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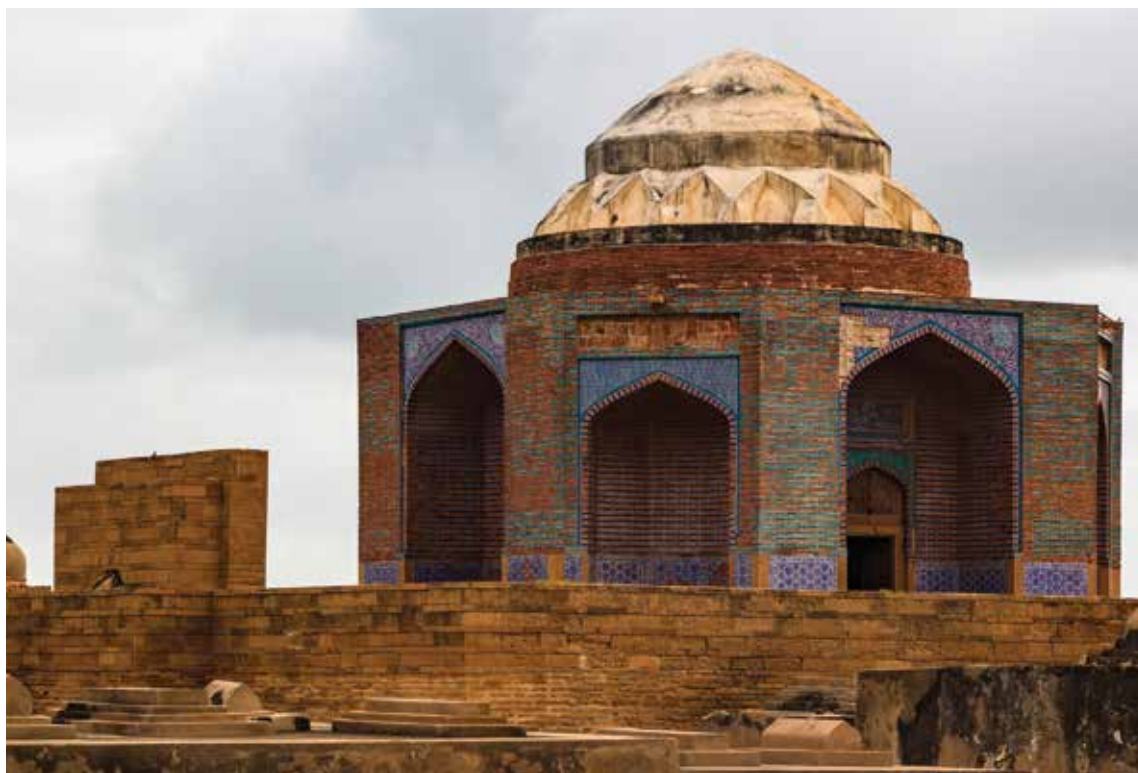
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KNOW YOUR WORLD

THIRD EDITION



TEACHING GUIDE



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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>



UNIT

1

CITIZENSHIP

CHAPTER 1.1 Human rights

Teaching objectives

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

- identify the fundamental human rights as stated by the United Nations.
- understand that all individuals have equal rights, irrespective of religious and ethnic differences, and learn to respect individual differences in opinion.
- recognise and practice common etiquettes in the civilised world of today.
- explain the importance of freedom of speech.
- understand the importance of discussion and negotiation as tools for resolving conflicts at home and school.
- propose ways to create peace and harmony.

Vocabulary

conscience, infancy, adolescence, prejudice, commitment, provision, participation, abuse, exploitation, potential, consideration, resolution, appointment, injustice, discrimination, blogger, commonly, negotiation, open-mindedness

Lesson Plan 1 (pages 1-2)

Time duration: 40 minutes

Methodology

A brief history of Human Rights

After conquering the city of Babylon in 539 B.C., Cyrus, the first king of ancient Persia, freed all the slaves and declared that all human beings were equal. They had the freedom to practice the religion of their choice and there was no racial or tribal supremacy. The laws were written in Akkadian language on a baked clay cylinder. The idea of Human Rights spread from Babylon to other parts of the world and the rights of human beings, as we find them today, started to take shape in the form of written documents.

After the First World War, The League Of Nations was formed to settle problems that would arise between various countries. However, it proved ineffective in resolving issues and preventing the Second World War.

The League of Nations was dissolved and in its place, The United Nations was established on October 24, 1945 in Manhattan, New York, so that post war problems could be addressed and future conflicts between nations could be resolved or avoided.

The Universal Declaration of Human Rights (UDHR) is a historic document which was drafted by representatives of different countries, cultures and religions. There are thirty basic human rights that are recognised globally and these are protected universally.

References

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/us-wwii/a/the-unitednations>

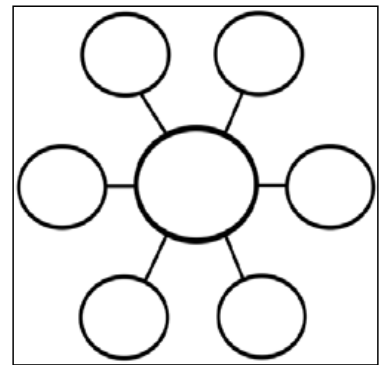
<https://www.un.org/en/global-issues/human-rights>

Elicit what 'Human Rights' mean, and what some of the human rights are that are global. Ask students what the abbreviation UN stands for and in their opinion what is its purpose. Allow students to first turn to their shoulder partner and share what they know about the UN and its objectives and then take a couple of answers before showing them the video.

Video Link: <https://www.humanrights.com/what-are-human-rights/>

(This is an interesting video showing that many people in today's world are not even aware of what human rights are. It also gives the background of how consciousness about human rights developed through the ages, and sadly enough how these rights are still being denied to many human beings.)

To enforce the topic, plan group work using the Cooperative learning structure 'Round Robin'. Students number themselves (1-4) and taking turns first read the related text, and then fill in the web diagram given above. They can add more bubbles if required. Display students work in the classroom.



Constitution of Madinah

Ask students to do some research work and find out about the constitution of Madinah that was drafted by Hazrat Muhammad ﷺ. Link given on page 1 of the text book.

Show the following video on the constitution of Madinah.

Video link: <https://www.youtube.com/watch?v=JjCQaM0DnJI>

Ask students relevant questions to access their comprehension of the points mentioned about the 'Charter of Madinah'

Explain to the learners that when Hazrat Muhammad ﷺ immigrated from Makkah to Madinah, the city was inhabited by a number of different tribes and religious groups. Hazrat Muhammad ﷺ instructed that rules should be laid down for governing the Islamic state. The document thus prepared was known as the 'Charter of Madinah'.



According to the Charter, basic human rights were recognised. Religious freedom and protection of culture of the minorities was granted. The State of Madinah was pronounced as a secure and safe place for all, where oppression, injustice and extremism would not be tolerated. Duties and rights were outlined and the foundation of a peaceful welfare state was laid.

Also highlight that matters that were resolved in the West just about a hundred years back were recorded and documented 14 centuries ago in the 'Charter of Madinah'.

Rights of Children

With the industrial revolution many families moved from rural area to big cities hoping for a better life. However, they were severely disappointed. They had no homes, no work and no food, so all the family members including children as young as 3 years had to work in order to sustain themselves.

Factory owners preferred to employ children because they would work for less money, they could be easily bullied, even beaten without much resistance. They could get into small places to fix something in the machinery or to retrieve some object. Their small legs and arms could easily get caught in the machines, leading to severe injury and even death. Inside the factories, they would inhale harmful fumes and toxic gases, making them very sick.

Small children worked in dangerous environment in factories, in mines, as chimney sweeps etc. Working hours were long, usually 10 to 14 hours and someone who was injured or fell sick would lose their job.

Children working in rural areas were not in any better condition. They had to work in scorching sun in summer or severe cold in winter season for long hours for very little money.

Give a brief introduction of the condition of children during the industrial revolution that started in Britain in the 18th century and spread to other parts of Europe, North America and Japan.

CW: Students can do question 1 i. and 2 i. from the Learning Check.

HW: Ask students to do the activity 1 from Going Further and discuss it in the next lesson as a presentation.

Lesson Plan 2 (pages 2-3)

Time duration: 40 minutes

Methodology

Digital citizenship

Children of today start using digital devices at a very early age. Even a toddler wants the smart phone in his hand. As they start school their requirement to access knowledge begins to depend on the digital world. With the increased usage of digital devices and the internet, the users' responsibility also becomes more.

The ones who use digital devices, become digital citizens and it is very important to teach our young students the rules of digital citizenship, and most of all the fact that each one of them leaves behind a digital footprint which cannot be easily erased and may remain there forever, so we must be very careful in posting comments, uploading videos and photographs on these digital devices.

Rules of Digital Citizenship

1. Be respectful

Do not use hurtful or foul language or get into any kind of argument with others online. Do not bully or get bullied. If someone is bothering you immediately inform your parents, or teachers, so that matters could be sorted out.

In Pakistan there is now a law against cyberbullying. Complaints lodged with the National Response Center for Cyber Crime (NR3C) FIA, are thoroughly investigated and once the cyber-criminal is identified, a heavy fine and imprisonment are enforced.

2. Always access secured sites

Adult supervision is very important.

3. Do not steal

Young children think that this rule means actually taking something without the owner's permission (candies or a friend's toy etc.). However, in the digital world it applies to copyright and plagiarism. Reference should always be given if information from someone else's work is used.

4. Never share personal information, such as address, phone numbers or any other information about family or friends.

Young students should be made aware of the fact that there can be danger on the other side of the screen. They should never share their personal information with any one online.

5. Always "Think" before you post anything online

The world is changing fast with technology, and students should know how to leave behind positive digital footprints, so it is absolutely necessary to THINK before posting anything online.

benefits

Digital citizenship

To reinforce, share the following THINK rule with the students:

T: Is it true

H: Is it helpful

I: Is it inspiring



N: Is it necessary benefits.

K: Is it kind

To start the lesson, use the KWL strategy and encourage students to use their prior knowledge. This strategy will also enable them to think about the topic and will raise their curiosity to know more. Model thinking out loud, how to fill the first two columns, putting in just a phrase or two to get the students started, and then ask them to do the same. They can also work in small groups and after discussing amongst themselves, add some more of 'what they know' and 'what they want to know' about digital citizenship in the appropriate columns.

Once all the students have completed the task, initiate a class discussion. Ask them if they have access to a digital device or if they have a device of their own and how much time they spend in front of the screen. Take their answers and tell them that they too are digital citizens. Now ask them if they understand what 'Digital Footprints' are. Explain the importance of following rules while using the internet. Refer to the information below, show them the '10 THINGS TO KNOW ABOUT DIGITAL FOOTPRINTS' poster (image given above) and discuss the importance of strictly following the ethics of being online. (from the next line) Read the text for Conflict resolution and share examples. Define conflict resolution and highlight its importance by discussing different reactions to situations and using simple examples. Explain conflict resolution steps, such as identifying the problem, open communication, brainstorming solutions, finding an agreeable solution, and implementing it. Then, divide the class into small groups and give each a conflict scenario card. Ask them to role-play and apply the conflict resolution steps to find a peaceful solution. Finally, have each group present their scenario and solution to the class, then discuss the insights gained from the role-playing activity.

Read relevant pages with the class. Explain where necessary. Students will now be ready to fill in the third column, 'What I Learned' of their KWL chart.

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

CW: Students can do question 2 iii-iv. from the Learning Check and engage in activity 3 and 5 from Going Further.

HW: Ask students to do the activity 2 from Going Further and present their work in the class in the next session.

Lesson plan 3 (pages 4-6)

Time duration: 40 minutes

Methodology

Freedom of speech

Using the cooperative learning structure 'Numbered heads together', form mix ability groups of four students each and ask them to number themselves (1-4). Write the expression 'Freedom of speech' on the chalk board. Allow students to first read the text (page 4) individually, and then discuss in their group what freedom of speech means and also think of an example that they would share with the class. Suggest them to write down in points that one of their team members would share with the class.

The teacher moves around to check if the groups were following instructions and there is equal participation.

Give ample time for students to complete the task and then call out a number. The student with that number in each group stands up and shares the points discussed in the group.

Explain to the students that freedom of speech or freedom of expression is when a person can freely say what he or she wants without any restriction. Nowadays it also includes the freedom to write, distribute material, air television or radio programmes, and even to communicate online.

Freedom of speech is very important, especially for democracy. Voters can only choose the right leaders if the candidates are allowed to express themselves freely, have debates and present their ideas and views without any constraint.

Freedom of speech is also protected by law under the Universal Declaration of Human Rights, although, in many countries it is not fully implemented.

Freedom of expression or freedom of speech does not mean that a person should be disrespectful, spread rumours, defame others, lie, and be the cause of harm to one's country.

Freedom of speech is connected to tolerance, ethics, respect and good manners. It actually contributes in developing a tolerant society, as people respect the others' right to freedom of speech and do not react negatively if they disagree with their points of view.

Conflict resolution

Elicit prior knowledge on conflict resolution and write down the steps needed to solve a conflict.

Read the relevant text (pages 4-5) with the student and explain the words mediator, discussion and negotiation. Highlight that having a conversation with the person you disagree with or have conflict with, in a calm and composed manner, greatly helps in resolving the issues. Negotiation, or finding the middle ground, whereby both the conflicting parties are satisfied is an extremely effective tool. If two people are having an argument and they are unable to negotiate they should let a third person, a mediator who is not biased, to intervene and suggest solutions.

Use the cooperative learning structure 'Numbered Heads Together'. Put students in groups of



three. Give each group a 'Case Study' on Conflict Resolution and inform them that they will also have to act out the conflict, how they discussed, negotiated and resolved it.

Common etiquettes

Put students in groups of four. Provide each group with a chart paper. Now ask students to first number themselves from (1-4), and then using the 'Round Robin' strategy, read the relevant text (pages 5-6) taking turns. Move around and check on students' comprehension of the passage

and that all are participating.

Next, ask students to use the structure 'Cooperative Graffiti' and write down on the given chart paper all the etiquettes they follow and they know about. Students can use colour pencils to write and decorate their poster. Display students' work in the classroom, so that everyone benefits.

CW: Students can do question 1 ii-iv. And 2 iv. from the Learning Check.

HW: Students can be asked to attempt Quick Recall and prepare and present activity 4 from Going Further in the next lesson.

Teaching objectives

Chapter 1.2 Means of Communication

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

- identify the advantages and disadvantages of various means of information.
- define and differentiate between mass media and social media.

Vocabulary

mass media, medium, newsletters, specific, websites, particular, specialist, related, research, bulletins, entertainment, aural, particularly, beneficial, impaired, communication, accessible, convenience, transmitters, drawback, illiterate, remote, facilitates, uploading, messaging, promoting, interaction, massive, authentic, invasion, applications, discipline, conveying, manifesto, accountable, irrelevant, prejudice

Lesson plan 1 (pages 8-9)

Time duration: 40 minutes

Methodology

Elicit from students how news or information spread from one place to another in the olden times and what the advantages or disadvantages of these sources of information were.

Take students answers, show them the relevant pictures and have a short class discussion on what the students recollect.

Next put students in groups of four and using the collaborative learning strategy, 'Round Robin', ask them to list down all the sources that are used to spread information nowadays.

Give them a little time and then allow a representative from each group to share the list. The representatives of 2nd and the remaining groups can say 'pass', unless they have a different source of information that is not mentioned by the first representative.

Put the word 'Mass media' on the board and elicit what it means.

Reference for teachers

In a short period of time the mass media has evolved significantly. Earlier people relied on newspapers for information and day to day news. Writers and journalists played an important role as they were the ones who provided local news and upcoming events.

In 1890s, after many centuries, the radio was invented and quickly became the main source, not only of latest news about social issues and politics, but also of entertainment. People could now tune in to the different radio stations and listen to their favourite songs, dramas, sports commentaries etc.

The invention of television revolutionized the mass media totally and it has become the most popular medium for information and entertainment. There would hardly be a house without a television nowadays. The television, where you can see as well as hear the speaker, is greatly impacting and influencing the lives of the general public.



With the evolution of internet, the masses can now access all the news (national and international), informative as well as entertainment programmes with the click or a tap on various devices. The world is now a global village. The news of anything happening thousands of miles away reaches all parts of the world within seconds.

CW: Students can do question 1 from the Learning Check and engage in activity 1 from Going Further.

HW: Students can attempt activity 3 from Going Further and comment about the effectiveness of different mediums in the next lesson.

Lesson plan 2 (page 10)

Time duration: 40 minutes

Methodology

Students can first work in small groups and make a comparison chart showing advantages and disadvantages of the use of media. This can be then taken up as a whole class activity and the teacher can make a class chart with the students' help on the chalk board. Students can then add the missing points to the own chart.

Students can make a comparison chart as below and read page 10:

Advantages and Disadvantages of Media

Advantages	Disadvantages
Media can play a positive role in the field of education, as individuals can learn a lot through the material present online	Media can often interfere in people's personal lives causing immense problems.
Through media one can access up-to-date information about various topics around the world in very short time.	Some media is unsuitable for children.
Many individuals get a platform through media to reveal their talents and become successful.	More and more use of media has increased the rate of cyber-crime and fraudulent activities.
Media can help people improve themselves in many ways by providing them the source of knowledge	One can become addictive to the use of electronic media or media in general. Too much or prolonged use of electronic gadgets or internet can cause health problems.

