

Teaching Guide

PETER MOSS

2

Secondary Social Studies for PAKISTAN

Revised Edition

With Lesson Plans and Worksheets

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Introduction

Long, long ago the world was a much simpler place. People rarely moved far beyond the place where they had been born, and met only those they had known all their lives. They were scarcely conscious of the next village, much less the wider world 'out there'. They made rules which suited their own little community and grew crops and reared animals for self-sufficiency in food. The land, the water, the winds and the Sun were their gods.

Then, gradually, the horizons broadened out as people began to move beyond their home base. They now belonged to a larger community, conquering and being conquered, and the rules of law had to be enforced so that people could exist together. Widening horizons brought trade—exchanging goods they had for those they did not: widening trade brought new demands, new restrictions and, also, new liberties. Slowly the world expanded, first to nations and later to international units until today when it is a complex mass of interconnected cultures and economies.

This series, *Secondary Social Studies for Pakistan*, tries to look at the situation, starting in the first book, with our own country, its geography, history, and outside influences that have shaped it over the years. The second book deals with the wider Muslim world in general—the geography, economy, history and political growth—and the movements for independence of Pakistan, and its achievements and national events from 1947 to 2008. The final book deals with the Earth and its place in the universe, global economies and their problems. It also deals with international institutions, problems that have been created by globalization and what democracy, citizenship, and human rights really mean. In addition to these, this series also includes environmental concerns in the developing world as populations, industries, and consumption of goods have grown, and need to be managed.

The accompanying Teaching Guides aim to facilitate teachers by providing background information and teaching strategies. The importance of planning out the teaching schedule and preparing lesson plans cannot be underestimated so that the course is covered and the teaching time allows activities, projects as well as end of month/term assessments. This revised edition of the Teaching Guides incorporates extensive lesson plans and worksheets for each chapter as well as assessment papers for the geography and history sections, along with answer keys to worksheets and the assessment papers. The lesson plans cover at least two periods per chapter so that explanation, understanding and reinforcement are covered satisfactorily. In case of a longer chapter, up to four sessions are suggested. However, schools are advised to adjust these according to their term break-up and time available.

Social Studies is an interesting subject and can be made more so through lessons that are creative, challenge students' thinking skills, and allow learning through practice. Critical thinking leads to problem-solving skills and a lesson well-planned and well taught will inculcate these skills in your students for their studies as well as in real life.

Note: In marking dates in history BC (Before Christ) and AD (Anno Domini: the year of our Lord) are now expressed as BCE (Before Common Era) and CE (Common Era), respectively. The Common Era begins with the period following the birth of the prophet Jesus (AS).

TEXT PAGES 1–3

World religions: In the UK (2001 census) Christianity was claimed by 72 per cent of the population; Islam by 2.8 per cent and Hinduism by 1.0 per cent. Regular attendance at a place of worship, however, was given for Christians at only 5 per cent. Though no figures were found for Islam, they are expected to be much higher.

There are no Islamic states in Australasia (Oceania) and the Americas, and as stated in the text, there's only the tiny Albania in Europe. Albania is the last remnant of the old Ottoman Empire, and was cut off when that collapsed.

As the map shows, much of the Islamic world is flat land, but not at sea level. The highest land is in Afghanistan, Pakistan and Iran. Much of the Islamic world, particularly North Africa and Arabia, is relatively infertile but South-east Asia and parts of Africa are relatively rich agriculturally. There are isolated places of great fertility such as the river valleys and irrigated areas, although these are gradually dwindling. Parts of the Islamic world, however, have immense mineral resources, especially oil in Saudi Arabia, Iraq, Iran, and the Gulf States, and natural gas in Pakistan and some of the ex-Soviet republics. Malaysia has considerable resources of metallic ores.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 3:

1. There are no Islamic states in Australasia (Oceania) and America.
2. This is Albania, adjoining Greece. Albania became an independent country in 1912; it was a socialist state but it is a parliamentary democracy now. It is also a member state of the OIC.
3. Students to refer to the maps on pages 2 (political) and 3 (vegetation) to answer this question. This can be done as pair or group activity.

LESSON PLAN 1

Topic: Geography of the Muslim world

Duration: Two periods (40 minutes × 2)

Objectives:

- To define the Muslim world and its geographical position.
- To give an overview of the climatic and topographical features of the Muslim world

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*, Internet, encyclopedia

Introduction: To brainstorm ask the following questions:

- (i) Name some Muslim countries of Asia.
(The students should be able to do this as they have studied it in Class 6.)

- (ii) Name some countries of the world which are not Islamic countries but Muslims live there in great numbers (India, Sri Lanka, China, America, Britain, France, etc.)
- (iii) What similarities and differences do you find among the Muslims of Islamic countries? (Similarities: they have the same religious faith i.e. Islam and follow all the five basic tenets of Islam.) (Differences: There are differences in their language, dress, food, and lifestyles.)
- (iv) What is the reason for these differences? (Differences in topography, climate, and local culture.)

Write the topic 'Geography of the Muslim World' on the board.

Explanation: Begin the lesson by stating that Islam is the second largest religion and the fastest growing one in the world.

Define Islamic countries: Tell the students that though Muslims are scattered all over the world, all countries are not 'Muslim' countries. Muslim countries are those countries that have declared themselves Islamic countries e.g. Pakistan, Afghanistan, Iran, Saudi Arabia, etc. Other countries may have large Muslim populations like India.

Muslim population in the world: Discuss the population of Muslims in the world. Explain the bar given on page 1 of the textbook which shows the percentage of the main religions in the world. The Muslims constitute 21% of the total world population.

Ask the students to look at the political map on page 2 of the textbook and explain the location of the Muslim world from East to West and North to South.

Geographical features: Move on to the geographical features of the Muslim world. Ask the students to look at the map showing the physical features of the Muslim world (Page 2 of the textbook).

1. The key showing the land height shows that most of the Muslim countries are located on level land.
2. The mountain ranges are:
 - a) North Africa — The Atlas Range
 - b) Ethiopia, Yemen, Saudi Arabia, Eastern Turkey and Iran — are highlands.
 - c) The highest mountain regions are Afghanistan and Pakistan (Hindu Kush and the Karakoram.)
3. Vegetation: Ask the students to look at the map showing the natural vegetation of the Muslim world. Ask them to study the key to natural vegetation.

Explain the terms classifying the forests e.g. What are coniferous forests: these forests have trees that produce hard, dry fruit and are evergreen. Explain the remaining terms. Students can use the dictionary for brief definitions.

Emphasize that except for Malaysia, Indonesia, and some parts of Africa, more than half of the whole Muslim world area is hot desert.

Ask the students what an 'Oasis' is and why nothing grows in the deserts except shrubs. (This is due to the sandy soil and no rainfall). Discuss the life and occupation of the people. (Rearing sheep and goats, and leading a nomadic life.)

Explain what rainforests are, where they are found, and what these forests produce.

Focus on the fertile areas of the Muslim world—valleys of the great rivers, the Nile, Tigris, Euphrates, and Indus, and other places made fertile by irrigation.

Conclusion: Recap the main points of each of these lessons.

Reinforcement: Divide the class into groups and ask them to study the vegetation in North African Muslim countries, the Mediterranean region, the tropical region and the desert region. They should list the features.

Homework: Ask the students to do 'Questions and Activities' from page 3, as homework. The attached Worksheet may be completed for homework too.

WORKSHEET 1 Chapter 1

1. Match column A with column B.

Column A shows the four main religions of the world, and others, and column B shows the estimated number of their followers.

	A	B
a.	Buddhists	26%
b.	Hindus	6%
c.	Muslims	33%
d.	Christians	21%
e.	Others	14%

2. Choose the correct answer.

- a) Most of the Muslim countries of the world are located in _____.
i) deserts and scrubland (ii) temperate grasslands
iii) rainforests (iv) tropical grasslands
- b) The highest regions are in _____.
i) Yemen and Oman (ii) Libya and Egypt
iii) Afghanistan and Pakistan (iv) Syria and Iraq
- c) The main mountain range in North Africa is _____.
i) Karakoram (iii) Hindu Kush
iii) Himalayas (iv) Atlas Range
- d) Temperate grasslands are found in _____.
i) Malaysia (ii) Saudi Arabia
iii) Sudan (iv) Central Asia
- e) There are tropical rainforests in _____.
i) South Asia (ii) South-east Asia
iii) Middle East (iv) North Africa

3. Fill in the blanks.

- a) The River Nile is in _____.
- b) The Tigris and Euphrates flow into the _____.
- c) The River Indus flows into the _____.

CLIMATIC REGIONS OF THE MUSLIM WORLD

TEXT PAGES 4–9

Deserts: Note that deserts are often infertile because of the nature of the soil as well as the lack of moisture—it is largely sand without any of the humus that makes it fertile. Even if water is supplied, as from some very deep artesian wells in deserts in Chile and Australia, regenerating the soil is a difficult and lengthy process. It is not practical just to import good soil from elsewhere—far too vast a job, although Abu Dhabi has done this on a small scale—hence the land has to provide its own soil. This is done in some places by growing plants in small pockets of soil and then as the leaves fall and rot, humus is made. But this is a very tedious and long-term process. In any case, it is often not just the absence of water and poor soil that makes the desert. It is the climate: searing winds and extremes of temperature; the winds keep the sand moving so that it is difficult for plants to survive even in their own pocket of soil.

Semi-desert, scrubland: Low-growing trees or bushes such as tamarisk and acacia are found here with some plants that grow in tough ground conditions. They have little value as timber except as firewood. They usually have thorns (to minimize the depredations of grazing animals) and small, vestigial or modified leaves (to minimize water loss) and deep roots to reach any water available. The vegetation is coarse and tough and of little use to animals except goats and some sheep. The rough wool from these animals makes excellent hard-wearing carpets. Carpets are made both in factories and as a cottage industry; these factory-made carpets exceed the hand-knotted products four or five to one in number. Designs are very traditional, and from neighbouring countries, but today for the western market, 'contemporary' patterns are being produced.

Children as young as five years old are employed in the villages: their smaller fingers are said to be more nimble than those of adults, and their knotting closer—the closer together the knots, the higher the quality of the carpet. Perhaps, if suitable, talk about child labour which is the cause of considerable criticism internationally. What would these children do if they are not making carpets? They will end up doing the job as adults, so should they not start young? Do they need a formal education?

Tropical grasslands: The moderate-to-small amount of rain that is average for this region is still more than double that of most parts of Pakistan. The majority of tropical grasslands are in the southern hemisphere—most in southern Africa, but small areas are also found in Australia and South America. Parts of Pakistan would naturally be in this climate, but the land has been cleared and irrigated and is used for intensive cultivation. The tropical grasslands are the big game areas in Africa, which now support many thousands of people in the tourist industry, shooting with cameras and not guns. The many animals of the region have evolved/adapted to their environment: the tawny colour of the lions merges into the colour of tall grasses in the dry season; zebras, and leopards' skin markings mimic the shadows of the grasses. Elephants and rhinos have defensive armour and strength and do not need camouflage so much. Giraffes with their long necks can see over the tops of the tall vegetation and spot the approach of predators. Many kinds of deer have to rely on speed, but life for most of them is just chance survival.

Travel agents may have brochures of safari holidays; collect these and make wall charts, as these regions are spectacular.

Tropical forests: Pakistan has no example of a tropical forest. The heat and moisture are critical as the actual soil is usually not particularly fertile, most of the fertility coming from the rotting leaves on the floor of the forest. The forests are naturally evergreen, but leaves do have to be replaced. Because the fertile layer is generally shallow, the tree roots are usually near the surface. Naturally with their great height (in the struggle to reach the light) they are often very unstable. When densely packed, they get some support from one another; but some varieties of trees have developed buttresses (supports on the lower trunk) to strengthen them.

Vast areas of the Amazon tropical forests are being cleared, illegally, to grow crops, and also for stock. Eleven million hectares have been cleared for cattle ranching. The farmers have found the results disappointing, as the fertility is short-lived, and with exposure to the continual rain, severe erosion takes place. The canopy of leaves in the natural forest breaks up the force of the rain and allows it to trickle gently to the ground. Also the removal of millions of hectares of virtually uncharted forest is, perhaps, removing some as yet unknown species which will be of vital medicinal value—one has to think of the cinchona tree from this region which was for many, many years the only remedy against malaria. We do not know what we are discarding. The clearance of the rainforest is a savage cycle: the cleared land soon becomes relatively infertile and more has to be cleared to accommodate the cattle and crops.

Temperate deserts: Considerable areas of Pakistan fall into this group. It is on the verge of practical cultivation, but with fertilizer and irrigation it can produce reasonable crops.

Mediterranean climate: A very limited area falls into one of the most productive climates in the world, producing so many high-value crops, highly suited for the sophisticated markets of western Europe. Even rice is grown widely in Italy, and Egypt, on the fringe of the Mediterranean zone, it has a very large cotton-growing base. In fact, Egyptian cotton has been highly prized for its long staple fibre.

Temperate grasslands: These are the great grain-growing and livestock-raising regions of the Muslim world. Temperate climates are valuable because they are flexible in the crops that can be grown, from rich grassland for livestock, to grains to a wide variety of fruits and vegetables.

Picture on page 7: Note the intensive agriculture in Turkey and the primitive method of a one-mule plough. Yet Turkey can provide basic foodstuffs to feed the whole country without imports. The photograph of Turkish agriculture, taken by the author three years ago, is remarkable in that it shows the simple stage of farming in Turkey, with a donkey-drawn wooden plough, and seed being distributed by hand.

Monsoons: This climatic region is confined to the Indian Ocean, and concerns mainly the subcontinent. There are relatively small areas of a similar climate in South America and the Caribbean, as well as very tiny areas on the west coast of Australia. Surprisingly, monsoons are, by geological standards, relatively recent. They are thought to be a product of the rising of the Himalayas and the Tibetan plateau, starting 20 million years ago. These eventually affected the wind patterns and it is believed the monsoons began about six million years ago. Once again, Pakistan seems to have been unlucky as the full force of the monsoon and, particularly, the rainfall is modified by the pattern of wind diversions.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 9:

1. Monsoons are important for South and South-east Asia because they bring heavy rainfall which is beneficial for growing crops. Also, the places which receive rain from the monsoons have thick, rich vegetation.

2. Pakistan gets its monsoon rains from the winds that come in from the South-east. These winds reach Pakistan after crossing India, where they have already shed much of the rain. Only the north of the country gets real monsoon rainfall.
3. Students to refer to the atlas and complete this activity.
4. Advantages and disadvantages of tropical forests and rainforests:

Advantages: forests supply timber, especially valuable hardwoods; renew the atmosphere by providing much-needed oxygen; protect the soil from erosion; and forests are home to a variety of flora and fauna that would become extinct if their habitat was destroyed. Unknown species of plants and trees are being discovered especially in the Amazon rainforest. Some of these may provide valuable medical drugs; the cinchona tree was discovered here, which is the original source of quinine, the famous anti-malarial drug.

Disadvantages: forests are unhealthy because of the heat and humidity; they engender diseases such as malaria; and when cleared for crops, the soil which is of limited fertility is soon exhausted and more areas have to be felled.
5. Countries that have temperate grasslands are excellent for rearing of animals, especially livestock. The climate here is suitable for cereal crops and with irrigation, a wide variety of other plants and fruits can be grown.
6. Pakistan has a wide variety of climatic regions—hot and cold deserts, scrub and semi-desert, monsoon vegetation, and humidity. The vegetation found in Pakistan is more wide-ranging.

Indonesia has a tropical monsoon climate. The vegetation in Indonesia is dense and perennial, typical of the monsoon regions.

LESSON PLAN 2

Topic: Climatic regions of the Muslim world

Duration: Three periods (40 minutes × 3)

Objectives:

- To study in detail the climatic regions of the Muslim world
- To study the causes of monsoon climate and its special relevance to the subcontinent

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*, encyclopedia, Internet

Introduction: The students already know the factors that determine the climate of a place. Brainstorm with a few questions about factors affecting the climate e.g. nearness to the equator, distance from the seashore, altitude etc. Tell them that the Muslim world can be divided into climatic regions on the basis of these factors.

Explanation: Ask what the distance covered by the Muslim world from East to West and North to South is (15,000 km and 6000 km). This vast area has different climatic regions; if Saudi Arabia and the Gulf States are very hot, Pakistan has a moderate climate as a whole. Malaysia and Indonesia have heavy rainfall throughout the year while the Muslim countries of North Africa have a Mediterranean climate.

Tell the students that Muslim countries are divided into eight regions according to their climatic conditions.

These are:

- | | |
|------------------------|------------------------------|
| 1. Deserts | 2. Semi-desert and scrubland |
| 3. Tropical grassland | 4. Tropical forests |
| 5. Temperate deserts | 6. Mediterranean regions |
| 7. Temperate grassland | 8. Monsoon regions |

Copy this information on the board.

Move on to discuss each region separately. Points of discussion for each region will be (a) temperature range (b) amount of rainfall (c) vegetation and animals (d) agriculture, forests, and minerals.

1. Deserts:

The climate is hot because there is almost no rainfall. Therefore there is hardly any agricultural output. Explain that three fourths of the world's major deserts are in Muslim countries. Give examples:

- i) The Sahara Desert in Africa makes up 60% of the total desert area the world over.
- ii) The Thar Desert in Pakistan
- iii) The Somali Desert in Africa
- iv) The Kyzyl Kum in Uzbekistan
- v) Dasht-e-Lut in Iran, and
- vi) Rub-al-Khali in Saudi Arabia.

Though these countries are poor in natural vegetation they have valuable mineral, oil and natural gas resources. Give examples. (Saudi Arabia, the Gulf States, Iran, Pakistan, etc.)

2. Semi-desert and scrublands:

- a) Temperature: hot during the day and cool at night
- b) Rainfall : scarce
- c) Vegetation: coarse, tough plants and shrubs

These plants have long roots to go deep down to get water from below the surface.

Occupation: People rear goats and sheep. The wool from the sheep in Pakistan is good for making carpets. The western parts of Pakistan are semi-deserts e.g. Thar and Thal.

Second period

3. Tropical grasslands (savannah)

- a) Location: they lie between the deserts and the tropical forests.
- b) Rainfall: between 500-1500 mm
- c) Vegetation: scattered trees and tall grasses
- d) Animals: game animals in Africa, for example, lions, giraffes, zebras, elephants, etc. Safaris are tourist attractions. Explain what a safari is.

Tell the students that once parts of Pakistan had this type of vegetation but now the grasslands have been replaced with crops.

4. Tropical forests:
 - a) Location: Central Africa, along the equator and South-east Asia (Use the map on page 3 of the textbook or the *Oxford School Atlas for Pakistan*, page 80 to check this location.)
 - b) Rainfall: heavy; between 1800–2500 mm or more
 - c) Temperature: 20°–30° C all the year round
 - d) Vegetation: thick forests of tall trees with giant creepers
 - e) Animals: birds and monkeys on the tops of trees (canopy); snakes, lizards, and insects below
 - f) Forest products: teak and other hardwood, rubber
 - g) Other crops: sugar cane, cocoa, mangoes, pineapple, and other tropical fruits
 - h) Effects on human life: healthy, because of the amount of oxygen they provide, but diseases like malaria, etc. are common and life-threatening.
5. Temperate deserts:
 - a) Location: Afghanistan, Central Asian states (Uzbekistan, Azerbaijan, Turkmenistan, Tajikistan, Kazakhstan), and parts of Pakistan.
 - b) Rainfall: 50–300 mm
 - c) Temperature: not as hot as the deserts
 - d) Vegetation: acacia and cassia and other coarse plants and grasses
 - e) Crops: these are dry lands but crops are produced by irrigation and fertilizers. Uzbekistan is the largest cotton-growing state in the world and uses water from the Caspian Sea. Pakistan also has farmlands.

Third period

6. Mediterranean climate regions:
 - a) Location: around the shores of the Mediterranean Sea, the coastal areas of Morocco, Algeria, Tunisia, Syria, Turkey and Lebanon. (Refer to the map of Africa, *Oxford School Atlas for Pakistan*, page 62.)
 - b) Agricultural products: One of the most productive climates in the world, this area produces high value crops for the markets of western Europe. It is a large cotton-growing base. Egyptian cotton is highly prized for its long staple fibre.
 - c) Fruits: grapes, citrus fruits, olives, and flowers (Balochistan, though not included in this region, produces a variety of Mediterranean fruits.)
7. Temperate grasslands:
 - a) Location: Turkey, Syria, Lebanon, parts of Jordan, Iraq, and Pakistan
 - b) Rainfall: fairly low – about 400 mm per year
 - c) Temperature: reasonably warm; excellent for rearing cattle

d) Vegetation: long grass excellent for cattle breeding

e) Crops: cereals like wheat and barley

8. Monsoons lands:

a) Location: only the subcontinent and South-east Asia (Malaysia and Indonesia)

The direction of the wind is from North-east for six months and South-west for the rest of the year. The southerly winds bring heavy rainfall, over 400 mm per year.

b) Vegetation: thick, rich vegetation as in the rainforests

Pakistan and the monsoon rainfall: from July to September there is rain mostly in the north. Pakistan receives less rainfall because the rain clouds cross India first.

There is little rainfall from the Westerly Depression during December to March.

Conclusion: Recap the main points of each of these lessons.

Reinforcement: Look at page 80 of the *Oxford School Atlas for Pakistan*, 'World Ecosystems'. Study the key given with the map and photographs which give a clear picture of the climatic regions.

Noting the key, identify Muslim countries which have similar ecosystems and make a complete list in your notebooks.

Homework: Questions and Activities 1–6 from page 9 are to be done. The attached Worksheet may be completed for homework.

Worksheet 2 Chapter 2

1. Match Column A with Column B.

A

- i) Dasht-e-Lut
- ii) Sahara
- iii) Kyzyl Kum
- iv) Rub-al-Khali
- v) Thar

B

- a) Uzbekistan
- b) Pakistan
- c) Iran
- d) Africa
- e) Saudi Arabia

2. Fill in the blanks with correct answers.

a) The Sahara in Africa makes up _____ of the total desert area of the world.

- i) 6%
- ii) 75%
- iii) 60%
- iv) 25%

b) The South-east Asian countries have a _____.

- i) temperate
- ii) desert
- iii) monsoon
- iv) Mediterranean

c) _____ of all the major deserts in the world are in Muslim countries.

- i) One fourth
- ii) One third
- iii) Half
- iv) Three fourths

d) Tropical forests receive _____ of rainfall a year.

- i) 500 – 1500 mm
- ii) 1800 – 2500 mm
- iii) 50 – 300 mm
- iv) 400 mm

e) Uzbekistan is the _____ largest cotton-growing state in the world.

- i) 4th
- ii) 2nd
- iii) 3rd
- iv) 5th

f) The Mediterranean climate region has _____.

- i) dry winters
- ii) mild, wet winters
- iii) heavy rainfall
- iv) no rainfall

WORKSHEET 2 Chapter 2

- g) In Pakistan the monsoon is _____.
- i) from July to September
 - ii) from March to May
 - iii) in October
 - iv) in April
- h) Turkey, Syria, and Lebanon are _____.
- i) Temperate grasslands
 - ii) Semi-deserts
 - iii) Tropical grasslands
 - iv) Temperate deserts
- i) Safaris in _____ are a great tourist attraction.
- i) Pakistan
 - ii) Africa
 - iii) Saudi Arabia
 - iv) Iran
- j) In tropical forests the temperature remains at _____ all year round.
- i) 45°–60°C
 - ii) 10°–20°C
 - iii) 35°–45°C
 - iv) 20°–30°C

MAIN AGRICULTURAL PRODUCTS OF THE MUSLIM WORLD

TEXT PAGES 10–16

Apart from a relatively few but vitally important oil-producing countries, agriculture is at the moment is the backbone of the economy of the Muslim world.

Wool is the earliest known textile and comes from sheep, goats, camels, and animals such as alpaca and vicuna (both very expensive materials from the Andes in South America). Wool curls naturally and has great resilience so that it retains its shape and elasticity. It also absorbs moisture, unlike most synthetic fabrics such as nylon and terylene. Woollen garments, however, need much more care than those of cotton, silk, or synthetics.

Cotton is a general all-purpose fabric, which can range from coarse canvas to finest muslin. It is by far the largest export earner of Pakistan and is vital to its economy. Early European travellers believed that cotton came from a sheep-like animal which grew on trees like huge flowers. The German word for cotton is still 'baumwolle'—literally 'tree wool'.

It might be worth getting small samples of a wide variety of wool, cotton, and synthetic fabrics to make a wall display to show their diversity.

Sugar: Sugar mills are generally located close to sugar cane growing regions as delay between cutting and milling results in loss of sugar content. Machines are being developed to cut, clean, and load the cane so it can be taken directly to the mill. Sugar is extracted from freshly harvested sugar cane, resulting in raw sugar for later refining, and in white sugar for general use.

In less developed regions, the boiling pans to process sugar are near the cane fields as sugar cane loses its quality very quickly after cutting and needs to be processed as soon as possible. Big, open, shallow pans are used to speed up the process of evaporation. Most sugars are taken quickly to factories where they are again boiled down, then put in a centrifuge which extracts molasses. These are important by-products, used in the manufacture of ethanol (a kind of motor fuel), alcohol, table syrups, food flavouring, animal food, and the manufacture of tobacco. The crushed cane from which sugar has been extracted, is called bagasse, and is used as fuel and animal fodder.

The raw sugar which is left after the centrifuge process is redissolved, decolourized, and made into various kinds of sugar. Brown sugar has some molasses left in it.

Tea is said to have been drunk in China from about 3000 BCE. The emperor Shen Nung was said to have been sitting beneath a tea tree (which in the wild grows up to 30 metres) while his servants prepared a drink of hot water. A leaf from the tree fell unnoticed in the cup and the emperor so liked the drink that he drank it exclusively. Probably, this is a legend. Now cultivated as a bush about one metre high, for convenience of picking, the tea tree is a species of camellia which pupils may know as a beautiful plant. It prefers fairly high altitudes and is grown on a slope so that its roots are well drained, but it can also grow at sea level. Some of the bushes the author has seen at Darjeeling are the original ones brought from China, 150 years ago. Tea picking is a labour-intensive process, the leaves having to be picked every 7 to 14 days.

Odd facts for interest: Many of the tea plantations in India still grow the same bushes brought from China over a hundred years ago. Very exclusive teas in the UK can cost over Rs 30,000 a kilo: a good quality ordinary tea costs about Rs 3000–4000 per kg. In the UK, tea is almost always drunk with sugar and milk. Apart from being a stimulant, tea is believed to have medicinal value as an antioxidant and an anti carcinogen.

Coffee: There are two main varieties—robusta, grown in Asia and West Africa, and considered inferior to Arabica, grown in South America and East Africa. Coffee is also grown in the highlands of South India, particularly Mysore. Some very special coffees have also been developed—Jamaican Blue Mountain retails at £80 (Rs 11,760) a kilo.

Coffee trees/shrubs grow best in the shade of taller trees and each one produces 0.5–1 kg of beans a year. The picked beans are washed, depulped (the actual beans are enclosed in a soft white pith), washed again and then allowed to ferment in tanks. The green beans are then shipped to factories where they are roasted—but roasted beans keep their flavour for only a week unless sealed in vacuum packs.

Instant coffee is the most usual way of drinking it today and is made by brewing very strong coffee, in a vacuum. The powerful brew is then (a) spray dried or (b) freeze dried. Spray dried: the coffee is squirted through fine nozzles into a stream of warm air, which evaporates the water and leaves the powdered instant coffee. In freeze-drying, the strong coffee is frozen and the water extracted.

Cocoa was originally the drink of Mexican nobles who even had a god in their pantheon dedicated to cocoa. It was for long rejected by Europeans, after it was introduced by the early explorers, until it became popular, with coffee, in the 17th century. Today more cocoa goes into the production of chocolate and sweets than as a drink.

Wheat and rice: World production of both is about equal as these are the staple grains for the bulk of the world's population. The earliest rice known is from the Yangtze Valley about 10,000 years ago.

Wheat has been grown since 10,000 years ago in Turkey and the Middle East.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 16:

1. Students to discuss and come up with own answers, however some suggested answers are given below.
 - Grains must be perhaps the most important agricultural product because they form the basic diet of all people.
 - Fibres are probably next—cotton, wool, and then linen from flax—as everyone has to be clothed.
 - Plant foods—vegetables, roots, leaves (cabbage, spinach, etc.) are important as they supply essential nutrients, such as vitamins, to the body.
2. Students can prepare this presentation in groups.
3. Products made from natural rubber, other than the ones mentioned in the book, are gloves, toys, balloons, adhesives, rubber bands, pencils, erasers, etc.
4. Students can research and find out amount of tea imported and consumed. Details are available on the Internet. The highest consumption per person is in the UK—2.3 kg per head per year! Pakistan's consumption is comparatively lower at 0.7 kg per person per year.
5. Map work: this can be done in pairs.
6. Students can work in groups to answer this question.

