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Introduction

This teaching guide is a valuable asset to the teacher of *We Learn Social Studies Book 4*. It offers step-by-step guidance about how to use the student’s book so that maximum benefit is passed on to students. At the same time, it makes your work easy.

Social studies is generally considered to be a very dry subject. It might be a challenge for you to create interest in your students and to make them look forward to each social studies period. It is a good idea to begin a lesson with an introductory activity. It prepares students for what is to follow, builds their interest in the topic, and helps them focus. The teaching guide gives ideas for an introductory activity with each lesson.

In addition to history, geography, economics, and environment, social studies also includes civics as one of its topics. Please stress on character building and civic sense in your classes. These aspects of a child’s grooming are generally neglected which is regrettable. It manifests in our society which is by and large found to be lacking any sense of civic responsibility. Being the purview of this subject, it becomes your responsibility to put due stress on it in the classroom.

Please make use of the colourful illustrations and photographs in the book to generate interest among students and to explain the topic. The layout is colourful and student friendly which is sure to hold his/her interest.

This teaching guide is bilingual. If you find the English version difficult to follow, kindly refer to the Urdu translation for maximum benefit.

Answers to most questions have been given for your benefit. Please also make use of the photocopiable worksheets, where time permits. It is hoped that you will find the teaching guide a valuable asset.
تواریح

یہ رائے لیے اساتذہ "ویل این سوش اسٹریٹ جی کیم"، کے اجساد کے لیے ایک فنونی اخلاقیاتی کپڑے کی مشیئات رکھتی ہے۔ فنونی کتاب کا مبنا بہت بہت مضبوط ہے۔ اس کے لیے اساتذہ اساتذہ پر دو اہم ریکارڈ ہے۔ اس کے لیے اساتذہ اساتذہ پر دو اہم ریکارڈ ہے۔

معماری علاقوں کے علاقوں میں درجہ پہچان کے نئے مضبوط چیک ہوتے ہیں۔ اس کے لیے اساتذہ کو مہینے میں اس طرح نئے مضبوط چیک ہوتے ہیں۔ مہینے میں اس طرح نئے مضبوط چیک ہوتے ہیں۔

ہر معنز ہے۔ اس کے لیے اساتذہ کا اہم معنز ہے۔ اس کے لیے اساتذہ کا اہم معنز ہے۔

شیروں کے نئے مضبوطات کے ساتھ اساتذہ کے ساتھ ایک کتاب کا اہم معنز ہے۔ اس کے لیے اساتذہ کا اہم معنز ہے۔

شیروں کے نئے مضبوطات کے ساتھ اساتذہ کے ساتھ ایک کتاب کا اہم معنز ہے۔ اس کے لیے اساتذہ کا اہم معنز ہے۔
UNIT 1 PHYSICAL FEATURES OF PAKISTAN

TEACHING OBJECTIVES

• to define physical feature
• to identify the physical features of different Pakistani provinces
• to name the important cities, tourist sites, and crops of each province
• to locate the physical features of each province on a map of Pakistan

Teaching time: 6 periods

RESOURCES
map of Pakistan (blank, physical, and political), textbook, pictures of mountains, glaciers

LESSON PLAN (Period 1)

Introductory Activity
As students are expected to have studied the physical features of Pakistan in previous classes, assess their understanding and prior knowledge by giving them a blank map of Pakistan. The map should show provincial boundaries. Ask students to label the provinces and their capital cities. They may also be asked to locate the neighbouring countries of Pakistan.

If you have been able to get pictures of the famous mountain ranges, i.e. the Himalayas, Karakoram, and the Hindukush, show these to the students and ask them to identify them. Otherwise, write the names of these mountains on the board and ask in which province they are located.

Development
Ask a few students to read pages 1 and 2 of the unit. Explain the text as it is being read.

After the two pages have been read twice and explained by you, you may ask the following questions while reading continues. The answers are provided to help you.

Q) What do we have in Pakistan’s north and south?
A) China is located to our north. The Himalayan range is also to the north. The Arabian Sea is in the south.

Q) How many provinces and other areas is Pakistan made of?
A) Pakistan is divided into 4 provinces, one autonomous region with provincial status, a federally administered area known as FATA, and Islamabad which also comes under the federal rule.
باب 1: پاکستان کی طرح بناتہ

تدریسی متقاعد:

طیم بناتہ کی تحقیق پیمانہ کرنا۔
پاکستان کے مختلف مصوبات کی طرح بناتہ پیمانہ کرنا۔
برروپہ سے ایمیج ہوائی، سیاسی شناخت، اور ون ایگا دونے والا مصنف سے تام میان کرنا۔
پاکستان کے انتہائی سے امحیہ سے طیم بناتہ کی انتہائی دیکھنے کرنا۔

تدریس کا دودرا: چھوٹی فہرست

اعدادی اشیاء

پاکستان کا (سادہ طرح بناتہ طباخت ہندو، اور سیاسی) نظر، دو کتاب، پچاڑول کی تصدیق، گھاٹکڑ

سحق کی ضعیفہ بنگی (پھٹکا شیردار)

نگوئی سرگرمی

مٹقی طور پر، چھوٹی فہرست میں طباخت پاکستان کی طرح بناتہ کے بارے میں وہاں چپ کچھ بنی۔ ان کی سوانح مصوبات جاپنے کے لیے کہا ہے پاکستان کا سادہ تحقیق سے دیکھی گئی سمجھے میں مصوبات سے سمجھے کیہا ہو ہے کہ ہر اور بھی ہے اور اس کے داراکلند کا نام تھاتا ہے۔

سے امحیہ پاکستان کے پہلے میں لکھا ہے کہ بلوچستان دیکھنے کے لیے چھوٹی فہرست ہے۔ اگر آپ میں پھٹکا نابود ہو جائیں تو کہا جاتا ہے کہ ہر اور دیکھنے کے لیے چھوٹی فہرست کو دکھنا ہے اور ان سے کہا ہے کہ ان پھٹکا سکنی کی شناخت کریں۔ لحاظات دوسرے پچاڑول کے نام ہے پھٹکا ہو کر اور پھٹکا کی طرح بناتہ کی کہکو صورت میں دیکھنے کی۔

تقریب

پھٹکا کی طرح بناتہ کا 1 اور 2 پچاڑول پنیوال کے ساہل سے دلگی کے نکلہا سب سے پہلے کر گئے جو کہ کی۔

جب بیسویں دو پرہز پر مئین کے چھوٹی فہرست کی تحقیق کھی کر بھی ہوئی، تو چھوٹی پھٹکا کا سکنی جاری رکھنے کو اپ ٹھالا سے نکلی گئی۔

تم: پہلے جائے کہ پھٹکا کے کئی اور سہ طرح میں کی؟

ب: نہیں، پہلے میں نہیں تھا۔

تم: پھٹکا کے سکنی جاری رکھنے کی طرح بناتہ ہے۔

ب: پھٹکا کے سکنی جاری رکھنے کی طرح بناتہ ہے۔

تم: پھٹکا کے سکنی جاری رکھنے کی طرح بناتہ ہے۔

ب: پھٹکا کے سکنی جاری رکھنے کی طرح بناتہ ہے۔

تم: پھٹکا کے سکنی جاری رکھنے کی طرح بناتہ ہے۔

ب: پھٹکا کے سکنی جاری رکھنے کی طرح بناتہ ہے۔
Q Name the largest and the smallest provinces of Pakistan.
A) Balochistan is the largest province while Khyber Pakhtunkhwa is the smallest.

Q Describe the physical features of Balochistan.
A) • Balochistan has dry barren plateaus, mountains, and deserts.
   • To its west is the Kharan Desert.
   • To its south is the Makran Coastal Range.
   • To its south-east is the Kirthar Range; to its east is the Sulaiman Range.
   • To its north is the Toba Kakar Range.
   • The central part of Balochistan is the Balochistan Plateau.

Q Name the important rivers of Balochistan.
A) The important rivers of Balochistan are the Zoab, Loralai, Hingoi, Hub, and Dasht.

Q Name a few popular sites of Balochistan.
A) The popular sites of Balochistan are Hanna Lake, Ziarat Residency, Hazarganj Chiltan National Park, and the Pishin Valley.

Q What is Balochistan famous for?
A) Balochistan is famous for its fruit; it is known as the fruit basket of Pakistan.

Q What is the climate of Balochistan?
A) Balochistan has hot summers and cold winters.

Q Name some cities of Balochistan.
A) Quetta, Ziarat, Sibi, and Gwadar are some cities of Balochistan.

Class work
After answering the questions orally, answers can be written in CW copies (if time is available).

LESSON PLAN (Period 2)

Introductory Activity
On the board write a few sentences to describe each province, e.g. for Sindh:
• I have two seaports.
• I have a long coastline.
• My capital city is Karachi.
• Quaid-e-Azam was born here.
Ask students to name the province. When the answer has been given, display the map of Sindh on the board.
س: پاکستان کے سب سے بلند اور سب سے چھوٹے نقل مکانی کا نام چھوٹی کیا جانے؟
ج: پاکستان سب سے بلند اور سب سے چھوٹے نقل مکانی کا نام چھوٹی کیا جانے۔
س: پاکستان میں مکث یونینہ، پشاپور اور شریف پور ہیں۔
ج: اس کے مغرب میں نواحی سے خانہ سے۔
س: جنوب میں مکث کا سیاحتی پناہ گاہ سلسلہ سے۔
ج: پاکستان کے جنوب مشرقی میں سلسلہ جب کہ مشرق میں صوبہ سندھ کا پناہ گاہ سلسلہ سے۔
س: اس کے شمال میں پاکستان کا پندا سلسلہ پندا جاتا ہے۔
ج: پاکستان ہی سے دوسری دوسری کا ملے ہوتا ہے۔
س: پاکستان کے ائمہ درباری کے نام بلندی ہیں۔
ج: دیگر ہیں۔ ان کو اورکلی، چولکی جی حد تک بھی بنی جاتی ہے۔
س: پاکستان کے دوسرے شاہانگان کے نام بالا ہیں۔
ج: اس کی تربیت میں نیا، پہلی کی پہلی پرچم کو اورکلی سے پندا جاتا ہے۔
س: پاکستان کی ودی شریف کا نام بلندی ہے۔
ج: پاکستان کی آب و پجر کا نام بلندی ہے۔
س: پاکستان کی چند شریف کا نام بلندی ہے۔
ج: کوئی نہ ہے، اورکلی پندا کا کام بلندی ہے۔
س: کلاس ہورکی نالی یہ پہنچے کے بعد (آگر وقت بھوٹا) مجبورہوئے کلاس ہورکی کا کانی ہے چیز کی چین۔
س: بقایی چنگا پنڈی(دوسرہ چنگا)

تغیری درج

برحمی سمجھی ہوئی کی ان کے نام چیز کے لیے بہتر ہے پہلی پہلی پھیلی کر دیتی ہے۔ مثال کے نقل مکانی کے لیے:

• تمخیص سے پہلے کہ بندگاڑہ کی بنی ہوئی ہے۔
• تیاری سمجھنا کی بنی ہوئی ہے۔
• تیاری دوبارہ کی بنی ہوئی ہے۔
• تیاری کے پہلے کے بہتر ہوئے ہے۔

اب عام سے چیز کے نقل مکانی کا نام بنائیں۔ جبکہ جدید کے بعد بہتر ہے پہلی پھیلی کا نقل مکانی کی۔
Development
Explain in detail the physical features of Sindh on the map; name the many lakes the province has. Also describe the other features of Sindh like the 250 km long coastline. Talk about River Indus flowing into the Arabian Sea in the south of Sindh.

Point to the capital city of Sindh, i.e. Karachi. Karachi is the largest and the most populated city of Pakistan. Because of its two ports, it is the business centre of the country. This means that all major businesses and banks have offices here. Business is also conducted with other countries through the two ports. Many things are sent to other countries to be sold and many are brought in.

Ask students to name a few cities of Sindh. Go prepared with all the names so that you are able to correct children if they are wrong and can also add names to the list. Then ask some students to read the unit from page 3 to page 5. Explain the difficult words.

Class work
Ask students to write the answers to the following questions in their CW copies.
1) What is the location of Sindh?
2) Write two sentences about the importance of Karachi.
3) Describe the climate of Sindh.
4) What is Sindh famous for?
5) Name two popular sites in Sindh.
6) How long is the coastline of Sindh?
7) Name two famous lakes of Sindh.

The answers are given below to help you.
1) Sindh is located in the south-eastern part of Pakistan.
2) Karachi is important because it is a port city. Ships from other countries bring important items like oil and wheat.
3) The climate of Sindh is hot summers and cold winters. The coastal areas have a humid climate.
4) Sindh is famous for mangoes, guavas, oranges, and dates. The capital city, Karachi, lies on the shores of the Arabian Sea. Sindh is also famous because Quaid-e-Azam was born here; his tomb is also in Karachi.
5) The popular sites are Keenjhar Lake, Haleji Lake, and the Quaid's tomb.
6) The coastline is 250 km long.
7) The famous lakes are Manchar and Kalri.
کلاس ورک
طلباً سبب کردا کہ کاہل کی کالجیں میں دو زیر زبانات کے نام بجے جری کر کیا۔

1. خاص کی رہائی دیکھیں۔
2. کیا کوئی دیکھی ہے، ہے یا نہیں؟
3. خصوصیات کی رہائی کی ہے؟
4. خاص کوئی مشکل ہے؟

طلباً کے سر و رہائی معروف مقامات کے نام پیاں کیا۔

1. خاص کا سلسلہ تسلسل کیا ہے؟
2. خاص کی دو مرحلہ کیا ہے؟
3. خاص کی درجہ بندی کیا ہے؟

آپ کی ہیولا کے لیے جوابات نہیں میں دیکھے گے ہیں۔

1. خاص، پاکستان کے جھواب کے نام بجے نہیں دیکھے ہیں۔
2. کیا کوئی دیکھی ہے، ہے یا نہیں؟

طلباً کوئی مشکل کیا جارہا ہوائی سے ہے، وہ مشکل کیا ہے۔

1. خاص کا سلسلہ تسلسل کیا ہے?
2. خاص کا سلسلہ تسلسل کیا ہے?
3. خاص کی درجہ بندی کیا ہے؟

طلباً کوئی مشکل کیا ہے، وہ مشکل کیا ہے۔

1. خاص کا سلسلہ تسلسل کیا ہے?
2. خاص کا سلسلہ تسلسل کیا ہے?

