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NEW OXFORD  
**SOCIAL  
STUDIES**  
FOR PAKISTAN

**TEACHING GUIDE**



Based on Single National Curriculum 2020

FOURTH EDITION

5



# Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## 1 Maps

### Key Learning:

- Maps and its uses
- Different kinds of maps
- Lines of latitude and longitude
- International Date Line
- Main features of maps
- Grid reference

### Background information:

This chapter covers basic information about maps and how to locate places on a map using different guidelines. A map is a drawing of a place or an area of the Earth. It shows the location of one place in relation to another, on a flat surface. The Earth is spherical in shape, and so an accurate representation is possible through something which also has a spherical shape. For this reason, globes are used. An atlas is a book of maps which shows a collection of maps covering a larger area such as the world or showing a smaller area such as a city or a town. An atlas also has different kinds of maps in it. In order to study maps, one should follow BOLTS that stands for Border, Orientation, Legend, Title, and Scale.

Lines of longitude and latitude are used to locate places on the map, along with directions, symbols, scale, etc. Longitude lines are imaginary vertical lines that run across the globe and latitude lines are imaginary horizontal lines that run across the globe. The equator is the central horizontal line and the Prime Meridian is the central vertical line.

The International Date Line (IDL) is located halfway round the world from the Prime Meridian and that by crossing it from east to west we gain one day and by crossing it from west to east we lose one day.

### Lesson plan 1

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- list the kinds of maps and state their uses.
- identify the lines of latitude and longitude.
- explain a map and the term 'BOLTS' to read a map.
- recognise the characteristics of latitudes, longitudes, and time zones with the help of diagrams.

**Resources:** textbook pages 2–3, globe, *Oxford Atlas Project for Pakistan*, enlarged versions of physical, political, and relief maps of Pakistan

**Introduction:** 5 minutes

Begin your class by introducing students to maps and their uses. Pin the maps that you have brought to class on the board. Ask students if they can identify anything on the map. Also, if they know of any uses of maps in general. Explain to students that maps are used to represent any area, whether it is land or water, and it shows all the physical features of that area. Inform students that maps are now available on smartphones and therefore they can use them to navigate their way to their destination.

**Explanation:** 20 minutes

In order to test their knowledge of maps, you may draw rough figures of maps on a board, and have students identify which is which? You can draw mountains, rivers, oceans, etc. to signify a physical map. Similarly, you can draw borders between provinces or countries to signify a political map, and you can show elevations such as mountain ranges and valleys to show a relief map.

Point out the lines of latitude and longitude on the maps pinned to the boards. Briefly explain how these lines can help pinpoint a person's location anywhere on the globe. It is important that they know that these are imaginary lines developed by map makers. Help them realise that by dividing the Earth into boxes using imaginary lines, it becomes easier to map out locations of different places, people, etc. Let them know that they will study more about locating people or places in their next class.

Explain the concept of IDL—International Date Line. Inform them that it is located halfway round the world from the Prime Meridian and that by crossing it from east to west we gain one day and by crossing it from west to east we lose one day.

**Conclusion:** 5 minutes

Have students volunteer and ask them to explain briefly the different types of maps and the concept of IDL.

**Classwork:** 5 minutes

Students could do Questions 1–2.

**Homework:**

Students could do Work page exercise A and the first activity of 'Things you can do'.

## Lesson plan 2

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- locate places on maps.
- scale in reading maps and list its types with the help of diagrams
- use the lines of latitude and longitude in determining location through grid references.

**Resources:** textbook pages 2–5, globe, white-coloured ping-pong balls or light-coloured balloons, markers

**Introduction:** 5 minutes

Begin your class by asking students to quickly recap the topics taught in the previous class (physical, relief, and political maps, lines of latitude and longitude, and International Date Line).

**Explanation:** 20 minutes

Begin by asking students if they remember what was taught in the last class regarding the lines of latitude and longitude, and how it helps pinpoint a person's location. Inform them that today they will learn how to locate people or places on a map. As an example, you may locate different countries on a map, using longitude and latitude lines. Ask a student to come forward and locate Pakistan on the political map. Trace the latitude of Pakistan, approximately 24° North and the longitude at approximately 68° East. Encourage students to locate other countries and find their longitudes and latitudes. Refer to the outline map of the world and point out the Equator: the imaginary line that divides the Earth into two equal halves.

Encourage students to notice how the degrees are written on the map. The numbers are progressing from the Prime Meridian 0° longitude from eastwards and westwards; as well as from the Equator. Give examples of countries that are to the east of the equator and vice versa.

Divide the class into groups of four or five students. Give each group a ball or a balloon and a marker. Ask them to draw the lines of latitude and longitude on the balls or balloons.

Finally, talk to students about keys and their importance. Discuss the different aspects of keys such as scale, symbols, colours, etc.

**Conclusion:** 5 minutes

Have students volunteer and ask them to briefly explain the different aspects of a key. Ask a student to explain the difference between the lines of longitude and latitude using the marked balls or balloons.

**Classwork:** 5 minutes

Students could do Questions 3–5.

**Homework:**

Students could do Work page exercise B.

## 2 World climate

**Key Learning:**

- Weather and climate
- The effects climates may have on people's lives
- The climatic zones the world is divided into
- The features of climate
- The climate of Pakistan
- Climate change and discuss ways to reverse its effects
- Greenhouse effects and its effects on the climate

## Background information:

Weather is the day-to-day condition of any place and climate is the weather conditions of an area over a longer period. Climate affects us in many ways. The way our houses are built, the clothes we wear, the food we eat, and whether we can have an 'indoor' life or an 'outdoor' one, are all affected by the climate around us.

The Earth is divided into four main climatic zones: equatorial, tropical, temperate, and polar. Climatic zones can be easily identified by the major lines of latitude, namely, the equator, the tropics, and the Arctic and Antarctic Circles. The main factors that define climate are temperature (hot, cold, or mild) and rainfall (wet, dry, or moderate). However, ocean currents and the height from sea level also affect a region's climate. Pakistan lies between the latitudes 24°, just above the Tropic of Cancer, to 38° North. Thus, the coastal region in the south enjoys a tropical climate while the northern region falls in the temperate zone.

The use of fossil fuels has led to an increase in the level of carbon dioxide that is released into the atmosphere and this has resulted in an increase in global temperatures. The Earth's atmosphere already consists of greenhouse gases and that they help trap enough heat to keep our Earth warm. However, increase or decrease in these gases is dangerous because it can cause ice caps to melt, thereby increasing the chances of flooding.

However, there are ways to resolve the climate crisis such as saving water, planting more trees, recycling waste materials, etc.

## Lesson plan 3

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- distinguish between weather and climate.
- describe the effects of varying climatic conditions on the lives of people.
- interpret data through charts, presentations, and other sources.

**Resources:** textbook pages 7–9

**Introduction:** 5 minutes

Begin your class by taking student's opinions on weather. Ask what they feel about today's weather? How is the climate during December as compared to June? What type of clothes do they wear in summer and in winter? Briefly explain to them the difference between climate and weather.

**Explanation:** 20 minutes

Begin by explaining to students the difference between climate and weather. Talk them through the different seasons, i.e. summer, autumn, winter, and spring. Ask them to turn to page 7 of their textbooks and read 'Effects of a climate' till the end on page 8. Encourage them to describe the images. Discuss how climate affects people in their daily lives.

Encourage them to share their different eating habits, clothing, and activities in summer versus winter. For this, you may draw a table on the board similar to this one. You may facilitate them by asking questions such as the ones mentioned below.

	Winter	Summer
What do they eat/drink?	Drink soup	Drink milkshake, eat ice cream
What do they wear?	Wear sweaters	Wear t-shirts and dresses
What are their activities?	Play indoor games like table tennis	Play outdoor games like swimming

Read 'Temperatures' on page 8. Explain to students how particular longitude and latitude lines, namely the Arctic Circle, the Antarctic Circle, the Tropic of Capricorn, and the Tropic of Cancer, make up the different regions of the world. Point to the map on page 9 of their textbooks. Teach them about the four different climatic zones—polar region, temperate region, equatorial region, and tropical region—and how one region expands over a number of countries and not just one country. The climate of these regions is described according to the temperature and rainfall they receive.

Encourage students to read the key of the map.

**Conclusion:** 5 minutes

Recap the concepts discussed in the lesson by asking short questions e.g. What is the difference between climate and weather? What is temperature?

**Classwork:** 10 minutes

Students could do Questions 1 and 2, and Questions A and B from Work page.

**Homework:**

Ask students to write about the climate of their villages or cities. Tell them that in the next class they will be asked to discuss it.

## Lesson plan 4

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- identify the climatic region where Pakistan is located.
- define climatic change and discuss ways to reverse its effects.
- define greenhouse effects and its effects on the climate.
- identify the major natural disasters and their effect on human life.
- suggest safety measures that can be adopted in case of floods and earthquakes.

**Resources:** textbook pages 9–13

**Introduction:** 5 minutes

Begin your class by having a quick question and answer session regarding the concepts taught in the previous class. Inform students that they will be learning about Pakistan's climate today. Ask them about the climate of their villages or cities in summers and in winters.

**Explanation:** 20 minutes

Begin by reading out the 'Climate of Pakistan'. Discuss with the students the climatic zone of Pakistan and how it affects the temperature and rainfall of the country. Describe how different the climate is during the winter and the summer season.

Next, discuss what climate change is and how it affects our planet. Talk to them about the greenhouse effect and its sources—burning of fossil fuels and deforestation.

Draw their attention to the number of ways in which greenhouse gases affect climate. Take their opinions on ways in which we can control climate change. Discuss the points mentioned on the page. You may also talk about Greta Thunberg, a young girl who actively works towards reducing greenhouse emissions and global warming.

Discuss the aftermath and preventative measures of natural disasters. You could also show pictures of real life natural disasters such as Tsunami, earthquakes, and cyclone destruction.

**Conclusion:** 5 minutes

Discuss with students the importance of bringing a change in our lifestyle in order to limit climate change. Emphasise that every person needs to play their part to protect our planet.

**Classwork:** 10 minutes

Students could do Questions 3, 4, 6, and 7, and Question C.

**Homework:**

Students could do Question 3 in 'Things you can do'.

### 3 Life in desert regions and forest region

**Key Learning:**

- The type of animals and vegetation that can be found in deserts
- Forests and the need for forests
- The main features of equatorial/ tropical forests

**Background information:**

A desert is a harsh, hot, and dry area of land where no worthwhile vegetation grows because of very little or no rainfall and the soil is dry and infertile. It is very difficult for people to live in such conditions hence there are no permanent settlements, except at the edges of a desert. The few plants and animals that can be found in deserts are adapted to its harsh conditions. However, it should be noted that temperature cannot be used as a condition to determine a desert area. This is because extremely cold places with little to no rainfall are also deserts. Examples include the polar deserts.

There are four different types of deserts. Polar deserts are the Arctic and Antarctic desert, and sub tropical deserts are the ones that are close to the north and south of the equator, where there are dry winds and very little rainfall. Coastal deserts are the ones that can be found in coastal areas where dry winds blow throughout the year, and continental deserts are the ones that can be found in the middle of a continent.

Oasis are places in a desert where underground water may emerge as a spring; tough plants grow and survive here, and usually small settlements can be found around it.

People live mainly by rearing hardy animals like goats and camels, or else by trading, like the Tuaregs of North Africa. A few animals can be found in a desert namely, camels, vipers, lizards, chameleons, scorpions, kangaroos, hedgehogs, houbara bustard, desert eagles, etc.

Forests are the lungs of the Earth—they absorb carbon dioxide and exhale oxygen that is essential for all humans and animals. They attract rain and save the topsoil from erosion and are home to many species of plants, animals, insects, reptiles, and birds. They have many plants of medicinal value and they also provide man with timber for construction and making furniture. There are two types of forests—equatorial forests and temperate forests. Equatorial rainforests can be found in the equatorial climate belt, extending in some places to the tropical regions. The equatorial belt gets the full impact of the Sun’s heat as well as high rainfall, resulting in lush vegetation and colourful plants. The vegetation is very dense, and the climate allows plants to grow fast. It also leads to formation of rain clouds and rainfall. They are also home to many species of plants, animals, and insects. Many medicinal herbs grow there. An example includes the Amazon Forest.

The temperate forests, on the other hand, can be found between the Arctic Circle and the Tropic of Cancer. Temperatures are very cold, and these forests host alpine and coniferous trees. They are not rich in vegetation. Most animals found have thick coats of fur.

## Lesson plan 5

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the types of deserts.
- describe how the climate of deserts affects the lives in the region.

**Resources:** textbook pages 16–20, images of polar, sub-tropical, continental and coastal deserts, a five year history of the average rainfall in cold and hot deserts (optional), *Oxford School Atlas for Pakistan*

**Introduction:** 5 minutes

Begin by asking students if they have ever heard of the Sahara Desert or the Amazon Forest. Encourage them to participate by having them describe the term desert and forest. Ask them if they have ever been to a desert or a forest, or whether they know of any such place in Pakistan. Note their answers on the board. You may also show students the different deserts and forests on a map and teach them how to distinguish between the two.

**Explanation:** 20 minutes

Begin by informing students that they will be learning about deserts today. The different types of deserts are polar, sub-tropical, continental, and coastal.

Show images that you brought to class. Emphasise that lack of rainfall is the main feature of deserts and that they aren’t just hot but can also be extremely cold. (Images of the Arctic and Antarctic deserts show that a desert can also be cold). Explain how temperatures change quickly during the day and night. You may also show them a five-year history of average temperatures of cold and hot deserts.

Next, talk to them about life in a desert. You can ask them to name a few countries that have desert areas and what they know about the people of those countries. Explain to

them how deserts lack certain natural resources such as water and are abundant in others like Sun, oil, etc. Since vegetation is scarce, therefore, they mainly depend on trade to acquire the things they need. You can use the example of Saudi Arabia, UAE, and other Middle Eastern countries that depend on trade for many things. Describe how the desert life is not suitable for everyone including animals and that only a few tribes and certain animals can bear its harsh conditions. You must also explain the term 'oasis' and the ways in which water is found and utilised in desert areas.

