

A COMPREHENSIVE COURSE FOR PRIMARY CLASSES

Know Your WORLD

Social Studies for Pakistan

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5

Teaching
Guide

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INTRODUCTION

Know Your World is a comprehensive set of textbooks for Social Studies for Classes 4 to 5. This course, based on the Single National Curriculum 2020, consists of:

- two Textbooks,
- two Teaching Guides.

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

TEACHING METHODOLOGY

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

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

lesson should be engaged with real life and their environment.

THE CONTENT

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

THE TEACHING GUIDE—PAGE BY PAGE LESSON NOTES:

These include:

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

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

I Questions:

- Using questions: ask questions at the

end of each sub-topic or theme.

Following the questions, give students time to reply, sum up the topic, and move on.

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

II Discussion:

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

III Role play:

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

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

IV Cooperative learning:

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

ASSESSMENT

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

There are different types of assessment. The

assessment applicable at primary level is mainly:

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

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

Summative assessment is carried out at the end of a course, for example, term tests and examinations. These are formal assessments. There are various types of objective and subjective questions.

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

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

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

CONCLUSION

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

Cooperative Learning:

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

Five key elements

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

1. **Positive Interdependence:**

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

2. **Individual Accountability:**

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

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

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

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

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

5. **Group Processing:**

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

The benefits of Cooperative learning are innumerable. It helps to increase students' involvement in the task at hand, gives them the opportunity to improve their learning and social skills. The

students definitely retain more of the lesson. They become self-learners and have higher self-esteem.

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

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

Now let us look at some cooperative learning structures:

1. Numbered Heads Together

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

2. Round Robin

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

3. Think, Pair, Share (Partners)

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

4. Corners

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

5. Jigsaw

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

6. Round Table

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

7. Cooperative Graffiti

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

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

References:

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

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KWL strategy

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

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

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

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

A blank sample KWL chart

Topic: _____

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

Link to the KWL chart:

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

TEACHING STRATEGIES

Cooperative Learning:

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Five key elements differentiate cooperative learning from simply putting students into groups to learn. (Johnson et al., 2006)

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

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At the end of each cooperative learning lesson, it is essential that students take just a couple of minutes to review their work and think about how the lesson went. If the rules were followed and everyone took turns and listened to the others. Whether they were able to achieve the goals set for them or they had problems cooperating. They should write down their feedback by giving two things that went well and one aspect that needs improvement. (Two stars and a wish feedback)

Peer assessment can be done in a similar manner and the teacher can also apply the same approach for giving positive feedback to students.

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References:

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Unit 1: Citizenship

Chapter 1: Citizenship and digital citizenship

Teaching objectives:

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

- identify civic rights and responsibilities and reason why might they change over time.
- recognise the ethics of being digital citizens when connected online, and how to deal with difference of opinion online.

Vocabulary:

Inhabitants, prominent, constitution, harmonious, contributing, interact, ethically, suspicious, storehouse, authentic, monitored, moderate, supervision, equivalent, acknowledged, cyberbullying

Lesson Plan 1

Time duration: 40 minutes

Methodology:

Civic rights

'Human rights' or 'Natural rights', are the rights which all human beings acquire from their birth to death, no matter which part of the earth they belong to. However, on the contrary, 'Civic rights' vary from country to country or even from one state or province to another state or province, because these rights are granted by the government or state. Therefore, they vary from time to time depending on the government, culture and social trends.

The government of a country may grant certain rights or take away some others. By making laws the civil rights of citizens are guaranteed and secured.

Civic rights of a citizen entitles him or her to equal social opportunities and equal protection under the law, no matter which race, religion or social status the person belongs to.

Elicit from the students who a citizen is and how a person becomes a citizen of a country (prior knowledge). Ask them what they understand by 'civic rights' and if they know what their civic rights are.

Explain to the students the difference between 'human rights' and 'civic rights' and why the later might change over a period of time. Refer to the paragraph above.

Civic responsibilities

Rights always go together with responsibilities. Civic responsibilities are the responsibilities of citizens toward the state or their country. The country grants a number of rights which the citizens enjoy, such as equal opportunities in getting jobs, education, using public facilities etc. In return the citizens also have certain responsibilities toward their country. They are required to behave in a certain manner and do several things that would benefit the society and other fellow citizens.

For example a responsible citizen would participate in promoting issues related to the betterment of environment, social and economic progress and also democratic values.

The concept of civic responsibilities actually dates back to ancient Rome or maybe even earlier. The Roman citizens wanted to contribute to their society and work for its advancement, so they took on certain responsibilities. Civic responsibility may have started with Lucius Quinctius Cincinnatus, who was a selfless ruler of Rome in 486 BC.

Write 'Civic Responsibilities' on the chalk board and using the cooperative Learning structure 'Think, pair and share' ask students to turn to their shoulder partner and explain to them what they understand by the term 'Civic Responsibilities'. Take a few answers and then read the above two topics (pages 1 and 2) with the class, explaining where necessary.

Students can then fill in the following chart for homework

<u>Rights</u>	<u>Responsibilities</u>
<u>Home:</u>	
<u>School:</u>	
<u>Country:</u>	

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

HW: Students could do activity 1 from Going Further.

Lesson Plan 2

Time duration: 40 minutes

Methodology:

Digital citizenship

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

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

Rules of Digital Citizenship:

1. Be respectful

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

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

2. Always access secured sites

Adult supervision is very important.

3. Do not steal

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

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

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

5. Always "Think" before you post anything online

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

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

T: Is it true

H: Is it helpful

I: Is it inspiring

N: Is it necessary

K: Is it kind

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

(Refer to Teaching Strategies Page 4)

Once all the students have completed the task, initiate a class discussion. Ask them if they have access to a digital device or if they have a device of their own and how much time they spend in front of the screen. Take their answers and tell them that they too are digital citizens. Now ask them if they understand what 'Digital Footprints' are. Explain the importance of following rules while using the internet. Refer to the information below, show them the '10 THINGS TO KNOW ABOUT DIGITAL FOOTPRINTS' poster (image given above) and discuss the importance of strictly following the ethics of being online.

Read pages 3 and 4 with the class. Explain where necessary

Students will now be ready to fill in the third column, 'What I Learned' of their KWL chart.

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

CW: Students could do questions 3-4 from Learning Check.

HW: Students could do and activities 2-3 from Going Further.

Chapter 2. Human rights

Teaching objectives:

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

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

Vocabulary:

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

Time duration: 40 minutes

Methodology:

A brief history of Human Rights

After conquering the city of Babylon in 539 B.C., Cyrus, the first king of ancient Persia, freed all the slaves and declared that all human beings were equal. They had the freedom to practice the religion of their choice and there was no racial or tribal supremacy. The laws were written in Akkadian language on a baked clay cylinder.

The idea of Human Rights spread from Babylon to other parts of the world and the rights of human beings, as we find them today, started to take shape in the form of written documents.

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

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

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

References:

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

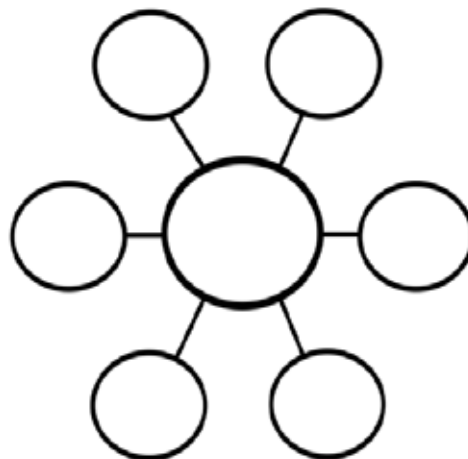
<https://www.un.org/en/global-issues/human-rights>

Elicit what 'Human Rights' mean, and what some of the human rights are that are global.

Ask students what the abbreviation **UN** stands for and in their opinion what is its purpose. Allow students to first turn to their shoulder partner and share what they know about the **UN** and its objectives and then take a couple of answers before showing them the video.

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

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



To inforce the topic, plan group work using the Cooperative learning structure 'Round Robin'. Students number themselves (1-4) and taking turns first read the related text on page 5, and then fill in the web diagram given above. They can add more bubbles if required. Display students work in the classroom.

Constitution of Madina

Ask students to do some research work and find out about the constitution of Madina that was drafted by Hazrat Muhammad ﷺ. Link given on page 5 of the text book.

Show the following video on the constitution of Madina.

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

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

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

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

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

CW: Students could do questions 1-3 from Learning Check and activity 1 from Going Further.

HW: Students could do activity 2 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Rights of Children

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

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

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

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

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

Common etiquettes

Put students in groups of four. Provide each group with a chart paper. Now ask students to first number themselves from (1-4), and then using the 'Round Robin' strategy, read the relevant text (pages 6&7) taking turns. Move around and check on students' comprehension of the passage and that all are participating.

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

Freedom of speech

Using the cooperative learning structure 'Numbered heads together', form mix ability groups of four students each and ask them to number themselves (1-4). Write the expression '**Freedom of speech**' on the chalk board. Allow students to first read the text (page 7) individually, and then discuss in their group what freedom of speech means and also think of an example that they would share with the class. Suggest them to write down in points that one of their team members would share with the class.

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

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

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

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

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

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

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

Conflict resolution

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

Read the relevant text (pages 7 & 8) with the student and explain the words mediator, discussion and negotiation. Highlight that having a conversation with the person you disagree with or have conflict with, in a calm and composed manner, greatly helps in resolving the issues. Negotiation, or finding the middle ground, whereby both the conflicting parties are satisfied is an extremely effective tool. If two people are having an argument and they are unable to negotiate they should let a third person, a mediator who is not biased, to intervene and suggest solutions.

Use the cooperative learning structure 'Numbered Heads Together'. Put students in groups of three. Give each group a 'Case Study' on Conflict Resolution and inform them that they will also have to act out the conflict, how they discussed, negotiated and resolved it.

CW: Students could do questions 4-6 from Learning Check and activities 3-4 from Going Further.

HW: Students could do and activities 5-6 from Going Further.

Chapter 3. Our Culture

Teaching objectives:

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

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

Vocabulary:

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

Lesson plan 1

Methodology:

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

Topic: Our Culture

Punjab

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

Link to the KWL chart:

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

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

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

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

Read pages 10 and 11 with the class. Explain where necessary.

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

Pakistani culture:

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

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

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

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

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

	Similarities	Differences
Dress	Shalwar kameez	Lungi, pagri, sindhi topi, ajrak, peshawari chappal, pant and shirt
Language	Urdu	Sindhi, Pushto, Punjabi, Baluchi, English, Hindko, Mamini, Balti etc.

Food	Roti, rice, curry, daal, veg etables	Chapli kabab, long nans Kash miri Chai, Sindhi biryani, sajji, makie roti, sarson ka saag etc.
Religion	Islam	Christianity, Hinduism, Sikhism Zoroastrianism, etc.
Festivals	Eid-ul-Fitr, Eid-ul-Azah	<ul style="list-style-type: none"> • Divali, Navroze, Mela Chiraghan, Silk Route Festival, Shandur Polo Festival, Lok Virsa Folk Festival
Sports	Cricket	Field hockey, squash, polo, ski ing, car rallies, target shooting, football, kabaddi etc
Dances	_____	Bhangrah, khatak dance, Luddi, Joomar, classical etc.

Teachers can refer to the following link for detail about etiquette and manners of Pakistani society.

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

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

CW: Students could do questions 1-2 from Learning Check and activity 1 from Going Further.

HW: Students could do activity 2 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Patriotism

If people of a country take pride in being its citizens and have the feeling of attachment and devotion towards their homeland and their fellow citizens, they are patriotic in the true sense. They will voluntarily obey laws, respect the rights of others, contribute positively to their society and never get involved in any anti-state activity.

Multicultural Society:

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

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

Student **B** asks student **A** if he or she were to go to another country and settle there, how would he feel, what he needed to know about the new place, how he would adjust, how he

expected people of that place to treat etc. The option of immigrating to Canada or Middle East or any other country should also be given.

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

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

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

Read pages 12 and 13 with the students explaining where necessary.

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

How many cultures are there in world?

According to some scholars there are more than 3800 cultures in the world, but in reality there are many, many more. Only one region may have many cultures, as cultures are not restricted to any territory.

