

A COMPREHENSIVE COURSE FOR PRIMARY CLASSES

# Know Your WORLD

5

Social Studies for Pakistan

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Teaching  
Guide

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# INTRODUCTION

*Know Your World* is a comprehensive set of textbooks for Social Studies in Pakistan for Classes 1 to 5. This five-level course, based on the Pakistan National Curriculum 2007, consists of:

- five Textbooks,
- five Teaching Guides.

The general approach is interactive and aims to create in students an awareness of their surroundings and, above all, creativity. By the time the students complete this course, they should be observant and responsive in a reasonable and responsible way and be prepared for the challenges of future.

## TEACHING METHODOLOGY

The learning method of children is different from that of adults. This course is designed to satisfy their needs.

- Children focus on themselves and their immediate surroundings—they should be provided the opportunity to exchange information about themselves, their families, homes, and friends.
- Children learn by doing—activity-based learning encourages students to be responsive and creative.
- Children learn and forget quickly—reinforcement of the learning is very important from time to time.
- Children learn and work at different paces—students should be given due attention and a variety of activities.
- Children should be encouraged to cooperate with their peers—information sharing should be encouraged.
- Children learn holistically—every lesson should be engaged with real life and their environment.

## THE CONTENT

The textbooks are divided into a number of units which are interlinked by topic and develop progressively through the series.

## THE TEACHING GUIDE—PAGE BY PAGE LESSON NOTES:

These include:

- Previous knowledge (concepts with which children are already familiar)
- New vocabulary which should be explained at the start of the lesson; the textbooks also have a glossary at the end.
- Learning objectives
- Method (a) Introduction (b) Development (c) Closure
- Assessment (a) Content Review (b) Going Further (application)
- Answer keys to the textbook tasks
- Sample test papers at the end of each unit
- Some suggestions to make a lesson interactive

The time required for explanation and teaching will vary according to the needs of your students. Lesson planning should be done according to the timetable period allocation.

Some suggestions for making lessons interactive:

### I Questions:

- Using questions: ask questions at the end of each sub-topic or theme. Following the questions, give students time to reply, sum up the topic, and move on.
- Inviting students' questions: encourage students to ask questions throughout the lesson.

- Assessing students' learning from a lesson: students can be assessed by asking them to write 2–3 important or interesting things they have learnt in the lesson.

## II Discussion:

Discussion is a valuable form of interaction between students' groups. They should be left to discuss, comment, or decide. Questions are the best way to start a discussion. Give students time to think. Write down some points to guide the discussion. Conclude the discussion by summing up the answers of all the students.

## III Role play:

Role play is characterization of the topic. Students can learn the content by observing and acting.

- Write a role play.
- Select players.
- Allow students time to read and understand their roles.
- Discuss and summarize the contents of the role play.
- Ask students to talk or write about the feelings, attitudes, and perspective of each character.

## IV Cooperative learning:

Cooperative learning takes place when students work in groups to enhance their own and each other's learning. Thinking, writing, pairing, and sharing are the four steps for group study.

## ASSESSMENT

Assessment is the process of recording, usually in measurable terms, the learning, knowledge, and skills of the students.

There are different types of assessment. The assessment applicable at primary level is mainly:

1. Formative and summative
2. Objective and subjective
3. Informal and formal

**Formative assessment** is generally carried out throughout a course and helps the teaching-learning process. This informal assessment can be based on feedback by peers and observation by teachers.

**Summative assessment** is carried out at the end of a course, for example, term tests and examinations. These are formal assessments.

There are various types of objective and subjective questions.

**Subjective assessment** is a form of questioning which may have more than one correct answer. Subjective questions include extended answer tasks and essays.

**Objective assessment** is a form of questioning which has a single, correct answer. Objective question types include true/false answers, multiple choice, and multi-response and matching questions.

These definitions are given to help teachers with student assessment throughout the academic year. Sample test papers are also provided in the Teaching Guides for this purpose. It is suggested that all components of Question I (subjective) carry 2 marks each while all components of Question II (objective) should carry 1 mark each.

## CONCLUSION

Students will enjoy learning if they feel secure about succeeding. *Know Your World* will give them a solid foundation for learning social studies, but please adapt its content to your own situation as required—no book can replace a good mentor.

## Looking at regions

Pakistan can be divided into five physical regions: mountains, plateaus, plains, deserts, and delta. Each of these regions has particular characteristics which affect the lifestyle, occupations, and living conditions of people. People living in similar physical regions of other countries are found to have much in common with Pakistanis. A comparison can be made between these.

### PREVIOUS KNOWLEDGE

Students have studied the various physical features of Pakistan.

### VOCABULARY

tourism, cattle breeding, deposits, inhabitants, quarries

### LEARNING EXPECTATIONS

Students should be able to:

- identify the key physical regions of Pakistan and describe the distinctive characteristics of each
- locate on a world map other physical regions sharing similar characteristics
- compare the lives of people in different physical regions of Pakistan with those of people living in similar regions in other countries

### PREVIOUS KNOWLEDGE

Students have studied the physical features of Pakistan in Class 4.

### METHOD

#### (a) Introductory activity

Begin by asking students to name the physical features of Pakistan. List these on the board.

Explain to them the meaning of the word 'region' saying that it comprises areas which have common physical features, e.g. large areas whose most prominent feature is mountains would be called a mountainous region. Similarly, the area where plains are located will be known as a 'plains' region. It helps to divide large areas of land into regions in order to study them.

#### (b) Development

Read the lesson with the children and explain the content and the illustrations. Keep the class interactive by asking questions.

#### (c) Closure

Explain the given exercises.

### Assessment

Ask them to do the Content Review questions. Help them where required.

## CONTENT REVIEW (PAGE 6)

### Answer key

1. A region is a large area which is characterized by a common physical or climatic feature, a mountainous region, or a hot climatic region.

2.

Regions of Pakistan	Similar regions in the world
mountains	mountains in Nepal
plateau	plateau in Iran
Indus Plain	Gangetic plain in India
deserts	Sahara desert in Africa
Indus Delta	Nile Delta in Egypt and Mississippi Delta in the USA

3. **People living in mountainous regions:** In both Pakistan and Nepal, people make a living through cattle breeding, agriculture, and tourism. Herbal medicines are a good source of income too.

**People living in plateaus:** In Pakistan and Iran, people make a living largely by mining. They also engage in small-scale agriculture.

**People living in plains:** The plains of Pakistan and India have fertile soil and plenty of water, so people engage largely in agriculture. Almost all types of important crops grow here.

**People living in deserts:** The harsh climate and lack of water compel the people living in deserts of Pakistan and Africa to rely on raising livestock for a living. Limited agriculture is possible here only in the oases.

**People living in deltas:** The main occupation of the people of the deltas of the Indus, Nile, and Mississippi is fishing.

### GOING FURTHER

Q1 Should be individual work. Provide an outline world map to each student.

Q2 Divide the class into groups and ask them to do the work. Arrange for some old magazines, newspapers, old picture calendars to make the guidebook. Help the students at every stage.

### ADDITIONAL QUESTIONS

1. Describe the mountainous regions of Pakistan.
2. Describe the plateaus of Pakistan.
3. When are *rabi* and *kharif* crops grown? Give two examples of each.
4. What is the origin of the term 'delta'?

## Unit 1: The Earth and the Environment

Topic: Looking at regions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Looking at regions	<ul style="list-style-type: none"> <li>to describe the mountainous regions of Pakistan and compare them with similar mountainous regions in other parts of the world, focusing on Nepal</li> <li>to compare the lives of the peoples of these regions</li> </ul>	<ul style="list-style-type: none"> <li>compare the mountainous regions of Pakistan with similar regions in other parts of the world, in particular Nepal</li> <li>identify similarities in the lifestyles of the peoples of these regions</li> </ul>	World map, a map of Pakistan, and a map of Nepal Blank outline maps of Pakistan and Nepal	Introductory activity: 15 min. Development: 15 min. CW: 10 min.

**Key words:** region, characteristic, classify, climatic, topography

**Method:** Ask the students to close their eyes and imagine a completely flat world. Now ask them to describe what they imagined. (flat land, no mountains, no snow, no rivers, will there be rain? how would the crops grow ?.....) Explain that Earth, a most beautiful planet, is perfect in all aspects and is the only one where life exists. The various physical features that we are blessed with affect the weather conditions and are also the cause of diversity of lifestyle of the people living in various physical regions.

Explain the terms physical region and climatic region.

Explain that the students will study the mountainous regions of Pakistan and compare them with those of Nepal. On the world map locate Pakistan and Nepal and point out the mountainous regions of both countries.

Read the relevant pages from the textbook with the students and discuss the illustrations. Explain terrace farming and compare the living conditions and occupations of the people living in the mountainous regions of the two countries.

\*Mountains are home to approximately one-tenth of the world's people.

\*The highest fourteen mountains in the world are all found in the Himalayas.

**CW:** Content Review: Q1 and on the blank maps of Pakistan and Nepal mark the mountainous regions.

**HW:** How do people living in the mountainous regions of Pakistan earn their livelihood?

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Looking at regions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Looking at regions	<ul style="list-style-type: none"> <li>to describe the plateau regions of Pakistan and compare them with the plateau regions of Iran</li> <li>to compare the lives of the peoples of these regions</li> </ul>	<ul style="list-style-type: none"> <li>compare the plateau regions of Pakistan with the plateau regions of Iran</li> <li>identify similarities in the lifestyles of the peoples of these regions</li> </ul>	World map, a map of Pakistan and a map of Iran  Blank outline map of Iran	Introductory activity: 15 min.  Development: 15 min.  CW: 10 min.

**Key words:** limestone, gypsum, quarry, drill, refinery

**Method:** Draw a diagram of a plateau on the board. Ask the students to name and describe the landform you have drawn. After listening to their answers, explain that in geology and earth science, a plateau, also called a high plain or tableland, is an area of highland, usually consisting of relatively flat terrain. The largest and highest plateau in the world is the Tibetan Plateau, called the “roof of the world”, which is still being formed by the collisions of the Indo-Australian and Eurasian tectonic plates.

Explain that the students will be studying the plateau regions of Pakistan and Iran. On the maps on pages 1 and 2 locate the plateau regions of the two countries. (Also point out China and Tibet on the world map.) Ask the students to read the text under the heading ‘Plateau’ on pages 3-4 to themselves and try to identify the common features between the two plateau areas.

Draw two columns on the board and with the help of the students’ answers list the similarities of the plateau regions of Pakistan and Iran. Provide any necessary explanations.

**CW:** Q1 Name the natural resources found in the plateau regions of Pakistan.

On the outline map of Pakistan used in lesson 1 to mark the mountainous regions, ask the students to locate and mark the plateau regions using a different colour for each.

**HW:** Worksheet 2

## Unit 1: The Earth and the Environment

Topic: Looking at regions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Looking at regions	<ul style="list-style-type: none"> <li>to examine similarities between the Indus plain region of Pakistan and the Gangetic plain of India, and the Thar desert in Pakistan and the Sahara desert in Africa</li> <li>to compare the climate and crops grown in these areas</li> <li>to discuss the occupations of the peoples of these regions</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>compare the Indus plain region of Pakistan with the Gangetic plain region of India and the Thar and Sahara deserts</li> <li>describe the similarities in the lifestyles of the peoples of these regions</li> </ul>	World map, a map of Pakistan, and a map of India	<p>Introductory activity: 15 min.</p> <p>Development: 15 min.</p> <p>CW: 10 min.</p>

### Key words: densely, *kharif*, *rabi*

**Method:** Ask the students to look at the two pictures of plains on page 4. Elicit answers to the questions: How is the terrain different from that of the mountainous regions? (land is flat, one can see far, no hills to block the view) How is it suitable for growing crops? (flat land available for growing crops, soil is fertile, plenty of rain and sunshine)  
What do you think is the main occupation of people in these regions? (farming/agriculture)  
Explain the two types of crops *kharif* and *rabi*.

Ask the students to suggest reasons for the two different types of crop in a year. (weather conditions are favourable: the summer is not as hot as it is near the Equator. Winter is also mild; no snowfall as in the mountainous regions; fertile soil, plenty of water and sunshine, rainfall in summer as well as winter)

Why are the plain regions thickly populated? (good weather conditions, food and jobs easily available)

Read the text with the students and supply any necessary explanations.

Next elicit answers to the questions: How is a desert region different from a plain region? Discuss the occupations of people in the desert areas. On the board draw two columns and list the differences between the plain and the desert regions based on the students' answers.

**CW:** On the same outline map of Pakistan used earlier locate and mark the plain regions and the desert areas using a different colour for each.

**HW:** Explain Going Further Q2 and ask the students to prepare for it.

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Looking at regions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. Looking at regions	<ul style="list-style-type: none"><li>to compare the Indus delta in Pakistan with the Nile delta in Egypt and the Mississippi delta in the USA</li><li>to identify similarities in the available natural resources and the occupations of the peoples in these regions</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>compare the Indus, Nile and, the Mississippi deltas</li><li>describe the similarities in the lifestyles of the peoples of these regions</li></ul>	World map, a map of Pakistan	Introductory activity: 10 min.  Development: 10 min.  CW: 20 min.

**Key words:** respectively, delta, fragment

**Method:** On the board draw a river and delta water flowing into the sea. Ask the students to define a delta. After listening to their answers explain how a delta is formed and why it is named a delta. Discuss the two relevant pictures on page 5. Read page 5 with the students. Discuss the weather conditions, occupations of the peoples living in the delta regions, and the importance of mangrove forests.

**CW:** On the same outline map of Pakistan, mark the delta area.  
Content Review Q2 and Q3

**HW:** Going Further Q1.  
Ask the students to collect material for producing a guidebook as explained in Going Further Q2.

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Looking at regions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
5. Looking at regions	<ul style="list-style-type: none"> <li>to help students produce a tourist guidebook</li> </ul>	<ul style="list-style-type: none"> <li>work as part of a group</li> <li>produce a tourist guide book</li> </ul>	Pictures from old magazines and calendars, chart paper, crayons, coloured pencils, etc.	Introduction: 5 min. CW: 35 min.

**Key words:** respectively, delta, fragment

**Method:** The groups should be formed in advance and each group should be allowed to choose a country for which it will make a tourist guidebook. The students should be encouraged to find information from the Internet and books. Chart paper should be cut so that it can easily be made into the shape of a booklet. Help the students at every stage. Display the booklets in and outside the classroom.

**HW:** Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Write a sentence about each of the following, explaining what they are.

physical region: \_\_\_\_\_

\_\_\_\_\_

climatic region: \_\_\_\_\_

\_\_\_\_\_

topography: \_\_\_\_\_

\_\_\_\_\_

terrace farming: \_\_\_\_\_

\_\_\_\_\_

arable agriculture: \_\_\_\_\_

\_\_\_\_\_

II. Complete the following sentences.

The mountainous regions of Pakistan have lots of huge \_\_\_\_\_

\_\_\_\_\_ and fast flowing \_\_\_\_\_.

Because of their scenic beauty, the mountainous regions attract

\_\_\_\_\_.

Mount Everest is located in \_\_\_\_\_.

K2 is located in \_\_\_\_\_.

People living in the mountains sometimes sell \_\_\_\_\_ medicines collected from the forest.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Write a definition of a plateau.

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II. Fill in the blanks.

1. In the plateau areas of Pakistan, natural resources such as \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are found.
2. \_\_\_\_\_ and the \_\_\_\_\_ are located to the south of the mountainous regions.
3. In the salt mines of Khewra, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are quarried.
4. The \_\_\_\_\_ oil refinery is the oldest in Pakistan.
5. The \_\_\_\_\_ oil refinery is one of the largest in Iran.
6. People living in the plateau regions of Pakistan and Iran work either on farms or in the \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

III. Say whether the following statements are true or false.

The plateau regions of Pakistan are similar to those of Afghanistan.

\_\_\_\_\_

There are fast flowing rivers in the plateau regions. \_\_\_\_\_

Oil deposits found in Iran are much larger than those found in Pakistan.

\_\_\_\_\_

The main occupation of people living in the plateau regions is fishing.

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Match the following.

Indus	plateau
Sahara	mountains
Potohar	plain
Karakoram	delta
Arabian	desert
Nile	sea

II. Fill in the blanks.

Plains

1. The majority of the people living on the plains work as \_\_\_\_\_.
2. The soil is \_\_\_\_\_, and \_\_\_\_\_ is plentiful on the plains.
3. The \_\_\_\_\_ crops grown in summer include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, millet, and sugar cane.
4. The \_\_\_\_\_ crops grown in winter include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and mustard.
5. The \_\_\_\_\_ plains region of India is similar to the \_\_\_\_\_ plains region of Pakistan.
6. Plains regions are \_\_\_\_\_ populated.

I. Complete the following sentences.

1. Life in the desert is \_\_\_\_\_.  
\_\_\_\_\_
2. The Mississippi and the Indus deltas are good breeding places for \_\_\_\_\_  
\_\_\_\_\_
3. Arak is one of the main \_\_\_\_\_.
4. The topography of Nepal is similar to the \_\_\_\_\_.
5. A delta is formed when \_\_\_\_\_.

II. Say whether the following statements are true or false.

1. In desert areas people usually engage in raising livestock. \_\_\_\_\_
2. The Nile Delta is in Egypt. \_\_\_\_\_
3. The desert regions are densely populated. \_\_\_\_\_
4. The Indus Delta is rich in mangrove forests. \_\_\_\_\_
5. Many people in the delta region farm and breed livestock. \_\_\_\_\_
6. The Thar desert is in Africa. \_\_\_\_\_

# From weather to climate

Weather is the state of the atmosphere in terms of precipitation, temperature, humidity, winds, and air pressure on a daily basis. On the other hand, when a particular type of weather persists over long periods of time we refer to it as the climate. It would not be wrong to say that climate is the average weather over a period of time.

The world is divided into different climatic regions. Pakistan is situated in the tropical climate region of the Earth. Countries in this region generally have a climate that is hot and humid with high precipitation. Since there are other factors too that affect a region's climate, Pakistan enjoys a big variation in rainfall and temperatures depending on the height above sea level, distance from the sea, and altitude of a particular place.

Severe climatic conditions can bring misery to the land and people, e.g. through flooding and drought.

## PREVIOUS KNOWLEDGE

Students are aware of different weather conditions and their effects on our daily life.

## VOCABULARY

factor, latitude, Equator, retain, monsoon, precipitation, considerable

## LEARNING EXPECTATIONS

Students should be able to:

- differentiate between weather and climate
- explain the factors that affect weather
- describe the general types of climate
- identify the different climatic regions on a world map
- describe the climate of different physical regions of Pakistan
- calculate the average monthly temperature of their city

## METHOD

### (a) Introductory activity

Write 'Weather' on the board and ask students to describe the weather on that particular day and the day before. Take a few answers. Then write 'Climate' on the board. Elicit answers as to what climate is. Explain the difference between weather and climate. Then give them the following exercise to do.

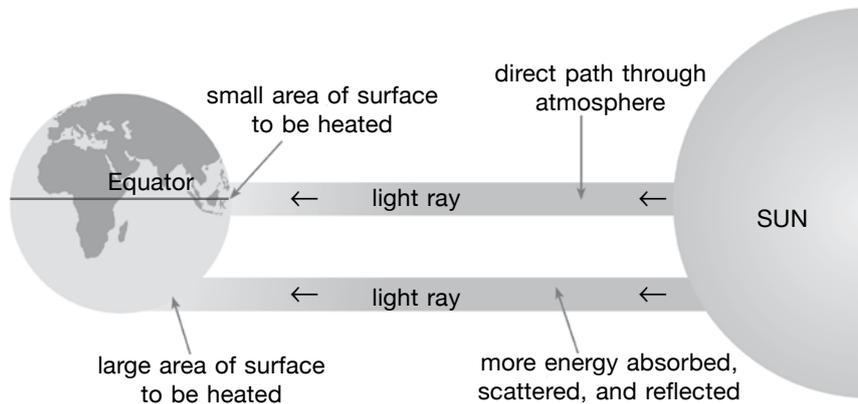
Ask students to write a paragraph on My Favourite Weather. They should mention where their favourite weather would be found and why they like the weather they chose.

### (b) Development

Read the lesson with the children. Explain to them the factors that affect weather and climate.

Tell them that when the weather condition of an area remains persistent for at least 30 years, it is then called the climate of that area.

- Explain why there are different climates in the world.
- Explain the reason for hot and cold climate by use of diagrams on the board.
- Explain the general types of climate using illustrations.
- Describe the climatic regions of the world. Use different colours on a world map to show different climates.
- Describe the climate of Pakistan using the given map.



The further a region is from the Equator, the cooler its climate

- Explain how climate affects the way we live.
- Explain how climate can cause us harm.

### (c) Closure

Explain the given exercises.

### ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

### CONTENT REVIEW (PAGE 14)

#### Answer key

1. Weather is the conditions in the atmosphere such as wind, rain, or temperature, at a particular time in a particular area. Climate is the general weather conditions found at a particular place for at least 30 years.
2. The different factors that affect weather are temperature, precipitation, humidity, wind, and air pressure. They are measured by thermometer, rain gauge, hygrometer, wind vane, and anemometer respectively.
3. There are three reasons for different climates in the world. One is latitude: at the Equator, the distance between the Earth and the Sun is the least, therefore, the areas closest to the Equator experience a hot climate. The further the region is from the Equator, the cooler its climate. Second is sea level: the higher a place, the cooler it is because temperature decreases by  $1^{\circ}\text{C}$  with every 200 metres of altitude. The third reason is distance from the sea: in summer the sea is cooler than the land and so the cool breezes blowing across the sea keep the coastal regions cooler than regions lying inland. In winter, the reverse happens and the warm sea breezes keep the temperature mild in the regions near the sea.

4. There are six main climatic regions of the world:

Climatic regions	Location
Polar	coldest parts of the world
Mountain	high altitude mountains
Temperate	areas with moderate temperature
Tropical	hot and humid areas with heavy rainfall
Desert	hot temperature in the day and freezing at night
Equatorial	areas which are hot and humid throughout the year and receive violent thunderstorms

5. There are five climatic regions in Pakistan:

The mountainous region: In these areas winters are long and extremely cold. The temperature often stays below 0°C. These areas receive heavy snowfall in winter and heavy rainfall in summer. Because of this, the people who live here have a hard life.

The plains region: In these areas summers are long and hot. People have to abandon outdoor work during the hottest part of the day. As there is not enough rainfall, farmers have to irrigate their fields.