LESSON PLAN 3

Topic: Main agricultural products of the Muslim world

Duration: Three periods (40 minutes × 3)

Objectives:

- To provide information about the main agricultural products and their significance in the regional economy
- To emphasize the importance of these as domestic consumables and export products

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*, encyclopedia, Internet

Introduction: Brainstorming questions.

1. Name some main agricultural products of Pakistan.
(The students already know about wheat, rice, sugar cane, cotton, etc.)
2. Which of these products are exported to other countries?
(Cotton, rice, and wheat)
3. Which other Muslim countries are known for their agricultural products? The students should know this as they have studied about it, to some extent, in the previous chapter. (Uzbekistan and Egypt for cotton, Africa, Malaysia and Indonesia for rubber, teak, etc.)

Explanation:

Introduce the topic by writing 'Main agricultural products of the Muslim countries' on the board. Begin with wool.

1. Wool: Talk about the importance of wool and its uses. Then move on to its export value.

Muslim countries that produce wool: Muslim countries which are semi-desert and temperate desert produce wool because the main occupation of the people in these areas is livestock, i.e. sheep and goats breeding.

Wool production in Muslim countries of the world: Kazakhstan, Iran, Afghanistan, Turkey, and Central Asian States supply about 10% of the world's produce of wool. Wool from Turkey, Afghanistan, and Pakistan is considered suitable for carpet-making.

2. Cotton: Talk about the use of cotton and cotton cloth. Discuss the different uses of cotton seeds (for oil and fodder).

Cotton production in Muslim countries of the world: Muslim countries produce 20% of the world's cotton. Leading cotton-growing Muslim countries: Egypt, Pakistan, Turkey, and Uzbekistan.

3. Sugar: Discuss the process of sugar-making which students have studied in Class 6. Mention its by-products molasses and bagasse and their use as fuel and animal fodder, etc. (Consult the introductory note.)

Sugar production in Muslim countries of the world: Pakistan produces 3.5% of the world's sugar.

Second period

4. Rubber: Discuss the uses and kinds of rubber (natural and artificial or synthetic rubber). Ask how natural rubber is obtained. Explain the process. (The students are expected to have some preliminary knowledge and should be able to explain that it is the product of tropical forest countries.) Ask which countries have tropical forests. The students have studied about this in the previous chapter, Central Africa, Malaysia, and Indonesia are rubber-producing countries.

Production in Muslim countries of the world: Muslim countries produce about 20% of all the world's rubber and most of it is natural. Rubber is also produced in Myanmar, Sri Lanka and some parts of India.

5. Tea: Talk about its origin as given in the introductory notes: the kind of soil and rainfall required, which part of the plant produces high quality tea, etc. (The students have already learnt about this in the previous class.)

Tea production in Muslim countries of the world: about 15% of the world's tea output is from Muslim countries.

Consumption in Muslim countries: 18% of all the tea grown in the world is consumed by Muslim countries.

6. Coffee: Discuss how coffee was discovered. (Consult the textbook). Explain how coffee is made; it is roasted, ground and brewed. Ask how instant coffee is made; it needs no brewing.

The main coffee producer is Indonesia and other Muslim countries that produce coffee are Yemen, Ethiopia and the Ivory Coast.

Coffee production in Muslim countries of the world: 15% of the world's total supply is produced by the Muslim countries.

Third period

7. Cocoa: Discuss where it was discovered and its uses. It is produced in West Africa and South-east Asia.

Cocoa production in Muslim countries of the world: Indonesia and Malaysia produce about 18% of the world's cocoa supply.

8. Wheat: State its importance. It is the most important crop of the world. It is produced in almost all countries outside the tropics. Why is it not produced in the tropics? It requires fairly dry and mild climate, whereas the tropics have heavy rainfall. Wheat is produced in surplus of the requirement in Pakistan and Turkey.

Wheat production in Muslim countries of the world: Nearly 17% of the world's wheat is produced by Muslim countries.

9. Rice: Discuss the importance of rice. It is the tropical equivalent of wheat. Wheat requires a fairly dry climate but rice requires a great deal of water and heat. China and India produce about two thirds of the world's supply of rice.

Rice production in Muslim countries of the world: Indonesia and Bangladesh grow over 18% of the total world supply of rice.

10. Other significant exports of agricultural products by the Muslim countries: discuss the chart on page 16 of the textbook. Malaysia with its extensive oil palm plantations is the world's leading producer of palm oil. Discuss its use in cooking and in the soap industry.

Conclusion: Recap the main points of each of these lessons.

Reinforcement: Make a list of the agricultural products of the Muslim countries and their share in the world output. Use the following pattern:

Serial No.	Products	Muslim countries where produced	Production % in world supply

Homework: Questions and Activities 1–6 from page 16 are to be done for homework. The attached Worksheet can be done as homework too.

WORKSHEET 3 Chapter 3

1. Complete these statements.

- a) _____ is the world's leading producer of palm oil.
- b) _____ is the tropical equivalent of wheat.
- c) The Aztecs called cocoa _____.
- d) Coffee was discovered in the _____ / _____ region.
- e) _____ is the main producer of coffee in the Muslim world.
- f) Muslim countries produce _____ of the world's tea.
- g) The rubber plant was originally found only in the _____ rainforests.
- h) The main Muslim countries producing rubber are _____
and _____.
- i) Muslim countries produce _____ % of the world's cotton.
- j) _____ produces 3.5% of the world's sugar.
- k) _____ produces high quality wool.
- l) _____ is the world's biggest producer of cotton.
- m) _____ is the world's largest producer of sugar cane.
- n) Bagasse is the by-product of _____.
- o) The word coffee comes from the Arabic word _____.

MINERALS AND NATURAL RESOURCES OF THE MUSLIM WORLD

TEXT PAGES 17–24

In the early period of the Earth when there was just one huge land mass, there was a huge inland sea in the area where the Middle East is now located. The whole climate and vegetation was very different; around and in this inland sea were vast masses of plants. These died and got buried deep underground and turned into the present oil and gas deposits. No one is quite certain of the extent of these fields, and though the subcontinent, especially Pakistan, seems to belong to the same geological structure, only relatively small amounts of oil have been discovered there, compared with Iran, Iraq, Saudi Arabia, and the Gulf States. However, hope springs eternal and there is a constant quest for this oil, which could solve many of Pakistan's economic problems, as it has to import the great bulk of its oil needs. The natural gas reserves seem very promising, not only as a fuel, but also as a feed stock for chemical processes.

The front picture on page 17 is a well-head where the gas, hundreds of metres underground, comes to the surface. The gas compressor (page 18) compresses the gas for travel along the pipelines to make more economical use of the precious fuel.

Oil: The next two pages outline the significance of oil (and more recently gas) in the world today, and how the Muslim world has dominated the international supply.

In the 1950s, the supply of oil was far in excess of demand (perhaps a diversion into the supply-and-demand concept of trading is valid here: when not many people want a particular commodity, the manufacturers or producers have to lower prices to get trade; when there is a great demand, prices go up as people outbid one another to get the commodity). The price of crude oil in the 1950s was less than US\$10 a barrel (oil prices are always quoted in dollars).

The price of oil has fluctuated from below \$10 to nearly \$150, and this instability is the cause of many world problems. See the business section of the daily newspapers to find out the current price of oil. (It was about US\$88 in May 2012).

Organization of Petroleum Exporting Countries (OPEC) was formed in 1960 by Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela. Between 1961 and 1994, Qatar, Indonesia, Libya, UAE, Algeria, Nigeria, Ecuador, and Gabon also joined OPEC. The headquarters of OPEC are in Vienna. The role of OPEC is mainly to stabilize oil prices and maintain availability of oil to the users.

The first oil-pricing crisis occurred in 1973–4, as a result of the Arab oil embargo, and again in 1979 when the Iranian Revolution took place. OPEC increased the price more than four times and, by 1980, it was more than \$30 a barrel which caused severe inflation in the rest of the world. By 1986, demand had weakened and the price was again less than \$10; there was considerable overproduction, especially as new fields, such as those in the North Sea in Europe, were coming on stream. OPEC cut production again by one million gallons a day and the price stabilized at \$25. There was sharp upward rise in 1990–1 when the Iraq-Kuwait war took place, but as the situation settled, oil prices fell again in 1998.

The US-Iraq war in 2003 has sent the price rocketing again, but several OPEC countries have agreed to increase production to reduce the price. The problem for most OPEC countries is that oil is their main, or often only, source of income and to keep raising prices is to kill the goose that lays the golden eggs. There are obviously vast amounts of oil elsewhere in the world, as yet untapped, and western nations could develop these and so break the Arab world's virtual monopoly—45 per cent of world production, and steadily decreasing.

It is difficult to find any area of modern life in which oil by-products do not figure. Not listed in the chart are foodstuffs, many medicines, building materials, waxes, and polishes. The list of products (page 19) is interesting.

Natural gas is normally found in conjunction with or adjacent to oil because it is made from the same original materials—decayed vegetation. In the processing, butane and propane as well as petrol are removed as liquids; we are all familiar with the gas bottles and cylinders of domestic and industrial use. The remaining 'dry gas' is distributed to homes and factories as a gas for use as fuel. Plastics, drugs, and dyes are also by-products of gas refining.

Gas has a longer history than oil. There are records from 600BCE in China of gas being fed from shallow wells or surface outlets along pipes made of bamboo to heat cauldrons for boiling down sea water for salt.

You may ask pupils to try to find out more from the Internet and other sources on Pakistan's desperate search for oil. It is so frustrating: the region is right, the geology is right, the gas is there...but relatively little oil.

Coal is a declining fuel, and though there are reasonable deposits in Pakistan, it is generally low grade with less than one third of carbon and two thirds incombustible material. Unless mixed with expensive imported high-grade coal, it is relatively of not much use except for such basic industries as brick making where fuel quality is not so important.

The chart on page 21 shows the mineral resources of the Muslim countries. Indonesia seems particularly well blessed with both agricultural and mineral products. Its sheer physical size, its immense ethnic and linguistic diversity, problems of communication, and difficulties of exploiting the vast mineral wealth outside Java, mean that Indonesia's GDP at US\$3900 is, in spite of its vast resources, about a quarter that of Malaysia (US\$15,900) and nearly twice that of Pakistan (US\$2500).

Copper: The name comes from Cyprus, which was the source of the first supplies for Europe. One of the earliest metals discovered by man, it was too soft for serious tools or weapons. However, the Egyptian Pyramids were created using copper chisels and other tools. It was discovered later that melting it with tin made a much harder metal, bronze, the world's first deliberate alloy. The high conductivity of copper makes it especially important in electrical industries, motors, dynamos, power cables as well as radios and television sets. Much piping for water and gas is made of copper. It is, however, very poisonous, so that while it is ideal for cooking utensils, these are tinned i.e. given a layer of tin inside so that food does not touch the copper itself. Its poisonous qualities also made it very useful when ships were made of wood, and marine animals bored into the timbers and seaweeds grew there, slowing down the ships. Every so often the ships had to be taken to a beach, pulled up beyond the tide and 'careened': the weed had to be burned off. Important ships had sheets of copper below the waterline to prevent this.

Lead: One of the earliest metals, but not very useful in antiquity as it is far too soft. It was sometimes used in water pipes as it could be hammered into long, flat sheets and then these were bent round a pole and seamed to make them watertight. Of more importance in the past was that gold and silver were

often found amalgamated with lead, and had to be extracted. Today lead is widely used as a base for paints and for covering electric cables. It is a vital ingredient for car batteries.

Zinc is a late discovery. Today it is used for batteries; the ordinary cell batteries in torches usually have a zinc case...perhaps a discarded cell can be dismantled to show the zinc casing. Zinc is used mainly for weather-proofing as it does not rust. Zinc ointment (a white antiseptic ointment) is one of the commonest items in domestic medicine boxes. Zinc is also used in the production of car tyres and television tubes.

Nickel: Apart from the waterproofing skin on steel in bicycles, etc., nickel is an essential ingredient in making some kinds of steel where a very hard metal is needed, for example, in car engines and in armour plating for tanks.

Gold is one of the earliest metals discovered, but it is so soft that it is of not much use for most practical purposes. Its value through the ages has been as a precious metal which can be made into complex shapes as it is so malleable. It is not affected by most chemical or other conditions and never tarnishes; gold artefacts excavated in ancient tombs, such as that of Tutankhamen, look exactly as they were when they were made. Apart from its value as a precious metal, gold is now used extensively in computers and satellites and, of course, for dental purposes and gilding. Gold is used in space equipment too; partly because it does not tarnish but also, with silver, it is one of the best conductors of electricity known.

Also explain that gold is valued because countries calculate their wealth against their gold reserves.

Silver has been traced back to Asia Minor, 4000BCE. It was also largely a decorative metal in the past because of its softness. Today its diverse properties make it an important ingredient in many chemical processes, especially photography, it is also used in solar panels as a reflector (97 per cent) and as an electrical conductor. However, silver tarnishes on exposure to air and has to be cleaned.

Silver is also used for expensive, decorative, domestic objects like vases, dishes, plates, bowls, mugs, and trays. It may be of interest to know that silver has healing and cell regeneration properties too, and is used universally for purification of drinking water and swimming pools.

Both gold and silver are mined as ores i.e. mixed with other substances. Gold especially is found in very deep mines, sometimes a kilometre or more deep. Some gold is found as grains in running streams where it has washed out from the rock. This is where small prospectors get their gold by 'panning' the sand from the bottom of the stream. They swirl the sand and mud round and round with a lot of water and as the sand is gradually washed away, specks of gold can be sometimes seen. They are extracted from the ores by intense heat in a furnace.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 24:

1. Uses of gold and silver:

Gold: used in computers, electronic equipments, satellites, space equipment, computers, dental work, and in making jewellery.

Silver: used in computers, photographic films, manufacture of chemicals, solar panels, medicines, water purification process, and in making jewellery, cutlery, and silverware.

Mining and purification: Gold is mined in two ways: from placer deposits and from lode or reef deposits. Placer deposits are usually gravelly, river beds or streams, where the gold is mined and refined on site. Lode or reef deposits are where the gold is found in seams of other minerals such as quartz, or sometimes with lead or copper. In placer deposits, the gold is obtained through panning, washing, and filtering. An example of this is the Yukon Gold Rush in Canada in the 19th century. In

lode or reef deposits, gold is extracted by power shovels, drilling, and blasting, and it is refined through chemical means.

Silver is also found along with other ores, and two thirds of the world's silver is obtained as a by-product. It is refined through smelting, concentration, and chemical means (cyanide process).

2. Pupils would probably have used LPG or piped gas for cooking breakfast; travelled on a bus using petrol, and which was maintained in good condition by regular oiling and lubrication. They may be wearing some form of make-up. Their clothes would be dyed; they would probably be wearing some synthetic material. Their vegetables and fruit would most probably have been grown using artificial fertilizer. Everything around them would have been painted, and though they may not have used the old pen and ink, the type on the page they are reading is oil-based. They would have used tyres, whether they came to school on bicycles, cars, or buses, along a road coated with bitumen. So, today they have already used every one of the by-products of petroleum that are listed.
3. Coal is not commonly used where there are other sources of energy available because
 - coal is dirty and very polluting when burned; its transport and storage are a problem as it pollutes the surroundings;
 - it is bulky and awkward to transport; it has to be transported by rail or occasionally by road;
 - the coal generally available in Pakistan is low grade—only about one third is combustible material—so that it gives out relatively little heat;
 - disposing of residue—ashes—is messy and involves much work;
 - gas and oil are much cleaner, more easily manageable and easier to transport (coal furnaces need constant stoking);
 - the smoke from burning coal pollutes the atmosphere.
4. This statement can be discussed in class and students can share their own thoughts about the use and value of oil.

Oil is considered valuable because of its many uses and products. It is also a non-renewable energy resource—at least for the foreseeable future—hence it must be used judiciously. Oil is wasted as an automobile fuel by people driving around in fuel-heavy vehicles.
5. Students are to design symbols for the by-products of oil—an exercise in imagination, to be done in pairs.

LESSON PLAN 4

Topic: Minerals and natural resources of the Muslim world

Duration: Three periods (40 minutes × 3)

- Objectives:**
- To review the main mineral and natural resources of the Muslim world
 - To provide more detail about the oil and natural gas resources of these countries and their dominance of world markets
 - To understand the significance of oil and its by-products

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*; encyclopedia, Internet

Introduction: The students have some knowledge of minerals and their importance. They have studied this in the previous class. Ask a few relevant questions to brainstorm.

Explanation:

Explain what minerals are: minerals are substances that are naturally present in the Earth and may also be formed from animal or vegetable matter. Name some minerals that are valuable: silver, oil, natural gas, iron ore, gold, gemstones, etc. and discuss their usefulness.

Ask the students to name some minerals found in South Asian countries and then move on to minerals and natural resources of Muslim countries. Write the topic on the board. Begin with the first heading.

1. Oil and natural gas: Ask the students whether they have ever been to Saudi Arabia or the Gulf States. Discuss the climate, and ask whether they have seen farmlands like those in Pakistan, in these states. What does this say about these countries? (Probable answer: The land is not suitable for agriculture.) Ask why these countries are so rich. (Probable answer: Because of the oil fields.)

Most of these countries are not fertile. The soil is poor and some of the countries do not have enough water for irrigation. They have other wealth, such as oil and natural gas, which is exported and brings in money.

Oil and gas production in Muslim countries of the world: The area produces one third of the world's output of oil and 15 per cent of the world's natural gas. Saudi Arabia tops the world in oil production while Iran is fourth in the world.

Ranking among the oil-producing Muslim countries: Saudi Arabia ranks first, Iran second, and Iraq is third but for political reasons Iraq is banned from exporting more than a limited amount of oil.

Second period

Oil reserves in other Muslim countries: Abu Dhabi has 9 per cent of the world's oil reserves and 5 per cent of its natural gas reserves. The Gulf state of Qatar has 12 per cent of the world's known gas reserves.

Mention that oil production in Pakistan was 22.6 million barrels of crude oil in 2007 which is equivalent to the quantity produced by Saudi Arabia in two days.

Discuss the chart on page 18 of the textbook which shows the top fifteen producers of oil in 2008.

Discuss the table on page 18 of the textbook, which shows the names of oil and gas producing Muslim countries. While ten Muslim countries produce enough oil, gas is produced in six Muslim countries. Pakistan also produces oil but it is not among the top producers of the Muslim world. However, it has reasonable reserves of gas which should be used carefully.

Discuss the fact that though the USA is the second largest oil producer, it still imports oil. (Because it consumes twice as much.) Ask why its consumption is so high. (It is a highly industrialized country with a huge communication and transport system.) Iran is also among the top fifteen oil producers but it produces more than its consumption. The reason is that Iran is not as industrialized as America or Japan.

Use of oil as a raw material: Discuss the use of oil as raw material for different products e.g. fertilizer, cosmetics, paints, medicines. etc. Study the pictorial chart on page 19 of the textbook. Ask the students to look at the map on page 20 too, which shows the oil and gas fields in the Muslim world.

2. Coal: Discuss the use of coal in industries and homes.

The coal-producing Muslim countries are Kazakhstan (Central Asia) which enjoys the tenth position in world production. Pakistan, till recently only had low quality coal but now better quality coal has been discovered at Thar which is being considered for producing electricity. Discuss its importance in view of the present crisis of load-shedding and energy supply.

Third period

Minerals and other products of the Muslim world: Discuss the table on page 21 of the textbook. Ask the students what the uses of tin, nickel, gold, silver, zinc, and lead are, in different industries. World ranking in the third column of the table shows that the Muslim countries are among the top ten producers of these metals in the world.

Other very important mineral products of Muslim countries:

1. Copper: Discuss the uses of copper in the electrical industry. A mixture of copper and other metals is used to make coins. Copper mixed with tin produces bronze. Tell the students that bronze objects were discovered at Mohenjo Daro dating back to about 2500 BCE. Indonesia is the third largest producer of copper in the world.
2. Lead: Discuss its use in making car batteries, buildings, and in the warfare industry. Also discuss its use in medical sciences.

Production in Muslim countries of the world: Muslim countries produce about 6 per cent of the world's supply of lead.

3. Zinc: Mention its use as an anti-corrosion element to prevent rusting and also in medicines. Kazakhstan ranks ninth in the world as a zinc producer.
4. Nickel: Discuss the use of nickel as an anti-corrosion element like zinc. It is used in the making of 'silver' coins. It is also used in bicycle and cars. Indonesia is the fourth largest producer of nickel in the world.
5. Gold: discuss the use of gold other than for jewellery. It is widely used in electronic equipment in satellites, because it does not tarnish. Indonesia is 7th and Uzbekistan 9th among the top world producers of this mineral.
6. Silver: Discuss the uses of silver. It has the highest conductivity for heat and electricity. It is used in industry besides its use for jewellery and decorative items. Silver tarnishes when exposed to humid air. Consult the textbook for further details.

World ranking: Kazakhstan ranks 9th among the world's largest producers of silver.

Conclusion: Recap the main points of each lesson.

Reinforcement: Ask the students to prepare questions and hold a quiz competition about mineral resources.

Homework: Questions and Activities 1–5 from page 21 are to be done for homework. The attached Worksheet may be completed for homework too.

WORKSHEET 4 Chapter 4

1. Fill in the blanks.

- a) The Muslim world is the most important region of the world for producing _____ and gas.
- b) Muslim countries produce _____ of the world's output of oil and _____ per cent of natural gas.
- c) USA has to import oil in spite of its own oil production because it _____ more than it produces.
- d) Oil in its original form is a thick, black _____.
- e) The only important producer of coal in the Muslim world is _____.

2. Choose the correct answer.

- a) Algeria ranks _____ in the world's output of natural gas.
 - i) fourth
 - ii) fifth
 - iii) third
 - iv) sixth
- b) Indonesia ranks _____ in the world's output of tin.
 - i) second
 - ii) fifth
 - iii) sixth
 - iv) third
- c) Iran ranks _____ in the world's output of oil.
 - i) second
 - ii) fourth
 - iii) third
 - iv) fifth
- d) Pakistan ranks _____ in the world's output of cotton.
 - i) fourth
 - ii) second
 - iii) third
 - iv) fifth
- e) Nigeria ranks _____ in the world's output of cocoa.
 - i) second
 - ii) eight
 - iii) sixth
 - iv) fifth

INDUSTRIALIZATION IN THE MUSLIM WORLD

TEXT PAGES 25–30

Emphasize that colonial powers used their ‘possessions’ as sources of raw materials for home-based industries, especially after the late 18th century Industrial Revolution. There was the purely economic reason for this but there were practical reasons too. There was a shortage of coal on which the industry was based in most of Asia. There were few, or no, skilled workmen especially in the engineering/mechanical trades. But the main drive was profit: as shown earlier, there is a movement in reverse, as western industrial firms are now being based in Asia where labour is cheap and skills are available though much of the work is fairly repetitive.

The oil bonanza of the last 40–50 years in some parts of the Muslim world has revolutionized things, but it is all too easy to sit back and let the oil pour out and to collect the income. Most countries, especially Iran, Saudi Arabia, and some of the Gulf States, know well that oil is finite and that will eventually run out, though many years later. If nothing constructive was done they would relapse into barren desert kingdoms again; but a few, have used some of the oil wealth to develop industry especially Malaysia and Indonesia, which have large resources of raw materials for factories. Dubai has adopted a different plan by developing itself as a ‘fun’ and commercial centre with the vast high-rise complexes and sports venues, such as horse and car racing tracks, desert safaris, and a venue for sports like tennis and cricket. Homes in Dubai are widely advertised in western papers.

Tourism is also being strongly advocated in some countries. Malaysia, Indonesia, and India in Asia have the Australian and East Asian catchment area, as well as European and American tourists. Morocco, Syria, Tunisia, Turkey, Lebanon, and Egypt cater to the European market as well.

Pakistan, Iran, Iraq, and, until recently, Algeria have underdeveloped tourist potential, largely because of political instability.

Here are some statistics (2005–6) on revenue from tourism, in millions—and also billions—of US \$; perhaps some figures can be compared and the reasons discussed.

Country	US\$	Country	US\$
USA	96.7 bn	Turkey	18.5 bn
Saudi Arabia	78.5 bn (this includes pilgrimage revenues)	Malaysia	14.0 bn
Spain	57.8 bn	India	8.9 bn
France	54.2 bn	Indonesia	7.6 bn
Italy	42.7 bn	Egypt	7.6 bn (2006)
China	41.9 bn	Morocco	7.5 bn
UK	37.6 bn	Iran	1.0 bn
UAE	25.8 bn	Maldives	1.0 bn
Australia	22.2 bn	Pakistan	185.6 million (2004)

Among these countries, Egypt's tourism revenues have fluctuated considerably, rising to 4.3 billion US\$ in 2000 and falling to 1.8 billion in 2003 and a meteoric rise to US\$7.6 billion in 2006.

Some of the North African Muslim countries such as Tunisia, Libya, and Egypt have lost the tourism market because of civil uprisings (Arab Spring) in 2010–11.

Perhaps collect travel brochures from agents and stage a wall chart advertising campaign for various countries, extolling their attractions. Make one for Pakistan, to show the rest of the world what is available—antiquities, unparalleled scenery, etc.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 30:

1. Reasons for late development of industrialization in the Muslim world:
 - a. Colonial powers deliberately discouraged industrialization in the Muslim world lest it should damage their own industries.
 - b. Asia was seen as a source of raw materials for the West and a market for their goods.
 - c. There was not enough high-grade iron ore which is the basis of industrial development.
 - d. There was also less high-grade coal which was the source of power for the Industrial Revolution in the 19th century. The discovery of oil, and later gas in the 20th century provided a stimulus with its cheap power for industry.
 - e. The workforce had little experience or education in technology.
 - f. Transport systems were very poor.
2. Students to first mark the Muslim countries in this chart and then calculate the answer.
3. This activity can be conducted in groups with the teacher's guidance, where required.
4. Students can discuss and share their own experiences.

LESSON PLAN 5

Topic: Industrialization in the Muslim world

Duration: Four periods (40 minutes × 4)

Objectives:

- To study the main industrial resources of the Muslim world and the importance of oil in its industries
- To look at the modern industrial aspects, especially of Malaysia and Turkey
- To analyse the tourist potential of the Muslim world, presently minimally developed

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*; encyclopedia, Internet

Note: This chapter should be covered in two consecutive periods each for better learning.

Introduction: Ask the following questions to guide the students to the topic.

1. Name some items that you see in the classroom e.g. fan, furniture, books, notebooks, dust bin, etc. and ask where they are made. (Probable answer: different industries in the country.)

2. Why do we import different items such as computers, mobile phones, luxury cars etc.? (Probable answer: We do not have the industries that manufacture them locally.)
3. Can you name some countries that are highly industrialized? (Probable answer: Japan, America, U.K., Germany, France, etc.)
4. Do you think Pakistan is an industrialized country? (Pakistan is not an industrialized country because it does not have a strong industrial base. We do not manufacture heavy machinery.)

Introduce the topic 'Industrialization in the Muslim countries'.

Talk about some Muslim countries e.g. Saudi Arabia, Bangladesh, the Muslim countries of North Africa (Egypt, Algeria, Sudan, etc.) and discuss why these countries are not industrialized. (Mainly because they were under colonial powers that were not interested in their industrialization.)

Debate why Pakistan is not an industrialized country. Mention the role of the colonial power before its independence. Britain was more interested in the subcontinent's raw material e.g. cotton, to develop its own textile industry, and earn better profits. Discuss why even after independence Pakistan could not develop its industries: it was because of lack of financial resources immediately after independence, lack of skills, low literacy rate, and the absence of a strong industrial policy by the government. The country moved forward in the sixties during Ayub Khan's tenure.

Second period

Briefly mention the Industrial Revolution in the eighteenth century in the U.K. Mention the other factors that prevented industrialization in the Muslim world.

1. Shortage of coal and energy which is the base of industries.
2. Lack of iron ore on which the heavy industries depend.
3. Lack of skilled workmanship.

But now the situation is reversed. The western industrial firms are establishing their units in Asian countries because the labour is cheap and skills are easily available.

Mention the development in access to oil and gas reserves in the Muslim world that is helping these countries to industrialize.