Media is a massive source for entertainment in the world through which people enjoy movies, shows, music, etc.	Some advertisements on the media are too exaggerated and convey a wrong message that can adversely affect peoples' health. Many times media can also cause personal injury if individuals attempt risky stunts, shown on media, at home.
Media provides knowledge of different cultures and helps people to know about and accept people from different parts of the world.	Cyber bullying, sending threats, blackmailing, creating fake profiles etc. can actually ruin the targeted person's mental health.

Mass media and Social media

Mass media mainly involves print media (newspapers and magazines) and broadcast media (television and radio) while social media platforms include different types of platforms like Facebook, YouTube, Instagram, Twitter, LinkedIn, Reddit, Wikipedia, and Pinterest.

In mass media, the public is the audience, while in social media, the public can be both content creators and the audience.

CW: Students can do question 2 from the Learning Check and engage in activity 2 from Going Further.

HW: Students can be asked to attempt Quick Recall and attempt activity 4 from Going Further.



UNIT

2

CULTURE AND DIVERSITY

CHAPTER 2.1 Our Culture

Teaching objectives

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

- identify the diverse cultural groups living in Pakistan.
- describe the cultural diversity of Pakistan (religion, crafts, languages, festival, clothing, popular events, folk songs, food and art)
- identify the advantages of a multicultural society.
- define and describe the concept of nationhood, interfaith harmony, and inclusion to demonstrate the ways people get along with one another.

Vocabulary

values, regional, traditional, diverse, similarities, hospitality, diversity, patriotism, harmony, immigrants, multicultural, race, adaptable, enriches, collaborative, bias, resist, devotion, exhibit

Lesson plan 1 (pages 12-13)

Time duration: 40 minutes

Methodology

Use the KWL strategy; “What I Know”, What I Want to Know” and “What I Learned.” This will allow teachers to assess students’ prior knowledge about the topic and raise their level of curiosity.

Topic: Our Culture

Punjab

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

Students should make a separate KWL chart for each province and one for the other cultures of Pakistan.

Ask students to fill in the first column, ‘What I Know’ and the second column, ‘What I want to know’. This activity can also be done in pairs.

Next initiate a class discussion on different aspects of culture in Pakistan such as; clothes people of different provinces or cultures wear, food they eat, their way of living, values and festival etc. If there are students belonging to different cultures or provinces in the class, allow them to share information about their culture.

Read pages 12 and 13 with the class. Explain where necessary.

Ask students to gather information of different cultures of Pakistan. They can interview their senior family members, use internet etc.

Inclusion

The culture of Pakistan is greatly influenced by its geographical, historical and ethnic diversity. We find Persian, Indian, Central and South Asian as well as Western Asian Influences here. Pakistan is a home to many ethnic groups which are different in their historical background, physical features, food, dress, customs and even music. Some of these groups include Sindhi, Punjabi, Balochi, Pashtuns, Hazaras, Kashmiris, Makrani, and Baltis etc. Islam came to this region in 700 A.D. It is the religion of a great majority (96.28 %) in Pakistan and has a strong influence on the culture of this region.

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 speaks more than one language. Urdu, the national language, is almost spoken and understood by everyone.

Pakistan has a collectivist culture where there is interdependence and joint family system is common. Elders are respected and cared for. Generally people are very hospitable and helpful.

Students can make the chart given below to show similarities and differences that exist in the various cultural groups of Pakistan. This should be done on the board with students' help.

(Reference for teachers: <https://blog.tuf.edu.pk/pakistan-a-land-of-cultural-diversity/>)

	Similarities	Differences
Dress	Shalwar kameez	Lungi, pagri, sindhi topi, ajrak, peshawari chappal, pant and shirt
Language	Urdu	Sindhi, Pushto, Punjabi, Baluchi, English, Hindko, Mamini, Balti etc.
Food	Roti, rice, curry, daal, vegetables	Chapli kabab, long nans Kashmiri Chai, Sindhi biryani, sajji, makie roti, sarson ka saag etc.



Religion	Islam	Christianity, Hinduism, Sikhism Zoroastrianism, etc.
Festivals	Eid-ul-Fitr, Eid-ul-Azah	<ul style="list-style-type: none"> • Divali, Navroze, Mela Chiraghan, Silk Route Festival, Shandur Polo Festival, Lok Virsa Folk Festival.
Sports	Cricket	Field hockey, squash, polo, skiing, car rallies, target shooting, football, kabaddi etc
Dances		Bhangrah, khatak dance, Luddi, Joomar, classical etc.

Teachers can refer to the following link for detail about etiquette and manners of Pakistani society. Also help students make links about promoting inclusion because it ensures equal opportunities for all communities and fosters fairness. Inclusive environments teach us to respect and appreciate diversity, while inclusive classrooms encourage student collaboration and creativity.

<https://culturalatlas.sbs.com.au/pakistani-culture/pakistani-culture-etiquette>

At the end of the lesson ask students to fill in the third column of their KWL chart to assess their learning.

CW: Students can do question 1ii. 2 ii. from the Learning Check and engage in activity 1 from Going Further.

HW: Students can attempt activities 2 and 3 from Going Further.

Lesson plan 2 (pages 13-15)

Time duration: 40 minutes

Methodology

Multicultural Society

Elicit from students what they understand by a 'Multicultural Society'. Ask them if someone in their family has immigrated to another country, or if they know someone who has come from another country and has settled in Pakistan.

Put students in pairs and ask them to role play (A the immigrant and B the native)

Student B asks student A if he or she were to go to another country and settle there, how would he feel, what he needed to know about the new place, how he would adjust, how he expected people of that place to treat etc. The option of immigrating to Canada or Middle East or any other country should also be given.

After students A answers the above questions. Student B explains how he would help and assist the new immigrant to settle down in his country.

Reverse roles and continue with the activity. Once both student A and B have expressed their views, call out some willing pairs of students to role play in front of the class and share their conversation.

Continuing the lesson elicit from students what advantages could there be if people of different cultures live together and it was a multicultural society.

Read pages with the students explaining where necessary.

Share the following interesting traditions of various cultures with the students. Then ask them to share with the class if they were familiar with some other traditions of their own or another culture.

Read pages 14 and 15. Discuss nationhood and the importance of interfaith harmony. Explain to students that nationhood encompasses people's connection and pride towards their country. It embodies a collective appreciation for shared values, traditions, language, and culture, uniting the nation's inhabitants. Nationhood inspires a sense of responsibility towards the nation's progress and well-being, nurturing an inclusive environment that embraces diversity while fostering a strong, unified national identity.

On the other hand, interfaith harmony is crucial in a diverse society like Pakistan, where people of different religions coexist. It promotes peaceful and respectful relationships, encouraging individuals to respect and accept diverse religious beliefs. This, in turn, reduces conflicts, fosters mutual understanding, and builds a united community where people from different faiths work together for the common good. Interfaith harmony also helps reduce prejudice and discrimination based on religious differences, promoting equality and justice for all. Ultimately, it creates a stable and supportive environment for the country's development.

CW: Students can do question 1 i. and iii. and 2 i. and iii. from the Learning Check and engage in activities 6 and 7 from Going Further.

HW: Students can be asked to attempt Quick Recall and attempt activities 4 and 5 from Going Further.



UNIT

3

STATE AND GOVERNMENT

CHAPTER 3.1 Constitution and government

Teaching objectives

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

- provide reasons for the need of federal government.
- compare the formation of government at federal, provincial, and local levels.
- explain the interdependence between federal, provincial and local governments in Pakistan.
- analyse the importance of a constitution.
- discuss the rights and responsibilities of Pakistani citizens according to the 1973 constitution.
- describe the importance of the rule of law against unjust and illegal activities.
- describe the functions of political parties in a democratic system.
- describe the concept of democracy and its importance for the people.
- describe the formation and function of political parties in a democratic government, how do they contest elections according to their manifesto.

Vocabulary

parliamentary, democracy, representatives, majority, contest, provincial, assemblies, federal, administer, interfere, priorities, security, financially, , stability, expenditure, imports, exports, industrialization, budget, deputy, executive, legislature, judiciary, cabinet, senators, recommendations, grassroot, constitution, document, manifesto

Lesson plan 1 (pages 17-18)

Time duration: 40 minutes

Methodology

Elicit from students what they know about the different forms of governments. Put the words 'Monarchy, Oligarchy, Democracy on the chalk board and with the help of the following image explain briefly the main forms of governments.

Ask students which of the above forms of government exists in Pakistan.

KWL strategy would work well for this chapter, as it would help the teacher to assess the students' prior knowledge about their own government and political system, and also their queries about the topic.

Guidelines should be given, so that students remain focused on the objectives of the lesson. Write the following phrases to assist the students in their thought process:

Type of government

- How is it formed?
- Who runs the government?
- What is the work of the government?

Put students in groups of three or four and provide them a chart paper to work on. Give them ample time to discuss and fill up the first two columns of their KWL chart. They will thus be sharing their prior knowledge and learning from each other. Begin with a brief discussion about the importance of government and its role. Then, introduce the federal government and its primary responsibilities, such as finance, defense, communications, and foreign affairs. After that, explain the differences between federal and provincial governments using a Venn diagram to compare and contrast their responsibilities. Emphasise that the federal government does not interfere in provincial matters. Next, delve into the key functions of the federal government, discussing specific roles of different federal ministries, such as the Ministry of Finance, Ministry of Defense, and the Foreign Office, and how they contribute to the stability and development of the country. Then, we'll highlight the main goals of the federal government, including economic growth, employment, price stability, and resource distribution, using examples to illustrate each goal. Mention the economic policies, explaining how the federal government collects taxes, controls expenditures, and influences economic activities like imports, exports, and industrialisation. An interactive activity will involve distributing worksheets with scenarios related to federal government decisions, allowing students to work in pairs to discuss and decide how the federal government might handle each scenario. Then, discuss the scenarios and students' decisions as a class.

Constitution of Pakistan

Elicit and then explain what is meant by 'constitution'. Use 'Think, Pair and Share' strategy. Ask students to think about the 'Rights and Responsibilities' of citizens of Pakistan, and then talk to their shoulder partner and share what they know, taking turns. Take a few answers from the students to assess their prior knowledge, and then read pages 18 with them. In the next lesson ask students to work in small groups and list down, on a sheet of paper, what they think the 'Rights of Students' should be. Pin the lists up in the classroom for all the students to look at later on.

CW: Students can do question 1i. the Learning Check.

HW: Students can attempt questions 2i. and ii. from the Learning Check.

Lesson plan 2 (pages 18-21)

Time duration: 40 minutes

Methodology**Rights of citizens**

Briefly introduce the topic of citizens' rights and the structure of the federal government. Explain why it's important to understand these concepts. Read the text in the textbook and discuss the fundamental rights of citizens in Pakistan, such as:



Right to education

Right to freedom of speech

Right to health care

Right to equality

Explain each right using examples and simple language. Then, engage students by asking them to share what they think these rights mean. Discuss scenarios where rights are either respected or violated. Have students work in pairs to identify which right is involved in each scenario and whether it is being respected or violated. Discuss the scenarios as a class and reinforce the importance of respecting citizens' rights.

Structure of the Federal Government

Explain the three branches of the federal government in Pakistan:

Executive: Headed by the President and Prime Minister, responsible for implementing laws and running the country.

Legislative: The Parliament (National Assembly and Senate) makes laws.

Judiciary: Courts ensure laws are followed and protect citizens' rights.

Refer to the diagram on page 19 of the textbook. Discuss the roles of each branch briefly and make observations to point out citizens' rights and the structure of the federal government. Allow time for students to ask questions and clarify any doubts.

Provincial Governments

Read the relevant pages with the students. Explain where necessary.

Share some of the following points with the students about the President and the Prime Minister

President

- Head of state
- Must be a Muslim
- Not less than 45 years of age
- Qualified to be elected as a member of the National Assembly
- The President is elected for a five-year term
- One can be a President for more than once
- The President shall act on the advice of the Prime Minister
- President shall have the power to grant pardon or suspend any sentence passed by the court, tribunal or other authority
- Governors of 4 provinces, chief justice, chief election commissioner, attorney general and auditor general are selected by the President Prime Minister
- The Prime Minister is the head of the government
- Elected by Members of the National Assembly

- Elected for the duration 5 Years
- The Prime Minister serves as the chief adviser to the President of Pakistan
- All the terms and conditions to be a Prime Minister are the same as of the president, except that he must not be less than 35 years of age
- Prime Minister has responsibility to appoint Federal Council of Ministers

Explain that Pakistan, like all countries, needs a system to resolve disagreements and ensure fairness for everyone. Explain that the Legislature, also called Parliament, is like the “lawmakers” of Pakistan. Use a relatable example: “Imagine Parliament as the classroom. The teachers (lawmakers) create rules (laws) to keep everyone safe and learning. They discuss and vote on these rules to make sure they’re fair for everyone.” Briefly mention the two houses of Parliament: the National Assembly and the Senate.

Explain that the Judiciary is like the “court system” of Pakistan. Use another relatable example: Imagine the Judiciary as the school counsellor. If there’s a disagreement between students (citizens), they can go to the counsellor (courts) to help resolve it fairly. Introduce the three main court levels:

1. Supreme Court: Highest court, located in Islamabad. Their decisions are final, but they can sometimes be reconsidered.
2. High Courts: The highest legal authority in each province, dealing with issues in that province. Appeals from here go to the Supreme Court.
3. Session Courts: These exist in each district and handle local legal matters.

Tiers of Government

Have a class discussion on the three tiers of the Government in Pakistan. Discuss the following points:

- How these three tiers of government are formed
- What their functions are
- How they depend on and assist one another

Ask students to focus on the above points and working in small groups make a flow chart highlighting the three aspects.

Students can use a similar organiser as above and by adding two more set of boxes they can briefly write down about the three aspects given above of federal, provincial and local governments. Facilitate students to find the relevant material in the textbook by giving them the page numbers they need to consult.

The collaborative learning structure ‘Round Robin’ should be used, so that students take turns reading and filling in the flow chart.

CW: Students can do question 1ii and iii. from the Learning Check and engage in activity 1 and 3 from Going Further.

HW: Students can present their debate activity from Going Further in the next lesson.



Lesson plan 3 (pages 21-24)

Time duration: 40 minutes

Methodology

How laws are made in Pakistan

Elicit from students what they understand bylaws, the importance of following laws, what the consequences are of not following laws, and who makes these laws in Pakistan. In a whole class discussion encourage students to voice their opinion and give examples of laws they are familiar with and the consequences of not following them.

Keep writing the relevant points on the chalk board. Using the internet, show a video on how laws are made in Pakistan. Pause and explain where necessary.

Introduce the topics of provincial government and the rule of law. Explain why understanding these concepts is important for being informed citizens.

Role of Provincial Government

Explain the primary responsibilities of the provincial government, such as:

- Education
- Health services
- Agriculture
- Local law enforcement

Discuss how provincial governments work within the federal system to manage these areas. Use a diagram on the whiteboard or visual aid to illustrate the division of responsibilities between federal and provincial governments. Provide scenarios where the provincial government plays a key role (e.g., building a school or managing a local hospital). Have students work in pairs to identify which responsibilities fall under the provincial government. Discuss the scenarios as a class and reinforce the understanding of provincial roles.

Importance of Rule of Law

Explain the concept of the rule of law: that everyone must follow the law, and laws are applied equally to all. Discuss why the rule of law is important for a fair and just society. Give examples of how the rule of law protects citizens' rights and maintains order.

Political Parties

Elicit from students the names of political parties that they know of, and also some of the political leaders they are familiar with. Ask how the parties function and what their aim is. Read through pages 22 and 23, explaining where necessary. Facilitate students in doing LEARNING CHECK and GOING FURTHER activities. To wind up the lesson ask students to refer to their KWL chart and fill in the last column, 'What I Learnt'.

Democracy

Democracy is a popular form of government in the present day world. In democracy people have a say in the government, either directly or indirectly. The other forms of government are monarchy, dictatorship and oligarchy, in which the country is ruled by one person or by a small group of people.

The ancient Greeks were the first ones to develop democracy and the very first democracy was established in Athens in the 5th century BC. The word democracy is a combination of two Greek words; demo, that means people and kratos, meaning rule. In ancient Athens, the capital of Greece, there was 'direct democracy' as all the citizens of Athens were involved in law making and were eligible to cast their vote when any law had to be passed. All the citizens gathered in the assembly hall and voted in favour or against the proposed bill. If the majority voted in its support, the bill would become law.

Write down the word 'Democracy' on the board. Elicit from the students what they understand by the word democracy. Ask them what type of a government we have in Pakistan and if they were aware how it works. Take their responses and explain using the notes given above. Show students the video explaining the Australian direct and representative democracy.

Interdependence of Governments

Read page 24 and explain how federal, provincial, and local governments work together and depend on each other. Use examples to show how they cooperate (e.g., federal government funding for provincial projects, local governments implementing provincial policies). Explain the diagram on page 24 showing the interconnected roles and responsibilities.

CW: Students can do question 2 iv. and v. from the Learning Check.

HW: Students can be asked to attempt Quick Recall and attempt activity 2 from Going Further.



UNIT

4

HISTORY

CHAPTER 4.1 Ancient Civilisations

Teaching objectives

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

- describe the salient features of Mesopotamian, Egyptians, and Gandhara civilisations.