The desert region: Summers and winters are both extreme in these areas and it rarely rains. People have a hard life.

The coastal region: Moderate temperature in both summer and winter. Winters are mild but short. There is little rainfall in these areas. People living in these areas find the weather most pleasant.

The plateau region: These areas enjoy hot summers and mild winters and receive considerable rainfall in summer. People are engaged in agriculture, but they have to bear the hot weather.

### GOING FURTHER

Students can work in groups to do this exercise. Help them to record daily temperature readings or provide data from newspapers or other sources. In the end, help them to calculate the average temperature. Display your finding on the bulletin board.

### ADDITIONAL QUESTIONS

1. How does a wind vane work?
2. What is humidity? What instrument is used for measuring it?
3. What is the job of a meteorologist?

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: From weather to climate	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Some factors that affect weather	<ul style="list-style-type: none"> <li>to explain what weather is and the factors that affect it</li> <li>to explain how different weather conditions are measured</li> </ul>	<ul style="list-style-type: none"> <li>describe different weather conditions</li> <li>explain the factors that affect weather</li> <li>identify the instruments and units used to measure different weather conditions</li> </ul>	Instruments for measuring weather conditions	Introduction: 10 min. Development: 15 min. CW: 15 min.

**Key words:** atmospheric condition, precipitation, meteorologist

**Method:** Write 'Weather' on the board and ask the students to describe the day's weather. Listen to a few answers and then write the following words on the board: temperature, precipitation, humidity, wind, air pressure. Ask the students to explain what they understand by each of these terms. Explain each term giving examples of what happens when each of the above is either high or low. Explain what a meteorologist is and what happens at a meteorological station. Read the text on page 7 and refer to the illustration of the weather station. Study the chart on page 8, giving any necessary explanations.

**CW:** Write a paragraph on 'My Favourite Weather'

**HW:** Look up the day's weather forecast on the Internet, in a newspaper or on the television weather news and fill in the given chart. Worksheet 5

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: From weather to climate	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Climate Reasons for different climates in the world	<ul style="list-style-type: none"> <li>to differentiate between weather and climate</li> <li>to examine the reasons for different climates in the world</li> </ul>	<ul style="list-style-type: none"> <li>explain the difference between weather and climate</li> <li>explain the reasons for different climates in the world</li> </ul>	World map The diagram on page 14 of the Teaching Guide and the illustration on page 10 of the textbook, preferably drawn on chart paper. Blank outline map of the world for each student	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** atmospheric pressure, moderate, hemisphere, altitude

**Method:** Write the word 'Weather' on the board. Very briefly review the previous lesson. Now write 'Climate' on the board and ask the students to explain how climate is different from weather. Explain the difference between the two.

Read page 9 with the students. Explain the imaginary lines of longitude and latitude, the Equator, the Northern and Southern hemispheres. With the help of the diagram on page 14 of the Teaching Guide, explain why there are different climates in the world and the reasons for hot and cold climates. Discuss the general types of climate using the illustration on page 10 of the student's book.

**CW:** Content Review Q1

**HW:** Content Review Q2

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: From weather to climate	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Climatic regions of the world	<ul style="list-style-type: none"> <li>to examine the different climatic regions of the world</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the different climatic regions of the world</li> </ul>	World map A blank outline map of the world for each student	Introduction: 10 min. Development: 10 min. CW: 20 min.

**Key words:** polar, temperate, tropical

**Method:** With the help of the world map on page 10 explain the climatic regions of the world. Ask the students to look at the pictures on page 11 and discuss with their partner the climate and terrain of each of the climatic regions.

**CW:** Content Review Q3 and Q4.

**HW:** On a blank world map colour and label the different climatic regions of the world.

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: From weather to climate	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. The climate of Pakistan	<ul style="list-style-type: none"><li>to examine the climates of the different physical regions of Pakistan using the key and the map on page 12</li></ul>	<ul style="list-style-type: none"><li>describe the climates of the different physical regions of Pakistan</li></ul>	Map of Pakistan on page 12	Introduction: 15 min. CW: 25 min.

**Key words:** extreme, considerable, monsoon

**Method:** With the help of the map on page 12 explain the different kinds of climate in the various physical regions of Pakistan. Put the students in groups of three or four. Ask them to take turns to read the text, discuss and then complete the worksheet provided. (Unit 1 Worksheet 7)

**HW:** Content Review Q5  
Collect data for the Going Further exercise.

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: From weather to climate	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
5. Climate affects the way we live The climate can also cause harm to our lives	<ul style="list-style-type: none"> <li>to examine the effects of climate on the way we live</li> <li>to examine the harmful effects of climate</li> </ul>	<ul style="list-style-type: none"> <li>explain how climate affects our lives</li> <li>explain how climate can cause us harm</li> </ul>		Introduction: 15 min. Development: 15 min. CW: 10 min.

**Key words:** saturate, dehydration, heatstroke, avalanche, disrupt

**Method:** Elicit answers to the questions: When the climate of a place is hot, what kind of clothes do people wear? What do they eat and drink? How do they spend their day? How are these things different where the climate is cold? What do you understand by moderate climate? Where would you prefer to live? Why? Listen to the students' answers and supply any necessary explanation.

Continue by asking: What effect does climate have on crops? Explain the climatic conditions suitable for *kharif* and *rabi* crops.

Discuss the reasons for flooding in Pakistan and the damage it causes to life and property. Explain how flash floods occur and cause damage.

Highlight the problems caused by extreme summer and winter temperatures and the destruction caused by avalanches and landslides. Read the relevant text on pages 13 and 14 with the students and supply any necessary explanations.

**CW:** The students have been asked to collect data to calculate the average temperature of their city for the previous month. Explain how that can be done. Assist the students where required and compare their answers.

**HW:** Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Complete the following chart.

<b>Weather conditions</b>	<b>Instrument used for measuring</b>	<b>Unit used for the measurement</b>
temperature		
		north, south, east, west and the intermediate directions
rainfall		
	barometer	
		knots (nautical miles per hour)
	hygrometer	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Complete the following sentences.

1. The further we go from the Equator towards the North and the South Poles, \_\_\_\_\_.
2. The climate in tropical regions is \_\_\_\_\_.
3. In the equatorial region the temperature stays \_\_\_\_\_.
4. The climate in the temperate regions is \_\_\_\_\_.
5. At high altitude the climate is \_\_\_\_\_.
6. Polar regions are always \_\_\_\_\_.
7. Temperatures in the desert regions range from \_\_\_\_\_.
8. The higher a place is above sea level, \_\_\_\_\_.
9. Climate is the common weather condition of an area for at least \_\_\_\_\_.
10. Meteorologists use \_\_\_\_\_ and \_\_\_\_\_ to forecast the weather accurately.

II. Fill in the blanks.

1. The climate is based on the \_\_\_\_\_ of the region.
2. The sea is cooler than the land in \_\_\_\_\_.
3. Coastal areas have mild winters due to the \_\_\_\_\_.
4. The \_\_\_\_\_ divides the Earth exactly into two halves.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Winter months	Summer months	Lowest temperature	Highest temperature	Rainfall	Weather conditions (wind effect)	Effects on people's lives
<b>Plateau region</b>							
<b>Coastal region</b>							
<b>Desert region</b>							
<b>Plains region</b>							
<b>Mountainous region</b>							

# Can people affect climate?

Development in the name of modernization and the irresponsible lifestyle of developed nations are affecting the Earth's environment. Earth's atmosphere is getting warmer as greenhouse gases, like carbon dioxide, become trapped in the atmosphere, causing the greenhouse effect. This phenomenon is called global warming. These activities are also damaging the ozone layer which is the oxygen shield of the Earth. Students should know ways to minimize these negative effects, such as taking care of trees and decreasing the use of fossil fuels.

## PREVIOUS KNOWLEDGE

Students are aware that there are different types of climate on the Earth. They are also aware that climate affects the way we live and it can bring harm to our lives.

## VOCABULARY

global warming, pressurized cans, radiation, fossil, concentrated

## LEARNING EXPECTATIONS

Students should be able to:

- explain how human activities affect the climate
- understand that human activities are responsible for causing the greenhouse effect
- identify ways to reduce adverse effects of human activities on climate

## METHOD

### (a) Introductory activity

#### Discussion

Now that students understand the difference between weather and climate, ask some of them to name their favourite climate. Then ask them if they know that our actions can actually change climate. Write 'The greenhouse effect' on the board.

Ask if anyone can explain what a greenhouse is. Note the responses. If necessary, explain that a greenhouse is a small room made of glass used for growing plants in cold weather. The heat of the Sun enters through the glass walls; the warmed air becomes trapped inside due to the closed space, thus keeping the greenhouse warm.

A similar action takes place in a car which is parked outside in the sun.

In much the same way, greenhouse gases emitted from burning fossil fuel rise up high in the atmosphere and make a ring around the Earth. The heat from the Sun enters the atmosphere but cannot escape as it is blocked by the greenhouse gases. This results in rising temperatures on the Earth just like in a greenhouse.

Explain the greenhouse effect by drawing a diagram on the board.

### (b) Development

Read the lesson with the students.

### (c) Closure

Explain the given exercises.

## Assessment

Ask them to do the Content Review and Going Further exercises.

### CONTENT REVIEW (PAGE 17)

#### Answer key

1. The heat from the Sun heats up the Earth. This heat is radiated back into space but is blocked by the envelope of greenhouse gases around the Earth. Normally, this is good for us; if this did not happen and all the heat was radiated out, the temperature of the Earth would be 15° cooler. However, the problem that has now arisen is because of the reckless burning of fossil fuels that emit greenhouse gases. With the increase in carbon emissions, the temperature on Earth is beginning to rise. Even a small increase in the global temperature leads to significant climate and weather changes, affecting rainfall, wind patterns, the frequency and severity of storms, and the duration of seasons.
2. People should reduce their use of fossil fuels, and stop wastage of natural resources. They should buy and use products made from recycled material.  
Reduce, reuse, and recycle.  
Tell family and friends that energy efficiency is good for their homes and good for the environment because it lowers greenhouse gas emissions and air pollution.

### GOING FURTHER

This should be done as group work. Pupils can put up their ideas with illustrations as displays in the class. The second activity will need guidance from the teacher.

### ADDITIONAL QUESTIONS

1. What is the ozone layer? How does it help us?
2. Why is it bad to use sprays from pressurized cans?
3. What harm can ultraviolet radiation cause?
4. How does a greenhouse work? What is its use?

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Can people affect climate?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. What is the greenhouse effect?	<ul style="list-style-type: none"> <li>to explain the greenhouse effect</li> <li>to explain how human activities affect climate</li> </ul>	<ul style="list-style-type: none"> <li>describe the greenhouse effect</li> <li>explain how human activities affect climatic conditions</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.
<p><b>Key words:</b> greenhouse, radiate, fossil fuel, purify</p> <p><b>Method:</b> Write the term 'Greenhouse effect' on the board. Ask the students what they understand by the term greenhouse effect. Listen to their answers. Refer to the definition and the picture in the box on page 15. Read and explain the text under the heading 'What is the greenhouse effect?' on page 15.</p> <p>Write the term global warming on the board. Ask questions to assess the students' knowledge of global warming. Read the relevant text with the students and then ask them to suggest reasons for global warming. Write the points on the board. Explain that even a small increase in the global temperature can lead to significant climate and weather changes. Point out that Pakistan is also being greatly affected; there are more rains, floods, etc.</p> <p>Draw a diagram to explain the greenhouse effect and how the heat from the Sun enters the atmosphere but cannot escape because of the greenhouse gases, causing global warming.</p> <p><b>CW:</b> Content review Q1</p> <p><b>HW:</b> Content review Q2</p>				

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Can people affect climate?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
<p>2. How will the increase in the Earth's temperature affect us? The ozone layer What can we do?</p>	<ul style="list-style-type: none"> <li>to identify the adverse effects of global warming and depletion of the ozone layer</li> <li>to explore preventive measures</li> </ul>	<ul style="list-style-type: none"> <li>explain the adverse effects of global warming and reduction of the ozone layer</li> <li>explain how to minimize the harmful effects</li> </ul>		<p>Introduction: 10 min. Development: 15 min. CW: 15 min.</p>
<p><b>Key words:</b> ozone, concentrate, ultraviolet, radiation, pressurize</p> <p><b>Method:</b> Begin by asking: If the temperature of the Earth rises, what will happen? Listen to the student's ideas. Explain that the ice caps have already started to melt. Explain its adverse effects on the climate, oceans, land, crops, livestock, and the people. Explain what the ozone layer is and how it is an important protection against the harmful rays of the Sun. Discuss how human activities are damaging this shield and what steps should be taken to protect it.</p> <p><b>CW:</b> Discuss Going Further Q1. Put the students in groups of 3 or 4. Ask them to brainstorm and suggest ways to reduce the effects of human activities on climate change.</p> <p><b>HW:</b> Explain Going Further Q2. The students should collect the data as homework and then, working in groups, put it together in class. The teacher should provide guidance at every step.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Write a sentence or two about each of the following, explaining what they are.

meteorological station: \_\_\_\_\_

\_\_\_\_\_

greenhouse effect: \_\_\_\_\_

\_\_\_\_\_

polar regions: \_\_\_\_\_

\_\_\_\_\_

global warming: \_\_\_\_\_

\_\_\_\_\_

II. List three things you should do to stop global warming:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

III. List three things you should not do to stop global warming:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Natural disasters

In this lesson, students will gain a better understanding of natural events and consider the dangers that natural hazards and natural disasters pose to humans. Through writing, and by gathering and comparing data, students will examine factors that make natural hazards a threat to people.

When the effects of natural phenomena like rain, movement of the Earth, winds, etc. are severe, they result in natural disasters. Earthquakes, cyclones, floods, avalanches, and landslides are some examples of natural disasters. Students should be taught to take safety measures in case of such occurrences.

## PREVIOUS KNOWLEDGE

Human activities can change the face of the Earth.

## VOCABULARY

natural phenomenon (plural phenomena), disaster, utility, wipe out, absorption, abruptly, emergency, massive, vibration, steep, avoid

## LEARNING EXPECTATIONS

Students should be able to:

- explain how common natural disasters (floods, earthquakes, cyclones, avalanches, landslides) occur.
- describe what safety measures can be taken in case a natural disaster occurs.

## METHOD

### (a) Introductory activity

Begin by asking students if they have ever been in a severe thunderstorm. Ask them to write words or phrases that describe the storm, e.g. windy, rainy, dark clouds, loud thunder. Now ask them how it made them feel. They will come up with words like scared, excited, happy to be indoors.

Explain that scientists describe their observations about natural disasters, much as students did about thunderstorms, but they use special words and phrases to describe and measure these. Tell students they are going to learn about natural events that pose hazards to people.

### (b) Development

Explain the term 'natural disaster'.

Working in pairs, ask students to list actual natural events, such as a recent earthquake, storm, or flood. Ask them to decide which disaster they consider the worst and why. Then read the lesson with students explaining in detail how these disasters occur, laying stress on the steps students can take to keep safe in such an event.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 21)

### Answer key

1. Cyclones: Cyclones develop when the sea is heated by the Sun and the air above the water warms up and rises. Upon reaching height it cools down, becomes loaded with moisture, and takes the form of very thick thunder clouds. These clouds can develop into a cyclone.

Floods: When rainfall is so heavy that the soil's rate of absorption is not fast enough, water starts to collect on the surface and this results in flooding. Sometimes a river overflows its banks when, because of heavy rainfall, there is more water than it can hold.

Avalanche: An avalanche occurs when masses of snow and ice slide down mountain slopes.

2. The Earth's interior is semi-solid on which float the huge plates which form the Earth's crust. These plates move very slowly in different directions. When they rub against each other, they cause the surface of the Earth to shake. This causes earthquakes.
3. In case of an earthquake, we should take cover under anything strong like a table or a desk which would protect us from falling objects. When the quake stops, we should immediately move outside to an open area away from buildings.

### GOING FURTHER

Q1 Provide students information about floods from the Internet or old newspapers, on the basis of which they can make reports.

Q2 Divide students into groups.

Use the Internet and magazines which have pictures and information about the 2005 earthquake. Try to get books or magazines from the library on the subject. You should help them to do the work. One group may work on finding the information about the affected area. The other group can find out about the organizations which helped the people affected by the earthquake.

### ADDITIONAL QUESTIONS

1. What safety steps should be taken in case of flooding?
2. What is a landslide and what damage can it cause?
3. Have you ever experienced a natural disaster? What kind of disaster was it and what did you do to save yourself from harm?

## SAMPLE TEST PAPER, Unit 1

I. Answer the following questions:

1. Why do geographers divide land into regions?
2. What are the similarities between the Indus and Gangetic plains?
3. Describe the mountainous regions of Nepal. What sources of income are available to the people there?
4. Compare the Thar and Sahara Deserts.
5. Why do the climates of different physical regions of Pakistan differ?
6. Explain the ways in which the climate can harm people?
7. What is the function of a weather station?
8. How does climate affect the way we live?
9. Explain how global warming is affecting us?
10. In what ways is human activity affecting the climate?
11. What are cyclones? How are they caused?
12. What are fossil fuels? How were they formed?

II. Fill in the blanks:

1. The Indus Delta is a good breeding place for \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. K2 is \_\_\_\_\_m high.
3. The instrument for measuring air pressure is called a \_\_\_\_\_.
4. The climate of tropical regions is \_\_\_\_\_ and \_\_\_\_\_.
5. The further we go from the Equator, the \_\_\_\_\_ the climate is.
6. Pakistan is located in the \_\_\_\_\_ climatic region of the world.
7. CFC stands for \_\_\_\_\_.
8. Trees are called the \_\_\_\_\_ of the Earth.
9. Give the month and year when the earthquake occurred in the northern areas of Pakistan.
10. A \_\_\_\_\_ kit should always be at hand in our homes.

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Natural disasters	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Natural disasters	<ul style="list-style-type: none"> <li>to examine the causes and occurrence of natural disasters (earthquakes)</li> <li>to explain the safety measures that should be taken</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain why and how an earthquake occurs</li> <li>list the safety steps to be taken in such an event</li> </ul>		Introduction: 10 min. Development: 15 min. CW: 15 min.
<p><b>Key words:</b> natural phenomena (singular phenomenon), disaster, massive, virtually, wipe out, semi-solid</p> <p><b>Method:</b> Ask the students to work in pairs. Ask them to discuss and write down what they understand by the term natural disaster and also write the names of the natural disasters they have heard about or experienced. Give the students five minutes for this activity and then listen to some of their ideas. Explain that when the effects of a natural phenomenon are very severe and cause considerable damage, it is called a natural disaster. Explain that they will be studying why earthquakes occur and what safety measures should be taken in such an event. Read page 18 with the students and supply any necessary explanations.</p> <p><b>CW:</b> Content Review Q2</p> <p><b>HW:</b> Content Review Q3</p>				

## Unit 1: The Earth and the Environment

Topic: Natural disasters	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Natural disasters	<ul style="list-style-type: none"> <li>to examine the causes and occurrence of natural disasters (cyclones)</li> <li>to explain the safety measures that should be taken</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain why and how a cyclone develops</li> <li>list the safety steps to be taken in such an event</li> </ul>		Introduction: 10 min. Development: 15 min. CW: 15 min.

**Key words:** characterize, tidal wave, condense, disconnect, emergency kit, portable, clearance

**Method:** Ask the students if they had ever experienced or seen on television a cyclone or a windstorm. Listen to their responses. Next ask them what safety measures should be taken if there is a warning about an approaching cyclone. List these on the board. Read page 19 with the students and supply any necessary explanation.

**CW:** Write a paragraph on a natural disaster you may have experienced or seen on television. Describe the safety measures that should be taken in that particular disaster.

**HW:** Collect information for the booklet. Put up the questions given below on the board and ask the students to copy it.

### Natural disasters

For each of the natural disasters mentioned in your book find the following information using the Internet or books from the library. Compile a booklet according to the given format.

#### Name of the disaster

The reason or cause of the disaster

What happens during the occurrence of the disaster? Describe an affected area.

How is the warning given?

What safety measures should be taken?

Major similar disasters that took place in other parts of the world. (dates, area, and intensity)  
 Add pictures where possible.

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Natural disasters	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
3. Natural disasters	<ul style="list-style-type: none"> <li>to explain how to compile a booklet on a given topic</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>work as a member of a group to compile a booklet on Natural disasters</li> </ul>	Chart paper, pictures, crayons, glue, etc.	Introduction: 10 min. CW: 30 min.
<p><b>Method:</b> Make groups of 3 or 4 students. Ask them to take turns to read pages 19 and 20 and find out answers to the questions given earlier for the booklet on Natural disasters. Advise them to take one topic (one disaster) at a time, discuss the information gathered and write it on the chart paper provided, following the format given.</p> <p>The teacher should move around and assist where required.</p> <p>The students should be given ample time to complete their work. The finished work should be displayed in and outside the classroom. This will take at least two lessons.</p>				

Date:

Time: 40 mins

## Unit 1: The Earth and the Environment

Topic: Natural disasters	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
4. Natural disasters	<ul style="list-style-type: none"><li>to study the after-effects of a big flood</li><li>to explain report writing</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>discuss the after-effects of a big flood</li><li>write a report</li></ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.

**Method:** Initiate a class discussion on the after-effects of floods. Refer to the great flood in 2010. Highlight the destruction caused to the infrastructure, and the loss of life, property, livestock, and crops. Homelessness, disease, malnourishment, lack of schooling, etc. in the affected area should also be discussed. The miserable living conditions of the affected people after a year and more heavy rainfall in 2011 should also be focused on.

Explain that a report is always written in the third person or passive voice without personal references. Facts and figures should be authentic/realistic. If possible, the teacher should read a sample report on a similar topic to the students.

Read and explain the Going Further exercises. Ask the students to find more details from the Internet before beginning their reports.

The students should start writing the rough draft in class and complete the assignment at home.

Date:

Time: 40 mins

### Unit 1: The Earth and the Environment

Topic: Natural disasters	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
5. Natural disasters	<ul style="list-style-type: none"> <li>to study the effects of the 2005 earthquake</li> <li>to investigate how far the affected area has recovered</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>describe the effects of the 2005 earthquake in Pakistan</li> <li>assess the degree of recovery in the areas affected by the 2005 earthquake</li> <li>write a report</li> </ul>		Introduction: 10 min. CW: 30 min.
<p><b>Method:</b> Divide the students into four groups. Provide them with information about the earthquake of 2005. Use the Internet and magazines to obtain relevant pictures and information and use library books. Two groups should work on finding information about the affected areas. The other two groups should find out about the organizations which helped the people affected by the earthquake. Working in their groups, the students should discuss the assigned topic and then compile their report. The students' work should be displayed and the groups should be given time to move around and examine the reports. This assignment can be continued in the next lesson.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Wordsearch

Find the given words hidden in the wordsearch.