Ask the students to name the oil and natural gas producing Muslim countries (Saudi Arabia, Gulf States, Iran, Indonesia, Algeria, etc.). These countries are developing industries now, mostly based on local agricultural or mineral products. Tell the students that at present Indonesia, Malaysia, Saudi Arabia, Turkey, and Iran are fairly ahead in industrialization.

Explain that Malaysia is the most developed Muslim country. It manufactures electronic equipment for local use as well as for exports. But it is still behind the western industrialized countries. Compare it with Switzerland which is a small country with a smaller population and produces as much goods as Malaysia which has more area and population.

Explain the graph given on page 26 of the textbook. Muslim industrial countries (the blue bar) and the output of Muslim countries (the green bar) show that they are far behind the West. Explain what GDP means (gross domestic product). It means the value of the total produce within a country during a given period. Compare the GDP of USA which is more than US \$ 2500 million with the GDP of Saudi Arabia which tops the Muslim countries. Its GDP is less than US \$ 500 million. The Muslim countries are far behind.

Third and fourth periods

Move on and discuss the industrialization in some of the Muslim countries; begin with Saudi Arabia.

1. Saudi Arabia is the main base of oil and petroleum products and the largest exporter of oil. The other industries are fertilizer, plastic, and simple mechanical and electronic goods.
2. Malaysia produces high-tech electrical equipment, processed foods, chemicals, and textiles; it is a major producer and exporter of rubber, tin, and oil. It also has a flourishing tourist industry.
3. Indonesia produces electronic equipment for local use and export. There are also textile, chemicals, and paper factories. Shipping facilities in the main port cities facilitate export. There is a flourishing tourist industry too.
4. Turkey's textile, garments, carpets, heavy industries e.g. iron and steel, cement, oil refining, chemicals, food processing and tourism are its main production areas.
5. Iran's main industry is oil. It is the fourth largest producer of oil in the world. Carpets and caviar (eggs of the sturgeon fish, which are very expensive) are also produced here. For other industries, consult the textbook.

Tourism: As is well known, tourism is a thriving industry in the Muslim world because of the religious and historical background and also the climate and scenic beauty.

- a) Saudi Arabia has religious importance. Millions of Muslims visit Makka and Madina to perform Hajj and Umrah every year.
- b) Turkey and Egypt are very popular for their historical sites as well as scenic spots (in Turkey).
- c) The Mediterranean climate along the North African coast attracts tourists.) Refer to the textbook for details.)
- d) The Gulf States, especially Dubai, are developing fast as commercial centres. Dubai has become a shopper's paradise because of its annual shopping festival.
- e) Malaysia is popular because of its scenic beauty and culture and some natural wonders. (Consult the textbook for examples.)
- f) Indonesia's scenic beauty and culture, the Bali Islands, and Batik prints attract tourists.
- g) Turkey is at the crossroads of Asia and Europe and is historically important. The Black Sea and the Mediterranean coast of Turkey are famous for their resorts.
- h) Pakistan is famous for the beauty of its northern region. The Khunjerab Pass is the highest in the world. The Karakoram Range, the Khyber Pass, also Mohenjo Daro and Harappa because of their ancient civilization, and historical cities like Lahore and Peshawar attract many tourists. However, Pakistan's tourist industry is underdeveloped though it has great potential.

Conclusion: Recap the main points at the end of each lesson.

Reinforcement and homework: The questions and activities 1, 2 and 4 on page 30 are to be completed. Activity 3 is to be done as group work (small groups of four students each) and presented in class as displays and posters.

WORKSHEET 5 Chapter 5

1. Give short answers to the questions below.

a) Why is industry important for a country?

b) Which is the most industrialized Muslim country, and what does it produce?

c) List the main industries in Indonesia.

2. Complete these statements.

a) The capital of the United Arab Emirates is _____.

b) The world's biggest flower, _____, is named after

c) Besides the manufacture of various goods, _____ is the other important industry in the Muslim countries.

d) People visit Saudi Arabia mainly for _____.

e) Langkawi and Sarawak are famous for the ancient _____ and

TEXT PAGES 31–33

Balance of Payments: Expand on the old theme of family income/expenditure to explain the term ‘balance of payments’. Note that it is not a crime for a country to owe money: there are very few countries in the world which can balance the books—even the USA has a trade deficit of over \$200 billion. Countries which have a positive balance tend to be small and highly industrialized such as Sweden and Switzerland; Japan with a positive balance of \$200 billion is an exception. But, though perhaps inevitable, the negative balance is best avoided as far as possible.

Perhaps the students could find out what interest rates local banks charge so as to get an idea of what amount countries have to pay on huge debts.

Point out that agricultural products normally generate the lowest income when exported; most minerals get more revenue though some, such as stone, are relatively low value; manufactured products are more lucrative, especially the high-tech ones such as machinery, vehicles, electronics, domestic and scientific equipment.

Emphasize the importance of remittances from overseas as these are in ‘hard’ currencies, usually US dollars.

The leading countries from where Pakistani workers are sending remittances (in US\$) are:

USA – 575 million; Saudi Arabia – 301 million; Dubai – 256 million;

UK – 122 million; Abu Dhabi – 90 million; Kuwait – 70 million;

Oman – 51 million; others 233 million.

Perhaps students can show these figures in a block graph.

What occupations, do you think, are the overseas workers engaged in? What about those in the USA and UK?

International Trade: International prices of the majority of commodities are not fixed, but are a matter of bargaining. It is a matter of supply and demand and usually is at the mercy of the world political situation. If, for example, a major war seems imminent, countries buy in stocks of strategically important materials to stockpile. If directly threatened by war, countries frantically buy copper, which is vital for the driving bands in high-explosive shells, so the price naturally soars. After the 9 September 2001 World Trade Centre disaster in New York, air travel collapsed: there was a surplus of oil, and the price tumbled. All over the world, dealers in commodities, exchanges, and stock markets try (electronically) to get the best prices. Students may have seen on television the frantic scramble on the Stock Exchange floors when dealing is taking place. Clever and shrewd dealers can make literally many millions in a few minutes, by guessing what the market is going to do, and buying when the price is low and selling as it soars. While some of this is skill, there is also what is called ‘insider trading’: one person hears secretly that a company has made a remarkable discovery and buys its shares at a low price before anyone else hears about it and the price soars. Often it is the other way round: an inside trader gets wind that a reputable company is in trouble

and sells all of his shares at a good price before the market gets to hear of the problem and the share price collapses. It is, of course, illegal but universal.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 33:

1. It is important for a country to balance its exports and imports because if a country imports more than it exports it has to borrow from international organizations like the World Bank, and will then have to repay the loan with high interest. This means it will have less to spend on services such as schools, hospitals, law and order, roads, etc.
2. This activity can be carried out in groups or pairs and then a general discussion can be carried out in class comparing the value of different currencies.
3. Some imported raw materials are: petroleum and petroleum products, plastics, fertilizers, chemicals, synthetic yarns; wheat; soya bean and palm oils; iron and steel.

Some imported finished products are: power generating and mining machinery; textile, agricultural and electrical machinery; electronic appliances and apparatus; petroleum products, transport vehicles and equipment including aircraft, paper, electronic, and electrical equipment.

4. Pakistanis working abroad earn much higher wages than what they can earn here in Pakistan; they send home money and thus help the economy of the country.

LESSON PLAN 6

Topic: Trade and commerce

Duration: Two periods (40 × 2 minutes)

- Objectives:**
- To provide a brief account of trade and commerce, especially the significance of balance of payments
 - To study the importance of international trade—exports and imports

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*; newspaper, encyclopedia, Internet

Introduction: To brainstorm ask the following questions.

1. What do the businessmen do? (They sell goods.)
2. Who buys the goods? (The people)
3. Why do people buy them? (Because they need them as they cannot make everything themselves.)
4. Why do the businessmen sell things? (To earn money)
5. What happens if a family spends more than it earns? (They will run into debt.)
6. Why should families spend less and save? (For their future needs)
7. Why do countries import goods? (They cannot manufacture everything they need.)
8. Why do countries export goods? (To earn money in the form of foreign exchange which they can use for their imports and to make a living)

9. What will happen if a country imports more than it exports? (The country will be in debt and will have to borrow money at high interest.)

Tell the students that the business of buying and selling or import and export is called 'Trade and Commerce.' Explain the terms 'exports and imports' and 'balance of payments'. Write the following equation on the board.

- a. More exports – less imports = Positive Balance of Payments.
- b. More imports – less exports = Negative Balance of Payments.

Discuss the disadvantages of Negative Balance of Payments. (The country will be in debt and will have to borrow money with interest from world organizations.)

Explain why the export of industrial and manufactured goods is more profitable than agricultural products. It is because the former fetch better prices. Explain that countries earn foreign exchange through exports and can use this money for imports.

Go on to explain that there is another source of income for a country. Ask the students to guess what it could be. Ask whether any of their family members work overseas – in Saudi Arabia, the Gulf, U.K, U.S.A etc. How do they spend their income? (They spend a part of it for their personal needs and send the rest to their families living in Pakistan.) Ask how they send this money. (Through banks).

So this is the 'other' source through which countries earn foreign exchange. They export their manpower. Give examples of Pakistani emigrants working in foreign countries.

Ask the students to collect information about the foreign exchange reserves of Pakistan from newspapers, and the Internet. Explain with examples, and ask them to collect newspaper cuttings on this topic and paste them in their notebooks.

International Trade: Explain that this is trade between countries. Discuss the problems faced by countries in international trading.

1. Explain why countries cannot barter sometimes.
2. Values of currencies change: Give examples of comparative exchange rates between the different currencies and the Pakistani rupee, which often rise and fall. The students are well aware of these phenomena. However, this can be solved to some extent by agreeing to use one currency for international trade. The currency most commonly used is the U.S. dollar.
3. Sometimes payments have to be made in cash as trading countries do not have the required goods to barter.

Conclusion: Recap the main points.

Reinforcement: The students may collect cuttings of exchange rates for one week, from the newspaper and study the fluctuation in the rate of exchange.

Find out from the newspapers/Internet the value of remittance sent by expatriates to Pakistan in the last year.

Homework: Questions and Activities 1-4 from page 33 of the textbook. The attached Worksheet may be done for homework too.

WORKSHEET 6 Chapter 6

1. Match the currencies to the countries.

	A		B
a)	Pound Sterling	i)	USA
b)	Dollar	ii)	Europe
c)	Euro	iii)	Britain
d)	Yen	iv)	Saudi Arabia
e)	Riyal	v)	Japan

2. From the Business pages of the newspaper find out and write the rupee exchange rate for each currency in the table above.

Pound Sterling = Rs _____

US Dollar = Rs _____

Euro = Rs _____

Yen = Rs _____

Saudi Riyal = Rs _____

3. Complete these statements.

a) The value of exports and imports set against one another is called the _____
_____.

b) A country which sells more than it buys has a _____ balance of trade.

c) A country which buys more than it sells has a _____ balance of trade.

d) Another source of income for a country is the money sent home by the
_____.

e) In 2001, the Pakistani emigrants sent home about _____ billion dollars.

TEXT PAGES 34–39

ANSWER TO QUESTION IN TEXT, PAGE 34:

The standard of life has improved so dramatically that what are now seen as essentials cannot all be manufactured or supplied locally. Early life was very simple, with people growing their own food, and making simple goods. Not every region has the resources or skills to make TVs, automobiles, and thousands of other things we consider an essential part of everyday life...so they have to be brought in either from different parts of the same country or from abroad.

Land routes for trade: Self-sufficiency is a very primitive concept, and early villages had soon begun trading with neighbouring local ones for some commodities. By the 3rd century BCE, the extensive Silk Road system was well established enough to bring silks from China to Rome. It was not a single road, but rather a general direction, with many scores of tracks and it soon extended into the subcontinent and South-east Asia. Later jewels, cotton, and other small imperishable items, too, were being carried. By the Middle Ages when more stability had settled on Europe, there was a great demand for spices from South-east Asia, as well as jewels from the subcontinent.

Initially, roads did not develop much: in Europe, the repair of the mud tracks was in the hands of the village parishes who were supposed to use all the men to repair them on a given day or two in the year. These repair sessions generally developed into drunken feasts. By the end of the 18th century, when industry was beginning to develop, the whole system collapsed. In some places in Europe, canals were made to carry heavy goods such as coal and ores, but they were very expensive to build and could go only on level ground.

The problem of transport was desperate in the early 19th century: some improvements were made in the roads by the Scotsman John McAdam, who used fine gravel for the top layer, later to be covered in tar or bitumen to bind the pieces together—a process still called ‘macadamization’, or tarmac. The roads were slightly better, but the horse-drawn wagons were still slow.

In the 1830s, railways were invented in northern Britain, and spread with immense speed. Goods of almost any weight could now be carried at speeds of up to 60 miles an hour compared with the 2 or 3 mile speed of a cart. Roads deteriorated into mere feeders for the nearest train station.

With the development of motor transport, in the late 19th and 20th centuries, roads were revived with new, hard and fast surfaces. They could go anywhere they were needed, and goods and people could be moved from door to door or from factory to shop.

Note the dramatic rise in highways in Pakistan since 1980 and the number of vehicles using them, and the decline in rail transport. Talk to the class about any motor transport their family may have—motorcycles and/or cars—and where they may have been made. In UK schools, teachers could have done a mini-transport survey, with several pupils outside, by a road, checking the number of bicycles, motorcycles, private cars, buses, and trucks that pass by. They need noting on an hourly basis, for example,

9–10, 10–11, etc. Add up numbers and discuss why certain types of vehicle seem to predominate at certain times. Charts can be drawn for wall display.

From 1970 to 2006, the increase in transport in Pakistan has been impressive. Cars/jeeps increased from 141,746 to 1,496,780; taxis from 12,819 to 96,968; buses from 21,600 to 192,753; trucks from 42,003 to 208,347; motorcycles from 106,033 to 3,083,558. These figures (from the Economic Survey of Pakistan, 2006–7) reflect the progress. Work out the rate of progress for each type of vehicle.

Railways: The graphs on page 35 show the decline in the use of railways in Pakistan. This is a worldwide phenomenon: most countries have closed all the smaller branch lines which were not making much profit and are left only with the main inter-city lines. France, Spain, Italy, Japan, and South Korea have reversed the trend by introducing very fast, luxury trains on their main routes; small lines are still closed. Other European countries are exploring the opportunities. The Japanese 'bullet train' now averages 240–250 kph, and the latest model can reach 300 kph. If one adds in the time taken to getting to airports and waiting for the flight, it is generally quicker to go by train if the destination is suitable.

Ask the students about the disadvantages of railways such as reaching only certain destinations, having to transfer goods from one train to another, getting goods to and from the stations, etc.

Pipelines: Today even solid materials, as long as in very small sizes such as crushed ores, can be sent along pipelines, but the main use of pipelines is still for liquids or gases. Discuss the advantages and disadvantages of pipelines: expensive to build and maintain, but cheap and effective in operation, and can go directly from the source—oil or gas well—to the site where these are to be processed. On the down side, they are very vulnerable, almost always being above ground, as the cost of putting them in deep trenches would be exorbitant; accidents can happen, resulting in varying degrees of damage. In areas of political instability (as most of the oil producers are) they are an easy prey to terror attacks. A single small bomb can put a pipeline out of action for days or even weeks, so that constant guarding is often necessary. An oil pipeline in Russia, some years ago, was sabotaged by local peasants trying to steal the fuel in it. There was a terrific explosion as the fuel ignited, and hundreds of people, all with cans to carry off their spoils, were killed. Similar disasters have also taken place in African countries. In Pakistan too, one reads about gas pipelines being blasted by saboteurs.

Air travel: Speed and convenience are the main advantages, especially for long journeys and for transporting perishable and fragile goods, as well as in emergencies. Cost is the big disadvantage. Moreover, the recent security problems have increased the pre-flight hassles. Many people are still apprehensive of air travel. Even in a major accident on rail or roads, there are normally only a few casualties: in an aircraft, there are several hundred.

By sea: Sea transport is still the main preference for many goods as cargo is generally booked by volume, not weight. Talk about tankers and their enormous size. A tanker travelling at normal speed takes 5–7 kilometres to come to rest in an emergency stop. The advantages of container ships are speed of loading and unloading and prevention of tampering. Some idea of the size of containers can be gathered by the fact that one large container can hold six motor cars.

Other major ships are bulk carriers; these are similar to oil tankers but their long body is designed to carry things such as thousands of tons of ores, coal, grain, etc.

There are still—though a dying breed—the smaller ships, formerly called tramp steamers, which plough their way between smaller ports carrying miscellaneous loads of mixed goods in smaller quantities.

A mention might be made of the new luxury ships—people who used to travel on business by liner now go by air, but passenger shipping is enjoying an enormous expansion in cruise ships. These are usually

extremely luxurious and sail from port to port where there are things of interest. One remarkable ship ('The World') is made up of flats which people can buy as their homes. This ship cruises steadily round and round the world, and though people can live in their flats all the time, the owners who are obviously very wealthy, fly out for particular parts of the voyage. A cheap one-bedroom flat on board, in 2003, cost about £1 million; (147 million rupees—in 2012) and there was an annual maintenance fee of £20,000 (2.7 million rupees). Most of us can only dream of such adventures or see them in films!

Communications are the most dramatic changes of the last 25 years from television and computers to sophisticated mobile phones no larger than a small cigarette packet, which can pick up e-mails, TV programmes, take photographs, and send them. One can see events as they happen—not only arranged ones such as sporting fixtures, but also major news items such as rebellions, assassinations, inaugurations, natural phenomena, and space explorations.

Talk about what forms of communications the pupils have at home such as radio, television, mobiles, fixed telephones, computers with Internet access, and e-mail. How do they use them? How long? It might be worth making a survey of time spent on watching television over a week.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 39:

1. Some ways in which computer technology has changed our lives:
 - a) We can solve many problems quickly and easily.
 - b) Access a vast amount of information on almost any subject
 - c) Communicate with other people if equipped with computers quickly, easily, and cheaply
 - d) Look for bargains on the net
 - e) Find new areas of interest
 - f) Play games for entertainment
 - g) Know much more about our world and its people
 - h) We can keep in touch with the latest news.

(These are a few suggestions; you can brainstorm for many more uses of computer technology.)

2. Number of vehicles especially cars have doubled or trebled since 1990 due to a number of reasons. The standard of living has risen; most people have more money to spend which enables them to invest in their own transport and make their lives more convenient.

Also people are travelling further and further to go to work and need quick, reliable transport without waiting for uncertain and overcrowded buses or trains. Car ownership has made life much more flexible, and allows people to travel further from their homes for holidays and other leisure activities. It has made life better in many ways, for example, simple things such as shopping for food; one can drive to the supermarket, buy all the food and bring it home.

3. The first part of this question can be discussed with reference to the graphs given on page 35. Draw the students' attention to the fact that there has been a rise in the number of vehicles (especially motor cars and motorbikes), roads, and highways but there has been less or no increase in extension of roads or railways.

Use of roads for movement of freight and passengers has increased as compared to rail.

The causes for the fall in rail traffic are outlined below.

Now many more people use buses or have their own cars, which is much more convenient for shorter journeys as well as flexible in terms of routes.

Freight by rail has fallen because using trucks is easier as they can go directly from the factory or warehouse to the delivery point, whereas if the railway is used, goods have to be loaded onto trucks to take them to the station, then on to the train, and finally at the end unloaded onto trucks or vans for delivery. Trains are more suitable for substances such as coal or cement which are heavy and can be taken directly without unloading.

4. Road transport: Advantages: Roads can go right up to the source of the goods, for example, farms, factories, etc. They connect smaller destinations to the main outlets such as airports, ports, and railway stations. Roads allow life-saving vehicles such as ambulances or fire engines to speed up.

Disadvantages: In remote areas, especially mountain regions, roads can be blocked by landslides, snowfalls, floods, etc. Also very heavy or large loads cannot be conveniently carried by road. There are more chances of casualties on roads; one person on average is killed on every 3 km of national highways every year. Throughout Pakistan, it is estimated that 400,000 people are seriously injured or killed each year in motoring accidents, half of these are males aged 15–44. The cost of these in medical and other care is estimated at Rs 100 billion a year.

In Karachi, alone in the first seven months of 2008, 356 people were killed in car accidents and 550 very seriously injured. The reasons are largely inexperienced drivers, speed, and disregard for traffic laws.

5. Problems that might be faced with pipelines as a means of transport:
 - a) expensive to build and maintain;
 - b) as these are above the ground there is always the fear of accidents;
 - c) easy prey to terror attacks as these can be blasted, resulting in explosion and damage.
6. The advantages of container ships is that goods can be loaded at the factory into containers, sealed and not opened until they arrive at their destination. This avoids pilfering which was universal under ordinary transport. As containers are gigantic boxes of the same size they can be stacked like a pile of bricks, so getting much more on any ship. They are easily loaded and unloaded at their ports by means of special, but expensive, equipment.
7. Students can work in groups to answer this question.

LESSON PLAN 7

Topic: Transport and communication

Duration: Three periods (40 minutes × 3)

- Objectives:**
- To compare through graphs the relative values of rail and road links, and the usage statistics for Pakistan
 - To evaluate the importance of pipelines, especially in Pakistan; air travel, sea travel, and modern, specialized ships for cargo
 - To appreciate the importance of telecommunications in the modern world

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*, encyclopedia, Internet

Note: Allocate two periods for teaching and one period for project work.

Introduction: Use the following questions for brainstorming.

1. Ask the students how they come to school—by bus, private car or motorbikes.
2. What do people use to move heavy freights from one place to another?
3. How do countries transport goods and heavy machinery? (by rail, ships, trailers)

Explanation:

Write the topic 'Transport and communication' on the board.

Briefly mention the history of the evolution of transport from ancient times to the present day from caravans to animal-driven carts to motor vehicles, railways, ships, etc. Explain how the invention of the steam engine was a breakthrough. Also mention the development of roads from mud tracks to tarmac, the highways and the motorways; transport by sea from boats to ships to huge cargo ships, and transport by air—aeroplanes, helicopters, and cargo planes, etc. Consult the teaching notes for details.

Begin with the topic 'Trade by land' i.e. roads, which are the oldest means of transport. Ask why roads are considered the lifeline of a society. It is because roads are essential for trading between towns, cities, and even countries. Give the example of Iran, Afghanistan, India, and Pakistan.

- a) Road transport: Ask the students to suggest why road transport is regarded as more convenient in transporting goods. (The goods can be loaded directly from the factory and delivered at the destination.) Explain the graph given on page 35 of the textbook which shows how the different forms of transport in Pakistan have changed since 1990. Point out the growth in the number of vehicles (trucks, buses, cars, motorbikes, etc.) In 1990 about 2,500,000 cars and motorbikes were on the roads, which increased to almost 5,000,000 in 2006, nearly double. The increase in the number of trucks and buses, etc. was rather slow.

Explain the next graph which shows the development of roads, highways and the railway. There is an increase in the distance covered by roads and highways from 80,000 km to almost 100,000 km i.e. less than 20,000 km but the increase in the distance covered by highways is remarkable. It doubled from 80,000 km to over 160,000 km.

Second period

- b) **Railways:** The railway system in the subcontinent was set up by the British. They laid tracks from west to east and north to south across the land, thus connecting people, providing safe transport, and moving cargo. At independence, Pakistan (both West and East) had an effective railway system although it was given fewer engines and carriages. Railways were developed further in the '50s and '60s, but with construction of highways, and use of road transport for goods and people, the railways were neglected. There was no increase in the development of railways, which have remained the same from 1990 to 2006. The current situation of the railways in Pakistan is not encouraging.

Move on to the next graph. There is a remarkable increase in the number of passengers as well as freight. Transport is more rapid on roads rather than rail and transportation by trucks and containers is more convenient.

Continue with railways and mention its importance as the first means of mass transit which is now declining. Explain why. It is more expensive to maintain and build though travel by rail is cheaper. Mention that in Karachi there was an attempt to revive the circular railway to solve the traffic problem but so far there is no progress. Discuss the development of bullet trains in France and Japan with a speed of 350 kph and the use of 'Metro' trains in South-east Asia as well as Dubai.

Pipelines: Why are pipelines included in the means of transport? (They are convenient to transport oil and gas). Explain why booster stations are constructed at every 80 km. Explain what a booster station is. Mention the advantages and disadvantages of pipelines. Consult the textbook and the teaching notes.

- c) **Air Travel:** Students are quite aware of its advantages. Discuss its importance for carrying mail, goods of high value and urgently needed medical supplies. Talk about the state airline and private airlines.
- d) **Sea Travel:** Explain about the transport by inland waterways in Bangladesh and Egypt (the Nile), and the Tigris and Euphrates in Iraq which carry smaller boats within the country. Give the example of the Amazon in South America. Consult the textbook for details.

Discuss the importance of the oil tankers and cargo ships for commercial purposes. Emphasize the importance of ensuring the fitness of all means of transport for the safety of their users.

- e) **Communication:** Explain what is meant by communication and its importance for trade and international relations. Discuss various means of communication—the telephone, mobile phones, TV, radio, computer and satellite stations, etc.

Conclusion: Recap the main points at the end of each lesson.

Reinforcement: Ask the students to collect information about the bullet trains in Japan and France, and to make a list of airlines that fly to Pakistan.

Homework: Questions and Activities 1–7 on page 39. The attached Worksheet could also be done at home.

Project work:

Divide the class into groups. Assign each group one of the following topics and ask them to research and prepare presentations. Assist where necessary to locate resource material and provide guidelines for the task. The topics are: the development, and advantages and problems of i) air travel, ii) road transport iii) railways in Pakistan.

WORKSHEET 7 Chapter 7

1. Fill in the blanks:

- a) _____ are the oldest means of transport.
- b) _____ are the first mass transit means of transport.
- c) In France and Japan the latest bullet train can travel for hours at a speed upto _____ kph.
- d) _____ are a means of transportation for oil and gas.
- e) Large ocean-going vessels can sail _____ up the _____ into the interior of Brazil

2. Name five means of communication.

3. Draw a graph below to show the development of roads, highways, and the railway in Pakistan from 1990 to 2006.

TEXT PAGES 40–43

Without a doubt, the greatest problem today is overpopulation, as this spills over into pollution, global warming, and a host of environmental problems. The causes for overpopulation are the improved medical services which have increased life expectancy. At the other end of life, babies who would have certainly died at birth or soon after, now grow up into adulthood. The world population is increasing at an exponential rate; the most highly populated China fortunately realized some years ago that the situation was impossible and installed its one-child policy. A couple was allowed one child only: if they had more, they were penalized by being deprived of social welfare benefits, such as education. In certain cases (if the child was defective or otherwise impaired), a second one might be allowed after an interval. The effect has been dramatic, and though China may reach 1.5 billion by 2050, India is expected to exceed that figure earlier. However, after the devastating earthquake in Sichuan in May 2008 and the prospects of an aging population and declining workforce, the government of China is reviewing its population policies.

Discuss the effects of artificial limitation of family size, such as who is going to look after the aging parents. In China there are no state pensions and it is traditional for girls to look after the maternal parents, and the boys the paternal ones. Now one of them must be neglected. The one child is generally known as 'little emperor' as parents indulge him/her, especially if it's a boy. Obesity is a desperately growing problem as the child is given whatever it wants to eat.

Pakistan has a high birth rate—one of the highest in the world—at nearly five births per female. The Pakistani population (2000) increases by 2.5 per cent per year. Compare this with Italy: 0.1 per cent; USA: 1 per cent; France: 0.4 per cent.

Overpopulation is a prime cause for environmental pollution. Pollution is a big issue for discussion, not forgetting aural (noise) and visual pollution as well as the more obvious, and dangerous, chemical and domestic pollution. Get pupils to discuss those parts of their environment where pollution is a problem.

There's little that individuals can do about this: it is a state or, rather, world problem and selfishness does not allow much room for remedy. For example, each state/country is nominally given an allowance of the amount of CO₂ that can be released into the atmosphere; this comes from burning fossil fuels such as oil. Some very underdeveloped states do not use up their allowance i.e. they burn less than their permitted level—but the USA 'buys' up the surplus permissions so that it can go on polluting unchecked. America, with only 5 per cent of the world's population, uses 25 per cent of the world's fuel, oil.

Introduce students to the local and international environmental protection bodies and the work they are doing. Create an awareness of each individual's responsibility towards keeping the Earth clean and sustainable for all the life that it nurtures.

Pollution is of many kinds and caused by various agents.