LESSON PLAN (Period 3)

Introductory Activity
Display the map of Pakistan on the board. Introduce the lesson by showing students the location of Punjab and the bordering provinces on the map. Ask students the meaning of the word Punjab. Call a few students one by one and ask them to locate on the map Sialkot, Gujranwala, Multan, Rahim Yar Khan, Bahawalpur, and Rawalpindi.

Development
Highlight the importance of Punjab. It is the second largest province and the most populated. 60 per cent of the country’s population lives here.

The capital of Punjab is Lahore. The climate is hot summers and cold winters. Important cities are Multan, Bahawalpur, Sialkot, Gujranwala, Faisalabad, and Rawalpindi.

Sites worth visiting are Khewra Salt Mines, Lahore Fort, Harrappa, Taxila, and Badshahi Mosque.

Please explain that the land is very fertile and suitable for irrigation because five rivers flow through Punjab. All major crops like wheat, rice, cotton, and sugar cane are grown here. Fruits like mangoes, oranges, and bananas are also grown. Afterwards ask some students to read the text on Punjab in the book, while the other students pay attention.

Class work
Question: What are the physical features of a place? Describe the physical features of Punjab.

LESSON PLAN (Period 4)

Introductory Activity
Write the topic on the board: ‘Khyber Pakhtunkhwa’. Ask students who have been to this province to raise their hands. Select one or two students to describe to everyone what they remember about it. Ask them to name the cities or villages they have visited and to compare them with their present city.

Show them KP on the map of Pakistan. Give basic information like the languages spoken there. Tell them about the local population which is mostly Pathan. Also that KP is famous for its dry fruits.

Development
Ask a few students to read out the text on KP. Answer all their questions and explain the text as reading is done.
پاکستان کی دہشت گردی

تقریب سرگرم

پاکستان کا دہشت گردی کی حملے اور جھڑپوں کا مطلب ہے۔ ایک تربیت کے ذریعہ قومی ثقافت کو حفظ کرنے کا نیا روشنی ایک تربیت کے ذریعہ قومی ثقافت کو حفظ کرنے کا نیا روشنی کی حدود میں ختیہ جاتی ہے۔ اس کے واقع، جوہر، ویکس، بھارت اور ایشیا کی اخبارات میں بھی اس کا ذکر ہے۔ اس کا نام "پاکستان کی دہشت گردی" میں بھی اس کا ذکر ہے۔

تفریح

ہر کسی کو اپنے بھائیوں کے ساتھ دربار کی دہشت گردی کا نام لکھنے کا موقع دیا جاتا ہے۔ اس کے ساتھ دربار کی دہشت گردی کا نام لکھنے کا موقع دیا جاتا ہے۔ اس کا نام "پاکستان کی دہشت گردی" میں بھی اس کا ذکر ہے۔

کمپ کا ورک

ایک یہ ورکی کا ساتھ تعاون کا نام لکھنے سے کیا جاری ہے؟ میں بھائی کے ساتھ پاکستان کا ورکی

سچنی کی منصوبہ بندی (پیپلز پریس)

تقریب سرگرم

پاکستان کا بحثیہ کا حملہ کے ذریعہ قومی ثقافت کو حفظ کرنے کا نیا روشنی ایک تربیت کے ذریعہ قومی ثقافت کو حفظ کرنے کا نیا روشنی کی حدود میں ختیہ جاتی ہے۔ اس کے واقع، جوہر، ویکس، بھارت اور ایشیا کی اخبارات میں بھی اس کا ذکر ہے۔ اس کا نام "پاکستان کی دہشت گردی" میں بھی اس کا ذکر ہے۔

تفریح

ہر کسی کو اپنے بھائیوں کے ساتھ دربار کی دہشت گردی کا نام لکھنے کا موقع دیا جاتا ہے۔ اس کے ساتھ دربار کی دہشت گردی کا نام لکھنے کا موقع دیا جاتا ہے۔ اس کا نام "پاکستان کی دہشت گردی" میں بھی اس کا ذکر ہے۔
After the reading, ask the following questions:

- What is KP famous for?
- Name the mountainous ranges in KP.
- What connects Afghanistan with KP?
- Which two provinces are in the south of KP?
- Describe the climate of KP.
- What is the capital of the KP province?
- Name a few sites in KP that are worth visiting.
- What crops are grown in this province?
- What is in the north of KP?
- What is in the south?

Class work
The above Q/A should be done in CW copies.

LESSON PLAN (Period 5)

Introductory Activity
Ask students to name some famous mountains of Pakistan. Some may have heard of the Himalayas, some may say Mt Everest, while others might name Murree. If you can find coloured pictures of Gilgit Baltistan, please show at this point and encourage them to appreciate the natural beauty.

Ask related questions: how must life be for people living in the mountains. What dangers and problems must they be facing? (There are no straight roads and it must be tiring to climb mountains to reach their homes). Ask them what kind of weather they must be having. After some answers tell them that it snows heavily and winters get very cold. If there are any students who belong to Gilgit-Baltistan, ask them to describe their land.

Development
Reading of the text on pages 7 and 8. Ask relevant questions and explain any difficult words. Show the map of Gilgit Baltistan to students and name the important cities. You may ask the following questions to check their understanding.

Q) Where is Gilgit-Baltistan located?
A) Gilgit-Baltistan lies in the north of Pakistan.
پاکستان کی ایمنی باتھیات

کلاس ورک

 mundadn bala sawal na jabban kistan te kahini shahed na ja kain.

سبئک کی مشروی بنگری (پاچانال نیچری)

تقارین مرگری

طلاب سے کہنے گا دو پاکستان کے کہ دو مشکل پناہی سلامت کے تام تناکی کہنہ ہے۔ کہ نہ یاد کے کہ بارے میں میں روکتا ہوگا۔ یعنی قانونی اور اپنے کہ کہ نہ یاد کے کہ بارے میں میں روکتا ہوگا۔

قومی سے متعلق سوالات کیکی: چپلاں کی بنی رہنے والی لوگ کی زندگی کی برفیلی بندی؟ دوسرے دوسرے سے شرکت کے اور سرکار کے ہدف ہے؟ (دوسرے دوسرے سے شرکت کے سرکار کے اور سرکار کے ہدف ہے؟)۔ یعنی سے پہچانے ہوئے ماہی کی برمجہ میں ہاتھ نشان کے ہدف ہے؟ دوسرے دوسرے سے شرکت کے سرکار کے ہدف ہے؟۔ آرگر کی نہ

کہ ہلئے سے تعلق رکھتا ہوگا۔ قومی سے موجب بھوٹی ہوگا۔ سے چکرا کہ ہدف ہے؟ اور سے ماہی کی برمجہ میں ہاتھ نشان کے ہدف ہے؟۔

سفیر 8

اک چور کے نقش میں ہاتھ کی ہدف ہے؟ دورہ سے متعلق سوالات پیچھے اور مشکل فنڈ کی تعریف کی۔ قومی سے متعلق سوالات پیچھے یعنی سے موجب بھوٹی ہے؟ سے موجب بھوٹی ہے؟۔ قومی سے متعلق سوالات پیچھے یعنی سے موجب بھوٹی ہے؟۔
Q) Name the major cities of Gilgit.
A) The major cities are Astore, Gilgit, Hunza, Skardu, and Shigar.

Q) Describe the climate of Gilgit-Baltistan.
A) The climate is cold throughout the year, fairly cold during summers and extremely cold during winter.

Q) Name some places to visit in Gilgit-Baltistan.
A) Baltit Fort, Deosai Park, Fairy Meadows, K-2 Museum, Kachura Lake, and Ondra Fort

Q) Name some fruits grown in Gilgit-Baltistan.
A) Good quality peaches, apples, apricots, melons, and cherries are grown here.

Homework
Worksheet 1

LESSON PLAN (Period 6)

Introductory Activity
Write the names of the four provinces and Gilgit-Baltistan on the board. Ask basic questions about their location, major cities, physical features, etc. Give a recap of the previous lessons on this topic.

Class work
What did you learn? Question 1 in CW copies

Project
Divide the students into five groups; assign one of the provinces and the autonomous region to each group. Ask each group to prepare a project based mostly on the information given in Unit 1 of the book. The project should have the map of Pakistan, location of the province, its area, important sites/tourist resorts, fruits and vegetables grown, the languages spoken, the occupations of the people living there, climatic conditions, etc.

Homework
What did you learn? Questions 2, 3, and 4
Note: You may need another period to finish the What did you learn? tasks.
س: گھر لیتان کے پاس چھوڑنے کے تامبا کی؟

ح: استری، گھر، چندرا، کرو، اور خطر

س: گھر لیتان کی آب ہو جا کی؟

ح: پہیلہ موم سال مجرد رہتا ہے۔ گھر لیتان کے سرے ہاں رہے ہے۔ میں ایک ہار میں ایک اسی ہار میں جا رہا ہوں۔

س: گھر لیتان کی چندرا کا دن ہو گیا؟

ح: لوک دری اپنے پاس مزین پاک، مربر چھا اچ ہے، لوک دری اپنے پاس مزین پاک، مربر چھا اچ ہے، اور لوک دری اپنے پاس مزین پاک، مربر چھا اچ ہے

س: گھر لیتان میں کیسی چیزیں ہے؟

ح: یہیلہ ایل میز یس کے آگرہ، اپونی، نشترے، سرسے، اور ہماری کی کاشش ہوتی ہے۔

گھر کا کام

دوکھیت 1 کوریاے

سمجھ کی ضحیوں پندری (پھٹا پھیردی)

تغیری سرگرم

پہچان پہلے چتاں وہ لیتان کا مثال دیکھیا۔ میں کچھ قواعد، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر، اس کے نظر

کلاس دوکر

کئے ویکیو سوال 1 کلاس دوکر کا کہنا میں کیا بنا گا۔

پھ جدی کہ (سمل کا کام)

ظالم کے گھر سیل نا کافی صوہی اور آس میں دیکھیں کہ گھر سیل ہوگا۔ پہلوی ہوگا۔ کہ گھر لیتان کا کہنا میں کیا بنا گا۔

کئے ویکیو سوال 2 اور 4 کو ہسی میں گے۔

What did you learn?

Note: 

کئے ویکیو سوالات کا کہنا میں کیا بنا گا۔ کئے ویکیو اضافی پہچان درکار ہوگا۔

What did you learn?
UNIT 2 POPULATION

TEACHING OBJECTIVES

• to define population
• to explain the importance of a census
• to define population density and explain its significance
• to identify the densely populated areas of Pakistan
• to explain the main reasons for migration
• to identify the problems caused by overpopulation

Teaching time: 7 periods

RESOURCES
map of Pakistan, pictures of forests, pictures of mountains and glaciers, textbook

LESSON PLAN (Period 1)

Introductory Activity
Write ‘Population’ on the board. Ask students if they know what the word means. If a student is able to define it, don’t forget to acknowledge him or her. Select a student and ask him or her to count the students in the class. Write the number on the board. Whatever the number of students, e.g. 35 or 40, tell your students that this is the population of the class.

Just as we can find out the population of a class, by adding up the numbers of the students in every class, we can also find out the population of the whole school.

In a similar way, we find out the population of a city, village, or a town. And by adding the results we find out the population of the whole country.

Next ask whether they have any idea of the size of the population of Pakistan. Which city of Pakistan has the greatest number of people? Tell them the population of Pakistan and of the world.

Ask your students to suggest why it is important to know the population of a country. After getting some answers explain the reasons given in the book. Also explain the meaning of census.

Development
Reading of the unit till ‘Densely populated areas of Pakistan’. Explain the text as it is read and give meanings of the difficult words. Ask simple questions to check your students’ understanding.
باب 2: آبادی

تدریجی مقاصد:

- آبادی کی تعریف بیان کرنا۔
- مردم شماری بیان کرنا۔
- کثرت آبادی کی تعریف اور اس کی ابتدائی تعریف کرنا۔
- پاکستان کے غیببان تنقید ناوقعل کی شناخت کرنا۔
- نہیں کہ ایسے واسطہ بیان کرنا۔
- غیببیان آبادی کے بانثع تعمیر پینے والے سائکیاں میں۔

تعریخی دراصل دائرے: سنہ ۱۳۶۰

اداکی اشیاء

پاکستان کا قیاس، تحقیقاتی اس الصادی کے باہر ہم برہنے، دو اس کتاب
سنہق کی مضبوط بندی (پیپلا میریدا)

نقوی جوادی

بہترین ہونے اور آبادی کی تعریف بدنی طور اُپر پہچانی کیا ہے اور کبھی کبھی مطلوب جا کی تصویب ہے۔ گروی فیلڈ علم ”آبادی“ کی درست تعریف تنا دے یہ اس طرح دیکھی گئی ہے کہ اس کی ابتکاری کی ہے اور اس سے جوہر کہ کسی کے مجموع طالب کو سمجھنے میں عبور (طلباً کے تعلیم) کو

بعد سے پہچانی گئی ہے ان کی تعریف ہے کہ تین ۴۰ سے ۱۸ سے خلا ۳۵ یا ۴۰، اسی طرح کہ میکانیکی کی آبادی ہے۔

جس طرح تعمیر کا آبادی معلم کے ساتھ چینے والے ایسے طرح اصول کے تعمیر طالب کے قاعد کو نگر ہوے اس کو آبادی معلم کی

جید کی سمجھی گئی ہے۔

اویں طریقے ہی سے تعمیر کا آبادی معلم کے چینے یہ کہ اس طرح کے بچے کی آبادی معلم کے ساتھ چینے یہ کہ اس طرح کے بچے کی آبادی معلم کے

تدریخی ‘Densely populated areas of Pakistan’

‘پاکستان کے غیببیان تنقید ناوقعل’ کے معمال بیان کے جاگیر طالب کی طرح جاگیر کیوں چیز بیان کے لیے ان سے آسان سوالات پوچھی جاتی ہے۔
Class work
What did you learn? Question 1a and b

LESSON PLAN (Period 2)

Introductory Activity
For a recap of the lesson, read out the text to the end of ‘Densely populated areas of Pakistan’. Ask students to listen carefully while you read because they are going to be asked questions. If you prefer, you can ask some students to do the reading instead of you.