R	Y	L	A	T	I	T	U	D	E	C	B	H	A	T	O
M	F	D	L	F	A	E	C	D	A	S	C	T	R	G	P
O	V	E	T	D	R	M	T	R	O	P	I	C	A	L	G
D	H	S	I	E	T	P	A	F	R	T	L	S	D	J	R
E	D	A	T	C	A	E	O	B	S	R	I	F	T	O	E
R	S	F	U	R	B	R	O	L	M	Y	J	B	S	B	E
A	A	D	D	S	X	A	G	F	A	H	V	C	E	T	N
T	W	T	E	T	Y	T	U	I	O	R	P	L	K	B	H
E	X	F	G	H	J	U	H	U	M	I	D	I	T	Y	O
G	O	Z	O	N	E	R	M	B	F	R	U	I	O	P	U
O	J	I	L	K	H	E	C	E	T	Y	O	P	L	H	S
G	L	O	B	A	L	W	A	R	M	I	N	G	T	G	E

moderate

latitude

temperature

tropical

ozone

global warming

humidity

polar

altitude

greenhouse

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Complete the following sentences.

1. When natural phenomena have great adverse effects they become \_\_\_\_\_.
2. Strong revolving winds develop \_\_\_\_\_.
3. Earthquakes are caused by the movements of \_\_\_\_\_.
4. \_\_\_\_\_ and \_\_\_\_\_ cause extensive damage to life and property in the mountainous regions.
5. \_\_\_\_\_ are caused by heavy rainfall.
6. The towns of \_\_\_\_\_ and \_\_\_\_\_ were completely destroyed in the 2005 earthquake in Pakistan.

II. Describe two precautions that you should take in the event of:

1. earthquakes

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

2. floods

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

3. cyclones

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

flood	avalanche	earthquake	landslide	cyclone
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I. Say to which of the situations listed in the box the following apply.

- 1. Move to the strongest part of the house. \_\_\_\_\_
- 2. Take shelter under a strong table or desk. \_\_\_\_\_
- 3. Always check the weather forecast when in a snowy mountainous area. \_\_\_\_\_
- 4. Call the rescue services immediately in case of falling rocks in a mountainous area. \_\_\_\_\_
- 5. Build dams and a better drainage system to lessen the damage of this disaster. \_\_\_\_\_
- 6. A disaster caused by blasting or land erosion. \_\_\_\_\_
- 7. Move away from buildings. \_\_\_\_\_
- 8. Stay indoors until an official clear signal is given. \_\_\_\_\_

II. Say whether the following statements are true or false.

- 1. All earthquakes are felt on the surface of the Earth. \_\_\_\_\_
- 2. The meteorological department always warns about an approaching cyclone. \_\_\_\_\_
- 3. The meteorologists always know when an earthquake is going to occur. \_\_\_\_\_
- 4. Floods can cause huge tidal waves. \_\_\_\_\_
- 5. Cyclones develop over the warm seas near the Equator. \_\_\_\_\_

## The globe and maps (Part I)

A **map** is a drawing of the surface of the Earth which shows the shape and position of different countries, their borders, physical features like rivers, oceans, and mountains. Maps may also show man-made structures like roads and buildings.

A **globe** is also a map of the world but in the shape of a ball. It is fixed to a support and can be turned at the same angle as the Earth turns in space.

The **hemispheres**: The word hemisphere means half of a sphere. The Earth can be divided into half across the middle, and from top to bottom, by imaginary lines. Each of these halves is called a hemisphere. We can have four different hemispheres (Eastern, Western, Northern, and Southern) as the Earth can be divided in two different ways.

**Lines of latitude** are imaginary lines which run horizontally across the Earth. These are equidistant and are measured in degrees. The Equator is also a line of latitude and is situated at  $0^\circ$ .

**Lines of longitude** are imaginary lines that run vertically across the Earth from north to south. They converge at the Poles and are widest at the Equator. They are also known as meridians.

### PREVIOUS KNOWLEDGE

Students know that the Earth is a sphere. They know the difference between a map and a globe.

### VOCABULARY

Equator, hemisphere, navigator, grid, imaginary, vertically, parallel, concentric

### LEARNING EXPECTATIONS

Students should be able to:

- explain how the globe is divided into hemispheres
- explain how the lines of latitude and longitude help us
- understand that the Equator and Prime Meridian are the main lines of latitude and longitude
- locate lines of latitude and longitude on a globe and world map
- locate countries on a globe or a world map using references to lines of latitude and longitude

### MATERIAL REQUIRED

an atlas, a globe, a world map, two oranges or any other circular fruit like an apple or a guava

### METHOD

Take the above mentioned articles to the classroom to help explain the concepts in this lesson.

#### (a) Introductory activity

##### Discussion

Ask students to tell you what shape the Earth is.

Ans. Sphere

Next ask the shape of a globe.

Ans. Also a sphere.

Tell students that a sphere is any object that is shaped like a ball. (Write 'sphere' on the board.)

Next write 'hemisphere'.

Tell them that it means 'half' a sphere.

To help students to visualize a hemisphere, cut an orange in half from the centre. Show them the two hemispheres.

Next write 'Equator' on the board and ask them if they have heard the word before.

Tell them that the Equator is an imaginary line that divides the Earth or globe into two halves. Point it out on the fruit. Cut the fruit to show the two hemispheres. The half which is between the Equator and the North Pole is called the Northern Hemisphere; that which is between the Equator and the South Pole is called the Southern Hemisphere.

But the fruit can be cut lengthways as well. Cut the second fruit in half the other way. This way the division is longitudinal.

The two halves thus formed are called Eastern and Western Hemispheres, depending on their direction. Illustrate and explain the lesson by cutting the fruit and, if necessary, drawing the hemispheres on the board.

Teach about the Prime Meridian in the same way as you explained the Equator.

### **(b) Development (Part 1)**

Read the lesson with your students. Explain the content and the illustrations.

When you reach *Locating the oceans and continents* (page 24), divide the students in groups of four or five. Explain and ask them to answer the given alphanumeric grid marked on the map.

Showing the globe to the groups, ask them how they could describe to a friend where Pakistan was located on the globe.

Students may say they would point to the Eastern or Northern hemispheres, or say that it is along the shores of the Arabian Sea.

Ask them if they have noticed that the globe and the map have lines on them. They will learn in the lesson what these are called and how they help us to describe the location of our country or any other place in the world.

Read section, *Lines of latitude and longitude* with the students and explain the content and the illustrations.

You can explain further by drawing the related diagrams on the board.

Let your students know that every place has an address. Their homes and their school have an address too. An address helps people to locate a place. Today, they will learn to locate the global address of Pakistan.

Point out the lines of latitude. Show them that they are parallel and run horizontally. Pointing to the lines of longitude, show them that these are all vertical and converge on the North and South Poles.

Look for the global address of Pakistan in the atlas. An atlas is a reference book which contains detailed facts about continents and oceans. It also gives detailed information about the world, i.e. people who live here and information about the world's various features. In the index, the names of places are listed along with the reference to longitude and latitude at which these are located. Reference to the page number where the relevant map will be found is also given.

Read the topic Index in the lesson with the students. Explain and help the groups to locate Pakistan in the atlas.

### (c) Closure

Explain the Content Review and the Going Further exercises.

### ASSESSMENT

Ask the students to do the given exercises independently.

### CONTENT REVIEW (PAGE 27)

#### Answer key

1. The Equator is a line of latitude across the middle of the Earth that divides a world map into the Northern and Southern hemispheres; the Prime Meridian is a line of longitude that runs North to South and divides the Earth into the Eastern and Western hemispheres.
2. Lines of latitude: These are imaginary lines which run from east to west on the globe, parallel to the Equator.  
Lines of longitude: these are the imaginary lines that run from north to south on the globe and meet at the North and South Poles.
3. An index in an atlas helps us to find a country, a city, or a landform on a map by referring to the latitude and longitude of its location.

### GOING FURTHER

Q1 Help each student to do this question after you have taught them to locate places on a map.

Q2 Divide the class into groups and ask each group to choose a line of latitude as instructed. Ask them to refer to the lesson *From weather to climate* and find the climate of the places and comment on the similarities or difference, e.g. the way the people in the place live and the type of regions they are.

Date:

Time: 40 mins

## Unit 2: Map-reading Skills

Topic: The globe and maps (Part I)	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The globe and maps	<ul style="list-style-type: none"> <li>to explain how the Equator and Prime Meridian divide the Earth into hemispheres</li> </ul>	<ul style="list-style-type: none"> <li>explain how the Equator and the Prime Meridian divide the earth into four hemispheres</li> </ul>	Globe; map of the world; two apples or any other spherical fruit or vegetable; a knife; an atlas and blank outline map of the world for each student	<p>Introduction: 10 min.</p> <p>Development: 15 min.</p> <p>CW: 15 min.</p>

**Key words:** Prime Meridian, hemispheres, grid

**Method:** Ask the students, What shape is the Earth? (spherical) What shape is the globe? (a sphere) Explain that anything shaped like a ball is a sphere. Write the word sphere on the board. Then write the word hemisphere on the board and explain that a hemisphere is half a sphere. Next write the word Equator on the board and ask the students what they understand by it. Listen to their ideas and explain that you will demonstrate how the Equator, which is an imaginary line, divides the Earth into two hemispheres. Take the apple and ask the students to imagine that it is the Earth. Now explain that the centre of the apple represents the Equator. Cut the apple into two halves—the top part representing the northern hemisphere and the lower part the southern hemisphere.

Take the other apple and cut it from top to bottom, explaining that the eastern half represents the eastern hemisphere and the other represents the western hemisphere. Explain that the Earth is also divided in a similar manner into four hemispheres. Discuss the illustrations on pages 22 and 23. Ask the students to pair up and read the text on the two pages.

**CW:** On the blank map of the world, mark and label the Equator and the Prime Meridian, the four hemispheres, the continents, and the oceans. Use different colours for each. This can be completed as homework.

**HW:** Content Review Q1

Date:

Time: 40 mins

## Unit 2: Map-reading Skills

Topic: The globe and maps (Part I)	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Locating the oceans and continents Lines of latitude and longitude	<ul style="list-style-type: none"> <li>to explain the use of a grid to locate oceans and continents on a map</li> <li>to explain the imaginary lines of latitude and longitude and their use in map reading</li> </ul>	<ul style="list-style-type: none"> <li>locate oceans and continents on a map with the help of grid lines</li> <li>use the lines of latitude and longitude to locate various places on a given map</li> </ul>	Globe; map of the world; an atlas for each student	Introduction: 5 min. Development: 20 min. CW: 15 min.

**Key words:** imaginary, concentric circle, navigator, index, coordinate

**Method:** Explain how a grid is used to locate position. Refer to the world map and ask the questions on page 24 to ascertain that the students understand how a grid is used to locate places on a map.

With the help of the illustrations on pages 24-26, explain the imaginary lines of longitude and latitude, how the distance between two lines of longitude or latitude is further divided and subdivided into 60 minutes and 60 seconds, thus giving different time zones.

**CW:** Content Review Q2. The students should draw a globe showing lines of longitude and latitude to explain their answer.

**HW:** Worksheet 1

Date:

Time: 40 mins

## Unit 2: Map-reading Skills

Topic: The globe and maps (Part I)	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Index	<ul style="list-style-type: none"><li>to demonstrate the importance of the index in an atlas</li><li>to show how the index of the atlas is used to locate places</li></ul>	<ul style="list-style-type: none"><li>demonstrate the ability to use the index of an atlas to locate given places</li></ul>	Atlas for each student	Introduction: 5 min. Development: 10 min. CW: 25 min.

**Key words:** approx.

**Method:** Open to the index page of a book. Ask the students what the page shows (table of contents – page references for subjects mentioned in the book. Give each student an atlas and ask them to open it at the index page. Ask the students to explain how it is different from the index of the textbook. Listen to their responses and, if necessary, explain that as well as page numbers, a set of numbers in degrees, and positions (N.E.W.S.) is given to help locate a place on a map in the atlas. Ask the students to turn to a particular map. Point out the numbering on the lines of latitude and longitude and demonstrate how to locate a place on the map. Ask the students to find the grid reference for Pakistan. Move around and help them to locate Pakistan.

**CW:** Content Review Q3  
Going Further Q1. Ask the students to work in groups of 4-5. Explain Going Further Q2. Ask them to select a line of latitude that goes through a land mass and for homework find the information required.

**HW:** Going Further Q2

Date:

Time: 40 mins

**Unit 2: Map-reading Skills**

Topic: The globe and maps (Part I)	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
4. Index	<ul style="list-style-type: none"> <li>to organize group work</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>work as a member of a group</li> <li>locate cities and towns along a line of latitude</li> <li>find similarities and differences between the cities and towns located</li> </ul>	An atlas for each student; chart paper, crayons, etc.	Introduction: 10 min. CW: 30 min.
<p><b>Method:</b> Ask the students to work in their assigned groups. Ask them to share, discuss, and organize the information they have collected for Q2 Going Further exercise and make a poster. The teacher should move around and provide any necessary guidance or assistance. The finished work should be displayed in the classroom.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Complete the following.

1. Lines of longitude and latitude are \_\_\_\_\_ lines.
2. Lines of latitude run \_\_\_\_\_ to the Equator.
3. Lines of longitude run \_\_\_\_\_ from north to south.
4. There are \_\_\_\_\_ lines of latitude.
5. There are \_\_\_\_\_ lines of longitude.
6. In all there are \_\_\_\_\_ hemispheres.
7. The Equator divides the Earth into the \_\_\_\_\_ and \_\_\_\_\_ hemispheres.
8. \_\_\_\_\_ is the line running from North to South.
9. A(n) \_\_\_\_\_ is a book of maps.
10. The location of Pakistan on the world map is \_\_\_\_\_.
11. A \_\_\_\_\_ on a map makes it easier to locate places.
12. Latitude and longitude are measured in \_\_\_\_\_.
13. On a globe, the lines of latitude are shown as \_\_\_\_\_.
14. Lines of longitude meet at the \_\_\_\_\_.
15. Hemisphere means \_\_\_\_\_.
16. Longitude was first determined at Greenwich in the \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw grid lines on the map. Mark the X axis and the Y axis.

Write the name and location of the capital city of each province.



Name of the capital city

Location

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# The globe and maps (Part II)

This lesson explains further how lines of longitude and latitude are used for locating places on a map. Previously, these were used for navigation by air and sea pilots. (The Global Positioning Satellite (GPS) system is commonly used now.) It also explains how lines of longitude are used to divide the world into twenty-four time zones. It becomes easy to determine the time zone a country belongs to when we know the longitude in which it lies. Travelling west of the Prime Meridian, the time becomes one hour earlier for each 15°.

The lesson is a step further in explaining how to read a map. It explains how a map is drawn to scale and how distances can be calculated. There are several types of maps. Each shows different information; for example, climate maps, economic or resource maps, physical maps, political maps, road maps, and topographic maps.

It is sometimes difficult to relate the distance on a map to real distance on the surface of the Earth. A map's scale is a ratio that relates a unit of measure on a map to the number of the same units of measure on the Earth's surface. For instance, a map scale of 1:25,000, tells us that 1 unit of measure represents 25,000 of the same units on the Earth's surface. One centimetre on the map represents 25,000 centimetres on the Earth's surface. If the map were large enough, then one metre or one kilometre would represent 25,000 metres or kilometres, respectively, on the Earth's surface.

## PREVIOUS KNOWLEDGE

Students have been introduced to lines of longitude and latitude. They are familiar with main and intermediate directions. They understand that maps as drawings of real things are smaller in size than the real objects.

## VOCABULARY

coordinate, correspond, advance, constant factor

## LEARNING EXPECTATIONS

Students should be able to:

- describe how to determine direction using latitude and longitude
- explain how lines of longitude divide the world into time zones
- recognize that there are many kinds of maps and learn to choose the best for the purpose at hand
- read and interpret bar and statement scales on different maps
- demonstrate the skill of using map scales to measure roads and rivers

## METHOD

### (a) Introductory activity

#### Discussion

Ask students questions to refresh their memories about lines of latitude and longitude.

They know that these imaginary lines are useful when locating a place on the map. Ask them if they can think how these may be useful in some other way. Let them come up with their answers. Tell them that the first travellers and sailors followed the stars; then for years sailors and airline pilots reached their destinations with the help of these lines on maps. But now advanced electronic equipment such as computers and Global Positioning Satellite systems have made this easier.

### (b) Development

Read the lesson with the students and explain the content. Keep asking questions in between to keep the class interactive.

## Tip

Before starting *Longitude and time zones*, write 'Time zones' on the board.

Ask students how many of them have heard this term.

When they speak on the phone with people living in distant countries like Saudi Arabia, Australia, Hong Kong, or the USA they discover that the time there is different from that in Pakistan. Today's lesson will explain why and how this happens. We will learn how the lines of longitude help us to find the times in different countries of the world, according to time zones.

Read the lesson and explain the content with the help of the given illustrations.

Discuss the different types of maps presented in the lesson. You can look at maps in an atlas also. Ask them to notice the titles of different maps.

## (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 32)

### Answer key

1. 105° East and 1° North
2. Longitude is used to divide the world into 24 time zones, each covering an area of 15 degrees of longitude. The number of time zones corresponds with the 24 hours of the day.
3. (Students will have to refer to a world map to do this question in order to determine the location of these cities.)  
Beijing: 9 a.m; London: 12 midnight; Moscow: 3 a.m; Washington D.C: 8 p.m.
4. a) a city guide  
b) political map of Pakistan  
c) physical map of Pakistan  
d) population map of Pakistan  
e) climate map
5. Scales are shown on maps because it is impossible to draw a life-size map, therefore the actual size of an area is reduced by a constant factor. For example, a small area may be shown on the map as 1000 times smaller than it really is.

## GOING FURTHER

Q1 On an outline map, help students mark the area which was affected by the 2005 earthquake. Guide them to use an atlas to find the latitude, longitude, and physical features of this area.

Q2 Take this up as a class project. Guide them in taking measurements and deciding a suitable scale. Teach them how to show it as a statement and as a bar on the scale plan. Help them to draw the outline and to mark the different features of the room.

## ADDITIONAL QUESTIONS

The globe and maps (Parts I and II)

1. In which direction does the Equator divide the Earth?
2. In which direction does the Prime Meridian divide the Earth?
3. What is the location of the Prime Meridian?
4. Name the different types of scales used on maps.

## SAMPLE TEST PAPER, Unit 2

I. Answer the following questions:

1. Before the introduction of the GPS system, how did navigators determine flight paths and ocean routes?
2. How many lines of latitude and longitude are there?
3. Why is the Prime Meridian marked at Greenwich?
4. Which lines divide the Earth a) horizontally and b) vertically, into hemispheres?

II. Fill in the blanks:

1. Time advances by one hour for each \_\_\_\_\_° of longitude, as we travel east of the Prime Meridian.
2. The International Date Line is at \_\_\_\_\_° longitude.
3. The number of time zones corresponds with the \_\_\_\_\_ hours of the day.
4. The lines of \_\_\_\_\_ run as parallel circles, while the lines of \_\_\_\_\_ converge at the Poles.
5. The \_\_\_\_\_ in an atlas helps to locate a place by showing its \_\_\_\_\_ and \_\_\_\_\_.
6. A grid formed by \_\_\_\_\_ of \_\_\_\_\_ and \_\_\_\_\_ is used for locating places on a map.
7. The \_\_\_\_\_ divides the Earth into the northern and the southern hemispheres.
8. The \_\_\_\_\_ \_\_\_\_\_ divides the Earth into the eastern and the western hemispheres.
9. A \_\_\_\_\_ map can be used to show the temperature, rainfall, etc. of a country.

## Unit 2: Map-reading Skills

Topic: The globe and maps (Part II)	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The globe and maps (Part II)	<ul style="list-style-type: none"> <li>to explain how to use lines of latitude and longitude to find directions and distances</li> <li>to explain longitude and time zones</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate how to determine directions and distances using lines of latitude and longitude</li> <li>explain how lines of longitude divide the world into time zones</li> </ul>	Map of the world	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** navigation, GPS, zone, GMT

**Method:** Briefly review the lesson on the Equator and lines of longitude and latitude. Elicit answers for the questions: How does the navigator of an aeroplane or ship find the correct route? Listen to the students' suggestions. Explain that, in the past, lines of longitude and latitude were used to calculate distances in the air and at sea. Now, with the advancement of technology, computers and GPS, which is an advanced navigation and surveying system that receives signals from a number of satellites in space, is used. It can give your exact position, as well as the route, speed of travelling and time to your destination. GPS is widely used by people travelling long distances by road, especially by tourists.

Read the related text with the students and provide any necessary explanations. Next refer to the map of the world showing lines of longitude on page 28. Point out the numbering at the bottom. Each light and dark blue strip represents 15 degrees east or west of the Prime Meridian (0 degree longitude). The numbers at the top refer to the time in hours from the Prime Meridian.

Explain that GMT (Greenwich Mean Time) is the time along the Prime Meridian which passes through Greenwich, England, where longitude was first determined at the Royal Observatory in 1851. GMT became the standard time and date worldwide when it was used by the British Royal Navy and merchant ships during the nineteenth century.

Read the text with the students and supply any necessary explanations. Show them how to read the time at different places, e.g. Malaysia, Japan, etc. in the east, and Dubai, London, etc. in the west. Use the world map to locate the countries. Also compare the time differences between Pakistan and some other countries.

**CW:** Content Review Q1 (Q1 should be done orally. A couple of similar questions should be asked to determine that the students have learned how to look for directions on a map.)