Atmospheric: caused by industrial smoke emissions; motor vehicle exhausts; domestic fires in some regions, thermal power stations

Material pollution: effluent from industrial processes polluting water and land; waste materials—the throwaway society discarding paper, wrapping, household equipment, electric appliances, tins, etc.

Aural pollution: constant noise from traffic, aircrafts, industrial processes, music from public address systems.

Visual pollution: unpleasant sights, garbage heaps, ugly buildings, advertising hoardings, cables etc. are example of visual pollution.

Atmospheric pollution is the most serious as this seems to be changing the Earth's climate by global warming which will be very serious for all countries. Noxious fumes from vehicle exhausts are dangerous and can cause serious respiratory problems.

Material pollution is serious, but more localized. Discarded waste leads to vermin infestation (rats) which spread disease. The decomposing waste seeps into the water supply in areas which use wells, thus contaminating water also. The problem of disposal of dangerous waste needs to be dealt with thoughtfully instead of dumping it into the sea or leaving it exposed.

Atmospheric pollution can be dealt with on a global basis. It is no good if one country is cutting down emissions while others just go on as before. Developed countries, and developing ones too, are the culprits here. Atmospheric pollution is a major problem and demands a dramatic turnaround in lifestyles. More electricity must be generated from non-polluting sources such as waves, wind, tidal, and hydroelectric power. Vehicles must be non-polluting.

Material pollution can be controlled by careful control and disposal of waste. Burning combustible stuff is one answer, but this of course causes atmospheric pollution. Some countries put waste in coal mines no longer used.

Recycling also helps. Talk about the Three R principle—Reduce, Reuse, and Recycle. We should reduce our use of materials. We should reuse whatever can be reused, such as containers, bottles, the blank side of printed paper, etc. We should recycle items that can be recycled, such as plastics, glass, paper, aluminium cans, to name a few. People in many western countries have to sort their refuse into tins (for recycling), bottles (also recycled), scrap metals (recycled), and paper (made into more paper) so that in the end there is little left but organic waste which can be composted.

Additional questions: What is global warming? How will it affect the world if it continues at the present rate?

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 43:

1. Problems caused by overpopulation are: pressure on food supplies, housing, all services such as health, education, law and order; lack of jobs, coupled with increasing automation and machinery which increase the problem; discontent among those who have no work, increase in criminality. (These are just a few suggestions to start off the discussion.)
2. Charts, wall displays, and projects on pollution and global warming can be made as group projects and presented.
3. Students can discuss and give reason for their answers. The most obvious is atmospheric pollution, smoke and fumes that cause respiratory diseases, and chemical pollution of land and water, resulting in life-threatening diseases and birth defects.
4. Students' own suggestions based on discussions. Teachers can generate cues.

LESSON PLAN 8

Topic: Environment

Duration: Two periods (40 minutes × 2)

Objective:

- To create awareness of the dramatic increase in global population and the problems for the environment
- To identify the specific causes of environmental damage
- To understand global warming and its impact on the Earth

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*; drawing paper, Internet, encyclopedia

Introduction: The students are well aware of the environmental problems and how to keep the environment clean. Discuss the advantages of a clean environment and what causes pollution. Ask why we should use dust bins in our homes and in public places. Introduce the topic 'Environment' by writing it on the board.

Explanation:

Discuss why overpopulation is one of the factors creating environmental problems. Ask why overcrowded homes can be a health hazard. (More space, more water, more food and disposal of more waste). Compare the figures of the world's population in 2007 to the estimated figure in 2050. Discuss what environmental problems it will create. (More houses, food, and water will be needed and there will be more disposal of waste and garbage) more health care facilities will be needed). How can we meet this challenge? By controlling population. Give the example of China. The textbook and teaching notes will provide more details.

Talk about the birth rate in Pakistan and other countries e.g. Italy, France, America, India, etc. Discuss other factors contributing to the growth in population, e.g. better medical facilities, a better health-care system, lower mortality rate in children and longevity (long life). Ask what problems could arise due to longevity. (The aging population has to be taken care of. In western countries they have old-age homes. In Pakistan and China families take care of their old relatives themselves.)

Discuss the life style that creates environmental problems e.g. increased use of vehicles, air conditioners, factories, etc. These cause global warming, noise pollution, and visual pollution. Explain what global warming is with the help of the diagram given on page 43 of the textbook. Discuss why it is a serious problem—melting of the polar ice caps, increase in the sea level and its serious effects in low-lying areas like Bangladesh and Maldives. They may be flooded and drowned.

Describe and discuss the concept of recycling and avoiding wastage to conserve resources and prevent pollution.

Class work: Worksheet 8 can be completed in class.

Conclusion: Recap the main points of each lesson.

Reinforcement: The students may be given projects to find out about different kinds of pollution and how to control them.

Ask the students to collect recyclable and recycled items, and organize a class exhibition. They can also prepare a chart on the green house effect with notes to explain this.

Homework: Questions and Activities 1–4 from page 40 are to be done for homework.

WORKSHEET 8 Chapter 8

1. Complete these statements.

- a) The population of the Earth in 2007 was about _____ billion.
- b) The estimated world population in 2050 will be _____ billion.
- c) Many industrial processes have _____ waste products which are drained into rivers making the water _____ for fish, plants, and human life.
- d) Billions of motor vehicles emit _____ gases.
- e) The gas emissions from factories form a _____ causing _____.
- f) The carbon dioxide emission into the atmosphere is fairly high in the _____ countries.
- g) Air conditioners and refrigeration units release _____ which destroy the ozone layer.
- h) Huge hoardings and advertisement boards create _____.

2. Explain with examples what is meant by the 'Three R Principle.'

THE POPULATION OF THE MUSLIM WORLD

TEXT PAGES 44–46

Levels of population and problems of literacy, health care, social welfare benefits, and life expectancy too are all interlinked. The statistical charts on pages 44 and 45 might be worth studying for the disparity between literacy rates between different Muslim countries as well as other countries in the world. Note and discuss the reasons for the relatively high figure for Brunei, Jordan, Malaysia, Indonesia, and Turkey and the relatively low ones for Afghanistan and Bangladesh, and the relatively low female literacy rates in Morocco and Pakistan. Ask the students to list states with the highest and lowest life expectancies and again give possible reasons.

Do countries become more literate when their economy needs technical workers in the oil industry or other industries? See if this is borne out in the figures on page 44. Notice the very high literacy rates (page 45) for the communist Cuba and ex-communist Azerbaijan, Tajikistan, and Kazakhstan, and the appalling rates for Somalia and Yemen. Why is this so?

Explain, as mentioned earlier, why the expectation of life for Pakistan is lowered considerably by the high figures for maternal mortality, in the rural and remote areas; so is it with literacy. How do we measure whether a person is literate or not? Some societies allow the ability to scrawl some kind of signature on a form, whether the person can read it or not, as a sign of literacy. Discuss with pupils what they consider literacy is: it just the ability to read and write, and if so, to what standard? There is also the ability to comprehend what is written. There used to be an expression many years ago, 'barking at words', to describe those who could read the words, and make the right mouth noises by sheer repetition, but had no real idea of what they meant: would this qualify as literacy?

Talk about population problems; employment, homes, education, and medical services. In developed countries, retired people are given a state pension based on the time they have worked (not what they have earned). A married couple gets about £115 (about Rs 16,900) a week. A single person gets about £70. Problems of an aging population are that taxes paid by fewer and fewer workers are supporting more and more retired people's pensions; there's a greater demand on medical services of all kinds, and on social and welfare services, such as free visiting nurses to care for people's frailties.

The expectation of life in Pakistan is roughly 64 years for men and women. Note that the expectation of life is lowered by the high infant mortality rates in more remote and rural parts of the country.

It is interesting that every person in the world standing on one square metre of land each would all fit into the boundaries of Karachi or in the UK, on the Isle of Wight.

ANSWERS TO QUESTIONS IN TEXT, PAGE 44:

- i) Life expectancy and education are linked as an educated person is expected to have greater awareness of health and hygiene. Lower literacy probably means that people do not read or understand the basic fundamentals of health, child rearing, and treatment of illnesses. Nigeria's low expectation of life is partly due to endemic HIV.

The high scores for Malaysia, Indonesia, and Brunei are the result of prosperity and a good, moderate government which sees the advantages of education.

- ii) The three South-east Asian states are Brunei, Indonesia, and Malaysia. Industrially developed and economically strong, they have invested in the education and training of their people, increasing their opportunity for higher incomes.

Additional questions: Why are countries with higher literacy levels more prosperous than ones with low literacy rates? Is it because education leads to progress and prosperity? Or does prosperity enable more education, hence more prosperity? Discuss.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 46:

1. Factors having a negative effect on development of a country: lack of education and professional skills, poor health and lower life expectancy; poor resources, few commodities for export; agrarian economy; overpopulation; conservative attitudes; political instability without a good, strong government.
2. Brunei, Kuwait, and Bahrain have huge reserves of oil; this may be the common reason behind them having a high income per head. Another common factor is that all have high life expectancy and literacy rates.
3. China is in East Asia; capital: Beijing; Cuba is south of the USA; capital: Havana; Brazil is in South America; capital: Brasilia, a new city created in the 1950s and 60s from scratch, with all modern buildings and facilities.

Literacy has always been a top priority in China, but like Cuba it is now communist, and communism places a high priority on being able to read and write. The same applies to the lower table: the three countries with 99% literacy are all ex-communist states. Kuwait has a high literacy level because it is very prosperous (from oil income) and the rulers wisely see the advantages of having a well-educated workforce.

4. These three countries have a higher literacy rate because they were once part of the communist Russian federation where education was a high priority.
5. Students can refer to the atlas to answer this question.

LESSON PLAN 9

Topic: The population of the Muslim world

Duration: One period (40 minutes)

Objectives:

- To provide an overview of human statistics of the Muslim world and the implications
- To be able to read charts, and to work out reasons for the differences in life statistics

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*, encyclopedia, Internet

Introduction: In the previous chapter on Environment students have learnt about the correlation between the environment and population. They also know that population, environment, literacy and health care are interrelated. They know from real life experience that families of lower income groups in

our country have more children; they are illiterate and their life expectancy is low. Talk about these facts and move on to the main topic 'The population of the Muslim world'.

Explanation:

Ask the students to name a few Muslim countries. Explain the chart on page 44 of the textbook which shows the population, literacy percentage, and life expectancy in males/females of the Muslim countries. Emphasize the connection between education and life expectancy.

Ask the students to compare the figures of Afghanistan, Bangladesh, Nigeria, and Pakistan (low literacy rate and low life expectancy) to the countries of South-east Asian Islamic countries like Malaysia, Brunei, and Indonesia which have the highest literacy rates. The life expectancy is also high. Then compare these three countries with the non-Muslim countries—China, Cuba and Brazil. China ranks first and Brazil fifth according to world population. These countries have invested in education. They are industrially advanced and prosperous nations and their people have a high standard of education and a long life span.

Ask the students to study the figures of the Muslim countries of Central Asia and some other Muslim countries e.g. Kuwait, Somalia, and Yemen.

Azerbaijan, Tajikistan, and Kazakhstan have a very high literacy rate (almost 100%), Kuwait also has a high literacy rate (94/91) whereas Somalia (50/26) and Yemen (70/30) have low literacy rates. Why do the Central Asian countries have a high literacy rate? They were part of the Communist Russian Federation before their secession, where education was a high priority.

Conclusion: Recap the main points.

Reinforcement: Research and collect more information about education in China which became an independent country almost a year after the establishment of Pakistan. If possible compile and compare some statistics.

Homework: Question and Activities 1–5 from page 46 are to be done.

The attached Worksheet may be used for assessment.

WORKSHEET 9 Chapter 9

1. Match the countries with their population.

- | A | B |
|-----------------|--------------------|
| a) Bangladesh | i) 222.8 million |
| b) Pakistan | ii) 33 million |
| c) Indonesia | iii) 164.7 million |
| d) Saudi Arabia | iv) 141.8 million |
| e) Afghanistan | v) 28 million |

2. Match the countries with their literacy percentages for males/females.

- | | |
|--------------|------------|
| a) Brunei | i) 92/85 |
| b) Jordan | ii) 95/90 |
| c) Malaysia | iii) 95/80 |
| d) Indonesia | iv) 95/85 |
| e) Turkey | v) 94/87 |

3. Match the countries to their capitals.

- | | |
|---------------|--------------|
| a) Azerbaijan | i) Mogadishu |
| b) Somalia | ii) Almaty |
| c) Tajikistan | iii) Baku |
| d) Kazakhstan | iv) Dushanbe |
| e) Yemen | v) Sana'a |

4. Match the countries with the life expectancy for males/females

- | | |
|-------------|------------|
| a) China | i) 46/47 |
| b) Pakistan | ii) 68/75 |
| c) Cuba | iii) 63/65 |
| d) Brazil | iv) 75/79 |
| e) Nigeria | v) 71/75 |

TEXT PAGES 47–51

Pre-Islamic Arabia was peopled mainly by nomadic tribes, often at war over various issues. They were tough, hard fighters, used to living on what they could get on their barren land.

After the revelation of Islam and their conversion, they had a unifying cause: to spread the faith. They were helped in the 8th century CE by the constant warfare between, and decline of, the two great powers in West Asia—the Persian and Byzantine empires.

The Muslim conquest of the eastern Mediterranean and North Africa was unparalleled. The Arabs were nonplussed by the fortified cities as they had virtually none of their own; but they solved the problem by bypassing the cities and blocking off their supplies. The armies would return later to conquer or more often accept the surrender of the cities. Later, they copied the Byzantine siege weapons: catapults, battering rams, and siege towers.

The Islamic armies crossed into Spain, most of which they quickly conquered in the early years of the 8th century. It is known that the people of the Iberian (Spanish) peninsula (where there were many Jews) were very unhappy with their Visigoth overlords who had conquered them three centuries earlier. The Arab armies then swept on into what is now France, but which was then a number of kingdoms. It was not until they had reached between Poitiers and Tours (the battle is known by both names), not very far from Paris, that Charles Martel, ‘Charles the Hammer’, managed to get the knights to unite against the Muslims.

The author came to this battle site to take photographs but there was no indication on any map or any signs to show where this memorable battle took place. An old peasant, who emerged from a cottage to ask if he could help, said it was about two kilometres along a track over the crest of the hill. He went on to say the two armies fought up and down for three days, as if he remembered it: the folk memory has lasted over 1200 years! On the morning of the fourth day, the Frankish knights found that the enemy had gone, their camp and equipment abandoned, and they had fled southwards. It seems that a disease had broken out among the soldiers—probably typhus or cholera, the scourge of armies in the past. Also the lines of communication were far too long back to their base in Spain which had also been attacked by the Berbers of North Africa. Over the years, the Arabs held on to decreasing parts of Spain until the end of the 15th century, forming a brilliant, learned society: their universities were among the greatest in Europe. There was toleration of Christians and Jews; the great Salahuddin’s personal physician was a leading Jew.

Arabic numerals were a great breakthrough: there were the columns for units, tens, thousands, etc. and a symbol, even if only a dot, for zero. This was to have a profound effect as trade began to develop in the Middle Ages, as it facilitated calculations. Ensure that the pupils know the Roman number system, and then ask them to multiply, say, CCIX by XXIV without turning these into Arabic numerals.

The Abbasid period was one of great cultural, scientific, and general intellectual advance. The Arab scholars eagerly devoured works of the European classical culture, especially the medical manuals of ancient Greece. These were modified, and expanded, and they came back to Europe in the late 15th century. But it was

mathematics and physical sciences in which the period specialized: map-making, astronomy, navigation, etc. There were great observatories built, especially in places like Bukhara and Samarkand. These had no telescopes of course, which were not invented until Galileo in the 16th century in Italy, but remarkable advances were made by studying the skies with the naked eye and simple astronomical devices.

The Crusades were wars whipped up by the Catholic Church to try to recover Jerusalem and the holy land, to facilitate the passage for pilgrims, although the Muslims were very generous about this. Perhaps it was more to find an outlet for the warlike activities of the knights: the eldest son inherited the family estates, while younger sons, trained in warfare, could have made themselves a nuisance. There were a number of crusades; one which would interest children is the Children's Crusade of 1212. Stephen, a French shepherd boy, and Nicholas, another from Germany, had visions that Jerusalem would be handed over to an army of innocent children if they got to Palestine. More than 100,000 children and young adults followed the two across Europe, arriving at various ports in Italy. A few may have caught ships to Palestine, but the Pope disapproved. Many may have gone back home but many more thousands just vanished—died or were seized as slaves by the North African pirates. The story is, of course, immortalized in Browning's 'Pied Piper of Hamelin' which might be worth reading to the pupils.

The Crusaders learned many things and new products from the Arabs, listed in the drawings on page 50. These had a dramatic effect on life in Europe, and were one of the main reasons for the clamour for trade with Asia and the voyages of discovery—Vasco da Gama, Magellan, etc. and of course, in the 17th–18th centuries the seizure of much of Asia as colonies.

The astrolabe measured the angle between the Sun and the horizon at midday. As there were no clocks at the time, the navigators had to follow the Sun upwards until it reached its peak, i. e. midday. The latitude (north or south of the equator) could be calculated roughly, but the more important longitude (the lines through the poles) could not be calculated until the 18th century with the invention of Harrison's chronometer, the first really accurate watch.

Carpets were so rare and valuable they were normally put on tables or hung on walls and were not meant to be walked on. Before the Arabs had refined mirrors, polished silver was used as mirrors.

The Mongols were a loose association of Central Asian nomads who united under Changez Khan, and again under Timur and Halaku Khan, to conquer the great Euro-Asian land mass from the China Sea to the Urals. They were notorious, especially under Halaku, for their savagery and destruction. The Mongols later adopted Islam and they figure in the history of the subcontinent as the Mughals, which is a Persian spelling of their name.

Additional activity: Research and write a paragraph on Salahuddin Al-Ayyubi.

What were the Crusades? Search the reference books in your school library and the Internet to know more about the Children's Crusade.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 51:

1. The Umayyad period is known mainly for the conquests by the Arab armies and its navy. This was the period of dramatic and rapid Muslim expansion to North Africa, Spain, a brief excursion into France, to what is now known as the Middle East, into Russia until stopped by the relatively barren steppes, and eastwards into the borders of China, where the lines of communication were too far stretched, and no further advance was made. Under the Umayyads, the Arab empire expanded in all directions.

2. The Abbasids ruled at a time of greater political stability and security. Their rule is known for its emphasis on knowledge, research, scientific and cultural growth, and its economic power. This was a period of great culture and learning, especially in mathematics, science and medicine. Ancient manuscripts from Greece and Rome were collected and translated; in this way they were saved for posterity. It is rightly known as the 'Age of wealth and culture.'
3. The Europeans learnt a great deal from the Arabs of those times as the latter had developed a more advanced civilization. Details are given in the textbook, pages 48 to 50. In addition, there were great advances in learning and science. The new products, especially steel, silks, cotton, and carpets, led to a dramatic rise in trade between East and West, and ultimately, the voyages of discovery.
4. Places in Spain that have an Islamic history are Granada, Cordoba, and Toledo, to name a few. The influence is seen in the architecture, culture, literature and language, and music as well as cuisine. The entire Iberian Peninsula was known as Al-Andalus, and a province in southern Spain is still called Andalusia. (Words with Arabic origins can easily be found on the Internet; the range is fascinating.)
5. The Mongols were a mainly Mongolian race from the north of China; due to the harsh surroundings they lived in, they were fierce and competitive. They were nomadic tribes and were nature worshippers. Changez Khan united them into one tribe and later they converted to Islam. Their later famous descendants were the Mughal rulers of the subcontinent who established the Mughal Empire.

LESSON PLAN 10

Topic: The early Muslims

Duration: Three periods (40 minutes × 3)

- Objectives:**
- To study the early military expansion of the Muslims to the west, north and east, from Arabia
 - To provide information about the conflict between the Europeans and Muslims in the Crusades; and the impact on both cultures
 - To learn about the Muslims in power from the 10th to the 16th centuries

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*; encyclopedia, Internet

Introduction: The students have some basic knowledge of the history of Islam. Start by talking about the birth of Hazrat Mohammad (PBUH) in 570CE and his preaching of Islam from the age of 40. Talk about the pre-Islamic history of the Arab Peninsula and the revolution brought about by the teaching of Islam. The rise of Islam: by the time Hazrat Mohammad (PBUH) died (632CE), Islam had spread throughout most of the Arab peninsula.

Explanation:

Talk about the four Rightly Guided Khalifas (RA) following Hazrat Mohammad (PBUH) known as Khulafa-e-Rashideen. Introduce the topic 'The early Muslims', on the board. Discuss the interaction of cultures and the use of some common words in English, Urdu, and Arabic e.g. monsoon, *mousim*, *mausum*. Tell the students that this always happens when cultures meet. Discuss the role of communication in this assimilation. Tell them that Urdu in Roman script is popular in advertisements. Ask the students to collect some samples from newspaper cuttings.

A brief history and achievements of the Arab Muslims from the 7th to the 16th centuries:

Ask the students the names of the Khulafa-e-Rashideen (RA): Hazrat Abu Bakr (RA), Hazrat Umar (RA), Hazrat Usman (RA) and Hazrat Ali (RA). At the time of death of Hazrat Ali (RA) Islam had spread beyond Arabia.

Note: The following points should be written on the board.

Major expansion of Islam — During the Caliphate of Hazrat Umar (RA).

How far? (a) Persia (Iran) to the east

(b) Syria, Iraq, and Byzantine (modern Turkey)

(c) Egypt to the west

Point out these countries in the world map of the *Oxford School Atlas for Pakistan*, Page 71.

Effects of this expansion:

Persian and Byzantine empires (modern Iran and Turkey) were culturally developed at that time; the Arabs learnt from them.

The Umayyad Dynasty:

- came to power in 661CE under Amir Muawiya ibn Abu Sufyan, the governor of Syria.
- The steps he took: he shifted the capital to Damascus (Syria), a city of historical importance.
- Expansion during the Umayyad dynasty was across North Africa, Europe, and Asia: to Tangier (Morocco, in North Africa), Spain (Europe), Bukhara and Samarqand (Uzbekistan), Sindh upto Multan (India).
- The development of the navy by the Umayyad ruler, Amir Muawiya, resulted in conquests by sea of the islands of Sicily and Rhodes, Constantinople, Mediterranean, and then Spain under Tariq.

The man who left his mark was the Berber general Tariq after whom the straits and the rock of Gibraltar are named.

Conquests by land: North Africa

The effects of Muslim rule in Spain under the Umayyads:

Cordoba was made the capital. Education, science, medicine, art and culture flourished. Cordoba's University was the largest and the best. It was a tolerant society. The Arab rule lasted in Spain till the 15th century. Their influence can be seen in architecture, language, food, and culture. Granada was the last stronghold. To the east, Muslim rule swept into Central Asia to the borders of China.

The end of Umayyad rule: In 750CE, they were defeated by Abbasids who established their dynasty.

Second period

The Abbasids: (750 to 1258CE)

Famous rulers were: Haroon-al-Rashid and his son Mamoon.

Their achievements: Founding of the city of Baghdad

The Abbasid period is known as 'the age of wealth and culture'.

Greek and Latin works were translated and medical schools set up. *Bait-ul-Hikmah* (House of Wisdom) was established in Baghdad (Iraq). The most important contributions were in mathematics and sciences.

The Abbasid Dynasty came to an end at the hands of the Mongol warlord, Halaku Khan, in 1258.

The rise of other Islamic states from the 8th to the 9th centuries: the Turks, the Ghaznavids (Afghanistan), the Seljuq Turks occupied Iran, Iraq, and Turkey.

The Crusades took place from the 11th to the 13th centuries. Explain why they are called Crusades.

The important Muslim leader of this period was Salahuddin al-Ayyubi (1174–93). He was of Kurdish origin.

His achievements: He ruled over Syria and Egypt and recaptured Jerusalem (1188) from the Crusaders. He was a kind and generous ruler: give the example of his treatment of Richard I of England.

Salahuddin died in Damascus (Syria); he left little wealth, just barely enough for his funeral.

Third period

Effects of the Crusades and the Muslim rule: there was extensive exchange of knowledge and ideas.

What the Europeans learned from the Arabs:

- The science of map-making (cartography)
- Use of the compass and astrolabe for navigation
- Arabic numbers (originally from India) developed mathematics
- Fine steel for weaponry
- Luxury goods e.g. carpets, glass mirrors, musical instruments, chess, and playing cards
- Food, spices, perfumes and textiles

The other important Muslim dynasties were:

- Fatimid (910–1171): Based in Egypt; they founded the city of Cairo. Consult the textbook for their boundaries.
- Seljuq (1037–1194): They were Turko–Persians. The dynasty was founded by Seljuq Beg and the empire was built by Tughril Beg.
- Ayubid (1169–1250): Founder—Nuruddin Zangi
Famous ruler — Salahuddin al-Ayyubi.
- Mamlook (1250–1390): Mainly Turk and Mongol; based in Syria, Palestine and Egypt.
- Ottoman (1281–1924): of Turkish origin; one of the longest ruling dynasties. Four notable rulers; (consult the textbook).
- Mongols (1206–1334): of Central Asian origin, fierce and ruthless rulers known for their devastations; Changez Khan and Halaku Khan; originally nature worshippers who famous rulers: converted to Islam in the 13th and 14th centuries.

Conclusion: Recap the main points of these lessons.

Reinforcement:

1. Make a dateline of the Arab dynasties from the Umayyids to the Mongols.
2. Read the poems of Allama Iqbal on Sicily, Cordoba, and Granada. These poems remind the Muslims of their past glory and give the message to face the challenges of life through action and by following the path of wisdom.
3. Collect information about the achievements of the Muslims in Spain.

Homework: Questions and Activities 1–5 from page 51 are to be done for homework. The attached Worksheet may be completed in class or used for assessment.

2. Match the dynasties with their founders.

WORKSHEET 10 Chapter 10

3. Complete the following statements.

- a) The Abbasid rule ended with the _____ in 1258.
- b) _____ is given the credit for building up the Muslim naval power.
- c) The Umayyads in Spain made _____ their capital and developed it into one of the finest cities in the world.
- d) It is believed that _____ has existed at its present site for the last 9000 years.
- e) Gibraltar is a variation of _____ named after _____.
- f) _____ established *Bait-ul-Hikmah*, the 'House of Wisdom' in Baghdad.
- g) The most important contribution by the Arabs was in the field of _____.
- h) _____ recaptured Jerusalem from the Crusaders in 1188.
- i) The astrolabe is an _____ used in the past for _____ the distances of stars and the position of ships.
- j) The word 'Mamlook' means _____ in Arabic.
- k) The Mongols converted to Islam in the _____ and _____ centuries.
- l) The Ottomans were of _____ origin.
- m) The Fatimids were based in _____.

TEXT PAGES 52–54

Islam in South-east Asia was not the result of military conquest, but a steady penetration as people followed the ideas of the Muslim traders who later settled along the coasts of Malaysia and Indonesia. The religious beliefs of these regions were very varied, but largely primitive, so that the disciplines of Islam were an ideal. However, some of the practices of the earlier religions were originally incorporated in their Islamic faith—a phenomenon common to the subcontinent too, to some degree.

There is a strong Muslim presence in north-western China—these are mainly people of Central Asian origin (Uighur) rather than the Han Chinese.

The Central Asian states came under communist rule as part of Russia in the early 20th century. The practice of religion was forbidden, particularly under Stalin who dispersed the Muslims and even forced them to drop their last names, in an effort to dilute their identity. However, after the break-up of the USSR in the 1980s, these people have reasserted their identity as Muslims and freely practise their religion.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 54:

1. Islam was spread to South-east Asia by the Muslim merchants and traders of Arabia and India who went to trade in spices and jewels in the 7th century CE. They later settled down along the coasts of Malaysia and Indonesia from the 16th century onwards.

Answers to questions 2 and 3 are based on the students' research from the school library and the Internet.

LESSON PLAN 11

Topic: Islam in South-east Asia

Duration: Two periods (40 minutes × 2)

Objectives:

- To study the peaceful expansion of Islam to South-east Asia by traders
- To study the growth of Islam in East, Central, and South-east Asia today

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*, encyclopedia, Internet

Introduction: The students have already learnt the geography of the Muslim world in Chapter 1 of this book. They are familiar with the Muslim countries of South-east Asia. Ask the following questions to lead them to the topic:

1. Name the South-east Asian Muslim countries. (Malaysia, Indonesia, Central Asian countries.)
2. Name some non-Muslim countries, of Asia where many Muslims live (India, Philippines, China).

