

A COMPREHENSIVE COURSE FOR PRIMARY CLASSES

Know Your WORLD

4

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 the 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.

Our country and the world

Basic facts about Pakistan:

Official name: Islamic Republic of Pakistan

Total area: 778,720 sq km

Population: approx. 131 million (as per 1998 census), current is believed to be approx. 187 million

State religion: Islam

Currency: Pakistani Rupee

National language: Urdu

Official language: English

National flower: Jasmine

National animal: Markhor

National bird: Chakore

National tree: Deodar

Popular sports: Cricket, hockey, football, squash

Pakistan shares its borders with Iran, Afghanistan, India, and China. Because of its geographical location, Pakistan is considered to be an important country. It serves as an important trade route between the Central Asian countries and the Middle East. The ancient Silk Route, part of which is now formed by the Karakoram Highway, connects China with Europe and the rest of the world through the Arabian Sea. The two ports at Karachi and Gwadar facilitate international trade not only for Pakistan but also for the neighbouring landlocked countries of Central Asia.

MATERIAL REQUIRED

A map showing the various physical features of Pakistan

PREVIOUS KNOWLEDGE

Students recognize continents on the world map.

VOCABULARY

world, geographical, trade

LEARNING EXPECTATIONS

Students should be able to:

- locate Pakistan on the world map
- identify the four provinces of Pakistan on a map
- recognize the neighbouring countries of Pakistan

METHOD

Bring the world map to the classroom.

(a) Introductory activity

Begin by asking: What do you understand by the word 'world'? Students will give different answers. Explain to them that the world includes all the countries and the people who live in them. Show the world map to the class and ask how many countries there are in the world. Write the names of the countries students come up with. Ask if they know in which continent Pakistan is located. Point out Pakistan on the world map. Ask them to name any other countries that they may have visited. Find these on the world map and point out the continents where these are located. Coming back to Pakistan, identify its neighbouring countries.

(b) Development

Read the lesson with the students and explain the contents. Talk about the importance of the location of Pakistan, about its neighbouring countries and explain their geographical locations. Talk about the four provinces of Pakistan and their capital cities.

(c) Closure

Explain the given exercises.

ASSESSMENT

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

CONTENT REVIEW (PAGE 3)

Answer key

- four, Sindh, Punjab, Balochistan, Khyber Pakhtunkhwa
 - Sindh
 - Balochistan
 - Punjab
 - north-west
 - west
 - The Arabian Sea
 - Asia
 - Asia
 - 193
 - borders
- Afghanistan, Iran, China, and India share borders with Pakistan.
- Pakistan is located in the southern part of Asia.

GOING FURTHER

- Provide students with an outline map of Pakistan and help them to do the exercise.
- This work should be done individually. Extend help where required.

ADDITIONAL QUESTIONS

- Which parts of the world does the Silk Route connect?
- Name the two seaports of Pakistan.

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: Our country and the world	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Our country and the world	<ul style="list-style-type: none"> to describe the geographical location of Pakistan and identify its neighbouring countries 	<ul style="list-style-type: none"> locate Pakistan on the world map and identify its neighbouring countries 	A map of the world	Introduction: 5 min Development: 25 min CW: 10 min

Key words: geographical location, international, trade

Method: Ask the students what they understand by the word *world*. Give them some time to think and then listen to their answers. Explain that the world includes all the countries and the people who live in them. Ask the students to name the continent in which Pakistan is located. Point out Pakistan on the world map.

Ask the students to name any other countries they have visited. Help individual students to locate these countries on the world map and identify the continent in which each is located.

Returning to the topic of Pakistan, identify its neighbouring countries and the Arabian Sea that is situated along the coast of Pakistan.

Read and discuss pages 1 and 2 as far as 'Pakistan's neighbours'. Discuss the importance of the location of Pakistan with regard to various trade routes to other countries.

CW: Content Review Q2

Which parts of the world does the Silk Route connect?

HW: Worksheet 1

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: Our country and the world	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. The provinces of Pakistan	<ul style="list-style-type: none">to identify the four provinces and their capital cities on the map of Pakistanto identify the neighbouring countries	<ul style="list-style-type: none">identify and name the four provinces and their capital cities and the neighbouring countries on a blank outline map of Pakistan	<p>A blank outline map of Pakistan for each student</p> <p>A compass</p>	<p>Review/Introduction: 10 min</p> <p>CW: 30 min</p>

Key words: province, administration

Method: Read page 2 'The provinces of Pakistan' and explain that for better administration our country is divided into provinces. Give each student a blank outline map of Pakistan. Display on the board a sample map showing the boundaries of each province. Explain the task and help the students to fill the maps by marking the boundaries and locating the capital cities of each province and labelling each of the neighbouring countries. Different colours should be used to shade each province.

Use a compass to explain the locations south-east, north-east, etc.

Point out that NWFP has been renamed Khyber Pakhtunkhwa.

Content Review on page 3 could be done orally before the map work.

CW: Going Further Q1

HW: Content Review Q1 and Q3
Going Further Q2

Name: _____

Date: _____

1. Match the country to the continent.

China	Europe
Egypt	Oceania
France	Asia
Australia	Africa
Canada	North America

2. Pick out the countries that are the neighbours of Pakistan and write their names in the box below.

England India Italy Turkey Iran Afghanistan Bangladesh
China Indonesia Malaysia Syria Japan

3. True or False?

- a. There are 293 countries in the world. _____
- b. Pakistan provides an important trade route between the Middle East and the countries of South-east Asia. _____
- c. Karachi and Gwadar are both seaports. _____
- d. The Arabian Sea is in the north of Pakistan. _____

Name: _____

Date: _____

1. Unscramble these letters and write the words in the blanks below:

BJUPNA NDHIS LAHCBATNIOS THNISAGAFNA TUETQA
SEHAPRAW NAIR BARIANA ASE

2. Now use the words you have made to complete the following sentences.

- a. _____ is the largest province of Pakistan.
- b. The capital city of Khyber Pakhtunkhwa is _____.
- c. Lahore is the capital city of _____ province.
- d. _____ lies to the south of Pakistan.
- e. _____ is Pakistan's neighbour in the north-west.
- f. _____ lies to the west of Pakistan.
- g. The capital city of Balochistan is _____.
- h. Karachi is the capital city of _____ province.

The physical features of Pakistan and their importance

Pakistan is blessed with a variety of physical features which give it a very rich landscape. Not only are there mountains, snowy peaks, and rivers but also plains, deserts, plateaus, and a coastline continuing for hundreds of kilometres. Pakistan boasts of some of the highest peaks in the world like K2 and Nanga Parbat, and some towering mountain ranges like the Karakoram, the Hindu Kush, and the Himalayas. We have the famous Khyber Pass, the Khunjerab Pass, and the Bolan Pass which have provided entry to the subcontinent to many famous invading armies of the past, thus making this land rich and diverse culturally.

The rich, fertile plains of the Punjab are the bread basket of Pakistan. This is also the cotton-growing belt; cotton is a major export item of Pakistan. The mangrove forests spread over the coastline of Sindh and Balochistan and in the Indus Delta are rich in shellfish which are exported to many countries and also provide income to many families. The largest river, the River Indus, originates in the Himalayas and traces its way through the length of Pakistan to fall into the Arabian Sea, and is joined on the way by its tributaries, the Ravi, Jhelum, Sutlej, and Chenab.

PREVIOUS KNOWLEDGE

Students can identify various landforms.

VOCABULARY

highest share, barren, cliff, mangrove swamps

LEARNING EXPECTATIONS

Students should be able to:

- identify various physical features of the different provinces of Pakistan
- mark different physical features of their province on an outline map of it
- understand how these different physical features affect the lives of the people of the four provinces

METHOD

(a) Introductory activity

Write the following on the board:

K2, River Indus, Thar Desert, Arabian Sea, Karakoram Mountains, Hanna Lake, Indus delta, Potohar plateau. You can also say them aloud one by one. Ask students in which province these features lie. Let them make guesses, some of which will be correct.

(b) Development

Read with the students about the physical features of different provinces of Pakistan and their importance for the people of the province. Explain where necessary.

(c) Closure

Explain the given exercises.

ASSESSMENT

Ask them to do the Review Exercises. Help them where needed.

CONTENT REVIEW (PAGE 8)

Answer key

1. The physical features of Sindh are: hills, lakes, rivers, delta, desert, plains, mangrove swamps, and the sea.

Punjab: hills, plateau, rivers, desert, delta, and plain

Balochistan: mountains, plains, streams, rivers, desert, sea

Khyber Pakhtunkhwa: mountains, lakes, streams, rivers, plains

2. The tributaries of the River Indus are: Jhelum, Ravi, Sutlej, and Chenab.

Khyber Pakhtunkhwa

mostly

mountainous

K2

Khunjerab Pass

57% forest area

Punjab

River Jhelum

Salt Range

Balochistan

Makran coast

largest plateau

Bolan Pass

Sindh

Thar Desert

mangroves

Manchar Lake

Indus Delta

GOING FURTHER

Help the students to draw the outline map of their province or provide them with a copy of the map. Help them to do the given questions. The first task should be done individually. For the second one, students can be divided into groups and each given a single topic to investigate.

ADDITIONAL QUESTIONS

1. Name the famous mountain ranges of Khyber Pakhtunkhwa.
2. Which mountain ranges are located in Balochistan?
3. Why is the Indus Plain fertile?
4. Name any two famous lakes of Pakistan.

SOLUTION TO CROSSWORD PUZZLE ON PAGE 19

1. I	R	2. A	N		3. C		4. B
N		F			H		O
D		G			O		L
U		2. H	I	5. M	A	L	A
S		A		A		I	N
R		N		N		S	
I		I		G		3. T	H
V		S		R		A	A
E		T		O		N	
R		A		V			
		N		E			
				S			

Unit 1: The Earth and the Environment

Topic: The physical features of Pakistan and their importance	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Physical features of the provinces of Pakistan	<ul style="list-style-type: none"> to identify the different landforms found in the province of Khyber Pakhtunkhwa 	<ul style="list-style-type: none"> identify various physical features of the province of Khyber Pakhtunkhwa 	<p>A map of Pakistan showing the various provinces</p> <p>Pictures of mountains, streams, hills, plains, deserts, etc. (students could be asked to bring these)</p> <p>A blank outline map of Khyber Pakhtunkhwa for each child</p>	<p>Introduction: 10 min</p> <p>Development: 20 min</p> <p>CW: 10 min</p>

Key words: mountainous, range, pass

Method: Ask the students what they understand by the term *physical features*. Explain that hills, mountains, plains, etc. are the physical features of the Earth. Highlight the fact that the wide variety of physical features found in Pakistan give it a rich landscape. Not only are there mountains, snowy peaks, and rivers, but also plains, deserts, plateaus, and a coastline continuing for hundreds of kilometers. Refer to the pictures on page 5 and ask the students to identify the physical features shown in them.

Read the text on page 4 and 5. Explain that a mountain range is a chain of mountains, or a single, large mass consisting of a succession of mountains or narrowly spaced mountain ridges. On the map of Pakistan point out the three mountain ranges: the Karakoram, the Hindu Kush, and the Himalayas. Highlight that some of the highest peaks in the world, including K2 and Nanga Parbat, are situated in Pakistan. Point out the two passes and explain their importance.

CW: Give each student a map of Khyber Pakhtunkhwa and help them to locate and mark the mountain ranges and the passes on it.

HW: Q1. Name the famous mountain ranges of Khyber Pakhtunkhwa.

Q2. What are the heights of K2 and Nanga Parbat?

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The physical features of Pakistan and their importance	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Physical features of the provinces of Pakistan	<ul style="list-style-type: none">to identify the different landforms found in the province of Balochistan	<ul style="list-style-type: none">locate and mark some of the physical features of the province of Balochistan on an outline map of the province	A map of Pakistan showing its provinces A blank outline map of Balochistan for each student	Introduction: 10 min Development: 20 min CW: 10 min

Key words: barren, plateau, picturesque, coastline

Method: Write the following words on the board: plateau, lake, desert, coastline.

Ask the students to discuss the meaning of each term with their neighbour. Allow 4–5 minutes for discussion and then listen to their ideas. If necessary, describe these landforms and explain that the province of Balochistan is dry and mostly mountainous with rough barren plateaus, dry deserts, and a long coastline where many streams and rivers join the Arabian Sea.

On the map of Pakistan, point out the province of Balochistan and identify the two mountain ranges, the Bolan Pass, the Arabian Sea, the Makran Coast, etc.

Read and discuss the text on page 6 with the students. Discuss the pictures on the page.

CW: Give each student a blank outline map of Balochistan and ask them to locate and mark on it the mountain ranges, the Bolan pass, the Arabian Sea, the Makran Coast, etc.

HW: Worksheet 4

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The physical features of Pakistan and their importance	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Physical features of the provinces of Pakistan	<ul style="list-style-type: none"> to identify different landforms found in the province of Punjab 	<ul style="list-style-type: none"> identify various physical features of the province of Punjab and mark them on an outline map of the province 	A map of Pakistan showing its provinces A blank outline map of the province of Punjab for each student	Introduction: 5 min Development: 20 min CW: 10 min
<p>Key words: range, originate, fertile, tributary</p> <p>Method: Ask the students to look carefully at the map of Pakistan on page 4, locate the province of Punjab, and discuss with their partner how the province got its name. Give them some time to think and then listen to their answers. On the wall map of Pakistan, locate Punjab province and the five rivers that flow through it. (Explain that <i>purj</i> means five). Point to the origin of the River Indus in the Himalayas. Explain the meaning of the word 'tributary' and identify the four rivers that join the Indus, contributing to its waters. Ask the students to explain the effect a river has on its surrounding areas. Explain how the land around the River Indus is rich and fertile and the plains of Punjab are known as the bread basket of Pakistan. Locate and identify on the map the Potohar Plateau, the Salt Range, the Indus Plain, and the Cholistan Desert.</p> <p>Read the relevant text on page 7 and explain where necessary.</p> <p>CW: Give each student an outline map of Punjab province and help them to locate and mark the physical features on it.</p> <p>HW: Content Review Q1. Name the tributaries of the River Indus. Q2. Explain where the Cholistan Desert is located.</p>				

Unit 1: The Earth and the Environment

Topic: The physical features of Pakistan and their importance	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. Physical features of the provinces of Pakistan	<ul style="list-style-type: none"> to identify the different landforms found in the province of Sindh 	<ul style="list-style-type: none"> identify various physical features of the province of Sindh and mark them on an outline map of the province 	A map of Pakistan showing its provinces A blank outline map of the province of Sindh for each student	Introduction: 10 min Development: 20 min CW: 10 min

Key words: merge, delta, mangrove, swamp, barren

Method: Write the following on the board: delta, warm water spring, lake, mangrove swamp. To check students' previous knowledge, put them in groups of 3 or 4, and ask them to discuss and write a definition for each of the given terms. Give them 5 to 7 minutes and then listen to their answers, asking one member of each group to read out their definitions. To further enhance their understanding, draw the given physical features on the board and explain that:

- a delta is a landform that is created at the mouth of a river where it flows into an ocean, sea, flat arid area, or another river. Deltas are formed by the deposition of the sediment carried by the river as the flow leaves the mouth of the river.
- a hot/warm water spring occurs when underground water spouts up or gushes out and the temperature of the water is higher than the outside temperature.
- a lake is a body of relatively still, fresh, or salt water of considerable size that is surrounded by land. Lakes are found inland and are not part of the ocean, and are larger and deeper than ponds. Lakes can be contrasted with rivers or streams, which are usually flowing. However, most lakes are fed and drained by rivers and streams, e.g. Hanna Lake, Lake Saif-ul-Maluke, Keenjhar, and Manchar lakes, etc.
- mangrove swamps or forests grow near coastal areas in saline water. They protect coastal areas from erosion, storm surge (especially during hurricanes), and tsunamis. They are the feeding and breeding grounds for fish and other sea creatures.

Read the relevant text on pages 7 and 8. Point out that Sindh, like the other provinces, has a diverse landscape, e.g. mountains and hills, springs, lakes, River Indus that flows throughout the year, the seventh largest delta in the world, a coastline of 200 km, and mangrove forests. Explain where required. On the map locate the physical features of the province of Sindh.

CW: Q1. Give each student an outline map of Sindh and help them to locate and mark the physical features of the province.

HW: Content Review Q3
Worksheet 6

Date:

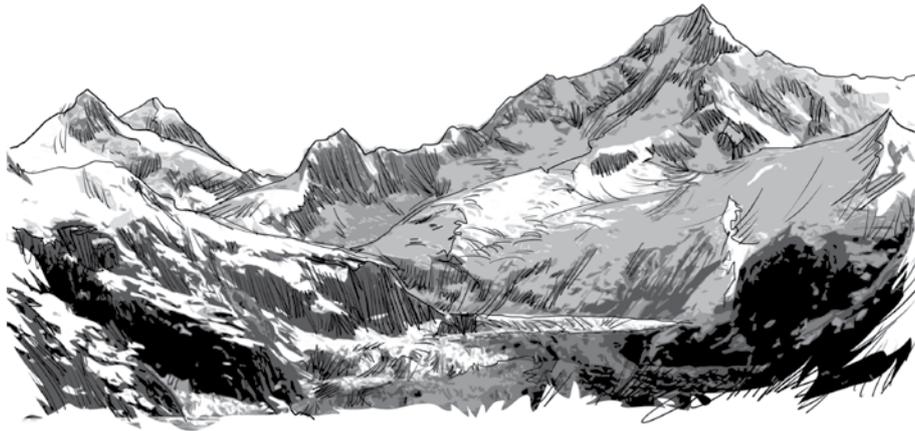
Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The physical features of Pakistan and their importance	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
5 and 6. Extension work	<ul style="list-style-type: none"> to reinforce the topic 	<ul style="list-style-type: none"> present their information in the form of a booklet 		
<p>Extension work:</p> <p>After completing the topic of physical features of the provinces of Pakistan the following extension work should be done.</p> <p>Put the students into four groups and explain that each group will complete a project on one province. (Khyber Pakhtunkhwa, Balochistan, Punjab, or Sindh). Assign a province to each group. Put the following questions on the board and ask the students to write the name of the province assigned to them and below it copy the questions from the board.</p> <p>Q1. What are the main cities of the province? Find their area and population. Q2. Are there any passes in the province? If so, name them and explain their importance. Q3. Are there any dams in the province? If so, name them and explain their importance. Q4. What crops are grown in the province? Q5. What minerals are found in the province? Q6. What items are produced by the industries in the province?</p> <p>Each student should work on one question, find the information and bring it to class. The group should then compile this information in the form of a booklet, illustrating it with pictures where possible, and then make a class presentation.</p> <p>One 40 min period should be given for compilation, and another for presentation. (paper for the booklet should be provided)</p> <p>Students' work should be displayed in the classroom.</p>				

Name: _____

Date: _____



1. Fill in the blanks to complete the sentences.

- a. The _____ of the Earth include mountains, rivers, plains, hills, etc.
- b. The _____ links Pakistan to China.
- c. The _____ links South Asia to Central Asia.
- d. Khyber Pakhtunkhwa province contains about _____ of the total forest area of Pakistan.
- e. _____ and _____ are among the highest peaks in the world.



2. Name the rivers that flow through the province of Khyber Pakhtunkhwa.

Name: _____

Date: _____

Choose the correct word from the box to complete each of the sentences below. One word is extra.

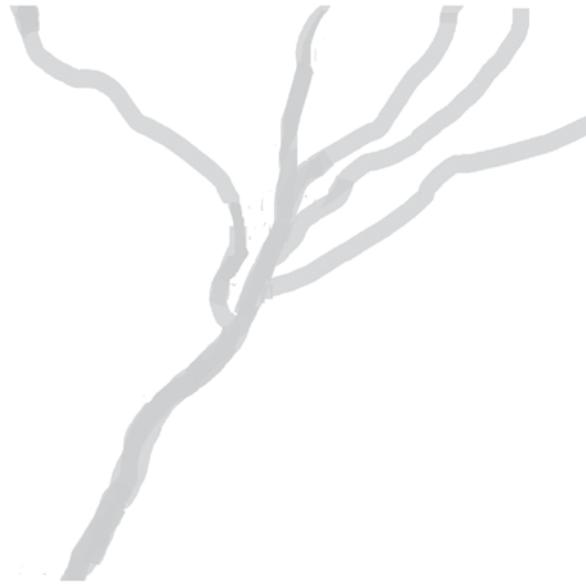
Sulaiman	Makran	highest	rivers	Kirthar
apple	picturesque	plateau	streams	Kacchi
Bolan	province			

1. Balochistan _____ is the largest in Pakistan.
2. The _____ Pass is a link between Iran and Pakistan.
3. The coastal area is known as the _____ coast.
4. There are many _____ high cliffs near the coastline.
5. The _____ and _____ mountain ranges are located in this province.
6. Takht-e-Sulaiman is the _____ peak.
7. Balochistan is famous for its _____ orchards.
8. The only plain in the province is the _____ Plain.
9. Many _____ and _____ such as Paroli, Hub, Dasht, and Hingol flow into the Arabian Sea.

Name: _____

Date: _____

1. On the diagram, name the rivers that flow through the province of Punjab.



2. Colour the correct statements green.

There is no desert in the province of Punjab.

The Potohar Plateau lies in Punjab.

The land of Punjab province is very fertile.

There are snow-peaked mountains in Punjab.

The south-eastern part of the province is dry and sandy.

The Salt Range is to the north of the Indus Plain.

The River Indus originates in the Hindu Kush mountain range.

The River Indus flows the length of Pakistan and into the Arabian Sea.

Name: _____

Date: _____

I. Match the landform to its definition:

Landforms

Definition

lake

a raised area of flat ground

delta

a relatively large body of water, surrounded by land

coastline

a dry, sandy area

plateau

land bordering the sea or an ocean

desert

a landform created at the mouth of a river, where that river flows into an ocean or sea

II. Name an example of each of the following landforms in the province of Sindh.

desert _____

river _____

mountains _____

lake _____

delta _____

III. True or False?

1. Mangrove swamps are the breeding and feeding grounds for fish. _____

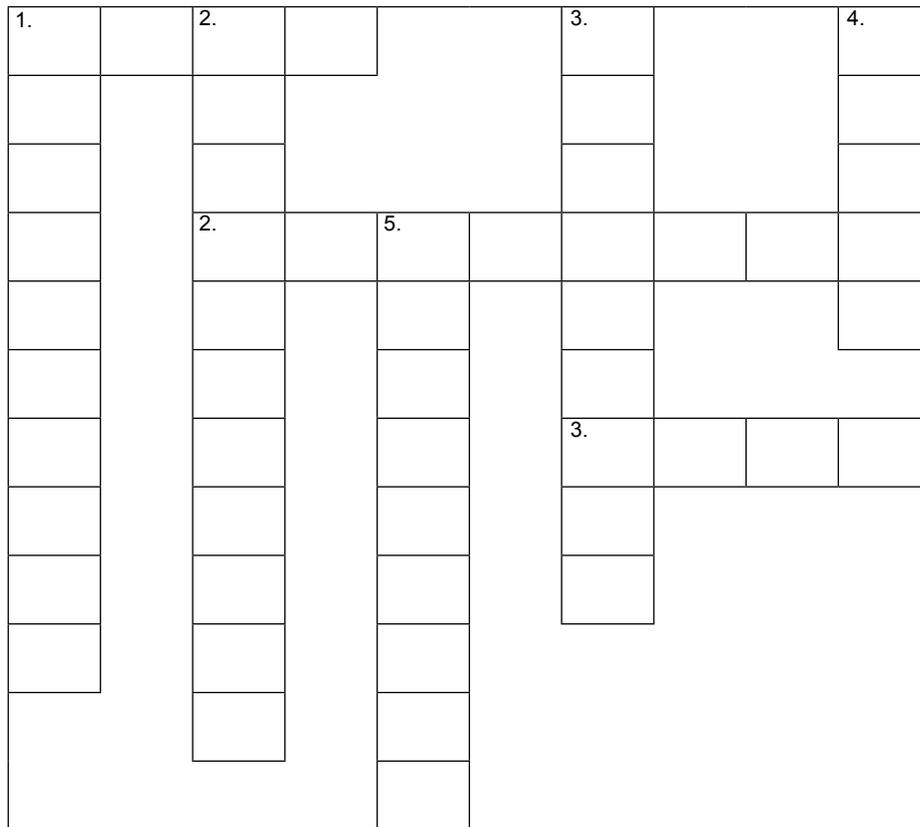
2. The coastline that borders the Arabian Sea is 20 km long. _____



Name: _____

Date: _____

Crossword puzzle



Down

1. flows through the length of Pakistan
2. neighbouring country to the north-west
3. desert in the province of Punjab
4. pass in the province of Balochistan
5. trees growing in muddy, coastal swamps

Across

1. neighbouring country to the west
2. one of the highest mountains in the world
3. desert in Sindh

Name: _____

Date: _____

Fill in the chart below by writing the names of the landforms that are present in each province.