**Conclusion:** 5 minutes

Recap the concepts discussed in the lesson by asking short questions e.g. What is a desert? How many different types of deserts are there? What kind of vegetation is there in a desert? etc.

**Classwork:** 10 minutes

Students could do Questions 1 to 4, and Questions A and B from Work page.

**Homework:**

Students could do Questions 1 and 2 from 'Things you can do'. Also, ask them to read on the Internet about the huge fire that started in the Amazon Forest in August 2019.

## Lesson plan 6

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the types of forests.
- explain how the climate of forests affects the lives in the region.

**Resources:** textbook 20–23

**Introduction:** 5 minutes

Begin your class by informing students that they will be studying about forests today. Ask them if they read up on the fire that destroyed many trees and other forms of life in the Amazon Forest. Have a small discussion on it.

**Explanation:** 20 minutes

Inform students about the many benefits of having forests, for example, they are the lungs of our planet i.e., they provide us with oxygen and take in all the carbon dioxide. Besides, they provide us with medicinal herbs, a variety of food, shelter to a vast ecosystem, wood and rubber for building houses, making paper, adhesives, etc. Alternatively, you can ask them to list a few benefits of trees/forests. Then talk to them about how human beings have started the process of deforestation—destruction of forests in order to make land available for other uses—which is harmful to our planet. You may tell them about Pakistan's PM's scheme to plant 10 billion trees, in order to save us from the harmful effects of deforestation.

Next move on to the type of forests. Inform students that there are two types of forests, equatorial forests and temperate forests. Explain in detail the features of each forest including the countries in which they are present, their climate, their vegetation, the types of animals that can be found there, etc. You can also present this information in the form of a table, which will allow students to learn about the differences between them. Inform

students that Pakistan too falls in the temperate zone and has coniferous forests that can be found in Gilgit-Baltistan or the Ziarat valley, near Quetta. Discuss with them the ways in which trees, animals, and people survive in temperate forests from the extreme cold.

**Conclusion:** 5 minutes

Have students volunteer and ask them to briefly explain the differences between concepts such as temperate forests, equatorial forests etc. that they have studied in class.

**Classwork:** 10 minutes

Students could do Questions 7, 8, and 9, and Question D from Work page.

**Homework:**

Students could do Question C from Work page 24.

## 4 The polar regions and exploration

**Key Learning:**

- The geographical location of the polar regions
- The features of the polar regions

**Background information:**

The North Pole is also known as the Arctic Circle and the South Pole is known as the Antarctic Circle. The Arctic region is actually the Arctic Ocean and is composed almost entirely of icebergs; there is very little land except for the northern coasts of Asian and North American continents. The icebergs that are so huge and frozen hard that they appear like land masses. People who live in the North Pole are called the Inuit. They live in igloos and travel using kayaks. Igloos are basically snow blocks that are used to build homes. The snow hardens because of the cold, and the igloos are lined inside with rugs and furs to keep them warm. The Antarctic, on the other hand, is a huge land mass covered with ice and snow. The climate is very cold all year round, and extremely cold in winter. There is no significant vegetation except for mosses and lichen in summer. The animals in the Antarctic region are penguins, seals, walruses, and whales, besides a big variety of fish. Explorers take along the huskies—sturdy dogs that pull the sledges across the snow. Antarctica has not been inhabited because of its extremely cold climate. It has been declared under protection as an international region for research, and there are some research stations here for this purpose. Scientists, geologists, and geographers visit Antarctica for research. It is possible that this region has oil and valuable minerals, but no country is allowed to exploit them.

Exploration is the act of travelling through any place in order to know about it or in search of something in it. A long time ago people went out in search of wealth namely land, minerals, spices, etc. Some crossed oceans in search of wealth thereby establishing trade routes, both land and ocean based trade routes. And eventually man succeeded in travelling to the outer space, to the Moon! Some famous explorers are Vasco Da Gama, Ibn Batuta, Marco Polo, Neil Armstrong, etc.

## Lesson plan 7

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- discuss life in the polar regions.

**Resources:** textbook pages 26–29, images of polar bears, walruses, penguins, seals, and Arctic fox

**Introduction:** 5 minutes

You may start your session by pinning pictures of polar bears, seals, walrus, arctic fox, and penguins to the board. Ask students if they can identify any of those animals. Have them raise their hands and participate in class. Move on to explain where these animals live—the Polar Regions.

**Explanation:** 20 minutes

Explain how the Arctic and Antarctic regions together form the polar regions. Discuss why these regions are called ‘the land of the midnight Sun’—because in midwinter the Sun remains below the horizon throughout the day and night, while in midsummer it remains above the horizon throughout the day and night. Explain how the North Pole is not a piece of land but is actually the Arctic Ocean that is completely frozen. Discuss the temperatures in the Arctic region and the living conditions there including the people who live there, the houses they live in, their transportation method, the food they eat, etc. Teach them how people and animals have adapted to the conditions there. Also inform them of the people who first explored the North Pole region.

Next, move on to the South Pole. Explain how Antarctica is extremely cold with temperatures below -87 degrees Celsius and that human life is not possible (on a permanent basis). However, whales, penguins, and seals can be found in Antarctica. You may also discuss the prospects as to what would happen if someone tries to live in Antarctica for a long period of time.

**Conclusion:** 5 minutes

Recap the concepts taught in class regarding the arctic and Antarctic regions.

**Classwork:** 10 minutes

Students could do Questions 1 to 4, and Question A from Work page.

**Homework:**

Students could read up on Neil Armstrong and his mission to the moon.

## Lesson plan 8

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- discuss the exploration and discoveries of some famous travellers.

**Resources:** textbook pages 29–32

**Introduction:** 5 minutes

Begin your class by asking students if they read up on Neil Armstrong. Encourage them to volunteer and explain what they read about him.

**Explanation:** 18 minutes

Define the term 'exploration' as an act of investigating unfamiliar places. Have a discussion with your students about the various reasons for exploration. Note their ideas on the board.

Introduce them to famous explorers like Pytheas, Robert Edwin Peary, Roald Amundsen, Ibn e Batuta, etc. Also, inform them that exploration doesn't necessarily have to be limited to the Earth, rather it can go beyond, into the outer space. Mention Neil Armstrong as an example, and how he was the first person to step on the Moon. You may also have a general discussion of how NASA is now trying send people to Mars!

**Conclusion:** 5 minutes

Have a general discussion wherein students can tell about instances where they discovered something. For example, a new route to school or a new playground near their home etc. You can also ask if any of them wishes to discover something when they grow up and what do they think it will be.

**Classwork:** 10 minutes

Students could do Questions 5–9, and Question B from Work page.

**Homework:**

Students could do Question 4 from 'Things you can do'.

## 5 Our country

### Key Learning:

- The varied landscapes of Pakistan for its citizens and people from other countries
- Pakistan's history and culture

### Background information:

Pakistan is a beautiful country with magnificent mountains and green valleys, glaciers, lakes, rivers, and an amazing coastline with great beaches. The landforms and climate of any place affects the way people live and work. It's varied climate is also a reason why people have different occupations, they dress differently, eat different kinds of food, and have different forms of entertainment.

Pakistan also has a rich history that goes back to thousands of years, and there are interesting historical sites across the country that prove this. Some of the great civilisations that made the country their home are, the Indus Valley Civilisation, the Gandhara Civilisation, the discoveries at Mehargarh (Balochistan), and Rehman Dheri (Khyber Pakhtunkhwa), etc. However, today the country has become a lot more modern. Islamabad, the capital of Pakistan for example, is a planned city! Similarly, many new buildings in other towns and cities have been made and everything that people need in their daily lives is now within reach. There are schools, colleges, universities, hospitals, marketplaces, houses, offices, old and new buildings, parks and playgrounds. There are different forms of transportation: railways, ships, aeroplanes, roads, railway stations, airports, and sea ports; and communication: mobile phones, Internet, etc.

Pakistan is a member of multiple international organisations such as SAARC, OIC, the UN and some of its bodies, such as FAO, UNICEF, and UNCHR. It is important to have links with international organisations as it enables countries to discuss and solve problems that may arise, on an international forum.

Finally, there are various types of goods and services. Private goods and services are provided by private companies or individuals, and they are not available to everyone. People have to pay to receive them. Public goods and services are provided by the government of any country for its citizens.

### Lesson plan 9

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- compare and contrast the physical geography in different regions of Pakistan.
- draws connections between the Indus Valley Civilisation to the Pakistan today.

**Resources:** textbook pages 36–38, map of Pakistan

**Introduction:** 5 minutes

Begin your session by asking students what they know about Pakistan. Ask them about the different landscapes that can be found in their country.

**Explanation:** 20 minutes

Begin by showing students a map of Pakistan. On the map, show them the various physical features of Pakistan mainly, the mountain ranges, valleys, plateaus, plains, deserts, and coastal areas. Read pages 35 and 36 from the textbook. Discuss how the vastly different landscape and climate affects people's lifestyle—the clothes they wear, the food they eat, in short, their culture.

Next, discuss the Indus Valley Civilisation. You can talk about how the modes of transportation and communication have changed, how people's occupations have changed from agriculture to skilled work like medical, IT, accountancy, etc. and how they now have access to healthcare, education, clean water, etc.

**Conclusion:** 5 minutes

Have a brief discussion on the concepts that were studied in class. Ensure that students participate in this discussion.

**Classwork:** 10 minutes

Students could do Questions 1–2 and Questions A and C from Work page.

**Homework:**

Students could do Question 4 from 'Things you can do' on page 49.

Also, have students prepare a short speech on their city. For the next class, ask them to come dressed in their cultural attire.

**Lesson plan 10****Duration:** 40 minutes

**Outcome:** Students will be able to:

- discuss the significance and life of people in some major cities of Pakistan.

**Resources:** textbook pages 39–42

**Introduction:** 5 minutes

Start your session by dividing students into groups of four or five. Have them introduce themselves with their names and the cities that they hail from.

**Explanation:** (18 minutes)

Stage an activity in which students can give a short speech on their respective cities.

**Conclusion:** 5 minutes

Sum up the discussion by writing the good things about the cities students have talked about. Then, list the problems of the cities on the board. Discuss how the problems could be solved and list the solutions on the board.

**Classwork:** 10 minutes

Students could do Questions 6–8.

**Homework:**

Students could read about international organisations SAARC and OIC and Pakistan's role in them from the textbook or other resources such as Internet or books.

**Lesson plan 11**

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- discuss the social and economic structure of Pakistan.
- define the terms 'growth rate' and 'population density'.
- describe the factors affecting population increase in Pakistan.
- describe the impact of population increase on quality of daily life in the students' community.

**Resources:** textbook pages 43–47, map of Pakistan

**Introduction:** 10 minutes

Begin your session by informing students that international organisations are usually formed by a group of countries for specific reasons. These include protection and security, aid, economic welfare, etc. Ask them about SAARC AND OIC and encourage them to participate in the discussion regarding those organisations. (Just touch upon the subject briefly as it will be discussed in detail later).

**Explanation:** 20 minutes

Discuss with students Pakistan's role in the world. How her citizens take part in global activities such as the Olympics, global cricket matches, hockey games etc. Here, you may ask students if they know of any Pakistani players who have played at international level. How every year many people visit Pakistan on business or tourism reasons. Briefly discuss organisations such as the UN, SAARC, and OIC and how Pakistan is a member of all three of them. You may discuss how Pakistan is among those countries that have nuclear power and are committed to its peaceful use.

Discuss with students in detail both public and private goods and services. Help them differentiate between the two. You can conduct a small activity wherein you can name goods or services and have students answer whether they belong in the public or private category. Also, discuss with them social or welfare services.

Discuss with students the different ways in which they can contribute towards the betterment of Pakistan.

**Conclusion:** 5 minutes

Recap the concepts discussed in the lesson by asking short questions e.g. What is SAARC? What is the OIC? How can we contribute towards making Pakistan a better place?

**Classwork:** 10 minutes

Students could do Questions 3, 4, and 9 and Question B from Work page.

**Homework:**

Students could do Question 1 from 'Things you can do'.

## 6 Minerals, power resources, and industries

### Key Learning:

- The social and economic structure of Pakistan
- Metallic and non-metallic minerals and their uses
- Various power resources in Pakistan
- The industrial setup in Pakistan

### Background information:

Minerals are inorganic substances found deep inside the Earth, which are 'mined' for various uses. Mining is the process of removing the mineral ore from the Earth or from mountains and rocks, with heavy machinery and/or dynamite blasting. The study of minerals is called mineralogy. Minerals are of two kinds, metallic and non-metallic, i.e. minerals that contain or do not contain metals. In Pakistan, we have some metallic minerals such as celestite, chromite, barite, manganese, bauxite, iron ore, and copper, however, chromite is the only metallic mineral we have in abundance, and which is mined on a large scale. It is found near Muslim Bagh in Balochistan. Chromite is used to make stainless steel from which surgical instruments and cutlery (knives, forks, spoons, etc.) are made. Balochistan is particularly rich in copper deposits, found at Saindak and Reko Diq, which also has gold deposits. Some minerals are found closer to the surface of the Earth and are obtained through open-cast mining, while those that are deep inside are obtained through drilling and blasting. For example, oil and gas are drilled for, while coal is mined from the seams underground and brought to the surface. There are coal mines in upper Punjab, Sindh, and Balochistan.

Any source that can be used to generate power can be termed as a power resource. Some resources include oil, gas, solar, wind, coal, biogas, etc. Majority of these resources come from fossil fuels. Fossil fuels are found under the Earth's surface, at various depths. They are formed from the remains of dead leaves, plants, insects, and animals that existed millions of years ago on Earth! Today, we use oil in different ways to produce power in industries. It is used for domestic and agricultural purposes, and to run cars, trucks, buses, aeroplanes, and ships. Pakistan's oilfields are in the Potohar Plateau and in lower Sindh, at Khaskheli and other regions nearby, but the supplies are far from adequate for our needs, so Pakistan has to import oil. As for natural gas, the country has plenty of it. Gas is piped from Sui and Marri in Balochistan, to many towns and cities. Smaller gas deposits are found in parts of Sindh and the Punjab. Electricity is also produced through hydroelectric (hydel), thermal, and nuclear power plants. The three major hydel plants are Tarbela, Mangla, and Warsak. Finally, as for coal, there are low-quality coal mines in Balochistan, but huge deposits of coal have been lately discovered in Thar, in Sindh.