Explanation:

Introduce the topic 'Islam in South Asia'. Begin by talking about the spread of Islam in South and South-east Asia, spread through peaceful means by the Muslim traders and merchants. Trace the history of the trade relationship between Arabia, India, and South-east Asia as early as the 5th century CE, in spices and jewels.

Tell the students that the period from 1500 – 1800 was crucial in the spread of Islam in this region. Initially it was along the coastlines that the local population came in contact with the Arab merchants. They were impressed by their honesty and sincerity.

Mention the unrest in the interior of the South-east Asian islands because of the power struggle in the 15th and 17th centuries.

Islam established itself in Java in 1800. Indonesia has the largest number of Muslims in the world today. Ask the students what its population is: 222.8 million in 2007.

Explain how Islam spread here—it was through the Sufi 'turuq'. Explain what is meant by this word. Mention that the Aceh kingdom in the 17th century was 'the golden age of Islam' in Indonesia; the trend towards orthodox Islam now is because of the Madrasahs or seminaries.

Continue with Malaysia, the next largest Muslim country in this region with a population of 25 million. Ask the students to read page 53 to know how and when Islam was brought to this region—by Arab traders from Hadramaut in the 7th century. Ask the students to locate Hadramaut on the map of the Arabian peninsula.

In the Philippines, Islam spread to some of its islands. But the Roman Catholic Christian religion was imposed by the Spanish conquerors in the 16th century. Today Muslims constitute only about five per cent of its population.

In Central Asia and China Islam was spread through the Great Silk Route by traders and travellers. In China Muslims account for only 1.5 per cent of its population, mainly in its western provinces.

In India Muslims form 13.4 per cent of its 1.2 billion population which means over 162 million Muslims.

In Central Asia Islam spread from the Khanate of Bukhara, seat of the Uzbek government, as it was located on a major trade route.

The Central Asian States gained their independence in 1990 after the breakup of the Union of Soviet Socialist Republics (USSR) as Russia was known. They were not allowed to practise their religion freely since 1917. But now they follow their faith.

Conclusion: Recap the main points of each lesson.

Reinforcement: Gather information about the lifestyle of Muslims in Indonesia, Malaysia, and the Central Asian States.

Find out the capitals of Muslim countries and some non-Muslim countries in South-east Asia.

Homework: Questions and Activities 1–3 from page 54 and attached Worksheet are to be done for homework.

WORKSHEET 11 Chapter 11

1. Complete these statements.

- a) Islam was taken to South-east Asia by _____ merchants and traders from _____.
- b) The period between _____ and _____ was crucial in the spread of Islam in South-east Asia.
- c) Islam was established on the rich island of Java by the year _____.
- d) _____ has the largest number of Muslims compared to any other country in the world.
- e) The Aceh Kingdom was known as _____ in the _____ century.
- f) In Central Asia, the _____ was the focal place for the spread of Islam in the region.

2 Name three non-Muslim countries of South-east Asia which have large Muslim populations, and state their percentage.

MUSLIM SCIENTISTS, PHILOSOPHERS, AND TRAVELLERS

TEXT PAGES 55–59

It was indeed the Golden Age of Islam in the period from the 9th to the 15th centuries.

It is remarkable how in the past the great men were so broad in their knowledge—not just as mathematicians or scientists, but as poets, writers, philosophers, and artists. Of course the field of knowledge was so much narrower then . . . there is so much information about science today that the most brilliant man can know only a part of the field.

Ibn Batuta was a fantastic traveller, journeying from his base in Morocco to the China Sea to Spain, Timbuktu to central Russia, and eastward to India. He reported on the Black Death, which swept across the Euro-Asian land mass from China, about the middle of the 14th century, and its impact on Baghdad. The Black Death is estimated to have killed a quarter or a third of the population and animals. Its social impact across Europe, especially, was dramatic, being the prime mover in the break-up of the feudal system.

Although in Batuta's time travelling was easier, there being no official formalities, documents, passports, and so on, but at a practical level it was incredibly difficult. Transport on foot, horseback, cart, or ship was slow and dangerous because of hostile people, robbers, pirates, storms, rocky coasts, etc. There were, of course, no hotels as we know today. Travellers had to stay at inns or find friendly people to stay with.

Perhaps the pupils could draw a map of the African-Asian-European land mass and mark in Ibn Batuta's journeys.

Mohammad bin Tughlaq (page 56) was obviously unbalanced. Observers said he was happy only when giving people lavish gifts or punishing them severely. There are terrible tales of the tortures he imposed on anyone who crossed him.

Al Beruni, Ibn Rushd, Al Khwarizmi, Ibn Sina, Ibn Khaldun, Omar Khayyam: It is remarkable how widely spread these great figures are—Tunisia, Morocco, Uzbekistan, Spain, Persia—and the vast range of their knowledge. Admittedly, the world knowledge at the time was much more restricted than today, but even so their diverse attainments—science, mathematics, astronomy, philosophy, medicine, law, literature, languages and even the social sciences—are mind-bending. They were true Renaissance men long before the Renaissance which was indeed stimulated largely by their writings pouring into Europe after the fall of Constantinople (1453).

Omar Khayyam is best remembered now for his poetry: there are some majestic quatrains. It may be of interest that during World War II, the largest selling books in the UK were the Bible and the Rubaiyaat. His poetry seems to be based apparently on worldly pleasures, but in reality has a deeper, mystical meaning.

Additional question: Imagine yourself as a traveller to unknown lands—or even into space to a new planet. Write an account of what you saw and experienced.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 59:

1. Mechanics is the study and science of machines that deals with movement, force and motion; how they work, etc.

Meteorology is the study of weather and climate. It helps in forecasting the weather.

Philosophy (from two Greek words: 'philo'—love of and 'sophos'—wisdom) is the study of the nature of knowledge, reality, and existence. It is the study of the truth or wisdom through argument. Astrology is the study of the movements of the planets, stars, etc. in the belief that these can influence people's character and future. This is of course quite ridiculous.

Astrology and magic were considered as much reality in the past as geography or mathematics. People really believed that the stars could influence lives and characters. Magic was something that lay behind things that people could not understand. Primitive people till a few years ago believed that things such as aeroplanes and telephones were 'magic'.

Astronomy is the scientific study of the stars and planets and their movements by means of telescopes and many other scientific instruments.

2. Al Khwarizmi's work on mathematics, especially algebra and the concept of zero, revolutionized the application of mathematics to science and engineering. His major contribution was the adoption and use of '0' in mathematical calculations. Previously a dot had been used to indicate nothing and this led to confusion. He also was the inventor of what we call algebra, and the complicated term used in higher mathematics called algorithm which is extensively used in computers today. His advances in astrolabes were also important.
3. Map work; the second part of this question would lead to interesting discussions.
4. Students can answer this question individually giving reasons for their choice.

LESSON PLAN 12

Topic: Muslim scientists, philosophers and travellers

Duration: Three periods (40 minutes × 3)

Objectives:

- To study the culture of knowledge among early Muslims
- To learn about famous Muslim travellers and scholars from 9th–15th centuries

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*; encyclopedia, Internet

Introduction: The students are well aware that though many Muslim countries are underdeveloped at present, they had a glorious past. Ask the students why this was so. Mention the achievements by Muslim scientists, philosophers, mathematicians, travellers, etc. Ask the students to name a few.

Explanation: Write the main topic 'Muslim scientists, philosophers, and travellers' on the board. Begin the lesson with Ibn Batuta (1304–68), a world famous traveller. The main points about him are given below.

He covered 120,000 km, the equivalent of three times the distance around the equator. Ask the students to find out the circumference of the Earth (about 40,075 km).

List the countries visited by Ibn Batuta. (See text on pages 55–56.) Discuss Ibn Batuta's background and education; he studied law like his elders.

His journeys: At the age of 21 years, he set out from Morocco for Makka. (Consult the textbook for details.) Refer to an encyclopedia or the Internet to compile a list of the countries visited by Ibn Batuta. Follow the routes with the help of the atlas.

Ibn Batuta moved to Delhi during the reign of Mohammad Bin Tughlaq and was appointed as the 'Qazi' in the court. He travelled to the Muslim state of Mali on the order of the Sultan of Morocco, crossing the terrible Sahara Desert and returned to Morocco again in 1352, and then vanished from history until his death in 1368/69. However, this was when he had his travelogue compiled. This is called *al-Rihala*.

His travelogues are a source of the history and geography of the Muslim world in the Middle Ages.

Al Beruni (973–1050): He is the most famous Arab scientist of early times. Al Beruni was born in Uzbekistan (Central Asia) and died in Ghazni (Afghanistan). He had command of many languages—Turkish, Sanskrit, Persian, Hebrew and Syriac—but he always wrote in Arabic. He wrote 113 books on medicine, geography, astronomy, mathematics and history.

Al-Beruni journeyed to India in 1017. His famous book on India is '*Kitabul Hind*' in which he describes the customs, languages, and geography of the subcontinent in the 11th century. Some of his other books are: Chronology of Ancient Nations, Canon, Astrolabe, Densities. He also wrote books on physics. He suggested much before western scientists that the Earth rotated on its axis, and that the Indus Valley was once a sea basin.

Second period

Ibn Rushd (1126–98): was born in Cordoba (Spain). He worked as a Qazi and was well versed in law. He also served as a physician.

Contribution: His main contribution was to philosophy. His treatise on the work of the Greek philosopher Aristotle made him an authority on the subject. His writings on Greek philosophy were translated and used by European thinkers of the Renaissance.

Ibn Sina (980–1037) came from Bukhara (Central Asia). He was a philosopher, a physician and an intellectual personality of his time. He memorized the Quran, and mastered logic, mathematics, philosophy and medicine.

His main contribution was his work 'Canons of Medicine' (*Qanoon-al-Shifa*) which became the basis of teaching medicine in Europe till the 17th century. He died in Hamadan in Iran in 1037.

Ibn Khaldun (1332–1406) is known as the father of historiography. Born in Tunisia, he served at the Royal Court in Fez (Morocco) and as grand Qazi in Cairo. He is called the 'Father of Sociology' for his observations of human nature.

His main contribution: The *Muqaddamah* (Introduction to the *Kitab-ul-Ibar*), is a masterpiece of history and the rise and fall of civilization. He died in Egypt.

Third period

Al-Khwarizmi (died in 840): He was a famous mathematician. He was born in Khwarizm in Persia. Al-Khwarizmi established the Indian numeral system and the use of 'zero' in mathematics.

His famous work is *Al-Maqalah fi Hisab al Jabr Wal Muqabalah*—from which the word 'Algebra' is derived. Algorithms, his famous mathematical calculations, are named after him (Al-Khwarizmi—Algorithm). He also worked on astronomy and geography and made sundials and astrolabes.

Omar al-Khayyam (1048–1125): He became famous for his *Rubaiyaat*, short poems of four lines. He was of Persian origin. His name means 'tent maker'. His important contributions to mathematics and astronomy are less known. He reformed the Persian Solar calendar which is more accurate than the Gregorian calendar with a difference of only one day in 3770 years. Omar Khayyam is buried in Naishapur in Iran.

The achievements of these remarkable people proved that they lived in a period of Muslim history when the Muslim nations were strong and supported the 'Men of Knowledge', which resulted in a developed civilization. Discuss their contributions with the class.

Conclusion: Recap the main points of each lesson.

Reinforcement: Divide the class into groups and assign projects on Ibn Batuta, Al-Beruni, Ibn Sina and Omar Khayyam.

Homework: Questions and Activities 1–5 from page 59 and the attached Worksheet are to be given for homework.

WORKSHEET 12 Chapter 12

1. Mark the correct answer.

- a) Ibn Batuta's journeys covered a total of
 - i) 40,000 km
 - ii) 120,000 km
 - iii) 75,000 km.
- b) He was appointed as a Qazi at the court of
 - i) Humayun
 - ii) Sher Shah Suri
 - iii) Mohammad bin Tughlaq
- c) Al Beruni head mastered many languages but he always wrote in
 - i) Turkish
 - ii) Hebrew
 - iii) Arabic
- d) In order to study the country in depth, Al-Beruni visited
 - i) Persia
 - ii) India
 - iii) China
- e) Ibn Sina was a philosopher and also a physician, whose main contribution was to
 - i) philosophy
 - ii) science
 - iii) medicine
- f) The Persian solar calendar was developed by
 - i) Al-Khwarizmi
 - ii) Omar Khayyam
 - iii) Ibn Khaldun

2. Match the books with their authors.

- | | |
|---|----------------------|
| a) Canon | i) Ibn Khaldun |
| b) <i>Qanoon-e-Shifa</i> | ii) Al-Khwarizmi |
| c) <i>Muqaddama</i> | iii) Omar al-Khayyam |
| d) <i>Al-Maqalah fi Hisab al-Jabr Wal Muqabalah</i> | iv) Ibn Sina |
| e) <i>Rubaiyaat</i> | v) al Beruni |

3. Which of these famous Muslims would you like to meet? Give your reason.

- i) Ibn Batuta ii) Al-Beruni iii) Omar Khayyam

THE DECLINE AND THE REAWAKENING OF THE MUSLIMS

TEXT PAGES 60–64

Civilizations and cultures seem almost organic: they start small, grow to maturity and then decline and collapse, or die. One thinks of the great empires of the past: Indus, Egyptian, Greek, Roman, Byzantine, and many other civilizations. It was the same with the Islamic civilization. Somehow, despite its brilliance, its scholarship, and its culture, it vanished, much of it back to the wastes of nomadic peoples; oil was a long way in the future. In the subcontinent, the great Mughal Empire, once the pinnacle of magnificence and conquest, also tumbled. Despotism and sometimes obsessed rulers, corruption, quarrelling factions and states, oppressive nobles and a mass of powerless peasantry, and finally the financial exhaustion and the loss of much of the best blood in the endless wars of Aurangzeb, ensured that the great civilization of northern India became only a memory.

At the other end of the land mass, the technology, the industrial and scientific progress, the organizational ability of the West, coupled with its insatiable greed for cheap raw materials, made the Muslim states an easy prey to the colonizing powers. The constant wars robbed the community of people who might have been able to lead. The conquest of the subcontinent is dealt with more fully in Book One of this series.

The decline in religious understanding may have been due largely to the Quran being read only in Arabic, which the majority of people did not understand. A similar situation had arisen in Europe, where until the 16th century the Bible and the religious ceremonies were all in Latin which few (even of the priests) understood. The translation of the Bible into the vernacular made a dramatic change. The translation of the Quran into Persian by Shah Waliullah and into Urdu by his two sons allowed people to see again the truth of their belief.

Shah Waliullah was far ahead of his time; he was more like a 20th century social reformer, urging a more just society, with more equal distribution of wealth, and fair prices so that all could enjoy the products of the Earth. He realized that common people were misunderstanding the faith and moving away from it, because of the misinterpretations by some others, and his translation of the Quran helped people to try to understand the religion.

Syed Ahmed Shaheed took a more practical approach towards freedom from the colonial powers. His efforts are covered in adequate detail in the textbook (pages 63–64). The influence of his ideas can still be felt in this part of the country.

Note: The photograph of Balakot on page 63 dates back to 1994. This picturesque town was almost completely destroyed in the earthquake of 8 October 2005.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 64:

1. The reasons underlying the decline of the Muslims in the 17th and 18th centuries have been discussed in detail in the textbook (pages 60–61) viz. (a) weak, incompetent, or aggressively ambitious rulers; (b) decline in education; (c) the Industrial Revolution gave the Europeans great wealth and technical superiority, especially in weaponry; (d) corruption in many Muslim states weakened them; (e) internecine strife; (f) pursuit of worldly power and wealth.

2. The subcontinent and South-east Asian states were important to the colonial powers because they formed a guaranteed market for European goods. India was flooded with cheap cotton goods from Lancashire (UK) although it had a long-established hand-weaving industry of its own, but which could not compete with the machinery of the West. The colonies were also a source of raw materials of all kinds, especially for textiles, gold, and precious stones.
3. Muslims might have maintained independence by adhering to the laws of Islam especially regarding equality and just treatment. Had the rulers spent more time and effort in the social development and uplift of their people, they would have had stronger economies, as a result of education and industry, and would have been able to retain their independence.
4. Both Shah Waliullah and Syed Ahmed Shaheed were religious thinkers and leaders who believed in and promoted a fair and just system. They also tried to unite the people into a nation. Their ideas can be called progressive because Waliullah, by translating the Quran into the vernacular, hoped that people could understand its teachings properly. He fought for more equality and urged people to return to the tenets of their faith.

Syed Shaheed tried to put many of these ideas, well ahead of their time, into practice through the concept of jihad as a struggle for liberation from oppressive rulers and a movement towards the spirit of Islam.

5. The Muslim countries in Asia were rich in natural resources—spices, minerals, precious metals and stones, ivory, and timber. North African Muslim countries were colonized after the 19th century. The population of all these Muslim and other colonized countries was a source of cheap labour for the West.

LESSON PLAN 13

Topic: The decline and the reawakening of the Muslims

Duration: Three periods (40 minutes × 3)

Objectives:

- To study the decline of Muslims as the industrializing Europeans seized and colonized the regions
- To learn more about the collapse of the Mughal Empire at Aurungzeb's death

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*, encyclopedia of Islam, Internet

Introduction: In previous chapters, the students have studied about the rise and fall of the Mughal Empire; they also know how ancient civilizations like the Indus Valley, Egyptian, Greek, Roman, and many others vanished from the pages of history. Talk about these civilizations briefly. Ask the students who ruled India after the Mughals (the British). Ask the students which part of the world is currently more prosperous and where in the world are there more inventions and discoveries taking place (the West). Which countries of the world are on the decline with some exceptions? (Mostly African and Muslim countries with the exception of the Gulf States.)

Explanation: Write the topic 'The decline and the reawakening of the Muslims' on the board.

Talk about the rise of the European powers in the 19th century. The factors were Industrial Revolution of the 18th and 19th centuries and the use of machinery in production.

Mention the fall of the Ottoman Empire (Eastern Europe, Turkey is both in Europe and Asia); of the domination of British in Egypt and India; the French domination in the North African Muslim states; the European control of Muslim countries on the East African Coast, South-east Asia and the Arabian Peninsula. Ask the students to look at these areas in the atlas (world map). State the names of the countries they should look for.

Ask the students to suggest reasons for the colonization of these countries—the search for raw material, greed to earn more profit for the European Powers on one hand and also the strategic importance of some countries e.g. India, Turkey, Egypt, and now Iraq and Afghanistan.

Discuss other causes of the decline of Muslim countries—cruelty of power-hungry rulers, ignoring education, endless wars, corruption, and infighting slowed down their growth to an alarming extent.

Tell the students that by the end of the 19th century, the Muslim world was completely under European control.

Ask them how these countries became independent again: it was mainly because of the leadership that awakened and motivated them to rise and fight for their rights. Who were these people in the early 18th century?

Prominent among them (the awakeners) were Shah Waliullah and Syed Ahmed Shaheed. They were religious figures, and called upon the Muslims to develop into a strong and independent community. Discuss the reforms made by these two scholars individually.

Shah Waliullah (1703–62)

Talk about his birthplace and family background, his education in Makka and his stay there for 14 years. What did he feel after his return? The people of the subcontinent did not understand the Quranic teachings because they were in Arabic, a language they did not know. How did Waliullah solve this problem? He translated the Holy Quran into Persian, which was then understood by most educated people. His sons later translated it into Urdu. Discuss the teachings of Shah Waliullah. Why did he want to reform the society and how did he do it?

He wanted the Muslims to regain their lost glory and to understand the teaching of Islam. He advised:

- equality between the rich and the poor
- fair distribution of wealth
- discouraging dishonesty
- peasants and workmen to be given fair wages
- fair prices to be charged by the merchants
- obedience to the laws of the Quran; he showed people the way to return to the purity of their faith.

Syed Ahmed Shaheed (1786 – 1931)

Mention the political situation in the subcontinent during his time. Syed Ahmed was educated at Waliullah's old madrasa. He then joined the Pathan army, especially studying the use of European artillery. First, he went to Delhi where he gained many followers of his ideas about Jihad or 'holy war'. In 1821 he went to Makka for Hajj and stayed there for one and a half year. He returned to India to recapture the Muslim rule in Punjab and NWFP (now Khyber Pakhtunkhwa). Mention the details. Consult the textbook for this.

But he was opposed by the people because he imposed taxes on those whose lands he had reconquered so as to pay for his large army. The people opposed him because they had never before been asked to pay taxes. Discuss the conflict between him and Yar Mohammad; Syed Ahmed was killed, and the Jihad movement ended.

Why did Syed Ahmed's movement fail?

- a) The campaigns were not organized because his army did not comprise of soldiers.
- b) Lack of money
- c) Differences of opinion among his men

However, his ideas showed how people to fight for a cause. Syed Ahmed Shaheed died fighting and is buried in Balakot.

Conclusion: Recap the main points of each lesson.

Reinforcement: Collect more information about the two reformers, Shah Waliullah and Syed Ahmed Shaheed.

Homework: Questions and Activities 1–5 from page 64. The attached Worksheet could be done as homework too.

WORKSHEET 13 Chapter 13

1. Complete these statements:

- a) The _____ century saw the rise of European powers.
- b) The chase for power and loss of focus were the main causes for the _____ of the _____ states.
- c) The 'Maghreb' states comprise of _____, _____ and _____.
- d) The _____ in the West made Europe rich and powerful.
- e) The _____ and _____ were among the sources of Muslim revival.

2. Choose the correct answer:

- a) Shah Waliullah was educated at a madrassa in _____.
 - i) Hyderabad
 - ii) Delhi
 - iii) Punjab
 - iv) Lucknow
- b) The Holy Quran was translated by Shah Waliullah into _____.
 - i) Sindhi
 - ii) Urdu
 - iii) Persian
 - iv) Punjabi
- c) Shah Waliullah stayed in Makka for _____.
 - i) One and half year
 - ii) 12 years
 - iii) four years
 - iv) 14 years
- d) Syed Ahmed Shaheed marched to _____ with his men.
 - i) Kabul
 - ii) Ghazni
 - iii) Herat
 - iv) Bukhara
- e) The NWFP was renamed Khyber Pakhtunkhwa in the year _____.
 - i) 2000
 - ii) 2010
 - iii) 2005
 - iv) 2001

TEXT PAGES 65–69

This chapter deals with the sequence of events following the efforts begun by Shah Waliullah and Syed Ahmed Shaheed. The movements towards national unity came not only from the subcontinent but in a wider context, from Muslims across the borders, confirming the concept of the Muslim 'Umma'—a community united despite ethnic and cultural differences.

Jamaluddin Afghani and Mohammad Abduh were two such leaders who inspired Muslims to rise and assert themselves. Their belief in 'Ijtihad' is an almost modern concept.

Mohammed Abduh: The reference to his meeting Afghani in Paris is not surprising as in the second half of the 19th century, Paris was the great centre for scholars, artists, sculptors, and political personalities from all over the world: the USA, UK, China, and all of Europe.

The Ali brothers were political activists in British India, who also strongly believed in the unity of the 'Umma' and worked actively for it.

Allama Iqbal, was a great intellect behind the creation of Pakistan. Educated at Lahore, Cambridge (philosophy), London (Law) and Germany, he was a brilliant poet who put forward his ideas in poetry, and proposed the concept of a Muslim state when the British left the subcontinent. He was knighted (Sir Allama Iqbal) in 1930 for his epic poem *Israr-e-Khudi*. Today the international airport at Lahore is named after him as is an open university. His close contact with Mr Jinnah and his faith in Jinnah's ability to lead the Muslims forward should be emphasized.

A brilliant lawyer and poet, Iqbal showed the direction forward for a Muslim state in the subcontinent. He saw the dangers of a single country in which 80 per cent would be non-Muslims, and how Hindus would never let go of power. In the Allahabad statement (1930), he put forward clearly and in practical terms, the idea of separate states for Muslims and Hindus when Britain granted independence. He did not envisage the inclusion of what is now Bangladesh. Though close to Iqbal, Mr Jinnah adopted the two-nation theme two years after Iqbal's death.

Chaudhri Rehmat Ali was a lawyer from the Punjab who went on to study law at the Cambridge University. While there, along with two fellow students, in 1933 he published a pamphlet titled 'Now or Never' in favour of partition of the subcontinent. The name 'Pakistan' was coined by him for this new Muslim state. (The name Turkaristan quoted in the textbook is a variant spelling of Turkmenistan.) Rehmat Ali was most unhappy about Jinnah's acceptance of the British-drawn boundaries which excluded the north Indian Muslim majority areas of Delhi, Agra, and Lucknow. Rehmat Ali died in 1951 and is buried in Cambridge.

Additional activity: Do some research to find out more about the Khilafat Movement, how it began and who its leaders were.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 69:

1. Jamaluddin Afghani thought that to succeed in the world the Muslims needed to learn new technology and science; he also believed that modernization was essential to meet the challenges of the West.
2. Mohammed Abduh was an enlightened Egyptian scholar who believed in the importance of education and also supported the rights of the Muslim women to education. He made arrangements for women to join the universities.
3. Maulana Mohammed Ali Jauhar's will was that he should be buried in Bait-ul-Muqaddas; this meant that he did not wish to be buried in a slave country.
4. Iqbal urged that the Muslims of the subcontinent should be united in a single independent state, roughly in the boundaries occupied by the present Pakistan. He taught that though Islam had been great in the past it had fallen into apathy, and that the people should be politically active.
5. Chaudhri Rehmat Ali was strongly in favour of an independent Muslim state. He created the name 'Pakistan' for our country.

LESSON PLAN 14

Topic: National unity and freedom movement

Duration: Three periods (40 minutes × 3)

Objectives:

- To look at efforts of Muslim thinkers and leaders to revive the spirit of Islam, especially after 1857
- To examine the work and contribution of Allama Iqbal for independence
- To learn about Chaudhri Rehmat Ali's coining the name PAKISTAN

Resources: Textbook, Teaching Guide, *Oxford School Atlas for Pakistan*; encyclopedia, Internet

Introduction: In the previous chapter the students learnt about the reawakening of the Muslims in the Subcontinent and the role played by Shah Waliullah and Syed Ahmed Shaheed. They had advocated a return to the Quranic principles to reform society.

Ask the students about the personalities in the forefront to lead the Muslims of the subcontinent to receive modern education and meet the challenges of the time. (Probable answers: Sir Sayyid Ahmed Khan, Allama Iqbal, and Quaid-i-Azam Mohammad Ali Jinnah.) Mention that there were some other people on the international level whose contributions have been recognized in uniting the Muslims of the world. They played a major role in the national unity and the freedom movements. Introduce the main topic on the board.

Explanation:

Jamaluddin Afghani (1838–97): Give a background of his life and his role in the freedom movement.

Where was he born? In Iran

Where was he educated? In Afghanistan.

His views were liberal and progressive, and he believed in modernizing the Muslim world.

What contributed to these views? His wide travels through the Muslim world and Europe.

His ideology: Pan-Islamism i.e. uniting all the Muslims as a single community, the Umma.

Was he an orthodox Muslim? No, he believed in 'ijtihad' in Muslim thought and in the interpretation of Islamic law.

Which form of government did he support? The Parliamentary form of government which gives a voice to the common man and limits the powers of kings and rulers.

Among whom was he popular? Among the educated youth.

Who opposed him? The orthodox people.

Mohammad Abduh (1849–1905):

Who was he? He was an Egyptian scholar.

Who influenced him? Jamaluddin Afghani.

Where did he meet him? In Paris, as a student.

Abduh's ideology was revolutionary. He believed that while the Quran was immutable in its laws, the social aspect of Muslim life needed to be reviewed. He believed in 'ijtihad'.

He strongly supported the right of Muslim women to education, and made special arrangements for them in his university.

His career: he was a Grand Mufti and a member of the Supreme Council of Al-Azhar University in Cairo. Abduh died in Egypt in 1905.

Second period

Maulana Mohammad Ali Jauhar (1873–1931): His career: He was a writer and a courageous journalist.

Which magazine did he start? He started a weekly magazine called 'Hamdard' just before World War I, so as to awaken the Muslims politically.

Why was he jailed by the British and when was he released? For his article published in 1915 in which he supported the Turks. Explain the reasons in detail (consult the textbook). He was released in 1919.

Which movement did he support? The Khilafat Movement. Explain the movement and its outcome.

His political career: he attended the First Round Table Conference in London in 1930.

He died in London in 1931 and is buried in *Bait-ul-Muqaddas* (Jerusalem) for he did not want to return to a 'slave country'.

His brother and mother: Maulana Shaukat Ali was his brother. They were known as 'Ali Brethren'. Bi-Amma, their mother was into politics and trained them for a political struggle. She was also a poetess.