	Sindh	Balochistan	Punjab	Khyber Pakhtunkhwa
Mountains				
Rivers				
Deserts				
Lakes				
Mangrove swamps				
Plateaus				
Coastline				

Population

The population of a country is of great significance as the well-being and prosperity of a country depends on it. Given the limited resources available to each country, if the population using them is large then it will put a strain on those resources. This chapter explains such terms as migration, census, population density, etc.

Today the world population stands at roughly 6.7 billion. The population is not evenly distributed across the world. Most of the world population lives in Asia, Europe, and North America. These areas are more adaptable to human dwelling because of the availability of natural resources, including freshwater, conducive climate, and job opportunities. In contrast, Africa and Australia have sparse population because of vast deserts which are hostile and the climate is extreme. Similarly, population density, which is the measure of population per unit area, is also very low in South America because of high mountains, thick jungles, and vast, dry plains. It is very important for a country to know exactly how many people live in it. For this, a census is taken every ten years when every citizen of the country is counted, no matter what age. This helps the government to plan for the future. It should know how much of its resources to allocate for which purpose. Migration plays a big role in determining the density of the population of a place.

Pakistan's population according to the 1998 census was 131 million. It is believed to be approximately 160 million today.

PREVIOUS KNOWLEDGE

Students may have experienced traffic jams, long queues, e.g. for cinema tickets, crowded parks, and markets.

VOCABULARY

explosive growth, density

LEARNING EXPECTATIONS

Students should be able to:

- understand the terms *population*, *census*, and *migration*
- understand the importance of a census
- identify the reason for population growth in a province
- understand the major problems caused by overpopulation

METHOD

(a) Introductory activity

Begin by asking: How many students are there in this class?

(When you get the number, build on this piece of information.)

That means your class population is _____.

How many students are there in your school? (If they do not know the answer, ask them to go to each class and take a head count. You will have to organize this first.) Tell them that when they count the number of students in their school to determine the population, they are taking a census. Write 'population' and 'census' on the board. Explain to them that population means the total number of people living in an area, town, city, province, country, or the world.

Ask: Is there any student in your class or in your school who was previously studying in another school? When they made this move, they 'migrated' from their old school to this one. Similarly, people migrate from one city or country to another. Write 'migration' on the board.

(b) Development

Read the lesson with the students. Explain the content: what is a census and why is it important? Talk about the reasons for the high growth rate in Pakistan, and the density of its population. Explain the differences in population density in the different provinces with a pie chart on the board and talk about the reasons why people choose to live in a particular province.

(c) Closure

Explain the given exercises.

ASSESSMENT

Ask students to do the Content Review exercises. For Going Further, help the students in doing the questions and ask them to record their points in the notebooks.

CONTENT REVIEW (PAGE 13)

Answer key

1. Population density is not the same in all the provinces of Pakistan because of the following reasons:
 - a. tough weather conditions at some places
 - b. unequal job opportunities
 - c. physical features of the area
2.
 - a. the total number of people living in a particular area
 - b. when people move their residence from one place to another
 - c. the total headcount of the population in a particular area, carried out by the government
 - d. it helps the government to plan development work for the country; densely populated areas have different and more urgent requirements than places where the population is sparse
 - e. most people like to have large families; marrying at a young age is common; people keep on having children until they have a son, and, generally, people live longer due to better medical facilities
 - f. the density of population is low per square km; the density of population is high per square km
 - g. the number of people per square km

GOING FURTHER

1. Explain the map to students first and then have a class discussion on the given points.
2. Give this question for homework. Students may be asked to present their reasons before the class in the next session.

ADDITIONAL QUESTIONS

1. What facts does a census record?
2. How is a census conducted?
3. When was the first census carried out in Pakistan?

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: Population	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Population, census, migration	<ul style="list-style-type: none">to explain the terms <i>population</i>, <i>census</i>, and <i>migration</i>	Students should be able to: <ul style="list-style-type: none">define the terms <i>population</i>, <i>census</i>, and <i>migration</i>, and use them correctly		Introduction/activity: 20 min Development: 20 min

Key words: population, census, migration, effectively, opportunity, explosive growth

Method: Begin by asking:

How many students are there in this class? (When you get the number, build on this piece of information.)... That means that the *population* of this class is _____

How many children are there in our school? (If they do not know the answer, put them in small groups and assign them a class or classes where they could go and do a headcount.) Once the counting has been done, explain that when they counted the number of students in the school to determine the population, they were taking a *census*. Write the words *population* and *census* on the board. Explain that population means the total number of people living in an area, town, city, province, country, or the world.

Ask the question: Is there any student in this class or in the school who previously attended another school?

When they changed schools, they *migrated* from their old school to this one. Similarly, people migrate from one country or city to another. Write the word *migration* on the board.

Read page 9 up to 'collect the information'. (third paragraph) with the students and explain further where necessary.

HW: Content Review Q2 a. b. and c.

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: Population	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. The importance of census	<ul style="list-style-type: none"> to explain the importance of a census 	<ul style="list-style-type: none"> explain why it is important to take a census 		Introduction: 5 min Development: 25 min CW: 10 min

Key words: effectively, opportunity, explosive growth

Method: Review the previous lesson on population, census, and migration. Ask the students to work in pairs to discuss why it is important to take a census and, after a given amount of time, listen to their suggestions. Draw two columns on the board and write their ideas in one of them.

Read page 9. A census is very important with respect to its population. Discuss the various reasons a census is necessary for the government and write them on the board in the second column. Compare the two sets of ideas and explain where necessary. Explain the term *explosive growth*.

CW: Q. What facts does a census record?

Q. Explain how a census is conducted?

HW: Worksheet 7

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: Population	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
3. Rate of population growth Density of population	<ul style="list-style-type: none"> to explain why the rate of population growth is so high in Pakistan to explain the term <i>population density</i> 	Students should be able to: <ul style="list-style-type: none"> list the reasons for the high rate of population growth in Pakistan explain the term <i>population density</i> and use the term appropriately 		Introduction: 15 min Development: 15 min CW: 10 min

Key words: thinly populated, density, life expectancy

Method: Ask the students to look carefully at the pictures on page 10. Encourage a class discussion on why the population is growing so fast in Pakistan. Students should give some of their own reasons and examples.
 Explain the term *life expectancy*.

Copy figures A and B (from the textbook) on the board and explain the difference between thinly populated and densely populated areas.

CW: Content Review
 Q2 d–g

HW: Worksheet 8

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: Population	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. Problems caused by overpopulation	<ul style="list-style-type: none"> to identify the major problems caused by overpopulation 	Students should be able to: <ul style="list-style-type: none"> explain how over-population causes great problems 		Introduction: 5 min Development: 25 min CW: 10 min

Key words: shortage, overpopulation

Method: Ask the students to consider what problems might arise if more students were admitted to the class but the number of resources available (i.e. space, tables, chairs, books, etc.) remained the same. Ask them to discuss this in pairs and then listen to their ideas and list them on the board. Taking it further, ask if they have experienced a traffic jam. The reason...too many cars. Similarly if the number of people increases and the food supply does not, there is shortage of food. This is also the case with water, medical facilities, job opportunities, etc. Discuss the pictures on page 11.

Read page 11 with the students and explain the pie diagram showing the population density of the provinces.

CW: Q. What are the major problems caused by overpopulation?

HW: Worksheet 9

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: Population	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
5. Migration	<ul style="list-style-type: none">to discuss the reasons why people prefer to live in one province rather than another	Students should be able to: <ul style="list-style-type: none">explain why people prefer to live in one province rather than another	Pictures on page 12 Sheets of paper for group work	Activity: 20 min Presentation: 15 min Winding up: 5 min

Key words: extreme climate

Method: Ask the students to work in groups of 3 or 4 and give each group a sheet of paper. Ask them to study the pictures on page 12, carefully, one at a time, then discuss in their groups why people prefer to live in one province rather than another. They should write their ideas on the sheet of paper. The whole activity should take 15–20 minutes, after which, a spokesperson from each group should present her/his group's ideas to the whole class.

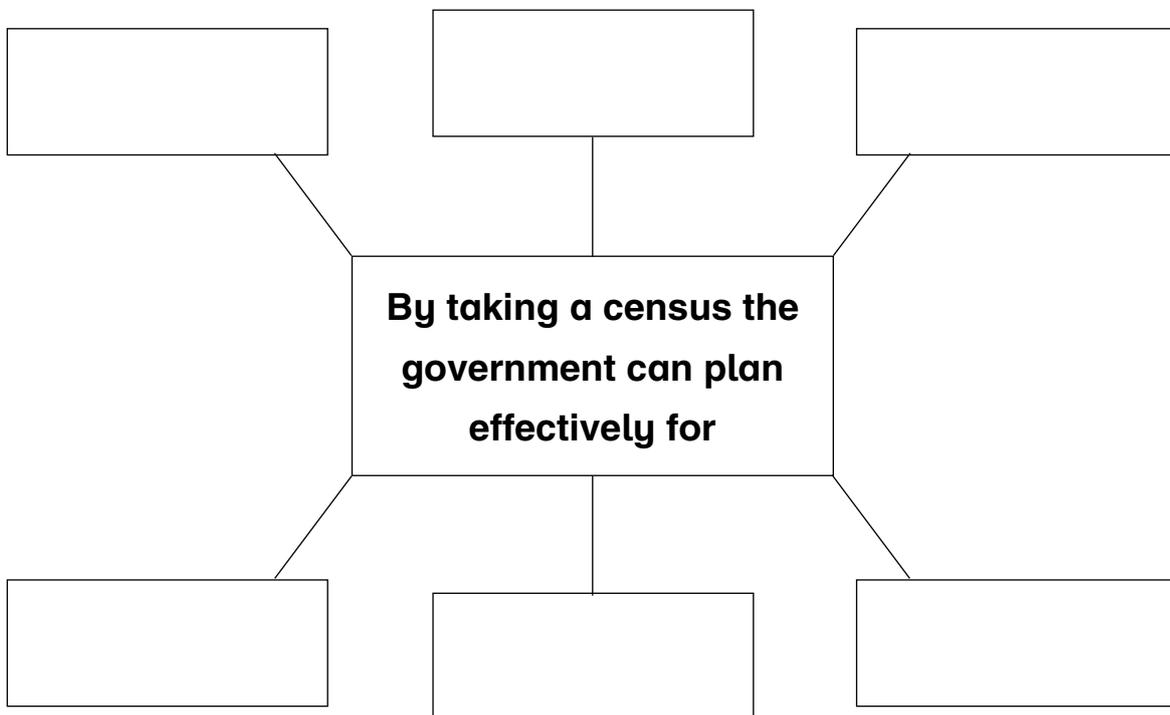
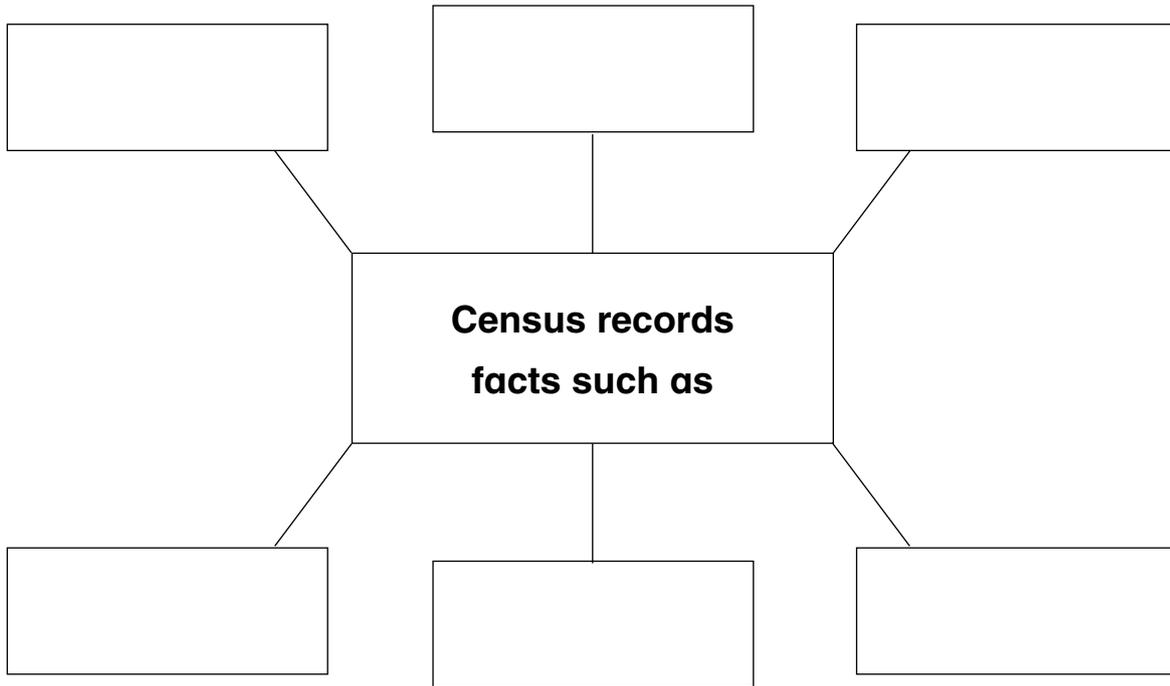
Wind up the lesson and explain where necessary. Also give your own reasons for living in your province.

HW: Explain that for the next class the students should discuss with their parents/grandparents, why they prefer to live in their province. They should note the reasons and each student should be given a chance to present her/his findings to the class. (Worksheet 10)

Name: _____

Date: _____

Complete the word webs.



Name: _____

Date: _____

1. In the spaces below, give reasons for the high population growth in Pakistan.

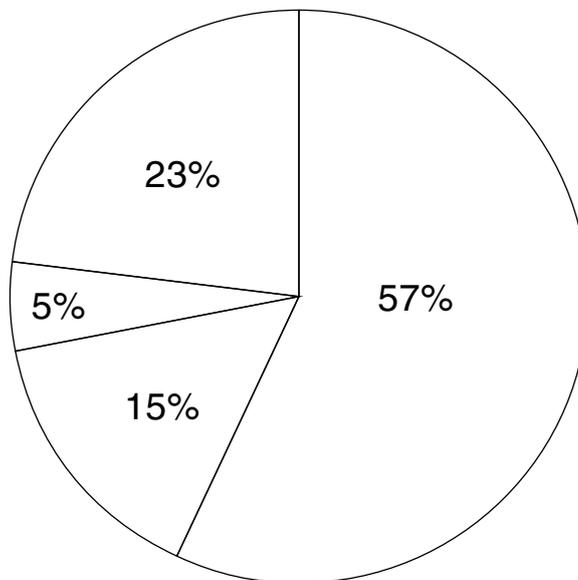
2. Fill in the blanks to complete the sentences.

- i) The first census was carried out in Pakistan in _____.
- ii) Pakistan ranks _____ in the world with respect to population.

Name: _____

Date: _____

- I. The pie chart below represents the percentage of Pakistan's population living in each province. Write the names of the provinces in the appropriate sections and colour them using a different colour for each.



II. True or False?

1. Density of population is measured by the number of houses in a given area. _____
2. The province of Sindh is home to about a quarter of the total population of Pakistan. _____
3. The province of Balochistan is densely populated. _____

Name: _____

Date: _____

I. Why has your family chosen to live in a particular province?

Discuss this with your family members and write your answer in the space below.

II. From your atlas choose 5 countries. Find the area and population of each.

	Country	Area	Population
1			
2			
3			
4			
5			

The land and people of Pakistan

This chapter discusses each province individually, describing its landforms and relating them to the lifestyle of its population.

Being primarily an agricultural economy, the majority of Pakistan's population is engaged in agro-related activities. This includes farming, raising livestock, dairy, poultry, fruit farming, and deep-sea fishing, etc. Not only men but women too engage in these activities. Hours of working in the sun, using traditional tools and methods, make these people physically very strong.

Pakistan has many types of landforms including mountains, plateaus, plains, deserts, a delta, and the coastal areas. When man comes into contact with them, he tends to alter them to suit his convenience and for his comfort and needs. For this reason we see forests being cut down, mountains being blasted to create flat land, land being reclaimed from the sea, mining being carried out for precious stones and minerals, and farmland being destroyed to construct dams and artificial lakes. With this modernization, a change also comes in the lifestyles of people. With the traditional means of livelihood gone, people have to start looking for other ways to earn a living. Many farmers head for the city seeking work in factories.

PREVIOUS KNOWLEDGE

Students are familiar with different professions, landforms, and natural and man-made environments.

VOCABULARY

inhabitants, amenities, deplete, terrace farming, nomadic, vegetation, mining, cultivate, rampant

LEARNING EXPECTATIONS

Students should be able to:

- understand the relation between landforms and the lifestyle of the people
- explain how any alteration in the landforms affects the population
- understand the harm caused to land by waterlogging and salinity
- explain how human intervention can alter landforms

METHOD

(a) Introductory activity

Begin by asking: Where do you go for your summer holidays? Some will name their ancestral villages; others will name holiday destinations like Gilgit-Baltistan. Ask them to name the landforms they see there. If somebody mentions mountains, ask them what kind of work opportunities they think a mountainous area would provide. If they say factories, tell them it is difficult to build factories on land that is not flat. Another factor would be taking raw material to these far-flung areas. So the way people of a particular place earn a living depends on the opportunities afforded to them by the physical features of that area.

Ask them what work opportunity an area which is flat, but gets little rainfall, would provide. After eliciting answers from them, tell them that agriculture will not be possible here unless there is a good irrigation system. This place would be suitable for setting up factories. You can build on this concept, discussing desert, coastal area, etc.

(b) Development

Read the lesson with the students; explain the text pointing to the pictures included in the book.

(c) Closure

Explain the given exercises in the Content Review section.

SAMPLE TEST PAPER, UNIT 1

I. Answer the following questions:

- How is the geographical location of Pakistan important?
- Why has the government divided Pakistan into four provinces?
- Which is the largest province of Pakistan? What are the physical features of this province?
- Name the famous mountain ranges in Pakistan and the provinces where they are found?
- Why is a census important for the government?
- What are some of the problems caused by overpopulation?
- Pakistan has many different types of landforms. Name them.
- How does nature change the face of the land?
- Why do you think life is difficult for the people living in the mountainous areas?
- Name three rivers that flow in Khyber Pakhtunkhwa.

II. Fill in the blanks:

- The seaports of _____ and _____ play an important role in Pakistan's international trade.
- Pakistan shares its borders with _____, _____, _____, and _____.
- The important passes in Khyber Pakhtunkhwa are _____ and _____.
- The _____ plateau is in the province of Punjab.
- The River Indus originates in the _____.
- The province of _____ has the largest population in Pakistan.
- People _____ between India and Pakistan at the time of Partition.
- The _____ region of Pakistan is rich in minerals such as limestone, marble, natural gas, and oil.
- Very few people live in the _____ because water is scarce there.
- _____ is the main coastal city of Pakistan.

SOLUTION TO CROSSWORD PUZZLE ON PAGE 50

1. D	1. E	F	O	R	E	S	T	2. A	T	I	O	N				
	N							R								
	V								2. H	A	B	I	T	A	T	
	I							I								
	R							F				3. I				
	O		4. W					I				R				
	N		A					C				R				
	M		T						3. S	A	L	I	N	I	T	Y
	E		E					A				G				
	N		R					L				A				
	T		L									T				
			O					5. E				I				
								X				O				
												N				
									4. M	I	G	R	A	T	E	
									G			R				
									I			A				
									N			C				
									G			T				

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Relationship between landforms and lifestyles of people	<ul style="list-style-type: none">to explain the relationship between the landform and the lifestyle of the people living in the mountainous region	<ul style="list-style-type: none">explain how the landform affects the lifestyle of people living in the mountains		Introduction: 15 min Development: 20 min CW: 10 min

Key words: metallated, amenity, deplete, terrace farming, nomadic tribe

Method: Introduce the topic by asking the students where they go for their summer holidays. Some of the students might have been to the mountains in the northern areas of Pakistan (Murree, Nathia Gali, Gilgit, etc.). Ask them to describe the terrain, and then consider what difficulties people living there might face. Elicit answers ... difficult to travel, few and narrow roads, less flat land for growing crops and building houses, very cold weather, etc. Ask what kinds of work people do in these areas: explain that it is difficult to build factories because the land is not flat and it would be almost impossible to transport raw materials there. People do terrace farming and raise cattle and since these places are popular tourists attractions, there are hotels, rest houses, small eating places, handicraft shops, etc. which provide business and jobs for local people. However, in winter, when the weather becomes very severe, people living higher up in the mountains have to leave their homes and work and move down to the plains. They return at the start of spring.
Read the text with the students and explain where necessary.

CW: Q. Describe the difficulties faced by people who live in the mountainous northern region of Pakistan.

HW: Q. What kinds of work do the people of the mountainous region do?

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. People living in the plateau area	<ul style="list-style-type: none"> to explain the lifestyle of the people living in the plateau areas 	<ul style="list-style-type: none"> describe the lifestyle of the people living in the plateau area and compare it with the lifestyle of the people in the mountainous region 	Pictures or drawings of mountains and plateaus	Introduction: 5 min Development: 25 min CW: 10 min

Key words: extensive, grasslands, mineral

Method: Display on the board a picture of a mountainous area and a picture of a plateau area. Ask the students to describe the two landforms. Review the previous lesson on the lifestyle of people in the mountainous areas.

Ask the students to read carefully the text 'Plateaus' on page 15, and then compare the lifestyles of the people living in the two areas. Draw two columns on the board and use the students' responses to complete a list of similarities and differences.

CW: Students can make a chart of similarities and differences in their exercise books.

HW: Worksheet

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Life on the Indus Plain	<ul style="list-style-type: none">to explore the lifestyle of people living on the Indus Plain	<ul style="list-style-type: none">explain that when a terrain or landform changes, so does the lifestyle of people	Pictures of plains	Introduction: 5 min Development: 25 min CW: 10 min

Key words: irrigate, canal, hub, manufacturing

Method: Display a picture/drawing of a plains area showing the vegetation and some houses/factories.