Share the following text about Chinese kite making with the students and compare it with the 'Basant festival'

THE FESTIVAL OF KITES

See www.kiteman.co.uk/CHINESE%20KITE%20HISTORY.htm

The Chinese used silk and bamboo to make kites and were the first people to write about kites. When paper was invented the making of kites became a pastime in which most people could partake. Originally a simple flat rectangle, the kite developed into complex 3-D shapes elaborately decorated and flown on religious and ceremonial occasions offering fertility, happiness, victory etc. The designs on most Chinese kites have a symbolic meaning or illustration from Chinese folklore or history. Tortoises, cranes and peaches signify long life, bats are a sign of good luck, butterflies and flowers represent harmony and a dragon design represents power and prosperity.

For over 1000 years the Chinese thought that by flying kites they would avoid bad luck and the higher the kite was flown the more prosperous they would become. The kite is still used in China today to ward off bad luck and to bring good luck and is also regarded to be a good and healthy pastime for people of all ages. Some kites have whistles that sing in the sky; some have gongs and drums attached, others have blinking eyes. Decorations help bring luck and happiness so many streamers and ribbons are added.

The class/group might like to make their own kites, expressing their hopes and wishes and fly them with those made by partner on a day out together.

CW: Students could do questions 3-4 from Learning Check and activity 3 from Going Further.

HW: Students could do activities 4-5 from Going Further.

Chapter 4. Sources of information

Teaching objectives:

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

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

Vocabulary:

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

Time duration: 40 minutes

Methodology:

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

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

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

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

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

Reference for teachers

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

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

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

With the evolution of internet, the masses can now access all the news (national and international), informative as well as entertainment programmes with the click or a tap on

various devices. The world is now a global village. The news of anything happening thousands of miles away reaches all parts of the world within seconds.

CW: Students could do questions 1-3 from Learning Check and activity 1 from Going Further.

HW: Students could do activity 3 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

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

Students can make a comparison chart as below:

Advantages and Disadvantages of Media

Advantages	Disadvantages
Media can play a positive role in the field of education, as individuals can learn a lot through the material present online	Media can often interfere in people's personal lives causing immense problems.
Through media one can access up-to-date information about various topics around the world in very short time.	Some media is unsuitable for children.
Many individuals get a platform through media to reveal their talents and become successful.	More and more use of media has increased the rate of cyber-crime and fraudulent activities.
Media can help people improve themselves in many ways by providing them the source of knowledge	One can become addictive to the use of electronic media or media in general. Too much or prolonged use of electronic gadgets or internet can cause health problems.
Media is a massive source for entertainment in the world through which people enjoy movies, shows, music, etc.	Some advertisements on the media are too exaggerated and convey a wrong message that can adversely affect peoples' health. Many times media can also cause personal injury if individuals attempt risky stunts, shown on media, at home.
Media provides knowledge of different cultures and helps people to know about and accept people from different parts of the world.	Cyber bullying, sending threats, blackmailing, creating fake profiles etc. can actually ruin the targeted person's mental health.

Read pages 15-17

Mass media and Social media:

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

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

Read pages 15, 16 and 17 with the students. Explain where necessary.

CW: Students could do questions 4-6 from Learning Check and activity 2 from Going Further in class.

HW: Students could do activities 4-5 from Going Further.

Chapter 5. Our government

Teaching objectives:

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

- provide reasons for the need of federal government.
- compare the formation of government at federal, provincial, and local levels.
- explain the interdependence between federal, provincial and local governments in Pakistan.
- analyze the importance of a constitution.
- discuss the rights and responsibilities of Pakistani citizens according to the 1973 constitution.
- describe the importance of the rule of law against unjust and illegal activities.
- describe the functions of political parties in a democratic system.

Vocabulary:

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

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

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

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

Type of government

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

Put students in groups of three or four and provide them a chart paper to work on. Give them

ample time to discuss and fill up the first two columns of their **KWL** chart. They will thus be sharing their prior knowledge and learning from each other.

CW: Students could do questions 1-2 from Learning Check and activity 1 from Going Further.

HW: Students could do question 3.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Topic: Our Government

What I Know	What I Want to Know	What I Learnt

Executive, Legislature and Judiciary

With the help of the following chart explain the three branches of government

The Executive The Legislature The Judiciary

Provincial Governments

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

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

President

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

Prime Minister

- The Prime Minister is the head of the government

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

Tiers of Government

Have a class discussion on the three tiers of the Government in Pakistan.

Discuss the following points:

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

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

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

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

CW: Students could do questions 4-5 from Learning Check.

HW: Students could do activity 2 from Going Further.

Lesson plan 3

Time duration: 40 minutes

Methodology:

How laws are made in Pakistan

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

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

Constitution of Pakistan

Elicit and then explain what is meant by 'constitution'. Use 'Think, Pair and Share' strategy. Ask

students to think about the 'Rights and Responsibilities' of citizens of Pakistan, and then talk to their shoulder partner and share what they know, taking turns. Take a few answers from the students to assess their prior knowledge, and then read pages 25 and 26 with them.

In the next lesson ask students to work in small groups and list down, on a sheet of paper, what they think the 'Rights of Students' should be. Pin the lists up in the classroom for all the students to look at later on.

Political Parties

Elicit from students the names of political parties that they know of, and also some of the political leaders they are familiar with. Ask how the parties function and what their aim is.

Read through page 28, explaining where necessary.

Facilitate students in doing LEARNING CHECK and GOING FURTHER activities.

To wind up the lesson ask students to refer to their **KWL** chart and fill in the last column, '**What I Learnt**'.

CW: Students could do questions 7-9 from Learning Check and activity 4 from Going Further.

HW: Students could do activity 3 from Going Further.

Chapter 6. Ancient Civilizations**Teaching Objectives:****By the end of the lesson, students will be able to:**

- describe the salient features of Greek, Roman, and Gandhara civilizations.

Vocabulary:

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

Put the word ‘**Ancient Greece**’ on the chalk board and elicit prior knowledge of students about it. Use the world map to locate Europe and then Greece to give students a better idea of its location. Students, in pairs, can then study the map in their text book to understand the location of the various city states of Greece.

Show the two videos below. Pause and explain where necessary.

Visual aids are extremely important. If multimedia is not available in the classroom, students can be shown the videos in small groups on an ipad or even a smart phone. The ones who are not watching should read the relevant pages, find the meanings and learn the spellings of the vocabulary words.

Prior to watching the videos and reading the text, inform students that they would be making a mind map on ‘Ancient Greece’ and they should make a mental note of the four aspects given below;

1. location
2. city states that formed Greece
3. similarities between the states
4. contributions made by the Greeks

Video Links: Greek Civilization

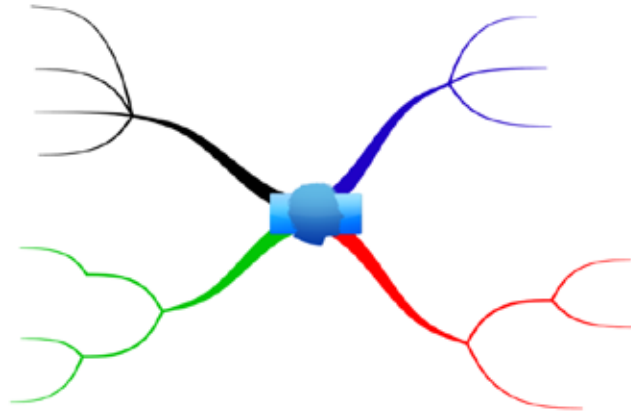
<https://www.youtube.com/watch?v=IUZKg3KdtYo>

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

The teacher moves around the class facilitating and explaining where necessary.

Once the spadework has been done tell students that together they will create a 'mind map' on the chalk board. The teacher uses different colours for different aspects, and elicits information from the students to develop the mind map. Use any mind map format that is convenient.

The Greek Civilization:



Methodology:

The Roman Civilization

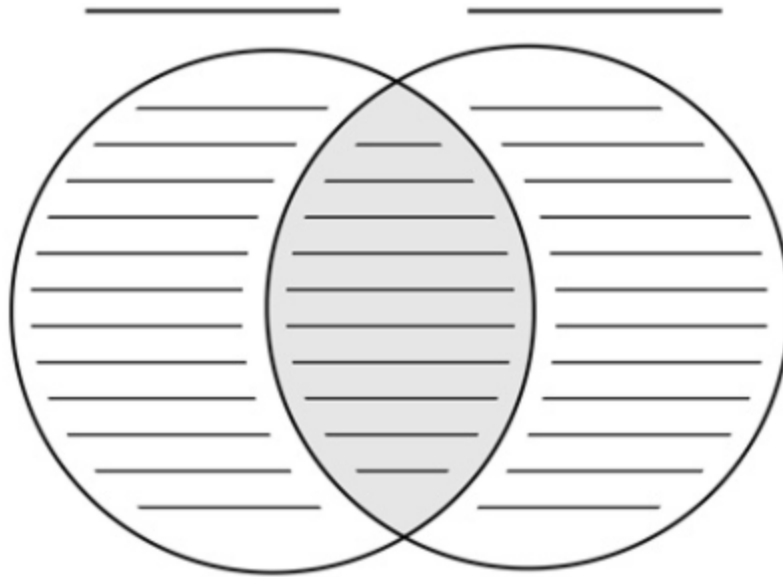
A similar approach as the Greek Civilization can be taken to introduce 'The Roman Civilization'. After seeing the videos, reading the text and explanation of the topic, use a 'Venn diagram' to highlight the differences and similarities of the two civilizations.

Video Links: The Roman Civilization

<https://www.youtube.com/watch?app=desktop&v=b9bcohqstGk>

https://www.youtube.com/watch?v=Wo0KujQEJ_s

Venn diagram:



For teachers' reference:

Differences and similarities between Romans and Greeks

The main difference between Romans and Greeks is that Romans came into existence hundreds of years after the Greeks did. The Roman Empire conquered the last Greek city in 146 BC, bringing an end to the civilization.

1. Romans appeared in history from 753 BC to 1453 while the Greeks thrived from 7000 BC (Neolithic Greeks) to 146 BC.
2. Romans used Latin as their official language while the people of Greece spoke Greek.
3. The Greeks made sculptures of ordinary people whose bodies were idealized like those of Gods. Although Romans imitated the Greeks, their art was far more naturalistic.
4. Greeks used sculptures of the human form in their architecture while Romans focused more on the design and technique of the building. Various forms of pillars (used in buildings even today) were an essential part of their architecture.
5. Greeks believed in Pagan Gods. Romans imitated the mythological and religious ideologies of Greeks but translated them into a Roman setup.
6. Romans were intellectuals who were obsessed with concepts such as mathematics and epistemology while Greeks were thinkers and philosophers.
7. Romans believed that leading an ideal life and being a model citizen will make them gods in the afterlife while Greeks believed that on death, a journey to the underworld begins.
8. The Romans lived in a political setup that fluctuated between a democracy with a ruler and Monarchy while Greeks were independent in nature and believed in a complete democracy.
9. Both Greece and Rome were known to have agricultural economies, yet the nature of the inhabitants was quite contrasting. While Greece managed to survive through sea trade, the Romans used military-based tactics to conquer, grow, and flourish.
10. Both Greece and Rome are Mediterranean countries, lying on the same latitude. Both grew

wine and olives. However, their terrains were quite different. The ancient Greek city-states were separated from each other by hilly countryside and all were near the water.

Reference:

<https://askanydifference.com/difference-between-romans-and-greeks/#:~:text=Greeks%20used%20sculptures%20of%20the,them%20into%20a%20Roman%20setup.>

CW: Students could do questions 1-2 from Learning Check and activity 2 from Going Further.

HW: Students could do activity 1 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

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

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

Show the two videos

Links: The Gandhara Civilization

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

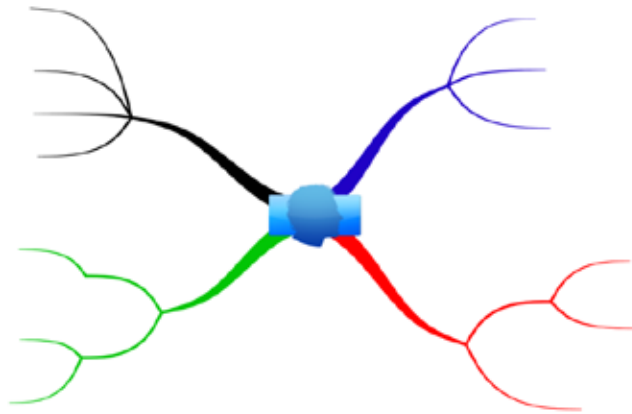
<https://www.youtube.com/watch?v=HyqLDP-Yux0>

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

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

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

- location of Gandhara Civilization
- origin
- art
- architecture



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

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

For teachers' reference

What is the origin of Gandhara civilization?