Development
After the text has been read out a few times, ask the following questions to check your students’ understanding. The answers have been given for your benefit.

Q) Which country has the highest population?
A) China has the highest population.

Q) What is the population of the world?
A) The population of the world is 7 billion.

Q) What is a census?
A) A census finds out the number of people living in a country, city, town, or a village.

Q) Why is a census important for any country?
A) A census can help governments in finding out the exact number of people living in a city, town, village, or the country as a whole; this way the government knows how much money is needed by each province to take care of its population.

Q) What is population density?
A) Population density is the number of people living in a unit area of land.

Class work
Write the questions given above on the board and ask students to write the answers in their class work copies.

Homework
Any unfinished class work questions
What did you learn?

Densely populated areas of Pakistan

1. What did you learn?

2. What did you learn?

3. What did you learn?

4. What did you learn?

5. What did you learn?

6. What did you learn?

7. What did you learn?

8. What did you learn?

9. What did you learn?

10. What did you learn?

11. What did you learn?

12. What did you learn?

13. What did you learn?

14. What did you learn?

15. What did you learn?

16. What did you learn?

17. What did you learn?

18. What did you learn?

19. What did you learn?

20. What did you learn?
LESSON PLAN (Period 3)

Introductory Activity
Write the topic on the board ‘Migration’. Ask your students how many of them were born in their present city. Find out how many have moved from other cities and how many have their grandparents, aunts, and uncles living in another city or village. Explain to them the meaning of migration in this way. Migration is when people move to other places due to some reasons. The reason can be a better job or a better environment, amongst others. Explain that people migrate within the country, and also from one country to another. Find out if any of their relatives live in a foreign country, like the US or Australia.

If somebody goes only for a few years, it is not called migration.

Development
Ask a few students to read the text under ‘Migration’ on page 12. Explain where necessary.

Ask the following questions to check the students’ understanding of the topic. The answers have been given for your benefit.

Q) What is migration?
A) Migration is the movement of people from one place to another.

(Inform students that at the time of Partition, Muslims migrated in very large numbers from areas which remained part of India, to areas that became part of Pakistan.)

A) People migrate:
• in search of jobs
• for better facilities and living conditions
• for better education possibilities for themselves or their children

Q) What happens when people migrate?
A) The population density changes when people migrate. It goes down in areas from where people move out. It increases in areas into which people move to make their homes.

Q) What happens to the place to which people move?
A) Sometimes there is congestion due to an increased number of people and vehicles, sometimes there is shortage in the availability of resources, reduction in employment opportunities, and more skilled labour is available.

Class work
Write the above questions on the board and ask students to write the answers in their class work copies. Help them in doing this task.
سکندر کی منصوبہ جنگی (تیسرا بھارتی)

تقریب سرگری

بہت پر کسی کا خواہا "بتلہ"، تجربہ کو زیر کرنا ہے، مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے، مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے۔ مطلوب ہے کہ ایک چیز ہو جاتی ہے。
Homework
Any unfinished class work.

LESSON PLAN (Period 4)

Introductory Activity
Begin with a recap of the different topics of this unit covered so far. The topic for this period is ‘Overpopulation’. Write the topic on the board and ask students what they think it means. Explain the meaning of ‘over’. It means something in excess or ‘too much’. Overpopulation means that there are too many people living in an area. The resources of that area are not enough for them.

When too many people migrate to a certain area, that area can become overpopulated. This has happened in most big cities of Pakistan. Karachi faces this problem most of all. Overpopulation results in many problems. Ask students to name some. Ask them to imagine that there are too many people living in a house. What will happen? Think about a place to sleep, food, noise, etc. There will be a shortage of food as what is cooked is consumed quickly. Build a discussion on these lines.

Development
Ask some students to read the text under ‘Overpopulation’ on page 13. Explain clearly the problems listed. Involve each student in the discussion and make sure each student follows.

Class work
What did you learn? Questions 1 c-f

Homework
What did you learn? Question 2

Home project
Students may take help from parents or older siblings to do this work.
LESSON PLAN (Period 5)

Introductory Activity
This topic discusses the different landforms and regions found in Pakistan. The lives of the people who live in these regions is affected by these landforms. Ask students what kind of life people living in the mountainous regions of Pakistan live. Is it difficult? What is the weather like in the mountains? What kind of clothes do people wear? How does snow affect their lives? Similarly ask about people who live in the desert region. Make use of the photographs in the lesson and let them imagine how life must be.

Ask students what region they live in. Tell them if they do not know. It would be a good idea to drop hints by referring to the major landforms in your province. Then explain how their lifestyle has been affected by these landforms. If they live in the plains, they must be wearing light clothes in summer. There must be farmlands as well as factories. Most people must be engaged in farming and office jobs.

Development
Ask some students to read the lesson till the end of ‘Coastal areas and the Delta’. Students must identify their own region and relate it to the text.

Class work
What did you learn? Question 1 d and e

LESSON PLAN (Period 6)

Introductory Activity
As a recap of the last class, ask students to name the various geographical regions found in Pakistan. List them on the board as they are named. Ask them to name and describe their own region. Also find out if they have visited any other regions within Pakistan. Take more information from them about these different regions. Encourage them to identify the differences between these regions.

Development
Divide students into five groups. Assign one region to each group. Give each group ten minutes to read the text about their assigned region and make notes. When the time is over, one student from each group should be asked to come to the front of the class and describe their assigned region. All students should be asked to put questions to the leader of the group which he/she can answer after consulting his/her group members.
Coastal areas and the Delta

What did you learn?
Class work
Ask students to list the main features of each region in their class work copies.

LESSON PLAN (Period 7)

Introductory Activity
There are two topics for this period: ‘Factors affecting the land’ and ‘Waterlogging and salinity’. Write the first topic on the board and ask students to think and tell you how we can affect the land and our surroundings. Encourage all answers. Then ask them if they have ever seen a new house or a building being built. Have they noticed how the land is first cleared of all trees and vegetation? This is one way the land is affected. It is affected when we cut down trees and plants in order to build something. As the population rises, more houses are needed for people. Forests and farmlands are cut down to build cities. Explain that in this unit they'll study some other ways also how land is changed.

Development
Ask students to read the text on the first topic. Explain as they read. Afterwards, write ‘Waterlogging and salinity’ on the board. Then ask some students to read the text. Explain the difficult words.

Class work
What did you learn? Question 1 a-c and Question 2

Homework
Complete any unfinished work at home.
Worksheet 2
Factors affecting the land

Waterlogging and salinity

What did you learn?
UNIT 3 WEATHER AND ITS EFFECTS

TEACHING OBJECTIVES

• to define weather
• to discuss how weather influences the lifestyle of the people of an area
• to discuss the importance of forecasting, measuring, and recording weather
• to identify instruments that are used for weather forecasting
• to determine how adverse weather causes natural calamities

Teaching time: 5 periods

RESOURCES

textbook

LESSON PLAN (Period 1)

Introductory Activity

Make simple drawings of different weather conditions on the board, e.g. rain, wind, and bright sunshine. Ask students to describe each weather condition; ask them to define weather. Ask about the day’s weather.

Development

Discuss with students the factors which affect the weather. These are: location of a place, how close it is to the sea or mountains, and vegetation. Other factors may be humidity, wind, and temperature. Ask students how weather affects the human body: the kind of clothes people wear, the food they eat, and the amount of water they consume. If people do not adapt to the various weather conditions, they may become ill.

Reading of the text as for as ‘Protection of natural resources’. Explain the text paying special attention to the factors that affect weather. The following questions may be asked after the text has been read a few times and has been explained by you. The answers are there to help you.

Q) How does location affect the weather of a place?
A) Places near the Equator are hotter as the rays of the Sun fall directly on these areas. Places away from the Equator have cooler weather. At the Poles the weather is extremely cold.

Q) How does closeness to the sea affect the weather of a place?
A) A place near the sea will have humid weather. Areas away from the sea have drier weather.
Protection of natural resources

Chapter 3: Impact of Moomurask

- Impact of Moomurask on the environment
- Impact of Moomurask on flora and fauna
- Impact of Moomurask on human health
- Impact of Moomurask on economic activities
- Impact of Moomurask on cultural heritage

Environmental impacts

Industrial impacts

Cultural impacts

Technical impacts
Q) Why should more trees be planted?
A) Trees make the weather cooler and more humid and reduce pollution by taking in carbon
dioxide from the air.

Q) What should people do when the weather is hot and humid?
A) People should wear loose cotton clothes, drink a lot of water, and protect themselves from
the Sun by covering their heads and wearing sunglasses.

Q) How do people adapt to cold, dry weather?
A) People adapt to cold weather by wearing woollen clothes and staying indoors after dark.
People also have a lot of hot drinks, and apply body lotion and cream or oil on their skin to
stop it from becoming dry and itchy.

Class work
The above questions may be given for class work. Write them down on the board and ask
students to write the answers in their CW copies.
Students may commence work on the class activity. Help them to do this.

Homework
Complete any unfinished class work at home.

LESSON PLAN (Period 2)

RESOURCES
a thermometer

Introductory Activity
Hold up the thermometer and ask students to identify the instrument. Ask about its usage.
Praise the child who tells you the correct usage which is to check the temperature of the body.
Tell them in the same way a weather thermometer is used for checking the temperature of the
atmosphere. This is how we find out how hot or cold the day is.

Just like the thermometer, there are other instruments that tell us about the different weather
conditions. They also help us in forecasting the weather. Ask students how it helps in knowing
the weather for the day beforehand. If no correct answers come, tell them if they know it is
going to rain they may carry an umbrella. They can plan ahead and know if the day is going to
be good for an outing. An outing will not be suitable on a windy, rainy, or a cold day.
Tell your students that they are going to learn about some instruments that are used in weather
forecasting.
کائس ورک

مندرجہ ذیل سوالات کاس ورک کے طور پر پیش رہ جاتی ہیں۔ سوالات میں پہلے پہلہ ہر مسئلہ ورک سے کچھ کہی ہو، اکثر کا چاہئے ہے۔

طالبہ کا سرگرمی پر خیال کام شروع کر کے چن۔ اس میں ان کی مد کی۔

نوبو ورک

اکرولی کا پاک رہ نگاہتوں وہ ہر جگہ کا جاچے گا۔

سہیلی مالیہ نےدنی (دورا بیراہید)

اندامی اشیاء

تحریری نظر

فراغی سرگری

کہیں تصور نہیں آئے ہے اور مسائل سے چہ چہ چہ نہیں۔ اس کے استعمال کے بارے میں استفسار کیجی۔ ہم نہیں درست جواب دیں، شخصیات سے جمع کہ نہیں ہے۔ چھوٹی، طرح ورک کو یہ کہ چکر کا تصور نہیں کر سکتا ہے۔ پہلے پہلہ ہر مسئلہ ورک سے کچھ کہی ہو، اکثر کا چاہئے ہے۔

کہیں تصور نہیں آئے ہے اور مسائل سے چہ چہ چہ نہیں۔ مضمون ہے۔

سہیلی مالیہ نےدنی (دورا بیراہید)
Development
Name the instruments named shown in the book. Ask some students to read the text while others follow in their books. Discuss how weather forecasting helps in human safety and protection of human resources.

Class work
Ask students to name the instruments given in the book and write their functions.

LESSON PLAN (Period 3)

Introductory Activity
Begin by telling students that sometimes the weather can have a very bad effect on people and their surroundings. Ask what would happen if it rained continuously and very hard. It can result in flooding of the city. Roofs can collapse and roads break up and go underwater. This can cause loss of life and property. If this has ever happened in your city, please help students to remember how it was.

Similarly if the weather becomes very dry and there is no rain at all, it can result in a drought. Tell your students they are going to learn about the adverse effects of climate in this lesson. Tell them these are natural disasters which can cause a lot of damage and suffering.

Development
Ask some students to read the text aloud. Others should follow in their books and ask questions if something is difficult to understand. Discuss the effects of the natural disasters mentioned in the book. Encourage students to discuss any of these they might have experienced. Put a lot of emphasis on the safety measures against natural disasters. Make sure every student understands what these are.

Class work
What did you learn? Question 1; help students write the answers in their class work copies.

Homework
Any unfinished class work can be completed at home as homework.
Worksheet 3
What did you learn?

What did you learn?
LESSON PLAN (Period 4)

Introductory Activity
Recap of the last lesson. Ask students to read the text quietly at least three times and ask questions if something is not understood. Let them know you’ll be asking them questions.

Development
Ask the following questions orally. The answers are there to help you.

Class work
The same questions may be written on the board and students may be asked to write the answers in their homework copies.

Q) How are floods caused? How do they affect human life?
A) Floods are caused when there is a lot of rain. Sometimes they are caused when snow melts in the mountains causing water levels to rise in rivers. The banks of the river overflow and large areas of land go underwater. Floods harm human and animal life as well as crops and other vegetation.

Q) What is a drought? How does it affect human life?
A) A drought occurs when there is no rain for a long period of time. Crops and plants die without water, and animal die because there is no food.

