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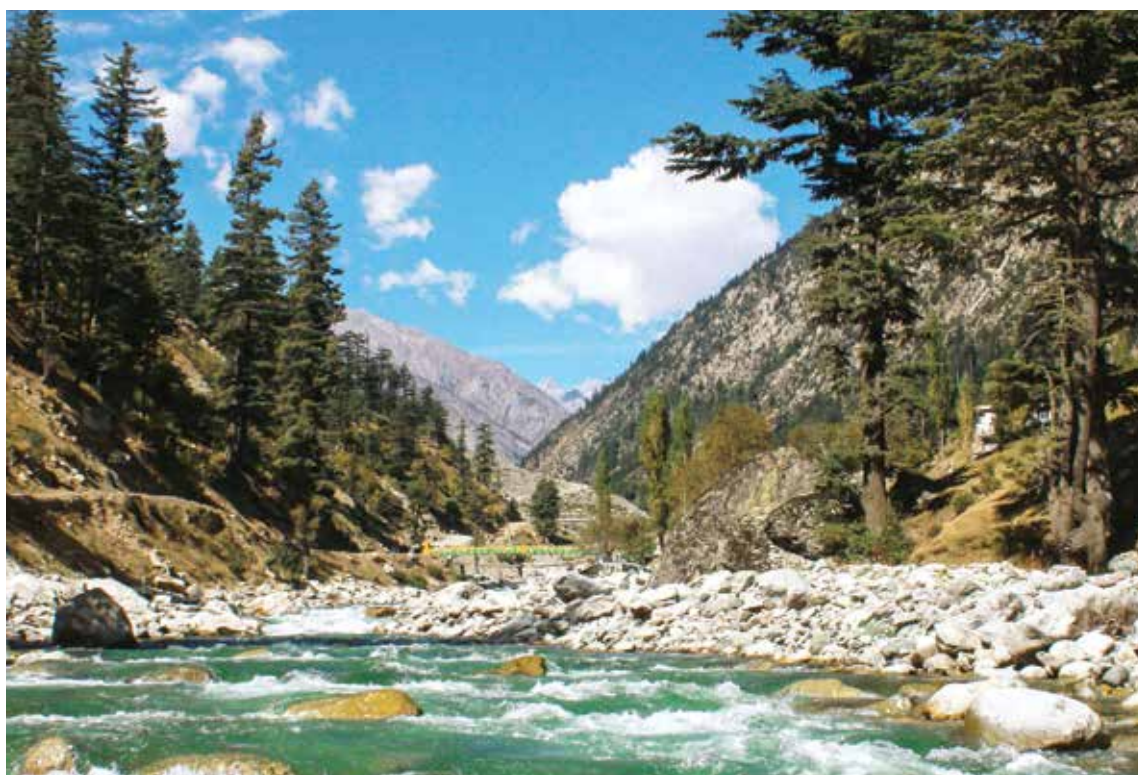
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KNOW YOUR WORLD

THIRD EDITION



TEACHING GUIDE



OXFORD
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Oxford University Press is a department of the University of Oxford.
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Published in Pakistan by
Oxford University Press
No.38, Sector 15, Korangi Industrial Area,
PO Box 8214, Karachi-74900, Pakistan

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First Edition published in 2009
With lesson plans and worksheets published in 2012
Third Edition published in 2025

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ISBN 9780190703783



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INTRODUCTION

Know Your World is a comprehensive set of textbooks for Social Studies for Classes 4 to 5. This course, based on the National Curriculum 2022, consists of:

- two Textbooks,
- two Teaching Guides.

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

TEACHING METHODOLOGY

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

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

information sharing should be encouraged.

- Children learn holistically—every lesson should be engaged with real life and their environment.

THE CONTENT

The textbooks are divided into theme, based citizenship, state and government, geography and history.

THE TEACHING GUIDE—PAGE BY PAGE LESSON NOTES:

These include:

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

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

I Questions:

- Using questions: ask questions at the end of each sub-topic or theme. Following the questions, give students time to reply, sum up the topic, and



move on.

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

II Discussion:

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

III Role play:

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

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

IV Cooperative learning:

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

ASSESSMENT

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

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

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

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

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

There are various types of objective and subjective questions.

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

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

These definitions are given to help teachers with student assessment throughout the academic year.

CONCLUSION

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

Cooperative Learning:

Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). It aims to enhance the students' learning experience and understanding of the given topic. All students have equal opportunity, as they work together in small groups. Each one is responsible for his or her own learning as well as the other group members.

Five key elements

The key elements that should be kept in mind while planning a cooperative learning lesson are:

1. **Positive Interdependence:**

This is an essential part of Cooperative Learning Structures. Students realize that they have a common goal and in order to achieve it successfully, they have to work together and have to believe that they 'sink or swim together' and that each one's endeavors not only help him or her to succeed but all the team members as well. Positive interdependence can be achieved by setting mutual goals, assigning roles, dividing work and material and by making each student's grade partly dependent on the performance of the team as a whole.

2. **Individual Accountability:**

Although students work together, they perform alone. Each student has his or her own part of work to do, which ensures that all group members are putting in their bit to reach their objective. The goals and objectives of each lesson must be well-defined and the students should be able to measure, firstly if their group has been successful in achieving them, and secondly if each one has also been able to accomplish the required goals.

3. **Face-to-Face (Promotive) Interaction:**

It is important to seat the students facing each other, so that they can easily communicate and share their past and present knowledge about the given topic and comfortably explain and discuss the given concepts. Face to face interaction makes students feel connected, motivated and committed to their common goal and to each other.

4. **Interpersonal and Small Group Social Skills:**

In cooperative learning lessons, students are not only learning the given subject matter, but are also developing their social skills. They learn how to communicate effectively, build trust among the group members, arrive at decisions that all agree upon, and most of all students learn to manage conflicts that may arise while they are working together. All these skills are surely very complex and not easy to develop. However, with the teachers' encouragement and practice, students will develop these skills gradually and the group projects will run smoothly and efficiently.



5. Group Processing:

This is an important aspect of Cooperative Learning. “Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Instructors structure group processing by assigning tasks as (a) list at least three member actions that helped the group be successful and (b) list one action that could be added to make the group even more successful tomorrow.” Johnson et al. (2006, 1:30)

The benefits of Cooperative learning are innumerable. It helps to increase students’ involvement in the task at hand, gives them the opportunity to improve their learning and social skills. The students definitely retain more of the lesson. They become self-learners and have higher self-esteem.

Positive feedback is essential. Students should be taught to reflect on the feedback given by the teacher, their own work and behaviour in order to improve.

With practice, patience and perseverance the benefits of Cooperative Learning can certainly be achieved.

Now let us look at some cooperative learning structures:

1. Numbered Heads Together

‘A heads together’ is when everyone in the group is talking and discussing. This structure can be used when the teacher wants the students to discuss a problem or discuss something related to the topic. Each student in the group is numbered—from 1 to 4 (sometimes 5). The students are given a set amount of time. It can be increased if the students are having a productive conversation. When time is up, use a quiet signal to get their attention back. Next, call a number (1–4). (A spinner can be used to pick the number). Ask all number 2’s, for example, to stand up. Then ask them to individually share with the whole class what they had discussed in their group.

2. Round Robin

This is a great structure to use if each student has answered a question independently either on a worksheet or paper. Taking turns, all students get an opportunity to express their views or information on the given topic, within their group. Time can be allocated for each group member, after which the next student can express his or her views. Developing listening skills and taking turns are the two important aspects of this structure.

3. Think, Pair, Share (Partners)

This is again a great structure if you want students to share or discuss with a partner. Ask a question and tell each student to think about it, giving them appropriate think time, so they can prepare to share. Next, tell them to turn to their shoulder partner, sitting beside, or face partner, who is in front and share their thoughts.

4. Corners

This structure works well when the teacher wants to review or ask students about their opinion about a question. You can use the four corners of your classroom or even 2 or 3. You will give an option for each corner of your room. Then you will have students move to that corner for their answer. For example, you could do an A, B, C, D type question and each corner is one of the answers.

5. Jigsaw

This structure works well when the students have to do class research or a project. Students are numbered and then each student in a group is given a different material to read up or do research on. All numbers 1's will have the same topic. They will get together and discuss the topic assigned to them, so that they are able to understand and learn from each other. After the allocated time they will return to their original group to share and discuss what they had learned. In this manner the group as a whole will learn and understand the various aspects of the lesson. Time limit should be given, so that each student gets an equal amount of time to share his or her knowledge about the given topic. Timed Round Robin should be used, so that each student gets an equal amount of time to share his or her views.

6. Round Table

This structure can be used for group writing or brainstorming. Basically, students pass around a paper and everyone writes on it. This activity should be timed, so that each student has the same amount of writing time. For example student number 1 will write and pass to number 2, and so on.

7. Cooperative Graffiti

This cooperative learning structure can also be used for brainstorming or review at the end of a lesson. A chart paper is placed in the middle of the table and every student gets an opportunity to write on it what they know or have learned about the topic. Once the writing time is over, the students are given time to read what everyone had written, and organize ideas. After organizing ideas, a number is called out and that student shares his or her knowledge of the given topic with the whole class.

*If you want to learn more about Cooperative Learning, please read “Kagan Cooperative Learning” by Spencer Kagan. This is a great book that easily explains everything you need to know, and includes step-by-step directions for every Kagan Cooperative Learning Structure!

References:

<https://continuallylearning.com/top-10-cooperative-learning-structures/>

https://www.kaganonline.com/free_articles/research_and_rationale/increase_achievement.php



KWL strategy

Another strategy that will be used frequently in the lesson plans is the KWL Strategy.

K-W-L stands for “What I Know”, What I Want to Know” and “What I Learned”.

The best time to use KWL teaching strategy is at the start of the lesson, before any reading of the text is done. It helps students to use their prior knowledge about the given topic and raises their curiosity to find out more.

However, it is essential to model the thinking process while filling the KWL chart for the students. The teacher should make the chart on the board or use a blank pre-prepared one as shown below. Write the topic on top of the chart. Fill in the first two columns thinking out loud, describing the thought process. After filling in the ‘What I Know’ and ‘What I Want to Know’ column, read aloud a brief piece of text and then complete the ‘What I Learned’ column, again thinking out loud and describing the thought process behind it.

A blank sample KWL chart

Topic: _____

KWL		
What I Know	What I Want to Know	What I Learned

Link to the KWL chart:

<https://www.teachervision.com/graphic-organizer/using-kwl-classroom>

Chapter 1.1 The rights and responsibilities of citizens

Teaching objectives

By the end of the chapter, students will be able to:

- define and differentiate between the terms citizen, global citizen, and digital or cyber citizenship
- identify common etiquettes, such as good manners, politeness, respect for elders, helping others, dignity of labour and discipline.
- explain what civic sense is by giving examples of following traffic rules, keeping the environment clean etc.

Vocabulary

- **Citizenship:** Being a member of a country and having rights and responsibilities in that country.
- **Taxes:** Money that people pay to the government for services like schools and roads.
- **Cyber Citizen:** A person who uses the internet and follows good online behavior.
- **Bullying:** Hurting or being mean to someone repeatedly, either physically or emotionally.

Lesson Plan 1

Time duration: 40 minutes

Methodology

Who is a citizen?

Write down the words 'Citizen, Global citizen and 'Digital or Cyber citizen' on the chalkboard.

Using the KWL strategy (please refer to the introduction of 'Teaching Strategies', Page 4 of the Teacher's guide) ask students to draw three columns in their exercise books or on a sheet of paper, as shown below.

Demonstrate the thinking process the students should go through to fill in the columns.

Thinking out loud, fill in the first 'What I Know' column for the first topic. For example; I know that citizens are people of a country. I am a citizen of Pakistan, etc.

In the next 'What I want to know' column, again thinking out loud, write down

- What about foreigners or visitors in a country?
- How does one become a citizen of another country?
- Can you be a citizen of two countries at the same time?



Tell the students that the third column 'What I have learned', will be filled after the lesson is completed.

KWL Chart Topic: Citizenship		
What I Know	What I Want to Know	What I have Learned
Citizen:		
Global Citizen:		
Digital or Cyber Citizen:		

Now ask your students to fill in the first and the second column for the other two headings, and jot down all they know about each topic and the questions that are coming in their mind in the appropriate space provided.