**HW:** Content Review Q2 and Q3; a sample of Q3 should be done with the students in class.

**Note:** This lesson could extend over two periods, depending on how receptive the students are.

Date:

Time: 40 mins

## Unit 2: Map-reading Skills

Topic: The globe and maps (Part II)	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Different types of map Scale	<ul style="list-style-type: none"> <li>to examine different kinds of map</li> </ul>	<ul style="list-style-type: none"> <li>describe different kinds of map</li> <li>choose the appropriate map for a given purpose</li> </ul>	Different kinds of map, atlas	Introduction: 10 min. Development: 20 min. CW: 10 min.
<p><b>Key words:</b> life-size</p> <p><b>Method:</b> Show the students different kinds of map (map of the world, country, provinces, city, population, etc; try to show as wide a variety as possible. Ask the students to point out the differences. Explain how one map is different from the other. Elicit answers to the questions: Which map would you choose if you wanted to find out about the population of a country? If you were not familiar with the city and you want to travel?...., etc.</p> <p>Explain that all maps are drawn to a certain scale which is given on the map. Highlight the difference between a large scale map, i.e. a map of a smaller area showing more details, and a small scale map that shows a larger area with fewer details.</p> <p>Read the text with the children explaining where necessary.</p> <p><b>CW:</b> Content Review Q4</p> <p><b>HW:</b> Going Further Q1; explain how to go about this task.</p>				

Date:

Time: 40 mins

## Unit 2: Map-reading Skills

Topic: The globe and maps (Part II)	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Map scales	<ul style="list-style-type: none"> <li>to explain how different map scales are used to calculate real distances</li> </ul>	<ul style="list-style-type: none"> <li>calculate real distances using bar and statement scales</li> <li>use map scales to measure roads and rivers</li> </ul>	Maps drawn to different scales; lengths of string	Introduction/ Development: 15 min. Activity: 20 min. CW: 5 min.
<p><b>Key words:</b> correspond</p> <p><b>Method:</b> Show the students maps drawn to different scales. Explain that a map scale is a ratio that relates a unit of measurement on a map to the number of the same units of measurement on the Earth's surface. For example, 1:100,000 tells us that 1 cm on the map represents 100,000 cm (1 km) on the Earth's surface; if the map were large enough, 1 m would represent 100,000 m.</p> <p>Read the text related to statement scale and bar scale on page 30 and 31 with the students and supply any necessary explanations. The next topic should be taught as a class activity. Give each student a length of string. Using the city map on page 30, or the one on page 31, ask the students to follow the instructions step by step to measure the length of the given road/roads. Details of the road to be measured and the scale should be written on the board.</p> <p>Explain Going Further Q2, which should be done as homework.</p> <p><b>CW:</b> Content Review Q5</p> <p><b>HW:</b> Going Further Q2</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Match the words below to make complete sentences.

- |  |   |
|--|---|
| Earlier, captains of ships and airplanes calculated their routes through | the twenty-four hours of a day.                           |
| Each time zone covers an area of   | set their clocks to the same time.                        |
| 0 degree Prime meridian is written without                               | 180 degrees longitude.                                    |
| The International Date Line is at  | the date changes.   |
| People living in the same time zone                                      | latitude and longitude.                                   |
| When the International Date Line is crossed                              | north, south, east, or west.                              |
| Karachi time is five hours ahead of                                      | need to know the geographical coordinates of both places. |
| Pilots flying from one city to another                                   | London.   |

II. Say what the following abbreviations stand for.

GMT \_\_\_\_\_

GPS \_\_\_\_\_

IDL \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. List the different kinds of map and explain what each is used for.

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

II. Name the different ways used to measure distances on a map. Write a sentence about each to explain it.

\_\_\_\_\_:

\_\_\_\_\_

\_\_\_\_\_:

\_\_\_\_\_

III. Say whether the following statements are true or false.

1. Different scales are used on different maps in the same atlas.

\_\_\_\_\_

2. Maps can be drawn to life-size. \_\_\_\_\_

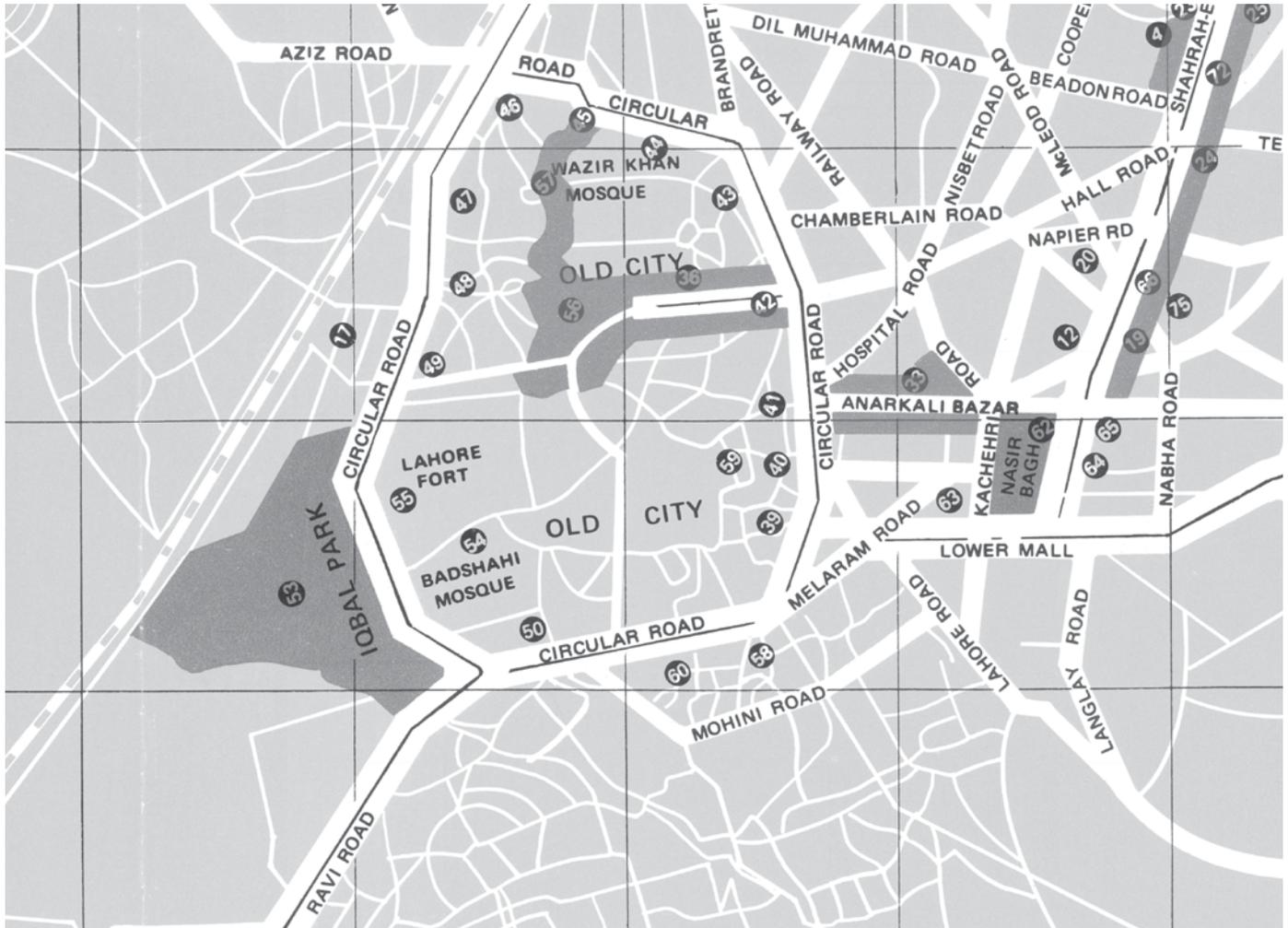
3. To find the location of Quaid-i-Azam's mausoleum, one should look at a physical map of Pakistan. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Using the map-reading steps given in your book on pages 31–32:

- measure the length of Circular Road.
- list as many landmarks as you can find.



The length of Circular Road is \_\_\_\_\_

Some landmarks of Lahore:

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## Calendars

Students are already familiar with the two types of calendars. This lesson explains to them the differences between the two. It also explains the division of time into decade, century, and millennium.

### PREVIOUS KNOWLEDGE

Students are aware of solar and lunar calendars and their uses.

### VOCABULARY

orbit, ritual, observance

### LEARNING EXPECTATIONS

Students should be able to:

- differentiate between the solar and lunar calendars
- define a decade, a century, and a millennium
- place events on a time line using decades as time intervals

### METHOD

#### (a) Introductory activity

##### Discussion

Write calendar on the board. Ask students to raise their hands and tell you about the use of a calendar. Select a student and ask him to go up to the classroom calendar and tell you the date of next Monday. Make sure that all students know how to use the calendar.

#### (b) Development

Let students know that they will learn the uses of different calendars and also how time is divided into decades, centuries, and millennia.

Read the lesson with the students explaining everything in detail.

#### (c) Closure

Explain the given exercises.

### ASSESSMENT

Ask the students to do the Content Review and Going Further exercises.

### CONTENT REVIEW (PAGE 35)

#### Answer key

1. The lunar calendar is based on the movement of the moon around the Earth and the solar calendar is based on the orbit of the Earth around the Sun.

2. The lunar calendar is important for us as it is used for confirming the days for religious celebrations and observances. Since almost all countries of the world follow the solar calendar, it is important for us to use it too so that we follow a common schedule of events.

3.

<b>Solar Calendar</b>	<b>Lunar Calendar</b>
The year is based on the number of days the Earth takes to make a complete revolution around the Sun.	The year is based on the number of days the moon takes to make one complete revolution around the Earth, added up for 12 months
365 full days and an extra quarter day each year (The quarter days are added up to make 366 days in the Leap Year.)	354 days

4.

A decade	ten years
A century	one hundred years
A millennium	one thousand years

### **GOING FURTHER**

You may use the Internet for this exercise or refer to an old diary or a calendar. You can also make use of your school holiday record.

### **ADDITIONAL QUESTIONS**

1. For what purposes were calendars used in olden times?
2. What is a leap year?
3. How can one calculate if a year is a leap year or not?
4. Why do the Islamic months move through all the seasons of the solar year?

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: Calendars	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Calendars	<ul style="list-style-type: none"> <li>to explain the difference between the lunar and solar calendars</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>differentiate between the solar and the lunar calendars</li> </ul>		Introduction: 10 min. Development: 15 min. CW: 15 min.
<p><b>Key words:</b> schedule, accommodate, cycle of seasons, systematically</p> <p><b>Method:</b> Write the word calendar on the board. Ask the students: Why do we need a calendar? Listen to their responses. If necessary, add some more reasons that are given in the book. Ask the students if they know how to read a calendar. Ask a couple of volunteers to demonstrate by asking them to indicate some days and dates on the classroom calendar. Refer to the two calendars on page 33 and ask the students to point out the differences. Explain that the first one is a lunar calendar that is based on the number of days the moon takes to make one complete orbit around the Earth, whereas the other is the solar or the Gregorian calendar which is based on the number of days the Earth takes to orbit the Sun.</p> <p>Read pages 33 and 34 with the students and discuss the various differences.</p> <p>Draw two columns with the headings Solar Calendar and Lunar Calendar. With the help of the students, list the differences between the two calendars in the appropriate columns.</p> <p><b>CW:</b> Content Review Q1 and Q2</p> <p><b>HW:</b> Content Review Q3</p>				

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: Calendars	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Calendars	<ul style="list-style-type: none"><li>to explain some intervals of time including decade, century, and millennium</li></ul>	<ul style="list-style-type: none"><li>define a decade, a century, and a millennium</li></ul>		Introduction: 10 min. Development: 10 min. CW: 20 min.

**Key words:** decade, millennium (plural millennia)

**Method:** Write on the board the words decade, century, and millennium. Ask the students what they understand by each of them. After listening to their answers explain each time period and write down under the heading, the number of years each one consists of. Now ask: How many years would there be in two decades? three centuries? five millennia, etc.? Read the text, highlighting the event with which each of the two calendars began.

Refer to the timeline on page 35 and explain how events are placed on a timeline using similar time intervals.

**CW:** Content Review Q4 and Going Further Q2

**HW:** Going Further Q1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Complete the following:

1. A leap year occurs every \_\_\_\_\_.
2. One year in the solar calendar consists of \_\_\_\_\_ days.
3. One year in the lunar calendar consists of \_\_\_\_\_ days.
4. The time between the two new moons is \_\_\_\_\_ days.
5. The lunar calendar is \_\_\_\_\_ days \_\_\_\_\_ than the solar calendar.
6. The number of days in a lunar month is \_\_\_\_\_.
7. The solar calendar is called a \_\_\_\_\_ calendar.
8. A millennium is a period of \_\_\_\_\_.
9. According to the Islamic calendar, the present year is \_\_\_\_\_.
10. The Islamic calendar started from the \_\_\_\_\_.

II. Say whether the following statements are true or false.

1. The month of Rajab can be in June. \_\_\_\_\_
2. The twenty-first century began with the year 2000. \_\_\_\_\_
3. A decade is one hundred years. \_\_\_\_\_
4. In a leap year the month of February has twenty-eight days. \_\_\_\_\_
5. Pakistan came into being on the twenty-seventh of Ramazan. \_\_\_\_\_



# The struggle for independence

The East India Company came to India to trade with the East in AD1600. Gradually, their political motives became apparent and over the years they started to spread their hold over India. Eventually, they were able to gain complete control. The Mughal emperor became merely a figurehead. Discontent with foreign rule increased day by day among the native people of India. In 1857 they rose up against the East India Company—this was known as the War of Independence. The British called it mutiny and crushed it forcefully and ruthlessly. Due to the barbarism of the East India Company, the British queen, Victoria, disbanded it in 1858. Thus began the British rule known as the Raj, which lasted till 13 August, 1947.

## PREVIOUS KNOWLEDGE

Students are aware that Pakistan's birthday is on 14th August.

## VOCABULARY

struggle, independence, mutiny, brunt, execute, sideline, gulf, financial, high-handedness, reorganize, opportunity governance, employment, administration, ruthless

## LEARNING EXPECTATIONS

Students should be able to:

- explain the factors responsible for the War of Independence
- describe the aftermath of the War of Independence
- understand the reasons why the East India Company was wound up
- use maps to explain the geographical setting of historical events

## MATERIAL REQUIRED

jelly beans of different colours or M&Ms

## METHOD

### (a) Introductory activity

In Class 4 children were told the history of the subcontinent in the form of a story. It is suggested that the format be continued. They left off where Mughal rule was already in decline. This was the time when the East India Company, taking advantage of the situation, was gaining power.

### (b) Development

Read the lesson with the children, explaining where necessary.

When reading about the War of Independence do the following activity:

Distribute sweets among students giving each a particular colour. Tell them that in today's class they will have to pay tax like all responsible citizens (in their case, for using the school building) and that they can use the sweets as payment. You should act as the tax collector.

Tax students according to the colour of the sweets they possess, e.g. if a child has red sweets then he has to pay 4 sweets as tax; if s/he has blue then 5 sweets, if green, then 6 sweets and, if orange, then all the sweets.

The students will start getting upset with you for being so unfair in taking away their sweets.

At this point you can explain that this is the way the Indians felt when the British taxed them unfairly.

This can lead to further discussion about the struggle for independence. Explain to them that this was one of the reasons for the War of Independence fought in 1857.

Please do not forget to give students some sweets to eat!

### **(c) Closure**

Do the Content Review and Going Further exercises.

### **ASSESSMENT**

Ask the students to do the review exercises.

### **CONTENT REVIEW (PAGE 39)**

#### **Answer key**

1. The British originally came to India to trade.
2. The problems that led to the War of Independence were:
  - i. taxes imposed by the British were very heavy and ruthless.
  - ii. poverty and famine were becoming widespread in India due to the wrong policies of the British.
  - iii. the official language was English.
  - iv. good jobs were only for English people.
  - v. The medium of instruction in good schools was English. The native people wanted it to be Urdu or Hindi.
  - vi. the new gun cartridges which the Indian soldiers used were said to be greased with cow and pig fat. Cows are sacred to Hindus and Muslims consider pigs to be unclean animals. Even though both Hindus and Muslims refused to bite the greased cartridges, the British believed that the war had been provoked by the Muslims, who were intentionally excluded from many areas of life, and hundreds were executed. Education and employment opportunities became virtually non-existent for them.

### **GOING FURTHER**

This can be taken up as a term project. Guide the students to make an outline of their presentation and write a short script.

### **ADDITIONAL QUESTIONS**

1. Why did the British refer to the War of Independence as a 'mutiny'?
2. What led to the establishment of the British Raj in India? What changes did the Raj bring about?

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: The struggle for independence	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. The struggle for independence	<ul style="list-style-type: none"> <li>to provide a historical background to the struggle for an independent state for Indian Muslims</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain the reasons for the establishment of an independent country for the Muslims of India</li> </ul>	Map of the world Map of the subcontinent	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** establish, policy

**Method:** Ask the students the following questions to assess their previous knowledge: When was Pakistan created? How did Pakistan come into being? Why did the Muslims want a separate homeland? Who was ruling the subcontinent before? Who was the last Mughal ruler?

Explain the background of the British East India Company, which, along with Portuguese, French, and Dutch companies, came as a trading company to the subcontinent. On the world map locate the countries and the sea route taken by the traders. The East India Company became much more powerful than the others. It established colonies and started spreading its control over India. The company would take cheap raw materials from India to factories in Britain and manufacture goods there that were sold to all parts of the world. The company had political motives too; as the rulers of India were very weak, the East India Company took control without much difficulty.

Read the text on page 37 with the students and explain how, after 200 years of the arrival of the East India Company, the British gained control of almost the whole of India.

\*The city of Karachi was developed because it was the shortest sea route from the subcontinent to Europe.

**CW:** Content Review Q1

**HW:** Explain how the East India Company managed to take over most of India so easily.

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: The struggle for independence	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. The struggle for independence	<ul style="list-style-type: none"><li>to analyse the factors responsible for the War of Independence</li></ul>	<ul style="list-style-type: none"><li>explain the factors leading to the War of Independence</li></ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.
<p><b>Method:</b> Write on the board 'Reasons for the War of Independence'. Ask the students to work in pairs to study the pictures on pages 37 and 38 and share their responses. Give them 10–15 minutes for this activity. Then, with the students' help, list in point form on the board the reasons for the War of Independence.</p> <p>It is suggested that the M&amp;M activity given in the Teaching Guide, page 63, should be completed so that the students can gain some understanding of the unfair treatment.</p> <p>Read the relevant text on page 39 with the students and supply any necessary explanations.</p> <p>Assign roles to the students (weavers, farmers, soldiers, farmers, soldiers, a professional person, and government officers) and ask them to prepare a small speech portraying the unjust treatment that they received at the hands of the British.</p> <p><b>CW:</b> Content Review Q2. The students can refer to the points on the board to write their answers</p> <p><b>HW:</b> Prepare for the role play</p>				

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: The struggle for independence	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. The War of Independence	<ul style="list-style-type: none"> <li>to describe the events of the War of Independence of 1857 and its results</li> </ul>	<ul style="list-style-type: none"> <li>give an account of the War of Independence of 1857</li> <li>discuss the effects of the war</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.
<p><b>Key words:</b> mutiny</p> <p><b>Method:</b> Briefly recap the reasons that led to the War of Independence. Highlight the discontent of the Muslim and the Hindu soldiers because the gun cartridge they had to use had a greased tip, which had to be bitten off before use. The Muslims thought that the grease was pig fat, whereas the Hindu soldiers were of the opinion that it was cow fat. Both refused to use it and revolted against the British. Their uprising was crushed and the Indian soldiers, especially the Muslims, were dealt with severely.</p> <p>Read page 39 with the students and supply any necessary explanations. Discuss the results of the War of Independence: the closing down of the East India Company; the establishment of the British raj, which gave more rights to the locals; improved laws; the development of the spirit of nationalism which made even the educated and well-to-do locals reject the British rule and stand up for their rights. Explain how the viceroys ruled.</p> <p><b>CW:</b> Content Review Q3</p> <p><b>HW:</b> Worksheet. Continue preparation for role play.</p>				

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: The struggle for independence	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. The reasons for the War of Independence	<ul style="list-style-type: none"><li>• deliver a prepared speech effectively</li></ul>	<ul style="list-style-type: none"><li>• deliver a prepared speech effectively</li></ul>		Introduction: 40 min.
<p><b>Method:</b> Organize the students to take turns to deliver their prepared speeches to the rest of the class. Encourage them to dress up or use a piece of equipment appropriate to the role they are playing. Make sure that the audience listens attentively to all the speeches.</p> <p><b>HW:</b> Ask your grandparents/great grandparents to tell you what they know about the founding of Pakistan. Some of the students' grandparents or great grandparents might have actually participated in the struggle to create Pakistan. Explain that they will be able to share these real stories with the rest of the class.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Arrange the following statements in the correct sequence.

The British gained control of the whole of India.

The East India Company came to trade in India.

The Mughal rulers had become weak.

The other trading companies were Portuguese, French, and Dutch.

There was unrest among the Muslim and the Hindu soldiers.

The Muslim League was formed.

The East India Company was closed down.

The War of Independence broke out.

Pakistan came into being.

The British appointed viceroys to rule India.

The Indian National Congress was founded.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

# The journey towards Pakistan

Though their defeat in the War of Independence was seen as a big blow to the Muslims of the subcontinent, a political awareness set in as a result. There was a conviction in Hindus and Muslims alike that they had to get rid of their foreign masters. In the beginning this struggle for independence was carried on by the Indian National Congress alone where Hindus were joined by Muslims. But when the self-serving intentions of the Hindus became clear, the Muslims formed their own political party in 1906 and named it the All India Muslim League. This chapter explains how the Muslims of India embarked upon their journey towards independence, arriving eventually at their destination in 1947 but not before passing many difficult and trying milestones.

## PREVIOUS KNOWLEDGE

Students understand the reason for unrest among the natives against the Raj.

## VOCABULARY

Journey towards Pakistan (needs explanation)

## LEARNING EXPECTATIONS

Students should be able to:

- describe major historical events that led to the creation of Pakistan
- recognize that ideas and decisions from this time have had a great impact on history
- construct and interpret a timeline for major historical events of this period

## METHOD

### (a) Introductory activity

#### Discussion

Explain to students that the struggle for independence did not die down after the defeat in the war. Reformers like Sir Syed Ahmed Khan came forward with solutions. He realized that the reason for the backwardness of the Muslims was their falling behind in western education. It would not be wrong to say that the journey towards Pakistan began with Sir Syed establishing the Mohammedan Anglo Oriental College in 1875.

### (b) Development

Read the lesson with students and explain each milestone in detail.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 42)

### Answer key

1. In the Nehru Report of 1928 not a single demand of the Muslims was upheld. This report demanded dominion status for India. Separate electorates were refused and the reservation of seats for the Muslims of Bengal and Punjab was rejected. Therefore, Quaid-i-Azam drafted these demands which were fourteen in number; they came to be known popularly as Jinnah's Fourteen Points.