Industries: It was in the 1960s that Pakistan made progress in this field. Some of the country's industrial products include cotton, jute, wool, cement, fertiliser, chemical, vegetable oil, etc. Beginning with cotton, it is a product that has been grown and used for fabric in the subcontinent since the earliest times! It is a cash crop of Pakistan, meaning that it is mainly produced for profit reasons. Wool is another raw material available in Pakistan, mainly in Balochistan and in the north. Pakistan produces woollen garments, shawls, and hosiery items in its cottage industries. Apart from items of personal use, the most important exports are the fine hand-knotted carpets produced in Pakistan. These carpets are sold at very high prices in other countries. Art silk is the name given to

the artificial silk yarn as the fabric is produced for local use and export. The local production of jute is not significant. It is mainly imported from Bangladesh. Similarly, industries also engage in producing chemicals, vegetable ghee, cooking oils, fertilisers, cement, iron, and steel.

Pakistan has three major iron and steel manufacturing sites operated by the government—two in Karachi, and one in Taxila. Besides, several private enterprises in Punjab and Sindh use imported raw material since iron ore deposits are inadequate to meet the demand.

Vehicles like cars, buses, tractors, and farming machinery are also assembled using imported and locally manufactured parts.

## **Lesson plan 12**

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- discuss the social and economic structure of Pakistan.
- distinguish between metallic and non-metallic minerals and describe their uses.
- describe the various power resources in Pakistan.

**Resources:** textbook pages 50–54

**Introduction:** 5 minutes

Begin your session by giving examples of natural resources, such as coal, water, air, wood, oil, natural gas, minerals, etc. Ask students if they are aware of the natural resources of Pakistan. Ask them to name a few. Note their answers on the board and then explain how natural resources can be used for many things such as generating electricity, running cars (petrol and electricity), creating certain lubricants and cosmetics (oil), etc.

**Explanation:** 20 minutes

Start by explaining how Pakistan expanded from being an agricultural economy to a diverse economy that includes both agriculture and industries. Discuss in detail the different types of raw materials, where they are found, and what their uses are. Also explain how the Pakistan Mineral Development Corporation and the Gemstone Corporation of Pakistan Ltd. came into being.

Next, discuss in detail the power sources in Pakistan: petroleum, natural gas, water, biogas, wind, and solar energy.

**Conclusion:** 5 minutes

Have students volunteer and ask them to briefly explain the different power resources in Pakistan, minerals classification, etc.

**Classwork:** 10 minutes

Students could do Questions 1–5 and Question A and B from Work page.

**Homework:**

Students could do Question 3 from 'Things you can do'.

## Lesson plan 13

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- discuss the industrial setup in Pakistan.

**Resources:** textbook pages 54–58, images of textile, fertiliser, cement, and chemical industries' infrastructures

**Introduction:** 5 minutes

Begin your class by placing the images of chemicals being processed in a lab, cotton being woven, cement factory, fertiliser factory, etc. on the board. Ask students if they can identify what is going on in any of the images. Inform them that they are taken from industries when various materials are produced.

**Explanation:** 20 minutes

Start by telling the students that in 1947, Pakistan as a new nation was largely underdeveloped. There were few or no businesses, so there was little employment. The early years in the new Pakistan were very difficult. Gradually, people started investing their money in trade and business and very slowly, the government started building and developing industries. Agriculture also provided the raw material for later industry and exports. The 1960s (Ayub Khan's era) was a period of remarkable growth known as the 'Decade of development'. Different items were manufactured for export, such as leather, surgical instruments, carpets, and sports goods to earn foreign exchange for the country.

Discuss with students the different type of industries that are currently present in Pakistan including cotton industry, silk industry, chemicals industry, fertilisers industry, sugar industry, cement industry etc. Ensure that you cover aspects such as where they are located, when they were formed, how many units are being produced today, etc. Also make sure that students are aware of the end products of each industry and its uses.

**Conclusion:** 5 minutes

Ask students if they can name 'Made in Pakistan' products.

**Classwork:** 10 minutes

Students could do Questions 6 to 9 and Question C from Work page.

**Homework:**

Students could do Question D from Work page.

## 7 Agriculture and irrigation in Pakistan

### Key Learning:

- Pakistan's economy mainly relies on agriculture
- Difference between rabi and kharif crops
- Irrigation
- The different kinds of irrigation methods used in Pakistan

### Background information:

Pakistan is mainly an agricultural country. Farmers these days use technological methods of crop growing and harvesting. While the Punjab has the best soil and the best irrigation system and produces the bulk of our wheat, Sindh also produces rice and millet (*bajra*), and maize (corn) is grown in Khyber Pakhtunkhwa. Sindh also produces cotton, and sugar cane is grown in the Punjab, Sindh, and Khyber Pakhtunkhwa. Fruit and vegetables are grown in abundance. There are two different types of crops, rabi and kharif crops. *Kharif* crops are those grown in summer, while *rabi* crops are grown in winter.

Because of its location, Pakistan does not receive much rainfall annually. However, the River Indus and its tributaries, Jhelum, Chenab, Ravi, and Sutlej, which flow from the north of Pakistan all the way down to their confluence at Panjnad and then to the Arabian Sea, provide water to the people. The water from these rivers is stored, diverted, and redistributed to the crop-growing areas through a variety of methods such as dams, reservoirs, barrages, and canals. Basically, water is taken from the source and is distributed as required. Some methods of irrigation used in Pakistan are: *shaduf*, *charsa*, *karez*, the Persian wheel, canals, and tube wells. The tube well is the only one that is not manual and is operated by an electric motor or pump. Punjab has an effective canal irrigation system that has also been replicated in Sindh. In Balochistan, the *karez* (underground tunnels) system is used, so that the water does not evaporate in the dry heat.

### Lesson plan 14

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- discuss the two varieties of crops grown in Pakistan.

**Resources:** textbook pages 62–65, images of axe, pitchfork, shovel, rake, buffaloes, cotton, sugarcane, tobacco

**Introduction:** 5 minutes

Start your session by asking students to name a few plants/fruits/vegetables that are grown in Pakistan. Ask them to name the province in which these plants/fruits/vegetables are grown. Explain to them how Pakistan is mainly an agriculture based country, and that most of the country's employment and revenue is generated from trade of agricultural products.

**Explanation:** 20 minutes

Begin by displaying pictures of old farming tools like axe, pitchfork, shovel, rake, etc. Explain that in older times farmers mainly relied on human labour, animals such as

buffaloes, and only a few basic tools to cultivate crops. However, due to advancement in technology, tractors and other such modern equipment are being used to do the same tasks. Next move on to the type of crops that are grown in Pakistan i.e., Rabi and Kharif. Quiz students on the difference between rabi and kharif crops. Discuss other agricultural products such as maize, oil seeds, pulses, millet, rice, wheat, etc., that are grown in Pakistan. (Use the textbook for assistance).

Next, display images of cotton, sugarcane, and tobacco. Explain that these cash crops are mainly produced for profit. Tell them that Pakistan produces cotton, sugarcane, and tobacco in huge amounts so that they can also be exported i.e., sold to other countries. Discuss the conditions in which they're produced, where they're produced, where they're exported, the amount in which they're produced, etc.

**Conclusion:** 5 minutes

Recap the lesson discussed in the lesson by asking short questions, e.g. What are cash crops? What is the difference between rabi and kharif? Give examples of each of them, etc.

**Classwork:** 10 minutes

Students could do Questions 1–4 and Question A from Work page.

**Homework:**

Students could read pages 65–68 from textbook.

## Lesson plan 15

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- describe the significance of livestock in Pakistan's agriculture.
- discuss the methods of irrigation employed by farmers.

**Resources:** textbook pages 65–68, map of Pakistan, image of buffaloes and other animals working on a farm

**Introduction:** 5 minutes

Show images of buffaloes and other animals used for work in the farm. Ask them if they know why animals are an important part of the farm. Briefly explain how these animals help farmers and our agricultural sector in general.

**Explanation:** 20 minutes

Begin by defining livestock to students. Explain how animals are an important part of Pakistan's agricultural sector. Talk to them about the different animals that can be found on farms like goats, cows, sheep, buffaloes, etc. Explain the conditions that are required in order for them to survive and the Pakistani government's contribution towards their well-being. Discuss the many products that can be derived from these animals. You may also discuss their commercial value and the different countries where Pakistan exports animal meat.

Finally, discuss the different methods of irrigation. Explain why water is necessary for the growth of any plant/crop/tree. Show them the map of Pakistan and tell them how not every

area has direct access to the Indus river and its many streams. Ask them if they know of any method that can be used to supply water to these areas (the ones that do not have direct access). Show them images of canals, charsa, Persian wheel, karez, and tube wells. Ask them if they can identify any of the images.

Teach them about the use of each method, its advantages and disadvantages, and where that method is employed.

**Conclusion:** 5 minutes

Have students volunteer and ask them to briefly explain the different modes of irrigation such as need for livestock, karez, charsa, etc. that they studied in class.

**Classwork:** 10 minutes

Students could do Questions 5–9 and Question C and D from Work page.

**Homework:**

Students could do Work page Question B.

## 8 Pakistan and her neighbours

**Key Learning:**

- The neighbouring countries of Pakistan
- The main features of China, Iran, Afghanistan, and India
- The countries that comprise OIC

**Background information:**

Pakistan shares its borders with four countries namely, India to the east, China to the north, Afghanistan to the north-west, and Iran to the west. With Afghanistan, it shares the longest border and with China, the shortest border. Pakistan also has a border dispute with India over Jammu and Kashmir whose status was left unconfirmed by the British at the time of independence. To the south of Pakistan is the Arabian Sea.

Beginning with Iran, the history of Iran is very ancient and dates back to 4000 BCE. Iran follows its own calendar which is based on a solar-cum-Hijri calculation. The Iranian New Year begins on Nauroz, the spring equinox on 21 March. The calendar has twelve months—the first six have 31 days; the next five have 30 days, and the last month has 29 days (total 365). The  $\frac{1}{4}$  day from each year is added to the leap year in which the last month has 30 days, making it a total of 366 days, just like the Gregorian calendar. Persian or Farsi is spoken in the country.

Afghanistan has faced many problems in the last 30 years that have affected its economy greatly. The Russian invasion in the 1980s did a lot of damage to the country in terms of its infrastructure, education system, etc. Today Afghanistan has the one of the lowest literacy rates in the world. The ties with this neighbour have been not smooth due to many reasons. Many Afghan nationals flooded Pakistan in the 1980s and again after 2001. While most Afghan refugees are working in different sectors in the big cities of Pakistan, some have set up small businesses like carpet weaving and food stalls.

China is the largest country in Asia in terms of size and population. It is also home to the Great Wall of China which is one of the wonders of the world. China has an ancient and interesting history, and has developed ahead of its neighbouring countries—paper-making

and printing was done here centuries before it became common in Europe. It also has a very strong industrial base and it manufactures and exports goods designed and developed in China. Many products that are made in China are for international brands—from clothes to vehicles and heavy machinery. It has always been supportive of Pakistan in times of crisis.

India's history, like Pakistan, dates back to 3300 BCE. It has many things in common with Pakistan e.g. language, food, and history. But there are also points of conflict, such as Kashmir, which affects the relationship between both countries.

## **Lesson plan 16**

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- list the neighbours of Pakistan.
- describe life in the Iran and Afghanistan.

**Resources:** textbook page 72–75, map of Pakistan, flag stickers of China, India, Afghanistan, Iran

**Introduction:** 5 minutes

Show students a map of Pakistan and her neighbouring countries. On the map, ask them if they can identify Iran, China, India, and Afghanistan.

You may stick stickers of flags on the corresponding countries. Ask them to share their knowledge of these countries.

**Explanation:** 20 minutes

Discuss the four neighbouring countries of Pakistan. Let them have an idea of how countries can either be on friendly terms or can be hostile towards each other. Start with Iran. Discuss Iran's geographical landscape as well as the fact that due to low rainfall most products need to be imported into their country. Give a general background of their politics and also inform students that Tehran is the capital of Iran.

Next discuss with them the country of Afghanistan. Ask students to read page 73 and 74. Begin with their history, starting with the 13<sup>th</sup> century ruler, Changez Khan. Give a general background of how the country came under the influence of the British and then the Russians. Discuss the wars and their impact on the country as well as its citizens. Also, talk about their weather conditions and the different languages that are spoken there.

**Conclusion:** 3 minutes

Recap the concepts discussed in the lesson by asking short questions, e.g. How is Pakistan's relationship with Iran? Which country is situated to the north of Pakistan? etc.

**Classwork:** 12 minutes

Students could do Questions 1–4.

**Homework:**

Students could read about Pakistan's relationship with China and India.

## Lesson plan 17

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe Pakistan's relationship with China and India.
- list major groups of Muslim countries around the world.

**Resources:** textbook page 74–76, map of Pakistan

**Introduction:** 5 minutes

Recap the topics taught in the previous class. Show students a map of Pakistan and her neighbouring countries. On the map, ask them to identify China and India. Ask questions related to Pakistan's relationship with Afghanistan and Iran.

**Explanation:** 20 minutes

Discuss in detail about the landscape of China, their population, their relationship with Pakistan, etc. Remind students that China is a very ancient country and that it is very advanced compared to the other countries in Asia. Let them know that it is also a superpower in the world, after the United States of America. Talk about Chinese products found throughout the world.

Discuss in detail Pakistan's relationship with India. Talk about the many similarities that they two countries share in common such as food, culture (to a certain extent), language, etc. Have a discussion regarding the Kashmir Issue and why in recent times, the conflict between the two countries has increased greatly.

Next, discuss Pakistan's relationship with other Muslim countries. Explain how members of the OIC assist one another regarding problems that they face. Finally explain the meaning of interdependence and its importance.

