

NEW OXFORD
**SOCIAL
STUDIES**
FOR PAKISTAN

TEACHING GUIDE



OXFORD
UNIVERSITY PRESS

FOURTH EDITION

3

Introduction

The New Oxford Social Studies for Pakistan Fourth Edition has been revised and updated both in terms of text, illustrations, and sequence of chapters, as well as alignment to the National Curriculum of Pakistan 2006. The lessons have been grouped thematically under Unit headings. The teaching guides have been redesigned to assist teachers to plan their lessons as per their class needs.

Key learning at the beginning of each lesson provides an outline of what would be covered during the course of the lesson.

Background information is for teachers to gain knowledge about the topics in each lesson.

Lesson plans provide a step-by-step guidance with clearly defined outcomes.

Duration of each lesson plan is 40 minutes; however, this is flexible and teachers are encouraged to modify the duration as per their requirements. If required, teachers can utilise two periods for a single lesson plan.

Outcomes identify what the students will know and be able to do by the end of the lesson.

Resources are materials required in the lesson. Teachers are encouraged to arrange the required materials beforehand. In case students are to bring materials from their homes, they should be informed well ahead of time.

Introduction of the lesson plan, sets forth the purpose of the lesson. In case of a new lesson, the teacher would give a brief background of the topic; while for subsequent lessons, the teacher would summarise or ask students to recap what they learnt in the previous lesson. The idea is to create a sense of anticipation in the students of what they are going to learn.

Explanation is the central part of the lesson plan. Its focus is to ensure that the learning outcomes are met through explanation, demonstration, class discussions, and brainstorming. References to the text, illustrations, and images in the textbook will make the lesson engaging and interesting. The teacher is encouraged to elicit responses from the students to determine whether the learning outcomes are being met.

Class work is based on the questions, Work pages, and group activities in 'Things you can do' section. If there isn't enough time to complete class work, teachers can assign it for homework; or allocate a separate period for the completion of class work.

Homework is assigned to students during the lesson. Research-based tasks and projects are usually to be given as homework.

Conclusion wraps up the topic and usually comprises of a review of the topics covered in a particular lesson.

Suggested activities are given for most of the lessons and only conducted if sufficient time and resources are available.

Answers to questions and Work pages are provided at the end of the lesson plans.

Appendix worksheets comprises of worksheets that may be printed out beforehand.

Teachers are encouraged to use digital resources to enhance classroom learning. The digital resources are available on <https://oup.com.pk/digital-resources>. The teachers can also create their accounts by following the instructions given on the inside cover of the textbook.

Contents

Unit	Page
Unit 1 Geography	2
1 The Earth in space	2
2 Maps	10
3 Climate	15
4 Our country	20
Unit 2 Citizenship	28
5 For all to use	28
6 Services	32
7 Transport	37
Unit 3 Work and Money	46
8 Work	46
9 Money and banks	50
Unit 4 Culture	55
10 Calendars	55
11 Festivals	58
Unit 5 Where We Live	63
12 Cities and villages	63

Unit	Page
Unit 6 History and Rights 13 Early people 14 Religion 15 Human rights	72 72 78 81
Answers to Work page and 'Things you can do' activities	86
Appendix: Worksheets	95

1 The Earth in space

Key learning:

- Concept of the Earth as part of space
- Other bodies in space
- Earth's movements and their effects
- Landforms and water

Background information:

Our solar system comprises of: the Earth, Sun, Moon, planets, stars, sky, space, and atmosphere.

Atmosphere and space: Where the layer of the atmosphere ends, space begins. Space is a dark, airless, empty area far beyond our beautiful, blue sky.

Using pictures of galaxies and stars from the Internet (NASA is a very useful site) and from reference books in the school library would make the lesson very interesting and engaging.

The Sun: Without the Sun, we would have to live in continuous darkness and have no warmth for our bodies. Plants would not grow, nor would fruits, vegetables, and flowers. In other words, all living things would die.

The Sun is a star made up of very hot gases; it is a life-giving source of light, heat, and energy. The Sun is so big that it looks as if it is very close to us, but in reality it is many, many millions of kilometres away from the Earth. Thus, its heat must be very intense and fiery if it can reach us from so far away. The Sun is stationary, i.e. it does not move, while the Earth and other planets move around it.

The Moon: The Moon is a satellite of the Earth and moves around it, just as the Earth moves around the Sun. The Moon is solid and has no light of its own; what we see as moonlight is actually a reflection of the Sun's light. The movement of the Moon around the Earth is completed in 28 or 29 days. Thus on the first day of the Moon's cycle we see a thin curve of light, the new moon. On the 7th day we see a half moon; on the 14th day we see a full moon. Then again a week later it becomes half and by the 28th day there is no moon in the night sky. Then the cycle of the Moon starts all over again.

Stars and planets: On a clear night we can see many stars in the sky. They are millions of kilometres away. Our Sun and its planets form the solar system, which is part of a huge galaxy called the Milky Way.

Landforms: The continents and islands were once a huge, land mass. Due to the natural movements of the Earth deep inside its crust, their shape and structure were changed, over millions of years.

The climate has also played a large part in creating, destroying, and recreating the physical features of the Earth's surface, again over millions of years of the Earth's existence. Extreme weather, rains, and floods, etc. bring about these changes.

Seas and oceans: Seas and oceans make up almost three quarters of the Earth's surface. Many of the islands thrusting out of the sea are actually the surface of underwater mountain ranges and volcanoes; later on, some of these lands were inhabited. The Hawaiian Islands are an example of volcanoes which erupted under the sea and then grew upwards and rose above sea level.

Sea level: It is a term used to describe the height of a place with respect to the level of the sea. Karachi, for example, is 8m above sea-level, while Quetta is 1679m above sea-level.

Lesson plan 1

Duration: 40 minutes

Outcomes: Students will be able to:

- describe the solar system.
- recognise the Sun as a source of light and energy on Earth.

Resources: textbook page 2, globe, pictures of stars and galaxies from NASA website; astronomy websites for students, wall clock

Introduction: 10 minutes

Begin with an ice-breaker about space travel—ask the students what they know about space, space travel, spacecraft, space missions, etc. Note their responses on the board. Tell them that they are going to learn about how they are travelling through space as the Earth, where they live, moves along its path around the Sun!

Take the students out to the ground or any open space outside the classroom. Ask them to stand with their back towards the Sun and look up at the sky, to see how it stretches wide all around them. Tell them to feel the air around them. Inform the students this surrounding air is called the atmosphere. This atmosphere has the gas oxygen which we need in order to live. Ask the students what else they can see, besides the clouds, if any. Explain that during the day only the Sun is visible—and sometimes, a faint moon—but there are stars, planets, and the Moon that can be seen in the night sky. Bring the students back to the classroom.

Explanation: 20 minutes

Read the text on pages 2 and 3. Talk about the pictures of the Sun, the Moon and the Earth. Ask the students about the sizes of the illustrations—what do they see? Explain that these pictures cannot show us the actual comparison of the sizes of the Sun, Earth, and Moon. The Sun is actually a huge star, 330,000 times bigger than the Earth! The Moon is the smallest of the three.

Draw a simple diagram on the board to show the solar system (the Sun is called *sol* in Latin, an ancient language, hence solar system). Explain that the Sun is at the centre of the solar system and eight planets, including the Earth, revolve around the Sun. The planet nearest to the Sun is called Mercury and the one farthest away is Neptune. The Earth is the third planet, 150 million km away from the Sun. How do we know all this? It is because scientists have been studying space and the different stars, etc. in it and making calculations. Stress that the sizes and distances are too big for us to imagine. Some planets, like the Earth, have their own moons.

Talk in detail about space. Show the pictures obtained from the NASA website in which space is all dark and empty.

Read the text further on about the Sun. Talk about the importance of the Sun as a source of heat and light on Earth. Explain to the students what would happen if there was no sunlight on the Earth.

Use a globe to demonstrate the anti-clockwise movements of the Earth—on its axis as well as its orbit around the Sun. Explain the terms clockwise and anticlockwise using a wall clock. Refer to the diagram on page 3 to introduce the terms rotation—the spinning of the Earth on its axis, and revolution—the movement of the Earth around the Sun. Explain the spinning of the Earth, rotation, and the completion of a day. Talk about the revolution of the Earth around the Sun and the completion of a year.

Conclusion: 5 minutes

Recap the key points discussed in the lesson by asking short questions e.g. What can you see in the sky in the day? What can you see at night? Why shouldn't we look directly at the Sun?

Class work: 10 minutes

Students should draw a diagram, as given in the book on page 2, to show the relationship between, Sun, Moon, and Earth. The first activity of 'Things you can do' should also be done in class.

Homework: The first four questions on page 5 are to be done in the notebooks.

Lesson plan 2

Duration: 40 minutes

Outcome: Students will be able to:

- Identify the Moon as a natural satellite of the Earth.

Resources: textbook pages 2 and 3, atlas; pictures of different phases of the Moon; globe, a torch, a mirror

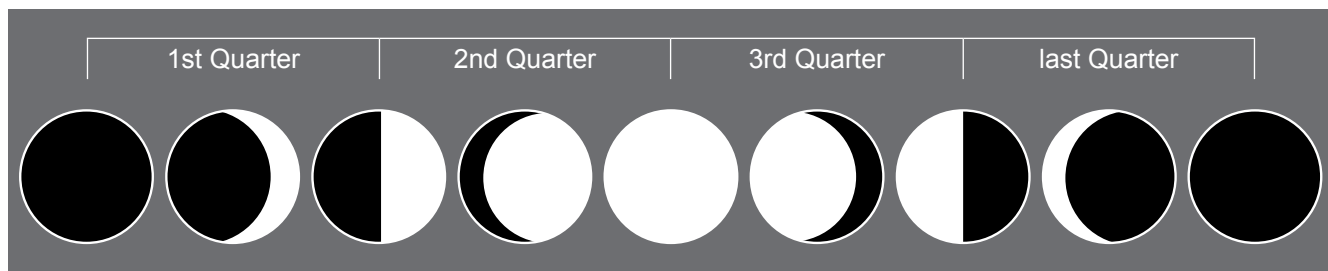
Introduction: 5 minutes

Ask students what was the Moon like last night? Briefly talk about different phases of the Moon.

Explanation: 30 minutes

Read the lesson again, recapping quickly; talk about the Moon. Explain that the Moon is the Earth's natural satellite. Objects like spacecraft, space probes like the huge telescopes launched to send back information to the Earth, and also communication satellites are man-made or artificial satellites.

Draw the phases of the Moon, as seen from the Earth, on the board. Explain briefly the phases as: first quarter (new moon to half moon); second quarter (from half to full moon); third quarter (from full to half moon); last quarter (from half to no moon).



Phases of the Moon

Talk about the appearance of the Moon for Eid-ul-Fitr as the students would easily relate to it. Mention that the Islamic calendar is based on lunar months, that is, according to the sighting of the Moon for each month.

When explaining that the Moon has no light of its own but just reflects the Sun's light, do an experiment to clarify this. Use a small mirror to reflect the Sun's light onto a wall or a dark corner; explain that the Moon acts like this mirror by reflecting the Sun's light onto the Earth at night.

Conclusion: 5 minutes

Students to draw the different phases of the Moon as shown on the board by the teacher.

Homework: Exercise B is to be completed for homework. They should observe the Moon at night, and share their observations in the next period.

Lesson plan 3

Duration: 40 minutes

Outcomes: Students will be able to:

- state that the Sun is stationary.
- explain how the spinning of the Earth causes day and night.

Resources: textbook page 3, atlas; a soft ball, knitting needle, torch, globe; Worksheet 1 from the Teaching Guide Appendix

Introduction: 5 minutes

Talk about the previous lesson. Did the students observe what phase the Moon was in the night before? Let the students share their observations with the class, and show their drawings, if any, to their friends.

Explanation: 25 minutes

Draw students' attention to the illustrations on page 3. Tell the students that the terms 'the Sun is rising' or 'setting' are scientifically incorrect but are commonly used.

Talk about the different times of the day. Where is the Sun at dawn? Do we have enough light then? Talk about the birds leaving their nests at dawn and returning when the Sun is about to set—if the students observe the sky before sunset, they'll see flocks of birds flying towards their nests. Ask the students to draw their observations in their notebooks.

Begin with the glossary on the Work page exercise A. Tell the students to refer to the textbook and complete the exercise verbally and then in writing. Advise them to note new words in bold print, and terms used in geography from Lesson 1 onwards to maintain a glossary of geographical terms.

Now draw their attention to the second activity of 'Things you can do'—this will be conducted by the students. Divide them into groups of three to four and help them do the experiment on their own.

(Ideally, use a globe and a torch; but if a globe is not available, use the soft ball and knitting needle as shown.)

Ask the students to note their observations in their notebooks. They can draw pictures as well.

Conclusion: 10 minutes

Review what was observed in the 'Day and night' experiment done in class.

Homework: Question 5 on page 5 is to be done in the notebooks.

Suggested activity:

Explain the concept of day and night to the students in this way: Light a candle and place it on one side of a globe. Now explain to them that all the countries on that side are experiencing daylight, and all those countries not facing the lit candle are in darkness and are experiencing night. Do this several times, but let the students tell you which side has daylight and which side has night.

Lesson plan 4

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the distribution of water and land on the Earth.
- name some landforms found on the Earth.

Resources: textbook pages 3–5, globe, atlas; more photographs of different landforms discussed in this lesson; blue, brown/yellow and green chalks

Introduction: 5 minutes

In this lesson, the students will begin to learn about the landforms or features of the Earth.

Show the students a globe. As they have some prior knowledge of the distribution of land and water, ask them what is found in greater quantity on our planet.

Explanation: 20 minutes

Draw a pie chart on the board similar to the one shown on page 3. Divide it according to the ratio 70:30. Colour the larger division of 70% with blue chalk. Colour the remaining part, 30%, with green and yellow/brown chalk. Tell the students that a little more than two-thirds of the Earth's surface is covered by water and a little less than one-third is land mass. The very large bodies of water are called oceans, e.g. the Indian Ocean, and smaller bodies of water are called seas, e.g. the Arabian Sea. Point these out on the globe or a world map.

Explain that there are smaller seas and lakes and rivers on the land surface too. For interest, ask if they know how sea water is different from river or lake water—river and lake water is fresh and sweet while sea water is salty. We cannot drink sea water!

Also talk briefly about the land mass being divided into the seven continents. Point out the continents on the globe/map.

Now read the text on page 4 and the first paragraph on page 5, explaining the terms in bold as you go along. Talking about the coast, tell the class that the city of Karachi is on the coast of the Arabian Sea. Students in Karachi may have seen the sea and coastline at Clifton. Explain that Karachi and other such places on the coast, elsewhere in the world, are at sea level, i.e. the same level as the sea.

Show the photograph of the sharp high peaks on page 4—this is the Karakoram Range and the snow-covered peak in the middle is called K-2; it is the second highest mountain in the world. Explain that the term height is used to express how tall people, and trees and poles are; but the term used for expressing land height, such as for mountains, is called altitude.

Show the class pictures of Mount Everest, K-2, and some mountain ranges such as the Himalayas. It is relevant to tell the students that Pakistan has three major mountain ranges: Hindu Kush, Karakoram, and Himalayas; fourteen of the world's highest mountains are found in in the Karakoram and Hindu Kush ranges in Pakistan.

Just as the land is very high in some places on the Earth's surface, it is also very deep in some places under the seas. The highest point on the Earth is Mt Everest, in the Himalayas (in Nepal) and the lowest or deepest point is the Marianna Trench under the Pacific Ocean.

Explain the term 'currents': this refers to the movement of water in the seas, caused mainly by the winds that blow across them. Explain that since water is fluid it does not stay still in one place but is constantly moving. Ask why we should not go into the sea in stormy weather.

Conclusion: 5 minutes

Recap the lesson by discussing the main points and repeating the new terms introduced.

Class work: 10 minutes

Students should draw a diagram as given on page 5, to show the different landforms of the Earth.

Homework: Question number 6 on page 5 is to be done in the notebooks.

Lesson plan 5

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the physical features of the Earth.
- define the landforms found on the Earth.

Resources: textbook page 5, atlas; pictures of landforms on Earth

Introduction: 5 minutes

Greet the students. Question them about the concepts discussed in the previous lesson such as oceans, seas, and mountains. Talk about their homework and deal with the students' queries, if any.

Explanation: 25 minutes

Read the text from paragraph 3 onwards on page 5. Explain the landforms such as plateaus, valleys, plains, deserts and lakes, islands, hills, and mountains. Show the students pictures of these landforms in Pakistan. Identify the differences between hills, mountains, and plateaus, and valleys, plains, and deserts; define islands and lakes. Turn to the diagram on page 5 to help identify the various physical features mentioned in the text. Point out how rivers begin from the snowy mountain tops and flow down through the valleys and plains into the seas.

Tell the students that in Pakistan we find almost all the physical features as are found in other parts of the world. Hills are found in Sindh (Kirthar), Balochistan (Chagai), and upper Punjab (Margalla). The example of a plateau is the Potwar Plateau in Punjab. There are valleys between the hills and mountains of the north and north-west; the plains of the River Indus and its tributaries, and deserts in Sindh (Thar) and Punjab (Thal) are further examples.

Explain to the students the importance of keeping the seas, lakes, and rivers clean. Talk about people who litter the beaches and lakes. Ask the students what happens if people throw things such as empty cans, bottles, and plastic bags in the water. The fish and sea animals can get trapped in the plastic bags and suffocate, the cans can cause harm by cutting their skin, etc. Introduce the term 'pollution'—making something dirty and unfit for use or consumption. Explain that the sea is a source of life for fish and other marine animals and plants. It is not a dumping ground for all our waste. If we pollute the sea, we will destroy marine life. If we pollute the rivers and lakes, which are sources of fresh water, we will destroy life forms, both plants and animals, on the Earth and also make ourselves very ill.

Conclusion: 5 minutes

Recap the landforms and physical features discussed in the lesson by asking short questions, e.g. What is the difference between plateaus and valleys? What causes waves in lakes, seas, and oceans? Where does fresh water come from? Why is the use of plastic bags discouraged?

Class work: 5 minutes

Appendix Worksheet Lesson 2: Land and water is to be done with teacher's assistance.

Homework: Students should find out and write the name of the sea that borders the south of Pakistan (Arabian Sea), and why it is important to keep it clean.

Inform the students that the third activity of 'Things you can do' on page 7 will be done in the next class; arrange for the materials beforehand.

Lesson plan 6

Duration: 40 minutes x 2 (two periods as this activity will require more time).

Outcome: Students will be able to:

- create landforms using various art materials.

Resources: textbook and atlas; four 30 x 60 cm sheets of corrugated cardboard (as used for cartons) or 0.5cm plywood; clay, sand, sawdust, paints and brushes; play dough (green and brown), white, blue, light and dark green glazed paper, glue for pasting; a model of a valley or a lake prepared by the teacher

Introduction: 10 minutes

Divide the class into four groups. Explain, showing the samples of materials to be used, the activity to be done—making models of landforms. Explain how the materials will be used—the heavy cardboard should be used as the base for the land features; play dough or plasticine for making hills, plateaus and mountains; green paper to be cut in the shape of trees for forests; blue paper to be cut into ribbons to show rivers and into flat, uneven shapes for lakes; dark green paper to be used for the sea, white paper for snow, etc. (Use paints to colour hillsides and mountains if using clay instead of plasticine).

Activity: 25 minutes

Assign one type of landform to each group, using features such as land, sea, mountain, lake, valley, hill, island, or river. Demonstrate the prepared model to the students to give them an idea of how they could make their model land form. Distribute materials to the groups according to the land features they have to make.

Move around the class and help the students in the process. Number each group and label their work as Group 1, Group 2, etc. with names of each group's students. Once each project is completed, place it on the teacher's table and ask one student from each group to display and explain their landform to the class. They should also briefly explain how they made their models.

Appreciate the students for their creative work and have a round of applause for all of them. It would be nice to display this work in the school library or foyer for all to see and appreciate.

Conclusion: 5 minutes

Ask the students about today's activity, and what they have learned.

Homework: Work page sections C and D are to be completed at home.

Answers to questions

1. We can find millions of stars and planets in space.
2. The Sun is made up of very, very hot gases.
3. The Earth is surrounded by air called the atmosphere. After a certain number of kilometres upward in space, there is no air, hence no atmosphere. There is just an empty, dark, airless expanse known as space.
4. No. The Earth is constantly spinning (moving in a circular direction) on its axis.

5. As the Earth continues to spin, it is day on the part that faces the Sun, and night on the part that is away from the Sun.
6. The sea becomes very rough when there is a storm. Strong winds create very high waves.

2 Maps

Key learning:

- What is a map and what are its key elements?
- How is it useful?
- What does it show?
- How is it different from the place it represents?

Background information:

This lesson will establish the importance of consulting an atlas or a globe when studying geography and history. Maps are usually drawn on a flat surface. A map displayed on a round surface is called a globe. Let the students have easy access to the globe you have kept in the classroom. If they can observe and rotate the globe freely and at close range, and physically trace their fingers over the globe to find their answers, you can rest assured that the images and information will remain rooted in their memories, with vivid clarity.

Cartography or map-making started hundreds of years ago as the early Greeks, Romans, and Chinese made maps. When exploration and discovery were at their height, famous explorers, enterprising young men, like Columbus and Vasco da Gama, travelled to the West Indies and the shores of America (the New World) for the first time, as well as to the Orient, as the East was then known. Their voyages were catalogued and their sea routes were recorded on parchment. This started the rush for riches abroad and people from all classes of society boarded sea vessels and headed for unknown destinations to seek the thrills and riches of exploration and discovery.

The purpose of a map is to show the exact location and shape of something like a city, a river, a continent, an ocean, a street, a building, etc.

There are different kinds of maps. Relief maps show the physical features of the Earth, such as mountains, hills, valleys, plateaus, deserts, oceans, seas, lakes, and rivers. Political maps show the division of the Earth into countries, cities, towns, and villages, with details of settlements, railway lines, roads, etc. in each place.

Nowadays, we have maps of cities which give us the exact scale, directions, and features of streets. To find these features on a map we use 'keys', which consist of signs and symbols that describe these features. A cardinal direction or 'Compass rose', which has N, S, E, and W written on it, indicates the north, south, east, and west directions on a map.

In this lesson, the seven continents have been given on page 9 of the textbook. Continents are huge areas of land on which countries and cities as well as other features are located. The shape of the Earth's land mass was very different millions of years ago. With water and wind erosion (wearing away), and the movements of the plates deep in the crust, Earth's landforms have been constantly reshaped and parts have even broken away from larger land masses to form smaller continents and islands. Continents look like pieces of a giant jigsaw puzzle.

Lesson plan 7

Duration: 40 minutes

Outcomes: Students will be able to:

- define a map.
- differentiate between a map and a picture.
- identify the key elements of a map.
- recognise the cardinal directions.

Resources: textbook pages 8–12, map of a neighbourhood (get town/city maps); globe, pictures of some places such as streets, bazaars, pictures of some old maps

Introduction: 10 minutes

Greet the students. Show them some pictures of different places such as parks, streets, markets, etc. and ask them what they can see in the pictures. Briefly talk about the pictures. Show the students maps of different places such as neighbourhoods, and ask them about the things they can see in the maps: roads, sign posts, important places, some pictures/ symbols. Talk about the differences between the map and the picture. Inform the students that today they will learn how a map is different from a picture and also how maps are useful for us.

Explanation: 20 minutes

Read the first paragraph of the text on page 8 with reference to the illustrations. A picture or a drawing shows the things just as they appear to us at ground level. Pictures show what a place actually looks like. For example, if we are planning to go to a new place for a visit, pictures of that place may help us to decide whether or not to go there. Maps show the same place as seen from overhead—ask the class if anyone has looked out of an aeroplane window when it was taking off or landing. What did they see below? That is how a map shows us the location and layout of a place. Ask students to look at the illustrations on page 8—one is a picture of a locality, and the other is a map of the same place. Ask the students to suggest how both the pictures and the map would be useful for a person new to this area. A map shows the exact location and direction of a place in a city, or a town/city/lake/river in a country, or a country in a continent; islands, seas, and oceans, etc.

Read the second paragraph. Explain the concept of scale in detail. In reality things and places are very large or big and it is impossible to put them in their original sizes and dimensions on a map. A scale is used to help us represent these things in their reduced size. A scale can be of any size, but on a map, the same scale should be used throughout. Explain how a kilometre is converted, for example, into a centimetre. For instance, if we need to make a map of the school, we cannot make it the same size as the school itself, so we will reduce the area to a smaller scale to show on a chart paper all the ground floor features of the school—the assembly grounds, classrooms, office, labs, corridors, etc. That is why a scale is used. Stress that it is very important to give the scale on a map; otherwise the person reading the map would not be able to correctly judge the distances. Show the students the scales given on atlas maps.

Introduce the students to other features that are important on maps. How do we show a park, trees, hospitals, etc. on a map? Talk about the symbols on the maps on pages 8 and 9, and their use. The symbols are explained in a key, so a key is a must for every

map. Show the students the map on page 9 that shows the symbols for various features and has a key to explain them.

The next most important feature of every map is to show the cardinal directions, marked NSEW—North, South, East, West. The world map on page 10 shows this; all maps in atlases and books show the cardinal directions, the key, and the scale. These three things are essential features for every map to read it correctly.

Needless to say, an atlas is essential to explain the importance of maps and helps the students to locate places.

Conclusion: 5 minutes

As a wind-up activity, show them some pictures of old maps, which were surprisingly good, but not always accurate! Today we have satellites which map the Earth from high above and transmit the images—talk about Google Earth which not only gives a bird’s eye view of any location but also zooms down on an address.