Q) What is an avalanche?
A) Sometimes snow on the mountains becomes unstable and starts sliding down the slopes at a high speed. Anything that comes in the path is buried in the snow or is destroyed. This sliding down of snow at high speed is called an avalanche.

Q) What are landslides?
A) In a landslide, huge masses of earth or rocks slide down mountain slopes. This destroys everything in its way and blocks roads.

Q) What is a cyclone and how is it caused?
A) A cyclone is caused by winds that move at very high speed. There is also a storm. A lot of destruction is caused by a cyclone.

Q) What is a tsunami?
A) When there is an earthquake on the ocean bed, huge waves are created which move very fast. They travel towards land, destroying everything in their way.
سکین کی منصوبہ بندی (پوچشا چاپرید)

تفریقی گرور

چکلی سکین کا خاصی بیان کیتے ہوں گے - اداکار اپنے کومو مرتے سے کم از کم تین ہزار پنچھیاں - اگر کوئی غیر معمول میں ہر آنے کے لئے تو پہچان لے۔ اسبل تا دو دو چھوٹے کا پاپ ان سے سوائے پنچھیاں گے۔

تفریقی

در抓 ذیل سوالات ذیلی پوچشا آپ کی اسیانی کے لیے ان کے تجربے جو جوہرا مچی دیکھی گئی ہیں۔

کلاس ورک

یہ سوالات ہیں کہ یہ ہوں گے سوالات کا طریقہ جائز ہے یا نہیں؟

س : سوال کیے آے ہیں یہ اسکالر دنگی کا کور طریقہ جائز ہے یا نہیں؟

ق : جب باشی سمجھتے ہوئے جوہرو بھی آے ہیں۔ کچھ دنگی ان کا جواب پہلے پوچشا ہو جاتا ہے۔ پوچشا کا جواب سے یہ کہتا ہے کہ دو حصے کا جواب کے وہ ذیل وہ جے کے جواب کی عبادت ہے۔ اس سے اسیانی اور جوہرا کے ماہ میں محل کی نقل کیئے دو حصے کی تقلیل کی جاتی ہے۔

س : جوہرا کی سوالات کی سوالات سے مماثل ہیں؟

ق : جوہرا کی سوالات کی سوالات سے مماثل ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

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س : جوہرا کی پوچشا ہیں؟

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س : جوہرا کی پوچشا ہیں؟

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س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟

س : جوہرا کی پوچشا ہیں؟

ق : جوہرا کی پوچشا ہیں؟
Q) How is an earthquake caused?
A) An earthquake is caused when pressure builds up deep inside the Earth; it causes sudden movements on the surface, such as shaking or rolling.

LESSON PLAN (Period 5)

Introductory Activity
Give a recap of the previous lesson. Ask questions to check students’ understanding.

Class work
What did you learn? Question 1 a-f

Homework
Write 5 safety measures that can be taken against natural disasters.
What did you learn?

What did you learn?
UNIT 4 THE WORLD OF MAPS

TEACHING OBJECTIVES
- to explain the difference between a map and a globe
- to identify the elements of a map and explain how they are used

Teaching time: 2 periods

RESOURCES:
a world map; a map of Pakistan, a globe, textbook

LESSON PLAN (Period 1)

Introductory Activity
Students are aware of what a map is, and they have seen a globe in previous classes. Begin by asking the difference between the two; try to have a map hung on the board, and a globe on the table. One obvious difference which all students should know is that a globe is round whereas a map is flat. Encourage students to point out other differences.

Development
Ask the students to draw two columns in their CW copies, then read page 29 of the textbook. After they have understood the text, ask them to write the differences between a globe and a map (What did you learn? Q 1b)
For your reference one difference is given below:
A globe is a sphere and hence a model of the Earth, whereas a map shows the Earth flat.

LESSON PLAN (Period 2)

Introductory Activity
Elements of a map have been studied before; now ask the students to name any of the elements that they remember. Show students a map with the title ‘Cities of Pakistan’, written at the top centre of the map. Ask students what the map is showing. Students should answer that the map is showing cities, thus the title is one element, in the same way there are other elements.
باب 4: نجحتون کی دنیا

تدریکی مقاصد:

- نجحتون اور گروپ کے درمیان تفاوت بین کر کت
- نجحتون کے درمیان تفاوت کر کے جو ہے ان کا طریقہ اعتماد بین کر کے

تدریک کا دوبارہ: دوسری

اعادی اشیاء:

دنیا کا تصور، پاکستان کا تصور، ایک گروپ، انسان کتاب
سکچ کی مضمونہ بننی (پیپلا کہرید)

نتائجی سرگرمی

طلائے جا ہوئے کہ روز آگئے بھی چاہئے جس کی محسوس ہیں اس کو گروپ کی دو ہرکا سے دو ہم، دو ہم کے درمیان فرق لپیچہ دیتے ہوے شروع کریں۔

کوئی کی سمجھ کے بعد پہلے فرض ادا کریں اور میٹر پی گروپ کریں۔ ایک صورت فرق بچت ہے جس کے طالب علم جان لینے کے لیے کیہے ہے کہ گروپ گول بچے کریں

پچھلیا احجاوز تجاوز کے طالب علم الفاظی سمجھے کہ وہ میٹر فرق نہیں کریں۔

تفریق

طلائے گروپ کی اپنی کلاس کے کاہلیں میں وکالے بنے، جب انسان کتاب کے سوال 29 پر ہو گیا کہ اس پر چشمن۔ بچے ہم کو اس طرح کہ چاہے تو شرطے سے کہی ہے گروپ اور نجحتون کے درمیان فرق کی فروپ کریں (؟)۔

آپ کے لیے سوال زیادہ کے لیے طالب علم پر ایک فرق ہو تو جان ما جان باہر کہیں:

گولوں میں بلو ہو گئے بچے اور گروپ زبردھی کا خون (ہتالی) ہے۔ بچے کے لیے سمجھ کیہ، کچھ بیاناتوں اور پھر خاٹوڑی ہے۔

سکچ کی مضمونہ بننی (دوسری کہرید)

نتائجی سرگرمی

نتائج کے علاوہ بھی ہیں، طالب علم بھی کہ سمجھا ہے۔ اس کے جو ہے ایک گروپ کا کہ دیکھیں ہے اور آگے بڑھ کر میں نے پچھلیا کہ کبھی کہ کبھی ایک گروپ کا خون ہے۔ طالب علم کا ہم کہ بچت ہے جس کے طالب علم آگے بڑھ کر میں نے پچھلیا کہ کبھی کہ کبھی ایک گروپ کا خون ہے۔
Development
Explain the purpose of elements of a map. Elements help us in reading a map. Discuss the four elements. The first one is the title. As the name suggests, it tells us what is shown on the map. The second one is symbols. Symbols represent various features like a tree will show that the area is a forest. Symbols can be in the form of letters, pictures, or numbers. In order to understand the symbols, a key is given. The third element is direction. The students should be aware of the four main and four inter-cardinal directions. Revise these with them, giving a few examples. Ask the students to give the location of India, Iran, and China. The last element is scale; as the world is huge exact sizes and distances cannot be shown; thus everything is drawn according to scale, e.g. a distance of 100 km may be represented by 1 cm on the map. In this case the scale of the map would be 1 cm=100 km.

Class work
What did you learn? Question 1 a, c, and d

Homework
What did you learn? Questions 2
What did you learn?
UNIT 5 MUSLIM RULE IN THE SUBCONTINENT

TEACHING OBJECTIVES
• to give a detailed account of the life and achievements of Mohammad bin Qasim
• to give a brief summary of the Mughals
• to discuss the different Mughal emperors, their successes, achievements, and contributions
• to compare the ruling styles of different Mughal emperors

Teaching time: 5 periods

RESOURCES
textbook, maps of India, Pakistan, and the subcontinent

LESSON PLAN (Period 1)

Introductory Activity
Start the lesson by giving a brief history of Sindh, how it was ruled by Hindus, and how Mohammad Bin Qasim came to India; discuss his life, his successes, and his achievements.

Development
After discussing the life and achievements of Mohammad bin Qasim, ask students to read pages 34 and 35. Once reading has been done a few times, ask the following questions to assess how much has been understood. The answers are given for reference only.

Q) What do you know about the early life of Mohammad bin Qasim?
A) Mohammad bin Qasim was born in Taif, in 695CE. His mother looked after him as his father died when he was a young boy. He learnt warfare skills from his uncle, thus he became a brave and skilled fighter. He was made the governor of Persia at a very young age.

Q) How did Islam spread in Sindh?
A) Mohammad Bin Qasim was sent by the Governor of Iraq, Hajjaj Bin Yousaf to fight against Raja Dahir, the ruler of Daibal in Sindh. There were pirates in the area and Raja Dahir could not control them. Mohammad bin Qasim defeated the pirates and Raja Dahir and conquered a large area of Sindh. This success brought Islam to Sindh.

Q) What kind of a ruler was Mohammad bin Qasim?
A) Mohammad bin Qasim was an able ruler. He established law and order and instructed his soldiers not to kill women and children and to be kind to them. He conquered many other places because he was an expert fighter. He showed religious tolerance; he was kind-hearted and disciplined man.
باب 5: بر صغیر پر مسلمانوں کی حکومت

تدریسی مقصود:

• محمد بن تاقی کریمی دکورناموں کو انگیزہ سے بیان کرنا
• مخفیة کا نقش پر کارکردگی
• مخفیة شیخیہ دیوی، ان کی کہاں بہاؤ، دکورناموں اور مخفیة معاملات کیہ اس کے درخواست کے بعد اور بیان کیا
• مختلف فیض بے دشمن کے اسلام کی اداواری کا مہاتفہ کرنا

تدریس کا دودھا: پاکستان دیرہ-جگہیہ

اداوا اشیاء

نیشنل کتاب، بھارت، پاکستان اور بر صغیر کے لئے

سیکٹر کی مضبوط ہندی (پھلائے جہد)

تقریبی سرگرمی

سنہ 1900 کے تاریخ میں مسلمان گروہ کے ووئے سے سخت کا آغاز کیا گیا، جس کے پر پر بندرکنار کہا سمجھنے نجوہ میں کام کے بعد میں بہادر ہوگیا اس کی زندگی، یا مسلمانوں دکورناموں پر ہونا جنگیہ۔

تقریبی

• محمد بن تاقی کریمی دکورناموں پر بروش دیکھنے کے لئے قومی حضرت 34 اور 35 پر رہنے کی دحقات کیے گئے ہیں۔ نمازہ بیان کرنا کے لئے لی اصل میں سے دوسری خواتین پوری ہوئی ہے، جب اس بدعوشی کے لئے ھیں۔
• نہ: کچھ بھی کا تحقیق میں قیام کی ہوئی زندگی کے بارے میں کہا جانے چاہیے?
• نہ: محمد بن تاقی کریم 690، مسلمان فنگے کا سب سے پہلا عقیدہ کی تاریخ کا مشہور کہ ہے۔ ان کی اقتدار ایک کے کھیٹین نے ممکنہ خیالات پر انتہائی مخصوص کیا تھا۔ قبضہ کے اوائل پر مل کر زمانہ میں سے عادت کا گورنمنٹ کرکے یہاں تھا۔
• س: سحدھ میں اسلام کے بارے میں کہا گیا؟
• نہ: میں فرج کے ذریعہ میں یہ سمجھتا ہوں کہ مسلموں کی تعریف، حاجہ کے سلسلہ کی حاضمہ راجا دادنی سے بہتر ہیں لیکن لی اصل میں سے دوسرہ خواتین پوری ہوئی ہے جب اس بدعوشی کے لئے ھیں۔
• حضرت کے بارے میں بنارسی پیاں میں اسلامی کا آدھا ایک صنیعہ بھی۔
• س: محمد بن تاقی کریمی کے بارے میں?
• نہ: میں فرج کے ذریعہ میں اسلام کی تعریف، حاعقہ کے سلسلہ کی حاضمہ راجا دادنی سے بہتر ہیں لیکن لی اصل میں سے دوسرہ خواتین پوری ہوئی ہے جب اس بدعوشی کے لئے ھیں۔
Q) List a few of Mohammad bin Qasim’s policies.
A) A few policies of Mohammad Bin Qasim were:
   • He established Muslim rule but did not enforce Islam on non-Muslims.
   • Non-Muslims were exempted from zakat; rich Hindus and other minorities paid a tax called jizya.
   • Non-Muslims were not forced to join the army.

Class work
Write the above questions on the board and ask students to write the answers in their homework copies.

Homework
Complete any unfinished work at home.

LESSON PLAN (Period 2)

Development Activity
Recap of the previous lesson; ask students to tell you about the Mohammad bin Qasim, his life and achievements.

Class work
What did you learn? Questions 1 and 2

Class Project
This project may be taken up in the next period. It can be individual work or done in groups. Display the posters in the classroom.

Homework
Complete any leftover class work at home.

LESSON PLAN (Period 3)

Introductory Activity
Start the lesson by asking students whether they have seen the Badshahi Mosque and Shalimar Gardens in Lahore, or if they have heard of them. Explain that these were built when Muslims ruled India. Name a few Moghul emperors and ask if they have heard the names before. Ask if they have heard of the Taj Mahal. Tell them that this lesson will tell them about the great Mughal rulers.
What did you learn?
Development
Carry out reading of the text in class. Answer any questions your students might have. Explain all difficult words.

Class work
What did you learn? Question 2

Homework
Class activity: the class activity may be given as homework, after making clear how it is to be done.

LESSON PLAN (Period 4)

Introductory Activity
Recap of the previous class.

Development
Ask your students the following questions to check their understanding. The answers are there for your own understanding.

Q) Who was the first Moghul ruler? Where is he buried?
A) Zahiruddin Muhammad Babar was the first ruler; he is buried in Kabul, Afghanistan.