KWL strategy allows students to think and increase their inquisitiveness about the topic. It is important to give students enough time to work at their own pace. If some students complete their work earlier, ask them to read the chapter quietly on their own.

After the students have filled in the two columns, ask them to share what they have written and prepare a KWL chart for the classroom with the students' help, so that all are motivated and eager to know more. (Students who have similar information can do 'thumbs up', so that the whole class is involved. Many will probably have the same points).

Students should be asked to read pages 1 and 2 for homework and try and get some more information about the three different kinds of citizens from their parents, internet, etc.

Pre-reading task: **textbook pages 1 and 2**

Lesson plan 2

Time duration: 40 minutes

Methodology

Students read the following topics taking turns. Explain and ask questions wherever necessary.

Topics

- Who is a citizen?
- How does one become a citizen of a country?
- Global Citizen
- Digital or Cyber citizen

Before and while reading each topic ask relevant questions to check on students' prior knowledge and understanding

- Is any student a citizen of another country?
- Can a person be a citizen of more than one country?
- What do you understand by naturalization?
- What do you understand by global citizen?
- How can you be a global citizen?
- What do you understand by digital or cyber citizen?
- How many of you use the internet?
- Are your parents there and do they know what you are doing while you are on the computer?
- Are you familiar with some of the rules a cyber citizen must follow?

A global citizen is a person who is aware of what is happening, not only in his or her community and country but also has knowledge and interest in the events taking place in the world. Global citizens understand their place in the world and know that they can make a difference while working with citizens of other countries to make their planet a better place for all.

Young people should be encouraged to develop the understanding and the skills required to engage and participate in global activities, such as improving the environment, standing up for justice and peace, etc. and gain the realisation that people belonging to different countries, cultures, race, or religion are equal and that by working together they can bring about a positive change.

Show the following slide share about global citizenship to give a wider perspective of what global citizenship stands for. Explain each slide and ask questions to check for students' understanding.

<https://prezi.com/p/r84ztzlc-nwz/we-are-the-worldon-global-citizenship/>

For a more visual impact share the following poster with the students. Link for the poster:

<https://uwsglobal.net/get-involved/fundraise-as-a-school/>

Global citizenship is the key to protecting our world for the future generations.

A global citizen:

- is aware of the wider world
- respects and values diversity



- lives in a way that is sustainable
- is open and curious
- wants to tackle social justice
- takes action towards equity
- believes all children and young people have a right to education

Extension activity: (An extra 40 min class-time would be required for this activity)

Students can be asked to design a poster individually as homework or in groups of 3 or 4 in class to show how they can be a good global citizen.

Cyber or Digital citizenship

Since 1990's, the use of Internet has increased considerably, so much so, that it has now become an essential part of our daily lives. Students need to be familiar with the rules and regulations that go along with the use of internet. Whether it is surfing the web or playing digital games, certain important aspects have to be kept in mind, so that students are safe and cyberbullying is avoided.

Review the topic of 'Digital or cyber citizen' Ask your students how many of them have access to a computer, a tablet or a smart phone, and how many of them use the Internet. Check on their prior knowledge about the etiquettes, or (the term now used is netiquettes), they need to have while using the Internet. First ask them to share their views about how they can use the internet safely with their shoulder partner (student sitting next to them), and then have a whole class discussion on 'cyber safety'.

Lastly ask students to fill in the third column of their KWL chart writing down all that they have learnt in the previous lessons about 'Citizens', 'Global citizen', and Digital or Cyber citizen'

CW: Do Q.1 from Quick Recall and Q.1 from Learning Check

Pre-reading task: textbook pages 4 and 5

HW: Do Q.2 from Learning Check.

Chapter 1.2: Human rights

Teaching objectives

By the end of the chapter, students will be able to:

- define 'Human Rights'
- explain fundamental human rights
- differentiate between rights and responsibilities

Vocabulary

- **Fundamental:** Very important and basic.
- **Entitled:** Having the right to something.
- **Constitution:** A set of rules for how a country is run.
- **Accountable:** Being responsible for your actions and answering for them.
- **Responsibilities:** Duties or tasks you are expected to do.
- **Consequences:** The results of your actions, which can be good or bad.

Lesson plan 1

Time duration: 40 minutes

Methodology

Fundamental human rights

Write the words 'Human Rights' on the chalk board. Ask students what they understand by the term 'Human Rights'. Take their answers and then explain that all human beings on the earth are born equal. They may be from any nationality, but they all have the same kind of freedom and are entitled to the same privileges. Having a different skin colour, beliefs, different financial status or whether a person is educated or illiterate does not affect or change the rights an individual has. All human beings must have these rights so that the stronger or the more influential people in the society do not oppress the weaker and less fortunate ones.

The fundamental rights or the basic rights any human being has are based on the common values all human beings share, such as dignity, respect, equality, independence, etc. As citizens everyone has the right to practice their religion freely, have freedom of speech, get education, etc.

Rights come with responsibilities

Ask the students; how they think that these rights could be protected, and how one makes sure that the poor and the weak will enjoy the same privileges as the rich and the influential individuals.

Allow students to discuss with their shoulder partners and then take their responses. Explain that the government of a country makes laws to ensure that everyone gets equal rights and if



someone breaks these laws, then, there are consequences. For example, if someone breaks a traffic law, and does not stop at the red light, he or she is violating the other person's right to be safe. Therefore, there is a fine for this violation. If the driver continues to break traffic laws, his or her license may be cancelled.

Extension Activity: Draw two columns on the board. Label them 'Rights of a citizen' and 'Responsibilities of a citizen'. Ask students what some of the rights of a citizen are, and also some of their responsibilities as a citizen. Fill in the two columns with the responses given by them.

Put students in groups of four and give them the following scenarios. Ask them to discuss and write down on a sheet of paper (one sheet for each group can be given) what they would do as good citizens in the given situations. Use the structure 'Round Robin' so that everyone gets a chance to express their views. Display the completed in the classroom.

1. You come out of your house in the morning and see a lot of garbage on the street outside your house.
2. An old man is trying hard to pick up the groceries that have fallen and have spread all over the street. You notice that the bag he was carrying his groceries in has also torn.
3. It is general election day in your country, but your elders are not interested in casting their vote.
4. A labourer who is working at your house has not been able to complete the work assigned to him for the day, as he is not feeling well.
5. You see an injured kitten just outside your gate.

Move around to see how the students are working and assist where necessary.

Extension work should also be done to give students the opportunity to realise the importance of being a good citizen and how satisfying it is if you put in your share to help others or make things better.

CW: Do Q.1 from Quick Recall and Q.1 from Learning Check.

Pre-reading task:

HW: Do Q.2 from Learning Check.

Chapter 1.3: Harmony

Teaching objectives

By the end of the chapter, students will be able to:

- define the term harmony
- define the term tolerance
- describe the importance of living in harmony with each other by accepting differences (social and cultural)
- define the term 'peace' and 'conflict'
- explain that attitudes affect and create conflict and peace
- resolve conflicts through discussion
- recognise the causes of disagreements at the personal and peer level, household and neighbourhood level

Vocabulary

- **Harmony:** When people live and work together peacefully.
- **Characteristics:** Special qualities or features that make someone or something different.
- **Bias:** An unfair preference for or dislike of something or someone.
- **Tolerance:** Accepting and respecting others' differences.
- **Conflict:** A serious disagreement or argument.
- **Conflict Management:** The process of handling and resolving conflicts peacefully.
- **Compromise:** An agreement where each side gives up something to reach a solution.
- **Prosper:** To do well and succeed, especially financially.
- **Attitude:** The way you think and feel about something.
- **Unfortunately:** Used to express bad luck or something that went wrong.
- **Resolve:** To find a solution to a problem or conflict.
- **Disagreement:** When people have different opinions about something.
- **Positively:** In a good or optimistic way.

Lesson Plan 1

Time duration: 40 minutes

Methodology

Importance of living with harmony

To introduce the lesson, call out two students in front of the class. Ask them a few questions to find their point of view about the school environment, the subject they like, etc. to highlight that people can have different opinions, choices, likes and dislikes.

Explain to the class that the two students have different point of views yet they must respect each other. This is living with harmony and it is essential for a happy and healthy environment; whether it is in the classroom, the school, their homes, the society, or even the



whole world. One has to accept and respect other people's point of view. This will help people to get along better, be fair in their dealings with each other, and not have any prejudice or bias against people who are different from them.

Ask the students what might happen if people do not accept others point of view. To help everyone think, use 'think, pair and share' strategy. Take students' answers. Of course there would be chaos and confusion, people would be arguing and fighting all the time.

Ask students what is the best way to deal with it. Write the words they give on the chalk board; have patience, stay calm, stay quiet, do not argue, try and understand the other's point of view. In other words, be tolerant and show tolerance as that

would solve many problems.

Put students in groups of three. Ask them to read the topic 'Reasons for difference of opinion' from p.6, taking turns and then share an incident of their own within the group, where they and the other person concerned, showed tolerance, cooperated with each other and reached a compromise accepting each other's point of view. The problem was thus resolved and both concerned were satisfied.

Enough time should be given, so that all the students in the group get a chance to relate their incident.

Conflict versus peace

Show the following video, preferably twice.

The Berenstain Bears and the Trouble with Friends

<https://www.youtube.com/watch?v=dbw0ACfwO3U>

Lead the class into a whole class discussion and ask students what the conflict was between the two girl bears and how it was resolved.

Impact of behaviours

Elicit from students if it was possible to avoid conflicts and what was the attitude required, so that even if two people did not agree with one another, there would still be goodwill, respect and concern for one another.

Read the content of the topic on p.7, and explain where necessary. Then ask students to turn to their shoulder partner and share with them if they too practice any of the six points, when they are in a conflict with their friends or their siblings.

CW: Do question 1 from Quick Recall.

Pre-reading task: textbook page 8

HW: Do activity 1 from Going Further.

Lesson plan 2**Time duration:** 40 minutes**Methodology**

Ask students if it is possible that there is no conflict at all among human beings, even though they may have different view-points. Take their answers and explain that it is not possible for everyone to agree on the same things, as human beings are quite different from each other. Even the siblings, who are brought up in the same environment have their own choices, their likes and dislikes.

Conflicts are unavoidable but civilised and sensible people do not let things get out of hand. They know how to deal with the situation. They show empathy, respect, kindness, fairness and understanding and are thus able to manage the situation well, so that all are happy in the end. Emphasise on how communication is key to resolving conflicts.

Ask students to recall the video. Preferably show them the video again.

The Berenstain Bears and the Trouble with Friends

<https://www.youtube.com/watch?v=dbw0ACfwO3U>

Do a brainstorming activity in which first ask the students to identify the conflict in the video and then propose possible solutions to resolve it.

Discuss the term “Civic Sense” and ask students what they think it means. Write their responses on the board. Explain that civic sense refers to the awareness of social responsibility and the understanding of one’s role in society. Ask students to think about examples of good and bad civic sense in their daily lives, such as keeping the environment clean, following traffic rules, and respecting others’ rights.

Introduce the term “WASH” and explain that it stands for Water, Sanitation, and Hygiene. Discuss why each of these components is important for a healthy life.

CW: Do Q.1 from Learning Check.

Pre-reading task: textbook pages 10 and 11

HW: Do Q.2 from Learning Check.



Chapter 1.4: Communication

Teaching objectives

By the end of the chapter, students will be able to:

- define the term 'communication'
- identify the forms of communication and their importance (art, language, letters, email, postcards, TV, radio, internet, computers, cell phone)

Vocabulary

- **Communication:** The way people share information, ideas, and feelings.
- **Mouthpiece:** The part of a phone you speak into.
- **Earpiece:** The part of a phone you listen to.
- **Operator:** A person who helps connect telephone calls.
- **Dialing System:** The method used to enter phone numbers to make a call.
- **Features:** Special functions or abilities of a device or system.
- **Distracted:** Not paying attention because your mind is on something else.
- **Radiation:** Energy sent out in the form of waves or particles, often from electronic devices.
- **Destination:** The place where someone or something is going.
- **Surface Mail:** Mail that is transported by land or sea, not air.
- **Software:** Programs and instructions that make a computer work.
- **Digitally:** Using or relating to computers or electronic technology.
- **Social Media:** Websites and apps that let people share and connect with others online.