The origin of Gandhara civilization was found along the Middle Swat River course and it extended to the Valleys of Dir, Kunar, Chitral, and even to Peshawar.

Gandhara was at the junction of trade routes between Middle East, India and Central Asia. It was also a cultural meeting place which brought diversity in the region. It was initially under the Persian Empire in the 6th and 5th centuries BCE and then Alexander the Great conquered it in the 4th century BCE.

Gandhara art

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

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

Gandhara architecture

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

The ruins of Gandhara civilization are found throughout Northern Pakistan. However, in Taxila, Peshawar, and Swat valley its heritage has been saved to a greater extent. According to

Wikipedia, there is evidence of presence of Stone Age human inhabitants in Gandhara, as some stone tools and burnt bones, were discovered at Sanghao near Mardan in caves. The artifacts are approximately 15,000 years old. This Civilization is a symbol of human development in knowledge, religion, art, and history.

CW: Students could do questions 3-4 from Learning Check and activity 4 from Going Further.

HW: Students could do activities 4-5 from Going Further.

Chapter 7. The Great Leaders of Pakistan

Teaching objectives

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

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

Vocabulary:

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

Sir Syed Ahmed Khan

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

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

Link: Sir Syed Ahmed Khan

<https://youtu.be/wP9DGgjEgZ0>

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

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

Read page 35 with the students, explain where necessary.

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

Quaid-e-Azam Muhammad Ali Jinnah رحمۃ اللہ علیہ

Use **KWL** strategy to assess students' prior knowledge and to increase their inquisitiveness about the 'Founder of Pakistan'.

Topic: Quaid-e-Azam Muhammad Ali Jinnah رحمۃ اللہ علیہ

What I Know	What I Want to Know	What I Learnt

In preparation for the lesson ask students to interview their parents and grand-parents and gather information about Quaid-e-Azam Muhammad Ali Jinnah رحمۃ اللہ علیہ. They can jot down the information in point form, to be used for this lesson.

Show the following video, pause and explain where necessary.

Link: Quaid-e-Azam Muhammad Ali Jinnah رحمۃ اللہ علیہ

<https://www.youtube.com/watch?v=jPIF9y-BSU8>

Read page 36 with the students, highlighting various aspects of Quaid-e-Azam's رحمۃ اللہ علیہ personality and his hard work.

The video below is a virtual tour of the Quaid's رحمۃ اللہ علیہ Mazaar and Museum in Karachi. Show this to the students too.

Link: Quaid-e-Azam's رحمۃ اللہ علیہ Mazaar and Museum (Tour)

<https://www.youtube.com/watch?v=Rh31L83Ws7w>

Ask students if they know any of the Quaid's رحمۃ اللہ علیہ sayings. Discuss the importance, occasion and the message behind the sayings that the students come up with.

Share the following quotes of Quaid-e-Azam رحمۃ اللہ علیہ with the students and ask them questions to check for their understanding and then briefly explain.

The important points and the quotes should be put on chart papers, decorated with related pictures of the Quaid رحمۃ اللہ علیہ (The students should contribute in collecting picture) and then displayed in the classroom.

Famous quotes

- "With faith, discipline and selfless devotion to duty, there is nothing worthwhile that you cannot achieve."

- “Think 100 times before you take a decision, But once that decision is taken, stand by it as one man.”
- “Failure is a word unknown to me.”
- “No nation can rise to the height of glory unless your women are side by side with you.”
- “Expect the best, Prepare for the worst.”
- “No struggle can ever succeed without women participating side by side with men.”
- “You have to stand guard over the development and maintenance of Islamic democracy, Islamic social justice and the equality of manhood in your own native soil.”
- “Islam expect every Muslim to do this duty, and if we realise our responsibility time will come soon when we shall justify ourselves worthy of a glorious past.”
- “That freedom can never be attained by a nation without suffering and sacrifice has been amply borne out by the recent tragic happenings in this subcontinent.”
- “We are victims of evil customs. It is a crime against humanity that our women are shut up within the four walls of the houses as prisoners. There is no sanction anywhere for the deplorable condition in which our women have to live.”
- “Pakistan not only means freedom and independence but the Muslim Ideology which has to be preserved, which has to come to us as a precious gift and treasure and which, we hope other will share with us.

Reference:

https://kids.kiddle.co/Muhammad_Ali_Jinnah

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

HW: Students could do questions 3-4 from Learning Check and activity 1 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Commemoration

Pakistan, other nations and people all over the world continue to remember Muhammad Ali Jinnah رَحْمَةُ اللَّهِ عَلَيْهِ in many ways. In Pakistan, to show reverence, he is referred to as the Quaid-e-Azam رَحْمَةُ اللَّهِ عَلَيْهِ which means the “Great Leader” and Baba-i-Qaum, which means “Father of the Nation”. His image appears on banknotes and coins. The international airport at Karachi is named after him. A new university built in Karachi in 1998 was named ‘Muhammad Ali Jinnah University’. There is another university in Islamabad which is called the ‘Quaid-e-Azam University’.

Many other places and institutions bear his name in Pakistan and elsewhere. For example, in Turkey, an important street is named after him. In Iran too, a highway in its capital

city Tehran, bears his name and in Mumbai there is the Jinnah Hall, which is a public hall and it is named after Muhammad Ali Jinnah.

A biographical movie called 'Jinnah' was made in the recent years commemorating his life and his work. Many books have been written about him and he is also remembered in innumerable television programmes very often.

At the end of the lesson on Quaid-e-Azam رحمۃ اللہ علیہ, enough time should be given to students to fill in the third column of their KWL chart.

Torch bearers of the past

Show the pictures of the important personalities on page 37 to the students and go through the short write-up about each. Inform students that they will 'role play' one of the personalities of their choice. Sir Syed Ahmed Khan can also be included in the list.

Students should dress up like the personality of their choice and prepare a short speech about the person and his or her contributions towards Pakistan. They should use the internet to find interesting details which they would share with the class.

The Journey towards Pakistan

Go through the timeline with the students.

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

CW: Students could do questions 5-6 from Learning Check.

HW: Students could do questions 7-8 from Learning Check and activity 2 from Going Further.

Chapter 8. The role of provinces and regions in Pakistan Movement

Teaching objectives:

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

- identify the contribution of provinces and regions in the creation of Pakistan

Vocabulary:

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

Lesson plan 1:

Time duration: 40 minutes

Methodology:

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

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

For teachers' reference

The role of different provinces in the making of Pakistan.

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

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

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

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

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

Punjab: Although Punjab was a Muslim majority province, it came under Sikh rule after the death of Aurangzeb Alamgir. In 1849 Punjab was taken over by the British. Punjab was a large province which produced a number of thinkers, scholars and Sufis who contributed immensely to the Pakistan Movement. Allama Iqbal رَحْمَةُ اللهِ عَلَيْهِ, a great thinker and philosopher gave the idea of a Muslim state in South Asia for the first time.

In 1940 Pakistan Resolution was presented in Lahore and after this resolution Pakistan

Movement gained momentum and the creation of Pakistan became a reality. Students all over Punjab supported and worked day and night to convey the message of the Muslim League. Sugra Aftab, a brave girl from Lahore hoisted Muslim League's flag on the Punjab Secretariat.

Reference:

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

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

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

9. An introduction to globes and maps

LEARNING OUTCOMES:

Students will be able to:

1. use latitudes and longitudes in determining location through grid references
2. recognize the characteristic of latitudes and longitudes with the help of diagrams

Vocabulary:

Equator, imaginary, Hemisphere, situated, vertically, locating, Prime Meridian, significance, geostrategic, positioning, land-locked, operational

Methodology:

Material required: A globe for each group, a large world map for the class and a blank world map for each student

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

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

Link: Hemispheres and lines of latitude and longitude

<https://study.com/academy/lesson/four-hemispheres-of-the-world-definition-map.html>
<https://ees.leusd.k12.ca.us/apps/video/watch.jsp?v=161027>

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

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

Information for teachers:

Northern and Southern Hemispheres

The Earth is usually divided into two hemispheres, the Northern and the Southern hemispheres by dividing it along the **Equator**, which is an imaginary line that runs horizontally around the middle of the Earth. Everything that is above the Equator comes in the Northern hemisphere,

whereas everything that is below the Equator is in the Southern hemisphere.

If you look at the world map there is a lot of land area above the equator. Three continents, Asia, Europe and North America, are completely in the Northern hemisphere. The imaginary line of equator passes through parts of the continents of Africa and South America as well, so some parts of these two continents lie in the Northern hemisphere as well. Actually, 68% of the total land there is on the whole Earth is located in the Northern hemisphere. Most of the Earth's population; almost over six billion, which is about 90% of the total global population live in the Northern hemisphere and only 10% inhabit the Southern hemisphere.

The continents of Australia and Antarctica are located in the Southern hemisphere, and also some parts of Africa and South America. In the Southern hemisphere, because there is less land there is a lot more water as compared to the Northern hemisphere. If you look at the globe almost 80% of the Southern hemisphere is covered with water, whereas water covers about 60% of the Northern hemisphere.

Refer to the maps in the book to explain.

Locating oceans and continents

Methodology:

Ask students what they understand by a 'grid'. Take their answers and then show them the following video of a simple grid and how to locate places using a grid. Pause the video after a bit of explanation and then call out students to help locate the remaining places given on the map in the paused video. Explain where necessary.

Provide a blank world map to all the students. Ask them to colour and name the different continents and the oceans. Once they have completed the given task, instruct them to make their own grid on it using a ruler to measure accurately. The teacher can ask students to make a grid with smaller squares or a similar one as shown on page 45. The students can then find answers to the questions given on page 45 and share them with their shoulder partner.

Link: Map grid

<https://www.youtube.com/watch?v=r8kOZkiJI8M>

What is a grid system?

A network of horizontal and vertical lines or latitudes and longitudes drawn on a map or globe is called the grid system. The grid system is an important feature of maps. ... The location of the place would be at the intersection of its latitude and longitude.

The grid lines on a map help the reader of the map to locate different places on the map. The lines that run vertically are called **eastings**. Their numbers increase to the east. The horizontal lines are called **northings** as their numbers increase towards the direction of the north.

How do you read a grid map?

When taking a grid reference, **always read left to right along the bottom or top of the map first and then bottom to top along the side of the map.**

Read the relevant text on pages 46 and 47. Explain with the help of the maps given on

these pages.

Reference:

<https://lisbdnet.com/what-is-a-grid-system-on-a-map/>

Geostrategic importance of Pakistan

Geo strategic means the importance of a country or a region because of its geographical location.

Pakistan lies in a region which has great military, political, and economic importance. Pakistan is at the crossroads of Asia, with India as its neighbour in the east, China in the north, and Afghanistan and Iran in the west. It is a bridge between South Asia and South West Asia. Through Pakistan, China can find its way to Indian Ocean and Arabian Sea.

Location of Pakistan is very important in South Asia, as it is located at the junction of South, Central and West Asia and provides the shortest access to the sea for all landlocked countries of Central Asia besides Western China. Once CPEC is functional it will quickly improve Pakistan's economy.

Explain the very long sea route and the short land routes with the help of the map given below

CW: Students could do questions 1-2 from Learning Check and activity 1 from Going Further.

HW: Students could do questions 3-4 from Learning Check and activity 2-3 from Going Further.

Chapter 10. All about maps

LEARNING OUTCOMES

Students will be able to:

- recognize different types of maps, e.g. road maps, tourists maps, weather map, political map, topographical maps.
- explain a map and the term 'BOLTS' to read a map.
- describe the characteristic of time zones with the help of a diagram.
- define in reading maps and list the types with the help of diagrams.

Vocabulary:

Navigation, satellite, equipment, reference, corresponds, meridian, physical features, boundaries, distribution, orientation, legend, title, scale, symbols

Lesson plan 1

Time duration: 40 minutes

Methodology:

Longitude and time zones

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

became more and more accurate as more and more sophisticated sundials were invented.

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

Initiate a class discussion and then share the following information with the students;

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

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

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

CW: Students could do questions 1-2 from Learning Check and activity 1 from Going Further.

HW: Students could do question 3 from Learning Check.

Lesson plan 2

Time duration: 40 minutes

Methodology

Different types of maps

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

What I Know	What I Want to Know	What I Learnt

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

1. 3D Physical Map of the world

Show students the world map and ask them what the map shows. (Mountains, plains, rivers, deserts etc. – On a coloured map high mountains are a darker shade of brown, smaller mountains are a lighter shade, oceans are dark blue, seas and rivers are a lighter shade of blue, plains are usually green and deserts are a shade of light brown). Further explain by showing the physical map of Pakistan on page 51

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

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

Refer to the political map of Pakistan on page 51 and ask students to look at the boundary of Pakistan and locate its neighbouring countries.

3. Road Map

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

4. Thematic map

The above thematic map is a climate map. It indicates the climate around the world giving general information about the climate and precipitation of different regions. Separate colors are used to show different climate or precipitation zones. Also refer to the population density map on page 52 of the text book to further explain thematic maps

5. Topographical maps

Pakistan's location and topography

A topographical map shows contour lines, indicating elevation above the land or below a reference surface, which is usually the sea level. This makes it possible to show the shape and height of mountains, steepness of slopes and depths of the oceans or seas.

Navigational maps or charts

Navigational Charts

Navigational maps or charts are essential for air or sea travel as these charts include information that is important for avoiding accidents. They have information about land features inside as well as around water, such as cliffs, submerged rocks etc.

While the lesson is progressing ask students to bring different types of maps and put them up in the classroom. To conclude ask students to fill in the third column of their **KWL** chart to evaluate their learning. After completing the lesson on 'Different types of maps' the following exercises can be given.

Features of a map

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

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

Link:

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

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

Explain each of the above features. Read through pages 52 and 53.

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

Do the measuring activity on page 53 with the string.

CW: Students could do questions 3-4 from Learning Check.

HW: Students could do question 5 from Learning Check and activity 2 from Going Further.

Chapter 11. Physical regions of Pakistan

Teaching objectives:

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

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

Vocabulary:

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

LESSON PLAN 1

Time duration: 40 minutes

Methodology:

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

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

Now refer to the map on page 55 and ask students to closely study the map and discuss the various landforms with their partner.

Read page 55 and explain the objectives of the lesson. Elicit from students their knowledge about the physical features of Pakistan starting with mountains. Ask students to name the mountains they know and also where they are located. List these on the board. Ask students if there are some mountains in their province or if they have been to some mountainous region. Ask them to describe the terrain, the vegetation and life style of people living there.

Show the following videos about mountains

Links: Mountains of Pakistan

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

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

Refer to page 56 and locate the mountainous regions of Pakistan and Nepal. Share the following map with the students pointing to the highest mountain range in the world.

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

Tour of mountains in Pakistan:

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

Expedition K2

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

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

Reference for teachers:

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

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

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

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

CW: Students could do question 1 from Learning Check.

HW: Students could do question 2 from Learning Check.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Plateaus:

Put the word '**plateau**' on the chalk board and ask students to discuss with their shoulder partner what they understand by the word, and how they would describe it to the class. Take their answers and then show them some images of plateaus. Explain and discuss. Read through the relevant pages and locate the plateaus of Pakistan and Iran on the map given on page 56.

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

Reference for teachers:

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

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

Plains of Pakistan:

Reference for teachers

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

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

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

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

Methodology:

Put up some pictures of 'plains' on the board and ask students to describe the landform they saw, how it might have formed and what in their opinion it was useful for. Continue with the class

discussion and ask students if the area they live in was flat or hilly and what could be the advantages or disadvantages of living in a flat area. Take students answers, read the relevant topic from the text book and explain where necessary. Share some interesting information about 'Plains', with the students.

CW: Students could do question 3 from Learning Check.

HW: Students could do activity 1 from Going Further.

Lesson plan 3

Time duration: 40 minutes

Methodology:

Deserts of Pakistan

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

Put up some pictures of deserts on the board

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

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

Reference for teachers

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

Some interesting facts about deserts

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

Show the following video to review and wrap up the lesson

Link: Deserts

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

Deltas in Pakistan

Indus Delta:

Reference for teachers

The River Indus originates high up on the Tibetan Plateau and flows down more than 3,000 km before it reaches the Arabian Sea. The river gradually slows down as the slope becomes lesser and lesser and before falling into the Arabian Sea, even more sedimentation takes place resulting in the formation of the Indus Delta. It is shaped like a fan and consists of mudflats, swamps, estuaries, creeks, marshes and mangrove forests.

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

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

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

Indus Deltain Pakistan

The river Nile Delta is verysimilar to theIndus Delta

The thick mangrove forest which covered an area of 600,000 acres has been narrowed down to an area of 182,000 acres due to neglect and construction of dams and barrages. However, latelyplanting of mangroves hasstarted to revive the lost forest.

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

Some facts about the Indus Delta

- The Indus is the 5th largest delta system in the world and has the 7th largest mangrove forest system.
- The Indus River flows 3,000km before emptying into the Indus Delta.
- The delta covers an area of about 41,440km², and is approximately 210kilometersacross where it meets the sea.
- It receives about25-50cm of rain in a normal year.
- Pakistan's 5th largest city, Hyderabad, lies about 210 kilometers to the north of the mouths of the Indus.
- Prior to the lesson ask students to find out what a delta is, and also get information about the River Indus Delta.

Put students in groups of 4 and ask themto first share their points about the Indus Delta and then write down on a sheet of paper as many points as they can about the Indus Delta. A

representative of each group then shares the information with the class. Students can then represent the information on the Indus Delta in the form of a web diagram in their individual exercise books.

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

CW: Students could do question 4 from Learning Check.

HW: Students could do activity 2 from Going Further.

12. Weather and Climate

Teaching objectives:

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

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

Vocabulary:

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

Answers could be:

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

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

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

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

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

What is the difference between weather and climate...

Explain the factors that affect the weather and then ask students to study the weather chart and the illustration of a simple weather station on page 61 with their shoulder partner. Explain and also highlight that temperature is measured in degrees, humidity in percentage, rain in percentage and speed of wind in kilo meter per hour.

Ask students to make a similar chart for the coming week by observing the weather daily and getting details through a newspaper, weather report on television or through the internet. Students can then compare their charts in a group of four or five. Display the charts in the classroom.

Reasons for different climates in the world

Reference for teachers

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

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

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

The following factors affect climate of Pakistan.

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

Hottest place on earth; Death Valley, California, USA

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

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

CW: Students could do questions 1 from Learning Check.

HW: Students could do activity from 1 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

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

Next use the illustrations of the globes in the book to further explain the factors affecting climate. Read the relevant pages. Explain where necessary. To recap, ask students to make a quick web diagram representing the factors affecting climate and share it with the student in

front. (The partners should keep changing – right, left, front and back, so that the students share their work with a variety of students).

Show the following world map with different climate areas. Call out students to read the map using the key.

Use the following table to highlight different kinds of climate patterns in the world and the characteristics of the regions.

Climate Pattern	Characteristics
Desert	Low rainfall, little or no vegetation due to lack of water. Cloudless skies associated with anticyclones. High daytime temperature of 40°C is common. Examples: Saharan Desert, Arabian Desert.
Tropical	Located around the equator. Hot, humid weather (daytime max. temp 30-35°C). Convection produces daily rainstorms. Little seasonal difference. Further away from the equator a wet season and a dry season occur. Examples: Amazon Basin, Brazil; the Congo Basin, W. Africa and Indonesia.
Savannah	Located between the wet equator belt and subtropical belt. Savannahs have one short rainy season, rest of year is dry. Vegetation is mostly scrub and grassland. Examples: Sahel in N. Africa, large parts of India, parts of N. Australia.
Temperate	Temperate climates are maritime or continental. Maritime climates are strongly affected by the oceans with a fairly steady temperature across the seasons, whilst continental climates are more inland with warmer summers and colder winters. Examples: UK (maritime), central Europe (continental).
Mediterranean	Mid latitude. Hot, dry summers and mild winter rain. Examples: Regions around the Mediterranean, S Africa, South East Australia
Polar	Covered by snow and ice throughout the year. Sun is never high enough in the sky to cause widespread melting. Temperatures usually below freezing. Examples: Greenland, northern Siberia, Arctic (north pole); Antarctic (south pole).

Reference:(above chart)[https://www.lordgrey.org.uk/~f014/usefulresources/aric/Resources/Teaching Packs/Key Stage 3/Weather Climate/08.html](https://www.lordgrey.org.uk/~f014/usefulresources/aric/Resources/Teaching%20Packs/Key%20Stage%203/Weather%20Climate/08.html)

Groupwork:

In the next lesson, put students in groups of four. The groups should always be of mixed ability and equal opportunity should be given to each student. Ask students to refer to page 64. First read it individually and after discussion in the group and allocating tasks, make a similar chart as given above to show the climate patterns of Pakistan. They can paste or draw pictures of various regions. Display the charts in the classroom.

Climate chart page 65

Students can study the climate map on page 65 in their group and also find out, using the political map of Pakistan in **Oxford Atlas**, the cities that fall under each climate zone. The teacher moves around and facilitates students in locating the cities and different areas that fall into each climate zone.

Reference for teachers

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

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

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

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

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

Zone E is a big zone havingcoastal cities, near to Arabian Sea. The coastal partand the region aboveinBalochistanas well as in Sindh province is mostly arid to hyper arid.Some of the cities areHyderabad, Karachi,NawabshahandJewani.

Climate affects the way we live

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

CW: Students could do questions 2-5 from Learning Check.

HW: Students could do activities 2-3 from Going Further.

Chapter 13 Can people affect climate

Teaching objectives

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

- describe the impact of global warming and climate change

Vocabulary

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

Greenhouse effect

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

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

Share the following:

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

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

Greenhouse effect

Read page 67 with the students and explain where necessary.

Global warming and climate change

Global warming and climate change are affecting Pakistan as well. In fact the impact is expected to be quite intense. Flooding will take place due to melting of glaciers in the North which will be followed by scarcity of water affecting agricultural productivity. Since water level will rise in the seas and oceans, erosion of land and sea water incursion may take place. Extreme climatic conditions are also expected which will affect the environment and people in Pakistan.

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

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

The ozone layer

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

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

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

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

Group activity:

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

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

CW: Students could do questions 1-2 from Learning Check and activities 1-2 from Going Further.

HW: Students could do questions 3-4 from Learning Check and activities 3-4 from Going Further.

Chapter 14 Natural disasters

LEARNING OUTCOMES:

Teaching objectives:

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

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

Vocabulary

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

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

Topic: Earthquakes

What I Know	What I Want to Know	What I Learnt

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

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

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

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

Reference for teachers: Earthquakes and land sliding

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

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

Cyclones

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

Topic: Cyclones

What I Know	What I Want to Know	What I Learnt

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

Reference for teachers: Cyclones

The word cyclone is of Greek origin and it means a 'coil of snake'. It is also called a hurricane or a typhoon. A cyclone can cause destruction in three ways; heavy torrential rain, very strong sustained winds and tidal waves. Tidal waves are also accompanied by stormy winds and heavy downpour which leads to flooding thus causing immense damage to life and property. The coastal areas are the most affected because of the tidal waves and the effect of the wind and rain which is the strongest. As the storm moves inland the intensity of the wind and rain reduces.

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

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

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

CW: Students could do question 1 from Learning Check and activity 1 from Going Further.

HW: Students could do question 2 from Learning Check and activity 2 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Floods

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

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

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

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

Reference for teachers

The biggest flood in Pakistan came in 2010 in late July and August due to flooding of Indus River. It was considered to be the worst flood in the history of Pakistan that led to a humanitarian disaster.

Flooding is very common in Pakistan during the monsoon season which is usually from June to September. Heavy monsoon rains fill up Indus river basin with huge amount of water that can cause flooding in the surrounding areas. Rivers and streams also overflow on to dry land during the monsoon season.

Flooding is the most devastating natural hazard in Pakistan and it affects a large number of people. Almost every year, considerable damage is caused to crops, livestock, forestry, fisheries, houses, food storage places and more. Infrastructure such as roads, bridges, tube-wells etc. are also damaged.

Have a whole class discussion on what precautions can be taken when flooding is expected.

Avalanches

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

Reference for teachers

Share the following with the students.

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

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

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

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

CW: Students could do questions 3-4 from Learning Check.

HW: Students could do activities 3-4 from Going Further.

Chapter 15 Population

Teaching objectives

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

- define the terms 'growth rate' and 'population density'.
- describe the factors affecting population increase in Pakistan.
- describe the impact of population increase on the quality of daily life in the student's community.

Vocabulary

particular, annual, densely, census, approximately, estimated, bacterial, contaminated, populous, illiteracy, overpopulation

Lesson plan 1

Time duration: 40 minutes

Methodology

Initiate a whole class discussion and elicit from students their knowledge about the topic by asking questions

- How much do you think is the population of Pakistan..
- If there are double the number of students in your class, what would it look like and what would be the problems students and the teachers would face..
- The area our country Pakistan covers is small and it would not increase, what would happen if the population kept on increasing..
- If the food and water supply remain the same (it may even become much less as agricultural land will be used for building houses)
- What would be the roads like if the traffic keeps on increasing.. continue to ask questions to elicit what students know about population growth. Jot down relevant points on the chalk board as class discussion moves forward..

Reference for teachers

- The current population of **Pakistan** is **228,784,884** as of Saturday, May 7, 2022, based on Worldometer elaboration of the latest United Nations data.
- Pakistan2020 population is estimated at **220,892,340** people at mid-year according to UN data.
- Pakistanpopulation is equivalent to **2.83%** of the total world population.
- Pakistanranks number **5** in the list of countries (and dependencies) by population.
- The population density in Pakistan is 287 per Km²(742 people per mi²).
- The to tall and area is 770,880 Km² (297,638 sq. miles)
- 35.1 %of the population isurban(77,437,729 people in 2020)
- The median age in Pakistan is 22.8 years.

Studies show that poverty is the main cause of overpopulation in Pakistan. People are not conscious and aware of the harsh consequences of overpopulation. Families think more hands

are needed to work to overcome poverty. Also the declining death rate due to better medical facilities has led to population growth.

The high birthrate and low death rate both contribute to Pakistan's overpopulation problem. 18,593 live births average per day (774.70 in an hour) 4,698 deaths average per day (195.76 in an hour)

The population is large, but the country is small: The population of Pakistan is the fifth highest in the world, but it only makes up 0.59 percent of the Earth's surface. Compared to other countries with high population Pakistan covers the smallest place on earth.

The population may double in 30 years: The United Nations reported that the population of Pakistan will rise to 400 million by 2050 which means it will double from what it is at present.

There are more children than adults: As a result of the high birthrate, 60 percent of Pakistan's population is still under the age of 30. This has dangerous consequences because more resources are required to raise more children. With nearly 39 percent of families living in poverty, it can be difficult to provide for so many children.

Education is an important step in reducing poverty. Education suffers when there are too many students: expected years of schooling in Pakistan is as low as 8.1 years, almost the lowest in the world.

Pakistan takes in a high number of refugees: Pakistan's refugee population is among the highest in the world

Overpopulation can lead to food insecurity: Approximately 60 percent of Pakistan is already live with food in security. If the population continues to increase, families will resort to using agricultural lands for settlement as the urban areas become more crowded. This will decrease agricultural production, making resources even more scarce and expensive. As a result of existing food insecurity, there is already an issue with malnutrition and stunting.

Overpopulation puts pressure on the water supply: Pakistan's water supply is becoming scarce due to the increase in the population. There are areas where there is no drinking water available.

Overpopulation combined with poverty leads to deprivations in health and education facilities and affects people's standard of living adversely. Consequently there is child labour, illiteracy, family conflicts etc.

Policy changes are necessary in order to affect change in Pakistan's population growth. Understanding the facts about overpopulation in Pakistan is an important step in recognizing the severity of this issue and how it will affect our next generation's world.

To assess students' comprehension of the lesson make groups of four and ask them to draw the following chart and working collaboratively, fill it up. They can consult their textbook. The above notes given for teachers' reference can also be printed and given out to students for reference.

Overpopulation in Pakistan		
Causes	Effects	Solutions

The chart can be displayed in the classroom

CW: Students could do questions 1-2 from Learning Check and activity 1 from Going Further.

HW: Students could do question 3 from Learning Check and activity 2-3 from Going Further.

Chapter 16 Goods and services

Teaching objectives

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

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

Vocabulary

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

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

Name: _____

<p>A good is something you can buy and consume. Goods are things that you can keep, eat or use.</p>	<p>A service is something that someone does for you. When you buy a service, you hire people to do work for you. You are not buying something you can touch or hold.</p>
<p>Read each scenario and tell whether you are purchasing goods or a service. Write the word 'good' or 'service' on each line.</p>	
<ol style="list-style-type: none">1. You get a haircut.2. You buy a book from a garage sale.3. You buy your mother flowers from a flower shop.4. You hire someone to cut your lawn.5. You visit the doctor for a check-up.6. You purchase a game to give as a birthday gift.7. You pay your sister 50 rupees to clean your messy room.8. You buy an ice cream cone from an ice cream truck.9. You take an airplane when you go on a trip.10. Your friend sells you his old baseball bat for 100 rupees.	<ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____

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

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

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

Taxes

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

CW: Students could do questions 1-3 from Learning Check.

HW: Students could do questions 4-6 from Learning Check and activity 1 from Going Further.

Chapter 17 Trade

Teaching objectives

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

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

Vocabulary

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

Lesson plan 1:

Time duration: 40 minutes

Methodology:

Reference for teachers

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

Many countries need goods that are not easily available domestically and it is more convenient to acquire or import them from other countries. Many a times raw material is imported for products manufactured in a country and then the finished product is exported at a higher price.

A country's economy becomes better if the exports are more than the imports. More exports mean more production of goods, more jobs and more money coming in, increasing the wealth of the country. However, if a country's imports are more than its exports than more money is leaving the country than is coming in through exports. Such a situation is not good for the economy of a country and over a long period of time if this continues, the country will have to take loans from the World Bank which it has to pay back with interest putting a huge burden on the country's economy.

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

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

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

CW: Students could do question 1 from Learning Check and activity 1 from Going Further.

HW: Students could do question 2 from Learning Check and activity 2 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Scarcity

Put students in groups of four and ask them to list down the things (goods and services) that are scarce in Pakistan. Examples could be; some food items such as flour, sugar, dals, meat some vegetables etc. also water, electricity, housing etc.

Ask a representative of each group to share their list with the class. Read through the relevant text and explain relative and absolute scarcity

Take students a step further and ask them how some of the things that are scarce in our country can be used sensibly so that their shortage can be lessen.

Show the following chart to the student and discuss the reasons for wastage of food items and how this wastage could be avoided and scarcity of food could become less.

AN estimated 36 million tonnes of food is wasted in Pakistan every year. This is equivalent to every citizen of Karachi, Lahore and Hyderabad tossing out entire lunches and dinners every day.

According to a report, 40 per cent of food in Pakistan is wasted. This includes food loss during the supply chain (production, post-harvest handling, agro-processing, distribution and consumption) that occurs every year.

Owing to extreme weather conditions, food loss in this country is expected to be higher than computed by agricultural departments. Food wastage is the sum of food waste and food lost.

Food wastage is common at wedding ceremonies and parties as well.

Pakistan is a country where there is food insecurity, and wastage should be avoided at all cost.

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Also discuss water and electricity scarcity, how it may affect the production of goods and what could be some of the solutions.

Pakistan is an agricultural country and scarcity of water affects its food production. Shortage of electricity causes problems in the business and industrial sectors.

Inflation

Reference for teachers

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

Link: Inflation

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

The main causes of inflation

1. Demand-pull inflation– aggregate demand growing faster than aggregate supply (growth too rapid)
2. Cost-push inflation– For example, higher oil prices feeding through into higher costs.
3. Devaluation– increasing cost of imported goods, and also the boost to domestic demand.
4. Rising wages– higher wages increase firms' costs and increase consumers' disposable income to spend more.
5. Expectations of inflation– High inflation expectations cause workers to demand wage increases and firms to push up prices.

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

Take students' answers and encourage them to give examples.

Explain by giving the example of a balloon. When a balloon is inflated it increases in size; when prices are inflated the cost of goods increases or they become more expensive. Ask the students if they think they have to pay more money to buy, for example; a game, school uniform, school bag, shoes, a cricket bat, toys etc. than they paid last year to purchase the same goods.

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

CW: Students could do questions 3-4 from Learning Check.

HW: Students could do activity 3 from Going Further.

Chapter 18 - Entrepreneurship

Teaching objectives

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

- describe the entrepreneurial mindset.
- define and differentiate between various types of entrepreneurial businesses.
- explain the different behaviours related to entrepreneurship and its usefulness

Vocabulary

entrepreneurs, financial, mindset, opportunities, challenges, modest, lifestyle, unique, hire, organizations, passion, committed, despite, circumstances, enables, vision, flexibility, original, trustworthiness, work ethic, establishes

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

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

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

Also put up the poster below to motivate the students

Guidelines:

BUSINESS IDEA:

- What is your idea?
- Is it a product or service you want to offer?
- What makes your idea unique?
- Identify your competitors
- Why will people choose your brand or service?

BUSINESS NAME:

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

TARGET MARKET:

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

MARKETING:

- How will you inform people about your business?

PRICING AND PROFIT:

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

Students can pin-up their business plans on the soft board in the class for other to read or they could be called out to present their plan in front of the class.

CW: Students could do questions 1-2 from Learning Check and activity 1 from Going Further.

HW: Students could do questions 3-4 from Learning Check and activity 2-3 from Going Further.

Chapter 19 Money

Teaching objectives

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

- narrate with examples the evolution of money and trade via barter system before money was introduced.
- trace the history of coins and paper money in the subcontinent.
- identify the currencies of different countries.
- describe the role and importance of money in people's lives

Vocabulary

exchange, barter, blacksmith, purchase, eventually, medium, imprinted, bronze, Macedonia, coinage, standard, irregular, currency, legal tender, plastic money, electronic transfer, commodity, amenities, luxuries, electronic gadgetry

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

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

Topic: Evolution of money

What I Know	What I Want to Know	What I Learnt

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

CW: Students could do questions 1-2 from Learning Check and activity 1 from Going Further.

HW: Students could do questions 3-4 from Learning Check and activity 2-3 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Currencies of the world

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

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

Ask students to refer to the map on page 87, list down the countries and the currency used in each and then add five more countries and their currency to the list. They should also locate these countries on the map.

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

Money in our lives

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

Inform students that they have to do 'GOING FURTHER' Exercise 2 and make a list as shown on page 89. This work should preferably be given as homework, so that parents can facilitate their child in filling the three columns. Students should also be asked to discuss with their parents why a certain commodity falls into a particular group and how it is possible to lessen the luxury items and also reduce the money spent on amenities. Encourage students to develop the habit of saving and making the right choices while spending money.

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

CW: Students could do question 5 from Learning Check.

HW: Students could do activity 4 from Going Further.

Chapter 20 Banks

Teaching objectives

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

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

Vocabulary

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

Lesson plan 1

Time duration: 40 minutes

Methodology:

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

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

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

Reference for teachers

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

— ADAM BARONE

History of banking

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

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

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

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

Key point

- Religious temples became the earliest banks because they were seen as a safe place to store money.
- Before long, temples also got into the business of lending money, much like modern banks.
- Based on the theories of economist Adam Smith, some 18th century governments gave banks a relatively free hand to operate as they pleased.
- However, numerous financial crises and bank panics over the decades eventually led to increased regulation.

Reference: <https://www.investopedia.com/articles/07/banking.asp>

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

HW: Students could do activity 1 from Going Further.

Lesson plan 2

Time duration: 40 minutes

Methodology:

Discuss the functions of State Bank of Pakistan and its powers. Using the internet, give virtual tour of the State Bank of Pakistan to the students.

Islamic Banking

In 2006, a system of Islamic banking was introduced. It operates side by side with the conventional banking system. Pakistanis can choose between the two modes of financing.

Islamic banking is defined as banking system which is in accordance with the philosophy, spirit and values of Islam and is ruled by the principles laid down by Islamic Shariah.

Islamic banking is based on interest-free banking as interest is prohibited in Islamic Shariah. It also avoids un-social and unethical practices. Islamic banks invest in projects that are Shariah compliant and share the profit with their account holders. If followed in totality it is bound to bring economic prosperity to the country.

CW: Students could do questions 3-5 from Learning Check and activity 1 from Going Further.

HW: Students could do activity 2 from Going Further.

ANSWER KEY:

Chapter 1

LEARNING CHECK

1. Civic rights:
 - freedom of movement
 - right to assemble peacefully to express common opinions and achieve common goals
 - security of one's dignity
 - right to fair trial
 - right to vote

Civic responsibilities:

- to show commitment to democracy by casting a vote
 - being tolerant of other people's views and accepting the rule of law
 - to show discipline on the roads by following the traffic rules
 - observing punctuality
 - being aware of social problems and to work towards solving them
2. Ethical principles of being cyber citizens include:
 - Managing time
 - Taking care of devices
 - Accessing safe websites
 - Respecting copyright
 - Care with cyberbullying
 3. Students will answer this question based on their own experiences
 4. Students will answer this question based on their own experiences.

GOING FURTHER

1. Help students with ideas to design their posters. You can do so by jotting down a few ideas and themes on the board and letting students use the Internet for research.
2. Students will do this activity in homework or in the computer lab. The computer lab assistant can be of help for students who need help with the software. Final presentation can be shared with the peers in class.
3. Students can do this activity in the classroom or even at home with their neighborhood friends. They can prepare a summary report as classwork or homework.

Chapter 2

LEARNING CHECK

1. The fundamental human rights as stated by the United Nation include the following:
 - All human beings are born free and equal.
 - Everyone has the right to life, liberty, and security.
 - Everyone has the right to receive an education.
 - Slavery and slave trade is prohibited.
 - All are equal before the law.
 - Everyone has a right to freedom of movement.
 - Everyone has the right to belong to a country.
 - Everyone has the right to thought, conscience, and religion.
 - Everyone has the right to work and receive a salary.
2. Students will answer the question as per their individual observations.
3. Freedom of speech is important because it allows people to express their views and

opinions. They can communicate their problems and raise voice against social injustice, discrimination, inequality, etc.

4. Discussion and negotiation are two effective and important tools for conflict resolution.
5. Students will compose their answers based on their individual understanding of the statement.
6.
 - i. basic
 - ii. provision
 - iii. resolution

GOING FURTHER

1. Form small groups among students so each student gets the chance to discuss and speak and be heard. Encourage students to open up about their experiences and think on the lines of why, how, who, what, and where. This way they will be able to identify all the necessary information required for the peers to understand and relate to their experiences as well as to derive a solution.
2. Help students to understand the meaning of empathy through different examples in the society. Students should be able to share their own experiences in class with their mates.
3. Refer to activity 1 for reference to real life experiences. Help students create dialogues and assign roles as required.
4. Refer to action plan used in activity 1.
5. Students can write answer to this activity in a report form and also share with their mates in class so everyone learns something from individual experiences. Encourage students to engage in the activity without judging their peers if they share honest mistakes.
6. This should be an engaging class activity. Encourage all students to participate actively and speak. They can share their own experiences and observations, and references from their surroundings, popular culture, conversations, or a practice.

Chapter 3

LEARNING CHECK

1. The diverse cultural groups of Pakistan include the following:
 - Punjabi
 - Sindhi
 - Pakhtun
 - Balochi
 - Kashmiri
 - Potohari
 - Siraiki
 - Balti
 - Shina
 - Hazara
 - Makrani
2. The advantages of a multicultural society include the following:
 - Variety of ideas surface as people from different cultures share their rich, unique experiences.
 - Adaptability teaches patience and the ability to accept differences while co-existing.
 - Open mindedness and tolerance remove bias and negativity, hence bringing people closer.
 - Variety in food, festivals, social norms, languages.
 - Multiple cultures coexist when they meet each other, hence creating acceptance for diversity.

3. Students will answer this question based on their own individual experiences.
4. Nationalism is based on the idea to promote the interests of one's nation. People exhibit their national spirit when they show loyalty and devotion to their country.
5. i. Culture ii. Muslims iii. Easter iv. Diwali v. Sikhs vi. Nauroz vii. Turkish viii. Nationalism

GOING FURTHER

1. Students will complete activities 1 and 2 based on their own individual experiences and observations.
2. Activity 3: Students can make a chart listing all the features mentioned in the activity and add other features as well to create a rich, research-oriented report.
3. Activity 4: This is a fun activity! All students should bring art materials to create colorful, rich posters. Let the students be as creative as they would like to.
4. Activity 5: Allow students to use school's computer lab and help them find authentic websites and collect the right information. Teach them to verify all information before sharing with others.

Chapter 4

LEARNING CHECK

1. The various sources of information we use today are either electronic or print. They include radio, television, newspapers, magazines, books, and the Internet.
2. Sources of information that reach and influence many people (the masses) are known as mass media (singular—medium). Examples of mass media include newspapers, magazines, and television and radio channels.
3. Students should research on the topic using the Internet and then compose their own answers based on their understanding and opinion. It is a good idea that students share their answers with peers so the information researched is shared widely.
4. Students will answer this question based on their own understanding and experiences.
5. Social Media refers to the various online platforms people use to connect with each other. It facilitates the sharing of ideas, information, and images by uploading content through various platforms.
People are at the receiving end of mass media; whereas, through social media they can interact and give their opinions.
Through social media, anyone can reach people on a massive scale in a short span of time, however, information can be edited, changed completely, withdrawn, or even deleted instantly. Contrarily, on mass media, information shared once cannot be changed. Mass media is well-thought before it is shared to the masses and is considered to be more authentic than the social media.
Invasion of privacy is one of its drawbacks of social media since all online activity is monitored thoroughly. Mass media does not pose such a threat to its receivers.
6. i. True ii. False iii. False iv. True v. False vi. False

GOING FURTHER

1. Divide students into groups of four and assign tasks such as information collection, art work, arrangement of information in appropriate sizes, etc. Ask students to bring required materials beforehand, such as chart papers, coloured pencils, markers, cut-outs, glues, scissors, and other creative materials that they may want to use.
2. This activity can be completed at the end of the topic. Ask students to prepare beforehand; they could use the Internet and library resources to collect information.
3. Help students in conducting the activity. You can discuss weather or sports news or any other news that interests students at this age.
4. Ask students to choose one medium for their project. For radio, they could prepare dialogues,

and for TV they could enact a scenario since access to audio and video equipment for most students will not be possible.

5. Assign this activity to students for classwork or homework – they should be able to work independently. Allow creative freedom since brand advertisement is all about creativity.

Chapter 5

LEARNING CHECK

1. The federal government has a role in keeping Pakistan financially stable. Its goals include:
 - economic growth and development
 - ensuring employment of all the people who are willing to work
 - ensuring stability of prices of goods and services
 - resource distribution between federal and provincial governments
2. The elected members of National Assembly form the National Assembly, while elected members of Provincial Assemblies form the Provincial Assemblies.
 - (a) The National Assembly is known as the Lower House.
 - (b) Senate is also known as the Upper House.
 - (c) Together the National Assembly and the Senate form the Parliament
3. Students will compose the answer as per their understanding.
4. It is important for a nation to have a constitution because it:
 - serves as a social contract between the government and the people.
 - helps to keep checks and balances on the people in authority.
 - protects the rights of all the citizens of Pakistan, including the minorities.
 - helps to curb misuse of power by any person or group, including government.
5. Students will compose the answer as per their understanding.
6. **Rights of Pakistani citizens**
 - All citizens will be treated equally before the law.
 - All citizens have the right to practice their religion and protect their language and culture.
 - Citizens have the right to a fair trial if they are arrested or detained.
 - Citizens have the right to move freely and peacefully gather to protest or celebrate.
 - Constitution promises to protect life and liberty of its citizens according to the law.

Responsibilities of Pakistani citizens

- Vote for their representatives without bias
 - Respect the civic rights of all citizens
 - Follow the rule of law
 - Not to abuse their access to public spaces
 - Never harm the state or other people's life or property
7. When the rule of law prevails against unjust and illegal activities and to protect fundamental rights of the people, they feel secure.

Everybody is accountable before the law. Peace is ensured and violent acts are prevented. The punishments are meant to discourage people from performing criminal acts. They help carry out justice by setting rules for resolving disagreements.
 8. • Each party has its manifesto which states the policies and programmes of that party. The manifesto helps people to decide if they wish to join the party or support it by vote or not. Each party tries to convince people to vote for them in the general elections.

- Parties nominate their candidates who would take part in the general elections. The party that gets the highest number of votes is invited to form the government.
 - The winning political party has a majority in the Parliament. All other political parties form the opposition.
 - The winning party runs the government through its ministers who lead the various ministries according to its manifesto.
 - Members of the political parties propose changes to existing laws or suggest new laws for the benefit of the people. These are passed after a debate in the Parliament.
 - The opposition keeps a check on the ruling party and criticizes its failures and incorrect decisions.
 - Political parties serve the interests of their voters. Local party leaders are a means by which people can speak to the government about their problems or ideas. They get a say in the running of the government through these representatives.
 - If a political party does not deliver on the promises it made to its voters, it has a very slim chance to win the next elections.
9. i. parliamentary ii. Internal affairs iii. Taxes iv. National Assembly v. Senate vi. Parliament
vii. Constitution viii. Law

GOING FURTHER

1. Explain the activity to the students and assist in conducting the debate. Ensure full participation and that all students have a voice.
2. Students should be able to conduct this activity on their own in classwork or homework copies.
3. Students will answer this question based on their personal opinion.
4. Shortlist the name of students who wish to participate in the class election and then carry out the democratic way of election as told in the lesson. This activity will take time so allocate 10-15 minutes each day for this activity until the completion of the process.

Chapter 6

LEARNING CHECK

1. Students will write the answer based on their own research and understanding of the topic.
2. Purushapura (present-day Peshawar), Takshasila (present-day Taxila), and Pushkalavati (present-day Mardan)
3. 1468 BCE: The Romans conquered the Greeks in the Battle of Cornith in 1468 BCE.
327 BCE: Alexander the Great conquered Gandhara in 327 BCE and crossed it to reach Punjab.
45 BCE: In 45 BCE, Julius Caesar took over the Roman Republic and became the ruler.
27 BCE: Caesar Augustus became the first Roman Emperor in 27 BCE and set up the Roman Empire.
4. i. Greek Civilisation ii. Roman Empire iii. Gandhara iv. Takshasila (present-day Taxila)

GOING FURTHER

1. Take the students to the computer lab to conduct research as well as school library. Supervise them to use the authentic websites and age-appropriate books.

2. Assign each group one civilisation and provide basic guidelines on making models. Students could bring clay or other model materials that are easy to use.
3. Use the Internet to find authentic literature and develop age-appropriate quiz. You can develop different quizzes as per the needs of the students such missing words, pair the correct features, one-word questions, fill in the blanks, MCQs, puzzles, etc.
4. Students should be able to complete this activity independently.
5. Students could do this activity at their homes as they progress through the lesson.

Chapter 7

LEARNING CHECK

1. Sir Syed Ahmed Khan first set up a modern school in Aligarh in 1875, called Mohammedan Anglo-Oriental School. He later founded the Mohammedan Anglo-Oriental College in 1877, which later turned into the famous Aligarh Muslim University in 1920. He advised Muslims to study English and science, as well as Islamic studies.
2. The 'Two Nation Theory' which stated that the subcontinent had two distinct nations with different religions, customs, languages, and history.
3. Students will answer this question in their own words.
4. Quaid-e-Azam asked for a separate state for Muslims because he knew gaining independence from the British, he believed, would not benefit Muslims as British **oppression** would be replaced with Hindu oppression.
5. Students will answer this question in their own words and as per their independent study of the topic.
6. i. Delhi ii. 1877 iii. 1920 iv. Dentistry v. 1898 vi. Karachi vii. 1913 viii. Pakistan Resolution ix. Governor General x. Quaid-e-Azam
7. i. Quaid-e-Azam ii. Ra'ana Liaquat Ali iii. Liaquat Ali Khan iv. Chaudhry Rahmat Ali v. Fatima Jinnah vi. Sir Syed Ahmed Khan vii. Begum Jahan Ara Shahnawaz viii. Sir Syed Ahmed Khan
8. i. 1875 ii. 1929 iii. 1940

GOING FURTHER

1. Students should by now be able to conduct research work independently. Assign the task as homework or let the students complete this in classroom after they have conducted research work in school library and / or computer lab.
2. Students will write answers as per their own opinion.

Chapter 8

LEARNING CHECK

1. Students will write answers as per their own research, in their own words.
2. In Sindh, the Muslim League devised ways to gain an independent Muslim state for Muslims of India. Sindh was the first province to adopt such a resolution.
In Khyber Pakhtunkhwa, the members of All India Muslim League were very active in the province. They participated fully in the Lahore Resolution and supported the Muslim League. A referendum was held in the province in July 1947 to decide the future of NWFP. The entire province, including the tribal belt decided in favour of joining Pakistan.
In Punjab, The Punjab branch of Muslim League worked day and night to create awareness

among people. The young members of Punjab Muslim Student Federation played a special role in making Punjab a Muslim-League-based province.

GOING FURTHER

1. Students could complete this activity for homework as a research-based project or as classwork. Allow them to use school library and computer lab for research.
2. Each student will prepare a questionnaire for the task and complete it before presenting as homework.

Chapter 9

LEARNING CHECK

1. The Equator is an imaginary line that runs horizontally between the North and South poles, while the Prime Meridian is an imaginary line that runs vertically, going through Greenwich, England.
2. The lines of latitude are imaginary lines going from east to west. There are 180 lines of latitude. These are measured in degrees.

The lines of longitude are imaginary lines that stretch vertically from the North to the South pole. There are 360 lines of longitude that are measured in degrees.

3. CPEC will connect Pakistan to Central Asia, China, and Europe, thereby opening Pakistan to greater opportunities for development and increased cultural exchanges. The presence of the sea route will allow nearby landlocked countries to do trade through sea routes, in exchange for paying Pakistan a fee, that will help improve Pakistan's economy.
4.
 - i. B
 - ii. B
 - iii. A
 - iv. D
 - v. B

GOING FURTHER

1. Ask students to open their atlases and use it to mark the position of the continents and the oceans on a blank outline map of the world.

2.

33 degree N, 73 degree E	Islamabad, Pakistan
32 degree N, 74 degree E	Gujranwala, Punjab, Pakistan
1 degree N, 104 degree E	Island of Sumatra, Indonesia
21 degree N, 39 degree E	Red Sea
40 degree N, 73 degree W	Nebraska, USA

3. You can ask the students to pair up for this activity. Ask them to take turns in choosing a random line of latitude, while the other identifies and writes down the name of the place that lies on (or nearest to) the line.

Chapter 10

LEARNING CHECK

1. The lines of longitude divide the Earth in 24 time zones, reflecting the number of hours in a day. Since each time zone encompasses 15 degrees, travelling east from the Prime Meridian will add one hour for every 15 degrees covered.

2. Ask the students to open their atlas and identify the time zones for the countries mentioned. Go around the class to see if they are writing down the correct times.

Beijing—GMT +8

London—GMT +1

Moscow— GMT +3

Washington DC— GMT-4

3. A scale is drawn on a map so people can calculate actual distances and sizes of the places.
4. BOLTS is an acronym that is used to help remember what things to look for in a map. It stands for 'border, orientation, legend, title, and scale'.
5.
 - i. Road map
 - ii. Political map
 - iii. Physical map
 - iv. Thematic map
 - v. Thematic map

GOING FURTHER

1. Ask the students to use their atlas to find the latitude, longitude, and physical features of the areas mentioned. Go around the class to see if they need any help in using the maps.
2. Give instructions to the class to draw a plan of their bedroom/classroom. Ask them to measure the objects in the room and then use a scale to put them on the map. Go around the class to see if any student is having trouble making the scale.

Chapter 11

1. Plains (the Indus plain)
Delta (in Sindh's coastal area)
Deserts (e.g. in Sindh, Punjab, and Balochistan)
Plateaus (e.g. the Potohar plateau)
Mountains (e.g. K2)
2. Ask the students to describe the physical characteristics of the region they inhabit.

Sindh: Indus plains (fertile land), Tharparkar desert (hot weather), Indus delta in the south (rich mangrove forests), etc.

Punjab: Potohar plateau (Salt mine), Thal desert, Indus plains (fertile land due to the five rivers (Indus, Jehlum, Chenab, Ravi, Sutlej).

Khyber Pakhtunkhwa: Plains surrounded by hills, mountains

Balochistan: Kharan desert (dry, hot weather)

Gilgit Baltistan: Mountain ranges
3. People living in different regions of Pakistan have different lifestyles depending on the varying physical conditions of the regions.

The scenic beauty of the mountains in Pakistan attracts tourists throughout the year, so the main industries of the region are for tourism as well as agriculture. The climate of the mountains can get very cold, especially in winters, so people wear woolly clothes to keep themselves warm. Locals typically eat fresh fruits, vegetables, and dairy products such as cheese, milk, and yogurt.

The plateaus of Pakistan have dry hills, that are rich in minerals, coal, limestone, oil, etc. Locals engage in activities such as mining, quarrying, and even working in the oil refineries of the region.

The Indus delta is a region that has dense mangrove forests and is also an excellent breeding ground for a variety of creatures such as fish and shrimp. Many locals earn a living by catching and selling fish.

The desert regions of Pakistan are dry and barren, with sand dunes, and very little vegetation. The main agriculture is done in oases peppered across the region, with the harsh climate and little water encouraging very little else. Most locals are livestock farmers, raising animals like cattle, camels, donkeys, and goats, that provide meat and other essential dairy products. Due to reduced agricultural opportunity, people usually eat more grain. Moreover, due to the extreme heat, people wear light, loose-fitting clothes, cover their heads, and wear shoes with thick soles. They are skilled workers who make unique embroidered textiles and handicrafts to use and even sell.

The Indus plains are highly fertile regions and are densely populated since agricultural activities require high levels of employment on multiple levels. The area also has an ample water supply, that allows the growth of different kinds of crops, Kharif are crops grown for the summer (cotton, rice, millet, sugar cane, etc.), and Rabi crops for the winter (wheat, pulses, etc.).

4.
 - i. Desert
 - ii. Mountainous
 - iii. Pakistan, Iran
 - iv. Indus delta
 - v. Delta
 - vi. Indus; Nile
 - vii. Attock oil refinery
 - viii. Mountains
 - ix. Nepal (Himalayan Mountain range)

GOING FURTHER

1. Ask students to collect the necessary information and supervise them as they make a guidebook. This activity can be done as homework, or as a group work.
2. Ask the students to write about the life of the people in their region, keeping in mind the key terms used in this chapter, e.g. mountain, plain, plateau, delta, oasis, fertile land, etc.

Chapter 12

LEARNING CHECK

1. The weather of a region is the temperature over a short period of time, while the climate of the region refers to the common weather conditions over a long period of time (normally at least thirty years).
2.
 - Precipitation
 - Humidity
 - Temperature
 - Air pressure
 - Winds

3. There are different climates in the world due to many reasons. One reason is the latitude, which is the intensity of the sun rays falling on different lines of latitude determines how hot or cold a region is. Areas closest to the Equator such as Kenya, Brazil, have a hot climate, while the North and South poles, which are furthest away from the Equator are the coldest. The sea level also plays a role on the climate of the region, for the higher a place is above sea level, the colder it is. Similarly, the closer an area is to the sea, the more moderate is the temperature throughout the year; the cool sea breezes keep the temperature cooler in the summer, and warm sea breezes in winters ensures the milder climate.
4. The answers from the students should be built around the following points. Keep in mind that answers should also talk about the impact of such a climate on the people living there.

Mountainous regions: high altitudes, cold winters from October to April, below freezing temperatures, precipitation in the form of snow, summer months are from May to August, hottest months are June and July, summer rainfall reduces the heat, and therefore is the season most enjoyed by people.

Plains region: hot and long summers starting from March and ending in October, hottest months are June and July (temperatures of 45°C), dust and thunderstorms are common, often accompanied with *loo* winds (very hot winds). People avoid work during the afternoon, there is little rainfall, crops are given water through irrigation, mild winters (10°C to 21°C), and January is the coolest month.

Desert regions: hardly any rain, hot and dry summers with hot and dusty winds (temperatures going up to 50°), extreme winter temperatures (going below 0°).

Coastal regions: little rain, mild temperature in summers and winters, short and pleasant winters from December to February, occasional cold and dry winds blow from Balochistan causing drops in the temperature, summer extends from April to October.

Plateau region: hot summer from April to October (temperature over 40°C), mild winter (staying around 10°C), considerable rain (more rain in summer than in winter).

5.
 - i. Temperature; precipitation; humidity; winds; air pressure
 - ii. Meteorological station
 - iii. 165
 - iv. Precipitation
 - v. Winter
 - vi. Moderate
 - vii. 24°N; 37°N
 - viii. Equator
 - ix. Coastal

GOING FURTHER

1. Instruct the students to note down the daily temperature of their city for a month in their notebooks. Once all the data is complete, ask them to use it to make a weather chart, and then present it to the class.
2. Ask students to organize the weather data given on page 63 and use that to construct a bar graph. Make sure they label both axes correctly.
3. Assign the poster-making task to students either as homework or as a group work. Ask them to review the different climates in various regions and then use their artistic skills to show the climates on a large paper. Students may describe/discuss their posters with the class.

Chapter 13

LEARNING CHECK

1. The greenhouse effect refers to how the sun's rays heat up the Earth's surface and are trapped by greenhouse gases such as carbon dioxide and water vapour as they are radiated back into space. As the level of greenhouse gases increases, the amount of trapped heat also increases, thereby increasing the overall temperature of the Earth.
2. The increase of carbon dioxide in the environment from numerous sources including the burning of fossil fuels in transport and industry. The carbon dioxide causes an increase in the greenhouse effect, causing the Earth's environment to heat up.
3. Global warming causes the ice at the poles to melt, thereby increasing the water level of the oceans. Increasing rise in water level would cause flooding in low lying areas, causing mass destruction of people and property. The world would also see changes in the climate, causing some areas to become drier, affecting crops and livestock, thus effecting the food supply. Moreover, some parts of the world may even face deadly cyclones and flooding. Climate change would also lead to the displacement of many animal species as they lose their habitat, even causing their extinction. Such changes would have a domino effect on the food chain.
4.
 - i. A
 - ii. C
 - iii. A, B, C, D (Note: as an extra activity, ask the students to give their reasoning for whatever answer they choose)
 - iv. C
 - v. C
 - vi. D

GOING FURTHER

1. Assign this task as a class activity. Guide students if needed.
2. Ask the students to collect and organize relevant data. You can ask students to present in class if there is time.
3. Students can use their artistic skills to design relevant posters, based on their understanding of the perils of climate change. The posters can be put up in class if there is space.
4. Students will answer this question based on their research and understanding. Guide them if needed.

Chapter 14

LEARNING CHECK

1. Look for answers focusing on the following points.

Earthquakes: occur when the moving rock plates of the Earth's crust rub against each other, either in an upwards direction or even sideways.

Cyclones: these develop near the Equator, particularly on the warm seas of the region. The sun heats the sea as well as the air above it, causing it to rise. The heat of the air causes water droplets to rise with the air, that upon condensing form massive thunderclouds, thereby forming a cyclone.

Floods: flooding occurs when there is excessive rain that exceeds the rate of water absorption into the ground. A greater volume of water in a river would cause it to overflow into the nearby areas.

Avalanches: can occur anytime and are caused when huge masses of snow slide down mountain slopes.

Landslides: are when large masses such as rocks, earth, or rubble suddenly slide down steep slopes (particularly in mountainous areas) due to earthquakes, heavy rainfall or land erosion. Sometime landslides occur due to human reasons such as using heavy machinery or blasts in certain areas.

2. Natural disasters can cause significant damage to people and property; however, damage can be avoidable if the proper safety measures are taken. Students' answers should focus on measures that can be taken to reduce the risks to specific natural disasters. Encourage further reading or internet research, if possible, to enrich answers.

Earthquakes: look for shelter under a strong object (like a table) or firm structures such as stairs or door frames, that can protect you from falling objects. After the earthquake stops, leave the building, and stay away from tall buildings. If possible, earthquake-prone areas should have earthquake-proof buildings.

Cyclones: upon receiving a cyclone warning, people should move from the coast to higher land. People in cyclone-prone areas should be trained on how to protect themselves during a cyclone. Make sure all electrical appliances are unplugged, and gas should be turned off. Prepare an emergency kit containing a portable radio with batteries, a torch, bottled drinking water, tinned food (with a tin opener).

Floods: people should make themselves aware of the weather conditions and must heed any flood warning. In such a case, utilities such as gas and electricity should be shut off, and all the drains of the house should be clear. Vehicles should be parked on higher ground, and there should be some food and water on the higher floors of the house.

Avalanches: avalanches can be deadly, thereby it is important to check the weather conditions before going to avalanche-prone areas. In the case of getting stuck in, or witnessing an avalanche, contact the rescue services immediately, and rely on their professional help.

Landslides: follow the same protocol as for avalanches.

3. During an earthquake, look for shelter under a strong object (like a table) or firm structures such as stairs or door frames that can protect you from falling objects. After the earthquake stops, leave the building, and stay away from tall buildings.
4.
 - i. C
 - ii. B
 - iii. C
 - iv. D

GOING FURTHER

1. Ask the students to conduct research on their own. Guide them as needed.
2. This task can be assigned as an individual activity, as well as a group activity. Instruct the students to go through different resource mediums such as newspaper reports, documentaries, etc. Give them sufficient time to do their research and compile it. Guide students, if needed.
3. Students will do this task based on their understanding of the topic.
4. Instruct the students to conduct a thorough research on this topic, and then organize a list of tips for safety in the face of natural disasters. Conduct a class discussion to discuss the students' ideas and opinions.