2. The Pakistan Resolution is a landmark in the history of the Muslims of India. This famous resolution led to the creation of Pakistan. The acceptance of the Pakistan Resolution strengthened the Two Nation Theory which was the basis of the Muslim struggle for independence.

### **GOING FURTHER**

Encourage students to come forward and relate the stories told by their elders about the creation of Pakistan.

### **ADDITIONAL QUESTIONS**

1. Why did the British refer to the War of Independence as a 'mutiny'?
2. What led to the establishment of the British Raj in India? What changes did the Raj bring about?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

List the major events that took place in the years mentioned with reference to the creation of Pakistan.

The journey towards Pakistan—important events

1875	
1885	
1906	
1913	
1916	
1928	
1929	
1930	
1930–1933	
1935	
1940	
1940–1946	
1947	

# The great leaders of Pakistan

Every nation is indebted to certain individuals who have the vision, commitment, and perseverance to lead the country towards success and greatness. Pakistan too has many such heroes who single-mindedly worked for its creation. Some gave their all to turn it into a strong, prosperous young country. Prominent among such Pakistani leaders are the ones discussed in this chapter.

## PREVIOUS KNOWLEDGE

The names of Sir Syed Ahmed Khan and Quaid-i-Azam are familiar to the students. They know them as leaders of the freedom struggle.

## VOCABULARY

bleak, juncture, reformer, stance, oppression, indebted, hardship, error

## LEARNING EXPECTATION

Students should be able to:

- name some of our great leaders and discuss their contributions to Pakistan.

## METHOD

### (a) Introductory activity

Ask students to name some national heroes that they know of. They will come up with names they have read about in the previous year. Tell them that since they have been reading about the Pakistan movement and the creation of Pakistan you will tell them about some great people who made a big contribution to establishing this country for us. Others worked very hard to make the new country strong and successful.

### (b) Development

Read the lesson, explaining the text where necessary.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do the given exercises. You may help them in writing the paragraph.

## CONTENT REVIEW (PAGE 46)

### Answer key

1. After the War of Independence, the Indian Muslims were treated very badly by the British as they were thought to be responsible for starting the war. Hundreds of them were put to death. The others were completely ignored when it came to new jobs and granting social status.
2. Quaid-i-Azam was initially fighting for independence along with Hindus from the platform of the Indian National Congress. It became very clear to him that the Hindus had no sympathy for the Muslims and if the British left after giving freedom to India, it would simply mean a change of masters for Muslims. He therefore decided to ask for a separate country for Indian Muslims.

## **GOING FURTHER**

Give this as individual work.

## **ADDITIONAL QUESTIONS**

1. What steps did Sir Syed Ahmed Khan take to improve the position of the Indian Muslims?
2. Give a brief account of the early life of Quaid-i-Azam.
3. Why was Quaid-i-Azam called 'an ambassador of Hindu-Muslim unity'?

### Unit 3: Our Past and Our Present

Topic: The great leaders of Pakistan	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. The great leaders of Pakistan	<ul style="list-style-type: none"> <li>to study the great leaders who paved the way for the creation of an independent Pakistan</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>name some of Pakistan's great leaders and describe their contributions to the creation of Pakistan</li> </ul>	Chart paper, crayons, markers, glue, relevant pictures	Introduction: 10 min. Development/activity: 30 min.

**Key words:** evidence, civil service, legal system, remedy, first brick, bleak, juncture, reformer, stance, oppression, indebted, hardship, error

**Method:** Explain that as the students learn about the creation of Pakistan they will also learn about some national heroes who contributed greatly toward the Pakistan movement and the creation of Pakistan. Explain that they will work in groups of four to produce a booklet about the great leaders of Pakistan. Explain that each student will work on two people and collect information following guidelines that they will be given. They should use the Internet, magazines, and books at home and in the library.

The spadework of gathering information should be done at home, and the material collected should be assembled as a booklet in class. The whole process should take about 3 to 4 lessons. A rough draft for the first two people should be completed in class and then more details can be added if necessary. Let the students decide which personalities they would like to work on. Provide any guidance or assistance required.

The students should copy the following guidelines into their books:

Find out the following information about the great leaders you are working on:

- time period to which they belong
- character traits and personality, their education, and profession
- social conditions, especially of Muslims, at that time
- their contributions towards the uplift of Muslims, the Pakistan movement and the creation of Pakistan
- any other interesting facts or achievements
- timeline showing important dates and events

In groups of four the students should take turns to read about Sir Syed Ahmed Khan. Then, following the guidelines, write a rough draft. The teacher should go around, checking and assisting where necessary. The same procedure should be adopted while working on Quaid-i-Azam Mohammad Ali Jinnah.

Content review Q2 page 46 should be done orally in class.

The completed booklets should be displayed in the classroom.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Match the following pairs.

Quaid-i-Azam

Suggested the name Pakistan

Maulana Mohammad  
Ali Jauhar

A devoted social worker

Liaquat Ali Khan

Inspite of bad health he continued  
to work day and night for Pakistan.

Chaudhry Rahmat Ali

He and his brother went to jail many  
times in the struggle for Pakistan.

Bi Amma

Mother of two great freedom fighters

Ra'ana Liaquat Ali

His death was a great loss to Pakistan.

II. Say whether the following statements are true or false.

1. Sir Syed Ahmed Khan worked hard to remove the misunderstandings between the British and the Muslims. \_\_\_\_\_
2. Fatimah Jinnah was Quaid-i-Azam's daughter. \_\_\_\_\_
3. Quaid-i-Azam initially joined the Indian National Congress.  
\_\_\_\_\_
4. Ra'ana Liaquat Ali Khan was the first woman Governor of Sindh.  
\_\_\_\_\_
5. Quaid-i-Azam was a doctor by profession. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Sort out the jumbled information about the Great Leaders and put it in the correct boxes.

born in Karachi – related to Quaid-i-Azam – an educator and a reformer – died several years after Pakistan came into being – demanded a separate homeland for the Muslims – first governor general of Pakistan – had close contact with the Mughals – had the title of Madar-e-Millat – India’s youngest barrister – set up a modern school in Aligarh – studied dentistry – joined the struggle for Pakistan – advised the Muslims to study English and science

Quaid-i-Azam	
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Sir Syed Ahmed Khan	
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Fatima Jinnah	
---------------	--

# The life of young Pakistan

This is a good opportunity to help students understand and appreciate their country, its people, and its problems. Explain how Pakistan, despite facing many problems, rose to a strong position. Also explain that like individuals and families, countries also experience good and bad times. The most important resource of any country is its people—if they are intelligent, hardworking, and positive, the country will eventually progress and prosper.

When Pakistan came into being it was faced with many problems. There was not enough money to finance the administration. There had been an unequal distribution of resources and assets between India and Pakistan. Almost all industrial units, educational institutions, and water resources had gone to India. There were many other problems facing the young country which are mentioned in the lesson. Over the years, Pakistan has made considerable progress in every field. Quality of life for its citizens has improved and it is growing into a strong, modern, progressive country.

## PREVIOUS KNOWLEDGE

Students know that things change with time.

## VOCABULARY

crawl rather than walk, life expectancy, era, manifold, immediately

## LEARNING EXPECTATION

Students should be able to:

- give details of the problems Pakistan was born with and judge for themselves the progress it has made since its birth.

## METHOD

### (a) Introductory activity

Ask students to imagine that the date is 14th August 1947. They are told that, as Indian Muslims, they now have a new country of their own where they can go and start a new life. Where they are presently living and where their ancestors have lived for centuries is now a foreign country for them. Help them visualize the scene when they had to leave their homes, schools, old friends, personal belongings, and cross the border to start their life in the new country. Ask them to talk about how they might be feeling. Next, ask them to imagine themselves in the new country where they do not know anyone, do not have any shelter or means of earning a livelihood. There are many people like them who have migrated to the new land and the only common things between them are their language and their religion. Discuss their feelings now.

Next, explain that because the country is new, it does not have many modern buildings, offices, hospitals, schools, bridges, shops, etc. Tell them that Pakistan began like this and the development that they see now was not easy. Nevertheless, Pakistan has come a long way.

Now read the lesson to see what it was like in 1947 and what progress Pakistan has made since that time.

### (b) Development

Read the lesson with the students and explain the content and the chart.

### **(c) Closure**

Explain the given exercises.

### **ASSESSMENT**

Ask them to do the Content Review and Going Further exercises.

### **CONTENT REVIEW (PAGE 48)**

#### **Answer key**

1. The problems facing the government and people of the new Pakistan were:
  - a) settlement of refugees
  - b) early death of Quaid-i-Azam
  - c) sudden death of Liaquat Ali Khan
  - d) not being given a seat on the UN Security Council
  - e) financial problems
  - f) not many industries
  - g) lack of infrastructure
2. Pakistan has progressed in all areas over the last 61 years. The following can be listed as the most important.
  - a) Starting from scratch, Pakistan now has a strong industrial base.
  - b) The standard of living has improved.
  - c) The administrative infrastructure has developed.
  - d) There has been a boom in the telecommunications sector.
  - e) A lot of construction has taken place.
  - f) Life expectancy has gone up.
  - g) Infant mortality rate has gone down significantly.
  - h) There has been considerable progress in the output of hydroelectricity, natural gas, and the oil refineries.
  - i) Many renowned educational institutions have been established.

### **GOING FURTHER**

Give this as homework. Ask students to share their findings with the class.

### **ADDITIONAL QUESTION**

1. In what field has Pakistan made the most important progress since 1947?

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: The life of young Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The life of young Pakistan	<ul style="list-style-type: none"><li>to describe the problems faced by Pakistan in its early years</li></ul>	<ul style="list-style-type: none"><li>describe the difficulties faced by Pakistan in its early years</li></ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** found, pact, constitution, identify, act, round table conference, resolution, majority area, emerge

**Method:** Start by referring to pages 40 and 41. Explain that Pakistan was formed after a long and difficult journey. Step by step explain the background and importance of each event as well as the contributions made by our great leaders. Explain the key words as they occur in the text.

**CW:** Give the students the opportunity to share their grandparents' stories about how Pakistan was created (previous homework). This activity can be carried over to the next lesson so that all the students have a chance to tell the class what they have learned from their grandparents about the creation of Pakistan.

**HW:** Timeline worksheet (page 72)

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: The life of young Pakistan	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. The life of young Pakistan	<ul style="list-style-type: none"> <li>to describe the problems faced by Pakistan in its early years and assess the progress it has made so far</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>describe the problems faced by Pakistan at its creation</li> <li>assess the progress made by Pakistan since its creation</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** crawl rather than walk, life expectancy, era, manifold, immediately

**Method:** Give the students the background to 14th August: how people living in Hindu and Sikh majority areas had to migrate to Muslim majority areas, which were in the new country of Pakistan. Highlight the difficulties people had to face and the innumerable lives that were lost. It is important to mention the optimism of the people who were leaving their homes, jobs, schools, friends and personal belongings, and moving in huge crowds to a country that was their own, for which they had struggled for many years. Take this opportunity to explain the importance of freedom and the spirit of nationalism. Also explain that all countries experience good and bad times. Pakistan is still a very young country, with many problems. However, it has many natural resources and hardworking people. The younger generation makes up 60% of the population, a great asset for any nation and, if led in the right direction, Pakistan will surely experience progress in all areas.

Explain that the students will now learn about the many problems the new state of Pakistan faced and the progress it has made. Read the text on pages 47 and 48. Explain each point on page 47, highlighting the setback to progress it caused.

Explain that in spite of all the hardships, Pakistan has come a long way. Point out that when Pakistan came into being there was hardly any stationary available in the government offices; thorns were used as paper clips. The students should compare this with a present day, well-equipped modern office. Examine other areas of progress.

**CW:** Content Review Q1

**HW:** Content Review Q2  
Going Further exercise

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Complete the following.

1. The death of the leaders \_\_\_\_\_ and \_\_\_\_\_ was a great setback to Pakistan.
2. The settlement of \_\_\_\_\_ was one of the biggest problems faced by the new state of Pakistan.
3. The basic infrastructure such as \_\_\_\_\_, \_\_\_\_\_ a water supply system, an electric power supply, and buildings were lacking.
4. Pakistan was not made a member of international organizations such as \_\_\_\_\_.
5. Pakistan also faced \_\_\_\_\_ problems because there was not enough money to run the country.

II. Pakistan today:

Name four big universities of Pakistan:

\_\_\_\_\_  
\_\_\_\_\_

Name four well-equipped hospitals.

\_\_\_\_\_  
\_\_\_\_\_

Name two important buildings that were constructed after Pakistan was created.

\_\_\_\_\_

Name two of Pakistan's international airports.

\_\_\_\_\_

# Important world events

World War I (1914–18) was fought between the Allied Forces (France, Britain, and Russia) and the Central Powers (Austria, Germany, and Turkey and their allies). Hundreds of thousands of soldiers from the subcontinent fought with the Allies. Thousands of men lost their lives. The Central Powers were defeated and Germany had to sign the Treaty of Versailles which was very humiliating: Germany was judged to be responsible for starting the war. This gave new hope to Indians that perhaps the British Empire would be the next to fall.

World War II (1939–45) was fought between Allies (Britain, France, the USA, and the USSR) and the Axis (Germany, Italy, and Japan). In the end, the Allies were victorious. The USA and USSR emerged as the new world superpowers. The emerging world scenario compelled Britain to come to a decision about India.

## PREVIOUS KNOWLEDGE

Students are aware that wars are fought between armies.

## VOCABULARY

alliance, vengeance, surrender, peace settlement, rivalry, colony, dominion, emerge, humiliating, imperial

## LEARNING EXPECTATIONS

Students should be able to:

- explain why the two world wars were fought and what their outcomes were
- recognize that wars always bring destruction

## METHOD

### (a) Introductory activity

#### Discussion

Begin by giving background information to the students. In the last century, events took place which left far-reaching and permanent effects on this world. Most significant among these were the two World Wars.

The Ottoman Empire, after ruling for four hundred years, was defeated. The British occupied the territory which was later carved out to create new countries, namely Iraq, Palestine, Jordan, Syria, and Lebanon. The casualties ran into millions.

World War II (1939–45) saw the dropping of atomic bombs on Nagasaki and Hiroshima by the Allies, thus ending the war.

World War I (1914–18) was fought between the Allied Forces and the Central Powers.

Write 'Allied Forces' on the board and underneath it the abbreviation F.B.R.I.A., which stands for France, Britain, Russia, Italy, America. This will help students remember which countries comprised the Allies. Next write 'Central Powers' and underneath write A.G.T and their allies. A.G.T is the abbreviation for Austria, Germany, Turkey.

### (b) Development

Read the lesson with the children explaining details of the two World Wars.

- Tell them how the First World War started and ended.
- The involvement of Indian soldiers in the war.

### **(c) Closure**

Explain the given exercises.

### **ASSESSMENT**

Ask them to do the Content Review and Going Further exercises.

### **CONTENT REVIEW (PAGE 51)**

#### **Answer key**

1. World War I began in August 1914. At that time, Germany considered itself to be a very strong nation and wanted to dominate the world, especially in Europe. Britain and France were not happy about this. Britain also felt threatened that it might be overtaken by Germany as an industrial power. When Archduke Franz Ferdinand was killed by a Serbian student, Austria declared war on Serbia in retaliation. Both countries formed alliances and this way the war escalated into a world war.  
  
In 1939 Germany invaded Poland and refused to pull out. It had also previously committed a number of aggressive acts in other parts of Europe. Britain and France declared war on Germany to counter this. These events led to World War II.
2. These wars are called World Wars because they affected the majority of the world's most powerful and populous nations. The World Wars affected several continents and lasted for many years.

### **GOING FURTHER**

This should be individual work. Guide your students where required.

### **ADDITIONAL QUESTIONS**

1. In World War I, which countries comprised the Allied Forces and which the Central Powers?
2. In World War II, which countries formed the Axis and which were known as the Allies?
3. What was the outcome of World War II?

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: Important world events	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Important world events	<ul style="list-style-type: none"> <li>to explain the causes and consequences of World War I</li> </ul>	<ul style="list-style-type: none"> <li>give an account of World War I</li> <li>describe the outcomes of World War I</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.
<p><b>Key words:</b> leading role, colonial, ambition, assassination, alliance, dominion, treaty, humiliate, collapse</p> <p><b>Method:</b> Write on the board Allied Forces and Central Powers. Ask the students to read the first paragraph on page 49 and give the names of the countries which formed the two groups. Write these in the appropriate columns. Discuss the growing power of Germany and the reasons Britain and France opposed this.</p> <p>Now ask the students to read the second paragraph on page 49. Elicit answers to the questions: What was the immediate cause of the war? Which country started the war? Which other countries joined the Allied forces later? (add these to the columns) How did the subcontinent participate in the war?</p> <p>Continue by writing on the board the question: What were the results of World War I? Ask the students to work in pairs to read the third paragraph on page 49 and identify the results of the war. With the students' help list these on the board.</p> <p><b>CW:</b> Q1 In World War I, which countries comprised the Allied Forces and which were the Central Powers?</p> <p><b>HW:</b> Q1 What was the immediate cause of World War I?</p>				

## Unit 3: Our Past and Our Present

Topic: Important world events	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Important world events	<ul style="list-style-type: none"> <li>to explain the causes and consequences of World War II</li> <li>highlight the destruction and misery that war brings, and the utmost importance of peace</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain why World War II was fought and describe its outcomes</li> <li>discuss the destruction that results from war and the importance of peace</li> </ul>		Introduction: 10 min. Development: 30 min.

**Key words:** vengeance, imperial force, Day of Deliverance, self-governance, superpower, emerge

**Method:** Recap the reasons and events of World War I. Explain that, only 21 years after the end of the First World War, another big war was fought. In this too, a number of countries were involved. The two sides were the Allies and the Axis powers. Draw two columns on the board and write the names of the countries in each alliance. Read the first paragraph on page 50 under the heading World War II. Ask the students to identify the main cause of the war.

Read the rest of the text with the students and supply any necessary explanations. Ask the following questions to check their comprehension of the text:

Who was responsible for starting the war? Who seemed to be winning initially? How did the subcontinent become involved? What do you understand by 'The Day of Deliverance'? How did the war end? Which two superpowers emerged? What change regarding the occupation of the subcontinent did the British foresee? What was the growing feeling among the Muslims? How did the Second World War come to an end?

The following could be discussed at this point:

- the use and destruction caused by the atomic bomb
- what we can do to bring peace and harmony in the world (highlight tolerance and justice)

A class or an inter-class debate could be organized on the above topics.

**CW:** The Going Further exercise could be linked to class discussion.

Q1 In World War I, which countries comprised the Allies and which ones were part of the Axis Powers?

**HW:** Content Review Q1 and Q2

Q1 What was the immediate cause of World War II?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. In the First World War the Allied Forces and the Central Powers consisted of:

Allied Forces

Central Powers

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II. Say whether the following statements are true or false.

1. There was deep rivalry between Austria and Germany. \_\_\_\_\_
2. World War 1 lasted eight years. \_\_\_\_\_
3. Muslim and Hindu soldiers fought in World War 1. \_\_\_\_\_
4. Germany wanted to be a super power. \_\_\_\_\_
5. The Turkish Empire broke up. \_\_\_\_\_
6. The United States of America had to pay huge sums of money.
7. Some new countries were formed. \_\_\_\_\_
8. The war started when a Serbian student assassinated the heir to the Austro-Hungarian throne. \_\_\_\_\_
9. Britain wanted to stop Germany from becoming an industrial power.  
\_\_\_\_\_
10. At the start of the war Turkey was a vast Muslim Empire. \_\_\_\_\_

# Famous explorers

**Marco Polo (1254–1324)** is probably the most famous westerner to travel on the Silk Road. He excelled all the other travellers in his determination, his writing, and his influence. His journey through Asia lasted 24 years.

**Abu Abdullah Muhammad Ibn-e-Batuta**, also known as Shams-ud-deen, was born at Tangier, Morocco, on 24 February 1304 (703h). Ibn-e-Batuta was the only medieval traveller who is known to have visited the lands of every Muslim ruler of his time. He also travelled to Ceylon (present day Sri Lanka), China, Byzantium, and South Russia. The mere extent of his travels is estimated at no less than 75,000 miles—three times the circumference of the Earth.

**Vasco da Gama (1469–1524)**, a Portuguese navigator, was the first European to travel by sea to India. On the order of King Manuel I of Portugal, he commanded four vessels to Calicut, where he opened up the lucrative spice trade, thus beginning the Portuguese empire, one of the great European empires, which lasted 500 years. Vasco da Gama was also the first European to discover the sea route to the East.

**Neil Armstrong** was born in Ohio in 1930. On July 20 1969, Armstrong became the first human being to set foot on the moon. He was the commander of the Apollo 11 lunar module. His first words after stepping on the moon were, “That’s one small step for a man, one giant leap for mankind.” This event was televised to Earth and seen by millions.

**Valentina Tereshkova**, a Soviet cosmonaut, was born in Russia on March 6, 1937. Tereshkova was launched aboard Vostok 5 on June 16, 1963 and became the first woman to fly in space. During the 70.8 hour flight, Vostok 5 made forty-eight orbits of the Earth. Upon completion of her mission, Tereshkova was honoured with the title Hero of the Soviet Union. She received the United Nations Gold Medal of Peace.

## PREVIOUS KNOWLEDGE

Students generally like to explore new places.

## VOCABULARY

explorer, exploration, motive, voyage, expedition, shipwreck, bandit, outpost, pioneer, amateur, enormous, influence, fascinate

## LEARNING EXPECTATIONS

Students should be able to:

- understand why exploration takes place
- provide information about some famous explorers and their discoveries
- find out about the travel accounts of these famous explorers

## METHOD

### (a) Introductory activity

Write ‘Explorers’ on the board. Ask if anyone can tell you what the word means and give some examples. Define the word for them: one who travels through an unfamiliar area in order to learn about it.

Explain that they are going to learn about some very special people who explored the world and made information about distant lands available for the first time in other parts of the world. They have played an important role in the progress the world has made because if they had not taken it upon themselves to discover new lands and new routes, even at the cost of putting their lives in peril, knowledge would not have reached all corners of the world as it did.

Ask their opinions about the special qualities that explorers possess. Encourage them to come up with words like curious, inquisitive, daring, brave, intelligent, seekers, learners, courageous, physically fit, friendly, patient and so on. Write all of these on the board.

**(b) Development**

Read the lesson with students and explain each explorer’s account as a story.

