

**HISTORY**

**GEOGRAPHY**

**CIVICS**

**Social Studies for Pakistan**

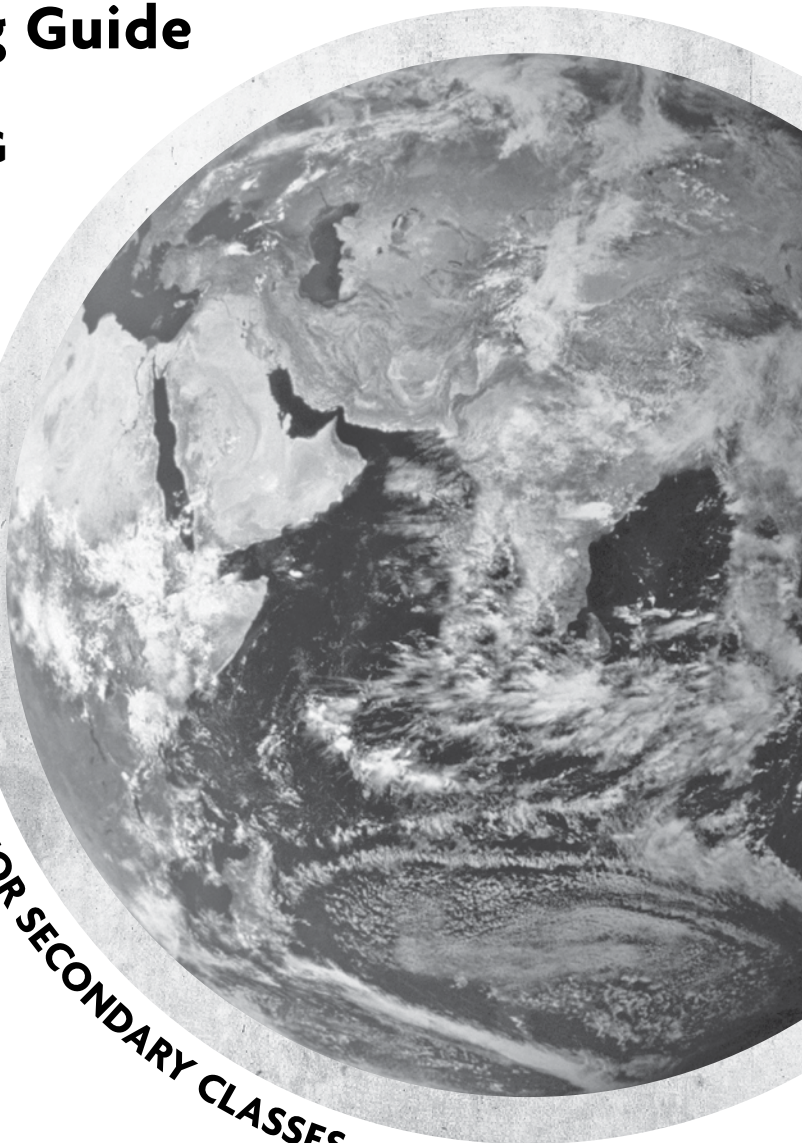
**7**

# Know Your World

**Teaching Guide**

**KHADIJA CHAGLA-BAIG**

**A COMPREHENSIVE COURSE FOR SECONDARY CLASSES**



**OXFORD**  
UNIVERSITY PRESS



## History

---

<b>Chapter 1</b>	The Rise of Muslim Rule on the Subcontinent	01
<b>Chapter 2</b>	Ghaznavid Rule	03
<b>Chapter 3</b>	The Ghoris	10
<b>Chapter 4</b>	The Delhi Sultanate	15
<b>Chapter 5</b>	The Mughal Empire Begins	24
<b>Chapter 6</b>	The Greatest Mughal Emperor	31
<b>Chapter 7</b>	The Empire at its Peak	35

## Geography

---

<b>Chapter 8</b>	Oceans and Seas—Waves, Tides, and Currents	42
<b>Chapter 9</b>	Ocean and Sea Landforms	49
<b>Chapter 10</b>	Rivers and Smaller Bodies of Water	55
<b>Chapter 11</b>	Natural Disasters	64
<b>Chapter 12</b>	Industries in Pakistan	74
<b>Chapter 13</b>	Trade	77
<b>Chapter 14</b>	Some Major Cities in Asia	81

## Civics

---

<b>Chapter 15</b>	Patriotism	86
<b>Chapter 16</b>	Looking After Senior Citizens	90
<b>Chapter 17</b>	Respecting Law and Authority	92
<b>Chapter 18</b>	Respecting Friends and Peers	95
	Answer Key	96



# The Rise of Muslim Rule on the Subcontinent

## Discussion points

Muslim rule started in the subcontinent after Mohammad bin Qasim's conquest of Sindh and Multan. It spread (a) because of Mohammad bin Qasim's treatment of and policies towards non-muslims, and (b) despite many difficulties, the Arab Muslim rulers—representatives of the Muslim caliph in Damascus—eventually succeeded in bringing about peace, stability, and religious harmony. This won the locals over. Buddhists and Shudras were happy about the new religion, a new way of life, and willingly converted.

Muslim rule was further strengthened and consolidated by the Muslim Turks from central Asia. The Turk warriors had already driven away non-Muslims from Arabia and Persia into Afghanistan and the north-western parts of Pakistan. They invaded these regions as well and attempted to convert people to Islam.

## ANSWER KEY

### Content review

- A 1. Because of pirates who looted ships fearlessly
- A 2. Peace was restored on the trade route.
- A 3. The stories of India's wealth and the desire of Muslim Turks to spread Islam in the land

### Going further

silk, spices, cotton, dyes, sugar

## Lesson plans

**No. of lessons:** 2

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures

## Lesson 1—The Rise of Muslim rule

### Teaching Objective:

- To explain the background of the arrival and spread of Muslim rule

**Learning Outcomes:**

Students should be able to:

- name the early Muslim rulers of the subcontinent
- describe their influence and contributions

**Introduction (10 minutes):**

Talk about the arrival of Mohammad bin Qasim and see how many students remember about him from the previous year. For the benefit of new students, revise and reinforce the reasons for his arrival in India. Ask students to contribute to the story and put up the main points on the board. Sum up the discussion points.

**Explanation (25 minutes):**

Use the map to show the directions and places from whence Muslims arrived and settled. Tell them the importance of the geographical position of these places. Talk to them about how Arab Muslims had entered Central Asia because of proximity with Persia and Afghanistan, and that is how that region became Muslim. The Muslims from Central Asia decided to enter the subcontinent because they had heard of the riches and they also wanted to establish Muslim rule here. Remind them how Alexander the Great had also wished to conquer this region but remained unsuccessful.

**Conclusion (5 minutes):**

Sum up the reasons for the beginning of Muslim rule and the early Ghazni leaders. Discuss the timelines on pages 2 and 3, and instruct students to keep referring to it to reinforce names and dates for various ruling dynasties.

**Homework:** Revise text. Mark difficulties, if any.

---

**Lesson 2—Written work/Assessment****Teaching Objective:**

- To reinforce concepts about the arrival and spread of Islam in the subcontinent through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):**

Explain the format and questions to the students.

**Written work (35 minutes):** Answer the following questions.

- Mohammad bin Qasim's conquest brought \_\_\_\_\_ and \_\_\_\_\_ in the region.
- The second wave of Islamic rule came from \_\_\_\_\_ Asia.
- Why did Arabs reduce trading with India?
- What factors made Muslim rule popular in the subcontinent?
- Why did the Muslim Turks decide to invade India?

# Ghaznavid Rule

## Discussion points

Historians have divided Muslim rule in India into three phases:

Early Turks	The Delhi Sultanate	The Mughals
Ghaznavids	Mamluks or slaves	
Ghoris	Khiljis	
	Tughlaqs	
	Sayyids	
	Lodhis	

These were the major ruling groups, with many smaller and less important rulers and dynasties. The most significant of these groups were the Mughals, as we shall see later on. However, without any of these ruling dynasties, Muslim rule would not have been consolidated.

The Ghaznavids were the first Muslim rulers of the subcontinent. They were Turk warriors who were determined to establish their rule. Their perseverance helped them achieve their goal and made way for later rulers. Alaptagin, a Turk ruler in the Persian army, laid the foundations of the rule. Originally a Turk mercenary, he rose to higher ranks in the Persian army due to his bravery and military skills. After his fallout with the Persians, he moved to Ghazni, his father's land, and built a kingdom independent of the Persians. His son-in-law Sabuktagin inherited his kingdom.

Sabuktagin was Alaptagin's slave, general, and son-in-law who strengthened Ghazni. Upon his death, his son Mahmud inherited his empire. Mahmood consolidated Ghaznavid rule in India. Famous for his seventeen raids on India, Mahmud is accredited with bringing glory to Muslims.

### ANSWER KEY

#### Content review

- A 1. Alaptagin
- A 2. He was astute, inspiring, courageous, planned with care, carried out his plans with wisdom and bravery.
- A 3. He wanted to establish Muslim rule, rid the land of idol worship and acquire the riches of India.

**Going further**

---

Clues from Aini's notes

**Challenge**

---

Ghori

**Lesson plans**

**No. of lessons:** 4

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures

**Lesson 1—Alaptagin and Sabuktagin****Teaching Objective:**

- To introduce students to the beginning of Ghaznavid rule

**Learning Outcome:**

- Students should be able to name the rulers who laid the foundations of the Ghaznavid rule in India

**Resources:** textbook, content, maps, illustrations, pictures

**Introduction (10 minutes):**

Talk about Ghazni and its historical importance. Discuss the summarized breakup of Muslim rule in the subcontinent so that students have an idea of what they will be learning this year.

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Discuss points about Alaptagin and Sabuktagin and their setting the stage for Muslim rule. Compare the map on page 6 with present day map of south and central Asia and locate cities.

**Conclusion:**

Sum up the chapter. Ask students to search for and bring more information about Mahmud of Ghazni.

**Homework:** Read text. Mark difficulties, if any. Read glossary words for the chapter.

---

**Lessons 2 and 3—Mahmud of Ghazni****Teaching Objective:**

- To inform students about Mahmud, his achievements, and contributions to the strengthening of Muslim power in India



**Learning Outcome:**

- Students should be able to describe the impact of Mahmud's conquests in the subcontinent.

**Resources:** textbook, content, maps, illustrations, pictures

**Introduction (10 minutes):**

Recap previous lesson. Ask students what they know about Mahmud. Summarize his achievements briefly. Narrate the story of Mahmud and his faithful slave Ayaz.

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Talk about Mahmud's wisdom, foresight, bravery, and ambition. It was due to a combination of all these, along with faith that led him from one victory to another. He managed to deal with all his adversaries. Although his successors were able to rule the empire for some time, they did not contribute much to the empire and eventually, it went into a decline and ceased to exist.

**Conclusion (5 minutes):**

Ask students' opinion of Mahmud. Recap the lesson, focusing especially on the reasons for the downfall of the Ghaznavid Empire.

**Homework:** *Content review* questions 1 and 2

---

**Lesson 4—Written work/Assessment****Teaching Objective:**

- To reinforce concepts about Ghaznavid rule through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.



**WORKSHEET**

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

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

Q 1. Fill in the blanks.

- a) Alaptagin was a \_\_\_\_\_ commander in the \_\_\_\_\_ army.
- b) Alaptagin became the governor of \_\_\_\_\_ in 962.
- c) Sabuktagin was Alaptagin's \_\_\_\_\_.
- d) Anandpal wanted to avenge his \_\_\_\_\_'s death.
- e) Mahmud defeated Anandpal at a place near \_\_\_\_\_ in 1008.
- f) The temple of \_\_\_\_\_ was the most important religious site for the Hindus.
- g) Mahmud's son \_\_\_\_\_ succeeded him as the next Ghaznavid ruler.

Q 2. Give brief answers for the following questions.

- a) Why did the Hindus rise against the Ghaznavid Turks?

---

---

---

- b) Who were Anandpal and Jaipal?

---

---

---

- c) Who were other Ghaznavid rulers after Mahmud?

---

---

---

- d) When and why did the Ghaznavid rule come to an end?

---

---

---



Q 3. Pretend you were a soldier in Mahmud's army. Recount what happened during the battle of Somnath.

---

---

---

---

---

---

---

---

---

---

Q 4. In the table below, make a list of Mahmud's strengths and weaknesses.

<b>Strengths</b>	<b>Weaknesses</b>

Q 5. Write two sentences for each of the following leaders, highlighting their importance in the rise and fall of the Ghaznavid Empire.

a. Alaptagin

---

---

---

---

---



b. Sabuktagin

---

---

---

---

c. Mahmud Ghaznavi

---

---

---

---

d. Maudud Shah

---

---

---

---

e. Bahram Shah

---

---

---

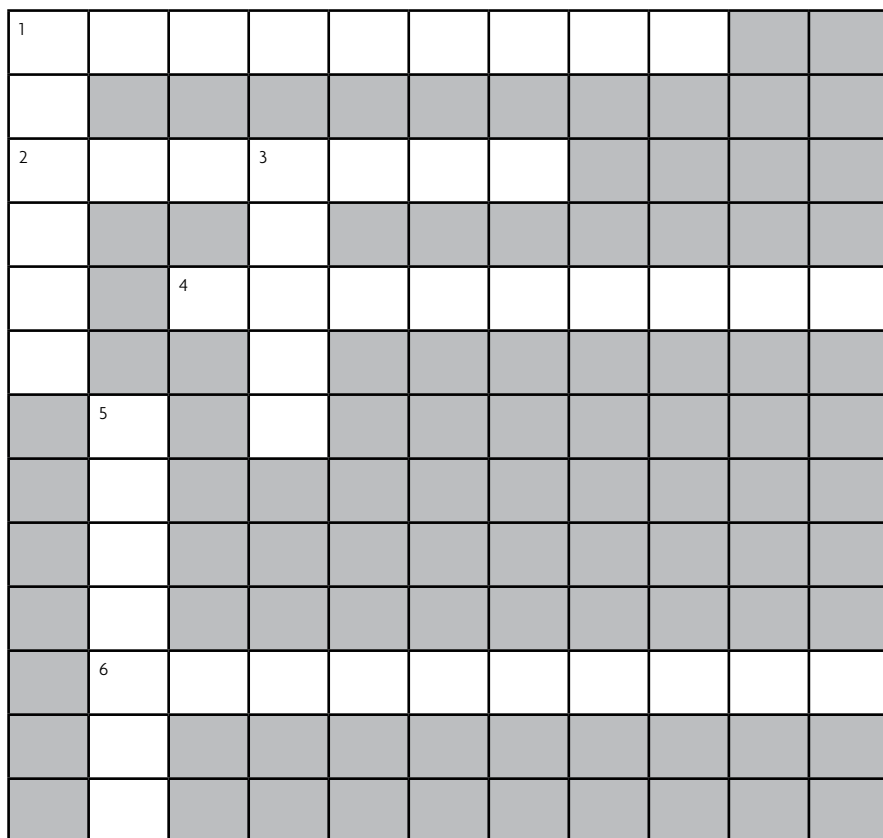
---

Q 6. Choose the correct answer.

- a) Mahmud made \_\_\_\_\_ raids on the subcontinent. (17, 15, 21)
- b) Ayaz was Mahmud's \_\_\_\_\_. (younger brother, general, slave)
- c) Bahram Shah killed two brothers from the \_\_\_\_\_ clan. (Halaku, Ghori, Khilji)
- d) Mahmud died in \_\_\_\_\_CE. (1020, 1030, 1029)
- e) Many territories were taken away from the Ghaznavids by \_\_\_\_\_ during Maudud's rule. (Hindus and Marathas, Sejluk Turks and Hindus, Hindu Rajputs and Uzbek Turks)



Q 7. Study the clues and complete the crossword.



### ACROSS

1. A person or group of persons who oppose an attack; enemy
2. Gifts and valuables presented to a ruler or state, usually in exchange for favours
4. The quality of being able to predict future problems and act wisely
6. Brief, quick fights between troops of armies

### DOWN

1. Very keen and sharp to understand what is happening and take advantage
3. A prize or gain obtained from war or by force

5. People skilled in specialized arts and crafts

# The Ghoris

Circa 1186 to 1206

## Discussion points

The Ghoris were a Turk tribe. Their rule began with the murder of two Ghorid brothers at the hands of Bahram Shah of Ghazni. As an act of revenge, the third brother Allauddin invaded and plundered Ghazni and destroyed it. People were killed, houses were looted, and property was destroyed. As a final act, the entire city was set on fire. Bahram Shah had to flee from Ghazni to save his life. He settled in Lahore which was the small, remaining territory of what was once a glorious Ghaznavid empire.