**Conclusion:** 3 minutes

Recap the concepts discussed in the lesson by asking short questions e.g. What is interdependence? Why is it important?

**Classwork:** 12 minutes

Students should do Questions 5–8.

**Homework:**

Students should do Work page Questions A and B.

## 9 Economics

### Key Learning:

- Barter system
- Evolution of money
- Trade between countries
- Different aspects of trade
- Role of banks in an economy
- Federal system of governance

### Background information:

In the olden days when money wasn't invented, people used to exchange goods for other goods. For example, oranges for apples, or milk for meat, etc. This is called the barter system, where one good is exchanged for another. However, with time, people started using precious stones, jems, and other valuable items as currency. Later on, paper money was introduced, which is in use to date. The most recent form of currency is the bitcoin which is a cryptocurrency. Since no country can produce all goods by itself that is why trade is very important. Imports and exports are important aspects of any international trade. Any product that a country purchases from other countries is called an import.

Pakistan imports machinery, electrical goods, drugs, medicines, etc. from other countries. Similarly, the goods that a country produces in excess and sells to other countries are called exports. Examples of goods that are exported from Pakistan are leather products, cotton and its products, sugarcane, tobacco, sport goods, rice, etc.

The federal government is a system of governance wherein a country is divided into provinces or states and each province or state has its own local form of government. The federal government is above all of them and keeps checks and balances over all. For example, Sindh government is a local government and it reports back to Islamabad, which is the seat of the federal government in Pakistan. Part of the federal government is the FBR or the Federal Board of Revenue, which is responsible for the collection of taxes from all over the country. It also prepares the federal budget which covers all the expenditures that will incur over the following year. The economic system of any country covers many aspects such as distributing scarce resources, regulating the factors of production, i.e. capital, labour, land, entrepreneurship, etc. It also decides a country's fiscal, monetary, and trade policy. The fiscal policy deals with taxes and expenditures. The monetary policy deals with all matters related to money and the functioning of banks.

### Lesson plan 18

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the evolution of money.
- define imports and exports and describe their effects on the economy.

- explain the concept of currencies.
- trace the history of coins and paper money in the subcontinent.
- identify the function of consumers and producers.
- enumerate different causes and types of inflation and scarcity.

**Resources:** textbook pages 80–83

**Introduction:** 5 minutes

Start your session by asking students to outline the steps that they would take to purchase any item of their liking. Students can volunteer and you must note the answers of at least two to three students on the board. Point out to students that in every answer ‘giving money’ is common and the most important aspect. You may have a discussion with them of the various ways in which they use money. For example, for buying things, for paying their house rent, etc.

**Explanation:** 20 minutes

Discuss the timeline of money. Ask students to go through the table on page 78 of the textbook first. Explain how initially goods used to be bartered—bought in exchange—for other goods. For example, oranges in exchange for milk. And then with time, certain commodities like cowrie shells and small bronze pieces were designated for trade. State that the first paper currency was introduced by the Chinese King, Emperor Hein Tsung, and it was Marco Polo who introduced it to Europe. Ask about the first credit card and ATM machines. Mention that bitcoins are a new form of currency, and that while they are not very popular now, they may be the future of money.

Next discuss exports and imports. When a country produces goods in excess, it sells them to other countries it sells them to other countries. Similarly, when a country buys goods from other countries, they are called imports. Ask students if they know of any goods that Pakistan imports: electrical goods, drugs, medicines, oil, etc. and exports: mangoes, cotton, rice, leather and its products, carpets, sports goods, etc. from other countries. Explain that it is important that a balance should be maintained between exports and imports. Give them a general idea of the countries with whom Pakistan has trade relations.

Next, ask students if they can buy products from UAE or any other country using the Pakistani Rupee. Note their answers and then discuss how every country has its own currency. Tell them how in order to purchase anything, it is important to have the currency of the country that they are living or staying in. Tell them to refer to page 83 of their textbooks for a list of countries and their currencies.

**Conclusion:** 5 minutes

Have a general discussion on the products that are imported and exported from Pakistan to other countries.

**Classwork:** 10 minutes

Students could do Questions 1–6 and Questions A and C from Work page.

## Homework:

Students could read pages 83–87 from their textbook.

## Lesson plan 19

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- define the functions of a bank.
- describe the role of a central bank.
- discuss the role of federal government in managing public funds.
- discuss the economic system of Pakistan.

**Resources:** textbook pages 83–87

**Introduction:** 5 minutes

Begin your session by asking students what they know about banks. Encourage everyone to participate and note their answers on the board. Briefly explain the role of banks.

**Explanation:** 20 minutes

Explain that people keep their money safe in banks. Discuss with them the benefit of banks to individuals and to businesses such as transferring money from account to another and accessing loans.

Next discuss federal and provincial governments. Explain that certain tasks are conducted by the federal government and others are under the provincial government. Discuss the Federal Board of Revenue (FBR) and its role in our economy. Explain how it is responsible for collecting taxes from all the citizens of a country, and also for distributing them among different provinces so that they may be able to use that money for the benefit of the people. Discuss how preparing a federal budget, borrowing loans from other countries or international organisations etc. also falls under the FBR. Explain a budget through a small example. Draw a small table on the board with two columns, Items and Prices. For now, keep the prices column empty.

Items	Prices
Chocolates	Rs 10
Biscuits	Rs 15
Juice	Rs 30
Ice cream	Rs 40

Ask students to assume that they have Rs 60 in their savings and they have to buy all the above mentioned items. So first they will have to prepare their budget. To do this, they will need to know the prices of all the items. Now write the prices of all items on the board.

The total amount that they need to buy everything is Rs 95, therefore they only have Rs 60, which means that they will have to borrow Rs 35 from their parents in order to be able to get everything they need. This is how a budget is prepared!

Ask students to read the role of the State Bank of Pakistan on page 85. Explain that in Pakistan, the State bank regulates all the financial functions. Finally explain what an economic system is and the type of economic system that is followed in Pakistan.

Discuss which sector contributes the most to Pakistan's economy and the many ways in which government spends money for the benefit of the people of a country.

**Conclusion:** 5 minutes

Recap the topics taught in class especially the ones regarding budgets, the role of state bank, and the types of economy.

**Classwork:** 10 minutes

Students could do Questions 7–11.

**Homework:**

Students could do Question B from Work page.

## 9a Entrepreneurship

**Background Information:**

Unlike working a 9-5 job for someone else, entrepreneurship is running your own business. When you are entrepreneur, you work for your own business than someone else's. You could be running any type of business and be called an entrepreneur. There is no one type of an entrepreneur. However, to be an entrepreneur one needs to possess certain qualities and learn the tricks of the trade before investing. Having resources but not enough skills does not an entrepreneur towards success. Skills such as ability to deal with customers, maintain good relations with other people and business, money managing, investing in quality of products, etc. makes an entrepreneur run the business successfully. As you will learn in the lesson. There are several types of entrepreneurial businesses, and each one demands a varied range of skills and commitment, yet those described above are crucial to the sustainability to all kinds.

### Lesson plan 20

**Duration:** 45 minutes

**Outcomes**

- Describe the entrepreneurship mindset
- Define and differentiate between various types of entrepreneurial businesses

**Resources:** textbook page 90

**Introduction:**

Students could read page 90 and write down any questions that may arise.

**Explanation:**

Explain to the students from the background information above. Allow students to think of their own definition or any form of explanation that would simply convey to you their sense of entrepreneurship. Share a few examples of each kind of entrepreneurial business as stated in the lesson on page 90.

Conduct a class activity: ask students to think of an entrepreneurial business they would like to run. They could choose individually or allow them to form groups and choose one. Then ask them the following things about their business:

- The kind of business
- The skills they think they should have
- What kind of resources such as money, people, materials they would want to acquire

Students can take ideas from activity 1 from 'Things you can do'.

**Conclusion:**

Discuss questions 1-2 in class

**Classwork:**

Students could do Questions 1-2 in copies.

**Homework:**

Students could do exercise A from Work Page and activity 2 from 'Things you can do'.

## 10 Information communication

**Key Learning:**

- Different media of communication
- Advantages and disadvantages of different news media

**Background information:**

Print media includes any information that is on printed material e.g. newspapers, magazines, billboards, brochures, etc. On the other hand, electronic media is any information that is conveyed through electronic means such as the television, mobile, radio, etc. Similarly, there is also mass and non-mass media. Mass media is used to broadcast information to the public. Non-mass media on the other hand is used to communicate information to a limited audience.

### Lesson plan 21

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- compare and contrast different sources of information.
- discuss the advantages and disadvantages of different news mediums.

**Resources:** textbook pages 92–96, images of a newspaper, a news report, an advertisement, and a public service message

**Introduction:** 5 minutes

Talk about the different channels that students might be aware of. News provide information about everything. Briefly discuss the different types of media including print and electronic through which we can obtain information.

**Explanation:** 20 minutes

Start by explaining that information is knowledge regarding any issue, event, process, problem, or subject. Describe how there are many ways of obtaining information. Explain

that books, newspapers, articles, brochures etc. all come under print media, and information transmitted from television, radio, Internet, smartphones, etc. is classified as electronic media. Talk to them about the advantages and disadvantages of both. Next explain the difference between mass media—one that reaches a larger audience—and non-mass media—one that has a limited audience.

Pin images of a news report, a newspaper, an advertisement, and a public service message on the board (you can get them from the internet). Ask students if they can identify them. Elicit responses from students regarding each of these and explain the differences between them.

**Conclusion:** 5 minutes

Ask students if they will now be able to differentiate between a newspaper and a news report. Recap definitions of electronic and paper media, and mass and non-mass media.

**Classwork:** 10 minutes

Students could do all Questions 1–8.

**Homework:**

Students could do Work page Question A.

## 11 The government and the law

**Key Learning:**

- Democracy
- The structure of federal government in Pakistan
- The constitutional rights of the citizens of Pakistan
- Describe the significance of law enforcement in the country
- The courts of Pakistan

**Background information:**

Pakistan is a democratic state, which means that at every level elections are held through which people's representatives come to power. Citizens elect members of the national and provincial assemblies, and members of these assemblies elect the senate members (or the upper house). The federal government is formed by the members of the National assembly. The head of the government is the Prime Minister who appoints other ministers to run government departments. Similarly, every province has its own government and their head is the chief minister. The chief minister also appoints other ministers who manage various departments in their own provinces.

Every country has a set of rules and regulations that its citizens are supposed to follow. If anyone breaks those rules then he/she has committed an offense or a crime. At times when it is difficult to decide if a crime has been committed or not, the alleged criminals are taken to court. A judge or a magistrate gives the final verdict after listening to their case. Small matters are taken care of in a sessions court, and serious matters are referred to the High court. In Pakistan, the chief justice heads the Supreme Court, which is located in Islamabad.

## Lesson plan 22

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- define the term democracy.
- describe the structure of federal government in Pakistan.

**Resources:** textbook pages 98–99

**Introduction:** 15 minutes

Inform students that you will be holding mock elections to choose a subject leader for Social Studies. Ask students to raise their hands if they want to become a leader. Choose four students and write their names on the board.

Ask them to come forward and in one or two sentences say what they will do if they become a leader. After that ask students to choose the participant whose introduction they most liked and write their name on a piece of paper, fold it, and keep it with them. Make sure to ask students not to tell each other who they have voted for. Pass around a bowl and ask students to put their chits in it. Next, count the number of votes that each student got and elect the student with the highest votes as the subject leader.

**Explanation:** 10 minutes

Explain that the activity they just did is the democratic way of electing leaders. Explain that in Pakistan elections are held every five years to elect a prime minister. Next describe what a federal government and senate are. The prime minister is in charge of the entire country, whereas the chief ministers are in charge of different provinces.

**Conclusion:** 5 minutes

Recap the concepts discussed in the lesson by asking short questions e.g. What is democracy? What is the difference between a prime minister and a chief minister?

**Classwork:** 10 minutes

Students could do Questions 1–5.

**Homework:**

Students could do Work page Question A.

## Lesson plan 23

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- discuss the constitutional rights of the citizens of Pakistan.
- describe the significance of law enforcement in the country.
- identify the courts of Pakistan.
- identify the importance of taxes and government loans to pay for goods and services

**Resources:** textbook pages 100–103, image of Supreme Court of Pakistan

**Introduction:** 5 minutes

Briefly quiz students on the key terms discussed in the previous class such as democracy, federal and provincial government, etc.

**Explanation:** 20 minutes

Ask why a constitution is needed. Explain that all countries in the world have their own constitution. Discuss with students the constitutional rights that are listed in the textbook.

Have students read page 100 and then explain to them how every place has rules and regulations must be followed everywhere. Similarly, the law of a country is the rules and regulations that its citizens must abide by. Ask them if they know of any examples where they follow the law in Pakistan (traffic signals, speeding limits, garbage instructions, pedestrian crossing, etc.) Crimes happen when people break the law, criminals are taken to court where they are represented by lawyers. Tell them what a prosecution is and that the judge decides whether a person is a victim or a criminal. Show them an image of the Supreme Court of Pakistan and speak to them briefly about it.

**Conclusion:** 5 minutes

Have students volunteer and ask them to briefly explain terms such as the constitution, law, prosecution, etc.

**Classwork:** 15 minutes

Students could do Questions 6–9, and Questions B and D from the Work page.

**Homework:**

Students could do Work page Questions C and E.

## 12 Our culture

**Key Learning:****Background information:**

Culture refers to the set of beliefs, values, and customs of a group of people. Pakistani culture is very rich because of its diverse population. It comprises of Kashmiris, Balochis, Sindhis, Punjabis, Pathans, Balti, etc. and each group has its own traditions and customs. A few common aspects of these groups include religion, language, clothing, family, food, sports, and art and crafts. Islam is the religion of majority of the people in Pakistan, and Urdu is the national language. Similarly, shalwar kameez is their traditional garb, and they have similar values and customs when it comes to food, family, sports, and art and craft.