Q) What kind of a ruler was Babar?
A) Babar was an intelligent and brave fighter; he fought many battles and expanded his empire from Kabul to Bengal (show on the map).

Q) How did he come to power?
A) He came to power after defeating Ibrahim Lodhi in the Battle of Panipat, in 1526.

Q) What kind of a ruler was Humayun?
A) Humayun was a weak ruler. He was defeated by an Afghan ruler, Sher Shah Suri. He lived in exile in Persia. A few years after exile he recaptured Kabul, Delhi, and Agra with the help of the Persian ruler.

Q) What were his good qualities?
A) He was a good mathematician and an astrologer, was interested in miniature paintings, and knew many languages.

Q) How did he die and where is he buried?
A) He died in 1556 after falling from his observatory and is buried in Delhi.
What did you learn?

What did you learn?

What did you learn?

What did you learn?

What did you learn?

What did you learn?

What did you learn?
Q) What made Akbar famous?
A) Akbar was a kind ruler. He established Deen-e-illahi, a combination of good values from various religions. He was a wise king and was concerned about the welfare of his people. All these qualities made him famous.

Q) What kind of a ruler was Akbar?
A) Akbar was a wise ruler. He was concerned about peoples’ welfare.

Q) Where is Akbar buried?
A) Akbar is buried in Agra.

Q) What was Jahangir’s other name?
A) Jahangir’s other name was Saleem.

Q) What were his contributions?
A) Jahangir introduced mosaic work of precious stones and the use of white marble in buildings. The art of Moghul painting also developed during his rule.

Q) When did he die and where is he buried?
A) He died in 1627 and is buried in Lahore.

Q) What contributions were made by Shah Jahan?
A) Architecture, culture, art, and literature were promoted during Shah Jahan’s rule. He was a great builder. He built the Lal Qila, Jama Masjid in Delhi; the Shah Jahan mosque in Thatta, and the Shalimar Gardens and Wazir Khan Mosque in Lahore. He also built the Taj Mahal.

Q) When did he die and where is he buried?
A) He died in 1658 and is buried next to his wife in the Taj Mahal.

Q) Why was the Taj Mahal built?
A) The Taj Mahal was built in memory of Shah Jahan’s wife, Mumtaz Mahal.

Q) Where is the Taj Mahal?
A) The Taj Mahal is in Agra.

Q) How long did Aurangzeb rule?
A) Aurangzeb ruled for fifty years.

Q) What were his contributions?
A) During Aurangzeb’s rule, the Moghul Empire expanded to a great extent. He built the famous Badshahi Mosque in Lahore. It was the largest mosque in the world at that time. He was a strong Muslim and believed in equal rights for all religions.

Q) When and why did the downfall of the Moghul Empire begin?
A) The downfall of the Moghul Empire began during Aurangzeb’s rule since none of his sons was trained to take control of the empire.
س: ایک گروہ کیوں لیا ہے کہ شہری کو مشترکہ ہے؟

ج: ایک گروہ کو جلوس ہے اس نے سے ہم نشاندہ کی ہے کہ اس میں سے ہم لیا ہے اس نے میں اسی کو مشترکہ ہے اس نے ہم نشاندہ کی ہے اس نے میں اسی کو مشترکہ ہے اس نے ہم نشاندہ کی ہے اس نے میں اسی کو مشترکہ ہے اس نے ہم نشاندہ کی ہے اس نے میں اسی کو مشترکہ ہے۔

س: ایک گروہ کیوں لیا ہے؟

ج: وہ وہ اس نے میں کا مشترکہ ہے اس نے ہم نشاندہ کی ہے اس نے میں اسی کو مشترکہ ہے اس نے ہم نشاندہ کی ہے اس نے میں اسی کو مشترکہ ہے اس نے ہم نشاندہ کی ہے اس نے میں اسی کو مشترکہ ہے اس نے ہم نشاندہ کی ہے اس نے میں اسی کو مشترکہ ہے۔

س: ایک گروہ کیوں لیا ہے؟

ج: اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے۔

س: ایک گروہ کیوں لیا ہے؟

纯电动: اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے اس نے میں اسی کو مشترکہ ہے۔
Class work
Give the more important of the questions above for class work.

Homework
Any unfinished work to be completed at home.

LESSON PLAN (Period 5)

Introductory Activity
Recap of the previous lesson.

Class work
What did you learn? Question 1
Worksheet 4

Class project
Guide students on how to do this.

Homework
Worksheet 5

Home project
This is optional.
What did you learn?

Work 1

Work 4

Work 8
UNIT 6 CITIZENSHIP

TEACHING OBJECTIVES

- to define citizenship
- to explain the structure of the government of Pakistan
- to explain the importance of elections
- to explain the work of the different branches of the government
- to discuss the rights and responsibilities of a Pakistani citizen
- to explain the responsibilities of some important government institutions

Teaching time: 4 periods

RESOURCES

textbook

LESSON PLAN (Period 1)

Introductory Activity
Write on the board the question: What is a citizen? See if anybody can tell you the answer. Explain that we are all Pakistani citizens which means that we belong to Pakistan and this is our country. We have the legal right to live in this country. When people live together they need to make some rules for everyone to follow. To do this they form a government. This unit will tell students how a government is formed and what its functions are. Ask if they remember the last elections. Explain what happens in an election, what is a vote, who can vote, and what purpose it serves. Tell them that Pakistan is a democratic country and that is why we elect our leaders by voting.

Development
Reading of the unit till the end of page 44. Explain the text as it is being read. Ask the names of the present prime minister and the chief minister of your province. Make sure your students understand the meaning of democracy.

Class work
What did you learn? Question 1 b
What did you learn?
Homework
What did you learn? Question 1 a

LESSON PLAN (Period 2)

Introductory Activity
By now your students should have a good idea about elections and the formation of a government. Hold mock elections in your class. Elect a class president or a monitor. Identify students who would like to take on this responsibility. Then give each of them two minutes to come forward and tell everyone why they should vote for them. At the end of these short speeches, hold elections in the class. Ask everyone to cast their vote in favour of their favourite candidate.

Development
Announce the result after the votes have been counted. Explain to students this is how an election is held in the country to elect people’s representatives. People elect those candidates who they trust and think will work for the progress of the country and its people.

Home Work
What did you learn? Question 1 c

LESSON PLAN (Period 3)

Introductory Activity
Write the next topic, ‘Government institutions’ on the board. Explain that a government does its work through various institutions. Some of these are mentioned in the book.

Development
Reading of the text on pages 45 and 46. Explain the text where needed and welcome questions from your students.

Class work
What did you learn? Questions 1 d-g
What did you learn?

Government institutions

What did you learn?

What did you learn?
Homework
What did you learn? Question 2

LESSON PLAN (Period 4)

Introductory Activity
Write ‘Rights and Responsibilities’ on the board. Ask students what the two terms mean. Some of them would remember from previous years. State some basic rights like the right to education and the right to live as a free person. Encourage students to add to these.

Development
Reading of the lesson from page 47 to 48; explain the rights and responsibilities so that every student understands. After the reading has been done draw two columns on the board and ask students to tell you the rights and responsibilities they have just read about. Write them in the correct columns as they say them.

Class work
What did you learn? Question 1 a-c

Homework
What did you learn? Question 2

Class Activity
This may be given as group work.
What did you learn?

What did you learn?

What did you learn?
UNIT 7 THE TORCHBEARERS

TEACHING OBJECTIVES

• to discuss the lives and achievements of our great leaders who struggled for the rights of the Muslims of the subcontinent
• to trace the lives of great leaders like Sir Syed Ahmed Khan, Maulana Mohammad Ali Jauhar, and Allama Iqbal

Teaching time: 5 periods

RESOURCES

textbook

LESSON PLAN (Period 1)

Introductory Activity
Write ‘Sir Syed Ahmed Khan’ on the board. Ask students if any of them have heard of him. Listen to the students who have something to say in this regard. Explain that Quaid-e-Azam was not alone in his struggle for independence and the rights of the Muslims of the subcontinent. He was supported by many leaders who are our heroes. In this unit they will learn about some of them. Explain the meaning of ‘torchbearers’: they are people who lead and show the way to others in order to achieve a goal.

Development
Reading of the text from page 49 to 51. Explain the reasons behind the War of Independence of 1857. Also explain the outcome. You can hold the interest of your students if you narrate the text like a story. Try to bring out the greatness of Sir Syed Ahmed Khan so that he is seen as a role model.

Class work
What did you learn? Question 2

LESSON PLAN (Period 2)

Introductory Activity
Give a recap of the previous lesson.
What did you learn?

(Book cover: The Torchbearers)
Development
Let your students read the text once and then ask the following questions. The answers have been given to help you.

Q) When and where was Syed Ahmed Khan born?
A) Syed Ahmed Khan was born in Delhi, India on 17 October, 1817.

Q) What did he study?
A) He studied Islamic law, mathematics, literature, astronomy, and eastern languages.

Q) What is he known as?
A) Sir Syed Ahmed Khan is known as a philosopher, scholar, reformer, and an activist.

Q) How did the Aligarh movement start?
A) After the War of Independence the British turned against the Muslims and rewarded the Hindus they believed that the war had been started by the Muslims. Sir Syed Ahmed Khan wanted to do something about this so he started the Aligarh Movement. He wanted to remove this misunderstanding and also wanted the Muslims to progress in every way. For this he encouraged them to become educated.

Q) What were his contributions as an educationist?
A) Syed Ahmed Khan’s contributions as an educationist were:
   • He founded the Mohammadan Anglo-Oriental College in 1875, which became the famous Aligarh University in 1920.
   • He wrote Asbab-e-Baghawat-e-Hind.
   • He also established the British India Association for the betterment of Muslims.

Q) When did he die; where is he buried?
A) He died on 27 March, 1898 and was buried near a mosque inside Aligarh University.

Q) What was the purpose of the British India Association?
A) The purpose of the association was to bring the British and the Muslims together and to remove misunderstandings between them.

Homework
What did you learn? Question 1 a-c

LESSON PLAN (Period 3)
What did you learn?
Introductory Activity
Maulana Mohammad Ali Jauhar is another name your students should be familiar with. Discuss his life and contributions. He was a great leader who wanted Muslims to be freed from the British Raj.

Development
Reading of pages 53 and 54; once the reading has been done a few times, narrate the story of Maulana Mohammad Ali Jauhar’s life in your own words so that students understand it, enjoy it and remember the great leader. Use of the Urdu language would be beneficial here.

Maulana Jauhar is known for his role in the Khilafat Movement. Please give a background to the movement and explain his role in it.

You may ask the following questions to assess your students’ understanding. The answers are included for your help.

Q) How do we remember Maulana Mohammad Ali Jouhar?
A)  We remember Maulana Jauhar as a Muslim leader, an activist, a scholar, a writer, and a poet who played an inspiring role in the freedom movement. His writings and speeches played a very important part in inspiring the Muslims.

Q) What do you know about his early life?
A)  Maulana Mohammad Ali Jauhar was born on 10 December, 1878 in Rampur, India. He studied at the Anglo-Oriental College in Aligarh and eventually went to Oxford where he was awarded an honours degree in modern history.

Q) What were his contributions as a writer?
A)  Mohammad Ali Jouhar wrote for English newspapers like The Times, Observer, and The Manchester Guardian. He published Comrade, an English language newspaper from Calcutta. The Urdu language paper Hamdard was also published by him.

Q) What do you know about his political career?
A)  Mohammad Ali Jauhar was one of the founders and the President of the All India Muslim League. He supported the Khilafat Movement, was arrested and jailed for two years for protesting against the British. He joined the Congress and became its president in 1923. In 1930 he attended the Round Table Conference held in London, where he made a speech stating that he wanted to return to a free nation.

Q) When did he die? Where is he buried?
A)  He died on 4 January, 1931 and is buried in Jerusalem in the courtyard of Al Aqsa Mosque.

Class work
The above questions can be given as class work. Write them on the board and ask your students to write the answers in their class work copies.
مقابلات گرگی

ملاقات محمد جعفر ایک اور نام تے تے کئے آپ کے ظاہروں دا کچھ چیز نہیں۔ اس کے حالات زندگی اور کامانوں کو زیر زبان نہیں۔

ملاقات محمد جعفر ککار کی کہانی تے جو سامنس کو دیکھنے کے خیال تے کے کئے آپ کا کچھ چیز نہیں۔

تقربے

صفر 58، 64، 66 جہاں جا ایک بچھتے کی بات پہچنے لیے جا کی چیز تمہیں کہا گیا کی چیز دیکھے۔ اس کے حالات زندگی اور اکثر غصہ نہیں۔ کیا کہ سالم آپ سے جہاں جا کی کہا گیا کی چیز نہیں؟

ملاقات محمد جعفر ککار کی کہانی تے جو سامنس کو دیکھنے کے خیال تے کے کئے آپ کا کچھ چیز نہیں۔

سکتے کئے بعد کے ملاقات پر بہتر فہم ہوں۔ اپنا تجربہ اور تجربہ کی فہمی کی فہمی کی تجربہ کی فہمی کی فہمی کی فہمی کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فہمی کی تجربہ کی فه
Homework
Complete any unfinished work at home.

LESSON PLAN (Period 4)

Introductory Activity
Recap of the previous class. Ask questions to refresh students’ memories.

Class work
What did you learn? Questions 1 and 2 to be done in CW copies

Homework
Ask students to read the text on Allama Iqbal at home (pages 56 and 57) and come prepared for the next lesson.

Home project
This may be given for homework after explanation.

LESSON PLAN (Period 5)

Introductory Activity
Write the topic on the board: Allama Muhammad Iqbal. Ask simple questions like where was Allama Iqbal born? Where is he buried? Where did he study? When do we celebrate his birth anniversary? Later ask if anyone can tell you what he did for Pakistan. Why is he so famous?