Class work: 5 minutes

Students to draw the symbol for cardinal directions, and state why they are used.

Homework: Questions 1 and 2 on page 10 are to be done in the notebooks for homework.



Lesson Plan 8

Duration: 40 minutes

Outcomes: Students will be able to:

- name the seven continents.
- name the five oceans of the world.

Resources: textbook pages 9–10, atlas; world map outline, tracing paper

Introduction: 10 minutes

Greet the students. Talk about the previous lesson and ask them about the homework given. Let them share the answers to the questions. Briefly recap the importance of the three main features of a map.

Explanation: 20 minutes

Read the text on page 9. Introduce the continents and oceans. Recap the structure of the Earth, that it is covered by land (1/3) and water (2/3). Use the globe to reinforce this concept.

Using the world map on page 10 and the globe, show how the land mass is split, like pieces of a jigsaw puzzle. The area of Antarctica is better understood by looking at the South Pole on the globe. On a flat map, the land is stretched out, which is not actually so on the ground. Show and name the seven continents; Point out Asia, the largest continent. Pakistan is located in Asia.

Talk about the oceans which are huge masses of water. Remind the class of the lesson on water and the water cycle, studied in the previous class; stress the importance of water for all living things, and of the oceans and seas as the source of water for rain.

Point out the five oceans and name them. Using the globe, show them the size of the Pacific Ocean, which is the largest on Earth. Ask the students to look at the map and find out which ocean is to the south of Asia (Indian Ocean).

Talk about travelling by ship or working on ships; ask if they have seen any harbour or port, for example, the Karachi Port.

Read through the names of continents and oceans on page 10 with the class.

Conclusion: 5 minutes

Discuss the last question on page 10, using a world map to show the location of Pakistan. Pakistan is in the middle of the given map, and is part of South Asia. The question should be answered in complete sentences in their notebooks for homework.

Class work: 5 minutes

Students to do Work page exercise A in class.

Homework: Draw the students' attention to the Work page exercise B and briefly explain the tasks. Ask students to bring a map of their neighbourhood for the next class.

Lesson Plan 9

Duration: 40 minutes

Outcomes: Students will be able to:

- identify, name, and label continents and oceans on a map.
- draw a map of a known place, e.g. their home, the school, etc. with directions and symbols, and identify nearby places on the map.
- define scale and explain its usefulness.

Resources: textbook page 12, atlas; copies of Worksheet from the Teaching Guide; copies of outline of the world map; stationery for drawing and colouring, map of the area where students live

Introduction: 10 minutes

Begin with reference to the homework task. Ask the students about the names of the continents. Ask students to write the names of the continents on the board. Using the world map, ask students to name the biggest and the smallest continents: Asia and Oceania. Ask them to name the continent they live in: Asia. Talk about some countries of Asia, such as China, Iran, Singapore, etc.

Repeat the exercise for the oceans. The largest of all five oceans is the Pacific Ocean. Using the globe, show that the Pacific Ocean covers half of the Earth! Talk about the coldest oceans, the Arctic and the Southern Oceans, near the North and South Poles. Ask the class about the ocean which is near Pakistan: the Indian Ocean, which is to the south of Asia. The other continents which border the Indian Ocean are Africa to the west and Oceania to the south-east.

Explanation: 20 minutes

This will be a 'pair activity'. Distribute two sheets of paper to each pair. Students will make a map of a playground they wish to have in their school; the map will have symbols and a key explaining them. This activity will help the students become familiar with maps as representations of real scenes, and also with map keys.

Ask the students what things they wish to have or need in their playground. List the things on the board as a collective activity. Students can choose any five things from the list to have in their playground.

Next, the students make a symbol for each item they wish to have in their playground.

Ask the students to draw the map and mark it with symbols showing where they want the facilities to be placed. They should then make a map key. Remind them to also show the cardinal directions. Ask them to give the map a title, and also to write their names on their maps.

The student pairs then exchange their maps with their neighbours. To check whether the maps are readable, students ask their neighbours to read the maps using the symbols and the directions.

Display the students' maps on the board/wall of the classroom.

Conclusion: 5 minutes

Discuss the importance of correct scales, symbols, and keys on a map.

Class work: 5 minutes

'Things you can do' activity on page 12 could be done in class.

Homework: Students to complete Appendix Worksheet 2 (to be provided by the teacher) and Question 3 on page 10. Work page exercise B and C and are to be completed as well.

Suggested activities:

1. Make or obtain a map of a local area. Enlarge and put it up on the class board. Show the important places such as the market, clinic, school, etc. to the students. Then ask them to come up and show how to get from one place to another, following the routes.
2. Draw a rough outline of the continents on the board or else put up a large outline map of the world. Point to, say, North America, and then ask the class to tell you the name of the continent while they are looking at their maps on page 9 of their textbook. When they tell you the name, you may write North America in its space. Continue this way for all the seven continents and the oceans and seas. Your aim, by the end of a few lessons, should be to get the students to recognise a particular continent on a map by its shape. This exercise will also lighten the subject matter for the students and there will be some fun in calling out the names in unison. Alternatively, you can ask individual students to come to the board and point to a continent that you name.
3. Allow them to doodle the different shapes of the continents on rough paper and then name them. You will be amazed to see how quickly the students will identify the shapes of the continents in this way. They can then be asked to practise drawing the outline of Pakistan by using tracing paper.

Answers to questions

1. We can find different kinds of maps.
2. A map must have a scale, keys, and directions.
3. Pakistan is almost in the middle of the world map.

3 Climate

Key learning:

- Climate and weather
- How climatic factors are observed and measured

Background information:

The word weather is generally used in a more everyday sense. For example, 'The weather is so hot these days!' or, 'What terrible weather we're having these days!' It would also be correct to say that the weather can change every day. The word climate is used in a more general sense to represent the type of weather a place has over several years. For example, 'The climate of Pakistan is tropical' or 'The climate around the Mediterranean Sea is temperate'. Climate is the word used to describe weather conditions of a place, based on a record kept of it over a long period of time.

Every country in the world can have different types of climate, depending on its location and landforms—rainy, cool, warm, hot, cold, very cold, humid, or dry. While the weather can change every day in any country or location, the climate generally remains the same. Weather can be hot and humid on one day and breezy and warm the next. Or, it can change so that it rains for a whole week and then there may be no more rain for a month. Different types of climates have been given different names. Climate can be tropical, temperate, humid, or arid.

Pakistan has a tropical as well as temperate climate, as it is situated above the Tropic of Cancer, north of the Equator. The Equator is an imaginary line that goes round the Earth dividing it into two halves, north and south. All the countries situated on the Equator, or near it, have usually a very warm climate.

Some cold places in Pakistan are Swat, Gilgit, or Hunza. Hill stations, like Murree, Nathia Gali, Patriata, or Ziarat have a temperate climate, especially because of their altitude (height above sea level). The higher a place is above sea level, the colder it is likely to be.

Tropical countries that are at sea level are hot, but sea breezes help to cool down coastal cities in the summer. As we travel to a higher location above sea level or go up a mountain, the temperature falls and the air becomes cooler; that is the kind of climate we find in Gilgit-Baltistan, in northern Pakistan. Here, the highest mountains are covered with ice and snow.

A season is a period of time when the weather changes in different regions of the Earth. Seasons are caused by the tilt of the Earth's axis and its movement around the Sun. When it is summer in the northern hemisphere, the Sun is overhead and the weather is warm. In the southern hemisphere, it is winter at this time as it is tilted away from the Sun.

The Earth's position becomes the opposite in winter when the northern hemisphere is away from the Sun. It is then summer in the South which is tilted towards the Sun.

There are usually four main seasons: spring, summer, autumn, and winter in Pakistan. Spring is from mid-February to March; summer, April to August; autumn, September to mid-November; and winter, mid-November to mid-February. (This is in the northern hemisphere—the cycle is reversed in the southern hemisphere.)

In autumn it becomes dry and dusty and the leaves of trees become yellow and brown and fall off. Then comes winter, when the days are shorter and nights longer. It gets dark early and the weather becomes cooler and then cold. The Sun's rays are no longer hot and fierce. It may or may not rain in some places. After winter is over, spring returns and the natural cycle starts all over again.

The weather is cool and very pleasant in spring, the trees and flowers begin to bloom and birds sing as nesting time begins. Summer is hot; sometimes dry and sometimes humid. The Sun shines down brightly; it may rain heavily in some places and there may be light showers in others. Schools close down and people often go away on holiday to cooler places.

There are instruments to measure how hot or cold, wet or dry the weather is. Some measure temperature, some measure air pressure, some measure wind speed, and some measure the amount of rainfall. It is important to have this information and to keep a record of the weather.

Instruments to measure weather changes:

- Thermometer
- Weather vane or wind vane are:
- Barometer
- Rain gauge
- Anemometer

A weather vane shows the direction of the wind. The meteorologists need this information in order to forecast the weather correctly; for example, in coastal areas, it can give them an indication that if winds are coming from the direction of the sea, they will be carrying moisture; therefore, there may be a possibility of rain.

A rain gauge measures the amount of rainfall a place has received. The rain gauge consists of a funnel attached to a marked cylinder inside a larger container. This is fixed to a metal pipe which is set in the ground to keep it level. Every day the amount of water collected is measured in inches or millimetres.

An anemometer measures the speed or velocity of the wind. The most common type is the cup anemometer. When the wind blows, it causes the anemometer to spin. It is connected electrically to a dial inside the weather station. Wind speed is measured in knots or metres per second.

A barometer measures the air pressure in the atmosphere.

Lesson Plan 10

Duration: 40 minutes

Outcomes: Students will be able to:

- define weather and climate.
- explain the distribution of seasons according to the climate.

Resources: textbook pages 13–14, globe, atlas, climate map

Introduction: 10 minutes

Greet the students with a comment about the day's weather—It's a sunny /cold/cloudy/ warm or pleasant day! Ask the students to greet their neighbours with a comment about the weather. Observe the response; tell them that the topic of today's lesson will be 'climate'.

Explanation: 20 minutes

Read the first paragraph of the text which defines 'weather', i.e. the daily conditions of any place. For example, in the southern part of our country, in summer it is generally hot, the days are longer, and in some places there is little or no rain.

Read the next two paragraphs which further explain the weather conditions of regions over a stretch of time. Move on to the next paragraph which defines climate—this is the word used to define the weather conditions of a region over a longer period of time instead of day to day. For example, the climate in Pakistan's northern regions is very cold in the winter; the climate in the deserts of Sindh and Balochistan is very hot and dry in the summer. The climate of a place is determined by keeping a record of the daily weather for a long period of time. How long? The answer is many years (30–35 years).

Write the words 'climate' and 'weather' on the board and ask the students to give examples of weather and write them all around the bubble. Do a similar exercise with examples for climate.

Ask what kind of climate their city or town or province has. Is it generally cold or hot, or warm or cool? Is it rainy or dry? Talk about the climate in different parts of the world, explaining that the location of a place on the Earth affects its climate. Using a globe point out that countries located on or close to the equator have a hot climate throughout the year. Equatorial (linked to the equator) countries close to the sea have heavy rains in summer. Regions that are located in the tropics have a tropical, i.e. warm climate with considerable rainfall. Ask: What kind of climate do students experience in their city? Talk about this in class.

Similarly, regions that are close to the North and South poles are cold throughout the year and very, very cold in winter.

Locate Pakistan's position using the globe/world map—that the southern part of Pakistan has a tropical climate while the high mountains in the north are snowbound all year round. The coastal regions enjoy a better climate than inland areas because of the sea breeze which lowers the summer temperature; in winter, the sea breeze keeps coastal regions warmer than the inland regions.

Questions 1 and 2 from page 15 should be discussed and then answered in the notebooks. Talk about the hottest and coldest places in Pakistan (Sibi is the hottest place in Pakistan, and the coldest parts of the country are the peaks of the northern mountains, such as K-2, which have an average temperature of minus 20 degrees Celsius).

Conclusion: 5 minutes

Wind up the lesson with a recap of the points covered today.

Class work: 5 minutes

Questions 1 and 2 are to be done in class.

Homework: Question 3 is to be done in the notebooks.

Suggested activities:

1. Ask the students what season they are experiencing now. They should be able to tell you correctly, from your description of the weather. If they live in Sindh, what is the weather like? If they live in the Punjab, what is the weather like? In Balochistan? In Khyber Pakhtunkhwa?
2. Talk about different seasons—what do we see? How does the weather feel? What do we eat and do in different seasons?
3. Ask the students to differentiate between weather and climate by writing a few sentences to show that they understand the difference. Ask them also how they would describe the climate of Pakistan; then ask them what the weather is like on the day or week that this lesson is being taught.

Lesson plan 11

Duration: 40 minutes

Outcome: Students will be able to:

- describe how seasons are linked to the Earth's position in orbit.

Resources: textbook pages 13–15, globe; a torch; pictures of weather conditions in different seasons

Introduction: 10 minutes

Refresh the students' learning about seasons in the previous lesson. Talk about the day's weather; ask what month it is, then ask what season it is—is it winter, summer, autumn or spring? Accordingly, show the class pictures of that particular season; ask the students to describe what they see.

Explanation: 20 minutes

Set up the globe and torch on the table to demonstrate how the movement of the Earth around the Sun and the tilt of its axis give us different seasons through the year. Read the text of the last paragraph on page 13, and the first paragraph on page 14 about seasons.

Describe how the Earth moves along an oval path around the Sun. When the Earth is closer to the Sun in its orbit in summer, from May to July, the Northern Hemisphere (point towards the upper half of the globe) experiences summer; summer has longer days, shorter nights and higher temperatures. At the same time the Southern Hemisphere, which is facing away from the Sun, will experience winter with shorter days, longer nights and colder temperatures. When the Earth moves towards the outer part of its orbit, from August to October, it is autumn in the Northern Hemisphere and spring in the Southern Hemisphere.

Talk briefly about weather conditions in autumn (leaves turn brown and rust-coloured, dry up and fall from the trees), many crops ripen and are ready for harvest. Talk about the different fruits that are seasonal, like mangoes followed by peaches in summer, apples in autumn, oranges in winter, and apricots and plums in late spring.

November to January is winter in the Northern Hemisphere: ask what season this would be in the Southern Hemisphere and why. It is summer because this part of the Earth will

be closer to the Sun. Now ask the class what season it will be in the Northern Hemisphere from February to April (Spring), and what will it be in the Southern Hemisphere (Autumn).

Conclusion: 5 minutes

Recap the main points covered in this lesson.

Class work: 5 minutes

Ask the students to draw a scene for each of the four seasons, showing their special characteristics. You can make simple sketches on the board.

Homework: Students should do exercise C in the Work page. Encourage them to use a dictionary to find out the meanings of words.

Lesson plan 12

Duration: 40 minutes x 2 (two periods)

Outcome: Students will be able to:

- identify and name the instruments for measuring wind, temperature, and rain.

Resources: textbook page 15, Worksheet 4 from the Appendix, a clinical thermometer (mercury or digital), sample weather vane, world map and the globe

Introduction: 10 minutes

Begin with a recap of the previous lesson. Talk briefly about seasons and their special activities, foods, clothes, etc. Ask the students to share their drawings with their neighbours; put up some for display. Appreciate the students' efforts.

Explanation: 20 minutes

Introduce the topic of today's lesson—how do we measure the weather? Ask the students if anyone watches the weather news on TV. How do they find the information useful? Read the text on page 14.

The climate of a place is determined by keeping a record of its weather—the temperature, rainfall, wind speed (velocity) and direction, and air pressure. Air pressure is a term that may baffle the students: explain that air also has weight and pressure; remind them of car's tyres—if there's no air pressure in them the tyres would be flat!

The daily record of all these things kept over a period of time helps to understand the climate of a place. To measure these factors we use different instruments, three of which are shown in the book on page 15.

Ask the students what happens when they fall ill and have a fever—how is their body temperature measured? Show them the clinical thermometer on which normal body temperature (37°C/98.4°F) is marked in red. The mercury in the thermometer's bulb, which is below normal body temperature, will rise in the tube if the temperature is higher.

Second period

Note: This period would be utilised to demonstrate activity in 'Things you can do' section to make a weather wane.

Duration: 40 minutes

Resources: three bamboo rods about 60 to 75 cm long, three slimmer bamboo rods 30 cm each, chart paper, scissors, scotch tape, thumb tacks; Cut the chart paper into three rectangles (6 x 10cm) and make three arrows (5 to 6 cm long).

Explanation and Demonstration: 30 minutes

Time these tasks, so that the weather vane activity can be carried out in class. Divide the class into three groups. Give each group one 60 cm rod and one 30 cm rod, one arrow, and one rectangle each. Show them how to paste the rectangle and the arrow at the opposite ends of the 30 cm rods, using scotch tape. Then fix each 30 cm rod on the longer one using a thumb tack. (This will have to be done by the teacher to avoid injury to the students.) Ensure that the upper rod can turn easily on the pivot. The weathervane should be placed firmly at a high spot where it can catch the blowing wind. It can also be placed in a small earth-filled pot kept on a windowsill.

Each group should keep a week's record of the wind direction. Tell them that on some days there is little or no wind, while on other days there is a brisk to a strong wind.

Conclusion: 5 minutes

Wrap up the lesson by asking why it is important to know the wind direction. Airport control tower staff and pilots need to know this, as well as sail boat operators so that they can plan their routes accordingly.

Class work: 5 minutes

Students should do Question 4 and exercises A and B from Work page.

Homework: Distribute the Appendix Worksheet 3 copies amongst the students and explain the tasks to be done for homework. The activities in 'Things you can do' on page 17 should be completed as homework.

Answers to questions

1. Climate is the usual or typical weather a place has over a year or over several years. Weather may change from day to day.
2. Generally, we have a warm climate in Pakistan, but the northern and north-western areas have cold winters.
3. The mountainous area of Gilgit-Baltistan is the coldest part of Pakistan.
4. This can be done by using certain instruments to measure air pressure, wind speed, rainfall, temperature, and humidity and keeping the record over a long time period.

4 Our country

Key learning:

- How countries are marked on a map of the world
- Our country and its features
- Identity and national identity
- Features of our national identity

Background Information:

Countries are marked by their international borders. People living in a country make up its population.

This lesson is about Pakistan, its location, its borders, its rivers, and other physical features. Pakistan is located on the continent of Asia. Iran, Afghanistan, China, and India are Pakistan's neighbours. Tajikistan is close by, but its border does not touch the border of Pakistan.

It is not only land that makes up a state: it is also the people, their language, religion, and culture.

- Provincial capitals. Each province in Pakistan is autonomous (has its own government) with its own provincial assembly and judiciary, but that all the provinces come under the federal government located in Islamabad, the capital of Pakistan.
- Pakistan is an independent state; it has four provinces and three regions that come under the federal government; the federal government has a president, a prime minister, and a cabinet of ministers to look after the affairs of the country.

Note: Gilgit-Baltistan, previously known as Northern Areas, is a self-governing region under the federal government, and not a province.

The citizens of Pakistan are united on the basis of a common history and culture, a common language Urdu that most people speak and understand, and similar names as well. Most people in Pakistan are followers of Islam, a religion that teaches tolerance and respect for people of all faiths. The national flag is green and white in colour, the white portion representing minorities who are free to practice their own religion and customs.

Lesson plan 13

Duration: 40 minutes

Outcomes: Students will be able to:

- define the term population.
- recognise how countries are formed.
- learn how countries are marked on a map.
- identify and name Pakistan's neighbouring countries.

Resources: textbook page 18, atlas, world map (political); globe, copies of an outline map of Pakistan (also showing bordering countries)

Introduction: 10 minutes

Greet the students. Ask them to name our country: Pakistan. Ask them to talk about Pakistan. When did it come into existence? What beautiful places does our country have? Encourage students to respond. Have a brief discussion about the people of Pakistan.

Explanation: 20 minutes

Read the text. Use a world map to explain how the world is divided into countries. Landforms are natural but countries are man-made; people and their leaders make a country. The area of a country is marked by its borders; show this on the map in the book on page 18, and the world political map. Pakistan was created by the efforts of Quaid-e-Azam Mohammad Ali Jinnah and other Muslim leaders, and their followers.

Highlight the vast number of countries in the world (193). Some countries like the USA, Canada, Russia, and China are very vast, while there are some tiny countries known as city-states, like the Vatican and Monaco. (The largest country is Russia and the smallest is the Vatican.) Emphasise that a country is also identified by its people, culture, religions, and languages.

Explain the term 'population'. A population can be of the world, a continent, country, city or village. The total number of staff and students in the school is the total population of the school. Also explain that the population of a country changes steadily as people are born and old people die. Pakistan's population today is over 207 million people.

Read the text further. Ask the students to point out Pakistan on the map of Asia given in their textbooks. Next, ask them to point to Pakistan on a globe. From the map on page 18, ask them to name the countries that share the border with Pakistan. These are our neighbouring countries. Which country is to the south of Pakistan? None! We have the Arabian Sea to the south. Talk about some of the neighbouring countries of Pakistan: India, Afghanistan, Iran, and China. Discuss the people, language, and culture of these countries in brief; ask what is similar and what is different between Pakistan and its neighbours.

The 'Things you can do' activity 1 can also be taken up as a project for the students to 'role-play' citizens of different countries in class, or as an assembly presentation.

Conclusion: 5 minutes

Provide the students with an outline map of Pakistan. Ask them to write the names of the neighbouring countries in order to identify their location in relation to Pakistan. If any of the students have visited any of these countries, encourage them to share their experiences about their visit.

Class work: 5 minutes

'Things you can do' activities 2 and 3 should be done in class.

Homework: Questions 1 and 3 from page 21 are to be done in the notebooks.

Lesson plan 14

Duration: 40 minutes

Outcomes: Students will be able to:

- identify and label the four provinces of Pakistan.
- name the main features of Pakistan.

Resources: textbook page 19, atlas (for map of Pakistan and provinces)

Introduction: 10 minutes

Ask the students about their homework. Invite some of them to come forward and share their notes on Pakistan. Appreciate them for their efforts.

Explanation: 20 minutes

Read the text from page 19 onwards, with reference to the map of Pakistan. Tell the students what a province is—an administrative division of a country that helps in better

government. Briefly explain that each province has its own Provincial Capital, Provincial Assembly, High Court (and lower courts), provincial ministries, and police department. Each province is responsible for its own government and ministries, but provinces report to the federal capital, and depend on the federal government when dealing with foreign countries, defence and treasury. Relate to the example of class teachers and the principal in a school. The class teachers are usually responsible for everything in their classes, but they have to report to their principals on how things are working in their classes.

Ask the students if they know how many provinces there are in Pakistan, and their names. Show the map of Pakistan with the provincial borders. Write the names of provinces on the board for future reference. Ask about the provincial capitals and write their names on the board next to the names of provinces. Talk about the federal capital Islamabad: ask how many of the students have been there, what they saw and liked or enjoyed most there, etc. The federal capital is where the country's government and ministries are located and operate from.

Read the information about Pakistan's landforms in the third paragraph on page 19. Tell the students that Pakistan has all the physical features found in various regions of the Earth—coastline, lakes, rivers and their valleys and delta, fertile plains, plateaus, hills, mountains, forests, and deserts, all in one country. Stress that it is a beautiful country which we all must look after and be proud of.

Conclusion: 5 minutes

Wind up by sharing the world facts on page 20 (Did you know?); these are interesting points of information. Ask students to bring some ethnic caps, dresses, and accessories from home for the activities in the next class.

Class work: 5 minutes

Students should attempt Work page exercise A using information put up on the board.

Homework: Question 2 on page 21 is to be done in notebooks.

Lesson plan 15

Duration: 40 minutes

Outcomes: Students will be able to:

- difference between the cultures of provinces of Pakistan.
- identify crops grown in Pakistan.

Resources: textbook page 19, atlas; ethnic caps, dresses to be brought from home; pictures of different crops, food specialities and fruits of each province, along with some easily available samples like dry fruit; pictures of scenic landscapes of the country; some ethnic songs

Class activity: 35 minutes

This is a group activity which requires some prior preparation for resources listed above.

This activity will take the time assigned to a complete lesson.

Divide the class into five groups. Assign one province to each group. Gilgit-Baltistan should be assigned to the fifth group.

Introduce the students to the activity to be conducted in this class. Talk about the dresses, names, languages, and food of each province.

Students will introduce themselves by their typical provincial names, such as, Shah Abdul Latif or Marvi for the Sindhi, Javed Bugti for the Balochi, Mian Mohammed or Sohni for the Punjabi, and Samundar Khan or Palwasha for the Pathan. They may be asked to bring a clothing item of each province from home and try to speak one simple sentence in each language that they know.

Conclusion: 5 minutes

Wrap up the activity by singing a national song the students are familiar with.

Homework: Worksheet 4 from the Appendix may be given for homework. Work page exercises B and C are to be done.

Lesson plan 16

Duration: 40 minutes x 2 periods

Outcomes: Students will be able to:

- define the terms 'national identity' and its significance.
- explain the features inherent in national identity.

Resources: textbook page 20; pictures showing objects and events that reflect the identity of the countries in this lesson, i.e. Pakistan and the UK

Note: 2 periods may be required for this topic.

Introduction: 10 minutes

Greet the students and ask how they enjoyed the last lesson learning about the different parts of Pakistan through activities. Remind them that even though the provinces have their own language and culture, we all belong to the same country, Pakistan. This is our country, where we live and learn and grow; it has many great things to offer and wonderful people; we are proud to be Pakistanis. Say 'Pakistan Zindabad!' Explain that this is our 'identity'.

Introduce today's topic: Start by saying that all countries in the world have their own identities, ways of life, languages, cultures, and religions. The other country we'll learn about today is the UK.