Allama Iqbal (1877–1938): Talk about Iqbal. The students are well aware of his poetry and contribution in the establishment of Pakistan.

Education: He studied law and philosophy in England and then in Germany.

Political contribution:

He joined the Muslim League in 1927.

He chaired the annual meeting Muslim League held at Allahabad in 1930.

He believed in an independent state for the Muslims of the subcontinent. Explain his views of a Muslim state. However, he did not live to see his dream become a reality.

His relationship with Mohammad Ali Jinnah was a very close one, advising him on many issues. Mr. Jinnah put Iqbal's dreams into action.

World status: Iqbal was recognized as a brilliant scholar, philosopher, poet, and thinker. He believed in 'ijtihad'. He died in 1938 and was buried in the precincts of the Badshahi Mosque, Lahore.

Third period

Chaudhri Rehmat Ali (1897–1951)

The name 'Pakistan' was proposed by him. Discuss the details (consult the Teaching Guide).

His idea of Pakistan was a country much larger than what emerged in 1947. (Consult the textbook for details.) He died in England in February 1951.

Class work: Worksheet 14 is to be completed in class.

Conclusion: Recap the main points of each lesson

Reinforcement: Collect more information about the personalities studied in this chapter and prepare posters for display.

Homework: Questions and Activities 1–5 on page 69 are to be given as homework.

WORKSHEET 14 Chapter 14

1. Match the given personalities with their lifespan.

- | | |
|--------------------------------|-----------|
| a) Jamaluddin Afghani | 1878–1931 |
| b) Mohammad Abduh | 1897–1951 |
| c) Maulana Mohammad Ali Jauhar | 1877–1938 |
| d) Allama Iqbal | 1838–1897 |
| e) Chaudhri Rehmat Ali | 1849–1905 |

2. Give 'one word' answers for the following statements.

- a) To solve a problem by reasoning, for which no example is found in the Quran or Sunnah.

- b) Following closely the traditional beliefs and practices of a religion.

- c) A government by the elected representatives of the people.

- d) The present name of *Bait-ul-Muqaddas*.

- e) Unity of all the Muslims into a single community.

3. Name:

- a) The two magazines started by Maulana Mohammad Ali Johar:

(1) _____ (2) _____

- b) The place where the Ali brothers were tried in 1921: _____.

- c) The mother of the Ali brothers: _____.

- d) The Grand Mufti and a member of the Supreme Council of Al-Azhar University in Cairo in the late 19th century: _____.

TEXT PAGES 70–74

The Government of India Act, 1858: Britain learned too late after the War of Independence, how it had neglected the education of the subcontinent. But Muslims refused to attend the newly opened universities. Sir Sayyid Ahmed Khan tried desperately to show how this was a mistake, and that the Muslim community must acquire education if it was to succeed. He founded what was to become the Aligarh University, but education at this level is a slow business as boys had to get their primary and secondary education before they could go to university. Meanwhile the Hindus were streaking ahead, having accepted the value of education and were filling the best posts available to them.

Sir Sayyid Ahmed Khan, though much involved in a united India, even one dominated by the British—as it had been throughout his career—knew that the Hindu and Muslim communities would eventually have to be dealt with separately as there were irreconcilable differences. Though two separate nations might have been an impossible dream, he did instil this notion in others.

Indian Councils Acts (1861, 1892): Elections for Indian members were not universal suffrage, but selected by local and regional bodies. The executive was still in the hands of the Viceroy, but the council could raise questions about the administration. Although the viceroy and his (chosen) council had considerable powers, the ultimate decision on important matters remained with the government in London. The great problem in the early days was communication—a return message to London took at least five months by sea. It was not until the first cable (Morse code only) was opened in 1872 that the position became easier.

A very important element was the demand for separate Muslim constituencies to elect Muslims who would otherwise have always been outvoted. Six Muslim constituencies of landowners were created; it can be said that this was the first faint glimmering of an independent Pakistan.

Indian National Congress: The breadth of the Congress, initially, can be judged by the fact that the first president was a Hindu, the second a Parsee, and the third a Muslim. However, this did not last long and it soon became an all-Hindu organization. The Congress was dominated for a long time. Those who advocated violence, led by Tilak, and the moderates led by Gokhale.

Curzon had divided Bengal, much to the ire of the Hindus who believed this move gave unfair advantage to the Muslims. The reunification of Bengal (1911), under Hindu pressure, finally brought the realization among Muslims that education was vital.

The author has an annual statistical almanac (Whitaker's) for 1904. Its long article on India makes fascinating and amusing reading.

The governor's club, for example, had thirteen British members and, surprisingly, nine Indians (all, of course, maharajas or of similar rank). Protocol was strictly observed: there is a list of gun salutes (the number of rounds fired from cannons on official occasions). The maharajas of Baroda and Mysore, and the Nizam of Hyderabad got 21 rounds, down to a paltry 13 rounds for the Nawabs of Jaora, Rampur, and Tipperah.

The population of Karachi was a mere 105,199, while Calcutta, the largest city, had just over a million. The British authorities were nothing if not precise. Punjab, the almanac states, had 57 towns, 10,997 villages, and 1,110,687 houses; Sindh had 26 towns, 4403 villages and 587,769 houses.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 74:

1. Importance of The Government of India Act, 1858:

The parts of the subcontinent controlled by the East India Company would henceforth be ruled by the British Government, with a viceroy living in India.

Three universities were opened in Calcutta, Bombay, and Madras for the people of the subcontinent.

2. These Acts meant a lot to the people as they acquired a few rights as stated below:

The Indian Councils' Act of 1861 allowed that some Indians would be allowed to sit on the viceroy's Legislative Council.

The Indian Councils' Act of 1892 gave the Muslims separate electoral rolls. This meant that the Hindus voted for Hindus and the Muslims voted for Muslims.

3. The establishment of primary and secondary schools in the subcontinent by Lord Curzon was a vital step because it allowed children from this region, especially Muslims, to get an education that would lead to entry to the already established higher educational institutions, a step so strongly advocated by Sir Sayyid Ahmed Khan (page 71, textbook).
4. The Morley-Minto reforms brought about political changes in the colonial set-up and paved the way for the ultimate independence of the subcontinent although they did not envisage two separate states. The separate representation for Muslims and Sikhs, and the appointment of Indians to the viceroy's Executive Council gave a prospect of the future as well as giving a small group of Indian people the experience of administrative power.
5. Sir Sayyid Ahmed Khan tried to explain the Muslim point of view to the British and to establish friendly relationships between both communities. He set up the Anglo-Oriental School in Aligarh; he suggested that there should be separate states for the Hindus and Muslims.
6. Students can make the timeline with reference to the data given in the text.

LESSON PLAN 15

Topic: The struggle for freedom

Duration: Three periods (40 minutes × 3)

- Objectives:**
- To assess the importance of the Government of India Act 1858 and the change in British policy towards India; the Indian Councils' Acts 1861, 1892 and their significance for independence
 - To appreciate the work and contribution of Sir Sayyid Ahmed Khan on the road to freedom
 - To learn about the rapid socio-economic and political developments in India in the second half of the nineteenth century
 - To study the Morley-Minto reforms (1909) and their impact

Resources: Textbook, Teaching Guide; encyclopedia, Internet

Introduction: The students have studied about the British rule in the subcontinent and the struggle for independence. They know about the First War of Independence in 1857 and its consequences. They know that the Muslims were neither ready to receive western education nor did they participate in trade and declined government jobs. The Hindus, on the other hand joined hands with the British. They gained while the Muslims lost. Ask brief questions to review the topic, and tell the students that for almost a century there were few educated Muslims. Introduce the topic on the board.

Explanation:

The Government of India Act 1858: This act was passed just one year after the War of Independence, by the British. Discuss the reasons.

The British realized that western culture and ideas could not be forced on the Indians; secondly, India was too large to be governed by the East India Company, a private trading company.

The first Government of India Act was passed in 1858, by the Parliament in London.

Explain the salient features, mainly that British government would govern with the help of a viceroy living in India, to be assisted by a legislative council of selected British members.

Steps were taken to educate the people. Three universities were set up in Bombay, Madras, and Calcutta. However, the Muslims did not welcome these steps: they were against the British because of the dismissal of the Mughal rule.

The Indian Councils' Act, 1861: This act is regarded as the first step towards independence, because it allowed some Indians to be in the viceroy's Legislative Council, and the Provincial Councils. The Indian members were not elected but nominated by the British authorities.

Sir Sayyid Ahmed Khan (1817–1898): Discuss his ideas and contributions with the students. They have also been studying about him in the previous classes. What did he emphasize?

Education in science and technology: he started the Anglo-Oriental School in Aligarh, which later became a university.

He tried to establish friendly relations between the Muslims and the British.

His views were beginning of the Two Nation Theory because he thought that a huge country like India could not be controlled by any single government. He planted the idea that the Hindus and the Muslims should be given political power separately.

Second period

Progress in the subcontinent (1860–1890)

- i) Great construction activities were carried out e.g. construction of roads, railways, and canals (to fight famines in different parts of the country).
- ii) Social and political advances were made. More Indians were allowed government jobs. Even Indian judges were allowed to try Europeans but there was a strong protest by the white people, so the idea was given up. Formation of the Indian National Congress in 1885; initially some Europeans and Muslims joined it but eventually it was dominated by Hindus.

Indian Councils' Act, 1892:

This was an important act and its important features are listed below.

- i) Indians were elected to the Viceroy's Legislative Council instead of being nominated. Explain the difference between election and nomination.
- ii) Separate electoral rolls: this meant that Hindu voters would vote for Hindu candidates and Muslims for Muslims.

Lord Curzon: Emphasize the steps taken by him in the social field. He set up primary schools and universities. He appreciated and worked for the preservation of Indian culture.

The division of Bengal in 1905 into East and West Bengal was Curzon's decision. Eastern Bengal was mainly Muslim and poorer while western Bengal was largely Hindu and prosperous. The Hindus opposed this. Explain the reasons (consult the textbook). Violence broke out; even murder attempts were made on British officers. The gulf between the Hindus and Muslims increased and led to the setting up of the Muslim League in 1906.

Third period

Morley-Minto reforms: Lord Minto was the Viceroy and Morley the Secretary of State for India in London. These reforms were the second step towards eventual independence. Explain the reforms, which were mainly:

- i) Regional government in provincial assemblies.
- ii) Separate representatives for minorities e.g. Muslims and Sikhs.
- iii) Indians to be appointed in the Viceroy's Executive Council, which was welcomed by the Indians, However, the partition of Bengal was reversed in 1911, which benefited the Hindus. The Muslims now began realizing the advantage of higher education.

Class work: Worksheet 15 is to be done in class.

Conclusion: Recap the main points of each lesson.

Reinforcement: Collect some basic information about the Indian National Congress and the Muslim League.

Homework: Questions and Activities 1–6 on page 74 are to be done.

WORKSHEET 14 Chapter 15

1. Choose the correct answer:

- a) The Government of India Act was passed in _____.
i) 1758 ii) 1858 iii) 1958 iv) 1857
- b) The Indian National Congress was formed in _____.
i) 1785 ii) 1795 iii) 1885 iv) 1889
- c) The All Indian Muslim League was formed in _____.
i) 1906 ii) 1905 iii) 1806 iv) 1916
- d) The partition of Bengal was reversed in _____.
i) 1910 ii) 1911 iii) 1905 iv) 1900
- e) _____ set up a department of archaeology for the study and maintenance of historical sites in the subcontinent.
i) Sir Sayyid Ahmed Khan ii) Morley
iii) Lord Minto iv) Lord Curzon

2. Complete these statements.

- a) Three universities for the people of the subcontinent were opened in 1857 at _____, _____, and _____.
- b) Sir Sayyid tried to establish friendly relations between the Muslims and the _____.
- c) The years _____ were a time of great construction in the subcontinent by the British.
- d) The division of Bengal in 1905 was _____ decision.
- e) The Indian Councils' Act of 1892 gave the Muslims and Hindus _____.

TEXT PAGES 75–78

The promise of the British Prime Minister for full self-government 'after' the war reflects the statements on Palestine at the same time—the promise of an Arab state, and the Balfour declaration promising a homeland for Jews.

The Muslim League was set up in 1906 as a counterbalance to the Indian Congress. It grew in strength and confronted the British authorities (a) in 1911, after the 'reunification' of Bengal, and (b) in 1915, when it promoted the pan-Islamic Khilafat movement. It remained on fairly friendly terms with the Congress until 1937.

Initially, the League was not a popular movement: in 1927 it had only 1300 members and at the famous Allahabad conference in 1930, there were only 75 members present. Discussions had to be halted while officials rushed round the city enrolling new members.

Iqbal at his famous speech at the League's Allahabad conference in 1930 set out his vision for a Muslim state, which was the real seed of Pakistan, though he did not envisage the eastern wing. His boundaries of the Punjab, NWFP (now Khyber Pakhtunkhwa), Sindh, and Balochistan were very much those of the subsequent West Pakistan, and today's state of Pakistan.

During the Second World War period, 1942–45, when most of the Indian Congress leaders were imprisoned, the Muslim League expanded rapidly under the leadership of Mr Jinnah. From 1940 onwards, the League's main objective was an independent state for Muslims.

Montague-Chelmsford Reforms (1821): These were certainly a step in the right direction, but one weakness was in the franchise, which was based on a university degree, property ownership, and the payment of income, house or land tax. This excluded countless millions of Muslims who were, in general, poor agricultural labourers, whereas in some areas the Sikhs were over-represented. At this time, the main protagonists began to emerge: Jinnah and Iqbal on the Muslim side, and Gandhi and Nehru on the Hindu side. The fiery left-wing Tilak had died in 1920.

Jinnah's Fourteen Points (1929): Mr Jinnah's 14 Points were in response to the Nehru Report. The gist of these points was the Muslim demand for autonomy, equal representation, and rights in the federal government. These points were outlined in 1929 when Jinnah still believed in a united India. However, considering the changing attitude of the Congress and the Hindus, these points became the basis of a separate homeland for the Muslims of the subcontinent. The four points given in the textbook, p76, were the main ones for the future of Pakistan, but some of the others were (do not forget that at that moment in time, a single country was envisaged after independence):

- Equal autonomy for every province
- Any territorial changes must not affect the Muslim majority in the Punjab, Bengal, or NWFP (now Khyber Pakhtunkhwa)
- No bill to be passed by any Legislature if three quarters of the members of any community in that body oppose such a bill
- Sindh should be detached from the Bombay presidency

- Muslims be given adequate share, together with other Indians, in offices and services to that state
- Protection for Muslim culture, education, language, religion, personal laws, and charitable institutions
- No cabinet, central or regional, to be without one third Muslim members
- No change in the constitution should be made by the Central Government without agreement of all states in the Federation.

Round Table Conferences, 1930–32: These produced an unfair allocation of seats for the Muslim provinces. Punjab with 57 per cent of the Muslim population was offered 86/175 (49 per cent) of the seats in the regional assembly. Sind with 70.7 per cent Muslims was offered 34/60 seats (57 per cent). NWFP (now Khyber Pakhtunkhwa) with 92 per cent Muslims was offered 36/50 seats (72 per cent). (It is difficult to give individual figures for Balochistan.)

Government of India Act, 1935: This is covered adequately in the textbook, pages 77–78, in the required context. It may be added that Gandhi admitted that he had not read the act in full until 1942, seven years later. It had given him most of what he was demanding. If he had read the Act earlier, the fate of India might have been very different at Independence.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 78:

1. The Montague-Chelmsford reforms were not very popular because they excluded the Muslims who were generally poor; in some areas the Sikhs were over-represented, and the Congress also rejected this proposal as they did not want to work with the Muslims.
2. The Round Table Conferences failed because of the implacable, uncompromising attitude of Gandhi, demanding that all of his conditions be fulfilled. Jinnah on the other hand was more conciliatory, and looked favourably on what seemed a reasonable solution suggested in the Communal Award. Gandhi resorted to emotional tactics—threatening to starve himself to death if he did not have his way. He whipped up fanaticism, resulting in riots and violence all over the subcontinent. As neither side was giving way, the British Government passed the Act of 1935.
3. The act did not solve the problem—in fact, it intensified it. The reasons are given in the text.
4. Jinnah’s Fourteen Points drew the Muslims’ attention to their possible situation under a Congress-led Government and strengthened the Muslim demand for a separate homeland, independent of the Hindus as well as the British.

LESSON PLAN 16

Topic: The road to independence

Duration: Two periods (40 minutes × 2)

Resources: Textbook, Teaching Guide; encyclopedia, Internet

Objective: To study in depth, the struggle for independence

Introduction: In the previous chapter the students have learnt about the two major reforms (1861 and 1892) in the struggle for freedom. Recall by asking:

1. Why is the Indian Councils’ Act 1861 regarded as the first real step towards independence? It allowed some Indians to be on the Viceroy’s Legislative Council, through nomination.

2. Which reform was the next great step towards independence? Morley–Minto reforms of 1909. Discuss the salient features.

Explanation:

Introduce the topic 'The road to independence'. Discuss the importance of the First World War (1914–18) in the struggle for independence of the subcontinent and the role played by the Indian soldiers including the Muslims against fellow Muslim Turks. Why did the British Prime Minister promise self-government after the war?

Explain the role played by Mr. Jinnah towards independence, his place in the Muslim League, and his efforts for a United India when the British would leave. Discuss the role played by Mr. Gandhi.

The Montague–Chelmsford Reforms, 1921 were the third major step towards Independence. Describe and discuss the salient features and explain these points.

(a) a central assembly (b) Viceroy's veto power (c) responsibilities of the central and the provincial governments (d) Indians in the Viceroy's inner cabinet.

Discuss the reasons for rejection by the Congress. Mr. Jinnah was still eager to work with the Congress but the latter was not ready for it.

The Fourteen Points by Mr. Jinnah were presented in 1929 at a Muslim League meeting. Discuss the salient features as given in the textbook. Mr. Jinnah was still in favour of a united India.

Explain Allama Iqbal's vision for a separate Muslim State, even if it was within an Indian Federation.

Second period

The Round Table Conferences:

Discuss the Round Table Conferences of 1930, 1931, and 1932. Explain why these conferences were called, and their outcome.

Causes of their failure:

First Round Table Conference, 1930: Mr. Jinnah attends but Mr. Gandhi does not.

Second Round Table Conference, 1931: Mr. Gandhi attended but demanded a total Hindu-majority rule.

Third Round Table Conference, 1932: None of the leaders attended.

The Communal Award was issued in 1932. Explain its features and why the Hindus were furious and rejected it. There was an out break of violence.

The Government of India Act, 1935, was passed as a solution to the growing differences between the Congress and the Muslim League: Explain the main points: why it was rejected by Congress and the Muslim League. The Muslims believed they would always be in a minority. The Princely States did not like the democratic reforms, and the Hindus disliked the Princes who had a majority in the Upper House.

Effects of the failure: riots and violent agitation against the government.

Conclusion: Recap the main points of each lesson.

Reinforcement: Of the 14 points only four have been discussed in the book. Find out the remaining points.

Homework: Questions and Activities 1–4 on page 78 and the attached Worksheet given as homework will reinforce learning and comprehensions. The Worksheet can also be used for assessment.

WORKSHEET 16 Chapter 16

1. Complete these statements.

- a) The First World War took place in the years _____.
- b) The British Prime Minister Lloyd George promised India _____
_____ after the war.
- c) Quaid-e-Azam Mohammad Ali Jinnah joined the Muslim League in _____.
- d) The _____ reforms of 1921 were a major step towards independence.
- e) The moderate Hindu leader _____ wanted to work with the Muslims.

2. Answer these questions.

- a) Name those figures who represented the Congress to discuss the Montague-Chelmsford Reforms.

- b) When were the Fourteen Points presented by Mr. Jinnah? _____

State any two points.

- 1. _____

- 2. _____

- c) When and where did Allama Iqbal suggest the creation of a separate Muslim State?

- d) When did the British Government issue the Communal Award?

- e) In what ways were Gokhale and Tilak different in their views? _____

3. Write any three salient features of the Government of India Act, 1935.

- 1. _____
- 2. _____
- 3. _____

TEXT PAGES 79–85

This chapter encapsulates the events leading to Independence and the partition of the subcontinent. The role of the Quaid-i-Azam, Mohammed Ali Jinnah, needs no reiteration. He was very definite in his opinions and symbolized the freedom movement of the Muslims.

Simla Conference, 1946: This conference proposed that all of the Executive Council should be Indian, with equal numbers of Muslims and Hindus (high caste) with balanced proportions of other minorities. However, the Viceroy and Commander-in-Chief were to be British—the defence of India would still be a British responsibility. Jinnah felt that Muslims would be reduced in voting to a third in the Executive Council, when the representatives of the Sikhs, Scheduled classes and Christians were included; these would naturally vote with the Hindus. Jinnah was believed to oppose the inclusion of a non-League Muslim (Khizr Hayat of Punjab) in the Muslim allocation. The Simla Conference, though it ended in failure, showed that the Muslim League was now a major force to be reckoned with, and no long-term settlement in India could be achieved without its consent.

Cabinet Mission Proposals, 1946: These have been given briefly on page 81 of the textbook. After the rejection of these proposals, there was nothing left but Partition. Lord Wavell was replaced as Governor General by Lord Montgomery. The British Prime Minister, Attlee, said that Wavell, though a fine soldier, did not understand the political situation, and was biased in favour of the Muslims. Mountbatten was the reverse and was close to Nehru.

Attlee felt that British withdrawal was the only answer if to avoid mass chaos in the subcontinent. In February 1947, Attlee set June 1948 as the date on which Britain would hand over government to the two new separate states of India and Pakistan. Mountbatten had no experience of administration in India, and his second-in-command, Lord Ismay, had been out of touch with the subcontinent since 1936.

The Bill was passed in June 1947, and instead of having a year to sort things out, the two states were to be independent on August 14th 1947, only six weeks later. This was impossible, but the Viceroy felt that there would be uncontrollable chaos if things were left in suspense for a year. The chaos that did occur in those weeks is well known, as millions of refugees, Muslims and Hindus alike, fled to get to their own sides of the borders and hundreds of thousands were killed.

On Independence Day, Mohammed Ali Jinnah became Governor General of Pakistan, as well as President, but he was already in the last stages of illness brought on by unbelievable overwork and stress. His goal had been achieved, but he had little time to enjoy the fruits of most of his life's work.

The students may be taken on field trips to museums and if in Karachi, to the Quaid's mausoleum, Wazir Mansion, and Flagstaff House to learn more about him. A viewing of the film 'Jinnah' should be arranged as the students will learn as well as enjoy the process.

The role of women in the freedom movement: Point out that though cultural conditions inhibited women taking as much part in politics as they did in the West

(though this was only in the 20th century in most countries, and even as late as the 1990s in parts of Switzerland), they were a power behind the movement. They were not only wives and mothers of activists who facilitated the work of the men, but also powerful politicians in their own right. Only a few of these are given here—perhaps students could do some topic/research work for other women involved in the pursuit of the independence of Pakistan, and its subsequent development.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 85:

1. Jinnah, an advocate of a united India, changed his mind largely because of the total intransigence (stubbornness) of Gandhi and the Congress Party. The refusal after the 1937 elections of Congress to allow Muslims any part in the government in areas where the Muslims had a very strong hold, if not an actually controlling, representation. He realized that in at least seven of the eleven provinces in which India would be divided, the Muslims would always be a powerless minority, and subject to the whim of the Hindu majority.
2. The Lahore Resolution basically spelt out the need for a separate homeland for the Muslims of the subcontinent. It said that if the Muslims were to have any life at all in an independent India, there would have to be partition into two separate states.
3. Miss Fatima Jinnah's unswerving support of her brother was vital to Mr Jinnah's career. She also organized the Woman's Wing of the All India Muslim League and founded the All India Women Students' Federation. Other details are given in the textbook. Miss Jinnah's role can be further highlighted by the teachers.

Questions 4 and 5 can be given as group work with the teacher's guidance where required.

LESSON PLAN 17

Topic: Leading the freedom movement

Duration: Three periods (40 minutes × 3)

- Objectives:**
- To impart information about the Quaid's life, personality, the struggle for an independent country and the creation of Pakistan
 - To study the demands and impact of the Lahore Resolution
 - To study the proposals of the Simla Conference and the Cabinet Mission Plan
 - To appreciate the role of women in the freedom movement

Resources: Textbook, Teaching Guide; biographies of the Quaid, Internet

Introduction: In the previous chapter the students have learnt about the Fourteen Points of the Quaid-e-Azam and the Government of India Act, 1935 which promised that India should become a self governing dominion as soon as possible. Ask the students which were the two political parties struggling for freedom (the Indian National Congress and the Muslim League) and who was leading the Muslim League.

Explanation: Talk about the dedication, energy, and brilliance of Mr. Jinnah and ask why people called him 'Quaid-e-Azam' (the great leader). Talk about his family background, education in and outside the country, his career as a lawyer, and his interest in the country's politics.

Explain Quaid-e-Azam's political journey, the political party he first joined (the Indian National Congress

in 1906) and that he was elected to the Indian Legislation Council in 1910. Ask when he joined the Muslim League (1913); mention his recognition in the Muslim League and his appointment as President of the party in 1916. Talk about Mr. Jinnah's efforts for unity between the Hindus and the Muslims, and the Lucknow Pact.

Talk about Mr. Gandhi's insistence that the Hindus, as the majority, should form the government. Quaid-e-Azam resigned from both the Muslim League and the Congress, as riots began and politics was taking an ugly turn.

Discuss the 14 points of Quaid-e-Azam and their rejection by the Congress. Jinnah, disappointed by the Congress politics, left for London in 1930 to practice law. He attended the first two Round Table Conference in London in 1930, and 1931 but he was not invited to the third conference in 1932.

He became the permanent President of the Muslim League in 1931 and contested in the 1937 elections. The Muslim League lost.

The Congress won in seven provinces out of eleven provinces and refused to allow the Muslim League to join the Government. At the Lahore Resolution of 1940 Mr. Jinnah, for the first time, supported two separate states.

Second period

The Second World War ended in 1945. The British government now focused on British rule in India and the transfer of power to the Indians.

The Simla Conference was held in 1945 under Lord Wavell, the Viceroy. There was disagreement on the representation of Hindus and Muslims and Mr. Jinnah rejected the proposal.

The Cabinet Mission Plan was proposed by the British government in 1946 but was rejected by Congress and the Muslim League. Explain the Cabinet Mission Plan (India to be divided into three parts). Quaid-e-Azam rejected the plan when Mr. Nehru declared that the future government would not be bound by these terms.

In early 1947 the UK government agreed to two separate states. A bill was passed on 4 June 1947 that India would be independent on 15 August 1947. The matters were to be settled in six weeks which were not enough.

Pakistan emerged on 14 August 1947 and Quaid-e-Azam was sworn in as the Governor General of Pakistan. He died on 11 September 1948.

Discuss Quaid-e-Azam's role as a leader, and his achievements.

Third period

The Role of Women in the Freedom Movement: Talk about some women leaders of Pakistan, past and recent (Miss Fatima Jinnah, Begum Ra'ana Liaquat Ali Khan, Benazir Bhutto, etc.). Discuss how they had been participating in political and social activities in spite of restrictions.

1. Talk about the mother of the Ali brothers, (Bi Amma), and give an overview of her role. Bi Amma's real name was Abadi Begum; she supported her sons in the freedom movement.
2. Maulana Mohammad Ali Jauhar's wife, a purdah-observing lady, was a member of the All India Muslim League's working committee. She was the first female member to address a public meeting.

3. Begum Jahanara Shahnawaz represented the Muslims in the First Round Table Conference in London. She was a member of the Punjab Legislative Assembly and the All India Muslim League Council. After independence she became a member of the Constituent Assembly set up to frame the constitution.
4. Begum Ra'ana Liaquat Ali Khan was the wife of the first Prime Minister. She formed a Woman's Voluntary Service and National Guard. She was a very good orator, and was well informed about British India's point of view. After independence she worked for the rehabilitation and uplift of Pakistani women. She was also Ambassador to the Hague and the Governor of Sindh.
5. Lady Nusrat Haroon, the wife of Sir Abdullah Haroon, belonged to Sindh and was elected as the President of the All India Muslim League in 1943. After independence she was actively involved in the rehabilitation of displaced families.
6. Lady Sughra Hidayatullah, from Sindh, also actively participated in the Freedom Movement.
7. Begum Shaista Ikramullah, who belonged to a prominent political family, organized the Muslim Girl's Students' Federation. She was a member of the All India Muslim League Council, member of the Constituent Assembly after independence, and the Ambassador to Morocco. She was also an acknowledged writer; her book 'From Purdah to Parliament' is available in Urdu too.
8. Begum Salma Tasaddaq Hussain was the Secretary of the Punjab Muslim League and also member of the All India Muslim League in 1937.
9. Miss Fatima Jinnah, the youngest sister of Quaid-e-Azam, is the most prominent figure who stood by her brother.