Though the first Ghorid Turks entered the subcontinent around 1175, Ghorid rule did not take a consolidated shape till 20 years after Ghazni's devastation. Allauddin was the first of the Ghorid rulers. He is known as Allauddin Jahansoz because he set the great city of Ghazni on fire. He was succeeded by Ghyasuddin, who was succeeded by his brother Shahabuddin Mohammad, the key ruler.

Mohammad Ghorid was as ambitious as Mahmud Ghaznavi and conquered a large portion of the subcontinent within a short span of time. He first captured the fortress of Ghazni which had been destroyed by his ancestor, and had it rebuilt. Next, he went to enter the subcontinent, where he faced resistance from Prithviraj. After a series of battles, he finally emerged victorious and established his rule. He also destroyed Banaras, the most important Hindu religious city. He appointed Qutubuddin Aibak as his governor in the subcontinent and went back to Ghazni. He was assassinated on the way. Neither of his two successors were capable rulers and the Delhi throne passed to Qutubuddin Aibak eventually.

## ANSWER KEY

### Content review

- A 1. Allauddin entered Ghazni and burnt it down as an act of revenge against his brothers' murder. He became the ruler because Bahram Shah fled to Lahore.
- A 2. Prithviraj was the ruler of Ajmer and Delhi. He was Mohammad Ghorid's strongest enemy who resisted his rule and challenged him to battles. Eventually he was defeated.
- A 3. He was a slave in Ghorid's army who rose through the ranks to become a general. He was a brave warrior and administrator who assisted Mohammad Ghorid in winning his campaigns.
- A 4. The battle established the Ghoris as the first Muslim rulers of India. Mahmud Ghaznavi never stayed in India to consolidate his rule. Therefore, Ghorid is credited with establishing the Muslim rule over India that continued for over 600 years.



### Going Further

Both were Turks. Their power base was in Ghazni. Both were ambitious and brave, did not give up after defeats, and defeated Hindu rulers.

### Challenge

He set fire to Ghazni, the most glorious and strongest of territories of that time and let it burn until it was reduced to ashes. Since it was the centre of control with the best of resources from all over the world, the word 'jahan' refers to Ghazni as the world.

**No. of lessons:** 3

**Duration:** 40 minutes

### Lesson 1 and 2—Ghori rule and Shahabuddin Ghori

#### Teaching Objectives:

- To introduce students to Ghori rule in India
- To explain the effects of Shahabuddin Mohammad Ghori's conquests in India

#### Learning Outcome:

- Students should be able to describe the reasons for the beginning of Ghori rule, its peak under Mohammad Ghori, and its decline.

**Resources:** textbook, content, maps, illustrations, pictures

#### Introduction (10 minutes):

Remind students about Allauddin Jahansoz and his act of revenge from the earlier lesson. Bring in details of the Ghazni plunder.

#### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Although Mahmud Ghaznavi expanded the Ghaznavid kingdom, it is actually Mohammad Ghori who consolidated early Muslim rule in India, making it easier for other dynasties to add to its power and glory. Talk about his perseverance and how he managed to overcome his adversary Prithviraj. Compare his rule and actions with those of Mahmud. Discuss similarities and differences as well as positive and negative points. Ask students' views on Aini's visit (page 16) to medieval India.

#### Conclusion (5 minutes):

Review main points of the chapter, especially about Mohammad Ghori's expansion, his main opponent, and Qutubddin Aibak.

**Classwork:** Exercise from *Going further*

**Homework:** Revise text. Mark difficulties, if any. Content review questions 1 and 2.



**Lesson 3—Written work/Assessment**

**Teaching Objective:**

- To reinforce concepts about Ghori rule through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.



**WORKSHEET**

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

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

Q 1. Fill in the blanks.

- a) \_\_\_\_\_ set Ghazni on fire which burnt for \_\_\_\_\_ days.
- b) Bahram Shah fled to \_\_\_\_\_ after this attack.
- c) The most powerful of the Ghori rulers was \_\_\_\_\_
- d) Shahabuddin Ghori was the younger brother of Sultan \_\_\_\_\_.
- e) \_\_\_\_\_ was the most important Hindu religious city.

Q 2. Give brief answers for the following questions.

- a) Why was Allauddin called Jahansoz? Is it a title of appreciation?

---

---

---

- b) Name the three Ghori rulers in correct order.

---

---

---

- c) What other names is Mohammad Ghori known by?

---

---

---

- d) In which years did Ghori capture Multan, Sindh, and Lahore?

---

---

---



e) Who was Qutubuddin Aibak? What role did he play in Ghori's success?

---

---

f) How and when did the Ghori rule come to an end?

---

---

Q 3. Give an account of Prithviraj's defeat at the hands of Mohammad Ghori.

---

---

---

Q 4. Circle the correct answer.

- a) Ghazni was plundered by (Alauddin, Shujauddin, Karimuddin) as revenge.
- b) Bahram Shah escaped to (Lahore, Delhi, Multan) to save his (empire, son, life).
- c) Mohammad Ghori was also known as (Mohammad Khilji-Ghori, Alauddin Ghori, Sultan Shahabuddin Mohammad).
- d) The most important holy centre for the Hindus was the city of (Ganges, Banaras, Kolkatta)
- e) Ghori army (rewarded, appreciated, punished) Khusro Malik for his deeds.

Q 5. Complete the following timeline.

Date	Event
1151	
	Arrival of Ghoris in India
	Shahabuddin captures Multan
1182	
1186	
1192	
	Ghori's death

# The Delhi Sultanate

## Discussion points

The Delhi Sultanate is the collective name given to the five ruling dynasties of the subcontinent between 1175 and 1526. They made Delhi their capital city and consolidated their rule from there, hence the name Delhi Sultanate. The five dynasties of the Delhi Sultanate are:

The Mamluk or Slave Dynasty

The Khiljis

The Tughlaqs

The Sayyids

The Lodhis

The Mamluk Dynasty was the first of the Delhi dynasties. Qutubuddin Aibak, who was Mohammad Ghori's general and later governor, founded it. The reason it is called Slave Dynasty is that the founder Qutubuddin Aibak was once a slave who had been freed by Ghori.

Delhi Sultanate is marked by conquests and expansions, education and learning, art and architecture, under all its rulers.

## ANSWER KEY

### Content review

- A 1. Open ended question. Mark answers with reference to correctness of content and well-justified opinion.
- A 2. Discussion (written or oral) should include her capabilities and talent, reasons for rise to power, the court intrigues, and the opposition to her rule for being a woman, and how and where her death occurred.
- A 3. Because he was related to Shah Alam, the last Sayyid king
- A 4. Sikander Lodhi: cultured, tactful, devoted to learning, interested in welfare of the state and the people. The Sultanate flourished under him.  
Ibrahim Lodhi: hot-tempered, disinterested in the welfare of empire, tactless, could not keep the Sultanate in order.
- A 5. Central Asian culture, Persian language, learning, architecture, customs, pluralism, diversity



### Going further

---

Use timeline on pages 2 and 3 for reference.

### Challenge

---

Draft a letter from Dolat Khan Lodhi and put it up on the board. Students can write a reply in about a paragraph of 5-7 lines. They can make scrolls. Share with class. Open question. Judge on the correctness of facts and sensibility.

**No. of lessons:** 8

**Duration:** 40 minutes each

**Resources:** textbook, content, maps, illustrations, pictures

### Lessons 1, 2, and 3—The Delhi Sultanate and the Slave Dynasty

#### Teaching Objectives:

- To introduce Delhi Sultanate to students—the dynasties and their importance
- To introduce the Slave Dynasty and its various rulers

#### Learning Outcome:

- Students should be able to name, compare, and differentiate between different rulers of the Slave Dynasty

#### Lesson 1

##### Introduction (10 minutes):

Recap the last chapter and remind students about the role of Qutubuddin Aibak in Ghori's rule and how the empire came into his hands after Ghori's death. Brief them about Aibak's slave background and the reason for the Slave or Mamluk Dynasty to be named thus.

##### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Use the map on page 17 and compare the territory under Delhi Sultanate with Ghaznavid and Ghori territories. Point out the Delhi Sultanate with reference to the rest of India. Discuss how the Slave Dynasty began and Aibak's personality and role. What would have happened had Aibak lived longer?

##### Conclusion (5 minutes):

Sum up chapter, address student queries, if any. Introduce Iltutmish as the next sultan.

---

#### Lesson 2

##### Introduction:

Give a brief background of who Iltutmish was and how he rose to power.

**Explanation:**

Discuss Iluttmish's accomplishments and achievements, and how he fared compared to earlier rulers. What developments did he introduce? Who were his adversaries? How, why, and when did his rule come to an end? Who succeeded him?

**Conclusion:**

Review and sum up lesson with main points. Address student queries, if any.

---

**Lesson 3—Written work/Assessment****Teaching Objective:**

- To reinforce concepts about the rule of the Slave Dynasty through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.

**Homework:** Revise text. Mark difficulties, if any. *Content review* Q 1 and 2 and exercise from *Going further*.



**WORKSHEET 1**

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

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

Q 1. For each of the following statements, write True or False. Give the correct answer for all false statements.

a) The Slave Dynasty was the first of the Delhi Sultanate dynasties.

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

b) Qutubuddin Aibak was known to be stingy and miserly.

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

c) Iltutmish was Aibak's older brother.

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

d) Razia Sultana is the first Muslim ruler in history.

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

e) Nasiruddin was a pleasure-seeking ruler who had no time for learning the Quran.

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

Q 2. Read the clues and identify the personality.

a) I am Razia Sultana's brother and successor. I was made the sultan after her death in 1426. Court intrigues saddened me and I preferred to stay away from court matters and spent time learning IIm-e-Quran and calligraphy. I am \_\_\_\_\_.

b) I was once a slave but later became Mohammad Ghori's trusted general and governor. After Ghori's death, his empire came into my hands and I founded the first of the Delhi Sultanate dynasties. Unfortunately, I did not live long to achieve all my dreams. \_\_\_\_\_

c) I was against my sister Razia Sultana and her husband and gave them a lot of trouble.  
\_\_\_\_\_

d) My father-in-law was the founder of the Slave Dynasty. I had been receiving many complaints about Aram Shah, his son. I defeated him and became the next ruler. \_\_\_\_\_



- e) Sultan Nasiruddin Mahmud entrusted all his affairs to me because he did not like what went on in the court. I sorted out all the problems created by the Mongols, the Hindus and the outlaws. The Slave Dynasty passed down to the Khiljis because of my son Kaikobad's incompetence. \_\_\_\_\_

Q 3. Which of the rulers of the Slave Dynasty do you think was the most competent? Give reasons to justify your answer. \_\_\_\_\_

---

---

Q 4. Give brief answers for the following:

- a) List all the rulers of the Slave Dynasty in the correct order.

---

---

- b) What are 'Quwwat-ul-Islam' and 'Qutub Minar'?

---

---

---

- c) What were the problems faced by Iltutmish on becoming king?

---

---

---

- d) Who was Changuz Khan?

---

---

- e) Who were Razia Sultana and Malik Altunia? What was their fate?

---

---

---

- f) Who were Yalqiz, Qabacha, and Ali Mardan?

---

---

**Lesson 4—Khiljis****Teaching Objective:**

- To introduce students to Khilji rulers and their contribution to consolidation of Muslim rule in India

**Learning Outcome:**

- Students should be able to analyse and compare different rulers and their actions.

**Resources:** textbook, content, maps, illustrations, pictures

**Introduction (10 minutes):**

Recap of previous lesson, link to current topic

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Talk about how the Khilji Dynasty began, their contributions in terms of learning and development, the challenges they faced, their strengths and weaknesses and reasons for decline. Compare with other rulers. Emphasise the names of the main rulers and go over their contributions, successes and failures and negative and positive aspects of rule point by point. Get student feedback and opinions. Why did their rule come to an end? How and when? Who replaced them?

**Conclusion (5 minutes):** Recap main points of the lessons.

**Homework:** Revise text. Mark difficulties, if any.

---

**Lesson 5—Tughlaqs****Teaching Objective:**

- To introduce students to Tughlaq rulers and their contribution to the consolidation of Muslim rule in India

**Learning Outcome:**

- Students should be able to analyse and compare different rulers and their actions.

**Resources:** textbook, text, maps, illustrations, pictures

**Introduction (10 minutes):** Recap of previous lesson, link to current topic

**Explanation (25 minutes):** Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Talk about how the Tughlaq Dynasty began, their contributions in terms of learning and development, the challenges they faced, their strengths and weaknesses and reasons for decline. Again, go over each ruler's description, and compare and analyse. Take students' opinion of which ruler appealed to them the most and why? Judge response with reference to facts and reason.

**Conclusion (5 minutes):** Recap main points of the lessons.

**Homework:** Revise text. Mark difficulties, if any.

---

**Lesson 6—Sayyids****Teaching Objective:**

- To introduce students to Sayyid rulers and their contribution to the consolidation of Muslim rule in India



**Learning Outcome:**

Students should be able to analyse and compare different rulers and their actions

**Resources:** textbook, content, maps, illustrations, pictures

**Introduction (10 minutes):**

Recap of previous lesson, link to current topic

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Talk about how the Sayyid Dynasty began, their contributions in terms of learning and development, the challenges they faced, their strengths and weaknesses and reasons for decline.

**Conclusion (5 minutes):** Recap main points of the lessons.

**Classwork:** Worksheets

**Homework:** Revise text. Mark difficulties, if any.

---

**Lesson 7—Lodhis****Teaching Objective:**

- To introduce students to the Lodhi rulers and their contribution to the consolidation of Muslim rule in India

**Learning Outcome:**

- Students should be able to analyse and compare different rulers and their actions.

**Resources:** textbook, content, maps, illustrations, pictures

**Introduction (10 minutes):**

Recap of previous lesson, link to current topic

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Talk about how the Lodhis came to power, their contributions in terms of learning and development, the challenges they faced, their strengths and weaknesses, and the reasons for their decline.

**Conclusion (5 minutes):** Recap main points of the lessons.

**Homework:** Revise text. Mark difficulties, if any.

---

**Lesson 8—Written work/Assessment****Teaching Objective:**

- To reinforce concepts about the Khiljis, Tughlaqs, Sayyids, and Lodhis through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.



**WORKSHEET 2**

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

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

Q 1. Choose the correct answer.

- a) Feroze Khilji is popularly known as
  - i. Jalaluddin Khilji
  - ii. Malik Jalaluddin
  - iii. Jalaluddin Rumi
- b) Mohammad was Balban's
  - i. son
  - ii. daughter
  - iii. nephew
- c) The Tughlaq Dynasty was founded by
  - i. Malik Kafur
  - ii. Ghyasuddin Tughlaq
  - iii. Malik Altunia
- d) Malik Khizr Khan was a ruler of the
  - i. Slave Dynasty
  - ii. Khilji Dynasty
  - iii. Sayyid Dynasty
- e) The Lodhi Dynasty ended because of its last ruler
  - i. Zaheeruddin Babur
  - ii. Dolat Khan
  - iii. Ibrahim

Q 2. Give reasons for the following.

- a) People loved and respected Sikandar Lodhi.

---

---

---

- b) Mohammad Tughlaq often became harsh to his people.

---

---

---

- c) After Allauddin's death there were issues about who his successor would be.

---

---

---



d) Jalaluddin Khilji's nephew Allauddin turned against him and killed him.

---



---



---

Q 3. Complete the table below.

<b>Ruler</b>	<b>Achievements/Successes/ Strengths</b>	<b>Mistakes/Failures/ Weaknesses/</b>
Mohammad bin Tughlaq		
Ghiyasuddin Balban		
Bahlol Lodhi		
Allauddin Khilji		
Nasiruddin Mehmood		
Firoze Shah Tughlaq		
Ibrahim Lodhi		

Q 4. Who were the troublemakers for each of the following kings and how were they dealt with?

<b>Ruler</b>	<b>Troublemakers</b>	<b>Action</b>
Firoze Shah Tughlaq		
Allauddin Khilji		
Ghiyasuddin Balban		
Ibrahim Lodhi		
Jalaluddin Khilji		

# The Mughal Empire Begins

Circa 1526 to 1858

## Discussion points

Babur, a descendent of Timur, founded the Mughal Empire. His father was the king of Farghana, a small kingdom which was once part of Timur's great empire. He, too, was an ambitious ruler who dreamed of 'ruling the world.' Babur's initial life was turbulent—he faced all kinds of problems, including trouble from his own family members. He never gave up his struggle and this perseverance paid off when he was requested by Dolat Lodhi to help him get rid of Ibrahim Lodhi. That led him straight into the heart of the subcontinent. He defeated Ibrahim Lodhi and installed himself as the king. His rise to power heralded a new era of Muslim rule over the subcontinent, which covered almost the entire South Asia at its peak.