**Lesson plan 24**

**Duration:** 40 minutes

**Outcome:** Students will be able to:

- describe the culture of Pakistan.
- recognise the ethics of being digital citizens when connected online, and how to deal with difference of opinion online.
- propose ways to create peace and harmony.
- understand the rights and responsibilities of citizens in Pakistan according to the constitution
- recognise and practice common etiquettes in the civilized world of today.
- define and describe the concept of nationalism, and the ways people get along with one another.

- understand that all individuals have equal rights, irrespective of religious and ethnic differences, and learn to respect individual differences in opinion.
- explain the importance of freedom of speech.
- understand the importance of discussion and negotiation as tools for resolving conflicts at home and school.
- understand the advantages of living in a multicultural society.

**Resources:** textbook pages 106–111

**Introduction:** 10 minutes

Ask students what they usually have for breakfast on weekends. Explain how some people have '*anda paratha*' or '*halwa puri*' for breakfast, while others prefer breakfast of yogurt, egg, and milk. Tell them that their culture influences their eating habits. You may further explain this by asking students what are the traditional dresses of their society. Briefly explain that culture not only refers to a set of beliefs or customs, but it is an amalgamation of our beliefs, our values, our eating habits, our dress codes, the way we do things, etc.

**Explanation:** 25 minutes

Discuss how a culture is formed. Explain that certain things that we do today have been carried out by generations e.g. marriage customs, etc. Pakistani society promotes freedom of expression and equal rights for all citizens irrespective of religion, ethnicity, age, gender, class, creed, etc. Societies that thrive on pluralism live harmoniously and resort to conflict resolution by way of harmony. Talking to each other is crucial when it comes to conflict resolution during which patience, gratitude, and etiquettes are key tools.

Next, define what culture is and how it influences different aspects of our life. Explain how different societies live in Pakistan such as the Pashtuns, the Kashmiris, the Punjabis, the Balochis, the Sindhis, and the Balti, etc. Tell them that every society has its own culture and that together they make up the Pakistani culture.

Discuss in detail the culture of different societies. Divide students in 4 groups and have each group talk about one aspect of any culture. For example, one group could elaborate Balochi traditions or its handicrafts.

Finally, explain Pakistan is a multicultural country and people of all cultures live together peacefully.

**Conclusion:** 2 minutes

Have a student volunteer and briefly outline the main aspects of culture.

**Classwork:** 8 minutes

Students could do Questions 1–3.

**Homework:**

Students could do Work page Questions A and B.

## 13 Ancient civilisations of the world

### Key Learning:

- Greek, Roman, and Gandharan Civilisations

### Background information

### Lesson plan 25

**Duration:** 45 minutes

**Outcomes:** Students will be able to:

- describe the salient features of Greek, Roman, and Gandharan Civilisations

**Resources:** textbook pages 114–116, pictures of Greek and Roman Civilisations sourced through Internet or otherwise, an ancient map of the world, a modern-day world map

**Introduction:** 10 minutes

Students will read pages 114–116 on Greek and Roman Civilisations and underline any key points that excite them about these two civilisations.

### Explanation:

It is noteworthy that the Greeks lived quite harmoniously despite the fact they were divided into hundreds of sovereign city-states. Engage students in a conversation on communal harmony of that era and ask to draw comparisons with the modern-day lives. You could discuss social lives, economy, means of earning, education, philosophy, and sports. Inquire about the early philosophers and Olympics. Some of them should have heard about the Olympics, if not the philosophers. Show pictures of modern-day Rome along with a few artist's impression of the Roman civilization. These could be old-age artefacts, illustrations, sculptures. The idea of give into material history of those time so students could compare and analyse.

Mark locations of both Greek and Roman Civilisations on both maps and show them to students. You could hang the maps on the board or on the wall. Ask questions about the Roman civilization such as the differences and similarities with the Greek Civilisation. Draw two columns n the board—one each for similarities and differences. Fill the board as students share their observations.

### Conclusion:

Discuss the last two lines from Roman Civilisation on page 116. Ask students what do they understand by 'Class system'? Do a general round-up on the topic.

### Classwork:

Take questions from students and if possible draw mindmaps of the two civilisations on the board.

**Homework:** Students will research on activity 2 of 'Things you can do'.

## Lesson plan 26

**Duration:** 45 minutes

**Outcomes:**

- describe the salient features of Greek, Roman, and Gandharan Civilisations

**Resources:** page 114–116

**Introduction:**

Students could read page 114–116.

**Explanation:**

Show students the current geographical location of the Gandharan Civilisation on a map. They should be able to identify the major cities and routes on the map. Discuss the current way of living in the region such as Iran, India, and China.

Show pictures of artefacts and other material history from those times as well as life in the present times.

**Conclusion:**

Students could ask questions and continue classwork.

**Classwork:**

Students could do Question 1 in notebooks.

**Homework:**

Students could do the activity on Work Page and activity 1 from 'Things you can do'

## 14 The struggle for independence

**Key Learning:**

- The European traders
- Events that led to the War of independence of 1857

**Background information:**

The first Europeans to set foot on the subcontinent were the Portuguese traders who were astonished at the variety of riches available in India. There were beautiful fabrics, spices, fruits and other gold and riches which they bought or exchanged for their own goods. Then in the 17th century, Dutch traders came to India for trade in spices, dyes, and fabrics.

They went on to the Malay Peninsula and to the Spice Islands and took back with them spices such as they had never tasted before. Spices were very costly in the west and the abundance of these luxury goods in the subcontinent amazed and tempted the Europeans. They became very wealthy through the spice trade. The first Englishman to come to India was Sir Thomas Roe, an ambassador of Queen Elizabeth I. He arrived in 1600, during Emperor Jehangir's reign. Later on, the British started a company called the East India Trading Company (later known as East India Company), for trade purposes. Eventually they decided to stay in India and took over the country and made it one of Britain's colonies (a colony is a country that is ruled over by foreign masters).

The War of Independence, in 1857, was fought by the Muslims and Hindus of the northern and central states of the subcontinent, but it was not completely successful as it was not a united effort by all the people. It was after this war that the Britishers assumed control of the subcontinent. Political parties such as the Congress party and the All India Muslim League party were created to serve the interests of the people of the subcontinent, and to have a say in the politics of the country.

## Lesson plan 27

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- discuss the reasons behind the arrival of the Europeans in the subcontinent.
- construct a timeline of significant events in the struggle for independence.

**Resources:** textbook pages 118–121

**Introduction:** 5 minutes

Start your session by asking students if they know when Pakistan was created. Encourage them to share their knowledge on what in their view was the reason behind the creation of Pakistan.

**Explanation:** 20 minutes

Explain that the Portuguese were first among the Europeans to set foot on the subcontinent. Tell them about Vasco Da Gama who was the first person to travel to the Indian sub-continent in 1498. Explain how after that in 1600, the East India Company was set up and later on the Dutch, the French, and many other traders came to India. The British rose to power in the sub-continent and contributed towards its infrastructure, politics, etc.

Discuss the circumstances that led to the War of Independence of 1857 by the two main groups in the sub-continent. Inform students about famous personalities like Mohandas Gandhi, Mohammad Ali Jinnah, Sir Syed Ahmed Khan, Allama Iqbal, Liaquat Ali Khan, etc.

**Conclusion:** 5 minutes

Have a general discussion regarding the topic taught in class. You may ask students simple questions such as 'Who was the first European to set foot on the subcontinent?', 'When was the East India Company set up?', etc.

**Classwork:** 10 minutes

Students could do Questions 1–8.

**Homework:**

Students could do Work page Questions A and B.

## Lesson plan 28

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- discuss the reasons behind the creation of Pakistan.
- discuss the personalities involved in the freedom struggle.

**Resources:** textbook pages 121–124

**Introduction:** 10 minutes

Start your session by briefly going through the topics that were covered in the previous class.

**Explanation:** 20 minutes

Explain to students how partition took place and the role of the British in bringing it about. Familiarise them with the personalities mentioned in the book.

**Conclusion:** 5 minutes

Recap the topics discussed in the lesson by asking short questions e.g. 'Who was Mohammad Ali Jinnah?' 'When was Pakistan created?', etc.

**Classwork:** 10 minutes

Complete Questions 9–14.

**Homework:**

Students could do Work page Question C.

## 15 Human rights

**Key Learning:**

- Human rights
- International organisations that protect and promote human rights
- The efforts of individuals for the promotion of human rights

**Background information:**

Human rights are the rights which everyone has no matter where they were born, what their religion, race, or gender is. These are rights that have been put down in a United Nations document called the Universal Declaration of Human Rights, which means that it applies to all the people in all countries of the world, and for the present as well as the future.

The United Nations is an organisation that has authority over its member countries and oversees them to ensure that they abide by the terms of the laws they have agreed to. The Convention on the Rights of the Child is the first legally binding international mechanism to incorporate the full range of human rights—civil, cultural, economic, political and, social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. World leaders also wanted to ensure that children's rights were recognised. There are many organisations that are run by different people or groups for specific rights. They also have international recognition and acceptance like the Amnesty International. The Edhi Centre in Pakistan is also a charitable organisation.

## Lesson plan 29

**Duration:** 40 minutes

**Outcomes:** Students will be able to :

- define human rights.
- list international organisations that protect and promote human rights.
- recognise the efforts of individuals for the promotion of human rights.

**Resources:** textbook pages 127–129

**Introduction:** 5 minutes

Begin your class by asking students if they know about the Edhi Foundation. Ask them if they know the name of the owner of the organisation and what sort of charitable work they do. Take note of their answers and then explain in detail about the work that is undertaken by the Edhi Foundation.

**Explanation:** 20 minutes

Discuss with students that certain organisations are formed to ensure that basic human rights are accessible to every individual on this planet. The UNHRC, Amnesty International, HRCP etc. are examples of such organisations. Inform them that there are also a few people who have unselfishly worked towards the betterment of society, and that these people have also been awarded peace prizes by recognised institutions. Discuss with them the personalities mentioned in the book including Mother Teresa, Nelson Mandela, Martin Luther King. Inform them that certain Pakistanis are also on the list including Abdul Sattar Edhi, Dr Akhtar Hameed Khan, Ibn Abdur Rehman, Seema Aziz, etc. Discuss in detail the facts mentioned in the textbook regarding these personalities. Encourage students to look up to these people and to strive to become like them.

**Conclusion:** 5 minutes

Recap the topics discussed in the lesson by asking short questions, e.g. What does the UNHRC stand for? Who was Nelson Mandela?

**Classwork:** 10 minutes

Students could do Questions 1–5.

**Homework:** Students could do Work page Questions A, B, and C.

# Answers to Questions, Work pages, and 'Things you can do'

## Unit 1 World Geography

### 1 Maps

#### Answers to questions

1. A physical map shows the landforms such as hills, mountains, rivers, lakes, valleys, deltas, plateaus, seas, and oceans; whereas a political map shows the different countries, their capitals and major cities, and the international borders between countries.
2. Meridians of longitude are the imaginary lines that run vertically, north to south, across the globe. They converge (meet) at the poles. The imaginary lines that run horizontally from east to west are called parallels of latitude.
3. The directions on a map are shown by a compass rose or an arrow marked with N at the top. The compass rose shows the general directions, and the arrow tells us where north is.
4. The location of a place is calculated by its position in degrees, north or south of the Equator and east or west of the Prime Meridian or the International Date Line.
5. Students should write the page number. Its coordinates are: 30.3753° N, 69.3451° E.

#### Work page

- A. With the aid of the clues, help the students to label the five given cities of Pakistan by marking each with a large coloured dot.
- B. 1. latitude      2. Greenwich      3. scale      4. key      5. 180°

#### Things you can do

1. Use a large map of Asia to do this task as a class exercise.
2. Help students to do this by drawing a sample map on the board. It can be an interactive class exercise.
3. Use a globe to demonstrate the Prime Meridian and the International Date Line.

### 2 World climate

#### Answers to questions

1. Climate affects how we live: the kind of houses we live in, the food we eat, the clothes we wear, our activities and work, and the way we spend our time indoors and outdoors.
2. The Arctic Circle, the Tropic of Cancer, the Antarctic Circle, and the Tropic of Capricorn are the lines of latitude that divide the world into different climatic zones.
3. The temperature, the amount of rainfall, the amount of water vapour, the direction and frequency of winds, and the presence of hills and mountains are factors that influence the climate.

4. Climate change is a phenomenon that occurs when there is a change in the climatic patterns of a region or on a global scale. From the mid to late 20th century onwards, the increased levels of carbon dioxide in the atmosphere have caused a rise in the temperatures on Earth.
5. Trees act as the lungs of the Earth. They take in carbon dioxide, which is the main cause of climate change, and release oxygen in the air. This way the air gets purified.
6. Greenhouse gases exist in the Earth's atmosphere and allow sunlight to pass through it and reach the Earth's surface, thereby regulating the Earth's temperature.
7. The greenhouse gases in the Earth's atmosphere trap heat to keep our Earth warm. This trapping of heat inside the atmosphere is called the greenhouse effect.
8. The use of fossil fuels, destruction of forest area for agriculture purposes, deforestation in general, manufacture of cement, chemicals, metals, etc. are some of the factors that are responsible for climate change.
9. Many activities can be undertaken to reduce climate change, e.g. using less electricity, saving water, planting more trees, walking or bicycling instead of using a car, recycling material, buying less plastic, etc.
10. Students should be able to write answers to this question as per their understanding of the topic. They could refer to real life natural disasters to analyse and write answers.

### Work page

1. The hill station of Murree: 1789.3 mm
2. Nok Kundi: 35.3 mm
3. Quetta: -2.0°C
4. Jacobabad: 36.9°C
5. The average winter temperature in Quetta can go as low as -2°C, and the average temperature in summer can also go high to 25.6°C, whereas Murree's average winter temperature is 3.7°C and maximum temperature in summer is 20.6°C.

Murree gets 1789.3 mm of rain annually and Quetta gets 260.8 mm. Both the places have low temperatures. However, Murree gets a lot more rain than Quetta.

- B. 1 False    2 True    3 False    4 True    5 False
- C. Students should do this with their teacher's help.
- D. 1 chilly    2 fossil    3 carbon dioxide  
4 coal    5 it doesn't cause pollution    6 heat

### Things you can do

1. Ask students to cut out the weather report from any English newspaper. Make a chart with two columns, daily temperature and rainfall. Have them fill it in for the next 30 days.

2. Help the students to make a weathervane, or simply to make a flag, using paper and a straight, foot-long rod, placed at an open and raised point to note the direction of the wind.
3. Encourage students to do research on garbage collection and recycling.

### **3 Life in desert and forest regions**

#### **Answers to questions**

1. Continental deserts are in the middle of a continent; they get no rain clouds, e.g. Gobi Desert in Mongolia and the Great Australian Desert.
2. Deserts are hot, dry places, with a harsh climate; there is little or no vegetation, very little water, poor soil, no farming, and no food crops; there are no settlements and no development, hence the population is very low. Mostly nomadic tribes live in these areas.
3. Desert plants are spiny and have thick, fleshy stems that store water. The spines prevent the animals from eating the plants.
4. Saudi Arabia has large reserves of oil underground. The government sells the oil and uses the money for the development of the country.
5. Ecuador, Colombia, and Brazil in South America have equatorial forests.
6. These forests are very important because they are a source of oxygen for all living things and are known as the lungs of the Earth.
7. Equatorial forests are hot, wet, and humid all year round; the vegetation is very dense as the plants grow very close together; there is a large variety of animals. Temperate forests are very cold, and the vegetation is very different: the trees grow apart and there is ground vegetation in the form of bushes; the animal, bird, and insect population is not as high as in the equatorial regions.
8. People find it difficult to travel through these thick, dense forests and they cannot clear the land for cultivation; they also face the problem of tropical diseases.
9. There are fewer temperate forests in the southern hemisphere because there is less land mass, and more water covering the surface of the Earth. The ocean currents, on either side of Africa and South America, keep the land warmer than the huge land mass of the continents in the northern hemisphere.

#### **Work page**

- A.
1. Bedouin is the name for nomads of the Arabian Desert.
  2. Sirocco is the name for the hot, dry, dusty wind that blows through the Mediterranean region.
  3. A wadi is a dry river bed in the Middle Eastern desert. It means 'valley'.
  4. A nomad is a wanderer, a person who does not live in one place and is constantly on the move.
  5. A cactus is a fleshy plant, usually with prickles, found in a hot, dry climate.
- B. Climate—wind, temperature, rainfall, whirlwind

Land—sandy, rocky, wadi, dunes Vegetation—spiny, leaves, stem, roots

Animals—camel, snake, lizards, hedgehogs

- C. Equatorial: a lot of sunshine, over 200 cm of rain, hot climate, unnamed species, pygmies, fast-growing plants, millions of small insects, hot wetlands, heavy rainfall. Temperate: cold climate, snowshoes, long roots, coniferous trees, alpine trees, animals with fur, frozen rivers.
- D. 1 of the cold climate.  
2 from being washed away.  
3 of the dense vegetation.  
4 of the heavy rainfall and fertile soil.  
5 there are laws to protect wildlife species.

### Things you can do

1. Students should refer to the atlas to locate the desert countries.
2. Encourage students to look up more information from the encyclopedia or the Internet.
3. Encourage students to look up these pictures in old magazines to make a wall display.

## 4 The polar regions and exploration

### Answers to questions

1. The Arctic Circle (North Pole) and the Antarctic Circle (South Pole).

The Arctic region is composed entirely of icebergs. There is very little land except for the northern coasts of the Asian and North American continents. The people of the region are called Inuit. Temperatures, most of the year, are below  $-23^{\circ}\text{C}$ . There are polar bears in the Arctic, but no penguins.

The Antarctic region is a huge land mass covered with ice and snow. It is uninhabited, with temperatures as low as  $-87^{\circ}\text{C}$ . There are penguins in the Antarctic, but no polar bears.

2. Seals, whales, and penguins live in Antarctica, and polar bears, seals, walruses, and whales live in the Arctic Circle.

The animals in the Polar Regions, like polar bears, seals, whales, and walruses, have a thick layer of fat or blubber under their skins, which keeps out the cold.

3. It is bitterly cold in Antarctica and the climate is dangerous, with hurricanes and blizzards blowing. People who travel here cannot bear the cold and often get frostbite. Frostbite can be so severe that people can often lose their limbs. Because of these extreme weather conditions, the Antarctic region has not been inhabited.
4. In the middle of summer in each hemisphere, the Sun remains above the horizon all the time, so there is daylight all the time. That is why these are called the 'lands of the midnight sun'.

5. People explore because they are curious to know about the world. Some early travellers simply wanted to find out more about the world, other explorers went in search of wealth— they looked for land, minerals, oil fields, spices, and other resources.

6. The Age of Discovery

7. Rihla—The Travels

8. Vasco Da Gama’s discovery was important because through his voyage, Portugal and other European countries were linked to Asia via ocean route.

Portugal received unopposed access to the Indian spice market. Spices and other products available in India were new to Europe. The new trade route greatly benefitted the Portuguese economy.

9. Neil Armstrong’s mission was a great milestone for mankind because he was the first explorer who explored beyond Earth and went into space and walked on the Moon. This opened up new opportunities for people in the field of space exploration.

### Work page

- A. 1. Arctic            2. Antarctic            3. Inuit    4. Kayaks    5. Frostbite
- B. 1. Pytheas    2. 1911, Roald Amundsen    3. 1909, Robert Edwin Peary
4. Antarctica    5. Arctic            6. 20th July, 1969            7. Gemini 8
8. 17            9. Jewel merchant    10. Twenty-four
11. Portugal, 1524 in Cochin

### Things you can do

1. Encourage the class to carry out research on these topics, in the school library, and share their findings. Guide them to use children’s magazines and fact books for information.
2. This can be done as a group project by the class with the help of an encyclopedia and the Internet. Guide the students on how to write a report.
3. Blocks cut from polystyrene foam can be glued together to make model igloos for a class presentation.
4. Talk about icebergs which look like rocks of solid ice. These can be dangerous for the ships sailing near them: the Titanic broke up and sank when it hit an iceberg. Students should find out when and where this happened.

## Unit 2 Geography of Pakistan

### 5 Our country

#### Answers to questions

1. The snow-peaked high mountains to the north of Pakistan contrast sharply with the beaches along the coastline of Pakistan to its south.
2. Students will write their own answers.



5. You could conduct this activity in class as well after students have had this discussion with parents at home. This will give students the opportunity to learn different perspectives of their peers.

## 6 Minerals, power resources, and industries

### Answers to questions

1. Use the table given on page 51 of the textbook to answer this question. Minerals are important as raw materials for industry.
2. Sometimes, it is difficult to reach the minerals, and quite expensive to acquire machinery and labour required to mine them. If the quantity available does not justify the costs, it is not worthwhile to mine them.
3. Chromite is found at Muslim Bagh near Quetta. Copper deposits are found at Saindak and Reko Diq. Iron ore is found in Dammer Nissar, Kalabagh, and Chilgazi. Antimony is mined at Krinj.
4. Punjab uses a lot of electricity because many of the industries are located there which require a lot of electricity to run. On the other hand, due to lack of industries and smaller population in Balochistan, lesser electricity is used there as compared to Punjab.
5. Power resources are important because they are needed for the running of industries, households, and transportation.
6. Woollen textiles, art silk, chemicals; cooking oil; fertilisers; cement; iron, steel and engineering are major industries of Pakistan.
7. Cotton textiles is the largest industry in Pakistan.
8. Utensils; cutlery; pottery; shoes; surgical instruments; sports goods; handicrafts; carpets; toys; furniture; carved doors and window frames; ornaments; dyeing, printing, and tailoring are also cottage industries.
9. Most of Pakistan's industries are located in the Punjab, Sindh, and in parts of Khyber Pakhtunkhwa. There are very few industries in Balochistan due to on-availability of water and power, and inaccessibility to raw materials.

### Work page

- A. 1. Chromite                      2. Barite                      3. Marble  
4. Rock salt                      5. Sulphur                      6. Limestone
- B. 1. Hunza—rubies                      2. Krinj—antimony                      3. Quetta—chromite  
4. Skardu—aquamarine                      5. Koh-i-Maran—fluorite                      6. Spin Kan—magnesite
- C. 1. Oil                      2. Petroleum                      3. Natural Gas  
4. Coal                      5. Electricity                      6. Solar Energy
- D. 1. 9.5 hours  
2. Punjab  
3. Megawatt (MW)  
4. textiles, household linen, hosiery, canvas.

5. Harnai and Mastung in Balochistan; Bannu and Nowshera in Khyber Pakhtunkhwa; Quaidabad, Lawrencepur, Rawalpindi, and Sahiwal in Punjab; and Karachi, Hyderabad, and Larkana in Sindh.
6. soap, paper, textiles, fertilisers, and iron and steel
7. limestone and gypsum
8. Pakistan Steel Mills and Pakistan Machine Tool Factory Karachi, Heavy Mechanical Complex, Taxila.

### Things you can do

1. This can be a group project for the class, assigning different mineral objects to each group, for a class display.
2. Students can do this on their own after some group/pair discussion. They should refer to Oxford School Atlas for Pakistan.
3. Students could check different products at school and at home.

## 7 Agriculture and irrigation in Pakistan

### Answers to questions

1. Punjab is the best farming area because of its fertile soil and canal irrigation system.
2. Kharif crops are grown in summer, for example, cotton and rice. Rabi crops are grown in winter, for example, wheat.
3. Cotton is Pakistan's largest export crop. It is grown in south-east Punjab and parts of Sindh.
4. A food crop is one that is grown to feed the community, for example, wheat, rice, sugar cane. A cash crop is grown for sale or export, that is, against which we can get cash. Cotton, tobacco, and also sugar cane are cash crops.
5. Livestock is an important part of agriculture as it is reared for meat, dairy products, and hides and skins (leather). Almost all small farms in Pakistan also use cattle to work the land, help till the soil, and provide transport for farmers.
6. Staple food means the main or principal food. The staple food crop in Pakistan is wheat.
7. Pakistan cannot depend only on rainfall for its crops to grow. Since it is an agricultural country and a regular supply of water is necessary, farmers depend on irrigation.
8. Almost 80 per cent of our arable (cropped) land is irrigated.
9. Irrigation methods are mainly canals and tube wells, and in some areas the shaduf, charsa, karez, and the Persian wheel are also used.

### Work page

- A. 1. Sugar cane            2. Rice                    3. Wheat  
 4. Pulses                 5. Millet (jowar and bajra)    6. Cotton
- B. 1. buffaloes  
 2. Thar and Cholistan deserts

3. 170 kilograms. Divide this figure by 2.2 and the answer is 77.27 pounds.
  4. linseed, castor seed, sesame, mustard, and cotton seed
- C. Rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hingol, Hub, Dasht, and Porali.  
Dams: Warsak, Mangla, Tarbela, Rawal, and Hub  
Barrages: Kotri, Panjnad, Guddu, Taunsa, and Sukkur
- D. Students should refer to an atlas for this activity.

### Things you can do

1. Discuss each problem individually with the students, explaining briefly how each affects the quality and quantity of farm produce, and the difficulties faced by small farmers. For example, crops cannot grow in arid (dry, barren) soil: is this always a natural condition or because of erosion? Can this be corrected?  
  
How does lack of mechanisation affect tilling, harvesting, etc. Talk about the need for natural and chemical fertilisers and pesticides, and good roads and transport to take the crops to the markets.
2. Dams and barrages are very impressive structures through which millions of gallons of water pass. The sight can be very awesome, too huge to even imagine. Apart from the given activity, an excursion to a dam or a barrage in the vicinity of your city would be an interesting and informative exercise. You could show a video of Tarbela dam to your students.
3. Students should draw pictures and explain how they work.

## 8 Pakistan and her neighbours

### Answers to questions

1. Pakistan lies between 24° and 37° North, and 61° and 76° East.
2. Iran, Afghanistan, China, and India. Share their borders with Pakistan.
3. Afghanistan shares the longest border—2200 km—with Pakistan.
4. The Karakoram Range forms the border with China.
5. It is situated in China and Mongolia.
6. Afghanistan does not have a coastline.
7. Interdependence is the reliance or dependence of two or more individuals or countries on each other.
8. Countries depend on one another for different reasons. The requirements and needs in the form of goods and services of one country can be met by purchasing these from another country.

### Work page

- A. 1 a) People's Republic of China  
b) Beijing  
c) Mandarin  
d) 1.38 billion people  
e) Rice, cotton, textiles, electronic goods

- f) Mao Zedong, Chou En Lai, Deng Xiao Ping
- 2. a) Islamic Republic of Iran
  - b) Tehran
  - c) Farsi
  - d) 81.16 million people
  - e) Oil, gas, minerals, carpets
  - f) Raza Pahlevi, Ayatullah Khomeini, President Khatami, President Ahmedinijad
- 3. a) Afghanistan
  - b) Kabul
  - c) Pushto and Dari Persian
  - d) 35.53 million people
  - e) Carpets, lambskins, fruit
  - f) King Zahir Shah

B. Students are to do this question on their own

### Things you can do

1. Ask students to research and list three things about each country, for example:

Iran:

National Day: February 11; Important Festival: Nauroze (New Year); Special Dish: Chello Kebab

Assist students to complete this, using the Internet and other resources.

2. Students should attempt this on their own.
3. This can be done as a class activity where students bring pictures of any two famous places from any two neighbouring countries of Pakistan.

## Unit 3 Economics, Citizenship, and Culture

### 9 Economics

#### Answers to questions

1. Money is coins and banknotes that can be exchanged for products. We use money to purchase goods every day.
2. Exports are the goods that a country sells to other countries, whereas imports are the goods that a country buys from other countries. Pakistan exports cotton, rice, leather and its products, etc. and it imports oil, machinery, electrical goods, medicines, etc.
3. Producers are groups of people that produce goods and services in an economy; while consumers are people/groups who buy goods and services. For example, plants are producers because they use energy from the sun to make the food they need to survive, while herbivore animals such as cows are consumers because they get their energy from plants.
4. Countries depend on each other because one country alone cannot produce everything. So each country sells what it produces in excess and buys what it



## 9a Entrepreneurship

### Answers to questions

1. An example of most useful behavior of an entrepreneur would be time management because time is the most precious tool any one has.
2.
  - i. Small business: a general store, home-based cookies
  - ii. Scalable start-up businesses: Imtiaz supermarket, Careem
  - iii. Social entrepreneurship: Women's Digital League, Kashf Foundation
  - iv. Large corporations: Apple, Samsung

### Work Page

- A. Students will research on these personalities on their own. Most students should already recognize the names. Contrarily, you can also give a small presentation briefing about each of these along with their achievements.

### Things you can do

1. Students can celebrate "Entrepreneur's Day" at school. The entire school could participate or contrarily, the class could do so on their own during lunch break.

## 10 Information communication

### Answers to questions

1. Newspaper, magazines, television, Internet, and billboards.
2. Mass media means technology that is intended to reach a large audience. Television, radio, the Internet, and newspapers are all communication tools that can quickly convey information to a very large number of people.
3. A news report is a short account of the news. It can be a story in a newspaper, or on radio or television, about something. It can be a written or spoken description of an event, happening, or incident.
4. An advertisement is an audio or visual form of communication used to promote or sell a product or a service.
5. Social media is not an ideal source of information because it is not reliable. Sometimes, people use it for negative reasons e.g. to malign a person's reputation, or to spread fake news etc.
6. Advantages of print media are as follows:
  - Print media in the form of newspapers is the cheapest and most widely used source of information.
  - Print media allows exposure of information to a large number of people.
  - In print media, a person can read a newspaper or magazine, and view an advertisement when desired.
  - Newspapers, magazines, and leaflets carry advertisements which reach the targeted customers easily.
  - Newspapers, through editorials, discuss issues of national importance.
  - Students can improve their language and knowledge through newspapers and journals.
  - News in print media is covered with greater seriousness.

## 7. Advantages:

- The Internet is an extremely fast way of communicating. Information about any subject in the world is available on the Internet.
- A huge amount of content is available.

## Disadvantages:

- Looking at screens for a long time is not healthy. Similarly, use of earphones for listening to electronic media at high volumes can affect hearing.
- Internet services are expensive and cannot be afforded by a many people.

8. a) Keep your city clean.                      b) Do not waste water.  
c) Do not cut trees.                              d) Save electricity.

## Work page

- A. 1. Not always reliable                      2. Radio    3. Newspapers  
4. A jingle    5. Reading a newspaper

## Things you can do

1. Have students listen to a news report on the television and radio as homework. Bring some newspapers to class and then ask students if they can note down any two differences between all three media.
2. This activity can be conducted over a month's time. Have students come up with their own ideas of what they want to include in their school newspaper. Inform them that they need not make a very big newspaper and that two to three articles would be sufficient.

## 11 The government and the law

### Answers to questions

1. Democracy is a system of governance where people elect certain individuals through voting, who then rule for a certain number of fixed years.
2. It is important to vote because it is one of the basic human rights. It empowers people to elect a representative to serve the people.
3. The people of Pakistan elect members of the national and provincial assembly through voting. The federal government is then formed from the members of the National assembly. The head of the government is the prime minister.
4. Every province has its own provincial government. The chief minister is in charge of the provincial government.
5. A citizen is someone who lives in a particular place or city and who owns a passport of that country. People who are born to Pakistani parents are citizens of Pakistan.
6. Laws are important in order to ensure that things run smoothly in a country. In Pakistan, the government makes the rules or laws for the country. In provinces, the provincial government makes more laws. The police force ensures that these laws are obeyed. Anyone who breaks the law is punished.
7. The police is responsible for catching the people who break the law. They are also in charge of jails and prisons. Based on the crime committed, some criminals are sent to jail.

8. People who are caught breaking the law are arrested by the police.
9. Sometimes it is difficult to decide who has committed a crime. In that case, the person who is arrested is taken to a court of law. There the judge decides and ensures that justice is done and the guilty person is punished.
10. Civic rights are the rights of the common people to participate in the social, civil, and political life within a society. Civic responsibilities are the duties citizens have to help maintain their society and its infrastructure, such as keeping the environment clean, paying taxes, etc. Rights are what the citizens have by law, while civic responsibilities are things they should do.
11. Discuss with students how it is important to recognise the ethics of digital citizenship as it helps foster a safer experience for people on the internet, where users are more tolerant of each other's differences. Having mutual empathy and respect will help ensure harmony in the global society.

### Work page

- A. 1. constitution                      2. chief minister              3. ministers  
 4. national government      5. democracy                  6. prime minister              7. senate
- B. 1. chief minister                      2. Islamabad                      3. prime minister  
 4. court                                      5. eighteen
- C. Guide the students to complete this task. It can be done as a separate classroom activity.
- D. 1. to be a lawyer in a court case for a person or an organisation that is charging somebody with a crime  
 2. a person who is knowledgeable about the law and to represents people in court  
 3. an official who acts as a judge in the lowest courts of law  
 4. when there is more than one judge  
 5. facts, signs, or objects that point towards the truth  
 6. people who have seen the crime being committed
- E. No parking sign means that cars cannot be parked in that area. A construction sign means that construction is going on in that area so people should be careful, bump ahead means that people should slow down as there is a speed bump ahead.

### Things you can do

1. Research the names of the people holding the titles, and discuss/share with the class.
2. For this activity divide students into groups and have them draft rules for the classroom and playground.
3. Brainstorm with the students how to improve their way of using the internet. Research ways to make internet use more safe and effective.

## 12 Our culture

### Answers to questions

1. There are some characteristics that Pakistanis all over the country observe. They are as follows:
  - Religion: 97% Muslims; Language: Official language Urdu; Food; Family; Clothing; Sports; Art and craft
2. A multicultural society has many other advantages. People learn to experience different ways of life, for example they learn about other peoples' languages, art, traditions, and behaviours. They develop a better understanding and tolerance of other cultures. In a multicultural society, people learn to live peacefully and accept people despite their differences.
3. Students will write their own opinions for this question.
4. In a society where people do not enjoy equal rights, there is a major trust deficit in the abilities of the government. This also means people do not have access to equal opportunities when it comes to employment, education, healthcare and other such facilities.
5. Students will write answers according to their own opinion.
6. There are many ways such as the following:
  - i. Eliminate use of weapons, drugs, and other such resources
  - ii. Build safe public places for public entertainment
  - iii. Create communities where people could talk and solve their issues
  - iv. Educate people of all ages about the benefits of living harmoniously
  - v. Allow people of different faiths to follow their religion
  - vi. Discourage bullying, teasing, cat-calling, and other such behavioural traits

### Work page

- A. 1. Religion                      2. 97%                      3. Urdu                      4. Sindh

### Things you can do

1. Give students a week to complete this activity. Remind them that they can include various aspects of their culture including the food they eat, their traditional dresses, dances, songs, dramas, handicrafts, etc.
2. This can be done as a group project. Organise students into five groups and allot them different countries such as China, Saudi Arabia, Korea, Afghanistan, and Iran. Ask them to find picture to make a collage of the traditional clothing, food, festivals, folk dances, and handicrafts of these countries.
3. This can be conducted in class as a classroom activity. Have students pair up according to their cultural backgrounds and make a small list of 3 to 4 questions regarding their culture. They can quiz other groups for peer-assessment.
4. Help students conduct research on this. Students could work individually or in groups.
5. Each student should come up with a poster on the topic. They could write slogans and one-liners, and also express by way of creative design or symbol.

## Unit 4 History and Rights

## 13 Ancient civilisations of the world

### Answers to Questions

1. Students will analyse the text based on factors such as sources of income, lifestyle, education, philosophy, leadership, political and administrative set up, etc.

### Work Page

#### Match the features

Greeks: produced the greatest philosophers of all times; depended on agriculture and reared livestock; started the Olympics; conquered the Persians, conquered by the Romans

Romans: had the most advanced financial system in the world; society was divided into class system; developed engineering techniques and materials; conquered by Ottomans

Gandharans: Peshawar and Taxila were important cities of this civilisation; lived in religious harmony; ruled by Kushans

#### Things you can do

1. Divide students into groups so they could collect an array of information on an empire. They could present information on their achievements in sciences, medicine, philosophy, economy, government, etc.
2. Students could do this individually.

## 14 The struggle for independence

### Answers to questions

1. The Europeans were interested in the East because they saw it as a land of rich spices, fruits, clothes of different colours and textures, fabulous ornaments, and jewellery. They established trade relations with Asian countries.
2. The first European visitors were the Portuguese. They arrived here during the 15th century.
3. The British came to India as traders. When trading became profitable for them, they started the East India Trading Company in the 17th century. Since the French were also in India at the time, competition in trading grew between the French and the British. After the Mughal rule ended, however, the British succeeded in driving out the French from India and establishing their own rule over the subcontinent in the 18th century. They ruled India for about 200 years.
4. The British introduced their language, architecture, politics, and their ideas. They built roads, railway lines, and large buildings and improved the canal irrigation system.
5. They could not succeed against the British because they were not united.
6. The soldiers in the British army were Hindus, Muslims and Sikhs. In 1857 they were issued rifles whose greased bullets had to be bitten for loading. The bullets were greased with animal fat. Lard is forbidden to Muslims and cow fat to Hindus. The soldiers objected and were severely punished by the British. So they came out in open defiance, the battle they fought is called the War of Independence.

7. Some educated people thought that no progress could be made by just fighting the British. In 1885 they formed the Indian National Congress. They felt that by having their own political organisation, one day they could rule their own country.
8. The Muslim League was created for the Muslims of India, to enable them to have a political voice, participate in elections to the legislature and the judiciary, as elections to the legislature and the judiciary and to ask for their rights. They felt that when the British would leave India, the Hindus would take control of the country and the Muslims would not have any representation in the government. So, the Muslim League was the first political platform created for the Muslims of India.
9. Quaid-i-Azam Mohammed Ali Jinnah, Sir Syed Ahmed Khan, Allama Mohammad Iqbal, Maulana Mohammed Ali Jauhar, Quaid-i-Millat Liaquat Ali Khan, Sir Abdullah Haroon, and many others helped to unite the Muslims. (Teachers to help list more names.)
10. After a long struggle by the Muslims and Hindus, the British decided to leave India. A commission was set up by the British to mark the borders of the two new countries, India and Pakistan. The Muslim majority areas were to be included in Pakistan. The rest would be India. Thus, Pakistan was created with two wings, West Pakistan and East Pakistan.
11. He helped to create better understanding between the British rulers of India and the Muslims; he wrote many papers and essays explaining the Muslim position to the British; he established a college called the MAO (Mohammedan Anglo-Oriental College) in the city of Aligarh in 1875.
12. He was a well-known poet and philosopher who first put forward the idea of a separate country for the Muslims of India.
13. No; he died in 1938. Pakistan became independent nine years after his death, in 1947.
14. Mohammed Ali Jinnah, the founder of Pakistan, is known as Quaid-e-Azam. It means 'a great leader'.

### Work page

- A. 1. Vasco da Gama                      2. 1498  
 3. Sir Thomas Roe                      4. Queen Elizabeth I  
 5. December 1600

B.

B 1	1857	4	1906	7	1942	
2	The middle of the 19th century	5	1930	8	14	August 1947
3	1885	6	23 March 1940	9	15	August 1947

C.

1	<p><b>Mohammed Ali Jinnah</b>          Quaid-i-Azam          25 December, 1876 Karachi, Pakistan          11 September 1948 Karachi, Pakistan          Founding the nation of Pakistan</p>
2	<p><b>Mohammad Iqbal</b>          Allama Iqbal, Sir Mohammad Iqbal          9 November 1877 Sialkot, Punjab          21 April 1938 Lahore, Pakistan          First putting forward the idea that the Muslims of India should have their own country</p>

### Things you can do

1. Assign this as homework. Students should research on the first Europeans and write a historical narrative.
2. Students should conduct a research on the Internet to get information on the War of Independence.
3. Short biographical notes on the leaders can be found in the textbook. Ask the students to extend their knowledge by conducting research on the internet.
4. Conduct research and then have a class discussion on the role of women in the struggle for Independence.
5. Split the class into groups, and assign each personality to one group. Ask each group to do research on the personality, and present their findings in class. Ask them to focus on how each personality contributed to the Pakistan Movement.

## 15 Human Rights

### Answers to questions

1. It is important to protect human rights because these rights protect basic human needs such as liberty, food, housing, etc.
2. Martin Luther King fought for the rights of African-Americans. Nelson Mandela also fought the white government in South Africa for the rights and freedom of black people.
3. The Edhi Foundation provides shelter for homeless women and children; education for the children; ambulance service for the sick and needy; medical treatment for the poor; burial service for the homeless and beggars; emergency help during natural calamities and other disasters and accidents. They also help people in other countries, affected by wars, disasters, and natural calamities, such as floods and earthquakes.
4. United Nations Organisation passed the international law for human rights in December 1948.
5. We can help the weak and poor by providing them with financial and educational support.

### Work page

- A. UNHCR: United Nations High Commissioner for Refugees  
HRCP: Human Rights Commission of Pakistan  
HREP: Human Rights Education Programme  
UNICEF: United Nations International Children's Emergency Fund
- B.
  1. Convention for the Rights of Children
  2. Ramon Magsaysay Award
  3. Mother Teresa
  4. The Citizen's Foundation, good quality education
  5. Dr Akhtar Hameed Khan
- C. Students are to complete this activity on their own.

**Things you can do**

1. Have students form groups and divide the work amongst themselves. Ask them to use the Internet to get more information on SOS Children's Villages.
2. This activity too can do done as a group project. Organise the class into groups and give them a week's time for completion.
3. Students should conduct a research to find out about people or organisations that help the needy in Pakistan.