Vocabulary

communities, significantly, identified, philosophy, architecture, astronomy, medicine, influenced, concept, reasoning, logic, jury, conquered, empire, flourished, technology, aqueducts, millennium, excavation, sculptures, diversity

Lesson plan 1 (pages 26-27)

Time duration: 40 minutes

Methodology

Elicit from students what they understand by the word ‘ancient civilisations’ and how many ancient civilisations they are familiar with. In a whole class discussion allow students to share whatever they know about any of the ancient 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 text book.

Egyptian and Mesopotamian Civilisations

Focus briefly only on the points given in the text book on pages 26-27.

Students can work in groups of three to make a poster or work individually and make a booklet showing different aspects of the above Civilisations. The following sub-headings should be given to the students to find information and pictures they could use for this project.

Ancient civilisations

Elements	Mesopotamian Civilisations	Egyptian Civilisations
Time period		
Location		
Tools		
Writing		
Way of life		
Inventions		
Decline		

CW: Students can do question 1i. and ii. 2 i. from the Learning Check and engage in activity 3 from Going Further.

HW: Students can attempt activities 4 from Going Further and present their idea of an experience as archaeologist in the next lesson.

Lesson plan 2 (pages 27-28)

Time duration: 40 minutes

Methodology

Put the heading 'The Gandhara Civilization' on the chalk board. Elicit from students what they know about this civilization. Now use the map given below and call out some students, one at a time, to locate Gandhara and its neighbouring countries and cities.

In a whole class discussion, elicit the details of the Indus Valley Civilization that students had studied in class 4 and ask them if they found any similarities or differences between the two.

Show the two videos Links

The Gandhara Civilization

<https://gandhara.rferl.org/a/afghanistan-pakistan-gandhara-civilization/27011454.html>

<https://www.youtube.com/watch?v=HyqLDP-Yux0>

Pause the videos and explain where necessary. Also inform students that restoration work is being carried out to preserve the archeological sites of the Gandhara Civilization. Show the relevant video. Link is given below.

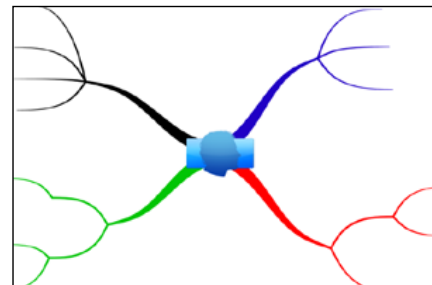
<https://www.youtube.com/watch?v=yd4rjdjRYCU>



Put students into mixed ability groups of 3 or 4 and ask them to read the relevant pages from their text book. Provide each group with a chart paper and instruct them to make a 'mind map', focusing on the following four points:

- location of Gandhara Civilization
- origin
- art
- architecture

Once all the students have completed display their work in the classroom and allow them to move around and assess the work of their peers. They can then go back and add or change anything in their own work.



A class collage can be made on art and architecture of Gandhara Civilization. Encourage students to bring pictures of Gandhara art and its architecture and paste them on a large chart paper which is displayed in the classroom.

For teachers' reference

What is the origin of Gandhara civilization?

The origin of Gandhara civilization was found along the Middle Swat River course and it extended to the Valleys of Dir, Kunar, Chitral, and even to Peshawar. Gandhara was at the junction of trade routes between Middle East, India and Central Asia. It was also a cultural meeting place which brought diversity in the region. It was initially under the Persian Empire in the 6th and 5th centuries BCE and then Alexander the Great conquered it in the 4th century BCE.

Gandhara art

Gandhara is famous for its unique style of Buddhist art which is actually a combination of Persian, Syrian, Indian as well as Greek art. This development and merger took place from 50 BC to 75 AD during the Parthian Period.

The artists of that time period sculptured many statues of the Buddha in a rather realistic manner. He was represented similar to the Greek god Apollo with pleasant youthful features and wavy hair. The figures of Buddha were dressed in apparels like those seen on statues from the Roman Empire.

Gandhara architecture The architecture of Gandhara, is mostly influenced by local characteristic and it also shows similarity to both Indian and western models. The main architectural traces that the archaeologists have discovered are the religious remains of the Buddhist stupas and the Christian monasteries.

The ruins of Gandhara civilization are found throughout Northern Pakistan. However, in Taxila, Peshawar, and Swat valley its heritage has been saved to a greater extent. According to Wikipedia, there is evidence of presence of Stone Age human inhabitants in Gandhara, as some stone tools and burnt bones, were discovered at Sanghao near Mardan in caves. The

artifacts are approximately 15,000 years old. This Civilization is a symbol of human development in knowledge, religion, art, and history.

CW: Students can do question 1iii. and 2ii. from the Learning Check and engage in activity 2 from Going Further.

HW: Students can be asked to attempt Quick Recall and attempt activity 1 from Going Further.



Chapter 4.2 The Great Leaders of Pakistan

Teaching objectives

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

- recognise the service of the national heroes (Quaid-e-Azam رحمۃ اللہ علیہ, Sir Syed Ahmed Khan, Begum Rana Liaquat Ali, Begum Jahan Ara Shahnawaz, Chaudhry Rehmat Ali).

Vocabulary

misunderstandings, pamphlet, stance, recognition, title, backwardness, aftermath, remedy, proposed, founded, institute, subcontinent, distinct, organise

Lesson plan 1 (pages 30-31)

Time duration: 40 minutes

Methodology

Sir Syed Ahmed Khan Put up a picture of Sir Syed Ahmed Khan on the board and ask students who he was. If students are familiar with him, then ask questions to extract more information about him and his contribution towards formation of Pakistan.

Show the following video (Biography of Sir Syed Ahmed Khan) to the students.

Link: Sir Syed Ahmed Khan <https://youtu.be/wP9DGgjEgZ0>

Repeat the video, pause in between, explain and ask students to make their own notes using bullet points and short phrases.

(Prior to this activity explain to students simple note taking skills, and while showing the video pause and demonstrate how notes should be taken.)

Read page 30 with the students, explain where necessary.

Ask students to make a timeline starting with Sir Syed Ahmed's birth, highlighting his contributions and the year he passed away. Students can work in pairs and consult their textbook and their notes for this activity. To make the work more interesting ask students to colour code the boxes and also make a key (Birth----- Contributions----- Death)

delete this box and move the What I know and What I want to know box UP. Then place this text:

Introduce the topic of prominent women leaders in Pakistan's history. Explain why it's essential to learn about their contributions.

Begum Rana Liaquat Ali Khan

Discuss her early life and role in the Pakistan Movement, focusing on her contributions as the Chairperson of the Finance Division in the Muslim League, organising volunteer nursing groups, establishing the first nurse foundation in Pakistan, becoming the first female governor

of Sindh, serving as an ambassador to Holland, Italy, and Tunisia, and founding the All Pakistan Women's Association (APWA). You can create a timeline on the whiteboard to illustrate key events in her life.

Begum Jahan Ara Shahnawaz

Discuss her early life and political background. Highlight her contributions to the Pakistan Movement and women's empowerment, such as promoting the Urdu language and raising funds for the Khilafat Movement, establishing the Women's wing of the Muslim League in Punjab, founding Anjumane-Khawatine-Islam, and participating in the Round Table Conferences (1930-1932).

On the board, create a Venn diagram comparing the contributions of Begum Rana Liaquat Ali Khan and Begum Jahan Ara Shahnawaz. Discuss the similarities and differences in their efforts and impact. Engage students by asking them to share what they found most inspiring about each leader.

Chaudhry Rehmat Ali

Highlight his major contribution since he suggested the name 'Pakistan' in 1933. Explain the significance of his pamphlet 'Now or Never,' which presented the idea of a separate Muslim state in South Asia.

CW: Students can do questions 1 and 2 from the Learning Check and engage in activity 2 from Going Further.

HW: Students can be asked to attempt Quick Recall and attempt activity 1 from Going Further.

What I Know	What I Want to Know	What I Learnt

Chapter 4.3 The Journey towards Pakistan

Teaching objectives

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

- Go through all the major events of the making of Pakistan
- identify the contribution of provinces and regions in the creation of Pakistan
- Identify the role of minorities in the creation of Pakistan
- Develop an appreciation for the diversity and collaborative efforts that led to the formation of Pakistan.



Vocabulary

resolution, status, comprised, princely states, referendum, founding leaders, liberate

Lesson Plan 1 (pages 33-35)

Time duration: 40 minutes

Methodology

Go through the timeline with the students.

In groups of four students can make their own timeline on a chart paper and paste relevant pictures. A different format can be used by each group. After the charts are displayed the students in their groups can take a 'Gallery Walk' and using the method 'Two stars and a wish' and write two good things about the display and one improvement that can be made. The teacher can then share the comments of each group with the class.

Put up a map of Pakistan on the board. Inform students that all the provinces played an important role in making Pakistan a separate homeland, and that they will be focusing on one province at a time to understand the contribution of its leaders and people in the making of Pakistan.

Read the relevant pages with the students and discuss the important points. Ask students to collect pictures of the great people who contributed towards making Pakistan an independent nation and prepare a class collage.

For teachers' reference

The role of different provinces in the making of Pakistan

Pakistan was created in 1947. It was due to a long and untiring effort of the Muslims living in all parts of South Asia. Muslims of all the provinces of South Asia sacrificed for the creation of Pakistan.

Sindh

The province of Sindh is also known as the 'gateway of Islam' in South Asia as Islam came into the sub-continent through this region. The British occupied Sindh in 1843. Then it was an administrative part of Bombay. It regained the status of a separate province in 1935. The first annual session of the Muslim League was held at Karachi in 1907. The Muslim League Sindh branch demanded for the first time the establishment of Muslim government in Muslim majority provinces. The people of Sindh actively took part in the Pakistan Movement. Students of Sindh Madrassa Tul Islam and Noor Muhammad School also participated with great zeal in the Pakistan Movement.

Sindh always played an important role in the struggle for Pakistan and had never surrendered to British rule. The Muslims of Sindh supported the 'Jihad Movement' under the leadership of Syed Ahmed Shaheed Barelvi, started the 'Jihad Movement' and the Muslims of Sindh supported him whole-heartedly. They also fought against the British in the war of independence of 1857.

Baluchistan

Baluchistan had a different status. It comprised of a region that was under the Chief Commissioner and four states that were independent. The brave people of Baluchistan maintained their independent identity even during British rule and when Quaid-e-Azam رحمۃ اللہ علیہ approached them, they gave a positive response to his appeal and Kazi Muhammad Isa established Muslim League in Baluchistan. There were other well-known leaders too who supported and contributed towards Pakistan Movement. Mir Jaffar Khan Jamali, Mir Kadir Bux Zehri, Sardar Baz Khan and Nawab Muhammad Khan Jogezai were amongst them. On 21 March 1941, Pakistan Day was celebrated in Quetta. In 1947, the Shahi Jirga of Baluchistan also decided to join Pakistan.

Khyber Paktunkhaw

The British deliberately kept this province backward. In 1928, Quaid-e-Azam رحمۃ اللہ علیہ demanded reforms in this province. Initially, NWFP was a stronghold of Congress. Due to the efforts of Sardar Aurangzeb Khan Muslim League Conference was held at Abbottabad in 1939. The students of Islamia College and Edward College were on the frontline of the Pakistan Movement. Due to these sacrifices and efforts, Congress lost its control over the province and in 1947; it became a part of Pakistan.

Punjab

Although Punjab was a Muslim majority province, it came under Sikh rule after the death of Aurangzeb Alamgir. In 1849 Punjab was taken over by the British. Punjab was a large province which produced a number of thinkers, scholars and Sufis who contributed immensely to the Pakistan Movement. Allama Iqbal, a great thinker and philosopher gave the idea of a Muslim state in South Asia for the first time. In 1940 Pakistan Resolution was presented in Lahore and after this resolution Pakistan Movement gained momentum and the creation of Pakistan became a reality. Students all over Punjab supported and worked day and night to convey the message of the Muslim League. Sugra Aftab, a brave girl from Lahore hoisted Muslim League's flag on the Punjab Secretariat.

CW: Students can do questions 1i. and 2i. from the Learning Check.

HW: Students can be asked to attempt activity 1 from Going Further.

Lesson Plan 2 (page 36)

Time duration: 40 minutes

Methodology

Gilgit-Baltistan and Azad Jammu & Kashmir

Introduce Gilgit-Baltistan and Azad Jammu & Kashmir, explaining the importance of understanding their historical background and significance. Discuss the princely state of Jammu and Kashmir before 1947, including its diverse population, the rule of Maharaja Hari Singh, and the desires of the Muslim-majority population to join Pakistan. Mention Maharaja



Hari Singh's preference to accede to India. Discuss the role of local leaders and fighters in resisting the Maharaja's decision and highlight the areas that eventually became Azad Jammu & Kashmir and Gilgit-Baltistan. Visual aids such as maps or illustrations can be used to show the geographical locations of these regions.

Revisit the role of personalities mentioned from the regions. For example, just a month before Sir Abdullah Haroon (1872–1942) passed away he remarked, 'Pakistan is now inevitable. It is bound to come [into being] sooner or later. My purpose in life is at last achieved. Life has no more interest or excitement for me. I have had more than [what] I deserved. Now our children will be free citizens of a free country.' Sir Abdullah Haroon was born in Karachi and was a prominent businessman. He lost his father at an early age. His mother, who was a pious lady, brought him up as a hardworking and committed person. Abdullah Haroon made his place in the business community which was largely dominated by Hindus. He joined the National Congress party and was an active member of the Khilafat Movement. Later he became a member of Muslim League and played an important role in separation of Sindh from Bombay.

Sir Ghulam Hussain Hidayatullah was born at Shikarpur (Sindh) in 1879. He was a lawyer by profession. He too joined Muslim League and worked and played an important role in gaining independence. He was very close to Quaid-e-Azam رحمۃ اللہ علیہ. After the creation of Pakistan on 14th August, 1947, he was appointed as the first Governor of Sindh by Quaid-e-Azam رحمۃ اللہ علیہ. He died shortly after Quaid-e-Azam رحمۃ اللہ علیہ passed away in 1948. Ask students to choose any two names from the list given on page 36, do some research and write a short paragraph on how each one contributed towards making of Pakistan. (Students' work can be displayed in the classroom)

Reference: <https://brainly.in/question/22200754>

Study the role of minorities the creation of Pakistan. Discuss that not only Muslims but also various minority groups played significant roles in the creation of Pakistan. Read the relevant text from the book and introduce key figures from minority groups who contributed to the creation of Pakistan. Highlight the role of Jogendra Nath Mandal in the Pakistan Movement, particularly his work with the Scheduled Castes of Hindus and his position as the first Minister of Law and Labour.

Discuss Dewan Bahadur S.P. Singha's leadership within the Christian community and his advocacy for the rights of Christians in Pakistan. Ask students to find out about the contributions of other minority groups, like the Sikhs and Parsees, to supporting the movement and their efforts in various sectors. Ask students to brainstorm about the necessity of fixed seats of minorities in the national assembly for a democracy.

CW: Students can do questions 1ii. and iii. and 2ii. and iii. from the Learning Check.

HW: Students can be asked to attempt Quick Recall and attempt activity 2 from Going Further.

Chapter 4.3 The Journey towards Pakistan

Teaching objectives:

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

- Go through all the major events of the making of Pakistan
- Identify the contribution of provinces and regions in the creation of Pakistan
- Identify the role of minorities in the creation of Pakistan
- Develop an appreciation for the diversity and collaborative efforts that led to the formation of Pakistan.

Vocabulary:

resolution, status, comprised, princely states, referendum, founding leaders, liberate

Lesson Plan 1

Time duration: 40 minutes

Methodology:

Go through the timeline with the students.

In groups of four students can make their own timeline on a chart paper and paste relevant pictures. A different format can be used by each group. After the charts are displayed the students in their groups can take a 'Gallery Walk' and using the method 'Two stars and a wish' and write two good things about the display and one improvement that can be made. The teacher can then share the comments of each group with the class.

Put up a map of Pakistan on the board. Inform students that all the provinces played an important role in making Pakistan a separate homeland, and that they will be focusing on one province at a time to understand the contribution of its leaders and people in the making of Pakistan.

Read the relevant pages with the students and discuss the important points. Ask students to collect pictures of the great people who contributed towards making Pakistan an independent nation and prepare a class collage.

For teachers' reference

The role of different provinces in the making of Pakistan

Pakistan was created in 1947. It was due to a long and untiring effort of the Muslims living in all parts of South Asia. Muslims of all the provinces of South Asia sacrificed for the creation of Pakistan.

Sindh:

The province of Sindh is also known as the 'gateway of Islam' in South Asia as Islam came into the sub-continent through this region. The British occupied Sindh in 1843. Then it was an administrative part of Bombay. It regained the status of a separate province in 1935.



The first annual session of the Muslim League was held at Karachi in 1907. The Muslim League Sindh branch demanded for the first time the establishment of Muslim government in Muslim majority provinces. The people of Sindh actively took part in the Pakistan Movement. Students of Sindh Madrassa Tul Islam and Noor Muhammad School also participated with great zeal in the Pakistan Movement.

Sindh always played an important role in the struggle for Pakistan and had never surrendered to British rule. The Muslims of Sindh supported the 'Jihad Movement' under the leadership of Syed Ahmed Shaheed Barelvi, started the 'Jihad Movement' and the Muslims of Sindh supported him whole-heartedly. They also fought against the British in the war of independence of 1857.

