

5

Revised Edition

NEW OXFORD

Social Studies

for PAKISTAN

TEACHING GUIDE

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Introduction

The *New Oxford Social Studies for Pakistan* series has been revised both in terms of text and layout for compatibility with the change in data and the changing demands of the classroom. The series presents updated facts and figures in a well-illustrated, attractive, and user-friendly format. The sequence of topics has been revised and lessons are grouped thematically under Unit headings. The Teaching Guides have also been revised correspondingly and are presented in a new format. A valuable addition is the appendix that provides photocopiable worksheets for students. Furthermore, extensive lesson plans have been included along with more worksheets, as appropriate, to facilitate the teachers. (The duration of a teaching period is generally 40 minutes and the lessons have been planned accordingly.)

The main objective of this Teaching Guide is to give ideas to make teaching and learning enjoyable, interesting, and useful. At this age, it is important that children are taught in a creative, interactive way so that they do not learn by rote, but absorb knowledge meaningfully and also develop crucial skills such as observation, critical thinking, and using their imagination.

The guidelines for each lesson cover mainly four parts. First is the textbook itself. It has been suggested how the teacher may begin the topic and initiate questions and points of discussion that should be incorporated into the introduction and the reading of the text. These points should be referred to repeatedly while doing the other activities/sections as well.

Secondly, there are comments on the questions, Work Pages, and 'Things to do', given in the textbook. These are useful tools for reinforcement. From Class 3 onwards to Class 5, the use of a good children's atlas is strongly advised to help them understand basic geographical concepts and to introduce geographical skills such as map-reading; the *Oxford Project Atlas for Pakistan*, especially developed for Classes 3, 4, and 5, meets these requirements most suitably and attractively. The *Oxford School Atlas for Pakistan* may also be used at this level.

In addition to these, in the third part of the guidelines, an art and craft section has been included. Children always enjoy making things themselves and getting them to do a related craft is a fun way to reinforce what has been taught.

Finally, ideas that can be used as homework or developed as worksheets for each lesson have also been included to give the children supplementary material to choose from. For some lessons, related songs, stories, display boards, and excursion ideas have been offered.

Lessons must be planned in advance for the week or month so that the course coverage is assured along with adequate time for assessments.

Teachers may choose to link the lessons for continuity, if required, but it is not necessary to complete each and every suggested activity. The teacher, being familiar with the class and the time frame to be followed, is the best judge to select, adapt, and diverge as appropriate. The lesson should, however, be as interactive and enjoyable as possible, so that the children remain attentive and involved. Happy teaching!

Lesson 1 Maps

Discussion points

- What is a map?
- Does it show the whole picture of the Earth?
- How to study a map

Types of maps: Give some time to explain this lesson for it is vitally important that the students fully understand the basics of studying a map. It will establish their knowledge and skill of map reading for the rest of their lives. Make sure you have a globe on your desk and a map of the world at hand as you explain the lesson to the class.

Begin by telling the students about the different kinds of maps and their uses; talk about the earliest maps, cartography, and different kinds of projections. Information on this is available on the Internet and in encyclopaedias.

Longitude and latitude: Explain that the lines of latitude and longitude are imaginary lines drawn on a globe or a map to show the location of places and the distances between them. The lines of latitude are horizontally parallel to each other, from the equator (0°) to the poles (90°); the circle is widest at the equator and gets smaller till it is just a dot/point at each pole. The lines of longitude circle the Earth vertically from north to south, converging at the poles.

Lines of longitude also determine the time zones across the world. There are 360° of longitude, marked at intervals of 15° each. The Earth completes a rotation in 24 hours, so each hour means a 15° turn ($360 \div 24 = 15$).

Look at the map on page 3 of the textbook or a world map in an atlas. The lines of longitude and latitude form a grid across the Earth. This helps to pinpoint directions and locations. Show the students how a place is referred to in the atlas index, and how it can be located accurately.

Suggested activity

- Draw a circle on the board. Mark the North and South poles on it. Then draw the lines of longitude as vertical arcs from north to south. The straight line down the middle is marked 0° (Prime Meridian). Next, draw a straight line across the middle—the equator—and at regular intervals above and below, draw parallel lines of latitude.

Emphasize again that these lines do not actually exist, but are all imaginary lines created by map makers to facilitate location and navigation.

Students may be given a worksheet with a circle of 3–4 cm radius drawn on it, to mark the lines of latitude and longitude as explained by you on the board.

Students should know:

- 1 The lines of latitude are marked at a difference of 10° , from 0° at the equator to 90° at each pole.
- 2 The Tropic of Cancer is at 23.5° north and the Tropic of Capricorn is at 23.5° south of the equator.
- 3 The lines of longitude are known as meridians. These cross the Earth north to south and are marked at intervals of 15° east and west of the Prime Meridian till they reach 180° at the International Date Line (IDL), which is directly opposite the Prime Meridian: 180° east + 180° west = 360° .

In 1884 the Prime Meridian (0°) was marked at Greenwich, in London, where the Royal Observatory is located.

Suggested activity

- Use a globe or a world map to help students identify the equator, the tropics, the Prime Meridian, and the International Date Line.

How to study a map

- 1 Show the students the use of the grid, on page 4 of the textbook, to locate a place.
- 2 Maps are generally drawn to a scale which is shown on the map. The directions of the compass are marked on the maps and there is also a key to help understand the symbols that mark different features. With the help of the illustration on page 4 of the textbook, explain the use of scale and key on a map.

Answers to questions

1. A physical map shows the landforms such as hills, mountains, rivers, lakes, valleys, deltas, plateaus, seas, and oceans.
2. A political map shows the different countries, their capitals and major cities, and the international borders between countries.
3. Meridians of longitude are the imaginary lines that run vertically, north to south, across the globe. They converge (meet) at the poles. The imaginary lines that run horizontally from east to west are called parallels of latitude.
4. The directions on a map are shown by a compass rose or an arrow marked with N at the top. The compass rose shows the general directions, and the arrow tells us where north is.
5. The location of a place is calculated by its position in degrees, north or south of the Equator and east or west of the Prime Meridian or the International Date Line.

Work Page

A With the aid of the clues, help the students to label the five given cities of Pakistan by marking each with a large coloured dot.

- B
- 1 latitude
 - 2 Greenwich
 - 3 scale
 - 4 key
 - 5 180°

C Latitudes: Peshawar, 34° north; Chakwal, 33° north; Sahiwal, 32° north.
Longitudes: Landi Kotal, 71° east; Islamabad, 73° east; Nowshera, 72° east.

Things to do

- 1 Use a large map of Asia to do this task as a class exercise.
- 2 Help students to do this by drawing a sample map on the board. It can be an interactive class exercise.
- 3 Use a globe to demonstrate the Prime Meridian and the International Date Line.

Lesson 2 World climate

Discussion points

- What is climate?
- What are climatic features?
- How does climate affect the land and the people?

In Books 3 and 4 the students have studied about climate as being the usual weather of a place throughout the year. The aim of this lesson in Book 5 is to teach them about the effects of climate, temperature, and climatic zones, and the climate of Pakistan.

How does the climate of a place affect the lifestyle of the people living there? Climate affects us in many ways. The way our houses are built, the clothes we wear, the food we eat, and whether we can have an 'indoor' life or an 'outdoor' one are all affected by the climate around us.

Apart from discussing the illustrations in the book, talk to the class about different places they may have visited. What sort of climate did they experience? How did the local people live?

Suggested activities

- Ask the students what kind of clothes they would wear in a hill station like Murree or Ziarat in winter and what kind of games they would play. Ask them why the houses in these places have sloping roofs.
- Discuss what grains/cereals are commonly eaten in China (rice), Japan (rice), USA (wheat and corn), and Pakistan (wheat): why is this so?

Temperature and climatic zones: Explain that the Earth is divided into four main climatic zones: equatorial, tropical, temperate, and polar. Climatic zones can be easily identified by the major lines of latitude, namely, the equator, the tropics, and the Arctic and Antarctic Circles. The main factors that define climate are temperature (hot, cold, or mild) and rainfall (wet, dry, or moderate). However, ocean currents and the height from sea level also affect a region's climate.

The equatorial zone (very hot and wet) lies from 0°–10° north and south of the equator; the tropics of Cancer and Capricorn define tropical climate (warm, sunny, and not very wet) from 10°–30° north and south; the temperate zone (cold and wet) lies between 30°–60° north and south, and the Arctic and Antarctic Circles mark the polar climate (very cold) from 60°–90° north and south.

The key to the map on page 8 further defines the climatic zones.

Suggested activity

- On a world map outline, the students could mark the equator, the tropics of Cancer and Capricorn, and the polar circles.

The use of a thermometer to measure body temperature was explained in the Teaching Guide to Students' Book 4. Now explain how temperature on the Earth is measured. The thermometers used for this purpose work on similar principles but are differently designed. Temperature is measured in scales or degrees called Celsius or Fahrenheit. These are the names of two 18th century scientists, Daniel Fahrenheit, a Dutchman, and Anders Celsius, a Swede. Temperature was generally measured in 'degrees Fahrenheit' (according to the Fahrenheit scale), but in 1948 it was decided at a world conference that temperature would henceforth be measured in 'degrees Celsius'. The Celsius scale marks 0° as the freezing point of water, and 100° as its boiling point.

The climate of Pakistan: Pakistan lies between the latitudes 24°, just above the tropic of Cancer, to 38° North. Thus the coastal region in the south enjoys a tropical climate while the northern region falls in the temperate zone. The text on page 9 further clarifies the affecting factors.

Suggested activities

- Ask the students to find out the hottest place in Pakistan. It is Sibi in Balochistan, where the summer temperature crosses the 50°C mark. Then ask them to locate it on a map of Pakistan. They could also find out which is the coldest place in the country.
- Bring a simple thermometer to class to demonstrate how temperature is recorded. Arrange for a glass each of cold and warm water. First dip the thermometer into the cold water and ask the students to come up and note the temperature. Then dip the instrument into the glass of warm water and ask students to observe how the mercury in the bulb rises. They should note the temperature again and compare the difference.

Answers to questions

1. Climate affects how we live: the kind of houses we live in, the food we eat, the clothes we wear, our activities and work, and the way we spend our time indoors and outdoors.
2. There are no forests to cut down for wood, nor is stone available to build houses in the Arctic region. The only building material available is snow.
3. The Arctic and Antarctic Circles, the tropics of Cancer and Capricorn, and the equator.
4. The temperature, the amount of rainfall, the direction and frequency of winds, and the presence of hills and mountains are factors that influence the climate.

Work Page

- A
- 1 The hill station of Murree: 1789.3 mm
 - 2 Nok Kundi: 35.3 mm
 - 3 Quetta: -2.0°C
 - 4 Jacobabad: 36.9°C
 - 5 a) The average winter temperature in Quetta can go as low as -2°C, and the average temperature in summer can also go high to 25.6°C, whereas Murree's average winter temperature is 3.7°C and maximum temperature in summer is 20.6°C.
b) Murree gets 1789.3 mm of rain annually and Quetta gets 260.8 mm.
Both the places have low temperatures. However, Murree gets a lot more rain than Quetta.
- B
- 1 False
 - 2 True
 - 3 False
 - 4 True
 - 5 False

Things to do

- Ask the students to make a weather chart and keep it in the classroom. They should fill in the weather with symbols (clouds for 'cloudy'; sun shining for 'sunny'; raindrops for 'rainy'; breeze blowing bent trees for 'breezy').
- Help the students to make a weathervane, or simply to make a flag, using paper and a straight, foot-long rod, placed at an open and raised point to note the direction of the wind.

Lesson 3 Life in the desert

Discussion points

- What are the characteristics of a desert?
- Where are deserts generally located?
- What is the soil and vegetation like in a desert?
- Do animals and birds survive in deserts?
- Can deserts be made to bloom with plants and vegetation to support people, animals, birds, and insects?

Name the different types of deserts and their features.

Look at the map on page 11: this shows the location of desert regions on Earth. You will see that most deserts fall in tropical regions, and are located on the western side of the continents, except for the vast desert belt that covers North Africa from the west to the east, up to Arabia, and the Gobi Desert in Mongolia.

Since one eighth of the Earth's surface is desert land, ask the students to locate and name the deserts on a map of the world. Some deserts have not been shown on the map on page 11 of the textbook, but they have been mentioned in the text. Ask the students to locate them also.

Deserts are harsh, dry, hot areas of land where no worthwhile vegetation grows because there is no rainfall and the soil is dry and infertile; it is very difficult for people to live in such conditions, hence there are no settlements, except at the edges. Whatever little plant and animal life there is in a desert, adapts itself to the harsh conditions. We have tropical deserts, continental deserts, rain shadow deserts, and coastal deserts. Their location and features are given on pages 11 and 12.

Desert climate has been described in detail on page 12. Explain this further with reference to the desert regions in Pakistan: Thar in Sindh, Cholistan in southern Punjab, and Kharan in west Balochistan.

Physical features of deserts: Deserts can be sandy as well as rocky. The wind piles up the sand into crescent-shaped mounds called dunes. Rocky deserts are made up of barren rock, mostly sharply eroded by the wind. There are no surface sources of water, like rivers, streams, or lakes.

While some deserts are naturally created over a period of time, sometimes they are also the result of careless human activity, which robs a region of its vegetation and makes it a desert. In such cases, it may be possible to reverse the process to some extent, by cultivation and prevention of soil erosion. Deserts are also created when there is overgrazing by goats and cattle; the plants are eaten away to the root so they wither away.

Vegetation: The vegetation in a desert is typical. Ask the students if they have heard of or seen the cactus plant (plural: cacti). It is found in different shapes and sizes, but it is generally thorny with flat stems, fleshy leaves, and widespread roots. Some cacti can also be eaten for they are quite juicy as their stems store water. If possible, bring a cactus plant to the class for the students to see.

Warning: cactus plants have thorns that can cause irritation and pain if they prick the skin.

Is there no water or greenery in a desert? There is, in some places called oases. These are green spaces with plants that grow around underground sources of water. Date palms can survive here and a small settlement grows around it. Ask students to collect pictures of an oasis, a *wadi*, and other desert features.

Animals: Some of the typical desert animals are listed on page 13. The most well known is the camel. Discuss with the students the features that help the camel to survive in the desert. Ask them if they know how many eyelids a camel has and how many rows of eyelashes. Why? Where does the camel store water? Why does it have such broad feet?

Explain that the camel stores water in its stomach which has extra sacs (pouches) for this purpose. The camel's hump is used to store fat which gives it energy on long journeys through the desert.

Ask the students if they know of any other animals or insects that can survive in the desert. Reptiles such as vipers, scorpions, lizards, and beetles are also found in the desert.

Discuss human population in deserts, the people—Bedouin and Tuareg, for example—and how they live.

Can deserts be made to bloom with life? Yes. Saudi Arabia is an example and so are the United Arab Emirates. These countries are oil-rich, so they are able to develop their land with the money they get from the sale of oil. These countries have built up the land—even imported soil—and created sources of water by desalinating seawater, grown gardens, plants and crops, and have huge, bustling cities full of people and life. In the UAE, the waters of the Arabian Sea have been diverted inland to create small lakes around which beautiful houses have been built. Similarly, the UAE and Saudi Arabia have huge desalination plants which convert seawater into fresh water. So, with science, technology, and a lot of money, a desert can be made to bloom with life.

Answers to questions

1. Continental deserts are in the middle of a continent; they get no rain clouds, like the Gobi Desert in Mongolia, and the Great Australian Desert.
2. The areas on one side of a mountain that do not get rain as the mountains block the rain-bearing winds.
3. Deserts are hot, dry places, with a harsh climate; there is little or no vegetation, very little water, poor soil, no farming, and no food crops; there are no settlements and no development, hence the population is very low. Mostly nomadic tribes live in these areas.
4. Desert plants are spiny and have thick, fleshy stems that store water. The spines prevent the animals from eating the plants.
5. Saudi Arabia has large reserves of oil underground. The government sells the oil and uses the money for the development of the country.

Work Page

- A
- 1 Bedouin is the name for nomads of the Arabian Desert.
 - 2 Sirocco is the name for the hot, dry, dusty wind that blows through the Mediterranean region.
 - 3 A *wadi* is a dry river bed in the Middle Eastern desert. It means 'valley'.
 - 4 A nomad is a wanderer, a person who does not live in one place and is constantly on the move.
 - 5 A cactus is a fleshy plant, usually with prickles, found in a hot, dry climate.
- B
- Climate—wind, temperature, rainfall, whirlwind
Land—sandy, rocky, wadi, dunes
Vegetation—spiny, leaves, stem, roots
Animals—camel, snake, lizards, hedgehogs

Things to do

- Along with the first activity, it would be a good idea for the students to name all the deserts of the world.
- Great Australian Desert: Help students look up more information from the encyclopedia or the Internet. This is a good research activity for the class.
- Project work: Along with the activity given, ask the students to find out more about the lifestyles of the Bedouins of the Arabian deserts; their food, livestock, homes, and way of life.

Lesson 4 Life in the forest

Discussion points

- What is nature?
- Why do we need forests?
- Why do only a few forests remain today?
- What is the difference between equatorial and temperate forests?
- How does life in these forests change when the trees are cut?
- How does this change affect humans?

Nature is all of the wonderful things that existed and exist on Earth. Nature is the land, the seas, rivers, valleys, plains, mountains, clouds, breeze, rain, sunshine and plants, forests, birds, fish, animals, and insects. Remind the students that all things in nature are linked to each other and depend on each other for their survival. We need them all to survive on Earth.

Forests need rains to grow tall and attract more rain; we need forests to keep the topsoil from wearing away (erosion), to provide food for wild animals and birds, and to give them protection from predators and the weather. Forests also provide us with many medicinal plants. Trees provide humans with fruit, shade, and wood from which they build houses, make paper, and burn fires for warmth and protection. Trees are also a pleasure to look at. The colour green is very soothing for the eyes. Think of a desert with dusty-looking scrub vegetation and compare it with an equatorial or temperate forest. Looking at fresh, crisp, green foliage is like taking a deep breath of fresh air.

Forested areas in the world are decreasing because land is cleared either for settlements, or for farming, or industry. Trees are also cut down for firewood, and hardwood trees are cut for timber.

Equatorial forests: Ask the students to look at the map on page 16 of the textbook. The two types of forests are marked on the continents in lighter and darker shades of green. The lighter green colour represents equatorial forests and the darker green colour shows temperate forests. Ask them to guess why the colours are different.

Ask the students to observe the lines of latitude on the map: equatorial rainforests are in the equatorial climate belt, extending in some places to the tropical regions. The equatorial belt gets the full impact of the Sun's heat as well as high rainfall, resulting in lush vegetation and colourful plants. Countries in this region are named in the textbook. Ask students to locate these on a world map.

The text explains how the equatorial climate nurtures plant growth and along with it the variety of animal, bird, and insect life. Equatorial forests are also rich in medicinal plants, such as quinine, from the Brazilian rainforest. These forests are not only valuable for the variety of the plant and animal life, but more so for the oxygen that they produce: equatorial rainforests are known as the lungs of the Earth.

Suggested activity

- Ask the students where all these animals, birds, and insects would go if all the trees were cut down. They depend for their food on the trees—leaves, fruits, and nuts—and use the trees as shelter from predators. What will happen to them when man 'deforests' a forest?

Talk to the students about the reasons for the fewer number of forests in the world now as compared to the past.

Do people live in forests? Yes, some tribes do, whose lifestyles have not changed for generations. They have not evolved with civilization and still hunt animals and gather food (hunter-gatherers) from the forest floor or from tree branches. They use the leaves of some trees for medicines and do not leave the forests. They have tribal cultures, and modern civilization frightens them. But their way of life is dying out, and when the forests are cut down, they will die out too.

Suggested activity

- Ask the students to find pictures of pygmies and other tribes that live in equatorial forests in Africa, South-east Asia, and South America. They are usually lightly or barely clad, and wear strange jewellery made from natural materials like bone and hard seeds, and wear feathered headdresses. They also carry spears for their protection.

Temperate forests: These forests are very different from the equatorial forests. The vegetation here is not as dense, the evergreens are a darker shade of green, and the plants species and animals, birds and insects are also different, because of the colder climate. Only certain types of vegetation can survive in these regions, usually on hilly slopes.

Ask students if they have visited the Gilgit-Baltistan or the Ziarat valley, near Quetta. These areas fall in the temperate zone and have coniferous forests. The ancient junipers of Ziarat are a protected species.

Explain the features of conifers and pines that help them to survive the cold and dark winters with little sunlight: the stiff pointed leaves do not allow snow to stay long enough, and their shape controls the evaporation of water from the plant surface.

The animals have thick coats of fur to keep them warm in the severe winters. People used to hunt the animals not only for food but also for their fur, to make clothing to keep warm, and sometimes to make tents from the animal skins. Now it is prohibited to hunt animals for the skins and furs as these were highly prized and hunting led to the extinction of some species.

The long periods of cold weather also affect the lifestyle of the people who live in these regions. Canada, Russia, and parts of North America fall in this climatic zone. Discuss with the class what they know about these countries and the way people live there.

Suggested activities

- Bring some pine cones to the class. Many people, who have been up north to the hill stations of Pakistan, usually bring back these decorative fruits of the pine tree. Tell the students to spray-paint them with silver and gold paint. They look very decorative and pretty.
- Ask the students to find out which animals live in temperate and alpine forests: lynx, moose, bears like the grizzly, mountain lions like the cougar, Siberian tigers, mountain goats, reindeer, caribou, wolves, and foxes, especially the silver fox. Ask the students to bring pictures of these animals to show to the class.

Answers to questions

1. Ecuador, Colombia, and Brazil.
2. These forests are very important because they are a source of oxygen for all living things and are known as the lungs of the Earth.
3. Equatorial forests are hot, wet, and humid all year round; the vegetation is very dense as the plants grow very close together; there is a lot of animal life. Temperate forests are very cold and the vegetation is very different: the trees grow apart and there is ground vegetation in the form of bushes; the animal, bird, and insect population is not as high as in the equatorial regions.
4. People find it difficult to travel through these thick, dense forests and they cannot clear the land for cultivation; they also face the problem of tropical diseases.
5. There are fewer temperate forests in the southern hemisphere because there is less land mass, and more water covering the surface of the Earth. The ocean currents, on either side of Africa and South America, keep the land warmer than the huge land mass of the continents in the northern hemisphere.

Work Page

A Green: a lot of sunshine, over 200 cm of rain, hot climate, unnamed species, pygmies, South America, fast-growing plants, millions of small insects, hot wetlands, heavy rainfall.

Blue: cold climate, snowshoes, long roots, coniferous trees, alpine trees, animals with fur, North America, frozen rivers.

- B
- 1 of the cold climate.
 - 2 from being washed away.
 - 3 of the dense vegetation.
 - 4 of the heavy rainfall and fertile soil.
 - 5 there are laws to protect wildlife species.

Things to do

- Guide students to make an outline map of Africa and mark the equatorial countries on it.
- Ask the students to find information about the Jivaro Indians; headhunters; cannibals. Who are they? How and what do we know about them? This should be dealt with carefully as it can disturb some children.
- This can be done as a group project in the class.

Lesson 5 Life in the polar regions

Discussion points

- What are the North and South poles?
- What is the position of the Sun in the polar regions?
- Why is it so cold there?
- Do people live there? If not, why?

This is a very interesting lesson, the reason being that the regions are so underdeveloped and the climate so harsh, that it excites our curiosity about it. People have gone there on expeditions in the past, but many have died on their way or before coming back to civilization.

Tell the students that the polar regions and deserts are two of the most inhospitable places on Earth. The North Pole is also known as the Arctic Circle and the South Pole is known as the Antarctic Circle. Antarctic really means 'opposite of Arctic' (anti-arctic). Point out the two poles on the globe, or a world map. This will help them to better understand the maps shown on pages 21–22 of the textbook.

Because of the tilt of the Earth's axis, at 23.5° the polar regions have prolonged periods of sunshine and darkness, in summer and winter. At the peak of summer, in the northern hemisphere, the Sun is visible for the better part of the day—it does not seem to set—hence the term 'the land of the midnight sun'. At the same time when it is winter in the southern hemisphere, there are long hours of darkness, with very little daylight. The process reverses, when it is summer in the southern hemisphere.

The Arctic region is composed almost entirely of icebergs; there is very little land except for the northern coasts of Asian and North American continents. The Antarctic, on the other hand, is a huge land mass covered with ice and snow. The Antarctic has been preserved as an international region for research; although it may have resources, no one country is allowed to exploit them. The polar ice caps are nature's store of fresh water on the Earth. However, due to global warming the Arctic ice cap has depleted at an alarming rate.

An interesting fact: there are polar bears in the Arctic, but no penguins; the Antarctic has penguins but no polar bears!

Other than these animals, there are seals and walruses in the polar regions.

Draw a circle to represent the Earth; mark the North Pole as N on the top, and South Pole as S at the bottom. Write these simple facts on the board:

Top: North Pole – Arctic Circle – Polar bears – No penguins

Bottom: South Pole – Antarctic Circle – Penguins – No polar bears

Hopefully, this will help the students to remember and not to confuse the two polar regions.

Discuss with the students the problems faced by the few people who live or work in these regions. What problems do they face with respect to the weather? How do they live? What work do they do and what do they eat?

Suggested activity

If your school has audio-visual facilities, you could get a *National Geographic* or *Discovery Science* DVD or CD about the polar regions and arrange to show it to the students.

Answers to questions

1. The Arctic Circle (North Pole) and the Antarctic Circle (South Pole).
2. a) Seals, whales, and penguins live in Antarctica, and polar bears, seals, walruses, and whales live in the Arctic Circle.
b) The animals in the polar regions, like polar bears, seals, whales, and walruses, have a thick layer of fat or blubber under their skins, which keeps out the cold.
3. It is bitterly cold in Antarctica and the climate is dangerous, with hurricanes and blizzards blowing. People who travel here cannot bear the cold and often get frostbite. Frostbite can be so severe that people can often lose their limbs. Because of these extreme weather conditions, the Antarctic region has not been explored.
4. In the middle of summer in each hemisphere, the Sun remains above the horizon all the time, so there is daylight all the time. That is why these are called the 'lands of the midnight sun'.
5. Difference: The Arctic region is composed entirely of icebergs. There is very little land except for the northern coasts of the Asian and North American continents. The people of the region are called Inuit. Temperatures, most of the year, are below -23°C . There are polar bears in the Arctic, but no penguins. The Antarctic region is a huge land mass covered with ice and snow. It is uninhabited, with temperatures as low as -87°C . There are penguins in the Antarctic, but no polar bears.

Work Page

- A
- 1 Arctic
 - 2 Antarctica
 - 3 Inuit
 - 4 Kayaks
 - 5 Frostbite

B Fill in the blanks:

- 1 Pytheas
- 2 Roald Amundsen, 1911
- 3 Robert Edwin Peary, 1909
- 4 Antarctica
- 5 Arctic

- C 1 An iceberg is a huge block of ice and snow that floats on the ocean in the polar regions.
- 2 A hurricane is a fast, furious storm, with strong winds blowing and heavy rainfall.
- 3 A walrus is a mammal with tusks that lives in the Arctic. It can move on land and swim in the sea.
- 4 A harpoon is a spear with a rope attached to it, used for catching whales and seals.
- 5 An igloo is a low, round building made with blocks of ice in which the Inuit used to live.
- 6 A kayak is a canoe or boat made from animal skins that was used by the Inuit.
- 7 A penguin is a black and white seabird that cannot fly, and lives in the Antarctic.
- 8 A blizzard is a severe snowstorm.
- 9 Frostbite is a condition that affects the fingers, nose, and toes, when they are exposed to the freezing cold, and become bruised and inflamed. People can lose their fingers and toes as a result of frostbite.
- 10 Huskies are strong, furry dogs that pull sledges and sleighs in the polar regions.

Things to do

- Encourage the class to carry out research on these topics, in the school library, and share their findings. Guide them to use children's magazines and fact books for information.
- This can be done as a group project by the class with the help of an encyclopedia and the Internet.
- Blocks cut from polystyrene foam can be glued together to make model igloos for a class presentation.
- Talk about icebergs which are like rocks of solid ice, and how these can be dangerous to ships in the polar regions: the Titanic broke up and sank when it hit an iceberg. Find out when and where this happened.

Lesson 6 Our country

Discussion points

- Being proud of our country and of being a Pakistani
- Pakistan is our land and that we have a 'right' to live here
- Pakistan, while preserving its history and culture, is rapidly growing and developing.
- Universal education is essential to make Pakistan a stable, developed, and prosperous state.

Ask the students how many of them were born in Pakistan. Many will say they were, and some will say they were born outside the country, but that their parents prefer to live here.

Explain that to be a Pakistani citizen, you must have a 'passport'. What is a passport? It is your identification as a citizen of Pakistan. You use this when you travel outside the country, and you cannot enter another country without it. You also need an ID (identification) card, which has a number on it, which 'identifies' you within Pakistan. It also has your photograph and fingerprint, and some details about yourself, such as your name, your parents' name, your birth date, home address, and any obvious mark of identification. You must carry your ID card with you wherever you go, so that your name and identity is known, and sometimes, it can prove who you are, if you are asked. It is also needed to open a bank account, get a driving licence, and to obtain a passport.

Ask the students if any of them have their own passports. Show them a copy of an ID card and a passport. Tell the students they will be able to have ID cards when they become 18 years old. Tell them that, as Pakistani citizens, they belong to Pakistan and have a right to live here!

Pakistan has everything we need for our daily lives. There are schools, colleges, universities, hospitals, marketplaces, houses, offices, old and new buildings, parks, and playgrounds. We have transport: railways, ships, and aeroplanes, roads, railway stations, airports, and seaports. Ask the students what else they can think of: an army, a navy, and an air force to protect our country; big cities, towns, and villages. We have a beautiful country, with magnificent mountains and green valleys, glaciers, lakes, rivers, and an amazing coastline with great beaches; we have a stable and productive climate. We are safe from many natural disasters that affect other countries, like cyclones, hurricanes, etc. Our people are cheerful, hard-working and intelligent, and can achieve more if given a better chance.

Ask the students how many provinces there are in Pakistan. Why is the country divided into provinces? Remember that the Northern Areas of Pakistan have now been given self-government and provincial status (29 August 2009). This region is now known as Gilgit-Baltistan. The division of the country into provinces and districts makes it easier for administration and development planning.

Talk about natural resources, growth and progress, industry, and overall development in the country: encourage students to take pride in their country and also to be aware of its problems, and of the responsibility we have, as Pakistanis, in trying to solve them, as much as we can. Explain about the value of good citizenship and the rule of law.