Ask the students to describe what they can see. Continue by asking how the terrain differs from the two previous areas they have studied. Ask them to discuss with a partner (pair and share) how the lifestyle of people living on the plain would differ. Give them 5 minutes and then listen to their answers. Explain: irrigation by canal system, why people live settled lives and are not nomadic, how it is easy to set up factories and have a good transportation system when the terrain is not rugged.

CW: List the most common occupations of the people living on the plateaus and the Indus Plain.

HW: List the natural resources found in the mountainous region, the plateaus, and the Indus Plain.

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. Life in the desert	<ul style="list-style-type: none"> to study the lifestyle of people living in the desert 	<ul style="list-style-type: none"> describe the difficulties faced by the people living in the desert list their occupations 	Pictures/drawings of desert area Map of Pakistan	Introduction: 5 min Development: 20 min CW: 15 min

Key words: scarce, cottage industry, handloom, handicraft, pottery

Method: Review the previous lessons on mountains, plateaus, and plains, very briefly highlighting the terrain and what people do for a living. On the map of Pakistan, identify the two desert areas: Thar and Cholistan. Elicit answers to the questions: What is the weather like in the desert area? What difficulties might the people who live there face?

What might people living in these areas do for a living? Write the students' ideas on the board under the headings: Terrain, Weather, Difficulties, and Occupations.

Read page 16 with the students and explain that in the desert areas there is very little or no rainfall at all. Water is scarce and people have to travel long distances to collect water for daily use. Very few people live in the desert because of the harsh weather. Crops cannot be grown easily and there are no factories. Small scale industries (cottage industries) are set up, which provide jobs for the local people. Some work in their own homes and make handicrafts, pottery, embroidered cloth, etc. These are brought to the nearby cities to be sold.

CW: Q. If you were living in a desert, what problems would you and your family encounter every day? (Students can make use of the points listed on the board to answer this.)

HW: Worksheet 12

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
5. People living in the coastal areas and the Indus Delta	<ul style="list-style-type: none">to explore the lifestyle of people living in the coastal areas and the Indus Delta	<ul style="list-style-type: none">describe the lifestyle of the people living in the coastal areas and the Delta	Pictures or drawings of coastal areas (Karachi, Gwadar ports) and the Delta areas Map of Pakistan showing the Arabian Sea (page 4)	Introduction: 15 min Development: 15 min CW: 10 min

Key words: large-scale, ship-breaking, shipyard

Method: Introduce the lesson by asking the students to look at the map of Pakistan on page 4 and identify the coastal area. Continue by asking the following questions:

How long do you think the coast is? (700 km) What is the main source of income for people living near the sea coast? Which major city lies on the coast? Is there a seaport on the coast? Why is a seaport so important? What activities do you think take place in a seaport? Elicit answers from the students and note them on the board.

Read 'Coastal areas' and 'Delta' on page 17 with the students. Explain that Karachi was first a fishing village and over the years has developed into a large, cosmopolitan city. There are thousands of industries, export and import businesses, fishing business, ship-breaking industry, etc. which provide a livelihood for the people who move here from all over Pakistan, looking for jobs.

Emphasize that the land along the river is very fertile. The Indus Delta, where the River Indus flows into the Arabian Sea, covers a large area and is very suitable for agriculture. The mangrove swamps provide a habitat for shellfish, prawns, shrimps, and crabs which are exported. Wind up by giving Worksheet 15 as CW.

CW: Worksheet 15

HW: Q. Explain why Karachi is an important city of Pakistan.

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
6. How people change the natural environment	<ul style="list-style-type: none"> to explain why and how natural environments are changed by people and how the changes affect their lifestyles 	Students should be able to: <ul style="list-style-type: none"> describe the changes brought about in the natural environment by human beings explain the reasons for the changes and how these changes affect lifestyles 		Introduction: 15 min Activity/CW: 25 min

Key words: infrastructure, deforestation, habitat, reclaim, recede, blasting

Method: To introduce and develop the topic, elicit answers to the following questions:

What is the *natural environment*? What has to be done in order to construct roads in a mountainous area? Where are the areas of forest found? How do people prepare the land in the mountains or on the plains to grow crops, build houses and dams, extract oil, gas, or minerals, etc.?

The students will suggest answers such as; blast the mountains, cut down trees, etc.

Explain the terms *deforestation* and *reclaimed land*. Continue by asking: How is the natural environment affected by these human activities? (animals lose their homes, landscape is destroyed, deforestation can cause floods)

CW: Ask the students to work in groups of 3 or 4 to take turns reading the relevant text on pages 17, 18, and 19 carefully. Write the following questions on the board:

Q1. How do people change the natural environment to build towns and cities?

Q2. How does the construction of dams affect the landform?

Q3. How does a change in the natural environment affect wildlife?

Q4. How do changes in the landform of an area affect the lifestyle of the people living there?

Encourage the students to discuss the questions before writing the answers in their exercise books.

HW: How has the Thal desert become a fertile area?

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
7. Review	<ul style="list-style-type: none">to review the topic 'The land and people of Pakistan'	<ul style="list-style-type: none">compare and contrast the different regions they have studied	Large sheets of paper for group work	Review: 10 min Activity/CW: 30 min

Method: Review the topic very briefly. Read Q3 in the Content Review section to the students and explain that they have to categorize the five different regions; mountains, plateaus, plains, deserts, and the coastal areas/delta on a scale of 1-5, 1 being the easiest to live in and 5 the most difficult. They should give reasons for their decisions.
This question can be completed as group work.
Ask the students to work in groups of 3 or 4 and give each group a large sheet of paper. After discussion (10–15 min) the students should take turns to write their answer on the paper provided. Display and discuss the students' work.

HW: Ask the students to research the topics of waterlogging and salinity and how they affect the soil, and to identify the affected areas in Pakistan. They should prepare for a class presentation.

Date:

Time: 40 mins

Unit 1: The Earth and the Environment

Topic: The land and people of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
8. Waterlogging and salinity	<ul style="list-style-type: none"> to explain what waterlogging and salinity are, how they affect the soil, and how they can be controlled 	<ul style="list-style-type: none"> explain the causes of waterlogging and salinity describe how they affect the land suggest solutions for these problems 		Presentation: 30 min Winding up: 10 min

Waterlogging is the condition of the soil when the water table is too high and oxygen in the soil is replaced by water. The soil becomes saturated with water and germination and plant growth is significantly affected due to suffocation. Salinity is the condition of the soil when the concentration of salts is too high to support the proper germination and plant growth. The main cause of salinity in Pakistan is too little, and infrequent, rainfall. Light irrigation is not enough to leech the salts away from the root zone.

According to experts, about hundred thousand acres of the cultivated land of Pakistan suffer from salinity and waterlogging every year. It is estimated that 20 per cent of the cultivated area of Pakistan is already affected by salinity, of which 8 per cent is severely affected. Sindh is the worst-affected province where 48 per cent of the soil is saline, of which 18 per cent is strongly saline. According to a soil salinity survey undertaken by WAPDA*, it was estimated that in the next twenty years, this may increase to 30 per cent. A branch of WAPDA known as SCARP** has been launched. SCARP is fighting against this harmful problem. Tube wells and drains play a key role in reclamation. Remedies and Suggestions: A vast area of our cultivated lands is becoming waterlogged and saline every year. It is essential that the use of canal water should be limited, where canal water is running in excess. Besides adequate drainage, the construction of a network of tube wells is also necessary to reclaim the lands affected by waterlogging and salinity. The pumping of water by tube wells not only lowers the water table, but also provides water for irrigation, and helps flush the surface salts into the soil.

Method: Ask the students to present their findings to the class. (previous HW). Wind up by reading and explaining the above information.

*Water and Power Development Authority
 ** Salinity Control and Reclamation Project

Name: _____

Date: _____

1. Complete the sentences below:

i) Factories cannot be built in the mountainous areas because

ii) The forest area is decreasing because

iii) Nomads are people who

iv) Mountains are popular tourist attractions because

v) During the summer, business is good for local people in the mountainous northern area because

vi) People living high in the mountains have to come down to the plain in the winter because

2. Choose the correct phrase to complete each sentence below.

i) There is very little rain in the _____.

- a) mountainous areas
- b) plateau areas

ii) People in the mountain areas engage in _____.

- a) mining activities
- b) terrace farming

iii) Many people in the plateau area are employed in _____.

- a) factories and refineries
- b) hotels and restaurants

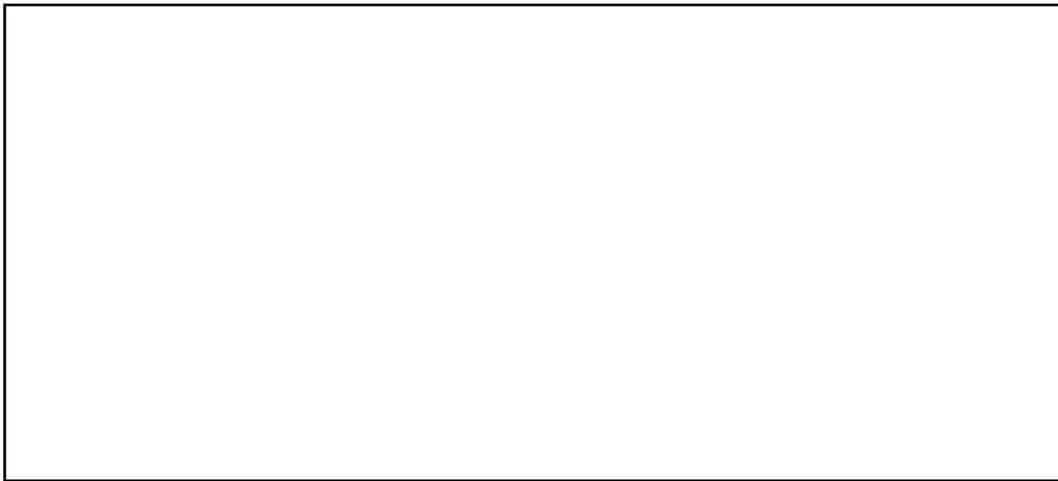
iv) The plateau area is rich in _____.

- a) minerals
- b) historical heritage

Name: _____

Date: _____

3. In the boxes below, draw a sketch of the area specified and write a few sentences about the terrain.



Plateau



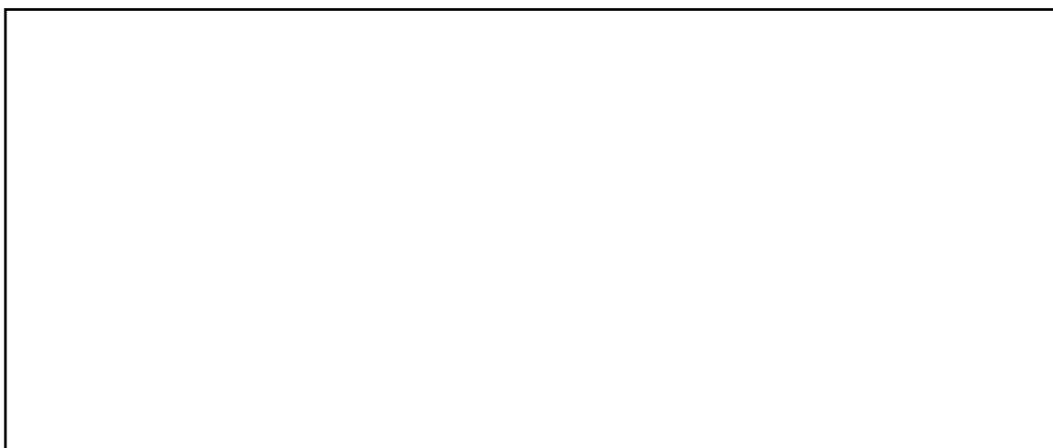
Plains

Name: _____

Date: _____



Mountainous regions



Delta



Coastal area

Name: _____

Date: _____

Wordsearch

Find the following words hidden in the puzzle below:

nomadic terrain grasslands minerals refinery
canals agriculture handicraft shipyard export

h	c	a	n	a	l	w	n	m	a	w	h	a	o
a	a	s	a	g	r	i	c	u	l	t	u	r	e
n	s	t	e	x	p	o	r	t	k	f	s	m	r
d	h	f	e	t	n	o	m	a	d	i	c	i	e
i	i	r	a	r	e	p	o	u	e	g	h	n	f
c	p	b	j	y	r	f	l	q	p	j	l	e	i
r	y	q	w	h	s	a	r	k	w	m	k	r	n
a	a	e	o	a	f	r	i	a	g	a	f	a	e
f	r	t	v	c	v	q	b	n	i	x	e	l	r
t	d	i	g	r	a	s	s	l	a	n	d	s	y

Name: _____

Date: _____

water forest oil gas fertile land minerals coal fish

Fill in the boxes below to show the areas of Pakistan where the natural resources listed above are found.

Indus Plain

Desert

Mountain areas

Plateaus

Coastal areas

Delta

Name: _____

Date: _____

Fill in the chart below.

Terrain				
Weather				
Natural resources				
Job opportunities				
Mountainous region				
The Indus Plain				
Coastal areas/ Delta				
Plateau				

Name: _____

Date: _____

I. Choose the correct word to complete each of the sentences below.

1. Many people living in the coastal areas are engaged in the _____ industry.

- i) mining ii) textile iii) fishing

2. Fruits such as _____ are grown in the coastal areas.

- i) apples ii) apricots iii) coconuts

3. _____ is a large shipyard.

- i) Kemari ii) Manora iii) Mianwali

4. A new town is being developed further _____ along the Makran coast.

- i) east ii) west iii) south

5. Many people in the Delta area are _____.

- i) factory workers ii) miners iii) farmers

6. Mangrove forests are breeding grounds for _____.

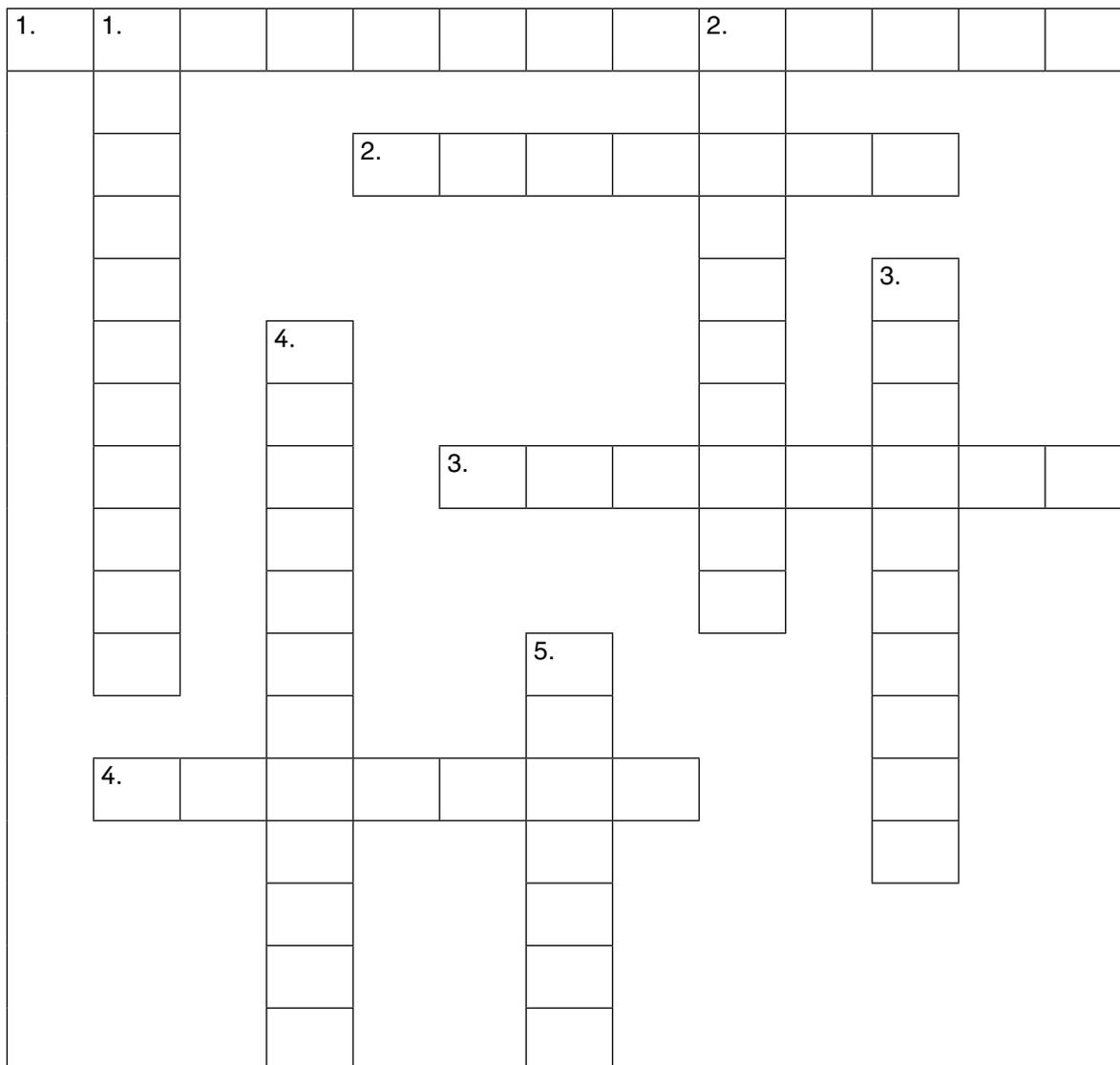
- i) shellfish ii) turtles iii) dolphins

II. If you were a fisherman how would you spend your day? Write a few sentences below to describe your daily activities.

Name: _____

Date: _____

Crossword puzzle



Across

1. cutting down forest to build houses, dams, etc.
2. homes of animals in a natural surrounding
3. when water dries up on land leaving a lot of salt behind
4. to move from one place to another in search of livelihood, etc.

Down

1. surroundings
2. not natural
3. watering of land for cultivation
4. when water remains in the soil, making the land infertile
5. to take out

Globes and maps

Maps and globes give basically the same information about the world. The main difference is that a map is flat while a globe is spherical. A globe has to be turned to see the different parts of the world while a map shows them all at the same time.

PREVIOUS KNOWLEDGE

Students know what maps depict and that globes are different from maps, that objects look different from above and the side.

VOCABULARY

distinguish, spherical, peel, recognize

MATERIAL REQUIRED

a knitting needle, an orange or a soft rubber ball covered with tissue paper

LEARNING EXPECTATIONS

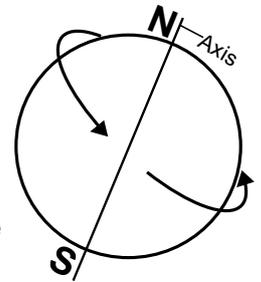
Students should be able to:

- understand the difference between a globe and a map
- understand how countries and continents are shown on a map or a globe

METHOD

(a) Introductory activity

It is important for students to understand what is meant by axis. The axis is an imaginary line which runs through the centre of the Earth from the North Pole to the South Pole. The point where the axis ends at the North is called the North Pole and the point where it ends at the South is called the South Pole. The Earth spins on its axis from west to east. You can explain this to your students with the help of this diagram.



To demonstrate this, insert a knitting needle through an orange or ball, lengthways. Tilt it to the right a little and turn the needle anticlockwise. This is how the Earth rotates on its axis. Now peel the orange or the ball in such a way that the peel or covering comes off whole. Place it flat on your desk and tell students that this is how a peeled-off map looks.

(b) Development

Read the lesson with the children. Explain to them that when we are going 'up' we are in fact going away from the Earth; when we say 'down' we are going towards the Earth.

(c) Closure

Explain the given exercises.

ASSESSMENT

Ask students to do the exercises. Give them an outline map of the world.

CONTENT REVIEW (PAGE 22)

Answer key

The Earth is spherical like a ball. A globe is a model of the Earth whereas a map is a flat drawing of places on the Earth. Maps are not round like globes.

GOING FURTHER

Help students with this task.

Date:

Time: 40 mins

Unit 2: Map-reading Skills

Topic: Globes and maps	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Globes and maps	<ul style="list-style-type: none"> to explain the difference between a globe and a map 	<ul style="list-style-type: none"> compare a globe and a map and explain the differences 	A globe A wall map of the world A map of Pakistan Other maps showing smaller areas	Introduction: 10 min Development: 20 min CW: 10 min

Key words: spherical, model

Method: Ask the students to sit in a group and look at the three pictures of the world on page 20. Elicit answers to the following questions: What do you see in pictures number 1, 2, and 3? How and why are these pictures different from one another? Demonstrate the point by putting the globe as far away as possible, and then slowly bringing it closer, until the children are able to read some of the names of the countries.

Show the various maps (world, country, city, a smaller area, etc.) and explain that a small scale map, for example, of the world, shows a larger area from far away with fewer details; a large scale map, for example, of Karachi, shows a smaller area with more details. Explain that when we are going 'up' we are in fact going away from the Earth; when we say 'down' we are going towards the Earth. Read pages 20 and 21 with the students and explain where necessary.

CW: Content Review Q1

HW: Draw a globe in your exercise book.

Date:

Time: 40 mins

Unit 2: Map-reading Skills

Topic: Globes and maps	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. How are globes and maps different?	<ul style="list-style-type: none"> to explain what the axis of the Earth is and to show the location of continents and oceans on a world map and a globe 	<p>Students should be able to:</p> <ul style="list-style-type: none"> locate the continents and oceans on a world map and a globe 	<p>A knitting needle An orange or a soft rubber ball covered with tissue paper An outline map of the world for each student</p>	<p>Introduction: 15 min Development: 10 min CW: 15 min</p>

Key words: peel

Method: To introduce the lesson explain what an axis is. (The axis is an imaginary line which runs through the centre of the Earth from the North Pole to the South Pole. The point where the axis ends at the North is called the North Pole and the point where it ends at the South is called the South Pole. The Earth spins on its axis from west to east.)

To demonstrate this, insert a knitting needle lengthways through the orange or the ball, (kept as resource material). Tilt it to the right a little and turn the needle anticlockwise. This is how the Earth rotates on its axis. Now peel the orange or the ball in such a way that the peel or the covering comes off in one piece. Place it flat on the table and explain that this is how a peeled off map looks.

Ask the students to turn to page 22 and point out the 'peeled off' map. Read the relevant text and explain.

CW: Going Further page 22. Ask the students to work in pairs to study carefully the world maps on pages 1 and 21 and discuss the similarities and differences. Provide them with an outline world map and help them to mark the continents and oceans on it.

HW: Colour the world map on which the continents and oceans were marked in class, and stick it next to the picture of the globe drawn previously.

Real places on maps

PREVIOUS KNOWLEDGE

Students know from Class 3 that a map is a plan of a real place. On a map, real places are shown using symbols.

VOCABULARY

lake, coastline

LEARNING EXPECTATION

Students should be able to:

- understand how certain places are shown on a map

METHOD

This lesson is self-explanatory.

Features of maps

PREVIOUS KNOWLEDGE

Students can relate symbols on a map to real places.

VOCABULARY

features, accurate, indicate, measure

LEARNING EXPECTATIONS

Students should be able to:

- understand what the map title shows
- understand the use of a key on a map
- understand the use of a compass rose
- understand the purpose of map scales
- measure the real distance in a map, using a ruler and taking into account the map scale

METHOD

(a) Introductory activity

Write the following words on the board:

title, key, direction arrow, scale

Explain to the class that just as a book has to have a name or a title, a map too needs a title in order for us to understand what it is showing. So the title, one can say, is the name of the map. This name always describes the information the map is giving, e.g. a city map or a road map.

A map also needs a key. What does a key do? It will not take somebody long to say that it opens something. Explain that a map key opens something too. With its help you are able to understand a map—as if you are unlocking its secrets.