Baluchistan:

Baluchistan had a different status. It comprised of a region that was under the Chief Commissioner and four states that were independent. The brave people of Baluchistan maintained their independent identity even during British rule and when Quaid-e-Azam approached them, they gave a positive response to his appeal and Kazi Muhammad Isa established Muslim League in Baluchistan. There were other well-known leaders too who supported and contributed towards Pakistan Movement. Mir Jaffar Khan Jamali, Mir Kadir Bux Zehri, Sardar Baz Khan and Nawab Muhammad Khan Jogezai were amongst them. On 21 March 1941, Pakistan Day was celebrated in Quetta. In 1947, the Shahi Jirga of Baluchistan also decided to join Pakistan.

Khyber Pakhtunkhwa:

The British deliberately kept this province backward. In 1928, Quaid-e-Azam demanded reforms in this province. Initially, NWFP was a stronghold of Congress. Due to the efforts of Sardar Aurangzeb Khan Muslim League Conference was held at Abbottabad in 1939. The students of Islamia College and Edward College were on the frontline of the Pakistan Movement. Due to these sacrifices and efforts, Congress lost its control over the province and in 1947; it became a part of Pakistan.

Punjab:

Although Punjab was a Muslim majority province, it came under Sikh rule after the death of Aurangzeb Alamgir. In 1849 Punjab was taken over by the British. Punjab was a large province which produced a number of thinkers, scholars and Sufis who contributed immensely to the Pakistan Movement. Allama Iqbal, a great thinker and philosopher gave the idea of a Muslim state in South Asia for the first time. In 1940 Pakistan Resolution was presented in Lahore and after this resolution Pakistan Movement gained momentum and the creation of Pakistan became a reality. Students all over Punjab supported and worked day and night to convey the message of the Muslim League. Sugra Aftab, a brave girl from Lahore hoisted Muslim League's flag on the Punjab Secretariat.

Lesson Plan 2

Time duration: 40 minutes

Methodology:

Revisit the role of personalities mentioned from the regions. For example, just a month before Sir Abdullah Haroon (1872–1942) passed away he remarked, ‘Pakistan is now inevitable. It is bound to come [into being] sooner or later. My purpose in life is at last achieved. Life has no more interest or excitement for me. I have had more than [what] I deserved. Now our children will be free citizens of a free country.’ Sir

Abdullah Haroon was born in Karachi and was a prominent businessman. He lost his father at an early age. His mother, who was a pious lady, brought him up as a hardworking and committed person. Abdullah Haroon made his place in the business community which was largely dominated by Hindus. He joined the National Congress party and was an active member of the Khilafat Movement. Later he became a member of Muslim League and played an important role in separation of Sindh from Bombay.

Sir Ghulam Hussain Hidayatullah was born at Shikarpur (Sindh) in 1879. He was a lawyer by profession. He too joined Muslim League and worked and played an important role in gaining independence. He was very close to Quaid-e-Azam. After the creation of Pakistan on 14th August, 1947, he was appointed as the first Governor of Sindh by Quaid-e-Azam. He died shortly after Quaid-e-Azam passed away in 1948. Ask students to choose any two names from the list given on page 38, do some research and write a short paragraph on how each one contributed towards making of Pakistan. (Students’ work can be displayed in the classroom)

Reference: <https://brainly.in/question/22200754>

Study the role of minorities the creation of Pakistan. Discuss that not only Muslims but also various minority groups played significant roles in the creation of Pakistan. Read the relevant text from the book and introduce key figures from minority groups who contributed to the creation of Pakistan. Highlight the role of Jogendra Nath Mandal in the Pakistan Movement, particularly his work with the Scheduled Castes of Hindus and his position as the first Minister of Law and Labour.

Discuss Dewan Bahadur S.P. Singha’s leadership within the Christian community and his advocacy for the rights of Christians in Pakistan. Ask students to find out about the contributions of other minority groups, like the Sikhs and Parsees, to supporting the movement and their efforts in various sectors. Ask students to brainstorm about the necessity of fixed seats of minorities in the national assembly for a democracy.

CW: Students could do questions 1-2 from Learning Check.

HW: Students could do activities 1-2 from Going Further.



UNIT

5

GEOGRAPHY

CHAPTER 5.1 An Introduction to maps

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.
- explain the concept of BOLTS with the help of a map.
- recognise different types of maps e.g., road map, tourist map, weather map, political map, and topographical map.

Vocabulary

Distinguish, spherical, continents, oceans, varies, information, peeled, border, orientation, legend, symbols, boundary, impossible, accurately, calculate, scale, coastline

Lesson plan 1 (pages 38-39)

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 and show the following videos explain where necessary.

Maps and globe

<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 40. Note the different things shown in the map and discuss their findings with their shoulder partners.

CW: Students can attempt questions 1i, ii, and iv from Learning Check.

HW: Students can do question 2ii. from Learning Check.

Lesson plan 2 (pages 40-41)

Time duration: 40 minutes

Methodology

Different types of maps

Use KWL strategy to assess students' prior knowledge and find out their queries about the topic. Ask students to fill in the first column What I Know with all that they know about maps and then the second column What I want to Know with questions that are coming in their minds.

What I Know	What I Want to Know	What I Learnt

Maps can be used in many ways. They are essential for navigation, marking boundaries, surveys, showing physical features of a place, showing layout of a city with major transport routes, parks, monuments etc. Some maps give information about a specific topic and there are many more different types of maps. The larger the area a map covers, chances of errors in it become more.

1. Physical Map of the world

Show students the world map and ask them what the map shows. (Mountains, plains, rivers, deserts etc. – On a coloured map high mountains are a darker shade of brown, smaller mountains are a lighter shade, oceans are dark blue, seas and rivers are a lighter shade of blue, plains are usually green and deserts are a shade of light brown). Further explain by showing the physical map of Pakistan on page 40.

2. Political map showing boundaries of different countries of the world

A political map does not indicate any physical features of the land. They indicate the boundaries of states and countries. Different countries are usually in different colors. They also show capitals and major cities.



Refer to the political map of Pakistan on page 40. and ask students to look at the boundary of Pakistan and locate its neighbouring countries.

3. Thematic map

The above thematic map is a climate map. It indicates the climate around the world giving general information about the climate and precipitation of different regions. Separate colors are used to show different climate or precipitation zones.

4. Road Map and tourist map

Road maps are the ones mostly used. They show the smaller and the main roads, as well as highways and railways. These maps also indicate important landmarks and places such as hospitals, schools, airport, parks and other places of interest.

Features of a map

Put up the letters BOLTS on the chalk board and also put up some of the charts that the students had brought for the class display.

Now show the following video to the students. You may replay the video two or three times, so that the students are able to comprehend and retain its contents.

Link:

<https://www.youtube.com/watch?v=7Bt1UgwEUIQ>

Call out students one at a time and ask them to point out the boarder, orientation, legend or key, title and scale on the maps present in the class. Explain that these elements provide specific information about the map and the area it covers and also help us to understand the map better.

Explain each of the above features.

Inform students that the direction or orientation is the most important element. Using the image of the compass rose explain the different direction it is showing.

CW: Students can do questions 1iii. and v. And 2i. from the Learning Check. They can also do activity 1 from Going Further.

HW: Students can attempt activity 3 from Going Further.

Lesson plan 3 (pages 42-43)

Time duration: 40 minutes

Methodology

Put students in groups of four or six depending on the availability of globes. It is important that students physically rotate and locate places on the globe. This would give them a clearer concept of the shape of the world being round and how the continents and oceans are located in relation to each other.

Show the following videos which explain the various imaginary lines on the earth.

Link: Hemispheres and lines of latitude and longitude

<https://study.com/academy/lesson/four-hemispheres-of-the-world-definition-map.html>

<https://ees.leusd.k12.ca.us/apps/video/watch.jsp?v=161027>

(The first video shows the rotation of earth on its axis and its effects (day and night, changing seasons etc.). To build up students' interest, show the whole video. However, focus more on the content in the book during class discussion and explanation)

Now allow students to explore and find the different continents, countries and oceans on their globe. Tell them to locate Pakistan, its neighbouring countries, the sea and the ocean next to it.

Longitude and time zones

Ask students how people knew what time it was, when there were no clocks. Take students' answers and explain that the earliest known device was the sundial. People looked at the shadow that formed as the day passed and were able to roughly tell time. Assessment of time became more and more accurate as more and more sophisticated sundials were invented.

Mechanical clocks were invented in the 14th century and people then used local time by setting their clocks to noon when the sun was at its highest. However, with the invention of train in the 18th century, people started to travel long distances, so they became confused about time and started thinking that there should be a standard time.

Initiate a class discussion and then share the following information with the students; When people travelled far away from their locality, they got confused about the time of the day. It was in the 19th century that representatives of various countries met at Greenwich in England to find a solution. They then decided to divide the earth into 24 areas, each covering 15 degree of longitude. Each area is a separate time zone. Greenwich was taken as the center point.

Show the World Map with Greenwich Line or prime meridian to the students.

The date is changed at 180° longitude. If you were going towards West, the date is going to be a day earlier but if you were moving in the other direction, the date is going to be a day later.

CW: Students can do questions 2iii. and iv. from the Learning Check and activity 5 from Going Further.

HW: Students can be asked to attempt Quick Recall and attempt activities 2 and 4 from Going Further.



Chapter 5.2 Physical regions of Pakistan

Teaching objectives

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

- identify the main physical regions of Pakistan.
- briefly describe the distinctive characteristics of each physical region of Pakistan.
- compare the life of people living in different regions of Pakistan.

Vocabulary

features, characteristics, climatic, classified, physical, engage, topography, tourism, arable, scenic, herbal medicine, source, terrace, extreme, glaciers, topography, terrace, deposits, refinery, quarries

Lesson plan 1 (pages 46-47)

Time duration: 40 minutes

Methodology

To review types of maps show this simple map to the students. Ask them to review and then share the main features of a map with their shoulder partners. Call out one student at a time and ask her him to point out;

- features of a map
- provinces of Pakistan
- area covered by; the mountains, (high and low), plains, deserts, plateaus
- main rivers

Now refer to the physical map of Pakistan in the Atlas or on page 40, and ask students to closely study the map and discuss the various landforms with their partner.

Read page 46-47 and explain the objectives of the lesson. Elicit from students their knowledge about the physical features of Pakistan starting with mountains. Ask students to name the mountains they know and also where they are located. List these on the board. Ask students if there are some mountains in their province or if they have been to some mountainous region. Ask them to describe the terrain, the vegetation and life style of people living there.

Show the following videos about mountains

Links: Mountains of Pakistan

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

K2, the world's second tallest mountain is in Pakistan. It is 8,611 meters and is one of the deadliest, as it is very steep with many glaciers and extremely severe brutal weather. Many mountain climbers have lost their lives in their quest to reach the peak.

The mountainous regions of Pakistan and Nepal. Share the following map with the students pointing to the highest mountain range in the world.

Give students the feel of the mountainous region of Pakistan by showing the following video.

Tour of mountains in Pakistan

<https://www.youtube.com/watch?v=9uU6AeeZ6Vc>

Expedition K2

<https://www.youtube.com/watch?v=b7uriutJEpk>

This is almost a 44 minute video. Just show a couple of minutes of the video to the students, so they are able to visualize the severity of temperature the degree of danger involved for mountain climbers.

Reference for teachers

More than 40 million people live in the vast Himalayan region that stretches almost all the way across the sub-continent of South Asia. Three-quarters of Nepal is covered by this highest mountain range and most of its population lives in this region.

Main occupation of the people is growing food and rearing animals. They have to work very hard to grow food as the terrain is hilly with hard rocks and severe weather conditions. However, where the mountains are not very high, the river valleys and terraces are ideal for growing crops.

Mountains are very useful to humans as the water rushing down due to melting of snow is used for generating hydro-electricity and also for irrigation.

Human activities such as, over grazing animals, cutting down trees and other major engineering projects are affecting the mountainous regions adversely

CW: Students can attempt questions 1i and 1ii from the Learning Check.

HW: Students can do question 2i. from the Learning Check.

Lesson plan 2 (pages 47-48)

Time duration: 40 minutes

Methodology

Plateaus

Put the word 'plateau' on the chalk board and ask students to discuss with their shoulder partner what they understand by the word, and how they would describe it to the class. Take their answers and then show them some images of plateaus. Explain and discuss. Read through the relevant pages and locate the plateaus of Pakistan and Iran on the map.

Show image of different plateaus and ask students what kind of lifestyle the people living in these areas would have.



Reference for teachers

Usually the climate on the plateaus is warm and dry in summer. It is not very easy to grow crops, as the land is hard, the soil is not very deep and it is also uneven. Digging of canals and wells in plateaus is very difficult, therefore agricultural activities remain minimal. The grasslands; however, are extensively used to rear livestock. The plateaus are rich in minerals and the occupation of many is mining.

The world's largest and the highest plateau is the Tibetan Plateau, also sometimes called the 'Roof of the World'.

Plains of Pakistan

Reference for teachers

The Indus Plain covers a very large fertile area of about 518,000 square km having a gentle average slope of 1 metre per 5 km from the base of the Himalayan range in the North to the Arabian Sea in the south.

The Indus plain is a flat landform in Pakistan which is mostly in the province of Punjab. It has formed in centuries due to the deposit of sediment by the Indus River and its tributaries.

Plains are an important landform as in many areas, especially where rivers flow, the soil is deep and fertile. In Pakistan the plains of Punjab and Sindh are considered the backbone of food production for its people, and the grasslands there provide food for the livestock. The flatness facilitates mechanized farming and it is convenient for setting up industries, as transportation and communication are much easier.

Plains cover more than one-third of the world's land area. These are present in every continent. Some of the famous plains in the world are; Australian Plains, Gigantic plains of India, Bangladesh and Nepal, Canterbury Plains in New Zealand and the Great Plains of United States.

Methodology

Put up some pictures of 'plains' on the board and ask students to describe the land form they saw, how it might have formed and what in their opinion it was useful for. Continue with the class discussion and ask students if the area they live in was flat or hilly and what could be the advantages or disadvantages of living in a flat area. Take students answers, read the relevant topic from the text book and explain where necessary. Share some interesting information about 'Plains', with the students.

CW: Students can do question 1iii from Learning Check and engage in activity 2 from Going Further.

HW: Students can refer to the map of Pakistan in the Atlas and revise what they have learnt about physical regions by looking at the latitude and longitude of those areas on the map.

Lesson plan 3 (pages 48-49)

Time duration: 40 minutes

Methodology

Deserts of Pakistan

To review map reading skills, show the above map to the students and ask them to locate the various provinces, then referring to the key locate the four deserts of Pakistan. Also review the neighbouring countries and point out the Arabian Sea in the south.

Put up some pictures of deserts on the board

The Cold Desert, also known as the Karakoram Desert, is a high-altitude desert located near Skardu, in Gilgit-Baltistan region which is in the North of Pakistan. The area of the desert is 9.4 km². It contains large sand dunes that are sometimes covered in snow during winter.

Put students in groups of four and ask them to discuss, using the cooperative learning structure 'Round Robin', and write down at least four things that they know about deserts. Ask a representative of each group to stand up and share his or her points with the class. The teacher jots down the points on the board and after reading the relevant text from the book and class discussion, add the missing points on the board. Students can also add the information that is missing in their group sheet.

Reference for teachers

It is difficult for human beings to live in a desert, as it is very dry and there is scarcity of water, so crops cannot grow. It is also hard for plants and animals to survive there. People living in the desert have a nomadic life style. They constantly keep moving from one place to another in search of water and other resources. They have herds of camels which are adapted to living harsh desert conditions.

Some interesting facts about deserts

- Houses are made of a mixture of clay, sand, straw and water...
- Desert Plants Store Water. ...
- Desert Biomes are Desert Ecosystems. ...
- Animals Come Out At Night. ...
- Weather Is Different For Every Desert
- A desert receives less than 10 inches of rain a year.
- The Sahara is the largest hot desert on Earth.
- Antarctica is the largest cold desert on Earth.
- 20 percent of the world's land surface is desert.

Show the following video to review and wrap up the lesson

Link: Deserts

<https://www.youtube.com/watch?v=n4crvs-KTBw>

Deltas in Pakistan

Indus Delta

Reference for teachers

The River Indus originates high up on the Tibetan Plateau and flows down more than 3,000 km before it reaches the Arabian Sea. The river gradually slows down as the slope becomes



lesser and lesser and before falling into the Arabian Sea, even more sedimentation takes place resulting in the formation of the Indus Delta. It is shaped like a fan and consists of mudflats, swamps, estuaries, creeks, marshes and mangrove forests.

The Indus Delta is home to many kinds of fish and an important region for migratory birds. A rare species of fresh water dolphin is also found here.

Since dams have been built on River Indus the flow of water has reduced, also limiting the fertile sediments. Besides, extraction of water for irrigation and pollution caused due to dumping of chemicals by factories poses a huge threat to the fresh water species in this delta region.

WWF is working in Pakistan to reduce pollution and conserve the environment for Indus river dolphin and other wild life that exists here.

Indus Delta in Pakistan

The river Nile Delta is very similar to the Indus Delta

The thick mangrove forest which covered an area of 600,000 acres has been narrowed down to an area of 182,000 acres due to neglect and construction of dams and barrages.

However, lately planting of mangroves has started to revive the lost forest.