Babur's son Nasiruddin Humayun became king at the age of 22. Though he had remained by his father's side throughout, he was still inexperienced in matters of state. In addition to his brothers' hostilities, he also had to face Sher Shah Suri's invasions, in which he lost a considerable chunk of his empire. He was hunted out of his own territories and had to leave India, seeking refuge with King Tahmasp of Persia. With King Tahmasp's help, he later recovered his lost glory and once again came back to the throne as the rightful Mughal king.

Sher Shah Suri, an Afghan Muslim leader, was Humayun's strongest enemy who managed to overrun Bengal while Humayun was away on an expedition, and established the Suri kingdom. He was initially a soldier in Babur's army, but was very ambitious and wanted to set up his own empire. Suri was a great statesman with excellent administrative skills and foresight, and during his brief rule of five years, he brought about progress and development in his area. It is said that Akbar owed much of his success to Sher Shah Suri's style of governance.

After Suri's death, his empire weakened and his successors were unable to keep control. This paved the way for Humayun's return.

We know much about Humayun through memoirs written by his sister Gulbadan Begum, who describes her brother as a lenient, forgiving man, kind to even the worst of his enemies.

Humayun had a habit of kneeling in reverence whenever he heard the azan. On one such morning, he was on the staircase when the morning azan sounded. As he knelt, he tripped over his robe and fell down the stairs. This fall resulted in his death.

## ANSWER KEY

### Content review

- A 1. ambitious, patient, noble and refined, courageous, sensible, loved learning and arts



A 2. Open-ended question—evaluate on justification of opinion. Most of the students will probably opt for his skill as a general because that helped him to consolidate his rule.

A 3. He was defeated in battle by Sher Shah Suri and his brothers had refused to give him shelter. A chieftain in Umerkot provided shelter.

A 4. Sher Shah Suri

### Going further

inexperienced in matters of state, hostile brothers, Mughal Empire not yet settled and strong, hostility from Lodhi princes and Sher Shah Suri

**No. of lessons:** 4

**Duration:** 40 minutes each

**Resources:** textbook, content, maps, illustrations, pictures

### Lessons 1 and 2—The Mughal Empire, Zaheeruddin Babur

#### Teaching Objectives:

- To introduce students to the beginning of the Mughal rule in India, and Zaheeruddin Babur as its founder
- To explain the consolidation of Muslim rule by a new Dynasty which stayed in power for more than 300 years and changed the look of the subcontinent

#### Learning Outcome:

- Students should be able to describe the reasons and events that led to Babur's arrival and the consolidation of Muslim power by a new ruling family.

#### Introduction (10 minutes):

Discuss the map of Asia. Familiarize students with central Asia, Uzbekistan, India, and Iran. Talk about Timur and what happened to his empire after his death and then bring in the kingdom of Ferghana. Refer to timeline on pages 2 and 3.

#### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. The key points should be Babur's connection to the Timurid empire, his early life of struggle, his persistence and finally his success. Discuss map on page 29 with the earlier ones. Point out the extent of rule and discuss territories added to the empire during Mughal rule. Talk about Baburnama and its importance as the main record or document for events during Babur's rule. Also discuss Babur's death and his heir.

#### Conclusion (5 minutes):

Recap the main lesson. Talk about how Babur's initial hard work set the stage for his successors.

**Classwork:** Content review

**Homework:** Revise text. Mark difficulties, if any. *Going further*



### Lesson 3—Nasiruddin Humayun

#### Teaching Objectives:

- To introduce students to Nasiruddin Humayun, the second Mughal emperor
- To inform students about the events that took place during Humayun's rule and his contribution to the Mughal Empire

#### Learning Outcomes:

Students should be able to

- describe the challenges faced by Humayun and the actions he took to strengthen (a) his position as an emperor and (b) the Mughal empire
- describe the salient features of Humayun's rule
- analyse his personality

#### Introduction (10 minutes):

Introduce Babur's sons: Humayun, Hindal, Askari and Kamran. Talk about the tussle for power between the brothers. The newly established Mughal Empire was still weak and vulnerable. When Babur died, the throne passed to Humayun who was troubled by his brothers because they wanted to rule. Humayun became the emperor but he was only 22 and inexperienced.

Recap the call for help by Dolat Lodhi, and ask students to imagine his anger at Babur rising to the throne as king instead of letting him be the ruler. This had provoked the Lodhi princes as well and they continued to make trouble. Sher Shah Suri's ambitious advances and strategies were the final nail in the coffin of Humayun's initial rule.

#### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. The key points should be Humayun's struggle, his adversaries, his helpers, his persistence, and finally his return. Talk about how Humayun was persecuted, Sher Shah Suri's role in Humayun's asylum with Tahmasp, and Humayun's patience and planning in order to return to the throne.

#### Conclusion (5 minutes):

Recap the main lesson. Ask students what each of them would have done had they been in Humayun's place and their opinion of him.

**Homework:** Revise text. Mark difficulties, if any. Exercises (a) and (b) from *Going further*.

---

### Lessons 4—Written work/Assessment

#### Teaching Objective:

- To reinforce knowledge about Babur and Humayun through written work

#### Learning Outcome:

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries

**Class work (35 minutes):** Use worksheet on next page.

**WORKSHEET**

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

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

Q 1. Fill in the blanks.

- a) Babur inherited the kingdom of \_\_\_\_\_.
- b) The \_\_\_\_\_ and members of Babur's family did not let him rule in peace.
- c) Babur entered the subcontinent at \_\_\_\_\_'s request for help.
- d) After Babur's death, his son \_\_\_\_\_ became the next Mughal emperor.
- e) Babur and Ibrahim Lodhi's armies battled at \_\_\_\_\_.
- f) Nasiruddin became king at the age of \_\_\_\_\_.
- g) \_\_\_\_\_ was the king of Persia.
- h) A chieftain from \_\_\_\_\_ took pity on Humayun and gave him shelter.
- i) Humayun died in \_\_\_\_\_.

Q 2. Give brief answers for the following questions:

- a) What was the outcome of the Battle of Panipat?

---

---

---

- b) What kind of weapons were used for the first time in this battle?

---

---

---

- c) In which year did the Battle of Panipat take place?

---

---

---

---



d) What were some of the important steps taken by Babur during his rule?

---

---

---

e) For how many years did Babur rule?

---

---

---

Q 2. Read the clues. Then find and circle the names of these people in the wordsearch.

- a) Humayun's wife
- b) Humayun's sister
- c) One of Humayun's stepbrothers who attacked his caravan on the way to Kandahar
- d) The king of Persia who helped Humayun
- e) The Afghan leader who overthrew Humayun
- f) Humayun's trusted general and advisor

HINDALZZPEYDGLPOFET

EAKEBSHERSHAHSURIH

HAQBARAMKHANWALI

ABCCHAMIDABANOSPTT

HUMTEHMASPBEHMANO

PWRGULBADANABSHA

Q 3. Give brief answers to the following:

a) Make a list of problems Humayun faced on his rise to power.

---

---

---





b) Why did Humayun flee towards Sindh?

---

---

---

c) Why did he turn to King Tahmasp for help?

---

---

---

d) After how many years did Humayun regain his throne?

---

---

---

e) For how long did (i) Sher Shah Suri rule, (ii) Sher Shah Suri's successors rule?

---

---

---

f) Why did the Suri Empire weaken?

---

---

---

g) Who succeeded Humayun as the third Mughal emperor?

---

---

---

h) Who was Bairam Khan?

---

---



# The Greatest Mughal Emperor

## Discussion points

Humayun's return to the throne had made him wiser; however he did not survive long enough to enjoy the fruits of his struggle. After his death, his son Akbar succeeded him to the throne. Akbar was only 13 at that time, a minor, and was hence placed under the guardianship of Bairam Khan, Humayun's trusted advisor. A minor is someone who has not reached the required age (usually 18 years) for any specific purpose. Minors need to be supervised or be under the care of a trustworthy adult called a guardian because they are considered too young and immature to assume responsibility. Akbar's education and grooming took place under the care of his mother Hamida Bano.

As soon as Akbar reached the age of majority, he relieved Bairam Khan of his duties as a guardian. He wanted to think and act independently and did not care about Bairam Khan's counsels any more. This led to bitterness between the two and as a result, Bairam Khan turned against Akbar. Akbar suppressed and defeated Bairam, but because he was grateful to Bairam Khan for his services to him and his father, he spared Bairam Khan's life and took the responsibility of bringing up Bairam Khan's son under his supervision. However, he also forced Bairam Khan into exile.

Like his grandfather and father, Akbar, too, had to deal with many problems. His wisdom, foresight, diplomacy, planning, and decision-making helped him keep his empire under control. Anticipating an uprising by the Hindu Rajputs, he gave them important positions in his court. He merged Muslim and Hindu practices into one way of life and called it *Deen-e-Ilahi*. This brought him under a lot of criticism from both Muslim and Hindu religious leaders. His court was a place for learning and the arts alike.

His son Salim with whom he had a quarrel earlier on, became his successor as the fourth Mughal emperor.

## ANSWER KEY

### Content review

---

- A 1. Bairam Khan. Because he was too young to be king
- A 2. Sati and child marriage
- A 3. To promote harmony between different sections of Indian society

### Going further

---

Muslims—because he introduced Hindu practices into Islam and merged them with Muslim practices, Hindus—because he outlawed some of their ancient customs like Sati and child marriages



**No. of lessons:** 3

**Duration:** 40 minutes each

**Resources:** textbook, content, maps, illustrations, pictures

### **Lessons 1 and 2**

#### **Teaching Objective:**

- To familiarize students with Akbar as the third Mughal emperor through discussion and written work

#### **Learning Outcomes:**

Students should be able to

- describe Akbar's policies and actions
- Analyse their effects on the subcontinent

#### **Introduction (10 minutes):**

Start the topic with a recap of Humayun's death and Akbar's rise to power at the age of 13. Talk about guardians and wards, and the reasons for Akbar being placed in Bairam Khan's care.

#### **Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Focus on points which highlight Akbar's successes and foresight, and also what made him come under fire from conservative Muslims and Hindus in those times. Discuss Akbar's philosophy for Muslim-Hindu unity and the repercussions of the unions of customs, traditions, religious tenets, and culture. Talk about the different customs from other religions that have become part of our culture. Weigh the pros and cons of Akbar's policy.

#### **Conclusion (5 minutes):**

Recap chapter, focusing on his achievements.

#### **Class work:**

Answer questions and exercises from *Content review* and *Going further*.

**Homework:** Revise text. Mark difficulties, if any.

---

### **Lesson 3—Written work/Assessment**

#### **Teaching Objective:**

- To reinforce concepts about Akbar's rule through written work

#### **Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.

**WORKSHEET**

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

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

Q 1. Fill in the blanks.

- a) Akbar ruled the Mughal Empire from \_\_\_\_\_ to \_\_\_\_\_.
- b) As a child, Akbar had a \_\_\_\_\_ mind.
- c) Bairam Khan was killed on his way to \_\_\_\_\_.
- d) *Deen-e-Ilahi* contained tenets from \_\_\_\_\_ and \_\_\_\_\_.
- e) The word \_\_\_\_\_ means nine gems.

Q 2. Give brief answers to the following:

- a) Who was Akbar's guardian? Why did he need a guardian?

---

---

---

---

- b) Who was Hamida Bano? What role did she play in Akbar's education and grooming during his childhood?

---

---

---

---

- c) Why did Akbar relieve Bairam Khan of his duties as a guardian?

---

---

---

---



d) Why do you think Akbar spared Bairam Khan's life? What does this tell you about Akbar's character/nature?

---

---

---

---

e) What language was introduced and adopted as the court language during Akbar's rule?

---

---

---

---

Q 4. What clues from the text prove that Akbar was

a) a "liberal ruler who did not believe in ruling his empire on Islamic traditions alone"

---

---

---

---

b) a wise and diplomatic ruler who took brave decisions

---

---

---

---

# The Empire at its Peak

## Discussion points

Prince Salim came to power as the fourth Mughal emperor Jahangir. He was the heir nominated by his father Akbar. His mother was a Rajput princess and Akbar's most favoured wife.

In his earlier days, he had revolted against his father Akbar because of court intrigues and also because he had fallen into pleasure-seeking; some nobles incited him to rise against his father. Akbar quelled the revolt and forgave him.

Jahangir too had his share of challenges. During Akbar's life, there were two nominees for succession. One was Jahangir, while the other was Jahangir's son Khusro from his other wife. As she was related to Man Singh, he wanted Khusro to be the king and not Jahangir. Man Singh opposed Jahangir's nomination, but after Jahangir came to power, he accepted him.

As a promise to his father, Jahangir continued the policy of looking after the Muslims and Hindus alike. He remained busy with the tussles at court. Khusro rose against Jahangir, supported by the Sikhs, but was defeated by Jahangir.

The first Europeans arrived in the subcontinent during Jahangir's reign. Sir Thomas Roe arrived in India as an ambassador of King James I of England. In his stay of four years, the British East India Company received many benefits and permissions to set up factories.

Jahangir was as diplomatic and foresighted as Akbar, and dealt strategically with all the trouble-causing elements. His queen Nur Jahan also received criticism at court where nobles did not like a woman's ascent to such a high position. His son Khurram came to power after his death in 1627.

Shahabuddin Khurram succeeded his father Jahangir as the fifth Mughal emperor and assumed the title Shahjahan. Initially, Shahjahan had risen to power amid many controversies and a bitter power struggle. In addition, he had to face revolts and rebellions, just like his ancestors. His first act was to suppress all acts of rebellion within his family and court, and then move outwards. For these purposes, he resorted to tremendous aggression.

After he had settled all disputes, he took measures for the well-being and progress of the Mughal Empire. He was an ardent fan of architecture and commissioned construction of beautiful buildings. He also encouraged learning. His financial policies and administrative skills made the empire prosperous. He encouraged industries, like fabric and metal forging. Factories were built. Artisans and farmers were encouraged in their pursuits. It is said that the Mughal Empire reached the peak of its glory during Shahjahan's reign.



Shahjahan had four sons who were all capable rulers and controlled different parts of Shahjahan's empire; Dara the eldest and his favourite, had Kabul and Punjab; Shuja ruled Bengal and Orissa; Murad ruled Gujrat and Malwa; and Aurangzaib had Deccan. After Shahjahan's death, there was a power struggle between the brothers. Dara, Murad, and Shuja moved all over the empire to establish their control whilst Aurangzaib chose to remain in his territory. Finally, Aurangzaib emerged victorious after a series of battles between his brothers had removed or weakened his main opponents. He imprisoned Shahjahan within the palace.

Aurangzaib Alamgir, the sixth Mughal emperor assumed power after a three year power struggle with his brothers. He was Shahjahan's third son. Akbar had a strong inclination towards the Hindus because of diplomatic and other reasons. Aurangzaib was a total contrast—a very devout and staunch Muslim. Though he wasn't particularly unfair or cruel to people of other faiths, he ensured orthodox Muslim practices are followed.

### ANSWER KEY

#### Content review

- A 1. (a) Aurangzaib (largest territory) (b) Humayun
- A 2. (a) Akbar—50 years (b) Babur—5 years
- A 3. Discussion should include his dealings with the Afghans, the Sikhs, and the British. His tolerance, justice, culture, art, and architecture, treatment of women with reference to his installing of Nur Jahan as the only Mughal queen
- A 4. Discussion should include boundaries, prosperity, income from taxes and tributes, trade, peace and security for people, army, architecture, art, literature
- A 5. Architecture
- A 6. Open-ended question. Discussion should include the following concepts: staunch Muslim, ruled strictly, very strong ruler, hard working, brave, and wise; Style of ruling and enforcement of strict Muslim laws caused unrest among the non-Muslim and diverse Indian population.

#### Going further

- a. Students should make a timeline using dates from the text and see the timeline on pages 2 and 3.
- b. Jahangir—the conqueror of the world; Shahjahan—the king of the world; Aurangzaib—the glory of the throne

#### Challenge!

Taj Mahal

**No. of lessons:** 5

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures





## Lesson 1—Jahangir

### Teaching Objective:

- To introduce Emperor Jahangir as the fourth Mughal emperor and discuss his life

### Learning Outcome:

- Students should be able to describe Jahangir's contribution to the Mughal Empire.