She organized the Women's Wing of the All India Muslim League and founded the All India Women's Students Federation. She is acknowledged as Madar-e-Millat, the Mother of the Nation, and is a role model for Pakistani women. She died in Karachi in July 1967.

Conclude the discussions. There were scores of other women who participated in the Freedom Movement and after independence as well.

Conclusion: Recap the main points of each lesson.

Reinforcement: Collect more information about the (1) Simla Conference (2) Cabinet Mission Plan (3) Read the book by Shaista Ikramullah and review it.

Homework: Questions and Activities 1–5 on page 85 are to be done as homework. The attached Worksheet could be given as homework or used for class work.

WORKSHEET 17 Chapter 17

1. Choose the correct answer:

- a) Mohammad Ali Jinnah studied law in _____.
 - i) Germany
 - ii) France
 - iii) London
 - iv) Italy
- b) Mohammad Ali Jinnah was elected to the Indian Legislative Council in _____.
 - i) 1906
 - ii) 1910
 - iii) 1907
 - iv) 1911
- c) The Lahore Resolution was passed in _____.
 - i) 1930
 - ii) 1935
 - iii) 1943
 - iv) 1940
- d) The Second World War came to an end in _____.
 - i) 1939
 - ii) 1945
 - iii) 1948
 - iv) 1947
- e) The Cabinet Mission Plan was proposed in _____.
 - i) 1943
 - ii) 1942
 - iii) 1946
 - iv) 1941

2. Complete the following statements.

- a) Miss Fatima Jinnah organized the _____ of the All India Muslim League.
- b) _____ was the residence of Miss Fatima Jinnah till her death.
- c) _____ represented the Muslims of the subcontinent at the First Round Table Conference in London.
- d) _____ organized the Muslim Girl Students Federation.
- e) Begum Ra'ana Liaquat Ali Khan formed the _____
_____ and _____.

TEXT PAGES 86–93

During World War II, the Indian forces were involved in all theatres of war, especially in North Africa and, most important of all, in the Burma campaign against the Japanese, where they fought with incredible bravery and tenacity. The Japanese armies came within less than 100 kilometres of the Indian frontier before they were halted during the terrible battles of Kohima and Imphal (1944). The armies here were two thirds Indian and one third British: five Victoria Crosses, the rarely given highest medals in the British army, were awarded here—three to Indian soldiers. The Japanese were defeated and sent into headlong flight southwards, without weapons or ammunition, starving, and their uniforms little more than rags; after the dropping of the atomic bombs on Hiroshima and Nagasaki in 1945, the war came to an end.

There was considerable support for the Japanese cause in India itself, but had they occupied the subcontinent, the reality would have been very different and there would certainly have been no independence, in the short term at least. The Japanese treatment of conquered people was appalling, though perhaps many Indians felt that if they were to be subjugated it would be better at the hands of an Asian country than a Western one. The offers made by the Cripps Mission (1942) were an attempt to keep India ‘on the British side’.

Meanwhile, the Two Nations policy had come to the front with Mr. Jinnah’s Lahore Resolution of 1940. The name PAKISTAN has several interpretations though the one given is the most generally accepted.

The Simla conference has been adequately covered both in the textbook and in the previous chapter. The Cabinet Mission Plan of 1946 broke down because of the implacable opposition of the Hindus and Muslims: the Hindus’ objective was total domination. A provisional government was formed. But back in Britain, dramatic political changes had taken place.

In the election of 1945, a Labour (Socialist) majority had been returned to power and the new prime minister, Attlee, said that India would be given total independence in July 1948. Mr Jinnah demanded, and was given, a totally separate Muslim state.

The Boundary Commission frantically went to work with three Hindu and three Muslim judges to draw up the frontiers. Many of these were automatic; provinces where there were Muslim majorities became Pakistan. However, there were also some highly controversial decisions. The night before the announcement of the Boundary Commission’s findings, a meeting took place with Nehru, Mountbatten and others, but NOT Mr Jinnah. When the findings were announced there was a dramatic surprise—the districts of Ferozpur and Gurdaspur which were predominantly Muslim had been awarded to India. The reason soon became obvious as these places formed a rail and road link to Kashmir so that, if necessary, Indian troops could be rushed there. It may also have been India’s demand to control the headwaters of the five rivers, but most people suspect a much more sinister motive. Kashmir, with its vast Muslim majority, but ruled by a Hindu dynasty, had visions of remaining independent. Both India and Pakistan desperately wanted Kashmir, and in the event of a war, India wanted easy access. The war when it did come, in 1948, resolved little except partition of the

country into Pakistan and Indian controlled areas, and the UN's demand for a plebiscite to be taken, to judge the popular vote there, has never been fulfilled. Kashmir remains a festering sore. The aggressive attitude of India has strongly influenced the arms race between the two countries, culminating in both nations becoming nuclear powers.

PROBLEMS FACING THE YOUNG PAKISTAN

India's retention of the name 'India' gave it an automatic seat at the UN. Pakistan also became a member almost immediately on independence, in 1947.

Military forces recruited in Muslim areas formed the basis of the Pakistan army from scratch, but they were without much of the military hardware which India took for itself. The administration had to work initially in Nissen huts, and there were desperate shortages of such basic equipment as typewriters and other office machinery. The division of assets at partition was absolutely unfair as India retained the bulk of the industries, weaponry, and wealth, while Pakistan was given a paltry handout. It is known that the Nizam of Hyderabad (in India) generously supported the newborn state by transferring money to the new government.

The refugee problem was acute as millions of people, many of them unskilled, had to be housed and maintained. India's refugees, fewer in number, were spread over a much wider area.

(Nissen huts are tube-like, elongated structures covered with semi-circular corrugated, iron roofs. They are named after the man, Nissen, who designed them as temporary housing. Some of these could be seen near the road to the wharf in Karachi.)

India's control of the headwaters of the five rivers, which are Pakistan's lifeblood, was a desperate problem until settled by the Indus Water Treaty (1959–60). India could, in effect have starved Pakistan into submission by cutting off water to the Indus valley. Also, Pakistan had few essential minerals and virtually no industrial infrastructure to exploit these. As a result, the desperately poor nation had to import heavily in a global market, where so many nations were clamouring for these same commodities, as a result prices were high. This slowed down Pakistan's development which saw some progress in the Ayub era, and then between 2002 and 2007.

The division of the country into East and West Pakistan seems such an obvious disaster, especially as under a democratic form of government, the eastern wing, with its larger population, should have been able to dominate the nation. The distance between the two parts emphasized the differences and made government impossible.

Corruption—alas, always endemic in the subcontinent—has siphoned off so much desperately needed money into private pockets.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 93:

1. It was harder for Pakistan to establish itself as a working country, after partition because as compared to India, it had less than its due share of everything at Partition—except problems! It was financially in a desperate state, and was bailed out, to some extent, by the Nizam of Hyderabad. It had no administrative, military, industrial, or professional infrastructure. With the death of its two ablest leaders, it had a leadership crisis as well. Some other problems were the poor communication system; millions of refugees to be accommodated; virtually, a total lack of equipment, even such basic items as typewriters and office machinery; lack of efficient, competent, and trained personnel to run a new state, and those that were good often lacked experience in circumstances of such magnitude; the usual widespread corruption and inefficiency of officials; the Kashmir problem; India's control of the

vital water supply; poor natural resources; low numbers of trained administrators, civil servants as most were taken over by India. The disaster of the death of the Quaid-i-Azam so early and followed soon by the assassination of Liaquat Ali Khan posed more problems for Pakistan.

2. The sheer pressure of the Second World War on the western countries loosened their grip on their colonies. Britain, as one of the biggest colonizers, felt a greater impact and its largest colony, the subcontinent, was among the earliest to gain independence.
3. The Cabinet Mission's proposals pleased no one. The Muslims would always be a minority in a united India, and though they would have some autonomy in the four provinces, control of defence, foreign affairs, and communications would always be in the hands of Hindus. The princes objected to losing power (and wealth) in a new democracy. The Hindus wanted complete and permanent domination and rejected even the small concessions suggested to Muslims by the mission.
4. The countries that gained independence soon after World War II were Korea, Israel, Palestine, and Sri Lanka (Ceylon).

Question 5 can be given as group work; guide students where needed, with some points such as 'Did your grandparents migrate to Pakistan? If so, when?' (i.e. if they did, at all!)

LESSON PLAN 18

Topic: 1937 — 1946: The last steps to independence

Duration: Four periods (40 minutes × 4)

Objectives:

- To study the effects of World War II on Britain's relations with the subcontinent
- To follow the course of events from post-war elections in Britain to independence in the subcontinent, and the decisions of the Boundary Commission
- To outline the problems facing young Pakistan

Resources: Textbook, Teaching Guide, special supplements of newspapers, Internet

Introduction: This chapter covers the Freedom Movement of the subcontinent with special reference to World War II and the post-war elections in Britain to independence in the subcontinent.

Discuss with the students the main point of the Lahore Resolution of 1940 (division of the subcontinent into two separate states for the Hindus and the Muslims) and its aftermath.

Talk about how World War II affected the colonial countries. The British government, weakened by the war, made the offer towards greater autonomy.

Explanation: Explain the complete change of policy by Mohammad Ali Jinnah who had fought all his political life for a united India. What led to this dramatic change?

Explain the proposals presented by the Cripps Mission and the Muslims' response. Explain why the Congress and Muslim League rejected the proposal.

Discuss the civil disobedience movement by the Congress and the Bengal Famine of 1943 and their impact.

Explain the proposals of the Cabinet Mission of 1946 and its failure when Mr. Nehru's statements revealed the real intention of the Congress for total domination.

Mention the formation of interim government in 1946. Jinnah proposed five names including a Hindu to represent the Muslim League. Mr. Liaquat Ali Khan was given the important position of Finance Minister.

Second period

Independence for the subcontinent, 1947: Explain that in Britain the Labour Party won the 1945 election and the Prime Minister Mr. Attlee promised to withdraw from the subcontinent in August 1948. Britain agreed on a separate state for the Muslims as demanded by Quaid-e-Azam. The date was brought

The Indian Independence Bill was passed by the British Parliament (explain its main points) and a Boundary Commission was setup under a senior British Judge, Sir Cyril Radcliffe. Explain its composition. Discuss the outcome: terrible riots broke out with the announcement of Independence. Millions fled from both sides and hundreds of thousands lost their lives and property.

Discuss the decision taken by the state of Junagadh and Hyderabad. Focus on what the main cause of the Kashmir problem is and why it is still unresolved.

Third period

Problems facing the young Pakistan:

1. Explain why India insisted on retaining the name 'India'. This would allow for the taking over of all the British institutions like civil services and military forces and administration by India while Pakistan had to create these anew.
2. Distribution of assets: Pakistan was given a poor deal as India retained not only the bulk of industry but also the resources as well as the funds. This put the new country in a comparatively weak position, especially the problem of settling the refugees.
3. Refugee problem: approximately eight million Muslims fled to Pakistan; this had to be resolved within limited resources. India too had six million refugees but it was a vast country and had comparatively more resources.
4. The death of Quaid-e-Azam and the assassination of Prime Minister Liaquat Ali Khan left the country without inspirational leadership.
5. The Kashmir problem would mean more efforts and money for its defence at the cost of the building up of the state.
6. The land of the new country Pakistan was less fertile and India had the control of the sources of the great rivers. Pakistan had less mineral wealth and no industry.
7. There was a great distance between East and West Pakistan; there was little in common among these two parts except for their religion. Governing them as one country was extremely difficult.
8. Widespread corruption and fraud damaged Pakistan's image on the international level and brought it on the verge of bankruptcy.
9. Constant political crises throughout the 1950's, especially in West Pakistan, led to the imposition of Martial Law in 1958.
10. There were problems with the distribution of water from the River Indus which was eventually solved with the help of the World Bank.
11. Pakistan went through crisis after crisis—wars and natural disasters—but the spirit of its people has been a major source of strength towards its development.

Conclusion: Recap the main points of each lesson.

Reinforcement: Collect pictures of the heroes of the Freedom Movement and develop a summary of their contribution.

Homework: Questions and Activities 1–4 from page 93 may be given as homework. Worksheet 18 may be completed as class work or used for assessment.

Fourth period

Project work and research will help to reinforce learning through interaction. Activity 5 on page 93 can be done in groups and presented in class in the fourth period.

WORKSHEET 18 Chapter 18

1. Complete the following paragraph.

The delegation of the British government under Sir Stafford Cripps visited India in _____ . He offered _____ in return for Indian support during World War II. The plan also allowed provinces the choice to _____ or _____ from the Indian Union. The Congress _____. The Muslim League _____ the Cripps offer as it did not concede Pakistan as a _____. There was widespread _____ dealt with severely by the _____. Things got worse with the famine in _____ in 1943.

2. The following questions are about the Cabinet Mission. Provide the answers.

- a) What would be the composition of the All-India Union?

- b) List the responsibilities of the Central Government.

- c) What was the provincial grouping proposed by the Cabinet Mission Plan?

- d) Why did this plan collapse?

- e) When was the Interim Government formed?

WORKSHEET 18 Chapter 18

f) How many members were nominated by Mr. Jinnah?

g) Who was awarded the post of Finance Minister?

3. Answer the following questions about the state of Jammu and Kashmir at the time of Independence.

a) Who was the ruler of Jammu and Kashmir? Who made up the majority in Kashmir?

b) Which country did the ruler of Jammu and Kashmir join?

c) What was Pakistan's reaction?

d) What happened consequently? Give the details.

e) What did the U.N. propose? How did India react?

TEXT PAGES 94–99

The political instability that has dogged Pakistan for much of its existence probably began with the deaths of Mohammed Ali Jinnah and Liaquat Ali Khan, so early in the country's history. Opportunists rushed in to try to fill the power vacuum. In its first 50 years (of which more than 20 have been under military rule) Pakistan has had thirteen presidents, or equivalent, and eighteen prime ministers, of whom two have had two separate terms each.

Perhaps students could look up the details, with names and dates, as a class project.

Language riots, 1952–53. The government tried to impose the use of Urdu as the official language of Pakistan, a language which few Bengalis of the east wing could speak. This aggravated their demand for more equal representation as they formed more than half the population of the whole of Pakistan, but had the same number of seats in the National Assembly, as the One Unit policy in the west wing (1955) ensured parity.

Ayub Khan's rule (1958–69): Though undemocratic, his rule gave Pakistan a breathing space, and there were enormous advances in all fields of agriculture, industry, exports, and law reforms, but with little change in the basic structure of society (page 96). There was, in fact, an intensification of the old (feudal) order with the domination of a few powerful families, leaving the labouring people worse off than ever. Some of the old cadre though still remembers the Ayub era with nostalgia.

It was during the Ayub government that Zulfikar Ali Bhutto rose to prominence as the Foreign Minister. In 1968 he launched his political party, the Pakistan People's Party (PPP).

Yahya Khan took over in 1969 from an ailing Ayub Khan, and felt strong and secure enough to make some significant political changes. The abolition of the One Unit policy and the introduction of one-man-one-vote in both wings was, even if politically correct, an obvious error. In the elections of 1970, the new franchise system naturally gave East Pakistan a majority of seats in the National Assembly as the Awami League won the majority of the votes. But differences arose between Yahya, Bhutto, and the east wing leader, Sheikh Mujibur Rehman, who should theoretically have become Prime Minister of all the Pakistan. When these could not be resolved, there were widespread riots in the eastern wing. The East Pakistan army rebelled against its West Pakistan officers; people refused to pay taxes to West Pakistan officials. As the rioting and killing grew worse, the Indian army, equipped with the most sophisticated equipment, crossed the border. The West Pakistan army could not be reinforced by air, as the air space was controlled by India: the only way was by sea, and any ships sent would no doubt have been attacked by the powerful Indian navy. The remnants of the West Pakistan army retreated to Dhaka, and surrendered to the rebels on 16 December 1971, and Bangladesh became an independent state.

Bhutto became president of Pakistan and restored a democratic government—for a while. From 1971–77, Bhutto began significant changes, with a genuine two-chamber government in control and the president largely a ceremonial head of state. Bhutto also set up major steel and engineering industries with Russian and Swiss help; in 1974 he organized and hosted the Islamic Summit Conference in Lahore, a historic event.

But he introduced many socialist ideas which ultimately damaged the economy. Though he won the elections of 1977, there were riots and another military coup, this time by the army chief of staff, General Zia ul Haq.

General Zia ul Haq began to turn the country into a strict Islamic state. He promised elections, but when they finally came in 1985, he was the only candidate and there were no political parties. Zia became more and more autocratic, while Pakistan slipped deeper and deeper into debt, having to borrow vast sums from the IMF. The cost of running the army and the repayment of foreign loans took between 85–90 per cent of the national budget. This decade also saw the involvement of Pakistan in the Russo-Afghan war (whose disastrous fallout effects still haunt the country). There was great unrest in the country...and then in 1988, Zia was killed in a most mysterious air crash near Bahawalpur.

Democracy was restored and **Benazir Bhutto**, who had returned from exile in 1986, became prime minister—the first, female, Muslim head of the government—after elections in 1988. However, in 1990 she was dismissed because of allegations of corruption, and other economic problems. **Nawaz Sharif** then became prime minister, but was forced to resign by the army three years later. Benazir Bhutto was re-elected in 1993, but in 1996 she was made to resign again because of allegations of corruption. Once more Nawaz Sharif became prime minister (1997).

In October 1999 the Army chief, **General Pervez Musharraf** and his senior officers were on a commercial flight from Sri Lanka to Pakistan when it was ordered by Nawaz Sharif to be diverted out of the country. No doubt there were measures that if it did so and landed in a nearby country, the general would not be allowed to return. But by great skill, contact was made with the army and the plane landed at Karachi. The assemblies were dissolved and General Musharraf assumed the role of leader of the country.

This was obviously not democratic, but the ends sometimes justify the means. The military government gave the country seven years of stable government at a very difficult time indeed, for Pakistan and the Muslim world. The events of 11 September 2001 in New York and Washington strongly impacted Pakistan's internal and external situation and its economy.

National and provincial elections were restored in 2002, with General Musharraf as president. His term of office was extended until 2007.

Internal insecurity due to retaliation by militants for the government's support of the West's war on terror and problems with the judiciary dogged the Musharraf government. The exiled leaders of the two main political parties, Benazir Bhutto and Nawaz Sharif, were allowed to return to Pakistan and participate in the elections to be held in January 2008. Sadly, Benazir Bhutto was killed in an election rally in Rawalpindi on 27 December 2007—an event which shocked Pakistan and the international community (details on pages 98–99). Elections took place in February 2008 and were won by the PPP. The current prime minister is Syed Yousuf Raza Gilani and the president is Asif Ali Zardari, co-chairman of the PPP.

A return to total democracy is in sight, though a strong central government has been essential, in the current context.

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 99:

1. Some of the significant aspects of the Ayub era are: improvement in law and order; establishment and progress of industry; improvement in agricultural methods and output; fair distribution of water resources in the west wing; legislation of family laws.

2. The first decade, 1948–58, was one of political turmoil and the resulting instability was in sharp contrast to the steady situation across the border. This affected the growth and progress of the country.
3. ‘Devolution of power’ means giving the common man a greater say in matters that affect his life, livelihood, and security, among other things. It means decentralization of power, by giving authority at the ‘grass-roots level’.
4. If the political situation is stable, the country will have a better climate for investment and economic growth. This generates jobs and provides incomes and spending power. The increased revenues allow the government to invest in schemes beneficial to the people, such as health care and education.
5. A good topic for discussion—students can jot down points and answer.

LESSON PLAN 19

Topic: Pakistan—1947–71 and beyond

Duration: Four periods (40 minutes × 4)

Objective: To promote an awareness among students of the problems facing Pakistan since 1947

Resources: Textbook, Teaching Guide; newspapers, Internet

Introduction: This chapter reviews the events that took place from independence (14 August 1947) to the secession of East Pakistan (Bangladesh) in 1971 and then to the current political situation of the country. Since the students are witness to the current situation ask a few questions to arouse their interest and then write the topic on the board.

Explanation: In 1947 Quaid-e-Azam Mohammad Ali Jinnah was sworn in as Governor General and Liaquat Ali Khan as the Prime Minister of Pakistan. Quaid-e-Azam died on 11 September 1948—a blow for the new country.

1948–1951: Khwaja Nazimuddin was the next Governor General of Pakistan and Mr. Liaquat Ali Khan continued as Prime Minister. After the assassination of Liaquat Ali Khan on 16 October 1951, Ghulam Muhammad Khan became the third Governor General and Khwaja Nazimuddin was appointed as the Prime Minister.

Discuss the constant changes in leadership in the early years, the period of military rule and emerging democracy.

In 1952–53 language riots broke out in East Pakistan. Explain the reasons. Mohammad Ali Bogra was appointed Prime Minister.

1955–58: explain what ‘One Unit’ was and its objective and consequences.

Ghulam Mohammad retired due to ill health in 1956. General Iskander Mirza became the fourth Governor General.

In 1956 a new constitution was drawn up and Pakistan officially becomes an Islamic Republic with General Iskander Mirza as President. Elections were planned but were not held due to riots. On 7 October 1958 General Iskander Mirza dismissed the assemblies and imposed martial law. General Ayub Khan was appointed as Martial Law Administrator.

Second period

Recap the previous lesson and continue onwards.

Three weeks later General Ayub Khan dismissed Iskander Mirza and became the President. Strict measures were taken against law breakers, and law and order was restored.

1959–69: This decade is generally known as the Ayub Khan era, a period of change and growth. The steps taken by him were:

- Basic Democracies: explain their function (as base for electoral rolls).
- Martial law was replaced by the presidential form of government in 1962.
- Elections were held in January 1965. Ayub Khan won the election against Miss Fatima Jinnah.
- 6 September 1965: Pakistan was invaded by the Indian Army. A ceasefire was agreed upon on 22 September 1965. 6 September is commemorated as Defence Day.
- The Tashkent Conference was held in January 1966. Explain the details. Ask the students to look for Tashkent in the atlas and to find out the name of India's then Prime Minister (Lal Bahadur Shastri, who died during his visit to Tashkent).
- In 1968–69 protests were held against Ayub Khan and new leaders emerged. They were Sheikh Mujibur Rehman and his Awami League in East Pakistan and Zulfikar Ali Bhutto as the under of Pakistan People's Party in West Pakistan..
- Ayub Khan eventually resigned in 1969, and power was handed over to General Yahya Khan who imposed Martial Law.
- Explain the strengths and weaknesses of the Ayub era. (Consult the textbook).

Third period

1969–71: Yahya Khan promised a new constitution and elections. He abolished 'One Unit' and gave one-man-one-vote rights to both wings of the country; East Pakistan got an automatic majority as its population was larger than West Pakistan's.

Elections were held in 1970. Mujibur Rehman's Awami League won 160 out of 300 seats and Zulfikar Ali Bhutto and his People's Party won 81 seats. However, there was disagreement over the Prime Ministership as both Mujibur Rehman and Bhutto claimed it.

Explain the events leading to the secession of East Pakistan as Bangladesh on 16 December 1971.

Yahya Khan resigned and Bhutto became Martial Law Administrator and President of West Pakistan.

The following years 1971–99 can be roughly divided into:

- a. The Bhutto era: 1971–77
- b. The Zia era: 1977–88
- c. Reaching for democracy: Benazir Bhutto and Nawaz Sharif (1988–99)

Briefly discuss the developments and events of the period 1971–99.

Fourth period

12 October 1999:

Describe the events that caused General Pervez Musharraf to displace Nawaz Sharif and assume power as the Chief Executive in addition to being the Chief of the Armed Forces. Explain the review of the Supreme Court allowing him three years to restore democracy.

Elaborate on General Musharraf's 'devolution of power' plan and local bodies' election held for the offices of 'Nazims'. Elections to National and Provincial Assemblies were held on 30 April 2002. Musharraf became President. General Musharraf's presidency was extended for five years, till 2007, after a referendum on 30 April 2002. Discuss the gradual development of the economy during his era and the reasons.

Talk about the unfortunate event of 11 September 2001 in New York, USA and explain its effects on Pakistan. Elections were held in 2004—Shaukat Aziz became the Prime Minister.

The next elections were scheduled for January 2008. In 2007 Benazir Bhutto and Nawaz Sharif returned from exile but Benazir Bhutto's tragic assassination on December 27, 2007, in Rawalpindi was a shock for the country.

Elections were postponed and held in February 2008. Pakistan People's Party won the elections. Syed Yousuf Raza Gilani became the Prime Minister and Pervez Musharraf resigned as President. Benazir Bhutto's husband and co-chairman of PPP, Asif Ali Zardari, was sworn in as President.

Conclusion: Recap the main points of each lesson.

Reinforcement: Make a dateline of the important events from 1947–71.

Homework: Questions and Activities 1–5 page 9 are to be done for homework. The attached Worksheet can also be given as homework or used for assessment.

WORKSHEET 19 Chapter 19

1. Arrange the names of the Governor Generals of Pakistan in chronological order with the dates.

- | | |
|---------------------------|-------------------------|
| i) General Iskander Mirza | ii) Mohammad Ali Jinnah |
| iii) Ghulam Mohammad | iv) Khwaja Nazimuddin |

2. Choose the correct answers.

a) 'One Unit' was established in _____.

- | | | | |
|---------|----------|-----------|----------|
| i) 1950 | ii) 1955 | iii) 1952 | iv) 1947 |
|---------|----------|-----------|----------|

b) Pakistan officially became an Islamic Republic in _____.

- | | | | |
|---------|----------|-----------|----------|
| i) 1956 | ii) 1957 | iii) 1967 | iv) 1965 |
|---------|----------|-----------|----------|

c) Pakistan was invaded by the Indian army over the Kashmir issue on _____.

- | | |
|-----------------------|--------------------|
| i) 6 October 1966 | ii) 14 August 1967 |
| iii) 6 September 1965 | iv) 6 October 1969 |

d) The Tashkent Conference was held in _____.

- | | |
|------------------|------------------|
| i) February 1966 | ii) May 1966 |
| iii) March 1967 | iv) January 1966 |

e) Bangladesh was created on _____.

- | | |
|-----------------------|----------------------|
| i) 16 December 1971 | ii) 6 December 1970 |
| iii) 26 December 1972 | iv) 16 November 1971 |

3. Answer the following questions.

a) Who abolished 'One Unit'?

b) Who introduced 'one-man-one-vote'?

c) Who was the first Chairman of the Pakistan People's Party?

d) In whose era were family laws reformed?

WORKSHEET 19 Chapter 19

- e) On which date did General Pervez Musharraf assume charge as the Chief Executive and Chief of the Armed Forces?

- f) When and where was Benazir Bhutto assassinated?

4. Match the following.

- | | |
|------------------|----------------|
| a) Bhutto era | i) 1959–1969 |
| b) Ayub era | ii) 1999–2008 |
| c) Zia era | iii) 1972–1977 |
| d) Musharraf era | iv) 1977–1988 |

TEXT PAGES 100–107

Until little more than two centuries ago, the great mass of the population had no real rights; they were at the mercy of the 3–5 per cent who made up the landowners, nobles, and aristocrats; this was the universal norm, not restricted to just the subcontinent. There had been attempts by kindly rulers in the past to make the lot of the ordinary people better, but what they gave the people was what they, the rulers, thought they wanted. The people were not consulted.

Perhaps it might be worthwhile looking at the way the great religious leaders—Buddha, Jesus Christ, and the Prophet Muhammad (PBUH)—were all saying much the same thing: they stressed the importance of justice, equality (race and gender), mutual respect, freedom. It is only human beings who have distorted these to suit their own political or personal ends. The great philosophers of the past also said much the same thing as the religious leaders.

In the West, the first breakthrough was in the Magna Carta which gave common people what we consider normal human rights. Though this document was initially intended as rights for the nobles, its clauses spread downwards to embrace the ordinary people. Four copies of the original document exist and they were considered so valuable to democracy, that at the beginning of World War II when it was feared that the Nazis would invade Britain, these documents were shipped in great secrecy to the USA for safety.

In the 18th century, in Europe there was a strong feeling against injustice, and a number of philosophers showed what they thought was right for ordinary people. The French philosophers, Rousseau and Voltaire, were especially important as the principles they laid down were the basis for the French Revolution (1793) which set the world on the course to democracy.