Explain to the students that Pakistan is well known in the world today. We export our products to countries abroad: our *basmati* rice is world-famous; our textile products and cotton garments are of very good quality; and the mangoes and *kinnoo* oranges we grow are exported to many countries; our leather goods are also very popular abroad.

Discuss that though Pakistan has everything we need, people go abroad to work and live in other countries. Explain that in certain fields of work, people look for more opportunities, so they go and work in other countries where they are paid better and are able to rise in their professions. Pakistan, however, is their home base, so they keep coming back here to visit. We need to build more hospitals, schools, and universities to educate our people and provide them better opportunities to stay back and serve their country.

Also discuss some of the problems faced by Pakistan. These are refugee problems due to the war in Afghanistan and the situation in the north-west of the country. Population growth, inadequate resources, lack of jobs, and poverty are some other issues. Keeping the students' age levels in mind, these should be dealt with carefully.

Suggested activities

- Talk about national heroes in different fields. Ask the students to name some of the famous sportsmen of Pakistan, such as our cricket celebrities, Wasim Akram, Waqar Younus, Shoaib Akhtar, and Younus Khan as well as Javed Miandad and Imran Khan. They will readily answer this question because they are avid followers of sports, particularly cricket, and many of our sportsmen are heroes to our youngsters. They may not know the squash legends Jehangir Khan and Jansher Khan, and the hockey heroes Islahuddin and Hasan Sardar. Tell them about these great sportsmen and their sports records.
- The students should find out names of international organizations of which Pakistan is a member, other than those mentioned in the textbook.

Pakistan's nuclear capability is a serious topic for discussion. Pakistan's nuclear assets have to be protected with utmost vigilance and responsibility. Ask how many Islamic countries have this capability?

Answers to questions

1. To the south stretches the Makran coastline along the Arabian Sea. Further inland in Balochistan are the plateaus and deserts, rich in minerals. Another example would be of high, snow-topped mountains in the north and the Indus delta region's flat lands.
2. Students to write their own answers.
3. Students to write their own answers.
4. United Nations (UN), South Asian Association for Regional Cooperation (SAARC), Organization of Islamic Conference (OIC), now known as Organization of Islamic Cooperation.
5. Tourists are attracted to the famous historical sites and buildings. They also go trekking, mountaineering, fishing, and hunting.

Work Page

A The Gandhara civilization flourished in the north and north-west of the country. The remains can be found mainly in Taxila.

Teachers may guide students to write a few relevant lines.

B Students to do this with your help.

C Fill in the blanks:

- 1 south
- 2 Thar, east
- 3 export
- 4 South Asian Association for Regional Cooperation
- 5 Makran, Arabian Sea

Things to do

- First explain the meaning of the words ‘compare’ and ‘contrast’ to the students. To ‘compare’ means to show how the four provinces are similar and to ‘contrast’ means to show how they are different from each other.
- Begin by telling the class about Boy Scouts and Girl Guides, and how and when these movements began. Then ask the students to put up their hands in response to this question.
- This is a good discussion activity: make sure that each pupil gets the chance to participate.
- This can be given as homework.

Lesson 7 Agriculture in Pakistan

Discussion points

- Is Pakistan’s economy industrial or agricultural?
- Which areas are the best for growing crops in Pakistan?
- What crops are grown in Pakistan?
- How does livestock contribute to Pakistan’s economy?

Explain the definition of economy; quite simply it is how a country produces and uses goods and earns an income. Pakistan is mainly an agricultural country, but it is also becoming industrialized. We now have more industries producing goods for local use, such as textiles, chemicals, and food products.

Explain why the workforce in the rural areas dropped in 1999–2000. This was not because fewer crops were grown, but because (a) farming is gradually becoming mechanized, and (b) people are moving to the towns and cities to work in factories and to find other jobs. Agriculture continues to flourish because Pakistan is basically an agricultural country. Old methods of crop growing and harvesting have been updated and farmers have now entered the 21st century, technologically-speaking.

While the Punjab has the best soil and the best irrigation system and produces the bulk of our wheat, Sindh also produces rice and millet (*bajra*), and maize (corn) is grown in Khyber Pakhtunkhwa. Sindh also produces cotton, and sugar cane is grown in the Punjab, Sindh, and Khyber Pakhtunkhwa. Fruit and vegetables are grown in abundance, according to the climatic conditions in all the four provinces; excellent fruit products like jams, juices, and squashes are produced.

Kharif and rabi crops: Explain to the students what *kharif* and *rabi* mean. *Kharif* crops are those grown in summer, while *rabi* crops are grown in winter.

Of the *rabi* crops, which one is the staple food of Pakistan? Explain also what ‘staple’ means. It means main or principal. The staple food crop in Pakistan is wheat. It is ground into flour to make bread—*roti*. We have so many different types of delicious *roti*—*naan*, *paratha*, *taftan*, *sheermal*—all made from wheat and delicious enough to be eaten on their own or with other cooked dishes.

The students should also make a list of all the food grains available under the headings *Kharif* crops and *Rabi* crops, so that they know which crops are grown in winter and which in summer.

Pulses: Arrange for students to bring a small quantity of pulses/*daal* (lentils) to the class. Make sure they know the name of each, for example, *maash*, *moong*, *masoor*, and *channa*. Put the samples in clear, little plastic bags and label them for a class display.

Pulses or lentils and dry bean seeds, like *lobia*, are a good source of protein and are a healthy replacement for meat. In fact, pulses (*daal*) and *roti*, along with seasonal vegetables, are the staple diet of most people in the rural areas if they cannot afford meat.

Food and cash crops: Explain the difference to the students; explain that some food crops are also exported, such as rice and fruit. A country grows crops to feed its people and the surplus (extra) can be sold (exported) to other countries to earn money for the country.

Suggested activity

- Ask the students to make a list of Food Crops and Cash Crops. In a few sentences, they could define the two types of crops and then list the different crops and the areas they grow in, under each heading.

Cotton: Most children seldom see crops in their raw form. Cotton grows as fluffy balls, called bolls, on a stem. It is strange to see a cotton pod, and the children will be quite fascinated by it. Show a sample of a cotton boll to the class. Tell them that some of the clothes we wear are made from the same cotton; briefly outline the process of how cotton is made into yarn and then woven into fabric, from which clothes are made. Tell them that, apart from growing enough cotton for the country's needs, Pakistan exports cotton yarn, cotton fabric, and cotton garments overseas.

Sugar cane: Explain the importance of sugar cane as a crop. We make sugar and *gur* (jaggery) from sugar cane juice. The students will, no doubt, find it difficult to equate the white, refined sugar grains they use, with sugar cane juice, but tell them that the sugar goes through many processes before it reaches our tables.

Explain to the students what type of climate is needed for sugar cane to grow and where it is mostly grown in Pakistan.

Livestock: The word 'livestock' means farm animals, such as cows, buffaloes, sheep, goats, and oxen (bullocks). These are used for various purposes: to pull ploughs and carts; to provide meat, milk, skins, and wool. As Pakistan is becoming more industrialized, farmers are increasingly turning to mechanized farming and tractors are more in evidence on the farms. There are also breeding farms where animal numbers are multiplied and bred especially for meat and dairy products. Poultry farming is also carried out on similar lines for poultry meat and eggs.

Suggested activity

- Guide students to make a class display of various locally produced food products using posters, empty labelled containers/packets, and newspaper and magazine advertisements.

Answers to questions

1. The Punjab is the best farming area because of its fertile soil and canal irrigation system.
2. *Kharif* crops are grown in summer, for example, cotton and rice. *Rabi* crops are grown in winter, for example, wheat.
3. Cotton is Pakistan's largest export crop. It is grown in south-east Punjab and parts of Sindh.
4. A food crop is one that is grown to feed the community, for example, wheat, rice, sugar cane. A cash crop is grown for sale or export, that is, against which we can get cash. Cotton, tobacco, and also sugar cane are cash crops.
5. Livestock is an important part of agriculture as it is reared for meat, dairy products, and hides and skins (leather). Almost all small farms in Pakistan also use cattle to work the land, help till the soil, and provide transport for farmers.
6. Staple food means the main or principal food. The staple food crop in Pakistan is wheat.

Work Page

Answers in horizontal sequence.

- | | |
|--|----------|
| A 1 Sugar cane | 2 Pulses |
| 3 Wheat | 4 Rice |
| 5 Millet (<i>jowar</i> and <i>bajra</i>) | 6 Cotton |

B Fill in the blanks:

- 1 buffaloes
- 2 Thar and Cholistan deserts
- 3 170 kilograms. Divide this figure by 2.2 and the answer is 77.27 pounds.
- 4 linseed, castor seed, sesame, mustard, and cotton seed

Things to do

- Discuss each problem individually with the students, explaining briefly how each affects the quality and quantity of farm produce, and the difficulties faced by small farmers. For example, crops cannot grow in arid (dry, barren) soil: is this always a natural condition or because of erosion? Can this be corrected?
How does lack of mechanization affect tilling, harvesting, etc? Talk about the need for natural and chemical fertilizers and pesticides, and good roads and transport to take the crops to the markets.
- The second activity can be done individually by the students. However, some clues are: corn, custard, cornflour, savoury snacks.

Lesson 8 Water and irrigation

Discussion points

- In the absence of rainfall, how do we water the land?
- What is this process called and how many different methods are there?

This lesson has been explained very well. It is detailed and comprehensive, and you should have no problem explaining it to the class.

First establish that Pakistan, because of its location and physical features, does not receive much rainfall annually. However, our land has been blessed by the River Indus and its tributaries, Jhelum, Chenab, Ravi, and Sutlej, which flow from the north of Pakistan all the way down to their confluence at Panjnad and then to the Arabian Sea. The water from these rivers is stored, diverted, and redistributed to the crop-growing areas through a variety of methods such as dams, reservoirs, barrages, and canals.

To explain how the irrigation system works, taking water from the source and distributing it as required, give the students the example of the heart and the circulation system.

The heart is a machine that pumps blood to the body through a system of arteries, veins, and capillaries. These are spread out all over the body so that oxygen and the blood's nutrients can reach every part of the body for us to grow and become strong and healthy. The blood is circulated according to a system that is controlled by valves.

Similarly, the irrigation of land enables water to be 'piped' in all directions, so that with the natural working of soil, sunshine, and water together, crops can grow and flourish.

Suggested activity

- Take a limp, drooping plant that needs water. Let the students see it in its wilted condition. Water the pot (do this in class). (Make sure there is an arrangement to catch the drainage.) Now ask the students to carry on with their lesson, but occasionally observe the plant. It will slowly come to life as the roots suck up the water and transport it through the stem, to the branches, right up to the tips of the leaves. Soon, the plant will stand tall and straight, with its head up, looking fresh and strong, as water courses through its veins.

Now explain the different methods of irrigation to the students. Some of them are typical to Pakistan: *shaduf*, *charsa*, and *karez*. The Persian wheel, canals, and tube wells too are common and widespread methods. The tube well is the only one that is not manual and is operated by an electric motor or pump.

Explain the working of a dam. These are built on rivers, generally before they enter the plains; the dam is used both as a reservoir to store water and also as a hydroelectric power source. The Tarbela, Warsak, and Mangla dams are situated in the highlands in Khyber Pakhtunkhwa and Punjab. The Hub Dam is in lower Balochistan, fairly close to Karachi. The Punjab has had a very effective canal irrigation system and this has been replicated in Sindh as well. In Balochistan, the *karez* (underground tunnels) system is used, so that the water does not evaporate in the dry heat.

It is important to keep the dams and canals in good condition—free of leakage, silt, and pollution.

Answers to questions

1. Pakistan cannot depend only on rainfall for its crops to grow. Since it is an agricultural country and a regular supply of water is necessary, farmers depend on irrigation.
2. Almost 80 per cent of our arable (cropped) land is irrigated.
3. Irrigation methods are mainly canals and tube wells, and in some areas the *shaduf*, *charsa*, *karez*, and the Persian wheel are also used.
4. Dams are built to store water and release it when it is needed; barrages are used to divert river flows into canals over a long distance, to the fields. Some dams are also used to produce electricity.

Work Page

- A
- 1 Rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hingol, Hub, Dasht, and Porali.
 - 2 Dams: Warsak, Mangla, Tarbela, Rawal, and Hub
 - 3 Barrages: Kotri, Panjnad, Guddu, Taunsa, and Sukkur

B This activity is to be completed by the students.

Things to do

- Dams and barrages are very impressive structures through which millions of gallons of water pass. The sight can be very awesome, too huge to even imagine. Apart from the given activity, an excursion to a dam or a barrage in the vicinity of your city would be an interesting and informative exercise. Ask the students to write a definition of each type of irrigation mentioned, in one or two sentences.
- Help students to make models of the *shaduf* and *charsa* for a class display.

Lesson 9 Minerals

Discussion points

- The Earth's crust is made up of rich mineral resources.
- What is the only metallic mineral to be found in Pakistan in large quantities?
- What are the non-metallic minerals and how do we use them?
- Where are they found in Pakistan?

Explain to the students that nature has many wonderful things for people to discover and use. One of these are minerals.

Minerals are inorganic substances found deep inside the Earth, which are 'mined' for various uses.

Mining is the process of removing the mineral ore from the Earth or from mountains and rocks, with heavy machinery and/or dynamite blasting. The study of minerals is called mineralogy.

Minerals are of two kinds, metallic and non-metallic, i.e. minerals that contain or do not contain metals. In Pakistan, we have some metallic minerals such as celestite, barite, manganese, bauxite, iron ore, and copper, but chromite is the only metallic mineral we have in abundance, and which is mined on a large scale; it is found near Muslim Bagh in Balochistan. Chromite is used to make stainless steel from which surgical instruments and cutlery (knives, forks, spoons, etc.) are made. Balochistan is particularly rich in copper deposits, found at Saindak and Reko Diq, which also has gold deposits.

Ask the students about the different types of non-metallic minerals found in Pakistan. Non-metallic minerals are usually found in the form of gemstones, coal, oil, rock salt, and stone for building.

Some minerals are found closer to the surface of the Earth and are obtained through open-cast mining, while those that are deep inside are obtained through drilling and blasting. Oil and gas are drilled for, while coal is mined from the seams underground and brought to the surface. There are coal mines in upper Punjab, Sindh, and Balochistan.

Take the example of marble: the rock is exploded with dynamite. The huge boulders are then cut into a manageable size for transportation to the factories. Here, they are cut again into blocks and slabs, sorted according to colour and quality, then carved into different objects, polished, and marketed.

Suggested activities

- Help students to find out where precious stones and ores are found and how they are mined.
- Ask the students to find out the names of the different gemstones they might have seen their mothers wear. Show them pictures of these gems in their original condition, as found in the rocks, and pictures of cut and polished gemstones.
- Discuss the use of marble with the students: name some famous buildings where marble has been used, for example, the Taj Mahal.
- Show them rock salt in its original, unrefined state. It is white and pink in colour and looks very decorative too. We have many uses for the salt, apart from cooking—ask them to think of possible uses. Salt is a preservative and is used for its medicinal value as well. In ancient times, salt was so precious that it was worth its weight in gold; people were paid their wages in salt! The word salary itself is derived from salt. Ask them to locate on the map the places where rock salt is found in Pakistan—Khewra, Warcha, and Kalabagh, and where the salt mines are—Kallar Kahar.

N.B. Many of these minerals, metallic and non-metallic, will not be accessible to the children. You will have to make an effort and find samples yourself to show the class.

Answers to questions

1. Use the maps on pages 40 and 42 of the textbook, as well as page 29 of the *Oxford School Atlas for Pakistan*, to answer this question. Minerals are important as raw materials for industry.
2. Sometimes, it is difficult to reach the minerals, and quite expensive to acquire extra machines and labour required to mine them. If the quantity available does not justify the costs, it is not worthwhile to mine them.
3. Chromite is found at Muslim Bagh near Quetta. Copper deposits are found at Saindak and Reko Diq. Iron ore is found in Dammer Nissar, Kalabagh, and Chilgazi. Antimony is mined at Krinj.
4. Salt is used in cooking and preserving, and in the food industry. It is also used to make various sodas for laundry, textiles, and tanning.
5. Limestone and magnesite.
6. Refer to the maps on page 40 and 42 for the answer.

Work Page

- | | |
|--------------|-------------|
| A 1 Chromite | 2 Barite |
| 3 Marble | 4 Rock salt |
| 5 Sulphur | 6 Limestone |

- | | |
|---------------|--------------|
| B 1 Hunza | — rubies |
| 2 Krinj | — antimony |
| 3 Quetta | — chromite |
| 4 Skardu | — aquamarine |
| 5 Koh-i-Maran | — fluorite |
| 6 Spin Kan | — magnesite |

Things to do

- This can be developed into a group project for the class, assigning different mineral objects to each group, for a class display.
- Encourage students to take interest in geology and collect rock and mineral samples, as project work, by awarding marks for participation.

Lesson 10 Power resources

Discussion points

- What are fossil fuels?
- What is oil?
- Other than oil, what are Pakistan's sources of power?
- How is power generated?
- What do we use power for?

Fossil fuels are mainly oil, gas, and coal, all found under the Earth's surface, at various depths. The students will be very surprised to know that crude oil, a thick, black, sticky fluid, comes out of the Earth. They will be even more surprised to know that oil is the remains (leftovers) of dead leaves, plants, insects, and animals that existed millions of years ago on Earth! As the vegetation died, it decomposed and became compressed in the layers of the Earth. As different eras came and went, huge land and sea animals, like the dinosaurs and mammoths, died out and were swallowed up by the Earth. Dinosaurs became extinct after the last great Ice Age: where did they go? Ask the students to guess. Over millions of years, this matter made from the remains of plant and animal life, under pressure of the Earth's weight turned into what we know as oil, gas, and coal.

According to research, coal first came into use as early as 4000 BCE in China and around 3000–2000 BCE in Britain. Regular use of coal by Romans in Britain dates back to the 2nd century CE. Mineral oil that just seeped out of the ground, for example in Iran, has been used for lighting for thousands of years. (People also used animal fat for lamps.) The use of coal increased several times over with the development of industry, especially after the Industrial Revolution in the 18th century.

The first people to tap oil resources deep underground were the Americans, in the 1850–60s, in Pennsylvania. Subsequently, oil refineries were set up and oil was used as a power source to run machines. After the discovery and invention of the wheel thousands of years ago, this is the next great achievement of humans.

Today we use oil in different ways to produce power in industry, and for domestic and agricultural purposes; to run the world's cars, trucks, buses, aeroplanes, and ships.

As the Earth's resources are being used up by the industrialized nations (USA, UK, France, Germany, Italy, Russia, Australia), scientists are trying to find new sources of energy to harness.

Suggested activity

- Ask the students to name all the machines they know of that are powered by fuel. Ask them to observe the traffic on the roads. Every vehicle needs fuel to run. What will happen if our fuel source (oil) finishes? How will transport move? How will machines run? How will we generate energy?

Explain to the students that there are different kinds of energy sources which come from oil, gas, water, and coal. We also use nuclear energy, LPG (liquified petroleum gas), CNG (compressed natural gas), biogas, and solar energy.

Pakistan's oilfields are in the Potohar Plateau (ask the students to locate this on the map of Pakistan) and in lower Sindh, at Khaskheli and other regions nearby, but the supplies are far from adequate for our needs, so Pakistan has to import oil.

Natural gas is found under the Earth; Pakistan has plenty of it. The gas is piped from Sui and Marri in Balochistan to many of our towns and cities. Smaller gas deposits are found in parts of Sindh and the Punjab. Students can look up these locations on the map in their textbooks as well as in the atlas.

We produce electricity through hydroelectric (hydel), thermal, and nuclear power plants. Ask the students to name the three major hydel plants: Tarbela, Mangla, and Warsak.

There are low-quality coal mines in Balochistan, but huge deposits of coal have been lately discovered in Thar, in Sindh.

Coal is a mineral substance, completely black in colour and resembles a very burnt piece of wood. It is actually 'fossilized' wood (wood that has become old and hard and has solidified over millions of years underground), and is found in seams underground; that is why it has to be mined. We have coal mines in the Salt Ranges, in Quetta, and in lower Sindh. Coal burns immediately, which is why it is used as a low-cost fuel, by brick-makers and potters.

The students can bring a piece of coal to the class, as most households keep a bit of coal for kitchen use such as smoking and barbecuing meat.

Hydel power: These are hydroelectric power plants, producing electricity from huge quantities of fast-flowing water. The location of hydel plants in Pakistan is given on page 46.

Thermal power: The process has been described and the locations listed in the textbook; oil has to be imported, hence the thermal power stations operate mainly on gas and coal, which are available in Pakistan.

Nuclear power: There are two nuclear power plants in Pakistan, at Karachi (KANUPP) and the other at Chashma in the north. Students are not expected to know how a nuclear plant works: simply explain that atomic energy is used to power these plants which are very expensive to build and maintain.

Other sources of power: This is an important topic to discuss. Make students aware of the fact that fossil fuels (coal, gas, oil) are being used faster than nature produces them. Moreover, coal and oil release carbons into the air and this adds to pollution as well as global warming. This is why we need to look for alternate sources which are naturally and cheaply available, like sunshine (solar energy) and wind (for wind energy).

Answers to questions

1. Power resources are important because they are needed for the running of industries, households, and transportation.
2. Pakistan uses energy generated from oil, gas, water, and coal, as well as nuclear energy, LPG, CNG, and wind and solar energy.
3. Thermal power is generated from heat which is produced by burning oil, gas, or coal. This powers the turbines, which in turn, work dynamos that produce electricity.
4. Thermal power plants are located in Karachi, Kotri, Hyderabad, Sukkur, and Guddu in Sindh. In the Punjab, there are plants at Faisalabad, Multan, Lahore, Rawalpindi, and Kot Addu. In Balochistan there are thermal plants at Quetta, Pasni, and Hub.
5. Most of the hydel plants are in upper Punjab and Khyber Pakhtunkhwa. They are also located in lower Sindh, at Jhimpir-Meting, Lakhra, Sanda-Thatta, and Thar.
6. A fast-flowing river with a great volume of water in its upper part is needed to produce electricity at a hydel or hydroelectric power station. Dams are built across the river and the powerful release of water turns the turbines which produce electricity.

Work Page

- A
- 1 Oil
 - 2 Petroleum
 - 3 Natural gas
 - 4 Coal
 - 5 Electricity
 - 6 Solar energy
- B
- 1 Karachi, Chashma
 - 2 solar energy
 - 3 hydroelectricity
 - 4 9.5 hours long
 - 5 Punjab
 - 6 A megawatt (MW)

Things to do

- This activity is fairly simple. The students need to look round their homes and jot down the following items.
Electricity: refrigerator, deep freezer, iron, air conditioners, television, radio, fans, lights, computer, cordless telephone, washing machine, kitchen appliances.
Gas: ovens, stoves, geysers, generators
Petroleum: cars, motor cycles, generators
CNG: cars

Jobs done by machines/equipment

Electricity:

- air conditioner, fan—keep cool in summer
- light—enables us to work, study, and relax from sunset to sunrise
- television, radio—inform and entertain
- iron/washing machine—keeps our clothes clean and neat

- kitchen appliances—help make cooking fast and easy
- refrigerator, deep freezer—help keep food fresh and preserved for a longer time
- cordless telephone—convenient to use away from its base

Gas:

- ovens, stoves—easy, clean, and economical for cooking food
- geysers—provide warm/hot water for bathing and washing

Petroleum:

- cars, motorcycles, etc. are fast and convenient modes of transport
- Some cars run on CNG which is Compressed Natural Gas.

Task: On an outline map of Pakistan, students should fill in the locations from the map on page 44 of the textbook.

Lesson 11 Industrial development

Discussion points

- Why is industry important to a country?
- What industries did Pakistan have when the country came into being?
- What industries has it developed since then?
- What is their importance?

This is a fairly detailed lesson. Start by telling the students that in 1947 Pakistan, as a new nation, was largely underdeveloped. People who wanted to settle here had begun pouring in from across the border in India. There were few or no businesses, so there was little employment. The early years in the new Pakistan were very difficult.

Gradually, however, people started investing their money in trade and business and very slowly, the government started building and developing industries. Agriculture also provided the raw material for later industry and exports. The 1960s (Ayub Khan's era) were a period of remarkable growth known as the 'Decade of development'. We started making (manufacturing) different items for export, such as leather, surgical instruments, carpets, and sports goods to earn foreign exchange for the country.

To give the students an idea of the gradual progress and development of Pakistan, tell them that in 1948 we had 78,000 spindles and 3000 looms for yarn and cotton textile production, which already existed in the part of the country that became Pakistan. With progress, hard work, and a sense of patriotism, these numbers have grown fantastically. We have today 500 cotton mills, over ten million spindles, and 25,000 looms producing cotton yarn and cloth. We also produce and export beautiful household linen, towels, socks, curtains, upholstery fabric, and canvas.

Suggested activities

- Explain to the students that all goods that are made in any part of Pakistan have to, by law, be labelled 'Made in Pakistan', thus showing their country of origin. The same law applies to other countries as well. Ask the students to check the labels on all the clothes in the house and, if possible to bring to the class, one item each, labelled 'Made in Pakistan'. If we manufacture a good product, we feel proud to say that it is made in Pakistan.

Divide the class into groups. Ask each group to list, for as many products as they can find in this lesson, the progress made in industry, since Pakistan came into being. For example:

ITEM	1947	TODAY
1. Cotton	78,000 spindles 3000 looms	ten million spindles 25,000 looms

This will give the students the concept of development and of 'going from strength to strength'.

Explain to the class about each of the products listed in the textbook.

Cotton is a product that has been grown and used for fabric in the subcontinent since the earliest times. Students will be surprised to learn that the people of Mohenjo Daro used to trade their cotton textiles with Mesopotamia (modern Iraq). Today, Pakistan's cotton industry is an important source of revenue for the country.

Woollen textiles: Apart from items of personal use, the fine hand-knotted carpets produced in Pakistan are the most important export item.

Art silk is the name given to the artificial silk yarn and fabric produced for local use and export.

Jute: The local production of jute is negligible; it is mainly imported from Bangladesh. There are 12 jute mills in the country, producing hessian for sacks and packaging.

Chemicals, fertilizers, vegetable oils: The raw materials for these industries are mostly imported. The industries have developed due to the rising demand for the products.

Cement, iron, steel, and engineering: With the growth and progress of the country, there has been an increase in construction, and in civil and mechanical engineering, leading to the growth of these industries all over the country.

Cottage and small industries: These provide an opportunity to local craftsmen to develop and market their handicrafts.

Tourism as an industry generates income as well as jobs in hospitality (motels and hotels), catering (eating places), transport, and in mountain areas, for guides. Pakistan has much to be seen and enjoyed by its own citizens as well as foreigners. However, security is an issue in some parts of the country. Discuss the tourist spots, both known and not so well known, as well as students' own experiences of tourism in Pakistan.

The concept of import and export: Explain this concept clearly to the students as applied to the economy of a country. What is import? We pay money to buy goods from another country in raw or finished form. We buy it in raw form, to process it to make a 'finished' product (ready to use), and either sell it in the local market, or sell it to other markets in foreign countries. The sale of goods or raw material to other countries is export. Tell the students 'im-port' means to bring into and 'ex-port' means to send out of a port (seaport, airport).

Raw materials cost less to import, but also sell for a lower rate, when exported. On the other hand, manufactured goods bring in more revenue when exported, and also cost more to import. This explains why it is important to have a strong industrial base in a country.

Suggested activity

- Ask the students to list the items we import as raw material and as finished products. Similarly, list the items we export as raw material and as finished products. Tell the students to do this exercise for jute, iron ore, tea, and electrical goods.

Now compare the two lists: do we import more items or export more? This will help them to understand the concept of trade.

Answers to questions

1. Cotton textiles.
2. Woollen textiles, art silk, jute, chemicals; cooking oil; fertilizers; cement; iron, steel and engineering; cottage and small industries.
3. Utensils; cutlery; pottery; shoes; surgical instruments; sports goods; handicrafts; carpets; toys; furniture; carved doors and window frames; ornaments. Dyeing, printing, and tailoring are also cottage industries.
4. Russia, China, and Switzerland.
5. Cooking oil and *ghee*: 75 per cent of the edible oil used is imported.
6. Most of Pakistan's industries are located in the Punjab and in Sindh, and in part of Khyber Pakhtunkhwa. The reasons are the availability of water and power, or nearness to raw materials, as in Balochistan.

Work Page

- A Exports: carpets, cotton textiles, art silk, towels, hosiery, and canvas
Imports: Art silk yarn, jute, fertilizers, edible oil, iron ore, manganese, and oil product to run the industries
- B
- 1 textiles, household linen, hosiery, canvas.
 - 2 Harnai and Mastung in Balochistan; Bannu and Nowshera in Khyber Pakhtunkhwa; Quaidabad, Lawrencepur, Rawalpindi, and Sahiwal in Punjab; and Karachi, Hyderabad, and Larkana in Sindh.
 - 3 soap, paper, textiles, fertilizers, and iron and steel
 - 4 limestone and gypsum.
 - 5 Pakistan Steel Mills and Pakistan Machine Tool Factory Karachi, Heavy Mechanical Complex, Taxila.

Things to do

- Refer to pages 30–31, *Oxford School Atlas for Pakistan* to do this exercise.
- Students can do this on their own after some group/pair discussion.

Lesson 12 Some important cities

Discussion points

- Which are Pakistan's largest cities?
- What is their importance?
- Which provinces are they located in?
- Which cities are provincial capitals?

Ask the students to specifically remember these facts about the major towns and cities:

Location (province)

Population

Status (national/provincial capital)

Importance (industry/trade/agriculture/history)

List the towns and cities. Discuss the details with the students, asking them if they have visited any of these places and what they have seen. Encourage students to collect facts and pictures to make a class display. Practical work involving their interest is the best way to learn and remember.

Tell the students that besides the four provinces there is the semi-autonomous region of Gilgit-Baltistan that has provincial status, and seven or eight large cities to remember facts about. Make a comparison with the United States of America, which has 51 states and many important cities in each state.

Tell them that they must know everything about their own country: major cities, population, crops, exports, industries, and important facts about them. Explain that each city has its own history and cultural flavour.

Discuss in detail, each of the cities described in the textbook. Ask students to name the national and provincial capital cities:

Islamabad—Pakistan

Karachi—Sindh; Lahore—Punjab; Quetta—Balochistan; Peshawar—Khyber Pakhtunkhwa; Gilgit—Gilgit-Baltistan

Then ask them to name the towns/cities next in order of importance and discuss the reasons for it. Use the *Oxford School Atlas for Pakistan* to locate these places.