What is a direction arrow? Every map has a direction arrow pointing to the north, or a compass rose. This shows the reader which way to hold the map. When you know one direction, it is very easy to determine the other directions. Students have studied this in Book 3. If you are facing north, then south will be behind you, west to your left, and east to your right.

Ask students what they think is meant by scale. They will most probably take it to mean the foot ruler. They are close. Explain how maps are drawn to scale because everything on the map is reduced as compared to their original size. This proportion is maintained in a map and does not vary. Tell them that they will learn about the many features of maps in this lesson.

(b) Development

Read the text with the students, making use of the illustrations.

(c) Closure

Explain the given exercises.

ASSESSMENT

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

CONTENT REVIEW (PAGE 29)

Answer key

The title of the map tells us that the map shows important locations of Sindh. The symbols on the map represent international boundary, provincial boundary, barrage, ruins, crops, desert, lake, river, road, railway, railway station, mosque, airport, marsh, and harbour.

GOING FURTHER

1. Help them to study the atlas.
2. Help them in drawing a map of the classroom.

ADDITIONAL QUESTIONS

1. Name the important features of a map.
2. What does a compass rose show?
3. Why is it important to include a direction arrow in a map?

SAMPLE TEST PAPER, UNIT 2

I. Answer the following questions:

1. Name the seven continents.
2. Name some important features that help us read a map.
3. What are the four points of a compass? What are these directions called?
4. What does a short measurement or a scale show on a map?

II. Fill in the blanks:

1. A map is a drawing of places on the Earth seen from directly _____.
2. The _____ of a map tells us what a map shows.
3. If a place is located between North and East of a place, we say it is _____ of that place.
4. In a map, everything is many times _____ than it is on the Earth.
5. On a map, a compass _____ or an arrow is used to indicate directions.

Date:

Time: 40 mins

Unit 2: Map-reading Skills

Topic: Real places on maps	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
Real places on maps	<ul style="list-style-type: none"> to explain how real places are shown on maps 	<ul style="list-style-type: none"> explain how real places are represented on a map 	Real pictures of cities, mountains, river, etc. Maps showing these places A blank outline map of Pakistan for each student	Introduction: 10 min Development: 15 min CW: 15 min
<p>Key words: lake, coastline, crop-growing</p> <p>Method: Show the students pictures of real places and then discuss how these are represented on the maps on pages 23 and 24. Display on the board a map of Pakistan showing symbols of mountains, rivers, the Arabian Sea, forests, cities, capital cities, etc. Ask the students to take turns to come to the map and point to some of the physical features shown.</p> <p>CW: On a blank outline map of Pakistan, using symbols, mark the capital cities, the mountains, largest forest area, passes, rivers, lakes, deserts, the most cultivated area of the plains, the Indus Delta and the Arabian Sea. (Refer to the maps of Pakistan given earlier in the book.)</p> <p>HW: Read pages 25 and 26.</p>				

Date:

Time: 40 mins

Unit 2: Map-reading Skills

Topic: Features of maps	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Features of maps	<ul style="list-style-type: none">to explain the use of the key of a map	<ul style="list-style-type: none">explain what the map title shows, the use of the key, and the direction arrow	A map with symbols and a key A compass	Introduction: 5 min Development: 25 min CW: 10 min

Key words: feature, accurate, indicate, measure

Method: Ask the students to open their books at page 25 and study the map carefully. Give them a little time and then elicit answers to the following questions:
Which country does the map show? What are its special features? What is represented by the red square, the green square, and the black circles? What does the arrow next to the map indicate?
Read pages 25 and 26 with the students and explain what a title is. Explain the importance of the map key and discuss what each symbol represents.
Show the students the compass and explain how the direction arrow is used to find directions.

CW: Content Review page 29

HW: Going Further Q1

Date:

Time: 40 mins

Unit 2: Map-reading Skills

Topic: Features of maps	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. What if a place is located between two cardinal directions?	<ul style="list-style-type: none"> to explain the cardinal and intermediate compass directions 	<ul style="list-style-type: none"> locate places in the cardinal and intermediate directions 	A compass for each group	Introduction: 15 min Development: 10 min CW: 15 min

Key words: cardinal, intermediate, accurate

Method: Show the students a compass and explain the cardinal and intermediate directions. Also refer to the drawing of the compass rose on page 27. Ask the students to work in groups of 4–5. Give each group a compass. Determine the four cardinal points by asking the students to point to the north, south, east, and west. Next point to various objects in the classroom and ask the students to use the compass to find their geographical locations. Read the text with the students.

CW: Working in groups, students should accurately locate the different places given on the map on page 27 and write the answers in their exercise books.

HW: Worksheet 2

Date:

Time: 40 mins

Unit 2: Map-reading Skills

Topic: Features of maps	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Scale	<ul style="list-style-type: none"> to explain how maps are drawn to scale 	<ul style="list-style-type: none"> explain the purpose of map scale measure the distance between two points on a map and use the scale to calculate the real distance 	A map of the world A map of Pakistan A map of your city	Introduction: 5 min Development: 25 min CW: 10 min

Key words: represent

Method: Show the students the map of the world and ask: What is this? What does it show?—(map of the world; it shows all the countries and major cities of the world.) Explain that the world is many thousands of times larger than the map. Show the class the map of Pakistan and the map of the city. Explain how maps are drawn to scale because everything on the map is reduced compared to the original size; proportion is maintained in a map and does not vary.

Read the text and explain how to measure and calculate actual distance. Provide the students with more maps of the same area, drawn to a different scale. Assist them with the task.

CW: Going Further Q2. Draw a plan of your classroom; write its title. Use symbols or different colours to show the doors, windows, board, etc.

HW: Going Further Q2. Make a key to the map of the classroom (CW) to explain the symbols and colours you used on the plan.

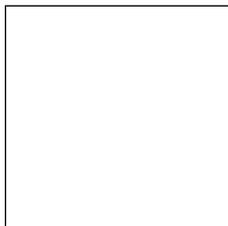
Name: _____

Date: _____

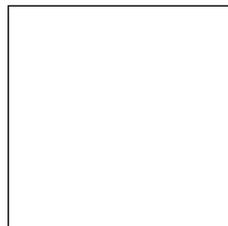
I. Match the word to its meaning.

- | | |
|-----------------|--|
| globe | shows all the main and intermediate directions |
| direction arrow | a spherical model of the Earth |
| a compass rose | tells us what the map shows |
| map | a drawing of places on the Earth seen from above |
| key | points to the north and shows directions |
| title | shows all the symbols on a map and explains what they mean |

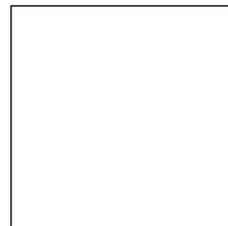
II. Draw symbols for the following:



forest



lake



mountains

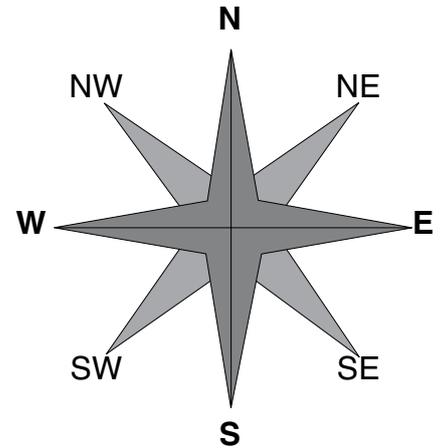
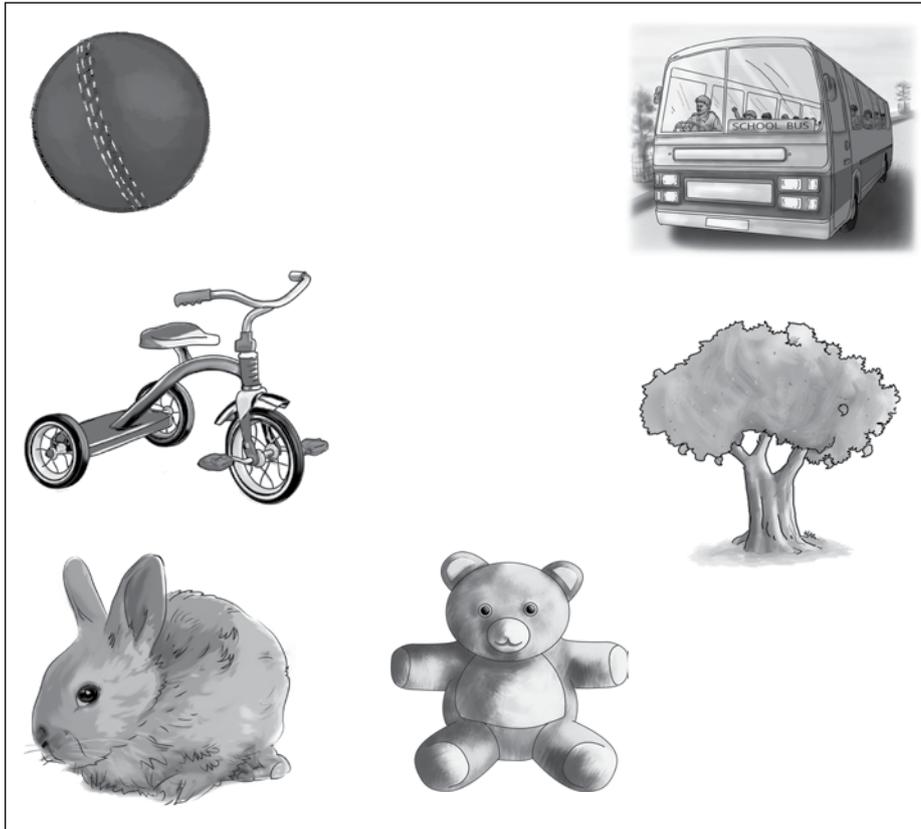


desert

Name: _____

Date: _____

I. Use the compass rose to find the positions of the items shown.



II. Choose the answers from the box below.

west north-east east south south-west north-west

1. The school bus is in the _____.
2. The rabbit is in the _____.
3. The tree is in the _____.
4. The ball is in the _____.
5. The teddy bear is in the _____.
6. The tricycle is in the _____.

Long, long ago

We calculate bygone times in terms of years that have passed. But those who study the prehistoric period use a different calendar to measure time. Instead of saying that so many hundreds or thousands of years have passed, they use such time slots as the Old Stone Age, the New Stone Age, the Bronze Age, or the Iron Age. These denote stages covering thousands of years through which man has passed and developed socially, materially, and intellectually. The image of the caveman is commonly associated with the Stone Age; that may be taken as the starting point in man's progression towards enlightenment and modernization. Definitions of some basic terms are provided in the answer key.

The things found in the excavations such as weapons, jewellery, utensils, figurines, etc. tell us about the lifestyle of the people living in the prehistoric times. The people of the Stone Age, Bronze Age, and Iron Age had their distinct ways of life which we have come to know from the remains archaeologists have found in their excavations.

PREVIOUS KNOWLEDGE

Students know about the different provinces of Pakistan. They know that with time, things change.

VOCABULARY

archaeologist, weapon, prehistoric, hunters, the Ages, settlements

LEARNING EXPECTATIONS

Students should be able to:

- understand the terms AH, BC, AD
- identify the different development stages in the prehistoric era
- understand the gradual progress in the lives of people through the prehistoric period

METHOD

(a) Introductory activity

Who watches the cartoon 'The Flintstones'? Ask a child who has raised his hand to describe the clothes the Flintstones wear, the kind of houses they live in and, generally, about their life. Ask them how these things are different from what we have today.

If nobody is familiar with 'The Flintstones' then you will have to ask your students to imagine how life would be if we took away all the modern amenities like electricity, proper houses, clothes, cars, all electrical appliances, furniture, etc. It would be a good idea to ask them to name some of these amenities first, which can be listed on the board. There was a time when none of these was invented. Man lived in caves and hunted animals to feed himself. He must have eaten raw meat until he discovered how to light a fire! Either that or he lived on fruits and berries that he could pick. Later, he invented the wheel which brought about a big change in his life. Man continued to make progress with each discovery that he made. He learnt to use metals like gold, copper, and iron. This brought a big change in his

lifestyle but it took thousands of years for this to happen. Tell them that archaeologists learn about these ancient people by digging and uncovering things made and used by them. They have also found drawings made by these ancient people in caves. These paintings are very informative.

Archaeologists have discovered utensils as well as weapons and tools, some of which are still in use in our parts of the world. Give them examples of the clay 'mutkas' for storing water, the plough still used by farmers, the cart drawn by oxen, etc.

(b) Development

Read the lesson with the children; explain the content and illustrations.

(c) Closure

Explain the given exercises.

ASSESSMENT

Ask students to do the exercises. Explain where required.

CONTENT REVIEW (PAGE 34)

Answer key

1. AH represents the number of years after the Hijra (migration) of the Prophet Muhammad (PBUH) from Makkah to Madina and is used in the Islamic lunar calendar.
BC (Before Christ) is used in the Gregorian (solar) calendar. It is used to indicate the number of years before the birth of Jesus Christ.
AD represents the number of years since the birth of Jesus Christ and is used in the Gregorian (solar) calendar.
2. Archaeologists study the remains of old civilizations to learn about them. Sometimes these get buried under soil over a period of thousands of years and are accidentally discovered while digging. These are our only means of learning about ancient history. It is on the basis of the findings of archaeologists who determine the time period the relics belong to, that the historians write history.
3. Prehistoric means the primitive and unrecorded time in history. Terms like the Stone Age and the Iron Age are used to describe the different prehistoric times.
4. Timeline showing how man acquired food starting from the Stone Age to the present:
Man hunted animals (Stone Age) → He learnt to grow some basic crops using crude tools (Bronze Age) → He learnt to harness cattle to plough his fields and grow better crops (Iron Age) → He invented modern machinery and implements for developing agriculture (Modern Age)

GOING FURTHER

Arrange a visit to your local museum as it will be beneficial to the teaching of this lesson. Do help students with the related activity.

ADDITIONAL QUESTIONS

1. Describe the basic shelter that humans first learnt to make.
2. When was gold first discovered?
3. What change came about in the life of early man when he adopted a settled way of life?

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Long, long ago	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Long, long ago	<ul style="list-style-type: none"> to discuss what history is and explain the meaning of <i>prehistoric</i>, <i>AH</i>, <i>BC</i>, and <i>AD</i> 	<ul style="list-style-type: none"> explain the meanings of the terms <i>history</i>, <i>prehistoric</i>, <i>AH</i>, <i>BC</i>, and <i>AD</i>, and use them correctly 	A timeline showing BC and AD	Introduction: 10 min Development: 15 min CW: 15 min

Key words: prehistoric, archaeologist

Method: Elicit answers to the questions: What is meant by the word history? (events that happened in the past). How do we know what happened in the past? (through books, stories...) Explain that paper was invented in 105 AD, and the first book was not written until 868 AD, in China, so how do we know about the time period before that? Explain what archaeology is and how archaeologists excavate and study physical remains to find out about the past. Explain the term prehistoric.

Read page 30 with the students. Discuss what is shown in the illustration on the page. Explain the meaning of AH. Draw a timeline on the board showing BC and AD (AD is a Latin word, anno domini, meaning in the year of our lord, the year Jesus Christ was born. 1 BC is, one year before the Christ was born, and 1 AD is one year after Jesus Christ was born. 2011 AD is 2011 years after the birth of Christ.

CW: Content Review Q1

HW: Content Review Q2

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Long, long ago	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. How the early man lived	<ul style="list-style-type: none"> to explain how human history is divided into different ages and highlight The Stone Age 	Students should be able to: <ul style="list-style-type: none"> describe how early man lived 	A timeline showing BC and AD	Introduction: 10 min Development: 15 min CW: 15 min

Key words: invent, spearhead, settlement

Method: Review the terms *archaeology* and *archaeologist*. Read the first paragraph on page 31 and explain the content.

Ask the students to name some modern amenities such as electricity, well-built houses, television, cars, furniture, etc., and list them on the board. Now cover the words with a sheet of paper and ask the students to imagine what life would be like if none of these amenities was available. To explain further, ask if they have seen the cartoon serial *The Flintstones*, and ask them to describe the clothes, homes, and tools. Discuss how people lived when nothing at all was available to them except things provided by nature... stone, wood, animal bones, etc.

Read 'The Stone Age' on page 31 with the students. Explain the time periods mentioned and explain that progress was very, very slow. It took many thousands of years before something new was discovered.

CW: Start a project 'Progress Through the Ages'.

Divide the students into four groups. Assign a time period to each group.

a) Stone Age b) Bronze Age c) Iron Age d) Modern Age

Ask the students to start collecting information and pictures (or draw pictures) related to the Homes, Tools and Weapons, Food and Clothing, of people living in the age assigned to them. Explain that at the end of the chapter each group will compile the material collected in class and give a presentation.

HW: Content Review Q3 and Project work

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Long, long ago	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Life in the Metal Ages	<ul style="list-style-type: none"> to explain how human beings lived in the Metal Ages 	<ul style="list-style-type: none"> describe how people lived in the Metal Ages and explain the gradual progress made throughout the prehistoric period 	Illustrations on pages 32 and 33	Introduction: 10 min Development: 20 min CW: 10 min

Key words: copper, bronze, combining

Method: Review briefly how people in the Stone Age lived and how man gradually made progress. Inventions such as the wheel brought big changes to his life. Discoveries were made and man learned to use various metals. Highlight the time periods mentioned in the text, and point out that there was a difference of thousands of years between the Stone Age and the Metal Ages.

Read 'Metal Ages' on page 31 and explain where necessary. Discuss the illustrations on pages 32 and 33 and focus on the changes and progress from one age to another.

CW: Content Review Q4

HW: Project work

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Long, long ago	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. Review	<ul style="list-style-type: none">to review the chapter	<ul style="list-style-type: none">work in a group to compile a project and make a class presentation	Chart papers, glue Coloured pencils, markers, crayons Research materials collected by the students	Compilation: 20 min Presentation: 20 min

Method: Organize the groups and provide each group with chart paper and coloured pencils, etc. A format can also be given to guide the students. Move around and assist them to organize and glue their materials.

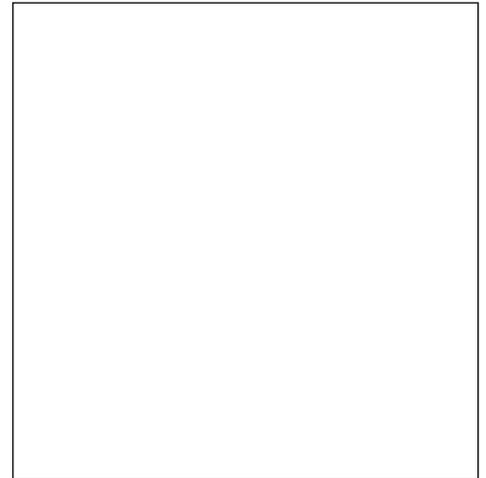
Once all the groups are ready, invite one group at a time to make a class presentation. (This may continue into the next period.)

HW: Worksheet 2

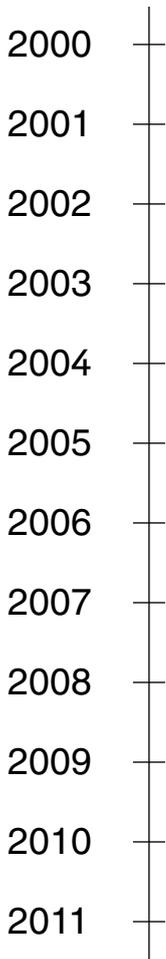
Name: _____

Date: _____

Name _____



Draw your own timeline showing the important events in your life, from your birth to the present day. Stick your photograph in the box above.



Name: _____

Date: _____

Use a dictionary to find the meanings of the words below.

archaeology _____

settlement _____

lunar _____

tame _____

solar _____

bronze _____

prehistoric _____

copper _____

tool _____

iron _____

Now try to find these words in the Wordsearch below. One has been done for you.

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

Name: _____

Date: _____

Fill in the details on the drawing below and colour it. (Hint: You may draw bushes, trees, berries, animals, cavemen, child, stone tools, animal skin, pictures on the cave wall, etc.)



Imagine you are a cave-child. Write a brief account of how you would spend your day.

Name: _____

Date: _____

prehistoric millions	Stone Age settled	tools pictures	historians hunter
---------------------------------	------------------------------	---------------------------	------------------------------

I. Choose the correct word from the box to complete the sentences.

1. The Earth is _____ of years old.
2. The _____ age refers to the time when no events were recorded.
3. Early man was a _____ and moved from one place to another in search of food.
4. _____ are people who study the past.
5. People in the _____ learned to make fire.
6. When human beings learned how to grow crops they _____ near lakes and rivers.
7. _____ were discovered on the walls of some caves.
8. The cavemen used _____ made of stone.

II. What do the following abbreviations stand for?

AH _____

AD _____

BC _____

Early civilizations in Pakistan

Civilization may be defined as the type of culture and society developed by a particular nation or region in a particular era. It contrasts with barbarism and primitiveness.

There are four prominent civilizations found in Pakistan: Soan Valley, Mehrgarh, Mohenjo-Daro, Harappa.

Some of the earliest relics of Stone Age man were found in the Soan Valley dating back at least 50,000 years. It is situated in the Sivalik Hills in Pakistan. In the Soan Valley, many fossil-bearing rocks are exposed to the surface. Fourteen-million-year-old fossils of rhinoceros, crocodile, giraffe, and rodents have been found there. Some of these are on display in the Natural History Museum of Islamabad.

The earliest settlement of Mehrgarh dates back to 8215BC. and its last phase to 2500BC. This was the evolutionary birth of the great Indus Valley civilization, which is considered to have evolved around 2600BC. The civilization boasted such great cities as Mohenjo-Daro and Harappa. These towns were well planned, with paved main roads, multi-storey houses, watchtowers, food warehouses, and assembly halls. Their people developed an advanced script that still remains undeciphered. The Indus Valley Civilization's decline around 1700BC was attributed to invasions but with recent research, historians have different opinions as to the exact causes of its decline. A possible reason could be the change in the course of River Indus which made the land dry and infertile.

PREVIOUS KNOWLEDGE

Students are familiar with the different regions of Pakistan. They also know about the different Ages.

VOCABULARY

evidence, excavate, artisan, historian

LEARNING EXPECTATIONS

Students should be able to:

- use maps to explain the geographical settings of historic events
- compare life in modern Pakistan to its rich prehistoric past

METHOD

(a) Introductory activity

Begin by asking students how far back have people been living in our part of the world? Listen to their answers. Surprise them by saying that people belonging to the Stone Age lived in some areas now belonging to Pakistan. The site at Mehrgarh (Balochistan) has been excavated and has been found by archaeologists to date back to 8000BC! If we add 2000 years since the birth of Jesus Christ, it has been ten thousand years since people started to live in our part of the world!

Harappa was discovered in the 19th century when roads and railways were being built and this exposed the ruins underneath.

Let them know that this chapter will tell them about places in today's Pakistan where prehistoric civilizations flourished.

(b) Development

Read the lesson with the students, explaining the content with the help of the illustrations.

(c) Closure

Explain the given exercises.

ASSESSMENT

Ask the students to do the Content Review questions in writing.

CONTENT REVIEW (PAGE 38)

Answer key

1. a) Balochistan
b) Khyber Pakhtunkhwa
c) Punjab
d) Sindh
2. A British archaeologist, Mortimer Wheeler, discovered Mohenjo-Daro in 1922, when people living near Larkana found some old coins and bricks.