Reference: <https://www.youtube.com/watch?v=vVqgA2-lwpM>

Some facts about the Indus Delta

- The Indus is the 5th largest delta system in the world and has the 7th largest mangrove forest system.
- The Indus River flows 3,000km before emptying into the Indus Delta.
- The delta covers an area of about 41,440 km², and is approximately 210 kilometer across where it meets the sea.
- It receives about 25-50cm of rain in a normal year.
- Pakistan's 5th largest city, Hyderabad, lies about 210 kilometers to the north of the mouths of the Indus.
- Prior to the lesson ask students to find out what a delta is, and also get information about the River Indus Delta.

Put students in groups of 4 and ask them to first share their points about the Indus Delta and then write down on a sheet of paper as many points as they can about the Indus Delta. A representative of each group then shares the information with the class. Students can then represent the information on the Indus Delta in the form of a web diagram in their individual exercise books.

To conclude show the following video on the efforts being made to restore the mangrove forest.

CW: Students can do questions 1iv. And 2ii. from the Learning Check.

HW: Students can be asked to attempt Quick Recall and attempt activity 1 from Going Further.

Chapter 5.3 Weather and Climate

Teaching objectives

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

- explain the terms weather and climate and differentiate between them.
- describe the factors affecting climate.

Vocabulary

atmospheric, predicts, precipitation, humidity, affecting, varies, imaginary, moderate, extending, considerable, monsoon, saturated, absorbed, extreme, dehydration, heatstroke, avalanches, schedules

Lesson plan 1 (pages 51-52)

Time duration: 40 minutes

Methodology

Introduce the lesson by asking students to look outside the window and tell what the weather was like at that time. Take a couple of responses and then ask how they were able to decide what the weather was like.

Answers could be:

Hot because.....the temperature is more...the sun is shining brightly...etc.

Windy because.....the leaves on the trees are rustlingpeople's clothes are flying etc.

Cloudy becausethe reare clouds on the skyless brightness of the sun etc.

Stormy becauseThere are dark clouds.... Wind is blowing at high speed etc.

Now elicit from students what they understand by 'climate'. Take their answers and inform them that they would be watching two videos after which they would have to answer the following question.

What is the difference between weather and climate...

Explain the factors that affect the weather and also highlight that temperature is measured in degrees, humidity in percentage, rain in percentage and speed of wind in kilometer per hour.

Ask students to make a similar chart for the coming week by observing the weather daily and getting details through a newspaper, weather report on television or through the internet.

Students can then compare their charts in a group of four or five. Display the charts in the classroom.



Factors affecting Climate

Reference for teachers

The rays of the sun fall directly on the equatorial region making it hotter than other regions. As we move away from the equator either towards the north or south the temperatures begin to drop. This is due to the curvature of the earth. In short we know that the temperature is inversely related to latitude. As the latitude increases the temperature falls and vice versa.

There are variations, though, as other factors such as elevation, ocean currents, and precipitation affect climate patterns as well.

Altitude or height above sea level also affects climate. Places at a higher altitude are colder. Temperature usually decreases by 1°C for every 100 metres in altitude.

The following factors affect climate of Pakistan.

- Latitude or distance from the equator which means that as we go northward temperature will decrease.
- Distance from sea (in the south) i.e. places away from the sea are hot in summer and cool in winter. Whereas places near the sea are relatively cooler in summer and have a mild winter.

Hottest place on earth; Death Valley, California, USA

The aptly named Furnace Creek currently holds the record for hottest air temperature ever recorded. The temperature in the death valley reached 56.7°C in the summer of 1913, which was too high and it made human survival almost impossible.

On the other hand in Iceland, it practically never gets hot: the temperature rises rarely and that too for short periods above 20 °C (68 °F). The highest records along the coast are around 26 °C (79 °F), while in some sheltered inland areas they are around 28 °C (82 °F).

CW: Students can do questions 1i. and 2i. and ii. from the Learning Check.

HW: Students can attempt activity 1 from Going Further and share their report and analysis in the next lesson.

Lesson plan 2 (pages 52-53)

Time duration: 40 minutes

Methodology

Introduce the lesson by recapping the difference between weather and climate, and to explain the types of climates and the reasons for different climates in the world.

Reference: (above chart) https://www.lordgrey.org.uk/~f014/usefulresources/aric/Resources/Teaching_Packs/Key_Stage_3/Weather_Climate/08.html

Impact of climate on lifestyle

Students can study the climate map in their group and also find out, using the political map of Pakistan in Oxford Atlas, the cities that fall under each climate zone. The teacher moves around and facilitates students in locating the cities and different areas that fall into each climate zone.

Reference for teachers

These are climate zones of Pakistan, named A, B, C, D, and E along with their latitudinal extent.

Zone A comprises areas that have cold climate and high mountains, situated in the north of Pakistan. These are mostly hill stations located between 34°N to 38°N in the Himalaya, Hindukash and Koh-e-Sufaid mountain ranges. They include Chitral, Gilgit, Muzaffarabad, Saidu- Sharif, Skardu, Astor, Dir, Chilas, Parachinar and Kakul.

Zone B has mild cold climate and Sub Mountains, located between 31°N to 34°N. The cities marked are Sialkot, D.I. Khan, Islamabad, Peshawar, Cherat and Lahore.

Zone C is cold in winters and hot in summers. Most of them are mountainous stations with high elevations and cover an area between 27°N to 32°N and 64°E to 70°E. Some places included in this zone are Quetta, Zhob, Kalat and Khuzdar.

Zone D is the hottest and dry zone of the country where highest maximum temperatures are recorded in Sibbi and Jacobabad. The area is almost plain with some area included in Thar Desert. Bahawalpur, Khanpur, Multan and Rohri also fall into this zone.

Zone E is a big zone having coastal cities, near to Arabian Sea. The coastal part and the region above in Balochistan as well as in Sindh province is mostly arid to hyper arid. Some of the cities are Hyderabad, Karachi, Nawabshah and Jewani.

Climate affects the way we live

In a whole class discussion elicit from students the climate of the region they are in. Ask how climate affects their way of living... their clothes, food, outdoor activities etc. and how all these would be different for another climatic condition... hot, humid, too much rain, extreme winter etc.

CW: Students can do questions 1ii. And 2iii. from the Learning Check and engage in activity 2 from Going Further.

HW: Students can be asked to attempt Quick Recall and attempt activity 3 from Going Further.



Chapter 5.4 Global Warming

Teaching objectives

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

- describe factors that determine/affect climate
- explain the concept of global warming.
- analyse the impact of Global Warming on climate change.

Vocabulary

radiates, average, concentrated, ultraviolet, radiation, unfortunately, shield, lessening, pressurized, released, ozone, fossil fuel, purifying, estimated, livestock, affected, habitat, extinct

Lesson plan 1 (pages 55-56)

Time duration: 40 minutes

Methodology

Greenhouse effect

Elicit from students what they understand by the 'greenhouse effect'. Take their responses and then show the following videos that explain the 'greenhouse effect'. Pause where it is necessary to explain and ask questions on the content to check for students' understanding. Students can also make short note for later reference.

Explain note taking skills briefly before starting the video. Pause at important points to assist students in taking notes, to remain on track and not lag behind.

Share the following:

- Note down only the important information – heading, main idea, conclusion
- Write in your own words
- Write short phrases that you can understand
- Use bullet points
- Colour code
- Use abbreviations and symbols

This skill will develop gradually as students are given more and more opportunities for note taking. However, remaining focused and attentive is more important and students should not just jot down notes without actual learning taking place.

Global warming and climate change

Global warming and climate change are affecting Pakistan as well. In fact the impact is expected to be quite intense. Flooding will take place due to melting of glaciers in the North which will be followed by scarcity of water affecting agricultural productivity. Since water level

will rise in the seas and oceans, erosion of land and sea water incursion may take place. Extreme climatic conditions are also expected which will affect the environment and people in Pakistan.

Our country is facing many environmental issues. There is a lot of air pollution caused by emittance of harmful gases from industries and vehicles, water pollution due industrial waste and untreated sewage, deforestation and desertification.

Contribution of Pakistan is less than 1 percent to the world's greenhouse gases that are supposed to cause global warming, yet its 200 million inhabitants are the most affected and vulnerable to the growing consequences of global warming and climate change.

The ozone layer

Put the heading '**Ozone layer**', on the board and use '**think, pair and share**', strategy. Ask students to think what the Ozone layer is and how it affects the earth, pair up with another student and share their thoughts.

Initiate a full class discussion and allow students to express their views. Share information given above.

Use a similar strategy for 'Global warming' and then 'Climate change'. After a whole class discussion, show a few relevant videos on YouTube. Pause, explain, and in the end ask questions to check for students' understanding.

Read the relevant pages with the students and explain where necessary.

Group activity

Place students in groups of five. Ask them to draft a pledge to reduce global warming. Students take turns and give their points which are written by an appointed scribe in each group.

With the help of students' input, draft a class pledge on a chart paper which all the students in the class will sign. The pledge can then be posted on a school board outside the class along with a short write-up about global warming, its effects and also some relevant pictures. Other students of the school should also be encouraged to participate in signing of the pledge after reading what they need to do to save the earth by reducing global warming.

CW: Students can do questions 1 from the Learning Check and engage in activity 2 from Going Further.

HW: Students can be asked to attempt Quick Recall and question 2 from the Learning Check. They can also attempt activity 1 from Going Further.



Chapter 5.5 Natural disasters

Learning outcomes

Teaching objectives

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

- identify the major natural disasters and their effects on human life.
- suggest safety measures that can be adopted in case of floods and earthquakes.

Vocabulary

occurrences, tsunami, extensive, massive, entire, topple, revolving, vehicles, condenses, meteorological, approaching, disconnect, appliances, emergency, portable, collapse, clearance, absorption, adjoining, utilities, drainage, avalanches, transportation, rescue, immediately, mountainous, abruptly, erosion, blasting, vibrations, machinery.

Lesson plan 1 (pages 58-60)

Time duration: 40 minutes

Methodology

Use KWL strategy (a separate chart can be made for each of the natural disaster mentioned in the unit). This will assist in assessing students' prior knowledge and their queries about the different natural disasters.

Ask students to fill in the first column What I Know with all that they know about the natural disaster and then the second column What I want to Know with questions that are coming in their minds.

Topic: Earthquakes

What I Know	What I Want to Know	What I Learnt

Have a whole class discussion and allow students to share what they know and also what they want to know about earthquakes.

Show a video on the topic. Ask question to check on students' understanding of the video.

Now ask students what safety measures should be taken when an earthquake occurs. Read the relevant pages from the text book with the students. Explain where necessary.

Students can now fill in the third column of their **KWL** chart.

Reference for teachers: Earthquakes

In Pakistan the strongest earthquake happened on 24th September, 2013 in Awaran region with 7.7 magnitude, on the Richter scale. It resulted in 825 deaths. The earthquake also triggered a tsunami resulting in more deaths and destruction.

Another big and very destructive earthquake struck on 8th October, 2005 in the Himalayan region of northern Pakistan. The death toll was estimated around 100,000. Almost 38,000 were injured and over 3.5 million became homeless. The destruction was on a very large scale. Due to massive land sliding that was triggered because of the earthquake many buildings, schools and hospitals were buried under tons of mud. Water supply, power, and telecommunication services were cut off and transportation system was totally broken down. It took many months to restore just the basic necessities. The suffering and loss of human life was immeasurable.

Cyclones

Students can also work in pairs or in small groups of three or four and make a combined **KWL** chart to save time and to avoid the lesson from becoming monotonous.

Topic: Cyclones

What I Know	What I Want to Know	What I Learnt

Show a video on the topic and ask students what precautionary measures should be taken in case of a cyclone. Read the relevant pages with the students. Allow them to fill in the third column of their **KWL** chart.

Reference for teachers: Cyclones

The word cyclone is of Greek origin and it means a 'coil of snake'. It is also called a hurricane or a typhoon. A cyclone can cause destruction in three ways; heavy torrential rain, very strong sustained winds and tidal waves. Tidal waves are also accompanied by stormy winds and heavy downpour which leads to flooding thus causing immense damage to life and property.



The coastal areas are the most affected because of the tidal waves and the effect of the wind and rain which is the strongest. As the storm moves inland the intensity of the wind and rain reduces.

There have been many tropical cyclones in Pakistan. According to the metrological data available many cyclones have hit the coastal areas of Pakistan in the last 100 years. Usually the more affected areas are the less populated places such as Badin, Kati Bunder and Pasni. Karachi, the most populated and industrial city, is also under threat whenever a cyclone forms in the Indian Ocean.

Cyclones are usually given names of men and women in order to identify them.

Pakistan has a coastline of 1,046 kilometre along the Arabian Sea. Cyclones that form in this sea mostly move towards Western India rather than Pakistan. These cyclones are formed mostly during the monsoon season. China has the highest rate of tropical cyclones landfalls. The Philippines ranks second and Japan is third. Bangladesh also has a high rate of tropical cyclones landfalls.

Floods

Start the lesson by putting up the following questions on the board;

- How do floods happen...
- What happens in an area which floods...
- Have you ever experienced a flooding...
- What are the safety measures one should take when there is a warning of flooding.

Use **'think, pair and share'** strategy. Ask students to think of the answers, pair up and then share what they know about 'floods'.

Give the students ample time, so that both the partners are able to express themselves. Have a whole class discussion and allow students to share their knowledge or experiences about floods with the class.

CW: Students can do question 1 from the Learning Check and engage in activity 1 from Going Further.

HW: Students can attempt activity 2 from Going Further and share their findings in the next lesson.

Lesson Plan 2 (pages 60-61)

Time duration: 40 minutes

Methodology

Landslides and Avalanches

In a small group ask students to discuss what are landslides and an avalanche is and how and where it occurs. Initiate a whole class discussion on how, when and where avalanches occur. Who could be most affected and what precautions should be taken.

Reference for teachers

Share the following with the students.

Avalanches mostly occur at high altitudes where there is heavy snowfall. In Pakistan avalanches are quite frequent in the Siachen region. Not much damage is done because only a handful of Pakistani troops are stationed at that high altitude. However, in 2010 a devastating avalanche occurred due to which 24 Pakistani soldiers lost their lives.

The winter of 2011 – 2012 was extremely harsh. There was very heavy snowfall and sharp temperature drops resulting in numerous avalanches which damaged many villages, including Sugran village and Neelam Valley. Many houses were completely destroyed and many people went missing and a great number were injured.

Avalanches are mostly triggered by heavy snowfall. Human activities in the area can also trigger an avalanche. At high altitudes the threat is more, but falling masses of ice and snow can be deadly for anyone on snowy mountainsides. Most affected are mountain climbers, skiers and snowmobilers. There is very little reaction time to move out of the path of the avalanche, so it is of utmost importance to be well aware of the weather conditions in the area if one plans to ski or climb a snowy mountain.

Switzerland has the most number of avalanches, followed by France and the United States of America. Nepal has many deadly avalanches each year too.

Forest Fires

Define forest fire and explain how it can start naturally or due to human negligence. Refer to the image on page 60 and discuss the impact of forest fires on people, homes, and nature. Explain its natural causes (e.g., lightning) and human causes (e.g., abandoned campfires). Describe the destruction caused by forest fires and how ecosystems can recover with new growth. Ask students about how firefighters control and extinguish fires (e.g., water bombing, firebreaks).

Tsunamis

Define a tsunami and explain how underwater earthquakes form it. Show a video or diagram of how a tsunami forms and travels. Discuss the damage tsunamis can cause to coastal areas. Explain the importance of early warning systems and how coastal infrastructure can be designed to withstand tsunamis.

Safety Measures After Natural Disasters

Recap the safety measures for each type of natural disaster covered in the chapter. Additionally, refer to page 61 for details on the subsequent procedures following a disaster, including providing clean water, food, medical aid, and establishing relief camps. Furthermore, it delves into the significance of a timely food and water supply in preventing diseases such as cholera and diarrhoea. Finally, consider orchestrating a role-play activity where students are tasked with planning and coordinating relief efforts after a natural disaster. Recap the safety measures studied in the chapter for each natural disaster. Read



the text on page 61 and explain the steps after a disaster: providing clean water, food, medical assistance, and setting up relief camps. Discuss how timely provision of food and water helps prevent diseases like cholera and diarrhoea. Role-play a scenario where students have to plan and organise relief efforts after a natural disaster.

Food Security and Its Importance

Define food security and explain its importance in ensuring everyone can access sufficient, safe, nutritious food. Let's discuss why Pakistan, despite being an agricultural country, often experiences food shortages. This may be due to natural disasters, such as floods or droughts, as well as the lack of proper irrigation systems. Explain how the government can ensure reliable food production and supply and why importing food and taking loans can harm the economy. You can refer to newspaper data on food security in Pakistan and show charts or graphs depicting food production and shortages in Pakistan.

For teachers reference

An estimated 36 million tonnes of food is wasted in Pakistan every year. This is equivalent to every citizen of Karachi, Lahore and Hyderabad tossing out entire lunches and dinners every day. According to a report, 40 per cent of food in Pakistan is wasted. This includes food loss during the supply chain (production, post-harvest handling, agro-processing, distribution and consumption) that occurs every year. Owing to extreme weather conditions, food loss in this country is expected to be higher than computed by agricultural departments. Food wastage is the sum of food waste and food lost. Food wastage is common at wedding ceremonies and parties as well. Pakistan is a country where there is food insecurity, and wastage should be avoided at all cost. (Published in Dawn, The Business and Finance Weekly, March 12th, 2018)

CW: Students can do question 2 from the Learning Check and engage in activity 3 from Going Further.