Explanation: 25 minutes

Read the introductory lines and the first paragraph of the lesson (Page 20). Introduce the two students, Yasmin and John. Discuss what we know about them.

Yasmin lives in Pakistan and John lives in the UK. Do they both go to school? Yes. Do they both enjoy watching cartoons? Probably yes. Do they speak the same language? No, but Yasmin can also speak English, because she learns it in school! Their religions are different, their countries are different; their culture and food are also different.

Explain that the national flag, language, culture, dress, religion, way of life, and form of government are features of the national identity of a country. In most cases they are different from country to country; yet, there may be some similarities as well.

List the features on the board and make two columns marked Yasmin and John. Talk in detail about the features of the countries the two students come from. Talk about their country, their language, food, dress, religion, currency, national flag and anthem, and fill in the respective columns to show where they are similar and where they are different.

It is very important to emphasise that though national identities may differ there is much more that unites the people of a country and brings them together than what divides them. For example, we all share the same values of doing good deeds, being truthful and honest, helping others, obeying the laws of our countries. Many people like both eastern and western foods such as fast food like burgers and pizza or chicken tikka; everyone loves ice cream! People all over the world wear shirts, jackets and trousers to work, jeans and t-shirts to relax, or joggers to engage in outdoor sports.

Stress the importance of respecting each other's national identities, religion, culture, language, and way of life.

Read the text further. Talk about the flag of Pakistan. Invite a student to come forward and draw it on the board. Ask about the colours of the flag. Explain to the students that the flag and national anthem of a country are always unique. No other country can have our flag or the national anthem. These are an important part of our national identity as Pakistanis. At the same time, we should respect the national flags and anthems of other countries. Remind the students how the national anthems of competing teams are played, and national flags are raised before a major sporting event begins, for example in the Olympics.

Conclusion: 5 minutes

Talk about hockey, the national sport of Pakistan. Ask what different sports are played in the UK.

Ask students to research about the climate, people, food, and culture of Pakistan and the UK. The additional period will be to have a role-play.

Role play Activity (Period 2)

Duration: 40 minutes.

Discussion: 35 minutes

Select two students from the class to represent Yasmin and John, respectively. (In a boys' school the names of two boys can be used, and in a girls' school any two girls' names can be used).

Ask them both to stand up in class and introduce themselves, after which they will begin by narrating the different aspects of their respective cultures. Each student will, in turn, talk about his/her country, the climate, the language of the people, the national flag, the food, clothes, currency, and perhaps famous celebrities and sports and pop stars. As one topic is covered by one student, the other student will take up the threads and continue with the same topic about his/her country.

The Climate of England and Pakistan: John will tell the class how cold the climate is in England, how frequently it rains there, and how people's lives are affected by the weather. But the rain makes the country very green; every family owns more than one umbrella, and each person has a raincoat to protect their clothes from getting wet. Yasmin will then talk about the climate in Pakistan, in particular, her city, and describe it to the class that it

is a tropical climate with hot, humid weather most of the year, and just a brief respite in the winter months, from November to February. It is dusty and not very green in the south, but cold, wet, and green in the Northern Areas and most parts of Gilgit-Baltistan.

Clothes, food, and language: John will then talk about the clothes that people in his country wear and the kind of food that they eat. Though all the people speak English, which is the national language of England, there are many other nationalities residing there, such as West Indians, Pakistanis, Indians, other Asians, and Europeans. They wear warm clothes practically all the year round. British people have also developed a taste for hot, spicy curries and French and Italian food.

Yasmeen will talk about our national language Urdu, and explain that English is also spoken in Pakistan; it is the official language for state communications and the medium of instruction in private schools, colleges, and universities. She will tell the class that the clothes worn in Pakistan are usually made of cotton, a fabric that keeps us cool in hot weather, and that warm clothes like shawls, sweaters, and coats are worn mainly in winter. Our food is hot and spicy and has a lot of variety; we also enjoy Chinese food, and burgers and pizzas too!

Famous landmarks: John should talk about the famous landmarks of London such as the red, double-decker buses, and the Tower of London. Some students may have already visited these places during their summer vacations, so if you draw them on the board, they may excitedly recall other famous landmarks, such as Madame Tussaud's wax museum and the London Zoo.

Yasmin should then follow up with some famous and historical monuments in Pakistan, such as the Quaid's mausoleum and Mohatta Palace in Karachi, Mughal Emperor Shah Jahan's mosque in Thatta, Sindh, the Lahore Fort, Badshahi Mosque, and Minar-e-Pakistan in Lahore, the Bala Hisar Fort and the Khyber Pass in Khyber Pakhtunkhwa, etc. Encourage students to add to John and Yasmin's accounts—it will build up their confidence and the interaction is good for the class.

Tell John to draw from a sample picture, the outline of the British flag on the board, and ask three other students to come up and fill in the three colours—red, white, and blue. Similarly, Yasmin can draw an outline of the Pakistan flag and two students could come up and fill in the green and white colours. Again, this activity is to ensure participation by as many students as possible. You could also give two other students the chance to do role-plays for other nationalities as well.

Show the students a sample of the British currency. The coins and notes have on them the image of the Queen of England, Elizabeth II. Then point out the image of Quaid-e-Azam Mohammed Ali Jinnah, on Pakistan's hundred-rupee note.

Finally, John and Yasmin can talk about their respective national sports. Soccer and rugby are played in Britain, and cricket and hockey are the passion of Pakistanis. In England, Wimbledon is where the famous tennis matches are played and Lord's and The Oval are the famous cricket grounds. In Pakistan, Gaddafi Stadium in Lahore, is very popular.

We have now covered almost all aspects of both cultures, except religion, and have established that there are many things that make up national identity. If the students have enjoyed this activity, you could arrange to have a similar one on sports celebrities, films,

and pop stars. Or, alternatively, do the same exercise with two other nationalities such as a Chinese and Japanese, or French and Italian, and so on. The prospects are limitless.

Conclusion: 5 minutes

Do a quick recap by discussing the various aspects of national identity. Ask the students to bring pictures or newspaper clippings. These may include: sports events, sports persons, festivals, landscapes, or articles of clothing, or food.

Homework: All activities of Work page exercise D to be done in class. 'Things you can do' (including the Flags of the countries) and Questions 4–7 are to be done as homework.

Answers to questions

1. We have a coastline in the south along the Arabian Sea.
2. There are four provinces: Sindh, Balochistan, the Punjab, and Khyber Pakhtunkhwa; Gilgit-Baltistan is a 'federally administered' region.
3. Iran, Afghanistan, China, and India share borders with Pakistan.
4. Rectangular with a white stripe to the left (representing the minorities), and a deep green background with a white crescent and a star. The colours of the flag are green and white.
5. The main crops grown in Pakistan are wheat, sugarcane, cotton, and rice.
6. We all eat the same food, have similar names, speak the same language, have a similar history, and use the same money (currency notes and coins).
7. Students' answers will vary. John speaks English.

5 For all to use

Key learning:

- Difference between citizen and 'community'
- Roles and responsibilities of a community
- Services
- Government

Background information:

This lesson highlights the importance of living in a community i.e. amongst a group of people from various walks of life. These are our neighbours as well as the different people we deal with daily.

The first place students will know well about is their home and family. The next place is the neighbourhood and the people around them. Just as we share things in the home with our family, and have rights and duties too, we share facilities with our neighbours and, again, also have rights and duties.

We share living space, water, food and drink, watch television programmes, use the computer, etc. Everyone has a right to be loved and cared for, to be clothed, fed and educated; everyone has a right to be respected; parents have a right to be obeyed.

Public services are provided by the government while private services are provided by private companies.

Tax: The tax we pay is used for providing community services. This is the way towns and cities are organised, and the way the government runs the country. Tax is the collection of a certain percentage of income from the people so that essential services can be made available to them by the government.

Elections: Governments are elected by voting for the people who will make rules for the country and run the government.

Lesson plan 18

Duration: 40 minutes

Outcomes: Students will be able to:

- define the term 'community'.
- recognise that things need to be shared at home and in the community.
- identify free and paid services.

Resources: textbook page 25; pictures of different localities and some services, e.g. roads, parks, parking lots

Introduction: 10 minutes

Greet the students. Explain to them what a community is. It is a group of people living in the same locality, who help each other when needed. They also share the same basic needs which are housing, jobs, goods (clothing, food, etc.), recreation, and services (health, education, transport and security). Population is the number of people located in one community. Talk about different communities. Write 'school community' on the board and ask the students who are part of this community? Teachers, students, staff, management—people who work together to ensure that the students get the best education.

Explanation: 20 minutes

Read the first paragraph of the lesson. Write 'you' or a 'child's name' in the centre of the board. Make a circle around it. Explain that after a person's own identity starts the circle of the community or communities that one is a part of. Make another circle around it and write 'family'. Talk about the family and its members. Make yet another circle and write 'neighbourhood'. You can keep adding circles till you reach 'the world'; however, for now 'neighbourhood' is enough for the students.

Talk about sharing. Write 'things we share with the family' on the board and ask the students to suggest what they share with their families. The list includes house, food, entertainment, love, happiness, and also worries.

Next, write 'things we share with the neighbourhood (community)' on the board. Let the students suggest things we share with people in the neighbourhood—space, water, air, transport, roads, parks, security, etc. List the items.

Read the text till the end of the first paragraph on page 25, and discuss the things listed on the page. Ask the students if they find these in their neighbourhood. Many of these facilities can be found near the school too. So we need to share these things in a proper way, and also take care of them. Point out that some of these facilities are free for all, like the air we breathe, the rain that falls, and the sunshine that brightens the day. But the other places and facilities listed in the book are services; they are not free—we have to pay 'charges' for them. Explain that some of the services are for all of us to use, such as the security provided by the police, water supplied to our homes, telephone and gas, government hospitals, post offices, state-run schools, bus stops, airports, railways, etc. These are called public services. Other services like private security firms, schools, hospitals, and courier companies are private services and their charges are higher than the public service charges.

The expenses of running public services are covered by the taxes we pay the government and the yearly charges we pay for these services. Some examples are the telephone, gas, and electricity bills that we pay every month. The community helpers such as street cleaners, postman, firefighters, phone lineman, etc. are paid by the government from these funds. We should appreciate the work done by public service organisations and we should act responsibly to keep them working by paying our dues regularly, following the organisations' rules, and not misusing the facilities.

Conclusion: 5 minutes

Discuss the first question on page 26 as a recap of the lesson.

Class work: 5 minutes

Work page exercise A to be done by the students. Students can do 'peer checking' once they have completed the task.

Homework: Ask the students to observe the facilities and service providers, such as cleaners, gatekeepers, and security that are common to home and school, and to note the work they do. Question 1 is to be completed at home.

Lesson plan 19

Duration: 40 minutes

Outcomes: Students will be able to:

- define to the terms 'rights' and 'responsibilities'.
- recognise how the government functions.
- identify civic rights and responsibilities as a citizen.

Resources: textbook page 26

Introduction: 10 minutes

Begin with a recap of the previous lesson. Inquire about the homework—observing community helpers. Students share their observations about community helpers working in the neighbourhood; this could include street cleaners, telephone linemen, gardeners, etc. Briefly discuss the nature of their work and how they help to make our lives easier. Talk about the support/domestic staff in the school and the importance of their work for the school community.

Explanation: 25 minutes

Explain that the public services are provided by the government for all the citizens of the country. The funds to manage these facilities and pay their staff come partly from the government and mainly from the taxes and charges we are required to pay.

Read the second paragraph on page 26. Emphasise that as responsible and law-abiding citizens we should know and do our civic duties. The responsibilities of a citizen are laid out in the rules made by the government. Read the next paragraph to explain how a government is formed—the people vote for persons who will make fair and useful rules for all, decide the taxes, and ensure that proper services are provided for the public.

Now explain the concept of rights and duties or responsibilities. Write 'RIGHTS' on the board and ask the class what it means. Most likely the students would suggest the directions right and left. Tell them that many words have different meanings and can be used in different ways. 'Rights' means the claim to things or facilities a person is entitled to have. As part of a family, students have the right to be loved, cared for, fed, clothed, and be educated. Similarly, there are some rights we have as citizens and as members of a community. These include the right to be respected, and the right to use the services which are free and paid for, etc.

Write 'DUTIES' on the board. Explain that with every right comes a duty or responsibility. For example, students have a right to be looked after by their family. What is their

responsibility then? Elicit response from the students. Suggest that they must obey their parents, be helpful to their brothers and sisters, care for their family, etc. Discuss the responsibilities that go with the right to education; note the students' feedback on the board—being regular and punctual at school, being attentive in class, respecting teachers, staff, and the other students, doing homework, etc.

Explain the responsibilities towards things we share with neighbours, such as keeping the neighbourhood clean. At this point introduce the role play suggested below in the suggested activity for teachers. This highlights and reinforces the concept of civic duty as well as good relations in a community.

Explain the situation and let three groups of three students each act out their roles. Time the activity so that the lesson is wrapped up properly.

Ask the students to prepare a short skit in which two students, role-playing as neighbours, are seen quarrelling about the way the street cleaner has dumped the garbage in front of their houses. A third student can be the cleaner, who denies that he has done the dirty deed. It could become a very humorous dialogue at this point! Then choose another group of three students, representing the same two neighbours and the cleaner, communicating rationally with each other and behaving as good neighbours should.

Now tell the students what you have described could happen in the community they live in where everybody shared the services of people and organisations, to keep the community running efficiently.

Conclusion: 5 minutes

Recap the lesson by discussing Questions 2, 3, and 4 on page 26. These will be done as class work in the next period.

Homework: Question 1, Parts B and C of the Work page on to be done as homework.

Lesson plan 20

Duration: 40 minutes

Outcomes: Students will be able to:

- describe how governments are formed.
- recognise the significance of paying taxes.
- appreciate how governments use the tax money on services.

Resources: textbook pages 26–27, Worksheet 5 from the Appendix

Introduction: 5 minutes

Begin with talking about the role play activity of the previous lesson—did the class enjoy it? What did they learn from it? Let the students share their views.

Explanation: 20 minutes

Briefly discuss the system of national elections, and how governments are formed as a result. Refer to the last elections in Pakistan as a familiar example. Point out how people elected their representatives from different parties, and the party with the most votes formed a new government. Also, mention how governments collect tax from salaried people or businessmen, and how the tax collected is used for building schools, colleges,

roads, bridges, and dams, and for providing services such as public transport, fire brigade, and police, etc.

The voting procedure could be explained by holding a mock election for class monitor. For the position of class monitor, three candidates could be nominated. The students should write the name of their favourite candidate on a piece of paper and fold it up. One of the students can then collect all the voting papers, which are opened up and counted by the teacher. The candidate with the highest number of votes becomes the class monitor.

Conclusion: 10 minutes

Read through the activities of 'Things you can do'; talk about community service and helping others, without expecting anything in return. We can teach someone who has not had the chance to go to school or we can help someone who is old to do their daily chores.

Discuss how we help the community by doing our duties—elicit responses to the questions in 'Things you can do'.

Class work: 5 minutes

Questions 2, 3, and 4 are to be done in class.

Homework: Provide Appendix Worksheet 5 to the students for homework.

Answers to questions

1. We use the services of street cleaners, the postman, the police, and the firefighters.
2. Through an election, by voting, and choosing the people who will make the rules for us.
3. It decides how much tax we have to pay; it provides us with services such as building roads and public buildings; it provides us with water, electricity, and transport.
4. Tax is money collected from the citizens which is used to provide services for them.

6 Services

Key learning:

- Different kinds of services and their importance
- Services provided by the government
- Services provided by individuals or organisations

Background information:

Services are facilities provided either by the government or private companies. Examples of services are transport, police, fire brigade, hospitals, etc. Laws are rules to protect people, e.g. traffic laws.

Some traffic rules include, driving on the left track on a double road, stopping at signals, stopping at pedestrian crossings to let people cross first, no overtaking from the left, or driving in the opposite direction on a road? Also, drivers of vehicles must use indicators to

signal that they would be turning right or left; also (people walking), also not blow the horn near hospitals or schools, etc.

Traffic signals are operated electronically, and they are meant to ensure the smooth flow of traffic on the road and at intersections, so that everybody can drive without obstructing each other; this will prevent accidents from taking place. The colours of the traffic lights represent: red for stop, amber for get ready, and green for go.

The fire brigade service is called to put out fires. Thousands of gallons of water is required to put out a fire. When the water has all been used, the fire engines must race back to their base, replenish the water, and then race back to the site of the fire, ringing the bell or siren to clear the traffic, as this is an emergency. An excursion to a fire station or by a firefighter would be useful to explain the topic.

Firefighters are brave people who risk their lives and health to do the dangerous work of putting out serious fires, and saving lives too. They must wear fireproof suits, helmets to protect their heads, goggles to protect their eyes from the intense fire, and masks to avoid inhaling fumes and smoke. They must also carry axes to break down doors that may have been jammed due to the intense heat. Tell the students that firefighters are trained to climb tall buildings, break through windows and doors, and carry trapped people down the long ladder to safety.

Some basic facts about putting out minor fires are to cover them with a rug, etc. and not putting water on burning oil; as the water vaporises and causes very severe burns. Electrical fires are usually caused by short circuits.

Another service provided to citizens is the use of hospitals and clinics.

Everyone in the field of medicine is important for the work they do. It requires many years of study and practical work to become a doctor. Doctors and specialists are different from surgeons, for they diagnose a patient's illness and prescribe treatment, while surgeons perform operations or surgery, and to do so needs a keen eye, a steady hand, and strong nerves.

This is an important kind of service where those who provide such support are indeed serving humanity without expecting any benefits or returns.

This also fulfils Allah's command to serve His creation. We are all responsible to help out each other in times of need. Social welfare services such as Dar-ul-Sukoon, Alamgir Welfare Trust, Ida Rieu Trust, and the Edhi Foundation, and many individuals do a lot of welfare work on their own.

Lesson plan 21

Duration: 40 minutes

Outcomes: Students will be able to:

- identify different services provided for people.
- appreciate the role of the police, including traffic police.
- participate in a mock scene in a court of law.

Resources: textbook page 29, pictures of policemen and policewomen, traffic police performing their duties, army personnel, and the fire brigade.

Introduction: 5 minutes

Greet the students. Remind them about the terms 'private' and 'public' and ask them to define these from memory. Talk about the services provided by the government and by individuals. Let the students suggest some services they have used that are provided by the government. Wrap up the discussion for the main lesson.

Explanation: 30 minutes

Show the students various pictures of police personnel performing their duties in all sorts of weather and situations. Ask the students if they have seen a policeman or a policewoman. What kind of uniforms do they wear? Do the students know where these people work? Yes, at the police station or at specific outside locations. Inform the students there are some police stations which deal only with the problems faced by women.

Read the first two paragraphs on page 29. Explain the duties of the police. They provide protection for the people of the area covered by their station. Explain that just as the country is divided into provinces, the cities and towns are also divided into districts or municipal areas for providing services. If a problem arises or someone faces issues such as theft or crime, they go to their area police station and report their complaints.

Show the students pictures of some other uniformed service providers such as the army, air force, and navy. Their responsibility is to keep the country safe at all times.

Point to the picture of the traffic police on page 29: ask the class if they know any of the traffic and road safety rules. Their responses may be: keeping to the left on the road, no turning left on a red light at a traffic intersection, no overtaking when there is a yellow line in the middle of the road; and, using the indicators to signal a turn, avoiding unnecessary sounding the horns.

Emphasise that all these traffic rules are part of the laws that citizens must follow. Explain that laws are made by the government to ensure that everyone gets his/her rights and no inconvenience or harm is suffered by others. Further explain that an important duty of the police is to make sure that everyone follows the laws of the country, and those who do not do so, or repeatedly break the laws, are dealt with firmly.

Ask the students if they have noticed that when the traffic lights are out of order, a traffic policeman usually wearing a white uniform and white gloves will direct the traffic. Otherwise, there would be a traffic jam and chaos on the roads. Ask students if they have been in such a situation and what happened then—you'll have a lively interactive discussion.

Emphasise that this is why rules are made for citizens to follow. If everyone obeys traffic rules and regulations, traffic will be smooth and orderly and there will be peace and safety on the roads.

Ask the students who makes the rules at home, such as meal times, play time, and bedtime. Ask them if they know about their school rules; get each student to identify one rule each, such as no late-coming; no talking and eating or drinking in class during a lesson; no cheating; no bullying; no misbehaving; no disrespecting a teacher, etc. Ask them what happens when they disobey these rules; they are punished. In the same way, laws apply to all citizens of a country. If they steal or cheat or break other laws, they can

be arrested by the police and put into jail. Ask them if anyone in the class has broken a rule and, if so, what were the consequences.

Explain that the police help to maintain law and order in the country, and ensure that the laws of the country are followed, and those who violate the law are punished.

If time allows, have the activity called a 'mock court scene', performed in class i.e. to have the students imitate a court scene in the class. Ask the students if they have ever seen a court scene being played on TV. Who were the main characters? A judge or magistrate, lawyers, the accused person, and the police.

Selected students would play the roles of a policeman, the accused person, and a judge. The rest of the students could be witnesses, court attendants, and spectators. The dispute could be about short-changing a customer in a shop, or a customer paying with a forged note. A short dialogue could be prepared beforehand and the scene acted out in class. This activity will give the students the experience of public speaking, accepting responsibility for their actions, and will contribute to their overall confidence.

Conclusion: 5 minutes

Ask the students for their feedback on the activity performed in class.

Homework: The second activity of 'Things you can do' is to be given for homework. Advise students to bring to class a toy fire engine, doctors' tool kit, white coat, if available at home.

Lesson plan 22

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the fire brigade, hospitals, and social welfare services as important services.
- recognise the services provided by firefighters, hospital staff, and welfare workers for the people.

Resources: textbook pages 30–31; toy model of fire engine, doctors' kit/ white coat, etc.; Worksheet 6 from the Appendix

Introduction: 5 minutes

Greet the students; talk about the mock court scene activity if they were able to do it in the previous class—did they enjoy it? What did they learn? Explain that when a serious conflict arises, we should approach the concerned authority to take action according to the law, instead of taking the law into our own hands. Ask the students about the homework task: how many students know the name of their local police station and where it is located. Why do you think this information is important?

Also talk about the hospitals near their homes, and about a police station and hospital near the school. Wrap up the discussion.

Explanation: 20 minutes

Read the section of the lesson on the fire brigade. Show the toy model of the fire engine to the students. Talk about its different parts, for example, the extendable ladder, big hoses, water tank, siren, and bell, etc. Also point out the special uniform worn by the firefighters to protect them from the dangers of fire.

Students should know that many, if not all, big office buildings have fire alarms, and also conduct fire alarm drills from time to time so that the staff is prepared in case of an emergency, and know how to use the fire extinguisher, know the emergency exit, and are trained to evacuate the building safely.

If possible, invite a responsible person from the fire brigade to talk to the students about these matters.

Read the text further. All students would be aware of hospitals, either with reference to themselves and their family or someone close to them. Explain the difference between a clinic and a hospital. A clinic deals with attending to sick people, diagnosing their problem and prescribing treatment. Hospitals have specialist doctors and more facilities; if the problem is serious then the patients are referred to hospitals for more detailed treatment, tests, and possibly, a few days' stay there.

Ask the students if they know about Abdul Sattar Edhi. Explain that people who provide ambulances, and free help and care to the public, are doing a social service. There are many such people and organisations, including the army and Rescue 1122 in Pakistan, and in other countries that do these good deeds for others. Name a few in your city.

Conclusion: 5 minutes

The questions at the end of the lesson have been discussed in these two periods. However, they provide a good way to assess students' understanding of the lesson. The last question on page 31 should be answered in the notebooks for homework.

Class work: 5 minutes

Questions 2–3 and Worksheet 6 from the Appendix are to be done for class work.

Homework: 'Things you can do'—Activity 3: Students should look up and bring to class some emergency numbers from the newspaper.

Lesson plan 23

Duration: 40 minutes

Outcomes: Students will be able to:

- name the service providers with the help of clues.
- practise using emergency numbers in case a situation arises.

Resources: textbook page 32; some toy telephone sets, a chart of important telephone numbers

Introduction: 10 minutes

Begin with asking the students what they have learnt in the last two lessons—about the services and the people providing them. Students suggest the names and the services. Appreciate the students for remembering the information.

Explanation: 25 minutes

Begin with the Work page tasks. Briefly discuss the clues for exercise A; let the students complete this and move on to exercise B. Each activity can be completed in 10 minutes

Encourage the students to develop some clues for another professional not included in the exercise, such as: wears all-white uniform, protects road laws, helps people cross the road

(traffic police). Similarly some clues can also be developed for the places where these services are provided, such as hospitals, ambulance centres, police stations, etc.

The second activity is about dealing with emergencies. Ask the students to look at the emergency numbers copied in their exercise books from the newspapers. The prepared chart of the emergency telephone numbers should be put up somewhere for the whole class to see.

Divide the class into groups of four. Make sure each group has a telephone set. Ask the students to create an emergency situation among the group. Choose an emergency number such as fire station, police station, ambulance service according to the situation and ask for their help. Remind the students to talk clearly, not to panic, clearly state their name, address, and the problem. Ask the service provider to come as soon as possible. Provide each student the chance to call an emergency number.

Supervise group work by moving among the groups, listening to their conversation about the imaginary situation, and their call for help. Appreciate the students for their efforts. If time allows, have the suggested activity conducted in class

Conclusion: 5 minutes

Advise the students to always keep the emergency numbers at hand or within the range of telephone sets, or in an easily accessible location in their homes. Emphasise the need for being polite and respectful towards the people who put their lives and health at risk to save us from dangerous situations.

Homework: The first activity of 'Things you can do' and workpage section C are to be done for homework.