GOING FURTHER

Help students with this exercise.

ADDITIONAL QUESTIONS

1. What is meant by civilization?
2. What do we know about the early civilization of Mehrgarh?
3. When was Mohenjo-Daro discovered?
4. What do we know about the Indus Valley Civilization?
5. Where is Harappa located? What objects have been discovered here?

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Early civilizations in Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Soan Valley and Mehrgarh	<ul style="list-style-type: none"> to trace Pakistan's history from prehistoric times, focusing on the Soan Valley and Mehrgarh 	<ul style="list-style-type: none"> explain the meaning of the term <i>civilization</i> describe early civilizations in the Soan Valley and Mehrgarh 	Map of Pakistan showing the early civilizations	Introduction: 10 min Development: 20 min CW: 10 min

Key words: civilization, inhabit, excavate, ornament

Method: Begin by asking the students: What is meant by *civilization*? Discuss their responses and provide necessary explanations. Continue by asking: For how long have people been living in our part of the world? Listen to their answers and then explain that evidence of four prominent civilizations have been found in Pakistan. Show these on the map of Pakistan, referring to some of the major cities next to these sites.

People belonging to the Stone Age lived in some areas of Pakistan. The Soan Valley is one place where some of the earliest relics of Stone Age man have been found, dating back at least 50,000 years. Many fossil-bearing rocks are exposed to the surface. Fourteen million year old fossils of rhinoceros, crocodile, giraffe, and rodents have been found there. Some of these are on display in the Natural History Museum in Islamabad.

Read 'Soan Valley' and 'Mehrgarh' on pages 35 and 36 with the students, explaining how and when these places were excavated and what was found.

CW: Q. Explain what is meant by *civilization*.

Q. Which is the earliest civilization discovered in Pakistan? Where was it located?

HW: Q. Explain what is known about the early civilization of Mehrgarh.

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Early civilizations in Pakistan	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Mohenjo-Daro	<ul style="list-style-type: none">to explore the early civilizations in Pakistan focusing on Mohenjo-Daro	Students should be able to: <ul style="list-style-type: none">describe the early civilization of Mohenjo-Daro	Map of the province of Sindh showing Mohenjo-Daro	Introduction: 5 min Development: 25 min CW: 10 min

Key words: artisan, drainage, seal, invade, subcontinent

Method: Ask the students what they know about Mohenjo-Daro. Listen to their responses to assess their existing knowledge. Ask them to locate Mohenjo-Daro on the map on page 35 of the textbook. Point out the location of Mohenjo-Daro on the detailed map of the province with reference to the neighbouring cities. Explain that the students will be studying a civilization that dates back to 3500BC, but surprisingly had many things in common with our present way of life. The city was well planned, with paved main roads, an efficient drainage system, multi-storey houses, watch towers, food warehouses, and assembly halls. (A British archaeologist, Mortimer Wheeler discovered Mohenjo-Daro.)

Ask the students to suggest how this great civilization came to an end. Ask them to discuss this with their partner for a short time and then listen to their ideas.

Read the text with the students and explain where required. Discuss the illustrations in the book.

CW: Content Review Q2

HW: List some possible factors that may have led to the destruction of the city of Mohenjo-Daro.

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Early civilizations in Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Harappa	<ul style="list-style-type: none"> to explore the early civilizations in Pakistan, focusing on Harappa 	<ul style="list-style-type: none"> locate Harappa on the map of Pakistan and describe the early civilization of Harappa 	A map of the province of Punjab	Introduction: 10 min Development: 15 min CW: 15 min
<p>Key words: site, survey, district, carved, figurine</p> <p>Method: Ask the students to turn to page 35 of the textbook and locate Harappa. Using a more detailed map of the province of Punjab, explain the location of the site with reference to the neighbouring cities and the River Ravi. Ask the students to look at the picture of Harappa on page 37 and suggest what kind of civilization it might have been. Listen to their ideas and explain how advanced the people of that time and area were.</p> <p>Read the text on page 37 and explain further if necessary.</p> <p>CW: To sum up the chapter, organize a class discussion to compare life in modern Pakistan with that of its rich prehistoric past.</p> <p>HW: Going Further</p>				

Name: _____

Date: _____

I. Locate and mark the four early civilizations in Pakistan.



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

1. The Mehrgarh valley civilization was excavated by a team of Swiss archaeologists. _____
2. The Mehrgarh settlement was near the Bolan Pass. _____
3. The Soan River Valley is in the north-west of the Khushab district of Punjab province.
4. The Mehrgarh civilization dates back to 15,000BC. _____

Name: _____

Date: _____

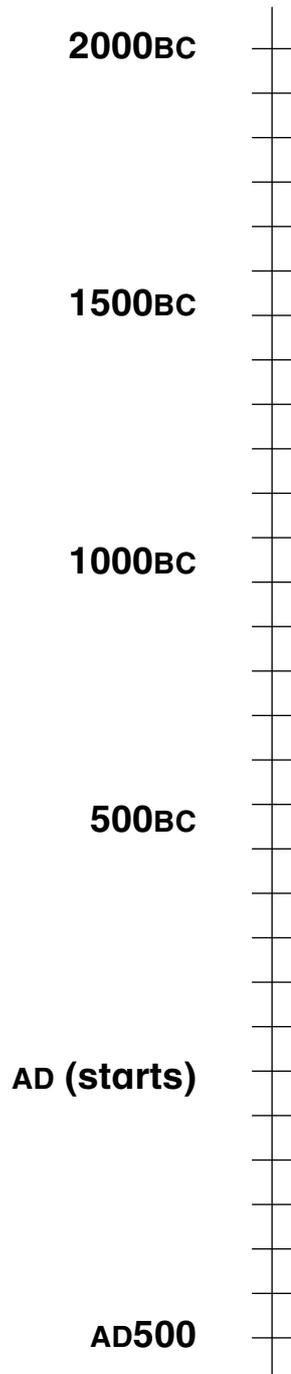
Archaeologists found a number of objects while excavating the sites of the four ancient civilizations in Pakistan. Write the names of these objects next to the site where they were found.

Soan Valley	
Mehrgarh	
Mohenjo-Daro	
Harappa	

Name: _____

Date: _____

On the timeline below mark the different invasions of the subcontinent.



Our past

Tracing our history to prehistoric times, we now come to the era when the Indus Valley civilization was in decline. The area that is Pakistan faced many invasions from foreign forces. Significant among these were the Aryans. They pushed the local population, the Dravidians, further south and east, gaining complete control over their lands. The Aryans were a superior race in that they were physically stronger, used horse-drawn chariots, and made metal weapons. They had discovered farming and used irrigation methods. They had their own language which later developed into Sanskrit. Hinduism traces its origins back to Aryans.

In 326BC Alexander invaded the subcontinent. He was a brilliant young leader and general and had been a student of Aristotle. His invading army brought with them Greek ideas, culture, and language, thus enriching the local culture. Alexander died of malaria in 323BC, when he was returning to Greece by the land route across what is now Southern Balochistan. He was just 33 years old.

After Alexander's death, the Parthians—nomadic people from Siberia in the north—invaded the subcontinent and the adjoining areas, settling in Iran and eventually converting to Zoroastrianism (the Parsi religion).

Chandragupta was the founder of the Maurya Empire. A successful ruler and general, he created the largest empire in South Asia from 322 to 297BC. Ashoka was the most famous of Mauryan kings. He converted to Buddhism and brought about many reforms in his kingdom such as abolishing the caste system, building hospitals and shelters for old people, and planting trees. The Mauryan Empire fell into decline after Ashoka as the rulers who followed him were weak administrators.

The Kushans invaded the subcontinent in the second century from Central Asia. Like Ashoka, Kanishka, the Kushan king, was a Buddhist and tolerated all other religions in his kingdom.

The White Huns, a people of Turkish or Central Asian descent who invaded the subcontinent around the 5th century, were a fierce people and plundered everything in their way. They invaded the Indus Valley and the Punjab.

PREVIOUS KNOWLEDGE

Students know about the Indus Valley Civilization.

VOCABULARY

caste, invasion, conquer, warrior, decline, invaders, descendants

LEARNING EXPECTATION

Students should be able to:

- describe the major invasions of the subcontinent.

METHOD

(a) Introductory activity

Divide students into seven groups. Give each group one of the following names: Aryans, Persians, Greeks, Parthians, Mauryans, Kushans, Huns.

Pretend that the classroom is the subcontinent. Each group is an invading army entering India in sequence. Give each group two basic lines to learn: the Aryans will say as they enter the classroom, 'We are the Aryans. We are entering this land in 170BC'. These children will walk around the room and will exit when the next group, i.e the Persians enter, identifying themselves and giving the date of their invasion.

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Our past	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Major invasions of the subcontinent	<ul style="list-style-type: none">to describe the invasions from 1700BC to AD712	Students should be able to: <ul style="list-style-type: none">list the major invasions of the subcontinent	Printed text of the seven different invasions, with details mentioned in the teaching guide on page 81, each on a separate sheet of paper Chart paper, markers, crayons, etc.	Introduction: 15 min Activity: 25 min

Key words: caste, invasion, conquer, warrior, decline, invader, descendant

Method: Read the text headed 'Our Past' on page 39. Explain where necessary.

Organize the students into seven groups (Aryans, Persians, Greeks, Mauryans, Parthians, Kushans, and Huns). Explain that each group is an invading tribe and will have to give an account of their invasion. Provide each group with chart paper, markers, crayons, etc.

Write the following guidelines on the board:

Who are you? When did you invade the area that is present-day Pakistan? What language do you speak? What is your religion? Give an account of your culture/activities.

Now distribute the relevant text, printed on a separate sheet for each group. Ask the students to take turns to read the text provided a couple of times, focus on the guidelines written on the board and prepare a presentation.

HW: Find or draw some pictures for your group project.

Date:

Time: 40 mins

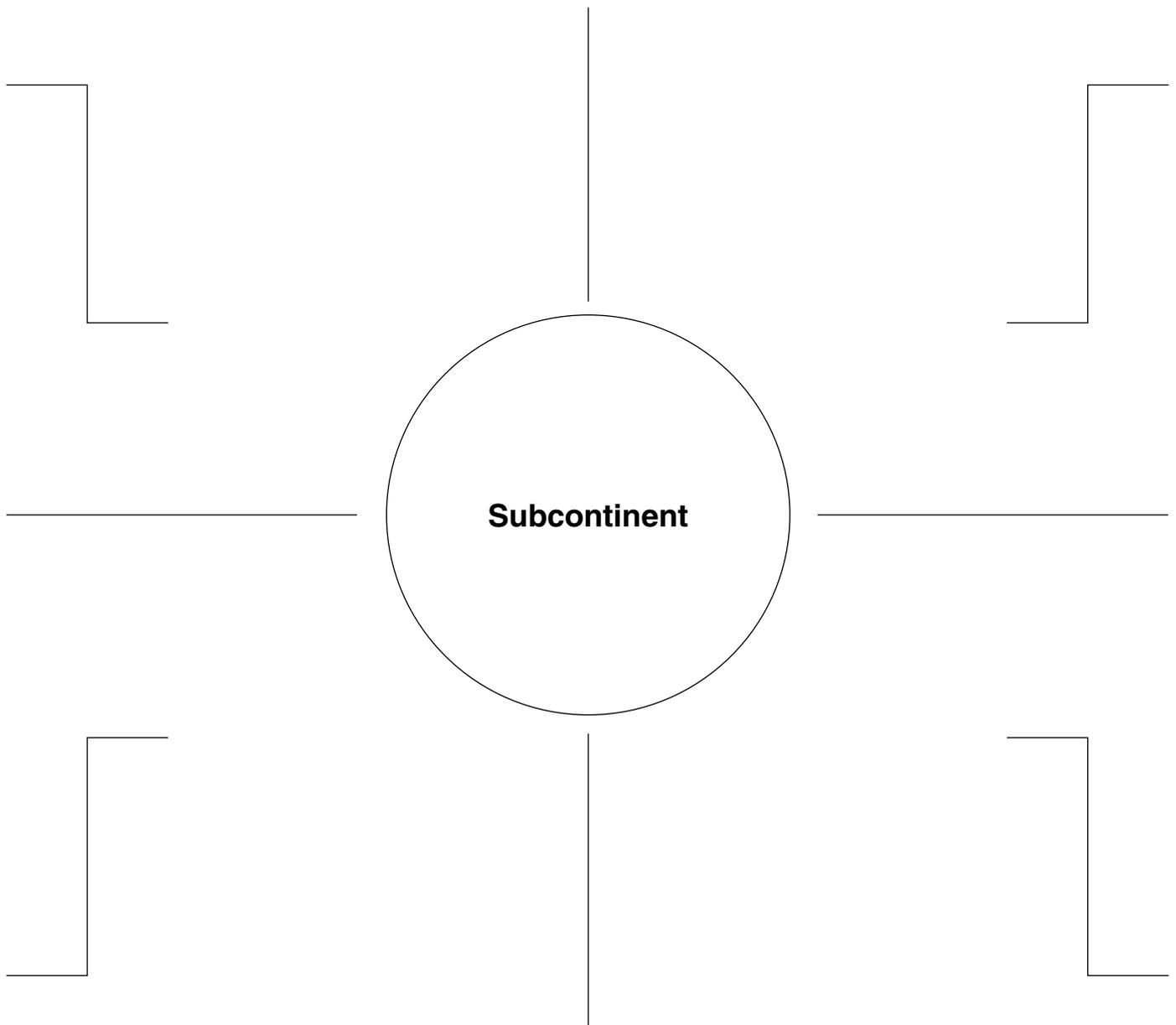
Unit 3: Our Past and Our Present

Topic: Our past	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Major invasions of the subcontinent	<ul style="list-style-type: none"> to describe major invasions of the subcontinent 	<ul style="list-style-type: none"> work in groups to research the major invasions of the subcontinent 		Introduction: 15 min Activity: 25 min
<p>Method: Ask the students to sit in their groups. Give them a little time to review the work completed during the previous lesson and to stick their pictures or drawings on their posters.</p> <p>When they are ready, invite one group at a time to present their work. Allow the other students to ask relevant questions.</p> <p>Each group should be given time to present their work.</p> <p>Give students feedback and explain the Content Review and Going Further exercises.</p> <p>HW: Content Review Q1 (provide the worksheet with the timeline from 2000BC to AD500) Q2</p>				

Name: _____

Date: _____

Write the names of the invaders who came to the subcontinent between 1700BC and AD712.

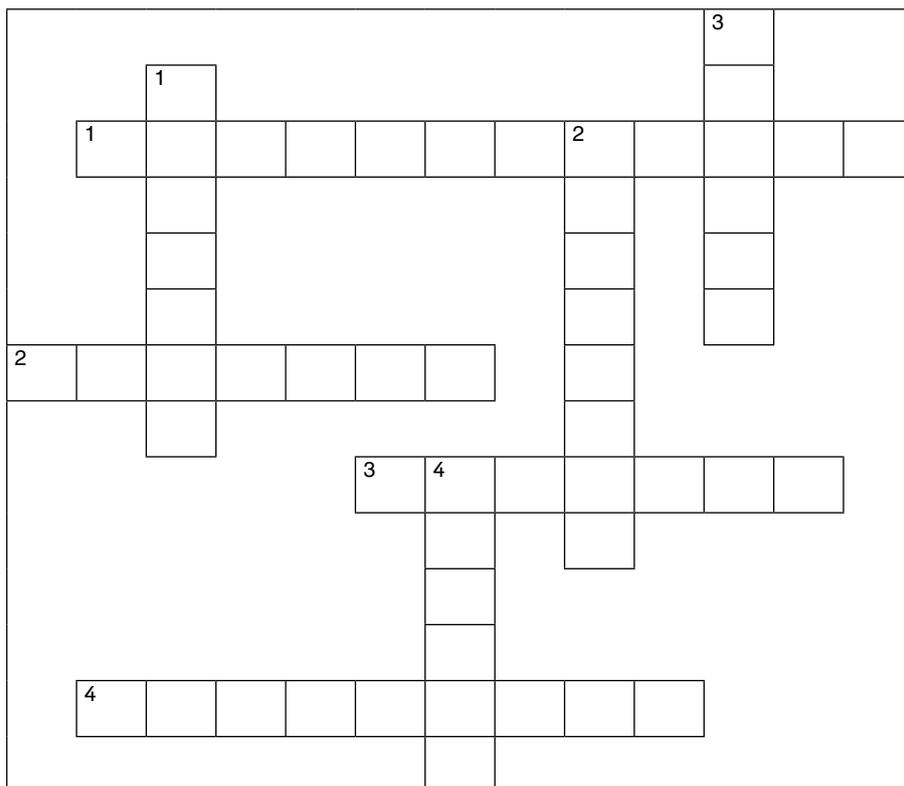


Name the three main religions of the subcontinent before the advent of Islam.

Name: _____

Date: _____

Crossword puzzle



Across

1. the region consisting of Pakistan and India
2. A person from Persia
3. They invaded from the east after the Greeks.
4. a great ruler who conquered Punjab, Sindh, and Balochistan

Down

1. the way people live
2. people who enter a foreign land to conquer it
3. people from Greece
4. They introduced the caste system.

The coming of Islam to Sindh

The subcontinent, as you know, has been invaded many times by people from different areas. They brought their cultures, values, and religions with them with the result that this area came under the influence of many religions. It was not until AD712 that it was exposed to a relatively new religion that was Islam. The events that led to this are narrated below.

During the reign of the Umayyad Caliph Walid bin Abdul Malik, Hajjaj bin Yousuf was appointed as the governor of the Eastern Provinces. At that time, Raja Dahir, a Brahmin, ruled Sindh. Some pirates were active in the coastal areas there. As it happened, the widows and orphans of some Muslim traders of Sri Lanka were returning to Baghdad by sea. The King of Sri Lanka had also sent many valuable presents for Walid and Hajjaj. As the eight-ship convoy passed by the seaport of Daibul, the pirates looted it and took the women and children prisoner. When news of this attack reached Hajjaj, he demanded that Dahir return the Muslim captives and the looted items. He also demanded that the culprits be punished. Dahir replied that he had no control over the pirates and was, therefore, powerless to punish them. In AD712, Hajjaj sent 6000 selected Syrian and Iraqi soldiers, a camel corps of equal strength, and a baggage train of 3000 camels to Sindh under the command of his nephew and son-in-law, Immad-ud-din Mohammad bin Qasim, a young boy of just seventeen years.

Mohammad bin Qasim first captured Daibul. Dahir decided to oppose the Arabs at Rawar. After a fierce struggle, Dahir was overpowered and killed. The Arab forces then occupied Alor and proceeded towards Multan. Though Mohammad bin Qasim was called back to Basra soon after, his deputies stayed behind and the area stayed under Arab control for the next 300 years.

PREVIOUS KNOWLEDGE

Students can trace the history of the subcontinent till AD712.

VOCABULARY

pirate, precious

LEARNING EXPECTATIONS

Students should be able to:

- explain how and when Islam came to the subcontinent
- describe what changes came about with the advent of Islam

METHOD

(a) Introductory activity

Begin by linking with the story of the subcontinent. You already know that many armies attacked these lands as they were attracted by the riches it had to offer. Its native people came under the influence of many cultures and religions over thousands of years. We will learn in this lesson how Islam first came to the areas which are now in Pakistan and India. We will also learn what changes this religion brought about in the lives of the local population.

(b) Development

Tell the students the story of Mohammad bin Qasim, mentioning his personality as well. Add that Mohammad bin Qasim was a very just and tolerant ruler. Many people converted to Islam because of his fair policies. Read the lesson with the students and explain the map and the chart. It will interest them to know that it was at the present day site of Bhambore, near Thatta, where Mohammad bin Qasim's army first landed.

(c) Closure

Explain the Content Review and Going Further exercises.

ASSESSMENT

Ask them to do the Content Review exercises in their notebooks.

CONTENT REVIEW (PAGE 41)

Answer key

1. In AD712, Hajjaj bin Yousuf, the governor of Iraq, sent Mohammad bin Qasim to rescue and recover the looted ships which had come under attack by pirates. The pirates had the support of the Hindu king of Sindh, Dahir.
2. Sindh was being ruled by Raja Dahir at that time.
3. Mohammad bin Qasim defeated the pirates and brought Sindh and parts of Punjab as far as Multan under his control. This whole area remained under Arab control for the next 300 years.
4. Islam spread in these lands and there was justice, peace, and harmony as a result of the Arab invasion of Sindh.

GOING FURTHER

Here you have to look at values and customs that are common between Arabs and Pakistanis. Help students with this piece of research work.

ADDITIONAL QUESTIONS

1. Which parts of the subcontinent was Mohammad bin Qasim able to bring under his control?
2. For how long did the Arabs rule Sindh?

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: The coming of Islam to Sindh	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Islam in Sindh	<ul style="list-style-type: none">to explain the arrival of Islam in Sindh	<ul style="list-style-type: none">explain why and how Islam came to Pakistan	Story of Mohammad bin Qasim (some details are given in this Teaching Guide on page 87)	Introduction: 10 min Development: 20 min CW: 10 min

Key words: region, governor, pirate, precious, territory

Method: Ask the students to sit in a semicircle close to you. Briefly review how various invaders had come to the subcontinent and influenced the culture and religion of Pakistan over thousands of years. Explain the objectives of the lesson. Ask if they have heard of Mohammad bin Qasim and let those who have, explain what they know.

Read/tell the story of Mohammad bin Qasim, stressing his personality and character. Explain that he was a very tolerant and just ruler: many people converted to Islam because of his fair policies.

Use the map on page 40 to explain the route of Mohammad bin Qasim's invasions and conquests. Ask the students to read the text carefully and quietly to themselves.

CW: Discuss Content Review Q1 (page 41) and ask the students to do the same in their exercise book.

HW: Content Review Q2

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: The coming of Islam to Sindh	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Results of the coming of Islam to Sindh	<ul style="list-style-type: none"> to examine the changes that were brought about by the advent of Islam in Sindh 	<ul style="list-style-type: none"> describe the results of the coming of Islam to Sindh 		Introduction: 10 min Development: 15 min CW: 15 min

Key words: script, native

Method: Review the previous lesson on Mohammad bin Qasim. Briefly explain the web diagram on page 41 and then initiate a class discussion on the 'Results of the coming of Islam to Sindh' where each point should be elaborated, explaining how and why the changes took place. The following questions could be asked: Why was the caste system abolished? (Stress that in a true Islamic society everyone is equal, whether rich or poor) How should non-Muslims be treated in Islam? When everyone is treated well and there is equality what is the result? (peace) When there is peace, what is the outcome? (progress) What is the purpose of a mosque? (not just a place to pray but also for Islamic teaching)

CW: Content Review Q3 & Q4

HW: Going Further

Ask the students to research (from the Internet and by talking to their parents and grandparents) the values and customs that are common among Arabs and Pakistanis. The following research topics can be given: religion, dress, food, family bonds, weddings, festivals, etc.