HW: Students can be asked to attempt Quick Recall and can also attempt activity 4 from Going Further.

CHAPTER 6.1 Goods and services

Teaching objectives

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

- define the terms 'goods' and 'services'.
- differentiate between public and private goods and services.
- identify the function of consumers and producers.
- Identify the importance of taxes and government loans to pay for goods and services (roads, hospitals, schools, electricity, etc.)

Vocabulary

tangible, producers, community, consumers, groceries, restaurants, courier services, security services, recreational, taxation

Lesson plan 1 (pages 64-65)

Time duration: 40 minutes

Methodology

Elicit from students what they understand by 'goods and services'. Take their answers and point to a few goods present in the classroom, for e.g. books, stationery, spectacles, chairs and tables. Highlight that these are tangible things, as one can touch them. People who buy the goods are **consumers** and the ones who make these things are the producers.

Students can fill in the following worksheet to have a clearer understanding of tangible and non-tangible items. As extension work ask them to add 4 more items of each group.

A good is something you can buy and consume. Goods are things that you can keep, eat or use.

A service is something that someone does for you. When you buy a service, you hire people to do work for you. You are not buying something you can touch or hold.

Read each scenario and tell whether you are purchasing goods or a service. Write the word '**good**' or '**service**' on each line.



1. You get a haircut.	1. _____
2. You buy a book from a garage sale.	2. _____
3. You buy your mother flowers from a flower shop.	3. _____
4. You hire someone to cut your lawn.	4. _____
5. You visit the doctor for a check-up.	5. _____
6. You purchase a game to give as a birthday gift.	6. _____
7. You pay your sister 50 rupees to clean your messy room.	7. _____
8. You buy an ice cream cone from an ice cream truck.	8. _____
9. You take an airplane when you go on a trip.	9. _____
10. Your friend sells you his old baseball bat for 100 rupees.	10. _____

Use ‘**think, pair and share**’ strategy to assess what students comprehend by **private and public goods and services**. Ask students to turn to their shoulder partner, share and discuss the difference between **private and public goods and service**.

Take students’ answers and ask them to give examples. List the private and public goods and services on the board. Use the Public Utility chart below to reinforce **public services**.

Using Internet, show videos on private and public goods and services and the concept of producers and consumers to reinforce the concept and also read the relevant pages with the students.

Taxes

Taxes are **mandatory contributions levied on individuals or corporations by the government**. With tax money the government finances public works and services such as roads and schools, or programs such as Social Security and Medicare.

CW: Students can do questions 1 and 2 from the Learning Check and engage in activity 2 from Going Further.

HW: Students can be asked to attempt Quick Recall and can also attempt activity 1 from Going Further.

Chapter 6.2 Trade

Teaching objectives

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

- identify major means of transportation.
- define the terms 'trade', 'business', 'e-commerce', 'imports', and 'exports'.
- describe the importance of international trade for the development of Pakistan.
- enumerate different causes and types of inflation and scarcity.

Vocabulary

Equipment, dependent, international, purchased, imports, exports, several, petroleum products, textile, interdependence, community, landlocked, similarly, sufficient, supplying, transportation, shortage, generally, satisfy, droughts, pest infestations, absolute, relative scarcity, distribution, inflation.

Lesson plan 1: (pages 67-68)

Time duration: 40 minutes

Methodology

Reference for teachers

Export and import are important and essential for the growth of national economies and for the expansion of the global market. Every country is gifted with certain resources and skills. For example, some countries may be rich in natural resources, such as fossil fuels, precious metals and minerals or timber, where as other countries may not have enough of these to fulfil their requirements. On the other hand, some countries are more advance in technology and have a highly developed industry.

Many countries need goods that are not easily available domestically and it is more convenient to acquire or import them from other countries. Many a times raw material is imported for products manufactured in a country and then the finished product is exported at a higher price. A country's economy becomes better if the exports are more than the imports. More exports mean more production of goods, more jobs and more money coming in, increasing the wealth of the country. However, if a country's imports are more than its exports than more money is leaving the country than is coming in through exports. Such a situation is not good for the economy of a country and over a long period of time if this continues, the country will have to take loans from the World Bank which it has to pay back with interest putting a huge burden on the country's economy.

Elicit from students what they understand by 'exports' and 'imports'. Ask them to think and then share their thoughts with their shoulder partners. Initiate a whole class discussion and discuss the following:



- What are exports and imports?
- What happens when imports are more than the exports?
- What are the means of transportation used for exporting or importing goods?
- What are some of the things Pakistan exports?
- What are some of the things that are imported into Pakistan?

Using the Internet, show a few videos on import and exports and specifically exports and imports of Pakistan to reinforce the two topics.

CW: Students can attempt question 1i. from the Learning Check and can also attempt activity 1 from Going Further.

HW: Students can engage in activity 1 from Going Further and share their findings in the next lesson.

Lesson plan 2 (pages 69-70)

Time duration: 40 minutes

Methodology

International Trade

Begin by explaining what international trade is: the exchange of goods and services between countries. Recap the key terms: 'import' (buying goods from other countries) and 'export' (selling goods to other countries). Explain how international trade helps countries grow economically and meet their people's and businesses' needs. Discuss Pakistan's trade relationships with other countries, highlighting its major exports like textile products. Talk about interdependence: the idea that countries depend on each other for certain goods and services. Give examples, such as Afghanistan relying on Pakistan for sea access and Pakistan depending on Middle Eastern countries for oil. Discuss Pakistan's membership in the World Trade Organisation and its trade agreements with South Asian countries and China. Highlight the China-Pakistan Economic Corridor (CPEC) and its significance in creating new trade routes with the Middle East, Central Asia, and Africa.

Role of Transportation in Trade

Explain how transportation is crucial for moving goods between countries. Discuss different modes of transportation (e.g., ships, planes, trains, trucks) and how they facilitate international trade. Emphasise the importance of reliable transportation infrastructure in ensuring that goods reach their destinations efficiently.

CW: Students can do questions 1ii and 2i. and 2ii. from the Learning Check.

HW: Students can be asked to attempt Quick Recall.

Chapter 6.3 Entrepreneurship

Teaching objectives

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

- describe the entrepreneurial mindset.
- explain the different behaviours related to entrepreneurship and its usefulness
- narrate with examples the evolution of money and trade via barter system before money was introduced.
- trace the history of coins and paper money in the subcontinent.
- identify the currencies of different countries.
- describe the role and importance of money in people's lives

Vocabulary

entrepreneurs, financial, mindset, opportunities, challenges, modest, lifestyle, unique, hire, organisations, passion, committed, despite, circumstances, enables, vision, flexibility, original, trustworthiness, work ethic, establishes, exchange, barter, blacksmith, purchase, eventually, medium, imprinted, bronze, Macedonia, coinage, standard, irregular, currency, legal tender, plastic money, electronic transfer, commodity, amenities, luxuries, electronic gadgetry

Lesson plan 1 (pages 72-73)

Time duration: 40 minutes

Methodology

Write the word '**Entrepreneur**' on the board and ask students what they understand by it. Give them the opportunity to discuss with their shoulder partner and then take some answers from the class.

Arrange students in groups of four. Ask them to use the Cooperative learning strategy, 'Round Robin', and taking turns, read the text on pages 84 and 85. In their own group students should also explain or paraphrase the part they read, so that all the students in the group are included and are attentive.

Once the spade work has been done, explain to the students that they should imagine themselves as Kid Entrepreneurs and write their own business plan, using the guidelines given below.

Also put up the poster below to motivate the students

Guidelines

BUSINESS IDEA

- What is your idea?
- Is it a product or service you want to offer?
- What makes your idea unique?



- Identify your competitors
- Why will people choose your brand or service?

BUSINESS NAME

- Choose a name that is unique, memorable and conveys the message of your brand.

TARGET MARKET

- Who will be your customers? Men, women, both men and women, children, older people, age group, their location, the interests of your target group, etc

MARKETING

- How will you inform people about your business?

PRICING AND PROFIT

- Profit = Income + Expenses
- Calculate expenses and then assign a profit margin
- Think what you will do with the profit. Re-invest in the business or spend!

Focusing on the behaviours of entrepreneurs in the textbook, ask students can pin-up their business plans on the soft board in the class for other to read or they could be called out to present their plan in front of the class.

Inflation

Reference for teachers

Teachers may refer to the following video before the lesson to get some information about inflation. For students the whole video seems a bit difficult to comprehend; however the initial part (0:00 to 3:31) would be helpful.

Link: Inflation

<https://www.youtube.com/watch?v=UMAELCrJxt0>

The main causes of inflation

1. Demand-pull inflation– aggregate demand growing faster than aggregate supply (growth too rapid)
2. Cost-push inflation– For example, higher oil prices feeding through into higher costs.

Use 'Think, Pair and Share', strategy to get students thinking about what **inflation** means. Put the word 'Inflation' on the board and ask students to discuss with their shoulder partners what it means and how they would explain it to the class by giving an example from their day to day experience.

Take students' answers and encourage them to give examples.

Explain by giving the example of a balloon. When a balloon is inflated it increases in size; when prices are inflated the cost of goods increases or they become more expensive. Ask

the students if they think they have to pay more money to buy, for example; a game, school uniform, school bag, shoes, a cricket bat, toys etc. than they paid last year to purchase the same goods.

Lead a whole class discussion and then read the relevant pages with the students.
Explain the two kinds of inflation mentioned the book.

CW: Students can do question 1i. and ii. and 2ii. from the Learning Check.

HW: Students can attempt activity 1 and 2 from Going Further.

Lesson plan 2 (pages 73-74)

Time duration: 40 minutes

Methodology

To begin the lesson, use '**KWL**' strategy to access students' prior knowledge about the topic. Ask them to focus on the evolution of money (explain what evolution means) while filling up the '**What I Know**' column.

Once the students have filled in the first and the second column, allow them to share these with their shoulder partner. Also ask some students to share what they know and what they want to know about money with the class and have a short discussion on the evolution of money.

Topic: Evolution of money

What I Know	What I Want to Know	What I Learnt

Next put students in groups of four and supply each group with a chart paper. Explain that together they will make a time-line showing evolution of money. Students should refer to their text book and the notes they had made while viewing the videos on the topic. The time-line should also include the history of coins and paper money in the sub-continent. They can use a format of their own choice for the time-line. The teacher moves around to facilitate and to ensure equal participation while students are working.

CW: Students can do question 2i from Learning Check.

HW: Students can attempt activity 3 from Going Further.



Lesson plan 3 (pages 74-75)

Time duration: 40 minutes

Methodology

Currencies of the world

Elicit that different countries have their own currency and if you want to purchase something when you are in another country you need to get your own money exchanged for the currency of that country. Exchange rate is different for different currencies and it may also differ from day to day.

Read through the topic with the students. Review the use of credit and debit cards and also electronic money transfer.

Ask students to refer to the map on page 75, list down the countries and the currency used in each and then add five more countries and their currency to the list. They should also locate these countries on the map.

In a whole class discussion ask students share the countries and currencies they have added. Also ask if they had used foreign currency at any time, which one.. and where..

Money in our lives

Ask students if they get pocket money and how they spend it. Put the words; **commodities, necessities, amenities and luxuries** on the board. Elicit from students what they understand by these words. Explain by giving examples for each.

Inform students that they have to do 'GOING FURTHER' Exercise 2 and make a list. This work should preferably be given as homework, so that parents can facilitate their child in filling the three columns. Students should also be asked to discuss with their parents why a certain commodity falls into a particular group and how it is possible to lessen the luxury items and also reduce the money spent on amenities. Encourage students to develop the habit of saving and making the right choices while spending money.

Students can fill in the third column of their **KWL** chart at the end of the lesson.

CW: Students can engage in activity 4 from Going Further.

HW: Students can be asked to attempt Quick Recall.

Chapter 6.4 Banks

Teaching objectives

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

- explain the role of commercial banks in the lives of individuals and businesses.
- identify the role of the State Bank of Pakistan.

Vocabulary

deposit, profits, lockers, valuables, demand drafts, money transfer, behalf, convenient, credit, debit, substitute, electronic transfer, utility bills, loans, commercial activities, financial activities, account holders, employees, employers, overseas

Lesson plan 1 (page 77)

Time duration: 40 minutes

Methodology

Put the word 'Bank' on the board and ask students to 'think, pair and share' with their shoulder partners what they know about banks.

Initiate a class discussion. Ask students the following questions to assess their prior knowledge.

- Have you ever been to a bank-
- What does the place look from inside -
- Why are banks important -
- What are the services they provide – (credit, debit, saving certificates, loans, lockers, credit and debit cards, payment of utility bills, ATM machines etc.)
- What are people who have an account in the bank called -
- Which services do your parents avail -
- How do you think people keep their extra money when they do not have an account in any bank – Do you think it is safe to do that –

Reference for teachers

'A bank is a financial institution that is an important part of the economy of a country. Banks are licensed to receive deposits and give loans. They also provide other financial services such as wealth management, currency exchange, and safe deposit boxes or lockers. There are several different kinds of banks including retail banks, commercial or corporate banks, and investment banks. In most countries, banks are regulated by the national government or the central bank.'

— ADAM BARONE



History of banking

Banking in some form or the other has been there since the first currencies were minted. Rich people wanted to store their money in a safe place. Ancient empires also required a functional financial system for trading goods, collecting taxes and distributing wealth. Banks at that time also played a major role in the country's economy, just as they do today.

Banking began when empires purchased foreign goods or services and had to pay for them with something that could be exchanged easily. Coins of different sizes and metals used earlier were eventually replaced by paper money which was fragile and not very lasting but was easy to use.

Coins and jewelry however, needed to be kept in a safe place, so wealthy people in Rome stored their coins and jewels in the basements of temples. The priests and temple workers were supposed to be honest and religious people who did not care for the worldly goods, and there used to be armed too at the temples.

Money was also given on loan and the temples often functioned as the financial centers of their cities. This was the reason these places were ransacked during wars.

CW: Students can do questions 1 and 2i. from the Learning Check.

HW: Students can engage in activity 2 from Going Further and share their experience in the next lesson.

Lesson plan 2 (page 78)

Time duration: 40 minutes

Services from Banks

Start by explaining what a bank is and why it's essential daily. Ask the students if they've ever visited a bank or understand what banks do. Highlight that banks offer lockers to store valuable items securely. Also, discuss how banks facilitate safe money transfers and the convenience of using cards for quick access to funds. Furthermore, talk about the ease of electronic money transfers and how banks handle payments for services like electricity and gas. Additionally, explore the various types of loans banks provide for education, business, and home or car purchases. Also, touch upon how banks invest customers' money and share the profits.

Roles of the State Bank of Pakistan

Explain what a central bank is and introduce the State Bank of Pakistan. Discuss the importance of the SBP in the country's economic development. Explain that the SBP is responsible for printing money. Discuss how the SBP helps the government with international trade and business. Explain that other banks keep their extra cash with the SBP. Discuss the SBP's role in promoting Islamic banking. Explain how the SBP studies and advises the government on economic matters. Describe how the SBP helps other banks when they need money. Discuss how the SBP regulates loan policies for commercial banks. Explain the SBP's role in promoting economic growth.

CW: Students can do questions 2ii. and iii. from Learning Check.

HW: Students can be asked to attempt Quick Recall and activity 1 from Going Further.

ANSWER KEY

Chapter 1.1: Human Rights

QUICK RECALL

- i. eye contact
- ii. provision
- iii. resolution
- iv. Etiquettes
- v. democracy

LEARNING CHECK BRIEF Q/A

- i. Some fundamental human rights as stated by the United Nations are:
 - All human beings are born free and equal.
 - Everyone has the right to life, liberty, and security.
 - Everyone has the right to receive an education.
 - Slavery and slave trade is prohibited.
 - All are equal before the law.
 - Everyone has a right to freedom of movement.
 - Everyone has the right to belong to a country.
 - Everyone has the right to thought, conscience, and religion.
 - Everyone has the right to work and receive a salary.
- ii. Freedom of speech is crucial for society because it allows people to express their views and opinions. They can communicate their problems and raise voices against social injustice, discrimination, inequality, etc.
- iii. Discussion and negotiation are two important tools for conflict resolution. If the conflicting parties are willing to listen to each other and look at the issue from the other person's point of view, they can understand each other's concerns.
They can also explore different options to solve the problem.
- iv. Some etiquettes that I follow:
 - Knock before you enter a room and greet everyone when you enter.
 - Push your chair in when you leave the table.
 - Spend time with your elderly family members.
 - Use polite words like thank you, sorry and please, etc.
 - Be a good listener.
 - Give a helping hand to anyone in need.



DESCRIPTIVE Q/A

- i. The saying 'Live and let live' means that you should let other people behave in the way that they want to and not criticise them for behaving differently from you.
- ii. Digital citizens must follow digital ethics when interacting with others online. Sometimes, differences in opinions arise, which must be dealt with patience. In such situations, digital citizens should show tolerance and avoid getting into an argument.
- iii. We must act responsibly as digital citizens. Spending hours using the Internet is very easy, but that is not a good habit. One should be very careful with suspicious links, messages, or pop-ups, and should open these links carefully, as they could be carrying a virus.
- iv. They are a way of showing respect and consideration to others in society. They become the means for achieving other goals such as conflict resolution and prepare us to become good citizens of the civilised world.