**(c) Closure**

Explain the exercises given in the book.

**ASSESSMENT**

Ask them to do the Content Review and Going Further exercises.

**CONTENT REVIEW (PAGE 56)**

**Answer key**

1. Searching and discovering new areas is called exploration and one who does this is called an explorer.

2.

Explorers	Purposes	Results
Marco Polo	travelling	first European to cross Asia and to leave a written record of it
Vasco da Gama	seeking new trade routes	pioneered the sea route to India and helped set up Portuguese colonies in different parts of the world
Ibn-e-Batuta	travelling	29 years of travelling, visited all Muslim states and met sixty different rulers; left a written record
Neil Armstrong	scientific exploration	first human to land on the moon

**GOING FURTHER**

This is a group activity. Extend your help to students where required.

**ADDITIONAL QUESTIONS**

1. Write a note on the early life of Valentina Tereshkova.
2. List the awards given to Valentina Tereshkova.
3. How many people were aboard Apollo II? Name them.
4. Which explorers left a written record of their adventures?

### SAMPLE TEST PAPER, UNIT 3

I. Answer the following questions:

1. What does 'one century' mean, according to the Islamic calendar?
2. How many millennia has it been since the birth of Jesus Christ?
3. Explain the reason for discontent among the Hindu and Muslim soldiers before the War of Independence?
4. In your opinion, was the outcome of the War of Independence favourable for the native people of India? Give reasons for your answer.
5. Name the following leaders:
  - a) the first prime minister of Pakistan;
  - b) a dentist by profession and the sister of Quaid-i-Azam;
  - c) a courageous mother who supported her two sons in their struggle for freedom;
  - d) a man of vision who suggested the name Pakistan for our country;
  - e) the first lady governor of Sindh, widow of the first Prime Minister.
6. Why is 23 March 1940 remembered as an important date?
7. What steps did Sir Syed Ahmed Khan take to improve the position of the Indian Muslims?
8. Pakistan has come a long way since its creation. Do you agree with this statement? Give reasons for your answer.
9. Give the dates of the two World Wars. What part did Indian soldiers play in these wars?
10. Why did European explorers undertake voyages to India and China?

II. Fill in the blanks:

1. The lunar calendar shifts \_\_\_\_\_ days forward each year compared to the \_\_\_\_\_ calendar.
2. According to the Islamic lunar calendar, Pakistan came into being on \_\_\_\_\_.
3. The All India Muslim League was formed in \_\_\_\_\_.
4. Sir Syed Ahmed Khan wrote a pamphlet entitled \_\_\_\_\_ to explain the events of 1857. \_\_\_\_\_.
5. During the British Raj, the subcontinent was governed by \_\_\_\_\_ appointed by the Crown.
6. The East India Company was closed down in \_\_\_\_\_ by the \_\_\_\_\_.
7. \_\_\_\_\_ served as the first Governor General of Pakistan.
8. The early deaths of its two great leaders, \_\_\_\_\_ and \_\_\_\_\_ were a great setback to the development of young Pakistan.
9. The peace settlement after World War I, called the \_\_\_\_\_ of \_\_\_\_\_, was signed by \_\_\_\_\_.
10. The first woman in space, \_\_\_\_\_'s spaceship orbited the Earth \_\_\_\_\_ times.

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: Famous explorers	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Famous explorers	<ul style="list-style-type: none"> <li>to analyse why exploration takes place</li> <li>to describe the explorations, adventures, and discoveries of Marco Polo</li> </ul>	<ul style="list-style-type: none"> <li>suggest why people are interested in exploration</li> <li>describe the travels, adventures, and discoveries of Marco Polo</li> </ul>	Map of the world	Introduction: 10 min. Development: 30 min.

**Key words:** exploration, make a mark, pioneer, voyage, undertake, missionary, expedition, overwhelm, compile, influence

**Method:** Elicit answers to the questions: What do you understand by the word explore? Why do you think people want to become explorers? Now ask the students to close their eyes and think for a while about a time when they tried to explore. Give them five minutes to share their experiences with their partner.

Read the text on page 52 under the heading 'Famous explorers' with the students and explain the motives of the explorers, the routes of the European explorers, and the interests of the European Church and rulers.

Next ask the students if they have heard about Marco Polo. Tell them that you are going to read to them the story of Marco Polo, an Italian explorer. Read the story making it sound really exciting and explaining where necessary. Trace on a map the route taken by Marco Polo from Italy to China. Explain that the students are going to write about one of the explorers mentioned in their textbook (Going Further activity), so they should choose one and start their research.

**CW:** Content Review Q1. This can be done orally if time is short.

**HW:** Give three reasons why the European explorers undertook voyages to find new routes to India and China.

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: Famous explorers	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Famous explorers	<ul style="list-style-type: none"><li>to describe the achievements of the two explorers: Ibn-e-Batuta and Vasco da Gama</li></ul>	<ul style="list-style-type: none"><li>give an account of the explorations of Ibn-e-Batuta and Vasco da Gama</li></ul>	Map of the world	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** caravan, fascinate, emissary, outpost, bandit, navigator, plot, sailing vessel, lay the foundation

**Method:** Write on the board Ibn-e-Batuta (1304–77) and explain what the dates mean. Ask the students to suggest how people travelled in the distant past; car? train? aeroplane? Listen to their ideas and explain how difficult travel, especially long distance travel, was. People travelled on foot, by camel or by horse. Discuss the amount of time it would take and all the hardships and dangers a traveller would encounter.

Read the text on pages 53 and 54 under the headings Ibn-e-Batuta and Vasco da Gama and supply any necessary explanations. On the world map trace the routes taken by the two explorers and identify the places mentioned.

**CW:** Content Review Q2. Give the format as shown in the teaching guide on page 89 in the answer key for this exercise. Discuss how the students should attempt the task. The students should start this task in class and complete it for homework.

**HW:** Continue Content Review Q2

Date:

Time: 40 mins

### Unit 3: Our Past and Our Present

Topic: Famous explorers	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Famous explorers	<ul style="list-style-type: none"> <li>to describe the explorations of the two astronauts, Neil Armstrong and Valentina Tereshkova</li> </ul>	<ul style="list-style-type: none"> <li>describe the achievements of the two astronauts, Neil Armstrong and Valentina Tereshkova</li> </ul>	Map of the world	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** wind tunnel, astronaut, dock, aeronautical, aerospace, amateur, parachute, embark, volunteer

**Method:** Ask the students: What is a person who goes into space called? (an astronaut) Have you heard about any astronauts? Have you seen the film *Apollo 16*? Listen to their responses and explain that the film *Apollo 16* is about Neil Armstrong and his landing on the Moon. If they have not seen the movie they should try to see it.

Human beings have always been fascinated by space and the celestial bodies, and many attempts have been made to travel in space. Neil Armstrong was the first person ever to step on the surface of the Moon.

Talk about the special suits worn by the astronauts; the fact that there is no air, and therefore no oxygen to breathe so the astronauts have to carry oxygen cylinders; the gravity on the moon is only one-sixth as strong as the Earth's gravity so it is very difficult to walk on the Moon's surface.

Read the relevant text on pages 54 and 55 from the textbook and supply any necessary explanations.

Also read about Valentina Tereshkova, the first woman astronaut. Highlight the fact that she belonged to a lower middle class family and it was through sheer hard work that she reached such heights.

Read the last paragraph on page 56 with the students and initiate a discussion on "What does the future hold for us?"

**CW:** Write a paragraph on Neil Armstrong's childhood.

**HW:** What were the medals and title given to Valentina Tereshkova?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Trace the routes of the famous travellers.

**Marco Polo** – (started from Venice) → \_\_\_\_\_ → \_\_\_\_\_

→ \_\_\_\_\_ → \_\_\_\_\_ → (reached) \_\_\_\_\_

**Ibn-e-Batuta**

First expedition – (started from Tangier, Morocco) → \_\_\_\_\_ →

\_\_\_\_\_ → \_\_\_\_\_ → (reached) \_\_\_\_\_

Second expedition – (started from Makkah) → \_\_\_\_\_ →

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → (returned back home to) \_\_\_\_\_

Third expedition – (started from Tangier) → \_\_\_\_\_ to see

\_\_\_\_\_ → (returned to) \_\_\_\_\_

**Vasco da Gama** – (started from Lisbon) → \_\_\_\_\_ →

\_\_\_\_\_ → \_\_\_\_\_ → (reached) \_\_\_\_\_

II. Complete the sentences below.

1. \_\_\_\_\_ was issued a pilot's licence at the age of sixteen.

2. \_\_\_\_\_ is a person who goes into space.

3. Neil Armstrong landed on the moon in the \_\_\_\_\_.

4. Valentina Tereshkova was the first \_\_\_\_\_.

4. She came from \_\_\_\_\_.

5. The name of the spaceship that carried the moonwalkers was \_\_\_\_\_.

6. Valentina Tereshkova was awarded the \_\_\_\_\_ by the United Nations.

## Our government

Pakistan is a democracy. Democracy is widely considered to be the best system of governance. In Pakistan, there is a Federal Parliamentary system of government. In such a system there is a division of authority and responsibility between federal and provincial governments but provincial governments are responsible to the federal government. Federal government consists of the National Assembly (Lower House) and the Senate (Upper House). Both the governments (provincial and federal) have three branches namely, the Legislature, the Executive, and the Judiciary. The job of the Legislature is to make and amend laws. The Executive implements the laws and supervises the work of the ministers. The Executive comprises the President or Governor, the Prime Minister or Chief Minister, Cabinet, and the civil servants. The Judiciary provides justice through the Supreme, High, and Session Courts.

A constitution is a documented set of laws and principles according to which the state exercises its powers.

### PREVIOUS KNOWLEDGE

Students are familiar with provincial government, its formation and branches. They are familiar with the functions of a court and the role of a judge.

### VOCABULARY

foreign affairs, argument, recommendation, implement, approve, document, priority, interfere, seniority, merit, minority, authority

### LEARNING EXPECTATIONS

Students should be able to:

- compare the working of the three branches of government
- understand the relationship between provincial and federal governments in Pakistan
- provide information about the law-making process in Pakistan
- describe how the judicial system works in Pakistan
- explain the significance of the constitution of a country

### METHOD

#### (a) Introductory activity

##### Discussion

Ask students what they understand by the word 'government'. Ask them if they can name the president and prime minister of Pakistan. Let them know that the lesson will teach them how the government of Pakistan works.

Write 'democracy' on the board. Ask whether any student can explain what it means. If necessary, explain that it is government by the people, of the people, and for the people. The text in the book will explain this further.

#### (b) Development

Read the lesson with the children and explain where required.

### **(c) Closure**

Explain the exercises given at the end.

### **ASSESSMENT**

Ask them to do the Content Review and Going Further exercises.

### **CONTENT REVIEW (PAGE 61)**

#### **Answer key**

1. The responsibilities of the federal government are to look after the finance, defence, communication, and foreign affairs of our country. It draws up plans for improving the condition of the country and decides priorities for spending public money.
2. The structure of the federal government consists of National Assembly (Lower House) and the Senate (Upper House). Together they form the Parliament.
3. The provincial and federal governments have three branches namely, the Legislature, the Executive, and the Judiciary. The job of the Legislature is to make and amend laws. The Executive implements the laws and supervises the work of the ministers. The Judiciary provides justice through the Supreme Court, High Courts, and Session Courts.
5. The following steps are taken to make a new law:
  - i. A bill is drawn up to make a new law or for amending an existing one.
  - ii. The bill is reviewed by committees.
  - iii. Debate takes place on the bill in the National Assembly. If the majority of members agree to it, it is sent to the Senate.
  - iv. The bill is debated in the Senate. A vote is taken and if the majority of members agree to it, it is sent to the President for final approval.
  - v. If the President signs it, the bill becomes law. The President has the power to reject or approve the bill.
6. It is important for a nation to have a constitution because:
  - i. it serves as a social contract between the government and the people;
  - ii. it helps to keep checks and balances on the people in authority;
  - iii. it protects the rights of all the citizens;
  - iv. it helps to curb misuse of power by people in authority.

### **GOING FURTHER**

Take this up as a class project. Educate students about the practice of child labour in our country. Encourage them to cite examples from their neighbourhoods where they see children at work. Discuss why it is wrong. Apply the problem-solving method to find a solution to this problem.

Guide students to draw up a draft bill to turn their ideas into a law. Debate the bill in class giving everybody a chance to give their opinions. After making the necessary changes, take a vote on the final version.

### **ADDITIONAL QUESTIONS**

The questions in the Textbook are sufficient.

Date:

Time: 40 mins

## Unit 4: Citizenship

Topic: Our government	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Our government	<ul style="list-style-type: none"> <li>to explain why a country needs a government</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain that for a country to run smoothly there must be proper governance</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** democracy, governance, political party, election, National and Provincial Assembly, federal government, administer, internal affairs, priority, public money, defence, foreign office

**Method:** Write the following headings on the board: Democracy, Political Parties, Elections, National and Provincial Assemblies. Now ask the students the following questions to assess their background knowledge of each topic: Why do we need a government? What do you understand by democracy? Can you name some political parties of Pakistan? What are elections and what is their purpose? How are they conducted? What do you understand by National and Provincial Assemblies? Listen to the students' answers and explain each topic, writing a few points about each under the heading.

(Explain that democracy is the government of the people, for the people and by the people. In this form of government the members of the assemblies are elected by the people and they are answerable to the people. Compare this very briefly with monarchy, dictatorship and the presidential forms of governments.) Explain what federal/provincial governments are and explain that the students will find out why these layers of government are required.

Read the relevant text giving any necessary explanations.

The students should draw a web diagram showing the responsibilities of a Federal government. Worksheet 1

**CW:** Content Review Q1

**HW:** Content Review Q2

Date:

Time: 40 mins

## Unit 4: Citizenship

Topic: Our government	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Our government	<ul style="list-style-type: none"><li>to explain the structure of the federal government</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>describe the structure of the federal government of Pakistan</li></ul>	A chart showing the structure of the federal government	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** Senate, leader of the opposition, speaker, deputy speaker, implement, cabinet, constitution, judiciary

**Method:** Briefly review what the federal government is and highlight that it deals with matters that affect the whole country. Explain that the students will now learn about the structure and functions of the federal government. With the help of a diagram show the relationship between the National Assembly, Provincial Assemblies, Cabinet and the Parliament. Explain how the prime minister, leader of opposition, speaker and deputy speaker are elected.

Read the text with the students and supply any necessary explanations.

**CW:** Q1 What are the Upper House and the Lower House?

**HW:** Q2 What is the role of the leader of the opposition? How is he/she selected?

Date:

Time: 40 mins

**Unit 4: Citizenship**

Topic: Our government	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
3. Our government	<ul style="list-style-type: none"> <li>to explain the structure and functions of the branches of government</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>describe the structure and function of the legislature, the executive, and the judiciary</li> </ul>	A chart showing the structure and functions of the branches of the government	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** implement, constitution, judiciary, Supreme Court, High Court, Session Court, panel

**Method:** On the board write down 'Legislature', 'Executive', and 'Judiciary'. Explain what each one consists of and what their responsibilities and functions are. Use a chart or draw one on the board, step by step, using a different coloured chalk for each branch of the government. Emphasize the need for justice at all levels as it is of utmost importance for the smooth running and progress of a country. If there is no fair system of justice, there is discontent and ill feeling among the people, and crime flourishes.

Read the text with the students and supply any necessary explanations.

**CW:** The students should copy the chart into their exercise books.

**HW:** Content Review Q3

Date:

Time: 40 mins

## Unit 4: Citizenship

Topic: Our government	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. Our government	<ul style="list-style-type: none"> <li>to examine how laws are made in our country</li> <li>to highlight the importance of a constitution</li> </ul>	<ul style="list-style-type: none"> <li>explain the law making process in Pakistan</li> <li>explain the significance of the constitution of a country</li> </ul>	A chart showing the structure and functions of the branches of the government	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** recommendation, amendment, committee, argument, majority, constitution, balance, minority abuse, misuse, curb, relationship

**Method:** Elicit answers to the questions: Why are laws made? What would happen if laws were not followed? Can you tell us about a law in our country? Determine that laws are essential otherwise there would be the 'law of jungle' everywhere. Explain that the students will learn about where and how laws are made. Go over the five stages of law making in Pakistan given on page 60. Ask the students what they understand by the word constitution. After listening to their answers read the relevant text on pages 60 and 61 with them. Explain each point, highlighting how important it is for the government to follow the constitution strictly.

**CW:** Content Review Q4

**HW:** Content Review Q5

Date:

Time: 40 mins

## Unit 4: Citizenship

Topic: Our government	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
5. Our government	<ul style="list-style-type: none"> <li>to highlight the problem of child labour in Pakistan</li> <li>to assist children in understanding the law-making process</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>suggest a way to end child labour in Pakistan through applying the problem-solving method</li> <li>describe how laws are made</li> </ul>		Introduction: 10 min. Activity: 30 min.

**Method:** Read and explain the Going Further activity on page 61. This should be done as a class project. To start, tell the story of Iqbal Masih (this can be taken from the web). Ask the students to give their opinions on child labour. Allow them to tell their own stories about young children around them, who are being mistreated and are forced to work.

Organize the students to work in groups of four. Ask them to brainstorm, and try to find a way to put an end to child labour. With the teacher's assistance they should draw up a draft bill, giving reasons and recommendations, so that it can be made into a law. (As homework students should prepare a short speech supporting or opposing the bill).

In the next lesson an assembly session should be acted out. Students should be given roles, such as members of the national assembly, speaker, cabinet members, and a president. Once the bill is approved by the students' assembly it should be passed on to the students acting as members of the cabinet (sitting at a distance), discussed there and passed on to the President (sitting in another corner) who signs it, thus making it a law. The final bill against child labour should be posted on the class notice board.

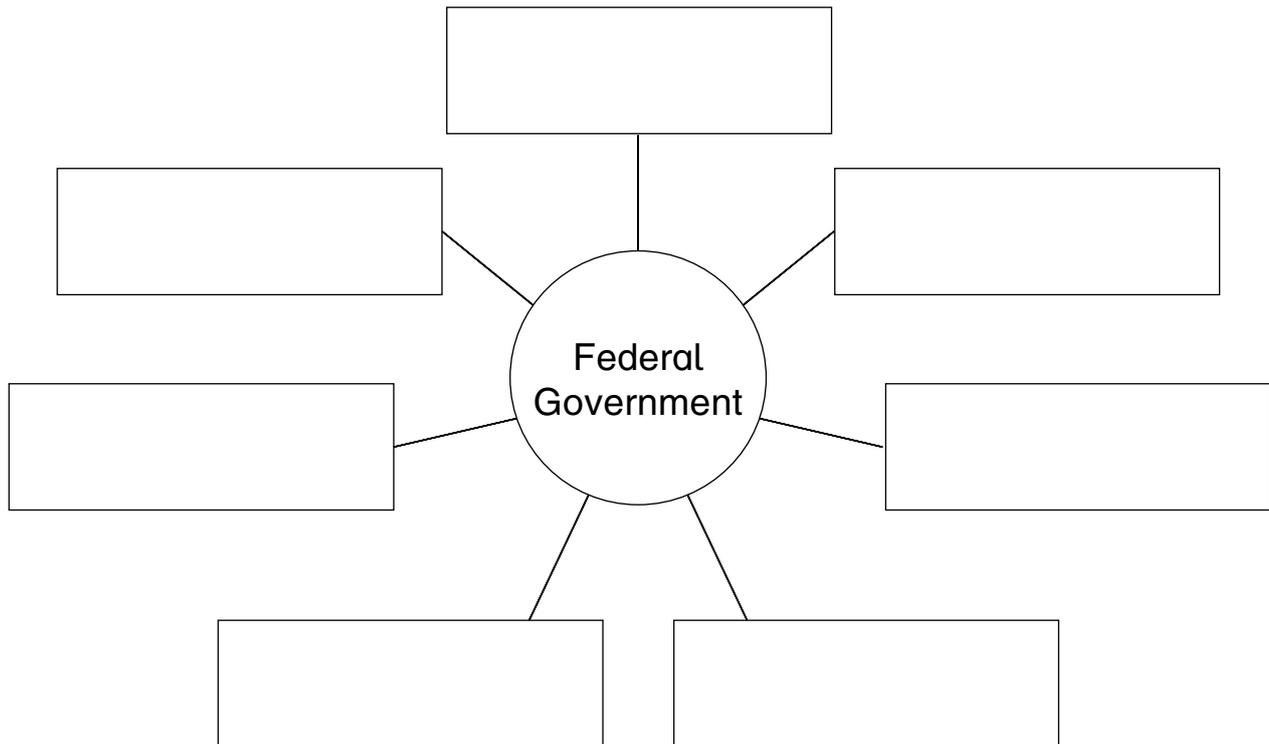
The students should be encouraged to stand up against child labour at their level.

**HW:** Prepare a speech for or against child labour.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- I. On the web diagram below write down the responsibilities of the Federal Government.



- II. Choose the correct word to complete each sentence.

1. The form of government in Pakistan is \_\_\_\_\_.  
i. dictatorship                      ii. democracy                      iii. monarchy
2. Elections in Pakistan are held every \_\_\_\_\_ years.  
i. six                                      ii. four                                      iii. five
3. Pakistan's relations with other countries are looked after by the \_\_\_\_\_.  
i. internal affairs office                      ii. foreign affairs office                      iii. provincial government

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- I. Fill in the empty spaces to complete the diagram of the structure of the Federal Government.

### Democracy of Pakistan

People elect members of



\_\_\_\_\_  
\_\_\_\_\_

Members of both Assemblies elect



\_\_\_\_\_  
\_\_\_\_\_

Senate + National Assembly → \_\_\_\_\_



Leader of the party with more seats is  
elected as the \_\_\_\_\_

Parties with fewer seats elect the  
leader of the \_\_\_\_\_



Members of the National Assembly also elect the

\_\_\_\_\_ and \_\_\_\_\_

- II. Fill in the blanks to complete the sentence.

The three branches of the government are \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Match the following terms with their definitions.

Executive	members of this branch are selected from among the MPAs by the prime minister
Judiciary	deal with local legal matters
Supreme Court	makes sure that the laws made are implemented
Cabinet	provides justice to all citizens of the country
Session Courts	a document containing the laws and principles by which a country is governed
Speaker	makes and also amends laws
Prime Minister	maintains order during assembly sessions
Constitution	head of the federal government
Legislature	is the highest court, located in Islamabad

# Our culture

Culture can be defined as the lifestyle and traditions, festivals, food, literature, art and crafts, music and dance, and ways of doing things that develop in a community over a long period of time.