Suggested activity

- In the lesson in the textbook, the major cities of Pakistan have been described. If any of the students has lived in those cities or visited them, and can give more information about them to the class (than what is given in the textbook) ask him/her to stand up and talk about it. This could be an informal discussion, with the whole class joining in with their observations or memories of their experiences of the city under discussion.

Answers to questions

1. Islamabad is the capital of Pakistan. It is a fairly new city as it was planned and built in the 1960s, so it does not have any previous history of its own. It is the place from which the country is governed and all the foreign embassies are located there.
2. Quetta does not have many old buildings as the city was almost completely destroyed by the earthquake of 1935. It was then rebuilt.
3. Peshawar in Khyber Pakhtunkhwa.
4. Karachi had 400,000 people in 1947. Today it has more than 14 million. The population, therefore, has multiplied 35 times, roughly.

Work Page

Answers in horizontal sequence:

- A 1 a) Karachi
b) Sindh
c) Over 14 million people
d) The Quaid's mausoleum, the beach, the National Museum, Mohatta Palace
- 2 a) Islamabad
b) Punjab
c) Nearly one million people
d) Daman-i-Koh, Margalla Hills, Shah Faisal Masjid, the Presidency
- 3 a) Lahore
b) Punjab
c) About 10 million people
d) The Lahore Fort, Shalimar Gardens, Badshahi Masjid, Minar-e-Pakistan, Lahore Museum

- 4 a) Quetta
- b) Balochistan
- c) 700,000 people
- d) Ziarat, Quaid-i-Azam Residency, Hannah Lake

B Students to do this with the help of the *Oxford School Atlas for Pakistan*.

Things to do

- The activities mentioned in the textbook are good exercises for the students. The first will compel them to do some research and the second will enable them to identify their province and major cities on the map. They should colour only their province so that it stands out on a map of Pakistan.
- You could pick up some brochures from the Pakistan Tourism Development Corporation (PTDC) office in your city, relating to different cities of Pakistan. From these, the students can add to the information about their particular city.

Lesson 13 Pakistan and her neighbours

Discussion points

- Pakistan's location
- Which countries are Pakistan's immediate neighbours?
- What is Pakistan's relationship with them?
- What does Pakistan share with them?

Location: Pakistan is in South Asia. Its immediate neighbours are Iran to the west, Afghanistan to the north-west, China to the north, and India to the east. Make sure you have a globe or a world map at hand as you explain the lesson, to identify the places you are discussing. Also refer to the map of Asia in the *Oxford Project Atlas for Pakistan* for this lesson.

Pakistan has had good neighbourly relations with these countries, especially Iran and China, but there have been problems with India and also with Afghanistan. Briefly discuss the reasons: disputes and war with India over Kashmir, and the role of India in the creation of Bangladesh. Following the Soviet-Afghan war in the 1980s and the influx of Afghan refugees into Pakistan, the relations between Pakistan and Afghanistan have been difficult. It is important to adopt a balanced approach and stress the value of peaceful negotiation for the security and progress of a country.

Besides the borders on the ground, Pakistan shares many common things with its neighbours: religion (with two countries), a common history (with India, Afghanistan), similar cultures, language script, trade ties, etc.

Suggested activity

- As students now know that Pakistan lies between the latitudes of 24° N and 37° N, and the longitudes of 61°E and 76°E, ask them to establish the locations of the four neighbouring countries, by using the lines of latitude and longitude. The aim here is to get the students used to the idea of locating places on a map by calculating their distances from the equator, the tropics of Cancer and Capricorn, and the North and South poles, and also to use an atlas index to find the location of a place.

There are many figures quoted in this lesson and it would be a good idea for the students to know the lengths of the borders we share with our neighbouring countries.

- a) Pakistan and Iran—800 km along its western border
- b) Pakistan and Afghanistan—a 2200 km border in the north-west
- c) Pakistan and China—the Karakoram Range forms the border in the north
- d) Pakistan and India—a 1500 km border on our eastern side

Explain to the students that we share our religion with Iran and Afghanistan. They are both Muslim countries and we have, therefore, a brotherhood with them. China has a small Muslim population too, but the majority of the people are Buddhists and Taoists. The majority of the Indian population is Hindu but there is also a very large Muslim population that is about 165 million.

Ask the students to study each of the four maps given in this lesson to get a good, basic idea of each country's location in relation to Pakistan.

Ask them about the present leaders of each country.

Iran: President Ahmedinijad; Afghanistan: President Hamid Karzai; China: Premier Hu Jintao; India: Prime Minister Manmohan Singh, President Pratibha Patil.

Next, ask the students about the languages spoken in these countries. In Iran, Farsi/Persian is spoken; in Afghanistan, they speak Pushto and Dari Persian; Mandarin is spoken in China; and in India, though there are many languages spoken, the official languages are Hindi and English.

Answers to questions

1. Pakistan lies between 24° and 37° North, and 61° and 76° East.
2. Iran, Afghanistan, China, and India.
3. Afghanistan shares the longest border—2200 km—with Pakistan.
4. The Karakoram Range forms the border with China.
5. China and Mongolia
6. Afghanistan

Work Page

This is a good way to recognize a country—by its flag:

- A 1 a) People's Republic of China
 b) Beijing
 c) Mandarin
 d) 1.33 billion people
 e) Rice, cotton, textiles, electronic goods
 f) Mao Zedong, Chou En Lai, Deng Xiao Ping
- 2 a) Islamic Republic of Iran
 b) Tehran
 c) Farsi
 d) 70.5 million people
 e) Oil, gas, minerals, carpets
 f) Shah Raza Pahlevi, Ayatullah Khomeini, President Khatami, President Ahmedinijad
- 3 a) Afghanistan
 b) Kabul
 c) Pushto and Dari Persian
 d) 32 million people

- e) Carpets, lambskins, fruit
- f) King Zahir Shah
- 4 a) India
- b) Delhi
- c) Hindi
- d) 1.2 billion people
- e) Rice, cotton and silk, machinery, computer software
- f) Mahatma Gandhi, Jawaharlal Nehru, Indira Gandhi

Things to do

- This is a very good exercise. Ask the students to list under the headings provided, the three things about each country, for example:

Iran:

National Day	February 11
Important Festival	<i>Nauroze</i> (New Year)
Special Dish	<i>Chello Kebab</i>

Help students to complete this, using the Internet and other resources. Discuss with them, where they would like to go, how, why, and what they would see there. They can also collect and display postcards and calendar pictures.

- This can be a group project for the class to research, copy, and display scripts and goodwill messages in different languages.

Lesson 14 Early history of Islam

Discussion points

- The importance of leadership in early Islam
- Who were the four Rightly-guided Caliphs (RA)?
- The main facts about their rule
- The spread of Islam in the world
- The two important dynasties, the Umayyads and the Abbasids

This lesson is important in that it informs the students about Islamic history as the events happened. The prophet Hazrat Muhammad (SAW) died in 632 CE. By this time, Islam was established in the Arabian peninsula, and was spreading to the neighbouring countries. However, a religious leader was needed to keep the people together.

The first four leaders of Islam were known as the ‘Rightly-guided Caliphs’—*Khulafa-e-Rashideen* (RA) because they were close companions of the Holy Prophet (SAW) and respected by all. (The western world spells the words *Khalifa* as Caliph and *Khilafat* as Caliphate.) They were chosen by consensus—common approval—to be the rulers.

Hazrat Abu Bakr (RA) was chosen as the first caliph after the Prophet (SAW). He was among the first to convert to Islam and was held in high esteem by all the Muslims; he was also the father-in-law of the Prophet (SAW). Although his rule lasted for only two years (632–34 CE), some important achievements were made: (i) the suppression of revolts and false prophets, (ii) the compiling of the Holy Quran, as revealed to the Holy Prophet (SAW), and (iii) the spread of Islam to Syria.

The second caliph was Hazrat Umar (RA) who ruled fairly, firmly, and successfully for 10 years, from 634–44 CE. His government is known for its competent and efficient administration and for the spread of Islam to Persia in the east, Palestine in the north, and Egypt in the west.

Hazrat Usman (RA) was the third caliph, and he ruled from 644–56 CE. The faith spread beyond North Africa into Cyprus during this period and the important work of completing the compilation of the Quran was also done.

The last of the Pious Caliphs was Hazrat Ali (RA), the Prophet’s (SAW) cousin and son-in-law. His government lasted for four years (656–61 CE); he had to face revolt and uprisings. He had shifted his capital from Madina to Kufa in Iraq, to control the situation.

The students will also be learning more about the history of Islam in their Islamiyat classes, so it will provide good reinforcement for this chapter. Explain that after the death of Hazrat Ali (RA), there were many other leaders, but none of them were as noted or respected as the first four caliphs, who were well known to Hazrat Muhammad (SAW) and trusted by him, in his lifetime. They were four of the Prophet’s (SAW) 10 blessed companions (his closest friends).

The Umayyad dynasty: The Umayyad dynasty was established by Amir Muawiya Ibn Abi Sufyan in 662 CE and the Umayyads ruled the Islamic regions for almost 90 years. They moved the seat or capital of their empire to Damascus in Syria. Under them, the Islamic empire reached Spain in the west and the subcontinent in the east. Tell the students about Tariq’s invasion of Spain, and how Gibraltar got its name.

The Abbasids followed the Umayyads. They founded the city of Baghdad, in Iraq, which became their capital. They set up libraries and patronized learning and intellectual progress. The Muslim Arabs, under various rulers, ruled Spain for 800 years.

Spread of Islam in the subcontinent: Arabs had been trading with the coastal communities of India even before the advent of Islam. Mohammad bin Qasim was sent to punish Raja Dahir of Daibul for failing to control pirates who had seized ships carrying Muslim pilgrims for Hajj, and gifts for the Umayyad ruler. Mohammad bin Qasim, who was only 17 years old, conquered territory from Daibul on the Arabian Sea to Multan in southern Punjab. He ruled very fairly and considerately and many people willingly converted to Islam. This region became a part of the Arab empire. In the 11th century, Mahmud of Ghazni invaded India from the north-west. He attacked several times (17) but returned to Ghazni in Afghanistan. The next invasion was by Mohammad Ghori who made Lahore his seat of government. His successor Qutbuddin Aibak established the Delhi Sultanate. Gradually, Islam and Muslim culture spread in the subcontinent.

It would be interesting to know about parallel developments in Egypt, which was under Fatimid rule; later, with the spread of Islam in Persia and Afghanistan, there were other important kingdoms in this region.

Suggested activity

- On an outline map of the world, ask students to indicate the spread of Islam by labelling the countries, starting from Arabia.

Answers to questions

1. During Hazrat Abu Bakr's (RA) time, there were many uprisings and some people refused to pay taxes, and some declared themselves to be prophets. These revolts were put down by Hazrat Abu Bakr (RA).
2. The four Rightly-guided Caliphs are held in high esteem as they were the close companions of the Prophet (SAW).
3. During Hazrat Umar's (RA) rule, Islam spread far and wide. He was an able administrator who set up the basic systems for a sound government.
4. The important work of completing the compilation of the Holy Quran was done during the *Khilafat* of Hazrat Usman (RA).
5. Spain came under the Muslim rule during the time of the Umayyad dynasty and Muslims continued to rule over Spain for the next 800 years.
6. In the 8th century, under Mohammad bin Qasim.

Work Page

- A
- 1 South-east Asia: Bangladesh, Malaysia, Brunei, and Indonesia
 - 2 Africa: Libya, Egypt, Sudan, Somalia, Djibouti, Morocco, Nigeria, Tunisia, Mauritania, Mali, Niger, Senegal, Gambia, Chad, Algeria, Uganda
 - 3 The Middle East: Turkey, Syria, Jordan, Lebanon, Iraq, Kuwait, Saudi Arabia, the UAE, Iran, Oman, Yemen, Qatar, and Bahrain (Albania and Cyprus are located in Europe.)
- B
- 1 Hazrat Abu Bakr Siddiq (RA) 632–634 CE
 - 2 Hazrat Umar Ibn-al-Khattab (RA) 634–644 CE
 - 3 Hazrat Usman Ibn Affan (RA) 644–656 CE
 - 4 Hazrat Ali Ibn Abu Talib (RA) 656–661 CE

Things to do

- Ask the students to state the importance of these two cities, Makka and Madina, in relation to the presence of the Kaaba in Makka; this is where the Holy Prophet (SAW) was born and where Islam was first revealed to him. He lived in Makka, and faced opposition in trying to teach the people the principles of Islam and the unity of Allah. When life became impossible in Makka, Allah commanded the Prophet (SAW) to migrate to Yathrib, which then became known as 'Madinatun Nabi', the city of the Prophet (SAW). In Madina, he was welcomed and found peace; it became the seat of the Islamic world; it is also the location of the Masjid-e-Nabvi and Jannat-ul-Baqi.
Jerusalem is also a holy city for Muslims as Masjid al-Aqsa was the first *qibla* before Kaaba. Also on the Night of Ascension, the Prophet (SAW) was transported here from Makka before his ascent to Heaven.
- This can be a very exciting project for the students. They should make a scrapbook in which they list the Islamic countries, alphabetically or according to continents, and draw and colour their flags. The best presentation must be rewarded.

Lesson 15 Europeans and the subcontinent

Discussion points

- The Mughals
- The European traders

The Europeans in India: As the Mughal Empire gradually weakened after Aurangzeb, there was a vacuum in the country. The Mughal princes were weak and rulers of other states fought amongst themselves to gain control. That is when the Europeans saw their chance and settled in India, at first as traders, then as rulers. (The first Englishman to come to India was Sir Thomas Roe, an ambassador of Queen Elizabeth I. He arrived in 1600, during Emperor Jehangir's reign.)

First came the Portuguese traders who were astonished at the variety of riches available in India. There were beautiful fabrics, spices, and fruits and, more often, gold and riches which they bought or exchanged for their own goods. Then in the 17th century, Dutch traders saw the richness of the land and came to India for trade in spices, dyes, and fabrics. They went on to the Malay Peninsula and to the Spice Islands and took back with them spices such as they had never tasted before. Spices were very costly in the west and the abundance of these luxury goods in the subcontinent amazed and tempted the Europeans; they became very wealthy through the spice trade.

The next Europeans to explore India were the French, who were eventually driven out by the British. The latter started a company called the East India Trading Company (later known as East India Company), and as they traded and became rich, they decided to stay on in India and took over power to make it one of Britain's colonies (a colony is a country that is ruled over by foreign masters).

How long were the British in India? The students should know that India was ruled by the British for 200 years. When finally, in 1947, the British left India, they had already taken much of India's wealth to Britain.

Answers to questions

1. The Europeans were interested in the East because they saw it as a land of rich spices, fruits, clothes of different colours and textures, fabulous ornaments, and jewellery. They established trade relations here.
2. The first European visitors were the Portuguese. They arrived here during the 15th century.

3. The British came to India as traders. When trading became profitable for them, they started the East India Trading Company in the 17th century. Since the French were also in India at the time, competition in trading grew between the French and the British. After the Mughal rule ended, however, the British succeeded in driving out the French from India and establishing their own rule over the subcontinent in the 18th century. They ruled India for 200 years.
4. The British introduced their language, architecture, politics, and their ideas. They built roads, railway lines, and large buildings and improved the canal irrigation system.
5. They could not succeed against the British because they were not united.

Work Page

- A
- 1 Vasco da Gama
 - 2 1498
 - 3 Sir Thomas Roe
 - 4 December 1600
 - 5 Queen Elizabeth I
 - 6 Surat, Bombay, and Calcutta

B Students will do this exercise individually.

Things to do

Organize this as a class project, to be done in groups.

Lesson 16 The struggle for independence

Discussion points

- The growth of freedom movements
- The need for independence
- The struggle and sacrifice for freedom

At this level, students cannot be expected to be aware of this background, hence it needs to be explained briefly (they will learn all this in greater detail at the secondary and higher secondary levels).

Explain how the War of Independence, in 1857, was a joint effort by the Muslims and Hindus of the northern and central states of the subcontinent, but it was not completely successful as it was not a united effort by all the people.

Pakistan is nearly 65 years old today: those who fought for the freedom of this country are the grandparents and great-grandparents of your students. Much of what they learn in this lesson will be of little interest to them because (a) they are still very young and removed from the struggle for independence and (b) they are only concerned with current affairs. However, they must be made to realize that their country was once upon a time, not a free nation as it is today. We had to struggle to get Pakistan. We were ruled by two groups of people: the British and the Indians, mainly the Hindus. The British ruled India, and the Indians i.e. the Hindus, because they were in the majority, tried to rule us. We did not like the way the British treated us. They did not know our customs and traditions and, instead of bringing Hindus and Muslims together, they caused trouble between us.

The War of Independence: Explain that the War of Independence in 1857 was the beginning of the struggle to free ourselves from the yoke of British rule and, ultimately from Indian rule. The people

had many grievances against the British who had gradually gained control of the weakened Mughal Empire, but this came to a breaking point when the local soldiers were ordered to use the Enfield rifle, whose cartridges were greased with cow and pig fat, which is forbidden to Hindus and Muslims, respectively. These cartridges had to be bitten off before being loaded into the rifles. When they discovered that the cartridges were greased with animal fat, the Hindus and Muslims refused to obey their British commanders. Thus both the Hindus and Muslims revolted, starting the war.

Suggested activities

- From page 76–77 of the textbook, ask the students to list some reasons why the Indians wanted to be free from British rule.
- Ask them to find out from their parents and grandparents what the events were that led to the War of Independence.
- Ask them to find out (a) for how many years the British had ruled India, and (b) the good things they did for India (for example, education, road-building, railways, buildings, etc.).

The Indian National Congress and the Muslim League: Explain that these two political parties were created to achieve the objectives of the Indians (to get the British to leave India) and, later, the Muslims (to secure an independent country for the Muslims of India). Define and explain what a political party is, what it does, and compare the current political parties of Pakistan with these two parties in India. For example, we have the Pakistan Muslim League (PML), Pakistan People's Party (PPP), Jamiat-ul-Ulema-e-Islam (JUI), Jamiat-ul-Ulema-e-Pakistan (JUP) and Jama'at-e-Islami (JI), Awami National Party (ANP) and the Muttahida Qaumi Movement (MQM) in Pakistan today.

Ask the students to study the photographs on page 78 of the textbook. These were some of the people in the forefront of the political movement to achieve Pakistan and, of course, Quaid-i-Azam Mohammed Ali Jinnah, whose photograph is on the same page. (Sir Syed Ahmed Khan, Maulana Mohammed Ali Jauhar, Allama Iqbal, Liaquat Ali Khan and Chaudhry Rehmat Ali.) There were other great people, too, who worked hard towards the Muslim goal, like Sir Abdullah Haroon, Sardar Abdul Rab Nishtar, etc.

Quaid-i-Azam Mohammed Ali Jinnah was a brilliant lawyer who was the main negotiator for the Muslims. He had many discussions with the Hindu and British leaders as to how and which part of India could be given to the Muslims for a separate state. Professor Stanley Wolpert, in his book 'Jinnah of Pakistan', said about the Quaid: 'Few individuals alter the course of history. Fewer still modify (change) the map of the world. Hardly anyone can be credited with creating a nation state. Mohammed Ali Jinnah did all three.' Tell the students that the Quaid was a great man and they should be proud of him. If in Karachi, students can be taken to the mausoleum of the Quaid and also shown Flag Staff House, Mohatta Palace, and Wazir Mansion in Kharadar.

Answers to questions

1. The soldiers in the British army were Hindus, Muslims and Sikhs. In 1857 they were issued rifles whose greased bullets had to be bitten for loading. The bullets were greased with animal fat. Lard is forbidden to Muslims and cow fat to Hindus. The soldiers objected and were severely punished by the British. So they came out in open defiance, the battle they fought is called the War of Independence.
2. Some educated people thought that no progress could be made by just fighting the British. In 1885 they formed the Indian National Congress. They felt that by having their own political organization, one day they could rule their own country.
3. The Quit India Movement was a call for the British to leave India. It was started in 1942 by the Congress leader Mohandas Gandhi.

4. The Muslim League was created for the Muslims of India, so that they would be able to have a political say in the matters that concerned them in the Indian government, such as elections to the legislature and the judiciary and to ask for their rights. They also knew that when the British left India, the Hindus would take control of the country and the Muslims would not have any importance in the government. So the Muslim League was the first political platform created for the Muslims of India.
5. Quaid-i-Azam Mohammed Ali Jinnah, Sir Syed Ahmed Khan, Allama Mohammad Iqbal, Maulana Mohammed Ali Jauhar, Quaid-i-Millat Liaquat Ali Khan, Sir Abdullah Haroon, and many others. (Teachers to help list more names.)
6. After a long struggle by the Muslims and Hindus, the British decided to leave India. A commission was set up by the British to mark the borders of the two new countries, India and Pakistan. The Muslim majority areas were to be included in Pakistan. The rest would be India. Thus Pakistan was created with two wings, West Pakistan and East Pakistan.

Work Page

- | | | |
|--|-----------------|------------------|
| A 1 1857 | 4 1906 | 7 1942 |
| 2 The middle of the 19 th century | 5 1930 | 8 14 August 1947 |
| 3 1885 | 6 23 March 1940 | 9 15 August 1947 |
| B 1 Indian National Congress | | |
| 2 Mohandas Gandhi | | |
| 3 Sir Syed Ahmed Khan | | |
| 4 Allama Iqbal | | |
| 5 All India Muslim League | | |

Things to do

- Detailed information about the War of Independence can be found in the Pakistan Studies syllabus textbooks. You could get more information and give the students a short note on it, in simple language.
- Short biographical notes on some of the leaders can be found in textbook 4 of this series. For more detailed information, you will need to consult Pakistan Studies textbooks.

Lesson 17 Lessons from history

Discussion points

- Who are we? How did we come to Pakistan?
- Who were the people who helped to make Pakistan?

This is a wonderful lesson. Though the students are very young, they are at the right age for teachers to tell them what their 'identity' is and how Pakistan came into being.

Suggested activity

- Ask each student to stand up and relate who he/she is (name), nationality, where his/her parents came from to Pakistan (if they know). In other words, you are asking them what their identity is. Explain the background of Pakistan's history before 1947, beginning with the end of British rule, the bid for an independent state, and the exodus from India of millions of Muslims to Pakistan.

Now ask them if they know of the three names on page 81 and 82 of the textbook: who were they and what role did they play in the history of Pakistan? These people were Muslim patriots who

worked hard to convince the British and the Indians for the creation of Pakistan as an independent state for the Muslims of the subcontinent. It was a very difficult task, but they achieved it. Since this is not a history book, per se, only three personages have been mentioned in the textbook, viz. Sir Syed Ahmed Khan, Allama Mohammad Iqbal, and Quaid-i-Azam Mohammed Ali Jinnah, the father of the nation. However, there were many other patriots who took active part in the independence movement such as Maulana Mohammed Ali Jauhar and Maulana Shaukat Ali, Quaid-i-Millat Liaquat Ali Khan; Sardar Abdul Rab Nishtar, Choudhry Rehmat Ali, and Sir Abdullah Haroon, to name a few.

Suggested activity

- After completing the lesson, plan to have a short play about the independence of Pakistan. Three students can be chosen to play the roles of each of the three figures. According to the text and their roles, help to write the dialogue for them. They may or may not dress up for the part. The play can be enacted in a class of 40 minutes. Each person will speak about what he did to help achieve Pakistan. The students will enjoy this deviation from book learning and the awareness of the sacrifices made by these patriots will be well and truly remembered by the students.

Answers to questions

1. He helped to create better understanding between the British rulers of India and the Muslims; he wrote many papers and essays explaining the Muslim position to the British; he established a college called the MAO (Mohammedan Anglo-Oriental College) in the city of Aligarh in 1875.
2. He was a well-known poet and philosopher who first put forward the idea of a separate country for the Muslims of India.
3. No; he died in 1938. Pakistan became independent nine years after his death, in 1947.
4. Mohammed Ali Jinnah, the founder of Pakistan, is known as Quaid-e-Azam, the great leader.
5. He was a brilliant and successful lawyer.

Work Page

- A 1) 1 Mohammed Ali Jinnah
2 Quaid-i-Azam
3 25 December, 1876
4 Karachi, Pakistan
5 11 September 1948
6 Karachi, Pakistan
7 Founding the nation of Pakistan
- A 2) 1 Mohammad Iqbal
2 Allama Iqbal, Sir Mohammad Iqbal
3 9 November 1877
4 Sialkot, Punjab
5 21 April 1938
6 Lahore, Pakistan
7 First putting forward the idea that the Muslims of India should have their own country
- B 1 Begum Raana Liaquat Ali Khan, the wife of Quaid-i-Millat Liaquat Ali Khan, who helped towards creating Pakistan
2 Tipu Sultan, ruler of Mysore
3 Fatima Jinnah, the Quaid's sister, who worked beside the Quaid to create Pakistan
4 Maulana Mohammed Ali Jauhar, key figure in the Khilafat Movement; he was against British rule.

Things to do

Here are short biographies of each personality mentioned in this activity.

- 1 Liaquat Ali Khan—he was the first prime minister of Pakistan after independence from India. He worked beside Quaid-e-Azam to create Pakistan. He was known as Quaid-e-Millat, the Leader of the Nation.
- 2 Justice A. R. Cornelius was the Chief Justice of the Supreme Court of Pakistan and a man of moral discipline and integrity. He was Pakistan’s law minister from 1969 to 1971.
- 3 Hanif Mohammad was a leading cricketer who played for the Pakistani cricket team in 55 test matches between 1952–53 and 1969–70. He is regarded as one of the greatest batsmen of all times.
- 4 Jehangir Khan—Pakistan’s best-known champion squash player who won many squash titles, including the British Open Championship ten times in a row, from 1982 to 1991. He also won the World Open Championship ten times. Today, he is the President of the World Squash Federation.
- 5 Dr Abdus Salam—Pakistan’s leading scientist who won the Nobel Prize for physics in 1979. He is known as one of the greatest exponents of physics in this century. He died in 1996 in Oxford, England.
- 6 Dr Salim-uz-Zaman Siddiqui was a leading chemist. He conducted extensive research on plants and their medicinal importance. He was the founding director of the HEJ Research Institute at the University of Karachi. He was also a painter, poet, and connoisseur of music.
- 7 Hafiz Jullundhuri (1900–82) was a Pakistani poet who composed the national anthem of Pakistan.
- 8 Sir Abdullah Haroon—a leading businessman, politician, and philanthropist; he made many large donations to various charities and institutions. He was President of the Sindh Muslim League in 1939.
- 9 Hakim Mohammed Said was a very important Pakistani citizen, known and respected for his discipline and integrity. He started the Hamdard University, and the Hamdard Foundation to help young Pakistani students financially to carry on their education. He also served as the Governor of Sindh.

Lesson 18 After independence, 1947–71

Discussion points

- How did those people who migrated to the new Pakistan feel?
- What did they lose?
- What opportunities did they have?
- How was the new country governed?
- The people who governed the country from 1947 to 1971

This is an important lesson. Most of the students are too young to know the political history of Pakistan. They may generally know the names of the current President and Prime Minister, but are not necessarily aware of the past details.

Tell the students that the migration between India and Pakistan in 1947 was one of the biggest, if not the biggest, movements of people between two countries. The people, who left India to come to Pakistan, had mixed feelings. One was relief at being safe in their own new homeland. The other feeling was apprehension (nervousness and fear) at what lay ahead of them. It was a time of upheaval and confusion.

When it was decided that Pakistan was to be a separate homeland for the Muslims, the British drew the borders of West Pakistan to the west of the subcontinent and another area on the eastern side, in east Bengal was marked as East Pakistan.

The country needed a government. Quaid-i-Azam, Mohammed Ali Jinnah was made Governor General and Quaid-i-Millat, Liaquat Ali Khan was made Prime Minister. There was a lot of work to be done. A constitution had to be written (rules and regulations of the country that all the people had to follow) and a cabinet (a council of ministers) had to be formed.

Just before partition, the Hindu Maharajah of Kashmir (where the majority of the population is Muslim) decided that Kashmir should be a part of India. This became, and remains to this day, a subject of major disagreement between India and Pakistan.

Suggested activity

- Ask the students what their opinion is regarding Kashmir: should it be ruled by India or Pakistan, or should it become an independent state, ruled over by the Kashmiris themselves? Ask them to take a vote in favour or against the idea.

Ask the students what a republic is: when did Pakistan become a republic? A republic is a state in which supreme power is held by the people and by an elected president. Pakistan was declared a republic in 1956 and became known as the Islamic Republic of Pakistan.

Tell the students that we have often had military leaders in the government. Ask the students if our present leader is a military leader or an elected president. What is his name? Does he have a title?

Ask the students to name at least three military rulers in the past: Major-General Iskander Mirza, Field Marshal Mohammed Ayub Khan, General Mohammed Yahya Khan and General Pervez Musharraf.

Discuss the changes during Ayub Khan's rule:

- a) The capital was moved from Karachi to Islamabad.
- b) A new constitution was framed in 1962.
- c) Many new industries were set up: this was known as the 'Decade of Development'.
- d) A new law was introduced to redistribute the land.

Ayub Khan's rule ended in 1969 with handing over of power to another general, Yahya Khan. General elections were held in 1970 in which the Awami League of East Pakistan won the majority. Explain the background of the differences that arose between the two wings of the country.

East Pakistan was almost 1500 km away from West Pakistan and, naturally, it was not easy to govern from such a distance. The East Pakistanis, mainly Bengali Muslims, did not like this arrangement—they felt that they had little or no say in matters that concerned them. The election results of 1970 were in their favour and, naturally, they wanted a government of their own. After disagreement with West Pakistan in 1971 they fought, with India's help, for their independence from West Pakistan (which became Pakistan as it is now) and established Bangladesh, with Sheikh Mujibur Rehman as its leader.

Answers to questions

1. The Constituent Assembly comprised a group of leaders who had to write the constitution of Pakistan and to organize the government departments.
2. In a democracy, the people elect a leader of their choice to run the government.
3. They went to UN because fighting broke out on the border regarding Kashmir. The UN ordered a ceasefire.
4. a) A new constitution was passed.
b) A law was introduced to redistribute the land.
c) Many new industries were set up.
d) The capital was moved from Karachi to the newly developed city, Islamabad.
Ayub Khan's era is known as the Decade of Development.