Development
Reading of the text. Please ensure your students appreciate the greatness of Allama Iqbal. Recite some of his verses and explain them in Urdu to show how he encouraged the Muslims to realize their greatness and to rise from the depths they had fallen into.

Explain the meaning of ‘lab pay aati hai dua bun kay tamanna mair’.
What did you learn?

What did you learn?
Class work
What did you learn? All questions in their CW copies

Homework
Complete any unfinished work at home.
Worksheet 6

Home project
Explain the task before asking students to complete it. Students can work in groups as well.
What did you learn?
UNIT 8 THE WAY WE LIVE

TEACHING OBJECTIVES

• to describe the regional cultures of Pakistan
• to introduce the Turkish culture and discuss the similarities between the Pakistani and Turkish cultures
• to give basic information about religious festivals
• to encourage students to respect all religions

Teaching time: 7 periods

RESOURCES
If possible, handicrafts of different Pakistani provinces, textbook

LESSON PLAN (Period 1)

Introductory Activity
Write ‘Culture’ on the board. Ask if anyone knows what it means. Tell them that culture is the way we live. Each place has its own culture. People living together learn from each other and start doing things in a similar way. That becomes their culture. That is why people living in different parts of the country have different cultures.

Ask them to think about their city. What common things do they find among people generally? What do people normally eat? What clothes do they wear? What outdoor activities do they do? How do they celebrate important events? What languages do they speak? All this forms part of a culture. Normally a province has an overall culture which is followed in all the cities of that province.

Let your students know that in this unit they will learn about the cultures of the different regions of Pakistan.

Development
Reading of the unit as far as the end of Balochi culture. Explain as children read. Ask if they are familiar with anything they have read about.

Class work
What did you learn? Question 1a
What did you learn?
LESSON PLAN (Period 2)

Introductory Activity
Ask questions related to the previous lesson to assess understanding. Tell them that there are some religious festivals that people of all provinces celebrate, like the two Eids. Other than these, each province has its own special festivals. Give examples from your own province to help students understand.

Development
Reading of the text: Sindhi, Pashtun, and Gilgit-Baltistan cultures. Explain as the text is read repeatedly, and encourage input from your students.

Class work
What did you learn? Question 1 b

Homework
What did you learn? Question 1 c

LESSON PLAN (Period 3)

Introductory Activity
Recap of the previous lesson. Please include all your students and make sure each one of them has something to say to show their understanding.

Development
Give a class activity. Draw 5 columns on the board and write the following headings: Province, People, Food, Festivals, Dress. Call students one by one and ask them to add a point under each of the headings. They may consult their books. A sample is given on pages 70, 72.
What did you learn?

What did you learn?

What did you learn?

What did you learn?
<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>FOOD</th>
<th>DRESS</th>
<th>FESTIVALS</th>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sindh</td>
<td><em>sag bhaji</em>, chawal, pallo machi, koki, almond drink and <em>kheer</em></td>
<td>shalwar kameez with <em>ajrak</em> and Sindhi cap</td>
<td>annual <em>urs</em> at Bhit shah and Lal Shahbaz Qalandar; Horse and cattle show at Jacobabad; <em>Ho jamalo</em> and <em>Dhamal</em> are dances</td>
<td>peace loving, generous and friendly; <em>malakhiro</em> a popular sport; languages are Sindhi, Memoni, Kutchi, Thari, and Utradi</td>
</tr>
<tr>
<td>KP</td>
<td><em>balti gosht</em>, <em>shorwa</em>, <em>chapli kabab</em>, and naan</td>
<td>loose shalwar kameez with Peshawari cap and chappals; women wear long, loose frock with shalwar; heads are covered with a <em>chaddar</em></td>
<td><em>Sparlay</em> to mark the beginning of spring; <em>Attan</em> and <em>Khattak</em> are traditional dances.</td>
<td>proud of their values, hospitable; <em>buzkashi</em> and <em>naiza baazi</em> are popular sports; languages are Kalkoti, Kalami, and Torwali</td>
</tr>
<tr>
<td>Balochistan</td>
<td>wheat and rice, <em>sajji</em>, <em>kaak</em>, fish, and <em>dampukht</em></td>
<td>For men, loose shalwar and long kurta with a turban; women wear shalwar and a long embroidered kurta which has a pocket; heads are covered with a <em>chaddar</em>.</td>
<td><em>Sibi mela</em> is an annual festival; dances are <em>Lewa</em>, <em>Jhoomer</em>, <em>Dochaap</em>, and <em>Hambo</em>.</td>
<td>hospitable people, simple and easy going; common games are wrestling, horse racing, shooting and hunting</td>
</tr>
<tr>
<td>الوجب</td>
<td>المكونات</td>
<td>النكهات</td>
<td>سلطات</td>
<td></td>
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<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>سوشي</td>
<td>سمك شامي، ذرة قارب، ثمرة برتقال، مشروب ساكي، البصل، الرز، الفلفل الأحمر</td>
<td>مخلل، مأكولات طازجة</td>
<td>ساهي، فوري، فوري للسماك، ثمر، ثمرة برتقال، مشروب ساكي</td>
<td></td>
</tr>
<tr>
<td>سوشي</td>
<td>سمك شامي، ذرة قارب، ثمرة برتقال، مشروب ساكي، البصل، الرز، الفلفل الأحمر</td>
<td>مخلل، مأكولات طازجة</td>
<td>ساهي، فوري، فوري للسماك، ثمر، ثمرة برتقال، مشروب ساكي</td>
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<td>سمك شامي، ذرة قارب، ثمرة برتقال، مشروب ساكي، البصل، الرز، الفلفل الأحمر</td>
<td>مخلل، مأكولات طازجة</td>
<td>ساهي، فوري، فوري للسماك، ثمر، ثمرة برتقال، مشروب ساكي</td>
<td></td>
</tr>
<tr>
<td>سوشي</td>
<td>سمك شامي، ذرة قارب، ثمرة برتقال، مشروب ساكي، البصل، الرز، الفلفل الأحمر</td>
<td>مخلل، مأكولات طازجة</td>
<td>ساهي، فوري، فوري للسماك، ثمر، ثمرة برتقال، مشروب ساكي</td>
<td></td>
</tr>
<tr>
<td><strong>Punjab</strong></td>
<td><strong>Staple food is roti and paratha eaten with milk or lassi; saag, makai ki roti, murgh cholay, makhni doodh, kunna, panjiri, and tandoori chicken are famous dishes.</strong></td>
<td><strong>bright shalwar kameez and dhoti kurta with pagri; khussa is the traditional shoe of Punjab.</strong></td>
<td><strong>Festivals are full of colour; Bhangra, Jhumar, Luddi and Dhamal are famous dances. Festivals are Mela Charaghan, Basant, and National Horse and Cattle show.</strong></td>
<td><strong>warm hearted, fun loving, hospitable; traditional games are kabbadi and wrestling. People speak Punjabi, with different dialects such as Hindko, Shahpuri, Saraiki and Pohari.</strong></td>
</tr>
<tr>
<td><strong>Gilgit Baltistan</strong></td>
<td><strong>Popular dishes are karack (naan bread), machi bhat (spicy coconut salmon with rice), vegetable shaak (curry) and tikka chilla, stuffed parathas with meat or vegetables, kababs</strong></td>
<td><strong>Men wear a coat, trousers and a cap. Women wear a loose kurta and a gown with a sash, heads are covered with a cap and a large dupatta, silver jewellery is also worn.</strong></td>
<td><strong>Shandur Polo Festival, Silk Route festival, and Nauroze are annual festivals.</strong></td>
<td><strong>polite, peace loving, and hospitable. They honour their guests.</strong></td>
</tr>
</tbody>
</table>

**Class work**
Ask them to do the above exercise in their CW copies.

**Homework**
The class work may be completed at home.
Ask students to read pages 64 and 65 at home and come prepared for the next lesson.
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content 1</td>
<td>Content 2</td>
</tr>
<tr>
<td>Content 3</td>
<td>Content 4</td>
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<tr>
<td>Content 5</td>
<td>Content 6</td>
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<td>Content 7</td>
<td>Content 8</td>
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<td>Content 9</td>
<td>Content 10</td>
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<td>Content 11</td>
<td>Content 12</td>
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<td>Content 14</td>
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<td>Content 15</td>
<td>Content 16</td>
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<td>Content 17</td>
<td>Content 18</td>
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<tr>
<td>Content 19</td>
<td>Content 20</td>
</tr>
</tbody>
</table>
LESSON PLAN (Period 4)

Introductory Activity
Write the topic on the board: ‘Turkish culture’. As the students have already done the reading at home, explain briefly that Turkey is a brother Muslim country. Pakistan has very good relations with Turkey. Tell them the interesting fact that party of Turkey falls in Asia and part in Europe.

Tell your students they should look for similarities between the Pakistani and Turkish cultures as they read.

Development
Reading of the text by some students: pages 64 and 65. Afterwards you may ask them the following questions to check their understanding. The answers have been given to help you.

Q) How would you describe the people of Turkey?
A) Turks are jolly, generous, and friendly people. They have strong family ties. They love to spend time with their families.

Q) What are the main languages spoken in Turkey?
A) Turkish, the main language is divided into two dialects, the western and the eastern dialects; other languages are Urfa, Oghuz, Arghu, and Siberian

Q) What kind of dress is worn in Turkey?
A) Turks wear baggy trousers and a loose shirt tied at the waist. Women cover their heads with a scarf on top of a cap. During winter they wear a long overcoat called a ferace.

Q) What are the most famous festivals?
A) The camel wrestling festival, the oil wrestling festival, and the Mevlana are the most famous Turkish festivals.

Class work
The above questions in their CW copies.

Homework
What did you learn? Question 1

The way we live
What did you learn?
LESSON PLAN (Period 5)

Introductory Activity
A recap of the unit covered so far. Ask questions to reinforce learning.

Class work
What did you learn? Questions 1 d-f and Question 2

Homework
Home project (optional)

LESSON PLAN (Period 6)

Introductory Activity
Ask students to describe what they do on Eid day. Do they know of any other Muslim festival? When are they celebrated? What is the importance of Eid-e-Milad-un-Nabi? If there are Christians and Hindus in the class, ask them about their religious festivals.

Development
Reading of the text: pages 67 and 68; explain that people of other religions also celebrate their festivals. The Christians celebrate Christmas and Easter, the Hindus celebrate Diwali and Holi, and the Parsis celebrate Nauroz.

Class work
What did you learn? Questions 1 a-d

Homework
What did you learn? Question 2

Home project
As given in the textbook. Please provide guidance.
What did you learn?

Home Work

Home Work (Optional)

What did you learn?

Optional Work (Optional)
**Homework**
Find out the names of ten famous mosques in the world. Mention the names of the cities and the countries in which they are located.

**LESSON PLAN (Period 7)**

**Introductory Activity**
Tell students that they will learn about the different places of worship. All these are sacred to their followers and should be given respect.

**Development**
Reading of the text on ‘Places of worship’. Explain the text and answer every question. Help your students appreciate that all religions and their places of worship are to be respected.

**Class work**
What did you learn? Questions 1 a-d.

**Class Activity**
Ask students to collect pictures about other religions and their places of worship. Guide them to make a wall chart, giving information about these religions.

**Homework**
Worksheet 7

**Home project**
Guide your students to do this project.
What did you learn?
Places of worship

What to do next

What did you learn?
Places of worship

What to do next

What did you learn?
Places of worship

What to do next

What did you learn?
Places of worship

What to do next

What did you learn?
Places of worship

What to do next

What did you learn?
Places of worship

What to do next

What did you learn?
Places of worship

What to do next
UNIT 9 THE CHOICES WE MAKE

TEACHING OBJECTIVES

• to differentiate between wants and needs
• to define opportunity cost
• to differentiate between goods and services
• to explain how to make wise choices with money

Teaching time: 1 period

RESOURCES

textbook, cell phone, wrist watch, book, sunglasses, deodorant, pen, or pencil

LESSON PLAN

Introductory Activity

Introduce the topic by drawing two columns on the board. The first column should have the title ‘My needs’, the second should be headed ‘My wants’. The first one is what is important for life, the second is what one wants; it may not necessarily be a need. Write down the list of things and ask students to place them in the appropriate columns. List: school uniform, cell phone, a new dress, wrist watch, school books, computer, sunglasses, eye glasses or spectacles, deodorant, TV, sandwich, toys, fancy pencil box, simple pencil box, home-made food, restaurant food, soft drinks, clean drinking water.

Development

Explain the meaning of economic choice. We want a lot of things in life. When we go to a shop or a mall, a number of things attract us. But before making our purchases we must consider how much money we have. Explain that resources are always limited, which means that the amount of money we have is never enough to buy everything we want. That is why we have to pick and choose. We have to decide what we really need to have and what we can do without. This helps us to spend our money in the best way. This is called ‘economic choice’. We choose the thing we want considering the amount of money we can spend. The item we decide not to have is called the ‘opportunity cost’. For example, you see two things in the shop: an ice cream bar and a pencil box. You know that you only have enough money to buy one of these things. You also know that you ‘need’ the pencil box but not ice cream. So if you decide to buy the pencil box, the ice cream becomes your opportunity cost. It is the thing you have to give up in
My wants (میری ضرورتے) اور وہاں سے کام کی مرتبہ (میری ضرورتے) اور وہاں سے کام کی مرتبہ اور دوسرے کام کی مرتبہ

My needs (میری ضرورتے) اور وہاں سے کام کی مرتبہ (میری ضرورتے) اور وہاں سے کام کی مرتبہ اور دوسرے کام کی مرتبہ
order to get something else. Please explain this concept to students in a very simple way as suggested here.

Thus economic choice is to differentiate between our needs and our wants.

The government has to look at opportunity costs too. For example, they may have to decide between building a shopping mall or a hospital; providing clean drinking water to citizens or building a road.