Answers to questions

1. A firefighter, policemen, doctors, and nurses.
2. The first part of the answer would obviously be 'Yes'. The answer to the next part could be that the fire engine was going to the site of a fire to put it out, and an ambulance was rushing a patient to a hospital for treatment.
3. The job of the police is to keep us and our property safe.

7 Transport

Key learning:

- The importance of transport
- Different means of transportation
- What it takes to operate a good transport system
- The importance of road safety
- The importance of following traffic rules

Background information:

Cars, trucks, buses, cycles, and motorcycles, anything on wheels including animal-drawn carts move people and goods from one place to another; they are therefore important means of transportation. Trains move on tracks and rails fixed on the ground, aircraft fly around the world, and ships travel the seas. They all carry people and goods over short or

long distances. Smaller boats ply on rivers, such as the Indus, and carry people and goods from one location to another.

Except for animal-drawn carts, most types of transport vehicles use fuel to power their engines. Mention that the engine of a vehicle has many parts that work together to help it move, but do not go into too much detail as the process is complicated to understand at this level. It would be sufficient for the students to know that fuel used in transport vehicles can be different types of petrol, diesel, and CNG. Most vehicles on the road also use water, but that is only to cool their engines. Tyres, with proper air pressure in them, make the journey safe and comfortable.

Road safety

This is a very important part of the lesson. Though many of the students in the school are transported to school and back in their personal cars or school vans, and rarely walk to school nowadays, awareness of traffic hazards is vital for all students. Accidents can happen right outside their homes, caused by speeding, careless drivers of cars racing down the street. Unfortunately, very few roads have pavements or footpaths for people to walk on. Where pavements do exist, shopkeepers and vendors encroach on pavements against the law, forcing pedestrians to walk along the street.

A book called The Highway Code is kept in the car's glove compartment (this has to be kept in the car, by law). It has all the road signs and symbols printed inside.

If possible, bring a copy of the Highway Code to class and show it to the students.

Some traffic rules that the students should be aware of:

- If an area is declared a 'silent zone' by the authorities, only drivers of fire engines, ambulances, and police cars are allowed to sound their horns.
- No one should overtake a car from the left. Overtaking can only be from the right.
- Zebra crossings on the streets are a pathway for pedestrians to cross to the other side of the road, when the traffic stops at a traffic signal. Ask students why zebra crossings have that name. That is because it has black and white stripes like a zebra. It is compulsory for drivers to stop for pedestrians at a zebra crossing.
- If an ambulance, fire engine, or police car sounds its siren, vehicles should move to the left to allow it to pass. This is because all three types of vehicles are usually speeding due to an emergency situation.
- It is mandatory for transport vehicles to be road-worthy, i.e. their brakes, engine, tyres, and the body are required to be in good enough condition, so that they do not break down on the road or cause accidents.
- Above all, on no account should vehicles be driven by underage drivers or people who do not have a driving license.

Lesson plan 24

Duration: 40 minutes

Outcomes: Students will be able to:

- realise the importance of transport for movement.
- identify the means of land transport.

Resources: textbook pages 34–35; models of different kinds of vehicles preferably a car, or a big poster of a car (easily available in the market), a picture of cycle rickshaws as used in countries such as Nepal or Bhutan, and bicycles

Introduction: 10 minutes

Ask the students how they came to school today—by car, school bus, public bus, rickshaw, or taxi would be the response. Ask them to imagine what would happen if all of a sudden these vehicles vanished from the roads—how would they reach school or anywhere else? Stress that the various means of transport we see today are very important for moving from one place to another. Also talk about the past when only horses, mules, or carts drawn by these and other animals were available, and ask how long they think it took to move people and goods from one place to another on them.

Explanation: 20 minutes

Introduce the lesson: today they will learn about land transport and vehicles. Read the text. Explain what ‘vehicles’ are; ask the students about the vehicles their families own. Be sensitive to students who do not own a vehicle. Ask what do vehicles run on—petrol, diesel, or CNG?

Show a model car to the students. Talk about its parts and ask their names, if the students know any. Highlight the main parts of a car as shown on page 34. Ask the students to suggest the uses of some of the parts, for example, the headlights, the rear view mirror, mudguard, etc. Stress the importance of keeping our cars in good shape and fit condition for the road; explain that traffic laws also require that vehicles should be in proper working condition. The students are bound to respond with examples of various decrepit vehicles plying the roads, polluting the air with dark fumes! Explain to them that they must not be allowed on the road.

Read the text further to inform the students that water is needed in the vehicles to cool down the engine. Students may then be asked to indicate the names of the vehicles at the bottom of the page.

Make two columns on the board, with the headings *fuel-powered* and *non-fuel-powered*. Point out that besides the vehicles which are run on fuel there are many others that are drawn by animals. Let students suggest their names such as tonga, donkey cart, a horse carriage, camel cart, etc. Ask the students what these carts are used for. They are generally used to move goods, and sometimes people, in areas where there is no facility for motorised transport. Show students the pictures of cycles or hand-pulled rickshaws used mostly for tourists in Sikkim, Bhutan, and in Bangladesh. The other form of non-fuel-powered vehicles are the human-powered ones, i.e. bicycles and push-carts (*thelas*): we see hawkers selling various things from fruits and vegetables to burgers and biryani on ‘*thelas*’. These vehicles help them earn money for meeting their everyday expenses. Animal-drawn or human-powered vehicles are used mostly by people who cannot afford to

maintain and run motorised vehicles—all they have to do is oil the wheels and feed the animal. People with more money also use expensive bicycles now, to stay fit and healthy.

Conclusion: 5 minutes

Wind up the lesson by telling the students to recall as many vehicles used for land transport as they can, and list them in their notebooks. They may share their list afterwards with their neighbours. Students can collect and paste pictures of these vehicles neatly in their notebooks.

Class work: 5 minutes

Students should copy down the list from the board and draw a picture of any fuel-powered vehicle, and that of any animal powered or hand drawn vehicle

Homework: Exercise B of the Work page is to be done for homework. Draw or paste the picture of a vehicle of your choice. Label the main parts of the vehicle.

Lesson plan 25

Duration: 40 minutes

Outcomes: Students will be able to:

- differentiate among land, air, and sea transport.
- describe how various means of transport operate.

Resource: textbook page 36; pictures of some old means of transport

Introduction: 5 minutes

Begin with a quick feedback on the homework given in the previous lesson. Read out the answers and let the students do peer checking by exchanging their books with their partners. Students may also share the vehicles they have drawn, or pasted with labels. Appreciate the students' efforts.

Introduce today's lesson about other means of transport for travelling long distances, as well as specialised transport for specific purposes.

Explanation: 25 minutes

Make three columns on the board with the headings land craft, aircraft, and sea craft. Explain about each type of transport. Other than the vehicles described in the last lesson, on land we also use trains; for travelling over water, we use various kinds of boats and ships, and for air travel we use aeroplanes and helicopters. Ask the students to suggest as many of each type as they can recall. Explain that all the means of transport—whether air, land, or sea—are chosen according to the purpose of the transportation.

Talk about how long it took in the past to travel from one place to another by land or by sea, by first selecting two destinations. Compare this with the present way of travelling by air. Not only do people move quickly from one place to another but goods, especially those that must be transported in the shortest time, like medicines or flowers, fruit and vegetables, are taken by air. Aeroplanes carry large numbers of passengers and also cargo. Some courier companies have their own aircrafts for delivering mail and parcels to destinations across the world.

Read the text on page 36. Describe a helicopter and point out how it is different from an aeroplane: a helicopter can rise straight up into the air and land straight down on the ground, unlike an aeroplane which ‘taxi’ across a long runway to take off and land. Helicopters are used for rescue missions, as well as in war zones. Ask the students if they have seen a helicopter in the sky. What did it sound like? What does an aeroplane sound like as it flies overhead? Let the students describe and make the sounds of aircraft overhead. Tell them to share their experience of travelling in an aircraft and how it felt. Did they feel the aircraft flying? What did they do on the plane?

Ask the students if anyone has travelled by train; talk about your own experience too—how the train moves, the sound it makes, is it exciting? Share these with the class. Read the text about trains in a railways system, as a means of land transport for moving cargo, and large numbers of people from one place to another. Note that almost all main towns and cities, except Islamabad and some places in the mountainous north of Pakistan, are connected by railways.

Also, point out that all the major cities and towns across the country are linked by a good network of roads; many people, especially those who cannot afford the air fare or train fare use buses and coaches to travel from one city or town to another. We also see huge trucks and truck trailers that transport goods, and tankers that carry oil over the highways from one place to another across the country.

Read out the second part of ‘Things you can do’—the bullet train. Explain why it is called by this name. It is so called because of its shape and speed which are both like a bullet! Explain that trains like these run in Japan, China, and also France.

As a point of interest, tell the students about the underground and overland trains—Metros—that run in many big cities like Dubai, Bangkok, Singapore, New York, London, etc. and provide very fast transport within the city. Ask if any student has had the experience of travelling on one of these—let them briefly share their experience.

Conclusion: 5 minutes

Wrap up the lesson with a quick review of its main points. Briefly discuss the third question on page 39. Ask the students to bring pictures of various kinds of land, sea, and air transport.

Class work: 5 minutes

Questions 1–4 are to be done in notebooks.

Homework: Work page exercises A and B are to be done in the notebooks.

Lesson plan 26

Duration: 40 minutes

Outcomes: Students will be able to:

- identify various kinds of sea craft.
- list the vehicles in order of their speed.
- create a collage using the pictures of different vehicles.

Resources: textbook pages 36–37; chart papers, pictures of various vehicles, aircrafts and sea craft, glue stick, scissors

Introduction: 10 minutes

Talk about the homework tasks completed by students for the previous lesson, and read out correct answers for peer-checking.

Explanation: 25 minutes

Read the text about sea crafts on page 37. Explain the importance of this form of transport, one of the oldest known to man. Nowadays, ships are purpose-built according to their use. Draw the attention of the class to the pictures on page 37. Tell the students that ships are mainly used today for transporting various kinds of cargo such as grain, oil, machinery, trade items, etc.; aircraft carriers and warships, are also used by the navy in most countries. In addition, they are used for pleasure, such as speedboats, yachts, and luxury liners. Show pictures of boats used in ancient times.

Ask the students to observe those modes of sea craft which are different—they have no engines. Look at the sailboat or a raft—what are they made of? Ask them to find out what is a canoe made of, who uses it, and for what purpose? Also discuss the capacity of various types of boats. A canoe can carry very few people while a ferry carries many, and a luxury liner can carry hundreds, even thousands of people. A luxury liner is like a holiday resort with all sorts of facilities on board, like theatres, swimming pools, game rooms, shopping centres, tennis courts, etc. Fishermen also use boats to catch fish in the sea. Ask the students if they have they ever seen a fisherman's boat?

Ask the students to show the pictures they have brought to the class. Divide the class into groups according to the types of vehicles pictures they have brought. Try to create three groups. One group can work on land transport, another on sea transport, and another on air transport. Provide the groups with chart papers, glue, and scissors (be extra careful with the scissors). Show the students a prepared collage (any subject will do) as a sample.

Students work in groups while the teacher moves around to supervise and help the students. The completed collages can be displayed on the walls of the class.

Conclusion: 5 minutes

Wrap up the lesson by appreciating the students' efforts.

Lesson plan 27**Duration:** 40 minutes

Outcomes: Students will be able to:

- define road safety.
- appreciate the importance of road safety.
- identify the rules of road safety for pedestrians.

Resources: textbook pages 38–39; a copy of the Highway Code book, pictures or samples of road signs

Introduction: 10 minutes

Greet the students. Ask them if they know about road signs. Call up a few to draw some road signs on the board. Help them to recall the sign properly. Ask the others what these signs are about. Appreciate the overall response from the students.

Explanation: 20 minutes

Draw the students' attention to the picture of the traffic on a city road on page 38.

Ask them if they have ever been stuck in a traffic jam like this—when and where? How did it feel? How were other people behaving? After some thought, the students may say that many of the drivers were not stopping at traffic signals, or wanting to move in a hurry, or used the wrong side of the road, etc. Talk about an ambulance, a police car, or a fire engine being stuck in such a situation—what would it mean for them? Discuss what should be done in such emergencies.

Talk about the importance of following traffic rules. Show the Highway Code to the students. Anyone who plans to become a driver must go through this book in order to familiarise themselves with the traffic rules and the signs in a proper way. Read some of the laws from the Highway Code. Show pictures of road signs to the class, and ask if they have ever seen such signs. Ask where these signs are usually placed? They are on the side of the road, facing oncoming traffic and are usually in a bright fluorescent colour for people to notice them clearly at night.

Explain that traffic laws apply to everyone who drives on the road, whether they are driving cars, trucks, buses, or rickshaws, or they are on motorcycles. Breaking traffic laws is a punishable offence. People who break the traffic laws are caught by the traffic police and usually given a Challan (to pay a fine), and their driving licence is confiscated till the fine is paid. In case of serious injury to others because of breaking traffic laws, rash driving, etc. the person can also be sent to jail. In other countries people receive tickets for breaking the law; if the number of tickets exceeds a specified limit, then the driving license of the person is cancelled and he/she is no longer allowed to drive on the roads.

Move to page 39; explain that there are traffic rules for pedestrians too. Read out the rules highlighted in the box. Explain that carelessness on the part of pedestrians can cause serious accidents as well. Ask the students if they have seen how carelessly people jump off buses in the middle of a road or cross the road from wherever they like. This leads to accidents as vehicles cannot come to a sudden stop and are likely to hit another vehicle or pedestrians.

Share with the class that in some countries, such as Singapore, pedestrians are also punishable for breaking traffic laws such as walking aimlessly or casually on the road.

Conclusion: 5 minutes

Discuss the questions on page 36.

Class work: 5 minutes

Work page sections A, C, and D on page 40 are to be done in class.

Homework: Questions 5, 6, and 7 have to be done for homework in the notebooks. Ask the students to prepare for the first activity of 'Things you can do'.

Remind them to ask their parents if they have a copy of the Highway Code in their cars—if not, remind them to get one!

Lesson plan 28

Duration: 40 minutes

Outcomes: Students will be able to:

- state the importance of road safety.
- realise that traffic laws apply to both drivers and pedestrians.

Resources: textbook page 40–41; Worksheet 7 from the Appendix

Introduction: 10 minutes

Read the lesson again from the beginning to the end.

Explanation: 20 minutes

Discuss the activities in 'Things you can do': elicit their responses to the third activity and list them on the board; do not repeat the rules. Students to write them down in their notebooks as class work.

Move on to the fourth activity—rules for pedestrians. Elicit the students' responses and note them on the board. Students will write these down.

Discuss some other road safety situations described below—which of these are right and which ones are wrong?

- You are in a hurry and you get out of the car without looking behind you.
- You are on a bicycle and you drop your cap on the road. A moving car is near; so you wait for the car to pass and then pick your cap from the road.
- You spot your friend on the other side of the busy road. He/she has not seen you. You run towards him/her without looking on the right or on the left.
- There is a zebra crossing near your home but you need to walk some distance for it. You think it would waste your time; so you cross the road from anywhere you want.

Students discuss these situations with their partners and come with their answers. Let the students suggest some more instances where road safety applies.

Conclusion: 5 minutes

Remind the students that we should be careful and stay alert to avoid accidents on the road.

Class work: 5 minutes

Exercise B of the Work page, and Worksheet 7 from the Appendix to be done for class work.

Homework: Part D of 'Things you can do' are to be done as homework.

Answers to questions

1. A tanker carries oil and fuel, such as petrol and diesel.
2. A ferry carries people and cargo across a river or a water channel.
3. Travelling by air is the fastest way to travel.
4. Students to write their own answers to this question.
5.
 - a. Always cross at a zebra crossing.
 - b. Before crossing a road, make sure you look both ways. Look first to your right, then to the left and once again to the right. If there is no traffic coming from either side, you may cross the road.
 - c. Do not cross from behind a parked vehicle.
6. The driver may become distracted by the noise or talk and cause an accident.
7. Traffic rules are important for our safety and for preventing accidents. They are given in the Highway Code.

8 Work

Key learning:

- Why do people work?
- Professions
- Comparing different categories of workers

Background information:

It is important to emphasise that there is dignity in all the good work people do; whether they are doctors, teachers, farmers, carpenters, homemakers, or gardeners, etc.

People who work can be divided into three categories: skilled, semi-skilled, and unskilled.

Skilled workers include computer operators, electricians, and car mechanics; semi-skilled workers include masons, security guards, garage assistants, factory workers or farmers, and unskilled workers include street cleaners, labourers, and loaders.

An important focus of this unit and lesson is to teach the value of all categories of work and workers as they all contribute to the country, and to their families in their own way.

Lesson plan 29

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise the importance of having a job and earning money.
- appreciate the wide range of jobs and professions.
- recognise the value of work.

Resources: textbook page 43

Introduction: 10 minutes

Introduce the topic of today's lesson: Work. Talk briefly about work; ask the students what they understand by work. Talk about their parents going out to work—some may be going to government or private offices; some to schools, or hospitals, or airlines, etc. Some people work for organisations owned by others, while some have their own businesses. Many people work on farms, in factories and shops, and as labourers, etc. Even those who do not go out to work may have lots of work to do at home, sometimes without getting days off!

Explanation: 20 minutes

Read the first two paragraphs on page 43. Talk about children who work with their parents, or are sent out to work to add to the family's income. Point out the problems they may face, and the need to be kind to them for that reason. Remind the students about the social service they were asked to do in the lesson 'Services'. Many students who work in homes or

workshops are unable to go to school, but if students can spare some time and teach them, that will be a kind of social service, as the students will learn how to read and write.

Read the next three paragraphs. Discuss the work done by women and their contribution to the country as teachers, nurses, doctors, office workers, and above all as home-makers. Emphasise that nowadays women can opt to work in any field if they are qualified for it. Give the examples of women as pilots, astronauts, engineers, architects, surgeons, and in many more professions.

Also explain that work is a general term and can be done for income or as a volunteer; a job is work one is paid for.

Explain the difference in wages and salary. Wages are usually paid to workers on a daily or weekly basis, while a salary is paid to professionals and office workers on a monthly basis.

Read the box 'Did you know?' Point out the interesting fact that the origin of the word 'salary' is 'salt'. In olden times, salt was a very precious item and ancient Romans used to pay their soldiers partly in money, and the rest in a portion of salt. The Latin word for salt is 'salarium'; hence the word 'salary' for money to get work done.

Explain that almost all jobs require education, and many of these in different fields require specialised training. Stress the importance of education for moving ahead in life. Carpentry, plumbing, masonry work, gardening, and cooking, etc. all need skill or vocational training.

Conclusion: 5 minutes

Discuss the work done by their parents and then ask the students what they want to be when they grow up. List their responses on the board in two columns titled 'What my parents do' and 'What I want to do'. This exercise will prepare them for the next lesson on this topic.

Class work: 5 minutes

Exercise A of the 'Work page' to be done in class with teacher's guidance.

Homework: Exercise B of the 'Work page' to be done as homework. The students should be encouraged to discuss the form with family members.

Lesson plan 30

Duration: 40 minutes

Outcomes: Students will be able to:

- differentiate between the categories of professions on the basis of their qualifications and skills.
- list the jobs available against each professional category.

Resources: textbook pages 43–45; pictures or a short video about different kinds of jobs; some basic information about different jobs

Introduction: 5 minutes

Greet the students. Discuss the homework and ask the students to briefly share their ideas and plans with the class. Appreciate their efforts and move on to the next topic, types of work.

Explanation: 25 minutes

Remind the class about the discussion in the previous period about the jobs done by their parents, what they themselves would like to do, and what subjects they need to specialise in. For example, ask again what fields they would select when they go to college and what they think they should know if they end up taking a job in that field. The teacher can also add information about the type of university or college one must go to in order to achieve one's goals, for example a medical college, a college of business, an art college or of an engineering college. Stress that the jobs of these professionals are very competitive. Students need to prepare themselves while in school, to be attentive in their class and devote their time to studies. That is how they will enter the profession they want to, in their adult life.

Read the text from the last paragraph on page 43 to the end of the lesson on page 45.

The key words here are the highlighted ones: professions, skilled, semi-skilled, unskilled, volunteers. Explain that to become a professional in one's chosen field, such as medicine, architecture, engineering, various branches of science, and computers, etc. one has to put in hard work and time in order to succeed. Ask them if they have seen someone studying to become a medical doctor. Medical students have to study at least five years to become a doctor, but to become specialists and surgeons they need to study further and also continue to upgrade their skills. A lot of hard work in terms of studying, passing exams, and learning new things is required for people who want to become professionals, Talk about some famous professionals like Dr Adeeb Rizvi, a medical doctor, and Professor Dr. Ata-ur-Rehman, a scientist and professor (you can add more names in different fields).

Explain that people can be divided into four categories according to the work they do: professionals, skilled, semi-skilled and unskilled, and volunteers; point to the pictures on pages 43, 44, and 45 to talk about these categories.

Professionals are those who study and train for a particular occupation, and specialise in a particular field. Among them are educationists, doctors, scientists (in all fields of science, including computer science), writers, lawyers, designers, architects, and accountants, etc.

Skilled workers are those who are trained for their job or vocation, such as plumbers, electricians, car mechanics, carpenters, painters, tailors, and potters.

The next category is semi-skilled. Semi-skilled workers get some training or learn their work while they are on the job, for example a cook, mason, security guard, factory worker, or farmer. Unskilled workers get very little or no training and mainly work with their hands like labourers, loaders, farm workers, domestic help, and gardeners.

The next group of people mentioned in the text is volunteers—these are the people who do various jobs as a social service and without expecting any payment in return. Remind the students about the lesson on services, studied recently: volunteers provide social services, especially in times of natural or other disasters, or help out in hospitals, schools, or their communities. After the earthquake in 2005 and the floods in recent years, many

came forward on their own to help, without expecting anything in return. They travelled to far-flung areas to help people in distress or in urgent need of help.

Talk about the list of professions given in the table on page 45—identify who among these are skilled workers or belong to a vocation, and who are professionals? Tell the students that in some cases, such as being a musician, natural talent also plays a part.

Conclusion: 5 minutes

The questions at the end of the lesson should be discussed in class. Question 1 should be answered without making fun of or under-valuing any job or profession. Once again, stress that every job has dignity and value, and should be respected

Class work: 5 minutes

To identify from the list of jobs on page 45, and write them down under different categories, and to do Question 4 on page 45 with teacher's guidance.

Homework: Questions 1, 2, and 3 on page 45 are to be answered in notebooks for homework.

Lesson plan 31

Duration: 40 minutes

Outcomes: Students will be able to:

- discuss with professionals and other workers about their work.
- realise that all workers in all fields need to work hard to earn more.

Resources: a professional, a skilled worker, and an unskilled worker from the school, or outside; textbook pages 43–45; Worksheet 8 from the Appendix

Preparation: Invite a professional from any field (a parent or someone else) to talk to the students about their job, how and where they studied it, how long it took to reach a professional level, and how they like their work. When you select a skilled or unskilled worker from the school, such as an electrician, a domestic staff member, or even the school *chowkidar*, prepare them beforehand. For example, you can write a set of simple questions to ask them what work they do, how their work day begins and ends, how they learnt to do their job, what work they like to do most, etc.

Since this topic is studied by all sections of the same class, it is advisable to combine two sections at a time to conduct this activity.

Introduction: 5 minutes

Greet the students and collect the homework. Tell them that today they will meet people who will talk to them about their work. Remind students to be attentive during the talk. They must listen carefully, and if they need to ask a question, they should note it down and ask, after the guest has completed his/her talk as a sign of respect. It would be useful to brief the students about the kind of questions that may be asked, and the kind that should not be asked,

Talk by the professional: 30 minutes

Conclusion: 5 minutes

Encourage students to ask questions from the guest speaker. Stress the need to realise that there is dignity in all kinds of work and no work is inferior to any other. Talk about the hard work and the number of hours people have to put into completing their jobs and earning the money for their needs.

Homework: Worksheet 8 from the Appendix is to be done for homework.

Answers to questions

1. A professional is usually paid the most.
2. Skilled and semi-skilled workers usually work in factories and companies.
3. Volunteers and homemakers do not get paid.
4. People have to work in order to earn money; to be able to live comfortably; to look after themselves and their families; to keep themselves busy and occupied; to support their families; and to take pride in their abilities.

9 Money and banks

Key learning:

- Barter system—its advantages and disadvantages
- The evolution of money
- Banks and how they handle money
- Role of the State Bank of Pakistan

Background information:

Money is used today to buy whatever we need or want. But money did not exist until the seventh century BCE, when the Lydians invented the earliest kind of money—gold—to pay to the sellers of goods. Then came coins made out of various metals such as silver, copper, bronze. However, carrying a whole lot of coins to pay for goods was also inconvenient because of their heavy weight. People felt the need to replace them, so more ideas and inventions followed. Finally, paper money came into being. The first recorded use of paper money was in ancient China, where the Sung dynasty printed currency notes. Gradually, other countries and governments followed suit. Nowadays, coins and paper money are the standard forms of currency, in all countries of the world.

Ask the students if they practise the barter system with friends. For example, 'If I give you my pencil, will you give me your eraser?' Or, 'Have one of my sandwiches and I'll share half your cold drink.' But they may say they can also hand over money to a shopkeeper or vendor to get whatever they needed to buy in return. That transaction will not be a sign of friendship; it will be strictly 'business'!

The word 'bank' comes from the Italian word 'banco' meaning bench. In Italy in the Middle Ages, Jews dealing with money and exchange used to sit on benches in the marketplace. If a 'banker' could not honour his payments, he would be driven out of the marketplace and his bench used to be broken—from this we get the word 'bankrupt', meaning 'unable to pay back debt'.