Our culture is taught to us by our families, friends, and communities. From these people, we learn what foods to eat, what kinds of houses to build, how to communicate, and how to behave. Cultures can be defined in many different ways: by region, nationality, religion, and race, etc.

The lesson makes students aware that each region of Pakistan has its own distinct culture which is reflected in the food, arts and craft, dresses, folk dances, language, etc., but people of all cultures share the same values.

The lesson also compares the Pakistani and Chinese cultures. Since both are eastern cultures there are some similarities between them. The value system is also basically the same.

## PREVIOUS KNOWLEDGE

Students are aware that they have many things in common with their peers like their way of dressing, their food, and their festivals.

## VOCABULARY

values that people hold dear, culture can resist, preserve, diversity, similarity, hospitality, traditional, symbolize, merge, distinct

## LEARNING EXPECTATIONS

Students should be able to:

- explain what is meant by culture
- provide information about the cultural diversity and similarities between different regions of Pakistan
- compare their own culture with that of the Chinese

## METHOD

### (a) Introductory activity

#### Discussion

Write 'culture' on the board. Divide students into groups according to the language they speak at home. Ask each group in turn to tell the rest of the class about the food they normally eat at home. What is cooked on special occasions such as Eid? How do they celebrate Eid? Do they know the names of their folk dances? When all the groups have had an opportunity to speak, point out to students the diversity in their ways of living, language, foods, folk dances, etc. There must be many things which are common to all the groups like having *sevaiyan* on Eid, going for Eid *namaz*, girls having henna designs drawn on their palms and wearing bangles; boys and girls wearing shalwar qameez, speaking Urdu. Explain to students that each region has its own distinct culture. But when we look at the broader picture there is also the Pakistani culture which comprises things that are common to all regions.

### (b) Development

Read the lesson with the students. Explain the content and the illustrations. Explain the pictures on page 66–67 of the book. Tell them the names of the different foods shown. Sindhi food: Sindhi biryani; Punjabi food: saag; Khyber Pakhtunkhwa: chapli kabab; Balochistan: sajji.

Sindhi folk dance: jhoomar; Punjabi folk dance: bhangra; Khyber Pakhtunkhwa folk dance: khattak; Balochi folk dance: lewa.

### (c) Closure

Explain the given exercises.

### ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

### CONTENT REVIEW (PAGE 69)

#### Answer key

1. Culture includes the languages we speak, the way we dress, the way we celebrate our festivals, and the religion we follow.
2. Similarities and differences in the regional cultures of Pakistan:

Similarities	Differences
Urdu is the national language	regional dresses
Islam is the religion of 97% population	regional food
shalwar qameez is the national dress	regional folk dances, poetry, and music
common values like respect for elders and peers	regional art and handicraft

3. Some distinct features of the Chinese culture are:
  - a. use of chopsticks instead of knives, spoons, and forks
  - b. drinking tea with meals
  - c. the dragon dance
  - d. the use of red colour to ward off evil spirits
  - e. respect for elders
  - f. living in a joint-family system
  - g. simple living
  - h. doll making as a craft

### GOING FURTHER

Help them to do these exercises.

### ADDITIONAL QUESTIONS

1. Give two examples of how Pakistani culture has changed after coming into close contact with another culture.
2. List five main features of Azmay and Ibrahim's culture.

## SAMPLE TEST PAPER, Unit 4

### I. Answer the following questions:

1. Why must each province of Pakistan have its own government?
2. How is government formed under the democratic system in Pakistan?
3. How do the Chinese celebrate New Year's Day?
4. List some of the similarities between the Pakistani and the Chinese cultures?
5. In the parliamentary form of government, what role does the president play?

### II. Fill in the blanks:

1. Parliament comprises the \_\_\_\_\_ and the \_\_\_\_\_.
2. Judges are appointed on the basis of their \_\_\_\_\_ and \_\_\_\_\_.
3. \_\_\_\_\_ is the head of the federal government.
4. A bill has to be approved by the \_\_\_\_\_ of \_\_\_\_\_ to become law.
5. The Chinese use \_\_\_\_\_ in place of forks, spoons, and knives.
6. \_\_\_\_\_ is the national language of Pakistan.
7. Pakistan's present constitution was drawn up in \_\_\_\_\_.
8. The constitution serves as a social contract between the \_\_\_\_\_ and the \_\_\_\_\_.
9. MNA and MPA are abbreviations for \_\_\_\_\_ and \_\_\_\_\_.
10. Culture includes the \_\_\_\_\_ and \_\_\_\_\_, music, and the \_\_\_\_\_ we play.

Date:

Time: 40 mins

## Unit 4: Citizenship

Topic: Our culture	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Our culture	<ul style="list-style-type: none"> <li>to discuss what culture is</li> <li>to emphasize the importance of our values and traditions</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>explain what culture means</li> <li>explain how important it is to maintain our own traditions and values</li> </ul>		<p>Introduction: 10 min.</p> <p>Development: 20 min.</p> <p>CW: 10 min.</p>
<p><b>Key words:</b> culture, festival, arts and crafts, traditional, hospitality</p> <p><b>Method:</b> Write the word culture on the board. Ask the students to explain what they understand by the term culture. Listen to their answers and explain, reading the first paragraph on page 62. Traditions include our Pakistani dress, the way we celebrate our festivals, our arts and crafts, etc. Explain that we have values such as respecting our elders, hospitality, sharing, the joint-family system, etc. which are part of our culture. Compare these with those of western culture where it is more common for teenagers to leave home to live independently, and elderly people go to live in old people's homes and are visited by their children on a regular basis. Ask the students to give their opinions about the advantages and disadvantages of living in a joint family.</p> <p>Ask the students: When we think of Pakistani food, which dishes come to mind? Listen to their responses. Refer to the pictures on page 63 and explain that the dishes shown are traditional Pakistani dishes. Ask the students to name their favourite dishes.</p> <p>Class project: Divide the students into four groups and assign a province to each (details in the next lesson plan).</p> <p><b>CW:</b> Content Review Q1</p> <p><b>HW:</b> Collect pictures and information about the province assigned to you.</p>				

Date:

Time: 40 mins

## Unit 4: Citizenship

Topic: Our culture	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Our culture	<ul style="list-style-type: none"> <li>to examine the culture of Pakistan</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>work in a group to produce a collage representing the culture of one of the four provinces of Pakistan</li> </ul>	Chart paper, crayons, markers, glue, etc.	Introduction: 5 min. Activity: 35 min.

**Key words:** diversity, folk dance

**Method:** Discuss the pictures and text on pages 64–67. Ask the students to describe how they celebrate Eid. What do they wear and what food do they usually eat at the two Eids? Discuss the cultural similarities of the four provinces of Pakistan (page 65). Refer to the pictures on pages 66 and 67 and talk about the various aspects shown.

The students should work in four groups, each looking at a different province. Ask them to find information and pictures or items pertaining to the people, regional dress (they could bring their own dress if they have one), arts and crafts, food, cultural activities, i.e. pictures of melas, dances, sports, etc., pictures of historical places, important buildings, recreational places, and parks should also be included. (The students should be asked to collect the materials at least a week prior to the lesson.)

Working in groups, the students should now put together the information and pictures of their designated province. This could be in the form of a single huge collage on one of the walls of the classroom. The group should choose a spokesperson to give a short speech about the province they researched.

**HW:** Going Further Q2

Date:

Time: 40 mins

## Unit 4: Citizenship

Topic: Our culture	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Our culture	<ul style="list-style-type: none"><li>to explore how, over a period of time, lifestyles of another culture are adopted</li><li>to examine some aspects of Chinese culture</li></ul>	<ul style="list-style-type: none"><li>explain how some aspects of one culture can merge with another</li><li>demonstrate some knowledge of Chinese culture</li></ul>		<p>Introduction: 5 min.</p> <p>Development: 15 min.</p> <p>CW: 20 min.</p>

**Key words:** merge, resist change, commercial use, preserved, chopsticks, symbolize, eastern culture

**Method:** After talking to their grandparents about the changes that have taken place in our culture (Going Further Q2), the students should have some knowledge of their own culture and how it has changed. Students can share their findings with the class. Discuss the present day culture of Pakistan and highlight the changes that have come about, especially with advancements in technology; the introduction of TV and mobile phones have changed Pakistani culture considerably. Read the relevant text on page 68 and supply any necessary explanations.

Ask the students to work in pairs, taking turns to read 'Meet Mr and Mrs Hu', and then attempt Content Review Q2 after discussing it with their partner.

Explain Going Further Q3. The students should do some research to complete this task so give them sufficient time.

**HW:** Going Further Q3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Do some research and fill in the chart below.

	Pakistan	China
area of the country		
population		
capital city		
form of government		
national language		
national colour		
national dress		
most popular food		
most popular sports/games		
two cultural similarities		
two cultural differences		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Wordsearch

Find the given words in the wordsearch below.

A	T	S	F	H	R	T	Z	E	G	F	H	G	R
B	R	E	G	I	O	N	A	L	A	I	O	T	S
R	A	F	U	J	T	D	R	V	B	D	E	A	E
E	D	C	R	F	G	P	A	S	H	T	U	N	X
S	I	N	D	H	I	I	A	Y	R	O	P	T	C
W	T	D	U	G	S	D	E	S	Q	S	Z	A	V
S	I	A	T	F	P	N	A	T	I	O	N	A	L
A	O	E	J	M	U	N	H	S	D	B	E	D	B
E	N	D	Y	B	S	P	R	O	V	I	N	C	E
B	A	L	O	C	H	I	D	F	B	V	D	R	I
T	L	I	I	O	T	P	U	N	J	A	B	I	D
A	R	T	A	N	D	C	R	A	F	T	D	F	F
F	F	E	S	T	I	V	A	L	Z	D	D	T	V
S	D	F	A	G	H	J	B	L	O	K	U	O	D
M	N	H	Y	L	A	S	I	D	W	S	C	S	G

TRADITIONAL    ART AND CRAFT    SINDHI    BALOCHI  
PUNJABI    PASHTUN    EID    URDU  
REGIONAL    NATIONAL    PROVINCE    FESTIVAL

# We depend on others

It is not possible for anybody to live in isolation in this world. We are all dependent on each other for our needs. Each person uses this to his own benefit. This is even more so today when the world has become a global village and we speak in terms of One World.

## PREVIOUS KNOWLEDGE

Students know that they need other people's help in many ways, on many occasions.

## VOCABULARY

interdependent, dependent, supply

## LEARNING EXPECTATIONS

Students should be able to:

- explain how and why they are dependent on others
- explain how and why countries are interdependent

## METHOD

### (a) Introductory activity

#### Discussion

Ask the students whether they think it is possible for a man to live by himself? Ask a student who says yes to describe how. Explain that even if somebody lives alone in the jungle and grows his own food he will still need to go to the market to buy clothes, medicines, provisions, pots and pans, implements for farming and so on.

Write 'We depend on others' on the board. Go on to explain how countries are interdependent; use the tables given on page 71–72.

### (b) Development

Read the lesson with the students.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 72)

### Answer key

1. Countries have to be interdependent because it is not possible for them to produce everything themselves. They only produce those items which can be produced cheaply and easily. They import the rest from other countries.

2.
  - supply of water, gas, and electricity in our homes
  - our clothes
  - the furniture in our homes
  - petrol for our cars

### **GOING FURTHER**

Give this as group work. Let them choose the items. Help them to show the origins of these items the way it is shown on page 70 of the textbook.

For Question 2, provide a big map of the world for the class to do the activity. You can divide students into groups and can allocate a country to each, e.g. China, India, and so on.

Ask them to write about this activity in their notebooks.

### **ADDITIONAL QUESTIONS**

1. Explain why it is not possible for man to be completely independent.
2. What is meant by interdependence?
3. List Pakistan's major exports and name the countries they are exported to.

Date:

Time: 40 mins

**Unit 5: Lifestyles**

Topic: We depend on others	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. We depend on others	<ul style="list-style-type: none"> <li>to discuss how and why countries are interdependent</li> </ul>	<ul style="list-style-type: none"> <li>explain how and why countries are interdependent</li> </ul>	World map	Introduction: 10 min. Development: 10 min. CW: 20 min.
<p><b>Key words:</b> equipment, surgical instrument, electronic goods, import, export, raw material</p> <p><b>Method:</b> Explain that just as people depend on each other to fulfill their needs, countries are also interdependent. Explain the terms export and import. Read the relevant text with the students and highlight the items exported and imported by Pakistan. Locate the countries on the world map pointing out the immense distances over which the goods are transported from one place to another. Study the chart on page 72. Locate the countries mentioned on the map of the world. Explain the ‘Going Further’ exercise 2</p> <p><b>CW:</b> Content Review Q1</p> <p><b>HW:</b> Find information needed for Going Further’ exercise 2. This can be done as a class activity in the next period.</p>				

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: We depend on others	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. We depend on others	<ul style="list-style-type: none"><li>to examine the ways in which individuals are interdependent</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>explain how individuals depend on each other to satisfy their needs</li></ul>		Introduction: 5 min. Development: 10 min. CW/Activity: 25 min.

**Key words:** produce, dependent, interdependent

**Method:** Ask the students whether it is possible for a person to live alone. Explain that if a person lived on a deserted island or in a jungle, he may be able to grow his own food, but for clothes, pots and pans, medicines, etc. he would need to go to the market. Explain that everything that we use: hair brush, tooth paste, a cup, salt, sugar, a pencil, a book, etc. reaches us after passing through many steps and processes involving a number of people. Then ask: Where did you get the uniform that you are wearing? (at a shop that sells uniforms) How did the shop get it? (It bought the cloth and then a tailor made the uniform.) Where did the cloth come from? (a textile mill or factory) Where did the factory get the material (thread) from to make cloth? (Thread is produced in a spinning factory.) What is thread made from and where did that material come from? (cotton, grown in cotton fields) On the board, write the information elicited from the students in the form of a flow chart as they answer the questions. Read the relevant text on pages 70 and 71. Discuss the information and the picture on page 70. The students should copy the flow chart into their exercise books.

Explain the 'Going Further' exercise 1, and write on the board a list of items from which the students can choose. Then, working in pairs, they should trace the origins of any two items.

**HW:** Content Review Q2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Trace the origin of the glass of milk you drink every day.



\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

→ \_\_\_\_\_ → \_\_\_\_\_



II. Say whether the following statements are true or false.

1. A farmer who produces his own food is self-sufficient. \_\_\_\_\_
2. Cloth is made by a tailor. \_\_\_\_\_
3. For making bread at home, my mother is not dependent on anyone.  
\_\_\_\_\_
4. All countries are interdependent. \_\_\_\_\_
5. Rice grows well in South-East Asia. \_\_\_\_\_

III. Fill in the blanks

1. Pakistan exports: \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.
2. Some of the things that Pakistan imports are: \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and  
\_\_\_\_\_.

# Goods and services

Goods are items you can see and touch, such as a book, a pen, a folder, etc. Services are provided for you by other people, such as a doctor, a dentist, and a hairdresser. In economics, all output is divided into goods and services.

There are two kinds of goods and services namely, private and public. Private goods: clothes, newspaper, petrol, sports goods, etc. Private services: hairdressing, private hospitals and schools, security services, etc. Public goods: bridges, roads, traffic lights, recreational facilities, etc. Public services: municipal services, public schools and colleges, public hospitals, etc.

## PREVIOUS KNOWLEDGE

Students can differentiate between goods and services.

## VOCABULARY

consumer, tangible, municipal

## LEARNING EXPECTATIONS

Students should be able to:

- explain the difference between public and private goods and services
- give examples from their daily lives of public and private goods and services
- explain how the government pays for the goods and services it provides

## METHOD

### (a) Introductory activity

#### Discussion

Ask students if they remember what goods and services are. After you have obtained a few answers and everybody's memory has been refreshed, proceed to explain that goods and services can either be public or private. Give them examples of things that children may be using daily, like groceries, cars, toys, sports goods, etc.

Next, give them examples of such things as roads, bridges, traffic lights, parks, etc. Ask them if they pay for any of these. They do not pay directly as these are provided by the government for our use and these are called public goods. However, the government does use the money collected from taxes to provide these goods and services.

Now write 'hairdressing', 'tailoring', 'plumbing' on the board and ask students if these are private services or public. Explain to them that these are private services as we pay for them directly to the person who provides the service. Explain to them that there are some services which we use without having to pay. Examples may be given of public libraries, hospitals, municipal services, schools, and colleges. These are to be provided free of direct cost to public by the government.

### (b) Development

Read the lesson with the children.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 75)

### Answer key

1. Private goods and services are provided by business people but are available only to those who are willing to pay a price for them, e.g. furniture, ice cream, cloth, services of a cook, plumber, cobbler, etc.  
Public goods and services are made available to everyone by the government for their benefit, e.g. bridges, traffic lights, roads, services of policemen, public transport, etc. These are available to everyone, mostly free of cost though sometimes a nominal amount may be paid, e.g. buying tickets when travelling by public transport.
2. The government collects money through taxes in order to pay for the goods and services it provides to its citizens.

### GOING FURTHER

This exercise may be begun in class and given to be completed at home so that parents' input may be added.

### ADDITIONAL QUESTIONS

1. Why is it important not to abuse the goods and services provided by the government?
2. State which of the goods and services listed below are private and which are public.  
fruits and vegetables  
clothes  
sewage disposal  
park  
cinema  
passport office  
a tailor's shop  
flyover  
storm drain  
street cleaners  
your servant  
ice cream

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Goods and services	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Goods and services	<ul style="list-style-type: none"><li>to examine the private goods and services that we use</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>define and list private goods and services</li></ul>		<p>Introduction: 10 min.</p> <p>Development: 15 min.</p> <p>CW: 15 min.</p>

**Key words:** tangible, consumer, community

**Method:** Draw two columns on the board and write the word 'Goods' in the first one. Ask the students what they understand by the word. Take a couple of answers and then explain that goods are items that can be bought and sold. Explain the meaning of tangible. Ask the students to name some items and list them on the board under the heading 'Goods'. Write 'Services' in the second column. Using the same procedure, elicit answers and list some of the services suggested by the students. Add some more goods and services to the lists. Pointing to the 'Goods' column, ask the students: Where do you get these goods from? (the market) How do these goods get to the market? (Some are grown on farms, e.g. fruits and vegetables, while others are made in factories, e.g. cloth, shoes, cars, etc.)

Read the text on page 73 with the students. Discuss the pictures. List the items in the appropriate column if they are not already there.

**CW:** List and draw some of the private goods that you use.

**HW:** Choose three things that your family owns, e.g. car, computer, books. Talk to your parents and write a paragraph on how you look after these goods that belong to you.

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Goods and services	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Goods and services	<ul style="list-style-type: none"> <li>to examine the differences between public and private goods and services</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>differentiate between public and private goods and services</li> <li>explain the value of public goods and services</li> </ul>		Introduction: 5 min. Development: 15 min. CW: 20 min.

**Key words:** profile, public health, citizen, municipal

**Method:** Ask the students to explain the difference between private and public goods and services. Listen to their responses and then summarize the differences. Explain that public goods such as roads, bridges, parks, libraries, etc. and services which include public schools and colleges, the postal service, etc. are provided by the government for all members of society and are not profit-making, as private goods are. Explain why taxes are collected. Emphasize that it is of utmost importance that we should not misuse public goods: roads, traffic lights, electricity, water, gas, etc. They belong to us and are paid for by us. We should look after public goods in the same way that we look after our personal belongings. Read page 74 with the students and give any necessary explanations.

**CW:** Content Review Q1 and Q2

**HW:** Choose any three goods provided by the government, e.g. roads, electricity, gas, water; talk to your parents and write a paragraph on how you should not misuse these goods.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Sort out the goods and services listed in the box below and write them in the appropriate columns.

newspaper	banks	roads	water	postal service	cars
sports goods	saving centres	electricity	police	petrol	
groceries	museums	recreational facilities	gas	bridges	
courier service	laundry service	traffic lights	armed forces		
	computers	restaurants			

Private goods	Public goods	Private services	Public services

# Money

Money is a commodity or token that everyone will accept in exchange for the things they have to sell. It has taken many forms over the thousands of years that it has been around, beginning with the cowrie shells which were in use in 1200BC and developing to the plastic money we use today.

Children have to be taught to use money responsibly. They should be able to differentiate between luxuries and necessities. They should also be taught that money has to be earned honestly. They should feel responsible towards the less fortunate people in society and be willing to part with some of their own money to help them.

## PERVIOUS KNOWLEDGE

Students are aware that they spend money to buy different goods and services. They know how the barter system works. They also know the currency of Pakistan.

## VOCABULARY

financial transaction, commodity, necessity, amenity, luxury

## LEARNING EXPECTATIONS

Students should be able to:

- describe how money has evolved
- know the names of some of the major currencies of the world
- explain the role of money in people's lives
- identify some of the ways in which income is generated

## METHOD

### (a) Introductory activity

#### Discussion

Write 'money' on the board. Ask students to define it. When you have received several answers, ask them if they know the name of the Pakistani currency. Then ask some students who have visited foreign countries if they know the name of the currency used in these countries. (If necessary, explain that the money used in a country is called its currency.) If you do not receive any answers, write Dollar on the board and ask if anyone can tell you in which countries the currency is called 'dollar'. Tell them the names of countries other than the USA whose currency is called the dollar, e.g. Australia, Singapore, Canada.

Next, ask them about the uses of money and do mention that one use is to give it to charity.

Explain to students that in this chapter they will learn how money came about, how it changed form over the years and what its latest forms are. Explain what is meant by 'plastic money'.

### (b) Development

Read the lesson with the students.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 78)

### Answer key

1.

1200BC	In China, cowrie shell became the first medium of exchange.
500BC	Pieces of silver were used as coins in many countries.
118BC	First banknotes were produced in China.
AD806	Paper money was invented in China.
Present	Paper notes, coins, and plastic money are used in almost all countries.

2. We can use credit and debit cards along with paper money and coins as different forms of payment today.

### GOING FURTHER

Students will need the teacher's help while doing Questions 1 (see the newspapers) and 3. Question 2 can be explained in class and given for homework.

### ADDITIONAL QUESTIONS

1. Give definitions for the following terms: amenity, necessity, and luxury
2. Write the names of the currencies used in the USA, Europe, Japan, Great Britain, and Saudi Arabia.
3. List at least five ways in which people earn money.
4. What should we consider when we are spending money?
5. What do money changers do?

Date:

Time: 40 mins

**Unit 5: Lifestyles**

<b>Topic: Money</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Activities/CW/HW</b>
1. A short history of money	<ul style="list-style-type: none"> <li>to explain how money has evolved</li> </ul>	<ul style="list-style-type: none"> <li>describe how money has evolved</li> <li>identify some of the major currencies of the world</li> </ul>		Introduction: 5 min. Development: 15 min. CW: 20 min.
<p><b>Key words:</b> medium of exchange, imprint, currency, credit, debit, interest, plastic money, electronic transfer</p> <p><b>Method:</b> Write the word money on the board and ask the students to define the word. After hearing several answers, ask the students to name the currency used in Pakistan and those used in some other countries (refer to the map given on page 76).</p> <p><b>Now ask:</b> What is money used for? (buying and selling commodities) How did people manage before money was invented? Give the students time to think and suggest answers. Explain the barter system by which people exchanged one commodity for another. Explain that, that like many other things, money has also evolved and has a long history which they will be studying. Read the related text and supply any necessary explanations. End the lesson by asking: What is meant by plastic money? How are credit and debit cards used? What is meant by electronic transfer?</p> <p><b>CW:</b> Content Review Q1</p> <p><b>HW:</b> Going Further Q1</p>				

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Money	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. A short history of money	<ul style="list-style-type: none"><li>to examine how money is earned and used in daily life</li></ul>	<ul style="list-style-type: none"><li>explain the use of money in daily life</li><li>name some professions</li></ul>		Introduction: 5 min. Development: 15 min. CW: 20 min.

**Key words:** necessity, luxury, amenity, manual labour

**Method:** Write the phrase 'Money has purchasing power' on the board. Ask the students to read the first paragraph on page 77 under the heading 'Money in our lives' and discuss with their partner the phrase 'Money has purchasing power'. Give them a little time and then ask them to explain what it means. Listen to their ideas and then explain how money is different from other commodities. Point out the difference between necessities and luxuries, (needs and wants). Ask the students to give examples from their everyday lives of things they need and things they want.

Next ask the students to name some ways to earn money, such as various professional activities, investment schemes, business, manual labour, etc. Highlight the dignity of labour, that all people, whether in a low paid job or a highly paid one, are equal, and should be entitled to the same treatment. Stress that it is extremely important to earn money honestly and spend it wisely.

**CW:** Content Review Q2 and Going Further Q3

**HW:** Going Further Q2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Match the currency to its country.

Europe	Yen
Japan	Ringgit
United States of America	Pound
Pakistan	Dollar
Saudi Arabia	Euro
Malaysia	Riyal
Bangladesh	Rupiah
Indonesia	Taka
Great Britain	Rupee

II. Choose the correct word to complete the sentence.

- The first banknotes were produced in \_\_\_\_\_.  
i. England                      ii. China                      iii. Turkey
- In 500BC, pieces of \_\_\_\_\_ were used as coins.  
i. gold                      ii. bronze                      iii. silver
- The first banknotes were made of \_\_\_\_\_.  
i. deerskin                      ii. sheepskin                      iii. horse hide

III. Fill in the blanks.

Nowadays payments can be made through \_\_\_\_\_.  
\_\_\_\_\_ through the Internet has made business dealings easier and faster.

# Trade

Trade is the activity of buying and selling, or exchanging goods or services between people or countries. Like any other country in the world, Pakistan also trades internationally. This trading involves import and export. Cotton yarn and textiles, rice and leather goods are three main exports from Pakistan. Petroleum products, machinery and transport equipment, and chemicals are three main imports of Pakistan. Some of the reasons for importing goods are local unavailability, lack of production, and greater demand and use of certain goods.

## PREVIOUS KNOWLEDGE

Students know what interdependence is.

## VOCABULARY

potential, export, import, foreign exchange, trade, valuable, surplus, ideal

## LEARNING EXPECTATIONS

Students should be able to:

- understand the importance of international trade for the development of Pakistan
- identify the main items of export and import in Pakistan
- trace the origin of common imported items and explain how they are brought to Pakistan

## MATERIALS REQUIRED

A few items like t-shirts, toys, packaged food items, medicines, a small electrical appliance if possible, each carrying a label saying in which country these were made.

## METHOD

### (a) Introductory activity

#### Discussion

Take to class a few items which have visible tags or stickers showing their country of origin. Make sure that these are available in Pakistani markets and have not been bought abroad. Show these to the students and ask them to examine the items and note where they were made. Ask them individually for their observations. Elicit answers on how and why they think these items are available here even though they are not made in Pakistan.

Also let them know that just as they find many imported items in Pakistani markets, many things which are made in Pakistan are also available in some foreign countries. They will mostly find bed sheets, towels, and bags of rice with labels saying that they are from Pakistan.

### (b) Development

Read the lesson with students.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask them to do the Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 81)

### Answer key

1. a) Trade is the activity of buying and selling, or exchanging goods or services between people or countries.  
b) International trade involves import and export.
2. International trade contributes to the development of Pakistan as it brings in foreign exchange which is a valuable resource. This foreign exchange is used for development work in the country and also for increasing exports.
3. An import is any good or service which is brought into our country from another country. An export is any goods or service which is sold by Pakistan to a foreign country.  
The major imports of Pakistan are: machinery, electrical goods, cars, petroleum and its by-products, edible oil, tea, etc. The major exports of Pakistan are: cotton yarn, textiles, rice, leather, and sport goods.

### GOING FURTHER

This work can be given for homework. Students lists can be discussed in the next class.

### ADDITIONAL QUESTIONS

1. Why is there a need for international trade?
2. Why does Pakistan have to import the following items?
  - a) edible oil
  - b) tea
  - c) wheat
  - d) electrical goods

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Trade	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Trade	<ul style="list-style-type: none"> <li>to identify Pakistan's exports and imports</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>define the terms export and import</li> <li>identify the major imports and exports of Pakistan</li> </ul>		<p>Introduction: 10 min.</p> <p>Development: 15 min.</p> <p>CW: 15 min.</p>

**Key words:** trade, valuable, deficient, by-product, edible oil, consume

**Method:** Write the words export and import on the board. Ask the students the meanings of the two words and then ask: Why do you think a country exports products? Why does it import certain items? Listen to their answers. Refer to the table on page 80 and explain the reasons for importing or exporting the items mentioned. Explain that Pakistan exports and imports most of the goods by sea, which is much cheaper than by land or air. Pakistan has a long coastline and a number of sea ports, the most important of which are Karachi and Gwadar, where trade activities are enormous. Give the students the following link to find out more about the ports of Pakistan. <http://www.pakistanpaedia.com/mega/ports.html>

**CW:** Content Review Q3

**HW:** Going Further exercise

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Trade	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Trade	<ul style="list-style-type: none"> <li>to discuss the importance of international trade for the development of a country</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain why trade is important for the growth of a country's economy</li> </ul>	Some imported items such as toys, perfume, packaged food items, medicines, a small electrical appliance, each with a label clearly showing the country where it was made A map of the world	Introduction: 10 min. Activity: 20 min. CW: 10 min.

**Key words:** potential, export, import, foreign exchange, economy

**Method:** Take to the lesson some foreign-made items, which are available in the market. Form groups and distribute the articles among the children. Ask them to read the label to find out where the item was produced, then brainstorm to find out: Why is that particular product available in the market in Pakistan? What would be the most convenient route through which it might have come into Pakistan? (Use the world map or the atlas.) Is the sea route or land route more appropriate? Why? How will it help Pakistan?

Listen to the students' answers. Read the text on page 79 with the students, giving any necessary explanations.

**CW:** Content Review Q1

**HW:** Content Review Q2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Write a sentence to define each of the following.

a. trade: \_\_\_\_\_

b. international trade: \_\_\_\_\_

c. export: \_\_\_\_\_

d. import: \_\_\_\_\_

II. Complete the table below about the international trade of Pakistan.

Main export items	Main import items

# Banks

A bank is an organization where people and businesses can invest or borrow money, change it into foreign money, etc. Banks benefit the customers in many ways, such as the safe deposit facility, demand drafts and pay orders, the safe transfer of money, credit/debit/ATM cards, electronic transfer of money, loans, and payment of utility bills. The State Bank of Pakistan is the central bank in Pakistan. Issuance of notes and coins, study of all matters concerning financial and commercial activities, and controlling loan policies are some of the main functions and responsibilities of the State Bank.

## PREVIOUS KNOWLEDGE

Students know that banks are safe places to keep one's money and jewellery.

## VOCABULARY

commercial activity, economic growth, convenient

## LEARNING EXPECTATIONS

Students should be able to:

- understand the role of banks in the lives of individuals and businesses
- explain the role of the State Bank of Pakistan

## METHOD

### (a) Introductory activity

Write 'banks' on the board. Elicit answers from students about the functions of a bank. Ask the students if anyone's parents work in a bank. Explain to them that people deposit their money and valuables in a bank for safe keeping. In addition, banks also carry out many different functions such as giving loans to people and organizations.

Explain that the lesson will look at when and how banks came about and what role they play in everybody's life today.

### (b) Development

Read the lesson with the students and explain the content.

### (c) Closure

Explain the given exercises.

## ASSESSMENT

Ask students to do the Content Review and Going Further exercises.

## CONTENT REVIEW (PAGE 84)

### Answer key

1. Historically, moneylenders did the job that banks do today. They accepted other people's money for safe keeping, invested this money in profitable businesses and gave depositors their share of the profit. They also lent out money to those asking for a loan. The loan was returned along with an extra amount which was known as interest and which the moneylenders considered to be their profit. The present-day banking system is an extension of that individual moneylender's practice.
2. Banks benefit their customers in many ways, such as the safe deposit facility, processing of the safe transfer of money, credit/debit/ATM cards, electronic transfer of money, payment of utility bills and loans.

3. Businessmen need money to set up or expand their businesses. They can get this money from the banks in the form of a loan.

### **GOING FURTHER**

Help your students to obtain brochures from some banks. Discuss the brochures in pairs, and then get their feedback on which bank they would prefer to open an account with and why?

### **ADDITIONAL QUESTIONS**

1. List any four of the functions of the State Bank of Pakistan.
2. Explain the origins of the banking system.
3. What is an investment account? Explain how it benefits the account holder.
4. Explain the following terms:
  - a) demand draft
  - b) pay order

Date:

Time: 40 mins

**Unit 5: Lifestyles**

Topic: Banks	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Banks	<ul style="list-style-type: none"> <li>to explain the role of banks in the lives of individuals and businesses</li> </ul>	<ul style="list-style-type: none"> <li>explain the role that banks play in the economic needs of people and businesses</li> </ul>		Introduction: 10 min. Activity: 15 min. CW: 15 min.
<p><b>Key words:</b> deposit, moneylender, interest, banking service, savings account, current account, demand draft, pay order, ATM card, loan, investment account</p> <p><b>Method:</b> Ask the students if they have ever been to a bank with their parents: most of them should have. Put the students in groups and ask them to share their experiences and write a description of the inside of a bank; (tellers sitting behind counters, customers standing in a queue, guard, etc.), and also the reasons for going to a bank: (to get money, to collect jewellery, to deposit money, to pay a credit card bill, utility bill, etc.) Allow each group to share their ideas with the class.</p> <p>Read pages 82 and 83 with the students. Explain how the present day banking system evolved. Discuss the various facilities provided by banks, giving any necessary explanations.</p> <p>Explain the Going Further activity and ask the students to start collecting brochures from different banks.</p> <p><b>CW:</b> Content Review Q1</p> <p><b>HW:</b> Content Review Q2</p>				

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Banks	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Banks	<ul style="list-style-type: none"><li>to examine the functions and responsibilities of the State Bank of Pakistan</li></ul>	<ul style="list-style-type: none"><li>describe the functions and responsibilities of the State Bank of Pakistan</li></ul>	Brochures of some banks Students should also have their own brochures.	Introduction: 5 min. Development: 15 min. CW/Activity: 20 min.

**Key words:** exchange department, clearing house, commercial activity, financial activity, security

**Method:** Ask the students what they understand by 'the State Bank of Pakistan'. Listen to some of their ideas. Read and explain the text point by point, writing the information on the board in the form of a flow chart. The students should then copy the chart into their exercise books.

**CW:** Going Further exercise

**HW:** Content Review Q3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Choose the correct word to complete each sentence.

1. The word bank originated from an \_\_\_\_\_ word.  
i. Australian                      ii. Italian                      iii. American
2. Banking started in the \_\_\_\_\_ century.  
i. 15th                      ii. 14th                      iii. 12th
3. The central bank of Pakistan is the \_\_\_\_\_ of Pakistan.  
i. Investment Bank              ii. National Bank              iii. State Bank

II. Fill in the blanks to complete the sentences.

1. Usually individual savers open a \_\_\_\_\_ account.
2. A \_\_\_\_\_ account is opened for business purposes.
3. Banks provide \_\_\_\_\_ where customers can keep their jewellery and important documents.
4. \_\_\_\_\_ and \_\_\_\_\_ are safe ways of transferring money.
5. Through an \_\_\_\_\_ card you can draw money even when the banks are closed.
6. You can pay your \_\_\_\_\_ bills at the banks.
7. A customer can arrange a \_\_\_\_\_ from the bank for buying a car, house, etc.
8. Banks play an important role in the \_\_\_\_\_ growth of their account holders.
9. By using a \_\_\_\_\_ card you can spend money and pay the bank later.
10. When you use a \_\_\_\_\_ card the money is deducted from your account straight away.

# Sources of information

Information is facts about a situation, person, events, etc. Radio, television, newspapers, magazines, books, and the Internet are some sources of information. The mass media influence a large number of people whereas local media influence a small area or a limited number of people. The media play an important role in politics. The present age is also known as the Information Age. Information should be accurate, unbiased, objective, and rational. It is the responsibility of each and every citizen to be well-informed but the responsibility for sifting out the truth lies with the individual.

## PREVIOUS KNOWLEDGE

Students know the different sources of communication.

## VOCABULARY

aural, entertainment, impaired, beneficial, drawback, access, outbreak, reliability, confusion, factual, bombard, bias, irrelevant, prejudice, ill intention, accurate, convey, sift out, prevention, cure, illiterate, investigative, reception, suffer, specific, medium (plural media)

## LEARNING EXPECTATIONS

Students should be able to:

- identify the various sources of information
- differentiate between mass and non-mass media
- explain the advantages and disadvantages of various sources of information
- identify the role of the media in the political process

## METHOD

### (a) Introductory activity

#### Discussion

Ask students how they find out about any incident that takes place in school. By word of mouth or by witnessing it, they might tell you. Ask them how they would learn about an incident that occurred in a more distant place. What if a big incident takes place in one corner of their city, how would they find out about it? Someone is bound to mention the news on TV and radio. Explain that these are all sources of information. Staying informed has become very easy in today's world with cheap sources of information available to everybody. This lesson will discuss these in detail.

### (b) Development

Read the lesson with the students.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask the students to do the given exercises.

## **CONTENT REVIEW (PAGE 88)**

### **Answer key**

1. Radio, television, newspapers, magazines, books, and the Internet are all information media.
2. Mass media is that source of information which influences a large number of people, e.g. TV, radio, and newspapers. These three sources can reach thousands of people at one time. Local media influences a small area or a limited number of people, e.g. local newspapers, leaflets, local radio stations, school magazine.

### **GOING FURTHER**

Q1 Take this up as a class project. Divide the work among students.

Q2 Arrange this debate in class. Give students pointers beforehand.

Q3 Help students in selection of a news item from the morning newspaper. Ask them to watch the news on TV at home with their parents. Ask them to comment on the differences they noticed between the two types of coverage.

### **ADDITIONAL QUESTIONS**

1. What role do the media play in the political process?
2. What are the advantages of the Internet?
3. Suggest what could happen if media personnel are not responsible in providing information.

## SAMPLE TEST PAPER, Unit 5

### I. Answer the following questions:

1. Why do European countries depend on south-east Asian countries for the rice they consume?
2. Name any public service and explain its usefulness.
3. Where and when were the first banknotes produced?
4. What are the advantages of the electronic transfer of money?
5. Explain briefly why everybody needs money.
6. What is meant by 'plastic money'?
7. What role do the Pakistani ports play in international trade?
8. What is the function of the following:
  - a. an ATM card
  - b. a debit card
  - c. a credit card
9. Which institution is responsible for issuing all of Pakistan's banknotes and coins?
10. Which source of information do you prefer? Give reasons for your choice.

### II. Fill in the blanks:

1. The various sources of information we use today are either \_\_\_\_\_ or \_\_\_\_\_.
2. \_\_\_\_\_ produces a huge range of cheap items which it exports to almost the whole world.
3. Unlike private goods and services, public goods and services are not produced in order to make a \_\_\_\_\_.
4. The first medium of exchange was \_\_\_\_\_ shells, which were in use around \_\_\_\_\_ BC.
5. Paper money was invented in \_\_\_\_\_ (year) in \_\_\_\_\_ (country).
6. Expensive clothes, cars, and gadgets are not necessities but \_\_\_\_\_ we can do without.
7. Money must be earned \_\_\_\_\_ and should be shared with \_\_\_\_\_ people.
8. A country \_\_\_\_\_ its surplus goods.
9. Businessmen can acquire huge \_\_\_\_\_ from banks to set up or expand their businesses.
10. It is very important for the information provided by the media to be \_\_\_\_\_ and \_\_\_\_\_.

Date:

Time: 40 mins

**Unit 5: Lifestyles**

<b>Topic: Sources of information</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Activities/CW/HW</b>
1. Sources of information	<ul style="list-style-type: none"> <li>to analyse the various sources of information and explain the differences between mass and local media</li> </ul>	<ul style="list-style-type: none"> <li>identify the various sources of information</li> <li>differentiate between mass and non-mass media</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** deliver news, electronic or print, masses, mass media, broadcast, user, website

**Method:** Elicit answers to the questions: How do you find out about an incident that happens in school? (by word of mouth or by witnessing it) How would you find out about a significant incident that happened in your city? (through the news on television or radio or in the newspapers, but that is not instant) What about an important/significant incident in some other part of the world? (through the same media) Explain that in the past, when these sources of information were not available, it took days or even months for some news to travel from one place to another. Ask the students what used to be the source; they will probably suggest messengers on foot or horseback. Discuss their suggestions.

Ask the students what they understand by electronic and print media and identify what each consists of.

Write the word masses on the board. Ask the students what they understand by the term. Now write the term mass media. Give the students the opportunity to explain what they understand by it. Explain the terms if necessary. Next, write the terms local media and non-mass media and discuss what these mean.

Read the text with the students and supply any necessary explanations.

Explain the first two exercises of Going Further and ask the students to prepare for them.

**CW:** Content Review Q1

**HW:** Content Review Q2

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Sources of information	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Sources of information	<ul style="list-style-type: none"><li>to discuss the advantages and disadvantages of the various media</li></ul>	<ul style="list-style-type: none"><li>explain the advantages and disadvantages of the various media</li></ul>	Large sheets of paper	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** bulletin, beneficial, impaired sight, signal, reception, hearing-impaired, transmitted, engagement, up-to-the-minute, descriptive, detail, drawback, illiterate, investigative reporting, access

**Method:** Put students into four groups and number them from 1–4. Now write the group number and the medium each will be working on, e.g. Group 1 – Radio, ..... Distribute sheets of paper and ask the students to draw two columns. In one they should write the advantages and in the other the disadvantages of the medium assigned to them after reading and group discussion. Move around and provide assistance as required. Give the students 15 to 20 minutes to compile their work and then choose a group leader (students could do this themselves) who will present their work to the rest of the class; this could carry over to the next lesson.

Discuss how the students could produce a class newspaper. Each student should write an interesting, informative article. Assign the more enthusiastic ones to collect or write the other items mentioned in Going Further Q1.

It is suggested that all the articles should be printed, a layout prepared, and then photocopies of the resulting newspaper distributed among the students of the class.

**HW:** Write an article for the class newspaper.

Date:

Time: 40 mins

## Unit 5: Lifestyles

Topic: Sources of information	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
3. Sources of information	<ul style="list-style-type: none"> <li>to explain how media affect the political process of a country</li> <li>to explain the responsibilities of the media</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain how the media affect the political process</li> <li>list the responsibilities of the media</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** connecting, accountable, coverage, bombed, irrelevant, precise, bias, prejudice

**Method:** Ask the students: If there were false reporting of schools being closed tomorrow how would it affect you? How many people would be affected? What confusion would the news create? Listen to their ideas. Explain how very important it is to report accurately and responsibly.

Ask the students if they have ever heard the speech of any political leader on the television or the radio. They surely will have. Explain how the media is an instrument for formulating or changing public opinion, and holding leaders responsible for their words and actions. It is also a very effective means of educating the masses. Ask the students how this could be achieved.

Ask the students to prepare for a debate (Going Further Q2). Give them a couple of points to build upon.

**HW:** Prepare to take part in a debate on, 'We cannot live without the mass media'. Tell the students they can speak for or against the motion.

The next two or three lessons should be used for the debate, Going Further exercise 2, and the activity described in exercise 3. (Prior explanation and preparation of these activities is essential.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. Complete the following sentences.

1. The electronic media include \_\_\_\_\_.
2. The print media include \_\_\_\_\_.
3. Sources of information that reach a large number of people are referred to as the \_\_\_\_\_.
4. Sources of information that give specific information to fewer people are known as \_\_\_\_\_.
5. Two important roles of the media are:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

II. Say whether the following statements are true or false.

1. All information provided by the electronic media is accurate. \_\_\_\_\_
2. Personal opinion should not be a part of the news. \_\_\_\_\_
3. The radio gives detailed news. \_\_\_\_\_
4. In earlier days information used to be spread by word of mouth. \_\_\_\_\_

III. Write the letter of the correct answer in the blank provided.

- |   |                                   |
|---|-----------------------------------|
| 1. A doctor would look at a _____                 | a. descriptive and detailed news. |
| 2. A radio can be run on _____                    | b. accountable for their acts.    |
| 3. Local media broadcast _____<br>programmes over | c. specialist website.            |
| 4. The media can hold _____<br>politicians        | d. batteries.                     |
| 5. Newspapers provide _____                       | e. a small area.                  |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The various media bring numerous advantages, but there are also disadvantages associated with them. In the columns below list the advantages and the disadvantages of each.

Television

Advantages	Disadvantages

Radio

Advantages	Disadvantages

## Internet

Advantages	Disadvantages

## Newspaper

Advantages	Disadvantages