5. In the December 1970 elections, the Awami League won most of the seats in East Pakistan, and the PPP won in West Pakistan. Being in the majority in the National Assembly, Sheikh Mujib made certain demands that the others did not agree to. Fighting started in East Pakistan and martial law was imposed there. With the help of India, the people of East Pakistan fought against the rule of West Pakistan. Dhaka fell to Indian troops in December 1971 and a new country, Bangladesh, was established.

Work Page

- A August 1947: Pakistan gained independence.
September 1948: Quaid-e-Azam died.
October 1951: Prime Minister Liaquat Ali Khan was shot dead.
October 1958: Iskander Mirza declared martial law and the constitution was abolished.
March 1962: New constitution was passed.
March 1969: Ayub Khan handed over control to Yahya Khan.
December 1970: Elections
December 1971: Fall of Dhaka, creation of Bangladesh
- B
- 1 Khwaja Nazimuddin
 - 2 Governor General
 - 3 1956
 - 4 Pakistan People's Party
 - 5 Sheikh Mujibur Rehman

Things to do

- Make this a project for the students to do over at least a fortnight or more. Divide the class into groups. They will have to find photographs of past presidents and prime ministers. Once the project is completed, display the work in the classroom and reward the students accordingly.

Lesson 19 Pakistan since 1971

Discussion points

- The aftermath of 1971
- A new government led by Z. A. Bhutto; his achievements
- Martial law under General Zia; his sudden death
- Benazir Bhutto's return and government; prime ministers from 1990–99
- Takeover by General Pervez Musharraf; international events, national developments, Benazir's return and tragic death; fresh elections and their results

In Pakistan, the popular leader was Zulfikar Ali Bhutto, who stayed in power till 1977. Discuss with the class the developments during the Bhutto regime and the causes behind the change of government in 1977.

General Zia ul Haq took over in 1977 and declared martial law. Mr Bhutto was imprisoned, tried, sentenced to death, and hanged on 4 April 1979. General Zia had promised fair elections and return to democracy. However, his rule continued till his death in a plane crash in 1988. Briefly explain this chronology to the students—avoid controversial details irrelevant to this age group.

Tell the students that Pakistan was created to be a democratic state, but we were unable to sustain democracy in our country. Ask the students the meaning of democracy: it is government of the people, by the people and for the people. Three elected leaders, Zulfikar Ali Bhutto, Nawaz Sharif, and Benazir Bhutto, began with the intention but were unable to successfully establish democracy here. Now ask the students to guess why democracy has never been successful in Pakistan.

Briefly and objectively discuss the events from October 1999 to date. Explain how international events—9/11 and the following wars and tension—have affected Pakistan. Talk about how each individual, young or old, girl or boy, can contribute to making Pakistan a successful country.

Suggested activities

- Ask the students to make a time line for the democratic (elected by the people's vote) leaders of our country: Z. A. Bhutto, Nawaz Sharif, and Benazir Bhutto. Remind the students that Nawaz Sharif and Benazir Bhutto served two terms each as prime minister.
- Ask the students who was the last military leader who governed Pakistan? How did his government end?

Tell the students that Benazir Bhutto was the first woman prime minister in Pakistan; she served two terms. Name the women leaders of South-east Asia: Indira Gandhi in India; Shaikh Hasina and Khaleda Zia in Bangladesh; Sirimavo Bandaranaike and Chandrika Bandaranaike Kumaratunga in Sri Lanka; the present leader of the Philippines is President Gloria Macapagal-Arroyo.

As a final question, ask the students the name of the current president and prime minister.

Answers to questions

1. a) Z. A. Bhutto signed the Simla Accord, as a result of which 93,000 prisoners of war, held by India, were released and India returned over 5000 km of land it had occupied during the war.
b) A new constitution was passed on 14 August 1973.
c) He organized the first Islamic Conference in Lahore in 1974.
d) He signed trade and development agreements with important countries like USSR, USA, and China.
e) He began the development of the nuclear power programme.
2. Simla Accord was a treaty signed when Bhutto met Indira Gandhi at Simla to settle all disputes with India by discussion. As a result of this accord, prisoners of war were released and India returned over 5000 sq km of land it had occupied during the war.
3. In August 1988, General Zia was killed in a plane crash and emergency rule was declared by Acting President Ghulam Ishaq Khan. In December 1988, Benazir became the first female prime minister of the country after winning the general elections. In 1990 her government was dismissed and Nawaz Sharif was elected prime minister. In 1993, Ghulam Ishaq Khan dismissed his government too and he resigned as well. Elections were held in October and Benazir again became prime minister. Her government was dismissed by President Leghari in 1996. Nawaz Sharif won the elections and became prime minister. He was deposed by General Pervez Musharraf who became the president in 1999.
4. These were suicide attacks in the USA when two commercial aeroplanes were intentionally crashed into the Twin Towers of the World Trade Centre in New York. Another airliner was crashed in Pentagon outside Washington DC. These attacks caused great destruction and loss of many lives.
5. a) Elections were held in February 2008 and the Pakistan People's Party came to power.
b) President Musharraf resigned in August 2008 and the co-chairman of the PPP, Asif Ali Zardari, became president in September 2008.

Work Page

August 1973: A new constitution was passed.

July 1977: The army, under Zia-ul-Haq, imposed Martial Law.

April 1986: Benazir Bhutto returned to Pakistan.

August 1988: General Zia-ul-Haq died in an air crash.

December 1988: Benazir Bhutto became the prime minister.

October 1993: Benazir Bhutto returned as prime minister.

October 1999: Nawaz Sharif was deposed.

September 2001: 9/11—the attacks on the Twin Towers in New York and the Pentagon in Washington took place.

December 2007: Benazir Bhutto was killed in an election rally in Rawalpindi.

Things to do

Students will work in groups to do some research about the important events in Pakistan from 2000 to 2007.

Lesson 20 More about human rights

Discussion points

- What is meant by human rights?
- Children also have rights
- Importance of upholding rights and values
- Organizations to protect human rights
- Human rights' leaders

Discuss human rights with the students; they have already read about human and animal rights in textbooks 3 and 4, so they may have a basic idea about the subject. In this lesson, refresh the concept of rights and then discuss the different human rights organizations in Pakistan and elsewhere in the world.

Suggested activity

- Make a list of the basic rights that everyone must have, by birth, by religion, and by God's law: the right to freedom, food, clothes, shelter, education, and love.

Discuss why it is important to understand and protect people's rights. Tell the students that the world has become full of turmoil, crime, and injustice. People lose their rights when there is a war or a brutal government or system is in place. We need human rights' organizations to highlight and expose the injustice done to human beings—people in our country and the rest of the world—and to restore the rights to the people.

The United Nations Commission for Human Rights (UNCHR) has taken the initiative to investigate where the denial of human rights was happening in the world. The UNCHR then warns governments responsible for this breach that their record was not good and that they would have to take measures to stop peoples' rights from being trampled.

Talk about Amnesty International, an international organization that keeps track of human rights violations by different countries. It particularly monitors those countries where the rights of prisoners, who have been jailed for crimes committed and sometimes not committed by them, are often violated. Prisoners cannot be mistreated in prisons or denied food and water, or abused or chained.

Explain that when a person is put in jail, he is already paying for his crime through the punishment of being locked up and denied the freedom to move about and live his own life. He does not have to be beaten, tortured, starved, and abused as well. As long as he serves his sentence in prison, he should be treated well.

Talk about what sort of punishment children may get when their parents punish them: are they locked in their rooms? Are they not given their meals? Are they not allowed to watch TV? Are they grounded (not allowed to go out with friends)? Ask their opinion as to what sort of punishment they would consider fair.

Now explain to them that laws are very strict in certain countries that protect children's rights. Children cannot be beaten, starved, abused, or mistreated in any way, by parents, schoolteachers, or their classmates. If a complaint is made against the person who does these things, an enquiry is made and the person can be arrested and put in jail, even if it is the parent of the child. Do we have any such laws in our country that protect children from adults?

In Pakistan, we also have organizations for women's rights, such as Shirkat Gah, Women's Action Forum, and Aurat Foundation.

Also discuss the individuals who have been crusading for human rights, in Pakistan and other countries of the world. Some of the most famous are Mother Teresa, Martin Luther King Jr, Nelson Mandela, and Abdul Sattar Edhi.

Suggested activity

- Tell the students about the work done by the SOS Villages. This is an international organization that takes in children who are orphans or have been abandoned by their parents. They have a village set up with houses that each have a house mother, who looks after about 10 children. The house mothers feed, clothe, and educate these children and look after all their needs.
There is an SOS village in almost every major city of Pakistan. Take the students to an SOS village in your city and show them how children are rehabilitated. Ask the students if they know what the letters SOS stand for. They mean 'save our souls'. This is also a universal distress signal that everyone can use in an emergency. It will be immediately recognized as an urgent call for help.

Answers to questions

1. It is important to protect human rights because these rights have been given to us by religion and by law.
2. Martin Luther King fought for the rights of African-Americans. Nelson Mandela also fought the white government in South Africa for the rights and freedom of black people.
3. Aung San Suu Kyi is a brave lady who has been fighting for the rights of the Burmese people from an oppressive government. She had been under house arrest since 1990, when her party won elections but wasn't allowed to form a government. However, she was released in November 2010.
4. The Edhi Foundation provides shelter for homeless women and children; education for the children; ambulance service for the sick and needy; medical treatment for the poor; burial service for the homeless and beggars; emergency help during natural calamities and other disasters and accidents. They also help people in other countries, affected by wars, disasters, natural calamities such as floods and earthquakes.
5. United Nations Organization in December 1948.
6. We can help the weak and poor by providing them with financial and emotional support.

Work Page

- A UNHCR: United Nations High Commissioner for Refugees
HRCP: Human Rights Commission of Pakistan
HREP: Human Rights Education Programme
UNICEF: United Nations International Children's Emergency Fund

- B 1 Convention for the Rights of Children
2 Ramon Magsaysay Award
3 Mother Teresa
4 The Citizen's Foundation, good quality education
5 Dr Akhtar Hameed Khan

Things to do

- Organize these activities as a group project for the class, giving a week for completion.
- Talk about other individuals as well, in your area, and organize this activity.

Lesson Plans Book 5

Unit 1 World Geography

Lesson 1 Maps

Lesson plan 1: Maps

Duration: 40 minutes

Objective: To introduce and reinforce the importance of maps

Outcome: Students will be able to

- understand what is a map and why we need maps
- identify different kinds of maps
- understand what lines of latitude and longitude are

Resources: Textbook; world map (political); atlas; globe; worksheet for all students with a circle of 4 cm radius drawn on it; Teaching Guide for explanation

Introduction: 10 minutes

Greet the students and welcome them to the first Social Studies lesson of Class 5.

Introduce the topic: Maps. Place a world map, an atlas, and a globe in front of the students. Ask them to name each of the objects and say what it is used for. Let them answer, and if the response is insufficient, add your input. Remind them of the lesson on maps done in Class 3. A map is a drawing of a place or an area of the Earth. It shows the location of one place in relation to another, on a flat surface. The Earth is spherical in shape so an accurate representation is possible through something which also has a spherical shape. For this reason globes are used. An atlas is a book of maps which shows a collection of maps covering a larger area such as the world or showing a smaller area such as a city or a town. An atlas also has different kinds of maps in it. Remind students that to study geography these three things are very important. A geographer must always consult them to determine the facts s/he needs to know about a place.

Explanation: 25 minutes

Read the text. Begin the lesson by telling students about the different kinds of maps. Besides the illustrations given in the textbook, use an atlas to give more examples of physical, relief, and political maps. Refer to the world map displayed in the class and ask what kind of map it is: it is a political map.

Explain the terms describing different types of maps—physical, political or administrative, and relief—with reference to the maps shown on page 1. Tell the students that apart from these maps, information about the climate, agriculture and crops, mineral resources, transport and industries, etc. of a country is also shown through maps. The students will study these details in higher classes.

Ask the students to recall from lessons of Class 4 what words are used to show directions on map: North, South, East, and West. These words are called cardinal directions and are used to indicate direction, instead of using words like above, below, right, or left. Talk about the inter-cardinal directions as well. These directions are used to show a mid-point between two main directions such as north-east (between north and east), south-west (between south and west), etc. Point these out on the illustration on page 2. Draw a similar compass rose on the board to show these directions to the students.

Read the text on longitude and latitude. Refer to the explanation in the Teaching Guide. Explain that the lines of latitude and longitude are imaginary lines drawn over the map of the Earth as well as on the globe, how they are placed and what purpose they serve. The vertical lines are called the meridians of longitude—ask the students what they have noticed about these as compared to the placement of the parallels of latitude. Ask the class to observe the diagrams on page 2 and list the differences.

Read the text to the end of the first paragraph on page 3, including the map given in the textbook.

Remind students that the lines of longitude and latitude are all placed at regular distance from each other. The lines of longitude also determine the time zones across the world. There are 360° of longitude, marked at intervals of 15° each. The Earth completes a rotation on its axis in 24 hours, so each hour means a 15° turn of the Earth ($360 \div 24 = 15$). Refer to the map on page 3 to point out the Prime Meridian (0°) and how time is calculated east (+) and west (-) of it.

The concept of the International Date Line is not easy to grasp so explain it carefully. This line is on the opposite side of the Prime Meridian on the globe. Tell the class that if it is midnight, i.e. 12 o'clock at night in London, through which the Prime Meridian passes, it will be 5 a.m. in Pakistan which is about 70° east of it. As we keep moving east, we add to the time. But if we move west from the Prime Meridian, then we are subtracting an hour each for every 15° ; for example in central Greenland which is 30° west, it will be 10 p.m.

Show students a picture of the exact place where the Prime Meridian is located in Greenwich and a brief history about it. Explain that longitude has been and still is very important for shipping.

The Prime Meridian (0°) was established by Sir George Airy at the Royal Observatory at Greenwich, outside London, in 1851. Since Greenwich was the place where all this study was done, it was decided by common consent in the International Meridian Conference, in 1884, to mark the Prime Meridian at Greenwich.

Class work: Distribute copies of the worksheet with a 4 cm radius circle drawn on it. Ask the students to first find the centre of the circle and then to draw and label the following lines of latitude and longitude on it.

Longitude: 0° , followed by lines with 30° intervals, east and west, joining up at the North and South Poles.

Latitude: 0° (Equator), with the tropics of Cancer and Capricorn, the Arctic and Antarctic circles, and the North and South poles.

Work Page Exercise A is to be done next as pair work.

Supervise the students' work and help where necessary.

Conclusion: 5 minutes

The tasks above will help reinforce the learning.

Homework: The third activity of 'Things to do' is to be done for homework.

Lesson plan 2: Maps

Duration: 40 minutes

Objective: To help students understand the essential features of maps for map-reading

Outcome: Students will be able to

- identify the main features of maps required for map-reading
- use grid reference to read a map
- locate lines of longitude and latitude of particular cities in an atlas

Resources: Textbook; atlas; a large map of Asia or a world map showing main cities to be put up for class activity

Introduction: 5 minutes

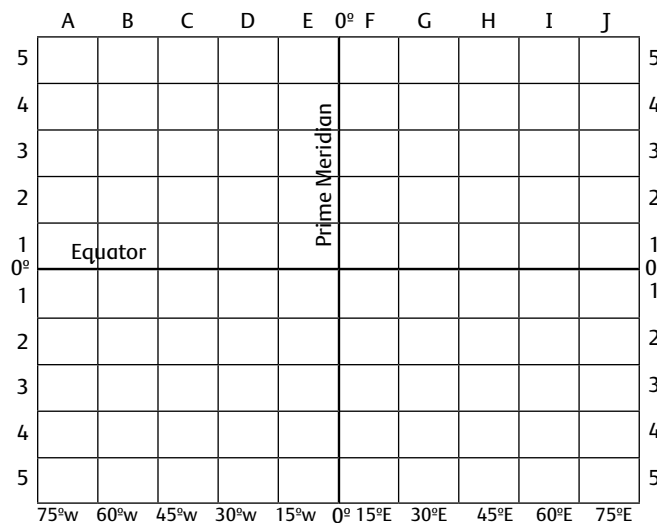
Ask the students if any of them used a globe at home to observe the Prime Meridian and the International Date Line on it. Ask some of the students to come up and point these out on the globe. Remind them that both these lines of longitude are exactly opposite to each other on the globe, but while the Prime Meridian goes from North to South in a straight line, the International Date Line follows a zig-zag path, North to South, over the Pacific Ocean. Explain that the reason is that islands to the east of the line have been kept in one time zone to avoid confusion.

Explanation: 20 minutes

Recap the previous lesson by emphasizing on the following points:

- Lines of longitudes are marked at an interval of 15° each.
- Lines of latitude are marked at a difference of 10° , from 0° at the Equator to 90° at each pole.
- Add that the Tropics of Cancer and Capricorn are at 23.5° each, north and south of the equator, respectively.
- The Arctic and Antarctic Circles are at 66.5° each, north and south of the equator, respectively.

Read the text and explain how a grid helps to locate a place on a map. The grid marks the square or rectangles marked by the lines of longitude and latitude crossing each other at equal intervals. The grid is marked horizontally with the alphabet and vertically with numbers, beginning with 1 from the equator upwards and downwards to the poles. A sample grid is given below.



Also refer to page 9 of the *Oxford Project Atlas* which explains this with a simple example, followed by similar ones on pages 21 and 23; from page 25 onwards the grid is used on actual maps of Pakistan and its provinces.

Continue with the text reading; move on to features of a map. Ask the students to recall the learning about maps and their main features, studied in Class 3. Refresh their memory: compass rose for directions, scale, symbols and their key.

Maps are generally drawn to a scale which is shown on the map. Then directions of the compass are marked and there is also a key to help understand the symbols that mark different features of a place/region. Ask the students to observe the two maps shown on page 4, and explain these features to them.

Activity: 10 minutes

Now use the map of Asia or the world map, with main cities marked on it, to do the first activity of 'Things to do' in class. The activity can also be done using the map on pages 48 – 49 of the *Oxford Project Atlas*, replacing the lines of longitude with the grid; e.g. Beijing is located in square F5.

This can be done as pair work or in small groups of four. Help the students if they face a problem in finding the locations.

Conclusion: 5 minutes

Recap the lesson by asking questions about the main points discussed.

Homework: Exercise B of the Work Page is to be given for homework.

Lesson plan 3: Maps

Duration: 40 minutes

Objective: To reinforce learning through activity

Outcome: Students will be able to

- draw a map using features of map-making
- locate the parallels and meridians close to some of the cities of Pakistan

Resources: Textbook; atlas, world map; pictures of some places in Africa or South-east Asia where the equator passes through; Worksheet 1 from the Teaching Guide

Introduction: 10 minutes

Put up the world map on the board and ask the students to find and name countries through which the equator passes. Show the students how to search by continent, beginning with South America and moving eastwards to Asia. List their responses on the board. They should be able to find the following:

South America: Ecuador, Colombia, Brazil; Africa: Gabon, Congo, Democratic Republic of Congo, Uganda, Kenya, Somalia; Asia: Indonesia.

Add the missing countries from the list above.

Briefly talk about the kind of weather and climate one can expect in these places.

Explanation: 20 minutes

Draw the students' attention to the maps of a room and a house shown in the *Oxford Project Atlas*. Ask the students to work in pairs to draw a map of any part of their school, e.g. their classroom or the playground (second activity of 'Things to do'). Explain that a map shows a place as seen from above.

Begin by showing students how to draw the map to scale. For example, if a room is 4 metres wide and 5 metres long, this can be reduced to a scale of 3 cm to 1 m; so the width will be 12 cm and the length will be 15 cm. They will use their rulers to draw the room according to these measurements. Next, show how the key features of the school area selected can be represented as symbols; remind them to make a key for the symbols as shown in the map on page 4 in the textbook. Students can actually measure the area of the class and then decide on a scale. Help them to develop a key to mark the objects/places in the class such as tables, desks, chairs, cupboard, etc.

The cardinal directions are very important in reading a map so students should make sure to place these directions on the map they are making. They can determine this by (i) using a magnet which will point to the North or (ii) by the direction of the Sun in the morning : the East will be opposite to the side where shadows fall before noon, and facing East, North will be on the left.

Once the students are through with the map-making activity, they can share their work with their neighbours. Question the students about the location of objects in the class with the help of cardinal directions. For example, what can we find to the north of desk no. 6? Where is the door located? Is the board to the north or east of the class? Etc.

Conclusion: 10 minutes

Class work: Work page Exercise C may be completed in class as, hopefully, by this time most of the students should be able to locate the lines easily on the map. Let the students do the activity in pairs to assist those who may be struggling with the task.

Recap the chapter by asking questions given at the end of the lesson. Later, the answers can be written in the notebooks for future reference.

Homework: Worksheet 1 from the Teaching Guide Appendix, and the first activity of 'Things to do' are to be done for homework.

Lesson 2 World climate

Lesson plan 4: World climate

Duration: 40 minutes

Objective: To introduce and explain climate and climatic regions across the globe

Outcome: Students will be able to

- explain the term 'climate'
- recognize the effects climates may have on people's lives

Resources: Textbook; atlas; Teaching Guide for explanation; pictures showing a variety of climatic conditions in different parts of the world; a globe and a torch

Introduction: 10 minutes

Greet the students. Ask if they have visited Murree, Quetta, or Ziarat in winters, or if someone has visited Europe in the winter. What kind of clothes did they have to wear? What kind of food did they eat? What kind of activities did they engage in?

Note their responses on the board. Add some of your own experiences too, if any. Ask the students why they had to wear warm clothes, have warm soups and broths, play indoor games, etc. It was because of the cold climate of that place. Explain with example that the climate of a place determines

how people spend their lives in a specific climatic condition. In a hot country, people's lives will be different accordingly—they will have more outdoor activities, the food will be light and chilled, and clothes will be light and cool. Wrap up the discussion.

Explanation: 20 minutes

Read the text about the effects of climate. Ask students to recall from Books 3 and 4 why places near the equator are hot throughout the year. The tilt of the Earth is one major reason: throughout the year, the equatorial regions get direct rays from the Sun. Those parts of the Earth between the tropics of Cancer (23.5° North) and Capricorn (23.5° South) are warm throughout the year as they also face the Sun. Explain this by using a globe and a torch. Also show how the rays lose their heat as they take a longer time to reach the polar regions. This results in polar regions being cold most of the year.

Read further to the end of page 7. Explain to students about the effects climate has on the lives of people. Show pictures of people living in the Scandinavian countries, northern Russia, northern Canada, and Alaska which experience very long and severe winters. People wear thick and warm clothes to protect themselves from harsh winds. However, when indoors, the heating keeps them warm and they wear normal clothes. Their recreational activities are also suited to the climate, like ice hockey, ice-skating, skiing, etc. Point out that the winter Olympics are generally held in such countries.

The food crops grown in an area are largely dependent on the climate of that region. A crop that grows well in warm tropical climates may not grow very well in cold climates. Similarly, some fruits and vegetables require more water and grow well in wet areas whereas some do not need a lot of rainfall or water and can survive even in harsh or hot climates.

Discuss what grains/cereals are eaten in China (rice), Japan (rice), America (corn and wheat), and Pakistan (wheat), and why this is so. Why do buildings in cold climates have sloping roofs? So that rain and snow do not collect on them, but slide off.

Conclusion: 10 minutes

Class work: Students can now independently complete Exercise B of the Work Page.

Recap the lesson by discussing the first two questions on page 9 to assess their understanding

Homework: Questions 1 and 2 to be completed by students in their notebooks for homework.

Lesson plan 5: World climate

Duration: 40 minutes

Objective: To explain the location of climatic zones

Outcome: Students will be able to

- identify the climatic zones the world is divided into
- mark the climatic zones on an outline map of the world
- list the countries that fall in the four climatic zones

Resources: Textbook; globe, atlas (for world map and map of Pakistan); worksheet with outline of world map; a maximum-minimum thermometer or a picture of one

Introduction: 10 minutes

Revise the ideas covered in the previous lesson by asking students to respond to the questions given for homework. Summarize the points suggested by the students and wind up the discussion.

Explanation: 25 minutes

Draw a large circle on the board and on it mark the equator, the tropics of Cancer and Capricorn, and the Arctic and the Antarctic circles. Explain that the Earth is categorized into four main regions: polar, temperate, tropical, and equatorial, according to these latitudes.

Read the text on temperatures and the world climatic zones (page 8). Explain the importance of temperature for climate—this is an important factor that determines what the climate will be like. Also explain how maximum (highest) and minimum (lowest) temperatures are calculated using special thermometers. Temperatures determine how people live, what they grow and eat, and what jobs they can have.

Refer to the climatic map of the world on page 8, and point out the types of climate that have been described and the division of the world into climatic zones, accordingly. Show how these correspond to the climatic regions mentioned above, with reference to the type of climate they have. Equatorial: very hot and wet; tropical: hot and wet; temperate: warm to cool and wet to dry; polar: very cold, with snow and ice.

Class work: Provide students with the world map outline, and ask them to mark the equator, the tropics and the polar circles on the outline map along with the degrees.

Write the names of the climatic zones on the board in separate columns, and ask each student to name a country falling in any one of the climatic zone. Students can copy the list in their notebooks.

Conclusion: 5 minutes

Using the world map or atlas, the students should identify at least eight countries that are in the equatorial, tropical, temperate, and polar regions.

Wind up the lesson by going through the climatic zones of the world.

Homework: The first activity of ‘Things to do’ can be begun as a group task. Divide the class into four groups, and assign the task of compiling the weather chart to each group for a week, thus completing the data for a month. Ensure that each group hands over the task to the next so that the work continues till a month’s data is compiled. This is also a good exercise in team building and leadership.

Lesson plan 6: World climate

Duration: 40 minutes

Objective: To impart information about Pakistan’s climate and revise factors for climate

Outcome: Students will be able to

- identify the features of climate
- discuss the climate of Pakistan

Resources: Textbook; slideshow of different cities/places in the country showing a variety of climatic conditions and their effects on the lives of people of Pakistan; Worksheet 2 from the Teaching Guide Appendix

Introduction: 10 minutes

Talk about the climate of the city/town where students are currently living. In the south of Pakistan, for example, in Karachi the climate is tropical where the winters are mild and summers are hot. Discuss with students the activities people of Karachi engage in during the long summers and short winters. Take their responses and wrap up the discussion by emphasizing that climate affects most of the activities and occupations which people of any area engage in.

Introduce the topic: The climate of Pakistan.

Explanation: 25 minutes

Read the text on climate of Pakistan. Explain the table given on page 8; the table clearly shows the range of climate that different parts of Pakistan experience throughout the year. These records kept regularly for some years help meteorologists to work out the average figures and conclude how the climate of a city or a region can be categorized.

Remind the students about the diversity of physical features and, along with them, the differences in climate as well in Pakistan. Quetta, which is in a large bowl-shaped area surrounded by mountains, has hot, dry summers and fairly cold winters with snowfall. Location is also a factor affecting the climate.

Discuss the features that make up the climate of a place, which include the amount of rainfall, the direction and frequency of winds, and the amount of water vapour (humidity).

Class work: Students complete Work Page Exercise A in class.

Conclusion: 5 minutes

Use short questions to recap the lessons and ensure understanding.

Students show the weather chart they were given for homework in previous class. Guide students to maintain the chart for a month and record the daily temperature using the newspapers.

Homework: Question 4 on page 9 is to be given for homework.

Note: Worksheet 2 may be used for assessment.

Lesson 3 Life in the desert

Lesson plan 7: Life in the desert

Duration: 40 minutes

Objective: To impart information about specific climatic zones

Outcome: Students will be able to

- understand what a desert is
- identify the regions where deserts are usually found on Earth
- discuss the different types of deserts

Resources: Textbook; atlas; Teaching Guide for explanation; pictures of deserts found in different countries

Introduction: 10 minutes

Greet the students. Refer to the previous lesson where they learnt about different climatic zones the Earth is divided into and talk about the different climatic conditions found there. Ask the students what

the climate is like in a desert. The responses would include: little or no rain, very hot, strong winds, no greenery, few animals, etc. Inform the class that a desert is a harsh, hot, and dry area of land where no worthwhile vegetation grows because of very little or no rainfall and the soil is dry and infertile.

It is very difficult for people to live in such conditions hence there are no permanent settlements, except at the edges of a desert. Whatever little plant and animal life is found in a desert, it is adapted to the harsh conditions of the area.

Explanation: 20 minutes

Read the text with reference to the map on page 11. The map shows the locations of the Earth's deserts. They are situated mostly in the tropical zones, and are located on the western side of the continents, except for the vast desert belt that covers North Africa from west to east, up to Arabia, and the Kyzyl Kum in Central Asia and the Gobi Desert in Mongolia.

Continue with the text on different kinds of deserts found on Earth. Ask students to identify each of the deserts mentioned in the text. Explain what is meant by a rain shadow desert.

Some deserts like Kyzyl Kum, Dasht-e-Lut, and Namib are not marked on the map on page 11. Help the students to locate them on a large world map and then to mark these deserts on the map on page 11.

Show the class pictures of different kinds of deserts, for example, rocky and sandy deserts, etc. Point out that while desert regions are barren on the surface, they usually have valuable reservoirs of oil, gas, and other minerals as in Saudi Arabia, Iraq, and Libya.

Add the information that very cold places can also become deserts as the extreme climate does not allow much vegetation or animal life except that which can survive in the harsh cold—such places are known as the tundra and are found in the polar regions. The word 'tundra' means a region where plant growth is not possible due to low temperature and very short periods of sunshine.

Provide students with an atlas to complete the first activity of 'Things to do'. Students can work in pairs to find the desert countries, and then share the list with the class. The list can be copied by students in their notebooks.

Desert countries and capitals: in South America: Chile—Santiago; in Africa: Mauritania—Nouakchott; Mali—Bamako; Algeria—Algiers; Niger—Niamey; Chad—Ndamena; Sudan—Khartoum; Libya—Tripoli; Egypt—Cairo; Saudi Arabia—Riyadh; Namibia—Windhoek; Botswana—Gaborone; in Asia: Mongolia—Ulan Bator; in Oceania: Australia—Canberra. Besides these, there are other countries that have large deserts, such as Iran (Dasht-e-Lut), Uzbekistan (Kyzyl Kum), and Pakistan (Cholistan, Thar).

Conclusion: 10 minutes

Ask students to think about the lives of people living in a desert and compare it with their own lives. How different are the two lifestyles? Make two columns on the board: 'Life in a city' and 'Life in a desert'. Fill in the columns according to students' responses. Have a discussion on the two entirely different kinds of lifestyles in terms of occupation, entertainment, sports, education, kinds of houses, food, and clothing, etc. Wind up the discussion by summarizing the points discussed in class.