Later, as crimes such as theft increased, people did not feel safe carrying money around, or keeping much money at home; hence banks were set up where people could safely keep their money and take it out whenever they needed to. Nowadays, we also use credit

and debit cards to pay for goods and services, or withdraw money from ATMs. These are known as plastic money. Sometimes when we travel, we also buy Travellers' Cheques from a bank that is accepted as money everywhere.

Lesson plan 32

Duration: 40 minutes

Outcomes: Students will be able to:

- define the term 'money'.
- recognise why we need money.
- know how and by whom money was invented.

Resources: textbook pages 48–50; some old coins or pictures of old coins and old banknotes (pictures), current banknotes of different denominations, globe or a world map

Introduction: 5 minutes

Greet the class. Inform them that they'll be doing some shopping today. What do they need to take when they go shopping? Ask for their input. The most important thing anyone needs to have when going out to buy something is money. Ask the students how their parents make the payments. In some cases it may be in cash and in some cases, through credit cards. Explain to the students that we need money to buy goods and services from others.

Explanation: 25 minutes

Begin with a brief discussion about money—when did people first start using money? Give a brief background of how ancient people paid for or bought things they needed. They exchanged something they had for something else they wanted; this was called barter. Since people lived mainly by hunting or simple farming, they did not have much to offer in exchange. Later, they also began to use items like salt or grain, but it was not easy to carry around animals or loads of salt and grains in place of cash. Besides, these things could not be stored for long, so metal objects, such as coins, were introduced as a form of money. (This is a complicated topic for young students which should be explained in simple terms.)

Read the text from page 48 to the end of the first paragraph on page 50. The illustrations on page 49 nicely depict ancient markets. The text briefly recounts how the barter system was replaced by use of metals—mainly silver, bronze, and copper—in return for useful items needed by the people. The Lydians, who had plenty of gold, were the first to make coins, and other states or countries soon followed and coin money came into circulation. As carrying coins around was not easy, paper money was invented in China.

Show students some old coins, if available, or pictures of old forms of money, easily obtained from the Internet. Ask the students to locate Greece and China on the globe or a world map as money first originated in these countries.

Conclusion: 5 minutes

Ask the students why they think paper money was invented. Imagine that someone needed to buy a lot of things for his business or for a big family—how many bagsful of coins could he carry? Elicit responses, and then explain why paper money was more convenient to carry around.

Class work: 5 minutes

Show the students how to copy a coin design for fun. Place a coin under plain white paper; hold it in place and rub a pencil over it. Turn over the coin and do the same for the other side. The tracings of the two sides of the coin will appear on paper.

Homework: Questions 1–3 are to be done in notebooks.

Lesson plan 33

Duration: 40 minutes

Outcomes: Students will be able to:

- state the importance of banks.
- know about the origins of banking.
- identify the uses of plastic money.

Resources: textbook pages 50–51; a cheque book, an ATM card, a credit card

Introduction: 10 minutes

Refer to the history of money learnt in the previous lesson, how money evolved from using farm produce and animals for trade to metals and coins, and then paper money. Give a brief background of the Chinese contribution to paper making, printing and paper money. Paper money became popular as it was more convenient than carrying around the same amount in coins. Earlier banknotes were much larger than the ones we have today. The notes are also different in colour and size according to their denomination or worth. Why do you think they are different?

Explanation: 20 minutes

Students are probably familiar with the use of the ATM and the ATM card. But, understanding the system of writing a cheque and getting money against it may be too complicated for them. The credit card is also a difficult concept. Explain how they work. Say when a plastic credit card is used in a machine, details about the owner are transferred and recorded at their bank as a credit or ‘amount borrowed’, and payment to the store is approved. The ‘amount borrowed’ has to be paid back by the owner of the card to the bank later, along with an extra charge called ‘interest’.

Read the text from the second paragraph on page 50 to the end of page 51. The key words in this text are currency, bank, cheque book, credit card, plastic money, and ATM. Talking about banknotes, explain that these are printed by the government under high security and special measures are taken to ensure that the notes cannot be counterfeited, or faked. Show the class a high denomination banknote, such as Rs 100, 500 or 1000. Draw their attention to the features on these notes—the design is finely done and detailed; there is a silver strip that runs down one side of the note. These features are incorporated by special machines so that they cannot be duplicated by fraudsters. However, some criminal people do print fake banknotes and circulate them in areas where people are not very educated and are unaware of the difference between real and fake currency. Such fraudsters are caught and punished for their crime.

Introduce the need for banks, where the practice began, and how banks are useful. Apart from being safe places to keep one’s money, banks serve many other purposes especially for trade and business. The word bank comes from the Italian word *banco* for bench.

People can open an account in a bank by depositing the required amount of money, or more. The bank issues a cheque book, with the account holder's account number printed on every page, and usually with the account holder's name too. Even large sums of money can be drawn (taken out) from the account holder's account by using a cheque. Show a cheque book to the students, pointing out how a cheque is filled. It is important to have a steady signature and always sign the same way otherwise one's cheque may not be accepted by the bank.

Also point out that money can be drawn from the bank's ATM using an ATM card. Most students might be familiar with this process.

Show the students some credit cards. These are called plastic money—why do you think so? Because credit cards are made of plastic and you can buy things and pay for them with it.

Conclusion: 5 minutes

Ask the students to name some banks their parents visit or they have observed when they go out. List the names of the banks on the board.

Class work: 5 minutes

Students should do Question 4 as class work.

Homework: Work page exercise C (matching task) is to be done for homework.

Lesson plan 34

Duration: 40 minutes

Outcomes: Students will be able to:

- describe the importance of the State Bank of Pakistan.
- know more about other currencies.

Resources: textbook pages 52–53; pictures of banknotes of different countries, A4 size paper, colours, scissors; Worksheet 9 from the Appendix

Introduction: 10 minutes

Refer to Work page section C on page 53 about different currencies of the world. Most of the students might be familiar with UK Pounds and US Dollars; ask about the Yen (Japan), Yuan (China), and Riyal (Saudi Arabia). Let them check each other's homework. Talk about some more countries and their currencies, e.g. Switzerland and France: franc; Italy: lira; UAE: dirham; Iraq: dinar, Indonesia: rupiah; Malaysia: ringgit, etc.

Explanation: 20 minutes

Briefly explain the role of the State Bank of Pakistan, the central bank that is run by the government. The State Bank keeps an eye on all banks that operate in the country, and also controls the 'management of money supply and interest rates' in the country. The photograph on page 52 is of the old State Bank building which is now its library; the new building is adjacent to this.

Read the text about the new European currency, the Euro, on page 53. The Euro has replaced the state currency of the countries listed in this text; so if one travels to one or more of the listed countries, one does not need to carry different currencies—the Euro will do! Like the Pound and the Dollar, the Euro has a high value, meaning that one unit of any of these currencies can be exchanged for many units of Pakistani rupees.

The third activity of 'Things you can do' is to be done in class. Distribute sheets of blank white paper among the students. Read through the activity instructions with the class. Ask them to consider the pictures of the notes shown to them, for design and features. However, the students are free to choose their own design, colour, etc. Remind them to include the essentials, such as name of the country, serial number, symbol, size of the banknote and the value.

Students complete the activity and share their banknotes with the class. Appreciate their work. Later, they can paste their banknotes in their notebooks.

Conclusion: 5 minutes

To recap the main points of the lesson, discuss 'what we have learned' on page 55.

Class work: 5 minutes

Work page sections A, B, and activity 3 from 'Things you can do' are to be done in class.

Homework: Distribute copies of Worksheet 9 to be done for homework. Alternately, the worksheet can also be used for assessment. The first and fourth activities of 'Things you can do' are to be done as homework.

Answers to questions

1. Barter means to exchange something you have for something someone else has, that you need or want.
2. In the seventh century BCE the Lydians invented money—using gold to buy goods.
3. People and businesses that buy and use goods are called consumers. People or businesses that produce or manufacture goods are called producers.
4. It is not safe to keep large sums of money at home, or carry it around.
5. They could not carry large sacks of grain or other goods to the market every time. It was neither practical nor convenient.

10 Calendars

Key learning:

- Key elements of culture and its influence
- Types of calendars in use
- Difference between Islamic calendar and other calendars
- Significance of Gregorian calendar

Background information:

Culture defines us in terms of who we are, what language we speak, what food we eat, and what makes our culture different from that of others. Different groups of people around the world have different cultures. Culture is made up of beliefs, values, and practices. Some cultural values such as paying respect to elders are common all over the world, but applying henna on hands is not a common practice in Europe or America. Eskimos greet each other by rubbing their noses together, which is very unique to their culture.

Calendar: Every civilisation and religion had, or still has, its own calendar, such as Hindus, Chinese, Japanese, and Iranians. Ancient peoples like the Incas, Aztecs, Greeks, and Romans also had their own calendars. The image of an Aztec Stone Calendar is shown on page 58. Ask the students to look at it carefully—can they figure out how it works? It shows the symbols of ‘20 sacred days’ placed around the image of the ‘Sun God’.

There are mainly two types of calendars used in the world today, i.e. the Gregorian or Christian calendar, and the Islamic calendar. (The Chinese and the Hindus calendars are used mainly for religious events.)

The Gregorian or Christian calendar is a solar calendar whose dates indicate the position of the Sun in the solar system that contains other stars—point out that the Sun is also a star. This calendar is named after Pope Gregory, during whose time it was perfected. It is sufficient for students to know that the dates on this calendar start from the time of Jesus Christ (Hazrat Isa AS).

The Islamic calendar dates from the year 622 CE, when Prophet Muhammad (SAW) made his journey or Hijrah from Makkah to Madina.

The duration of the Islamic (lunar) months is based on the time it takes for the Moon to go around the Earth, which can be 29 or 30 days. The Islamic year is of 354 days in all. The Gregorian year is based on the revolution of the Earth around the Sun (365¼ days). So calendars show 365 days for three years, and 366 days every fourth years; that year is called a Leap Year. The one additional day is added to February.

The reason we follow the Gregorian calendar is to remain in step with the rest of the world. It is more convenient for a majority of countries to have similar days of work and similar days off, so that business can function smoothly, all year round.

BC and BCE/CE: BC stands for 'Before Christ' and refers to the era before the birth of Prophet Jesus Christ. CE (or Common Era) refers to the years after the birth of Jesus Christ. BC has now been replaced by BCE (Before the common Era). The change has been made so that the Gregorian calendar remains acceptable to people of all religions and cultures.

The modern Irani calendar is a solar calendar used in Iran and Afghanistan. The Irani New Year, Nauroz, begins on 21st March, to mark the spring equinox.

Lesson plan 35

Duration: 40 minutes

Outcomes: Students will be able to:

- define culture and describe its influence on people.
- recognise the need for a calendar.
- identify the different kinds of calendars.
- name the months of the Gregorian calendar.

Resources: textbook pages 56–57; a wall/desk calendar

Introduction: 10 minutes

Ask a few students what is their date of birth—the date, month, and year. Ask them if they know what day they were born. Talk about how we can find out such details: one way can be to look up the calendars for past years. Calendar information is also found on many applications or apps on the internet. If a student's date of birth is 1st January 2000, it will show on a calendar app as Saturday.

Stress the importance of calendars for planning our work and other schedules, holiday travels, etc. Also introduce the concept of different kinds of calendars.

Explanation: 20 minutes

Read the text from pages 56 and 57. Draw attention to the calendar on page 56 that shows the Gregorian (Christian) and the Islamic (Hijri) calendar. Since both calendars are followed in Pakistan, the Hijri months and dates are also shown. Point out the different components in the combined calendar, such as months, days, dates, and the change of colour to highlight holidays and weekends. Read out the Hijri dates (in Urdu) as the students might find them difficult to read.

Explain the difference between the two: The Christian calendar (called Gregorian) perfected by Pope Gregory, as late as 1582, is based on the Earth's movement around the Sun, that makes it a solar calendar. It has 365 days divided over twelve months, and one day is added every fourth year, the Leap Year.

The Islamic calendar (also known as Hijri calendar) begins from the time (622 BCE/CE) when the Holy Prophet of Islam (SAW) migrated from Makkah to Madina; migration is called 'Hijrah' in Arabic, hence the term Hijri. This calendar is based on the cycles of the Moon; so, it is a lunar calendar which has 354 days divided over twelve months.

Ask when the Gregorian New Year begins: 1st January. The new year of the Islamic calendar begins on 1st Muharram. Because of the difference in solar and lunar calendars, the lunar months do not match with the solar months, but move back by 11 days every

year. For example, if Eid-ul-Fitr, on 1st of Shawwal was on 31st August in 2011, it was on 20th August in 2012—a difference of 11 days.

Conclusion: 5 minutes

Recap the lesson and remind the class why it is important to always write the date, when they begin their written work.

Class work: 5 minutes

Exercise A and B of the Work page are to be done in class.

Homework: Questions 1, 2, and 3, and part C of Work page are to be done as homework with the help of a family member.

Lesson plan 36

Duration: 40 minutes

Outcomes: Students will be able to:

- list the months of the Gregorian and Hijri calendars.
- explore calendars from different cultures.

Resources: textbook pages 57–58; Hijri and Gregorian calendars; copies of Appendix Worksheet 10 for class work.

Introduction: 5 minutes

Ask the students to share the answers of the Work page exercise C given as homework. The first question is to be answered individually.

Explanation: 25 minutes

Read the text that explains the Islamic calendar on pages 57–58. Ask the students which months of the Islamic calendar they are aware of; the most likely answer will be Ramazan. Tell them that there are 11 other months as well, the names of which they need to learn and remember. Draw the attention of the class to the table of Islamic months. Ask the students to check the newspaper to know the name of the current Islamic month.

Explain how the Islamic calendar was developed. Talk a little about the historic event of the Hijrah by our Holy Prophet, Hazrat Muhammad (SAW). Also note the Gregorian year, 622 CE when the Hijri calendar came into being. Explain the term lunar calendar, that it is based on the cycle or phases of the Moon—from the sighting of the new moon or crescent to the next new moon sighting 29 or 30 days later.

Talk about the history of calendars. Mention that practically every civilisation developed some sort of calendar. Some calendars were quite basic and simple while some were complex and extended over many years. Ask the students if they can understand the Aztec calendar shown on page 58. Point out that the Aztecs and Mayans, which were South and Central American civilisations, had developed remarkably accurate calendars without the help of modern technology! Similarly, the Hindus and the Persians also have their own calendars. The Chinese calendar is based on a mix of lunar as well as solar calculations, and the years are each named after 12 animals according to a 12-year cycle. For example, 2012 was the year of the dragon. The calendars of different cultures have different New Year days too.

Discuss the answers to the questions on page 58, especially the second one. Elicit the students' responses. The main reason perhaps would be to keep a record of events in their lives—both natural events like rains, droughts, floods, eclipses, earthquakes, etc. as well as man-made ones like wars, invasions, crowning, or death of rulers, etc. Explain that they need to know about seasons as well. Seasons are important for agriculture (practised by ancient civilisations, as well as today); they indicate the time for sowing, reaping, or harvesting, and for hunting, etc.

Conclusion: 5 minutes

Wrap up the lesson by repeating the main points of the topic 'Calendars'.

Class work: 5 minutes

Distribute the Appendix Worksheet 10 copies; students to do part D with the help of the teacher.

Homework: Students should do Questions 4–6, in the notebooks, for homework.

Answers to questions

1. It is made up of country's traditions, customs, languages, ideas, food, arts, and literature, architecture, painting, music and dance, and also handicrafts.
2. Calendars are important because they tell us the year, the day of the month, and the day of the week and help us plan our events, activities, travels, etc.
3. The journey or Hijrah of the Prophet Muhammad (SAW) from Makkah to Madina.
4. BCE stands for Before Common Era, which is the period before the birth of Christ (BC). CE stands for Common Era, which means the period after the birth of Christ (AD).
5. There are four weeks in a month.
6. The lunar calendar is based on the revolution of the Moon around the Earth. A lunar month is sometimes 29 and sometimes 30 days long; the total number of days in a lunar year is 354. The solar calendar is based on the revolution of the Earth around the Sun. It takes the Earth $365\frac{1}{4}$ days. That is why, while some months have 30 days and some 31. February has 28 days for three years, and 29 in the fourth year (Leap Year).

11 Festivals

Key learning:

- Festivals and their importance in religion and culture
- Festivals in other cultures
- Celebrating festivals

Background information:

Festivals can take many shapes and forms. They can be the celebration of a national event such as Independence Day, or a religious event such as Eid, an occasion such as 'Urs' or the commemoration of the death anniversary of a Sufi saint by devotees; or a cultural event such as a music festival.

Festivals in Pakistan typically take the shape of a *Mela*; a theme-based promotion of culture, art or skill. At these *Melas* one can find entertainment such as magic shows, folk music and dances, exhibition and sale of handicrafts, and a variety of food to eat. In short, it serves as an occasion for people in suburban and rural areas to express joy and light-heartedness. Some festivals have been listed in the text.

Lesson plan 37

Duration: 40 minutes

Outcomes: Students will be able to:

- know what festivals are and what they mean.
- learn about the background of various festivals.
- identify some of the religious festivals celebrated in Pakistan.

Resources: textbook pages 61–62; pictures of various people celebrating their festivals

Introduction: 10 minutes

Begin by asking what do calendars show us besides days, dates, and months of the year—some may mention they tell us about weekly and other kinds of holidays. Some holidays mark important festivals! Show the students pictures of different festivals celebrated in Pakistan. Ask them to identify each of the festivals and, if possible, say a few words about it.

Explanation: 20 minutes

Festivals are festive occasions to celebrate a happy occasion from the past, or of the present time; to honour the memory of a person such as a leader or a saint, and to pay respect. A festival can also be a Mela or a Charity Gala that includes a variety of entertainment, lots to eat and drink, and also music. Ask the students to name some festivals—the answers would be Independence Day, Pakistan Day, Eid, Christmas etc. for instance.

Read the text to the end of the paragraph on Eid-i-Milad-un-Nabi (PBUH) on page 62. Draw the students' attention to the table showing some religious festivals in Pakistan. Talk about the religious festivals celebrated by Muslims. Inform the students that these religious festivals are celebrated not only in Pakistan, but in all the places or countries where Muslims live. Though the significance is the same, the ways of celebration differ from culture to culture.

Emphasise, that besides Muslims, people from other religions also live in Pakistan; such as Christians, Hindus, Sikhs, and Zoroastrians (Parsis). The places of worship of these communities are found all over the country. They celebrate their festivals in their temples, churches, or gurdwaras as well as at home.

Talk about the month of Ramazan, the completion of which marks Eid-ul-Fitr. The other Eid is on 10 Zilhij, Eid-ul-Azha. These, along with Eid-e-Milad-un-Nabi (PBUH), are the most widely celebrated festivals in our country. Tell the students that the word Eid is an Arabic word which means a celebration or festival. Discuss with the students about the preparations to celebrate any one of the Eids.

Conclusion: 5 minutes

End the lesson by highlighting the significance of festivals—both cultural and religious. Cultural festivals are associated with one's membership of, or belonging, to a community, and invariably offer opportunities for fun and enjoyment. Festivals that are religious in nature are marked by special ceremonies. Just as Islamic festivals are celebrated by Muslims, people practising other religions have their own way of celebrating their religious festivals. They are of as much importance to them as Islamic festivals are for us; so we must show them respect, and in return they will do the same.

Class work: 5 minutes

Students should do the second activity of 'Things you can do' in class. Encourage the students to use creative ideas and colours to present their drawing. Ask them to also write a few lines about the festival they have drawn.

Homework: Students should answer Questions 1 and 2 from page 63 in the notebooks for homework.

Lesson plan 38

Duration: 40 minutes

Outcomes: Students will be able to:

- identify some national holidays celebrated in Pakistan.
- describe a national festival.

Resources: textbook page 62

Introduction: 10 minutes

Talk about some local festivals, for the first activity of 'Things you can do'.

Explanation: 20 minutes

Read the text on page 62, which talks about the national holidays and festivals of Pakistan. Discuss each of them separately.

Ask the students if they know of any more festivals in Pakistan, such as the Horse and Cattle Show held in Lahore, the Shandur Polo Festival in Gilgit and Chitral, and the festivals at the Sufi shrines in Sindh and Punjab, like the Mela Chiraghan, the Urs of the Punjabi poet and Sufi saint Shah Hussain in Lahore, and that of the great mystic poet and Sufi saint Shah Abdul Latif Bhittai in Bhitshah Town of Matiari in Sindh.

Talk about and show the class pictures of their Independence Day celebrations of other countries. These may include major festivals such as 'Thanksgiving' and the Fourth of July celebrations in USA.

Conclusion: 5 minutes

Recap some of the major cultural festivals such as the 'kite festival'. Ask students to find out about other festivals celebrated in other parts of the world and share their research with the class in the next session.

Class work: 5 minutes

Exercise C from the Work page is to be completed as class work. Teacher to supervise students' work, and time permitting, share some of the better pieces written by the students with the class.

Homework: Questions 3 and 4 are to be answered in the notebooks as homework.

Lesson plan 39

Duration: 40 minutes

Outcome: Students will be able to:

- identify festivals celebrated by people from other religions and cultures.

Resources: textbook page 62; pictures of a decorated Christmas tree; Appendix Worksheet 11

Introduction: 10 minutes

Show the students pictures of a decorated Christmas tree and Santa Claus. It is quite likely that most of the students will recognise the pictures and events they represent. If not, introduce the pictures to them. Talk about Christmas and why it is celebrated: to mark the birth of Jesus Christ, the prophet Hazrat Isa (AS). Talk about the celebrations of Christmas in many countries and in many styles.

Explanation: 20 minutes

Ask the students to read the text on page 62. Discuss all the other festivals mentioned in the lesson with the help of the pictures. Talking of Baisakhi inform the class that the Sikhs come to Pakistan every year to visit Nankana sahib, in Punjab, the birthplace of their religion's founder Guru Nanak.

Ask the class about the Nauroz festival—who celebrates this, when, and why? Tell the students it is an ancient Persian festival to mark the Spring Equinox. Ask them if they knew that apart from being a traditional Iranian New Year holiday, it is celebrated in many other countries, and Zoroastrians (Parsees) around the world celebrate it as a 'holy day'.

To make students aware of their country's history and heritage and to enhance their general knowledge, ask them to find out exactly why these festivals are celebrated.

- Labour Day
- Pakistan Day
- Eid-ul-Azha
- Christmas Day

Ask the students if they have been to a festival or a Mela. If they have, can they write a short note about it? Help them in doing this. Ask them to say what the festival was all about, what they saw and did; what others did and when it took place; did they enjoy it? Ask them to note these points.

Then ask some of the students to stand up in class (as an exercise in public speaking) and read out what they've written; or if they can speak extempore, all the better.

Encourage them here, because students are shy of being the centre of attention or being singled out while all eyes are on them.

The students will surely experience our national festivals every year like Eid, Eid-e-Milad-un-Nabi (PBUH), Independence Day, and Pakistan Day, but they should also know more about international festivals like Christmas, Diwali, the Chinese New Year, etc.

Ask them about International Students's Day, Mother's Day, and Father's Day and also Teachers' Day. When are these days celebrated? Find out. What happens on these occasions? Do we also celebrate these days?

Conclusion: 5 minutes

Recap the lesson by explaining the importance of festivals that not only are a celebration of a social or religious event or occasion, commemorate and honour a person, remember an event or occasion of national achievement or sacrifice. It brings together people of different communities in a spirit of sharing and caring. You can also highlight that Pakistan Day is celebrated with national fervour by people of different religions living across Pakistan.

Class work: 5 minutes

Work page exercise A is to be completed in class. Time the activity and let the students exchange their books for peer checking.

Homework: The third activity of 'Things you can do' can be discussed and completed as homework. Worksheet 11 copies should be distributed by teacher to be completed by students.

Answers to questions

1. We celebrate festivals in remembrance of a cultural or religious event or occasion; to commemorate and honour a person, or to remember an event or occasion of national achievement or sacrifice.
2. Eid-ul-Azha is celebrated in the month of Zilhajj.
3. Pakistan became an independence country on 14 August 1947.
4. We celebrate the birthday of Quaid-e-Azam, Mohammed Ali Jinnah, the founder of our nation. Christians also celebrate Christmas on 25 December every year to mark the day that Jesus Christ (Hazrat Isa AS) was born.

12 Cities and villages

Key learning:

- How cities were formed
- Difference between city and town
- Pakistan's principal cities
- Population and census
- Life in a village

Background information:

Cities started as small settlements and communities of people. When the settlement's needs were taken care of by the opening of clusters of shops it soon became a bazaar or market. Places of worship also opened and more people came to live in the settlement that eventually became a proper town. As it grew in size and developed, more facilities like schools and banks were added. People built factories, offices, and businesses, attracting more people who came from nearby areas looking for jobs, and a source of livelihood. The town thus grew even bigger and developed into a city. With time and the arrival of technology and industry, development took place and more facilities were added.

A town, therefore, is a smaller, self-sufficient community of people, and a city is a larger, and more developed community of people, with many stores, shopping malls, parks, business houses, educational institutions, hospitals, a network of roads, a railway station, an airport, and /or seaport. That is why, most villages, towns, and cities today have places of worship that belong to people of all religions.

The main differences between towns, cities, and villages are: size of land area, population, and facilities. Cities are densely populated and have more advanced facilities in larger numbers; people have more opportunities of finding good jobs. Towns have lower populations and fewer facilities. Villages have still fewer people and only basic facilities.

Major cities in Pakistan are Islamabad, Rawalpindi, Karachi, Lahore, Faisalabad, Multan, Peshawar, Sialkot, Gujranwala, Hyderabad, and Quetta. Some of these cities are called industrial cities as they have many factories where goods are produced, for sale across the country, or for export to earn foreign exchange.