Lesson plan 1

Time duration: 40 minutes

Methodology

Communication is the capability to pass on or transfer knowledge and information to others. Throughout history, many different communication methods have been used by human beings. Cave paintings, smoke signals, use of drums, and many other methods were used by early man. Show some of these to students online for inspiration.

Means of communication changed and developed with the growing needs of human beings.

As human societies progressed the need for quicker means of communication grew and thus better and faster communication devices were invented. Postal service was started by the European monarchs to send their messages, as early as 1477. However, sending letters became a popular means of communication in the 19th century, when postal service became much cheaper and was open to general public.

In 1830's – 1840's telegraph invented by Samuel Morse revolutionized long distance communication. To transmit messages electrical signals were sent through wires that

connected the two stations. In 1876, Alexander Graham Bell invented the telephone. It was a remarkable invention, as a lot of time was saved to convey messages. The telephone was remodeled a number of times before it took the present touch button form that we use today for our landline.

The biggest and most incredible progress in the history of communication was the invention of Internet in 1960's. Prior to the Internet, computers were huge and in order to access the data stored one had to go to the site or send magnetic computer tapes by post.

The mobile phone, which has taken over the whole world and has become the main source of communication now, was invented by Martin Cooper, a Motorola employee. He made the first call on April 3, 1973, forty-eight years ago.

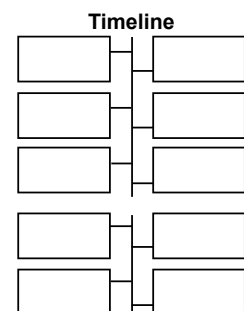
Now, when someone says 'phone', it refers to a mobile phone and this mobile device is not just a phone but has many more applications, which are increasing every day. Elicit from students their prior knowledge about communication and how different communication devices were developed. Ask students to turn to their shoulder partner and go over pages 12 and 13.

Look at the pictures and share with each other what they know about them. Show the above short video and explain each means of communication (refer to the notes given above).

Make a timeline on the chalk board similar to the one below. Put the date in each box as given below and ask students to help you fill in giving the sequence of the development of communication and the various devices that were invented to make communication easier and quicker.

Timeline

1. Ancient times: cave paintings, smoke signals, beating of drums
2. 15th century: Postal service, printing press
3. 1837 CE: Telegraph
4. 1843 CE: Fax machine
5. 1876 CE: Telephone
6. 1901 CE: Radio
7. 1925 CE: Television
8. 1936 CE – 1938 CE: First programmable computer
9. 1960 CE: Internet
10. 1973 CE: Mobile phone
11. 1981 CE: Laptop



Ask students to make a similar timeline in their notebooks

CW: Do Q.1 from Quick Recall and Q.1 from Learning Check.

Pre-reading task: textbook pages 15-17

HW: Do Q.2 from Learning Check and Q.1 from Going Further.



UNIT

2

CULTURE AND DIVERSITY

Chapter 2.1: Importance of Culture and Diversity

Teaching objectives

By the end of the chapter, students will be able to:

- define the term 'culture'
- enlist the different components of the culture of Pakistan
- define the term nation and nationality
- explain reasons for taking pride in being a Pakistani and the concept of patriotism

Vocabulary

- **Traditions:** Beliefs and customs passed down from one generation to another.
- **Lungi:** A long piece of cloth worn wrapped around the waist in some cultures.
- **Turban:** A long cloth wrapped around the head, often worn for cultural or religious reasons.
- **Generation:** All the people born and living around the same time.
- **Subcultures:** Groups within a larger culture that have their own unique beliefs and practices.
- **Uniqueness:** Being one of a kind or different from others.
- **Multicultural:** Including many different cultures.
- **Coexist:** To live together peacefully.
- **Characteristics:** Special qualities or features that make someone or something different.
- **Cuisine:** The style of cooking or food from a particular place or culture.
- **Traditional:** Something that has been done in the same way for a long time.
- **Handicrafts:** Items made by hand, often using traditional skills.
- **Folk Tales:** Stories passed down through generations, often explaining a culture's beliefs.
- **Customs:** Usual ways of behaving or doing things in a particular culture.
- **Minorities:** Small groups within a larger population.
- **Festivals:** Special celebrations often held yearly, usually with cultural or religious significance.
- **Ceremonies:** Formal events held to mark special occasions.
- **Prosperous:** Successful and wealthy.
- **Interfaith:** Involving people from different religions.
- **Resilient:** Able to recover quickly from difficulties.

Lesson plan 1**Time duration:** 40 minutes**Methodology**

Begin by asking students if they know what a “nation” is. Write their responses on the board. Then, introduce the concept of nation and nationality using the following definitions:

- A nation is a large group of people who share the same language, culture, traditions, and history.
- Nationality refers to the country to which one belongs. It is a legal relationship between an individual and a state.

Exploring Nationalities

Show students a world map or globe and point out Pakistan. Explain that Pakistan is their country and their nationality is Pakistani.

Show them the national flags of Pakistan and other countries, and explain that each country has its own flag, which represents its nationality. Discuss the nationalities of other countries (e.g., Iranians, Australians) and encourage students to share any experiences they may have had with people from different countries.

Qualities of the Pakistani Nation

Discuss the qualities of the Pakistani nation mentioned in the content (e.g., patriotism, charity, resilience). Ask students to share examples of how they or their family members have demonstrated these qualities. Show pictures or videos of Pakistani athletes, doctors, and charitable organisations to illustrate these qualities.

Explain that if people of a country take pride in being its citizens, and have the feeling of attachment and devotion towards their homeland and their fellow citizens, they are patriotic in the true sense.

They will voluntarily obey laws, respect the rights of others, contribute positively to their society, and never get involved in any anti-state activity.

Components of Culture

Discuss the components of culture mentioned in the content (e.g., language, clothing, arts, music). Show pictures or videos of traditional Pakistani clothing, arts, and music. Ask students to share examples of cultural elements they have seen or experienced in Pakistan or other countries.

Clothing and culture

What do clothes tell us about a culture? The way people of a certain culture dress up disclose a lot about their beliefs, customs, traditions and values. Clothing styles of different cultures have not suddenly come up, but have changed and evolved through the years. These can tell us about the technology that was available, the way of living and even climate. People



usually wear traditional clothes during their festivals. It shows their respect and love for their country and their culture and also their family values. Elders always feel proud and happy when they see youngsters, and children wearing their traditional clothes on eids, weddings and other family functions.

Language and culture

How are culture and language related? Language is an extremely important part of culture, as it is the vital means for interaction and communication among people. It is the medium through which facts are expressed and recorded. Literature, poetry, art and television programmes all express the culture of a certain place. Language has different dialects. People may pronounce the same words in different manner, with a different tone of voice and accent. For example, English is spoken in many different countries but an Australians, an American or a British all speak with a different accent. Sometimes the same words may even have a different meaning in another country. For example in America 'boot' means a shoe, whereas the same word in England means the trunk of a car.

Extended Activity: (This will require a separate 40-minute class-time)

Divide the class into groups and assign each group one cultural element (e.g., clothing, sports). Ask them to create a poster or presentation to showcase their assigned cultural element and its significance in Pakistan.

National Festivals

Discuss the importance of national festivals in Pakistan (e.g., Pakistan Day, Independence Day). Show pictures or videos of celebrations during these festivals. Ask students to share their experiences of celebrating national festivals.

Pakistan is a remarkable nation with immense cultural and regional diversity. There are more than 15 ethnic groups in Pakistan. They speak different languages; have different customs, dress, and food. Some of these groups include Sindhi, Punjabi, Balochi, Pashtuns, Hazaras, Kashmiris, Makrani, and Baltis, etc. Islam came to this region in 700 CE. It is the religion of a great majority in Pakistan and has a strong influence on the culture of this region.

CW: Do Q.1 from Quick Recall and Q.1 from Learning Check.

Pre-reading task: textbook pages 20 - 21

HW: Do Q.2 from Learning Check.

Chapter 2.2: Cultural Diversity

Teaching objectives

By the end of the lesson, students will be able to:

- Define diversity and identify characteristics of diverse groups
- Describe the key features of Pakistani culture and its diversity
- Appreciate the value of different cultures and respect their differences
- Appreciate religious diversity by identifying different festivals celebrated by different religions.

Lesson plan 1

Time duration: 40 minutes

Methodology

Diversity in Society

Begin with a discussion on what culture means to the students. Introduce the term 'diversity' and relate it to everyday experiences. Have students read aloud from the textbook, pages 20-23, focusing on the key points of cultural diversity. Explain that diverse groups include people belonging to different cultures, ethnicities, social and economic backgrounds, abilities/ disabilities etc. Discuss how differently-abled people are an important part of society and deserve fair representation in all fields.

Characteristics of Diverse Groups

Discuss examples from Pakistan to illustrate cultural and religious diversity: e.g., different cultures such as Sindhi, Punjabi; religious minorities like Christians, Hindus Sikhs; explaining how they coexist peacefully. Show images of traditional clothes worn by different cultural groups for visual reference. You may also refer to the images used in the textbook.

Discuss why diverse societies are beneficial; explain that new ideas lead to new businesses/jobs opportunities which aid societal prosperity.

Cultural Diversity & Festivals

Pakistan is a country not only with diverse culture and language, but there is ethnic and religious diversity as well. Pakistan is a Muslim majority country having 96.28 percent Muslims and the remaining 3.72 percent constitutes the minorities, which include; Hindus, Christians, Parsis, Sikhs and some others. The minorities have the freedom to practice their religion, build their worship places and celebrate their festivals freely. They are given their fundamental rights according to Islam. The minorities should be treated with respect, as according to Islam their welfare is the responsibility of the Muslim state.

Briefly explore key features of Pakistani culture - food items specific to regions/traditional crafts/ folk tales etc., explaining how these elements form a diverse culture. Provide examples



showcasing various religious festivals celebrated within Pakistan across Muslims/Christians/Hindus/Parsis/Sikhs communities — discuss practices followed during these festivities including exchange gifts/prayers/fireworks etc.

Interfaith harmony is extremely important for smooth running of the system and for the progress of the country. There are human-right activists and welfare organizations that play an important role in promoting interfaith harmony, where people of all faiths can live peacefully and happily.

CW: Do Q.1 (i and ii) from Learning Check.

Pre-reading task: textbook pages 21 – 33

HW: Do Q.2 (ii) from Learning Check.

Lesson plan 2

Time duration: 40 minutes

Methodology

Similarities in Cultural Groups

Ask students what they know about the different cultures in Pakistan. Show a map of Pakistan and highlight the different provinces and regions.

1. Language

Explain that Urdu is spoken and understood across Pakistan by many people. Show how different regions use Urdu for communication despite having their own regional languages.

2. Religion

Discuss that about 97% of the population in Pakistan is Muslim. Highlight common Islamic traditions followed by people across all regions.

3. Traditional Dress

Show pictures of different variations of Shalwar Qameez from each region. Explain that while designs may vary, this traditional dress is common throughout Pakistan.

4. Values and Traditions

Emphasize the respect for elders, love for peers, and the tradition of hospitality. Share examples of how these values are practiced in daily life across different regions.

Key Features of Regional Cultures

1. Punjabi Culture

Show images and discuss the significance of Punjab being the land of five rivers. Mention popular languages (Punjabi, Potohari, Siraki) and economic activities (agriculture, mining, industries). Highlight Bhangra dance and devotion to saints like Baba Bulleh Shah and Waris Shah.

2. Sindhi Culture

Describe the ancient roots of Sindhi culture in the Indus Valley civilization. Show images of Sindhi folk heritage, dances (Hojamalu, Dhamal, Jhomar), and traditional Sindhi ajrak. Mention Sufi sages like Lal Shahbaz Qalandar and the presence of a large Hindu population.

3. Balochi Culture

Discuss the uniqueness of Balochistan, the largest province by area. Highlight languages spoken (Balochi, Brahvi, Pashto, Persian) and cultural aspects like Sibi Mela festival and Balochi handicrafts. Show pictures of Balochi embroidery and discuss traditional dances like Lewa and Jhomar.