Explain the difference between goods and services. Students should understand that while making purchases they have to consider many things, e.g. the price, quality, and value for money. When we need a service, like going to a doctor or a hairdresser, we should again consider price and quality.

Class work
What did you learn? Questions 1 a-c

Homework
What did you learn? Question 2
Home activity to be done with the help of parents.
Worksheet 8
What did you learn?
UNIT 10 MEANS OF COMMUNICATION

TEACHING OBJECTIVES

• to explain what communication is
• to identify various kinds of communication
• to explain how the telephone has made life easier
• to describe the progress made in mobile phone technology
• to explain how computers have made communication quicker and easier
• to identify the advantages and disadvantages of mobile phones

Teaching time: 2 periods

RESOURCES

textbook, telephone, computers

LESSON PLAN (Period 1)

Introductory Activity

To introduce the topic tell your students you are giving them 3 minutes to talk to each other. They are normally not allowed to do this in class but you have a reason for allowing it. There will be noise in the room but ignore it. After three minutes ask everyone to stop.

Ask students what they were doing. They will say ‘talking’. Ask why they were talking, what they talked about, did they find out anything, what did they find out? Tell them that this is actually called ‘communication’. Write the word on the board. What they were doing was communicating with each other. Ask if talking to each other is the only way to communicate. What if they had to communicate with someone sitting in another city or another country? Build on this discussion and encourage them to name the different means of communication like telephone, emails, etc. Radio and TV are also ways of communication though it is one-way.

Development

Reading of the unit; the text explains the different modes of communication. Give any necessary explanations. Answer all questions. Read to the end of ‘The telephone’.
باب 10: ذراعين إبلاغ

الدروسية معاصرة:
- كيف يمكن تنبؤ كيفية تصرفك؟
- دارعكان الزمان كيف تصرفه؟
- كيف يمكن تنبؤ كيفية تصرفك؟
- كيف يمكن تنبؤ كيفية تصرفك؟
- مواقف تعلم كيفية تنبؤ كيفية تصرفك.
- أي وقت تعلم كيفية تنبؤ كيفية تصرفك.
- مواقف تعلم كيفية تنبؤ كيفية تصرفك.
- مواقف تعلم كيفية تنبؤ كيفية تصرفك.
- تعلم كيفية تنبؤ كيفية تصرفك.
- دارعكان الزمان كيف تصرفه؟

المراجعة الإملائية

مصطلحات

ستقبل منجع الوظيفة (إيضا، تبديل)

التاريخ

ستقبل منجع الوظيفة (إيضا، تبديل)

الاست difficoltà

ستقبل منجع الوظيفة (إيضا، تبديل)

الاسمال مساحة

خانق، تفكيك، لح، كيور

ificant منجع الوظيفة (إيضا، تبديل)
Class work
What did you learn? Question 1 a-d

Homework
What did you learn? Question 1 e-f

LESSON PLAN (Period 2)

Introductory Activity
Start by asking students how the telephone has made our lives easier; ask students how many kinds of telephones are used in their homes. Discuss the differences between a land-line telephone and mobile phone. Which one do they prefer and why? Also ask students to identify a few advantages of computers, and say whether life has become easier with the invention of computers.

Development
Discuss the development which has taken place in mobile phones and how mobile phones have made life more comfortable and easier for everyone. Ask students to read the remaining text of the unit. Answer all questions.

Class work
What did you learn? Questions 1 e and f

Class Activity
Please use the suggested class activity ideas as time permits.

Homework
Worksheet 9
What did you learn?

What did you learn?

What did you learn?
Physical features of Pakistan

Fill in the blanks.

1. ______________________ is known as the fruit basket of Pakistan.

2. Gwadar and Sibi are important cities of ______________________.

3. Ziarat residency and Pishin valley are in ______________________.

4. The central part of Balochistan is the ______________________.

5. ______________________ is the capital and largest city of Sindh.

6. ______________________ has a 250 km long coastline.

7. The ______________________ flows into the Arabian Sea in the south of Sindh.

8. ______________________ of the country’s population lives in Punjab.

9. ______________________ is the largest city of Punjab.

10. Punjab is known as the ______________________ rivers.
Population

Fill in the blanks.

1. The population of the world is ____________________________.

2. 60% of the world’s population lives in this continent: ________.

3. A ____________________________ is carried out to count the number of people in a country.

4. In Pakistan, the most populated province is ________________.

5. The most populated city of Pakistan is ________________.

6. The movement of people from one place to another is called ____________________________.

7. In the mountains the climate is ____________________________.

8. The coastal areas of Pakistan are located in the ____________________________ along the Arabian Sea.

9. ____________________________ are people who move from one place to another in search of food and water.

10. The most populated country in the world is ________________.
Weather and its effects

I Fill in the blanks.

1. Two factors which can affect the weather of a place are ___________ and ________________.

2. Another name for Eskimo is ________________.

3. The instrument used for measuring the amount of rainfall is called ________________.

4. The direction of the wind can be found out by a ____________.

II What safety measures would you take on a rainy day?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Muslim rulers I

Fill in the blanks.

1. Mohammad bin Qasim was sent by the _______________ of Iraq to fight against Raja Dahir.

2. Raja Dahir was the ruler of _______________ in Sindh.

3. The tax levied upon the rich non-Muslims was called _______________.

4. The first Moghul emperor was _______________.

5. Babar expanded the Moghul Empire from _______________ to Bengal in the east.

6. Babar’s tomb is in _______________.

7. Humayun supported the arts and was especially interested in _______________.

8. Akbar succeeded to the throne at the age of _______________.

9. Deen-e-Ilahi, a new religion was introduced by _______________.

10. The tomb of _______________ is in Agra, India.
Muslim rulers II

Fill in the blanks.

1. Jahangir captured _______________________ from the Rajputs.

2. The use of white marble and mosaic work of precious stones was introduced by ________________________.

3. Lal Qila and Jama Masjid were built by ________________________.

4. The famous Taj Mahal was built by Jahangir in memory of his wife ________________________.

5. Aurangzeb ruled for ________________________ years.

6. Aurangzeb fought with his brother, ________________________, to become the emperor.

7. Badshahi Mosque in Lahore was built by ________________________.

8. The Shalimar Gardens were built by ________________________.

9. Jahangir died in 1627 and was buried in ________________________.

10. ________________________ died when he fell from his observatory which had been built on the roof of his palace.
The torchbearers

Fill in the blanks.

1. Sir Syed Ahmed Khan was born on _______________ in _______________.

2. After the War of Independence, Sir Syed Ahmed Khan wrote _______________.

3. In 1875 he founded an important educational institution known as _______________.

4. Maulana Mohammad Ali Jauhar was born in _______________, India on 10 December, 1878.

5. In 1898, Maulana Mohammad Ali Jauhar went to _______________ where he was awarded an honours degree in modern history.

6. He became the president of the All India Muslim League in _______________.

7. He started an English newspaper called _______________ from Calcutta.


9. Allama Iqbal was born on _______________ in Sialkot.

10. Allama Iqbal got his doctorate from _______________ University, Germany.
Festivals

Fill in the blanks.

1. Eid-ul-Fitr is celebrated on the first day of ________________.

2. Eid-ul-Azha is celebrated after the performance of ________________.

3. Eid-ul-Azha is celebrated to remember the sacrifice made by ________________.

4. The last month of the Islamic calendar is ________________.

5. The birth of the Prophet ﷺ is celebrated on ________________.

6. ________________ is celebrated by Christians to mark the renewal of life.

7. Christians celebrate Christmas because it was on December 25 that their Prophet ________________ was born.
Needs and wants

I. Complete the following sentences:

1. Something which I do not necessarily need is my ____________.
2. Something which is extremely necessary is my ________________.
3. Economic choice is made when resources are ________________.
4. Between a cell phone and a book I would choose ________________.
5. A ____________________________ is the work someone does for us.
6. __________________________ are things one can hold in our hands and use.

II. Identify the following as wants or needs. Write them in the correct columns.

toothbrush, new dress, school bag, perfume, burger, sunglasses, school uniform, dictionary

<table>
<thead>
<tr>
<th>Wants</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td>____________________</td>
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<tr>
<td>____________________</td>
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<tr>
<td>____________________</td>
<td>____________________</td>
</tr>
</tbody>
</table>
Means of communication

Fill in the blanks.

1. The first computer was introduced in the year ________________.

2. Hearing impaired people can use a mobile by sending ____________________.

3. The first automatic mobile or cellular phone was introduced in ____________, in the year ____________ for public use.

4. The first mobile company to offer a built-in projector was ____________________.

5. The first smartphone was offered by ________________.

6. The communication which uses pictures and symbols is called ____________________.

7. Typing is a kind of ____________________ communication.

8. Another name for a portable computer is ________________.
Answer key

Unit 1  Physical features of Pakistan

1.  a.

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balochistan</td>
<td>347,190 square km</td>
</tr>
<tr>
<td>Punjab</td>
<td>205,345 square km</td>
</tr>
<tr>
<td>Sindh</td>
<td>140,914 square km</td>
</tr>
<tr>
<td>Gilgit-Baltistan</td>
<td>72,971 square km</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>47,521 square km</td>
</tr>
<tr>
<td>FATA</td>
<td>27,220 square km</td>
</tr>
</tbody>
</table>

b. Balochistan and Punjab both have hot summers and cold winters. Balochistan has dry deserts, barren plateaus, and mountains whereas Punjab is called the land of the rivers as five rivers flow through Punjab. The land is fertile and suitable for irrigation. Balochistan is the largest province area-wise, whereas Punjab is the largest province population-wise.

d. The important rivers of each province are given below:
   Balochistan: Zhob, Loralai, and Hub
   Punjab: Chenab, Jhelum, Ravi, Sutlej, and Indus
   Sindh: Indus
   Khyber Pakhtunkhwa: Indus, Kabul, Swat, and Kunar

2.

<table>
<thead>
<tr>
<th>Capital City</th>
<th>Balochistan Cities</th>
<th>Punjab Cities</th>
<th>Sindh Cities</th>
<th>KP Cities</th>
<th>Gilgit-Baltistan Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three main cities</td>
<td>Chaman, Ziarat, Khuzdar</td>
<td>Sialkot, Rawalpindi, Multan</td>
<td>Hyderabad, Larkana, Sukkur</td>
<td>Mardan, Nowshera, Kohat</td>
<td>Gilgit, Astore, Hunza</td>
</tr>
<tr>
<td>Major produce</td>
<td>apricots, pomegranates, grapes</td>
<td>cotton, mangoes, oranges</td>
<td>fish, dates, guavas</td>
<td>tobacco, apples, grapes</td>
<td>cherries, honey-dew, apricots</td>
</tr>
</tbody>
</table>

3.  a. India is to the East, Iran and Afghanistan to the west, and China to the North.
   b. 47%  c. Sindh  d. Balochistan  e. Punjab  f. FATA, Gilgit-Baltistan  g. Khyber Pass
Unit 2  Population

1. a. A population census is counting of the people living in a village, city, town, or a country. It is important to know the exact number of people living in a place so that the government can distribute resources according to the population. A census, if done properly, also tells the percentage of men, women, and children living in a place.

b. Population density is the number of people living in a unit area. It tells us how populated a place is, so that the government can divide resources according to population.

c. The population of Pakistan is not divided equally because not all places are equally developed, thus people migrate to places which are developed, have more job opportunities, and better health care facilities.

d. Punjab is the most densely populated province mainly because its land is fertile and suitable for irrigation. Pakistan is an agricultural country and a lot of people depend upon agriculture to earn their living. Punjab also has a large number of industries. The province is developed, rich in resources, therefore people live here because of better living conditions.

e. Overpopulation is a condition in which more people live in a place than it can hold.

f. Overpopulation affects distribution of resources as equal division is not possible. Deforestation occurs as more wood is used, and pollution increases on streets and roads due to overcrowding. Crime also increases due to uneven distribution of resources.

Interaction between land and people

1. a. Cyclones, earthquakes, and melting of glaciers can change the land features of the Earth.

b. Water logging is caused due to excess water accumulating on the surface, which may be due to floods or heavy rainfall. The ground is unable to absorb excess water, which blocks the oxygen from reaching the plants, making them weak. It can be controlled by making drainage channels which would not let water accumulate in one place or by raising the soil bed.

c. Salinity is the amount of excess salts present in water. Areas where there is little rainfall, evaporation is higher than the amount of rainfall needed. Thus the percentage of salt increases in the soil, it collects on the surface of the soil, which affects the crops badly.

d. People living in the mountains grow their own crops and store them for winter when they cannot go out. They cut down trees to get wood to build their houses and use it as fuel also. They get fruit from trees. Some people live as nomads and come down on the plains when the weather gets cold and return to the mountains when the weather is warmer. Life is tough for people living in the mountains.

e. People living near or on the areas of the Indus Plain lead a comparatively easier life.

2. a. cyclones, earthquakes, melting of glaciers  
b. agriculture  
c. lack of rainfall  
d. 241 per sq. km.  
e. over 7 billion  
f. villages, cities  
g. Quetta

Unit 3  Weather and its effects

1. a. Population density can increase or decrease according to the weather conditions of an area. The most densely populated areas of the world have agreeable weather conditions e.g. the plains of Pakistan where it is neither too hot, nor too cold.

b. The factors that affect weather are: location, closeness to the sea or mountains, and the vegetation of that area.

c. Avalanches occur when huge blocks of snow on the mountains slide down due to heavy winds or earth tremors. It can cause destruction to the homes of the people, the forests, and the roads. It can also kill people.

d. People living in the coastal areas experience humid weather with a cool breeze. The weather is usually warm during the day and cooler at night.

e. Areas with more trees and plants make the weather cooler and humid. This is because plants produce more water vapour.

f. Weather forecasting and recording helps us by informing us about the expected weather conditions of an area. People can plan their activities and dress according to the forecast weather.
Unit 4  Maps
1. a. The four important elements of a map are: title, symbols, key, and directions.
   b. A globe is a sphere and a model of the Earth. It can be rotated on its axis. It is not as detailed as a map.
   It only gives the basic information like boundaries of countries and oceans. A map shows the world flat
   but gives more information about the countries and oceans. It uses symbols and signs to show important
   places and physical features of the Earth. It can be folded and is easy to carry.
   c. The title of a map is very important as it tells us what the map is showing.

Unit 5  Muslim rule in the subcontinent
Muhammad bin Qasim
1. a. Mohammad Bin Qasim was sent to Sindh to fight against Raja Dahir who was the ruler of Sindh.
   b. Mohammad Bin Qasim was an expert fighter, he was clever, disciplined, and kind hearted. All these
   qualities made him popular. He established law and order, had respect and regard for women and
   children, and his men had instructions not to kill them.
   c. Some of the administrative policies of Mohammad Bin Qasim were:
      • established Muslim rule that did not interfere with other religions
      • established Sharia for Muslims only
      • gave non-Muslims freedom to practice their religious beliefs
      • non-Muslims were exempted from payment of zakat
      • non-Muslims were exempted from joining the army
   d. Raja Dahir was the ruler of Daibal in Sindh.
2. a. Hajjaj bin Youseuf  b. pirates  c. good administrative system  d. jizya  e. 17 years

The Mughals
1. a. Akbar also known as Akbar the Great took charge at the age of 13, he was a wise king and was
   concerned about his people’s welfare. He introduced Deen-e-Illahi, a religion which took the good things
   from all the religions, thus he brought people from different religions closer together, creating tolerance
   for other people’s faiths.
   b. Shah Jahan was the greatest builder.
   e. Deen-e-Illahi  f. Taj Mahal  g. 13  h. Shah Jahan  i. Mumtaz Mahal  j. Aurangzeb

Unit 6  Citizenship
1. a. The two forms of government are: presidential and parliamentary. Pakistan has adopted the parliamentary
   system of government.
   b. Democracy means that people elect their representatives who then sit in the assemblies and work for the
   betterment of the people. The head of the government is the prime minister who is elected by the
   members of the national assembly. The party which gets the most seats in the national assembly
   nominates a person for the post of prime minister who is then elected through balloting. The head of the
   state is the president, a ceremonial figure who does not have any authority.
   c. The work of the government is to provide justice to its people, to work for the welfare of the people, run
   the country through its ministers, make rules for the betterment of its citizens, ensure their
   implementation, and punish law breakers
   d. The Pakistani government has two layers:
      • The federal government which looks after the country as a whole.
      • The provincial governments which are answerable to the federal government.

   The Parliament is the highest law making body, it has two working units: the National Assembly and the
   Senate. Elections for the National Assembly seats are held every 5 years, it has 342 members. The
   senate has 104 members.

   e. The three branches of government are:
      The Legislature: Its job is to make laws.
      The Executive: It ensures implementation of the laws. The prime minister, the president, the cabinet, and
      civil servants are all part of the Executive branch.
      The Judiciary: This is responsible for providing justice to the citizens of Pakistan.
   f. A few government institutions are:
      The State Bank of Pakistan: It makes and controls the monetary policy of the country, issues currency
      notes, and controls all the banks in the country.
The Supreme Court of Pakistan: It makes laws for the country and provides justice to the people.

g. (Note for teachers: Please give the names to the students.)
2. a. False  b. False  c. True  d. True  e. False  f. False  g. True

Unit 7  The torchbearers
Sir Syed Ahmed Khan
1. a. Sir Syed Ahmed Khan believed that education could change the fate of a nation. Education was necessary to keep pace with the changes and the progress made in other countries. He established the Mohammadan Anglo-Oriental College which was later upgraded to a university and became the famous Aligarh University. He also established the British India Association; the aim of this organization was to bring the Muslims and the British together.

b. After the War of Independence in which the Hindus and the Muslims were defeated, the treatment of the British was unjust and cruel towards the Muslims. Sir Syed Ahmed Khan did not like this and started the famous Aligarh Movement. The aim of this movement was to make the Muslims stronger and encourage them to become educated.

c. Sir Syed Ahmed Khan was born on 17 October, 1817 in Delhi. He was taught mathematics, literature, and astronomy. He also learned many languages, studied law and was good at sports. He learned swimming and wrestling and took part in all sports activities.

2. a. Asbab-e-Baghawat-e-Hind  b. 1851  c. The Aligarh Institute Gazette  d. 1875  e. 27 March, 1898

Maulana Mohammad Ali Jauhar
1. a. Maulana Mohammad Ali Jouhar joined the All India Muslim League and became its president. He supported the Khilafat movement, took part in strikes against the British government, and was arrested by them. Later he joined the Indian National Congress and became its president also. In 1930 he went to London as a participant of the Round table Conference where he made a speech stating that he would not return to a slave country.

b. Maulana Mohammad Ali Jauhar was born on 10 December, 1878 in Rampur. He studied at the Anglo-Oriental College, Aligarh and then went to Lincoln College, Oxford, England where he was awarded an honours degree in Modern History.

c. He published The Comrade and Hamdard.

d. He died on 4 January, 1930 and was buried in Jerusalem in the courtyard of Al-Aqsa Mosque.

e. Maulana Mohammad Ali Jauhar said that he would prefer to die in a free country rather than return to a slave country and if the British could not give freedom to India then they should allow him to be buried in a free country.

2. a. London Round Table Conference  b. 1923  c. 1898  d. Muhammaden Anglo-Oriental College Aligarh

Allama Iqbal
1. a. Allama Iqbal, a poet and a philosopher, was born in Sialkot, Punjab on 9 November, 1877. He studied in Murray College, Sialkot and got his Masters degree from Government College, Lahore. He went to Cambridge, England in 1905 for his Bachelor’s degree and finally completed did his Ph.D at Ludwig Maximilian University in Germany.

b. His three famous works are: Javed Nama, Bang-e-Dara, and Asrra-e-Khudi.

c. Allama Iqbal is called Mufakkir-e-Pakistan because he was the one who convinced Quaid-e-Azam to return to India. He strongly supported the idea of an independent nation for the Muslims of India.

d. Allama Iqbal strongly supported the idea of an independent nation for the Muslims. He delivered speeches to convince the Muslims to unite and support Quaid-e-Azam in his mission. He united the Muslims by taking charge of the All India Muslim League.

e. Allama Iqbal died on 21 April, 1938 and is buried in Hazuri Bagh at the entrance of the Badshahi Mosque in Lahore.

2. a. 1930  b. 1924 and it means ‘The call of the marching bell’  c. 12000  d. 9 November, 1877  e. Government College Lahore  f. Poet of the East

Unit 8  The way we live

What is culture?
1. a. The customs, traditions, and values of a country make up its culture. It is apparent in the way the people dress, the food they eat, the traditions they follow, and the values they practise.

b. The people of Punjab are warm-hearted and fun loving. They are hospitable and share each other’s happiness. The people of Sindh are peace-loving and value their traditions and culture. They lead a simple life and follow the traditions of Sufi saints who lived there centuries ago. The people of Balochistan are hospitable, simple, and easy-going. They respect their guests highly. The people of KP are hospitable and very proud of their traditional tribal values. The people of Gilgit-Baltistan are polite and peaceful. They are hospitable and honour their guests. They follow their traditional values and culture.

c. The clothes of each province are similar because men and women wear long shirts and *shalwars*. People of all provinces also cover their heads with a topi or turban. However, their clothes differ in the way they are stitched and the type of embroidery on them. They all share a culture of welcoming their guests.

d. The traditional dances of:
- Punjab are *bhangra*, *jhumar*, *luddi*, *dhammal*, and *sammi*.
- Sindh are *ho jamalo*, *jhumro*, and *dhamaal*.
- Balochistan are *lewa*, *jhoomer*, *dochaap*, and *hambo*.
- KP are *attan* and *khattak*.

e. The different traditional games and sports of Pakistan are *kabaddi* and wrestling which are played in Punjab. The games played by the people of Balochistan include wrestling, horse racing, shooting, and hunting. Malakhiro is a popular sport of the people of Sindh. Buzkashi and naiza bazi are played in KP. Polo is a popular sport in Gilgit Baltistan.

f. Turks and Pakistanis share the same family values and the culture of honouring their guests. Their dresses are somewhat similar because they wear baggy trousers like *shalwars* and loose shirts, and cover their heads like Pakistanis do. The foods they eat are also similar to Pakistani dishes like seekh kebab, kofta, and rice pilaf.

g. *Sibi mela*  h. Sindh  i. *ajrak*  j. *ho jammal*, *jhumro*  k. *tarbush*  

Religious festivals
1. a. Badshahi Mosque, Shah Jahan Mosque, Faisal Mosque  
b.  
ii. Jhelum  iii. Murree  iv. Lahore  
c. A gurdwara is a religious building where Sikhs pray and gather to perform their religious ceremonies. Two famous gurdwaras in Pakistan are: Gurdwara Sri Nank Garh in Lahore and Gurdwara Ratan Tala in Karachi.

d. Hindus worship in temples. Sadhu Bela Temple (Sindh), Tomri Temple (Gujranwala), and Devi Mandar (Karachi) are three Hindu temples in Pakistan.

Unit 9  The choices we make

1. a. Economic choice is the choice between what one wants and what one needs.

b. Opportunity cost is the choice between two things, one which is essential and the other which is also desired but one can live without. For example, a choice between a pencil box and a pair of pencils. The pencil box is desired but one can live without it however, pencils are essential. So the pencil box becomes the opportunity cost.

c. We should buy what we need because what we need is essential for life and more important. Things we need will also benefit us.

2. a. *service*  b. *goods*  c. *goods*  d. *service*  e. *service*  
f. *service*  g. *service*  h. *goods*  i. *service*  j. *service*
Unit 10 Means of communication

1. a. Communication is the flow or transfer of knowledge, discussion, talk, or information from one person to another or from one group to another.
   b. The different forms of communication are: written, verbal, and visual.
   c. Newspapers, magazines, messages on cell phones, computers, type writers, and laptops all come under written communication. The advantages are many, written communication can be transferred from one place to another. It can be retained and recorded. It can be edited, and can be transferred to a large number of people at the same time.
   d. We can communicate through newspapers, magazines, emails, by post, or by computers.
   e. Mobile phones are used for communication, they can take pictures, record messages, do calculations, and play games. They are good for people with hearing problems. They can be used anywhere there is a signal.
   f. Computers are the quickest way of conveying communication; they are used in education, businesses, and shops. They are used in offices for preparing presentations, preparing documents, and doing calculations.
ADDITIONAL QUESTIONS

These questions may be given as a test or for homework.

Unit 1
I. Fill in the blanks.
   1. Potohar Plateau and Salt Range are in the ________________ of ________________.
   2. Hindu Kush, Himalayas, and ________________ mountains are in the province ________________.
   3. The beautiful valleys of ________________, ________________, and ________________ are in Khyber Pakhtunkhwa.
   4. ________________ has the world’s three longest glaciers.
   5. ________________ is the second highest plateau in the world.

II. Answer the question.
   In which provinces are the following cities located?
   Islamabad, Karachi, Quetta, Lahore, Peshawar, and Gilgit

Unit 2
Answer the following questions.
   1. Explain the terms: population, population density, census, migration
   2. Why do people migrate? Give an example of mass migration of people.
   3. Where in Pakistan are the mountains located?

Unit 3
I. Fill in the blanks.
   1. An anemometer shows the speed of ________________.
   2. The amount of water vapour in the air is measured by ________________.

II. Answer the following questions.
   1. What is an avalanche? Where do avalanches occur?
   2. How do earthquakes occur? Do you know of any earthquake that occurred in Pakistan?
   3. How do floods and landslides affect human life?

Unit 4
Answer the following questions.
   1. What is a book of maps called?
   2. What are the four main features of a map? Explain each.
   3. What title will a map of Pakistan have, if it shows the cities?
   4. What are the four compass directions called?
   5. Design symbols for the following:
      school, forest, river, mosque

Unit 5
Answer the following questions.
   1. Which Moghul ruler was a good astrologer and mathematician?
   2. Why were the sons of the Moghul emperor Shah Jahan fighting each other?

Unit 6
Answer the following questions.
   1. What is the main responsibility of a government?
   2. What are the two systems of government? Which one is followed in Pakistan?
3. What is the highest law-making body of the country called? What are the names of the working units of the government?
4. What is the responsibility of the Trade Development Authority of Pakistan?
5. What does SUPARCO stand for?
6. What is the main function of the State bank of Pakistan?

Unit 7
Fill in the blanks.
1. Allama Iqbal was elected president of Muslim League in 1930 at its session in _________________.
2. Allama Iqbal’s first collection of poetry is known as _________________.
3. Allama Iqbal is buried in ________________ at the entrance of Badshahi Mosque.
4. Allama Iqbal wrote about ________________ verses of poetry in Urdu and Persian.
5. At the time of Khilafat Movement, Turkey was an Islamic empire known as _________________.

Unit 8
I Fill in the blanks.
1. ________________ is a religious festival of Hindus.
2. ________________ is known as the festival of lights.
3. Nauroz is celebrated by the ________________ community to mark the beginning of the new year.

II Answer the following questions.
1. Name two festivals of Punjab and Gilgit-Baltistan.
2. What are the main languages spoken in Sindh and Balochistan?
3. What kind of people are Turks?
5. When is Christmas celebrated?
6. Who celebrates Diwali? How is it celebrated?
7. Where do these people go to worship?
   Christians, Hindus, Parsis, and Sikhs

Unit 9
Answer the following questions:
1. What is meant by economic choice?
2. Define opportunity cost.
3. What is the difference between goods and services? Give one example of each.

Unit 10
Answer the following questions.
1. Mention two advantages and disadvantages of mobile phones.
2. What are the benefits of written communication?
3. What are computers? Give at least three uses of computers.