Chapter 15

LEARNING CHECK

1. Population: it refers to a group of people living in a particular geographical area
Population growth: it is the increase in the number of people of a population
Population density: this is a ratio of the number of people living in a particular geographical area
2. There are three main factors leading to a population growth in Pakistan namely illiteracy, poverty, and low death rate. Illiteracy is a cause of population growth because people aren't usually able to understand the problems arising due to overpopulation. Similarly, poverty is a major cause of population growth because people believe having more children would mean more people earning money for the family. Another cause of population growth is low death rate. With the advancements in modern medicine, people have longer life spans, so there are fewer deaths over a certain span of time.
3.
 - i. True
 - ii. False
 - iii. False
 - iv. True

GOING FURTHER

1. Students will answer this question in their own words based on their understanding.
2. Ask the students to do research regarding Pakistan's population and compile their findings to present in class. Guide them if needed.
3. Students will answer this question in their own words based on their understanding and research regarding the topic.

Chapter 16

LEARNING CHECK

1. Goods are the tangible things that can be bought and sold. Services are the intangible things, as work or as a duty, that a person does for another person.
2. Students will answer this question based on their understanding. Encourage students to use examples from their lives that is not given in the textbook.
3. A producer is a person who produced certain goods and/or services for consumers. Producers can be individuals or companies. Consumers are people who purchase goods and services produced by the producers.
4. Public goods and services are made available by the government for the benefit of the citizens. Services and goods that are private are those which are produced by private businesses and sold to consumers in the marketplace. The profit from the sale of the goods/ services goes directly to the business owners.
5. Tax is a fund collected by the government that is used to provide goods and services to the public. Individuals and businesses across the country are the ones who pay tax. If tax is not collected, the government would have to borrow money from the World Bank or from other countries to pay for the goods and services it provides, such as water to use and traffic wardens to help regulate traffic.

6. The government would have to borrow money from the World Bank or other countries if individuals and businesses don't pay taxes, since without tax they cannot afford to provide their citizens with some goods and services.

GOING FURTHER

1. Students will answer this question in their own words, based on their understanding.

Chapter 17

LEARNING CHECK

1. Transport system consists of roads, motorways, railways, seaports, and airports. Encourage students to make a list, based on their knowledge and understanding, of the means of transport that they know of, such as cars, ships, aeroplanes, particularly focusing on means of transportation commonly used in cities and villages.
2. Trade: the buying and selling of goods and services.
Imports: products purchased from other countries, thereby spending money.
Exports: products sold to other countries, thereby earning money/revenue.
3. International trade is important for Pakistan to help it cater to the needs of its population, as well as to help develop its industries.
4. Scarcity: the shortage of goods or services, especially when they are needed.
Inflation: rise in the price of goods and services in the market.

GOING FURTHER

1. Students will answer this question in their own words based on their own understanding.
2. Ask students to conduct research regarding the goods that Pakistan imports and exports, and compile their findings. If there is time, ask them to present their research to the rest of the class.
3. Students will answer this question in their own words based on their own understanding.

Chapter 18

LEARNING CHECK

1. An entrepreneur is a person who sets up a new business or businesses, taking financial risks with the hope of earning profit.
2. List the different types of entrepreneurial businesses with examples.
Ask students to make lists of the different kinds of entrepreneurship businesses that they know of, based on their experiences and understanding. Encourage them to try to include those examples that are not mentioned in the textbook.
 - Small business entrepreneurship: tailors, bakeries, hairdressers, etc.
 - Large company entrepreneurship: Microsoft, Apple, Google, Samsung, etc.
 - Social entrepreneurship: education programmes, low-cost housing schemes, etc.
3. Ask students to make a list of the different kinds of behaviours related to entrepreneurship, based on the table given in the textbook. Ask them to describe the importance of any two behaviours of their choosing. Look for answers along the lines of the following points.

If possible, have a class discussion regarding what they think are traits/behaviours of successful entrepreneurs.

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

GOING FURTHER

1. Students will answer this question in their own words, based on their understanding.
2. Ask the students to conduct research on any small business of their choosing. Ask them to compile the information they collect, and if there is a chance to do so ask them to present their findings in class.
3. Assign students the task of writing a report on social entrepreneurship, specifically focusing on the education sector. Guide the students, if needed.

Chapter 19

LEARNING CHECK

1. Ask the students to answer this question based on their knowledge and understanding. Guide them, if needed.
2. List the currencies of at least six countries including Pakistan.
Ask the students to answer this question. Here are a few common currencies.
British: Great British Pound
Japan: Japanese Yen
Pakistan: Pakistani Rupees
USA: American Dollars
Switzerland: Swiss Francs
China: Chinese Yuan
3. Methods of payment other than cash include the use of credit or debit cards, that is, 'plastic money'. With the advances in technology, we can also pay by electronically transferring money through the internet. These alternative forms of payment do not involve paper money.
4. Money plays an important role in the lives of people since it not just a commodity, but also has a purchasing power. Money is essential for the purchase of necessities (items people cannot live without), amenities (necessary services such as health, transport, education), and even luxuries (electronic gadgets, jewelry, expensive clothes, etc.). Money should be earned through work, and like all resources, must be spent wisely.
5. i. Money
- ii. Coins
- iii. China
- iv. Internet
- v. Bought; sold

GOING FURTHER

1. Ask students to conduct research to acquire the necessary data. Assist them if needed.
2. Ask the students to make the lists as shown. Let them rely on their understanding and guide them only when needed.

3. Ask students to do this question in their notebooks. Guide them if needed.
4. Students will answer this question in their own words based on their understanding.

Chapter 20

LEARNING CHECK

1. The earliest form of banks were the moneylenders to whom people would entrust their money for safekeeping. In return, people would receive a profit (usually on a yearly basis) on their 'savings'.
2. Commercial banks provide many benefits to their customers including safe deposit lockers, issuing local and international demand drafts and pay orders, facilitating a safe transfer of funds from one city (or country) to another, giving loans for various purposes, and even collecting various payments such as for utility bills. Banks also issue ATM/credit/debit cards that allow people to access their money anywhere, moreover, banks also allow people to electronically transfer their money across cities and countries.
3. Banks also facilitate commercial activities of businesses, since businessmen typically require large amounts of money for setting up or expanding their business. Banks allow businessmen to take loans, granted they are paid back over time (often with interest). Similarly, people can also use a banking service called an investment account to deposit sums of money to the bank for them to invest, allowing you to make a profit on your initial deposit.
4. The State Bank of Pakistan is a federal institution by being the central bank of the country. It plays a key role in helping the federal government regulate and run all the other banks; thereby is important for the economic development of the country.

GOING FURTHER

1. Assign this task as a class activity. Guide students, if needed.
2. Students will answer this question on their own. Guide them, if needed.

LEARNING CHECK

1. Goods are things that can be bought and sold. These are **tangible**, i.e. they can be touched. Services refer to the performance of any duty or work for another person. These are not tangible.
2. Students will answer this question on their own.
3. People who produce goods and services are called producers. They can be individuals or companies. Companies that produce the same goods form an industry. For example, all factories producing cement belong to the cement industry. People who buy goods and services are known as consumers.
4. Private goods and services
Private businesses produce goods and services for the community. These are sold to the consumers in the marketplace. People buy them by paying the demanded price. Any profit made at the point of sale goes to the owner of the business.

Public goods and services

Public goods and services are provided by the government for the citizens so that they can benefit from them. People must ensure that they look after these and not misuse or damage them.

5. The government needs a lot of money to provide public goods and services to its citizens. In order to pay for them, it collects money through taxes which are paid by individuals and

businesses in the country. Sometimes these goods and services are also paid for directly by the people who use them, through fees such as bridge and highway tolls and entrance fees to public recreational areas.

6. The government has to borrow money from the World Bank or other countries to pay for some goods and services if it does not collect enough taxes.

GOING FURTHER

1. Students should be able to work independently to complete this activity by the end of the lesson.

Chapter 17

LEARNING CHECK

1. The major means of transportation on the roads are cars, motorcycles, pick-ups, delivery vans, buses, mini-buses, trucks, trailers, rickshaws, wagons, bicycles, and jeeps. In rural areas, tractors are also used for transportation. Air transport includes aeroplanes, helicopters, air ambulances, etc. Sea transport includes ships, boats, cruises, cargo ships, etc.
2. Trade: Trade is the buying and selling of goods and services
Import: Products that are purchased from other countries are called imports.
Exports: Products that are sold to other countries are called exports.
3. Pakistan has trade linkages with several countries of the world. A country spends money to import products into the country while it earns money by exporting its products. International trade is important for the development of Pakistan to fulfil the needs of its population and industry.
4. The situation when there is a shortage of products or services in need, is called scarcity.

Inflation is the rise in price of goods and services in the market.

GOING FURTHER

1. Students should be able to think and compose answers to this statement confidently.
2. Students could complete this activity as a presentation or write answers in their classwork or homework copies.
3. Students will research and write the answers in their own words.

Chapter 18

LEARNING CHECK

1. Entrepreneurs are people who set up a new business taking on greater than normal financial risks. Their mindset or way of thinking enables them to see opportunities when faced with problems and challenges.
2. i. Small business entrepreneurship
ii. Large company entrepreneurship
iii. Social entrepreneurship
3. Passion: It keeps them committed to the business despite difficult circumstances.
Vision: It enables them to set the direction of the business in the future.
Flexibility: It allows them to work out a new plan if the original plan fails.
Trustworthiness: It helps build a strong team and loyal customers.
Strong work ethic: It establishes a culture of hard work and commitment in the team/organisation.

- The students will answer the second part of this question as per their own understanding.
4. i. True ii. False iii. True iv. False v. True i. True ii. False iii. True iv. False v. True

GOING FURTHER

1. Explain the 'features' and 'benefits' of a product to the students along with an example.
2. The entire class could conduct this activity together since it will be easier to research, collect information, share ideas, brainstorm, and prepare a report.
3. Divide students into groups and assign one organization to each. Help jot down different elements to be incorporated into the report. Students, by now, should be able to work in groups easily.

Chapter 19

LEARNING CHECK

1. Students could prepare the timeline in the classwork or homework copies.
2. Pakistan: Pakistani Rupee
Japan: Japanese Yen
United Kingdom: Great Britain Pound
United States of America: United States Dollar
United Arab Emirates: Arab Emirates Dirham
Saudi Arabia: Saudi Arabian Riyal
3. Paper notes, coins, credit card, debit card, and electronic payment via the Internet.
4. Students will answer this question in their words as per their understanding of the topic.
5. i. Money ii. Coins iii. China iv. Internet v. Bought, Sold

GOING FURTHER

1. Use the Internet to find the rate on any day i.e., when your students attempt this question.
2. Students could take assistance from their parents to complete this activity.
3. Students could complete this activity at home with a parent, or you could arrange a trip to the market where students could research.
4. Students' parents will assist them in this activity.

Chapter 20

LEARNING CHECK

1. Many years ago, people used to deposit their savings with moneylenders for safe keeping. In return the money lender give profit on a monthly or yearly basis. It is from this system of saving money and getting profits on savings that the world's present-day banking system was born.
2. Services of a commercial bank to individuals:
 - Banks provide the facility of safe deposit lockers where customers can safely store valuable items such as jewellery or documents.
 - Banks issue local and international demand drafts and pay orders. Demand drafts make money transfers from one bank account to another and do not require a signature in order to be deposited. A pay order instructs one's bank to pay somebody on their behalf. Both these ways make transfer of money very convenient and safe.
 - Banks assist in the safe transfer of money from one city to another, or from one country to another.

- Banks issue credit/debit/ATM cards, which can be used at any time to obtain cash or as a substitute of cash.
- Banks arrange electronic transfers of money between different cities or countries within a few hours.
- Banks collect payments of utility bills such as telephone, electricity, and gas from members of the public.
- Banks give out loans for education, starting a new business, for buying a car, a house, etc.

Services of a commercial bank to businesses:

Banks also play a major role in the commercial activities of the business community.

Businessmen need huge amounts of money to set up or expand their businesses. They can do this on the basis of loans acquired from banks. These loans are paid back to the bank along with an additional amount known as interest, which is the profit earned by the bank.

3. An **investment** account is another service provided by banks to their customers. People can deposit sums of money with the bank. The bank invests this money in the same ways as the old moneylenders did to make profits. At the end of the investment period, the customer's money is returned along with an additional amount which is part of the profit earned by the bank.
4. The State Bank is a federal institution and works together with the federal government to regulate and run all other banks and the economy.
5. i. True ii. True iii. False

GOING FURTHER

1. Arrange a trip to a local bank in your area. Students should prepare their questions beforehand to make the most of the trip. They should be able to ask a variety of questions.
2. Students could complete this activity with the teacher or a parent.