Homework: Find the names of the largest and the smallest desert of the world, and where these are located. Ask the students to start working on compiling information for the third activity of 'Things to do'.

Lesson plan 8: Life in the desert

Duration: 40 minutes

Objective: To impart information about the features of a desert

Outcome: Students will be able to

- identify the main features of a desert i.e. climate, land, vegetation, animals, and people

Resources: Textbook; atlas; Teaching Guide for explanation; pictures of various features and lifestyles of the deserts; a small cactus plant

Introduction: 5 minutes

Give a recap of the previous lesson by discussing the first two questions on page 14. Also ask about the different kinds of desert found on Earth. Encourage students' feedback.

Ask them about the homework. The largest desert is the Sahara Desert in Africa. The smallest desert is Carcross Desert in Canada. It is just one square mile in area—so small that many maps of the world do not even show it.

Explanation: 25 minutes

Read the text on the features of a desert, beginning with climate. The desert climate is hot and dry most of the time. Remind the students of the lesson on climate, done in Class 3—places that are far inland have very hot summers and cold winters as they do not get the sea breeze which keeps the land cool in summer and warm in winter. Also, as compared to surface areas of the sea, land areas gain and lose temperature more quickly, hence daytime is usually very hot in deserts but nights are cold. The winds in the deserts are also quite strong because there is no vegetation like trees, or construction and big buildings to slow wind speed at a lower level. Talk about the types of winds discussed in the text.

Show the students pictures of the deserts in Pakistan: Thar in Sind, Cholistan in Punjab, and the Kharan in western Balochistan. Use the map of Pakistan to show students where these deserts are located.

Refer to the Teaching Guide for detail about the vegetation, animals, and the lifestyle and occupation of people living close to the desert. Show the cactus plant to the class. Ask them to note its thick stem and the spines and point out that the cactus roots go deep into the soil to get moisture. The thick, spiny leaves and stem store water in them. Show the students pictures of some very large cactus plants found in the deserts, such as in Arizona and Nevada in the USA.

Also tell the class about oases in the deserts, especially in the Arabian Desert. These are places where underground water may emerge as a spring; tough plants grow and survive here and there will be small settlements around it. The people live mainly by rearing hardy animals like goats and camels, or else by trading, like the Tuaregs of North Africa. Encourage the students to use the school library as a resource to discover more about desert life in their own country and in other countries.

Desert animals: although the desert is not home to as many animals as the rainforests and other jungles and forests, there is a large range of animals that survive in the desert. Show students pictures of animals which live in deserts. Talk about the camel. It is also called the 'ship of the desert' as it can go for several days without drinking water. Discuss the features that help the camel to survive in the desert: its long and thick eyelashes that keep the sand and dust out of its eyes, its broad feet which prevent them from sinking into the loose sand and its hump where it stores fat—not water! Ask students if they know of any other animals that live in the desert. Tell them that reptiles such as vipers, lizards, chameleons, scorpions; insects like beetles and spiders; mammals like the jerboa,

springbok, antelope, gazelle, hyena, meerkat, kangaroo (in Australia) and hedgehog, and birds like the houbara bustard and desert eagle are also found in the desert. During the day most animals and insects stay in whatever shady place they can find, but they come out to hunt after sunset or at early dawn.

Talk about the people who live in deserts. Show pictures of the Bedouins of Arabian Peninsula, Tuareg of Africa, and the nomads of Mongolia. Refer to the discussion held in the previous lesson about the lives of these people.

Class work: Students are to individually complete Exercise B of the Work Page. When the columns are filled, it will provide students with a comprehensive summary of life in a desert.

Conclusion: 10 minutes

Discuss Questions 3 and 4 given at the end of the lesson with the students. This will help in reviewing the main points discussed in this lesson. Note the points on the board to help students later write the answers in their notebooks.

Homework: Complete the Work Page Exercise A for homework.

Collect pictures of animals, plants, people, and the way of life in a desert. Paste these in your notebooks under proper headings and write a few sentences about each of them.

Lesson plan 9: Life in the desert

Duration: 40 minutes

Objective: To study a desert country in detail

Outcome: Students will be able to

- understand how deserts can be managed, and made to bloom with plants and vegetation, and how animal life is supported
- know how people live and work in a desert country

Resources: Textbook; video clips, documentary, or pictures on the progress in Saudi Arabia and United Arab Emirates; Teaching Guide for explanation and Worksheet 3

Introduction: 5 minutes

Greet the students and quickly recap the homework task (Work Page Exercise A).

Explanation: 25 minutes

Read the text on 'A desert country', using the explanation from the Teaching Guide where necessary. Explain how Saudi Arabia has been able to progress using the income from its vast oil reserves to provide facilities for its people.

Point out that parts of the country, such as Taif which is known as a garden town, produce fruit and vegetables. Ask the class which fruit is common to Arabia—the date. The country has a large variety of dates that are exported. Besides, desalination (removing the salt from sea water by chemical process) is a very important procedure for this country which has no rivers or lakes. The energy needed for this process is thermal energy generated by oil. Remind students of the lesson on Power and mineral resources, studied in Class 4. Read the text to the end (page 14).

Talk about how Saudi Arabia, the Gulf countries like Bahrain and Kuwait, and also the United Arab Emirates states, especially Dubai and Abu Dhabi have developed over the years. Point out that having

wealth is not the only factor for development and progress—more important is the will of the people and their government to bring their country up to the same level as advanced countries of the world.

Arrange for the viewing of a video clip, presentation, or documentary on Saudi Arabia, showing the progress made in the last fifty years or so. The country is of deep interest and reverence for Muslims, being the birthplace of the Holy Prophet (SAW) and Islam, and home to the Kaaba and the Masjid-e-Nabvi. Similarly, show the students a video clip on the development that has taken place in the UAE. These countries have not only built huge buildings, beautiful parks alongside the coast and in the cities, restaurants, theme parks, shopping malls, and centres of entertainment, but they have used their oil wealth to provide education and healthcare. The soil for the parks and green belts in the cities, and many plant and tree varieties have been imported.

Ask students who have visited Saudi Arabia to perform Umrah, or the UAE for sightseeing to share their observations. Encourage them to talk about the experiences they had during their visit. Let them talk about the beautiful roads, buildings, and parks, and the fun they had visiting these places.

Show the students pictures of Dubai and Jeddah some 30 years ago. At that time these places were actually barren and had very low populations. The students will be amazed to see how the places they saw with towering buildings and theme parks were mainly desert. Talk about the effects this development has had on the lives of people there. The oil found in abundance in Middle Eastern countries attracted organizations/companies to start their operation there and this resulted in people from all over the world coming to these places in search of jobs and a better future. Ask students if they noticed that many people they saw in Dubai were not actually the local Emiratis but people from other countries who work there.

Conclusion: 10 minutes

Discuss the last question on page 14 to recap the lesson. Students can write out the answer in their notebooks in class. Take rounds to supervise the work.

Explain the second activity of 'Things to do', to be done as group work, over a week. Divide them into four groups and assign the African deserts, Sahara and Namibia, and the South American Atacama Desert as well to this list. Students can be taken to the library to look up the information in the encyclopedias. Alternately, they can be taken to the computer lab to research the four deserts, and the other related information.

Homework: Worksheet 3 is to be completed for homework.

Lesson 4 Life in the forest

Lesson plan 10: Life in the forest

Duration: 40 minutes

Objective: To impart information about forests as a natural resource

Outcome: Students will be able to

- identify what comprises nature
- appreciate the need for forests
- recognize the main features of equatorial/ tropical forests

Resources: Textbook; atlas; Teaching Guide for explanation; video clips or slide show on a variety of features of tropical forests including various kinds of trees, animals, birds, and people

Introduction: 5 minutes

Greet the students and enquire how the desert projects are coming along. Ask them what comes to their mind when they hear the word 'nature'. List all their suggestions on the board. Tell them how everything in Nature is linked and is dependent on each other. Explain that this is how Nature is balanced, and we must make sure that this balance is not disturbed. Introduce the topic of the lesson: Forests, and wind up the discussion by emphasizing the importance of forests for human beings and all life on Earth.

Explanation: 25 minutes

Ask students to think of the reasons why we need forests. It is likely that they will come up with a variety of responses. Write them in bullet points on the board.

Some reasons are given in the Teaching Guide, page 8. The most important reason is that forests are the lungs of the Earth—they absorb carbon dioxide and exhale oxygen that is essential for all humans and animals; forests attract rain and save the topsoil from erosion; they are home to many species of plants, animals, insects, reptiles, and birds; they have many plants of medicinal value; forests also provide man with timber for construction and making furniture. Stress the importance of conserving the forests and for planting more trees.

Ask the students to write down the reasons we need forests as a list in their notebooks.

Read the text. Explain why forests are decreasing now—because land is cleared either for settlements, or farming, or industry. Trees are also cut down for firewood in some under-developed areas and hardwood trees are cut for timber.

With reference to the map on page 16, explain the location of various types of forests found on Earth. Read the text on equatorial forests, also known as tropical forests and rainforests. Ask the students why the vegetation here is so dense—it is because of the climate—plenty of sunshine as well as rain that makes plants grow fast and also densely. The climate and the forests also lead to formation of rain clouds and rainfall. Point out the countries listed in the text on a political world map.

Talk about the Amazon rainforest—the biggest on the Earth—and read the text about it. Draw the students' attention to the pictures with the text. Ask them to search and find out more about the animals and plants of the rainforests. Tell the students about the Rafflesia, the biggest flower on Earth which is found in the Asian rainforests, and is named after Sir Stamford Raffles (founder of Singapore) who discovered it. The flower can grow to a diameter of one metre and can weigh up to 10 kg!

Read the text about the animal life in these forests to the end of page 17. Ask the students to use the school library for research about the plants, animals, birds, reptiles, etc. found here. They can do group work on this and put up their projects for display at the completion of the chapter on life in the forests.

Refer to the activity on page 8 of the Teaching Guide—think about where would all the animals go if the rainforests were cut down and what effect would this have on the environment when the natural balance was disturbed.

Move on to the next page for information on people in the forests and how they live. According to different sources, there are 50 to 60 million people living in the forests. As in the past, most of them are hunters and gatherers; they use the same weapons as their ancestors, and are close to nature; they have their own cultures and traditions. The pygmy tribes of Africa live deep in the equatorial forest; the Yanomami tribe lives in South American jungles, and the Huli tribe lives in Papua New

Guinea, east of Indonesia. There are similar tribes in the rainforests of the Philippines. Most of them have not ventured out into the modern world and their lifestyle is nearly the same as in the past, long ago. However, as these places are being discovered, the younger generation of these tribes is getting to know about the outside world.

See the suggested activity on page 9 of the Teaching Guide about collecting pictures of such tribes and information on where they live and their lifestyle and put these up for display.

Conclusion: 10 minutes

Recap the lesson by asking short questions about the points covered and by discussing the first two questions on page 19.

If possible, arrange to show the class a short video/presentation on the features of tropical forests including the kinds of trees, animals, birds, and people. This will interest students a great deal. Ask them on which television channel they can find similar videos or programmes (Discovery, National Geographic, Animal Planet) and encourage them to view these.

Homework: Students are to write at least ten things they observed in the video/presentation about the features of tropical forests.

Lesson plan 11: Life in the forest

Duration: 40 minutes

Objective: To impart information about other kinds of forests on Earth

Outcome: Students will be able to

- identify the main features of temperate forests
- differentiate between tropical and temperate forests

Resources: Textbook; atlas; Teaching Guide for explanation; pine cones

Introduction: 10 minutes

Enquire about the homework; let each student share an observation from his/her list. Note them on the board. In the end, sum up the discussion by asking students to think what would happen if these forests were cut down completely.

Explanation: 30 minutes

Read the text on temperate forests. Note on the map on page 16, where these are located. Ask the students if they see anything unusual about the location of temperate forests in the northern and southern hemispheres—there are more forests in the north than in the south as the land area is also much bigger.

Explain the features of temperate forests and their locations with reference to the Teaching Guide, page 9. Using the atlas, ask the students to locate the countries which have temperate forests, and list them in their notebooks. Explain the difference between alpine and coniferous forests. As the term coniferous implies, the trees, mostly pine, in these forests bear cone-shaped fruit. Students who have visited Murree, Quetta, or Kaghan will have seen these trees and the pine cones. Point out the shape of the leaves too, and why this is so—they do not lose as much moisture in the dry air as flat leaves would, and snow falls off them easily. Tell the students that such forests are also found on the mountain slopes of our northern and north-western regions. The juniper forests around Ziarat in Balochistan are among the oldest in the world.

Read the text further about alpine forests. These are found in higher altitudes, but because of the cold temperatures and dry air, the trees do not grow as tall as the pines and other conifers. And, unlike the rainforest, the trees do not grow closely and hence are easier to cut down.

Read about the animals that live in these forests: note what is common about these animals in spite of their shape and size: all of them have thick coats of fur to keep them warm in the long, harsh winters. Some animals, like bears, go into hibernation, a long deep sleep in winter that helps them to conserve their energy for the warmer months. Tell the class about the birds that migrate from these regions in winter to warmer climates to the South. In Pakistan, the Haleji and Keenjhar lakes, to name two, are bird sanctuaries where migratory birds come to spend the winter. The students will be surprised to learn that there are 63 wildlife and/or bird sanctuaries in Pakistan. These are protected by law and hunting is forbidden here. Ask students if they have noticed large flocks of birds flying southward in late autumn and then back to their own habitat in early spring—it is a beautiful sight!

Discuss the lifestyle of the people who live near these forests, what work they do for a livelihood, how they live, dress, eat, and travel. In developed countries, they may have access to the outside world but in less developed countries, they are cut off from the towns and cities because of bad weather, inadequate communication facilities, etc.

Class work: Students may complete Work Page Exercise A in class.

Homework: Provide students with an outline map of Pakistan and ask them to mark the forests in our country (the third activity of ‘Things to do’).

Work Page Exercise B is to be done for homework.

Ask students to bring pictures of animals that live in rainforests, and equatorial, alpine, and temperate forests for class display.

Lesson plan 12: Life in the forest

Duration: 40 minutes

Objective: To enhance learning through activity

Outcome: Students will be able to

- mark countries which have temperate and tropical forests on an outline map of the world
- develop dioramas or posters based on forests and their features for class display
- answer questions about the main ideas discussed in the lessons

Resources: Textbook; atlas; outline map of the world; chart papers, coloured markers or crayons, glue sticks; Worksheet 4 from the Teaching Guide

Introduction: 15 minutes

Begin by discussing the end of chapter questions on page 19. Write the points from the students’ answers to Questions 2, 3, and 5 on the board, and ask them to note these in their books.

(The important facts about equatorial forests are also given in Lesson plan 10: Life in the forest.)

Provide students with the outline map of the world. Ask them to first mark the countries which have tropical forests. Take rounds to supervise the work. Once students are through with the activity ask them to mark on the same map countries which have temperate forests. Students can use a different colour to mark the countries. They can paste the map in their notebooks.

Activity: 20 minutes

Creating a display: Organize the students into four groups—rainforests, equatorial, alpine, and temperate forests.

Sort out the pictures brought by the children according to their groups. Ask them if they know the names of the animals; if not, help them out.

Students then write the title of their display on the top of the sheet, and paste the pictures on the sheet, leaving space below each picture to write the animal's name. They should also leave space at the foot of the chart to write their own names.

Put up the posters for display. Ask one child from each group to come up and say two or three sentences about the forests and animals assigned to them, especially if there is anything special about them.

Conclusion: 5 minutes

Wind up the lesson by emphasizing the need for forests for keeping a balance in the natural environment. Encourage students to plant trees in and around their homes.

Homework: Worksheet 4 is to be completed for homework.

Explain the second activity of 'Things to do'. Tell the students what cannibals are. Students can research about the topic and bring the information to share with the class.

Lesson 5 Life in the polar regions

Lesson plan 13: Life in the polar regions

Duration: 40 minutes

Objective: To impart information about the polar regions of the world

Outcome: Students will be able to

- know the geographical location of the polar regions
- understand the features of the polar regions
- identify the main features of the Arctic region

Resources: Textbook; atlas; globe; Teaching Guide for explanation; pictures showing the Arctic and Antarctic regions

Introduction: 10 minutes

Greet the students. Ask them to recall what kind of different climatic conditions they have studied so far—deserts and forests. Now they will learn about the climatic zone which was unexplored and undiscovered for a longer time than any other part of the world. These are the polar regions. Point these out on the globe—the areas around the North and South Poles (latitude 0° North and South). The people who tried to explore these difficult terrains often died in the attempts to know more about them.

Explanation: 20 minutes

Read the text describing the features of the polar regions—the climate, vegetation, and animal life in these regions. Again, using the globe, show the students that in midsummer in the northern hemisphere, the Sun is overhead in the North Pole region, and there is sunshine around the clock. At this time it is winter in the southern hemisphere, and it is dark around the clock over the South Pole. The situation is reversed when it is winter in the northern hemisphere and summer in the South.

Draw the students' attention to the map of the North Pole on page 21. Ask them what they notice about this area. Tell them that there is no land where the North Pole is marked—it is all water, the Arctic Ocean. Show the class pictures of huge icebergs floating in the sea during winters (easily available on the Internet). Explain that this region is composed entirely of icebergs; there is very little land except for the northern coasts of Asia, Europe, and North America.

Turn to page 22 and compare the map of the South Pole which is in the continent called Antarctica—a large land mass surrounded by the Southern Ocean.

Use a globe to show students the land mass and oceans that comprise the North Pole. Read the text on the Arctic Circle. Ask the students to see the map on page 16 which shows the latitudes for the Arctic and Antarctic Circles, at 66.5° North and South, respectively.

Ask students to calculate how many years have passed since the first explorer ventured into this region: $325(\text{BCE}) + 2012 \text{ CE} = 2337 \text{ years!}$

Do you know? Namira Salim is the first Pakistani to have been to the North and South Poles. She is now training to be the first Pakistani in space on the Galactic spaceship in December 2012. Find out more about Namira Salim.

Read about the icebergs that are so huge and frozen hard that they appear like land masses. Explain why the Inuit do not use bricks to build their homes. It is because the Sun's heat or kilns are needed to dry and harden the bricks, but the Sun in the polar regions is not hot enough and kilns are not an option as there is no adequate supply of fuel. Hence snow blocks are used to build homes called igloos. The snow hardens because of the cold, and the igloos are lined inside with rugs and furs to keep them warm. Ask the students to find out what a kayak looks like. Have they seen a kayak?

Show the class pictures of animals found in the Arctic Circle, such as walruses, seals, polar bears, and huskies which live on the continental coastlands. There are birds too, specific to these regions. Ask how these animals keep themselves warm in the severe cold—point to their heavy fur and explain that these animals have a thick layer of fat below the skin that keeps them warm. It is interesting to know that there are polar bears in the Arctic but no penguins; penguins are found only in Antarctica and off the coasts of South America (Patagonia) and South Africa.

Conclusion: 10 minutes

Discuss the second activity of 'Things to do' with the students. Talk about the difficult and long voyages the explorers had to undertake in order to reach these far flung places, but they saw it as a challenge. Students should find out about any one of the polar region explorers of the 20th century and bring some information about them to the next class.

Some names are given below along with dates.

Arctic explorers

Roald Amundsen, 1906

Robert Peary, 1909

Alexander Kuznetsov, 1948

Richard Weber, Misha Malakhov, 1995

Antarctic explorers

Robert Falcon Scott, 1903, 1912

Sir Ernest Shackleton, 1907

Roald Amundsen, 1911

Richard Byrd, 1928, 1929

Information about them can be researched in encyclopedias in the school library.

Do you know? In April 2012 it was one hundred years since the famous ship Titanic sank in the North Atlantic after hitting an iceberg. It was the ship's first voyage and almost all its passengers and crew died. Find out more about the Titanic.

Lesson plan 14: Life in the polar regions

Duration: 40 minutes

Objective: To add to students' knowledge about the polar regions

Outcome: Students will be able to

- identify the main features of Antarctica
- know why the polar regions are still not inhabited

Resources: Textbook; atlas; globe; Teaching Guide for explanation

Introduction: 10 minutes

Enquire about the homework given in the previous lesson. Make columns on the board and write the names of the explorers in them. Ask each student to share one piece of information about any one of the explorers and fill in the information in the respective columns. When there are at least five points about each of the explorers, sum up the activity. The students may copy the list in their notebooks for future reference.

Explanation: 20 minutes

Read the text on Antarctica. It is a huge mass of land covered with ice and snow. The climate is very cold all year round, and extremely cold in winter. There is no significant vegetation except for mosses and lichen in summer. The animals in the Antarctic region are penguins, seals, walruses, and whales, besides a big variety of fish. Explorers take along the huskies—sturdy dogs that pull the sledges across the snow. Ask the students if anyone has seen the film 'March of the Penguins'. If possible, try to arrange a viewing as it is an effective way of learning about this region. Antarctica has not been inhabited, i.e. settled, because of its extremely cold climate. It has been declared under protection as an international region for research, and there are some research stations here for this purpose. Scientists, geologists, and geographers visit Antarctica for research. It is possible that this region has oil and valuable minerals but no country is allowed to exploit them.

The polar ice caps are nature's source of fresh water for the Earth. However, due to global warming the Arctic ice cap is depleting at an alarming rate.

Class work: Draw a circle on the board to represent the Earth. Mark the lines for the equator, the tropics, the Arctic and Antarctic circles and the two points for the North and South Poles. Ask the students to come up one by one and mark each latitude as the teacher asks them to. Then ask them to list on the board the facts they have learned about both polar regions.

Next, the students may complete Exercise A of the Work Page individually. Supervise their work.

Conclusion: 10 minutes

Questions at the end of lesson should be discussed with the students. Encourage them to answer in their own words. They can later write the answers in their notebooks.

Home work: Exercises B and C of the Work Page are to be done for homework.

Lesson plan 15: Life in the polar regions

Duration: 40 minutes

Objective: To develop critical thinking in students through discussion

Outcome: Students will be able to

- discuss the problems faced by the people who live in the polar regions
- develop understanding of how to deal with different living conditions
- develop a glossary of words related to the polar regions

Resources: Textbook; atlas; dictionary; pictures of the famous ship Titanic; Worksheet 5 from the Teaching Guide

Note: Do some preliminary research on the sinking of the Titanic on its maiden voyage across the Atlantic Ocean.

Introduction: 10 minutes

Show the class pictures of the famous ship Titanic. Explain that it was the biggest passenger ship of its time and it was claimed to be so strong that it could not sink. Talk about the events that led to the sinking of the ship and drowning of hundreds of people who were busy in merry-making at that time. Ironically, there were not enough lifeboats on the ship.

Explanation: 30 minutes

Point out that the northern Atlantic, where the Titanic sank, had huge icebergs and was a very cold place. People who fell into the dark, cold water could not survive the low temperature. Discuss with the students the problems faced by the few people who live or work in these regions, such as the people in the North Atlantic oil rigs. What problems do they face with respect to the weather? How do they live? What work do they do and what do they eat? Ask students to think about these questions and then respond. Write the students' responses on the board in bullet points. When the list is exhausted, ask the students to use the points on the board to write a paragraph on the life of an Inuit.

Class work: Work page Exercise C is to be completed by students in pairs. They need to use a dictionary in order to find the meanings of the words in the list. Students write the meanings in their notebooks.

Wind up the discussion by giving a recap of the points covered in the three lessons.

Homework: Worksheet 5 from the Teaching Guide is to be done for homework.

Note: The making of a model igloo can be done in a separate period.

Unit 2 Geography of Pakistan

Lesson 6 Our Country

Lesson plan 16: Our country

Duration: 40 minutes

Objective: To inculcate patriotism and a sense of pride in the diversity of Pakistan

Outcome: Students will be able to

- appreciate the varied landscapes of Pakistan for its citizens and people from other countries
- understand that Pakistan, while preserving its history and culture, is rapidly growing and developing
- feel proud of their country and of being a Pakistani

Resources: Textbook; atlas; Teaching Guide for explanation; CNIC and/or a passport; perhaps, a copy of the B form

Introduction: 10 minutes

Greet the class. Ask them how people living in a country can prove their identity as its citizens. Note the various answers. Tell them that the government issues documents that confirm its citizens' identity in the country and abroad. In the country, we have identity cards—like the ones issued by schools to their students—but they are prepared on basis of the data about a family or an individual. As the process is computerized and recorded, these are called **Computerized National Identity Cards**—CNICs.

Inform the students that until they are eligible to have their own CNICs, at 18 years, they are issued a B form by the Government of Pakistan. This form, which has the details for their parents or guardians, serves as an identification of children less than 18 years of age. They also need the B form to get their passports made.

Show them a CNIC and a passport, if available.

Explanation: 20 minutes

Read the first paragraph of the lesson. Ask the students to say at least one thing about Pakistan that makes them proud to be a Pakistani. Share your own thoughts too with the students.

Read the text further. Discuss with students that we have a beautiful country, with magnificent mountains and green valleys, glaciers, lakes, rivers, and an amazing coastline with great beaches; we have a stable and productive climate. We are safe from many natural disasters that affect other countries, like cyclones, hurricanes, etc. Ask students to recall that the relief, i.e. land forms and climate of a place affect the way people live and work. Similarly, Pakistan due to its geographical position and landforms has a varied climate which is also a reason why we have people who have different occupations, dress differently, eat different kinds of food, and have different forms of entertainment.

Read about the 'old and the new' features of Pakistan. This land has a history that goes back to many thousands of years, and there are interesting historical sites across the country. Talk to the class about the great civilizations of the past in our homeland: the Indus Valley Civilization and the discoveries at Mehargarh (Balochistan) and Rehman Dheri (Khyber Pakhtunkhwa), and the Gandhara civilization.

In contrast, there is a new planned city, Islamabad, and many new buildings in other towns and cities which have everything we need for our daily lives. There are schools, colleges, universities, hospitals, marketplaces, houses, offices, old and new buildings, parks and playgrounds. We have transport: railways, ships, aeroplanes, roads, railway stations, airports, and sea ports.

Read on about the northern-most part of Pakistan—the beautiful region of Gilgit, Hunza, and Baltistan. Ask if any students have visited these places. In winter, these places are snow-bound, but in spring and summer they are visited by tourists from the country and abroad. Talk about the development and progress being made there. Talk about the services the Aga Khan Foundation has provided in this area. Due to the efficiency of the organization, the literacy rate in this region is the highest in the country.

Draw students' attention to the photographs in the book and ask them to search for more pictures of Pakistan's scenic and historical sites.

Discuss Question 1 given at the end of the lesson. Encourage students to share at least one point each about the contrasting features of our country. Question 2 has already been discussed but repeating it will reinforce their ideas about Pakistan.

Conclusion: 10 minutes

Class work: Work Page Exercise B may be completed by students individually. Discuss briefly about the city they live. Students should think first and then write their answer. Supervise their work. If time allows, students may share their answers with the whole class. Appreciate their effort.

Homework: Work Page Exercise A is to be done for homework.

Lesson plan 17: Our country

Duration: 40 minutes

Objective: To learn about Pakistan and the world, and the institutions and their role in the country

Outcome: Students will be able to

- identify the international organizations that Pakistan has ties with
- recognize the importance of armed forces for a country in times of war and peace

Resources: Textbook; Teaching Guide for explanation; pictures of the armed forces of Pakistan (all components); a large map of Pakistan and some pictures of the Gandhara civilization sites

Introduction: 10 minutes

Enquire about the homework and ask students to share their findings on the Gandhara Civilization. Taxila and parts of Khyber Pakhtunkhwa are rich in Gandhara sites and artefacts. Display the pictures of the Gandhara civilization sites found in Pakistan; encourage students to visit these places when they are on a sightseeing tour, as they are great sources of learning as well as pleasure.

Explanation: 20 minutes

Put up the map of Pakistan on the board and ask the students to name the provinces and the federal and the provincial capitals. Ask why a country is divided into provinces. Take their responses. Inform them that the division of a country into provinces and districts makes it easier for administration and development planning.

Read about the role of the armed forces—to defend the country against its enemies. But in peaceful times too, the armed forces do a lot of supportive work, such as road building and repair in mountainous areas as shown in the picture on page 28. In times of natural calamities such as the terrible earthquake in October 2005 and the floods in 2010 and 2011, the forces' personnel helped to rescue and move people to safer locations, and to supply relief goods. Show the class pictures of the three wings of the armed forces—army, navy, and the air force. Ask if the students can identify each wing by the uniforms of its staff.

Ask the class why a country needs to have ties with international organizations. It is important to have links with international organizations as it helps in discussing and solving problems that may arise, on an international forum. Pakistan is an important country in this region; it is a member of SAARC and of OIC, as well as the UN and some of its bodies, such as FAO, UNICEF and UNCHR. Ask the students to find out and write the full names of the organizations whose initials are given above.

Explain that tourists from all over the world visit Pakistan to see the beautiful northern region of Pakistan. Every summer scores of mountaineers come to Pakistan to climb the towering peaks found in these ranges, such as K-2, Nanga Parbat, Gasherbrum, Tirich Mir, etc.

Besides, Pakistani products e.g. textiles and cotton products, leather goods, Basmati rice, and oranges and mangoes are exported to other countries.

Conclusion: 10 minutes

Discuss Questions 4 and 5 with the students. Note the responses on the board.

Class work: Work page Exercise C can be completed in class.

Discuss the third activity of 'Things to do'. This may be given for homework. Alternately, assign group work to collect information and pictures to make tourist brochures or posters about tourism in Pakistan.

Lesson plan 18: Our country

Duration: 40 minutes

Objective: To inculcate awareness of problems faced by countries, and the role of citizens in solving them

Outcome: Students will be able to

- identify the major problems faced by Pakistan
- recognize that each citizen can play a role in making Pakistan a much better place

Resources: Textbook; Worksheet 6 from the Teaching Guide

Introduction: 10 minutes

Ask the students to share with the class their response to Activity 3 from 'Things to do'. Appreciate their efforts. If the brochure or poster task has been assigned, ask about the collection of facts and pictures. Collect and put these aside for the class activity later on.

Explanation: 20 minutes

Read the text from Social Services onwards. Explain that the government is responsible for providing services for the welfare of its people, and to ensure that these services are made available efficiently to all the people. The services are detailed in the text. Ask the students to name some state-run institutions in the city where they live, such as Jinnah and Civil Hospitals in Karachi, the Punjab University in Lahore, Bolan Medical College in Quetta, and similar institutions in Khyber Pakhtunkhwa.