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: The coming of Islam to Sindh	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Common values and customs of the Arabs and Pakistanis	<ul style="list-style-type: none">to explore the values and customs that are common between Arabs and Pakistanis	<ul style="list-style-type: none">compare and contrast the values and customs that are common between Arabs and Pakistanis		Introduction: 10 min Development: 30 min
<p>Method: Write the following headings on the board: Religion, Dress, Food, Family bonds, Weddings, Festivals. (The students should have researched the topics as HW given in the last lesson). Starting with Religion, ask the students: What is the religion of the Arabs?/ of Pakistanis? Note down the answer under the heading. Now ask: What style of dress do Arab women wear?/Pakistanis women?/Arab men?/Pakistanis men?</p> <p>Continue in the same manner. Allow the students to contribute, and explain where necessary.</p> <p>HW: Worksheet</p>				

Name: _____

Date: _____

I. Fill in the blanks to complete the sentences.

1. By AD712, sea trade had developed between _____ and _____.
2. Hajjaj bin Yusuf was the governor of _____.
3. _____ was a port on the coast of Sindh.
4. Hajjaj bin Yusuf sent _____ to fight the pirates.
5. Mohammad bin Qasim came from _____.
6. He sailed through the _____ and the _____ to the coast of Sindh.
7. He conquered Sindh and parts of _____.
8. _____ spread throughout Sindh and Punjab.

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

1. The ruins of Mohenjo-Daro are believed to be the site of Daibal.

2. Raja Dahir was able to defeat the pirates. _____
3. Part of Punjab and Sindh remained as Arab territory for 300 years after Mohammad bin Qasim conquered it. _____
4. The ships attacked by the pirates were carrying arms. _____

GOING FURTHER

Students should find the answers on their own.

ADDITIONAL QUESTIONS

1. Of which caliphates did Sindh become a part?
2. Name two famous sultans of the Slave Dynasty. When did they rule?
3. Where were the Mughals originally from?
4. Who was Taimur? What title was he given and why?
5. Who built the famous Taj Mahal? Where is it located?

SAMPLE TEST PAPER, UNIT 3

I. Answer the following questions:

1. How have the archaeologists divided the early history of man into different ages?
2. Why did the people in prehistoric age move from place to place?
3. Where were the remains of one of the earliest civilizations in Pakistan excavated by a team of French archeologists?
4. Who were the first invaders who came in this area after the decline of the Indus Valley civilization?
5. Name some of the famous rulers of the Slave Dynasty.
6. Who did Babur defeat in 1526? Name the battle.

II. Fill in the blanks:

1. The Earth is _____ of years old.
2. Man learned to make fire by rubbing together two pieces of _____ or _____.
3. The Soan Valley civilization dates back to the _____ age.
4. The _____ civilization located in Punjab, near the River Ravi was part of the Indus Valley civilization.
5. _____ is located on the banks of the River Indus near Larkana in the province of Sindh.
6. After the decline of the Indus Valley civilization, the first to invade this region were the _____.
7. The famous Greek king, _____ the Great, invaded and conquered vast areas of Punjab, Sindh, and Balochistan before returning to Greece in 325BC.
8. Islam was introduced to the areas of Sindh and Punjab with the entry of _____ in the year _____ AD.
9. Different religions including _____ and _____ were practised in the subcontinent before the coming of the Arabs.
10. _____ is considered the greatest of the Mughal emperors.

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Muslim rule in the subcontinent	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The Ghaznavids and the dynasties of the Delhi Sultanate	<ul style="list-style-type: none">to explain a timeline showing the Muslim dynasties of the subcontinent, focusing on The Ghaznavids and the dynasties of the Delhi Sultanate	<ul style="list-style-type: none">trace the timeline of Muslim rulers of the subcontinentdescribe the rule of the Ghaznavids and the dynasties of the Delhi Sultanate	Map of Pakistan and its surrounding countries	Introduction: 10 min Development: 20 min CW: 10 min

Key words: fierce, conquest, plunder

Method: Explain to the students that, having learned how Islam arrived in the subcontinent, they will see how it flourished and which rulers followed. Locate on the map the area of Central Asia and Turkey. Trace the route of Subuktagin's army towards Punjab. Read 'The Ghaznavids' on page 42 and explain where necessary. Discuss the characters of the rulers and the changes they made in the areas they ruled.

Read 'The dynasties of the Delhi Sultanate' on page 42. Locate Sindh, Lahore, and Delhi on the map and also the areas to the south and the east of Delhi, showing the conquests made by Mohammad Ghori. Explain that the Delhi Sultanate was the strongest power in South Asia and lasted 300 years.

CW: Q. How long did the Ghaznavid rule last?

Q. Where did Shahab-ud-din Mohammad Ghori come from, and which areas did he conquer?

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Muslim rule in the subcontinent	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. The Slave Dynasty	<ul style="list-style-type: none"> to examine a timeline showing the Muslim dynasties of the subcontinent, focusing on The Slave Dynasty 	<ul style="list-style-type: none"> trace the timeline of Muslim rulers of the subcontinent describe The Slave Dynasty 		Introduction: 10 min Development: 20 min CW: 10 min
<p>Key words: ex-slave, succeed, Sufi, scholar</p> <p>Method: Explain why the rule from 1206 to 1287 was termed 'The Slave Dynasty'. Although slavery was abolished with the advent of Islam in Arabia, it had not completely ended. Explain that, according to Islamic teaching, everyone is equal. Give the example of Bilal (RA), a black ex-slave, who was very close to the Prophet (PBUH) and became the first muezzin.</p> <p>Three ex-slaves and a daughter of an ex-slave ruled the subcontinent in succession.</p> <p>Read the relevant text on pages 42 and 43. Explain where necessary.</p> <p>CW: Q. Why was the rule from 1206 to 1287 called The Slave Dynasty? Q. Who was Razia Sultana?</p> <p>HW: Q. Explain what happened after the death of Ghiyas-ud-din Balban?</p>				

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Muslim rule in the subcontinent	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. The Khilji Dynasty The Tughlaq Dynasty Feroz Shah II	<ul style="list-style-type: none">to examine a timeline showing the Muslim dynasties of the subcontinent, focusing on the Khilji Dynasty, the Tughlaq Dynasty, and Feroz Shah II	<ul style="list-style-type: none">trace the timeline of Muslim rulers of the subcontinentdescribe the Khilji Dynasty, the Tughlaq Dynasty, and Feroz Shah II		Introduction: 15 min Development: 25 min

Key words: prosperous, rival, weaken

Method: Review briefly the Muslim rule in the subcontinent from 977 to 1287. Explain that the students will learn about some of the rulers that followed.
Read the relevant text on pages 43 and 44. Explain where required. Explain the reasons behind the downfall of many of the Muslim dynasties.
Explain Content Review Q1

CW: Content Review Q1. Ask the students to work in pairs to help each other to draw the timeline.

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Muslim rule in the subcontinent	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
4. The timeline of Mughal rulers in the subcontinent	<ul style="list-style-type: none"> to examine the timeline of Mughal rulers in the subcontinent (Babur, Humayun, and Akbar) 	<ul style="list-style-type: none"> trace the timeline of the Mughal rulers in the subcontinent describe some important aspects of their rules 		Introduction: 10 min Development: 20 min CW: 10 min

Key words: founder, descendant, exile

Method: Ask the students what they know about the Mughal rulers Babur, Humayun, and Akbar. Explain that films and plays have been produced about these great rulers, who ruled the subcontinent for the longest period. Each of them left his mark on art and architecture.

Read the text under the headings Babur, Humayun, and Akbar, on pages 44 and 45. Explain where necessary. Point out the dates and ask the students to calculate the number of years each ruled. Explain how they came to power, their achievements, their characters and personalities, and how their rules came to an end.

The Mughal emperors were descendants of the Timurids. Their rule began in 1526 and at the height of their power in the late 17th and early 18th centuries, they controlled most of the Indian subcontinent—extending from Bengal in the east to Balochistan in the west, Kashmir in the north to the Kaveri basin in the south. Show these on the map of the area. Its population at that time has been estimated at between 110 and 150 million, over a territory of more than 3.2 million square kilometres (1.2 million square miles).

The “*classic period*” of the empire started in 1556 with the accession of Jalaluddin Mohammad Akbar, better known as Akbar the Great. Under the rule of Akbar the Great, India enjoyed great cultural and economic progress as well as religious harmony.

CW: Content Review Q2

HW: Content Review Q3

Date:

Time: 40 mins

Unit 3: Our Past and Our Present

Topic: Muslim rule in the subcontinent	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
5. The Mughal rule from 1605–1707	<ul style="list-style-type: none"> to examine the timeline of Mughal rulers in the subcontinent (Jahangir, Shah Jahan, and Aurangzeb) 	<p>Students should be able to:</p> <ul style="list-style-type: none"> trace the timeline of the Mughal rulers in the subcontinent from 1605–1707 describe some important aspects of their rule 		<p>Introduction: 10 min</p> <p>Development: 20 min</p> <p>CW: 10 min</p>

Key words: install, impressive, grandeur, empire

Method: Read the paragraphs on Jahangir, Shah Jahan, and Aurengzeb on page 45. Explain where necessary. Explain Jahangir's justice system and his easy accessibility to the general public. Explain that his tomb and that of his wife, Noor Jahan, are in Lahore. The reign of Shah Jahan, the fifth emperor, was the golden age of Mughal architecture. He erected many splendid monuments, the most famous of which is the legendary Taj Mahal at Agra and the Pearl Mosque, the Red Fort, the Jama Masjid, Lahore Fort, and the Shalimar Gardens.

(The Taj Mahal, Humayun's tomb, Fatehpur Sikri, the Red Fort, Agra Fort, and Lahore Fort are all UNESCO World Heritage Sites.)

The reign of Aurangzeb saw the enforcement of strict Muslim fundamentalism which caused rebellions by the Sikh and Hindu populations.

CW: Q. Explain how Emperor Jahangir was able to provide justice for all.

HW: Going Further

Being a hero or heroine

A hero is a person of great courage, somebody with very high morals and noble qualities, or the chief character in some kind of literary work. The word is also used in a specified sense for leading personalities in their fields.

This social studies series carries information about many heroes and heroines related to Pakistan. In the current lesson, some heroes of international repute have been mentioned like Mahathir Mohammad of Malaysia and Aung San Suu Kyi of Myanmar. Mahathir, the former Prime Minister of Malaysia, was from an ordinary social background. Under his governance the country progressed tremendously. He is appreciated throughout Malaysia for his policies and reforms that helped Malaysia's economy to grow dramatically.

Aung San Suu Kyi is the pro-democracy activist of Myanmar. She is the daughter of one of Myanmar's most respected heroes, General Aung San, who led his country's fight for independence from Great Britain in the 1940s. He was assassinated in 1947. Suu Kyi has been under house arrest for a number of years from where she continues her calm yet enthusiastic support for freedom and democracy.

There is a passage on Nelson Mandela in the lesson. Students should learn about such great men and women who have changed the face of the world through their rectitude and determination.

PREVIOUS KNOWLEDGE

Students know that people are appreciated when they do something outstanding in their lives.

VOCABULARY

political, democracy, distinguished, calamity, destitute, integrity, devotion, spur of the moment, impending, accomplish, compassionate

LEARNING EXPECTATIONS

Students should be able to:

- describe the qualities of a hero/heroine
- understand that sometimes ordinary people become heroes or heroines because of their commendable actions
- find out about some foreign heroes in addition to our own

METHOD

(a) Introductory activity

Ask the students:

Whose name comes to your mind when you think of a hero?

They will give you different answers.

What do you think all these people have in common?

Again you will get different answers.

(b) Development

Tell them that in this lesson they will read about some heroes; they can see what qualities they have in common with one another. Read the lesson in the book, elaborating on the lives and accomplishments of the heroes mentioned.

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Being a hero or heroine	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Qualities of a hero/ heroine	<ul style="list-style-type: none"> to explore the qualities that a hero/heroine should possess 	<ul style="list-style-type: none"> identify the qualities that a hero/heroine should possess 	Chart paper	Introduction: 10 min Activity: 30 min

Key words: political, democracy, distinguished, respectful, devoted, accomplishment

Method: Ask the students to work in groups of 3–4. Give each group a sheet of paper and ask them to brainstorm and write down as many qualities of a hero/heroine as possible.

Ask the students: Whose name comes to mind when you think of a hero? Write their suggestions on the board. Choose a couple of the heroes named and discuss their qualities. Write these qualities on the board as well. Ask the students if they wrote similar qualities written on their paper. The answer will certainly be affirmative. Now ask the students to close their eyes and consider which heroic qualities they have and which they would like to possess.

Read page 47. Elaborate on the characters and personalities of Mahathir Mohammad and Aung San Suu Kyi. Review the web diagram on page 47.

CW: Going Further Q1

HW: Content Review

Unit 4: Citizenship

Topic: Being a hero or heroine	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Abdul Sattar Edhi	<ul style="list-style-type: none"> to analyze the heroic qualities of Abdul Sattar Edhi 	Students should be able to: <ul style="list-style-type: none"> list the heroic qualities of Abdul Sattar Edhi 		Introduction: 5 min Development: 20 min CW: 15 min

Key words: destitute, calamity, compassionate, selfless, integrity, white-skinned, apartheid, impending, influence

Method: Ask the students what they know about Abdul Sattar Edhi. Listen to their answers to assess their existing knowledge. Read the following extract about him, which has been taken from Wikipedia:

When Edhi was the tender age of eleven, his mother became paralyzed and later became mentally ill. Young Abdul Sattar devoted himself to looking after all her needs; cleaning, bathing, changing her clothes, and feeding her. Edhi's mother died when he was 19. His personal experience made him think about the thousands and millions suffering like his mother, with nobody to look after them. He believed he had a calling to help these people. He had a vision for a chain of welfare centres and hospitals that could be opened to alleviate the pain of those suffering from illness and neglect. He also thought of the inhuman treatment meted out to the mentally ill, the insane, and disabled persons. Even at this early age, he felt personally responsible for taking on the challenge of developing a system of services to reduce human misery. The task was huge; he had no resources. But it was something that he had to do, even if he had to walk the streets, cap in hand, to beg for this purpose.

Edhi and his family migrated to Pakistan in 1947. In order to earn his living, Abdul Sattar Edhi initially started as a pedlar, and later became a commission agent selling cloth in the wholesale market in Karachi. After a couple of years, he left this occupation and with the support of some members of his community, decided to establish a free dispensary. He became involved in this charity work. However, soon his personal vision of a growing and developing system of multifarious services made him decide to establish a welfare trust of his own and he named it the Edhi Trust. A public appeal was made for funds. The response was good, and Rs. 200,000 was raised. The range and scope of the work of the Edhi Trust expanded with remarkable speed under the driving spirit of the man behind it. A maternity home was established and an emergency ambulance service was started. More donations were received as people's confidence in the activities of the trust grew. With the passage of time, Edhi became known as 'the angel of mercy'.

Abdul Sattar Edhi was married in 1965 to Bilquis, a nurse who worked at the Edhi dispensary. The couple have four children, two daughters and two sons. Edhi's achievements are unique in the sense that his NGO is not funded by any religious or political group or by any government. When one head of state sent him a cheque for Rs. 0.5 million to help with his charitable work Edhi returned it. Despite his enormous fame and the vast sums of money that pass through his hands, Edhi follows a very modest lifestyle. He and his family live in a two-room apartment adjacent to the Foundation's headquarters. Neither Edhi nor Bilquis receives any salary. They live on the income from government securities that Edhi bought many years ago to take care of their personal needs for the rest of their lives, thereby freeing them to devote themselves single mindedly to their missionary work.

Charity work

The Edhi Foundation runs the world's largest ambulance service and operates free old people's homes, orphanages, clinics, women's shelters, and rehab centres for drug addicts and the mentally ill. It has run relief operations in Africa, the Middle East, the Caucasus region, eastern Europe and even the US, where it helped to provide aid following the New Orleans hurricane of 2005.

Abdul Sattar Edhi has received many national and international awards for his services. Discuss with the students Edhi's personality and character.

CW: Q. Write a paragraph about the social work carried out by Abdul Sattar Edhi.

HW: Read 'A heroic politician' on pages 48 and 49. Find some more information about Nelson Mandela.

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Being a hero or heroine	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Nelson Mandela	<ul style="list-style-type: none"> to analyze the heroic qualities of Nelson Mandela 	<ul style="list-style-type: none"> list the heroic qualities of Nelson Mandela 		Introduction: 5 min Development: 20 min CW: 15 min
<p>Key words: integrity, white-skinned, apartheid, impending, influenced</p> <p>Method: Begin by asking: Who is Nelson Mandela? Which country does he come from? Why is he considered a hero? Listen to the students' responses. Read the relevant text on pages 48 and 49. Discuss Nelson Mandela's character, his personality, and the leadership qualities he has demonstrated.</p> <p>CW: Q. What did Nelson Mandela struggle for?</p> <p>HW: Content Review Q2</p>				

Name: _____

Date: _____

I. Decide whether the following statements are true or false.

1. A hero has to work in a film. _____
2. Aung San Sui Kyi is fighting for democracy in her country. _____
3. She comes from Malaysia. _____
4. A hero can be a politician, a doctor, a scientist, or a simple laborer. _____
5. Abdul Sattar Edhi is a politician. _____
6. Nelson Mandela fought against an unjust system. _____
7. The Edhi ambulance service is the largest in the world. _____
8. Nelson Mandela put the former ruler in jail when he came to power. _____

II. Name two heroes you have read about and say what qualities they have in common.

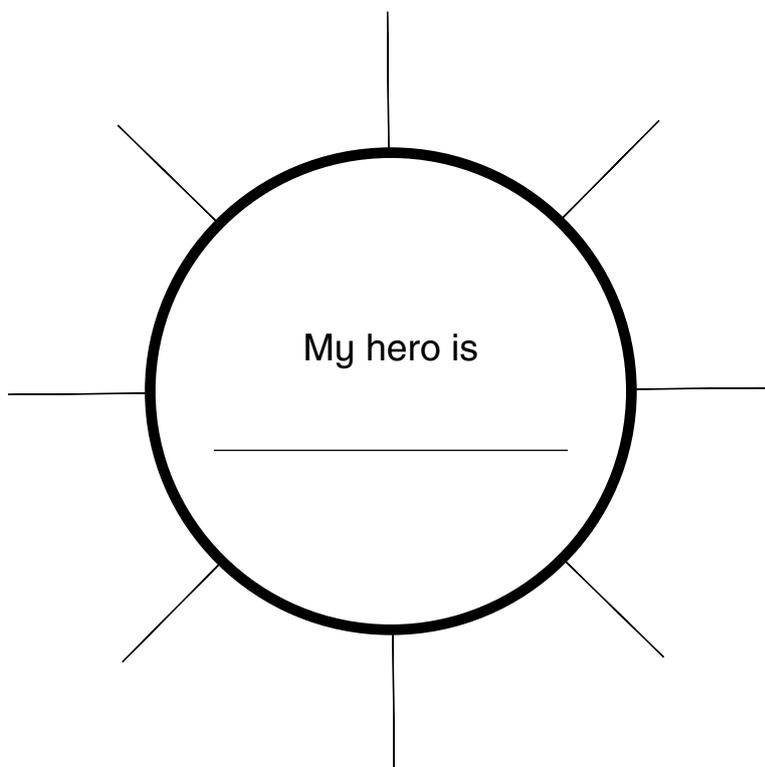
Name: _____

Date: _____

I. Choose the qualities a hero should have and write them in the box below.

renowned, conscientious, brave, unjust, caring, lazy, hardworking,
jealous, forgiving, selfish, optimistic, straight-forward, compassionate,
focused, pessimistic, devoted, honorable, careless

II. Write the name of your hero and show his/her qualities.



Hakim Mohammad Said

Hakim Mohammad Said is a national icon. Not only was he an accomplished *hakim* (a physician using traditional Eastern remedies), but also a renowned scholar who has about 196 books to his credit. He covered topics ranging from *tibb* (eastern natural medicine), religion, health, and sciences to literature, society, and tourism. He supported many causes and donated money generously. In his political capacity, he served as the governor of Sindh from 1990–93.

His greatest achievement will remain the founding of Madina-tul-Hikmat—the city of education, science, and culture. Ever since its founding, this institution has remained dedicated to the education, health, and welfare of the people. He believed that children were the future of a nation and that if Muslims wanted to progress in this world and regain their past glory they had to invest in their new generation. With this in mind, he focused his full attention on their nurturing, education, and well being. He set up the Naunehal Assembly, and published children’s magazines which encouraged good moral values in addition to imparting knowledge. He had a slogan saying ‘Love Pakistan—Build Pakistan’.

At 78 years of age he worked 18 hours a day. He washed his clothes and cleaned his bathroom himself as he believed in simple living. He never wasted even a minute of his time; he was known to be very punctual. A soft-spoken and very courteous man, he was a perfect role model for today’s generation. Unfortunately, his life was cut short by an assassin’s bullet. Had he lived longer, Pakistan and its people would have benefited even more from his services.

PREVIOUS KNOWLEDGE

Students expect certain qualities in a hero.

VOCABULARY

renowned, nurture, partition, exemplary, integrity, punctuality, ethical, martyred

LEARNING EXPECTATIONS

Students should be able to:

- identify the qualities in Hakim Mohammad Said by virtue of which he has become a hero for Pakistanis
- describe the contributions he made to the people of Pakistan

MATERIAL REQUIRED

A bottle of Rooh Afza, a few copies of *Hamdard Naunehal*, some other Hamdard products like Sualin tablets which are commonly used in households.

METHOD

(a) Introductory activity

Show your students the display materials mentioned above. Ask those children who are familiar with these products to raise their hands. Tell them that the name Hamdard is synonymous with the name of one of our national heroes Hakim Mohammad Said. He was the founder of Hamdard Foundation. All products which are sold under this brand name are produced by the Hamdard Laboratory.

(b) Development

Read the lesson with your students, giving them extra information that would interest them. Enumerating his qualities, let them decide whether he qualifies as a hero or not. We do not have many local role models for our children. This lesson should be taught with such zeal as would encourage our children to emulate Hakim Mohammad Said.

(c) Closure

Explain the given exercises.

ASSESSMENT

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

CONTENT REVIEW (PAGE 51)

Answer key

- a. *Hamdard Dawakhana*, Delhi, was opened by Hakim Mohammad Said's father in 1906.
- b. In 1948 Hakim Mohammad Said founded Hamdard Laboratory in a small room in Karachi.
- c. Hakim Mohammad Said started to publish *Hamdard Naunehal* with a view to inculcate good moral values and ethical standards among children, as well as to educate them.
- d. He established *Madina-tul-Hikmat*, (the City of Wisdom) in Karachi to promote education in Pakistan.

GOING FURTHER

Questions 1 and 2 can be done individually with your guidance. For Question 3, divide students into groups and let them discuss and come up with ideas which can be presented by each group leader to the class.

ADDITIONAL QUESTIONS

1. Where is Hakim Said buried?
2. Which quality do you admire the most in Hakim Said?
3. What work did Hakim Said do to show his love for the Pakistani children?
4. What is meant by *tibb*?

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Hakim Mohammad Said	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Hakim Mohammad Said	<ul style="list-style-type: none"> to study the character of Hakim Mohammad Said and his contributions in the fields of education and medicine 	<ul style="list-style-type: none"> identify the heroic qualities of Hakim Mohammad Said explain his contributions to the fields of education and medicine 	Copies of the children's magazine 'Naunehal' A bottle of Rooh Afza, Sualine tablets, and some other Hamdard products	Introduction: 10 min Development: 20 min CW: 10 min
<p>Key words: renowned, Partition, exemplary, punctual, <i>hakim</i>, <i>dawakhana</i>, nurtured, ethical, martyred</p> <p>Method: Begin by discussing the importance of education and medical facilities. Elicit answers to: How important is education? How important is access to medical facilities? Are these facilities available to everyone in Pakistan? Explain that the students are going to learn about Hakim Mohammad Said, who contributed immensely to both fields. Ask what they know about this important person. Show them the products and ask if they have ever used any of them, or if they have ever read 'Naunehal', the Urdu magazine for children. Distribute the magazines and give the students a little time to look at them. Read the text on pages 50 and 51 with the students and supply extra information that might interest them. Explain where necessary.</p> <p>CW: Content Review Q1</p> <p>HW: Going Further Q1 and do some research for Q2.</p>				

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Hakim Mohammad Said	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Review	<ul style="list-style-type: none">to review the topic of 'Being a hero or a heroine'	<ul style="list-style-type: none">give an account of the heroes they have learned aboutselect role models for themselves		Review: 20 min CW: 20 min
<p>Method: Review the chapter. Ask the students if they know about heroes other than those they have learned about. Explain that a simple labourer, a child, or anybody else can perform a heroic act and become famous. Give some examples. Explain the question. Ask the students to discuss in pairs the Going Further Q3 and write the answer in their exercise books.</p> <p>CW: Going Further Q3 HW: Going Further Q2</p>				

Name: _____

Date: _____

Join the two parts to complete the sentences below.