# Activities

ACTIVITIES	SUGGESTED ANSWERS
<b>LESSON 1</b>	
1. Identify location of Pakistan with the help of a grid using globe.	Do this activity during the explanation.
2. Identify time zones and relate them to longitudinal and latitudinal scales.	Do this activity during the explanation.
3. On a tourist guide map of any area, show the various locations of tourist attractions, hotels, and names of roads.	It is suggested that you use a projector to conduct this activity as it will give better close-ups of all places. You could also use Google Maps to show how these places look on the globe.
<b>LESSON 2</b>	
1. Use given information to calculate the average temperature and monthly rainfall of different places.	Do this activity in the classwork copies.
2. Construct line and bar graphs from given climatic data.	Do this activity in the classwork copies.
3. Make a chart and write daily weather temperature of your city in a notebook.	Do this activity in the classwork or homework copies. Students can note temperature each morning for a week and then submit their observations in copies or on chart papers.
4. Suggest ways to reduce damage caused by natural disasters e.g. floods, earthquakes, etc.	Students should be thorough in their understanding of the topic. Show them pictures or footages of real-life flood and earthquake disasters so they have an idea of the nature and extent of the damages which will give them a solid knowledge on what preventative measures could actually help.
5. Develop posters/charts to raise awareness against global warming and climate change.	Let students research—help them with authentic websites and books.
<b>LESSON 5</b>	
Facilitate students in brainstorming and identifying occupations that fall under services. Make a list and let individual students choose which service they would like to be in and why?	This is a conceptual activity which should be led independently by the students. This could be an in-class activity during at the end of the lesson coupled with written activity in the copies.

LESSON 9	
Students should ponder on and suggest activities in their own lives which they can extend to others as producers of service (for example, doing groceries)	This is a good idea for discussion in class. Encourage students to think about this activity and prepare notes in advance so everyone has a different, unique proposition.
Compile a list of 3 export items and 3 items that are imported to Pakistan. Ask students to find out why the exports and imports mechanisms exist?	This could be done during explanation in class. Explain the mechanism and take questions
LESSON 9A	
Talk about simple innovations around students. Like the bicycle vendor who has a radio on his bike, etc. Have the students come up with their own examples.	This could be discussed during explanation. Encourage students to actively participate in discussion.
LESSON 10	
Make a class newspaper (informative articles, advertisements, editorials, news items, weather reports, cartoons, jobs, etc.)	This has to be a collective effort. Each student should be contributing in some way. The newspaper could be hand written or printed using the school IT lab. Encourage students to use Microsoft and Adobe Suites.
Create a public service message on a current social or environmental issue through poster cards/ flash cards.	Club this activity with the one above to make it more impactful. Students can put up their posters on the school hallway softboards.
LESSON 11	
Select a class representative following democratic way of election by conducting election campaign. Ask the candidates to chalk out a plan that they will implement if elected.	Ask the students to come up with different ideas to participate, for example, they could prepare speeches on how they can better represent the class.
LESSON 12	
Mind map: Make a mind map of the qualities of good citizens in notebooks titled 'Good citizens are responsible'. List all the ways in which students can act responsibly, respectfully, and ethically in their community.	Help students first understand how a mind map helps in brainstorming an idea. Then let them do the work in their copies. Ensure the students know the thought behind the activity so it is a good idea to let them do this activity independently.
Prepare a simulation through a role play to show peaceful conflict management amongst students based on real-life experiences of students. Students will recognise what they could do wrong and what the correct approach entails.	Divide the students into groups and each group could enact a different story. Encourage groups to sit together and brainstorm on their story ideas and scripts. At the end of the activity, each group will explain the idea behind their story.

Enlist the principles to be followed while using the Internet.	Discuss this while explaining the lesson in class.
Students find out the various ways and words in which people from around the world greet each other and express their gratitude.	This is a fun activity—let students do this as a research project. They should come up with additional information on their real-life experiences.
Celebrating cultural day (showing cultures from all provinces of Pakistan).	Complete this activity on the cultural day. Students can wear dresses that represent cultures and bring food or other items from the same. Not all students need to be dressed accordingly or bring food; they can also bring unique information or pictures of any province that will help students with their subject knowledge.
Sing folk songs of your regions to become familiar with them.	You could do this with the students on the cultural day.
<b>LESSON 13</b>	
Model making: Divide the class into groups and ask them to make models of unique features of civilisations.	This activity could be done using Plaster-of-Paris and clay. Students should be able to research using the Internet and add find features others than those discussed in the book.
Construct a timeline of Greeks, Roman, and Gandharan Civilisations.	Do this activity in the notebooks.
<b>LESSON 15</b>	
Make a mind map of the basic rights of all human beings. Discuss how students can contribute in upholding these rights in their daily lives.	This activity can be done while explaining the lesson. It will add as formative assessment. This is a critical topic, ensure all students talk.
Make a biography of heroes known for their charitable work. For example: Abdul Sattar Edhi.	Students could do this creatively by researching and writing biographies on coloured chart papers and / or other material. They could paste or draw images.

# Appendix: Worksheets

## Unit 1: World Geography

### Worksheet 1: Maps

1. Look at the map of the world and note down the names of 10 countries which lie on the line of 30° N latitude.

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2. Why are there different time zones and which countries on Earth have the same time of the day?

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3. If you are travelling by road from Karachi to Lahore, what type of map will you need and why?

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### Worksheet 3: Life in deserts and forests regions

1. Why do few people live in deserts?

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2. What type of plants can be found in deserts? How do they survive there?

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3. Describe the animals that live in a desert? Give examples.

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4. If a man wanted to start farming in an equatorial forest region, what challenges would he face?

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5. Winters are extremely cold in temperate forests. What are the conditions and how do people survive in that season?

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6. How do the animals living in temperate forests adapt themselves?

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## Worksheet 4: The polar regions and exploration

1. Why does the Sun remain above the horizon 24 hours of the day in the month of June in the Arctic Circle?

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2. Find out what food the Inuit eat, and how they move from one place to another.

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3. Write a brief note on the event that made Neil Armstrong famous.

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# Unit 2: Geography of Pakistan

## Worksheet 5: Our country

1. On the outline map of Pakistan, mark the sites of historical interest and importance.



2. Which city in Pakistan is planned and developed by architects?

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3. Ayesha's grandmother is ill. Her family cannot afford her bills. Where can they go and treat her for free? What category of services does this place belong to?

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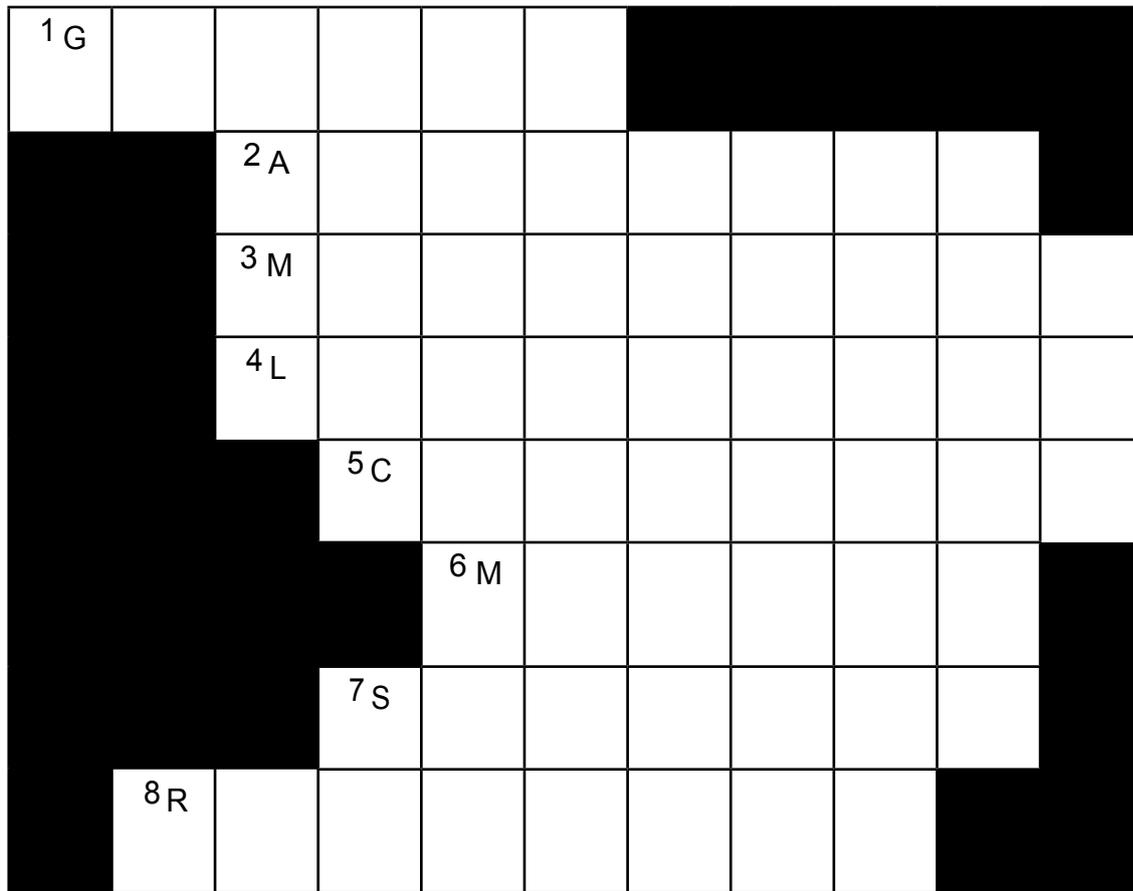
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## Worksheet 6: Minerals, power resources, and industries

1. Complete the word puzzle based on minerals. The last letter of the first word makes a new word, reading down.



### Clues:

1. This is found in the Salt Range and is used for fertiliser
2. Mined at Krinj and used in the chemical industry
3. Mined at Spin Kan and used for cement and chemicals
4. Found in Margalla Hills as well as Manghopir; raw material for cement
5. Used to harden steel; mined at Muslim Bagh
6. A decorative stone, found in many colours in Khyber Pakhtunkhwa
7. Used for explosives as well as fertiliser; found in Koh-i-Sultan
8. Found in pink and white seams; has many uses and is a must in every kitchen

1. Why does Pakistan use less electricity than many smaller countries of Europe?

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2. Why is the supply of electricity from hydroelectric sources not constant around the year?

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3. What are the other sources of energy besides hydel power? Name them with an example of each power source.

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4. Why is the manufacture of cotton textiles the most important industry of Pakistan?

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5. Name five things which you use and/or eat that are imported, and five which are exported.

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6. Name the countries that Pakistan trades with.

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## Worksheet 7: Agriculture and irrigation in Pakistan

1. Why can farmers not produce cotton and maize in winters?

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2. What livestock animals are best suited for rearing in Balochistan and the deserts of Thar and Cholistan? Give reasons.

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3. Why is there a need for irrigation in Pakistan?

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4. Name two dams and two barrages, and state their location.

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5. What is the difference between a Persian wheel and *karez*?

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6. On the outline map of Pakistan, mark where cotton, rice, wheat, and sugar cane are grown. Select your own symbols for these crops.



## Worksheet 8: Pakistan and her neighbours

1. Ayesha's best friend is Maryam. She knows that Maryam isn't from Pakistan, rather she lives in a country that is to the south west of Pakistan. Identify the country.

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2. Which language is spoken in that country?

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3. Name a few countries that are part of the OIC.

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# Unit 3: Economics, Citizenship, and Culture

## Worksheet 9: Economics

1. Abid's father is a businessman. He usually goes to the bank for all his business transactions. What are the benefits of conducting business through banks?

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2. Every country's government spends a lot of money to build and improve its economy. From where does the government earn this money?

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3. Money has evolved over a thousand years. Which is its latest form?

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## Worksheet 10: Information communication

1. What are the different forms of communication? Give examples.

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2. Differentiate between a news report and a newspaper?

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3. Your English teacher records her class session and uploads it on the Internet, where students can also view it online. Which form of communication is this?

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## Worksheet 11: The government and the law

1. Every five years Abid's parents and elder siblings vote for the political party they support. What form of governance is this? Give a brief description about it.

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2. What stops political parties in power from abusing their authority? Write a brief note on it.

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3. If someone commits a crime, who decides his/her punishment?

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5. Who is the current prime minister of Pakistan?

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6. Who took over as acting president after the death of General Zia-ul-Haq in August 1988?

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## Worksheet 12: Our culture

1. Ayesha is from Peshawar and Maria is from Karachi. They both come from different backgrounds and yet there are some things they have in common. Can you list a few of them?

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2. Name a few cultural dances that are practiced in Pakistan.

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3. How is Pakistan a multicultural country?

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## Worksheet 14: The struggle for Independence

1. Complete the following sentences.

i) The Europeans who visited the subcontinent were amazed by

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ii) Sir Thomas Roe came to Jehangir's court as

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iii) Among traders who settled in the subcontinent were the

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iv) The Europeans set up \_\_\_\_\_ in.

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v) The \_\_\_\_\_ became stronger when the Mughal rule

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vi) The headquarters of the East India Company were in

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2. Why, do you think, were the British more successful than the other Europeans in staying on in the subcontinent?

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3. Why did Mohammed Ali Jinnah fight for the creation of Pakistan?

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4. What did Mohandas Gandhi do in 1942? What did he aim to achieve?

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5. Explain what is meant by 'Partition'. When did this take place?

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6. What title was Syed Ahmed Khan presented with? Who gave it to him? Why?

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7. Complete the following sentences:

Sir Syed Ahmed Khan set up the \_\_\_\_\_.

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College in \_\_\_\_\_, in \_\_\_\_\_ (year).

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Allama Iqbal studied \_\_\_\_\_ at in \_\_\_\_\_.

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He was inspired by the \_\_\_\_\_, in \_\_\_\_\_.

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Iqbal was given the title 'Sir' by the \_\_\_\_\_, in \_\_\_\_\_.

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Mohammed Ali Jinnah was a member of the Indian National congress and also of the

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## Worksheet 15: Human rights

1. How do you think you can help some needy people? Why is it important to do so?

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2. What does UNHRC stand for?

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3. What work did Dr Akhtar Hameed Khan do? What awards did he receive?

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4. Give the names of two other personalities of Pakistan who are working to help the people of the country, and write what they are doing.

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