A map of Pakistan (page 68 of the textbook) can help students to identify the four provinces and their capital cities, from where the province is administrated.

In Pakistan, 60 out of every 100 people live in villages and 40 live and work in the cities. To know how many people live in cities and towns and how many in the villages, the government carries out a census that is an exercise for counting the population of the country, at intervals of nearly ten years.

Village life is simple and people live close to nature. Most of what they eat and drink is grown on the land or provided by livestock. Vegetables and grains are grown on the land, and meat, milk, and eggs are provided by livestock and poultry—cows, buffaloes, sheep,

goats, and chickens. Most farmers in Pakistan own small pieces of land and meet the requirement of food for their own families. Big landowners own many acres of land and own livestock and sell a larger portion of their produce in the market.

There are very few cars in villages, but there are more pickups and vans to take the produce to the market. There are a few small shops: a tea shop, a general store, and maybe a small shop that sells cloth. There are no banks, offices or factories. Life is quiet and moves very slowly. People walk to wherever they want to go; most people work in the fields. There is always a mosque in a village, a simple school and perhaps, a very basic clinic or dispensary. People living in villages are a close community; there may be a few rich landowners, but everyone in the village generally knows the others.

With the world's population growing and towns and cities getting bigger, the Earth's environment is also being affected. More people mean more things being made and used, and more waste material being generated. Where will all the waste go?

Following the 'Three R' principle properly can help solve the problem of waste material, and make the environment healthier. The three Rs stand for Reduce, Reuse, and Recycle. Reduce suggests that only the required amount of material should be produced and consumed. Reuse calls for the same materials to be used as many times as they serve their purpose. For example, if paper is reused, less paper will need to be produced and fewer trees would be cut down. Recycle means to make something useful again.

A programme for collection and recycling of waste material is being run in Karachi by an organisation called Gul Bahao. They not only collect waste that can be processed and made useful again, they also visit schools to inform and educate students about the Three R principle, and how they can participate in the 'Three R' campaign to save the environment.

Lesson plan 40

Duration: 40 minutes

Outcomes: Students will be able to:

- describe how settlements develop.
- differentiate between settlements, towns, and cities.
- name one or more ancient cities in Pakistan.
- appreciate the importance of an industrial city.

Resources: textbook page 67; pictures of artefacts found in Mohenjo-Daro; a poster size map of Pakistan; pictures of ancient settlements of the world

Introduction: 10 minutes

Greet the students. Ask them to name their town or city; ask them about some well-known places there and also if their town or city is famous for something. For example, Sialkot is known for its sports goods. Ask the students to talk about the famous locations in their city/town. If some of the students have visited any other city/town, ask them to share the experience with the class. How similar or different is that city from their hometown or city?

Explanation: 20 minutes

Show the students the photograph on top of page 67. What does it look like? Some students may say it is a village. Tell the students that it is a picture of a small settlement where people lived thousands of years ago.

Read the text and, with reference to the illustration, show why the settlement grew in that place—it is because there was water there (from a nearby river), and fertile land (where trees could grow); so the people decided to make their homes there. They made it safe by building a thick wall around the settlement.

When the settlement grew larger with more people and more activities, it developed into a city state, ruled by a king or a leader, who had a fort or palace built for himself and his family; this was protected by guards (like security guards we have in some homes). In early times, the community itself was also housed inside the ruler's fort especially if there was a danger of enemy attack. The forts had all the facilities for people's needs. Read the description in the text to know how the city grew. As the number of people increased, they needed more things like food, clothes, weapons, farming tools, and household goods; so markets developed, places of worship were also added, and slowly the place kept growing bigger. The king or leader drew up rules for running the city, and selected different people to carry out different duties.

Students may have seen forts and castles, or palaces in a TV programme or film. Show them pictures of ancient markets, such as the one on pages 48–49 of the textbook.

Draw the students' attention to the photograph of Mohenjo-Daro; this is a world-famous site thousands of years old. It is located in Sindh, and is spread over a large area. Point out the site on a large map of Pakistan. Some historians believe Mohenjo-Daro developed along the banks of the River Indus; however, with time the river changed its course, the people moved away, and gradually this civilisation came to an end. Tell the students that they will learn more about the Indus Valley Civilisation in higher classes. Perhaps they may even go to Mohenjo-Daro and see it for themselves; there is a small museum there with some of the artefacts (objects or relics) discovered from its ruins.

Show the students pictures of the artefacts from Mohenjo-Daro such as the jewellery, seals, statues and stone carvings, clay toys, and weights and measures. Inform the students that the people of Mohenjo-Daro were quite advanced for their time. Also tell the class about the similar discoveries at Harappa in Punjab. The Indus River is a major river in the region and settlements that developed along it became known as the Indus Valley Civilisation.

Conclusion: 5 minutes

Recap the lesson by giving the example of the great Egyptian Civilisation that was also near a river called the Nile. Describe the mystery of the great pyramids and how they were built. Discuss how skilled were the engineers at the time to have designed and built the pyramids. Ask them about the capital city of Egypt (Cairo). The continent Egypt is part of is Africa.

Class work: 5 minutes

Question 1 on page 72 is to be completed in notebooks.

Homework: Discuss the first activity of 'Things you can do'. Ask the students to find out and compile the information for homework. They can also prepare a tourist guide map for their city.

Lesson plan 41

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise how towns and cities specialise and develop.
- identify major towns and cities of Pakistan on the map.
- complete a fact file on Pakistan.

Resources: textbook pages 68–69, atlas; pictures of various factories, mills and other industries in Pakistan; enlarged copy of a map showing industrial locations in Pakistan (optional)

Introduction: 10 minutes

Enquire about the homework given in the previous lesson. Ask students to share their findings about the city/town selected for the 'Things you can do' activity.

Introduce the day's topic: how cities grow according to their location, resources and people's occupations. Talk about some important cities in Pakistan: Lahore, a provincial capital and a historical city; an industrial centre with many industries located there; Islamabad, the federal capital and very important because it is the seat of government; Karachi, a major port city and business hub, and the largest city of Pakistan in terms of population. Sialkot, Faisalabad, and Sukkur are also well known for their industries.

The capital cities of the world are important because the governments of their countries are based there. Ask the students to name a few capital cities, such as London, Tokyo, Beijing, Riyadh, etc. This will prepare them for exercise B of the Work page.

Explanation: 20 minutes

Read the text on page 68. Explain to the students the factors needed for an industrial city: steady and reliable water and power sources allow industry to develop. Faisalabad is famous mainly for its textiles, while Sialkot is known for its sports goods, cutlery, and surgical instruments.

Also point out some other cities, for example, Rahim Yar Khan is famous for the production of vegetable ghee and sugar, Taxilla for engineering, Rohri for production of cement, chemicals, etc.

Point out the fact that industries are generally located away from the city, in industrial areas because firstly, industries need very large areas for their factories, warehouses, etc. and secondly, they also cause pollution and should therefore stay far away from populated areas. If the lesson is being taught in Karachi, talk about the industrial areas in the city. There are three industrial areas in Karachi: S.I.T.E, Korangi, and a smaller one in Federal B Area. Share the names of some of the factories in each of these areas, such as an ice cream and biscuit factory in Korangi and pharmaceutical and other factories in the S.I.T.E. and Korangi areas. Other major cities also have similar industrial areas.

Ask them to locate Pakistan's industrial cities on the map. Ask them why they are located at those sites. Many are located in the Punjab, Khyber Pakhtunkhwa, and Sindh.

Remember that communities usually spring up around rivers. Therefore, agriculture and factories that require water for industry, such as the textile production, or hydroelectric power for certain industries will always be located near rivers. This could be a clue for the students to locate them on a map.

Ask them to find out about Sialkot in the Punjab. What is Sialkot famous for?

- a) It is the birthplace of our most famous poet and philosopher, Iqbal.
- b) World-famous sports goods are manufactured in Sialkot.
- c) Surgical instruments are manufactured in Sialkot.
- d) Cutlery (knives, forks, spoons, etc.) of high quality is manufactured in Sialkot.

Conclusion: 5 minutes

Wind up by discussing Question 2 on page 72 to assess the students' learning.

Class work: 5 minutes

Students should complete the fact file on Pakistan in exercise A and B of the Work page.

Homework: Question 2 and second activity of 'Things you can do' are to be done for homework.

Lesson plan 42

Duration: 40 minutes

Outcomes: Students will be able to:

- identify some differences between villages and cities.
- explain why more people live in the countryside in Pakistan.
- identify the features of village life.

Resources: textbook pages 69–71

Introduction: 5 minutes

Introduce the topic—village life. Ask the students if they have ever been to a village, or if they know someone who has been to a village. Do they know what a village looks like? Have they seen one on television? How is a village different from a city? What features does one find in a village? The expected answers will be: large fields, farms, cattle, unpaved roads, tractors, etc. all are found in most of the villages in Pakistan.

Explanation: 25 minutes

Read 'Villages' on page 69. Point out that though fewer people live in a village compared to a town or city, on the whole far more people—60 out every 100—live in the countryside or rural areas compared to the towns and cities. Ask what the reason could be; explain that this is so because Pakistan is an agricultural country which means that most of the people in our country are dependent on agriculture to earn a living. People who live in the villages grow crops, vegetables and fruits, and harvest them. They also rear and look after the livestock, i.e. cattle and sheep and goats. They may do it on their own land or they may work for a big landowner who has many acres of land and grows many crops.

Explain the meaning of 'Census' to the class. It is an exercise which is (or should be) carried out regularly, every ten years, to determine the total population of the country, how many people live in cities or villages, their ages, gender, occupation, etc. Census helps

the government plan activities for development in the future. For example, these plans are about how many schools, hospitals, colleges, and jobs would be required for the population in the coming years.

Move on to read about the description of a village in Pakistan and draw attention to the pictures along with the text. Stress the point that in many villages, especially in Punjab and Sindh, women work with the men in the family to help with the crops. When it is the harvest season, all members of a family, even the students, participate and work in the fields. Talk about the way farming is done. Those who can afford it may buy or rent out tractors for ploughing the land, while animals, mainly oxen or bulls, are used to pull the plough on smaller farms. Show the students a picture of an animal-drawn plough.

Tell the students briefly about mechanised farming where huge fields are farmed using tractors, harvesters, threshers, etc. Machines are much faster as compared to animals; however, they are expensive to operate because of fuel cost and maintenance, so only the rich landlords can afford them.

Read the text further. Explain how villages get water through canals and from wells and tube wells (tube wells operate through power and pump out water from deep down underground).

Talk about the different kinds of work done in villages according to the available resources there, and the skills of the people. Some artisans rely on skills passed on through generations; emphasise the value of hand-crafted objects like hand-made, hand-painted pottery; hand-embroidered woollen rugs and shawls. Such items are highly prized because each item is unique.

Move to the next page and read the lesson to the end on page 71.

Conclusion: 5 minutes

Wrap up the lesson by telling the students about the next class activity. Tell them to bring a picture of a village, or a picture of some activity in the village such as the ones shown on pages 69–70, for the next class assignment (Activity 3 of 'Things you can do').

Class work: 5 minutes

Work page exercise C is to be completed in class.

Homework: Questions 3 to 7 from page 72 are to be answered in the notebooks.

Lesson plan 43

Duration: 40 minutes

Outcomes: Students will be able to:

- create a class display of pictures of villages.
- identify the skilled workers living and working in a village.
- identify different kinds of village.

Resources: textbook pages 71–72; sources for pictures of farming, fishing, mountain, and desert villages; old newspapers, glue stick, scissors; Worksheet 12 from the Appendix for homework

Introduction: 5 minutes

Introduce the activities: If time allows, do both activities otherwise allocate another period for the second activity about different types of villages and making displays as group work.

Activity 1: Discussion (20 minutes)

This is based on the activity discussed on Work page D. Show the students pictures of desert villages in Sindh, mountain villages in Gilgit-Baltistan in Pakistan, and a fishing village near Karachi. They have studied about farming villages which are common to many parts of Pakistan. Talk to them about different types of villages according to their location and the people's occupation. Encourage them to ask questions. (If time permits, the class can create a diorama or a three-dimensional model of a village.)

Fishing villages are found mainly in coastal areas. Along the Arabian Sea coast, in Balochistan and in Sindh, there are small fishing villages, where people make their living by fishing. Talk about how they go out on motor boats and launches and spend a few days out at sea to bring in big hauls of fish. Ask the students if they enjoy eating fish and chips and where they think the fish comes from. Fishermen face dangers at sea, such as storms.

Desert villages are found in the Thar Desert in Sindh as well as in Balochistan and other desert regions of Pakistan. What will the students see in such villages? The most vital need, water, is hard to obtain. The women walk long distances to water sources to get their daily supply of water and walk all the way back carrying heavy containers. It's a hard life. They make their living by rearing mostly goats and camels that are hardy (tough) animals and can live on the scant vegetation in these areas.

If possible show the students pictures of Thar after the monsoons—the whole desert then blooms like a garden. Stress the fact that the villagers here are poor and needy people, with very few or no facilities for health and education.

Mountain villages are found in the mountainous areas of the north and the north-western region of Pakistan. Ask what the main features of these areas are: mainly forests and also fruit farming, such as plums and apricots. Pack animals, like mules are used to transport foodstuff, wood, etc. on the narrow and steep mountain paths.

Activity 2: Collage making (20 minutes)

Divide the students into four groups according to the four types of villages discussed earlier and the pictures collected. The group members will select the pictures according to the village assigned to their group. Ask them to paste the pictures on a double sheet of newspaper to make a class display. Students need to give titles to their posters and also leave space below to write the names of the group members.

Supervise the work, sharing time equally with each group. Students put up the posters on the walls for a class display. Encourage each group to come forward and talk about their posters. Appreciate the students for their efforts.

Conclusion: 5 minutes

Ask the class how they liked the activities and what they learned from them. Wrap up the discussion by repeating the main points discussed in the lesson.

Class work: 5 minutes

To do activity 3 of 'Things you can do'.

Homework: Distribute copies of Worksheet 12 from the Appendix for homework. Alternately, this can be used for later assessment.

Lesson plan 44

Duration: 40 minutes

Outcomes: Students will be able to:

- realise the importance of keeping the cities and towns clean.
- describe the 'Three R Principle' as an effort to keep the environment clean and healthy.

Resources: textbook pages 71–72; pictures or posters showing areas polluted by garbage, industrial waste, and the effects on the environment, or a video clip on recycling used items to make new things

Introduction: 10 minutes

Talk about the state of cleanliness of the surroundings of different parts of the city. Ask them how people dispose of domestic garbage or waste from offices, hospitals, hotels, and factories. Talk about avoiding pollution by not littering, disposing of waste properly, and not using plastic/polythene bags which clog drains, get tangled in roadside plants, besides being an eyesore and very harmful for one's health.

Introduce the topic of today's lesson: protecting the environment by keeping it clean.

Explanation: 20 minutes

Read the text on pages 71 and 72 on Reduce, Reuse, and Recycle. Take each R and explain its meaning with examples. Reduce means limiting the number of things/items we use on a daily basis. We need a limited quantity of water to take a bath; however, many people keep the tap/shower running even when it is not needed. When we are brushing our teeth, we do not need to let the water run—we should turn it off. We need to make conscious efforts to save Earth's resources by reducing their use and avoiding waste. Tell the students that this also applies to food: have they noticed how people pile up their plates at parties but can barely eat half of it, so the rest is just thrown away.

Reuse means using something again to save resources. For example, using cloth bags for groceries to avoid using plastic bags, unless it is necessary; some course books can also be reused by younger siblings or younger cousins in the family, etc. Let the students suggest more ideas of reuse.

Show students the video clip on recycling. There are countless ideas on recycling that can be discussed. Recycle means making something else out of used material. Explain that glass, paper, aluminium, etc. can be recycled to make new things. Inform the students that people are becoming aware of problems caused by wasting natural resources; so recycling plants are being set up to recycle objects that can be used again in different forms.

Share ideas with the class and elicit responses. List these on the board. Students can copy the list in their exercise books to do the third activity of 'Things you can do'.

Conclusion: 5 minutes

Emphasise the importance of the 'Three R Principle' and ask students about ways to recycle things at home.

Class work: 5 minutes

Activity 4 of 'Things you can do' is to be done as group work.

Homework: Question 8 is to be done as homework.

Answers to questions

1. Settlements began in places that were considered safe, had access to water, and where people could either get or produce enough food.
2. An industrial city is the one where there are many factories. An industrial city is usually planned in a place which has resources, e.g. minerals, and a good source of water and power nearby. Assist students to do this: the cities will be Peshawar in Khyber Pakhtunkhwa, Quetta in Balochistan, Lahore in the Punjab; and Karachi in Sindh.
3. As Pakistan is an agricultural country where livestock farming and other agricultural activities are carried out, more people live in the countryside.
4. There are no libraries, museums, parks, or zoos in the villages.
5. Some villagers are skilled in making things out of wood or metal; some people can make things like baskets, ornaments, beautiful shawls, and carpets.
6. They are mostly farmers and work in the fields; they can mend ploughs and carts and some are blacksmiths, carpenters, potters, and cobblers.
7. As not all farmers can afford to hire people to do their work in the field, or at home, therefore their families work with them on the fields.
8. The 'Three R Principle' includes three action points: Reduce, Reuse, Recycle. These are important for keeping the environment clean and healthy; and reducing wastage of valuable resources.

13 Early people

Key learning:

- Importance of studying the history of civilisations
- What archaeologists and anthropologists tell us about the past
- Life of early humans, their art and inventions
- Comparing early humans with humans today

Background information:

The study of humans is called anthropology. It is quite a long word for students at this level to pronounce and remember, but if you break up the word into syllables i.e. *an-thro-po-lo-gy*, it will be easier for them. Anthropology can answer some of the questions like where did the earliest human beings come from, how they lived in communities and settlements, how they hunted, what they ate, and what were their behaviour and habits, etc.

Archaeology (*ar-kay-o-lo-gy*)—It is the study of human history and prehistory; prehistory is the time before humans could read and write. Archaeologists dig up historical sites, where they believe remains of human settlements are often buried. There are scientific methods of finding settlements underground, and for identifying how old these ancient civilisations and cultures are. Archaeologists have access to scientific methods of determining the age of any civilisation, the physical differences between races of people, their habits, behaviour, and way of life. That is how we know that early humans lived in caves long before they had learnt to make a shelter, such as a hut or a house.

The process of 'dating an artefact' i.e. determines the age of an item or a 'relic' or an object surviving from an earlier time, recovered during an 'archaeological expedition'. Explain how archaeological expedition refers to a site usually away from areas inhabited by people today, to dig for a lost city or an old human habitation. Ancient objects found at such sites are dated, using scientific methods such as carbon dating and quartz dating that tells us how old a place or objects found in it are. However, this may be too complicated for young learners, so explain by showing the students how the age of a tree can be told by counting 'rings' on a tree trunk cut in cross section. Each ring represents one year, therefore, if the trunk has ten rings, the tree will be ten years old.

Early humans lived in caves to hide from wild animals and from rough weather. It was an uncertain life; they knew, however, that in order to survive they had to kill and eat wild animals. So they ate raw meat as they had no fire to cook the meat, used animals' skins to cover their bodies, and used the bones as tools.

Then, early man discovered fire. It was something startling, completely new for the caveman. He found a way to make fire (by rubbing two sticks or two stones together). Heat from the rubbing of wood made the wood burn. Sparks from striking stones together made dried leaves burn. So, the cavemen started to cook their food on fire. Another use of the fire kept the cave warm. A bigger fire helped frighten wild animals away.

Early people learnt other things too, such as growing corn, and making basic shelters to protect themselves from the weather and wild animals. Gradually, they learnt more things, made better tools and implements; and found clever and diverse ways of using them. That improved the way they lived.

Lesson plan 45

Duration: 40 minutes

Outcomes: Students will be able to:

- describe how we come to know about early people.
- know how early people lived.
- recognise how early people discovered fire and how it changed their life.

Resources: textbook page 77

Introduction: 10 minutes

Begin by asking how old is the school; then ask how old is the house where they live, how old is their city or town, and how old is Pakistan—you will get some exact answers, and some approximate ones. Ask the students if they have any idea how old the Earth is. Elicit responses—inform the class that the Earth is much older than they can guess. According to scientists' calculations, the Earth is 4.54 billion years old! But what do we know about the beginning of life on the Earth? Who were the first humans, what did they do, how did they live? Tell the class that they will get many of the answers from the lesson they are about to study.

Explanation: 20 minutes

Read the first three paragraphs on page 77. Explain the terms 'archaeology' and 'archaeologists'. Archaeology (from Greek root words *archaeo* meaning ancient and *logos* meaning study) is the study of human history and prehistory. Those who practice archaeology are called archaeologists. They dig up historical sites in order to discover and identify ancient cultures and civilisations. They use scientific methods to determine the age of civilisations, the physical difference in races of people, their way of life and the objects they used. That is how we know that early humans lived in caves, before they knew how to make a shelter such as a hut or a home.

Remind the students about the ancient city of Mohenjo-Daro they learned about in the previous lesson. This city was discovered in 1922 by archaeologists and the excavations continued due to which many discoveries were made. Archaeologists and historians work together to give us information about the ancient past, by studying the articles of daily life like pots and utensils, weapons, clothing if any, and the way construction is done. One of the most mysterious things discovered in Mohenjo-Daro are the seals with symbols or hieroglyphs on them—a form of writing that no one has really been able to figure out accurately as yet. Archaeologists have found many objects or artefacts from the ruins such as pots, seals, stamps, jewellery, sculptures, and drawings on stone, made by the people of Mohenjo-Daro, besides the amazing city itself.

Define anthropology and anthropologists. Inform the class that anthropology, like archaeology, also comes from Greek root words *Anthropos*, meaning human beings, and *logos* meaning study. Anthropologists study how human beings live today and how they lived in the past—their habits and lifestyles, their beliefs about life and death, and their average age span—long or short.

Conclusion: 5 minutes

Recap the lesson by eliciting responses for these questions:

- 1) Why are human beings considered to be the cleverest of God's creations?
- 2) What important things did early humans learn to do, and how did it help them?

Class work: 5 minutes

To draw the picture of early humans for the second activity of 'Things you can do.'

Homework: Exercise A of the Work page is to be given as homework.

Lesson plan 46

Duration: 40 minutes

Outcomes: Students will be able to:

- identify how fire was discovered and used by early humans.
- know more about how tools were discovered and used by early humans.
- explain the importance of wheels.

Resources: textbook pages 78–80; pictures of early tools and of older versions of wheels used by early humans; students's encyclopedia from the school library

Introduction: 5 minutes

Enquire about the homework and go through the definitions prepared by the students; encourage them to explain in their own words as well. Provide the correct definition in case someone gives an incorrect one.

Explanation: 25 minutes

Read the text about 'Fire' on pages 78 and 79, pointing out the illustrations. Remind the students about the discussion at the end of the last lesson—how human beings progressed over time.

Fire helped people in protecting themselves from wild animals, keeping warm in cold weather and cooking meat (the first tikka?!). Later on when metal was discovered, fire became more important for smelting ores and making tools, weapons, and utensils.

Tools helped humans to obtain wood to make fire, then for farming, and making other objects.

The wheel was a remarkable tool produced by early humans as it helped move heavy objects more smoothly and with less effort. When wheels were put on the two sides of an axle of an animal-drawn cart, and this was hitched to an animal, the cart could move faster.

Talk about how early humans may have reacted to an accidental fire and how they may have discovered its usefulness. Talk about what the woman in the top picture on page 79

is doing: she's trying to light a fire by rubbing two stones. Compare this, with the ease with which we light and use fire today, for domestic purposes and also for industrial use.

Show the class, pictures of tools made by early humans on pages 77, 78, and 79. Ask them what early humans may have used for tools when they did not have any tools—their hands! The earliest tools discovered were sharp-edged stones—flint stone—for cutting and scraping. They used long vines and creepers to tie stones to a heavy piece of wood to create tools for crushing.

Explain some of the early tools:

- The earliest tools were made out of stone and, for this reason, the people who made and used them became known as the people of the Stone Age. They used long vines and creepers to tie stones to a heavy piece of wood to create a tool like a hammer for crushing.
- Stones were used to grind grains, and sharp-edged stones were used as cutting tools. Nets were used to snare animals, clay pots to hold food and water; the invention of the wheel and axle was the beginning of wheeled vehicles, starting with animal-drawn carts.
- Show pictures drawn by the early man on the walls of caves, from pictorial history books. Show them pictures of cavemen attacking the woolly mammoth with wooden spears and stones, using stone tools to cut and skin animals, etc. Describe how early man made a fire to keep himself warm, to cook his food, and to frighten away wild animals. Tell the students that by rubbing two sticks together, friction was created which, in turn, produced heat and smoke and then a fire was set alight.
- When people began to settle in communities, they also learned how to plant seeds for edible crops.

Read the text on page 80 about the wheel. Show pictures of some old kinds of animal-drawn vehicles, such as carts and chariots, etc. which have basic wheels attached to an axle. Remind the students that wheel and axle are still used in all land vehicles as well as aircrafts. The students may ask their parents to show them the axle in a car. The discovery of fire, the use of basic tools and, above all, the invention of the wheel changed the life of the early humans.

Conclusion: 5 minutes

Talk about how their lives would have been if the wheel had not been invented. Discuss Question 6. Ask for their choice. They will put forward different suggestions. Write these on the board to share with the class.

Class work: 5 minutes

Questions 1–4 are to be answered in the notebooks in class.

Homework: 5 minutes

Question 6 is to be done for homework.

Lesson plan 47

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the periods into which the history of humans is divided.
- trace the progress made by humans in different periods or ages.

