musical instruments used by Ancient Egyptians.</li> <li>● List three hobbies of Ancient Egyptians.</li> </ul>

**Reference Books:**

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

**Key Words:**

nobleman, bust, famines, reed

**Practice Questions:**

1. Differentiate between the housing style of rich and poor Egyptians.
2. Describe the clothing of ancient Egyptians.
3. Identify the following image

**Projects, Assignments and Activity:**

- Students will collect pictures of Ancient Egyptian men and women.

**Surf. I.T:**

[www.ancient-egypt-online.com/daily-life-in-ancient-egypt.html](http://www.ancient-egypt-online.com/daily-life-in-ancient-egypt.html)

**April 2020**

**Revision for Final Examinations**

**May 2020**

**Final Examinations**