4. Pakhtun Culture

Explain the influence of the ancient Pashtun way of life. Highlight the provincial language (Pashto) and traditional dance (Katthak). Discuss the customs of the people of Wadi Kailash and mention the famous Sufi saint Rehman Baba.

5. Culture of Azad Jammu and Kashmir

Describe the importance of Kashmiri embroidery and traditional crafts. Highlight the languages spoken (Kashmiri, Pahari) and the famous Kashmiri tea. Show images of traditional shawls and caps.

6. Culture of Gilgit-Baltistan

Discuss the unique traditional dress and caps of Gilgit-Baltistan. Highlight the traditional sword dance and foods like Chap Shoro, Harisa, Mamtu. Show pictures and explain the cultural significance of these traditions.

Highlight that there are about 18–20 different ethnic groups in Pakistan and no province is totally homogenous. We will find people from different ethnic and cultural background living in each province. In Punjab, for example there are Baloch, Pashtuns, Sindhis, Gujrati, Kashmiris, Chitralis and many others cultural groups, and so is the case with other provinces. Pakistan is a country which is not only multicultural but also multilingual. Most of the population here speak more than one language. Urdu, the national language, is almost spoken and understood by everyone.

All the Pakistanis are citizens of Pakistan and they should have equal right to receive education, to acquire jobs, get medical assistance, etc.

Extended Activity: (You will require a separate 40-minutes class-time for this)

At the beginning of the lesson inform students that they will be working in groups on the project, 'Our Culture'. Divide the class into five groups and allocate a province to them. The groups can be named; Sindh, Balochistan, Punjab, Khyber Pakhtunkhwa and Azad Jammu and Kashmir. Show them the fun video below to give them an idea of their location.

<https://www.youtube.com/watch?v=dbok-clxaU4>



Tell students that they should start collecting information and pictures for their project. Also give them the format they would be working on; maybe a chart paper should be given to each group with sub headings.

Go through the lesson, questioning and eliciting students' prior knowledge for each topic. Show them relevant power point presentations and the videos, if possible, in order to prepare the students for their project. Lead the students into a whole class discussion where required.

Once the spadework is done and the students are ready with the information and pictures of the province assigned to them, give them time to work together on their project. The work should be distributed in such a manner that there is equal participation.

Display the completed charts around the class and invite students for a 'gallery walk' (students walk around the class in their groups). Moving around, observing and analyzing, they study the work of other students and as a group write down two positive things and one suggestion for improvement for each poster, including their own. The comments of the students for their peers' work should also be put up alongside the posters, so that each group is able to look at the plus points and recommendations for their work.

CW: Do Q.1 (iii) from Learning Check.

Pre-reading task: textbook pages 28 - 29

HW: Do Q.2 (ii) from Learning Check.

Chapter 3.1: State and Government

Teaching objectives

By the end of the chapter, students will be able to:

- Understand the concept of a state and its elements.
- Learn about the role and types of government.
- Understand what a constitution is and its significance.
- Differentiate between a state and a government.
- Learn about general elections and the voting process.
- Define the term 'leader' and their qualities

Vocabulary

- **State:** A specific area with its own government, laws, and sovereignty.
- **Government:** Elected people who run the state's affairs.
- **Constitution:** A set of rules for running the country.
- **General Elections:** Held every five years to elect representatives.
- **Voting:** The process by which citizens select their representatives.

Lesson plan 1

Time duration: 40 minutes

Methodology

State and Government

Start with a brief discussion on what the students know about their country, Pakistan. Introduce the term "state" and explain that Pakistan is a state. Explain that a state is a specific area where the people of a nation live and has its own autonomous government, laws, and sovereignty.

Use flashcards to introduce the four elements of a state:

- **People:** Explain that for a state to exist, there must be people who live there permanently.
- **Geographical area:** This is the land that makes up the state.
- **Government:** A group that enforces laws and regulations.
- **Supreme power:** The highest authority of the state. In Pakistan, according to the constitution, this power is Allah Almighty.

Discuss the responsibilities of the state, such as protecting the rights of its citizens and working for their welfare.



Explain that government is a group of elected people who run the state's affairs, make laws, and enforce decisions. You may show pictures of different government types: democracy, monarchy, and dictatorship. Use simple definitions to explain each type. Discuss how a democratic government, like in Pakistan, is elected by the people.

Constitution

Display a copy or image of Pakistan's constitution. Briefly explain the importance of rules in games and link it to the constitution.

Explain that a constitution is a set of rules stating how a country is run by its government. It is the supreme law of the state. Discuss the history: Pakistan had its first constitution in 1956, followed by the ones in 1962 and 1973. Explain the role of the Prime Minister as the elected head of the government.

Difference between State and Government

Create a Venn diagram on the whiteboard showing the differences and similarities between a state and a government.

- **State:** A permanent entity with its own government and laws.
- **Government:** A temporary group of elected representatives who manage the state.

Now discuss the responsibilities of both the state and the government.

General Elections and Voting

Explain the process of general elections, which are held every five years in Pakistan. Explain that citizens vote in elections to choose their representatives, similar to how students vote for a class monitor. Discuss the importance of voting and how it allows citizens to have a say in their government.

Use the following notes to further explain the qualities of a good leader. Explain to the students that they should choose their leaders carefully based on these qualities. Moreover, they should try to build these qualities in themselves if they want to become future leaders.

Some qualities of a great leader

1. Awareness (they should knowledgeable and know what is happening in their own country and in the whole world)
2. Decisiveness (they should have the capability to make quick and tough decisions)
3. Empathy (they should be caring and understand how others feel)
4. Accountability (if things go wrong, they should not blame others and should be answerable for their decisions and actions)
5. Confidence (they should have the ability to face challenges and confidently move forward)
6. Optimism (they should look at the brighter side of life and remain optimistic even when things don't seem so good)
7. Honesty (honesty and truthfulness are important trait, otherwise people will not believe their leaders)

8. Focus (to get work done in a proper manner, they should remain focused on the job at hand)
9. Inspiration (their personality, actions, and words should be a source of inspiration to others and they should be able to motivate people to do constructive and beneficial work for their country) After giving the students time to complete their mind map, call out a student from each group to share the qualities they had jotted down. List them on the board and keep adding if someone gives a different quality.

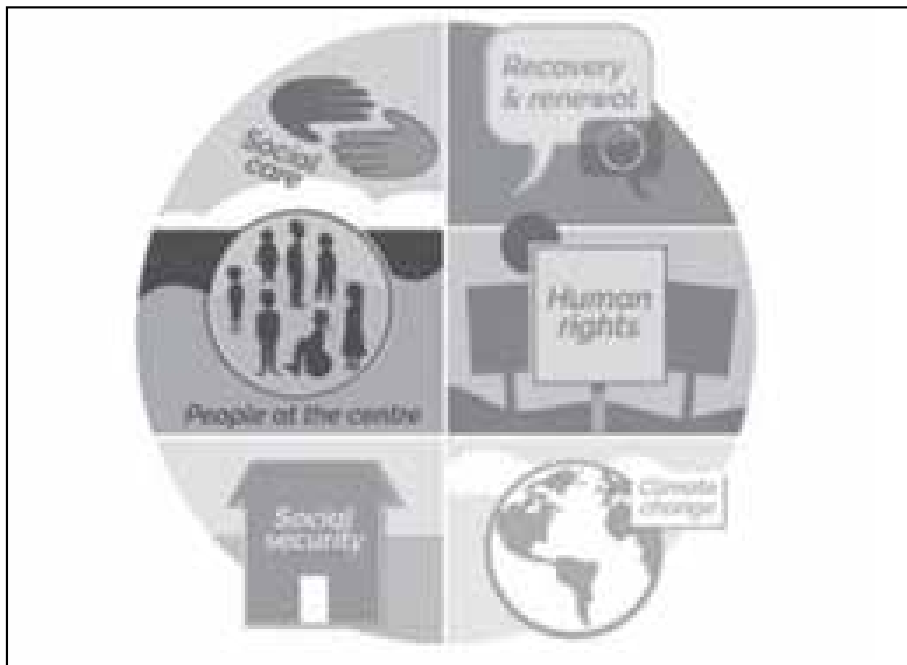
Extended Activity: (This will require a separate class-time of 40 minutes)

Mock Elections for a Class Monitor

Write the word 'General Elections' on the board. Ask students what they understand by it. Take their answers and explain that general elections are the elections that take place in the whole country at the same time. There are by-elections also which take place when elections are held on a selected seat only. This may happen if someone elected vacates a seat due to some reason.

Before the next lesson, inform students that they too will have elections in class to select their class representative. Explain the voting process and select about 3 or 4 students from the ones who volunteer to be the candidates. Ask them to prepare a convincing speech telling their peers how they would work for their betterment. Students can also prepare posters showing their manifesto in order to convince their voters. (Manifesto is the plans or program of a political party, which it wants to implement if it comes into power after elections).

Share the poster below with the students and guide them as to how they should prepare their manifesto.





Before the students cast their votes, show the following video which explains the voting process.

Link:

<https://www.youtube.com/watch?v=GrG7zBUDiqQ>

CW: Do Q.1 from Learning Check.

Pre-reading task: textbook pages 21 - 33

HW: Do Q.2 from Learning Check.

Chapter 4.1: History

Teaching objectives

By the end of the chapter, students will be able to:

- Define the term 'History'.
- Trace early settlements and their areas.
- Identify ancient Civilisations along major rivers and coastal areas of the world (Mesopotamia, Nile Valley (Egyptian), and Indus Valley along with their timeline).
- Describe the advent, lifestyle, sites, and decline of Indus Valley Civilisation.

Vocabulary

- **Prehistoric:** The time before people wrote down history.
- **Archaeologists:** Scientists who study ancient places and things people left behind.
- **Hunter-gatherers:** People who lived by hunting animals and gathering plants for food.
- **Settlements:** Places where people live and build homes.
- **Cultivate:** To prepare land and grow crops.
- **Professions:** Jobs or careers that people do for work.
- **Plentiful:** Having a lot of something.
- **Combining:** Bringing things together to make something new.
- **Civilisation:** A society with cities, a government, and workers who do different jobs.
- **Access:** The ability to get or use something.
- **Plough:** A tool used to dig and turn over soil for planting.
- **Sickle:** A curved tool used for cutting crops.
- **Hieroglyphs:** Picture writing used by ancient Egyptians.
- **Papyrus:** A plant used to make paper in ancient Egypt.
- **Mummification:** The process of preserving a dead body in ancient Egypt.
- **Pyramids:** Huge stone structures built as tombs for Egyptian kings.
- **Cuneiform:** An ancient form of writing using wedge-shaped symbols.
- **Sundial:** A tool that tells time by using the shadow of the sun.
- **Declined:** To become weaker or less important.
- **Geographical:** Relating to the land and natural features of a place.
- **Excavated:** Dug up from the ground, often by archaeologists.
- **Drainage:** Systems to remove water from an area.
- **Subcontinent:** A large, distinct part of a continent, like India.
- **Carved Seals:** Small, engraved stones used for stamping or printing.
- **Figurines:** Small statues or models of people or animals.



Lesson plan 1

Time duration: 40 minutes

Methodology

Write the words History and prehistoric on the board and elicit from students what they understand by the word History and prehistoric. Use 'think, pair and share' method and ask students to pair up with their shoulder partner and discuss what they know about the above two words. After taking their responses, write down the definition of the words on the board. Carrying forward the discussion, ask students how it is possible to know about something millions of years ago when there is no written record of it. Again let them discuss with their shoulder partner before taking their answers.

Explain that Archeology is the study of the human past by using material remains. Archaeologists use the objects that people of the past created or used to analyse how they lived in a certain time and place.

Calendars

Elicit from students what AH, CE and BCE stand for when recording dates.

Explain that the Hijri calendar, which starts from the emigration of Prophet Muhammad from Makkah to Madina, is a lunar calendar and the first of each month starts with the sighting of the new moon. It has 354 or 355 days. The months are either 29 or 30 days. The current year is 1445 AH.

Gregorian calendar is a solar calendar and is more widely used. A solar year is the time the earth takes to orbit the sun and that is 365 days. CE (Common Era) in the dates according to this calendar refer to the number of years from the birth of Jesus Christ, Prophet Esa and BCE (Before Common Era) refers to the years before the birth of Prophet Esa.

Show the following video to students. Pause in between and explain where necessary. (It is suggested that the video should be paused at 0:33 and then restarted at 0:43 as it shows the evolution of man)

Link:

<https://www.youtube.com/watch?v=rLFGra2TiTE>

River Valley Civilisations

Elicit from students the necessary things that are required by human beings to live and survive in a place. Again use 'Think, pair and share' strategy and allow students to discuss with their face partner (the student sitting in front) and make a list of the things necessary for human survival. Take the answers and these write on the board. For example; water, food, some shelter from harsh weather, clothes, etc.

Explain that the most important and absolutely necessary requirement is water, without which surviving even a day is impossible. So where would the early inhabitants of the world live? Point out the rivers mentioned in the students' textbook. The students can also use the atlas to locate the rivers mentioned in their textbook (page 31)

CW: Do Q.1 (i, ii, and iii) from Learning Check.

Pre-reading task: textbook pages 32 - 33

HW: Do Q.2 from Going Further.

Lesson plan 2

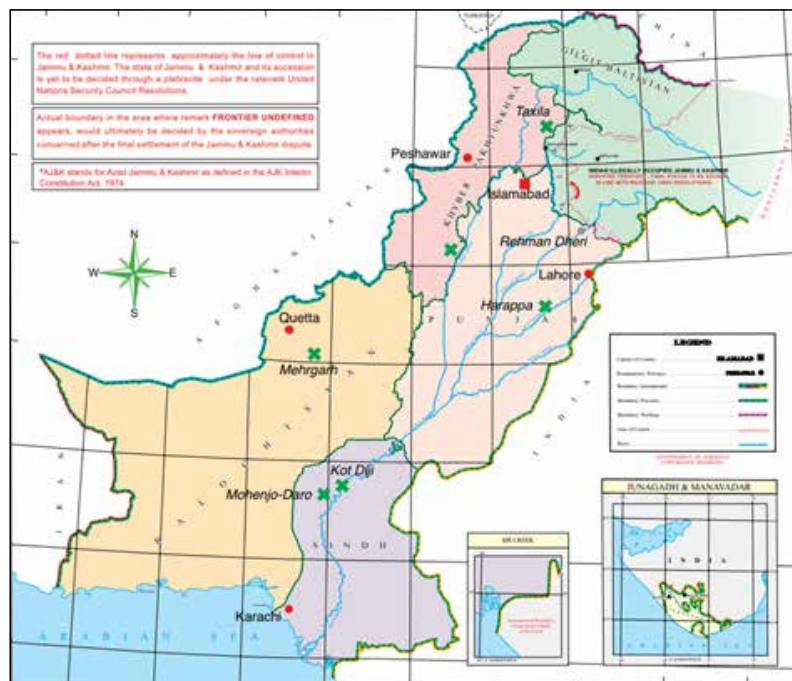
Time duration: 40 minutes

Methodology

Indus Valley Civilisation

Among the three earliest civilisations, Egyptian, Mesopotamian and the Indus Valley Civilisation, the Indus Valley was the most extensive. It consisted of two large cities, Harappa and Mohenjo-Daro, and more than one hundred small towns and villages. The population of Harappa was estimated to be between 23,500–35,000 and the population of Mohenjo-Daro between 35,000–41,250. The ruins of Mohenjo-Daro were selected as UNESCO World Heritage site in 1980.

Refer to an online map of archaeological sites of Pakistan. Ask students to study the map carefully and write down the names of the archaeological sites presented on the map. Ask them what is common about their location. (They are all situated next to River Indus and that is the reason it is called the Indus Valley Civilisation). You may use the following map for this activity:



Read the relevant text (pages 32–34). Explain where necessary. For reinforcement show the following videos



Links:

1. Indus Valley

<https://www.youtube.com/watch?v=AB8VCihgqXs>

2. Indus Valley Civilisation video well explained in Urdu

<https://www.youtube.com/watch?v=y3vBqgdIk9k>

3. Harappa

<https://www.youtube.com/watch?v=a8TQgvqTX30>

Ask students to work individually and make a booklet showing the various features of Indus Valley Civilisation. They can research the following aspects and write briefly about each and also illustrate where possible.

Indus Valley Civilisation

Elements	Mohenjo-daro	Harappa
Time period		
Location		
Tools		
Writing		
Way of life		
Inventions		
Decline		

Also read Soan Valley and Mehrgarh. Explain where required.

Link:

<https://www.youtube.com/watch?v=mBYGj0SbAyQ>

CW: Do Q.1 (iv) from Learning Check.

Pre-reading task: textbook pages 32 - 33

HW: Do Q.2 from Learning Check.

Chapter 4.2: Early History of Pakistan

Teaching objectives

By the end of the chapter, students will be able to:

- Describe the role of Sir Syed Ahmed Khan, Quaid-e-Azam رحمه الله عليه, Allama Iqbal رحمه الله عليه, and Mohtarma Fatima Jinnah in the creation of Pakistan

Vocabulary

- Subcontinent:** A large, distinct part of a continent, like India.
- Local:** Related to a particular area or neighbourhood.
- Revolt:** To fight against authority or rules.
- Ruthlessly:** Acting without pity or compassion.
- Attitude:** The way someone feels or thinks about something.
- Declined:** To become weaker or less important.
- Encouraged:** Given support or confidence to do something.
- Entirely:** Completely or fully.
- Proposed:** Suggested an idea or plan.
- Majority:** More than half of a group.
- Convinced:** Made someone believe something is true.
- Struggle:** To try very hard to do something difficult.
- Particularly:** Especially or more than usual.
- Discipline:** Training to behave in a controlled way.
- Arduous:** Very difficult and requiring a lot of effort.
- Philosopher:** A person who thinks about and studies ideas about life.
- Jurist:** An expert in law.
- Revolutionary:** Involving or causing a big change.
- Potential:** The ability to grow or improve in the future.
- Patriotic:** Showing love and support for your country.

Lesson plan 1

Time duration: 40 minutes

Methodology

Use the KWL strategy to elicit from students what they know about 'how Pakistan gained independence'. Students can work independently in their exercise books or as a group of four on a chart paper.



MAKING OF PAKISTAN		
What I Know	What I Want To Know	What I Learned

Show the video below, pausing and explaining where necessary. Highlight Sir Syed Ahmed Khan's efforts to educate the Muslim. Play the video a second time without pausing. Ask questions to check for students' understanding. Note taking skills may be introduced here. Students can make short notes using bullet points (with the teacher's assistance) when the video is paused.

Link:

<https://www.youtube.com/watch?v=2ICK6pofXEs>

CW: Do Q.1 from Quick Recall and Q.1 (ii) from Learning Check.

Pre-reading task: textbook pages 40 - 41

Lesson plan 2

Time duration: 40 minutes

Methodology

Quaid-e-Azam رحمۃ اللہ علیہ, **Allama Iqbal** رحمۃ اللہ علیہ, **Mohtarma Fatima Jinnah**

Read Pages 37-39 along with the students. Show students the following videos of Quaid-e-Azam رحمۃ اللہ علیہ in his voice. Discuss the content of each and then replay again.

Link:

<https://www.youtube.com/watch?v=ID7d9rVXFag>

https://www.youtube.com/watch?v=kQYSH1yu_Rs

Ask them to do some research as well and write down 10 interesting facts about each of the three great personalities; Quaid-e-Azam رحمۃ اللہ علیہ, Mohtarma Fatimah Jinnah and Allama Iqbal رحمۃ اللہ علیہ. Students' work can be presented on a chart paper or in the form of a booklet. At the end of the lesson, ask students to go back to their KWL chart and fill in the third column, 'What I Learned'

CW: Do the remaining of Q.1 from Learning Check.

Pre-reading task: textbook pages 40 - 41

HW: Do Q.2 from Learning Check.

Chapter 5.1: Maps and Globes

Teaching objectives

By the end of the chapter, students will be able to:

- Define the terms 'map' and 'globe'.
- Name the key elements of a map.
- Recognize the concept of direction by using the term 'cardinal points' and compass directions with the help of a diagram.
- Explain the concept of BOLTS with the help of a map

Vocabulary

- **Distinguish:** To recognize or point out the differences between things.
- **Spherical:** Shaped like a ball or globe.
- **Continents:** The large landmasses on Earth, like Africa and Asia.
- **Oceans:** The vast bodies of saltwater that cover much of Earth's surface.
- **Varies:** Changes or differs.
- **Information:** Facts or details about something.
- **Peeled:** Removed the outer layer of something, like fruit.
- **Border:** The line where one area, such as a country or state, ends and another begins.
- **Orientation:** The direction something is facing or the way it is positioned.
- **Legend:** A key on a map that explains what the symbols mean.
- **Symbols:** Pictures or shapes that stand for something else on a map.
- **Boundary:** A line that marks the edge of an area.
- **Impossible:** Something that cannot be done.
- **Accurately:** Doing something without making mistakes.
- **Calculate:** To figure out the amount or number of something.
- **Scale:** A tool on a map that shows the relationship between distances on the map and in real life.
- **Coastline:** The edge of the land where it meets the ocean.

Lesson plan 1

Time duration: 40 minutes

Methodology

Write the word 'map' on the board. Elicit from students their prior knowledge about what it is, what different kinds of maps they have seen or they know about and what the different elements of a map are. Ask students if they have ever used a map to find a place.



Put students in groups of 4 and provide each group with a coloured world map. If they have an atlas, they can use that. Ask students to locate the continents and the oceans on the map. Next ask them to locate Pakistan and elicit how it is possible to distinguish one country from the other. Then tell them to find the neighbouring countries of Pakistan. Take the answers from the students and explain where necessary.

Show the globe to the students. (If possible, provide one to each group). Allow students to brainstorm and write down the differences they notice between a map and a globe. The teacher facilitates by moving from one group to the other and ensures that all are participating. The students then share their findings with the class.

Read the relevant pages (page 40-41) and show the following videos, explain where necessary.

Links:

<https://www.youtube.com/watch?v=ncR9lmC9VBg>

<https://www.youtube.com/watch?v=4uGh9bXCgMA>

Ask students to carefully study the map of Pakistan on page 44. Note the different things shown in the map and discuss their findings with their shoulder partners.

CW: Do Q.1 from Learning Check.

Pre-reading task: textbook pages 42 - 43

HW: Do Q.2 (ii) from Learning Check and Q.3 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology

Point out the various key elements of a map and explain what BOLTSS stands for. Once the students have worked with the material and gotten familiar with a map and a globe. Draw a compass showing a cross on the board. Call out a volunteer to label the North, East, South and West. Now draw lines in between and elicit from students what direction that would be. Ask students to study the figure in their book on page 43 and discuss with their facing partner (the student sitting in front).

Ask the students to study the political map of Pakistan give on page 44 and identify the key elements of maps. Show the following videos to consolidate the concept.

Link: Compass Rose

<https://www.youtube.com/watch?v=HcglOmnbrgQ>

CW: Do Q.2 (i and iii) from Learning Check.

Pre-reading task: textbook pages 46 - 47

HW: Do Q.2 from Going Further.

Chapter 5.2: Physical Features of Pakistan

Teaching objectives

By the end of the chapter, students will be able to:

- Identify major landforms and types of land in Pakistan.

Vocabulary

- **Landforms:** Natural shapes or features on the Earth's surface, like mountains and valleys.
- **Similar:** Almost the same.
- **Glaciers:** Large, slow-moving masses of ice.
- **Scenic:** Having beautiful natural scenery.
- **Mountainous:** Having many mountains.
- **Construction:** The building of something, like houses or roads.
- **Furniture:** Items like tables, chairs, and beds used in a home.
- **Plateaus:** Large, flat areas of land that are higher than the land around them.
- **Barren:** Land that is empty and cannot produce plants or crops.
- **Fertile:** Land that is good for growing plants.
- **Tributary:** A small river or stream that flows into a larger river.
- **Agriculture:** The practice of farming, growing crops, and raising animals.
- **Livelihood:** The way someone earns money to live.
- **Desert:** A dry area with little rainfall and few plants.
- **Delta:** Land formed at the mouth of a river, often in a triangle shape, where it deposits soil.
- **Deposits:** Piles of sand, soil, or minerals left by water or wind.
- **Coastline:** The edge of the land where it meets the ocean.
- **Dense:** Tightly packed together.
- **Mangroves:** Trees or shrubs that grow in coastal swamps.
- **Swamps:** Wetlands with trees and standing water.
- **Cliffs:** Steep, high edges of rock or earth.

Lesson plan 1

Time duration: 40 minutes

Methodology

Elicit from students what they understand by landforms. Take their responses and ask them to describe the kind of landforms they know about. Pakistan is a wonderland full of Allah's bounties and scenic beauty with all kinds of landforms. As you move up North from South the scenery changes from the sandy beaches, mangroves swamps and wetland to vast deserts and plateaus. Further up are the fertile plains that produce most of the countries food and



then the mountainous region starts with mighty snow-covered peaks and beautiful valleys and waterfalls. The glaciers in the north are among the world's largest.

Our country Pakistan can actually be divided into six regions on the basis of its landforms: the northern high mountains, the low mountains in the west, the Balochistan plateau, the Potohar upland, and the plains of Punjab and Sindh.

Show the video below to familiarise students with the different kinds of landforms that are found in the world. Next show the second video to reinforce the different landforms and familiarise them with the physical features of Pakistan

Links:

1. Landforms of the world

https://www.youtube.com/watch?v=BsqKTJtK_vw

2. Landforms of Pakistan

<https://www.youtube.com/watch?v=fYXoxq-5hqE>

Read the relevant pages with the students and explain where needed. Ask the students to carefully refer to the pictures of each landform in the book on pages 46 and 47 to understand it visually. Ask them to compare and identify how one feature is different from the other, for examples how are mountains different from plateaus?

CW: Do Q.1 from Learning Check.

Pre-reading task: textbook pages 51 – 52

HW: Do Q.2 from Going Further.

Chapter 5.3: Impact of Physical Environment

Teaching objectives:

By the end of the chapter, students will be able to:

- Explain the effect of the physical environment on the lifestyle of the people in Pakistan.
- Identify different occupations of people (agriculture, mining, and industry).
- Explain how human activities have changed the natural environment (e.g. deforestation, building dams, industry etc).
- Describe the concept of Climate and Weather dependent on the rotation and revolution of Earth

Vocabulary

- **Significantly:** In an important or noticeable way.
- **Influence:** The power to change or affect someone or something.
- **Culture:** The beliefs, customs, arts, and way of life of a group of people.
- **Architecture:** The design and style of buildings.
- **Transporting:** Moving people or goods from one place to another.
- **Services:** Jobs that help people, like teaching or healthcare.
- **Tourist:** A person who travels to visit places for fun.
- **Attraction:** A place or thing that draws visitors.
- **Similarities:** Things that are alike or almost the same.
- **Cultivation:** The act of growing crops.
- **Nomadic:** Moving from place to place without a permanent home.
- **Grassland:** A large open area covered with grass.
- **Landmass:** A large area of land.
- **Irrigated:** Supplied with water to help plants grow.
- **Large-scale:** Very big or involving many people or things.
- **Manufacturing:** Making goods in large amounts using machines.
- **Handicraft:** Items made by hand with skill.
- **Handloom:** A simple machine used for weaving cloth by hand.
- **Densely:** Closely packed together.
- **Populated:** Having people living in an area.
- **Fertile:** Land that is good for growing plants.
- **Residential:** An area where people live.
- **Blasting:** Using explosives to break rock or other materials.
- **Plantation:** A large farm where crops are grown.
- **Rotation:** The action of turning around a central point.
- **Revolve:** To move in a circle around something.
- **Climate:** The usual weather conditions in a place over a long time.
- **Weather:** The day-to-day conditions outside, like sunny, rainy, or cold.



Lesson plan 1

Time duration: 40 minutes

Methodology

Divide the class into groups of four. Allocate one of the following landforms to each group i.e. mountainous regions, plateaus, plains, deserts, and Coastal areas.

Ask students to do research and consult their textbook (pages 51-54) and make a poster highlighting the following aspects in the landform they have been allocated.

- Terrain (what the area looks like and where it is located in Pakistan)
- Climate (temperatures, rainfall)
- Population density (reason)
- Main occupation of people in the area
- Dress (clothes people wear according to the climatic condition of the region)
- Homes (anything special about the kind of houses people live in)
- Agriculture (kinds of food grown)
- Natural resources

Students can write a short paragraph about each point and paste relevant pictures.

The teacher should facilitate students in allocating work within their group, to ensure equal participation.

Display students' posters around the class and allow them to get up in their own groups and move around in an orderly manner to study the posters made by other students.

On a piece of paper they should write down two positive things and one suggestion on how each poster can be improved and then pin the paper under the relevant poster.

CW: Do Q.1(iii) from Learning Check.

Pre-reading task: textbook pages 54 - 55

HW: Do Q.2 (i and ii) from Learning Check.

Lesson plan 2

Time duration: 40 minutes

Methodology

Read through 'Impact of people on the natural environment' on pages 54-55 with the students. Explain where necessary.

Show the following video to make students aware of how human activities are spoiling the earth and what would the future be like if nothing is done about preserving the environment.

Link: Human activities spoiling the Earth

<https://www.youtube.com/watch?v=Um-bo2MWDsQ>

After watching the above video, initiate a class discussion on how the environment is being harmed, and what are some of the things each one of us can do to preserve our environment.

Human Impact on the Environment

1. Deforestation

Explain deforestation and its causes (building towns, cities, agriculture). Show pictures of deforested areas and discuss its impact on wildlife and landscapes. Highlight how deforestation can lead to land pollution.

2. Pollution

Discuss different types of pollution (land, air, water) and their sources. Show pictures and discuss the harm caused by rubbish and filth. Introduce the 3 R's (Reduce, Reuse, Recycle) and provide examples of how to apply them in daily life.

3. Mining

Explain how mining changes the landscape through blasting and extraction. Use the example of limestone mining in Margalla Hills and its impact. Discuss the positive example of man-made forests in Punjab and their benefits.

4. Building of Dams

Explain the process of building dams and creating artificial lakes. Show examples of dams in Pakistan (Mangla, Tarbela, Hub). Discuss the environmental and social impact, such as flooding farmland and changing local lifestyles.

5. Industrial Waste

Discuss how industrial waste pollutes air and water. Show pictures of polluted areas and explain the impact on marine life and agriculture. Highlight the importance of proper waste management.

Natural Phenomena and Environmental Change

1. Natural Causes:

Explain how natural events like earthquakes, floods, and landslides can change the environment. Use the example of the Attabad landslide and the creation of Attabad Lake. Discuss how rivers and glaciers shape the land over time.

2. Disadvantages of Environmental Changes:

Discuss how changes in the environment affect people's lifestyles (e.g., farmers needing to change professions due to dam construction). Explain how deforestation can alter the climate and impact local communities.

3. Food Security

Define food security and its importance for Pakistan as an agricultural country. Discuss the impact of environmental changes and natural disasters on food production (e.g., locust



swarms in 2020). Highlight government efforts to ensure food security and improve agricultural practices.

Food security is there when all the people of a country have access to safe and nutritious food in ample quantity. The food that is there should be available to all sections of the society irrespective of their economic condition and it should meet their dietary need for an active and healthy lifestyle.

Pakistan, an agricultural country, can produce ample food provided the resources are used carefully and intelligently.

4. Positive Human Interventions

Share the example of the Thal desert transformation into a fertile area. Explain the importance of sustainable practices and careful planning to balance human needs with environmental protection.

Extended Activity: Drawing and Discussion (This would require a separate class time of 40 mins)

Provide students with art supplies and ask them to draw a scene showing either a positive or negative impact of human activities on the environment. Encourage them to share their drawings and explain their significance.

Pre-reading task: textbook pages 57 - 58

HW: Do Q.2 (iii) from Learning Check.

Lesson plan 3

Time duration: 40 minutes

Methodology

Ask students if they have ever wondered why we have day and night or different seasons. Show a globe and ask if anyone knows why it spins.

Explain that today's lesson will focus on how the Earth moves, how weather is created, and the difference between weather and climate.

Earth's Rotation and Revolution

1. Earth's Tilt and Rotation

Show the globe and explain that the Earth is tilted on its axis. Use the flashlight to demonstrate how the Earth rotates from west to east, causing day and night. Rotate the globe and show which parts of the Earth are in daylight and which are in darkness. Explain that one complete rotation takes 24 hours, which is why we have day and night.

2. Earth's Revolution

Explain that the Earth also revolves around the sun, and this movement is called revolution. Demonstrate using the globe and the flashlight how the Earth revolves around the sun, taking

about 365 days and 6 hours to complete one cycle. Discuss how this revolution causes different seasons (spring, summer, autumn, and winter).

Weather

1. Definition and Causes of Weather

Define weather as the conditions in the atmosphere at a particular time and place, influenced by temperature, humidity, clouds, rain, and sunshine. Explain that the Earth's atmosphere receives heat from the sun and different parts of the Earth get heated differently due to its round shape and rotation.

2. Weather Instruments

Introduce various weather forecasting instruments (barometer, wind vane, rain gauge, thermometer). Show pictures or actual instruments if available.

3. Weather Forecasting

Explain what weather forecasting is and how meteorologists predict the weather. Discuss the importance of weather forecasts for planning daily activities and for professions like farming, sailing, and fishing. Show a sample weather forecast for a week.

Climate

1. Definition and Differences from Weather

Define climate as the pattern of weather over a long period in a specific area. Explain that while weather changes daily, climate remains relatively constant over time.

2. Examples of Climate in Pakistan

Discuss the different climates in Pakistan: cold in the northern regions, hot and humid in southern coastal areas, monsoon rains in the plains, and hot and dry in the deserts. Compare the climates of Karachi (warm and humid) and Murree (cold and rainy with winter snow).

Extended Activity: Globe and Flashlight Experiment

Divide students into small groups and give each group a globe and flashlight. Ask them to demonstrate the Earth's rotation and revolution, showing day and night and different seasons. Encourage them to explain what they are showing to the rest of the class.

Pre-reading task: textbook pages 60 - 61

HW: Do Q.1 (i) from Learning Check



Chapter 5.4: Population

Teaching objectives

By the end of the chapter, students will be able to:

- define the terms 'population' and 'census'
- explain the importance of census
- describe the distribution of population in the region and give a map of the region and province
- enlist the major problems caused by overpopulation
- identify the importance and interconnections of Water Sanitation and Hygiene (WASH)

Vocabulary

- **Census:** A count of all the people living in a country or area. It collects information about each person.
- **Recorded:** Written down or saved in some way so it can be looked at later.
- **Effectively:** Doing something in a way that works well and gets good results.
- **Healthcare:** Services and help provided to keep people healthy and treat illnesses.
- **Opportunities:** Chances or possibilities for people to do something or improve their lives.
- **Explosive Growth:** Very fast increase in size or number.
- **Internal:** Inside something, such as inside a country.
- **Migration:** Moving from one place to live in another place.
- **Overpopulation:** When there are too many people in one area, making it hard for everyone to live well.
- **Necessities:** Things that are needed for life, like food, water, and shelter.
- **Sanitation:** Keeping places clean and healthy, especially by removing waste and garbage.
- **Hygienic:** Clean and free from germs, which helps prevent illness.
- **Employment:** Having a job or work that a person gets paid to do.
- **Diarrhea:** A sickness that makes you need to go to the bathroom often with loose or watery poop.
- **Percentage:** A part or amount of something, shown as a number out of 100.
- **Distribution:** The way something is spread out or shared among different people or places.

Lesson plan 1

Time duration: 40 minutes

Methodology

Write the words 'population' and 'census' on the board. Use the strategy 'Think, pair and share' and ask students to discuss with their shoulder partner what these terms mean.

Take their answers and elicit by asking relevant question such as

- How do we know how many people there are in our country...?
- Why do we need to know...?

Take students' responses and show the relevant part of the following video **(From 0:00 to 1:08)**

Link:

https://www.youtube.com/watch?v=3-O_bPHkt-o

Read pages 60-61 with the students. Focus on the graphs and explain what they stand for.

To continue the lesson ask the following questions to elicit students prior knowledge about the population of Pakistan.

- Are there more people living in one area or province of Pakistan than in another one?
- Why do you think there is more population in one area than in the other? (list the reasons on the board)
- Which city do you think is the most populated and why? (list the reasons)
- What are the advantages or disadvantages of overpopulation? (list the reasons)

Explain at each point. Draw the following chart on the board and put students in groups of 4.

Ask students to individually read 'Why is the population growth rate so high in Pakistan' and 'Overpopulation creates many problems' and then collectively fill in the given chart of 'Causes and effects'.

Causes	Effects

Allow one student from each group to share their work with the class. The other groups can fill in

the missing points if there are any. Give ample time to students to make the list after each group has shared and move around to assess and assist the learners.

For teachers' reference

Causes and effects for overpopulation in Pakistan:



Causes	Effects
Decline in the death rate and increasing birth rate	Due to this reason the natural resources start to deplete. When the birth rate is more than the death rate, the population increases. According to an estimation, there are approximately: <ul style="list-style-type: none"> • 18,210 live births average per day (758,75 in an hour) • 4,601 deaths average per day (191,73 in an hour) This is an increase of 13,609 people in our population every day.
Availability of better medical facilities	Advancement of technology and better health facilities have lessened the death rate. Different vaccines have also saved billions of people, but unfortunately the resources to sustain a healthy life style are not available to many.
More hands to work and overcome poverty	With the growing population, the poverty level is also increasing. Many rural families think the more people there will be in their family; they could earn more money to fulfil their needs.
A small portion of the population lives comfortably, but the rest face poverty and health and hygiene issues.	
Many problems arise when there is overpopulation	Lack of basic necessities—food, clear water, shelter, sanitation and hygienic living conditions. Less chances of employment and education, etc.

CW: Do Q.1 from Learning Check.

HW: Do Q.2 (i and iii) from Learning Check.

Lesson plan 2

Time duration: 40 minutes

Methodology

Highlight WASH the Pakistan and UNICEF collaborative programme for supplying clean water,

better sanitation and hygiene to all.

Explain 'Population density' with the help of the illustration, the pie chart and the map on page 61. In groups of three students can read, taking turns 'People can choose which province to live in' and then they can share their preferences about where they would like to live and why.

CW: Do Q.2 (ii) from Learning Check.

Pre-reading task: textbook pages 67 - 68

Chapter 6.1: Needs and Resources

Teaching objectives

By the end of the chapter, students will be able to:

- make economic choices according to one's personal needs and resources.
- apply economics and money management in personal life (pocket money, savings).

Vocabulary

- **Products:** Things that are made or grown to be sold or used.
- **Requirements:** Things that are needed or necessary.
- **Survive:** To stay alive, especially in difficult conditions.
- **Selecting:** Choosing something from a group.
- **Comparison:** Looking at how things are similar or different.
- **Unnecessary:** Not needed or not important.
- **Destination:** The place where someone is going or something is being sent.
- **Advice:** Ideas or suggestions to help someone decide what to do.
- **Economic:** Related to money, trade, and the use of resources.
- **Packaged:** Wrapped or put into a container for selling or storing.
- **Contents:** The things that are inside something.
- **Enclosed:** Surrounded or put inside something.
- **Maximum:** The greatest amount or highest level possible.
- **Consumed:** Eaten, drunk, or used up.
- **Expenditure:** The act of spending money.
- **Commercial:** Related to business and the buying or selling of things.
- **Vaccination:** A shot given to protect against a disease.
- **Infectious:** Able to spread from one person to another.
- **Infected:** Having germs that cause disease.
- **Relatively:** Compared to something else, usually meaning somewhat or quite.

Lesson plan 1

Time duration: 40 minutes

Methodology

Write the words 'Needs' and 'Wants' on the board. Put students in groups of four and ask them to list down 8 things that are needs and 8 things that are wants. Use the strategy 'Round Robin' to allow students to participate taking turns. Once all the groups are done ask



a representative of each group to stand up and share their needs and wants with the class. Allow the other students to comment if they think a 'want' or a 'need' is not rightly placed.

Show the video below and then initiate a whole class discussion allowing students to express their views about it.

Link: Needs and wants

<https://www.youtube.com/watch?app=desktop&v=cyVJikPj0Rc>

<https://www.youtube.com/watch?v=dVAxj5zX4zQ>

Students can be taken for a field trip to a supermarket with a certain amount of money and asked to purchase things that are 'needs' within that money. With this activity, students can deal with actual money, learn to make the right choices, compare the product and its price with a similar product, learn to economize, and more.

Once the above activity is finished, students can share their reasons for buying a certain product and not another similar one in their groups. Read through the chapter; explaining where necessary.

CW: Do Q.1 from Learning Check.

Pre-reading task: textbook pages 71 - 72

HW: Do Q.2 from Learning Check.

Chapter 6.2: Goods and Services

Teaching objectives

By the end of the chapter, students will be able to:

- define the terms 'goods' and 'services' and list some examples.
- define the terms 'trade' and 'business'.
- identify the major import and exports of Pakistan.
- define and differentiate between types of entrepreneurs.
- define the term 'banking'.
- identify services provided by banks.

Vocabulary

- **Non-physical:** Something that cannot be touched or seen.
- **Economics:** The study of how money, goods, and services are made and used.
- **Production:** The process of making or growing things to sell.
- **Consumption:** The act of using goods and services.
- **Relationship:** The way in which two or more people or things are connected.
- **Organisations:** Groups of people working together for a common purpose.
- **Trade:** The buying and selling of goods and services.
- **Businesses:** Companies or shops that sell goods or services.
- **Entrepreneurs:** People who start and run their own businesses.
- **Export:** To send goods to another country to sell.
- **Import:** To bring goods into a country to sell.
- **Knowledge:** Information, understanding, or skills gained through learning or experience.
- **Manufacture:** To make goods in large quantities using machines.
- **Textile:** Cloth or fabric made by weaving or knitting.
- **Electronics:** Devices that use electricity, such as computers and TVs.
- **Registered:** Officially listed or recorded.
- **Marketing:** The process of promoting and selling products or services.
- **Exchanging:** Giving one thing and receiving another in return.
- **Profession:** A type of job that requires special training or education.
- **Security:** Safety from danger or threats.
- **Paycheck:** The money received for working, usually given every week or month.
- **Cheques:** Written orders directing a bank to pay money to someone.
- **Expanding:** Becoming larger or growing.
- **Financial:** Related to money or how it is managed.
- **Valuable:** Worth a lot of money or very important.
- **Digital:** Using technology that works with computers and the internet.
- **Facilitate:** To make a process or action easier
- **Banks:** Places where people can save money, get loans, and manage their finances.



Lesson plan 1

Time duration: 40 minutes

Methodology

Write the two words 'Goods' and 'Services' on the chalk board and elicit from students what they understand by these words and give examples for each. Let them first discuss with their shoulder partners and then take a few answers from the students. Allow students to agree or disagree with the others and ask them the reason why they think so.

Show the following videos to the students:

Link: Goods and Services

<https://www.youtube.com/watch?app=desktop&v=W6rx-fxJeVs>

Read each topic with the students. Elicit beforehand what they understand and check on their prior knowledge about the various topics in this chapter. The appropriate videos from the links given below should be shown after students have discussed the topic in a class discussion or in a smaller group. After each video, students should be allowed to voice their opinions and queries about it. The videos can be replayed if the teacher feels the need to do so.

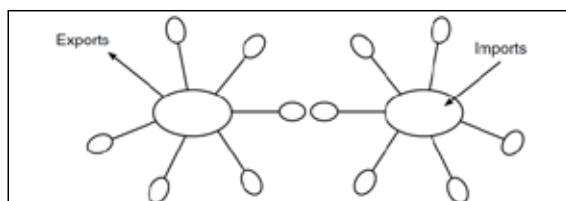
Watch the following video on 'Producers and Consumers' and discuss the contents with student. Take questions and ensure the concept are clear before students move on to attempt questions and activities.

Link: Producers and Consumers

https://www.youtube.com/watch?v=Psdn_oEg2Cw

Exports and Imports

Students can make a web diagram for each. They can do some research and add one or two more items to the Export and the Import web.



CW: Do Q.1(i and ii) from Learning Check.

Pre-reading task: textbook pages 72 - 74

Lesson plan 2

Time duration: 40 minutes

Methodology

Start with a brief discussion about what students know about businesses. Ask questions like, "Can you name some businesses you know?" and "What do you think an entrepreneur does?"

1. Types of Entrepreneurs

Sole Proprietor: Explain that a sole proprietor is a person who owns their business and is responsible for everything, including investment, profit, and loss.

Partnerships: Explain that in a partnership, two or more people run the business and share responsibilities for investment, profit, and loss.

Show pictures of local businesses and discuss if they are likely run by a sole proprietor or a partnership.

Types of Business Entrepreneurs

1. **Business Entrepreneurs:** Develop products or services on a small or large scale.
2. **Trading Entrepreneurs:** Engage in buying and selling goods rather than manufacturing them.
3. **Industrial Entrepreneurs:** Establish factories or units to manufacture products, like textiles or electronics.

Discuss examples of each type of entrepreneur using local or well-known businesses.

2. Importance of Money

- **Commodity:** Explain that money is a special type of commodity that everyone accepts in exchange for goods and services.
- **Necessities:** Items we need to survive, such as food, clothing, and shelter.
- **Amenities:** Services like health, education, and transportation that improve our quality of life.
- **Luxuries:** Items or services that are nice to have but not necessary, like electronic gadgets or vacations.

Use play money to show how money is used to buy necessities, amenities, and luxuries.

What are Banks?

Explain how banks keep money safe with security measures. Discuss services banks offer, such as accounts, debit cards, loans, and online banking.

Role of Banks in Businesses

Explain how businesses use banks to borrow money for expanding their operations and carrying out transactions. Watch a short video about how banks work and the different services they provide.

Extended Activity

- Divide students into small groups and give each group a scenario (e.g., starting a business, needing a loan for a car, depositing a paycheck). Ask them to discuss how they would use a bank in their scenario and share with the class.

CW: Do Q.1(iii) from Learning Check.

HW: Do Q.2 from Learning Check.



Answer

Chapter 1.1: The Rights and Responsibilities of Citizens

Quick Recall

1. MCQs

- i. (a) Befriending strangers
- ii. (a) Discrimination
- iii. (b) Efficient communication
- iv. (b) Strangers

Learning check Brief Q/A

1. Briefly answer the following questions:

- i. People can get citizenship because they were born there. People can also get citizenship for another country by requesting the government of their new country for it.
- ii. Three of the characteristics of a good citizen are that they follow the laws, pay taxes, and respect the rights and beliefs of others.
- iii. People can express their opinions nowadays by engaging with others over the Internet.

2. Give descriptive answers to the following questions:

- i. People living in a country as its members are called citizens. The modern means of communication and transmission of news has created the global citizenship. Communicating over the Internet has given rise to another category of individuals called cyber citizens.
Students will write the answer to this question as per their individual understanding.
- ii. Students will answer this question based on their own understanding.

Chapter 1.2: Human Rights

Quick Recall

1. Fill in the blanks:

- i. Human rights
- ii. Responsibilities
- iii. Responsibility

Learning check Brief Q/A

1. Briefly answer the following questions:

- i. Every human is entitled to certain rights upon birth regardless of colour, caste, creed, orientation, ethnicity, age, etc.
 - ii. Students will answer this question individually
2. Give descriptive answers for the following questions:
- i. Rights and responsibilities are interlinked because just as we are entitled to certain rights upon birth, we also have certain responsibilities to fulfill. All humans, for example, have the right to quality education, healthcare, and nutrition upon birth. However, at the same time, we also have the responsibility to be civic in public with people and public goods and services.
 - ii. Students will answer this question individually.

Chapter 1.3: Harmony

Quick Recall

1. Fill in the Blanks:
 - i. Voice
 - ii. Communication
 - iii. Bins
 - iv. Conflict
 - v. tolerate

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. Peace not only keeps us happy but also leads us to progress.
 - ii. Common etiquettes involve being caring towards others, showing respect towards others, and treating everyone with fairness and justice.
 - iii. Students will answer this question based on their own experiences.
2. Give descriptive answers for the following questions:
 - i. The major disadvantage of a conflict is that it makes people angry which is not a good start to make peace and act and talk wisely.
 - ii. Discussion is essential to understand the point of view of others because, without it, problems cannot be solved.
 - iii. Conflict is a situation where two or more people disagree on a situation. Peace, on the other hand, is a situation in which the people in conflict have reached a peaceful conclusion.



Chapter 1.4: Communication

Quick Recall

1. Fill in the blanks:
 - i. Communication
 - ii. Computer
 - iii. Internet
 - iv. Internet

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. Communication means sending and receiving information.
 - ii. The means of communication have changed over time. In this age, information can spread from one corner of the world to another in a few seconds. They include language, newspapers, radio, mobile phones, letters, telephone, and the internet.
2. Give descriptive answers for the following questions:
 - i. Information can be transmitted to remote areas through radio. It is an important means for getting news, informative programs, commentary, and music. Local radio channels broadcast news in local languages. Radio is also an important source of traffic updates and other information for drivers and passengers.
 - ii. The Internet is a vast network that connects computers and devices around the world. It has made communication easier and faster. Now it is very easy for us to stay in touch with people regardless of time and place. With the help of the Internet, many people can earn a living from home through online businesses and jobs.
 - iii. Students will answer this question individually.

Chapter 2.1: Importance of Culture and Diversity

Quick Recall

1. Mark 'true' or 'false'. Correct the statements which are false:
 - i. False. Groups of people that have many things in common such as language, clothing, arts, music, customs, beliefs, and religion share a unique culture.
 - ii. True
 - iii. False. Different languages are spoken in different provinces.
 - iv. True

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. Nation: A large of groups of people living together with a common aim to benefit the country is called a nation. Nationality: The citizens living in a country hold the

nationality of that country. For example, the nationality of the citizens of Pakistan is Pakistani. Patriotism: It is the affection, spirit, and love for one's country.

- ii. Encourage students to write their own answers.
 - iii. When different groups of people with a diverse range of languages, clothes, food, religion, habits, custom, art, music, etc. live together, it is called the culture of that place.
2. Give descriptive answers for the following questions:
- i. Language is important to a culture because it gives rise to literature, poetry, and art.
 - ii. Students will answer this question based on their own research and observations.

Chapter 2.2: Cultural Diversity

Quick Recall

1. Fill in the blanks:
 - i. Eid-ul-Fitr , Eid-ul-Azha
 - ii. Balochistan
 - iii. Baisakhi
 - iv. Indus Valley
 - v. Punjab

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. Diversity means having a vast range of things, ideas, or cultures.
 - ii. Cultural, ethnic, and religious diversity
 - iii. Urdu is spoken and understood across Pakistan by many people. Most of the people follow Islamic traditions as about 97 percent of the population is Muslim. A variation of Shalwar Qameez is part of all regional cultures of Pakistan. Children are taught to respect their elders and treat their peers with love and affection.
2. Give descriptive answers for the following questions:
 - i. Students will answer this question based on their own research and observations.
 - ii. Students will answer this question based on their own research and observations.

Chapter 3.1: State and Government

Quick Recall

1. Fill in the Blanks:
 - i. State
 - ii. Elected
 - iii. Permanent, temporary
 - iv. Rules



Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. Refer to the chart given on p. 29 of the textbook
 - ii. A constitution is a set of rules that states how a country is to be run by its government. It is the supreme law of a state.
2. Give descriptive answers for the following questions:
 - i. People choose their leaders for their integrity, passion, courage, commitment, and empathy. Leaders require great organisational and communication skills. In the face of failure, leaders do not get disheartened, but work hard and try their best to learn from their mistakes and achieve their goals.

Chapter 4.1: History

Quick Recall

1. Complete the following sentences:
 - i. Indus Valley
 - ii. 1976
 - iii. prehistoric times
 - iv. people of Mesopotamia (present-day Iran and Iraq)
 - v. 2500BCE

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. The use of letters, AH, CE, and BCE is stated below: AH (Anno Hegirae) represents the number of years after the Hijra of Hazrat Muhammad from Makkah to Madinah. 52 CE (Common Era) refer to the number of years since the birth of Jesus Christ (Hazrat Isa). BCE (Before the Common Era) refers to the time before the birth of Jesus Christ (Hazrat Isa).
 - ii. History refers to all events that took place in the past.
 - iii. They developed near rivers because they could access water for their basic needs and farming land.
 - iv. Harappa was located in Punjab, and Mohenjo-Daro was located in Sindh.
2. Give descriptive answers for the following questions:
 - i. Students should be able to do this activity on their own. You could guide to the pages of the book where the information is available.

Chapter 4.2: Early History of Pakistan

Quick Recall

1. What happened in the following years:
 - i. Muhammadan Anglo Oriental School was set up
 - ii. Muhammadan Anglo Oriental gained the status of College
 - iii. This college later became the famous Aligarh College
 - iv. Allama Iqbal presented the idea of a separate country for the Muslims of India
 - v. The creation of Pakistan

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. Quaid-e-Azam رحمۃ اللہ علیہ is called the Father of the Nation because he struggled to demand a separate nation for the Muslims of subcontinent.
 - ii. Muslims of India needed a separate homeland because the British were handing over the power to Hindus upon leaving India and Quaid-e-Azam رحمۃ اللہ علیہ saw that the Hindus would not be fair to Muslims who would also not be allowed to practice their religion freely.
 - iii. To the young Pakistanis, the Quaid-e-Azam رحمۃ اللہ علیہ said, "Pakistan is proud of her youth, particularly the students, who are nation builders of tomorrow. They must fully equip themselves with discipline, education, and training for the arduous task lying ahead of them".
 - iv. We can thank the Quaid-e Azam رحمۃ اللہ علیہ by following his advice thoroughly and work for the prosperity of our country.
 - v. Take students to the computer lab and help conduct research so they can take notes.
2. Give descriptive answers for the following questions:
 - i. Mohtarma Fatima Jinnah helped her brother by supporting him during the Pakistan Movement. She was a member of the working committee of the Bombay Provincial Muslim League until Pakistan's creation. Besides, she also organized the women's wing of All India Muslim League and founded the All India Muslim Students' Federation in 1941 in Delhi.
 - ii. Students will answer this question in their own words based on their understanding.
 - iii. Students will answer this question in their own words based on their understanding.

Chapter 5.1: Globes and Maps

Quick Recall

1. Fill in the blanks:
 - i. Border, Orientation (direction), Legend, Title, Scale, and Source.



- ii. South
- iii. Sindh
- iv. South
- v. BOLTSS

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. The main difference between using a globe and using a map is that you have to turn the globe in order to see the different parts of the Earth, but on a map of the world you can see every country at the same time.
 - ii. Symbols on a map are used to represent the boundary that separates one country or province from another.
2. Give descriptive answers for the following questions:
 - i. Maps are drawn to scale because it is not possible to draw maps of any area as per its actual size.
 - ii. Assign this task as a class activity. Guide students, if needed.
 - iii. On a map, the key or legend shows all the symbols and explains what each means. Without a key it would be impossible to read the map accurately.

Chapter 5.2: Physical Features of Pakistan

Quick Recall

1. Fill in the blanks:
 - i. Gilgit-Baltistan and Azad Jammu and Kashmir
 - ii. they make the environment healthy by providing fresh air
 - iii. Balochistan
 - iv. Punjab
 - v. seventh-largest delta

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. The tributaries of River Indus include Jhelum, Sutlej, Ravi, and Chenab.
 - ii. Let students complete this activity on their own. This activity requires thorough reading and understanding of lesson contents. Hence, it is of importance that students work independently.

Chapter 5.3: Impact of Physical Environment

Quick Recall

1. Fill in the blanks:

- i. Nomadic
- ii. west to east
- iii. Makran
- iv. Fishing
- v. infertile

Learning check Brief Q/A

1. Briefly answer the following questions:

- i. The pattern of weather observed over a period of time is called the climate of that place. Weather changes on a daily basis, whereas climate remains constant. For example, Karachi's climate is hot and humid, although the weather is sometimes windy, sunny, or cloudy. Also, there is some amount of rain during the year.
- ii. Karachi Port and Port Qasim
- iii. Students will read the lesson and answer this question on their own.

2. Give descriptive answers for the following questions:

- i. Students will read the lesson and answer this question on their own.
- ii. Students will read the lesson and answer this question on their own.
- iii. People change land by cutting trees to use wood as fuel not realizing that they are reducing the country's forested area. In order to build towns and cities and to bring more land under cultivation, they cut down forests. This not only destroys the landscape, but also the habitats of wild animals. Land pollution also changes the natural environment as rubbish and filth are very harmful to health as they give rise to germs. Mining companies change the face of the land through blasting to extract different minerals. Construction of dams also changes the face of land as artificial lakes are sometimes created. Sometimes this involves flooding a large area which may contain a town, village, or farmland.

Chapter 5.4: Population

Quick Recall

1. Fill in the blanks:

- i. the total number of people living in an area
- ii. the government needs information about its population to plan for supply of food, healthcare, education, housing, job opportunities, and other public services.
- iii. People in villages prefer having more children for economic reasons, whereas internal migration is another major cause.



- iv. Less people live
- v. More people live

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. a. A census is a method used by a government for counting the number of people.
 - b. Population density: The average number of people living in an area of 1 sq. km is called the density of population of that area.
 - c. Population distribution: The pattern of where people live is called population distribution.
2. Give descriptive answers for the following questions:
 - i. The number of people i.e. population in each province is different. Although Balochistan is the largest province of Pakistan by area, only 6 per cent of the population lives there. Punjab, on the other hand, has more than half the population; Sindh has about a quarter, and less than one-fifth live in Khyber Pakhtunkhwa.
 - ii. Students will answer this question based on their own understanding of the matter.
 - iii. In the rural areas of Pakistan, usually every member of the family works in the fields. People prefer large families so that everyone can work, and the income of the family can increase. Moreover, due to lack of education, majority of the population is not aware that supporting a large family creates economic problems. Additionally, due to health facilities, the average age of people has increased, and the mortality rate has decreased.

Chapter 6.I: Needs and Resources

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. An economic choice is when people have to decide how to use their money or resources because they can't have everything they want.
 - ii. **Needs:** Protection, Education. Health, House
Wants: Air Conditioner, Ice cream, Car, Toys
2. Give descriptive answers for the following questions:
 - i. 'Needs' are basic requirements such as food, water, clothes, etc whereas 'Wants' are things we would like to have but are not required to survive. Ask students to give some examples of each from their experience.
 - ii. Students will answer based on their individual experiences.

Chapter 6.2: Goods and Services

Quick Recall

1. Mark 'true' or 'false'. Correct the statements which are false:
 - i. False
 - ii. False
 - iii. True
 - iv. False

Learning check Brief Q/A

1. Briefly answer the following questions:
 - i. Goods: Physical objects which people can buy, touch, and hold are called goods or products, e.g. clothes, books, bags, machinery, etc.
Services: Non-physical products such as Internet, electricity, medical treatment, etc. are called services.
 - ii. The buying of goods and services is called trade and the activity of making, buying, and selling of goods and services is called business.
 - iii. Banks are safe places to hold money. They have security guards, vaults and professional security systems. Bankers help people organise their earnings.
2. Give descriptive answers for the following questions:
 - i. People who set up businesses are called entrepreneurs.

Types of Entrepreneurs:

1. Business entrepreneurs

They develop a product or service either on a small-scale or large scale.

2. Trading entrepreneurs

They undertake trading activities and are not concerned with its manufacturing. They establish local/overseas trade and promote their business through unique ideas.

3. Industrial entrepreneurs

An industrial entrepreneur establishes an industry unit to manufacture a product, e.g. textile, electronics, etc.

- ii. A bank provides many financial services for the benefit of its customers. People can open a bank account in their individual or company's name. They can deposit cash and withdraw it when required. A certain quantity could also be withdrawn using debit cards from ATM (Automated Teller Machine). Banks also offer locker services to people for a certain fee, in which people can store their valuables. People can avail bank loans for personal or business reasons on certain terms and conditions. Nowadays, banks provide digital banking services to facilitate online payments, online shopping, etc.
- iii. Students will choose one service from the provided list of services on p. 75 and then describe the importance of that service and the convenience it provides people.