Emphasize that while the government provides these services, it is the duty of the citizens also to pay their taxes and utility bills regularly, and to take care of property and facilities that are there for all citizens.

Read the text about the problems in the country. Discuss with the students what problems they see around them—poverty, lack of hygiene, illness, illiteracy, inadequate facilities for the poor people, etc. The topic 'Pakistan and you' is a very important one. Read through carefully, and stress how children can play their role in solving the problems they see around them. Ask students in what other ways they can help their country to become a better place to live. Discuss their ideas and expand them by adding your own input. This will be the response to Question 3 on page 29.

Conclusion: 10 minutes

Wind up the lesson with a recap of all points discussed here.

Homework: Worksheet 6 to be completed for homework.

Poster/brochure preparation: Explain to the class how a poster or brochure is prepared to highlight the specific features of a place and give some brief information about its location, distance from a main town, ways of getting there, etc. Divide the class into groups and assign a specific location to each, such as the Kaghan Valley in the north, Hunza, Lahore, Karachi, the Lal Suhanra Park, and Gwadar, to name a few. Or, simply assign one province to each group.

This project can be completed over a week and the results displayed for other sections to see.

Lesson 7 Agriculture in Pakistan

Lesson plan 19: Agriculture in Pakistan

Duration: 40 minutes

Objective: To focus on the importance of agriculture as the main economic activity in Pakistan

Outcome: Students will be able to

- identify the kind of economy Pakistan has
- identify the regions that are most suitable for farming in Pakistan
- list the major food crops grown in Pakistan

Resources: Textbook; atlas, map of Pakistan; Teaching Guide for explanation; samples of pulses and grains in small clear packets

Note: Teachers are advised to read through the Teaching Guide explanation of this lesson in order to explain the terms 'economy' and 'workforce', etc. to the class.

Introduction: 5 minutes

Ask students to share the names of the food items they have brought today for lunch. Let them think what these foods are made of—ask them to identify the basic ingredients in their lunch boxes. For example, a sandwich uses bread with a filling. What is bread or the paratha made of? Encourage students to think and name the basic ingredients. Inform the class that today they will study where the food we eat every day comes from.

Explanation: 25 minutes

Read the text. Explain what is meant by economy—how a country generates income and how it is utilized. Ask which parts of Pakistan are known for their agricultural output and why—the Indus Plains because of their fertile soil, availability of water, and stable climate. Remind them of the lesson on Indus Plains in Class 4.

How else do we know that Pakistan is an agricultural economy? We can determine this by the amount and number of crops produced, by the exchange earned through exports of raw and finished products based on agricultural output, the livestock, cattle, and dairy products, and by the number of people or workforce involved in farming and related activities, which is much higher than the numbers doing other jobs.

Read the text further, with reference to the map on page 31. It is clear from the map that most of the crops are grown in Punjab and Sindh and in some parts of Khyber Pakhtunkhwa. Balochistan produces some of the tastiest fruits which are not mentioned in the given map. Use an atlas to show students that Balochistan produces delicious apricots, dates, almonds, grapes, and apples.

Explain what is meant by 'kharif' and 'rabi' crops and when these are sown and harvested. The cycle of farming would be interesting for the students to know how and when crops are grown and how they are harvested. Remind the class about the usefulness of farm animals, especially where mechanized farming is not possible.

Read the text further to elaborate on the main crops grown in the country (pages 32–33); explain what is meant by 'staple crop'—the main crop produced for food and grown in large quantity. Explain the difference between cash crops such as cotton and food crops such as grains, cereals, and pulses, besides vegetables and fruit.

Show the students the samples of gram, lentils, and beans. Ask them if they can name these. Tell them the names of the pulses and talk briefly about the colour, shape, and size of the lentils. Inform students that pulses or lentils and dry bean seeds, like lobia, are a good source of protein and are a healthy replacement for meat. In fact, pulses (daal) and roti, along with seasonal vegetables, are the staple diet of most people in the rural areas, if they cannot afford meat. Ask students how many of them like to eat daal with rice or even roti. Eating daal is a healthy option and very beneficial for keeping us strong and active. Ask students to name some of the food items that are made with the lentils. *Halwas, mithai, dahi phulki, dahi baras, and chaat*, are some of the examples.

Conclusion: 10 minutes

Discuss the second activity of 'Things to do' with the students. Popcorn, custard, corn on the cob, etc. are some answers.

Questions 1, 2, and 6 on page 34 are to be answered by students after class discussion.

Homework: Use the library as a source to find out and list the fruits grown in Pakistan, and where these are grown.

Lesson plan 20: Agriculture in Pakistan

Duration: 40 minutes

Objective: To impart further information about agriculture in Pakistan

Outcome: Students will be able to

- differentiate between cash and food crops
- list the major cash crops of Pakistan
- understand how livestock contributes to Pakistan's economy

Resources: Textbook; atlas; Teaching Guide for explanation and Worksheet 7

Note: Make good use of the explanation and teaching tips in the Teaching Guide on these topics.

Introduction: 5 minutes

Enquire about the homework; ask students to share their findings with the class. Ask them about their favourite fruits too.

Explanation: 25 minutes

Read the text on cash crops. Ask the class why some of the crops are called cash crops. These crops are grown for use within the country, and are exported to other countries in return for cash/money to the farmers and the country. The main crops grown in Pakistan are described on page 33. Ask the students why sugar cane is so important—remind them of all the delicious jams and desserts they eat! Cotton is Pakistan's main cash crop for export; besides this, rice and fruit are also exported.

Read the text on the main crops. Exercise A of the Work Page can now be completed by the students

with reference to the textbook.

Discuss the first activity of 'Things to do' to be discussed with the students. Note the main points on the board for students' reference.

Continue the text reading to the end of the lesson. Explain why livestock and farm animals are an important part of our agricultural economy. Farm animals are used for pulling ploughs and carts, and drawing water on farms which are not mechanized or are too small for heavy and large machinery. Livestock, i.e. sheep, goats, and cattle are important for their meat, milk, and skins; sheep and goats are reared on land which is not fertile enough for farming. Cattle are valuable for the dairy products as well as meat and skins. Pakistan is one of the major milk producers in the world, and leather and leather products are a major export from Pakistan.

Conclusion: 10 minutes

Review the lesson by asking Questions 3, 4, and 5 at the end of the lesson.

Class work: Work Page Exercise B can be attempted in class.

Homework: Worksheet 7 is to be done for homework.

Lesson 8 Water and irrigation

Lesson plan 21: Water and irrigation

Duration: 40 minutes

Objective: To inform the students about the essential requirements for agriculture

Outcome: Students will be able to

- understand how land can be watered in the absence of rainfall
- explain the term 'irrigation'
- identify the different kinds of irrigation methods used in Pakistan

Resources: Textbook; Teaching Guide for explanation; a globe or atlas; a wilted plant in a small pot (placed on the teacher's desk)

Introduction: 10 minutes

Greet the students and draw their attention to the plant—the leaves are limp and wilted, the stalks are drooping and the soil in the pot is dry. Ask what can be done to revive this plant: the obvious answer would be to water it. Pour about half a glass of water over the soil and let the plant absorb it. Continue with the lesson.

Explanation: 25 minutes

Ask students to imagine how life would be on Earth if there were no water. Take students' responses and sum up the discussion emphasizing that water is one of the most vital natural resources needed for survival of life on Earth.

Read the text which comprehensively explains the topic. Explain what is meant by seasonal rivers: these are rivers which come to life after rains in an otherwise dry area like Balochistan. Discuss the uses of water—domestic, agricultural, industrial, and for power generation, for farm animals and livestock.

(Ask students to keep noticing the plant that has been watered in the beginning of the lesson.)

With the help of the globe or world map from the atlas, explain that due to its geographical location Pakistan does not receive much rainfall as compared to some other countries. Hence the farmers

cannot solely depend on rainfall to grow their crops. However, our land is blessed by the River Indus and its tributaries, Jhelum, Chenab, Sutlej, and Ravi which flow from the north of Pakistan all the way down to their confluence at Panjnad and finally into the Arabian Sea. The water from the rivers is stored, diverted, and redistributed to the crop-growing areas through a variety of irrigation methods such as dams, reservoirs, barrages, and canals. Inform the class that the canal system in Pakistan is one of the biggest in the world. Remind the students about the lesson in Class 4 on how power is generated, and the source of hydroelectricity.

Explain the irrigation methods used in Pakistan. Start with canals. Ask the students if they have seen a canal. In Lahore, there is a canal that flows through the middle of the city. The road along it is called Canal Road and it looks very beautiful at night when it is lit up. In Larkana, there is the Rice Canal and when we travel by road in Sindh, we cross the canals leading out from River Indus to the farmlands. Show the students a picture of a *shaduf*; this is an ancient method and was introduced by the Egyptians. Creating a model of a *shaduf* would be a good activity for the class to learn by doing.

Explain the other forms of irrigation used in Pakistan, with the help of the Teaching Guide. Also point out where the *charsa*, Persian Wheel, and *karez* are used. Tube wells are now common both for farming and to tap water sources in areas away from rivers and canals.

Conclusion: 5 minutes

Ask the students to see whether there is any change in the plant. By this time, the wilted plant on your table should have come to life! However, depending on the type of plant if this did not happen, it will happen later in the day or by next morning. Leave the plant in the class for students to observe.

Homework: The second activity of 'Things to do' is to be done in the notebooks.

Lesson plan 22: Water and irrigation

Duration: 40 minutes

Objective: To reinforce learning through activity

Outcome: Students will be able to

- locate the rivers, dams, and barrages on the map of Pakistan
- respond to the questions regarding the lesson

Resources: Textbook; atlas, Teaching Guide for explanation and Worksheet 8; a large relief map of Pakistan on the board

Introduction: 10 minutes

Discuss the questions at the end of the lesson. This exercise will help to give a review of the lesson as well. Students can then write the answers to Questions 3 and 4 in their notebooks.

Activity 1: 15 minutes

Students should work in pairs, to complete Work Page Exercise A with reference to the map and their textbooks.

Activity 2: 15 minutes

Exercise B of the Work Page is to be completed next, in pairs, with the help of the large map. Supervise the students' work closely as some may find it difficult to locate the rivers, dams, and barrages on the map.

Wind up the lesson. Worksheet 8 may be given for homework or used for assessment.

Lesson 9 Minerals

Lesson plan 23: Minerals

Duration: 40 minutes

Objective: To stress the importance of mineral resources for a country's economy

Outcome: Students will be able to

- identify the minerals found in Pakistan
- locate the places where minerals are found

Resources: Textbook; atlas; Teaching Guide for explanation; samples of rock salt, objects made from copper, marble, and clay

Note: Use the Teaching Guide for reference to explanation and further detail.

Introduction: 10 minutes

Explain to the students that nature has many valuable things for people to discover and use. Minerals are one of them. Refer to the Teaching Guide page 19 for the definition of minerals. Show the class the sample of rock salt and the objects made from marble, copper, and clay, and ask them to identify what these are made of and tell them the detail. Inform the class that the lesson will explain to them about minerals in detail with respect to Pakistan.

Explanation: 20 minutes

Read the text. Explain that there are two major kinds of minerals: metallic and non-metallic. In Pakistan both kinds of minerals are found. However, the metallic minerals are fewer in comparison and, in some cases, are not explored for different reasons.

Talk about how the government has worked to exploit these resources for industry, power/energy, fuel, construction, and export.

Read the text on non-metallic minerals with reference to the map of Pakistan. Show the students the sample of rock salt. In raw and unrefined form it is pink and white. It is processed for use in cooking, preserving, and food industry, as well as in chemical and pharmaceutical industry. In ancient times, salt was so precious that it was worth its weight in gold and people were paid their wages in salt! The word salary is itself derived from the word *Salaria*, Latin for salt.

The other important non-metallic minerals are those used in industry, such as barite, gypsum, soapstone, clay, and sulphur (also spelt now as sulfur); and magnesite, limestone, and marble used in construction. Gemstones are a precious form of non-metallic minerals, used for jewellery. Inform the class about the high quality emeralds mined in Swat.

Class work: Ask students to (i) locate on the map the places where rock salt is found in Pakistan (ii) list the possible uses of salt in their notebooks.

Questions 1, 2, and 3 are to be discussed here. Students then write the answers in their notebooks.

Conclusion: 10 minutes

Talk to the students about the process of mining. Minerals are found in the Earth's crust; some are closer to the surface and can be obtained easily; but some are deep underground and underground mining is not very simple. Miners who work in the mines to bring the coal from deep inside the Earth risk their lives. Quote the recent incident that happened in a coal mine in Chile near the Atacama

Desert: 33 miners were trapped in a collapsed mine for 69 days. However, the government was determined to rescue the miners and managed to get all of them safely out of the mine. Ask the students to find out more about this incident.

Homework: The first activity of 'Things to do' is to be done for now.

Lesson plan 24: Minerals

Duration: 40 minutes

Objective: To know more about Pakistan's mineral reserves and their uses

Outcome: Students will be able to

- extend their knowledge about minerals in Pakistan
- identify their location
- know about their uses

Resources: Textbook; Teaching Guide for explanation and Worksheet 9; map of Pakistan; pictures of jewellery showing gemstones

Introduction: 15 minutes

Ask about the items brought by the students. Ask them to write their names on a slip and tape them at the back of their objects. Collect them and make a display in the class. Let each student talk about the object s/he has brought to the class. Appreciate them for bringing the objects from their homes and sharing them.

Explanation: 25 minutes

Read the text from Magnesite onwards. Explain the uses of each mineral as the reading progresses. Talk about the use of marble in construction and for making decorative items. Limestone is another very important mineral found in abundant quantity in Pakistan; it is used for making cement. Talk about gemstones and the variety found in Pakistan. Ask the students which gemstone is the most valuable—diamonds. The students will be surprised to know that besides their value for jewellery, diamonds are also used in industry. Ask them to find out more about this point. Also show the students the pictures of gemstones used in jewellery and/or in raw form.

Move on to metallic minerals. Explain that Pakistan does not have large deposits of iron ore which is the main mineral needed for industry—all machines used in industry, and many industrial facilities such as boilers, furnaces, storage tanks, pipes, etc. are made using iron. However, there are some other minerals which are found in Pakistan, and recently large reserves of copper have been discovered in Reko Diq in Balochistan, along with gold deposits.

Class work: Work Page Exercises A and B are to be completed individually or as pair work.

Conclusion: 5 minutes

Discuss Questions 4 and 5 with the students, to be later answered in the notebooks.

Homework: Worksheet 9 is to be done for homework.

Lesson 10 Power resources

Lesson plan 25: Power resources

Duration: 40 minutes

Objective: To further explain how energy resources are utilized to generate power

Outcome: Students will be able to

- know how electricity is produced in Pakistan
- identify the different ways of producing electricity

Resources: Textbook, atlas, Teaching Guide for reference; a piece of coal to show the students

Introduction: 10 minutes

Ask students to name the things in the classroom which require electricity to operate: fans, lights, air conditioner, computer, etc. Ask the class why steady power supply is important—industry, communication, entertainment, and daily life are dependent on electricity. Discuss the inconvenience of disrupted power supply. Also stress the importance of conserving power and not wasting it by leaving lights, fans and air conditioners on when they are not required.

Explanation: 20 minutes

Begin with a quick recap of points covered in the previous lesson on this topic (fossil fuels). Read the text from page 46 onwards. Explain the various ways in which electricity is generated—thermal, hydel, and nuclear. In Pakistan the main processes are thermal and hydel, and although there are two nuclear power plants at Karachi in the south and Chashma in the north, their output is very little.

Explain how thermal and hydel plants function: the former generates electricity by using gas or diesel to turn the turbines which produce power while hydel plants use the energy of fast flowing water from dams to work the turbines. Hydro means 'of water' hence HYD+EL (electricity) = hydel. Point out the volume of water shown in the picture on page 46. Continue reading the text. Inform the students about the location of thermal and hydel power plants in Pakistan. The hydel plants are located mainly in the north, while in the south and west (Balochistan) there are thermal power plants. Ask the class why this is so—the rivers in the north are fast-flowing, but they lose their momentum when they reach the plains, hence hydel power plants are located in the north of the country. Thermal power plants that use natural gas, oil, and coal are located in Sindh and Balochistan.

Discuss the reasons why some parts of the country need and use more power than the others—higher population, industry, and agriculture are the main reasons. Power is needed in agriculture to pump water from tube wells to run the flour, rice, and cotton mills, etc.

Refer to the Teaching Guide (pages 21–23) for further explanation.

Read the text on coal. According to research, coal first came into use as early as 4000 BCE in China and around 3000-2000 BCE in Britain. Regular use of coal by Romans in Britain dates back to the 2nd century CE. The use of coal increased several times over with the development of industry, especially after the Industrial Revolution in the 18th century. Coal is a mineral substance, completely black in colour and resembles a very burnt piece of wood. It is actually 'fossilized' wood from trees and plants and forests that were buried underground and solidified over millions of years. It is found in seams and has to be mined. In Pakistan there are coal mines in the Salt Range in Punjab, in Quetta, and lower Sindh. Coal burns immediately, which is why it is used as a low-cost fuel, by brick makers and potters. Ask students what other uses of coal, besides power generation and kilns for bricks and pottery, they have observed. The likely answer would be: to make barbequed food in restaurants and at home.

Refer to the map on page 44 to point out the location of power resources in Pakistan.

Conclusion: 10 minutes

Questions given at the end of the lesson are to be first discussed with students. These recap most of the points covered in the last two lessons and provide a review of the topic as well.

Students may write the answers to questions 1, 2, 3, and 6, in their notebooks. Supervise the work by taking rounds and assisting the ones who need help.

Homework: Second activity of 'Things to do'; students can draw the map or trace from the maps given in the textbooks.

Lesson plan 26: Power resources

Duration: 40 minutes

Objective: To enhance students' knowledge about the Sun and wind as energy resources for power generation

Outcome: Students will be able to

- understand how solar and wind power can be used for producing electricity
- realize that fossil fuels will be exhausted as a source of energy hence other sources must be explored

Resources: Textbook, Worksheet 10 from the Teaching Guide; a solar-powered calculator, pictures of solar panels, cars powered by solar energy

Introduction: 5 minutes

Begin with a quick recap of the previous lesson. Collect the homework.

Explanation: 20 minutes

Read the text on other sources of power, i.e. solar and wind power. Sunlight and wind are direct sources of energy as they do not have to be drilled for like gas and oil, or processed like oil, or mined like coal. Hence they are cheaply available. Secondly, they are not created after millions of years underground, but are easily accessible.

Make students aware of the fact that fossil fuels (coal, gas and oil) are being used faster than nature produces them. Moreover, coal and oil release carbons into the air and this adds to pollution as well as global warming. This is why we need to look for alternate sources of energy which are naturally and cheaply available, like sunshine (solar energy) and wind (wind energy). Point out the pictures of solar panels and windmills. Wind farms have been set up in places where the wind blows strongly for long periods; similarly, solar panels have been installed in places which have long periods of sunshine over the year, as in Mediterranean and tropical countries. You may add that waves in the seas and oceans are also potential sources of energy.

Ask students if they know of any machine which uses solar power. The calculator is an example of this. Show students the solar panels given on the calculator. Instead of using batteries we just need to expose the panels to sunshine which is turned into solar energy which runs the calculator. It is cheap and does not require a frequent change of batteries. Show the students pictures of solar-powered cars invented by different countries; however, these are not yet produced for mass markets. Pakistani students of engineering have also designed, produced, and exhibited solar-powered cars in Australia and in Pakistan itself.

Explain that there are some snags in making greater use of these natural energy sources: solar panels are very costly to produce and install; winds and waves can drop in speed and strength, respectively, so they are unstable sources.

Complete the reading of the text.

Class work: Exercises A and B of the Work Page are to be done by the students individually. They may consult the text in order to complete the tasks.

Conclusion: 5 minutes

Wrap up the lesson by providing a recap of the ideas covered in the three lessons.

Remind the students to be careful while using machines and appliances as valuable Earth resources are used to produce electricity which makes these machines work.

Note: Worksheet 10 may be given for homework or used for assessment.

Lesson 11 Industrial development

Lesson plan 27: Industrial development

Duration: 40 minutes

Objective: To create awareness about the importance of industry for a country's progress

Outcome: Students will be able to

- realize that Pakistan had a weak industrial base at the time of independence
- understand why industries are important for a country
- identify the major industries of Pakistan and their products

Resources: Textbook, atlas, map of Pakistan; samples of different kinds of cloth produced in Pakistan, some textiles and clothing items labelled 'Made in Pakistan'; garments which have an international brand tag but also marked 'Made in Pakistan'

Introduction: 10 minutes

Begin with a discussion about the importance of industry for the progress and development of a country. Point out that the developed countries of the world have a strong industrial base, as for example, Japan, China, USA, France, etc. Explain that when Pakistan won its independence in 1947, the main industries in the subcontinent were based in India and Pakistan was a mainly agricultural region. Also explain why industry is important because it provides employment and training for the population, especially in areas where agriculture cannot be practised, goods can be exported to earn money, and foreign exchange is saved by not importing manufactured goods.

Explanation: 20 minutes

Read the first paragraph. Explain that although Pakistan began with a weak industrial base, the government in the early days worked and planned to build up the country. Gradually industries were set up and in the 1960s Pakistan made much progress in this field. Draw the students' attention to the map on page 50. Point out that availability of power and water are essential for industry, along with availability of manpower, i.e. people who manage and work in the factories and mills, and transport facilities for moving raw materials and finished goods. Ask the students which parts of the country have more industries and which have fewer industries. Why is this so?

Read the text on the cotton industry of Pakistan. Cotton is a product that has been grown and used for fabric in the subcontinent since the earliest times; it is a cash crop of Pakistan. Students will be surprised to know that the people of Mohenjo Daro used to trade their cotton textiles with Mesopotamia which is modern day Iraq. Today Pakistan's cotton industry is an important source of revenue for the country. Ask students to locate the cotton industry on the map. They can also do some research about the various types of cotton fabric and other goods that are produced for use in the country as well as for export. They can bring the names of major manufacturers to the next class.

Note: refer to the Teaching Guide for further detail and explanation about industry in Pakistan.

Wool is another raw material available in Pakistan, mainly in Balochistan and in the north. Pakistan produces woollen garments, shawls, and hosiery items in its cottage industries. Apart from items of personal use, the most important exports are the fine hand-knotted carpets produced in Pakistan. These carpets are sold at very high prices in other countries.

Art silk is the name given to the artificial silk yarn as the fabric produced for local use and export. The local production of jute is not significant. It is mainly imported from Bangladesh. There are 12 jute mills in the country which produce hessian for sacks and packaging.

Show the students some samples of different kinds of fabric produced in Pakistan such as cotton, polyester, silk, cotton lawn, *latha*, *khaddar*, upholstery material, etc.

Class work: Refer to the first activity suggested in the Teaching Guide. Show the students items of clothing that have a 'Made in Pakistan' tag attached. Also show them clothes of international prestigious brands which also mention 'Made in Pakistan' on their tags. Inform them Pakistan has a huge network of garment factories which procure the fabric for these famous brands and then get it stitched in the factories. The quality of these clothes is very closely monitored. If even a single thread has a defect the finished product is discarded. These products are then sold at a lower price at local markets. Ask students if they have visited such markets where, along with good quality clothing, such items are also sold.

Ask students to identify the things in the classroom that are made in Pakistan. Fans, lights, windows, doors, desks and tables are all manufactured in Pakistan.

Conclusion: 5 minutes

Homework: Both activities of 'Things to do' are to be done for homework.

Lesson plan 28: Industrial development

Duration: 40 minutes

Objective: To enhance students' knowledge about industry in Pakistan

Outcome: Students will be able to

- identify the other industries in Pakistan besides textiles
- gain knowledge about the contribution of industry to the economy

Resources: Textbook, atlas, Teaching Guide for reference

Introduction: 10 minutes

Begin with a quick recap by asking about the homework activity. Students share with the class at least one object and where it is made.

Then draw attention to the different industries in Pakistan besides cotton products and textiles.

Explanation: 20 minutes

Read the text further on chemicals, vegetable ghee and cooking oil, fertilizers, cement, iron and steel, and engineering. Explain the use and importance of chemicals in various industries—as Pakistan has the raw materials for many of these hence many chemicals are produced to meet the local demand. With reference to the maps on pages 40 (Minerals) and 50, note where the chemical industries are located. Discuss with the students the growth in each sector from 1947 to date.

Divide the class into groups. Ask each group to list, for as many products as they can find in the lesson, progress made in industry, since Pakistan came into being. For example:

Item	1947	Today
Cotton	78,000 spindles	10,000,000 spindles
	3000 looms	25,000 looms

This activity will give students the concept of development and of 'going from strength to strength'.

Discuss the importance of each of the industries, described on page 52, for the development of the country, such as fertilizers for agriculture, cement and steel for construction; iron and steel for engineering industries, and vegetable oil for local consumption.

Do you know? Pakistan spends a large amount on importing vegetable oil as well as oilseeds from countries that produce them large quantities, for example, Malaysia which has abundant growth of oil palms. Another product imported for consumption is tea—from Kenya and Sri Lanka.

Read the text on the iron, steel and engineering industries. These form the backbone of industrial development. Pakistan has three major manufacturing sites operated by the government—two in Karachi, and one in Taxila—besides several private enterprises in Punjab and Sindh using imported raw material since iron ore deposits are inadequate to meet the demand. Vehicles like cars, buses, tractors and farming machinery are also assembled using imported and locally manufactured parts.

Class work: Work Page Exercise B is to be completed by students.

Conclusion: 10 minutes

Questions 1, 2, 4 and 5 on page 54 are to be discussed here. The discussion will provide a review of the points covered in both the lessons.

Question 5 requires students to refer to the map on page 50, and to think and discuss why some places have no industries. What are the reasons?

Homework: Students write the answers to Questions 4 and 5 in their notebooks.

Lesson plan 29: Industrial development

Duration: 40 minutes

Objective: To create awareness about cottage industry, tourism, and the meaning of imports and exports

Outcome: Students will be able to

- identify the role of cottage industry and tourism as industries
- differentiate between imports and exports and understand their value

Resources: Textbook, atlas, Teaching Guide for reference and Worksheet 11; samples/pictures of articles made in cottage industries across the country; a short video clip or presentation/posters on the beautiful landscapes of Gilgit-Baltistan, Swat, etc.

Note: Put up the cottage industries samples and tourism pictures in the class for display.

Introduction: 10 minutes

Greet the students and collect homework. Draw their attention to the displays. Ask the class what they understand by cottage industries. Explain that apart from machine-made goods made in large factories, there are goods made by people at home and these are typical of the regions where they are made, such as embroidered articles, pottery, wooden and metal handicrafts, simple jewellery, and

woollen articles such as shawls, carpets, and rugs. Such industry, which is small scale and managed by people working from their homes, is called cottage industry. These products are in demand locally, and especially by tourists.

Explanation: 20 minutes

Read the text on cottage industries, page 53; ask what the craftsman in the picture is working on. He is making hand-stitched 'khussas' and 'Saleem Shahi' shoes. Talk about the use of tools. Many such handicrafts made here are exported as well. Sports goods, cutlery and also surgical equipment are manufactured in Punjab and are of good quality.

Ask the students if they have any such articles at home, and to describe them—what they are, where they were made, etc.

Move on to tourism and read the text. Explain that this is a major industry in many countries across the world. Ask the students about places in Pakistan and abroad that they may have visited with their families for a holiday. Places that have interesting physical features like beaches, mountains, scenic landscapes, and wildlife, or special attractions like Disney World, or historical sites become popular with tourists who bring in good income to the host country. Tourism also provides jobs to the people in those areas as they work in the hotels, in transport, and as guides. Inform the students there are some countries in the world which are dependent solely on their tourism industry, such as Maldives, Mauritius, Hawaii, Switzerland, etc.

Pakistan has all the different physical features of the world—highest peaks attract mountaineers, historical sites are visited by scholars and researchers, and there are beautiful beaches along the Arabian Sea. However, we need to improve the facilities and also the security in these places to attract more tourists.

Show the class a video or Power Point presentation on the beautiful landscapes of the northern areas of Pakistan which attract tourists and adventurers from all over the world. Encourage students to talk about the beauty of these areas. Let them share their experiences if they have visited any of these places.

Use the Teaching Guide to explain the concept of imports and exports, and the impact on a country's economy. Countries that do not have adequate raw materials and/or a weak industrial base need to import them from countries which have surplus raw material and/or a strong industrial base to make finished goods. Finished goods cost more than raw materials. Pakistan exports, or sells, raw material in the form of cotton, and finished cotton products as well. But it needs to import more goods than it exports, hence it spends more than it earns from this process. Countries that have a strong industrial base manufacture more than they need and sell or export the surplus goods, and earn well through this process.

Class work: Work page Exercise A is to be completed in class.

Conclusion: 5 minutes

Recap the ideas covered in this chapter.

Homework: Give copies of Worksheet 11 to be completed for homework.

Lesson 12 Some important cities

Lesson plan 30: Some important cities

Objective: To inform the students about the main cities of Pakistan

Outcome: Students will be able to

- identify the major cities of Pakistan
- identify the major landmarks of Pakistan's main cities

Resources: Textbook, atlas, pictures of different places in Islamabad, Lahore and Karachi, a large map of Pakistan

Note: The attached administrative map of Pakistan can be copied and distributed (one per pair of students).

Introduction: 10 minutes

Collect the homework given. Begin the lesson by having an informal discussion on Pakistan. Talk about when it got independence, its provinces, its major cities, population, crops, exports, industries, and important facts about these places. Tell them it is very important for us to know as much as we can about our country.

Explanation: 20 minutes

Read the first paragraph. Explain that cities gain importance due to various factors, such as by being the capital city, the main commercial hub of the country, the centre for industry, or as a main tourist spot, etc. Read the text on Islamabad and share the pictures of different places in Islamabad. Ask the students if they have visited any of these places. If yes, let them share their views about them. What do these sites have to offer to the people? List the major facts about Islamabad on board. Point out that Islamabad is a new city that was planned and developed to be the country's capital. It has a scenic location and it houses all the main government departments, e.g. the National Assembly, Supreme Court, embassies, the National Monument, and many other places of interest.

Move on to read the text on Karachi. Inform the class that Karachi was the capital of Pakistan from independence in 1947 to 1960 when Islamabad was declared the capital city. Karachi is the main commercial hub of Pakistan and a major sea port and airport of Pakistan. Share the pictures of different places in Karachi and ask the students if they have visited any of these places. If yes, let them share their observations. List the major facts about Karachi on board. Ask the students to name some places of interest and importance in Karachi which may not have been mentioned in the text.

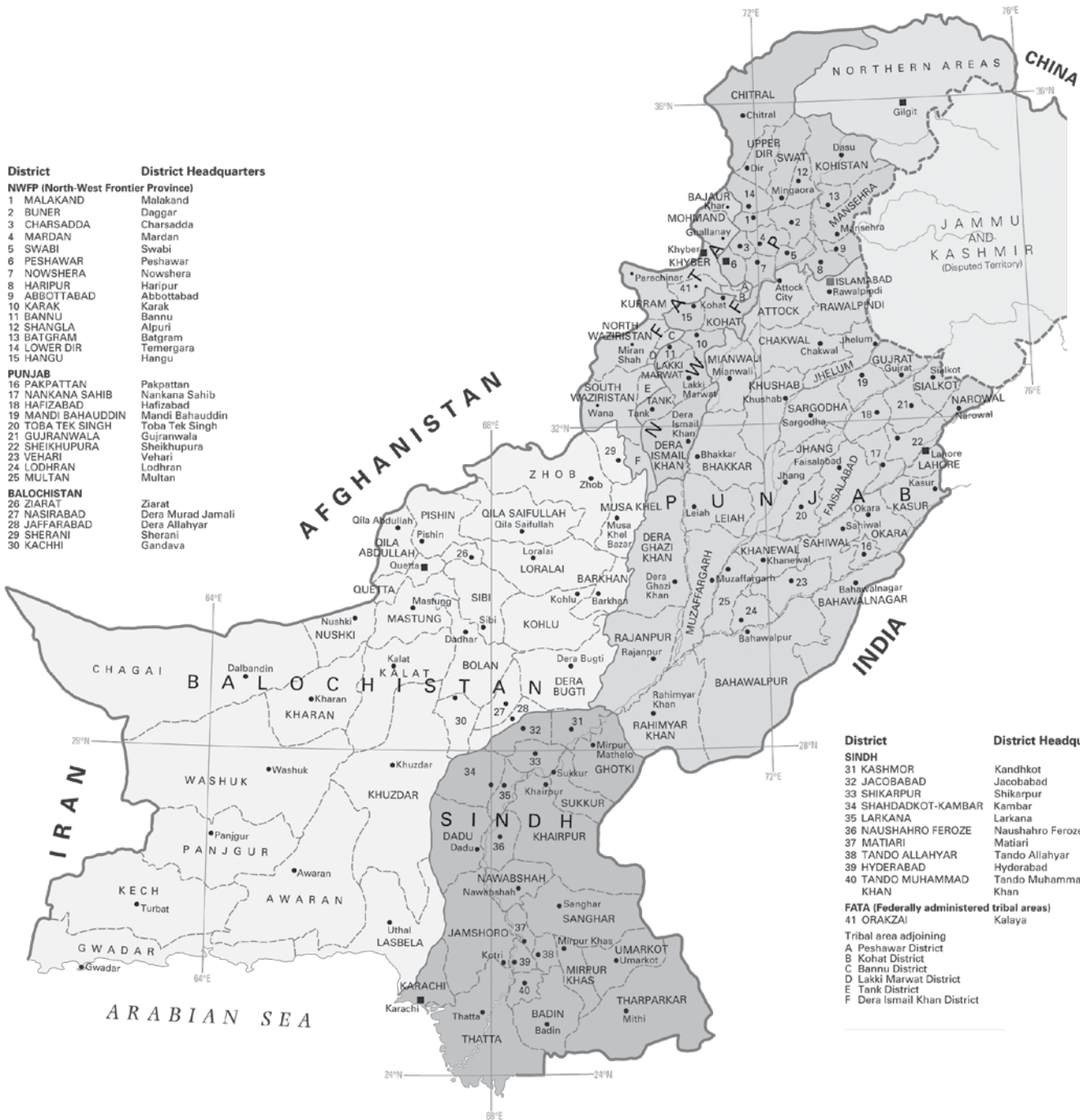
The next important city is Lahore, the provincial capital of Punjab. Explain that Lahore is an ancient city dating back several centuries. During pre-Mughal as well as Mughal times it was an important city, and today too it enjoys a special place as a centre of history, education, and cultural activity. Show pictures of the historical places of Lahore as well as the new additions. Talk about the history of Lahore which dates back to hundreds of years. Ask the students to look up more detail on Lahore on the Internet or from travel brochures.

Class work: Use the copies of the attached map to complete Exercise B of the Work Page. This activity can be done as pair work and it requires students to read the map carefully. Help them if they have trouble finding the required places.

Conclusion: 5 minutes

Wind up the lesson with a brief recap of the points covered.

Homework: The third activity of 'Things to do' can be given for homework.



District District Headquarters

NWFP (North-West Frontier Province)

- 1 MALAKAND Malakand
- 2 BUNER Daggar
- 3 CHARSADDA Charsadda
- 4 MARDAN Mardan
- 5 SWABI Swabi
- 6 PESHAWAR Peshawar
- 7 NOWSHERA Nowshera
- 8 HARIPUR Haripur
- 9 ABBOTTABAD Abbottabad
- 10 KARAK Karak
- 11 BANNU Bannu
- 12 SHANGLA Alpur
- 13 BATGRAM Batgram
- 14 LOWER DIR Temergara
- 15 HANGU Hangu

PUNJAB

- 16 PAKPATTAN Pakpattan
- 17 NANKANA SAHIB Nankana Sahib
- 18 HAFIZABAD Hafizabad
- 19 MANDI BAHAUDDIN Mandi Bahauddin
- 20 TOBA TEK SINGH Toba Tek Singh
- 21 GUJRANWALA Gujranwala
- 22 SHEIKHUPURA Sheikhupura
- 23 VEHARI Vehari
- 24 LODHRAN Lodhran
- 25 MULTAN Multan

BALUCHISTAN

- 26 ZIARAT Ziarat
- 27 NASIRABAD Dera Murad Jamali
- 28 JAFFARABAD Dera Allahyar
- 29 SHERANI Sherani
- 30 KACHHI Gandava

District

- 31 KASHMOR
- 32 JACOBABAD
- 33 SHIKARPUR
- 34 SHAHDADKOT-KAMBAR
- 35 LARKANA
- 36 NAUSHAHRO FEROZE
- 37 MATIARI
- 38 TANDO ALLAHYAR
- 39 HYDERABAD
- 40 TANDO MUHAMMAD KHAN

District Headquarters

- Kandhkot
- Jacobabad
- Shikarpur
- Kambar
- Larkana
- Naushahro Feroze
- Matiari
- Tando Allahyar
- Hyderabad
- Tando Muhammad Khan

FATA (Federally administered tribal areas)

- 41 ORAKZAI Kalaya
- Tribal area adjoining
- A Peshawar District
- B Kohat District
- C Bannu District
- D Lakki Marwat District
- E Tank District
- F Dera Ismail Khan District

Lesson plan 31: Some important cities

Duration: 40 minutes

Objective: To impart further information about Pakistan's major cities

Outcome: Students will be able to

- learn more about the major cities of Pakistan
- identify the major landmarks and places of interest

Resources: Textbook, Teaching Guide for reference and Worksheet 12; pictures of Rawalpindi, Peshawar, and Quetta

Introduction: 10 minutes

Greet the students and ask them to briefly share the information they have collected on their own city. List all the information shared by the students on the board and add to it if any point has been missed out. The students can add the missing points to their lists. Appreciate students for their efforts.

Explanation: 20 minutes

Read the text on Rawalpindi, which is commonly referred to as Pindi. Explain where its name originates. This city has been important because of its location on the Grand Trunk Road as well as being close to the Silk Route. Today Rawalpindi houses the Pakistan Army Headquarters. Ask students if they have visited Rawal Lake.

Similarly, read the text on Peshawar, and Quetta. Peshawar, like Lahore, is an ancient city with a long history. It is famous for its proximity to the Khyber Pass, and for its old bazaars and mosques.

Quetta is the capital of Balochistan. Its name means fort and, surrounded by mountains, it is secure like a fort. The Hannah Lake near Quetta is a popular picnic spot. Quetta is famous for its cherry trees and the old bazaars full of dry fruit and a variety of textiles and crockery. Ask the students (i) where Ziarat is located and why it is a special place and (ii) what disastrous event took place in Quetta many decades ago.

The questions on page 59 are to be discussed in the class. This provides a recap of the main points of this chapter and encourages critical thinking in students.

Class work: Exercise A of the Work Page is to be done as pair work. The details required are present in the textbook.

The second activity of 'Things to do' is to be completed by students with the help of an atlas or map of Pakistan. This may be done in class or else given as homework.

Conclusion: 5 minutes

Homework: Worksheet 12 is to be completed for homework.

Note: The first activity of 'Things to do' needs to be done in groups and will require extra time for research and presentation in the class.

Lesson 13 Pakistan and her neighbours

Lesson plan 32: Pakistan and her neighbours

Duration: 40 minutes

Objective: To impart information about Pakistan's location, its neighbour countries, and relationship with them

Outcome: Students will be able to

- pinpoint Pakistan's location on the map with the help of coordinates
- identify the neighbouring countries of Pakistan

Resources: Textbook, atlas and world map, globe; Teaching Guide for explanation; pictures of Iran and Afghanistan

Introduction: 10 minutes

Greet the students. Show them the world map and ask them to pinpoint where Pakistan is. Ask them to name the countries surrounding Pakistan—India, Afghanistan, Iran, and China. Inform students that all the countries which share a border with another country are called its immediate neighbours. In this lesson we will study about Pakistan's neighbours.

Explanation: 20 minutes

Read the text about the location of Pakistan with reference to the map in the book. Remind the class about the lines of latitude and longitude they studied in the earlier chapters. If the correct latitude and longitude of a place is known we can pinpoint its exact location on the map.

Also point out the countries that share borders with Pakistan: India to the east, China to the north, Afghanistan to the north-west, and Iran to the west. On the map, Pakistan is like a hinge or connecting part between eastern and western Asia.

Trace your finger on the stretch of borders that Pakistan share with its neighbours. With which countries does Pakistan share the longest and shortest borders? Afghanistan: the longest border, and China: the shortest border. With which country does Pakistan have a border dispute? The dispute is with India over Jammu and Kashmir whose status was left unconfirmed by the British at the time of independence. Ask what lies to the south of Pakistan: the Arabian Sea.

Read the text on page 61 and explain with the help of the first two paragraphs from page 27 of the Teaching Guide.

Read the text on Iran, Pakistan's western neighbour. Ask the students which province of Pakistan shares this border—it is Balochistan. Show the class pictures of different places in Iran including the beautiful parks and streets of Tehran. The history of Iran is very ancient and dates back to 4000 BCE.

Ask the students to list the major cities of Iran marked on the map on page 62. They may make a fact file giving information about the old and new names of the country, its population, currency, languages spoken, people, historical sites, etc. about Iran in their notebooks. Similar fact files can be made for the other neighbouring countries too.

Do you know? Iran follows its own calendar which is based on a solar-cum-Hijri calculation. The Iranian New Year begins on Nauroz, the spring equinox on 21 March. The calendar has twelve months—the first six have 31 days; the next five have 30 days, and the last month has 29 days (total 365). The $\frac{1}{4}$ day from each year is added to the leap year in which the last month has 30 days, making it a total of 366 days, just like the Gregorian calendar.

Read the text on Afghanistan. Talk about the problems this country has faced in the last 30 years which have affected its economy greatly. Show the students pictures of Kabul and Herat before the Russian invasion in the 1980s. The cities were green with trees and plants, the streets beautiful and wide. Show the pictures of these places after the Russians left in 1989. The trees had been either burnt down or cut and there were charred buildings everywhere. All this damaged the country's infrastructure and education system a great deal. Today Afghanistan has the one of the lowest literacy rates in the world. The ties with this neighbour have been not smooth due to many reasons. A lot of Afghan nationals flooded Pakistan in the 1980s and again after 2001. Many Afghan people are found working in different places in the big cities of Pakistan and some have also set up small businesses like carpets and eateries. Ask the students if they have eaten any Afghani dishes, like Kabuli pulao and Afghani tikka, which are very popular in Pakistan.

Conclusion: 10 minutes

Wind up the lesson by recapping the main points.

Homework: Find out some more interesting facts about Iran and Afghanistan and some pictures or posters, if possible, and bring them to the next class.

Lesson plan 33: Pakistan and her neighbours

Duration: 40 minutes

Objective: To impart information about Pakistan's neighbours

Outcome: Students will be able to

- identify the main features of China and India
- know more about these countries

Resources: Textbook, atlas, pictures of China and India, Teaching Guide

Introduction: 10 minutes

Greet the class and ask them about the homework. Students share some of the interesting information on Iran and Afghanistan. Make two columns on the board and note the information in the respective columns. Students may copy the list in their notebooks.

Explanation: 20 minutes

Ask students what comes to their mind when China is mentioned—most likely it will be Chinese food! Ask them about their favorite dish: maybe noodles or chicken corn soup or chop suey. Ask them if they know the names of other Chinese dishes. Ask what else China is famous for—the Great Wall of China, its beautiful silk fabrics, its ceramic pottery, and its expanding industry.

Read the text on China. Show its location on the map of Asia. It is the biggest country in Asia in terms of size and population, which is also the largest in the world. Point out the picture of the Great Wall of China (page 64), one of the wonders of the world. China has an ancient and interesting history, and has developed ahead of its neighbouring countries—paper-making and printing was done here centuries before it became common in Europe. Ask students to look up more facts on China's progress in the past and now.

Talk about China's strong industrial base; it has no shortage of skilled manpower for its industries, and it manufactures and exports goods designed and developed in China as well as many products that are made in China for international brands—from clothes to vehicles and heavy machinery. Inform the students about China's strong friendship with Pakistan; China has always been a support for Pakistan in times of crisis.

Read the text on India. Ask students if anyone in their family has visited India or if they know someone whose relatives may still be living there. This is possible as both the countries were one before 1947. Many Muslims chose to stay back in India when Pakistan came into being in 1947. The Muslim population of India is 13.4 per cent—about 162 million—of the total of over 1,210,000,000 (1.2 billion).

Read about the important features of India with reference to the map on page 65. The Himalayas to the north of India form a natural boundary between India and China, while to the south are the Indian Ocean and the Bay of Bengal to the east. India's topography, like Pakistan, has a range of physical features: the high peaks of the Himalayas, river valleys, deltas, and plains, plateau, deserts, and a coastline that goes all around the peninsula from Gujarat in the west to Kolkata in the east. India is also home to many languages and customs. Use the atlas while explaining this lesson.

Note and list the countries other than Pakistan that share their borders with India: China, Nepal, Bhutan, Bangladesh, and Myanmar (Burma). India is an ancient country with a long history, like Pakistan. We share many things like language, food, and history with India, but there are also points of conflict which affect our relations with this country. Talk about the kind of relations that Pakistan and India share.

Show students pictures of various landmarks of India and its main cities. Discuss the progress and India's strong economy due to industrial development.

Identify the location of India and China on a world map using the lines of latitude and longitude.

Conclusion: 10 minutes

Discuss the questions given at the end of lesson, thus covering the topics studied so far. Students may discuss Exercise A on the Work Page. Can the students recognize the countries by their flags? China, Iran, Afghanistan, and India. Point out that while the first four topics can be answered from the textbook, students should do some research for the last two topics.

Homework: Work Page Exercise A is to be given for homework. Explain that this may be done as a research project with relevant text and appropriate illustration. Allow a week to complete this task with proper research; display the students' work when completed.

Lesson plan 34: Pakistan and her neighbours

Duration: 40 minutes

Objective: To know about our relations with other Muslim countries

Outcome: Students will be able to

- identify the countries that comprise OIC
- discuss the places they would like to visit and why

Resources: Textbook, Atlas, Teaching Guide and Worksheet 13; large world map (political) displayed on the board

Introduction: 10 minutes

Enquire about the homework given and the progress on it.

Explanation: 25 minutes

Begin with a discussion about the other Muslim countries listed on page 66. Explain that Pakistan is a member of the Organization of Islamic Cooperation (formerly called Organization of Islamic Conference) and as such, it enjoys friendly relations with the other member countries.

Read about the major groups of countries in the main regions listed in the left hand column. Explain that Pakistan is located in South Asia. The region known as the Middle East comprises the Gulf States, Iraq, Iran, Saudi Arabia, Yemen, and also Syria, Jordan, and Lebanon.

Talk about Pakistan's strong relations with Turkey, Saudi Arabia, and the UAE.

Activity 1:

Locate the listed countries on the world map on the board or use the world map in the atlas to do so. Link this to the first activity of 'Things to do'. This can be done as pair work. Students can either be taken to the computer lab or library to research about the countries; the teacher can also share the information he/she has.

Ask the students to select one of the researched countries that they would like to visit and discuss the reasons. Remind students to talk about the landmarks, places of sightseeing, recreation and leisure in their discussion. Some students may talk about a country they may have visited. Ask them to note the important points so that the task can be completed for homework on the Worksheet or in their notebooks. Remind them to add some pictures of the selected country if possible.

Conclusion: 5 minutes

If time permits, some students can share their findings with the class.

Conclude by asking the class what they have learnt from this chapter.

Unit 3 History and Rights

Lesson 14 Early history of Islam

Lesson plan 35: Early history of Islam

Duration: 40 minutes

Objective: To inform and reinforce students' knowledge about Islam's early history

Outcome: Students will be able to

- realize the importance of leadership in early days of Islam
- name the four Rightly Guided Caliphs (RA)
- identify their services, achievements and impact

Resources: Textbook, Teaching Guide, atlas or large world map

Introduction: 10 minutes

Greet the students. Refresh their memory about the history of Islam during the Holy Prophet's (SAW) lifetime. He was not only the Messenger of Allah, but also the first leader of Islam. He united people from various tribes into one community, and guided by Allah, he gave them laws and rules to live by.

Ask the class if anyone of them knows who led the Muslims after the Prophet Muhammad (SAW) passed away. It is likely that some students may know the names of the four Rightly Guided Caliphs (RA) (Khulafa-e-Rashideen), and if so to share the information with the class. However, write the names and the dates on the board for information.

Point out that the Khulafa-e-Rashideen (RA) were among the ten closest companions of the Holy Prophet (SAW) and are held in high esteem for their achievements and services to the newly formed Islamic nation.

Explanation: 20 minutes

Read the text on the Rightly Guided Caliphs (RA), and explain with the help of the Teaching Guide, page 30. Point out that the Caliphs (RA) were highly respected for their closeness to the Holy Prophet (SAW) and they were selected as leaders by common consensus. They followed the Prophet's (SAW) Sunnah—examples of his actions—in dealing with various problems that arose. The new Islamic state was faced by many problems in its early years after the Prophet's (SAW) demise.

The first Caliph was Hazrat Abu Bakr (RA), a close friend and companion of the Holy Prophet (SAW) and also his father-in-law. He ruled for only two years but he achieved much in this short period—he put down rebellions and people falsely claiming to be prophets, began the compilation of the Holy Quran, and established Islam across the Arabian Peninsula and in Syria.

The second Caliph was Hazrat Umar (RA) whose caliphate lasted for ten years. This was a most dynamic period in Islam's history. Islam spread beyond Arabia to Iraq, Palestine, Persia, and Egypt. Hazrat Umar (RA) is known for his capable administration of the vast Islamic territories, maintaining law and order, and providing a sound framework for effective government.

The third Caliph was Hazrat Usman (RA), a kind and generous leader, during whose Caliphate the compilation of the Holy Quran was completed. In his time, Islam reached North Africa and Cyprus. Hazrat Usman (RA) ruled for twelve years. However, there were beginnings of unrest during this time.

The fourth and last Caliph was Hazrat Ali (RA), Prophet Muhammad's (SAW) cousin and son-in-law. His rule of four years saw much trouble and he moved his capital from Madina to Kufa in Iraq to deal with the problems. He also contributed towards improving administration and rule of law. After Hazrat Ali (RA), the Rightly Guided Caliphate came to an end.

Use the world map to show students the spread of Islam under the leadership of the four Rightly Guided Caliphs (RA).

Class work: Exercise B of the Work Page is to be completed.

Conclusion: 5 minutes

Recap the lesson by going through the era of the Khulafa-e-Rashideen (RA) and their main achievements.

Homework: Learn about one important incident about any one of the Rightly Guided Caliphs (RA) that shows his love for the Holy Prophet (SAW), justice, peace, and Islam.

Lesson plan 36: Early history of Islam

Duration: 40 minutes

Objective: To inform the students about the later rulers who followed the Caliphs (RA)

Outcome: Students will be able to

- identify the rulers after the four Rightly Guided Caliphs (RA)
- identify the regions where Islam spread in the later years

Resources: Textbook, world map, atlas, Teaching Guide and Worksheet 14; outline map of world for activity

Introduction: 10 minutes

Begin with asking the students about the homework task—how successful were they at finding out any incident relating to the Rightly Guided Caliphs (RA)? If they have done so, encourage them to share the incident with the class. Tell students that our history is filled with incidents of honesty, sacrifice, justice, love of Allah, love of the Prophet (SAW) and Islam, related to the Rightly Guided Caliphs (RA). Share an incident as well with the students.

Explanation: 20 minutes

Read the text and ensure that no controversial comment is made while talking about different sects. Deal with neutrality when explaining the disagreement between Shias and Sunnis. Stress on unity among all Muslims as reflected in the performance of Hajj and Umra, when Muslims of all shades of faith pray and perform *tawaf* together.

Refer to pages 30–31 of the Teaching Guide to explain about the Umayyad, Abbasid, and Fatimid dynasties. Use the world map while talking about the spread of Islam under the two dynasties. The founder of the Umayyad dynasty was Amir Muawiya ibn Abu Sufyan; he moved the capital to Damascus in Syria. Talk about the long history of Damascus. He is also credited with the development of naval power for Islam. Spain was conquered during Umayyad rule. Tell the students about the Berber general Tariq and his strategy to command his army and how he ordered half his boats to be burnt so that his men had no choice but to march ahead.

It was under Umayyad rule that Islam spread eastwards too. Ask students to recall from lessons in Book 4 how Mohammad bin Qasim, a 17-year-old, came into Sindh: explain the reasons why he was ordered eastward—to deal with pirates off the Arabian Sea coast and recover the goods and people captured by them. (Nowadays we read about pirates attacking cargo ships and kidnapping the crew in the Indian Ocean, using sophisticated methods.) In the short period that Mohammad bin Qasim was in this region (711–712 CE), his governance was so fair and just that Islam spread fast up to southern Punjab.

The Umayyads were followed by the Abbasids who claimed descent from Hazrat Muhammad's (SAW) uncle, Abbas. The Abbasids moved their seat of government eastwards and the city of Baghdad was founded by them. Muslim influence and Islam gradually spread into Persia and Central Asia.

The famous Abbasid rulers, Haroon ar-Rasheed and Mamoon encouraged the growth of knowledge and culture; Mamoon set up the 'House of Wisdom'—*Bait-ul-Hikmah*—in Baghdad.

Discuss the later Muslim dynasties, mainly the Fatimids who claimed descent from Hazrat Fatima (RA), the daughter of the Holy Prophet (SAW). They moved west from Arabia into Egypt and developed the garrison town of Fustat into Cairo, their capital.

Later in the 11th century CE, the subcontinent was invaded by Muslim kings from the north-west region—Mahmud Ghaznavi who made 17 invasions but always returned to Ghazni. He was followed by Mohammad Ghori who stayed back and made Lahore his capital. His successor was Qutbuddin Aibak who laid the foundation of the Slave Dynasty and made Delhi his capital—Muslim rule was here to stay in the subcontinent till 1857.

Class work: Provide students with an outline map of the world. Let them identify the spread of Islam starting from Arabia to other parts of the world. This activity can be done in pairs.

Students can complete Exercise A of the Work Page along with this activity.

Conclusion: 10 minutes

Students to respond to the questions given at the end of the lesson: this exercise will provide a recap of the lesson as well.

Homework: Worksheet 14 is to be done for homework.

Lesson plan 37: Europeans and the subcontinent

Duration: 40 minutes

Objective: To create awareness of how and why Europeans came to the subcontinent

Outcome: Students will be able to

- understand the reasons that attracted Europeans to the subcontinent
- appreciate how they travelled such distances
- realize how Europeans came to rule the subcontinent

Resource: Textbook, Teaching Guide, atlas/globe, large world map

Introduction: 10 minutes

This is an interesting lesson although its content over-arches the Mughal era (covered briefly in Book 4).

Greet the students and collect the homework. Remind students about the Mughals who ruled the subcontinent for a long period. Talk about the developments in art, literature, architecture, music, culture, and education during the Mughal era. Explain that almost all the dynasties reach a peak in progress after which their glory starts to dwindle and eventually fades out. The same happened with the Mughals: after Jehangir and then Shahjahan, there were many problems in the Mughal Empire as their successors fought each other. During Aurangzeb's rule, the Mughal Empire stretched across the length and breadth of South Asia, but he was always at war, which not only kept him away from his seat of government, Delhi, but also depleted his treasury. With his death, the empire began to crumble away, his successors were old and weak, and the reign of the last Mughal Emperor, Bahadur Shah Zafar, was the weakest in the history of Mughals.

Explanation: 20 minutes

Read the text. Talk about the rich culture and land of the subcontinent and the Mughal Empire. Stories of the wealth and culture of this region and the opportunities it presented had always attracted outsiders. The first Europeans were the Portuguese who reached India in the 15th century, in search of trade, mainly spices. In the late 16th and then the 17th centuries, other Europeans were drawn to this

land. They would sell what they had brought with them, buy what they needed, and returned to their countries. In 1600, Sir Thomas Roe arrived at the Mughal Court as the ambassador of Queen Elizabeth I of England. At the end of the same year, the Queen granted the Charter of the East India Company, giving the English licence to trade with India. While Roe waited for nearly two years to meet Jehangir, he surveyed the land and selected sites to set up their factories. The first factory was set up in Surat, Bombay (Mumbai), and then in Kolkata (Calcutta).

Along with the British, the French had also set up their posts along the east coast of India. Pondicherry was one such post. The Portuguese were at the western coast of India. From the 18th century, Mughal power began to decline. The Europeans who had patiently waited in the wings, now made their presence felt.

Read the text till the end. Use an atlas to show students the distance that British, Portuguese, and the French had to cover in order to reach India. Talk about the conditions in the subcontinent that actually helped foreign powers to take over. Among these, the British proved to be the most determined and successful as they eventually drove out the others and made the subcontinent a part of their empire—for 200 years.

Discuss the products that were traded and made the European traders very rich. Refer to the Teaching Guide, page 32, for detail.

Class work: Work Page Exercise A is to be completed individually by the students.

Conclusion: 10 minutes

Discuss the first two questions on page 75 to recap the main points covered.

Talk about Work Page Exercise B: ask the students to imagine themselves in the place of the Europeans—perhaps as a child accompanying an adult, or as a young sailor on one of the ships. What did they see and experience when they landed on the western or eastern coast of India? How was the weather, the food? What did the people look like? Language problems? What did they like about this new place?

Prompt the students, if needed, and note all responses on the board. This will help in completing the task in the next class.

Lesson plan 38: Europeans and the subcontinent

Duration: 40 minutes

Objective: To create understanding of how the foreigners adapted themselves and how they succeeded in their purpose

Outcome: Students will be able to

- better appreciate how the Europeans, especially the British, succeeded
- to know about the exchange of cultures and language
- research further on how Europeans reached and adapted to the subcontinent

Resources: Textbook, Teaching Guide, library, encyclopedia, Internet

Introduction: 10 minutes

Begin by going back to the brainstorming for Exercise B. Ask the students to note the main points.

Explanation: 25 minutes

Re-read the text (from the second line) on page 74 to help understand why the British took over the government of the subcontinent. Explain that the British realized that a weak government or no

government in the subcontinent would have disastrous effects on their trade and hence decided to take over this task themselves.

Talk about how poor governance of a country means eventual downfall and tremendous loss.

Also discuss the resentment of the local people against the takeover by the foreigners—it was a natural reaction. But they were not united amongst themselves and thus could not dislodge the British till the 20th century.

Discuss the last three questions on page 74 to recap the points above.

Activity:

‘Things to do’: Divide the class into four or six groups, depending on the number of students. The two activities here can be divided among the groups, with half of them researching Activity 1 and the other half researching Activity 2.

Tell the students that they can use a variety of sources to find the information. In this case, encyclopedias, history books, and the Internet are good sources to work on. Decide how students are going to present their findings. It can be in the form of a poster or a scrap book. Encourage group work among students. Provide time for research and the presentation of their findings in the next class.

Conclusion: 5 minutes

Assign homework: Exercise B and ‘Things to do’ activities are to be done for homework.

Worksheet 15 may be used for assessment.

Lesson 16 The struggle for independence

Lesson plan 39: The struggle for independence

Duration: 40 minutes

Objective: To inform about the moves towards independence of the subcontinent

Outcome: Students will be able to

- identify some of the reasons that led to the war of independence
- realize the need felt by the Hindus and Muslims to set up a political party

Resources: Textbook, Teaching Guide, atlas, world map

Introduction: 10 minutes

Greet the students and ask how the homework has progressed. Decide a day for completion and display of the ‘Things to do’ tasks of Lesson 15.

Next, ask them if they know about any of the great leaders who led the independence movement. Tell them that in Lesson 16, they are going to learn about the problems faced by the people of the subcontinent under British rule—British Raj as it was known—and the events that led to War of Independence in 1857 and its consequences.

Explanation: 20 minutes

Before reading the text, explain that since the various rulers of the subcontinent had proved incompetent, it led to the gradual and final takeover by the British. Although the latter had done progressive work for the people (see the last paragraph of Lesson 15), there was discontent among them. All this exploded in a revolt when in 1857 the issue of greased bullets came up.

Now read the text. Explain with reference to the Teaching Guide that this was beginning of the struggle for independence in the 19th century. (In the 18th century, the rulers of Mysore, Haider Ali and his son, Tipu Sultan, had fought the British to shake off their yoke.)

Draw the students' attention to the pictures on page 76 of the text. Ask them to describe the scenes in the paintings.

Read the text further and tell the students why the old Mughal emperor was punished by the British—the Muslims had rallied around him asking him to lead them, but he was too old to do so. The British captured him and his sons; the latter were killed and the emperor and his wife were exiled to Burma. Even when he died, they did not allow that his body be brought back and buried in Delhi; he is buried in Rangoon.

Continue with the text and point out how the British government tried to improve its image after the war and the steps it took. (Do not go into too much detail as the students will be studying these topics in depth, in higher classes.) Ask the students to list the reasons why the people of subcontinent wanted to be free from the British Rule.

Read the text on the Indian National Congress. Explain to students what a political party is, what its agenda is and what it does. Talk about the current political parties of Pakistan: ask the class to name some parties and their leaders.

Explain why the Indian National Congress was created—to achieve the objectives of the Indians, which were to get the British leave India. The students should note the date when the Congress came into being—1885. Point out that the Congress also had Muslim members.

Share some information about the two leaders of Congress, Jawaharlal Nehru and M. K. Gandhi. Talk about Gandhi who was a lawyer and struggled to free India from the British Raj. He started many movements at that time and was able to unite the Hindus to come forward and demand a free country. One such movement, called the Quit India Movement, was launched in 1942.

Conclusion: 10 minutes

Discuss Questions 1–3 on page 79; it will serve as a recap of the main points covered so far.

Also inform the students about the project display (Lesson 15) to be put up in the next period.

Homework: Students write the answers to Questions 1 and 2 in their notebooks.

Lesson plan 40: The struggle for independence

Duration: 40 minutes

Objective: To continue with information on the struggle for independence

Outcome: Students will be able to

- understand why the Muslims of India set up a separate political party
- identify the leaders who helped in uniting the Muslims of India to demand a separate homeland

Resources: Textbook, Teaching Guide, atlas/ world map

Introduction: 15 minutes

Begin with the students' projects on Lesson 15 to be collected and displayed. Ask one member of each group to come up and read out two facts from his/her project. Appreciate the students for their efforts and wind up the event.

Explanation: 20 minutes

Introduce the topic 'All India Muslim League'; read the text. Discuss the reasons why the educated Muslims of India wanted a separate political party and how and when it came into being. Explain that when some leaders made it clear that in independent India mainly the Hindus would be running the

government, the Muslims felt the need to have their own representation in the assemblies and government. Hence the All India Muslim League was formed in 1906.

The Muslims were inspired by people like Sir Syed Ahmed Khan and Allama Iqbal who encouraged them to acquire education and knowledge to meet the challenge of modern times and move forward.

In 1930, Allama Iqbal proposed the idea of a separate state for Muslims and, in 1940, a resolution was passed by the Muslim League, demanding a separate state. Talk about Mr Jinnah's role: he was a capable and successful lawyer; he was well-educated and could deal confidently with the British, and above all he was a man of principle and vision.

Read about independence. On the world map, show the location of Pakistan, India, and Bangladesh. Inform the class that at Partition in 1947, Pakistan comprised two parts: one was the West Pakistan, the country that we live in now, and the other was East Pakistan, which is now known as Bangladesh. Tell the class that East Pakistan became Bangladesh, a new country, after a war in 1971.

Inform the students that despite partition, a large number of Muslims stayed back and many still live in India.

Class work: Work Page Exercises A and B are to be completed in class with reference to the textbook.

Conclusion: 5 minutes

Questions 4–6 on page 79 will recap the main points of the lesson. Wind up the lesson by emphasizing the sacrifice and struggle by many people in order to create this country. Remind students about the things that make us proud of our country.

Homework: Worksheet 16 is to be done for homework.

The two activities of 'Things to do' can be assigned as pair work for the students, if time permits. The Teaching Guide also provides some detail for the second activity.

Lesson 17 Lessons from history

Lesson plan 41: Lessons from history

Duration: 40 minutes

Objective: To impress upon students the hard work and sacrifices made for achieving Pakistan

Outcome: Students will be able to

- identify the people who helped in creation of Pakistan
- appreciate the role played by some of the leaders in the creation of Pakistan
- understand the importance of identity through one's ties to one's country

Resources: Textbook; examples from writings by Sir Syed, some poems by Iqbal, excerpts from Quaid-e-Azam's speeches

Introduction: 10 minutes

Begin with the suggested activity in the Teaching Guide, page 35. Mainly some grandparents or great grandparents may have come from across the border hence the response to most questions will be 'Pakistan'. Nonetheless, this exercise will inculcate a sense of identity in the children as Pakistanis.

Tell the students that there are people who are stateless, like the Palestinians or Kashmiris, because their land is under someone else's rule. We should be thankful that we have our own country, and it is our duty to be loyal to it and work to make it a progressive and developed country like the other developed countries of the world—it is possible.

Explanation: 20 minutes

Read the text on Sir Syed Ahmed Khan. Explain to the students that it was educated Muslims like him who put forward the idea of a separate state for the Muslims of subcontinent. After the defeat in the War of Independence, Muslims did not accept the English education system, but the Hindus took advantage of the offer and landed good jobs in the government. Sir Syed Ahmed Khan persuaded the Muslims to acquire education and qualify for higher positions. Through his writing and speeches he made the Muslims aware of the fact that in order to get their rights the Muslims of India needed to learn the English language as well get education. To facilitate this, Sir Syed Ahmed Khan founded the MAO College which later became Aligarh University. Inform students it is an institution of high profile and many leaders of Pakistan received higher education from there. The culture and discipline of the university was highly respected and valued.

Ask students to find out from adults in the family if their grandparents or other elders have studied at the prestigious Aligarh University. If so, talk to them about their experiences in those early days.

Read the text on Allama Iqbal. Read out to the class some poems he wrote for children. Iqbal wrote in both Persian and Urdu; ask the class if they have sung or heard any poems by Iqbal. The famous poem '*Lub pe aati hai dua*' is one which almost all children have either heard or sung in their schools. Allama Iqbal was a visionary (one who has a dream for the future) who brought up the idea of a separate country for the Muslims of India. Pakistanis have a lot of respect and gratitude for him.

Read about Allama Iqbal's education, his views on the history as well as the future of Muslims. Sadly, this great man did not live to see the country he had dreamt about.

Activity: Students fill the fact file on Allama Iqbal in their books.

Conclusion: 5 minutes

Discuss the 'Things to do' activity with the class. Divide them into small groups or pairs and assign each pair/group one personality to research. Ask the students to find the basic facts about the lives of these people and bring them to share in the next class.

Homework: Activity as given above.

Lesson plan 42: Lessons from history

Duration: 40 minutes

Objective: To inform students about the efforts and achievements as well as sacrifices made by our early leaders

Outcome: Students will be able to

- list the basic facts of Quaid-e-Azam's life
- appreciate his contributions in the creation of Pakistan

Resources: Textbook, Teaching Guide and Worksheet 17; library, pictures of Quaid-e-Azam at various stages of his life

Note: If possible, arrange for a documentary on the Quaid's life.

Introduction: 15 minutes

Students share with the class the findings of their research on the personalities, given as homework. Let them share a few basic facts on each personality, and add some more facts or interesting events from their lives. Wind up the discussion.

Explanation: 20 minutes

Read the text on Quaid-e-Azam Mohammed Ali Jinnah. Show the students pictures from different times in his life. Tell the class that he was only 16 years old when he was sent to Britain for higher

studies, and he qualified as a barrister at the age of 20. He was a brilliant orator with good command of the English language—both qualities were an advantage for his profession. Point out how he rose to success as a lawyer and then used his skills to fight for an independent country.

The students can now fill in the fact file on Quaid-e-Azam given on the Work Page.

Talk about the personalities given in Exercise B of the Work Page. Ask students to write the names under each of the picture. Refer to the Teaching Guide page 36 for more information about their lives and contributions.

Conclusion: 5 minutes

Discuss the questions on page 83 with the students, which will also serve to recap the lesson.

Wind up the lesson by emphasizing the fact that Pakistan was created after a lot of struggle and many sacrifices made by thousands of people. We should be proud to be Pakistani and work hard to make it a better place.

Homework: Worksheet 17 is to be completed for homework.

Lesson 18 After independence 1947–71

Lesson plan 43: After independence 1947–71

Duration: 40 minutes

Objective: To inform students about the achievements and problems that Pakistan faced from 1947 to 1971

Outcome: Students will be able to

- understand that the partition of subcontinent was not a peaceful process
- realize the problems a new country had to face
- understand how the new country was governed

Resources: Textbook, Teaching Guide, atlas, world map

Introduction: 10 minutes

Briefly go through the main points of this important lesson—refugee problems, lack of funds, lack of resources, developing a constitution and laws for the country, the Kashmir issue. At the same time there was hope and faith, and the determination to make this country the best.

Explanation: 20 minutes

Read the text till the end of the first paragraph on page 86. Explain that partition was a painful event, even though a new country was created, because hundreds of thousands lost their lives and property on both sides of the new borders. Secondly, the British left the decision about Kashmir to India where the population, mainly Muslim, opted for Pakistan. Both countries have gone to war over Kashmir and this remains a dispute to this day.

The positive part was the determination and resolve of the people of Pakistan to serve the country in whatever way they could, and they worked hard to make the country prosper. A Constituent Assembly comprising capable leaders and jurists was appointed to draft a constitution for Pakistan.

Another problem that Pakistan faced early in its history was one of leadership. Quaid-e-Azam, who was quite ill at the time of independence, died just a year after Pakistan's creation. Khwaja Nazimuddin was appointed Governor General. The Prime Minister Mr Liaquat Ali Khan was killed in 1951; Ghulam Mohammad took over as Governor General and Khwaja Nazimuddin was appointed as Prime Minister.

Quick changes in leadership in the early years affected the progress of Pakistan.

Refer to the Teaching Guide page 38 for details in explaining these points.

In 1955, General Iskander Mirza took over from Ghulam Mohammad, who was too ill to lead the country. An important development was that a new constitution was passed in 1956 and Pakistan was declared a republic; Iskander Mirza was its first president.

Class Work: Discuss Questions 1-3 at the end of the lesson with the students. Explain the role of United Nations and its decision about the Kashmir conflict in 1948. Students should try to answer the questions in their own words and write them out in their notebooks.

Conclusion: 10 minutes

Wrap up the lesson by going through the points covered in the lesson so far. Talk about the feelings of people who left everything they had for a new homeland. Ask students to think about the hardships they faced in settling in the new countries.

Homework: The first activity of 'Things to do' is to be completed by students in their notebooks.

Lesson plan 43: After independence, 1947-71

Duration: 40 minutes

Objective: To extend students' knowledge about Pakistan's early history

Outcome: Students will be able to

- identify the people who led the country till 1971
- get to know the reasons that led to the creation of Bangladesh

Resources: Textbook, Teaching Guide, Worksheet 18; library

Note: Newspaper supplements are a good resource for facts about the country's early history; encourage students to use the library as a resource.

Introduction: 5 minutes

Students share their findings from the Work Page activity of 'Things to do'. List the correct answers on the board and ask students to peer-check their work. Explain that these figures are the ones who run the provincial governments.

Introduce the next topics to be covered.

Explanation: 25 minutes

Read the text from the third paragraph onwards on page 86. Ask students to recall the names of the people who controlled the country since its creation. Read the text till the end and explain with the help of the Teaching Guide.

Rapid changes in the government and leaders slowed Pakistan's progress. In 1958, President Iskander Mirza declared Martial Law i.e. army rule, and abolished the constitution. Shortly afterwards, General Ayub Khan, the Commander in Chief of the army, replaced General Mirza as President of Pakistan. General Mirza was sent to UK where he lived to the end of his days.

Ayub Khan's rule lasted from 1958 to 1969. This long stretch of power brought some stability after the past eleven years of turmoil. There was progress and development under the Five-Year Plan: there were legal reforms, land reforms and family law reforms. In 1959-60 the capital was moved from Karachi in the south to a new planned capital Islamabad, in the north. A new constitution was passed in 1962, and many new industries were set up across the country. Another important development was the signing of the Indus Water Treaty with India, under the authority of the World Bank in the

USA. The Mangla Dam was built as part of the Indus Basin Project under the supervision of the World Bank. These are some of the reasons why Ayub Khan's government is known as the Decade of Development.

In September 1965, Pakistan went to war with India, over Kashmir. A ceasefire (bringing a war to a stop) agreed upon at a meeting in Tashkent, organized by the United Nations, brought the war to an end.

Do you know? The Indian Prime Minister Lal Bahadur Shastri died in Tashkent, soon after the signing of the peace treaty.

Read the text for the reasons why people began to get unhappy with Ayub Khan's government. He resigned in 1969 and handed over power to General Yahya Khan. Mr Zulfiqar Ali Bhutto who was in Ayub Khan's cabinet founded a new political party—Pakistan People's Party—in West Pakistan. In East Pakistan, the Awami League was the party led by Sheikh Mujib-ur-Rehman.

With the help of the world map locate Tashkent (in Russia); also show the students the distance between East and the West Pakistan at that time.

Read the text on page 87 to the end. Explain the outcome of the 1970 elections and the consequences—the break-up of the country, because the people in the East Wing did not want West Pakistan's authority. In December 1971, war broke out in East Pakistan, supported by India which captured Dhaka: a new country, Bangladesh, came into being.

Conclusion: 10 minutes

Recap the lesson from the beginning. Work Page exercises A and B can be done in class.

Homework: Discuss Questions 4 and 5 with the students. Ask them to note the main points and write the answers in their notebooks for homework.

Worksheet 18 may be used for assessment.

The second activity of 'Things to do' can be done as group work. Divide the class into groups and explain the task. A separate period will be required to complete this task.

Lesson 19 Pakistan since 1971

Lesson plan 44: Pakistan since 1971

Duration: 40 minutes

Objective: To inform the students about the aftermath of the 1971 war

Outcome: Students will be able to

- know the results of the 1971 war and its impact on Pakistan
- know about the succession of governments since 1972
- realize why Pakistan has not been able to always have democracy

Resources: Textbook, Teaching Guide, atlas for map of Asia; pictures of the Simla Accord

Introduction: 5 minutes

Begin with a quick quiz about the last lesson. Talk about the war of 1971 and its effects on Pakistan—many people died, many were made homeless, and many soldiers as well as civilians were captured by India when Pakistan conceded defeat in Dhaka. Tell the students that this is what happens when two nations or countries are at war. The losing country has to suffer these consequences.

Explanation: 30 minutes

Read the text. Show students pictures of signing of the Simla Accord. Students can spot the young Benazir Bhutto in some of the pictures as well. Explain that Yahya Khan resigned after the defeat in East Pakistan—now Bangladesh—and Mr Bhutto took over as President. Explain the importance of the Simla Accord, a treaty signed by Mrs Indira Gandhi, the Indian Prime Minister and Mr Bhutto. As a result, the 93,000 Pakistani prisoners of war in India were set free and Pakistani land in the West Wing occupied during the war, was returned by India.

Read about Mr Bhutto's achievements: new constitution passed in August 1973, Islamic Summit Conference in Lahore in 1974, trade treaties signed with important countries, and the further development of trade and political ties with China. The Bhutto government continued till July 1977, but the last few months were full of problems. People did not accept the election results of 1977 and protested across the country: the result was army takeover and martial law once again. The army chief, General Zia-ul-Haq, took over as president.

Read about the Zia era (1977–88) and briefly explain the events. Inform the students that after the army takeover in 1977, the Bhutto family was under arrest till 1984 when they were allowed to leave the country. Read about Benazir's return in 1986, when huge crowds turned up to welcome and support her. In the December 1988 elections after Zia-ul-Haq's death, Benazir won and was appointed Prime Minister with Ghulam Ishaq Khan as the President.

Point out that Benazir Bhutto was the first, and youngest, female Prime Minister of a Muslim country.

The constitution of Pakistan: first written in 1956, then re-written in 1962, and again in 1973, which continues to date. Changes to the constitution are called Amendments; many such amendments have been made since 1973 to date.

Read the text further. Discuss with students the causes behind the change of government on 1977 and then in 1988. Explain with reference to the Teaching Guide (pages 39–40).

Show the class pictures of various prominent political leaders—past and present. Ask them to identify as many as they can, and tell the class the names of the others.

Conclusion: 5 minutes

Recap the main points.

Encourage students to look up the lives of any one politician or past prime minister of Pakistan. Ask them to collect and bring the facts to the next class. This is the homework as well.

Lesson plan 45: Pakistan since 1971

Duration: 40 minutes

Objective: To inform students about important events in Pakistan's recent history

Outcome: Students will be able to

- identify the events and personalities that have affected our history
- list the successive governments since 1990
- understand the impact on the country—successes and problems

Resources: Textbook, Teaching Guide and Worksheet 19, Atlas; library

Introduction: 10 minutes

Begin by asking the students about the homework. Students who have collected the facts on the politicians should be encouraged to share them with the class. Appreciate their efforts.

Explanation: 20 minutes

Continue with the reading of the text from page 90 to the end. Explain that the period from 1990 to 2010 has been eventful with changes of government and leaders which meant changing policies and their impact on the country, the people, and Pakistan's relations with other countries.

Also emphasize that major world events, like the World Wars in the 20th century and the attack on the World Trade Center towers in New York in September 2001, have international impact and consequences.

After reading the text, attempt the questions from the suggested activity on page 40, Teaching Guide.

Show the class some pictures of Benazir Bhutto. Ask them about the significance of her position as a prime minister. She was the first woman prime minister in Pakistan as well as the Islamic world. She served two terms. Tell the class about other women leaders in Asia: Indira Gandhi in India; Sheikh Hasina and Khalida Zia in Bangladesh; Sirimavo Bandaranaike and Chandra Bandaranaike Kumaratunga in Sri Lanka ; the present president of Philippines, Gloria Macapagal-Arroyo.

Ask the students to find out the names of other leaders currently in power in the rest of the world.

Returning to the text, tell the students about the sad and violent death of Benazir Bhutto, which shocked not only Pakistan but the international community as well.

Discuss the questions given at the end of the lesson. Students should try to answer these in their own words. Encourage them to write the answers in their notebooks.

Class work: Work Page Exercise A is to be completed in class as pair work.

Conclusion: 10 minutes

Wind up the class by recapping the main points of this lesson. Ensure that students have understood the content.

Homework: Worksheet 19 is to be completed for homework.

Note: The 'Things to do' activity can be discussed with the students. A separate period will be required to complete this activity in groups. The class display can be viewed by some other class as well.

Lesson 20 More about human rights

Lesson plan 46: More about human rights

Duration: 40 minutes

Objective: To reinforce awareness about rights and duties

Outcome: Students will be able to

- define the term 'human rights'
- know that children also have rights
- identify the organizations and individuals working to promote rights

Resources: Textbook, Teaching Guide; some rights copied from the UN Declaration of Human Rights, and the Convention for Rights of Children

Introduction: 10 minutes

Greet students and ask them what they know about human rights. Remind them of the lessons on various rights in Books 3 and 4. Write 'Human rights' on the board and list students' responses all around it. This should include the introduction to human rights and children's rights (Book 3) and animal's rights (Book 4). Wind up the discussion.

Explanation: 20 minutes

Students should know that human rights are those rights which everyone has despite their place of birth, religion, race, or gender. The lesson begins with the definition of basic human rights. Explain that these rights have been put down in a United Nations document called the Universal Declaration of Human Rights, which means that it applies to all the people in all countries of the world, and for the present as well as the future.

The students have read about human rights and children's rights in Book 3. They have read that animals also have the right, as living things, to life and care—to be looked after, fed, and treated kindly. This lesson in Book 5 continues onwards from Book 3. Here we learn about the organizations that protect and promote human rights across the world (listed on page 92).

Read the text. Explain the functions of each organization with reference to pages 42–43 of the Teaching Guide.

The United Nations is an organization that has authority over its member countries and oversees them to ensure that they abide by the terms of the laws they have agreed to.

The Convention on the Rights of the Child is the first legally binding international mechanism to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. World leaders also wanted to ensure that children's rights were recognized. Encourage students to go to the United Nations website and find out more about the CRC.

At this point, it is important to emphasize that along with rights is the concept of duties: if we do not fulfil our duties towards others, we have no right to claim any rights! If an adult insists on breaking the law, or a child insists on disobeying his/her parents, then that person cannot claim fair treatment because he/she has not done what is expected of them.

Other than the UN there are other organizations run by different groups for specific rights; these also have international recognition and acceptance.

Explain that besides these organizations, there were, and are, individuals who have worked bravely to support the poor and weak people in their own countries as well as across the world. Stress on the fact that this is what all religions also endorse—that when we see someone weak being ill-treated, we should do what we can to protect them; when we see a wrong being done, we should try to stop it. Ask the students to list the personalities mentioned in this lesson. Basic information has been given about each one of them; encourage students to research and find out more about their lives. Explain that it takes courage to stand up for the rights of others as those people who are depriving them of their rights often threaten them and their protectors.

Read the text up to the end of page 93.

Class work: Work Page exercise A is to be completed.

Conclusion: 10 minutes:

Discuss Questions 1–4 on page 94 to recap the main points of this lesson.

Homework: Students should begin research for the 'Things to do' activities and compile the information for project work. Divide the class into four or five groups and assign them one topic each. The projects will require two to three periods to research and present.

Lesson plan 47: More about human rights

Duration: 40 minutes

Objective: To reiterate awareness and importance of rights (and duties)

Outcome: Students will be able to

- realize individuals also struggle to promote human rights
- identify some individuals and their achievements with regards to human rights

Resources: Textbook, Teaching Guide, Worksheet 20; library

Introduction: 10 minutes

Begin by enquiring about the students' progress on their research. Let them share some findings as well as any problems they may have faced in gathering information. Provide the sources for research, and also use the information in the Teaching Guide about Amnesty International and SOS Villages. Encourage students to use the school library, and supervise Internet research.

Explanation: 20 minutes

Ask the students if they know of individuals, other than those they have read about so far, who have been fighting to provide humans rights to those who have been denied these rights. Some major international and national figures have been covered briefly—Abdul Sattar Edhi who has dedicated his life to the service of the poor and needy in Pakistan as well as in disaster-stricken areas in other countries; Mother Teresa who left her own country to serve the poor and outcast people in India; Martin Luther King whose speech 'I have a dream' is taught in many schools today as a motivational tool—the election of President Obama is part of King's dream come true; Aung San Suu Kyi who endured years of house arrest to fight for democratic rights for Myanmar (Burma); read about Dr Abdul Hameed Khan's achievement in providing opportunity and support for under-privileged people.

Read about some more people in Pakistan who are working for human rights and to help people who do not know where to go for help and cannot afford expensive legal advice. Besides these figures there are many others who are working along the same lines. Three organizations are also mentioned which are working for education and environmental awareness and protection.

Read the text to the end and encourage students to share their views. Discuss the last question and note the students' response.

Class work: Work Page Exercise B is to be completed in class.

Conclusion: 10 minutes

Wrap up the lesson by following up on the activities of 'Things to do' and related research. As stated before, this will require more time for compiling and presenting the facts. The interactive work will generate interest and enthusiasm and reinforce learning.

Homework: Worksheet 20 may be given for homework or used for assessment.

APPENDIX: WORKSHEETS

Unit 1: World Geography

Lesson 1: Maps

1. Look at the map of the world and note down the names of 10 countries which lie on the line of 30° N latitude.

2. Which places on Earth have the same time of the day and why?

3. What information can you find on a relief map?

Lesson 2: World climate

1. What is the difference between the climates of Karachi and Peshawar?

2. What reasons can you give for the difference?

3. Would you like to live in a cold or a warm climate? Why?

Lesson 3: Life in the desert

1. Why do few people live in deserts?

2. Why is the date palm so important to the people living in the North African and Arabian deserts?

3. What is so special about the camel?

Lesson 4: Life in the forest

1. If a man wanted to start farming in an equatorial forest region, what challenges would he face?

2. Winters are extremely cold in temperate forests. What are the conditions and how do people survive in that season?

3. How do the animals living in temperate forests adapt themselves?

Lesson 5: Life in the polar regions

1. Why does the Sun remain above the horizon 24 hours of the day in the month of June in the Arctic Circle?

2. Find out what food the Inuit eat, and how they move from one place to another.

3. Find out another name for the Inuit.

Unit 2: Geography of Pakistan

Lesson 6: Our country

1. On the outline map of Pakistan, mark the sites of historical interest and importance.



2. Name the member countries of SAARC.

3. Write the names of any three persons, other than those in the lesson, who have played important roles in the progress of Pakistan since 1947 to date.

Lesson 7: Agriculture in Pakistan

1. List the reasons why Pakistan is able to produce more food grain today than 50 years ago.

2. What livestock animals are best suited for rearing in Balochistan and the deserts of Thar and Cholistan? Give reasons.

3. On the outline map of Pakistan, mark where cotton, rice, wheat, and sugar cane are grown. Select your own symbols for these crops.



Lesson 8: Water and irrigation

1. What is the difference between a dam and a barrage?

2. Why have so many dams and barrages been built in Pakistan?

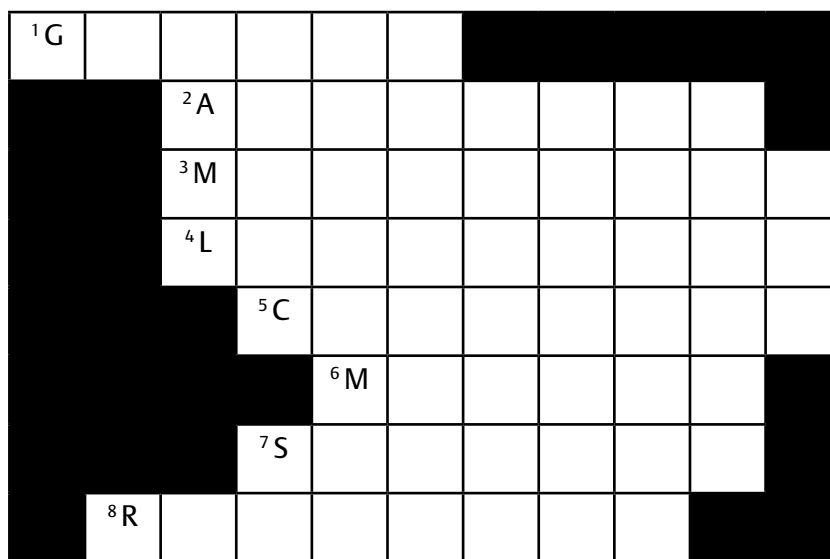
3. Name two dams and two barrages, and state their location.

4. What is the difference between a Persian wheel and *karez*?

Lesson 9: Minerals

1. Find names of four other gemstones besides the ones mentioned in this lesson. Mention their colours too.

2. Complete the word puzzle based on minerals. The last letter of the first word makes a new word, reading down.



Clues:

1. This is found in the Salt Range and is used for fertilizer
2. Mined at Krinj and used in the chemical industry
3. Mined at Spin Kan and used for cement and chemicals
4. Found in Margalla Hills as well as Manghopir; raw material for cement
5. Used to harden steel; mined at Muslim Bagh
6. A decorative stone, found in many colours in Khyber Pakhtunkhwa
7. Used for explosives as well as fertilizer; found in Koh-i-Sultan
8. Found in pink and white seams; has many uses and is a must in every kitchen

Lesson 10: Power resources

1. Why does Pakistan use less electricity than many smaller countries of Europe?

2. Why is the supply of electricity from hydroelectric sources not constant around the year?

3. What are the other sources of energy besides hydel power? Name them with an example of each power source.

Lesson 11: Industrial development

1. Why is the manufacture of cotton textiles the most important industry of Pakistan?

2. Name five things which you use and/or eat that are imported, and five which are exported.

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3. Name the countries that Pakistan trades with.

Lesson 12: Some important cities

1. If a family living abroad wants to settle in Pakistan, where would you advise them to live? Give reasons.

2. The map on page 56 of your textbook shows major cities of Pakistan. Select any two, other than those in the lesson, and make a fact file.

3. What is so special about the name 'Karachi'?

Lesson 13: Pakistan and her neighbours

1. From the Muslim countries given on page 66, select one from each region, and make fact sheets like those on page 67 of the textbook. You can use the school library for reference.

North and West Africa

North-east Africa

The Middle East

South-east Asia

Central Asia

UNIT 3: History and Rights

Lesson 14: Early history of Islam

1. Fill in the blanks using information from the lesson.

- i) Hazrat _____ (RA) was the first caliph.
- ii) The first four caliphs are known as the _____.
- iii) The work of compiling the Holy Quran was begun by Hazrat _____ (RA).
- iv) The compilation of the Holy Quran was completed in the caliphate of Hazrat _____ (RA).
- v) The capital of the caliphate was moved from Madina to _____ by _____.
- vi) The point from where the Arabs entered Spain is called _____.
- vii) The Muslims ruled Spain for _____ years.

2. How did Gibraltar get its name?

3. Why are the years 711-712 CE important in the history of Sindh?

Lesson 15: Europeans and the subcontinent

1. Complete the following sentences.

- i) The Europeans who visited the subcontinent were amazed by _____

- ii) Sir Thomas Roe came to Jehangir's court as _____.
- iii) Among traders who settled in the subcontinent were the _____
_____.
- iv) The Europeans set up _____ in.
- v) The _____ became stronger when the Mughal rule _____.
- vi) The headquarters of the East India Company were in _____.

2. Why, do you think, were the British more successful than the other Europeans in staying on in the subcontinent?

Lesson 16: The struggle for independence

1. Why did Mohammed Ali Jinnah fight for the creation of Pakistan?

2. What did Mohandas Gandhi do in 1942? What did he aim to achieve?

3. Explain what is meant by 'Partition'. When did this take place?

4. What is East Pakistan called today?

Lesson 17: Lessons from history

1. What title was Syed Ahmed Khan presented with? Who gave it to him? Why?

2. Complete the following sentences:

- i) Sir Syed Ahmed Khan set up the _____.
College in _____, in _____ (year).
- ii) Allama Iqbal studied _____ at _____
in _____.
- iii) He was inspired by the _____
_____, in _____.
- iv) Iqbal was given the title 'Sir' by the _____ in _____.
- v) Mohammed Ali Jinnah was a member of the _____
and also of the _____.

Lesson 18: After independence, 1947-71

1. Why did trouble begin in Kashmir in 1948?

2. What two posts did Khwaja Nazimuddin hold in the Pakistan government?

3. What important event took place in 1965?

4. Name the two new political parties in East and West Pakistan, and their leaders.

Lesson 19: Pakistan since 1971

1. Who is the present Prime Minister of our country?

2. Who took over as Acting President after the death of General Zia-ul-Haq in August 1988?

3. Make a timeline to show the important dates of Benazir Bhutto's political career.

Lesson 20: More about human rights

1. How do you think you can help some needy people? Why is it important to do so?

2. What does EPA stand for?

3. What work did Dr Akhtar Hameed Khan do? What awards did he receive?

4. Give the names of two other personalities of Pakistan who are working to help the people of the country, and write what they are doing.