Resources: textbook page 81; pictures showing life in various ages; explanation and Worksheet 13 from the Appendix

Introduction: 10 minutes

Discuss the homework with the students—let them share their ideas with the class. It will be an interesting discussion with the students supporting their answers with arguments or evidence. Wrap up the discussion by emphasising the point that all the progress and development that humans have achieved to date would not have been possible without the inventions discussed in class.

Explanation: 20 minutes

Draw the students' attention to the table on page 81 that illustrates the timeline of human history. Explain how the ages came to be known by the materials used for making tools and weapons. Also explain the numbers in the right hand column: this is the approximate number of years each period or age lasted. Point out that the Stone Age lasted for the longest time. (The duration of various ages decreased with progress. In modern times the speed of development is much faster.)

Draw the students' attention to the types of shelter, clothes, sources of food, and tools and inventions shown in each age. What differences do the students notice? Tell them that early humans were nomads; they took shelter in caves and moved from place to place in small groups in search of food and shelter, and lived by hunting. The next ages were the metallic ages—bronze, iron, and copper. The pictures show a more settled life with agriculture, pottery and stone houses. In the Iron Age, humans made use of the wheel to move around in their surroundings; they used animal-drawn carts, farming tools and weapons. The latest age is the modern age: ask the students what name should be given to this age; an interesting discussion will ensue.

Make the students study the illustrations in the textbook; explain the progression of human life from the earliest times till today. Tell them to observe how much advancement there has been, from the first picture of the caveman to the last picture of the computer, in the present time. Explain that the various stages of human life on Earth over hundreds of thousand of years have been divided into eras or ages known as the Stone Age, the Bronze Age, the Copper Age, and the Iron Age. Ask them what they think this means.

Also emphasise that in all ages, humans have shown appreciation of art by expressing themselves through drawings, cave paintings and in simple but beautiful handicrafts.

Ask the students how we use fire today. Listen to their answers. Tell them more about fire. We cook our meals; We use it to burn garbage in heaps; vendors roast peanuts and corn on the cob on hot, fiery coals; fire is used in the iron, steel, and glass industries; when the electricity goes off in some areas, we light candles; we make bonfires; in the villages and other remote areas, people light fires to keep themselves warm in winter. Also talk about the destructive power of fire—that it can be very dangerous and harmful if it is used

carelessly. Also talk about forest fires which are often started by people's carelessness and cause severe damage.

Discuss famous archeological sites of Pakistan e.g. Indus Valley Civilisation, Mohenjo-Daro near Larkana in Sindh, Taxila, etc.

Conclusion: 5 minutes

Discuss the third activity of 'Things you can do': discuss the possible problems that we would have faced in each of the eras. Allow the maximum number of the students to participate, especially encouraging the shy students. Draw columns for the historical ages on the board and list the suggested problems for each age accordingly.

Wrap up the discussion by emphasizing that the early humans have faced these kinds of problems but eventually they found the solutions and progressed.

Class work: 5 minutes

Work page exercise B and C are to be completed by the students independently. Time the activity and wind up with peer checking.

Homework: Question 5 and Worksheet 13 from the Appendix are to be done as homework. The first and second activities of 'Things you can do' can be done as homework.

Suggested activity: Making a model

This activity could also be assigned as homework. Ask the students to make a model bow and arrow. They will need parental supervision for safety. They need a thin flat rod or cane, about 45 to 60cm long that should first be soaked in water for a day so that it bends easily. Then they need some thick twine to join both the ends of the rod. The bow is ready. For the arrow, they need another flat rod, about 30cm long. A slot should be cut into one end to fit in the arrow point. This can be made out of cardboard and painted silver. The tail of the arrow can also be cut out of cardboard. The arrow tail can be fitted into a slot cut at the other end of the arrow and the arrow is ready. Ask them to bring the completed bow and arrow to class to show you.

Answers to questions:

1. Early people made fire by rubbing two sticks or striking two stones together, until the heat created a spark which became a flame.
2. Fire was useful in cooking food, keeping the people warm, and keeping wild animals away.
3. Logs of wood and a lever were used by early people to move heavy loads.
4. Wheels are used in bicycles, motorcycles, cars, buses, trucks, steam-rollers, turbines, carts, and aircrafts and different kinds of machines.
5. The different ages were: the Stone Age, the Bronze Age, the Copper Age, and the Iron Age.
6. Students to write their own answers.

14 Religion

Key learning:

- Different religions of the world
- Importance of respecting different faiths

Background information:

People worship in different ways. They pray in their houses of worship and they read their holy books. These books contain the instructions that mankind has been given by God through His prophets, on how to live one's life on Earth in a good and decent way. This topic is sensitive, but it is necessary for the students to have a general understanding of other religions, their places of worship, and their holy books. They should also learn to tolerate and respect others' religious beliefs.

Note: This is a good time to explain what is meant by the letters PBUH or SAW added in brackets after the name of our Holy Prophet (SAW). SAW stands for **Sal-Allahu Alaihi Wasallam**, which translates into **Peace Be Upon Him**, (PBUH). It is also important to emphasise that Islam respects all of God's prophets who came before Hazrat Muhammad (SAW), and are also mentioned in the Quran. The word Hazrat is added before their names as a mark of reverence and (AS) Alaihi-Salaam—is added after their names.

The major religion in Pakistan is Islam, but its holy book, the Quran, is written in Arabic; we should study it by reading the beautiful *ayats* in Arabic and their translation in Urdu or English to understand their meaning. If the Quran is not read along with its meaning, one cannot know or understand the instructions Allah has sent us through Hazrat Muhammad (SAW).

Explain that there are many religions in the world. We are familiar with Christianity because there are many Christians in Pakistan; Zoroastrianism, because there is a small Parsee community here; and we know about Hinduism, as we also have a Hindu community and because we were once part of India, which has a mainly Hindu population; we also have Sikh temples in Pakistan and a small Sikh community. Other religions are Buddhism and Judaism.

Lesson plan 48

Duration: 40 minutes

Outcomes: Students will be able to:

- describe what is meant by religion.
- recognise how religions spread.
- appreciate that Islam teaches us to respect all other religions.

Resources: textbook pages 84–85; pictures of places of worship of different religions

Note: Religion is a sensitive topic and must be taught without bias and with due respect for all faiths.

Introduction: 5 minutes

Greet the students. Ask them how they learned about their religion, how do they practise it and what do they learn from their religion. Ask what their holy books are called and if they

recite them with meaning. Let the students share who teaches them to read their holy book/s—someone like an elder from the family or a teacher?

If all the students are Muslims the conversation can be focused on Islam, with other relations being mentioned briefly. If there are students from other religions as well make sure to include their answers, and the discussion need not be focused only on Islam but should include other religions as well.

Explanation: 25 minutes

Read the first paragraph on page 84. Explain that since ancient times, humans have wondered about nature and its power evident in natural occurrences, like storms, lightning, earthquakes, floods, and even sunrise and sunset, the stars above; some people thought deeply about where all this comes from. This led to the belief that there must be a higher power. As humans progressed and their mental abilities also developed, they tried to find answers to these questions and the concept of religion became clearer.

The Quran, which is Allah's last message to His creation, tells us about earlier prophets or messengers sent by Him to guide the people. Religion gives guidance to human beings to believe in God and His teachings to spend their lives in a good and useful way. God sent his prophets to mankind as messengers to spread His teachings.

Point out that all major religions believe in one superior being who is called Allah by some, God by some, and others holy names according to their belief and language.

Ask the students if they know about other religions besides their own. Note their responses and also add your own input. Explain about Islam. Ask the students to share some of the basic teachings of their religion. Make sure to focus on the importance of good relations with people; point out that all religions teach good morals and tell people to respect and help each other, regardless of their beliefs. Islam particularly requires its followers to respect all the prophets who came before Hazrat Muhammad (SAW) as they were ordained by Allah to guide the people of their times.

Explain that Islam strictly prohibits worship of idols or pictures of our Prophet Muhammad (SAW) or any other religious figure. Draw the students' attention to the picture of the Holy Kaaba. Ask them when this picture was taken. Observe the huge numbers of people around the Kaaba: it is probably the time of Haj when the mosque of the Kaaba is completely full. It is possible that some students may have performed Umrah with their elders and can identify this. Ask them to share the experiences of their visit.

Talk briefly about the other religions mentioned in the Quran, i.e. Judaism and Christianity and their prophets. Zoroastrianism, Hinduism, and Buddhism are also important religions in South Asia and South-east Asia.

Read the text on pages 85 and 86 which gives basic information about these religions, their prophets or religious leaders, their followers, places of worship and way of worship.

Ask the students if they have seen any of the places of worship shown on these pages. The probable answer would be 'Yes' for churches; they may have seen Buddhist and Hindu temples if they have visited South-east Asian countries.

Conclusion: 5 minutes

Wind up the lesson by recapping the main points covered. Discuss the second activity of 'Things you can do'.

Class work: 5 minutes

Students should do Questions 1 to 4 in their notebooks.

Homework: Students should complete Work page exercises A and B for homework.

Lesson plan 49

Duration: 40 minutes

Outcomes: Students will be able to:

- identify prophets and leaders with the religions they spread.
- know about other prophets through stories from the Quran.

Resources: textbook pages 85–86; *Stories from the Quran* or *Lives of the Prophets* (OUP books); Worksheet 14 from the Appendix

Introduction: 5 minutes

Begin with reference to the homework; ask the students to exchange their notebooks with their partners and let them do peer checking while you read out the answers.

Tell the class that they will learn more about other religions, their teachings, their leaders, and places of worship. They will also listen to the stories about some important prophets, as told in the Quran.

Explanation: 25 minutes

Read again the text on pages 85 and 86. Talk about Judaism: ask the students if they have heard about the prophet Hazrat Musa (AS). Tell the students more about Hazrat Musa (AS), how he was brought up in the Pharaoh's palace, how he was addressed by Allah Himself and given the laws for his people, how he led his people out of Egypt, etc. The religion he preached is known as Judaism and his followers are called Jews.

Explain similarly about Christianity and Hazrat Isa (AS) who was also given God's message to preach; he stood against the harsh rule of the Romans, and the Jews were also against him. Zoroastrianism is the name of the religion followed by Parsees; this religion originated in ancient Persia (Iran) 3500 years or more before Christianity. Hinduism is a very ancient religion also, and was brought into the subcontinent by the Aryans; the religion grew into its present form over thousands of years; there are many important religious figures in Hinduism who are worshipped. Jainism is an off-shoot of Hinduism. Talk about Buddhism which was taught by Buddha; the students will learn more about Buddha, Buddhism, and other religions too in higher classes. Sikhs follow the teachings of their leader Guru Nanak who was believed to have been inspired by Islam also; the Sikh religion is a much later branch of Hinduism, with its own beliefs. Inform the students that in Punjab there is a huge Sikh temple which draws thousands of Sikhs from all over the world to come and pray there.

Draw the students' attention to the pictures showing the places of worship for different religions. You may add that while Muslims pray five times a day, along with special prayers on Friday and on Eid days; other religions have their own ways and timings of worship.

Share some stories about the prophets mentioned in the first activity of 'Things you can do'. Use the sources mentioned under Resources for this activity. It will not only be

interesting, but the students will also be able to see that some problems have been the same for people over thousands of years, and secondly, that as Muslims we must have faith in Allah to find solutions to our problems.

Conclusion: 5 minutes

Wrap up the lesson by telling students that apart from these religions, there are other religions as well, but the number of people following them is small. Islam is the second largest religion in the world. All religions teach us tolerance and love for fellow human beings.

Class work: 5 minutes

To discuss the information collected for 'Things you can do' activity 2 as class work. The students can paste the pictures in their notebooks and write a few lines about each one of them.

Homework: Work page section C and Worksheet 14 from the Appendix are to be given as homework.

Answers to questions

1. It is called the Holy Quran or the Quran Shareef.
2. Parsees are people who lived in Persia (present-day Iran), and who practise Zoroastrianism.
3. Buddha lived about 2500 years ago.
4. The Bible is the holy book of the Christians.

15 Human rights

Key learning:

- Identifying human rights
- Rights every human being is born with
- Importance of human rights

Background information:

All human beings have a right to life and to be free. We have many rights, but the most common ones are:

- the right to eat food
- the right to clothing
- the right to shelter
- the right to education
- the right to be loved

Ask the students if they can think of any other rights that humans must have, especially young children like themselves.

Here are some of the rights for the Universal declaration of Human Rights, adopted by the UN General Assembly:

Article 1:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience, and should act towards one another in a spirit of brotherhood.

Article 2:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, gender, language, religion, property, birth, or other status.

Article 3:

Everyone has the right to life, liberty, and security of person.

Article 4:

No one shall be held in slavery; slavery and the slave trade shall be forbidden in all forms.

Article 7:

All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 11:

Anyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law.

Article 12:

Everyone has the right to his/her privacy, family, home or correspondence; and to the protection of the law against such interference.

Article 13:

Everyone has the right to freedom of movement and residence within the borders of each state.

Article 15:

Everyone has the right to a nationality.

Article 18:

Everyone has the right to freedom of thought, conscience, and religion.

Article 19:

Everyone has the right to freedom of opinion and expression.

Article 23:

Everyone has the right to work, to free choice of employment, and favourable conditions of work. Everyone, without any discrimination, has the right to equal pay for equal work.

Article 26:

Everyone has the right to education. Elementary education shall be free and compulsory.

Article 29:

Everyone has duties to the community and people should protect the rights and freedom of others.

Lesson plan 50

Duration: 40 minutes

Outcomes: Students will be able to:

- define the term 'rights'.
- define 'human rights'.
- explain some basic human rights.

Resources: textbook pages 88–89; attached copy of human rights charter (adapted)

Introduction: 10 minutes

Introduce the topic by explaining the term 'rights'. Rights are claims. For example, a person has the right to live in the house that belongs to him because it is his property, which he has made or bought with his own money, or has legally inherited from parents etc.

Human rights are claims that a human being is entitled to as a child and then as an adult. These rights allow people to live in security, have a shelter or home to live in, food to eat, education to progress, and healthcare if they fall ill. These are some basic rights and are universal, that is, they apply to everyone and anyone who is alive.

A document is there which lists all the rights for human beings. It is called the Charter of Human Rights. Read out some rights from the charter (given in the Background information) for the students.

Explanation: 20 minutes

Read the text on pages 88 and 89 to the end of the text on 'The right to work'. Explain the rights one by one. Up to the early twentieth century, all people did not get their basic rights to live as free people, have security, shelter, food, and respect. There were slaves in the past that were not treated with dignity, had no rights, and worked hard without pay; their children did not enjoy the same rights that the rich ones had; people did not have the choice of work, or education to improve their lives. In some societies, the caste system condemned lower caste people to a life of misery. Explain that all this is against the laws of God and of nature.

The Charter of Human Rights clearly mentions that no one can keep a slave. It is a crime. Every person is born free and has a right to safety. Without proof or being proven guilty, a person cannot be put into prison. Prisoners in jail, despite their crime, are also entitled to some rights.

The right to food, shelter and clothing needs to be explained with examples. Explain to the students the right to work given to every human being. Students should know that men and women can do any kind of work, and men and women should also get equal salary for doing the same kind of work.

The government of a country has the responsibility to provide these rights to its citizens. The laws should be strong and anyone who violates the rights of another should be punishable under the law. Every country has organisations that work to protect the rights of its people. These organisations become active when a right is violated and no action is taken against the violator.

Conclusion: 5 minutes

Conclude with the very important point that rights are incomplete without duties. Just as we have rights we also have certain duties which ensure that everyone's rights are upheld. We cannot demand our rights unless we have done our duties.

Class work: 5 minutes

Students should do Question 2 and complete Work page exercise A in class.

Homework: The second activity of 'Things you can do' is to be done for homework. Students should discuss Work page exercise B with their parents or elders, and note the points for the next class.

The teacher can also suggest some rights if the students find it difficult to respond to this question. The right to 'freedom of speech' and the 'right of movement' are some examples.

Lesson plan 51**Duration:** 40 minutes**Outcomes:** Students will be able to

- recognise that children have rights.
- state the importance of duties along with rights.

Resources: textbook pages 89–90; a copy of Charter of Human Rights for reference**Introduction:** 10 minutes

Ask the students to recall some of the human rights discussed in the previous lesson. Provide clarity where necessary. Remind the students that with rights comes responsibility.

Explanation: 20 minutes

Introduce today's topic, 'Children's Rights'. Read the text from page 88 to the end of the lesson. Talk about each right mentioned here. The Charter document clearly states the rights for children. The reason for specifying children's rights is that in older times people thought that children were without thinking power or reasoning skills; hence they were denied their rights in many situations.

Make sure the duties and responsibilities are also discussed along with the rights. It is important to stress that children's rights are also universal and every child regardless of gender, race, religion, or country should get his/her rights.

People sometimes do not respect others' rights, in order to serve their own will and wishes. The need is to realise as well as respect the rights of others in every situation. Claiming rights for someone who has been denied them is also a responsibility. Students have got the right to education. What is their responsibility now? Their responsibility and duty is to study hard, listen to their teachers, and do their work on time. This duty can also be fulfilled by teaching someone who has been denied this right either due to poverty or any other reason, such as a servant's child who cannot attend school. Students can devote some time every day to give lessons to a child like that, and fulfill their responsibility.

Conclusion: 5 minutes

The questions at the end of the lesson need to be first discussed. Questions 3 and 6 can generate interesting discussions. Encourage children to share their views on how to make the world a better place with major focus on respecting and providing human rights.

Class work: 5 minutes

Appendix Worksheet Lesson 15 may be given as class work.

Homework: Questions 1, 3, 5 and 6 are to be answered in the notebooks for homework.

Answers to questions

1.
 - a) The right to eat food
 - b) The right to clothing
 - c) The right to shelter
 - d) The right to education
 - e) The right to be loved
2. Children have the right to be loved and be cared for, to education, to food, clothing and shelter, to medical care, to be the first to get relief in a disaster or emergency, to belong to a country, to live in peace and brotherhood.
3. All of God's creatures need love and care: grown-up people, children, animals and birds, insects and plants. If we are loved, we thrive and grow, are confident, and have a sense of security.
4. Children to write their own answers.
5. Performing one's duties is important because we can only expect to get our rights when we accept our own responsibilities, and do our duties diligently.
6. Our world would be a happier place if all people got their due rights.

Answers to Work page and 'Things you can do' activities

Unit 1 Geography

1 The Earth in space

Work page-1

- A. 1. Day 2. Earth 3. The Moon
4. Night 5. 365 days or one year
- B. 1 A planet is a heavenly body that moves in an oval orbit round a star.
2 Not liquid or hollow, with no gaps or spaces
3 The throwback of light, heat, or sound from one surface to another surface.
4 An object that is separate from something else, but dependent on or controlled by it.
- C. 1. plateau 2. coast 3. lake 4. island 5. desert
- D. 1. True 2. True 3. False 4. True

Things you can do

1. A globe is a must-have in the classroom during a social studies lesson, especially if it concerns geography and the Earth. Show the students how a globe can be spun on its axis, mimicking the Earth's movement. Ask students to identify Pakistan on the globe.
2. They can even do this experiment with the globe, but they will need a torch to represent the Sun.
3. Students can work in groups to make this model.

2 Maps

Work page-2

- A. Names of continents Names of oceans
- | | |
|------------------|-------------|
| 1. North America | 1. Pacific |
| 2. South America | 2. Atlantic |
| 3. Africa | 3. Indian |
| 4. Europe | 4. Arctic |
| 5. Asia | 5. Southern |
| 6. Oceania | |
| 7. Antarctica | |
- B. Students to do this on their own or in pairs.
1. Island 1 is to the East of Island 2.
 2. There are 4 hotels on Island 1 and 1 hotel on Island 2.
 3. 9 km
 4. 7 km
 5. It runs in the North-South direction.
- C and D. Students' own answers.

Things you can do

Refer to Explanation on pages 14–15—Lesson plan 9.

3 Climate

Work page-3

A. Glossary of climate instruments:

1. anemometer
2. barometer
3. rain gauge
4. thermometer
5. weather vane or wind vane

B. Students can do this task on their own with guidance from the teacher, where needed.

- C. 1. climate: the day-to-day weather condition over a long period of time, usually 30 years.
2. temperature: degree of hotness or coldness measured using a thermometer
3. lightning: the flashing of light caused by the passing of electricity from one cloud to another
4. rainfall: the amount of water falling in an area, as rain, within a given time
5. season: four different times during the year with different types of weather.

Things you can do:

1. Students to gather weather information from a newspaper or watch the weather news on television, to collect weather data for a week and make a chart for class display.

4 Our country

Work page-4

A. Students should refer to an atlas for this activity.

B. Students should look up the names of cities from the atlas.

C. Students can ask their fellow students and make a list of different languages spoken in their homes.

- D. 1 Urdu
2 Students should write a sentence in Urdu.
3 A coloured drawing of the Pakistani flag
4 '*Pak sarzameen shaad baad*'
5 Shalwar Qameez
- 6 Islam
7 the Rupee
8 hockey
9 spicy food (or name a favourite food—Pakistani)

Things you can do

1. Help students in collecting information about neighbouring countries and making a class display.

2. Ask the students to draw pictures of the national flower of Pakistan, called Jasmine in English and *chambeli* in Urdu. It is a delicate, white flower, which grows on a vine (creeper) and has a lovely scent.
3. Guide students to write a short paragraph explaining why they like living in Pakistan.

Unit 2 Citizenship

5 For all to use

Work page-5

- A.
- | | |
|-------------|-------------|
| 1. Free | 5. Not free |
| 2. Not free | 6. Not free |
| 3. Not free | 5. Not free |
| 4. Not Free | 8. Free |
- B. Students can do this task individually with guidance from the teacher if required.
- C. This can be given as homework to be done with some guidance from parents or other older people at home.

Things you can do

1. Ask the students to do a 'community service'. Suggest that they devote two hours every week to this service. They need their parents' permission and can do this after they have completed their homework.
2. Students should discuss this with their peers.
3. Students should discuss this with their parents.

6 Services

Work page-6

- A.
- | | |
|-----------|----------------|
| 1. police | 2. nurse |
| 3. doctor | 4. firefighter |
- B.
- | | | |
|----------------------|------------------------|-------------------|
| 1. traffic policeman | 2. firefighters | 3. social service |
| 4. helmet | 5. hospital, ambulance | |

Scrambled word	Unscrambled word	Definition
CHANELAVA	AVALANCHE	b
ODFLO	FLOOD	a
HEARTKAQUE	EARTHQUAKE	e
CLOYCEN	CYCLONE	d
MORTS	STORM	c

Things you can do

1. Encourage students to think about the causes: Could the fire have erupted because someone forgot to turn off the gas burner on in the kitchen, or left a candle burning in the lobby, or could it be an electrical short-circuit caused by a recent spell of rainy weather?

2. It is important to know, in case of an emergency, where the nearest hospital and police station are located, and what their emergency contact numbers are.
3. Encourage students to inquire about these places from their parents. Most cities have emergency contact numbers for Fire Brigade or Police Helpline or Ambulance Services. The students may be asked to note down these numbers for their city on a card, and keep it in their school bag.

7 Transport

Work page-7

- | | | | |
|----|------------------------------|----|------------|
| A. | 1. A motorcycle | B. | 1. Car |
| | 2. An aeroplane | | 2. Bus |
| | 3. A horse carriage or tonga | | 3. Scooter |
| | 4. An auto rickshaw | | 4. Bicycle |
| | 5. A bullock cart | | 5. Tonga |
- C.
1. Cross
 2. Tick
 3. Cross
 4. Cross
 5. Cross
- D. Students should draw a zebra crossing in the given space.

Things you can do

1. Students can collect pictures which can be displayed in the classroom.
2. Talk to the students about bullet trains. These are called bullet trains for two reasons—their shape and their speed.
3. Three important traffic rules for drivers:
 - a. Keep to the speed limit.
 - b. Overtake a vehicle only from the right.
 - c. Always indicate or give a signal before making a turn.
4. The list of rules that the students make should include a 'Walk' and 'Don't walk' instruction sign for the pedestrians. When the green pedestrian sign goes on, it means they can cross the road because the traffic has been stopped at the red stop signal. They should wait when the pedestrian sign goes red, in which case, it becomes unsafe for them to cross.

Unit 3: Work and Money

8 Work

Work page-8

- A. job, salary, wage, volunteers, skilled, semi-skilled, unskilled profession
- B. Students to do this on their own.
- C.
1. An actor acts in plays and films.
 2. An astronomer studies the stars.
 3. A dentist checks people's teeth.
 4. A sailor works on a ship.
 5. A soldier defends the country.
 6. An accountant works with numbers and sums.
 7. A baker makes bread and cake.
 8. A pilot flies aeroplanes.
 9. A chef cooks food.

Things you can do

1. To be done with teacher's help in class.
2. To be done as homework with parents' help.
3. Students to draw pictures of three types of workers for display in the class.

9 Money and banks.

Work page-9

- A. Sequence of events:
1. People used to barter things.
 2. Coins were made from gold.
 3. Coins were made from cheaper metals.
 4. Paper money was invented.
- B. In case they did not have enough savings to pay the entire amount as a one-off payments.
- C.
- | | | |
|------------------------|----------------|---------------|
| 1. USA: Dollar | 2. UK: Pound | 3. Japan: Yen |
| 4. Saudi Arabia: Riyal | 5. China: Yuan | |

Things you can do

1. Students can be taken to visit a museum to see old coins and medals.
2. A factory visit can be arranged to see what goods are produced in the city.
3. Students should design their own bank notes.
4. Students could start their own collection of coins

Unit 4 Culture

10 Calendar

Work page-10

- A. pair activity in class to solve the word puzzle
- B. mention date in this format: Friday, 9th March 2020
- C. students to do this with the help of their parents
- D. 1948 was a Leap Year.