Hakim Mohammad Said's father

Tibbia College in 1940.

Hakim Said was born in

medicines to the poor.

Hakim Said came to Pakistan

was also a hakim.

He graduated from

eighteen hours a day.

He loved

in 1947, leaving all his belongings behind.

He worked for

children dearly.

He provided free

Delhi in 1920.

He treated about

five million patients in his life.

List five aspects of Hakim Mohammad Said's character.

1. _____

2. _____

3. _____

4. _____

5. _____

The rights and responsibilities of citizens

As man progressed through history, he discovered that in order to lead a happy, peaceful life, he had to live by a set of rules. He adopted the policy of live and let live. He came up with a number of rights that each individual should enjoy. Conversely, there had to be certain responsibilities as well for rights and responsibilities are two sides of the same coin.

Students have to be made aware not only of their rights but also of responsibilities so that our society can produce good citizens. This awareness has to be given at an early stage so that it becomes embedded in their minds.

Students will need to be taught that naturalization is the process by which a foreigner is awarded citizenship of a country.

PREVIOUS KNOWLEDGE

Students know what is meant by rights and responsibilities.

VOCABULARY

legal, naturalization, representative, harmony, safeguard, discrimination

LEARNING EXPECTATIONS

Students should be able to:

- understand how people become citizens of a country
- understand the importance of the rights and responsibilities of a citizen
- understand the ways to demonstrate responsible citizenship
- List the names of some groups which promote the rights of citizens

METHOD

(a) Introductory activity

Begin by talking about what makes an individual an ideal citizen. Let's begin with this simple stick figure (draw one on the board): what rights should he enjoy in order to be able to lead a happy, healthy life? Let students come up with their ideas, e.g. the right to express oneself. When quite a few rights have been put down on the board, ask them to tell you what responsibilities go with these rights. For example, when they say that a man should have the right to express himself, it means that he has the responsibility to give others this right too. He should be tolerant towards other people's opinions and views. Similarly, when a man enjoys the right to personal safety, he has the responsibility to ensure others' safety too and not be a danger to anyone. Make a bigger circle around the stick figure and write the responsibilities your students come up with.

(b) Development

Read the lesson with the students, explaining where necessary.

(c) Closure

Explain the given exercises.

ASSESSMENT

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

CONTENT REVIEW (PAGE 54)

Answer key

1. Birth and naturalization are the two ways by which a person becomes the citizen of any country. Citizenship is important because it develops a link and relationship between people and the government.
2. We enjoy the right to life and liberty, the right to education, the right to practise our religion, among many other rights.
3. Our responsibilities as citizens of Pakistan include showing loyalty to Pakistan and obeying its laws; respecting the rights of others and treating everyone as equals; helping others and taking care of the environment around us.
4. Hakim Mohammad Said fulfilled his responsibilities as a citizen of Pakistan. Realizing that he was in the position to help his fellow Pakistanis, he took up various projects for their benefit. He promoted education as a cause, without ethnic, religious, or gender discrimination; he treated everyone equally; he worked in the health sector to help prevent disease and suffering.

GOING FURTHER

Students will need your guidance while doing these activities.

ADDITIONAL QUESTIONS

1. Who is a citizen?
2. What responsibilities do citizens have towards their country?
3. Why do citizens need to form welfare groups?
4. Why are the courts of law set up?
5. Why is it important for citizens to elect their representatives?

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: The rights and responsibilities of citizens	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Rights and responsibilities	<ul style="list-style-type: none"> to explain the term <i>naturalization</i> and explain the importance of the rights and responsibilities of a citizen 	<ul style="list-style-type: none"> explain the meaning of the term <i>naturalization</i> explain that citizens have rights and responsibilities 		Introduction: 10 min Development: 20 min CW: 10 min

Key words: naturalization, migrate, prescribed, representative

Method: Ask the students what they understand by the heading. Listen to their ideas and explain that, as man progressed through history, he discovered that in order to lead a peaceful and happy life he had to live by a set of rules. He adopted the policy of live and let live. Gradually he came up with a number of rights that each individual should enjoy. Ensuring the rights of one individual is sometimes the duty or responsibility of another.

To explain this concept, draw two stick figures on the board. Name them Ali and Bilal. Ask the students to suggest what rights Ali should enjoy in order to live a happy, healthy life. Listen to their suggestions, e.g. 1. The right to express himself – 2. The right to personal safety. When a number of rights have been suggested, point to the figure Bilal, and ask the students what he needs to do to make sure that Ali enjoys his rights. For example, he needs to be tolerant of Ali's opinion and views; he has to ensure Ali's safety by not being a danger to him.

Explain that the roles are reversed when Bilal's rights are considered: Ali has to be tolerant too and not cause him any harm. This demonstrates that every citizen has rights as well as duties: rights and duties are the two sides of the same coin.

Explain the meaning of the term *naturalization*. When a person migrates to another country and takes up the citizenship of that country according to the law, he becomes a naturalized citizen.

Read the lesson with the students, explaining where necessary.

CW: Content Review Q1

HW: Content Review Q2

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: The rights and responsibilities of citizens	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Rights and responsibilities	<ul style="list-style-type: none"> to explain the importance of the rights and responsibilities of a citizen 	<ul style="list-style-type: none"> explain that citizens have responsibilities as well as rights explain the importance of carrying out one's responsibilities 	Some relevant pictures/drawings, for example a child/adult throwing litter in a rubbish bin, a person planting a tree, a person with a Pakistani flag, etc.	Introduction: 10 min Development: 20 min CW: 10 min

Key words: discrimination, ethnic, gender, environmental, harmony

Method: Review the rights of citizens in Pakistan given on page 52. Stress that it is very important, and absolutely necessary, to value and protect the rights of individuals. Explain how one can get justice. Highlight the importance of a just society.

Discuss the importance of performing one's duties, and how rights and responsibilities are interrelated.

Explain the four responsibilities listed on page 53, giving examples from everyday life.

Ask: What would our society be like if all individuals were given equal rights and they all fulfilled their duties too? Listen to their responses and stress that each one of us should strive hard to stand up for our rights and honestly perform our duties as good citizens in order to promote a peaceful and progressive Pakistan.

Read 'How should citizens behave in their provinces?' on page 53 and explain where necessary.

CW: Content Review Q3

Q4 (Explain and discuss the question before children should write the answer in their exercise books.)

HW: Q. Why are courts of law set up?

Q. What responsibilities do citizens have towards their provinces?

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: The rights and responsibilities of citizens	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Services provided by the government and welfare groups	<ul style="list-style-type: none">to explain the services provided by the government to its citizens and the support provided by welfare groups	<ul style="list-style-type: none">describe the services provided by the government to its citizens and the support provided by welfare groups	Some relevant pictures/drawings as for previous lesson	Introduction: 10 min Development: 20 min CW: 10 min

Key words: ministry, charitable, welfare

Method: Ask the students to name some of the facilities provided by the government to its citizens such as government schools, government hospitals, roads, bridges, etc. Ask them to name some schools or hospitals other than those run by the government, that provide free education or medical facilities. (schools run by The Citizens' Foundation, The Agha Khan Trust, Shehzad Roy's education facilities, Garage Schools, hospitals such as Shaukat Khanum, medical centres set up by Edhi Foundation, etc.)
Read the relevant text on pages 53 and 54 with the students. Explain, giving some details of the welfare organizations mentioned.

CW: Q. Explain why citizens need to form welfare groups.

HW: Going Further Q2
[A visit to a welfare institution and then writing a report is highly recommended. (Going Further Q1)]

Name: _____

Date: _____

I. Complete the following:

Citizens in Pakistan enjoy the right to:

They have the following responsibilities:

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

1. One becomes a citizen of a country by studying there. _____
2. The elected representatives of the people have a duty to protect their rights. _____
3. If the rights of the people are taken away, they can go to court. _____
4. Paying taxes is optional. _____

Name: _____

Date: _____

I. Say what the following abbreviations stand for.

WAF _____

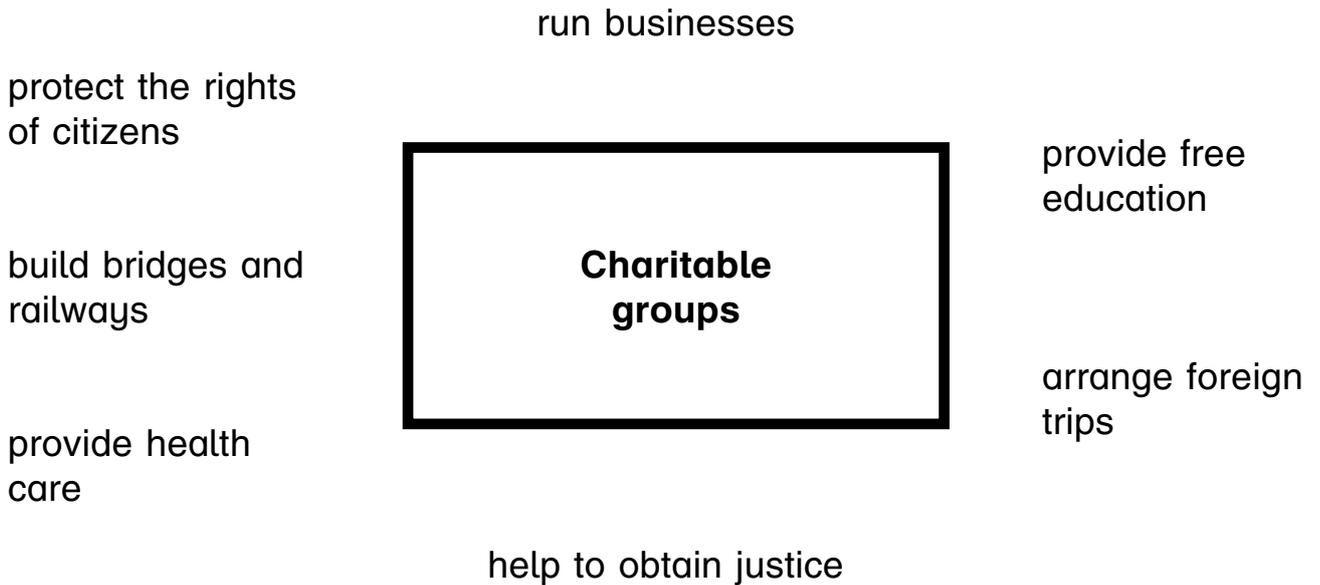
HREP _____

PAWLA _____

HRCP _____

TCF _____

II. Draw lines from the centre to show the services provided by charitable organizations in Pakistan.



Allama Iqbal

The lesson introduces our national poet, Allama Iqbal, to students in a very simple, concise way. He is another national hero and a role model for our children. He addressed not only the Muslims of the subcontinent but those the world over. He is respected as a revolutionary poet in Pakistan as well as among the Persian speaking countries like Afghanistan and Iran where he is known as Iqbal-e-Lahori (Iqbal of Lahore).

PREVIOUS KNOWLEDGE

Students are familiar with Allama Iqbal's name. Some might know by heart his famous poems written for children.

VOCABULARY

philosopher-poet, revolutionary, self-respect, challenges, service, homeland, reality

LEARNING EXPECTATIONS

Students should be able to:

- explain why we consider Allama Iqbal a national hero
- describe his contribution in the making of Pakistan
- understand some aspects of Allama Iqbal's personality

METHOD

(a) Introductory activity

Begin by asking students how many of them have heard the name of Allama Iqbal? Ask the ones who raise their hands who he was. Then say that he is our national poet and has contributed greatly to the making of our country. It was his dream to have a separate country for the Muslims of India. This lesson will tell his story and in the end the students should say if he should be considered a hero.

Proceed to tell them about the life and works of Iqbal, how his poetry created in the Muslims self-confidence and a belief in their abilities.

(b) Development

Read the lesson with the students, explaining where necessary.

(c) Closure

Explain the given exercises.

ASSESSMENT

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

CONTENT REVIEW (PAGE 56)

Answer key

Allama Iqbal was the first to think of having a separate homeland for the Muslims of the subcontinent. He saw this as the solution to all their problems. Muslims of that time were totally demoralized and had no sense of political direction. They found themselves in a weak position compared with the Hindus and the British. Iqbal reminded them of their past glory and asked them to have faith in Allah and to unite in order to regain their lost supremacy. While Quaid-i-Azam fought for the separate homeland

politically, Iqbal encouraged the masses with his poetry, giving them confidence that the goal was achievable.

GOING FURTHER

Help children in the selection of Iqbal's poetry. Help them organize the performance.

ADDITIONAL QUESTIONS

1. When and where was Allama Iqbal born?
2. Where was Iqbal educated? What degree did he earn?
3. What was the message in Iqbal's poetry?
4. When did Iqbal die and where is he buried?

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Allama Iqbal	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The personality of Allama Iqbal	<ul style="list-style-type: none"> to describe the personality and character of Allama Iqbal and his contributions as a social reformer, a poet, and a politician 	<ul style="list-style-type: none"> list some aspects of Allama Iqbal's personality and his social contributions explain why he is considered to be a national hero 	A picture of Allama Iqbal	Introduction: 10 min Development: 20 min CW: 10 min

Key words: barrister, scholar, jurist, revolutionary

Method: Show the students the picture of Dr. Allama Muhammad Iqbal. Elicit answers to the questions: Do you know who this person is? When did he live? What do you know about his contribution towards the creation of Pakistan?

Describe the depressed state of the Muslims before Partition and explain how Allama Iqbal, through his poetry, reminded them of their past glory and asked them to have faith in Allah and unite in order to regain their past glory. While Quaid-i-Azam fought for a separate homeland, politically, Iqbal encouraged the people through his poetry, giving them confidence that the goal was achievable.

Read the lesson with the students, explaining where necessary.

CW: Content Review

HW: Prepare for Going Further activity.

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Allama Iqbal	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Iqbal's poetry	<ul style="list-style-type: none">to read some of the poetry of Allama Iqbal	<ul style="list-style-type: none">explain some aspects of Allama Iqbal's poetry and recite a few verses		Introduction: 10 min Activity: 30 min

Method: Select a poem or a part of a poem from Allama Iqbal's collection. Recite it to the children, with interesting intonation and expression. Explain the Going Further activity and organize the students to work on it. (Previous HW). Encourage them to recite with expression and correct intonation. Give positive feedback to everyone for their efforts.
(There will be no time for written classwork.)

HW: Worksheet

Name: _____

Date: _____

Allama Muhammad Iqbal

His personality

His famous books

Portrait of Allama Iqbal

His ideas

His professions

His titles

Getting along with others

This lesson talks about a topic children are very often concerned about. Considered through their own limited perspective, it involves the everyday conflicts they get into. On a higher level, it involves adults whose conflicts are more serious and often end in serious disagreements and even violence. So far, children (and even some adults) have been seen to be helpless in dealing with these disagreements, not knowing what to do in such situations. It never occurs to them that conflicts can be resolved with discussion and by following the problem-solving method. This lesson reinforces the method already introduced to students in Class 2. It also explains why conflicts arise and how they can be avoided or resolved.

PREVIOUS KNOWLEDGE

Every student has the desire to live happily together with other people.

VOCABULARY

conflict, refuse, compromise, disagree, tolerance, temper, discomfort, restore, attitude, appreciate

LEARNING EXPECTATIONS

Students should be able to:

- understand that their behaviour can cause peace or conflict
- recognize that though conflicts are inevitable, there are ways of resolving them
- follow the problem-solving method for resolution of conflicts

METHOD

(a) Introductory activity

Write on the board the steps given in the lesson for solving a problem. Ask students to recall what they studied in the lesson *How to live happily together*, in Class 3. Ask them to tell you about the type of conflicts that commonly arise in school. Write them down on the board. Discuss two or three to show how these can be resolved following the steps you have written on the board.

(b) Development

Read the lesson with the students, explaining the text.

(c) Closure

Explain the exercises given at the end of the lesson.

ASSESSMENT

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

CONTENT REVIEW (PAGE 59)

Answer key

1. Conflict is a situation where people disagree with each other. In the presence of a conflict, there can be no peace as peace occurs only when we learn to compromise and adjust to others.
2. To avoid conflict we should be considerate towards others, show them respect, appreciate their good work, deal with them with fairness and justice, be open to suggestions, and be willing to resolve conflicts if they do arise.
3. A conflict situation causes unhappiness and discomfort.

GOING FURTHER

Divide students into groups of four. Ask each group to come up with a conflict situation they have faced and help them resolve it using the problem-solving method explained above.

ADDITIONAL QUESTIONS

1. What is meant by 'compromise'? How does it work? What should you first have in order to reach a compromise?
2. Why is it important to settle disputes peacefully? What can happen if you don't?
3. Are there any conflicts that can't be resolved?
4. What happens when people who are disagreeing don't listen to each other? What can they do about it?
5. Write about a time when you or someone you know got into a conflict that wasn't resolved. Describe how the steps and rules of conflict resolution could have been used to resolve it.
6. Write a short story about a conflict. Make up two endings. In one ending the conflict is resolved, and in the other it isn't.
7. Make a list of things you could say or do to keep cool in a conflict situation.

SAMPLE TEST PAPER, UNIT 4

I. Answer the following questions:

1. Name two personalities whom you think of as heroes. Why do you admire them?
2. What was Nelson Mandela demanding for his people?
3. Where was Hakim Said educated?
4. Why did Hakim Said not lose courage despite the hardships he faced when he migrated to Pakistan in 1947?
5. Who are social workers? What kind of work do they do?
6. How can the citizens help the government perform their duties?
7. What are the services that the government provides to its citizens?
8. What was the title given to Allama Iqbal by the people of the subcontinent?
9. Name any two of Allama Iqbal's famous works of poetry.
10. Why do people argue and fight with one another?
Or
Can conflict be totally avoided?

II. Fill in the blanks:

1. _____ is an honest, compassionate, and a selfless person, and the most outstanding social worker of Pakistan.
2. In 1948 _____ laid the foundation of Hamdard Laboratory, Pakistan.
3. Hakim Said dearly loved children and published a children's magazine called _____.
4. Two qualities of a hero are _____ and _____.
5. Any person who has a legal right to belong to a country is called a _____ of that country.
6. If anyone feels that they are not being given their rights they can seek justice through the _____.
7. _____ was the first leader of the subcontinent to put forward the theory of a separate country for the Muslims of India.
8. Allama Iqbal is best remembered as a _____.
9. _____ is dealing fairly with people whose opinion is different from yours.
10. _____ not only keeps us happy but also leads to progress.

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Getting along with others	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Peace and conflict	<ul style="list-style-type: none"> to explain the terms <i>conflict</i> and <i>peace</i> and discuss ways to keep the peace and avoid conflicts 	<ul style="list-style-type: none"> explain how their behavior can cause peace or conflict suggest ways to keep peace and avoid conflicts 		Introduction: 10 min Development: 20 min CW: 10 min
<p>Key words: conflict, compromise, disagreement, tolerance, temper, fairness, justice, resolve</p> <p>Method: Write the words <i>peace</i> and <i>conflict</i> on the board. Ask the students what they understand by the word <i>peace</i>. Listen to their answers and write some synonyms next to the word. (tranquility, calm, harmony, goodwill, etc.) Now write the word <i>conflict</i> and follow the same procedure. Write the synonyms (clash, disagreement, argument, quarrel, dispute, etc.) Explain that human beings are all different from one another. Many times, children or adults think differently and disagree, and when they become upset, conflict arises. Ask the students to talk about the types of conflict that commonly arise in school, in the playground, in the classroom, at break times, at home time. Write them on the board. Discuss how these conflicts could be avoided. Write their suggestions on the board.</p> <p>Read the lesson with the students, explaining the text and explaining the six points for avoiding conflicts on page 58. Ask the students to practise these and see how they can all get along beautifully!</p> <p>CW: Content Review Q1</p> <p>HW: Content Review Q2</p>				

Date:

Time: 40 mins

Unit 4: Citizenship

Topic: Getting along with others	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Conflicts can be resolved	<ul style="list-style-type: none">to explain that although conflict is inevitable, there are ways of resolving it	Students should be able to: <ul style="list-style-type: none">explain that although conflicts are inevitable, there are ways of resolving them		Introduction: 5 min Development: 15 min CW: 20 min

Key words: avoid, discomfort, restore, resolve, acceptable

Method: Review the previous lesson on 'Getting along with others'. Ask the students if they have practised the methods they learned to avoid conflict. Encourage them to do so and see the results.

Explain that conflicts cannot be totally avoided but there are ways to resolve them. Discuss the four points on page 58 and then discuss the five steps of the problem-solving method.

CW: Going Further: Divide the students into groups of four. Ask each group to come up with a conflict situation they have faced and help them resolve it using the problem-solving method explained in the book.

HW: Content Review Q3

Q. Make a list of things you could say or do to keep cool in a conflict situation.

(A similar list should be prepared with the help of children and displayed in a prominent place in the classroom.)

Name: _____

Date: _____

Getting along with others

Adil's very close friend, Jamil, had come to spend a day at his house. They had a lot of fun playing football on the huge lawn outside Adil's house after which they enjoyed a tasty lunch. Taking a bowl of ice cream, topped with fruit and chocolate sauce, they went upstairs to play computer games. Adil took out the CD of his favourite car-racing game, which he had not had a chance to play for many days. As he put the CD in the computer, Jamil shouted angrily, "I don't want to play that game," and he switched off the computer.

Adil was shocked at Jamil's behaviour. Without retaliating, he switched the computer on again and pulled up a chair to sit down. Jamil put the bowl of ice cream on the table with a bang and ran downstairs, yelling, "You always do what you want. I'm going home."

Read the passage above carefully. Now, using the Problem Solving Method, step by step, try to solve the problem so that Adil and Jamil resolve their conflict and are good friends again.

Step 1

Name: _____

Date: _____

I. Match each word to its meaning.

1. conflict

when everyone is happy, calm and there is no disturbance

2. compromise

listening to others and giving your point of view

3. peace

when people disagree

4. problem solving method

both parties are dealt with fairly

5. justice

to come to a conclusion

6. communication

step by step process to solve a problem

7. tolerance

understanding each other's point of view

8. decision

accepting and being fair to people who do not share your beliefs, manners, etc.

II. Complete the word by putting in the missing letters.

P ____ t ____ e n ____

E t h ____ c ____ l

A g ____ e e ____ b l ____

C ____ r i ____ g

E c o-f ____ i e ____ d ____ y (Practice these and be a champion of Peace!)

It is all about choices and decisions

This lesson is designed to teach students the basics of economics. Man's biggest dilemma is to manage his finances in the face of limited resources and unlimited desires. Concepts like economic choice and opportunity cost are introduced. All people have to deal with this problem whether as an individual, a family, or a government. Children have to be taught at an early age how to make intelligent choices when spending money.

They should know the difference between needs and wants. A need is something which is necessary for our survival such as shelter, food, clothes, and water. A want, on the other hand, is something we desire but do not have to have.

PREVIOUS KNOWLEDGE

Students know what is meant by spending and saving. They are also familiar with goods and services.

VOCABULARY

benefit, disappointment, opportunity, financial resources, satisfy, expenditure, maximum, vaccination, preventive, distant future, domestic and commercial users, contagious diseases, economic choices

LEARNING EXPECTATIONS

Students should be able to:

- understand the terms *economic choice* and *opportunity cost* and relate these to their daily lives
- understand that families and even governments have to take these into account while making financial decisions because of limited resources

MATERIAL REQUIRED

some toys, storybooks, an empty ice cream container

METHOD

(a) Introductory activity

Set up a small shop with the articles mentioned above. All toys should be priced at Rs 40 and above. The ice cream and the books should be Rs 25 each. Select two students and give them Rs 30 each which they are to spend in the shop. The only choice available to them is the ice cream or one of the books as everything else is priced over Rs 30. Ask all students to suggest what their choice should be. Listen to their answers.

(b) Development

Read the lesson with the students and explain the content.

(c) Closure

Explain the given exercises.

ASSESSMENT

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

CONTENT REVIEW (PAGE 62)

Answer key

1. When we choose to buy one thing instead of another for economic reasons, we make an economic choice and when we prefer something for its usefulness, we call it the opportunity cost.
2. A need is something necessary for our survival. This includes things such as clothing, food, and water. A want is basically something we have a strong desire for but it is not necessary for maintaining life. Wants include entertainment, extra food beyond what we need, and more clothing than we need.
3. Governments make economic choices when they choose to spend their resources on the goods and services that can best satisfy the needs and wants of their people.

GOING FURTHER

Question 1 should be done as an individual activity. It will be a good idea to ask each student to come forward and explain their choice of gift for their friend.

Question 2 may be given for homework so that help can be sought from parents.

ADDITIONAL QUESTIONS

1. How do families make economic choices?
2. Why did Sadia buy a book rather than an ice cream?
3. Why does our government carry out vaccination programmes?
4. Give an example of an economic choice you have made.

Date:

Time: 40 mins

Unit 5: Lifestyles

Topic: It is all about choices and decisions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Economic choice and opportunity cost	<ul style="list-style-type: none"> to explain the terms <i>economic choice</i> and <i>opportunity cost</i> 	<ul style="list-style-type: none"> make economic choices in their daily lives demonstrate an understanding of opportunity cost 		Introduction: 10 min Development: 20 min CW: 10 min
<p>Key words: disappointment, benefit, opportunity</p> <p>Method: Write the words <i>need</i> and <i>want</i> on the board. Ask the students: What is the difference between these two ideas? Give them a little time to think and then listen to their answers. Explain that a need is something basic and necessary for our survival such as shelter, food, water, and clothes. A want, on the other hand, is something we desire but do not have to have, for example, a fancy pencil box, a cold drink instead of water, toys, more clothes than we need, etc.</p> <p>Ask the students to keep their books closed. Read the first paragraph on page 60. Discuss Sadia's situation. Ask the students to give their opinions about the choice Sadia should make, and explain their reasoning.</p> <p>Explain the terms <i>economic choice</i> and <i>opportunity cost</i>, keeping in view the utility of the product. An item which can be more useful, even though it is more expensive, is an economic choice, compared to one which is less useful.</p> <p>CW: Content Review Q1</p> <p>HW: Content Review Q2</p>				

Date:

Time: 40 mins

Unit 5: Lifestyles

Topic: It is all about choices and decisions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. We all have to make choices	<ul style="list-style-type: none"> to explain that, because of limited resources, families and governments have to consider economic choice and opportunity cost when making financial decisions 	<ul style="list-style-type: none"> explain that, because of limited resources, families and governments have to make financial decisions based on economic choice and opportunity cost 		Introduction: 10 min Development: 20 min CW: 10 min

Key words: financial, resource, expenditure, maximum, vaccination, preventive, distant future, domestic and commercial users

Method: One of man's biggest dilemmas is to manage his finances in the face of limited resources and unlimited desires. Ask the students if they know of a time when their parents had to make a financial decision in order to buy an expensive item. Listen to their responses. Give the example of a choice between buying a medium-sized television and an HD TV. Explain that both show the same news and other programmes. So if making an economic choice, one would buy a regular television and keep the remaining money to fulfill some other need. With limited resources it is wise to fulfill the need and give up the rest as an opportunity cost. Often financial decisions are made keeping in mind a long-term gain. It may help to spend a little more and buy a good quality shirt rather than a cheaper one that will not last as long: the colour might fade or the cloth might tear and then one has to spend more money to replace it. Buying goods in bulk is also a way of long-term saving.

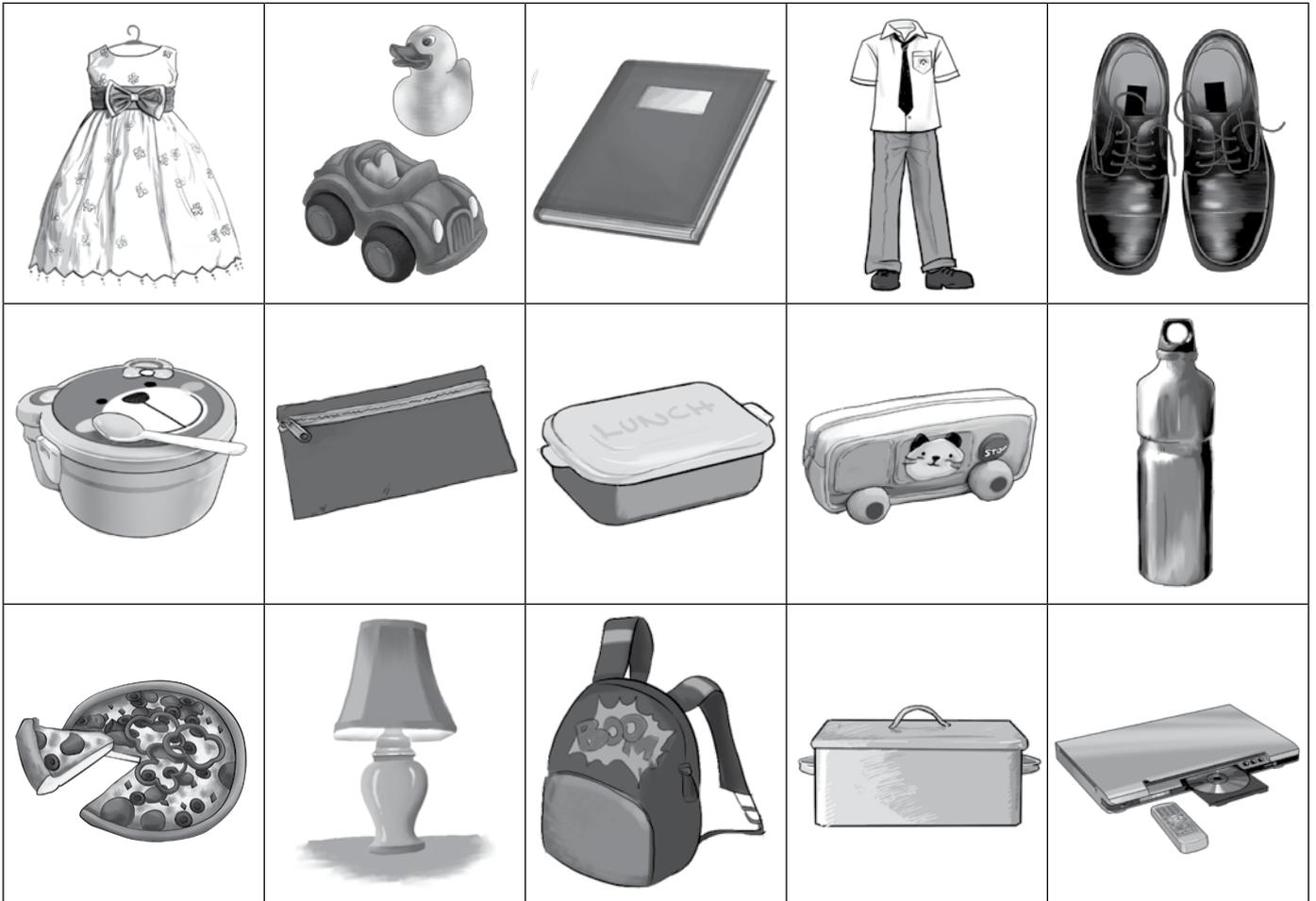
Read page 61 with the students and explain the financial decisions that the government has to make in view of the limited resources available.

CW: Content Review Q3

HW: Going Further Q2

Name: _____

Date: _____



You are shopping with your mother just before school reopens. What are the economic choices you would make and which items would you give up as an opportunity cost? Put the items in the appropriate box.

Economic choice

Opportunity cost

--	--

Choosing goods and services

The understanding of goods and services is an important concept in economics as it includes everything which is purchased and sold. Goods include things that are used or consumed, for example, clothing and food, etc. These are things that can be touched. Services are work done for others, such as that of a teacher or a doctor. Sometimes people provide services that result in goods being created. For example, a chef at a restaurant provides his cooking service. The meal that you have at the restaurant is a service but the food he made is goods.

For buyers of goods and services, there are numerous options and choices for their selection. They can always opt to buy the goods or services that they can comfortably afford. They can compare the quality and the price of different goods and services to come to a decision as to what they would prefer to buy.

VOCABULARY

compare, former, similar, comparison, unnecessary frills, destination, efficient

LEARNING EXPECTATION

Students should be able to:

- compare and contrast prices, quality, features of similar goods and services used in their daily life

MATERIAL REQUIRED

Packets of chips of 5–6 different brands, some very cheap ones; there should be enough of each brand so that each student gets to taste the different brands.

METHOD

(a) Introductory activity

Lay the packets of chips on your desk. Ask students to come one by one, examine the packets carefully, and taste each sample. They should carry sheets of paper with them which have 3 columns drawn. In these columns they should rate 1) the brand name, 2) the quality of packaging, and 3) the taste of chips in each packet they sample.

Compare the results. Determine which brand was most liked. Tell them in the end that products with the most attractive wrappers are not necessarily of a high quality. Similarly, the high price of a product does not always ensure high quality.

(b) Development

Read the lesson with the students, explaining the text where required.

(c) Closure

Explain the given exercises, making sure they know how to attempt them.

ASSESSMENT

Ask students to do the exercises in their notebooks.

CONTENT REVIEW (PAGE 64)

Answer key

1. This will have to be individual work. Assist where necessary.
2.
 - a. The better conditions are more important to the patients.
 - b. I would prefer a good doctor with a basic clinic and equipment. A doctor's expertise is more important than the equipment he uses. A good doctor knows how to handle even basic equipment in an effective manner.

GOING FURTHER

Assist students to carry out this survey. They may display their findings in the form of charts on the soft boards.

ADDITIONAL QUESTIONS

1. Name two things we should keep in mind in order to get the best value for our money.
2. What is meant by comparison shopping?

Date:

Time: 40 mins

Unit 5: Lifestyles

Topic: Choosing goods and services	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Making sensible purchases	<ul style="list-style-type: none">to explain how to compare price and quality and discuss the importance of choosing the right goods and services	Students should be able to: <ul style="list-style-type: none">demonstrate that they are able to make sensible purchases and choose the right goods and services	A hard cover and a paperback version of the same book or a packet of biscuits in a tin and the same one without a tin	Introduction: 10 min Development: 20 min CW: 10 min

Key words: brand, enclosed, extra feature, comparison, service, frill

Method: Show the students the two books or the two packets of biscuits. Ask them to choose between buying a hard cover book or a paperback. Listen to their responses. Now tell them the price of each book. (There will be a marked difference between the two prices.) Ask the students if they want to change their decision.... and explain why. The same procedure can be repeated with the packets of biscuits. Explain that sometimes the same thing is available at a lower cost. Explain the term *unnecessary frills* and how it can add to the cost of an item. Read the text, discuss the ways given to choose and compare from a selection of similar items. Explain further the given examples. Ask the students to give some more examples of their own.

CW: Content Review Q1 and Q2

HW: Going Further

Name: _____

Date: _____

Do a market survey of the following items: find the price, weight, and compare the quality, and then decide which one you would buy. Give your reasons.

chocolate	<i>Twix Snicker Cadbury's milk chocolate</i>	Reasons for buying
juice/drink	<i>Coca Cola Shezan Juice Red Bull</i>	
light bulb	<i>normal bulb tube light energy saver</i>	
bread	<i>Dawn bread bakery bread Bake Parlour</i>	
eggs	<i>packed in carton not packed</i>	
yoghurt	<i>pre-packed not packed</i>	

Communication

History of Communication

- 3000 BC The Egyptians created a picture language called hieroglyphics.
- AD 105 The Chinese began using paper and ink.
- AD 450 Block printing was used in Asia.
- AD 1665 The “London Gazette” was the first English newspaper.
- AD 1844 Samuel Morse transmitted the first public telegraph message.
- AD 1876 Alexander Graham Bell invented the telephone.
- AD 1906 The first wireless communication of human speech.
- AD 1919 The first broadcast radio station, KDKA, licensed in Pittsburgh, Pennsylvania, USA.
- AD 1936 The first television broadcast was made in London, England.
- AD 1941 Z3 computer developed by German engineer Konrad Zuse.
- AD 1957 Satellite first sent information back to Earth.
- AD 1962 “Telestar I”, a satellite, first beamed television programs between USA and Europe.
- AD 1971 Intel 4004 chip developed an integrated microprocessor chip for the computer, that could be programmed for different needs.
- AD 1999 Intel introduces the Pentium III processor, taking personal computing to new heights.

More than 2,500 years ago Phidippides, history’s most famous messenger, ran 40 km with the news of a Greek victory at the Battle of Marathon. (It is not surprising that, after delivering the message, he died from exhaustion!)

Since the time of Egyptian pharaoh Rameses III (1198–1167BC), pigeons have carried messages much faster than the fastest runners.

Messengers carried notes and letters on foot or on horseback. (the great civilizations of Egypt, Rome, and China all had official messenger services to deliver government communications.)

Private messenger services only began to thrive with the growth of business in 13th century Europe.

Public postal services appeared in France and England in the 15th century.

Smoke or fire signals, by flashing sunlight off mirrors or flying flags were other means of sending simple short distant messages.

The electric telegraph was invented in the mid–19th century. (Samuel Morse pioneered the network of wires and the dot – dash electrical pulses that flowed through them.)

Speech began to travel down the same wires with the invention of the telephone in about 1870.

Signals were sent over a long distance without wires and Guglielmo Marconi invented the radio in 1906.

Television was invented in 1920s (picture and sound were transmitted).

As someone has rightly said, the invention of fire, the wheel, and the printed word has brought man to his present level.

Modern communication is perhaps man’s most astonishing achievement on Earth.

There are many different aspects of communication. Firstly, the invention of radio, television, newspapers, telephone, and computers has overcome the problem of carrying messages. Secondly, through radio and TV, one person can communicate with millions of people at the same time.

With the advent of the cell phone, communication has become instantaneous and simplified. Text messages (SMS) on cell phones are a common and popular form of communication.

Also of importance is the recording aspect—until the invention of wireless and telegraphy, all long distance communication involved recording and then physically carrying the records over a distance. Print media and the computer chip have solved this problem. Now information can be stored for an almost indefinite period.

It would not have been possible for the world to become a global village without these modes of communication. Because of these inventions, distances have no meaning.

PREVIOUS KNOWLEDGE

Students use almost all forms of communication.

VOCABULARY

communication, invention, stages of development, advent, disadvantage, instant, destination, deaf, earpiece, mouthpiece, radiation, excessive

LEARNING EXPECTATIONS

Students should be able to:

- identify different forms of communication
- trace the history of the telephone
- explain the advantages and disadvantages of a mobile phone
- describe how the computer has made communication easy
- use a telephone directory

METHOD

(a) Introductory activity

Write the word 'communication' on the board. Ask students to tell you what they understand by it. After noting their responses, tell them that we communicate in four ways: through voice, writing, signals, and machines. Write these on the board. Ask students how they communicate by using their voice. Write their answers under 'voice'. Next, ask them how they would communicate using writing. Write their responses under the heading 'writing'. For the next heading, ask some volunteers to come and signal messages to the rest of the class. They may use sign language or body gestures. Ask the rest of the class to guess what each volunteer is trying to communicate. Lastly, ask students what machines can be used for communication and to transfer information. List these under the heading 'machines'. Elicit from students examples for each means of communication listed on the board.

(b) Development

Read the lesson with the students, explaining the illustrations and text.

(c) Closure

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

ASSESSMENT

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

CONTENT REVIEW (PAGE 68)

Answer key

1. Communication is the exchange of information between people. Letters, signalling, radio, television, fax, telephone, and email are some of the examples of communication.
2. Email, online chatting, and the use of webcam are some of the ways in which computers have made communication much easier than before.

GOING FURTHER

1. Guide your students to list the important telephone numbers in their diaries after taking them from the directory.

2. After sending the greeting cards in the two different ways, have a discussion in class regarding the merits and demerits of the two methods.

ADDITIONAL QUESTIONS

1. Write a few lines about the man who invented the telephone.
2. How can we 'cross oceans with the click of a mouse'?
3. What was Thomas Edison's contribution to the development of the telephone?
4. Which method of communication do you mostly use? Explain why?

SAMPLE TEST PAPER, UNIT 5

I. Answer the following questions:

1. On what do the governments spend their money?
2. When buying a product, what things will you consider?
3. What forms of communication do you use with
 - a) friends or relatives living in your city?
 - b) friends or relatives living in another city or country?
4. How did people communicate before the invention of the telephone?
5. What are some of the disadvantages of using a mobile phone?

II. Fill in the blanks:

1. When you choose to buy one thing over another, you make an/a _____ choice. (difficult, easy, economic)
2. The government tries to spend its limited financial resources to get the best possible result in the near and _____ future. (distant, away, apart)
3. When you buy something you should _____ the price of different brands. (estimate, compare, measure)
4. We have to make the _____ choice according to our income. (best, easiest, hardest)
5. The _____ is the quickest, easiest, and the most modern means of communication. (telephone, computer, fax machine)

Date:

Time: 40 mins

Unit 5: Lifestyles

Topic: Communication	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Communication	<ul style="list-style-type: none"> to explore the ways in which we get our message across to describe early methods of communication 	<ul style="list-style-type: none"> define the term <i>communication</i> explain how messages were conveyed in earlier times 	Timeline on communication	Introduction: 10 min Development: 20 min CW: 10 min

Key words: communication, signalling, fax, electronic mail

Method: Ask the students to define the term *communication* and discuss various means of communication. List on the board the different ways of communication that the students suggest and add others. Explain that communication was a necessity even among early men who must have used some kind of sign language and sounds. With the passage of time, human beings developed various languages. Examine the early methods of long distance communication: delivering messages by messenger on foot or on horseback, by pigeon, by smoke or fire signals or reflection of sunlight by mirrors, or using flags, and discuss how long each method would have taken. Look at the pictures on page 65 with the students. Discuss each one briefly. Also discuss letter writing and the postal service. Ask the students which method they use to communicate with their friends or relatives who live far away. Refer to the timeline of communication to show how the methods of communication changed and developed through the ages.

CW: Content Review Q1

HW: Worksheet 3

Date:

Time: 40 mins

Unit 5: Lifestyles

Topic: Communication	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. History of the telephone Modern means of communication	<ul style="list-style-type: none"> to explain the various stages of development of the telephone and the revolution in methods of communication brought about by the Internet 	<ul style="list-style-type: none"> trace the history of the telephone describe modern means of communication and list their advantages and disadvantages 	Timeline on communication	Introduction: 10 min Development: 20 min CW: 10 min
<p>Key words: invention, mouthpiece, earpiece, instant, destination, disadvantage, radiation, excessive</p> <p>Method: Elicit answers to and discuss the questions: Who invented the telephone? What changes were brought about in the structure? (Refer to the pictures on page 66.) Continue by asking: How is a mobile phone different? What are its features? Discuss its advantages and disadvantages.</p> <p>Write 'the quickest, easiest, and most modern means of communication', on the board. Ask the students to suggest which it is. Listen to their responses and explain how email, e-learning, e-books, e-shopping, Facebook, Youtube, Skype, etc. have revolutionized communication, and in a matter of seconds people can receive and send messages from one part of the world to another. Distances have no meaning and the world is now a global village.</p> <p>Read pages 66 and 67 with the students and explain where necessary.</p> <p>CW: Content Review Q2</p> <p>HW: Explain Going Further Q1 and Q2. Students should complete these with their parents' assistance.</p>				

Name: _____

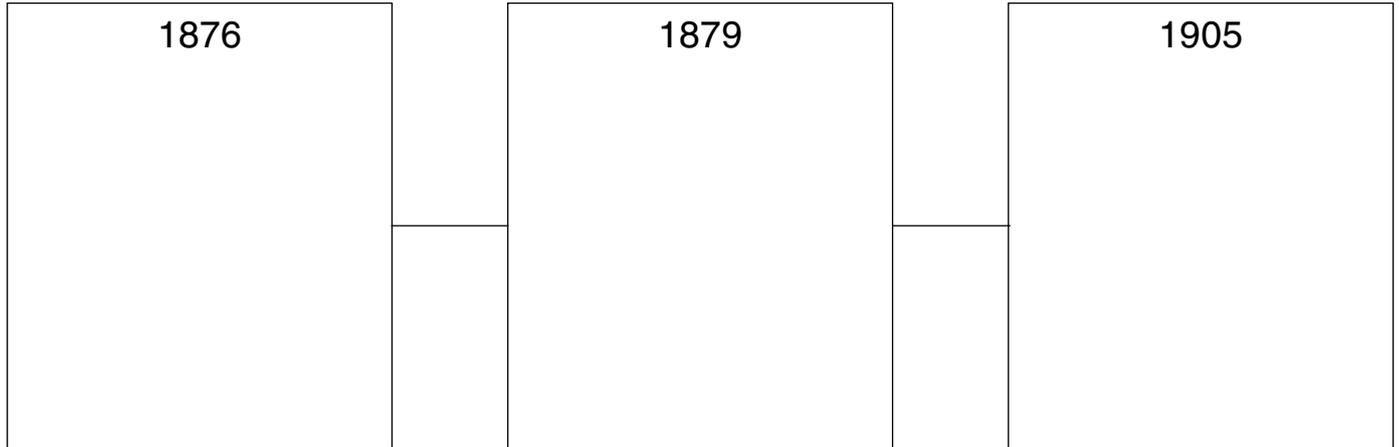
Date: _____

Mode of Communication	Approximate time taken (distance from Karachi to Hyderabad)
Messengers on foot or on horseback	
Postal service	
Telegram	
Facsimile (Fax)	
Electronic mail	

Name: _____

Date: _____

Trace the different stages of the development of the telephone.



The mobile phone is a recent invention and has become popular throughout the world. It has made communication much simpler and easier. However, along with advantages, it also has disadvantages. Paste or draw a picture of a mobile phone and write its advantages and disadvantages.

Advantages/uses

Disadvantages

Picture of a mobile phone

Name: _____

Date: _____

I. Do you know the telephone numbers of the following services near your house, and of your family members and friends?

Ambulance service _____

Hospital _____

Fire Brigade _____

Police _____

Close friend _____

Grandparents _____

Father's/mother's office _____

II. Write a sentence explaining what each of the following is:

email _____

e-learning _____

e-ticket _____

e-books _____

e-shopping _____