### Introduction (10 minutes):

Start the topic with a recap of Akbar's policies, his marriage to the Rajput princess, and Man Singh's position as one of Akbar's nauratans. Akbar's wife was Man Singh's aunt. Jahangir was her son, married to Man Singh's daughter whose son was Khusro. This led to court rivalry because the nobles were divided into two—one group supporting Jahangir, the other supporting Khusro.

### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Discuss that like his ancestors, Jahangir also had his share of rivals and enemies. Tell students how he was able to appease all of them except the Sikhs. Ask students to remember why the Sikhs became enraged with Jahangir and how this led to trouble between the Mughals and the Sikhs later on. Emphasize on Nur Jahan's role in stabilizing Jahangir's rule, and her foresight in guessing the intentions of Sir Thomas Roe. Analyse Nur Jahan's character using the excerpt on page 43. Clarify the relationships of Aitemad-ud-daulah, Asaf Khan, and Khurram with Jahangir and Nur Jahan and explain the role they played in the empire.

### Conclusion (5 minutes):

Recap main points, address student queries, if any.

**Classwork:** *Content review, Going further*

**Homework:** Revise text. Mark difficulties, if any.

## Lesson 2—Shahjahan

### Teaching Objective:

- To discuss the importance of Shahjahan and his era in the history of the Mughal Empire

### Learning Outcomes:

Students must be able to:

- describe Shahjahan's practices and policies
- compare him to other rulers

### Introduction (10 minutes):

Recap previous lesson and discuss Shahjahan's rise to power.

**Explanation (25 minutes):** Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Compare his rule with other Mughal emperors.



Discuss his taste for lavishness. Emphasize on the salient points of his rule and how they differed from others, even in the matter of succession of his heirs.

**Conclusion (5 minutes):**

Tell the students about the power struggle that lasted for three years as Shahjahan was imprisoned in his own palace by his own sons. Link to Aurangzaib Alamgir.

**Classwork:** *Content review/Going further.*

**Homework:** Revise text. Mark difficulties, if any.

---

**Lesson 3—Aurangzaib**

**Teaching Objective:**

- To introduce students to Aurangzaib and the salient features of his rule

**Learning Outcome:**

- Students should be able to compare and contrast him to Akbar and other Mughal emperors.

**Introduction (10 minutes):**

Recap previous lesson, link to Aurangzaib

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory and unfolds like a story. Talk about how Aurangzaib's nature and policies towards non-Muslims were in total contrast to those of Akbar. Discuss the reforms and policies enforced by Aurangzaib during his reign and how they affected the later Mughals. Analyse his nature, compare with his ancestors.

**Conclusion (5 minutes):**

Recap the topic. Summarize all the Mughal rulers studied. Review Muslim rule in India from The Ghaznavids to Aurangzaib. Introduce Sirajuddin Zafar (Bahadur Shah) and later Mughal rulers to be studied in Grade 8.

**Classwork:** *Content review*

**Homework:** Revise text. Mark difficulties, if any. Written work

---

**Lesson 4 and 5—Written work/Assessment**

**Teaching Objective:**

- To reinforce knowledge of events during the rules of Jahangir, Shahjahan, and Aurangzaib through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheets on the following pages.



## WORKSHEET 1

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

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

Q 1. Fill in the blanks.

- a) Jahangir's actual name was \_\_\_\_\_.
- b) Khusro was Raja Man Singh's \_\_\_\_\_.
- c) Jahangir came to power in \_\_\_\_\_ and ruled till \_\_\_\_\_.
- d) Khurram was Jahangir's \_\_\_\_\_.

Q 2. Complete the following:

- a) The Sikhs did not forgive the Mughals because \_\_\_\_\_.
- b) Jahangir dealt with the Afghans by \_\_\_\_\_.
- c) Jahangir was a cultured king known for \_\_\_\_\_.

Q 3. Write a few sentences each about who the following were and what role they played during Jahangir's reign.

Raja Man Singh \_\_\_\_\_  
 \_\_\_\_\_

Khusro Mirza \_\_\_\_\_  
 \_\_\_\_\_

Nur Jahan \_\_\_\_\_  
 \_\_\_\_\_

Thomas Roe \_\_\_\_\_  
 \_\_\_\_\_

Q 4. Complete the table.

Name	Helped by	Nature of trouble	Outcome/solution
Khusro			
Afghans of Bihar			
Asaf Khan			



**WORKSHEET 2**

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

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

Q 1. Fill in the blanks.

- a) Shahjahan came to power in \_\_\_\_\_.
- b) Shahji Bhosle, a \_\_\_\_\_ leader was the most stubborn and formidable opponent of the Mughals.
- c) Shahjahan's rule is said to be the \_\_\_\_\_ period of India.

Q 2. Complete the following:

- a) Shahjahan rose to power in \_\_\_\_\_.
- b) He had to face rebellion from \_\_\_\_\_.
- c) Shahji Bhosle was persistent in his efforts to \_\_\_\_\_.
- d) Some of the buildings commissioned by Shahjahan are \_\_\_\_\_.

Q 3. Give brief answers.

- a) What happened to Shahji's mission after his death?

---

---

---

- b) In which year did Shahjahan fall sick?

---

---

---

- c) What happened when Shahjahan fell sick?

---

---

---

**WORKSHEET 3**

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

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

Q 1. Choose the correct answer.

- a) Aurangzaib won the power tussle and ascended the throne in \_\_\_\_\_.
- i. 1660                      ii. 1659                      iii. 1657
- b) Shivaji Bhosle was Shahji Bhosle's
- i. brother                      ii. father                      iii. son
- c) Aurangzaib had been weakened by the stress of
- i. constant battles                      ii. bribes                      iii. travelling

Q 2. Give brief answers.

- a) Write down all the ways in which Shivaji created trouble for Aurangzaib.

---

---

---

---

- b) Write down all the reforms that Aurangzaib brought about during his rule.

---

---

---

---

- c) What is your opinion of Aurangzaib as a ruler? Support your answer with reasons.

---

---

---

---

# Oceans and Seas

## Waves, Tides, and Currents

### Discussion points

Oceans and seas are huge masses of water. They affect life and land. Waves, tides, and currents are the movements within the oceans and the seas. Each of these movements is unique and affects oceans and seas in different ways.

Waves are formed by the action of wind on ocean and sea surfaces. Strong winds create larger and more powerful waves.

Tides are water in the oceans that rises to the moon's gravitational pull, just like a piece of iron is pulled towards a magnet. As a result, the sea level comes up and goes down twice a day. Because tides are caused by the pull of gravity that the Sun and the Moon exert on the Earth, two unusual phenomena occur: (i) as the Earth rotates, the waters of the oceans closest to the moon rise and bulge higher than the waters of the oceans away from the Earth. This explains why some parts of the world experience low tides while others are seeing high tides, (ii) sometimes the Sun and the Moon fall in a straight line and exert their pull in the same direction. As a result, the high tides become even higher; and low tides get lower. These are called spring and neap tides respectively.

Ocean currents are movements of the water of the oceans as a result of the uneven heating of water surfaces. They are generally swirling movements and can be like rivers flowing within the sea.

### ANSWER KEY

#### Content review

- A 1. The rising and falling movement of water on its surface
- A 2. Because of the gravitational pull of the Moon on the Earth's surface; water gets pulled up as it is lighter than land
- A 3. Help in erosion. Support marine life and environment which affects humans. Currents affect weather
- A 4. Clockwise direction in summers. Anti-clockwise in winters

#### Going further

Students can make this poster on an A4 size paper or chart paper. Poster must contain:

- i. An eye-catching title/slogan
- ii. A message, whatever appeals to them and whatever they want to tell people. It should be a strong, convincing appeal.



- iii. Message to be supported by facts/reason
- iv. Drawing/pictures/illustrations

### Challenge!

Black Sea, Mediterranean Sea, Yellow Sea, Sea of Japan

**No. of lessons:** 4

**Duration:** 40 minutes each

**Resources:** textbook, content, maps, illustrations, pictures

**Lessons 1, 2, and 3**

**Teaching Objective:**

- To introduce the concepts of waves and tides, how and why they occur and their importance

**Learning Outcome:**

- Students must be able to describe waves and tides, how and why they occur and how they affect humans and the ocean and sea environment.

**Introduction (10 minutes):**

Introduce the lesson with the opening paragraphs and the map showing oceans and seas. Ask students if they know why there are waves in oceans and seas. Ask them if they have noticed that at different times of the day/month/year, water is nearer or farther than usual from the beach. Can they think why?

**Explanation (25 minutes):**

Reading and parallel explanation from text. Select one or more activities from the list on page 50 of this guide and use them to explain the concepts of waves, tides, and currents. Continue activities until the end of the lesson. Assign a group of students to record observations on the board as well as on paper. Hand out sample record sheets so that they know what to look for.

**Conclusion (5 minutes):** Conclude the lesson with a game of tug of war to demonstrate spring tides and neap tides. Enact situations in which (a) students are all pulling from one direction and (b) standing at angles and pulling. Which exerts greater strength? Reinforce the lesson. Ask students if they have seen wave makers and similar creations at water parks. What natural concept do they think these ideas were based on? |

**Classwork:** *Content review, Going further*

**Homework:** Revise text. Mark difficulties, if any.

**Lesson 4—Written work/Assessment****Teaching Objective:**

- To reinforce concepts related to waves, tides, and currents through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.

---

**Activities/Projects**1. **Observing currents**

**Materials:** newspapers/old sheet or towel, a shallow container, water, paints

**Instructions:** Spread out newspapers or sheet to protect the work surface. Fill the container with water but not full. Blow across the surface of the water. What do you see? Put a drop of paint into the water at one end of the pan. Blow from that end of the pan. What do you observe?

2. **Creating waves I**

**Materials:** a deep glass dish, newspapers/clothwipe or towel, water

**Instructions:** Fill the container almost to the top with water. Children take turns blowing across the surface of the water at once. Ask them to blow gently at first and then hard. Discuss observations. Students should conclude that wind is the major cause of waves. Ask them to think what happens when stormy winds blow.

**b. Creating waves II**

**Materials:** transparent bottles or jars with corks or screw-on lids, blue or green poster paints, cooking oil, water

**Instructions:** Fill bottles about two-thirds with water. Add blue/ green poster paints (few drops only) to the cooking oil to represent the color of the ocean. Then fill the bottles of water to the top with the colored cooking oil. Sway bottles gently, swaying them from side to side. What do you observe? Discuss observations.

3. **Mixing of hot and cold currents**

**Materials:** glass bowl, icy water, hot water, poster paints, chalk powder/talcum powder/pepper powder

**Instructions:** Fill the bowl two-thirds with ice water. Sprinkle some chalk powder on the surface of the water. Add a few drops of paint to the hot water and slowly pour some of it into the bowl of ice water. What do you observe? The hot water stays on top because it is lighter than cold water. As the water cools down, it becomes heavier and begins to sink, mixing with the water below. Repeat the experiment, but reverse the position of the hot and cold water. This time, start with a bowl of hot water. Pour colored icy water into the bowl. What should happen?



**WORKSHEET**

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

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

Q 1. Fill in the blanks.

- a) The part of the ocean that meets land is called \_\_\_\_\_.
- b) Areas around seas are called \_\_\_\_\_.
- c) A \_\_\_\_\_ is the movement of water in the oceans and seas.
- d) A large wave resulting from tectonic activity in the ocean bed is called a \_\_\_\_\_.
- e) On full and half moons, the Sun and the Moon pull water in the \_\_\_\_\_ direction.
- f) An ocean current is the flow of water in a particular \_\_\_\_\_.

Q 2. Write True or False for each of the following statements and give the correct answer for each false statement.

- a. Ocean and seabeds are flat.

---

---

---

- b. The deepest parts of the ocean receive most sunlight.

---

---

---

- c. The weaker the wind, the stronger the waves will be.

---

---

---

- d. Just like the Earth, the Sun and the Moon also have gravitational pull.

---

---



e. In high tides, the bulges rise high because the Moon's pull is the weakest.

---

---

---

Q 3. What is the difference between:

a. Inland sea and coastal area

---

---

---

b. Spring tide and neap tide

---

---

---

c. Ridges and trenches

---

---

---

d. Surface currents and deep water currents

---

---

---

e. Waves, tides, and currents

---

---

---



Q 4. How do waves, tides, and currents affect human life?

---

---

---

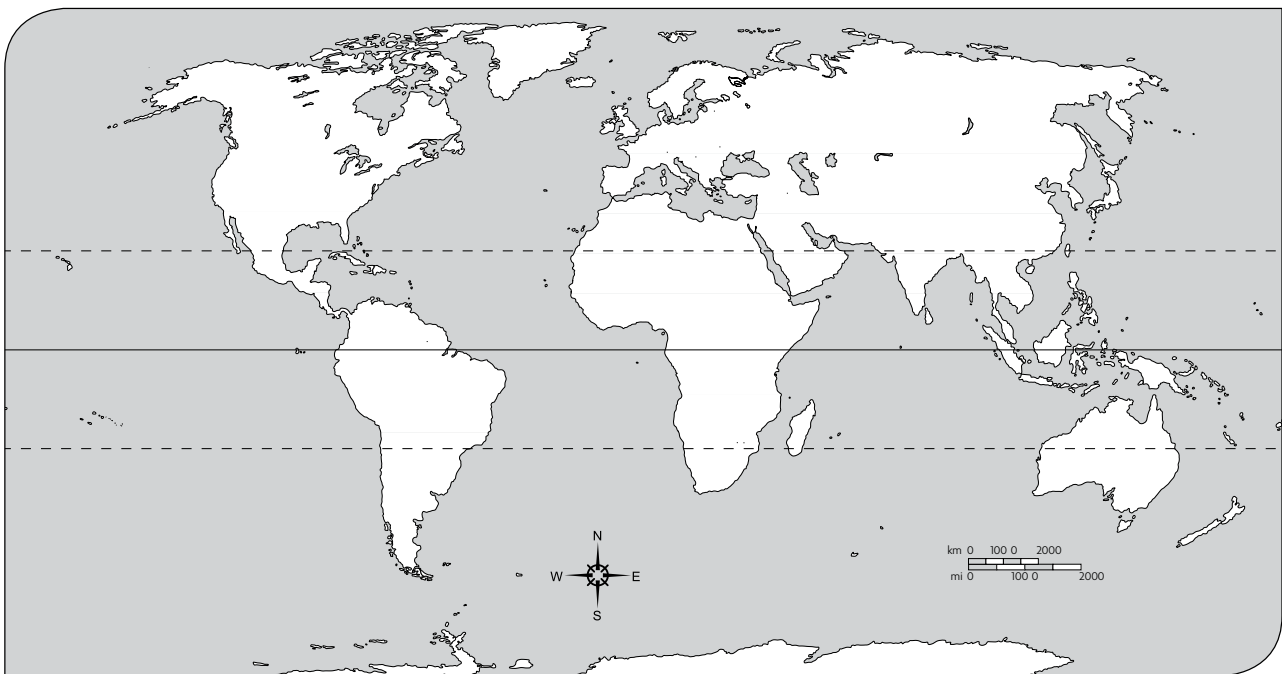
---

---

---

---

---



Q 5. Mark the following on the given map.

- a) Dead Sea
- b) Baffin Bay
- c) Yellow Sea
- d) Carribean Sea
- e) Arabian Sea
- f) North Atlantic Ocean
- g) South Atlantic Ocean
- h) Indian Ocean
- i) Southern Ocean



Q 6. Use your atlas to do the following on the given map.

- a) Write down the names of the missing seas and oceans in the map.
- b) Circle three inland seas.

Q 7. Give brief answers for the following questions:

a. What causes a tsunami?

---

---

---

b. What happens during a tsunami?

---

---

---

c. Why do tides pass all over the world? What is the other effect of this phenomenon?

---

---

---

d. What damages can strong waves cause?

---

---

---

e. Why are ocean currents dangerous?

---

---

---

**Discussion points**

Landforms are natural shapes and features on the Earth's surface. These are formed over a long time as a result of erosion, tidal movements, and tectonic activities. Landforms are found on land and water both. Some basic sea and ocean landforms include peninsula, gulf, isthmus, cape, strait, and archipelago. Landforms determine people's lifestyles. They add beauty to landscapes.

**ANSWER KEY****Content review**

- A 1. Through tectonic activity, erosion, and tidal movements
- A 2. Isthmus is a strip of land, strait is a narrow waterway; Gulf is larger than a bay; Peninsula is larger than a cape; Archipelago is a collection of islands.

**Going further**

- a. Open-ended question. Check for correct facts.
- b. Drawing. Check for clear concept and visualization.

**No. of lessons:** 4

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures

**Lesson 1—Introduction to landforms—how they are created****Teaching Objectives:**

- To introduce students to the idea of landforms
- To explain how these are formed

**Learning Outcomes:**

Students should be able to:

- define landforms
- describe how they are formed

**Introduction (10 minutes):**

Discuss the photos of landforms with students. Ask them to observe the different shapes and forms, and if they can guess how these are created.

**Explanation (25 minutes):**

Reading and parallel explanation from text about how these landforms are created. Make model landforms using recyclable material and natural material like sand and grass and twigs. Use water, ice cubes and a fan to demonstrate formation of landforms. Melting water from ice cubes passing through sand, water dripping constantly on an ice cube, wind blowing away sand are some simple activities that can generate interest as well as explain concepts easily. Giving small shakes to the model can help students understand tectonic activities.

**Conclusion (5 minutes):**

Recap lesson. Continue with the activities. Sum up main points.

**Classwork:** *Content review, Going further*

**Homework:** Revise text. Mark difficulties, if any.

---

**Lesson 2—Some important landforms****Teaching Objective:**

- To introduce students to important landforms related to oceans and seas

**Learning Outcome:**

- Students should be able to describe some important types of ocean and sea landforms with examples.

**Introduction (10 minutes):**

Discuss the photos of the landforms with students. Ask them to observe the different shapes and forms, and if they can guess how these are created. Ask students to locate Japan on their atlas and see how the country is made up of islands. Alternately, you can use any other landform to introduce the topic.

**Explanation (25 minutes):**

Reading and parallel explanation from text about how these landforms are created. Looking at maps especially physical maps will make the lessons more interesting. After reading the description of each landform in the book, open the atlas and ask the students to locate and identify the landform.

**Conclusion (5 minutes):** Recap lesson.

**Classwork:** *Content review, Going further*

**Homework:** Revise text. Mark difficulties, if any.

---

**Lessons 3 and 4—Written work/Assessment****Teaching Objectives:**

- To reinforce the concepts related to landforms—reasons for formation of shapes and features and the process of formation
- To familiarize students with some famous landforms of the world

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.

---

**Activities/Projects:**

Students can make model landforms using recyclable material like old cartons, newspapers, tins and containers, cloth, and other material like plasticine/play dough, clay, etc. They can have a well-labelled display with small presentations to explain their models.



**WORKSHEET**

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

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

Q 1. Give three examples for each of the following landforms.

Strait: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Peninsula: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Cape: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Archipelago: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Isthmus: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Bay: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Gulf: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

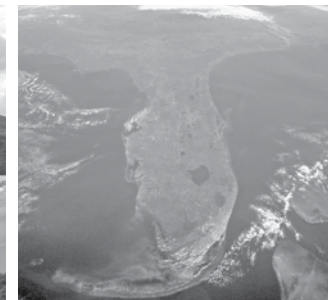
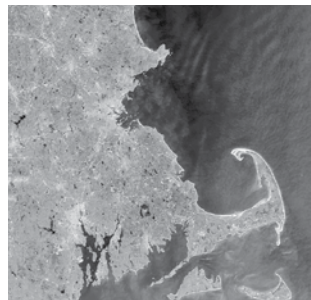
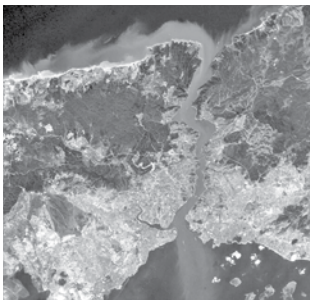
Q 2. Look at the pictures below and write the name of the landform.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Q 3. Complete the following statements.

- a) Landforms are \_\_\_\_\_
- b) Europe is one large peninsula made of \_\_\_\_\_
- c) A cape is \_\_\_\_\_
- d) A bay is \_\_\_\_\_
- e) A strait is \_\_\_\_\_
- f) An isthmus is \_\_\_\_\_
- g) An archipelago is \_\_\_\_\_

Q 4. Write the name for each group of landforms:

- a) Balkan, Arabian, Sinai, Iberian \_\_\_\_\_
- b) Cod, Verde, Good Hope \_\_\_\_\_
- c) Bengal, Biscay, Hudson, Fundy \_\_\_\_\_
- d) Persian, Aqabah, Mexico, Alaska \_\_\_\_\_
- e) Bass, Bering, Dover, Magellan \_\_\_\_\_
- f) Panama, Suez, Corinth \_\_\_\_\_
- g) Japan, Philippines, New Zealand, Finland \_\_\_\_\_

Q 5. Choose the correct answer and write it in the blanks provided.

- a) Soft rock is less \_\_\_\_\_ and breaks easily.  
(resistant, absorbent, reactive)
- b) A large piece of land extending into an ocean or sea is called a \_\_\_\_\_.  
(cod, cape, peninsula)
- c) A very large bay is called a \_\_\_\_\_.  
(archipelago, giant bay, gulf)
- d) The largest archipelago of the world is the \_\_\_\_\_ archipelago.  
(Indian, Malay, Maldives)
- e) The Aegean Sea has more than \_\_\_\_\_ rocks and islands.  
(100 000, 60 000, 10 000)



Q 6. a) What are landforms?

---

---

---

b) Name and describe the ways in which they are created.

---

---

---

---

---

---

---

---

---

# Rivers and Smaller Bodies of Water

## Discussion points

Lakes, springs, and glaciers are known as smaller bodies of water. They are called 'smaller' in comparison to the vast expanse of seas and oceans and the mighty flow of rivers. These are generally sweet water bodies and their water is used for drinking and other life-sustaining purposes. This is why they are important.

### ANSWER KEY

#### Content review

- A 1. They are the most important source of fresh water for all forms of life, they form boundaries, they can be used for transport and many leisure activities. Fish from rivers and animals that come for water can be hunted and used for food.
- A 2. Meander, oxbow lake, waterfall, estuary, and delta
- A 3. Glaciers flow downhill and erode surrounding rocks with their weight and slow speed. They create U-shaped valley.
- A 4. Lake Michigan, Lake Superior, the Dead Sea, the Caspian Sea

#### Going further

Judge on correctness and sensibility of content, neatness, strength of appeal/message/conviction, title, and layout.

#### Challenge!

Page 72—Option 1—the blind dolphin

Page 73—Option 1—breaking off from a glacier

**No. of lessons:** 7

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures

**Lessons 1 and 2—Rivers and River Systems**

**Teaching Objective:**

- To inform students about rivers and rivers systems

**Learning Outcome:**

- Students should be able to describe rivers and river systems.

**Introduction (10 minutes):**

An interesting way to introduce rivers is through personification. Begin like a story, drawing the course of a river on the board or with the help of a clear, enlarged diagram. Relate it to the lifecycle of a human being. A person spends his childhood and youth close to his/her parents, then reaches middle age like the students' parents may have, and finally the person becomes old like the students' grandparents. The river begins its journey on mountain slopes, young like the students themselves. Like a youthful person, in this stage, the river has the most energy to flow, erode, and carry heavy material. Then comes middle age. The river has just started to mellow down. It still flows with energy but has slowed down a bit passing through plains. Then comes the river's old age. It no longer has the energy to flow fast or erode and eventually it flows out to the sea.

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory. Look at the pictures and text in the book. Discuss various components of a river system. Explain the difference between a watershed and drainage basin.

**Conclusion (5 minutes):**

Recap main points. Address student queries, if any.

**Classwork:**

**Homework:** Revise text. Mark difficulties, if any.

Do some research on River Indus. (See activity suggestion at the end of the lesson plan.)

---

**Lesson 3—River landforms****Teaching Objective:**

- To introduce students to landforms shaped by or formed due to rivers

**Learning Outcome:**

- Students should be able to identify and describe the different landforms created by a river on its journey.

**Introduction (10 minutes):**

Ask students if they have seen or heard of waterfalls. Ask them how they think waterfalls are created.

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory. Describe all landforms made by rivers. Look at the pictures in the textbook. Discuss them with students. Discuss the way these landforms affect the environment.

**Conclusion (5 minutes):** Recap main points. Address student queries, if any.

**Homework:** Revise text. Mark difficulties, if any.

---



## Lesson 4—Importance of rivers and threats to rivers

### Teaching Objective:

- To create awareness about the threats that most rivers are facing and why they need to be looked after

### Learning Outcomes:

Students should be able to:

- explain the importance of rivers and why they need to be looked after
- demonstrate a sense of responsibility and ownership about our rivers

### Introduction (10 minutes):

Introduce industrial and other pollution. Ask students what would happen if rivers get polluted? Would other smaller bodies of water be enough to provide drinking water to people? What should be done?

**Explanation (25 minutes):** Reading and parallel explanation from text, which is self-explanatory. Discuss the threats and dangers faced by rivers. Then analyse the importance of rivers. Bring two containers, one full of fresh clear water and the other full of dirty smelly water. Ask students which one is good for drinking and how they think the water got polluted. Talk about the difference between contamination and pollution. Discuss the reasons why people are careless about water sources. Ask for suggestions.

### Conclusion (5 minutes):

Sum up the chapter by taking pledges from students for looking after rivers in their own way.

**Homework:** Revise text. Mark difficulties, if any.

---

## Lesson 5—Other smaller bodies of water

### Teaching Objectives:

- To introduce students to water bodies other than oceans or seas
- To explain the importance of these bodies as sources of fresh drinking water

### Learning Outcome:

- Students should be able to name the smaller water bodies and describe their characteristics and importance.

### Introduction (10 minutes):

Ask students if they have seen any natural fresh water bodies in their areas—streams, lakes, springs, rivers, glaciers. Ask them if they know how useful or harmful they are. What are they being used for? Are they being used for the right purposes or are they being destroyed?

### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory. Explain the difference between a river and other smaller bodies of water as fresh water sources.



Talk about their being used as an invaluable source of water for animals and plants. Get student feedback. Use atlas to locate landforms.

**Conclusion:**

Sum up the main points. Recap. Answer student queries, if any. Have a two minute oral quiz to reinforce key concepts and gauge understanding of topic.

---

**Activities/Projects:**

Students can do a research project on River Indus and prepare a collage/display. They need to find out:

- the source of the Indus
  - places it passes through
  - tributaries, confluence of tributaries
  - its mouth—estuary/delta
  - major threats to it
  - what steps are being taken by state and private organizations to safeguard it.
  - what we can (as students and Pakistanis) do to protect it
- 

**Lesson 6 and 7—Written work/Assessment**

**Teaching Objective:**

- To reinforce concepts about rivers, river systems and other smaller bodies of water through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheets on the following pages.

**WORKSHEET 1**

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

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

Q 1. Give one word answers.

- a) The area of land that a river runs through. \_\_\_\_\_
- b) The imaginary line along the surrounding highland, separating one drainage basin and river system from another. \_\_\_\_\_
- c) Areas of flat land on either sides of a river. They are extended river banks created by the deposition of silt after flooding. \_\_\_\_\_
- d) Branches of the main river, or smaller rivers that join the main river. \_\_\_\_\_
- e) The point where two or more rivers meet. \_\_\_\_\_
- f) Bends in rivers. \_\_\_\_\_

Q 2. Give brief answers to the following:

- a) Why are rivers known as 'agents of erosion' and 'landscape shapers'?

---

---

---

- b) In which direction do all rivers generally flow? Which river is an exception to this rule?

---

---

---

- c) Name the sources of rivers.

---

---

---

- d) How is a waterfall created?

---

---



---

---

e) What is the 'mouth' of a river?

---

---

---

f) Why should rivers be regularly de-silted?

---

---

---

g) Make a web-diagram listing the uses of a river.

---

---

---

Q 3. State whether True or False. Write the correct answer for the false statements.

a) River Indus flows from north to south. \_\_\_\_\_

---

---

b) Waterfalls are usually found in the lower course of a river because the river flows the fastest here.

---

---

c) No plants and animals can survive in an estuary. \_\_\_\_\_

---

---

d) An obstacle in a river is called a meander. \_\_\_\_\_

---

---





e) Ox-bow lakes are meanders cut off from the main river. \_\_\_\_\_

---

---

Q 4. Make a list of all threats faced by rivers.

---

---

---

---

Q 5. Choose the correct answer:

- a) River Nile has its delta in the \_\_\_\_\_ (Arabian, Mediterranean, Red) Sea in northeast \_\_\_\_\_. (Africa, Egypt, Lake Victoria)
- b) The journey of a river from its source until it meets the sea is called a \_\_\_\_\_. (river story, river mechanism, river system)
- c) Areas of flat land on either sides of a river are called \_\_\_\_\_. (river banks, floodplains, estuaries)
- d) Bends in a river are called \_\_\_\_\_. (meanders, U-turns, hairpin bends)
- e) Water in an oxbow lake is \_\_\_\_\_ for drinking. (suitable, unfit, blue)



**WORKSHEET 2**

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

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

Q 1. Answer the following questions.

a) Name three smaller bodies of water.

i) \_\_\_\_\_, ii) \_\_\_\_\_, iii) \_\_\_\_\_

b) Give a brief description of each.

i) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c) Write two sentences about the importance of each.

i) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



d) Name some important lakes of Pakistan.

---

---

e) What are permeable and impermeable rocks?

---

---

Q 2. Fill in the blanks.

- a) Artificial lakes built on dams are called \_\_\_\_\_.
- b) Rivers of melting ice are called \_\_\_\_\_.
- c) Bits of glaciers that have 'calved off' from the main glacier and are floating in the sea are called \_\_\_\_\_.
- d) Godwin Austin, Baltoro, Biafo, Siachen, and Hispar are some important \_\_\_\_\_ of \_\_\_\_\_.
- e) Water comes out through cracks and \_\_\_\_\_ in the Earth's crust.
- f) The purest form of water is \_\_\_\_\_ water.

Q 3. Complete the following phrases.

- a) Caspian Sea is unusual because \_\_\_\_\_.
- b) Water from springs is collected and bottled near its \_\_\_\_\_ because \_\_\_\_\_.
- c) Reservoirs are important because \_\_\_\_\_.
- d) Water comes out through cracks in the Earth's surface because \_\_\_\_\_.

Q 4. Choose the correct answer.

- a) Lakes are bodies of \_\_\_\_\_ (sweet, salty, bitter) water surrounded by \_\_\_\_\_ (mountains, hills, land) on all sides.
- b) Rivers of melting ice are called \_\_\_\_\_. (frozen water, icy rivers, glaciers)
- c) Hidden icebergs have \_\_\_\_\_ many ships. (rescued, hidden, destroyed)
- d) Springs are natural \_\_\_\_\_ (chunks, fountains, rivers) of water that gush forth from underground sources.

# Natural Disasters

## Discussion points

A natural disaster is an event that occurs due to forces of nature and causes great damage to life and property. Though we cannot prevent them from occurring, we can minimize chances of damage by preparing to meet situations of emergency. All natural disasters cause devastation but the type and extent of damage may differ owing to the nature of the disaster. For example, the effects of flooding can be different from the effects of an earthquake. Uneven heating of the Earth's surface is one of the major causes. It affects weather and climate, the water cycle, weathering, and erosion, all of which in turn have an effect on the entire Earth.

These events or phenomena are great wonders of nature. Extreme temperatures (equatorial and polar zones), excess water spilling on to land, mountains spewing fire, droughts, eclipses, the shaking and quaking of the Earth—all appear to be mysterious events but scientists have discovered the physical reasons for their occurrences.

## ANSWER KEY

### Content review

- A 1. i. Small tremors that occur before the main quake because rocks deep inside the earth start to move
- ii. Small tremors that occur after the main quake because rocks deep inside the earth seek space to settle down
- A 2. Rock movement beneath the Earth's surface owing to plate movements/ tectonic activity
- A 3. i. When convergent and divergent oceanic and continental plates move, they cause cracks or fissures to open in the crust.
- ii. Permanent cracks in the Earth's crust called hot spots allow magma to come to surface.
- iii. Stretching and thinning of Earth's crust.
- A 4. Volcanoes that have not erupted for a very long time and there are no chances of their erupting in the future
- A 5. Because there is more water in a river's channel than it can hold and water overflows onto land. There are many reasons for surplus water in a river.
- A 6. Floods cause huge damage to life and property, to individuals and countries.