Some of the philosophers were concerned not only with the great issues of state but also taught about what they thought was right at a family level. For instance, John Locke in his 'Essay concerning Education' (1693) wrote this advice to parents for their sons' education:

'Let his bed be hard, and (have) rather quilts (i.e. hard straw mattresses) than feathers. Hard lodging strengthens the body, whereas being buried every night in feathers melts and dissolves the body, and is often the cause of weakness and the forerunner of an early grave. It causes many body indispositions, and that which the root of them all a tender, weak constitution, which is very much owing to soft beds.'

There is a lot of material on pages 106–7 for discussion.

Voting—why should we do this? What about corrupt systems and corrupt people we may elect?

Why should we be educated to read and write? We have phones and radio and television, so that we do not have to read to find out what is happening in the world: this is the usual argument. Why is this idea wrong?

Respecting life, liberty, and ideas of others—political, religious, social ideas: should we tolerate those whose ideas are antisocial, such as criminals?

How far should we tolerate antisocial behaviour? Loud music, noise, sights (ugly decoration on houses, hoardings, etc.), pushing in queues? Get pupils to suggest other antisocial behaviour they have encountered.

Many people who are scrupulously honest as regards paying for goods in shops, for travel, etc. feel that it is all right to cheat the government a bit with avoiding taxes. Is this right?

ANSWERS TO QUESTIONS AND ACTIVITIES, PAGE 107:

1. People's wishes about their lives and future should be respected because: a) everyone has the right to live according to their choice (albeit within the social and cultural norms), b) the individual is directly affected, therefore, whatever is decided for him/her should be by mutual consent.
2. Yes, because both thinkers put forward ideas that were ahead of their times and more in line with modern thought.
3. Confucius' views were culturally apt for his country and people as there was a culture of ancestor worship. However, a ruler and his government must be very good and correct to be universally loved and obeyed, otherwise it is unrealistic and too much power corrupts the ruler.
4. The Magna Carta is important because it defined and limited the rights and privileges of the rulers and nobility. This became the basis of rights for the common people.
5. This can be a group discussion and will generate interesting feedback.
6. Salahuddin Al-Ayyubi is known for his fair and just governance, and his chivalry and generosity of spirit. It would be interesting to do research and compare him with his contemporaries in the East and the West.
7. The French Revolution toppled the French monarchy and gave greater power to the common man. The success of the French Revolution inspired the Americans to fight the British for their independence and also to give freedom and more rights to the black Americans who were treated as slaves.
8. This is another topic for pair work and class discussion.

LESSON PLAN 20

Topic: Human rights

Duration: Four periods (40 minutes × 4)

Objectives:

- To enable students to understand Human Rights as an integral part of life and of society as a whole
- To understand that rights are linked to duties

Resources: Textbook, Teaching Guide; newspaper and reference books, Internet

Introduction: The students have already studied about the basic human rights in Class 6.

Ask them how they would feel if they were not allowed to live as they wished or if they are not allowed to speak their mind or how they would feel if they are not treated equally, and so on. Lead the discussion to conclude that everyone wants certain rights to be guaranteed by the society. These are called Human Rights. Introduce the topic on the board.

Explanation:

Ask the students whether they see discrimination in rights among people around them. Are the poor discriminated against by the rich? Discuss and note their responses.

Mention that there have been people who thought about these injustices and tried to speak up for the rights of the common people, especially the disadvantaged ones.

Tell them that in the past the society was generally divided into three classes:

1. The nobles
2. The merchants and the traders
3. Peasants and labourers

The rulers belonged to the noble class who were a minority and did not give any rights to their people.

But there were some rulers in ancient times who believed in giving rights to their people e.g. Asoka and Buddha, who wanted to make the life of the ordinary people better.

Discuss the situation of human rights in ancient times. In Greece women and slaves had no rights. In Rome slaves had no rights. They were even killed by their masters. Explain the position of women in general and the powers noblemen had over the common people.

Explain that many of the prophets also fought for people's rights. Discuss how the pharaohs of Egypt treated their people. Tell them about the prophet Hazrat Musa (AS) who is revered by Jews, Christians, and Muslims alike. Talk about his struggle against the pharaohs. Discuss Hazrat Isa (AS) and explain his teachings.

Talk about Hazrat Mohammad (PBUH), Allah's messenger and prophet, who preached about the dignity of man and equal status of all before Allah. Ask the students what he preached in his last sermon against racial discrimination, equality of all as individuals: he said that the best people were those who obeyed God's laws and did good deeds for others.

Second period

Continue with the 'thinkers'; These were the ancient philosophers.

1. Confucius was a Chinese philosopher of the 4th century BCE. He said the state should be like a father figure. He strongly advocated respect for parents, elders and teachers. Encourage students to do research on Confucius and the other Chinese philosopher Lao Tzu.
2. Plato (c. 429–347BCE), the famous Greek philosopher, set up the 'Academy' (a college). His well-known book 'The Republic' advocated education for both boys and girls. His famous pupil Aristotle was the tutor of Alexander the Great.
3. Socrates (496–399BCE), was a Greek philosopher too. He compelled people to think about life, values, rights, and responsibilities. Tell the students why he was forced to drink a poisonous brew called hemlock. He preferred death rather than denying the truth. Plato was Socrates' famous pupil.

The Magna Carta, the Great Charter, is a historic document that the English king John, a cruel ruler, was forced to sign, in 1215, by his nobles who had prepared this charter. Magna Carta became a symbol for controlling the ruling class. To explain its main clauses consult the textbook.

John Locke, the 17th century English philosopher, emphasized the importance of education. He said that monarchs do not have the divine right to rule. People can throw them out if they are not fair in their dealings.

Rousseau and Voltaire were both strongly influenced by the views of John Locke. Their opinions and writings contributed to the French Revolution. Rousseau's famous book—'Social Contract'—advocated liberty and rights for the people.

Explain the motto of the French Revolution—Liberty, Equality and Brotherhood. Explain why it failed. Explain who Napoleon was and the main points of Code Napoleon.

Fourth period

Discuss Abraham Lincoln and his famous words about democracy, 'a government of the people, by the people and for the people. He was the president of USA in 1860. He opposed slavery and began the Civil War against it. He wrote the Emancipation Proclamation in 1863 after which all the slaves in the USA were freed.

Ask the students to look up details about Abraham Lincoln and the Civil War.

Explain how the colonial powers in the countries of Asia and Africa reacted to these rights.

Duties: Explain that rights and duties are interrelated. Explain the importance of duties as no one can claim rights without fulfilling their duties. Discuss the 'duties' mentioned in the textbook on page 107.

Conclusion: Recap the main points of each lesson.

Reinforcement: Collect more information about the 'Thinkers' mentioned in this chapter. Find out the main points about Code Napoleon. Read the life story of Abraham Lincoln.

Homework: Questions and Activities 1–8 from page 107 and Worksheet 20 can be done as homework. Worksheet 20 may also be done as class work

Note: This chapter's content is ideal for project work based on research and group presentations. Suggested topics/figures for research can be Asoka, Buddha, Confucius, ancient Greek philosophers, the French Revolution, the Russian Revolution, Abraham Lincoln, and Nelson Mandela.

WORKSHEET 20 Chapter 20

1. Fill in the blanks.

- a) _____ is revered by Jews, Christians, and Muslims alike.
- b) Hazrat Isa (AS) taught _____, _____, and _____ for all humanity.
- c) The last sermon of the Prophet Muhammad (PBUH) elaborates on _____
- d) _____ taught that the state should be run like a large family.
- e) _____ chose death instead of denying the truth.

2. Give brief answers.

- a) Who defined democracy as a government of the people, for the people and by the people?

- b) Who wrote the 'Social Contract'?

- c) What is the Magna Carta?

- d) Who was a famous student of Plato?

- e) 'Man is born free, but everywhere is in chains.' Who said these words?

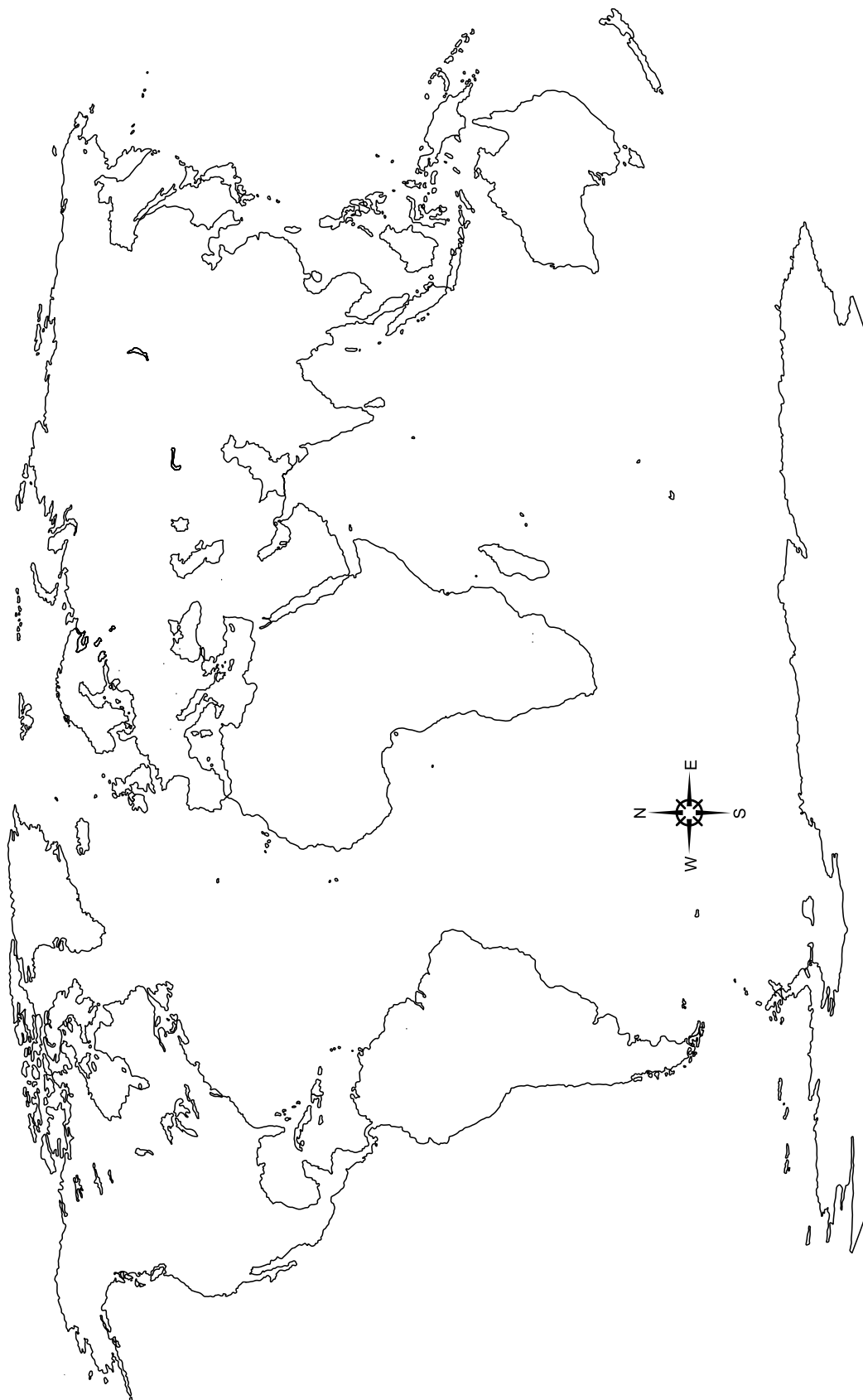
3. Choose the correct answer.

- a) 'The Republic' was written by _____
 - i) Confucius
 - ii) Plato
 - iii) Voltaire
 - iv) Socrates

WORKSHEET 20 Chapter 20

- b) Confucius was a _____ philosopher
- i) Greek
 - ii) Roman
 - iii) English
 - iv) Chinese
- c) _____ was the tutor of Alexander the Great.
- i) Socrates
 - ii) Aristotle
 - iii) Plato
 - iv) Rousseau
- d) The 'Statue of Liberty' was a gift to the United States of America from _____.
- i) England
 - ii) Germany
 - iii) Greece
 - iv) France
- e) Hemlock is a _____.
- i) Book
 - ii) A poisonous drink
 - iii) Thinker
 - iv) A city

World map outline



SECTION A

Time: 20 minutes

M. Marks 20

1. Write a brief note on the natural vegetation of the Muslim World.
2. On the outline map of the world, mark the following:
 - a) Sahara
 - b) Thar
 - c) Dasht-e-Lut
 - c) Kyzyl Kum
3. What are the main agricultural products of Pakistan? What are the climatic conditions required for each?
4. State the reasons behind the late industrialization in the Muslim World. Explain briefly.
5. Computer technology has changed our lives. Write at least five examples that prove this.

SECTION B

Time: 30 minutes

M. Marks 30

1. Match the countries with the population.

a) Bangladesh	i) 222.8 million
b) Pakistan	ii) 33 million
c) Indonesia	iii) 164.7 million
d) Saudi Arabia	iv) 141.8 million
e) Afghanistan	v) 28 million
2. Complete these statements.
 - a) _____ are the preferred means for transporting oil and gas.
 - b) Saudi Arabia has the _____ GDP among Muslim countries.
 - c) The rivers Tigris and Euphrates flow in _____.
 - d) _____ is the world's leading producer of palm oil.
 - e) The main Muslim countries producing rubber are _____
and _____.

3. Choose the correct answer.

- a) The Muslim world stretches about _____ km from East to west.
 - i) 1000 km.
 - ii) 2500 km.
 - iii) 15,000 km.
 - iv) 1500 km.
- b) The length of the area of Muslim countries from North to South is _____.
 - i) 6600 km.
 - ii) 6000 km.
 - iii) 5000 km.
 - iv) 2500 km.
- c) _____ is richest in natural vegetation.
 - i) Malaysia
 - ii) Saudi Arabia
 - iii) Yemen
 - iv) Ethiopia
- d) There are tropical rainforests in _____.
 - i) South Asia
 - ii) South-east Asia
 - iii) Middle East
 - iv) North Africa
- e) Sahara in Africa makes up _____ of the total desert area of the world.
 - i) 6%
 - ii) 75%
 - iii) 60%
 - iv) 25%

4. Write the correct world ranking.

- a) Algeria ranks _____ in the world's output of natural gas.
- b) Indonesia ranks _____ in the world's output of tin.
- c) Iran ranks _____ in the world's output of oil.
- d) Pakistan ranks _____ in the world's output of cotton.
- e) Nigeria ranks _____ in the world's output of cocoa.

5. Answer the following questions.

- a) Which is the most important oil and gas producing region of the world?
- b) Which is the only important producer of coal among the Muslim countries?
- c) Define the term 'balance of payment'.
- d) What is the currency of the European Union?
- e) Which Muslim country is partly in Europe and partly in Asia?

6. Describe at least two uses of each of the following metals:

- 1. Copper
- 2. Lead
- 3. Zinc
- 4. Nickel
- 5. Gold

SECTION A

Time: 40 minutes

M. Marks 20 (5 × 4 marks each)

1. Why is the Abbasid period known as the 'Age of wealth and culture'?
2. Write about the importance of Al-Khwarizmi's work. How did this help later scientists and scholars?
3. Write about the contributions of any two of the personalities listed below to the freedom movement.
 - Miss Fatima Jinnah
 - Begum Jahanara Shahnawaz
 - Begum Ra'ana Liaquat Ali Khan
 - Begum Shaista Ikramullah
4. Who proposed the name 'PAKISTAN' for the newly created state?
What do the letters of this name stand for?
5. Briefly list the problems faced by Pakistan after independence.

SECTION B

Time: 30 minutes

M. Marks 30

1. Choose the correct answer.
 - a) The 'Republic' was written by _____.
 - i) Confucius
 - ii) Plato
 - iii) Voltaire
 - iv) Socrates
 - b) Pakistan officially became an Islamic Republic in _____.
 - i) 1956
 - ii) 1957
 - iii) 1967
 - iv) 1965
 - c) Mohammad Ali Jinnah was elected to the Indian Legislative Council in the year _____.
 - i) 1906
 - ii) 1910
 - iii) 1907
 - iv) 1911
 - d) The All India Muslim League was formed in _____.
 - i) 1906
 - ii) 1905
 - iii) 1806
 - iv) 1916
 - e) Shah Waliullah translated the Holy Quran into _____.
 - i) Sindhi
 - ii) Urdu
 - iii) Persian
 - iv) Punjabi

2. Complete the following statements.

- a) _____ is given the credit for building up Muslim naval power.
- b) The most important contribution by the Arabs was in the field of _____.

- c) The Fatimid rulers founded the city of _____.
- d) The _____ learned cartography, the science of map-making from the Arabs.
- e) Jamaluddin Afghani believed in _____ to unite the Muslims.

3. The following questions are about the 'Road to Independence' for the subcontinent (1947).
Write brief answers.

- a) When were the elections held in Britain?

- b) Which party won the election and who became the Prime Minister?

- c) What was the date proposed for Britain's withdrawal from the subcontinent and when was independence finally achieved?

- d) What was Mr. Jinnah's demand in 1940?

- e) What were the terms proposed by the Cabinet Mission?

4. Very briefly mention the problems forced by young Pakistan.

ANSWER KEY TO WORKSHEETS AND ASSESSMENTS

Worksheet 1

1. a) = 6% b) = 14% c) = 21% d) = 33% e) = 26%
2. a) = i) b) = ii) c) = iv) d) = iv) e) = ii)
3. a) = Egypt/Sudan b) = The Gulf c) = Arabian Sea

Worksheet 2

1. i) Dasht-e-Lut—Iran ii) Sahara – Africa iii) Kyzylkum – Uzbekistan
iv) Rub-al-Khali – Saudi Arabia v) Thar – Pakistan
2. a) = iii) b) = iii) c) = ii) d) = ii) e) = ii)

Worksheet 3

1. a) Malaysia b) rice c) Xoco latl d) Somalia/Ethiopia
e) Indonesia f) 15% g) Amazon h) Malaysia and Indonesia
i) 20% j) Pakistan k) Turkey l) China
m) Brazil n) Sugar cane o) Kahwah

Worksheet 4

1. a) oil b) a third, 15 per cent c) consumes d) sludge e) Kazakhstan
2. a) = ii) b) = ii) c) = ii) d) = i) e) = iv)

Worksheet 5

1. a) Industry adds to country's economy by producing goods for local use and export.
b) Malaysia is the most industrialized Muslim country. It produced high-tech electronic goods, chemicals, tin, rubber products, palm oil, and processed foods.
c) Products based on its minerals—tin and oil—pewter goods, rubber, timber, textiles, and paper.
a) Abu Dhabi b) Rafflesia, Sir Stamford Raffles c) tourism
d) pilgrimage e) Temureen Falls, Niah Caves

Worksheet 6

1. a) = iii) b) = i) c) = ii) d) = v) e) = iv)
2. a) Balance of Payments b) positive c) negative d) expatriates e) two

Worksheet 7

1. a) roads b) railways c) 350 kph d) pipelines e) 1500 km, Amazon
2. Television, computer, mobile phone, radio, satellites
3. See page 35 of the textbook.

Worksheet 8

1. a) 6.5 billion b) 10 billion c) dangerous, poisonous d) toxic
e) blanket, global warming f) oil producing g) chloro-fluoro-carbons h) visual pollution
2. 'Three R principle' means Reduce, Reuse, and Recycle. We should reduce our use of materials i.e. not buy more than we need, we should reuse what we can, such as carry bags, jars, etc.; we should recycle materials that can be processed into other usable items, such as plastics, glass, and paper products.

Worksheet 9

1. a) = iv) b) = iii) c) = i) d) = v) e) = ii)
2. a) = ii) b) = iv) c) = i) d) = v) e) = iii)
3. a) = iii) b) = i) c) = iv) d) = ii) e) = v)
4. a) = v) b) = iii) c) = iv) d) = ii) e) = i)

Worksheet 10

1. a) Hazrat Umar (RA) b) 661CE c) Tariq d) Cairo e) Abbasid
2. a) = iii) b) = i) c) = ii)
3. a) fall of Baghdad b) Amir Muawiya c) Cordoba d) Damascus
e) Jabal-al-Tariq, Tariq f) Mamoon g) mathematics
h) Salahuddin Ayubi i) instrument j) slave k) 13th and 14th
l) Turkish m) Egypt

Worksheet 11

1. a) Muslim, Hadramaut b) 1500 and 1800 c) 1800 d) Indonesia
e) golden age of Islam, 17th century f) Khanate of Bukhara
2. The Philippines, China, and India are the non-Muslim Asian countries with large Muslim populations. India = 13.4%; Philippines = 5%; China = 1.5%

Worksheet 12

1. a) = ii) b) = iii) c) = iii) d) = ii) e) = iii) f) = ii)
2. a) = v) b) = iv) c) = i) d) = ii) e) = iii)

Worksheet 13

1. a) 19th b) decline, Muslim c) Morocco, Algeria, Tunisia
d) Industrial Revolution e) Madrassas, maktabas
2. a) = ii) b) = iii) c) = iv) d) = i) e) = ii)

Worksheet 14

1. a) = iv) b) = v) c) = i) d) = iii) e) = ii)
2. a) ijtihad b) orthodox c) parliamentary or democratic d) Jerusalem e) Pan-Islamism
3. a) Comrade, Hamdard b) Khaliqdina Hall, Karachi c) Bi Amma d) Mohammad Abduh

Worksheet 15

1. a) = ii) b) = iii) c) = i) d) = i) e) = iv)
2. a) Bombay, Madras, Calcutta b) British c) 1860–90 d) Lord Curzon's e) separate electoral rolls

Worksheet 16

1. a) 1914–18 b) full self-government c) 1913 d) Montague-Chalmsford e) Gokhale
2. a) The Congress leaders were Mr. Gandhi, Mr. Nehru and Mr. Tilak.
b) 1929, students' choice c) Allahabad, 1930 d) 1932
e) Gokhale was a moderate leader; Tilak was an extremist.

Worksheet 17

1. a) = iii) b) = ii) c) = iv) d) = ii) e) = iii)
2. a) Women's Wing) b) Mohatta Palace) c) Begum Jahanara Shahnawaz
d) Begum Shaista Ikramullah e) Women's Voluntary Service, National Guard

Worksheet 18

1. 1942, full dominion status, join or withdraw, objected, rejected, separate state, civil disobedience
British, Bengal.

2.
 - a) provinces, princely states
 - b) Defence; Foreign Affairs; Communications
 - c) 1. Muslims in the north-west; 2. Bengal and Assam; 3. Hindu majority provinces.
 - d) Mr Nehru's statement revealed the real intention of the Congress;
 - e) September 1946
 - f) five, including a Hindu
 - g) Mr. Liaquat Ali Khan
3.
 - a) The ruler was a Hindu but the Muslims made up the majority.
 - b) The Hindu ruler choose to join India.
 - c) Pakistan objected against the unjust decision on Jammu and Kashmir.
 - d) There were two wars, in 1948 and 1965, and many skirmishes. The status of Jammu and Kashmir is still disputed.
 - e. The UN proposed a plebiscite after 1948; it has not taken place as India objected.
4.
 1. Refugee problem 2. Death of Quaid-i-Azam and Liaquat Ali Khan
 3. Kashmir problem 4. Meagre resources
 5. Distance between East and West Pakistan
 6. Wide spread corruption and fraud
 7. Political quarrels and constant changes in ministries.
 8. Administrative problems
 9. The water dispute over river Indus and its tributaries.

Worksheet 19

1. Mohammad Ali Jinnah, Khawaja Nazimuddin, Ghulam Mohammad, Iskander Mirza
2. a) = i) b) = i) c) = iii) d) = iv) e) = i)
3. a) Yahya Khan b) Yahya Khan c) Zulfikar Ali Bhutto d) General Ayub Khan
e) 12 October 1999 f) 27 December 2007
4. a) = iii) b) = i) c) = iv) d) = ii)

Worksheet 20

1.
 - a) Hazrat Musa (AS) b) peace, forgiveness, and love
 - c) human rights, tolerance, respect, and above all, obedience to Allah
 - d) Confucius e) Socrates

2. a) Abraham Lincoln
 b) It is a charter prepared in 1215 by English nobility to protect the rights of the people.
 c) The French thinker Rousseau.
 d) Aristotle, the Greek philosopher, was one of Plato's students.
 e) The French philosopher Rousseau.
3. a) = ii) b) = iv) c) = ii) d) = iv) e) = ii)

ANSWERS TO ASSESSMENT PAPER (GEOGRAPHY)

Section A

1. Most of the Muslim countries in North and West Africa, West and Central Asia, and parts of Pakistan (South Asia) are desert and scrubland.

 However, Turkey (West Asia) and the Central African and South-east Asian Muslim countries are rich in timber, tropical forest products such as rubber and fruit. Farm crops are cultivated in the river valleys of the Nile, Euphrates, Tigris, and Indus. Bangladesh, Indonesia, and Malaysia are rich in vegetation.
2. To be done by students: Sahara – in Africa; Thar – in Pakistan; Dasht-e-Lut – in Iran; Kyzyl Kum – in Uzbekistan.
3. Main agricultural products in Pakistan are cotton, sugar cane, wheat, rice and fruit, and wool from the sheep and goats. Cotton and require a tropical/subtropical climate (warm to hot climate with up 1000mm rainfall); wheat grows well in a dry warm climate; rice need plenty of water and a hot climate; fruits grow well in a Mediterranean climate. Grasslands with warm, dry weather are good pasture for sheep and goats.
4. Industrialization began late in most Muslim countries because of the lack of education and vocational skills, training, and expertise, and also because of colonization. The colonial rulers did not encourage industry their colonies as it would affect their own economy. For example, Britain imported raw cotton from the subcontinent and exported machine made fabrics. This also affected the handloom industry of the subcontinent.
5. Suggested responses:
 - Communication has become very fast.
 - Procedures/processes are computerized through special programmes, reducing margin of error.
 - Computerized robots can perform routine procedures in industry. On the other land, this makes manual labour obsolete of information; however, we need to be careful in selecting resources of information.
 - Computerized games can be played with participants in other region/countries.
 - Computer technology has linked the different countries and people, making the world a smaller place.

Section B

1. a) =iv) b) = iii) c) = i) d) = iv) e) = ii)
2. a) pipelines b) highest c) Iraq d) Malaysia e) Indonesia, Malaysia
3. a) = iii) 15,000 km b) = ii) 6000 km c) – i) Malaysia d) = ii) South east Asia e) = iii_ 60%
4. a) = 5th b) = 2nd c) 4th d) = 4th e) = 5th
5. a) Mainly Saudi Arabia, and other Middle Eastern/Gulf States.
b) Kazakhstan
c) Balance of payment means the equal value of a country's imports and exports.
d) The currency of the European Union is the Euro.
e) The country which is located in both Europe and Asia is Turkey.
6. The answer to this question is found in Chapter 4 on pages 22–24.

ANSWERS TO ASSESSMENT PAPER (HISTORY)**Section A**

1. The Abbasid period is known for its progress and growth of learning, knowledge, and development, especially under Haroon al-Rashid and Mamoon al-Rashid. They set up the *Bait-ul-Hikmah*, patronized knowledge and scholars, and stressed tolerance and respect. (See page 48, Chapter 10 for detail.)
2. Al-Khwarizmi's most valuable contribution is his work on mathematics, particularly in algebra, and establishment of the numerical system. His work formed the basis foundation for later scientists, and mathematicians.
3. The answer to this question can be derived from pages 83-85, Chapter 17.
4. Chaudhri Rehmat Ali proposed this name. **P**-Punjab, **A**-Afghanistan, **K**-Kashmir, **I**-Indus, **S**-Sindh, and **stan**-Balochistan.
5. The answer to this question is mainly on pages 90-91, Chapter 18.

Section B

1. a) = ii) Plato b) = i) 1956 c) = ii) 1919 d) = i) 1906 e) = iii) Persian
2. a) Amir Muawiya Ibn Abu Sufyan b) Mathematics c) Cairo
d) Europeans e) Pan-Islamism
3. a) The elections took place in 1945. b) Labour Party; Clement Attlee.
c) July 1948 was the date proposed but independence was achieved in August 1947.
d) Mr. Jinnah said that there should be separate states for Muslims and Hindus.
e) The Cabinet Mission proposed an all-India Union of provinces and princely states; defence, and other departments by provinces; three groups of provinces Muslims in the north-west, Bengal and Assam, and Hindu majority provinces.