GOING FURTHER

1. Gather small groups and give each a large sheet of paper and markers. Ask them to create a mind map showing fundamental human rights, like education and freedom of speech. Have each group present their mind map to the class and discuss how students can uphold these rights daily.
2. Show how to use SmartArt on the computer to create an illustration. Provide examples of digital citizenship, such as privacy, respectful communication, and avoiding cyberbullying. Have students work in small groups to create SmartArt illustrations highlighting responsible digital citizenship. Then, each group presents their illustration to the class and explains the key points.
3. Share a personal story of experiencing unfair treatment. Ask students to form groups and discuss similar experiences they have faced or witnessed, focusing on the causes of such behaviour. Urge each group to devise solutions to prevent unfair treatment and present their findings to the class. Facilitate a class discussion on how these solutions can be implemented in daily life and within the school community.
4. Divide students into small groups and have them create role-play scenarios to demonstrate how real-life conflicts can be managed peacefully. Each group performs their role-play for the class, followed by a discussion on conflict resolution strategies, communication, and empathy.
5. Ask students to consider a recent conflict with a friend or sibling. Have them write it down, share and discuss it in pairs, and then present one conflict and its resolution to the class to facilitate a discussion on effective conflict resolution strategies and the importance of maintaining positive relationships.

Chapter 1.2: Means of Communication

QUICK RECALL

- i. true
- ii. false
- iii. false
- iv. true
- v. false
- vi. false

LEARNING CHECK BRIEF Q/A

- i. Sources of information include newspapers, magazines, television, radio channels, journals, magazines, newsletters, and some specific websites.
- ii. Sources of information that reach and influence many people (the masses) are known as mass media.
- iii. Social media refers to the various online platforms people use to connect with each other, such as Facebook, Instagram, WhatsApp, etc

DESCRIPTIVE Q/A

- i. People are at the receiving end of mass media, whereas, through social media, they can interact and give their opinions. Hence, it provides a unique experience of social interaction and social collaboration. Through social media, anyone can reach people on a massive scale in a short span of time. Once information has been published in mass media, it cannot be changed. But on social media, changes can be made after publishing. Mass media is more authentic than the social media.
- ii. Social media helps us stay connected with friends and family, even if they are far away, through pictures, video calls, and instant messages. Sometimes, the false information circulating online can misinform people. We must always check for correct information before believing or sharing it. Radio is particularly beneficial to those with impaired sight or people living faraway places but sometimes it is difficult to get good signal reception where other means of communication are not accessible.
- iii. Social media is the most effective. It facilitates sharing ideas, information, and images by uploading content. People all over the world use social media to stay in touch with family and friends. All businesses now have a presence on social media. This allows them better access to people for marketing and promoting their products

GOING FURTHER

1. Divide the class into groups and assign each group specific sections (articles, advertisements, editorials, news items, weather reports, cartoons, jokes). Have each group create and compile their sections, then combine them to form the class newspaper and present it to the class.



2. Divide students into two groups (for and against the motion) and assign roles for speakers and researchers. Conduct the debate, allowing each side to present their arguments and respond to the opposing team's points.
3. Assign students to find and bring a recent news event presented on both TV and in a newspaper. Have them compare the presentations and discuss the effectiveness of each method, then share their findings with the class.
4. Divide students into groups and assign each group a medium (radio, TV, newspaper, Internet). Have groups create and present their digital public service messages, discussing the impact and importance of trees.

Chapter 2.1: Our Culture

QUICK RECALL

- i. Culture
- ii. Muslims
- iii. Easter
- iv. Diwali
- v. Sikhs
- vi. Nauroz
- vii. Turkish
- viii. Nationhood

LEARNING CHECK BRIEF Q/A

- i.
 - Punjabi
 - Sindhi
 - Pakhtun
 - Balochi
 - Kashmiri
 - Potohari
 - Siraiki
 - Balti
 - Shina
 - Hazara
 - Makrani
- ii. Inclusion means ensuring everyone feels welcome, accepted, and a part of the group. No one is left out in an inclusive environment because of their differences. Inclusion also means including women, minorities, and differently-abled persons.
- iii. A multicultural society is formed when people belonging to different countries or regions migrate to a new place and make it their home

DESCRIPTIVE Q/A

- i. People learn to be open-minded and tolerant when they live with others who have different beliefs. They understand why people behave differently from them and in a certain manner which removes bias and negative feelings about other cultures. When people realise that everyone is equal and deserves to be respected for who they are, they accept differences and become tolerant.
- ii. When people get along, they depend on each other and are loyal to those around them.
- iii. In Pakistan, the cultural values are very similar, no matter which region one belongs to. Each different cultural group has a great tradition of hospitality. Guests are welcomed with open arms and are looked after very well. People depend on each other and are loyal to those around them. They respect their elders and consider it an honour to serve them.
- iv. When people from different environments and countries come together and share their ideas, a pool of ideas is formed from which everyone can benefit that enriches the culture of that country. People adopt lifestyles of a different culture according to their convenience and needs. Sometimes, using a new invention in our daily lives can change our culture.

GOING FURTHER

1. Assign each class or group a specific culture of Pakistan to research and represent through clothing, food, music, and decorations. Organise a cultural day event where each group presents their culture through performances and displays, allowing students to learn from each other.
2. Have students research and select a traditional folk song from their region, focusing on its history and significance. They should practice singing the song and perform it during the cultural day celebration.
3. Assign students to interview their grandparents about how Pakistani culture has evolved. Have students share their findings in class, discussing the differences and similarities between past and present cultures.
4. Have students choose a Southeast Asian country and research its cultural aspects, such as traditions, clothing, food, and festivals. Present their findings to the class and compare the similarities and differences with Pakistani culture.
5. Divide students into groups, assigning each group a specific cultural group in Pakistan to research. Have each group present their findings on clothing, arts and crafts, languages, and food to the class.
6. Provide materials and assign students to design posters that include pictures and descriptions of food items from various Pakistani cultures. Display the posters around the classroom and discuss the diversity and richness of Pakistani cuisine.
7. Assign students to research famous writers from Sindh, Punjab, Khyber Pakhtunkhwa, Balochistan, Gilgit-Baltistan, Azad Jammu and Kashmir, focusing on their works and cultural influences. Compile the information into a colourful booklet and have students present their findings to the class.



Chapter 3.1: Constitution and Government

QUICK RECALL

- i. parliamentary
- ii. population
- iii. Parliament
- iv. constitution
- v. law

LEARNING CHECK BRIEF Q/A

- i. A constitution is a document containing the laws and principles according to which the powers of the state are exercised.
- ii. All citizens will be treated equally before the law.
All citizens can practice their religion and protect their language and culture.
They have the right to fair trial, if they are arrested or detained.
- iii. Both the provincial and the federal governments have three branches: The Executive, Legislature, and the Judiciary.

DESCRIPTIVE Q/A

- i. The federal government looks after the finance, defence, communications, and foreign affairs of a country. The federal government sets priorities for spending public money. It decides how much tax people need to pay to meet the costs of running the country and carrying out developmental projects. It draws up plans for improving the condition of the country. The Ministry of Defence looks after Pakistan's security, and the Foreign Office handles Pakistan's relations with other countries of the world. The federal government has a role in keeping Pakistan financially stable.
- ii. It is most important for everyone to follow the constitution because it serves as a social contract between the government and the people. It helps keep checks and balances on the people in authority. It protects the rights of all the citizens, including minorities. It helps curb power misuse by any person or group, including the government. The constitution also defines the provincial governments' powers and functions so they can work smoothly.
- iii. The rule of law means that the laws of the land apply equally to every citizen and that no one is above the law. It is important to follow the rule of law in society. When the rule of law prevails against unjust and illegal activities and to protect the fundamental rights of the people, they feel secure. The punishments are meant to discourage people from performing criminal acts.
- iv. The federal government looks after the interests of the whole country, whereas a provincial government does legislation only for that province. The Provincial governments

are also responsible for setting up the local government system. The federal government distributes funds, money, and resources among the provinces. Provinces, in turn, empower their local governments by giving them required funds. Local government plays an essential role in democracy. The federal and provincial governments can only meet the needs and wants of ordinary people if the local government helps. They help provide awareness to the upper levels of government about the wants and needs of people.

GOING FURTHER

1. Divide students into groups and assign each group to draft a bill to address a community problem. Ensure that the bill includes a clear explanation of the problem and proposed solutions. Conduct a class debate in which each group presents its bill, listens to feedback, and makes necessary revisions. Conclude by voting on the final version of the bill.
2. Organise an election campaign where candidates present their plans and promises to the class. Encourage students to ask questions and discuss the candidates' proposals. Hold a secret ballot election, count the votes, and announce the winner. Discuss the importance of fair elections and democratic processes.
3. Facilitate a class discussion on the rights of Pakistani citizens, such as freedom of speech, education, and equality. Use real-life examples to illustrate these rights.

Discuss the responsibilities that come with these rights, such as obeying laws, voting, and respecting others. Encourage students to share their thoughts and experiences.

Chapter 4.1: Ancient Civilisation

QUICK RECALL

- i. communities
- ii. Pharaohs
- iii. valleys
- iv. Taxila
- v. China

LEARNING CHECK BRIEF Q/A

- i. They were pioneers in various fields, such as inventing writing using clay tablets called cuneiform, inventing the wheel and the sundial clock, and developing the concept of counting. They also ploughed land, created the first maps in history, and gave the world the first written laws.
- ii. They invented many tools, such as the plough, sickle, and mills for grinding grains. They also created hieroglyphs for writing and used papyrus as writing material. The Egyptians developed a calendar and clock and were known for their skill in preserving dead bodies through mummification.



- iii. Purushapura (present-day Peshawar), Takshasila (present-day Taxila), and Pushkalavati (present-day Charsadda).

DESCRIPTIVE Q/A

- i. The Egyptians were known for their skill in preserving dead bodies through mummification. They built pyramids to bury their dead.
- ii. Gandhara had a rich artistic tradition dating back to 1st century BCE. The paintings, sculptures, pottery, and coins have their own unique style. King Kanishka, who ruled at that time, produced the Buddha image for the first time, which became the hallmark of Gandhara art. Thousands of Buddha images were produced and scattered all over the land. That is why the excavations unearthed many Buddha statues.

GOING FURTHER

1. Assign students to research famous artefacts from Mesopotamian, Egyptian, and Gandhara civilisations, focusing on seals, pottery, and sculptures. Have students create a colourful poster showcasing their researched artefacts for display and discussion in class.
2. Please remember the following instructions: Provide students with a list of key events from Mesopotamian, Egyptian, and Gandhara civilisations. Ask them to research and gather dates for these events. Have students draw a timeline on a large sheet of paper, placing each event chronologically. Display and discuss the timelines in class.
3. Ask students to research and present on ancient objects from Mesopotamian, Egyptian, and Gandhara archaeological sites that are still used today, explaining their modern usage and locations.
4. Ask students to select an ancient civilisation (Mesopotamian, Egyptian, or Gandhara) and describe their daily life, including activities, clothing, and environment. Then, have them share their descriptions with the class and discuss the differences and similarities between ancient and modern life.

Chapter 4.2: The Great Leaders of Pakistan

QUICK RECALL

- i. Delhi/ 1817
- ii. 1877
- iii. 1920
- iv. Begum Jahan Ara Shahnawaz
- v. Begum Rana Liaquat Ali Khan

LEARNING CHECK BRIEF Q/A

- i. Sir Syed realised that one reason for the backwardness of Muslims was their lack of education. If they had not stayed away from modern education and the English language, they would have been able to get better jobs, just as the Hindus.

- ii. Sir Syed Ahmed Khan understood that Muslims needed to organise themselves to protect their political, social, and economic interests. To remedy this, he first set up a modern school in Aligarh in 1875 called Muhammadan Anglo-Oriental School. He later founded the Muhammadan Anglo-Oriental College in 1877, which later turned into the famous Aligarh Muslim University in 1920.
- iii. Sir Syed proposed the 'Two Nation Theory' in 1867, which stated that the subcontinent had two distinct nations with different religions, customs, languages, and histories. He understood that Muslims needed to organise themselves to protect their political, social, and economic interests.
- iv. Begum Jahan Ara Shahnawaz
- v. Begum Rana Liaquat Ali Khan

DESCRIPTIVE Q/A

- i. Sir Syed Ahmed Khan became an inspiration for the Pakistan Movement through his establishment of the Aligarh Muslim University and promotion of the two-nation theory, which argued that Hindus and Muslims are two distinct nations. He urged Muslims to pursue modern education to succeed under British rule. His educational institute proved to be the first brick in the foundation of Pakistan as some of its students became leaders of the Pakistan Movement.
 - ii. Begum Rana Liaquat Ali Khan was the wife of Liaquat Ali Khan, who served as the first Prime Minister of Pakistan and was a prominent leader of the Pakistan Movement. She helped to establish the first nurse foundation in Pakistan. In 1949, she founded the All-Pakistan Women's Association (APWA) to empower women nationwide. Begum Jahan Ara Shahnawaz, a prominent female leader of the Pakistan Movement, played an instrumental role in promoting the Urdu language through her writings and helped raise funds for the Khilafat Movement. In 1935, she established the Women's wing of the Muslim League in Punjab and was one of the key founders of Anjumane-Khawatine-Islam, which aimed to empower women by providing education and improving their standard of living.
1. Assign each student a leader from the Pakistan Movement to research, providing key points such as the leader's early life, major achievements, and role in the Pakistan Movement. Students will then write an autobiography from the leader's perspective and share it with the class.
 2. Ask students to brainstorm and write down six things they would prioritise or change if they were the leader of Pakistan. Have each student present their list to the class, explain their choices, and encourage discussion and feedback from peers.



Chapter 4.3: The Journey Toward of Pakistan

QUICK RECALL

- i. Sindh
- ii. Punjab
- iii. Jammu and Kashmir
- iv. Balochistan
- v. North-Western Frontier Province (NWFP) / Khyber Pakhtunkhwa

LEARNING CHECK BRIEF Q/A

- i. Sindh was made a province on 1 April 1936.
- ii. Maharaja Hari Singh
- iii. A. Balochistan B. Sindh C. Punjab D. North-Western Frontier Province (NWFP) / Khyber Pakhtunkhwa

DESCRIPTIVE Q/A

- i. Sindh, Balochistan, NWFP (now Khyber Pakhtunkhwa), and Punjab played crucial roles in the Pakistan Movement. Sindh was the first province to pass a resolution for an independent Muslim state. Balochistan and its princely states joined Pakistan in 1947. NWFP held a referendum and decided to join Pakistan. The Lahore Resolution of 1940 strengthened the movement, especially in Punjab. Kashmir and Gilgit-Baltistan were part of the princely state of Jammu and Kashmir, with the majority Muslim population wanting to join Pakistan, leading to the creation of Azad Jammu and Kashmir and Gilgit-Baltistan.
- ii. Before partition in 1947, Muslim League worked for greater representation of minorities on all political councils. They spoke against injustice to any community and pressurised the British for political and social equality. Minorities in the subcontinent believed that their future was less safe under the leadership of a Hindu-dominated Congress therefore they preferred to join the Muslim League.
- iii. A group is a minority when it is less than half the population. Minorities in Pakistan include Hindus, Christians, Sikhs, Parsees, Buddhists, etc. Before partition in 1947, the Muslim League worked for greater representation of minorities in political councils. They believed their future was less safe under the Hindu-dominated Congress and preferred to join the Muslim League. Quaid-e-Azam promised religious minorities in Pakistan the freedom to follow their religion and equal rights. Many religious minority groups chose to stay in Pakistan after independence in 1947. Today, ten seats in the National Assembly of Pakistan are reserved for religious minorities.

GOING FURTHER

1. Have students use the library or internet to gather information about their province's contributions to the Pakistan Movement, focusing on key events, figures, and activities. Ask students to create a short report or presentation summarising their findings and share it with the class, highlighting the significance of their province's role.

2. Instruct students to prepare a list of questions to ask a family member about their experiences and memories of their early years in Pakistan. Students can conduct the interview, then write a brief summary or share a verbal account of what they learned with the class.

Chapter 5.1: An Introduction to Maps

QUICK RECALL

- i. **b.** north to south
- ii. **b.** Equator and the South Pole
- iii. **a.** 0° longitude
- iv. **d.** line of longitude
- v. **b.** parallel.

LEARNING CHECK BRIEF Q/A

- i. Road map
- ii. Pakistan is bounded by Iran to the west, Afghanistan to the northwest and north, China to the northeast, and India to the east and southeast. The coast of the Arabian Sea forms its southern border.
- iii. Himalayan and Karakoram ranges and the Balochistan plateau.
- iv. Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan; the Islamabad Capital Territory; and the administrative territories of Azad Jammu and Kashmir and Gilgit–Baltistan.
- v. Thematic map/climate map

DESCRIPTIVE Q/A

- i. Topographical maps are 3D representations of the land on paper, showing the terrain through lines and colours. Political maps show boundaries, while climate maps display weather patterns. Road maps guide travel, and tourist maps help visitors explore cities and attractions.
- ii. BOLTS is an acronym that stands for border, orientation, legend, title, and scale. It's used to ensure that every map has essential components such as a border, orientation indicator, legend, title, and scale. Every map has a title indicating what it depicts. For example, a political map shows country and provincial boundaries. Maps are drawn to scale, meaning a constant factor reduces the actual size of an area.
- iii. Each time zone covers an area of 15 degrees of longitude, corresponding to the twenty-four hours of the day, dividing the world into twenty-four time zones.
- iv. The equator is an imaginary line that separates the Earth into the Northern and Southern Hemispheres. Similarly, the Prime Meridian is an imaginary line that separates the Earth into the Eastern and Western hemispheres.



GOING FURTHER

1. Provide students with a globe and a world political map. Ask them to find and point out Pakistan on both. Discuss the neighbouring countries and major geographical features surrounding Pakistan with students.
2. Explain how to use latitude and longitude to locate places on a map. Show Pakistan's coordinates (30.3753° N, 69.3451° E). Help students identify Pakistan's time zone (PKT, UTC+5) using these coordinates on a time zone map.
3. Provide students with a detailed map of Pakistan and an atlas. Ask them to locate Azad Jammu and Kashmir, and Balakot. Have students write down the latitude, longitude, and physical features of these areas in their notebooks, emphasizing the impact of the 2005 earthquake.
4. Provide students with an atlas and ask them to find the coordinates of Beijing, London, Moscow, and Washington, DC. Using a world time zone map, guide students to determine and note the time zones for each city (Beijing: UTC+8, London: UTC+0, Moscow: UTC+3, Washington DC: UTC-5).
5. You can ask the students to pair up for this activity. Ask them to take turns in choosing a random line of latitude, while the other identifies and writes down the name of the place that lies on (or nearest to) the line.

Chapter 5.2: Physical Regions of Pakistan

QUICK RECALL

- i. arid/barren
- ii. similar mountainous
- iii. Pakistan and Iran
- iv. Indus river
- v. delta

LEARNING CHECK BRIEF Q/A

- i. A physical region can be a region based on physical features; for example, areas with mountains are classified as mountainous regions.
- ii. In the mountainous areas of Pakistan, the people's livelihood depends on arable agriculture and cattle breeding.
- iii. Punjab
- iv. Life in the desert is harsh due to the climate and lack of water. Due to limited agriculture, people constantly move to find water, wear light clothes, and have limited food variety.

DESCRIPTIVE Q/A

- i. The mountainous regions of Pakistan are rich with vast glaciers, fast-flowing rivers, large lakes, and lush green valleys. In the plateau regions, there are dry hills with valuable mineral deposits. The fertile Indus plains are densely populated and prime for agriculture. Additionally, Pakistan is home to three deserts: Kharan, Thal, and Thar. To the south, the Sindh and Balochistan provinces boast a coastline stretching 1058 km along the Arabian Sea, hosting crucial seaports in Karachi, Bin Qasim, and Gwadar. The Indus River harbors prawns, crabs, and fish, and is enveloped by mangrove forests.
- ii. Fishing was once the most common profession of people settled in coastal areas. Mangrove forests surround the region, and the locals are engaged in various industrial activities. The inhabitants of the desert regions depend on what little agriculture is possible in the oases and animal grazing. Most people are involved in raising livestock, such as cattle, camels, donkeys, and goats. They draw water from the deep wells and usually move with all their belongings from one place to another to find water. Most people living on the plains are engaged in agriculture because the soil is fertile, and water is plentiful. People living in the plateau regions of Pakistan and Iran engage in agriculture. Many people work in quarries, oil drilling companies, and refineries. In Pakistan's mountainous regions, people live through agriculture and tourism. They must wear warm, woollen clothes to protect themselves from the extreme cold.

GOING FURTHER

1. Divide students into small groups and assign each group a specific region of Pakistan. Provide access to resources to gather information and pictures. Guide students in creating a tourist guidebook for their area and present it to the class.
2. Encourage the students to recognise the physical characteristics of their region (like mountains, plains, deserts, or coastal areas). Suggest authentic websites to investigate and document the people's lifestyle, culture, and daily routines in their respective regions. You can have the students present their findings to the class, highlighting the similarities and differences between the diverse regions.

Chapter 5.3: Weather and Climate**QUICK RECALL**

- i. weather chart
- ii. 165
- iii. winter
- iv. 24.5 to 36.75
- v. Equator



LEARNING CHECK BRIEF Q/A

- i. Weather refers to the daily changes in the atmospheric conditions. The weather keeps changing; it does not remain the same for long. The term climate is used to describe the common weather conditions of an area over a long period of time, of at least thirty years.
- ii. Brazil, Indonesia, and Kenya are some countries located near the Equator.

DESCRIPTIVE Q/A

- i. The climate varies from one part of the world to another. Factors affecting climate include the temperature record amount of rainfall or snow, moisture, wind, and atmospheric pressure.
- ii. Factors affecting climate include the temperature record amount of rainfall or snow, moisture, wind, and atmospheric pressure. The further the region is from the Equator, the cooler its climate will be. The higher a place is situated above sea level, the cooler it is. The climate of places located closer to the sea is moderate.
- iii. Different types of weather affect many aspects of our lives. For example, the weather influences the clothes we wear, the food we eat, the games we play, and even where we live. Most people prefer to live in areas that have a moderate climate. The growth of certain crops depends on the right amount of rain, sun, and suitable temperatures. Some crops need intense sun and warm temperatures, while others need cooler temperatures and less rain. For instance, the River Indus and its tributaries overflow from July to September, depositing silt on the riverbed. Heavy rain can lead to flash floods in dry areas, and extreme temperatures can lead to dehydration and heat strokes. Life can become very difficult in mountainous regions due to freezing temperatures, avalanches, and landslides. Extreme weather can also disrupt transportation, causing roadblocks or delays in flights and travel by road and rail.

GOING FURTHER

1. Assign students the task of recording the daily temperature of their city for the last month. They can use their readings or gather data from newspapers, the Internet, weather apps, or the meteorological department. Have students analyze the collected data to identify weather patterns and trends. Each student or group should present their findings to the class, discussing noticeable changes or patterns.
2. Provide students with resources (e.g., books, the Internet) to research the different climates in various regions of Pakistan (e.g., mountainous, coastal, desert, and plain areas). Have students create a poster using pictures and information they found. The poster should visually represent the different climates and include brief descriptions. Display the posters in the classroom and allow students to present their work.
3. Assign students to research the impact of the temperature increase on agriculture in Pakistan. Provide access to relevant articles, reports, and other resources. Have students summarise their findings in a short report or presentation, focusing on specific effects on crops, farming practices, and food security. Students should present their work to the class, followed by a discussion on potential solutions and adaptations.

Chapter 5.4: Global Warming

QUICK RECALL

- i. increase in CO₂ in the atmosphere
- ii. extreme weather & d. crop failure
- iii. greenhouse gases
- iv. reduced electricity from fossil fuels
- v. shields the Earth from UV radiation.

LEARNING CHECK BRIEF Q/A

- i. This layer shields the Earth from harmful ultraviolet radiation from the Sun which can harm us by causing skin cancer and eye damage.
- ii. low-lying areas of land

DESCRIPTIVE Q/A

- i. The sun warms the Earth's surface, which then gives off heat. Greenhouse gases trap this heat as it tries to leave the Earth's atmosphere. When there are more greenhouse gases, more heat is trapped, making the Earth warmer overall. This is called the greenhouse effect. Without greenhouse gases, the Earth would be very cold. Greenhouse gases help keep some of the Earth's heat so that it doesn't all escape into space. However, there are negative effects, too, like coastal flooding, land becoming desert-like, melting ice, and powerful hurricanes.
- ii. Take good care of our forests and avoid cutting down more trees than necessary. It's important to plant new trees to replace the ones that have been cut. Also, remember to turn off lights and other electrical appliances when they're not in use. For short distances, consider walking or using a bicycle. When it comes to long distances, opt for buses and trains instead of private cars.

GOING FURTHER

1. Assign students to research global warming and climate change, focusing on causes, effects, and potential solutions. Provide access to articles and online resources. Have students create informative posters or charts based on their research and display them in the school to raise awareness.
2. Organise students into groups to research suitable plants for their local area. Then, have each group plant their chosen plants around the school or community. Document the campaign with photos and brief descriptions to share with the school.



Chapter 5.5: Natural Disasters

QUICK RECALL

- i. Plates
- ii. falling objects
- iii. a and c
- iv. a river breaks its banks.
- v. natural phenomena

LEARNING CHECK BRIEF Q/A

- i. It is necessary because in heavy flooding, entire villages may come under water.
- ii. Pakistan's Himalayan region

DESCRIPTIVE Q/A

- i. Dsadsf
- ii. Safety measures for tsunamis involve having early warning systems to alert coastal communities. Coastal infrastructure can also be designed to withstand tsunamis, reducing the impact of the powerful waves on coastal communities. Being prepared and taking mitigation measures, such as building away from floodplains and elevating homes, can reduce the risk of damage and injuries in a flood. Some ways of reducing risks from earthquakes are building safer structures, practicing evacuations, and preparing emergency kits.
- iii. If you experience a strong earthquake, you should look for shelter under a table, a desk, or anything strong that will protect you from falling objects. When the quake stops, move outside, away from buildings or vehicles that could topple onto you. People should be aware of the weather conditions that could lead to flooding. In the event of a flood warning, you should shut off the utilities such as electricity and gas and check the drainage system of your house. Park vehicles on higher ground and move a supply of food and water to upstairs rooms in your house if possible.

GOING FURTHER

1. Research the after-effects of a recent flood in Pakistan, focusing on displacement, infrastructure damage, health impacts, and relief efforts. Present findings through a short presentation or written report, emphasising key after-effects and ongoing recovery efforts.
2. Assign students to research an area affected by the 2005 earthquake using online resources, documentaries, and interviews. Have them create a detailed report or presentation focusing on the area's condition before the earthquake, the immediate effects, and the recovery process, including the impact on the local population and the organisations involved in the recovery efforts.

3. Ask students to research and create a chart with pictures and descriptions of different natural disasters like earthquakes, floods, tsunamis, and hurricanes. Display the charts in the classroom for reference.
4. Ask students to research natural disasters that have affected their community in the past decade and compile a list of tips for preparing for future events. Display the list in the classroom or create a pamphlet to share with the community.

Chapter 6.1: Goods and Services

QUICK RECALL

- i. government
- ii. Taxes
- iii. debt instruments
- iv. tangible
- v. government

LEARNING CHECK BRIEF Q/A

- i. Goods are things that can be bought and sold. These are tangible items, i.e., they can be touched. Services refer to the performance of any duty or work for another person. These are not tangible.
- ii. Private businesses produce and sell goods and services, making a profit for the business owner. The government provides public goods and services for citizens to benefit from and should be looked after and not misused.
- iii. Consumers buy goods and services to satisfy their wants, and producers make goods and services.

DESCRIPTIVE Q/A

- i. Governments are responsible for planning and carrying out important projects such as building dams, roads, bridges, hospitals, and schools for development. These projects require a substantial amount of money, and sometimes, governments need to borrow funds to meet the needs of their citizens, even after collecting taxes and engaging in international trade.
- ii. The government needs a lot of money to provide public goods and services to its citizens. In order to pay for them, it collects money through taxes, which are paid by individuals and businesses in the country.

GOING FURTHER

1. Have students brainstorm and write a list of public and private goods and services. Ask them to share their lists with the class and discuss their differences. Compile a master list on the board for reference.



2. Divide the class into small groups and ask each group to discuss and identify various services they use or are aware of (e.g., healthcare, education, transportation). Have each group present their findings to the class and create a comprehensive list of services on the board, ensuring all areas are covered and discussed.

Chapter 6.2: Trade

QUICK RECALL

- i. buying and selling
- ii. Money
- iii. entrepreneurs
- iv. Afghanistan
- v. 96

LEARNING CHECK BRIEF Q/A

- i. Trade involves buying and selling goods and services. Through international trade, countries spend money to buy things they need (import) and earn money by selling things they make (export).
- ii. The primary means of transportation include cars, motorcycles, pick-ups, delivery vans, buses, mini-buses, trucks, trailers, rickshaws, wagons, bicycles, jeeps, tractors in rural areas, as well as aeroplanes, helicopters, air ambulances, ships, boats, cruises, and cargo ships for air and sea transport.

DESCRIPTIVE Q/A

1. Guide students to research Pakistan's major imports and exports using the Internet. Instruct them to note down key items and their quantities or values, along with their sources and destinations. Have students create a chart using graphics software (like Canva, PowerPoint, or Google Sheets) to visually present the data on Pakistan's imports and exports. Allow them to share and explain their charts with the class.

Chapter 6.3: Entrepreneurship

QUICK RECALL

- i. True
- ii. False
- iii. True
- iv. False
- v. True

LEARNING CHECK BRIEF Q/A

- i. Business is the practice of making one's living or making money by producing or buying and selling products.
- ii. Decision-making, Creativity, Self-confidence, Self-accountability, and Business ethics

DESCRIPTIVE Q/A

- i. Timeline:
 - Early history: People used to buy and sell through barter exchange.
 - Around 1200 BCE: Cowrie shells became the first medium of exchange in China and continued to be used as money for a long time.
 - 500 BCE: Pieces of silver were used as coins. Eventually, coins were produced with faces of emperors imprinted on them.
 - 500 BCE: Gold coins were first produced in Lydia, which is part of present-day Türkiye.
 - Persian, Roman, and Macedonian periods: Coins were made from other metals such as silver and bronze.
 - 118 BCE: The first banknotes were produced in China.
 - 806 CE: Paper money was invented in China and used as currency.
 - Sixth century CE: Coinage appeared in the subcontinent.
 - 712 CE: When the Arabs conquered Sindh, they struck their own coins.
 - 750–1250 CE: During the Delhi Sultanate, base metal alloys, gold, silver, and copper coins were minted.
 - 18th century: Paper money was first issued by the British government.
 - 1857: After the War of Independence, the Rupee was made the official currency of British India.
 - 1948: After gaining independence from the British, the State Bank of Pakistan issued the first Pakistani bank note.
- ii. Inflation is the rise in price of goods and services in the market. Demand-pull inflation is caused when the demand for goods and services rises but the quantity of goods and services is not enough to meet the demand. Hence the price of the products increases. Cost-push inflation is caused when the cost of producing goods or services increases due to which the price of products also increases.

GOING FURTHER

1. Assign students to visit a local small business or research it online. They should gather information about the unique aspects of the business's products or services and how they meet customer needs. Have students present their findings to the class in a short oral presentation or a written report, highlighting the unique concepts and why they are successful."
2. Please guide students in researching social entrepreneurship initiatives focused on education in Pakistan using online resources. Ask them to identify key programs, their goals, and their impacts, and then write a report summarizing their research, including specific examples of successful initiatives and their contributions to improving education.



3. Assign students to research two notable Pakistani entrepreneurs, one male and one female. Instruct them to gather information about their backgrounds, businesses, and significant contributions. Have students create a PowerPoint presentation with at least five slides for each entrepreneur, including pictures and key facts. Encourage them to present their findings to the class.
4. Instruct students to brainstorm and outline a hypothetical business idea, including the concept, target market, marketing strategy, and financial plan. Have students create a concise business plan document or presentation and present their business idea to the class, simulating a pitch to potential investors or partners.

Chapter 6.4: Banks

QUICK RECALL

- i. Money
- ii. investment
- iii. Banks
- iv. Internet
- v. State Bank of Pakistan / Bank Daulat Pakistan

LEARNING CHECK BRIEF Q/A

- i. The purpose of opening a bank account is to benefit from banking services, such as the system of saving money and getting profits on savings.
- ii. Banks give out loans for education, starting a new business, for buying a car, a house, etc.

DESCRIPTIVE Q/A

- i. Banks provide the facility of safe deposit lockers where customers can safely store valuable items such as jewellery or documents. Banks issue local and international demand drafts and pay orders. Demand drafts make money transfers from one bank account to another and do not require a signature to be deposited. A pay order instructs one's bank to pay somebody on their behalf. Both these ways make the transfer of money very convenient and safe. Banks assist in the safe transfer of money from one city to another or from one country to another. Banks issue credit/debit/ATM cards, which can be used at any time to obtain cash or as a substitute for cash.
- ii. The central bank of Pakistan is the State Bank of Pakistan, also called Bank Daulat Pakistan. It plays a very important role in the economic development of our country. The State Bank is a federal institute that works with the federal government to regulate and run all other banks in the country and the economy. The bank is responsible for issuing all of Pakistan's banknotes and coins. It assists the government with foreign exchange and

business. All the commercial banks deposit their surplus funds with the State Bank of Pakistan. It carefully studies all matters relating to the financial and commercial activities of the country and those of foreign countries. The government seeks the SBP's advice on such matters from time to time. If the commercial banks face a shortage of cash in their branches at any time, they can obtain money from the State Bank of Pakistan.

- iii. By providing services to individuals and business owners, banks are playing an important role in the economic growth and development of their account holders, whether they are students, employees, or employers. Many overseas Pakistanis send money to their families through bank transfers, which helps the economy of Pakistan

GOING FURTHER

1. Please instruct students to use the Internet or a financial news app to look up the current exchange rate of the Pakistani Rupee (PKR) against five world currencies: the US Dollar (USD), Euro (EUR), British Pound (GBP), Japanese Yen (JPY), and Chinese Yuan (CNY). Ask them to create a table listing these currencies and their corresponding exchange rates against the PKR and encourage them to share their findings with the class.
2. Instruct students to sit with their parents and observe how to pay utility or other bills online. Have them take notes on the steps involved, including logging into the account, selecting the bill to pay, and completing the payment. Then, ask students to write a short paragraph describing the online bill payment process, including any security measures taken to ensure safe transactions. Finally, encourage them to discuss what they learned with the class.