A 7. A huge wave that slams on to land because of tectonic activity/earthquake in the seabed

### Going further

(a)–(e) Open-ended questions. Assess all five tasks for relevant, correct, and justified content.

### Challenge!

Pacific Ocean—because of high levels of tectonic activity

**No. of lessons:** 10

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures

### Lesson 1 and 2—Earthquakes

#### Teaching Objective:

- To introduce students to earthquakes—the reasons for their occurrence and the damages it can cause

#### Learning Outcome:

- Students should be able to describe why earthquakes occur, and the aftermath.

**Resources:** textbook, content, maps, illustrations, pictures

#### Introduction (10 minutes):

Begin the discussion by asking students about any latest natural disaster that they may have witnessed or heard of. Have a brainstorming session highlighting the main points. Write points on the board. Build up on the lesson.

#### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory. If the school has a multimedia setup or computer lab, show excerpts from documentaries (CDs are available or you can download from the Internet) from National Geographic or BBC about natural disasters. It would be exciting if teachers are able to get National Geographic magazines and other reading material to read out from and share with the class. Students can also be requested and encouraged to bring reading material. Discuss what students have to say.

#### Conclusion (5 minutes):

Ask students how they would cope with an emergency. Discuss the rights and wrongs. Sum up main points of the lesson.

**Homework:** Exercise (a) and (b) from *Going further*

**Lessons 3 and 4—Floods****Teaching Objective:**

- To familiarize students with flooding—reasons, effects, and coping strategies

**Learning Outcomes:**

Students should be able to:

- identify the reasons for flooding
- describe the devastation it causes and the ways to deal with a crisis

**Introduction and explanation (35 minutes):**

Discuss students' research. Parallel reading from text, and explanation. Compare student answers with text. Ask questions regarding their research to generate interest and reinforce understanding of major concepts.

**Conclusion (5 minutes):**

Sum up main points of the text, highlighting main points. Ask students how they would feel if they were affected by a natural disaster. How should they behave when they have been affected or when someone else has been affected?

**Homework:** Revise text. Mark difficulties, if any.

---

**Lessons 5 and 6—Tsunami****Teaching Objective:**

- To introduce students to what a tsunami is and its effects

**Learning Outcome:**

- Students must be able to describe what a tsunami is, why it occurs, and its aftermath.

**Resources:** textbook, content, maps, illustrations, pictures

**Introduction (10 minutes):**

Use the case study for the Tohoku tsunami. Read it aloud and then introduce tsunami. Remind them that they had studied tsunamis briefly earlier.

**Explanation (25 minutes):**

Reading and parallel explanation from text, which is self-explanatory. Discuss the case point by point and explain why the damages occurred and whether they could have been prevented or not.

**Conclusion (5 minutes):**

Sum up main points, Recap text.

**Homework:** Research: What is the area around the Pacific Ocean called and why? Why does it contain so many volcanoes?

---



## Lessons 7 and 8—Volcanoes

### Teaching Objectives:

- To introduce students to volcanoes—what they are, how they are formed, how many kinds there are
- To introduce students to the causes and effects of volcanic eruptions

### Learning Outcomes:

Students should be able to:

- describe the causes and effects of volcano formations and volcanic activity
- name specific terms related to volcanoes

**Resources:** textbook, content, maps, illustrations, pictures, Plaster of Paris or modelling clay

### Introduction (10 minutes):

Use the research assignment given as homework in the last lesson to introduce volcanoes. Get student feedback, and reinforce why the particular region in the Pacific Ocean is called the Ring of Fire. Build up on the lesson.

### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory. Make a volcano with plaster of Paris or modeling clay, with a small dent at the top as a crater. Create a scene of a village around the volcano with twigs for trees, toy cars, and matchbox houses. Keep it ready a day or two before the lesson. Put baking soda and vinegar and some red food colouring in the vent and wait for it to froth and bubble over. In case of using modeling clay, put a small container or bottle top in the 'crater' to hold the baking soda and vinegar. Explain the concept of volcanic eruptions. Ask students to think of damages it can cause.

### Conclusion (5 minutes):

Sum up topic. Recap main points.

**Homework:** Revise text. Mark difficulties, if any.

---

## Lessons 9 and 10—Written work/Assessment

### Teaching Objective:

- To reinforce concepts about natural disasters through written work

### Learning Outcome:

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheets on the following pages.



**WORKSHEET 1**

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

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

Q 1. In your own words, explain how each of the following can worsen floods.

a) Water in the soil from earlier rains

---

---

---

b) Construction in drainage basins

---

---

---

c) Deforestation

---

---

---

d) Dry, impermeable soil

---

---

---

Q 2. You have been appointed in charge of the Emergency Management Unit of your town or city. For the last three years, devastating floods have been causing great damage to the city. You have studied the situation and these are your findings:

Floods occurred because of heavy rainfalls. Factors that further aggravated the situation were:

- a) the soil still contains water from previous years' rains.
- b) there has been a lot of construction in the drainage basin due to which water from rivers cannot flow through and thus collects there.







**WORKSHEET 2**

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

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

Q 1. Fill in the blanks.

- a) The machine used to record the magnitude of an earthquake is called a \_\_\_\_\_.
- b) A record of seismic waves is called a \_\_\_\_\_.
- c) The strength of an earthquake is called its \_\_\_\_\_.
- d) The point below the Earth's surface where the rock breaks or gives way is where the \_\_\_\_\_ waves are given out. This point is called the \_\_\_\_\_.
- e) The \_\_\_\_\_ is on the ground, just above the area affected by an earthquake.

Q 2. Differentiate between the following pairs of words:

- a) epicenter and focus

---

---

- b) seismograph and seismometer

---

---

- c) fault and boundary

---

---

- d) Richter scale and magnitude

---

---

Q 3. Make a list of damages caused during an earthquake. Use the textbook for support, but think and add some more of your own as well.

---

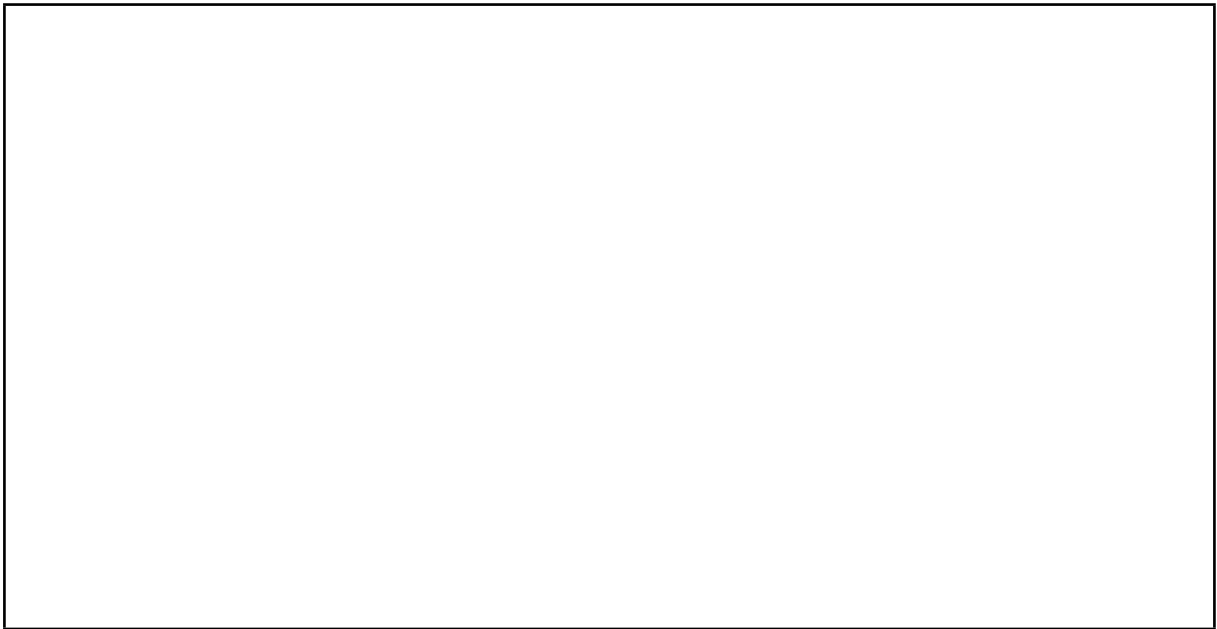
---

---





Q 5. Make a labelled diagram showing how a tsunami occurs.



Q 6. Why do tsunamis occur?

---

---

---

---

---

---

---

Q 7. Make a list of damages a tsunami can cause.

---

---

---

---

---

---

---



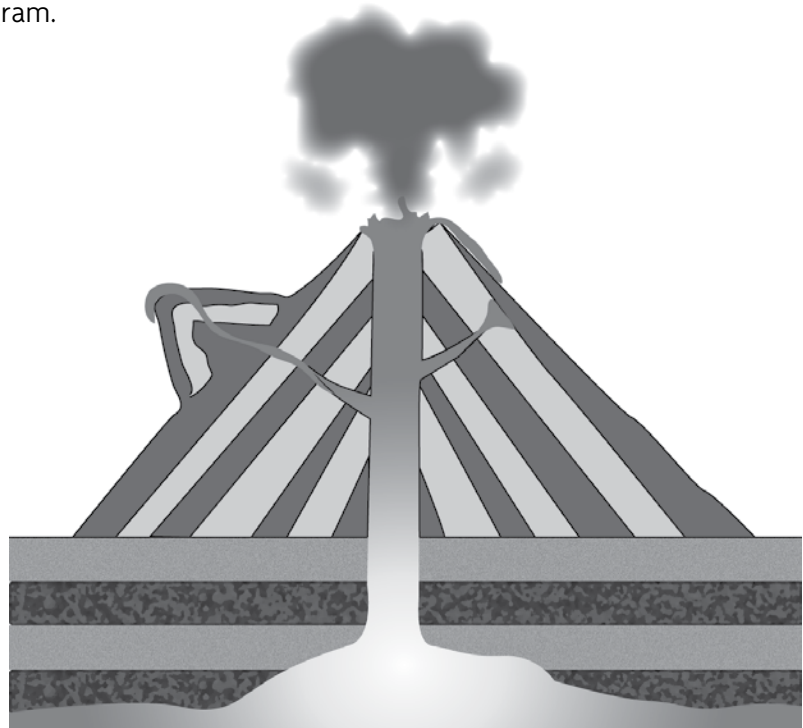
### WORKSHEET 3

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

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

Q 1. Mark the following on the diagram.

crater, ash  
 cloud, lava flow,  
 throat, magma chamber,  
 lava, magma, branch pipe,  
 side vent



Q 2. What are:

a) convergent and divergent plates

---



---

b) volcano and volcanic eruptions

---



---

c) lava and magma

---



---

Q 3. Why are volcanic eruptions dangerous?

---



---

# Industries in Pakistan

## Discussion points

Industries are considered the backbone of any country's economy. Pakistan is also an industrialized country. However, there is still plenty of room for further development and advancements. Law and order situations, trade policies, demand and market for goods, increasing costs of all factors of production (raw material, labour, capital, etc.) are all affecting industrial activities in Pakistan.

### ANSWER KEY

#### Content review

- A 1. Industry refers to everything connected to the production of goods and services.
- A 2. Three. Primary, secondary, and tertiary
- A 3. Textile: availability of raw material. Sugar: constant demand. Cement: growth of construction sector
- A 4. Discussion of any three of the factors described on pages 92–93.

#### Going further

It would be interesting to see what ideas students come up with. Give them the following checklist for their plans. You can add more of your own.

What do I plan to sell/manufacture and sell?

Is there a market/demand for what I plan to sell?

What raw material will I require?

How much will I require initially?

Do I need workers? If so how many?

How much profit do I expect?

Will I invest all my money or should I keep some in case there are losses?

**No. of lessons:** 3

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures



## Lessons 1 and 2

### Teaching Objective:

- To familiarize students with the concept of industry, types of industries, benefits of industrialization, and industries of Pakistan

### Learning Outcome:

Students should be able to describe the importance of industry.

### Introduction (10 minutes):

Introduce the topic by asking students about different kinds of factories—ask what manufacturing and production mean and talk about goods. Talk about professions and discuss what services mean. The terms goods and services mean that there is an exchange involving money in return for these.

### Explanation (25 minutes):

Reading and parallel explanation from text, which is self-explanatory. Explain what the three kinds of industries are. Compare industry and agriculture. Ask why they are both important. Discuss how Pakistan has all resources for being an industrialized nation as well as being an agricultural nation, a blessing that most countries don't have. Tell them about Pakistan's main industries and how they have contributed to Pakistan's economic standing in the world. While discussing the factors of production, ask students to find out about the problems being faced by Pakistan's industries.

### Conclusion (5 minutes):

Recap the lesson and summarize the main points. Ask them for suggestions to help improve industries in Pakistan.

**Classwork:** *Going further*

**Homework:** *Content review*

Revise text. Mark difficulties, if any. Think about or ask an adult about what problems are currently being faced by Pakistan's industries.

---

## Lesson 3—Written work/Assessment

### Teaching Objective:

- To reinforce concepts about industries through written work

### Learning Outcome:

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.



**WORKSHEET**

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

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

Q 1. Answer the following questions.

a) Into how many kinds can industry be classified?

---

---

---

b) Why is agriculture an industry? What kind of an industry is it?

---

---

---

c) Why is it important for a country to have a well-developed industrial sector? Make a list of reasons.

---

---

---

---

d) In your own words, explain why the following industries are important for Pakistan.

i) Automobile \_\_\_\_\_

---

---

ii) Sugar \_\_\_\_\_

---

---

iii) Textile \_\_\_\_\_

---

---

iv) Cottage industries \_\_\_\_\_

---

---



**Discussion points**

Trade refers to buying and selling of goods and services in exchange for value or money. Manufacturers are also traders because they sell their finished goods. Professions are also a kind of trade—professionals like lawyers, doctors, consultants, etc. sell their services. It is through trade that revenue is generated. The purpose of trade is (a) to make a profit and (b) to provide people with what they need.

For successful trade, one needs to build up a relationship on trust and honesty with various parties. These parties are called trading partners. Trading partners can be countries with whom international trade is carried on or local suppliers and buyers.

Trade, especially international trade, depends on certain factors. The availability of natural resources, capital, and labour are the key factors that affect trade. These should be available easily and cheaply.

The relationship between countries determines help and cooperation extended to both parties. There should be mutual trust, understanding and open, honest, and fair dealings.

Trade policies of governments encourage or discourage trade.

Law and order/security issues in countries also affect trade—people are scared to trade with such countries because of the risk of goods or payments being stuck.

The value of currency or exchange rate is another factor. Currencies are valued against dollars and euros in international markets. Law and order situations also affect currencies. Daily fluctuations in currency rates affect trade.

**ANSWER KEY****Content review**

- 
- A 1. International trade is between different countries, local trade (also known as domestic trade) is within a city or between different cities of the same country.
- A 2. Importing too much means we are spending too much. If we have the money to spend on imports, it means we are losing foreign exchange. If we don't have the money, it means we have to borrow money to pay the seller and will be under debt.
- A 3. Reference on pages 97–98.



### Going further

(a)–(c). Talk to students about how our local industries are suffering because of imports of all kinds of consumer goods. Suggest local alternatives for imported brands. Talk about creating a balance. Have a brain storming session for each of the question component. A good idea would be to have the students research and brainstorm the questions and then put it forward as a group/individual project.

### Challenge!

oil, cars, technology, branded consumer items including food and beverages

**No. of lessons:** 3

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures

**Lessons 1 and 2**

**Teaching Objective:**

- To create awareness and a sense of responsibility about creating a balance between spending on luxuries and necessities

**Learning Outcome:**

- Students must be able to explain that each individual's efforts can make a difference.

**Introduction (10 minutes):**

Begin with the illustrations of Balance of Trade and ask students if they understand the concepts. Talk about simple buying and selling in local shops. Move on to the 'big picture'—imports and exports.

**Explanation (25 minutes):**

Reading and parallel explanation from text. Talk about facts and figures, and Pakistan's trading partners. Invent a game or think up trading situations with different goods (modelled out of recyclable material) and make fake paper money (e.g. Monopoly notes) Divide the class into 4–5 groups and ask them to trade. Set a time. Keep explaining important concepts to facilitate learning. At the end, compare who landed up with more money only, or money and resources both, or just resources.

**Conclusion (5 minutes):** Recap topic; address student queries.

**Classwork:** *Content review*

**Homework:** *Going further.* Revise text. Mark difficulties, if any.

**Lesson 3—Written work/Assessment****Teaching Objective:**

- To reinforce concepts about trade and its results through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.



**WORKSHEET**

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

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

Q 1. Complete the following statements.

a) Local trade means

---

---

---

b) Before the creation of money

---

---

---

c) Pakistan's major exports include

---

---

---

d) Pakistan's major imports include

---

---

---

e) Factors affecting trade are

---

---

---

Q 2. Who is Pakistan's major trading partner?

---

---

---

# Some Major Cities in Asia

## Discussion points

The purpose of including these urban centres is to let students compare their own city and country with the rest of Asia.

### ANSWERS KEY

#### Content review

- A 1. Shanghai
- A 2. Tashkent
- A 3. Open ended question. Students may cite any city as answer but support it with reasons. Dhaka was part of East Pakistan once; Tehran is in a neighbouring country; Shanghai is notable for Pakistan's brotherly relations with China; Tashkent is important for our cultural heritage.
- A 4. Dhaka: 23.7W 90.4E; Tehran: 35.7W 51.4E; Shanghai: 31.2W 121.4E; Tashkent: 41.2W 69.2E

#### Going further

- a. Show students a sample or two of travel brochures for any country. They are easily available from all local travel agents. Then ask them to use the information available in the textbook and prepare such brochures. Students from each group can be assigned different tasks to ensure team work. Tasks include collecting, sorting and organizing information, writing, drawing, and presentation of their brochure. Have each group present their assignment to the others. A bit of competition will make it more challenging and motivating.
- b. Open-ended question

**No. of lessons:** 4

**Duration:** 40 minutes

**Resources:** textbook, content, maps, illustrations, pictures

**Lessons 1 and 2**

**Teaching Objective:**

- To familiarize students with some neighbouring urban centres

**Learning Outcome:**

- Students should be able to compare cities with their own.

**Introduction (10 minutes):**

Create interest in the topic by telling the students that in the next couple of lessons, they will be travelling to four destinations in Asia. Introduce the cities and tell them that these are the major urban centres in the region.

**Explanation (25 minutes):**

Reading and parallel explanation from text. Discuss pictures, get student feedback. Provide magazines and catalogues for supplementary reading. Also prepare a chart with information about Pakistan's urban centres and put it up to compare with other cities.

**Conclusion (5 minutes):**

Recap main points. Ask students how they felt and compare the cities with their own.

**Class work:** *Going further*—to be done as an activity

**Homework:** Revise text. Mark difficulties, if any. *Content review*

---

**Lessons 3 and 4—Written work/Assessment****Teaching Objectives:**

- To reinforce concepts about Pakistan's neighbouring regions /important urban centres of Asia through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Address any queries.

**Written work (35 minutes):** Use worksheet on next page.



## WORKSHEET

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

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

Q 1. Complete the table.

	<b>Dhaka</b>	<b>Shanghai</b>	<b>Tehran</b>	<b>Tashkent</b>	<b>Your city</b>
Religious building					
Library					
Museum					
Educational institution					
Leisure and entertainment					
Parks and gardens					
Monuments					
Government building					

Q 2. Give one word answers.

- a) World's ninth largest urban centre \_\_\_\_\_
- b) The urban centre which is not a capital city \_\_\_\_\_
- c) Rickshaw capital of the world \_\_\_\_\_
- d) A tea house in one of the urban cities \_\_\_\_\_
- e) A monument symbolizing modern Iran \_\_\_\_\_

Q 3. Answer the following questions:

- a) Why do you think Dhaka is called the rickshaw capital of the world?

---



---



---







---

---

f) Comment on the historical richness of Tashkent.

---

---

---

---

**Discussion points**

A person should be patriotic but still be respectful towards other countries. Students must be clearly told the importance of having this balance with reasons. Another point for discussion is the presence of minorities and religious differences. We have Hindus, Parsis, and other smaller communities in Pakistan who are equally patriotic Pakistanis. Similarly, the Muslims of India are patriotic Indians. This does not make anyone irreligious in any way. In fact, this is an example of tolerance. The white stripe in our flag is a reminder to us. Patriotism is a feeling of love and loyalty for one's country. This feeling leads to progress and development in the country, inculcates, and increases the ownership and responsibility for one's country. However if unchecked, patriotism can reach negative levels when people adopt a condescending attitude towards other nations with the intention of glorifying their own country.

**ANSWER KEY****Content review**

A 1. Patriotism:

- gives a sense of pride and belonging
- positive feelings about one's own country generates hope. A person with hope can work more constructively.
- a feeling of national spirit binds people together to work towards a common goal, their country
- encourages people to do good for their country. This brings glory to the nation and generates respect for it.
- by being patriotic, you are actually safeguarding the freedom and rights of all the citizens.

A 2. Sometimes people develop hatred and negative feelings for other nations, a danger which can create problems for a country instead of helping it progress. This feeling is also called nationalism. Experienced in excess, this feeling of animosity creates destructive emotions in people. Destructive emotions, as the name suggests, lead to destructive acts which give the nation a bad name and bring down the rate of progress. Individuals and communities suffer. Many immigrants don't know which country they should feel more love for—the country from which they have migrated or the one they presently live in.

A 3. Open-ended discussion.



### Going further

Talk about cricket matches and other important sporting tournaments, bring in Aisam-ul-Haq, Jahangir Khan, national achievements, national heroes, and occasions like 14<sup>th</sup> August, 6<sup>th</sup> September. These are memorable people, events, and dates that are strongly tied to Pakistan. Ask students what they feel like doing when Pakistan is in a losing situation or winning situation. Discuss what is positive and what is negative patriotism here.

**No. of lessons:** 3

**Duration:** 40 minutes

**Resources:** textbook, content, illustrations, pictures

**Lessons 1 and 2**

**Teaching Objective:**

- To enable students to understand what patriotism for one's country means and what its advantages and risks are

**Learning Outcome:**

- Students should be able to describe the feeling and importance of patriotism.

**Introduction (10 minutes):**

Ask students if they have heard a patriotic song *Jazba-e-Junoon* or pick any other patriotic song they might have heard. Ask them what it means and how they feel when they listen to it. Alternately, begin with one of the quotes and build up from there.

**Explanation (25 minutes):**

Reading and parallel explanation from text. Encourage student feedback and ideas. Narrate the story of Rashid Minhas and ask students about his act and feelings.

**Conclusion (5 minutes):** Recap lesson.

**Class work:** *Content review, Going further*

**Homework:** Revise text. Mark difficulties, if any. Complete class work.

**Lesson 3—Written work/Assessment**

**Teaching Objective:**

- To reinforce concepts about rivers, river systems, and other smaller bodies of water through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.



**WORKSHEET**

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

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

Q 1. Make up your own statement on patriotism based on what it means to you.

Q 2. Answer the following questions.

a) What does patriotism mean?

---

---

---

---

b) Do students also need to be patriotic? Why? Write down some of the ways in which students can show their patriotism.

---

---

---

---

c) Explain this quote: “He loves his country best who strives to make it best.”

---

---

---

---

d) Who was Rashid Minhas?

---

---

---

---



e) Who was Mati-ur-Rehman?

---

---

---

---

f) What was Rashid's heroic feat?

---

---

---

---

g) What award was he given and why?

---

---

---

---

# Looking After Senior Citizens

## Discussion points

The chapter is aimed at reinforcing and reviving the tradition of respecting and looking after senior citizens.

### ANSWER KEY

#### Content review

- A 1. They become irritated and frustrated because they have lost the energy to work and have become dependent on people to get their work done. This upsets them.
- A 2. They can guide us about what is right and wrong because they have seen more in life than we have. We can enjoy their company by listening to their stories. They can help us out with our chores. Some children love it when their grandparents pick them up from school.

#### Going further

The students can search and may find all of these quotations or only a few. Use whatever material they bring to generate discussion and emphasize the core point of respect.

**No. of lessons:** 1

**Duration:** 40 minutes

**Resources:** textbook, content, illustrations, pictures

### Lesson 1

#### Teaching Objective:

- To create awareness about the rights of senior citizens at home and in public places

#### Learning Outcomes:

Students should be able to

- describe the role of senior citizens and their rights
- demonstrate a feeling of compassion for the elders

**Introduction (10 minutes):** Ask students if any of them has senior citizens at home. Bring in a comparison between people who respect the elderly and those who do not.

**Explanation (25 minutes):**

Reading and parallel explanation from self-explanatory and simple text. Discuss the benefits of respecting senior citizens in the long and short runs. Talk about developing patience and do mention that it is a trying job indeed but worth the effort. Bring in empathy.

**Conclusion (5 minutes):**

Ask students how they would feel if they were treated badly in their old age when they will supposedly have become weaker. Take a pledge for treating senior citizens and all elders with respect and looking after their needs and requirements compassionately. It is a difficult task which requires patience but its rewards are manifold.

**Class work:** *Content review*

**Homework:** Revise text. Mark difficulties, if any. *Going further*

---

**Activities/Projects**

**Activity 1:** Observe a 'Respect for Senior Citizens Day' at your school or class. Make the students wear badges pledging to look after senior citizens. Tell them that this is not just a promise for one day—this attitude must be practiced every day. Students should be encouraged to show kindness and respect to any elderly workers/servants at home and school.

**Activity 2:** Get students to interview a senior citizen either at home or at school. Ask them questions along these lines: Age, profession, how long they've been working, what changes have they seen in (a) themselves (b) others around them as they aged, how they would like to be treated by youngsters.

**Activity 3:** If possible, arrange for a field /educational trip to a nursing home for the elderly.

**Activity 4:** Points from the text can be converted into dialogues for a short play or role-play.

# Respecting Law and Authority

## Discussion points

A society can only progress if all its members respect the law. Chaos and mismanagement occur because individuals take the law into their own hands. If left unchecked, this gradually becomes acceptable to all members of a community, however wrong this attitude may be. In the long run, system of justice is eroded and everyone suffers the consequences. Individuals, communities, and finally nations suffer greatly. Progress is hampered.

### ANSWER KEY

#### Content review

- A 1. Self-importance, selfishness  
A 2. There is peace, justice, and progress for everyone

#### Going further

- a. Explain how each student is a part of the student community, and that student communities are a vital part of a nation. Explain that countries are ruled by adults who were once students. In the same way, all individuals are part of some larger community which is part of a nation. Ask them to think how individuals, communities, and nations benefit. Judge answers on the basis of correctness and common sense.

#### Challenge!

Open-ended question—suggested correct answers include self-importance, impatience, selfishness. Deadlocks, tantrums and flare-ups, damage to life and property

**No. of lessons:** 2

**Duration:** 40 minutes

**Resources:** textbook, content, illustrations, pictures

### Lesson 1

#### Teaching Objective:

- To explain to students the importance of obeying law and order



**Learning Outcome:**

- Students must be able to describe the importance of obeying law and authority.

**Introduction (10 minutes):**

Use the question in *Challenge!* as the opening. See what answers students give. Discuss other traffic violations and their repercussions.

**Explanation (25 minutes):**

Reading and parallel explanation from text. Cite examples from school life—students breaking or jumping a queue, rushing out of turn, etc. Ask students why they do it. Or ask why they disregard teachers' instructions. Discuss the repercussions of such actions. Make them understand that each wrong or right action like this sets off a chain reaction which eventually affects everyone.

**Conclusion (5 minutes):** Recap main points.

**Classwork:** *Content review*

**Homework:** Revise text. Mark difficulties, if any. *Going further*

---

**Lesson 2—Written work/Assessment****Teaching Objective:**

- To reinforce concepts about respecting law and order through written work

**Learning Outcome:**

- Students should be able to answer correctly.

**Instructions (5 minutes):** Explain the questions to students. Answer any queries.

**Class work (35 minutes):** Use worksheet on next page.



**WORKSHEET**

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

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

Q 1. Explain the following quote: “It is the respect for law and authority that separates a civilized nation from an ignorant one.”

---

---

---

---

Q 2. Write down three ways in which we can show respect to law and authority.

---

---

---

---

Q 3. What is law? Why are laws important?

---

---

---

---

Q 4. What is authority?

---

---

---

Q 5. What is the purpose of having a system of law and authority?

---

---

---

---

# Respecting Friends and Peers

## CIVICS

### ANSWER KEY

#### Content review

- A 1. To avoid: hurting the friends' feelings, getting them into trouble, causing them damage or harm, making them angry
- A 2. Open-ended question

#### Going further

- (a) and (b). Open-ended questions

**No. of lessons:** 1

**Duration:** 40 minutes

**Resources:** textbook, content, illustrations, pictures

### Lesson 1

#### Teaching Objective:

- To describe the etiquettes of joking and respecting friends and peers

#### Learning Outcome:

- Students should be able to understand the repercussions of joking excessively and improperly.

#### Introduction (10 minutes):

*Content review* questions can be used as introduction.

#### Explanation (25 minutes):

Reading and parallel explanation from text. Ask each student about their best friends and how and why they find him or her likeable. Discuss answers in the light of all points given on pages 117–120.

**Conclusion (5 minutes):** Sum up the topic.

**Classwork:** *Content review/Going further*

**Homework:** Revise text. Mark difficulties, if any.

#### Activity: Role-play

Make up a short skit or play about a group of very close friends. Create situations using points from the text as guideline. Ask students to come up with a concluding moral at the end.

## Answer Key

### Chapter 1

- a) peace, security
- b) central
- c) because of the fear of pirates
- d) Arabs' fair governance
- e) They wanted to spread Islam and gain the fabled wealth of India

### Chapter 2

- Q 1. a) Turk, Persian  
 b) Ghazni  
 c) son-in-law  
 d) father  
 e) Lahore  
 f) Somnath  
 g) Masud
- Q 2. a) They felt threatened by the rising Muslim power in their land.  
 b) Rajas of the Hindu Shahi dynasty; they rose against Alptagin and Sabuktagin.  
 c) Masud, Maudud, Bahram Shah, Khusro Shah, and Khusro Malik  
 d) In 1186, after Bahram Shah fled to Lahore
- Q 3. Open-ended question
- Q 4. Strengths: astute, fearless, inspired loyalty and courage, good planner, possessed wisdom and foresight, humble  
 Weakness: over-ambitious, did not stay to consolidate his rule
- Q 5. a. Alaptagin: founder of the Ghaznavid dynasty, brave and competent leader who managed to rule with a small but well-trained army  
 b. Sabuktagin: first Muslim to enter the subcontinent from the north, brave and competent, defeated Jaipal  
 c. Mahmud Ghaznavi: the most powerful ruler of his time, defeated the Indians, conquered Somnath, established Muslim rule in India  
 d. Maudud Shah: Mahmud's son, not as capable and competent as him  
 e. Bahram Shah: caused the decline of the Ghaznavid empire; killed two Ghori

brothers which toppled the Ghaznavid kingdom

- Q 6. a) 17  
 b) slave  
 c) Ghori  
 d) 1030  
 e) Sejuk Turks and Hindus

Q 7. **Across:** 1. adversary; 2. tribute; 4. foresight; 6. skirmishes. **Down:** 1. astute; 2. booty; 5. artists

### Chapter 3

- Q 1. a) Alauddin, 7  
 b) Lahore  
 c) Shahabuddin Mohammad Ghori  
 d) Ghyasuddin  
 e) Banaras
- Q 2. a) Because he set Ghazni, the most developed city of that time, on fire. It is not a title of appreciation—shows what he is remembered for, the destruction of the city  
 b) Alauddin, Sultan Ghyasuddin, Shahabuddin Mohammad Ghori  
 c) Shahabuddin  
 d) Multan 1175, Sindh 1182, Lahore 1186  
 e) Ghori's slave, loyal general and governor, assisted Ghori in all his battles, succeeded Ghori as the next ruler  
 f) When Shahabuddin Ghori was assassinated by unknown men in 1206
- Q 3. Prithviraj, ruler of Ajmer and Delhi, was a formidable enemy for Ghori. Ghori challenged him to the first Battle of Tarain but lost because Prithvi's army was stronger, and Ghori's men deserted him because they assumed him dead. Ghori returned with a stronger army and defeated and killed Prithvi in the second battle in 1192.
- Q 4. a) Alauddin  
 b) Lahore, life  
 c) Shahabuddin Ghori  
 d) Banaras  
 e) punished



Q 7.

**Date Event**

1151	Bahram Shah kills two Ghori brothers; Alauddin ransacks Ghazni
1175	Arrival of Ghoris in India; Shahabuddin captures Multan
1182	Shahabuddin captures Sindh
1186	Shahabuddin captures Lahore
1192	Shahabuddin wins second Battle of Tarain; Prithviraj is defeated and killed
1206	Ghori's death

**Chapter 4****Worksheet 1**

- Q 1. a) True  
 b) False—famous for generosity  
 c) False—slave and son-in-law  
 d) False—she was the first female Muslim ruler in history.  
 e) False—he was a religious man and loved reading the Quran
- Q 2. a) Nasiruddin Mahmud  
 b) Qutubuddin Aibak  
 c) Bahram Shah  
 d) Iltutmish  
 e) Ghyasuddin Balban
- Q 3. Open-ended question
- Q 4. a) Qutubuddin Aibak, Iltutmish, Razia Sultana, Nasiruddin Mahmud, Ghyasuddin Balban  
 b) Quwwat-ul-Islam is a mosque and Qutub Minar is a victory monument commissioned by Aibak.  
 c) His succession was challenged by Aibak's other generals; constant attacks by Changez Khan.  
 d) A Mongol emperor  
 e) Razia Sultana was Iltutmish's daughter and the first female Muslim ruler of India. Malik Altunia was her husband. They were harassed by her brother and other nobles, and finally killed.  
 f) Trusted generals of Aibak

**Worksheet 2 Page 22:**

- Q 1. a) Jalaluddin Khilji  
 b) son  
 c) Ghyasuddin Tughlaq  
 d) Sayyid Dynasty  
 e) Ibrahim Lodhi
- Q 2. a) He was fair and just in his dealings and a committed ruler.  
 b) Because his ideas often failed and that would make him angry.  
 c) There were conflicts and power tussles as to who would be the successor.  
 d) He was instigated against his uncle by court nobles.
- Q 3. Mohammad bin Tughlaq—Strengths: brilliant, learned, well-versed in religion, literature and other subjects, a thinker and planner  
 Weaknesses: ambitious, became frustrated when his ideas failed
- Ghyasuddin Balban—Strengths: capable ruler, courageous, prudent, problem-solving ability, confident, possessed foresight  
 Weaknesses: cunning
- Bahlol Lodhi—Strengths: competent, pious and humble, treated people with respect, interested in welfare of people
- Allauddin Khilji—Strengths: good administrator, concerned about well-being of people, remorse over wrong-doing, strict and fair ruler, self-taught and interested in education  
 Weaknesses: reckless and impulsive
- Nasiruddin Mahmud—Strengths: experienced, pious  
 Weaknesses: not interested in ruling, overly-passive
- Firoze Shah Tughlaq—Strengths: interested in welfare of people, started welfare projects, fair and just, kind, generous  
 Weaknesses: could not match Timur's attacks

Ibrahim Lodhi—Strengths: competent ruler.  
Weaknesses: hot-tempered, tactless, lacked sincerity and drive to maintain an empire

Q 4.

Ruler	Troublemakers	Action
Firoze Shah Tughlaq	Timur	could not match Timur
Allauddin Khilji	the Mongols	repelled their attacks with the help of his brothers
Ghiyasuddin Balban	the Mongols	they killed his son, he was heart-broken, died a year later
Ibrahim Lodhi	the nobles of his court	defeated by Babur
Jalaluddin Khilji	his nephew Allauddin	killed by Allauddin

### Chapter 5

- Q 1. a) Farghana  
b) nobles  
c) Dolat Lodhi  
d) Humayun  
e) Panipat  
f) 22  
g) Tehmasp  
h) Umerkot  
i) 1556
- Q 2. a) Babur defeated and killed Ibrahim Lodhi.  
b) Canon and matchlock rifles  
c) 1526  
d) encouraged learning, organized his army, strengthened his empire  
e) 4 years
- Q.3 a) **HINDALZZPEYDGLPOFET**  
b) **EAKESHERSHAHSURIH**  
c) **HAQB AIRAMKHWALI**  
d) **ABCC HAMIDABANOSPTT**  
e) **HUMTEHMASPBEHMANO**  
f) **PWRGULBADANABSHA**

- Q 4. a) He lacked experience in state and administration matters, his step-brothers and court nobles created problems instead of cooperating, and attacks from the Lodhi princes and Sher Shah Suri were troublesome.  
b) He had nowhere else to turn to for support and he wandered from place to place in that direction.  
c) Because no one else supported him.  
d) 15 years  
e) 5 years, 10 years  
f) Sher Shah's successors were incompetent rulers.  
g) His son Jalaluddin Akbar  
h) Humayun's trusted general

Q 5. Open-ended question

### Chapter 6

- Q 1. a) 1556, 1605  
b) questioning  
c) Makkah  
d) Islam, Hinduism  
e) Nauratan
- Q 2. a) Bairam Khan, because Akbar was a minor  
b) Akbar's mother. She made sure he received education and training appropriate for a king.  
c) Akbar had an independent mind and did not want anyone's advice, and this turned Bairam Khan against him.  
d) Because of Bairam Khan's loyalty to him and his late father. He was a grateful man and appreciated a good deed done to him or his family.  
e) Farsi
- Q 4. (a) "He introduced a new system of belief.....between the Muslims and Hindus."  
(b) "He was an astute.....as a guardian."



## Chapter 7

### Worksheet 1

- Q 1. a) Salim  
b) grandson  
c) 1607, 1627  
d) son
- Q 2. a) Jahangir killed their leader Guru Arjun Singh.  
b) giving them honour and important positions in his court.  
c) his wisdom, justice, and fairness
- Q 3. Raja Man Singh: Jahangir's father in law and Khusro's grandfather who wanted Khusro to be king instead of Prince Khurram  
Khusro Mirza: Jahangir's son and Raja Man Singh's grandson who led a revolt against Jahangir and favoured the Sikhs  
Nur Jahan: Jahangir's favourite queen known for her wisdom and foresight  
Thomas Roe: the first English ambassador to the Mughal court whose tact and diplomacy won Jahangir over and he gave the British the permission to trade with India

Q 4.

Name	Helped by	Nature of trouble	Outcome/solution
Khusro	Raja Man Singh and the Sikhs	revolt against Jahangir	Jahangir quelled the rebellions
Afghans of Bihar		challenged to battle	tactfully sorted by Jahangir by giving them honour and important positions in court
Asaf Khan	his father Aitemad-ud-Daulah	wanted full control of the empire	took Jahangir into confidence, slowly took over matters of state, married his daughter to Khurram.

### Worksheet 2

- Q 1. a) 1627  
b) Maratha

- c) Golden
- Q 2. a) 1627  
b) the Marathas  
c) weaken the Mughal empire  
d) Moti Mahal, Lal Qila, Jama Masjid, Diwan-e-Aam, Diwan-e-Khas, Shahjahani Masjid, and the Taj Mahal
- Q 3. i. His son Shivaji continued his father's anti-Mughal struggle.  
ii. 1657  
iii. There was a tussle for power among his successors.

### Worksheet 3

- Q 1. a) 1660  
b) son  
c) constant battles
- Q 2. a) He instigated and supported all those who were against Aurangzaib and the Mughals, resorted to plunder, provoked local rulers and the Mughal army to battles.  
b) Introduced Islamic sharia, did away with the *Deen-e-Ilahi* and other influences in religion, worked for the welfare of all his subjects  
c) Open-ended question

## GEOGRAPHY

### Chapter 8

- Q 1. a) sea  
b) coasts or coastal areas  
c) wave  
d) tsunami  
e) same  
f) direction
- Q 2. a) False—they have ridges and trenches (like hills and valleys on land.)  
b) False—the shallowest parts receive most sunlight.  
c) False—the weaker the wind, the smaller the waves will be.  
d) True  
e) False—the Moon's pull is the strongest during high tides.



- Q 3. a) Inland seas are almost completely surrounded by land and coastal area is the land around the sea.
- b) Spring tide is a high tide caused during full and half moons, when gravity is exerted by the Sun and the Moon in the same direction; neap tides are high tides created at quarter moons when the Sun and the Moon exert force in different directions.
- c) Ridges are small hills and trenches are small valleys in the ocean bed.
- d) Surface currents are currents that are on the ocean surface; deep water currents occur under water at various depths.
- e) Waves are the rising and falling movement of the water as a result of strong winds; tides are the surging and retreating movements of an ocean or sea due to gravitational pull; currents are the flow of water in an ocean or a sea in a definite direction, due to uneven heating of water surfaces.

Q 4. Open-ended question

- Q 7. a) An earthquake in the ocean bed  
 b) A huge wave rises and crashes on to land  
 c) Because of the Earth's rotation  
 d) Hurl people, boats and ships over long distances and smash them against mountains and other rocky surfaces in coastal areas  
 e) Can drag a person or object away from the shore towards the ocean

## Chapter 9

Q 1. Strait: Strait of Malacca, Strait of Dover, Magellan Strait, Strait of Gibraltar, Bass Strait, Bering Strait

Peninsula: Arabia, Balkan, Scandinavian, Iberian

Cape: Cape Cod, Cape Verde, Cape of Good Hope, Cape Horn

Archipelago: Indonesia, Japan, Philippines, Aegean Sea, Maldives

Isthmus: Panama, Suez, Bosphorus

Bay: Bay of Bengal, Hudson Bay, Bay of Biscay, Fundy Bay, James Bay, Hawkes Bay

Gulf: the Persian Gulf, Gulf of Aqabah, Gulf of Mexico, Gulf of Suez, Gulf of Alaska, Gulf of Eden

Q 2. From top left: bay, gulf, archipelago

From bottom left: strait, cape, isthmus, peninsula

- Q 3. a) created when rocks break down  
 b) four smaller peninsulas  
 c) pointed, curved, or hooked piece of land extended into the sea  
 d) a sheltered c-shaped landform created when the sea pushes into land  
 e) a narrow waterway separating two landmasses  
 f) a narrow strip of land connecting two land masses and separating two bodies of water  
 g) a group of islands clustered together in an ocean or sea

- Q 4. a) peninsula  
 b) cape  
 c) bay  
 d) gulf  
 e) strait  
 f) isthmus  
 g) archipelago

- Q 5. a) resistant  
 b) peninsula  
 c) gulf  
 d) Malay  
 e) 60,000

- Q 6. a) Unusual features or shapes of land  
 b) Erosion: rocks and rock surfaces are broken down, transported, and deposited. Tectonic activity: plate movements create rifts and valleys.





## Chapter 10

### Worksheet 1

- Q 1. a) Drainage basin  
 b) Watershed  
 c) Floodplains  
 d) Tributaries  
 e) Confluence  
 f) Meanders
- Q 2. a) As a river flows, it erodes. Then it transports and deposits the eroded material and changes the landscape of a place.  
 b) From north to south; Nile, which flows south to north  
 c) Glaciers, springs, lakes, rainfall  
 d) By the effect of water flowing over alternate layers of hard and soft rock. Soft rock is less resistant and erodes faster, creating a ledge of hard rock. Water falls quickly over this layer and drops sharply to the base, forming a plunge pool.  
 e) The place where it meets or joins the sea  
 f) To prevent flooding, to keep the water clean, to prevent water from becoming stagnant, to prevent the clogging of outlets  
 g) Provide drinking water, silt from rivers is fertile, fish and other animals that come to rivers can be used as food, leisure activities, transportation, creating hydro-electric power, construction of dams
- Q 3. a) True  
 b) False—found in the upper course because water flows the fastest there  
 c) False—excellent habitat for flora and fauna  
 d) False—a turn or bend in a river is called a meander  
 e) True
- Q 4. pollution, drying up, silting, flooding
- Q 5. a) Mediterranean, Africa  
 b) river system

- c) floodplains  
 d) meanders  
 e) unfit

### Worksheet 2

- Q 1. a) i. Lakes  
 ii. Glaciers  
 iii. Springs  
 b) i. Lakes are bodies of fresh water surrounded by land  
 ii. Glaciers are rivers of melting ice  
 iii. Springs are natural fountain of water that gush or trickle out from the ground.  
 c) i. Natural and artificial lakes are used as reservoirs for storing water.  
 ii. Glaciers are also freshwater sources in frozen form. Many rivers and springs begin from glaciers.  
 iii. Springs contain the most minerals, are the purest source of water  
 d) Saiful Muluk, Hanna, Mahodand, Rawal, Satpara  
 e) Permeable allows liquid or gas to pass or seep through, impermeable does not.
- Q 2. a) reservoirs  
 b) glaciers  
 c) icebergs  
 d) glaciers, Pakistan  
 e) fissures  
 f) spring
- Q 3. a) it is a large lake, surrounded by land and yet its water is salty.  
 b) source, water is the purest and contains most minerals at this stage.  
 c) they store water.  
 d) impermeable rocks will not allow it to pass any further.
- Q 4. a) sweet, land  
 b) glaciers  
 c) destroyed  
 d) fountains

**Chapter 11****Worksheet 1**

- Q 1. a) the land is like a wet sponge or towel, saturated with water, cannot absorb any more, causes flooding  
b) Concrete impermeable, does not allow water to pass through, water runs off very fast, causing floods  
c) Trees slow down the flow of water and also cause it to change direction. With no trees, water runs very fast in one channel and causes floods.  
d) Impermeable, does not allow water to be absorbed

Q 2. Open-ended question

**Worksheet 2**

- Q 1. a) seismometer  
b) seismograph  
c) magnitude  
d) seismic, focus  
e) epicenter
- Q 2. a) epicenter is the area above the ground over the focus of an earthquake and focus is the point below the ground exactly where the earthquake occurs.  
b) seismograph is the record of seismic waves; seismometer is a machine to detect seismic waves  
c) fault is a crack or break in the Earth's crust; boundary is the edge of a plate  
d) Richter scale is a scale that indicates the magnitude of an earthquake; magnitude is the strength or intensity of an earthquake

Q 3. Open-ended question

Q 4. Open-ended question

Q 6. Because of earthquakes in the ocean or sea bed

Q 7. Open-ended question

**Worksheet 3**

- Q 2. a) Convergent plates collide and push into each other; divergent plates move or pull away from each other.  
b) Volcano is a cone-shaped mountain that emits lava and other volcanic material; volcanic eruption is when a volcano sends out lava and other volcanic material through a vent or opening.  
c) Lava is the molten rock that erupts from a volcano; magma is molten rock inside a volcano.

Q 3. They cause widespread destruction.

**Chapter 12**

- Q 1. a) Three: primary or extractive, secondary or manufacturing, tertiary or services  
b) Produces goods for other industries as raw material. Primary industry  
c) To provide employment, increase local production, improve standard of living, self-sufficiency, decrease dependence on imports, earn revenue from exports, efficient utilization of resources, progress and development, technology and expertise  
d) Open-ended question

**Chapter 13**

- Q 1. a) buying and selling within a country  
b) commodities were exchanged for other commodities  
c) cotton textiles, rice, leather goods, carpets, sports goods, handicrafts, fish, and fruit  
d) industrial equipment and machinery, chemicals, vehicles, steel, iron ore, edible oil, pulses and tea  
e) availability of natural resources, communication network, social and trading relationships, law and order situation, government policies, regional cooperation, value of currency

Q 2. European Union 15%



## Chapter 14

- Q 1. Research-based question
- Q 2. a) Dhaka  
b) Shanghai  
c) Dhaka  
d) Chaikhana  
e) Azadi Tower
- Q 3. a) Because of the large number of rickshaws in the city  
b) Open-ended question  
c) Tehran–Imam Khomeini International Airport and Meherabad International Airport  
d) City of friendship, city of peace, city of bread  
e) Stone city  
f) Part of many historical eras especially during Persian, Mughal, and Mongol rules, witnessed Islamic conquests

## CIVICS

### Chapter 15

- Q 1. Open-ended question
- Q 2. a) Loving your country and being willing to make sacrifices for it  
b) Open-ended question  
c) Open-ended question

- d) A trained fighter pilot from Lahore, who prevented his aircraft from being hijacked by crashing it  
e) A Bengali flight instructor who wanted to hijack the aircraft and take it to Bangladesh  
f) He thwarted the hijack by crashing it and lost his life in the attempt.  
g) *Nishan-e-Haider*—the highest military award for bravery

### Chapter 17

- Q 1. Open-ended question
- Q 2. Following rules ourselves; encouraging others to follow them; enforce rules fairly if we are in authority
- Q 3. A collection of rules that all people of a society must follow; to ensure justice, security, peace, and harmony for everyone fairly
- Q 4. A person or group of persons who are given the task of making sure that rules are followed
- Q 5. Gives everyone a fair chance to live in a society; offers protection, compensation and benefits, as well as punishments to wrong-doers