Things you can do

1. Chinese calendar: In the Chinese calendar, each year is named after an animal. These are: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and boar. The Chinese believe that each animal influences the character of the individuals born under its sign.'
2. a Iran b Afghanistan c Malaysia d Indonesia e Saudi Arabia
3. Two interesting samples of making a desk calendar have been illustrated in the book on pages 56 and 60. Ask the students to try and make similar calendars. Let the students have free rein while designing their own calendars. They can draw and colour flowers, birds, insects, animals, whatever suits their fancy, as long as the dates and days on the calendar are accurate.

11 Festivals

Work page-11

- A.
 1. 12 Rabi ul Awwal
 2. 1 Shawwal
 3. 25 December
 4. 1 May
 5. 23 March
 6. 10 Zilhij
 7. 14 August
 8. 21 March
- B. Diwali
Holi
Dussehra
Baisakhi
Nauroz
- C. The students will write a few sentences about how they celebrate Independence Day.

Things you can do

1. Teachers can discuss festivals happening in different parts of the world, such as the 'Cherry Blossom Festival' in Japan, and Washington DC, USA, or Music Festivals that are held in different parts of the world.
2. Individual exercise.

3. Explain briefly who Hazrat Ibrahim (AS) and Hazrat Ismail (AS) were; and what they did in order to please Allah. Hazrat Isa (AS) is a very important prophet of Allah; the Christians call him Jesus Christ, and follow his teachings. His birthday is celebrated on 25 December. Talk about Makkah in Saudi Arabia, the place where Hazrat Ibrahim (AS) and Hazrat Ismail (AS) went to carry out Allah's command. It was a hot and dry place with hardly any vegetation, and was surrounded by hills. The Ka'aba was first built here by Hazrat Ibrahim (AS) and Hazrat Ismail (AS). Makkah is also the birthplace of our Prophet Hazrat Muhammad (SAW).

Madina is the place where Hazrat Muhammad (SAW) migrated from Makkah when the Quraysh and where he lived to the end of his days. He is buried in the Masjid-e-Nabvi, the mosque that he first built there. People go to Makkah for Haj and Umra, and to Madina for pilgrimage.

Quaid-e-Azam Mohammed Ali Jinnah was the founder of Pakistan. His birthday also falls on 25th December; so this day is celebrated as a national holiday in Pakistan.

Unit 5 Where we live

12 Cities and Villages

Work page-12

- A. 1. Islamabad
2. Karachi, Lahore, Quetta, Peshawar, Gilgit
3. Faisalabad
4. Sialkot
5. Multan
6. Karachi, Sindh
7. Karachi, Sindh
- B. 1. London—United Kingdom
2. New Delhi—India
3. Kabul—Afghanistan
4. Washington DC—United States of America
5. Colombo—Sri Lanka
6. Tokyo—Japan
7. Tehran—Iran
8. Paris—France
9. Riyadh—Saudi Arabia
10. Cairo—Egypt
- C. 1 Tick 2 Cross 3 Tick 4 Tick 5 Cross
- D. This could be a discussion period in class. Build up the students' confidence by encouraging them to ask and answer questions, to have a lively discussion with you and the rest of the class. Let them guess and speculate, even if they are wrong. This exercise is a good test of the students' general knowledge, but be prepared yourself to fill in the information gaps.

Things you can do

1. Students might have visited parks, malls, stores, playgrounds, funfairs, and clubs with their parents; students in Karachi may also have visited the beach. Students should make a list of all interesting places they have been to.
2. Students should get these pictures from magazines and bring to class.
3. Students will collect pictures of village life in Pakistan and draw pictures of animals, wells, village huts, and villagers at work. These can be displayed in the classroom.
4. Help students to make a list of materials that can be recycled. Brainstorm for products that could be recycled such as glass bottles that could be used as vases.

13 Early People

Work page-13

- A.
1. To find out
 2. To create, to make something
 3. To go from being savage to civil
 4. A rod that passes through the centre of a wheel or a set of wheels
 5. A bar that is moved to operate a mechanism, to move weights
- B. BRONZE STONE COPPER IRON
- C.
1. An anthropologist
 2. An archaeologist
 3. Dating
 4. The Bronze Age
 5. The Copper Age
 6. The Iron Age
 7. The Stone Age

Things you can do

1. Divide the class into small groups. Help students with the activity. Arrange different materials such as plastic, fabric, paper etc. for this activity beforehand.
2. Divide the class into small groups. Assign each group a different time period. Help students with the activity. Arrange the required materials beforehand.
3. This could be a discussion period in class. Encourage each student to give his or her opinion.

14 Religion

Work page-14

- A. Students should match the places of worship to the respective names.
- B.
- | | | |
|--------------|---------------|------------|
| Islam | Quran Shareef | Muslims |
| Christianity | The Bible | Christians |
| Judaism | Torah | Jews |

C. Muhammad (saw)	Islam
Jesus (AS)	Christianity
Moses (AS)	Judaism
Buddha	Buddhism
Guru Nanak	Sikhism
Zoroaster	Zoroastrianism

Things to do

1. You will need to prepare this activity beforehand. You could even ask the students to relate some stories they may have been told by their parents or grandparents, about the prophets.
2. Guide the students to search for information about Buddha, Guru Nanak, and Zoroaster—the dates or years that they lived and preached, where they lived, and any anecdote about them.

15 Human rights

Work page-15

- A. Students should draw a poster in the given space.
- B.
 1. The right to speak freely but without hurting other people's feelings.
 2. The right to practise your religion freely.
 3. The right of equal opportunity.
- C.
 1. By not answering him/her back, by obeying his/her instructions.
 2. By realising that our mothers are human beings, not machines; by helping her in the house; by not talking rudely to her or answering her back; by helping her relax when she is tired.
 3. By not being jealous of them; by not making fun of him/her if they are disabled (physically or mentally); by not hitting them.

Things you can do

1. Ask the pupils to see pictures and read about cavemen in an encyclopedia or a National Geographic magazine, and then describe them in a short paragraph.
2. Students should research about human rights organisations in Pakistan. HRCP (Human Rights Commission of Pakistan), PIHRO (Pakistan International Human Rights Organisation) are two such examples.

Appendix Worksheet

Unit 1: Geography

Worksheet 1: The Earth in space

1. From where does the Moon get its light?

2. How long does it take the Earth to go around the Sun?

3. Why is the Moon called a natural satellite?

4. Find out and write the names of all the planets in the Solar System.

5. Read these sentences and mark them as True (T) or False (F).

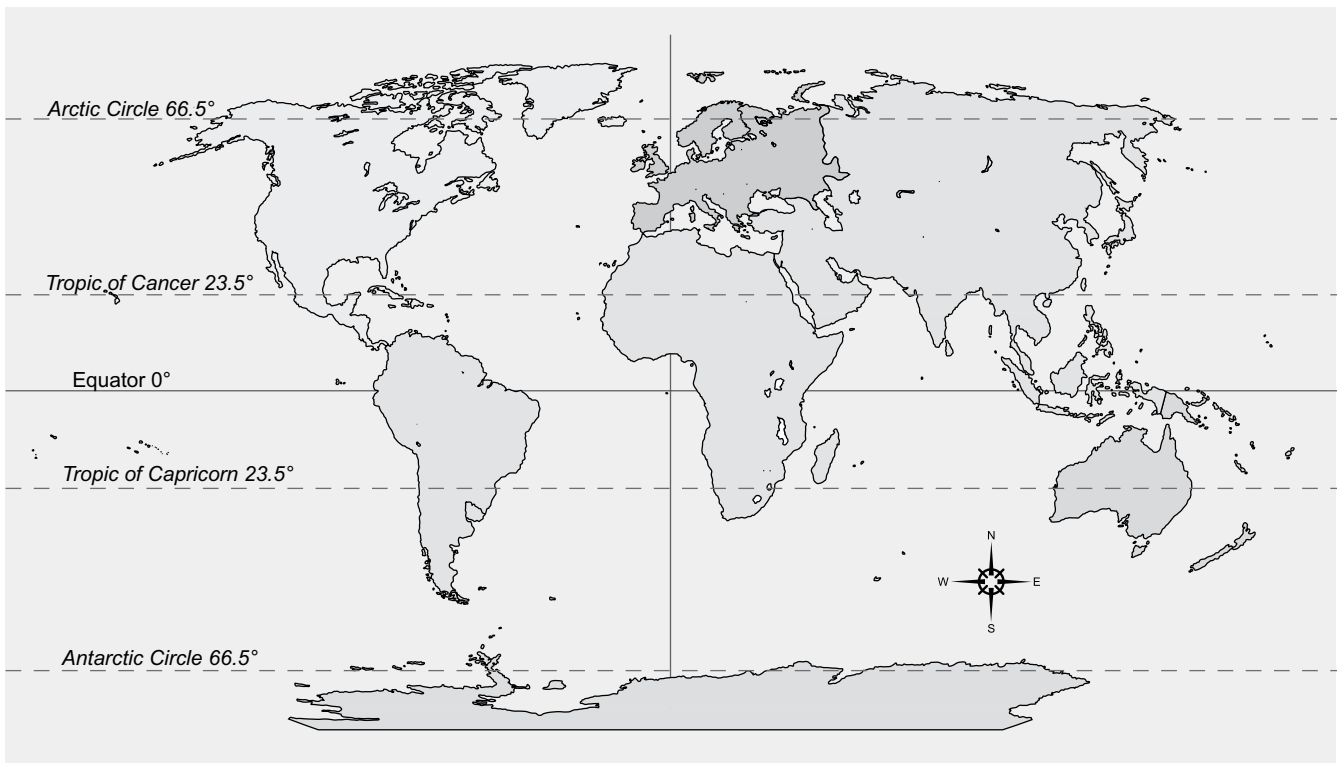
- i) The Moon is a planet. _____
- ii) The Sun is a huge ball of very hot gases. _____
- iii) The Earth goes around the Moon. _____
- iv) The Sun gives off heat and light. _____
- v) The Moon is solid like the Earth. _____
- vi) The Moon gets its light from the Earth. _____

6. Find out and write down the names of the highest mountain and the longest river in the world.

7. From where do we get fresh water? Name the sources.

8. Why is it important to keep rivers and lakes clean?

9. On the map below, label the continents and oceans. Make sure that you spell the names correctly!



Worksheet 2: Maps

1. Draw a map showing the roads, streets, and other places around your home. Make symbols for the different features and remember to make the key.

	Key
--	-----

2. Why do we use a scale and symbols on a map?

3. In which continent would you find Pakistan? Where would you find the USA?

Worksheet 3: Climate

1. If you had to live in a very warm climate or a very cold climate, which would you like? Why?

2. Besides Pakistan, name three other countries that have hot climates.

3. Can you name three countries that have cold climates?

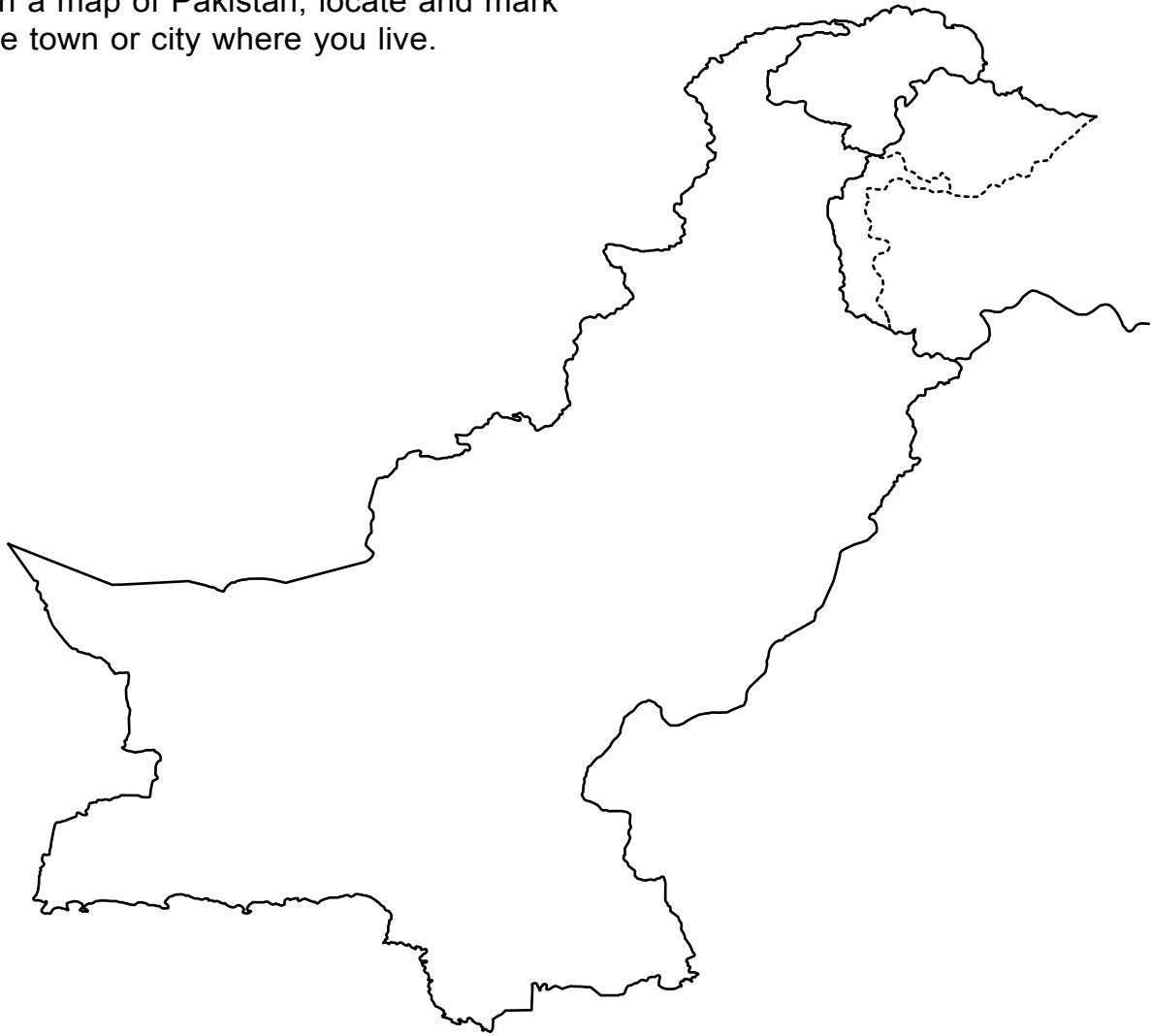
4. What does a meteorologist do?

5. Fill in the blanks.

- i) The hottest place in Pakistan is _____
- ii) The usual weather in a place, throughout the year, is called _____
- iii) The changes in climate are called _____
- iv) This instrument is used to measure the temperature _____
- v) Wind speed is measured by an anemometer, and a barometer is used to measure _____

Worksheet 4: Our country

1. On a map of Pakistan, locate and mark the town or city where you live.



2. Look at the map of Pakistan in your atlas. Which province has the most rivers?

3. Which province has the largest area?

4. Name the two largest cities of our country. Where are they located?

5. What is the name of the sea into which the River Indus flows?

6. What are the things that give us our national identity?

7. When is our National Day and why is it important to us?

8. Name three traditional foods of Pakistan.

9. Mark these statements as True (T) or False (F).

- i) The Pakistan flag is dark blue and white. _____
- ii) We sing our national anthem with respect and pride. _____
- iii) Pakistanis are free to follow their own religions. _____
- iv) The Pakistan currency (money) is called the riyal. _____
- v) English is the official language in Pakistan. _____

Unit 2: Citizenship

Worksheet 5: For all to use

1. What are the services that are provided to your house for which payment has to be made?

2. Find out which service among these is the most expensive and which is the cheapest.

3. Write about four things you can do to improve your neighbourhood.

4. Complete these sentences.

i) People living in one locality form a _____

ii) Services for everyone to use are _____ services.

iii) We pay _____ to the government so that it can provide public service facilities, e.g. transport, roads, education, healthcare, etc. to the people.

iv) Some things we share with others are:

_____, _____, _____, _____,
_____, and _____.

Worksheet 6: Services

1. What qualities should a good policeman have?

2. Have you ever been to see a doctor? Describe your visit.

3. Write the names of three tools that doctors use.

4. What is social service? Give an example of a person doing social service.

Worksheet 7: Transport

1. How did people travel over long distances in the olden days when there was no modern transport?

2. What animals are still used for transport?

3. Name the boats/ships used to carry oil and heavy cargo.

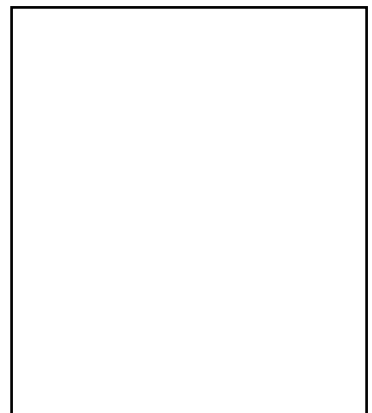
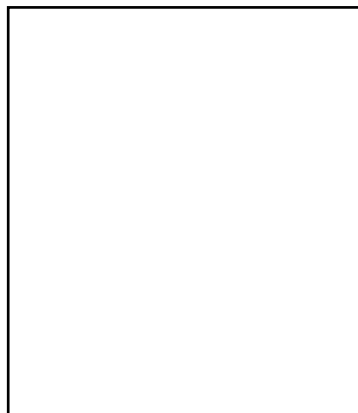
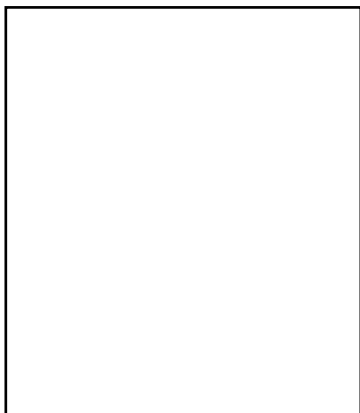
4. Complete these sentences.

- i) _____ are used to carry heavy goods across the sea.
- ii) Short distances can be covered by air in a _____
- iii) Machines that help us travel over land are called _____
- iv) The fastest way to get anywhere is by _____

5. What should you make sure of before you get out of a car, or any other vehicle?

6. Why do you think road accidents happen? How can these be prevented?

7. Think of three road signs that can be put up for pedestrians; draw them in the spaces below and colour them.



Unit 3: Work and Money

Worksheet 8: Work

1. On the way home from school, make a list of all the different jobs you see people doing.

2. List them under the headings:

unskilled	skilled	professional

3. Find out what work the following people do:

- i) Veterinarian _____
- ii) Editor _____
- iii) Journalist _____

Worksheet 9: Money and banks

1. What do you call the place where money is printed?

2. What are some early coins made of? What do you think the symbols on them meant?

3. Who were the first people to make paper money?

4. Explain what is meant by plastic money.

5. What is the euro? Where is it used?

6. Find the currencies of different countries in the grid below.

Dollar

Pound

Rupee

Peso

Euro

France

Riyal

Taka

Yen

Ruble

Dinar

Ringgit

G	F	S	E	R	L	O	R	Y	G	P	Y	Z	C	U
T	X	R	U	V	S	N	U	C	E	M	F	B	M	M
Y	Y	P	A	E	Q	T	B	E	K	N	E	N	T	D
C	E	N	P	N	M	K	L	Z	B	P	Z	O	I	N
E	V	X	L	O	C	E	E	W	V	S	A	M	G	Q
O	V	I	R	A	R	U	N	B	O	D	A	O	G	Y
T	W	H	J	A	W	K	C	R	R	X	M	O	N	U
L	M	B	L	Z	Z	X	Z	U	U	D	W	U	I	G
D	Y	L	T	A	K	A	S	K	E	H	D	K	R	V
Z	O	K	X	U	U	A	C	J	X	O	B	V	R	Y
D	X	L	Q	U	S	L	N	U	R	Y	C	S	X	V
H	Y	B	L	A	Y	I	R	D	E	A	A	T	H	D
E	N	O	Z	H	P	O	U	N	D	T	N	M	J	O
V	Y	P	M	H	T	M	Y	T	H	P	O	I	H	V
S	J	X	I	L	R	P	M	I	H	E	Y	Y	D	U

Unit 4: Culture

Worksheet 10: Calendars

1 Find out the names of the Islamic months when Eid-ul-Fitr and Eid-ul-Azha are celebrated.

2 What is a Leap Year? How many days does it have?

3 Mark the birthdays of family members and friends on the calendar. Also mark any important events you are looking forward to.

JANUARY	FEBRUARY	MARCH	APRIL
M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	M T W T F S S 30 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
MAY	JUNE	JULY	AUGUST
M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	M T W T F S S 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	M T W T F S S 30 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Worksheet 11: Festivals

1. Which festival do you enjoy the most? Why?

2. Write True or False against the sentences below.

- i) Muslims fast in the month of November.
- ii) Eid-ul-Azha is celebrated to mark the end of Ramazan.
- iii) Zoroastrians are also called Parsees.
- iv) Nauroz is a Parsee festival.
- v) Eid-e-Milad-un-Nabi is an important Muslim festival.
- vi) Eid is celebrated in the month of Shawwal.

3. Find the words related to festivals in the grid.

Baisakhi Celebrate Christmas Cultural Day
 Diwali Easter Eid Feast Labour
 Nauroz Ramazan Religious Treats

C	E	N	R	A	A	O	K	I	T	J	G	S	E	S
Z	G	T	X	O	L	B	L	T	V	W	A	T	B	U
D	R	M	A	A	Y	A	M	W	N	M	L	A	J	O
Z	F	E	B	R	W	S	M	X	T	R	B	E	M	I
S	O	O	I	I	B	X	G	S	D	A	L	R	I	G
Q	U	R	D	D	T	E	I	B	A	M	D	T	I	I
R	J	K	U	A	B	R	L	J	Y	A	M	J	H	L
M	P	A	S	A	H	A	G	E	L	Z	J	M	X	E
W	B	O	I	C	N	V	I	S	C	A	H	I	L	R
C	U	L	T	U	R	A	L	S	D	N	E	D	P	D
B	F	O	F	I	E	W	X	M	A	E	T	B	C	I
I	L	W	N	M	U	M	U	R	X	K	X	Q	G	B
A	T	P	Z	L	Y	U	Q	E	W	W	H	U	S	N
F	E	A	S	T	L	V	S	K	D	V	U	I	L	P
W	J	U	R	E	T	S	A	E	R	S	B	D	O	O

Unit 5: Where We Live

Worksheet 12: Cities and Village

1. How did settlements become big cities?

2. Name any two important cities of Pakistan and say why they are important.

3. What is the importance of the capital city?

4. Select a city of your choice and find out about: its history, its population, its places of interest. Write out this information below.

5. Write about three differences between city and village life.

6. Would you like to live in a village or a city? Why?

7. Read and mark these statements as True (T) or False (F).

- a. A census tells the government about the people in the country. _____
- b. There are universities and colleges in a village. _____
- c. Most of the people living in villages are farm workers. _____
- d. A census helps the government to plan for the future. _____
- e. Fairs and festivals are not held in villages. _____
- f. Two-thirds of Pakistan's population live in villages. _____

Unit 6: History and Rights

Worksheet 13: Early people

1. How have we learnt about early people?

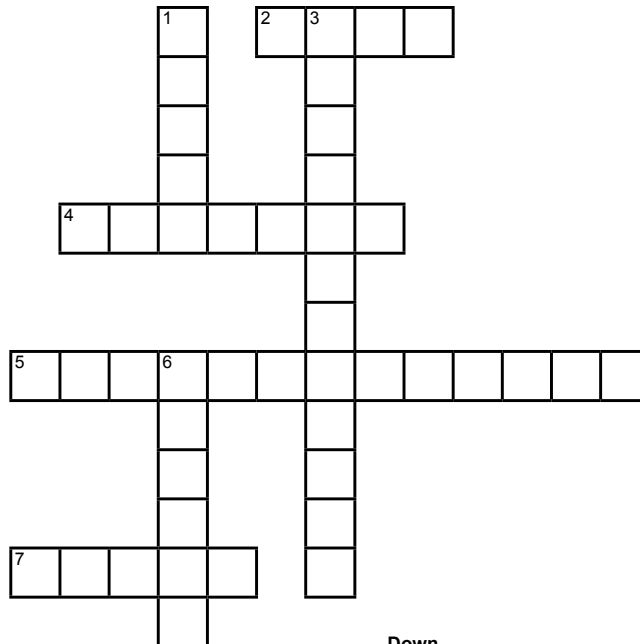
2. Why did early people keep moving from place to place?

3. Why is human history divided into different 'Ages'?

4. How are human beings the cleverest creatures on the Earth? Give some examples from what you have learned.

5. Solve the crossword puzzle below

Early people



Across

- a place where early humans lived
- a study of what happened in the past
- a scientist who studies things that are very old
- an invention of early people that was used to move things

Down

- objects used to do work, e.g. hammer
- a study of humankind
- a person who hunts animals for food

Worksheet 14: Religion

1. Who were prophets and what did they do?

2. What do Muslims believe about Hazrat Muhammad (PBUH) and the Quran?

3. What kind of worship does Islam not allow?

4. The Quran also tells us about animals and how they are useful. Find out two such examples and write a few lines about them.

5. Find out and write the names of the religions followed in China and Japan.

6. List some of the famous mosques of the world.

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____

Worksheet 15: Human rights

1. How can we help people who do not have basic human rights?

2. Why, do you think, education is an important human right?

3. What are your duties or responsibilities as a student? Explain.

4. Explain how you can respect the rights of your neighbours.

5. Make a list of your duties towards your parents and towards your country.

Notes:
