

Teaching  
Guide

**3**

CHRISTINE MOORCROFT

# WORLD WATCH

SOCIAL STUDIES FOR PRIMARY SCHOOLS

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# Introduction

## An outline of the course

*World Watch* is a Social Studies course for the 21<sup>st</sup> century. It is designed for Pakistani primary schools that want to stimulate curiosity, thinking skills, and a love of learning. The course comprises four components: Pupil's Books, Skills Books, interactive CDs, and Teaching Guides.

## Core features

- It draws its content and skills from international primary syllabuses while focusing on Pakistan for examples.
- Concepts are covered in a child-friendly way, in simple language with lots of fun and stories.
- At all levels, learning is built on children's experience, the teacher eliciting what they already know and building on this, not simply loading them with facts.
- The language, content, and tasks are progressively graded according to class levels.
- Each level consists of twelve units with approximately five geography-focused units, five history-focused units, and two with focus on civics.
- These three core subject areas are linked to each other where possible.
- At least one geography-based unit per level is focused on environmental issues.
- Values education and ethical thinking are embedded in every unit of the course.
- High priority is given to independent thinking skills and problem-solving activities.
- From the start, children are asked to express individual opinions and it is stressed that some questions have no easy answers.
- Writing frames are provided to help children express their own ideas in open-ended tasks.

## Geography

- Mapping skills are taught in a progressive way—from simple plans and icons in Grade 1 to political, physical, environmental, and historical maps by Grade 5.
- A variety of graphs, tables, diagrams, and timelines are used to vary the presentation of content.
- At each level, children are encouraged to make connections between the geographical environment and the way people live.
- The main focus is on the familiar world of Pakistan, starting with the home and moving on to the town, district, country, and the wider world beyond.
- A key element is responsibility towards other people and towards the environment.

## History

- An understanding of change over time begins in Grade 1 with recent history taught through older people's memories, artefacts, and photographs.
- Timelines and family trees are used to explain the concept of generational links.
- Stories of historical events and characters enliven history at lower levels.
- A sequenced approach begins in Grade 3 with the introduction of dates.
- The main focus is on the history of Pakistan, balanced with an introduction to key events, discoveries, and stories from world history. The series also highlights the legacy of our past: what we can still see as a result of historical events.
- By Grade 5, children are learning to recognize the connections between the histories of different cultures and the way people have learned from each other over time. They also learn about why people acted as they did in the past and how their actions affect the present.

## Civics

- At Grades 1 and 2, the idea of society is taught largely through stories. For example, notions of sharing, kindness, and fairness are taught through stories about Rafay and Hiba's adventures. Stories of Quaid-i-Azam's childhood inculcate the importance of following rules and respecting others.
- By Grades 4 and 5, children are expected to express their opinions on key social and ethical questions and to respect the opinions of those who differ from them.
- Children are frequently taught that there is no 'right answer' to complex, ethical problems and that each one has to be considered in context.

## Pupil's Books

- The Pupil's Books form the core of the course. They are lavishly illustrated with photographs to bring alive the familiar environment, distant places, and past times.
- Wherever possible, children learn new concepts through child-friendly stories, especially in Grades 1 and 2.
- The 'Contents' page details the learning outcomes for each unit.
- The twelve units of the Pupil's Book consist mainly of reading texts followed by questions and tasks.
- Children are usually expected to write in notebooks.
- At higher grades, units often end with a directed writing task such as a newspaper article, letter to the head teacher, or poster for the school corridor.
- From Grades 3 to 5, there are Key fact boxes with revision questions.

## Skills Books

- At each level, there is an accompanying Skills Book in single colour.
- Children are usually expected to write in the Skills Book.
- The tasks are varied and enjoyable, and include maps, wordsearches, crosswords, puzzles, multiple choice questions, fill-in-the-blanks, and matching exercises.
- Skills Book pages should be introduced in class and can be completed either in class or for homework.
- Every unit of the Skills Book includes a page entitled 'Values'.
- In Levels 2–5, there is a brief learning outcomes at the top of every page in simple, child-friendly language. For Level 1, the learning objective is given in the teacher's notes at the bottom of the page.

## Interactive CDs

An Interactive CD containing reinforcement exercises accompanies each Pupil's Book.

## Teaching Guides

Teaching Guides are an invaluable resource for the teacher, detailing:

- background knowledge
- learning outcomes
- step-by-step lesson plans
- ideas for further activities and pupil research
- answers to closed questions and indications of what to look for in open questions

At the back of each Teaching Guide there are:

- six photocopiable tests (one for every two units) to help the teacher track how well the children are learning and give feedback to parents
- a photocopiable test record sheet for teachers to keep their records

# Contents

Page Nos / Units	Teaching objectives	Learning outcomes	Key words and phrases
		Students should be able to:	
<b>Page 1</b> <b>Unit</b> <b>Islamabad</b>	<b>1</b> <ul style="list-style-type: none"> <li>To locate Pakistan's provinces and their capital cities on a map</li> <li>To explain how to use grid squares to locate places on a map of Islamabad</li> <li>To revise some facts about Islamabad</li> <li>To encourage students to give their opinions on protecting leopards in Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>name Pakistan's provinces and their capital cities</li> <li>list some facts about Islamabad</li> <li>discuss some things to see and do in Islamabad</li> </ul>	<i>province, map, capital city, grid square, map, capital city, planned city, foothill, capital, mosque, plateau, climate, monsoon, university, endangered species, leopard, in the wild, zoo</i>
<b>Page 10</b> <b>Unit</b> <b>Peshawar</b>	<b>2</b> <ul style="list-style-type: none"> <li>To locate some cities of Khyber Pakhtunkhwa on a map</li> <li>To explain how to read a temperature graph</li> <li>To discuss selling goods in a bazaar</li> <li>To encourage students to give their opinions on preservation of trees in Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>list some facts about Peshawar</li> <li>describe the climate and people of Peshawar</li> <li>describe the bazaars of Peshawar</li> <li>discuss some things to see and do in Peshawar</li> </ul>	<i>grid square, map, Peshawar, mountain pass, bazaar, temperature, graph, degree, hottest, coolest, dam, climate, buy, sell, stall, price, market, forestry, tree, forest, wood, museum, college</i>
<b>Page 18</b> <b>Unit</b> <b>Mountains</b>	<b>3</b> <ul style="list-style-type: none"> <li>To explain some features of mountains</li> <li>To describe the achievements and work of a famous mountaineer</li> <li>To identify some endangered animals of Pakistan</li> <li>To discuss the importance of national parks</li> <li>To identify the natural resources of Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>name the parts of a mountain and some famous mountains, mountain ranges, and passes</li> <li>list some natural resources</li> <li>describe the lives of people and animals in the mountains of Pakistan and Peru</li> </ul>	<i>mountain, base, foothill, summit, slope, valley, hill, peak, natural resource, coal, copper, gold, iron ore, mountain range, mountain pass, endangered, wild animal, mountain, national park, government, protect, for and against, point of view, habitat, tourist, litter, erosion</i>

Page Nos / Units	Teaching objectives	Learning outcomes	Key words and phrases
		Students should be able to:	
<b>Page 30</b> <b>Unit</b> <b>Rubbish and recycling</b>	<b>4</b> <ul style="list-style-type: none"> <li>To explore the dangers caused by litter</li> <li>To discuss ways to reduce waste</li> <li>To reinforce the concept of the 3 R's (reduce, reuse, or recycle) by designing a message on a T-shirt</li> <li>To discuss the importance of looking after neighbourhoods</li> </ul>	<ul style="list-style-type: none"> <li>explain the importance of a clean environment</li> <li>suggest how each person can contribute to keeping our environment clean</li> <li>suggest how to reduce, reuse, and recycle</li> </ul>	<i>litter, harm, rubbish, reduce, waste, shopping, reuse, recycle, plastic, disposable, street, good and bad, better</i>
<b>Page 38</b> <b>Unit</b> <b>Understanding Maps</b>	<b>5</b> <ul style="list-style-type: none"> <li>To explain how to draw things in plan view</li> <li>To explain and practice how to use grid squares</li> <li>To explain and practice using directions on a map</li> <li>To plan a town taking into account environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>explain what a plan is and interpret symbols and a key on a plan</li> <li>use grid squares to locate geographical features</li> <li>use the four cardinal compass points to give directions</li> <li>describe satellite maps and aerial photos</li> </ul>	<i>side view, plan view, object, plan, map, key, symbol, grid square, compass point, north, east, south, west, satellite map, aerial photo, town, physical map, plain, desert, mountain, river, lake</i>
<b>Page 46</b> <b>Unit</b> <b>Goods and services</b>	<b>6</b> <ul style="list-style-type: none"> <li>To discuss ways to spend money wisely</li> <li>To explain what is meant by goods and services</li> <li>To write a letter to the authorities about a local problem</li> <li>To discuss school rules</li> </ul>	<ul style="list-style-type: none"> <li>differentiate between goods and services</li> <li>list some services available in Pakistan</li> <li>list the services provided by the government</li> </ul>	<i>money, shopping, buy, goods, services, object that is sold, task done by people, communication, bank, community police, law, letter, Council, problem, neighbourhood, hospital, fire brigade, school, government, money</i>
<b>Page 51</b> <b>Unit</b> <b>The Indus Valley</b>	<b>7</b> <ul style="list-style-type: none"> <li>To explain how archaeologists find out about the past</li> <li>To explain how the people of the Indus Valley civilization used weights</li> <li>To explore the meanings of the Indus Valley seals</li> <li>To compare ancient Indus Valley cities with modern cities</li> </ul>	<ul style="list-style-type: none"> <li>suggest why the Indus Valley civilization might have ended</li> <li>explain how we can learn about past civilizations from buildings, objects, and pictures from the time</li> </ul>	<i>remains, tool, flood, ancient, plan, archaeologist, ruled, god, goddess, worship, priest</i>

Page Nos / Units	Teaching objectives	Learning outcomes	Key words and phrases
		Students should be able to:	
<b>Page 61</b> <b>Unit</b> <b>8</b> <b>Gandhara</b>	<ul style="list-style-type: none"> <li>To identify similarities between the temples of Taxila and those of Ancient Greece</li> <li>To explore features of the Buddhist monastery at Jaulian</li> <li>To explain the way of life of the people of Ancient Gandhara</li> <li>To explore the meaning of greed</li> </ul>	<ul style="list-style-type: none"> <li>explain why settlements develop on trade routes</li> <li>identify the important features of the Gandhara civilization</li> <li>describe the origins of Buddhism, and its importance in the history of our country</li> </ul>	<i>ancient, kingdom, Silk Roads, archaeologist, remains, Buddhist, stupa, monastery, monk, art, picture, statue, museum, Sirkap, Greek, grid, ruin, The Buddha, suffering</i>
<b>Page 71</b> <b>Unit</b> <b>9</b> <b>Ancient Egypt</b>	<ul style="list-style-type: none"> <li>To explain what we know about harvesting in Ancient Egypt from paintings on tombs</li> <li>To discover the significance of Ancient Egyptian gods and goddesses</li> <li>To explore Ancient Egyptian writing</li> <li>To explain how slaves lived in Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>explain how the physical features of the land affected the lives of the people of Ancient Egypt</li> <li>describe some customs of the Ancient Egyptians and explain how we know about them</li> <li>recount information known about Tutankhamun and the other pharaohs</li> </ul>	<i>River Nile, flood, dam, desert, fertile, sunlight, cool, reflect, mud brick, soul house, pyramid, mummy, tomb, life after death, farming, archaeologist, mask, god, goddess, hieroglyphs, papyrus, obelisk, rule, pharaoh, slave</i>
<b>Page 83</b> <b>Unit</b> <b>10</b> <b>Ancient Greece</b>	<ul style="list-style-type: none"> <li>To explain the importance of sports and games to the people of Ancient Greece</li> <li>To narrate an Ancient Greek story</li> <li>To explore the toys of Ancient Greek children</li> <li>To discuss the importance of rules</li> </ul>	<ul style="list-style-type: none"> <li>explain why trading has flourished in Greece since ancient times</li> <li>narrate an Ancient Greek legend</li> <li>explain the origins of the Olympic games</li> <li>explain that the origin of democracy can be traced to the Ancient Greek civilization</li> </ul>	<i>Europe, sea, mountain, trade, fishing, farming, god, goddess, worship, temple, Athena, Apollo, Zeus, Mount Olympus, legend, myth, Troy, Trojan, stadium, Olympia, Olympic Games, city-state, emperor, king, rule, vote, democracy</i>
<b>Page 92</b> <b>Unit</b> <b>11</b> <b>Ancient China</b>	<ul style="list-style-type: none"> <li>To explain some basic facts about Qin Shi Huang</li> <li>To explain ancient Chinese beliefs about death</li> <li>To explain how a silkworm makes silk</li> <li>To introduce some teachings of Confucius</li> </ul>	<ul style="list-style-type: none"> <li>state that parts of the Great Wall of China date from about 2500 years ago</li> <li>discuss the life and legacy of Emperor Qin Shi Huang</li> <li>explain that making silk cloth is an ancient Chinese art</li> </ul>	<i>wall, Asia, World Heritage Site, archaeologist, emperor, empire, warrior, terracotta, guard, rule, behave, moth, caterpillar, cocoon, silkworm, Silk Road, trade, Confucius</i>

Page Nos / Units	Teaching objectives	Learning outcomes	Key words and phrases
		Students should be able to:	
Page 101 Unit <b>12</b> Being a good citizen	<ul style="list-style-type: none"> <li>• To explain what is meant by fair and unfair</li> <li>• To elicit ideas for improving the school grounds</li> <li>• To encourage students to show respect to others</li> </ul>	<ul style="list-style-type: none"> <li>• explain why it is important to behave fairly</li> <li>• suggest ways of showing kindness and respect to others</li> <li>• give instances of times when they have been honest</li> <li>• explain why rules must be obeyed</li> </ul>	<i>fair</i>
Page 109	Check-up Tests		
Page 120	Answers for Check-up Tests		
Page 122	Record of Assessments		

# Unit 1 Islamabad

## Background knowledge for the unit

Although Islamabad, the capital city of Pakistan, is geographically situated within the province of Punjab, it is not part of the province. It is within Islamabad Capital Territory.

Pakistan covers an area of 796,095 square kilometres. It has borders with Iran in the West, India in the east, Afghanistan in the north and north-west, and the People's Republic of China in the north-west and north-east. Its location is between latitude 24 degrees and 37 degrees north and longitudes 62 degrees and 75 degrees east.

Teachers can make links between geography and history in this unit by comparing the modern planned city of Islamabad (built in 1960) with the planned cities of the Indus Valley (Unit 7) and Ancient Greece (Unit 10).

The city plan can also be linked with work in mathematics: the streets meet at right angles and there are many parallel streets.

## Expected learning outcomes for the unit

Most children should be able to:

- locate Pakistan in the world and in Asia
- say that Pakistan has four provinces, and be able to name them and their capital cities
- explain that Islamabad was planned as the capital city of Pakistan to replace the old capital, Karachi
- describe the natural and man-made features of Islamabad

They will learn how to:

- use sources such as maps, text, and photographs to find out about the land, climate, and man-made features of Islamabad and the area around the city
- ask questions and draw conclusions about life in the capital city of Pakistan

They will begin to understand:

- the meaning of 'province' and 'capital city'
- how Islamabad is similar to, and different from, other cities
- why many people have come to live in Islamabad

## Lesson 1: Provinces of Pakistan

### Learning outcomes

Students should be able to:

- name the four provinces of Pakistan and their capital cities
- locate Pakistan in the world
- explain what is meant by **province**

## Resources

- Pupil's Book page 2
- Skills Book page 2 (Provinces of Pakistan)

## Pupil's Book steps

1. Tell the class that they are going to learn the names of the provinces of our country and their capital cities. Explain that most countries are split into different parts for government

and that each part has its own government to look after things like transport and education. Ask these questions. *What do we call the parts that Pakistan is split into?* (provinces) *Do you know how many provinces Pakistan has?* (four)

Read page 2 of the Pupil's Book with the class.

2. Ask the children what they have learned about the provinces of Pakistan. *What is the capital city of Balochistan?* (Quetta) *What is the capital city of Sindh?* (Karachi) *What is the capital city of Punjab?* (Lahore) *What is the capital city of Khyber Pakhtunkhwa?* (Peshawar)
3. Ask them to read the caption below the picture. Ask what city the picture shows. *What do you know about Islamabad?* *Do you know which province it is in?*  
Explain that Islamabad occupies most of Islamabad Capital Territory and it is where the government of the country is located.
4. Ask the children to read the exercise, then close the book and see if they can remember the names of the provinces and their capital cities.

### Skills Book steps

1. Remind the children of what they have learned about the provinces of Pakistan.
2. Ask them to look at page 2 of the Skills Book.
3. Tell them that they are going to write the names of the provinces of Pakistan and their capital cities on the map. They can check them on page 2 of the Pupil's Book.

#### Answers to questions in Pupil's Book page 2

Balochistan–Quetta; Sindh–Karachi; Punjab–Lahore; Khyber Pakhtunkhwa–Peshawar.

#### Answer to Skills Book page 2 (Provinces of Pakistan)



### Further activities

Explain what a border is (where one country or province joins another– shown by a line on a map). Ask the children to look at the map and to name the countries that have borders with Pakistan. Ask them to point out the borders between the provinces. They could complete sentences about these:

Balochistan has borders with \_\_\_\_\_.  
Sindh has borders with \_\_\_\_\_.  
Punjab has borders with \_\_\_\_\_.  
Khyber Pakhtunkhwa has borders with \_\_\_\_\_.

## Lesson 2: Islamabad and its surroundings

### Learning outcomes

Students should be able to:

- describe the area around Islamabad and Rawalpindi
- describe what is meant by **capital city**
- explain what is meant by **planned city**
- use grid squares to find places on a map
- describe the locations of places on a map

### Resources

- Pupil's Book page 3
- Skills Book page 3 Map of Islamabad
- if possible, pictures of the animals found in the Margalla Hills national park: monkey, jackal, wild boar, porcupine, pheasant, eagle, Margalla leopard
- if possible, a street map of a city that was not planned: for example, Rawalpindi

### Pupil's Book steps

1. Tell the children that they are going to learn about the land around Islamabad and Rawalpindi. Ask them what they know about these cities. Remind them that Islamabad is the capital city of Pakistan. Ask, *What do you know about Islamabad? What do you know about Rawalpindi?*  
Explain that Rawalpindi is a very old city that grew from an ancient village, but that Islamabad is new. It did not grow from an old settlement but was planned and built specially as the new capital city of our country in 1960. You could ask them about planned cities from the past that they have learned about in their history lessons: for example, Mohenjo-Daro in the Indus Valley and Athens in Ancient Greece.
2. Explain some words on this page that might be new to the children:  
**planned:** when a city is planned, it does not grow little by little from an old village. Instead, people say what should be in the city and where everything should be. They draw plans to show where all the main roads and buildings will be.  
**headquarters:** the buildings where people work to rule or run something, such as the government, or armed forces, or a business  
**foothills:** small mountains at the edges of a big mountain range  
**national park:** an area of land that is kept as countryside: there are rules about what people can do or build there.  
**vegetation:** plants
3. Read page 3 with the class. Ask, *When was Islamabad built? (1960) Which city used to be the capital city of Pakistan? (Karachi) Which hills are to the north of Islamabad? (Margalla Hills) What is the land around Islamabad like? (very green with lots of trees and other vegetation) Which old city is near Islamabad? (Rawalpindi) What do you know about Rawalpindi? What is Rawalpindi important for? (It is the headquarters of Pakistan's armed forces.) Which cities are sometimes called the 'Twin Cities'? (Islamabad and Rawalpindi)*

4. Talk about the Margalla Hills. *Which mountain range are the Margalla Hills part of? (the Himalayas) Name some animals that are found in the national park there. (monkey, jackal, wild boar, porcupine, pheasant, eagle, Margalla leopard)* Show the children pictures of these animals.
5. Ask the children to read the questions and write the answers in their notebooks.

### Skills Book steps

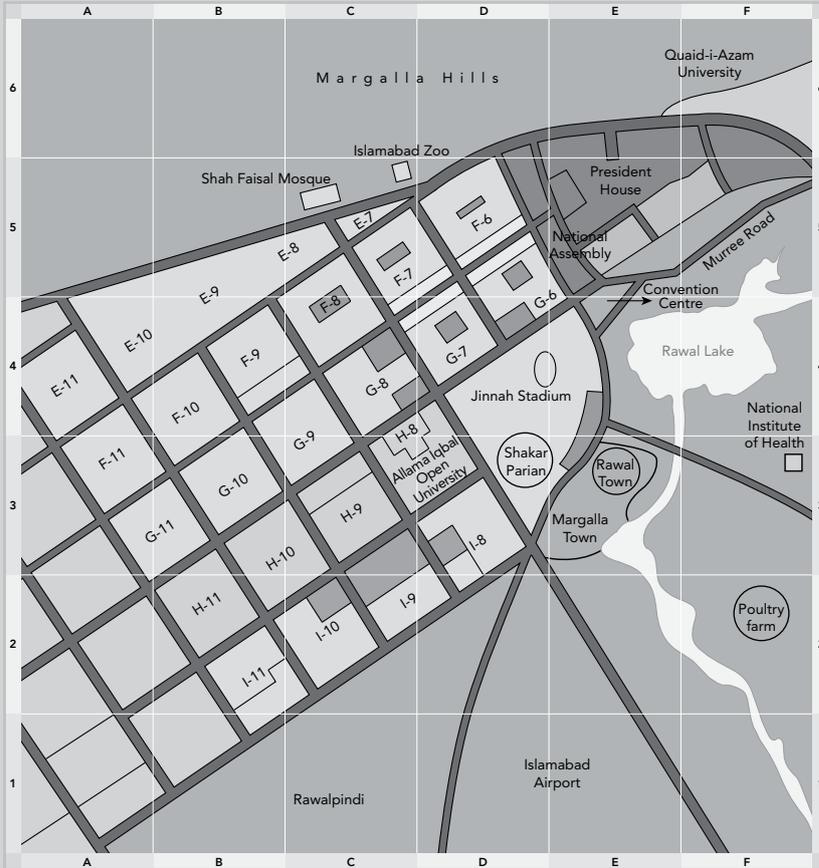
1. Remind the children that Islamabad is different from many cities because it was planned. Ask them what this means.
2. Ask the children to look at the map on page 3. Ask what they notice about how the streets and buildings of Islamabad are set out. If possible, also show them a street map of Rawalpindi or another old city and ask them to compare the streets with those of Islamabad. Point out that the streets of Islamabad are very straight and that they are set out in a grid pattern, meeting at right angles. You could also turn to page 42 of the Pupil's Book and look at the picture of Mohenjo-Daro in the Indus Valley—an ancient planned city.
3. Point out the square at the bottom right of the map and ask the children to imagine that this square is not blocked in black. Ask, *How could you tell me which square this is?* (It is the bottom right square of the grid.) Point out the letters along the bottom of the grid and explain that these are used on maps to help us to find places. *Which letter tells you where this square is?* (F)  
 Point out that there are other squares that have the letter F. Move a finger up the column above F to point out these squares and ask the children to do the same. Ask *How do we show which F square it is?* They should notice the numbers up the sides of the map. *Which number tells us which square this is?* (1)  
 Explain: So this is square F1. On maps, the letters always go across from the left and the numbers always go up from the bottom. We always give the letter first and then the number.  
 If necessary, practise pointing left and right and moving across the page from left to right.
4. Ask the children to point out some other squares for practice and to say what is in them: C6 (part of the Margalla Hills), F5 (Murree Road), C1 (Rawalpindi).

### Answers to Pupil's Book page 3

1. Any two sentences that describe the Margalla Hills, e.g.:  
 The Margalla Hills are the foothills of the Himalayas.  
 The Margalla Hills are in the north of Pakistan.  
 The Margalla Hills are to the north of Islamabad.  
 The Margalla Hills are very green with lots of trees and vegetation.  
 Part of the Margalla Hills is a national park.  
 Some of the animals in the Margalla Hills are monkey, jackal, wild boar, porcupine, pheasant, eagle, and Margalla leopard.  
 The Margalla leopard is rare.
2. Any two sentences about Islamabad, e.g., It has hot, humid summers. It has mild wet winters. The hottest months are May, June, and July.

## Answers to Skills Book page 3

A.



B. 1. C5

5. D4 and E4

2. E5

6. F3

3. E3

7. C5

4. F6

### Further activities

Look at the map in the Skills Book. Find the buildings that show that this is the capital city of our country—not an ordinary city. Also, use the map to find out what people can do if they visit Islamabad.

Ask the children about the flag shown in the Pupil's Book, page 2. Find out when the national flag of Pakistan was first used and talk about what the symbols and colours stand for.

### Lesson 3: The capital city

#### Learning outcomes

Students should be able to:

- explain what is meant by **capital city**
- describe important places in Islamabad that make it different from other big cities in our country
- describe the climate of Islamabad
- identify an important service for any city—its water supply

## Resources

- Pupil's Book page 4
- if possible, pictures of the main buildings of Islamabad and Rawal Lake

## Pupil's Book steps

1. Tell the children that they are going to learn more about Islamabad. Ask, *How is Islamabad different from other cities in Pakistan?* (It is the capital city. It was planned as a new capital city, to replace Karachi.)
2. Explain some words on this page that might be new to the children:  
**embassies:** offices for officials from other countries  
**parliament:** the meeting place for the people who rule a country; where laws are made and important decisions are taken
3. Read page 4 of the Pupil's Book with the class. Ask, *What happens in Parliament House?* (The country's government meets there.) *Why is Parliament House in Islamabad and not in another city?* (It is the capital city.) *When a new city is built, what important thing do people need to live there, apart from buildings and roads?* (water) The children might name other important services not mentioned on this page: power, schools, police, hospitals, etc. Tell them that they will learn about some of these later in this unit.
4. Talk about where Islamabad (and Rawalpindi) get their water from. (Rawal Lake) Explain that this is not a natural lake but was built as a reservoir (a place to store water).
5. Explain that **climate** means the normal type of weather a place has in different seasons. Ask what the climate of Islamabad is like.

## Further activities

Find out from the water supply company about Rawal Lake and how the water supply is treated and brought to the city. This is an artificial lake that was built to supply Islamabad and Rawalpindi. The Rawal Dam was built in 1962 to create the lake. The water comes from the Korang River and streams from the Margalla Hills.

It is in the Margalla Hills National Park. It covers 8.8 km<sup>2</sup> (3.5 square miles). Two canals run from the dam through the Punjab. People go to the dam to fish and sail, and for picnics. There are also restaurants there.

If possible, look at the photographs of the dam and people enjoying their visit.

## Lesson 4: Climate, people, and education

### Learning outcomes

Students should be able to:

- describe the climate around Islamabad
- describe what life is like in our country's capital city
- identify the services Islamabad provides for inhabitants and visitors
- name some common occupations in the capital city

## Resources

- Pupil's Book pages 4, 5
- pictures of scenes around Islamabad

### Pupil's Book steps

1. Tell the children that they are going to learn more about the capital city of our country. If possible, show them some pictures of Islamabad. If they live in Islamabad they could bring in their own photographs to talk about. Ask them to name the places in the photographs and to say what is special about them.
2. Remind the class what is meant by **climate**. Ask them to look at the map on page 4—which shows the location of Islamabad—and ask what they know about the climate of that part of Pakistan. Ask, *Is it mainly dry or wet, or in between? Is it mainly hot or cold, or in between?*
3. Read the last paragraph of page 4, the first paragraph of page 5 and 'It's a fact!' (page 5) with the children and ask them if anything surprises them about the climate of Islamabad. Ask, *When does Islamabad have most of its rain? (July to September) When is the temperature at its coldest? (January)*
4. If your school is in Islamabad, the children could predict what the paragraph will say about the people there. Otherwise, invite any children who have family in Islamabad to talk about their work. Read the paragraph about people with the class. Ask *How many people live in Islamabad? (more than a million) What religion are most of the people there? (Muslim) Can you name two other religions of people in Islamabad? (Christianity and Hinduism) What kinds of work do the people do? (Most work in government. Others are teachers or work in banks, mobile phone companies, private businesses, TV companies, and healthcare.)*
5. Before reading the next paragraph, ask the children how many schools they think are in Islamabad and what other places for education they think there are. Then read the paragraph to find out. Explain that Islamabad needs such a lot of schools because more than a million people live there and that people from other places go there to study at the universities.
6. Talk about the children's hometown, village, or city and ask them to write some sentences about it. You could write the first sentence with them on the board to help them to get started. If they live in Islamabad, they could add extra information to what they have read. If they live in another place, they could compare it with Islamabad.

### Answers to Pupil's Book page 5

any suitable answers

### Further activities

Collect pictures, postcards, travel brochures, maps, and information from businesses in Islamabad. Make a classroom display and display with it a list of questions that the children can answer about the city: for example, about the buildings (for worship, industry, education, government, leisure, and so on).

### Lesson 5: Things to see and do

#### Learning outcomes

Students should be able to:

- describe places in Islamabad
- explain why people like to live in Islamabad
- use sources such as photographs to find out about a city

## Resources

- Pupil's Book page 6
- Skills Book page 4 Islamabad puzzle
- Skills Book page 5 Values

## Pupil's Book steps

1. Tell the children that they are going to learn about things to see and do in Islamabad. Ask them to name any places they have heard of in and around Islamabad: for example, the National Assembly, the President House, the Margalla Hills, Shah Faisal Mosque, the Quaid-i-Azam University, Rawal Lake, Jinnah Stadium.
2. Read page 6 with the class. Ask, *What can you see in Islamabad?* (The children should be able to name Islamabad Zoo, the Shakar Parian, the National Monument, Daman-e-Koh Park, and Shah Faisal Mosque.) *What can you do outdoors in Islamabad?* (Examples: go for a walk, play, have a picnic in the Margalla Hills, Shakar Parian Hills, or Daman-e-Koh Park; visit the zoo.) *What can you do indoors in Islamabad?* (Examples: visit buildings in the zoo that house some of the animals, go inside the Shah Faisal Mosque, go into buildings in the parks.)
3. Talk about the buildings one by one: the National Monument and Shah Faisal Mosque. Ask, *Is this an old or modern building?* (modern) *How can you tell?* (It looks new. The style looks modern. We know that Islamabad was built in 1960.)
4. Explain that the National Monument was built in 2004 and was designed to look like a flower opening. This is a symbol of a new country growing quickly. The flower shape has four large petals for the four provinces of Pakistan. It also has three smaller petals for the three territories of Gilgit-Baltistan, Azad Kashmir, and the Federally Administered Tribal Areas. The monument shows the story of the Pakistan Movement—a group of people who helped to create the new country of Pakistan, separated from India and no longer ruled by Britain, in 1947. Explain that, from the air, the centre of the National Monument looks like a star with a crescent formed by the 'petal' walls—like the star and crescent on the national flag.
5. Explain that the Shah Faisal Mosque is also new. It was built in 1986. It is the largest mosque in Pakistan (and in South East Asia). It is one of the largest in the world. Ask, *How is its shape different from most mosques?* (It does not have a dome and has no arches in the walls.) *How is it like most mosques?* (It has minarets.) Explain that it was designed to look like a Bedouin Arab desert tent and the shape of the Ka'bah.
6. Ask the class which place on this page they would choose for the front cover of a booklet for tourists to make them want to go to Islamabad. Ask why they would choose this place; what is special about it?

## Skills Book steps page 4 (Islamabad puzzle)

1. Ask the children to look at page 4. Explain how to complete the crossword puzzle: each clue across or down matches a word in the box at the top of the page. The children should choose the correct word and write it in the puzzle (each letter in a separate square).
2. You could model how to complete the first clue across (6 across). Point out why there is no 1, 2, 3, 4, or 5 across. Read the clue with the children and ask them to look for the answer in the box. Show them where to write the word.

### Skills Book steps page 5 (Values)

1. Ask the children what they know about the animals that live in the Margalla Hills. Ask which of these animals is rare? (the leopard) Tell them that animals that are rare and might die out are called 'endangered'.
2. Read page 5 with the children. Ask, *What do you think should be done when an animal is endangered? Why might people want to kill leopards instead of protecting them? Can leopards be protected without any danger to people and farm animals? Would you like leopards to live safely in the wild? Explain your answer. How can people be kept safe if there are wild animals in the Margalla Hills?*
3. Ask the children to re-read the page and to talk about it with a partner. They can then complete the exercise after discussing it.

### Answers to Skills Book page 4 (Islamabad puzzle)

**Across:** 6. President House 9. Rawal 10. Margalla 11. Shah Faisal

**Down:** 1. Urdu 2. Islamabad 3. Monsoon 4. Leopard 5. Shakar Parian 6. Potwar  
7. Rawalpindi 8. Korang

### Answers to Skills Book page 5 (Values)

The answers should be the children's own opinions. After they have completed the exercise, they could explain their answers.

### Further activities

Divide the class into groups. Each group could read more about one of the places shown on the Pupil's Book page and write a tourist information brochure about it.

### Answers to Pupil's Book page 7

- A. Islamabad is the capital city of Pakistan.  
Islamabad has hot summers and mild winters.  
Islamabad is to the south of the Margalla Hills.
- B. Any suitable answers. The children give their own views. Examples:
  - The place I would like to visit in Islamabad is Islamabad Zoo.
  - It has animals from all over the world.
  - I would like to go there because I like animals.
- C.
  1. They are close together and important for different reasons. Islamabad is the capital city, where the government meets, and is the home of the prime minister and the president. Rawalpindi is the headquarters of the country's armed forces.
  2. any two famous landmarks of Islamabad: for example, Islamabad Zoo, Daman-e-Koh Park, Shah Faisal Mosque
  3. any suitable answer: for example, I would have a picnic with my family; I would play games; I would look out for interesting plants and animals; I would take photographs of the animals.
  4. The children's own views, with reasons: for example, I would like to live in Islamabad because there is plenty to do there, I could go to university there when I am older. I would not like to live in Islamabad because there would be a lot of people and traffic and it might be noisy.

# Unit 2 Peshawar

## Background knowledge for Unit 2

### Peshawar

Peshawar is known to have been a centre of learning since at least the second century BCE. Archaeologists at the current excavation at Gorkhatri have shown that the city is the oldest living city in South Asia.

Peshawar was also part of the ancient Gandhara kingdom and an important city for the Mughals. Its position at the entrance to the Khyber Pass helped it to become a centre for trade as well as learning.

Because of its history, Peshawar has many old landmarks, such as tombs and mausoleums, including Burj-e-Roshnai from the Mughal era; Bala Hisar Fort; Kotla Mohsin Khan (the sixteenth-century residence of the poet Mazullah Khan); Qissa Khwani Bazaar; Bara Bridge built by the Mughals in 1629; and the seventeenth-century Mohabbat Khan Mosque.

Chowk Yadgar (Square of Remembrance) was built in 1892 by friends of a British military colonel (Hastings) to commemorate him. In 1969, the square was dedicated to the heroes of 1965 Indo-Pakistan war.

Peshawar Museum was built in 1905, when Britain ruled the subcontinent. It was named Victoria Memorial Hall, for Queen Victoria.

Islamia College was also built in colonial times (1913). Peshawar has many other educational institutions, including the University of Peshawar, Khyber Medical University, the University of Engineering and Technology, the Agricultural University of Peshawar, Gandhara University, Abasyn University (Peshawar Campus), Sarhad University of Science and Information Technology, Cecos University, City University of Science and Technology, Preston University of Science and Technology, the National University of Computer and Emerging Sciences (Peshawar Campus), Qurtabah University of Science and Technology, Iqra National University (Peshawar campus), Edwardes College, Razi Institute of Medical Sciences and the Institute of Management Sciences (Peshawar).

The city has several parks, including the Army Stadium amusement park, Bagh-e-Naraan (Hayatabad), Jinnah Park opposite the historic Bala Hisar Fort, Wazir Bagh, Ali Mardan Khan Gardens, Shahi Bagh, Garrison Park, Tatara Park.

Modern landmarks include the nearby Warsak Dam, opened in 1960, on the Kabul River, northwest of the city. The dam was built to create a lake that provides water for homes, businesses, and farms in Peshawar and for generating electricity.

Another modern landmark is the gate to the Khyber Pass (an ancient road through the Spin Ghar Mountains to Afghanistan). The Khyber Pass was part of the ancient Silk Road and is still the most important road through the mountains.

Traditional trades and crafts of Peshawar include working with gold and silver; making traditional carpets, pottery, clothing; and artwork in wood, brass and semi-precious stones. Peshawar has a semi-arid climate: very hot summers and mild winters. Winter runs from mid-November to late March. Summer runs from May to September. Unlike other parts of Pakistan, Peshawar does not have a monsoon season, but it receives rainfall in both winter and summer.

## Expected learning outcomes for the unit

Most children should be able to:

- identify Peshawar as the capital city of Khyber Pakhtunkhwa province
- explain that Peshawar is an ancient city that grew from an ancient settlement

- describe the natural and man-made features of Peshawar
- explain the importance of Peshawar's position at the entrance of the Khyber Pass
- explain the meanings of 'province' and 'capital city'

They will learn how to:

- use sources such as maps, text, and photographs to find out about the land, climate, and man-made features of Peshawar and the area around the city
- interpret and use graphs for presenting information
- ask questions and draw conclusions about life in Peshawar

They will begin to understand:

- how Peshawar is similar to, and different from, other cities
- why people visit and come to live in Peshawar
- that many cities develop near important routes, such as the Khyber Pass

## Lesson 1: Peshawar and the province of Khyber Pakhtunkhwa

### Learning outcomes

Students should be able to:

- describe the location of the province of Khyber Pakhtunkhwa and its capital city, Peshawar
- describe the man-made environment of Peshawar
- explain what makes a city distinctive

### Resources

- Pupil's Book page 8
- Skills Book page 6 Khyber Pakhtunkhwa
- if possible, a direction compass
- cards or pieces of paper with 'north', 'south', 'east' and 'west' written on them

### Pupil's Book steps

1. Tell the children that they are going to learn about the capital city of one of the provinces of our country. Ask them what they have learned about the province of Khyber Pakhtunkhwa. Ask, *What is the capital city of Khyber Pakhtunkhwa?* (Peshawar)
2. Read page 8 of the Pupil's Book with the class. Ask them what they have learned about Peshawar. *Is Peshawar an old or new city?* (old) *What makes it different from Islamabad?* Point out that Peshawar grew from an ancient settlement. Unlike Islamabad, and some old cities (e.g. Mohenjo-Daro in the Indus Valley and Athens in Greece), it was not planned. *Where is Peshawar?* (in Khyber Pakhtunkhwa, in the north of Pakistan) *What is the land near the city like?* (mountainous)
3. Ask them to look at the picture. Ask, *What can you see in the picture? What can you see that shows that this is an old city? What are the people doing? Explain that this is a busy city where many people work.*
4. Ask the children if they think Peshawar would be a good place to go shopping. Ask them to explain their answers.

### Skills Book steps

1. Tell the children that they are going to find out more about Khyber Pakhtunkhwa from a map. Ask them what they remember about grid squares on a map. (See Unit 1)

2. Ask the children to look at page 6. Point out the compass rose and ask them if they know what it means. Explain that north is always shown at the top of a map.
3. Show them a compass. Place it on a flat surface, away from any metal objects and let the arrow settle. The marked end of the arrow will point north. Turn the compass until the N is aligned with the marked end of the arrow. Let the children come and look at it and point north. You could fix a card or piece of paper with 'north' on it on the north-facing wall.
4. Point out the other compass directions: south, west, and east. Mark these walls in the same way. The children could practise turning to face a given direction. You could play a game in which the class stands up while you call out a direction. Any child who takes too long or who faces the wrong direction sits out. Call out another direction and continue until there are only a few left standing, then increase the speed! You might end up with more than one winner.
5. Return to the Skills Book. Remind the children that on maps the letters that help them to find grid squares always go across from the left and the numbers always go up from the bottom. We always give the letter first and then the number.
6. If necessary, practise pointing left and right and moving across the page from left to right.
7. Ask the children to point out some other squares for practice and to say what is in them: A5 (part of Afghanistan), F7 (part of China). Ask which river flows through D3 (Indus).
8. They can then complete the exercise.

### Answers to Skills Book page 6 (Khyber Pakhtunkhwa)

1.



- |              |       |              |       |
|--------------|-------|--------------|-------|
| 2. a) C4     | b) B2 | c) B4 and C4 | d) D5 |
| e) C5 and D6 | f) C4 | g) C4        | h) C5 |

### Further activities

Explain what a border is (where one country or province joins another—shown by a line on a map.) Ask the children to look at the map and to name the provinces that have borders with Khyber Pakhtunkhwa and point out the direction (north, south, east, or west). You could introduce the directions northeast, northwest, southeast, and southwest. They could complete sentences about these:

Khyber Pakhtunkhwa has a border with \_\_\_\_\_ in the northeast.

Khyber Pakhtunkhwa has a border with \_\_\_\_\_ in the south.

Khyber Pakhtunkhwa has a border with \_\_\_\_\_ in the west.

## Lesson 2: Peshawar

### Learning outcomes

Students should be able to:

- describe the landmarks of Peshawar
- describe what is meant by pass
- explain how and why people change the built environment
- use grid squares to find places on a map
- describe the locations of places on a map

### Resources

- Pupil's Book page 9
- Skills Book page 8 At the bazaar
- if possible, pictures of landmarks of Peshawar

### Pupil's Book steps

1. Tell the children that they are going to learn about the landmarks people have built in and around Peshawar over the centuries. You could invite a teacher or other trusted adult who has visited Peshawar into the classroom. Perhaps they could show the children photographs of the landmarks and talk about them.
2. Explain that Peshawar is a very old city that grew from an ancient settlement. If they have learned about Gandhara in their history lessons, you could ask them what they have learned about this. Ask them if Peshawar is more like Islamabad or Rawalpindi, and how.
3. Explain some words on this page that might be new to the children:  
**landmark:** a place or object that is easy to spot because of its size or its importance  
**pass:** a road on high ground through mountains  
**national park:** an area of land that is maintained as countryside. There are rules about what people can do or build there
5. Read page 9 with the class. Ask, *Which country does the Khyber Pass lead to?* (Afghanistan) *What might you see in the centre of the city?* (the gate to the Khyber Pass, Chowk Yadgar, bazaars) *What is the Chowk Yadgar?* (Square of Remembrance, dedicated to the heroes of the 1965 Indo-Pakistan War) *Which dam is near Peshawar?* (Warsak Dam) *Which river is it on?* (River Kabul) *Why have people built this dam on the river?* (for water for farming, for homes, and for generating electricity)

### Skills Book steps page 8 (At the bazaar)

1. Tell the children that, like other cities, Peshawar is famous for its bazaars. Ask what people buy and sell at bazaars.
2. Ask the class to look at page 8. Ask, *What is Rashid selling on his stall? Which fruits can you see on his stall?*
3. Ask the children to decide what they would like to sell if they had a stall at the bazaar. They can then draw their stall in the space provided. Help them to label some of the goods.
4. Discuss why they chose these goods for their stall and who might buy them.
5. The children can then answer questions 1, 2, and 3.
6. Before they answer question 4, discuss how they can make people want to come to their stall. They could change the picture to make it look more inviting.
7. Before they answer question 5, ask the class about the prices they would charge for their goods. They could add price labels to their picture or write a price list on a separate piece of paper.

### Further activities

Find out more about the goods on sale in Peshawar, especially in the bazaars. You could write to travel companies and collect brochures and leaflets.

Also, find out about travel to Peshawar from different places. The children could make a display about travel to Peshawar, which has an international airport, a main line railway station and is situated on main roads such as the M1 motorway and N5 national highway. Buses and minibuses run to Peshawar from many parts of Pakistan.

## Lesson 3: People and climate

### Learning outcomes

Students should be able to:

- describe life in Peshawar and the people there
- describe the climate of Peshawar
- read a block graph showing temperatures

### Resources

- Pupil's Book page 10
- Skills Book page 7 Temperature
- if possible, a room thermometer or outdoor weather thermometer: or show the class the picture provided in this book.

### Pupil's Book steps

1. Tell the children that they are going to learn more about Peshawar. Ask how Peshawar is different from many other cities in Pakistan. (It is an ancient city. It is close to the country's border with Afghanistan. It has no monsoon season.)
2. Read page 10 with the class. Ask, *How many people live in Peshawar? (more than three million) Does it have as many people as Islamabad, more or fewer? (more. See Unit 1.) What languages do they speak? (Pashto, Hindko, Urdu, and English) What was the old name for Peshawar? (Purushapura—the land of men)*
3. Remind the class that **climate** means the normal type of weather a place has in different seasons. Ask, *What is the climate of Peshawar like? (hot in summer and cold in winter.*

It has rainfall in both seasons, mainly Between February and March, but no monsoon season. Winter is from November to March. Summer is from May to September.) *How is this different from the climate of Islamabad?* (Islamabad has a monsoon season.)

- The children can then read the instructions in the activity book and complete them in their notebooks.

### Skills Book steps page 7 (Temperature)

- Show the children a thermometer used for measuring air temperature. Explain that the liquid in the glass bulb and tube expands (takes up more space) when it gets hotter, so it moves up the tube. If you do not have a thermometer, show them the picture below.
- Explain the scale. The Swedish scientist it is named for (Celsius) created it, beginning with the freezing and boiling points of water (zero and 100 degrees).
- Ask *Which is colder, zero or 10 degrees?* (zero) *Which is hotter, minus 20 degrees or 10 degrees?* (10 degrees)  
Point out that temperatures below zero have a minus sign and are very cold. When the air temperature is below zero, water freezes.
- Use a thermometer to check the temperature of the air in the classroom and outdoors in the shade.
- Ask the children to look at page 7. Tell them that it shows a temperature graph for Peshawar in the month of June. Show them the numbers up the side of the graph and explain that these are the temperatures. Ask them what the words across the bottom of the graph tell us. Ask, *Was it very hot, hot, cold, very cold, or in between in Peshawar in June?* (very hot)
- The children can then read the graph and answer the questions on the page.

### Answers to Pupil's Book page 10

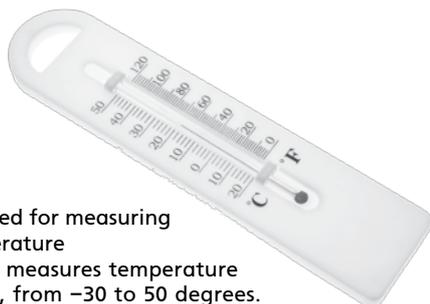
open-ended drawing and writing activity; a drawing of someone selling goods at a market, with two sentences about the goods.

### Further activities

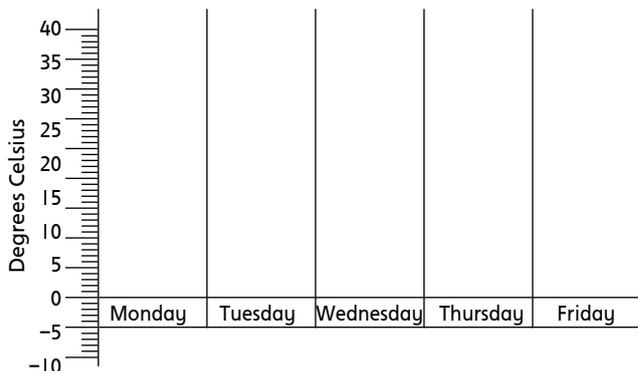
Find out more about the old landmarks of Peshawar: for example, the tombs and mausoleums (including Burj-e-Roshnai, from the Mughal era); Bala Hisar Fort; Kotla Mohsin Khan (the sixteenth-century residence of the poet Mazullah Khan); Qissa Khwani Bazaar; Bara Bridge (from the Mughal era); and the seventeenth-century Mohabbat Khan Mosque.

Use a thermometer to measure the temperature in the shade near the school each day for two weeks (omitting the weekends).

Record the temperatures on a graph like this:



A thermometer used for measuring outdoor air temperature  
This thermometer measures temperature in degrees Celsius, from -30 to 50 degrees.



## Lesson 4: Things to see and do

### Learning outcomes

Students should be able to:

- find out what there is to see and do in Peshawar
- use source such as pictures and text to find out about a place

### Resources

- Pupil's Book page 11
- pictures of buildings and other landmarks in Peshawar
- if possible, a street map of Peshawar showing the landmarks
- Skills Book page 9 Values

### Pupil's Book steps

1. Tell the children that they are going to learn about some of the buildings in Peshawar. Ask them to look at page 11. Can they name the places in the photographs and say what they were built for? Ask, *Which is the oldest building mentioned here?* (Mahabat Khan Mosque) *Which is the newest building mentioned here?* (Islamia College)
2. Link this with history lessons on Gandhara. Ask the children what they can find out about the Museum of Peshawar.
3. Show the class pictures of other buildings in Peshawar, and a map of the city. Ask, *What can people do in Peshawar?* (visit historic buildings, go to the mosque, see Gandhara art and old Islamic objects in the museum) *What would you do if you went there?* *Which buildings do you think all or most cities in Pakistan have?* (Examples include universities, colleges and schools, shops, mosques, monuments, museums.) *Which buildings make Peshawar different from other cities?* (Examples include the museum because it has special collections, Mahabat Khan Mosque because it is very old.)

### Skills Book steps page 9 (Values)

1. Explain that the province of Khyber Pakhtunkhwa has a lot of land covered by forests and that wood is an important material for local businesses. Ask *Is it good to use wood for making things? What will happen if people keep cutting down trees for wood? What should they do to make sure our forests do not disappear?*
2. Read page 9 with the class. Ask, *What is the government doing to make sure our forests do not disappear?* (planting new trees and finding ways to stop too many trees being cut down) *What good comes from cutting down trees?* (People make money to live on. We need wood for furniture and other goods, such as paper.) *What harm comes from cutting down trees?* (Animals might lose their homes. The soil might become poor.)
3. Ask the children to answer the questions in their own words.

### Answers to Skills Book page 9 (Values)

1. any suitable answer; e.g. Some animals will have nowhere to live and might become extinct. The soil will become poor and this will make farming difficult.
2. any suitable answer; e.g. Yes, because it is important not to let any type of animal die out/because it is cruel to take away animals' homes.

### Answers to Pupil's Book page 12

- A. 1. 48 km (30 miles)  
 2. Khyber  
 3. It has old buildings. It has old bazaars.  
 4. any suitable answers from: gate to the Khyber Pass, Qissa Khwani bazaar, Chowk Yadgar, Warsak Dam, Peshawar Museum, Mahabat Khan Mosque, Islamia College.  
 5. for water for homes and farms; for generating electricity.

B.

P	n	m	b	z	b	e	w	t	p
a	P	e	s	h	a	w	a	r	e
s	b	u	z	h	z	f	s	a	s
h	v	i	w	y	a	t	h	d	h
t	c	o	l	e	a	t	h	e	r
o	t	h	q	u	r	o	m	w	g
K	h	y	b	e	r	P	a	s	s
W	a	r	s	a	k	D	a	m	O

Khyber Pass  
 Peshawar  
 bazaar  
 trade  
 Pashto  
 Warsak Dam  
 leather

- C. 1. Peshawar has very **hot** summers and cold **winters**.  
 2. The winter months are from November to **March**.  
 3. The summer months are **May** to September.  
 4. Peshawar does not have a **monsoon** season.  
 5. Most of the **rain** falls between February and April.
- D. 1. True                      2. False                      3. False                      4. False  
 5. True                        6. True                        7. False

### Further activities

Make a classroom display about Peshawar. Write questions to put with the display to encourage the children to look at the pictures and read about the city. Each day invite the children to answer one of the questions.

# Unit 3 Mountains

## Background knowledge for Unit 3

A mountain can be defined as a landform that is higher than a hill. There is no exact definition of a mountain. This often depends on what local people call it. In some parts of the world, mountains are defined as landforms higher than 600 metres, but in other countries, landforms have been named as mountains when they only rise to 300 metres.

The sharp peak shape of many mountains is caused by glaciation and erosion through frost action.

There are mountains on every continent. The highest mountains of each continent (the Seven Summits) are:

Africa	Kilimanjaro	5,895 m
Antarctica	Vinson Massif	4,897 m
Asia	Everest	8,848 m
Europe	Elbrus	5,642 m
Australia/Oceania	Puncak Jaya	4,884 m
North America	McKinley	6,194 m
South America	Aconcagua	6,960 m

Five of the world's fourteen tallest peaks are in Pakistan:

K2	8611 m
Nanga Parbat	8126 m
Gasherbrum I	8080 m
Broad Peak	8051 m
Gasherbrum II	8035 m

The Karakoram Range has the largest number of tall peaks of any mountain range in the world.

Mountainous regions have many natural resources. In Pakistan, these include: water (for human consumption, agriculture, and possible hydropower); fuel (natural gas, oil, and coal); forestry (timber, fuel, paper, latex, medicines); and mining (rock salt, iron ore, gypsum, limestone, silver, gold, marble, copper). The mountains also attract tourist activities such as walking, climbing, hiking, and skiing. All this can damage the environment, causing erosion, deforestation, and pollution. To keep these resources, they need to be managed properly.

The Ancient Inca people of Peru built terraces in the sides of mountains to create flat land for farming. The terraces helped to keep rainwater from running off and reduced erosion. They built raised aqueducts to carry water to the farmlands for irrigation. The three staple crops grown were corn, potatoes, and quinoa—quinoa seeds were used to make cereal, flour, and soups. Corn was special to the Incas. It was used in religious ceremonies. They also used it to make a drink called chicha. The Incas were the first civilization to plant and harvest potatoes. Farmers in Peru still use the ancient terraces. Crops include asparagus, potatoes, maize, rice, and coffee.

The critically endangered mammals of Pakistan include red lynx, Pakistan sand cat, striped hyena, honey badger, leopard, snow leopard, brown bear, Balochistan bear, Indian wild ass, goitred gazelle, Himalayan marmot and Marco Polo sheep.

Endangered mammals include:

Asiatic pygmy shrew, long-fingered bat, Asiatic jackal, common otter, Steppe cat, common red fox, markhor, Himalayan musk deer, and Himalayan goral.

Major threats to the biodiversity of Pakistan are:

- Degradation of habitat
- Hunting and over-harvesting
- Deforestation
- Land conversion
- Soil erosion
- Trade
- Chemical pollution

There are 25 national parks in Pakistan. The oldest is Lal Suhanra in Bahawalpur District, established in 1972. The most recent is Kala Chitta in Attock District, established in 2009. Central Karakoram in Gilgit Baltistan is the largest national park.

### Expected learning outcomes for Unit 3

Most children should be able to:

- list some useful natural resources found in mountains
- identify some plants and animals from different habitats
- name endangered species in Pakistan

They will learn how to:

- use sources such as maps, text and photographs to find out about different mountains
- ask questions and draw conclusions about mountain areas
- make comparisons between mountainous areas in different countries/different continents

They will begin to understand:

- the meaning of 'natural resources'
- how humans have changed the natural environment
- how human activity affects habitats
- some ways to protect endangered animals
- ways the government and people can work together to meet people's needs

## Lesson 1

### Learning outcomes

Students should be able to:

- name the parts of a mountain
- explain that mountains are found all over the world and have different features, shapes, heights, and names
- name the tallest mountains in the world

### Resources

- Pupil's Book Page 14
- a map of the world, showing Pakistan
- photographs of mountains
- Skills Book Page 10 Mountains. This also supports lesson 3.2.

## Pupil's Book steps

1. Ask the children to tell you what they know about mountains. Ask, *Do you know what a mountain is? What words describe a mountain? Do you know the names of any mountains in Pakistan? Do you know the names of any mountains in other parts of the world?*
2. Tell the children they are going to learn about the parts of mountains as well as the names of some of the tallest mountains in the world.
3. Read the first paragraph on page 13. Ask, *What is a mountain?* (land that is higher and steeper than a hill)
4. Read the second paragraph on page 13. Look at the diagram showing the parts of a mountain. Explain that there are special names for the different parts of mountains. Have they heard of any of these names before? ('foothills'—in Unit 1, 'valley' in history units: for example, the Indus Valley, the Nile Valley)
5. Draw the diagram on the board. Point to each part of the diagram and ask the children to tell you its name. Label the diagram with the correct names.
6. Read the rest of page 13. Ask the children to look at the photographs. Ask, *What is the same about the mountains?* (Possible responses might include: they are all very high; they all have snow on the summit; they all have some pointed parts on the top.) *What is different?* (the shapes, the heights) *What is different about these mountains?* (Possible responses include: one has more snow than the others, one is flatter at the top, one has more bare rock.)
7. Explain that there are mountains in many different places in the world. Show them a world map. Find New Zealand and Tanzania in Africa. Find Nepal on the map. Then find Pakistan on the map. Tell the class that all these places have mountains. Ask, *Is New Zealand near Pakistan or a long way away? Is Africa near Pakistan or a long way away? Is Nepal close to Pakistan or a long way away?*
8. Read out the instructions for the activity at the top of page 14. Make sure the children understand what they are required to do.

## Skills Book steps page 19 (Mountains)

1. Play a game to help the children to learn some of the mountain features. Ask the children to stand up. Remind them that the lowest part of a mountain is called the base. Ask them to crouch down low, pretending to be the base of the mountain. Ask them to stand up again. Tell them they are now the slope of the mountain. Then ask them to stretch their arms up really high. Tell them their fingertips are the summit of the mountain.

Now play the game. Each time you say the word 'base', 'slope', or 'summit' the children need to act it out. This will help them to remember the names.

Say: 'base' (the children crouch down)

Say: 'slope' (the children stand up)

Say: 'summit' (the children stretch up high)

Then say the names out of order to see if they can remember them!

2. Read the instructions on page 10 with the class. Ask them to remember the game they have just played when they label the picture in section A.
3. Ask the children to look at section B. Read the names of the mountains in Pakistan with them. Ask them to find these and colour them in the word search.

### Answers to Pupil's Book page 14

Any answers based on information on the page. Examples:

Mt Everest has snow all year.

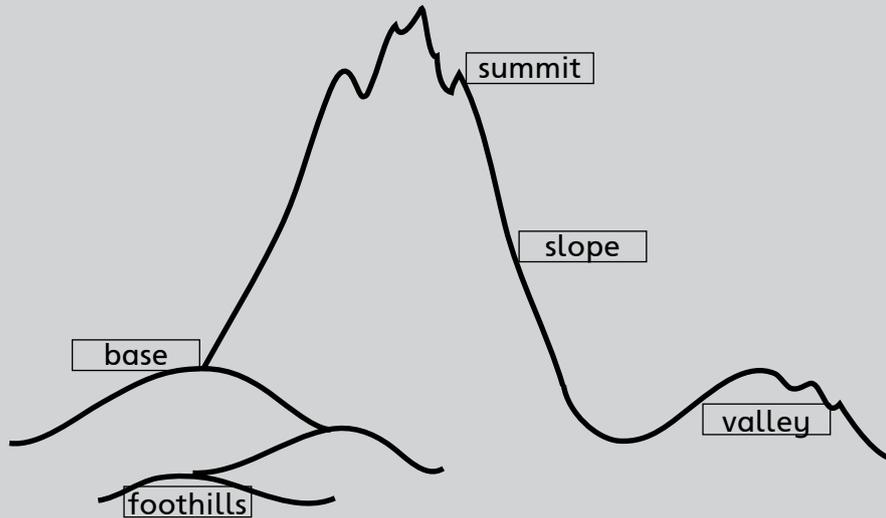
Mt Everest is the highest mountain in the world.

K2 is bare and rocky.

K2 is the highest mountain in Pakistan.

### Answers to Skills Book page 10

A.



B.

r	a	k	a	p	o	s	h	i	n	m	a
r	u	m	y	u	l	a	p	o	b	c	t
a	g	a	s	h	e	r	b	r	u	m	1
t	b	r	o	a	d	p	e	a	k	t	v
a	k	n	2	r	q	x	4	g	l	c	c
b	f	v	3	y	k	2	i	s	b	p	d
a	v	1	b	m	a	a	m	v	t	e	w
d	n	a	n	g	a	p	a	r	b	a	t

## Lesson 2

### Learning outcomes

Students should be able to:

- name the highest mountains in Pakistan
- explain the term 'mountain range'

### Resources

- Pupil's Book Page 14
- map of the world
- Skills Book page 10 Mountains. This also supports lesson 3.1.

### Pupil's Book steps

1. Read the information about the highest mountains in Pakistan. Ask, *What are the names of the highest mountains in Pakistan?* (K2, Nanga Parbat, Gasherbrum I, Broad Peak, Gasherbrum II) *How high is K2?* (8611 metres)
2. Explain that a mountain range means a lot of mountains close to one another. Read the three paragraphs about mountain ranges on page 14. Help the children to find the mountain ranges of Pakistan on the map on this page, and to name them. Ask, *Which mountain range in Pakistan has some of the highest peaks in the world?* (Karakoram)
3. Have a quiz to help the children to remember the information. Ask questions such as: *What is the name of the second highest mountain in the world?* (K2) *What is the highest mountain in Pakistan?* (K2) *What is the name of the longest mountain range in the world?* (The Andes) *In which continent is the Andes mountain range?* (South America)
4. Look at the map of South America on page 14. Explain that the brown shading down the west coast represents the Andes mountain range.
5. Find South America and Pakistan on a world map. Compare the size of South America with Pakistan. Tell the children that the length of the Andes is approximately four times the length of Pakistan.
6. Page 10 of the Skills Book can be given as a follow up activity to lessons 1 and 2 (see Lesson 1).

### Further activities

Find out about other mountain ranges in other continents: for example, the Pyrenees and the Alps (Europe), Atlas Mountains (Africa), Rocky Mountains (North America). Locate the mountain ranges on a map of the world; find the names and heights of their highest peaks.

## Lesson 3

### Learning outcomes

Students should be able to:

- describe life in mountain ranges
- explain the terms 'mountain pass' and 'natural resources'

### Resources

- Pupil's Book page 15
- Skills Book page 14, Nazir Sabir
- map of the world

### Pupil's Book steps

1. Ask the children to name a mountain pass in Pakistan (Khyber Pass). Ask, *Which country does this pass link Pakistan to?* (Afghanistan)
2. Read the first paragraph of page 15 with the class. Ask them to name another mountain pass in Pakistan (Khunjerab Pass). Ask, *Which country does this pass link Pakistan to?* (China) *What is it like there in the winter?* (snowy) *Why do you think it is important to have mountain passes?* (They help people to travel through mountains.)
3. Find the places mentioned in the text (China, Kashmir, Afghanistan) on the world map. Look at each country in turn and ask, *Is most of this country's land mountainous or flat?*
4. Ask the class what they think would be good and would not be good about living in mountains. (Example answer: Good—clean, fresh air, few people, so no crowds, very little

traffic, interesting plants and animals: not so good—it might be far from hospitals, schools and other services; there might be no electricity or running water; it could be hard to grow crops on stony ground; it will be colder than low land.)

5. Read the paragraph about life in the mountains. Ask, *What is adobe?* (brick made from clay and dried in the sun) *What natural resources might there be in a mountain range?* (soil, water, plants, animals) *How can people use these resources for everyday things they need?* (soil for growing food crops and textile crops such as linen, cotton; grazing land for animals such as sheep and goats that provide food, milk, wool and skins; water from streams, rivers and lakes for drinking, washing and so on; mud for making adobe houses)
6. Ask the children to look at the photograph of an adobe house on page 16. Ask, *How is an adobe house like yours and different from yours?* (Answers will vary but might include differences between adobe walls and modern brick or concrete, the windows, and the shape of the house.)
7. Ask the children to imagine climbing Mount Everest, the highest mountain in the world. They could talk about this and then write their answers to the written activity.

### Skills Book steps

1. Ask the children to name a famous mountaineer from Pakistan who is the only Pakistani mountaineer to have climbed Mount Everest (Nazir Sabir). Tell them that they are going to read about his climbs.
2. Read about Nazir Sabir on page 14 of the Skills Book. Ask, *What does this tell you about Nazir Sabir's character?* (He is determined. He does not give up easily. He is brave. He cares about the environment.)
3. The children can then answer the questions.

### Answers to Pupil's Book page 15

The first Pakistani to climb Mt Everest was Nazir Sabir on 17 May, 2000. Nazir Sabir was born in Ramanji, a small village in upper Hunza.

The children should express an opinion about how it may have felt to be the first person to climb the mountain. Possible feelings include: pride, happiness, relief, joy, and excitement.

### Answers to Skills Book page 14

1. Ramanji in Upper Hunza
2. He is the only Pakistani to have climbed Mount Everest.
3. 1997
4. There were strong blizzards.
5. 17<sup>th</sup> May, 2000
6. K2, Gasherbrum I, Gasherbrum II, and Broad Peak
7. He runs an adventure travel business.

### Further activities

Compare other mountain ranges with the mountains of Pakistan: the climate, lowest and highest temperatures, rainfall, the animals that live there, and how people live there: their homes, farming, and other occupations.

## Lesson 4

### Learning outcomes

Students should be able to:

- describe life and work in mountain ranges
- explain the term 'endangered species'
- name some endangered animals that live in the mountains of Pakistan
- use a key to understand a map and add information to a map

### Resources

- Pupil's Book pages 16–17
- map of Pakistan on page 14
- Skills Book page 11 Mountain resources
- Skills Book page 12 Endangered animals
- if possible, photographs of the gems ruby, topaz, garnet, emerald, and sapphire

### Pupil's Book steps

1. Ask the children to look at the map of mountain ranges of Pakistan on page 14. Ask *Which parts of Pakistan have the most mountains?* (north and north-west)
2. Explain any words on the page that might be new to the children and show them pictures of these:  
**terraces:** an ancient farming method in which slopes were cut into wide steps to create pieces of flat land for farming (see the photograph on page 16 of the Pupil's Book).  
The names of gems: ruby, topaz, garnet, emerald, sapphire
3. Read the first three sentences of page 16 with the class. Ask, *Why do farmers build terraces on the mountains?* (for growing food) *What do they grow in Hunza?* (barley and fruits such as apricots, apples, pears, peaches, plums, grapes, and figs) *In the mountains, would you see only fields of crops and animals or would you see industry?* (wildlife, farming, and other industries) *What industry is there in Hunza?* (mining for gems: rubies, topaz, garnets, emeralds, and sapphires)
4. Read 'It's a fact!' with the class. Ask, *Do you think the people of Hunza are healthier than those of Islamabad? Explain your answer?* (Yes. They are among the healthiest people in the world because of their hard work, fresh air, and their healthy diet with plenty of fruit, fresh mountain water, and the clean air they breathe.) *Why is the air in the mountains cleaner than in cities?* (There is less industry and a lot less traffic.)
5. Read the paragraph about mountain animals. Ask, *What does 'endangered' mean?* (in danger of dying out because there are few left) *Which of these animals have you read about that lives in the Margalla Hills?* (leopard) *Name two other endangered animals in the mountains of Pakistan.* (Markhor, musk deer)

### Skills Book steps page 11 (Mountain resources)

1. Ask, *What natural resources do you know about in the mountains of Pakistan?* (water, clean air, land for growing crops and grazing animals. There are also resources that have to be found by mining: gems, such as rubies, topaz, garnets, emeralds, and sapphires.) Explain that, as well as these there are minerals that can be mined, such as coal, copper, gold, and iron ore.
2. Read the introduction on page 11 with the class and explain that maps give information. Sometime colours and symbols are used on maps. These have to be explained using a

key. Point out the blank key for the map on this page. Ask the children to choose a colour for each mineral and to colour each box.

3. Now ask the children to look at the information about where the minerals are found and ask how we can show these on the map, using the key. The children can then colour each province to show which minerals are mined there. Finally, to answer section C, they list the other natural resources they know that can be found in Pakistan. They could re-read pages 2–16 of the Pupil's Book to find out.

### Skills Book steps page 12 (Endangered animals)

1. Remind the class of the meaning of 'endangered animal.' Ask, *What endangered animals do you know about in Pakistan?* (Snow leopard, markhor, and musk deer) Tell them that they are going to learn about some others.
2. Read page 12 with the children and ask them if they have seen any of these animals in the wild, in a zoo, or on television, or films.
3. Split the class into groups of about four and ask them to discuss endangered animals. *How do they become endangered? What might happen to them? Does it matter if animals die out (and why)? How people can help to stop them dying out?*
4. The children can then complete the exercise.

### Answers to Skills Book page 11 (Mountain resources)

- A. Each box in the key should be coloured with a different colour.
- B. The map should be coloured to match the key to show: coal (Sindh), copper and gold (Balochistan), iron ore (Punjab)
- C. other natural resources of Pakistan mentioned in this book so far

### Answers to Skills Book page 12 (Endangered animals)

- A. any suitable answers using the words in the box. For example
  1. If an animal is endangered this means that it could die out.
  2. Six animals of Pakistan that could die out are the lynx, the eagle owl, the marmot, the snow leopard, the markhor, and the Balochistan bear.
  3. There are very few of these six endangered animals left in the wild.
  4. To stop them dying out we should look after them.
- B. any suitable answers, for example
  1. We could look after the places where they live.
  2. We could make sure that we do not harm the things they eat.

### Further activities

Find out about the work of the World Wildlife Fund in protecting endangered animals. Perhaps you could raise funds to support any of their projects in Pakistan [www.wwfpak.org](http://www.wwfpak.org)

## Lesson 5

### Learning outcomes

Students should be able to:

- describe life and work in the mountain ranges of Pakistan and Peru
- compare life in the mountains of Peru and Pakistan

## Resources

- Pupil's Book page 17
- map of South America on page 14

## Pupil's Book steps

1. Read the first paragraph of page 17 with the class. Ask, *Where is Peru? Which animal can be found in both Peru and Pakistan? What kind of an animal a trout is?* (fish)  
Tell them that there are other animals that are found in both Pakistan and Peru that are not mentioned on this page, which we can find out about later.
2. Tell the class that they are going to find out more about the mountains of Peru and whether they are like the mountains of Pakistan. Look at the map of South America on page 14 of the Pupil's Book with the class and point out where the mountains are.
3. Read the rest of the page with the class. Ask, *Which animals do we know that can be found in both Peru and Pakistan? In what ways are the mountains of Peru like those of Pakistan?* (They have terraces for farming; the rivers and streams have trout in them; the people grow food in the mountains as well as the valleys; the people build adobe houses.) *What are the main crops of Peru?* (potatoes and maize)
4. The children can now complete the exercise on page 17.

### Answers to Pupil's Book page 17

1. apricots, apples, pears, peaches, plums, grapes, and figs
2. rubies, topaz, garnets, emeralds, and sapphires

## Further activities

Find out about the climate of the mountains of Peru. Compare this with the mountain climate of Pakistan.

If possible, find photographs of the mountain people of Peru and Pakistan and compare the way they dress. Discuss the reasons for any similarities and differences: for example, clothes for keeping warm in evenings and at night and in the winter, clothes for keeping cool in the heat of the sun, cultural differences (what different groups of people think is right for men, women, girls, and boys to wear).

## Lesson 6

### Learning outcomes

Students should be able to:

- name the natural resources of the mountains of Peru
- name the animals of the mountains of Peru

## Resources

- Pupil's Book page 18
- map of South America on page 14

## Pupil's Book steps

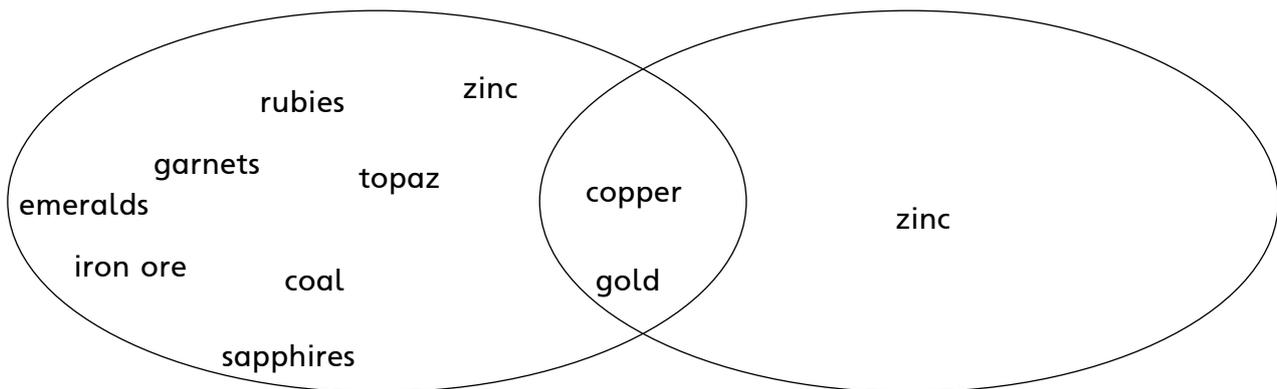
1. Remind the children of their work on page 17, which is linked with this page. Also show them a map of South America to remind them where Peru is and what the land is like (very mountainous).

2. Read the first paragraph of page 18 with the class. Ask, *What natural resources are found in the mountains of Peru? (copper, gold, silver and zinc) What is good about the mining industry? What problems can it cause? (It brings money into the country but it can spoil the land and cause pollution.)*
3. Tell the class that they are going to find out more about mountain animals. Read the paragraph about mountain animals of Peru with the class and ask them to look at the picture of the llama and read the caption. Ask, *What can you find out about the llama? (It has only two toes on each foot; they can be used like horses for transport; we can use their wool and milk.) Which other animal of Peru is like the llama? (alpaca)*
4. Invite the children to give a definition of 'endangered'. Ask *Which animals of the mountains of Peru are endangered? (Andean condor, yellow-tailed monkey, woolly monkey, jaguar, mountain tapir)* Point out the pictures of these animals and ask the children to describe them and to say which other animals they are like, and how.
5. Read the rest of the page with the class and ask, *What does 'habitat' mean? (the natural home of an animal or plant) How do animals become endangered? (People destroy their habitats through mining, cutting down trees, and building houses or roads.)*

### Further activities

Find out more about the minerals mined in the mountains of Pakistan and Peru. Record them on a Venn diagram:

Minerals from the mountains of Pakistan      Minerals from the mountains of Peru



## Lesson 7

### Learning outcomes

Students should be able to:

- explain how tourism affects mountain regions
- explain why people visit mountains

### Resources

- Pupil's Book page 19
- Skills Book page 13 Values. This page also supports other lessons in this unit.
- map of South America on page 14 of the Pupil's Book

### Pupil's Book steps

1. Ask the class what kind of place they would choose to go to for a holiday or day out: beach, mountains, woods, or city. Ask what they would do if they visited this place. Tell them that they are going to find out what most people do when they visit mountains.
2. Read the first paragraph of page 19 with the class. Ask, *What do we call people who are on holiday or visiting a place for pleasure?* (tourists) *What do people like to do when they visit mountains?* (enjoy the fresh air and scenery; go camping, walking, climbing and hiking; Enjoy sports such as skiing and trekking) *What problems do you think can be caused by tourists?*  
The children could discuss this in small groups and write their ideas, then report back to the class.
3. Tell the class that they are going to find out more about the problems caused by tourism in mountain areas. Read the next paragraph with the class and ask them to compare this list with their own list of the possible damage that tourists might cause.
4. Read the exercises with the class and ask them to complete them in their notebooks.

### Skills Book steps

1. Ask the class what is meant by 'national park.' Ask, *What is special about land that is made into a national park?* (It has to be looked after so that the land, plants, and animals are not harmed.) *What national park do you know near Islamabad?* (The Margalla Hills) Tell them that the government of Pakistan has decided to make more national parks. *Will it be good or bad to have more national parks? What makes it good? What might not be so good?*
2. Tell the children that they are going to find out what some people have said about national parks. Read page 13 with the class and ask them what new ideas they have learned about national parks. Invite them to talk about the people who might not be pleased to live in a national park, and why. Ask, *What can be done to help people to live happily in a national park if they are worried about things like their work, making a living and what they are allowed to do?*
3. Explain how to set out a letter, using the example on this page. The children can then write their own letters to local government officials expressing and explaining their views about national parks.

The problems of tourism in mountain areas	
Problem	Solving the problem
Noise	
Litter on land	
Litter in lakes, rivers and streams	
Erosion (wearing away the land)	
Cutting down trees to make way for places for tourists to stay	

### Answers to Pupil's Book page 19

1. South America
2. mud bricks
3. potatoes and maize
4. Terraces give flat land in steps.
5. any three from: copper, gold, silver, zinc

### Answers to Pupil's Book page 19 (second exercise)

any five from: enjoying the clean air; enjoying the scenery; camping; walking; climbing; hiking; skiing; trekking

a drawing of any one of the above activities

### Answers to Skills Book page 13

The children will express their own views in the letter.

### Answers to Pupil's Book page 20

- A.
1. True
  2. False. The highest mountain in the world is Mount Everest.
  3. False. Mount Everest is in Nepal. The highest mountain in Pakistan is K2.
  4. False. K2 is the second highest mountain in the world.
  5. False. It links Pakistan with Afghanistan.
  6. True
  7. True
  8. False. It lives in Peru.
  9. True
  10. True
- B. Answers will vary.

### Further activities

Make a chart on which to write about the problems that tourism causes to mountain areas and discuss how these problems could be solved.

# Unit 4 Rubbish and recycling

## Background knowledge for Unit 4

The three keywords for decreasing the effect of rubbish and waste on the environment are REDUCE, REUSE, and RECYCLE (produce less waste and rubbish, look for another use for items and material that are no longer needed, or use technology to turn them into new products and materials).

This unit helps to develop children's interest in and commitment to, improving and caring for the environment, and preventing further damage. It also develops their awareness of organizations that work towards this internationally and nationally.

YouthCan is an organization that uses technology to inspire, connect, and educate people across the world about environmental issues. Talha Qureshi, a member of YouthCan has worked with schools throughout Pakistan to improve environmental education. He has helped to set up community service projects to promote environmental awareness and encourage students to join in activities such as beach cleaning, making documentary films on environmental issues for elementary school children, tree planting, installing recycling bins and presenting environmental workshops—all aimed at improving the environment.

Another organization that works to care for the environment is Gul Bahao, which collects waste from offices, schools, and homes for reuse. Many articles about Gul Bahao have appeared in Dawn newspaper. Its website is <http://gulbahao.org/>

## Expected learning outcomes for Unit 4

Most children should be able to:

- describe the harm that rubbish can do to the environment and living things, including humans
- explain that people can help to prevent this damage
- describe the simple steps people can take to reduce the impact of rubbish on the environment

They will learn how to

- reduce, reuse and recycle rubbish safely
- ask questions about what we can do to care for the environment
- encourage others to reduce, reuse and recycle rubbish

They will begin to understand

- the meanings of words connected with environmental issues, such as: reduce, reuse, and recycle
- how litter harms the environment
- that less energy is used in recycling and that smaller amounts of natural resources are used than in making new materials

## Lesson 1: Ramis's rubbish

### Learning outcomes

Students should be able to:

- explain that every small piece of litter affects the environment
- explain that throwing away one small piece of litter carelessly can encourage others to do the same—so keeping a place clean and tidy can inspire others to follow suit
- demonstrate care for the environment

## Resources

- Pupil's Book pages 21 to 23
- Skills Book page 18 Values

## Pupil's Book steps

1. Ask the children if they have seen places spoiled by litter. Ask, *Where did you see the litter? How did it change the place? Why do you think people drop litter?*
2. Discuss the reasons why people drop litter: there might not be a bin nearby; they can not be bothered taking their litter home or to a bin; they do not think about the harm it does to a place.
3. Read page 21 and discuss parks the children know and what they like about them.
4. Read page 22 and ask, *Why did Ramis drop his drink can? (He thought it did not matter.) Why did he think it didn't matter? (It was just one little can.) What happened afterwards? (Other people dropped litter there.)*
5. Read page 23. Discuss the question Ramis asked and ask the children what they think the answer is.
6. Ask, *Whose fault was it that the park became dirty? (Ramis' and all the other people who dropped litter) What can we all do to help to keep places clean? (Put litter in bins and tidy up if you see litter.) It is important to take care not to handle harmful rubbish such as sharp items or anything connected with drugs. Use a litter picker, not bare hands. What did Ramis learn? (Every small piece of litter is harmful. We can all encourage other people not to drop litter through our own actions.)*

## Skills Book steps page 18 (Values)

1. Tell the class that they are going to think about, and write about, looking after the place where they live. Ask them to read the words in the speech bubbles on page 18. Ask, *Do you agree with either of these? Which one?*
2. Ask what the story they read in the Pupil's Book taught them about looking after the place where they live.
3. Read the questions with the class and then give them time to think about them and write their answers.

### Skills Book answers page 18 (Values)

Answers will vary.

## Further activities

Carry out a litter survey of the area close to the school or within the school grounds. Ask the children to decide whether they think litter is a problem there: if so, they could discuss and plan ways of reducing litter. Perhaps there are not enough bins, or the bins are in the wrong places, or they are not emptied often enough. Help them to write or plan what to say to the people responsible for the area to suggest ways of reducing litter.

## Lesson 2: What is litter?

### Learning outcomes

Students should be able to:

- explain what 'litter' and 'rubbish' mean
- differentiate between rubbish and litter
- explain the harm litter and rubbish cause

## Resources

- Pupil's Book pages 24 and 25
- some things that a family has thrown away in a week (clean items that have not yet been put with other rubbish). The children should not handle the rubbish. Examples: (clean) food packaging, leaflets, newspapers, old clothing, worn-out shoes, broken crockery (avoid glass), wrapping paper, shopping bags, and any other suitable items that are commonly discarded. Teachers should use their professional judgment to decide what is appropriate.
- Skills Book page 15 Litter

## Pupil's Book steps

1. Read the question at the top of page 24 and invite the children to answer it and give examples. Then read the examples in the first paragraph to the class.
2. Look at the photograph with the class and ask what is happening and why. Ask, *How will these students change what other people do at the beach?* (Remind them of the story of Ramis and Hamza in the park and its message that if one piece of litter is dropped more will follow, so if we do not drop any, perhaps others would not.)
3. Show the children some rubbish a family has thrown away and ask them if it matters, because they put it in the bin rather than leaving it lying around in the street.
4. Read the next question and invite the children to answer it.
5. Show them the rubbish that a family threw away in a week and ask them if this will make any difference to the environment. List their answers on a large sheet of paper to keep. You can compare these with the answers they give to the same question after completing this unit.
6. Read 'It's a fact'. Ask, *Why do you think there is so much litter in the oceans?* (It is an easy place to dump it from ships. Plastic rubbish is light: it flows from streams and rivers into seas and oceans.) *Why might people think that rubbish in oceans does not matter?* (Oceans are big so it would not be noticed. But point out that once there is a lot of rubbish, it becomes big and noticeable. Also, if people see others dumping rubbish in waterways, they think it is all right to do the same.) *What problems do you think litter might cause?* List the children's ideas and then read the final paragraph on page 24.
7. The children can then complete the exercise at the top of page 25.

## Skills Book steps

1. Remind the children about what they learned from the Pupil's Book about the harm litter can do.
2. Read the introduction at the top of the page with the class and read the first example that has been completed.
3. Look at the second picture with the class and invite one of them to read out the first question. Ask for their ideas about the harm that broken glass could do. Invite another to read out the second question. They can then suggest ways of preventing harm. Remind them that we often have to throw away glass, but how can we do so safely?
4. Look at the third picture with the class and invite one of them to read out the first question. Help them to name some poisonous things we have to throw away: e.g. unused medicines, old paint, and that industries have to get rid of a lot of poisonous waste. Ask for ideas about the harm that poisonous materials could do. Invite another to read out the second question. They can then suggest ways of preventing harm. Remind them that we and industries often have to throw away things that are poisonous, such as medicines, paint, and so on, but how can we do so safely?

5. Look at the fourth picture with the class and invite one of them to read out the first question. Ask for their ideas about the harm that empty cans could do. Invite another to read out the second question. They can then suggest ways of preventing harm. Remind them that we often have to throw away empty cans, but how can we do so safely?

### Answers to Pupil's Book page 25

1. He dropped it on the grass.
2. He did not think it mattered because it was just one small piece of litter.
3. It encourages others to drop litter, too.
4. Different students will have different answers.

### Answers to Skills Book page 15

1. It could kill or harm plants, animals, or people, especially young children.
2. Find out how to dispose of poisonous waste in your area. Take left-over medicines back to the pharmacy.
3. It could injure people or animals.
4. Do not drop glass. Recycle glass if you can.
5. It could injure animals or people. Small animals could get their heads stuck in it and die because they cannot eat.
6. Recycle cans or put them in a bin. Never leave them lying around.

### Further activities

The children could make posters to show the harm litter can do. Display these around the school to encourage other children not to drop litter.

## Lesson 3: Don't be a litterbug!

### Learning outcomes

Students should be able to:

- describe reducing, reusing, and recycling unwanted materials
- demonstrate how to put these into practice

### Resources

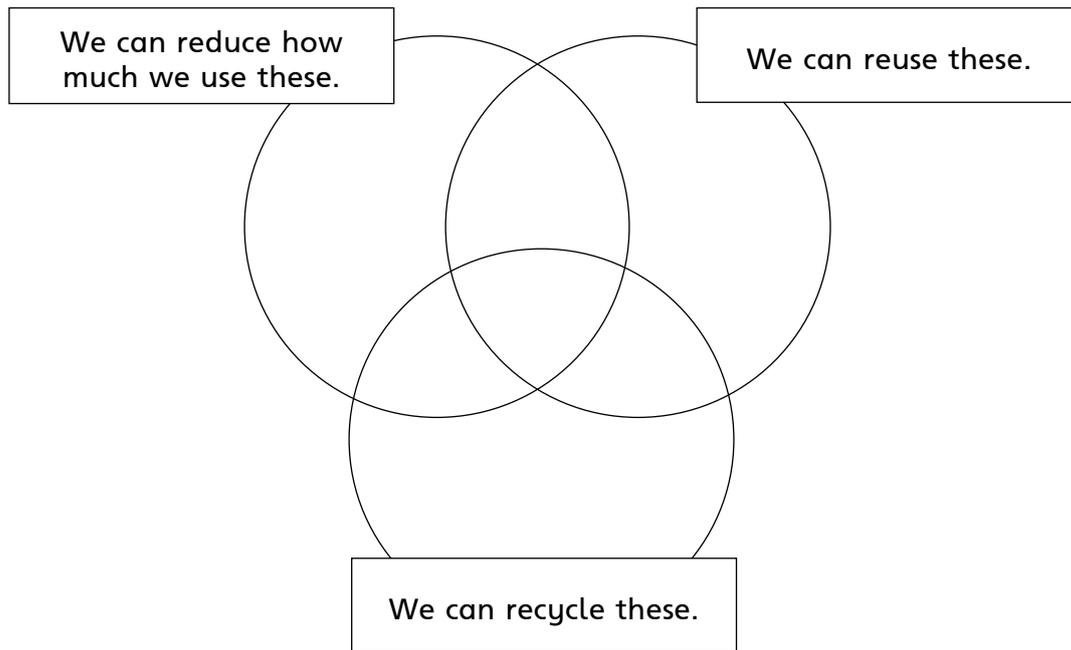
- Pupil's Book page 25
- Skills Book page 16 Going shopping
- examples of disposable items: paper cup and plate, plastic cup and plate, throw-away glass bottle, plastic bottle, drinks cans, bags and cartons, wrappers from sweets, lollipop and ice lolly sticks, disposable cutlery such as plastic spoons, forks, knives, packaging from various items

### Pupil's Book steps

1. Read the heading 'Don't be a litterbug!' with the class. Ask, *What do you think 'litterbug' means?* (someone who drops litter or throws away more than necessary)
2. Read the paragraph that follows this heading. Ask, *What does disposable mean?* (made to be thrown away) *Do we have to throw away all disposable things?* (No, some can be

reused.) *What else can we do so that we don't have too many disposable things in our bins?* (Reduce—buy fewer things in disposable containers or wrappers; recycle—take the containers or wrappers to a recycling depot, where possible.)

3. Show examples of disposable items and ask the children to sort them into sets and list or draw them on a Venn diagram. Some items could be reduced, recycled, or reused, and so will be placed where the circles overlap:



5. Read the paragraph headed 'Reduce' and check with the children whether they have identified everything whose use can be reduced. Ask, for each item in the chart: can we do without this? Can we buy less of this? Can this be shared in any way?
6. The children can then complete the exercise at the bottom of page 25.

### Skills Book steps

1. Read the introduction to this page with the class. Ask, *What are the three important words about waste?* (reduce, reuse, recycle) *What does reduce mean?* (Try to use less.) *What does reuse mean?* (Use it again.) *What does recycle mean?* (Use it to make new materials or objects.)
2. Ask the children to look at the first two pictures Ask, *Which is the best way to buy coffee? Why? Why do coffee shops sell it in plastic cups? What could they do to help people to reduce waste?* (Apart from only selling coffee in washable cups, which is not always convenient, they could sponsor bins for collecting and recycling.)
3. The children can then discuss the other pictures and questions with a partner and choose which they would do. Afterwards, invite feedback and talk about why they would make these choices. Ask, *Why do so many people make the choice that is bad for the environment?* (They might not think about it or it might be difficult: for example, how would they return the used washable coffee cup or the used washable plate if they are on their way to work or going on a picnic?)

### Answers to Pupil's Book page 25 (second exercise)

The pupils will give their own answers. There are no right or wrong answers.

### Answers to Skills Book page 16

A. The pupils will make their own choices and should explain them.

Suggested answers:

coffee in a washable cup, to reduce waste: the cup can be reused.

Burger in a card box because card can be recycled.

Food in a cloth bag because a cloth bag can be reused.

sandwich on a washable plate, to reduce waste: the plate can be reused.

- B.
1. When I buy food to eat, I will try to buy it in a container that can be reused or recycled to reduce waste.
  2. When I go shopping, I will use a cloth shopping bag.
  3. If I buy things in bottles, cans, or cardboard, I will recycle the containers afterwards.
  4. I will try to reduce, reuse, and recycle as much as I can.

### Further activities

The children could design a slogan for a cloth shopping bag. It could include the words 'Reuse' and 'Reduce'. Let them vote for the one they would like to have printed on a shopping bag. Perhaps you could have these printed to sell to the children's families.

## Lesson 4: Reuse

### Learning outcomes

Students should be able to:

- identify items that we throw away that could be reused
- suggest an imaginative way of reusing rubbish

### Resources

- Pupil's Book page 26
- Skills Book page 17 T-shirt design. This can also be used with Pupil's Book pages 26 and 27.
- if possible, reclaimed waste items that are suitable for making a toy: for example, plastic bottle, string, or wire, cardboard box, plastic bottle tops

### Pupil's Book steps

1. Ask the children, *What does reuse mean?* (to use again, perhaps for a different purpose)
2. Read the main text of the page with the class. Ask, *How can we reuse things we don't want?* (sell or give them away; swap for things you need or want; make new things out of old ones; use old plastic containers to store things; use writing paper on both sides; use a cloth bag rather than plastic bags for shopping.)
3. Ask, *What can you find out from the first picture and caption?* (People collect used paper and card for recycling from homes. We can give our clean used paper and card to them.)
4. Ask, *What can you find out from the second picture and caption?* (Waste from schools, homes and offices can be used for making houses.) When might this be particularly useful? (after a disaster such as a flood or earthquake)

5. If possible, show the children some waste items that could be used for making a toy, or show them the picture at the bottom of this page. Ask them for ideas about a toy they could make: for example, a model robot.
6. They can then draw their toy. Encourage them to add labels and captions to explain how they will make it and how it will be used.

### Skills Book steps page 17 (T-shirt design)

1. Show the class the T-shirt shape and ask them to think about the first and second ways of helping to protect our environment from rubbish: reducing and reusing. What could they put on the T-shirt to tell people to reduce and reuse waste?
2. Ask them to try out their ideas on scrap paper before choosing the best for the T-shirt.

### Further activities

Find out more about Gul Bahao, the group that collects waste from offices, schools, and homes for reusing: <http://gulbahao.org/>. Many articles about Gul Bahao have appeared in Dawn newspaper.

## Lesson 5: Recycle

### Learning outcomes

Students should be able to:

- describe recycling rubbish
- explain how old cans are recycled

### Resources

- Pupil's Book pages 26–27
- Skills Book page 17 T-shirt design. This also supports lesson 3.4.
- some cans (if possible some aluminum and some steel), a magnet

### Pupil's Book steps

1. Ask, *What does recycle mean?* (to make new objects or materials from old ones)
2. Show the class the international symbol that means 'recyclable'. Explain that it is used on anything that can be recycled: bottles, cans, bags, cartons and so on.
3. Ask, *Why do you think there are arrows pointing round in a circle on the symbol?* (to show that the material can be used again and again)
3. With the class, read the last paragraph of page 26 and the first two paragraphs of page 27. Ask, *What can you do to help to recycle as much as possible?* (Buy things made from recycled materials. Buy goods in recyclable packages such as glass bottles or cans. Sort your rubbish and keep anything that can be recycled to give to the people who collect it.)
4. Copy the can recycling diagram onto the board and add the captions: (clockwise from top):
  - i) The cans are collected.
  - ii) The cans are squashed and put into big bales.
  - iii) The cans are cut into little pieces.
  - iv) The pieces are melted in a hot oven.

- v) The metal is poured into a mould to make bars.
  - vi) The bars are rolled flat.
  - vii) The flat sheets are made into new cans.
5. The children can then copy the diagram into their notebooks, with captions, and colour it.

### **Skills Book steps page 17 (T-shirt design)**

1. The children can continue their T-shirt design, this time adding something about recycling, perhaps part of the recycling diagram or the 'recyclable symbol' (see above). Ask them to think about the third way of helping to protect our environment from rubbish: recycling. What could they put on the T-shirt to tell people to recycle waste?
2. Ask them to try out their ideas on scrap paper before choosing the best for the T-shirt.

### **Answers to Pupil's Book page 27**

recycling diagram with captions as in point 5 above; they could use this in their T-Shirt design (see Skills Book).

### **Further activities**

Show the children how to check whether used cans are made from steel: if they are attracted to a magnet, they are made of steel. Any that are not attracted are probably aluminium. You can also check what cans are made from, by scraping off some of the paint and leaving them in a damp place (not under water): steel rusts and aluminium develops a white coating. These coatings are oxides, formed when the metal reacts with oxygen. Iron oxide (rust) is red; aluminium oxide is white.

Find out more about recycling from a company that recycles waste, especially a local recycling company. Find out which other metals can be recycled.

### **What have I learned about rubbish and recycling?**

- A. There are no right or wrong answers. The children give their opinions.
- B. There are no right or wrong answers. The children give their opinions.

# Unit 5 Understanding maps

## Background knowledge for Unit 5

A plan is a type of map but usually represents something much smaller: for example, a building, room, or machine.

Different types of maps use standard symbols to represent physical or human information, such as seas, land, mountains, rivers, lakes, political borders, population, rainfall. On large scale maps, such as street maps, significant buildings are also included.

Maps usually feature a compass rose to indicate the direction north. From this, we know the other compass directions. It is a convention of maps to show north at the top. Most maps include a scale that shows the distance represented by given lengths on the map.

On maps of small areas, gridlines are used to help the user to locate features on a map. The standard procedure is to read the letters or numbers that run across the map from left to right followed by the numbers up the side of the map from bottom to top.

World and continent maps show lines of latitude that run horizontally, parallel with the Equator, around the globe and lines of longitude, which run vertically, through the north and south poles, around the globe. These, too, are used to locate positions of places.

## Expected learning outcomes for Unit 2

Most children should be able to:

- explain that a map or plan is a type of picture that shows things as seen from above using symbols rather than being a realistic drawing
- explain that maps have a key that helps us to understand the symbols on them
- use a compass to find the directions north, south, east, and west

They will learn how to:

- draw a plan or map
- read a plan or map
- use and interpret symbols on a map
- use and interpret a key on a map
- locate places and features using gridlines

They will begin to understand:

- how maps represent different types of information
- physical maps, satellite maps, and aerial photographs

## Lesson 1: What is a plan?

### Learning outcomes

Students should be able to:

- explain how plans represent real life, places, and objects from a side view or plan view
- interpret a plan
- explain how symbols are used on a plan and what a key is for

## Resources

- Pupil's Book pages 29–30
- Skills Book page 19 Plan view
- small objects that the children can draw in 'plan view': for example, chair, toy car, hat

## Pupil's Book steps

1. Read the first sub-heading and sentence of page 29 of the Pupil's Book with the class. Ask them to look at the pictures and plans at the top of the page. Tell them that a plan is a type of map, but of a small area. Ask, *How is a plan different from a side view?* (It is shown from above rather than from the side.)
2. Introduce the word 'symbol' for a simple drawing that is used on a map or plan to show a feature such as a building or park, on a plan, a smaller object such as furniture. Ask the class to look at the plan of a room on this page. Explain that the key shows what each symbol in the plan means. Ask, *What is in this room?* (four armchairs, a sofa, a lamp, a mat, a small table, two cupboards, and a large table with six chairs) *How many tables are there?* (two) *How many lamps?* (one) *What can you see around the large table?* (six chairs) *What shape is the other table?* (circular) *How many armchairs are there?* (four)
3. Ask the class to look at the map of part of a town. Explain that we can use simple pictures called symbols to show what is in a place shown on a map. Read about the map with them. Ask them to use the key to find places on the map. Ask, *Which road is the park on?* (Khan Road) *Which road is the school on?* (School Road) *What else can you see on the map?* (houses, a lake, a post office, shops, and a mosque) *Name two roads on the map.* (any two from Khan Road, Multan Road, and School Road)
4. Ask the children to complete the exercise at the top of page 30 in their notebooks.

## Skills Book steps

1. Ask the class to look at the pictures and plan views on this page and to see if they can match each plan view to a picture. Ask, *How is the plan different from the picture?* (It shows the objects from above.)
2. Give each group of children two small objects and ask them to look at them from above and draw what they see. Ask, *How are these different from pictures?* (You look at them from above, instead of from the side.)

### Answers to Pupil's Book page 30

- |                |                |              |
|----------------|----------------|--------------|
| 1. School Road | 2. six         | 3. Khan Road |
| 4. Khan Road   | 5. Multan Road |              |

### Answers to Skills Book page 19

- A. 1b, 2c, 3a
- B. The drawings should look like plans—viewed from above.

## Further activities

Draw a plan of the classroom. Ask the children to begin by drawing the outline of the room, using a ruler for straight line and then to mark the positions of doors and windows. They can then draw the outlines of the largest pieces of furniture in the room: cupboards, large table, and so on. Remind them that these are not pictures but plan views (looked at from above). Once they have these in the correct positions they can add smaller pieces of furniture, such as desks. At this stage, they need not draw to scale but drawing on paper marked in squares will help them to draw everything in proportion.

## Lesson 2: Finding places on a map

### Learning outcomes

Students should be able to:

- use grid squares on a map to describe the locations of places on a map
- locate grid squares on a map
- explain that in grid references, the letters run across a map from left to right and the numbers at the side run up the map from bottom to top

### Resources

- Pupil's Book page 30
- Skills Book page 20 Grid squares
- a modern map of Pakistan, Iran, and Afghanistan

### Pupil's Book steps

1. Read the first paragraph of page 30 (under the heading Finding places on a map) with the children. Ask them to look at the map and point out the grid squares.
2. Read the next paragraph with them and ask them to point out the letters and numbers. Ask, *On which side do the letters start?* (left) Ask them to read out the letters.
3. Ask, the children to point to the numbers at the side of the map. Ask, *Where do the numbers start?* (at the bottom)
4. Read the third paragraph; point to a square. Ask, *Which letter tells us where the square is?* They could run their finger up the column. *How do we show which of those squares we mean?* (Use the number up the side.) *What number is it?*
5. Read the final paragraph and ask which grid square Karachi is in. (C2)
6. The children can then find the cities listed in the exercise and say which provinces are in the squares listed, and complete the exercise in their notebooks.

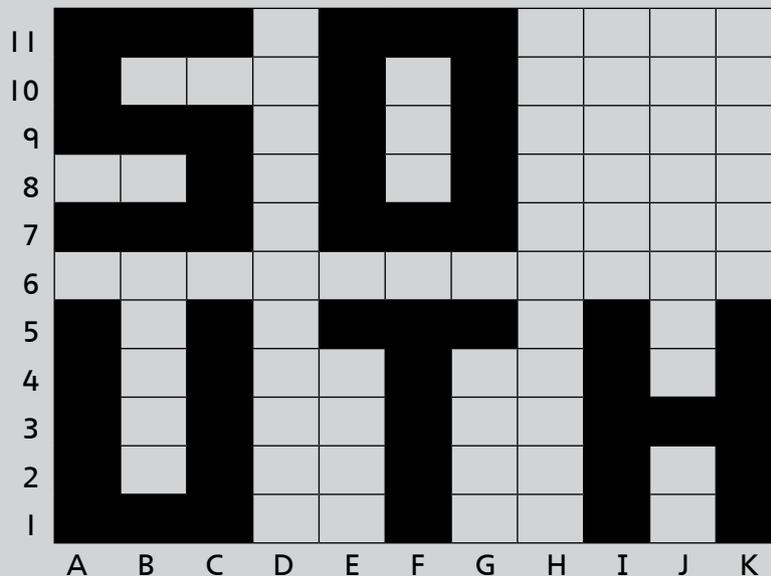
### Skills Book steps

1. Remind the children about what they learned from the Pupil's Book about grid squares.
2. Help them to find square A11. Ask which letter is made by shading the squares. They should write this letter on the line at the bottom of the page.
3. Ask them to continue in the same way for all the squares listed. When they have found all of them, they should have a word.

### Answers to Pupil's Book page 30

1. a) Quetta  
b) Lahore  
c) Peshawar  
d) Islamabad
2. a) Balochistan  
b) Khyber Pakhtunkhwa and Punjab  
c) Punjab, Sindh, and Balochistan  
d) Sindh and Balochistan

## Answers to Skills Book page 20



### Further activities

To practise using grid squares, use chessboards. The children could work in pairs or small groups. Give each pair a chessboard and some chess pieces. Call out a grid reference and ask them to put a chess piece on the correct square.

## Lesson 3

### Learning outcomes

Students should be able to:

- name main points of the compass
- use a compass
- explain that maps change over time, and why

### Resources

- Pupil's Book pages 31–32
- Skills Book page 21 Lahore
- Skills Book page 22 Values
- a modern map of Iran, Pakistan, and Afghanistan
- if possible, a compass

### Pupil's Book steps

1. Look at page 31 of the Pupil's Book with the children. Show them a modern map of Pakistan and Afghanistan. Ask, *When was this map drawn?* (1597) *How is the modern map different from this old map?* (They should point out as many differences as they can: for example, how colours and symbols are used, the borders of regions of land, the shape of Afghanistan, Pakistan being on the modern map but not on the old one.) *Why is Pakistan not marked on the map?* (It did not exist in 1597.)
2. Point out the compass rose. Ask, *What is it for? Which direction is shown at the top of a map?*

3. Show a compass. Place it on a flat surface, away from any metal objects and let the arrow settle. Ask, *Can you remember how to use the compass to find north?* Invite them to explain and demonstrate this. The arrow points north. Turn the compass until the N is aligned with this. Let the children come and look at it and point north. *Which way is south? Which way is east? Which way is west?*
4. Look at the map on page 32. Remind the children how to use a key to find out what the symbols on a map mean. Ask, *Is the school north or south of the shops? (north) In which direction would you go to get from the post office to the park? (east)*
5. Practise directing people around the streets on the map using compass directions. Ask, *How can I get from the school to the park by road? (Turn south out of the school. This is School Road. Keep going until you come to Park Street. Turn east. Go along the road past two houses on the north side. The park is on the north side of the road.) How can I get from the park to the post office? (Turn west out of the park. Keep going along Park Street. After crossing South Road/School Road, keep going west past two shops on the north side and two shops on the south side of the road. The post office is on the north side of the road.)*
6. The children can then answer the questions about the map in their notebooks.

### **Skills Book steps page 21 (Lahore)**

1. Read the introduction with the class. Ask, *Which city is shown on the map? (Lahore) What do you know about Lahore? What can you find out about it from this map?*
2. Read question 1 with the class and help them to find the two restaurants. Ask them to point to Restaurant 1 and then move their finger southwards. They should then arrive at Restaurant 2.
3. Ask, *What is east of Lahore Cricket Ground? (Lahore Grammar School) What can you see just to the north of Ghalib Market Park? (Boys' Hostel) What can you see just to the south of Ghalib Market Park? (Building 3)*
4. They can then answer the other questions, using the compass rose to help.

### **Skills Book steps (Values)**

1. Explain that they are going to plan a town in a way that harms the environment as little as possible. Explain how this can be done: for example, we should try not to harm natural features such as woods, forests, rivers, or lakes.
2. Ask the children to look at page 22. Read the introduction with them and ask, *What does a town need?* (They could look at the map on page 32 of the Pupil's Book and the map of Lahore on page 21 of the Skills Book for some ideas: houses and flats for people to live in; schools, hospitals, markets, shops, restaurants, public buildings such as a town hall, parks to make the town beautiful.)
3. Look at the area for the town with the children and ask, *Which parts would you try not to build on, and why?* (the forest and river because they are important natural features) *Which buildings or other features should be near the railway or main road, and why?* (factories and other industrial buildings, to make transport easy) *Where should the town centre be?* (not too far from the railway, or with a good road linking it to the railway so that the station would be in a convenient place for people coming to work in the town) *Where would it be good to build houses and flats?* (Some could be built with a view of the forest and the river, others could be nearer to the town centre for people who want to be near offices, shops, and other buildings.) *Where would you build a park?* (perhaps near the river and forest because people might want to go there to relax, perhaps near the town centre to make a beautiful place for people to relax in town)

### Answers to Pupil's Book page 32

Questions about the map

1. east
2. shop
3. north

### Giving directions

The answers will be different for different schools.

### Answers to Skills Book page 21 (Lahore)

1. south
2. Boys' Hostel
3. Bank
4. any three from Building 4, General Store, Building 3, Post Office, Ghalib Market Park, Bakery, Furniture shop, Boys' Hostel

### Answers to Skills Book page 22 (Values)

There are no right or wrong answers but the children's answers should take into account how to look after the natural features such as the forest and river and how to reduce travelling distances for goods and people.

### Further activities

Play a game using the map of Lahore. Say, 'I'm thinking of a building...' and add some information: for example, '...on the north side of Riaz Ali Shah Road'. The children put up their hand when they find it, and then it is their turn to choose a place on the map for the others to find.

## Lesson 4: Physical maps

### Learning outcomes

Students should be able to:

- explain how maps show physical features of large areas (countries) using symbols and colours
- interpret a physical map, using a key and symbols
- use grid squares to locate features on a map of a large area and to describe where they are located
- use the compass rose on a map to find directions and to describe where features are located

### Resources

- Pupil's Book page 33

### Pupil's Book steps

1. Tell the children that they are going to look at a map of Pakistan that shows natural features—landforms such as deserts, mountains, plains (flat land), seas, lakes, and rivers.

2. Ask them to look at the map of Pakistan on page 33. Read the information about the map with them and ask, *What is a physical map?* (a map that shows natural features—landforms such as deserts, mountains, plains—flat land, seas, lakes, and rivers) *Which sea is to the south of Pakistan?* (Arabian Sea) *What are the green areas on the map?* (plains) *What are the yellow areas?* (deserts) *Which mountain range is the farthest north in Pakistan?* (Hindu Kush)
3. The children can then complete the exercise in their notebooks.

### **Pupil's Book answers page 33**

1. any three from: Cholistan, Kharan, Thar, Thal
2. any three from: Indus, Sutlej, Ravi, Chenab, Jhelum, Kabul
3. Kirthar
4. F6
5. Thal
6. either C2, E5, or E6
7. Indus
8. Potwar
9. Ravi
10. Safed Koh

### **Further activities**

Make a model of Pakistan using the information in the map. Build the model on a base of thick cardboard or thin wood. Make papier maché and use it to build up the mountains: tear newspaper into tiny pieces and soak it in a bucket of water mixed with wallpaper paste (make sure this does not contain fungicide). Build up the landforms in layers, adding to them each day as the papier maché dries. Once its completely dry, paint it using water-based paints, to match the colours on the map. When the paint is dry, use a felt-tipped marker to write the names of the features: rivers, mountains, deserts, sea.

## **Lesson 5: Satellite maps and aerial photos**

### **Learning outcomes**

Students should be able to:

- describe a satellite map
- use an aerial photograph to find out about part of a city

### **Resources**

- Pupil's Book page 34

### **Pupil's Book steps**

1. Read the heading and ask, *What is a satellite?* (an object that orbits the Earth—another planet or the Moon) Explain that a satellite map is a map drawn on a picture photographed from a satellite in space. The children might find it difficult to make out any physical features, apart from land and sea, because of the clouds.

2. Ask, *When was the first satellite picture taken?* Tell the children that they can find the answer on this page. (1959)
3. Read the section about aerial photos with the class. Ask, *Where are aerial photos taken from?* (planes) *How are they different from satellite maps?* (They are photographed from the sky but not as high as satellite pictures, which are taken from space.) *What do aerial photographs show us?* (what a place looks like from above) *How are they useful?* (They can be used for making maps.)
4. Ask the class to look at the aerial photograph of the port at Karachi. They should be able to point out the sea, roads, and ships—they should even be able to see the buildings.
5. They can then complete the exercise.

### Answers to Pupil's Book page 34

1. a photograph taken from a plane
2. They help us to make maps.

### Answers to Pupil's Book page 35

- A.
1. A **map** is a drawing of something seen from **above**.
  2. Maps have drawings or **symbols** on them. The **key** tells you what these symbols mean.
  3. We can find things on a map using **grid** squares.
  4. We use compass directions to help us find things. The four main compass points are north, **south**, east, and **west**.
  5. Landforms such as mountains and **rivers/deserts** are shown on a **physical** map.
- B. post office

### Further work

If possible, use a digital camera to take photographs from a high place in your nearest town. Face north when you take the photos so that they can easily be matched to maps. Take the photographs into school and ask the children to describe what they can see.

They could then try drawing maps from the photos and use symbols to show some of the features.

# Unit 6 Goods and services

## Background knowledge for Unit 6

Goods are objects that can be sold. Services are tasks that people undertake for payment. People work to earn money. They pay taxes to the government so that the government can pay for essential services such as police, fire service, city councils, roads, education, and medical care. Money is used to buy goods or services. Money can be kept in a bank. Communication means passing on news or information.

Pakistan has a large supply of limestone—an important ingredient in cement; so the cement industry has developed here.

The plains of Pakistan are good for growing food crops such as wheat, vegetables, and fruit. Wheat is an important food crop for Pakistan. The food industry has also developed.

An important industry in Pakistan is the textile industry. Cotton is one of our main crops. Pakistan is the world's fourth largest grower of cotton. The textile industry has grown from this—the weaving of cotton cloth and making clothes. Other significant industries in Pakistan are chemicals, steel, fertilizers, leather goods, medicines, vehicles, furniture, weapons, and electrical goods.

## Expected learning outcomes for Unit 6

Most children should be able to:

- explain that goods are objects that can be bought and sold
- identify services as tasks done by people
- explain that people work to earn money, and money is used to buy goods and services
- explain that money can be kept in a bank
- explain that the government collects money in taxes to pay for services

They will learn how to:

- write a formal letter about a local issue to a local government office
- distinguish between goods and services

They will begin to understand:

- how a country and local government provide essential services for the community
- how banks operate
- why people who earn money pay taxes

## Lesson 1: What are goods and services?

### Learning outcomes

Students should be able to:

- describe how people in different places and different types of community can earn a living
- define 'goods' and 'services'
- name goods produced in Pakistan and services that every community needs

## Resources

- Pupil's Book pages 36 and 37
- Skills Book page 23 Goods and services
- Skills Book page 24 Money
- advertisements for goods and services cut from magazines or newspapers or printed from the internet

## Pupil's Book steps

1. Divide the class into groups of about four. Give each group a collection of advertisements for goods and services. Ask them to read these and to work together to sort the advertisements into two sets: 'Goods' and 'Services'.
2. Let the children look at the way the other groups have sorted the advertisements. Then ask, *Did you agree with how the other groups sorted their advertisements?* Explain any you disagreed with. *How do you decide if things are goods or services?* Explain that goods are things that can be bought or sold. We can see or handle goods. Services are actions that people do: for example, hairdressing, cooking, banking, car servicing.
3. Read page 36 with the class. Ask, *What goods are mentioned on this page?* (rice, fish, oil, books, cars, films, clothes, machinery) *What services are mentioned on this page?* (teaching, nursing, building, cleaning, repairing, serving in banks, shops, and restaurants)
4. Read page 37 of the Pupil's Book with the class, omitting the exercise at the top of the page. Ask, *What does communication mean?* (passing on news or information) *How can you pass on news or information?* (letters, emails, phones, social media such as Facebook or Twitter, radio, television, newspapers, magazines) *Which way do you prefer to get information or news? Which way do you prefer to send information or news? If you had to choose to provide goods or services as your work, which would you choose? Why?*
6. The children can now complete the exercise at the top of page 37.

## Skills Book steps page 23 (Goods and services)

1. Ask the class to look at the pictures on this page and to say which goods they can see in them and which services they can see.
2. Ask them to match each picture to the correct heading.
3. They could then draw pictures of three other goods and services and write captions to say what they are and whether they are goods or services.

## Skills Book steps page 24 (Money)

1. Tell the children that they are going to read about how we can choose what to do with money and to decide how they would spend theirs, and why.
2. Ask the class to read page 24 of the Skills Book with a partner. They can then discuss how they would choose between each pair of goods. Ask which points are important, for example, looking after the environment, buying goods or services produced in Pakistan (and why).
3. Ask them to write their answers on the page.
4. Invite volunteers to share their answers with the class and to say why they made these choices.

### Answers to Pupil's Book page 37

shopkeeper, nursing, teacher, hairdressing, cleaning

### Answers to Skills Book page 23 (Goods and services)

Goods: rice, books, car

Services: cleaning, hairdressing, police, nursing, restaurant

### Answers to Skills Book page 24 (Money)

Answers will vary.

### Further activities

Make a display about local goods and services. You could ask goods and service providers in the local community to provide pictures of their offices, shops, factories, or other premises, photographs of their staff and information about what they do, as well as information about their goods and services. They might be able to supply booklets or leaflets.

## Lesson 2: Community services

### Learning outcomes

Students should be able to:

- name the community services provided by local councils
- explain why people pay taxes

### Resources

- Pupil's Book pages 38 and 39
- Skills Book page 25 Looking after my community
- Skills Book page 26 Values

### Pupil's Book steps

1. Ask the class to name some services the government provides in their town: for example, medical care, police, fire service, education, city council.
2. Read page 38 of the Pupil's Book with the class. Ask, *What services are mentioned on this page?* (police, hospitals, fire brigade, city councils, schools)
3. Read page 39, omitting the exercises at the top of the page. Ask, *Which service looks after people who are ill?* (hospitals) *Which service helps to keep people and property safe from criminals?* (police) *Which service educates you?* (schools) *Which service looks after the place where we live?* (city government) *If you had to work for one of these services, which would you choose? Why? What makes this service important?*
4. Invite volunteers to name some goods they or their families have paid for this week. Ask the others to listen and to put up their hand if any of these are not goods but services.
5. Invite volunteers to name some services they or their families have paid for this week. Ask the others to listen and to put up their hand if any of these are not services but goods. Ask, *How can we tell the difference between goods and services?* (Goods are things that can be bought or sold; services are actions we pay others to do for us.)

6. Remind the children of what they had read on page 36. Ask them to name some goods produced in Pakistan (e.g., rice, fish, oil, books, cars, films, clothes, machinery). Ask them to name some services provided here. They can now complete the exercises at the top of the page.

### **Skills Book steps page 24 (Looking after my community)**

1. Begin by asking the children what they notice about their community. They could list what they think is good and what they think is bad. Ask if they think they can do anything about the things that are bad. Each group could come up with one thing they would like to see improved. Ask them who is responsible for the service that should look after it. Point out that it is up to all of us to look after our community but sometimes we need to ask the city government for help. Help each group to choose an issue they think needs to be improved and to consider why, and what should be done about it. Examples: poor roads; dangerous pavements; street lights that do not work; litter, vandalism, graffiti.
2. Ask, *How is writing to the city government different from writing to your friends or family?* (We do not know the person we are writing to; and we might not know their names, so the letter will use a different type of language: for example, it might start 'Dear Sir or Madam' and it will end 'Yours faithfully'—the polite formal ending that accompanies 'Dear Sir or Madam'.)
3. Read the letter format with the children and ensure that they understand it. Ask, *What is the problem that you are concerned about? Why should the city government fix it as soon as possible? What would you like them to do?*

### **Skills Book steps page 26 (Values)**

1. Ask the class what service the police provide. (They try to keep us safe and to make sure everyone obeys the law of our country.)
2. Ask the children to contribute to a list of school rules.
3. Read the list with them and ask, *Why do we have this rule?*
4. The children can then consider the school rules listed on this page and compare them with their school rules. They could pick out any they think all schools should have.
5. Ask the class to complete section A.
6. The children can then think about and write why they chose each of their most important rules.
7. Invite volunteers to share their answers with the class. The others should listen and, afterwards, say which they agree or disagree with.

#### **Answers to Pupil's Book page 39**

First activity

Answers will vary.

Second activity

Schools teach children.

Hospitals help the sick.

The fire brigade puts out fires.

The city government mends roads.

The police catch criminals.

### Answers to Skills Book page 25

The children's letters should describe a problem that city government can fix, say why it should be fixed as quickly as possible, and suggest how.

### Answers to Skills Book page 26 (Values)

The children express their own opinions.

### Further activities

Make a display of photographs and writing about goods and services the children's families and friends of their families provide.

Ask the children to think of goods or services provided by adults they know and to choose one they think is very important. They should then write three or four sentences about why it is important.

They could also find out about the work of their local council. There might be something you and the children do not know about!

### Answers to Pupil's Book page 40

A. Answers will vary: for example,

Service	What could happen if...?
There were no police officers	Criminals would get away with committing crimes. We would not be safe.
Hospitals ran out of medicine	Sick people would not get better. People might die.
The roads were not repaired	Cars would be damaged. There would be crashes. People might be hurt.
Banks could not store money	People might keep their money in unsafe places. They might lose it. It might be stolen.
There were no fire trucks	Buildings would burn down. People would be injured or killed.

B. The children will give their own opinions.

# Unit 7 The Indus Valley

## Background knowledge for Unit 7

### The Indus Valley civilization

The Indus Valley civilization is thought to have been the largest civilization in the ancient world. It was bigger than modern Pakistan, with more than 1,400 towns and cities—many with populations of about 80,000. Harappa and Mohenjo-Daro were the main cities. Other smaller cities included Lothal, Dholavira, Kalibangan, and Banawali. We do not know what the people who lived there at the time named these cities—others named them later.

There are settlements in the Indus Valley that date from around 6,500 BCE but the main settlement was from about 3300 to 1900 BCE—the same time as the civilizations of Mesopotamia and Ancient Egypt.

People settled near rivers because they provided water to drink, for household use, irrigating crops and for their animals. Also, the rivers were good sources of fish.

The people are likely to have arrived in these places by sailing along the rivers, since it was much easier to travel by boat than over land.

The ancient cities of the Indus Valley were forgotten until the early 19<sup>th</sup> century, when the British explorer, Charles Masson began to excavate Harappa.

### Expected learning outcomes for the unit

Most children should be able to:

- explain that people settled and built mud-brick houses in the Indus valley more than seven thousand years ago
- explain that these people had tools, which they used for hunting, farming, building, and for crafts such as weaving, bead-making, and basket-making
- analyse why people choose to settle in some places

They will learn how to:

- use sources such as maps and the remains of buildings, objects from the time, and works of art to find out about how people lived in the past
- ask questions and draw conclusions about evidence from the past

They will begin to understand:

- how settlements grew and how people chose where to settle
- how civilizations were organised and ruled
- how people trade
- that some settlements ended and the buildings became ruins

## Lesson 1: Where is the Indus Valley?

### Learning outcomes

Students should be able to:

- describe how archaeologists find out about the past
- explain why people settled in the Indus Valley
- describe the lives of the ancient Indus Valley settlers from buildings and objects that remain

## Resources

- Pupil's Book pages 41, 42
- Skills book page 27, An archaeologist's work
- if possible, a map of the Indus Valley area
- pictures of different types of area: e.g. desert, steep rocky slopes of mountains, Indus Valley

## Pupil's Book steps

1. Tell the children that they are going to read about people who built houses and settled in villages near the River Indus more than 7,000 years ago. Read page 41 of the Pupil's Book with them.
2. Ask them what they know about the River Indus. Ask, *Where is this river?* (Pakistan and part of India) *What else do you know about it?* (It floods every year and leaves mud on the land that is good for crops.)
3. Tell them that the Indus flows through Pakistan and that four other rivers flow into it. Show them the map on page 41 and ask them to follow the river with a finger. Ask, *Where does it come from?* (the Himalayas) *Where does it flow to?* (the Arabian Sea)
4. Show the children pictures of different types of areas and ask them which ones would be good to settle in and build a house. Ask these questions about each picture. *What do people need to survive? What could you use here to make your house? Where would you get food and water from? Where would you get your clothes from?*
5. Read page 41 with the children and ask them how the people of the ancient Indus Valley villages got all the things they needed to survive. *What did they build their houses from?* (mud bricks) *Why did they use this material?* (There was plenty of mud from when the river flooded each year.) *Where did they get food and water from?* (They grew crops on the good soil that was flooded each year. They grazed animals on the flat land and they got water from the river and rain.) *How did they get their clothes?* (They grew cotton, got wool from their sheep and skins from other animals.) *What other things did they have?* (Tools made from copper and bone; baskets; jewellery made from beads, shells, and coloured stones)
6. Ask, how the river Indus was useful to the Indus Valley people. *What happened to the river each year?* (It flooded and left rich mud on the land that was good for the soil.) *How did this help the people?* (They could grow crops there.)
7. Ask the children to read the sentences at the top of page 42 and to copy and complete them in their notebooks.

## Skills Book steps

1. Remind the children of the meanings of past (what has already happened), present (what is happening now), and future (what is going to happen).
2. Explain that archaeologists look at buildings and other objects from the past. They can find out from these about how people lived in the past. They can sometimes find out about what happened. Sometimes they are not sure but they use what they know to help them to figure it out.
3. Tell the children that they are going to imagine they are archaeologists of the future—perhaps in about a thousand years' time. They have found some buildings and objects that we use today.
4. Ask the children to look at page 28 of the Skills Book. Read the heading and instructions with the children. Tell them that they are going to be 'archaeologists of the future' who

are trying to find out about life today. The children should look at the picture with a partner and talk about what they can find out from the picture about the people who lived there: for example, the food they ate, the materials they used, their money and transport.

5. Remind the children that people of the future will not know what some of these things are for, so they will not be able to name them. They should just describe them: for example, people of the future might not use coins or paper money, so they will describe these as round pieces of metal and pieces of strong paper with writing and numbers on them. They could say what the numbers are and what the writing says. Then they can say what these might have been used for. Ask them to think about the buildings where the objects were found.

Other ideas to think about:

- People of the future might not have cars like the ones we have today. They might not use petrol or diesel fuel.
  - In the future, there might not be shops like the ones we have today.
6. The children should complete the sentences. Each group could then tell the others what they have found in the picture.

### Answers to Pupil's Book page 42

1. The Indus Valley is good for growing crops because the river Indus **floods** and leaves **mud**.
2. The flat land is good for **grazing animals like sheep, goats, and cattle**.
3. People built the village of Mehrgarh more than **7,000** years ago.
4. They built houses from **mud bricks**.
5. They made jewellery from **beads, shells, and coloured stones**.

### Answers to Skills Book page 27 (An Archaeologist's work)

The children will have different answers. They should explain their answers using evidence from the picture, for example:

Building 1

I think this building was a mosque because I can see writing from the Qur'an, a mat that looks like a prayer mat and shoes that people took off before going into the prayer hall.

Building 2

I think this building was a supermarket because there are tins of food and some money.

Building 3

I think this building was a petrol station because there are petrol pumps, parts of cars, and nuts, and bolts.

### Further activities

Invite the children to help to write a list of the problems people needed to solve when they settled anywhere: for example, how to find or make shelter (what to make their homes from, and where); where to get water and how to get it to their homes; what to eat and where/ how to get it; how and where to cook; how to get or make other things they need or want (such as tools, clothes, jewellery).

They could keep this as a checklist for studying other civilizations.

Encourage them to look at old buildings or objects from the past and to think about how they are different from modern ones. You could even have a 'class museum': collect and display photographs and objects from the past. Help the children to write labels for them.

## Lesson 2: Indus Valley cities

### Learning outcomes

Students should be able to:

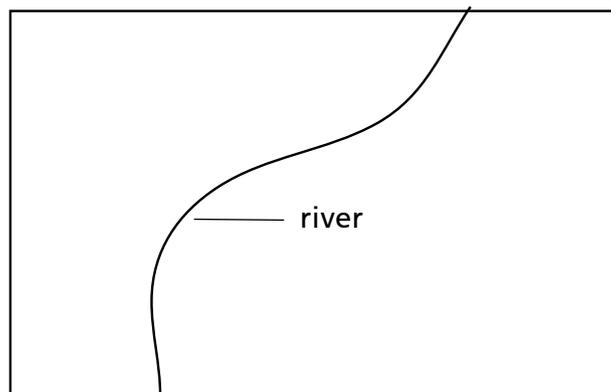
- provide information about one of the main Indus Valley cities—Mohenjo-Daro
- use pictures of archaeological remains to find information

### Resources

- a large (A3 or larger) piece of squared paper and a piece of plain paper the same size. If you have no squared paper use two pieces of plain paper
- small pieces of card (squares and rectangles, about 2–3 cm long)
- pull-off low-adhesive sticky pads
- rulers
- Pupil's Book pages 42–43

### Pupil's Book steps

1. Pin up a large piece of plain paper and draw a map on it like this:

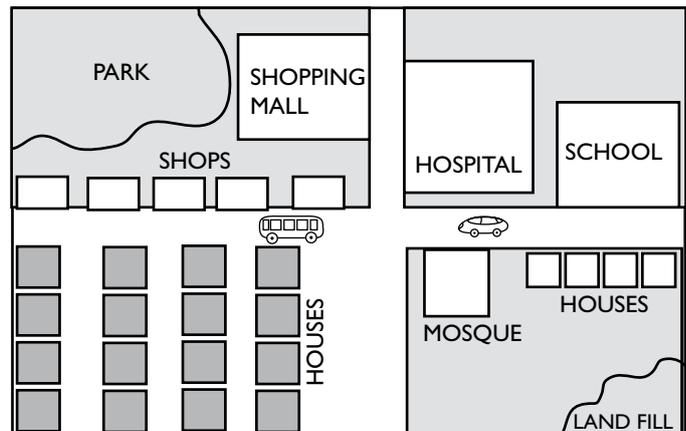


Tell the children that they are going to imagine they are settlers in the ancient Indus Valley. They are going to decide where to build their family's mud-brick house. Invite different children to come out and stick a piece of card where they would like to build their family's house. Tell them that the river floods sometimes and ask how they will look after their homes.

2. When there are about fifteen to twenty houses on the map, stop and ask the children what it might be like living in this village: for example, where would people wash themselves and their clothes, how would they get water to their houses for cooking, what would they do with rubbish and waste water from their houses? Ask, *How do you get water to your house today? How could the people in ancient times get water to their houses? How do your family cook? How could people in the ancient Indus Valley cook? What do you do with waste water and rubbish? What could the people in the ancient Indus Valley do with their waste water and rubbish?*

- Pin up a piece of squared paper (or plain paper, if you have no squared paper) with streets drawn in a grid pattern, like this.

Tell the children that they are now going to plan a city where people cannot just put houses wherever they like; they cannot throw rubbish wherever they like and they need to think about how to do things like washing and cooking and what to do about waste water.



- Ask, *How is the city different from the village?* Elicit the words 'plan', 'planned', and 'grid'. Explain that when a lot of people live together in a city, there have to be people in charge.
- Read page 42 of the Pupil's Book with the class and ask them if Mohenjo-Daro is more like their village or their city plan, and how. Point out the layout of the streets (in a grid pattern). Also ask how the city's planning helped people in their daily lives: washing, keeping their home clean and keeping the city clean. Ask, *Did the houses have one or two storeys? (Some had one storey but many had two.) How do we know? (Archaeologists have dug the ground and found the remains of ancient buildings.) How did they stop their houses being flooded? (They built them on high ground.) How did they get water to their houses? (Some houses had wells. People in other houses carried water home from public wells.) How did they cook? (They had indoor and outdoor kitchens.) What did they do with waste water? (There were drains and many houses had toilets with clay pipes leading from them, inside the walls, to the drains.)* The children could also look at the pictures of an old well in Harappa and an old street drain in Mohenjo-Daro on page 47.
- Ask, *What were the buildings made from? (bricks) What were the drains made from? (clay) How did this help the buildings and drains to survive? (Bricks and clay do not rot away.)*

### Pupil's Book answers page 43

The children choose their own words to describe a house in Mohenjo-Daro as if they lived there: for example,

My city, Mohenjo-Daro is on a high ridge. This makes it safe from flooding. The city is very clean because the streets have drains. The buildings are made from mud bricks. Most of our houses have wells (and/or toilets).

### Further activities

Find out about the other important Indus Valley city—Harappa.

Help the children to locate Harappa on a map and to suggest reasons why people might have chosen this site to settle: for example, it is close to a river and in a wide flat valley that is sheltered by mountains and where the land is good for farming because the river floods and leaves behind fertile mud; it is close to an ancient trade route.

They could find the other Indus valley cities and towns and notice that they are all in the same kind of place.

Compare Harappa with Mohenjo-Daro: for example, the street layout, other buildings, including those that were not houses.

### Lesson 3: Objects the archaeologists dug up

#### Learning outcomes

Students should be able to:

- explain how the work of archaeologists helps us to find out about the past
- describe how people in the past weighed and measured
- explain that the ancient Indus Valley people used tools for crafts
- explain that we can learn about people of the past from the things they have left behind

#### Resources

- a clean bin containing clean items of 'rubbish': a newspaper, food packaging (eg bottles, cans, packets, boxes), an old pair of shoes, other old clothing, some broken pottery or china (not glass), pieces of wire, string or rope, old tickets or information leaflets, an old toy, a book, something connected with a trade or profession, a school book and school timetable
- Pupil's Book pages 43–44
- Skills Book page 28, Weights
- clay
- everyday school objects: school bag, pencil case, book

#### Pupil's Book steps

1. Remind the children what an archaeologist does—he or she examines buildings and smaller objects from the past to find out about the people, how they lived and worked and so on. Write the word 'archaeologist' on the board, read it out and ask the children to repeat it.
2. Tell the children that they are archaeologists in the future trying to find out about people today from what they threw away. They are going to look at a household's rubbish.
3. Let them take turns to pull something out of the bin. They should describe their 'find' and say what it is made of, what it was used for. Ask them what it tells them about the people in the house and about what was happening in their city at the time. They could think about what they ate, their clothes, what they learned at school, what they did in their spare time, their trade or profession. Ask, *What is it made of? What was it used for? What does it tell us about the people?* (for example, what they ate or drank; how they cooked, how they kept themselves clean and tidy, what materials they used...and so on)
- ⚠ Warn the children never to look through real rubbish in case there is anything harmful in it.
4. Explain that many toys are models of real-life things: for example a dolls' house is a model of a real house, a toy car is a model of a real one. Ask the children to give other examples. You could suggest others: for example, toy tool sets, toy household equipment, such as a vacuum cleaner, phone, dolls' pram. Ask, *Do you have any toys that are models of real-life things, or did you have any when you were younger?* Tell the class about them. *What can an archaeologist of the future learn from them about our civilization?*
5. Read page 43 (archaeologists—detectives who dig up the past) and the top section of page 44 of the Pupil's Book with the children. Ask them what the archaeologists found

at Mohenjo-Daro. *What did they learn from the toy cart? What did they find that told them about craftspeople in the city? How do you think they could tell that the cubes were weights?*

### Skills Book steps

1. Tell the children that they are going to make some weights and a weighing balance like the ones the people of Mohenjo-Daro used.
2. Ask them to look at page 28.
3. Show them a simple weighing balance like the one in the picture and demonstrate how it works.
4. The children can then read the instructions, with help, if needed, and make their weights. *Ask, How can you check that the weights are exactly the same? (Balance them on the weighing balance and add or remove some clay to make them heavier or lighter.)*
5. Show them how to use their weights to weigh everyday objects.
6. The children can then write labels for the objects to show how many cubes they needed to balance them.

### Further activities

Try using cubits (the arm from the elbow to the fingertips) to measure the length of objects such as tables, windows, doors. The children could record their results, using their own 'cubit', and compare them. Also compare them with measurements taken by an adult using his or her cubit. Ask them about the problems with this type of measure. They should notice that the measurements differ because different people's cubits are different lengths. Tell them that in many ancient civilizations there were 'standard' measures, such as cubits marked in public places such as market places. A standard measure was one that people agreed to use.

#### Answers to Pupil's Book page 44

1. The people did not make full-size carts. We do not know for sure that they made full-size carts because none has been found but it would be very strange if they made toy carts but not full-size ones. So this answer is probably wrong.
2. Carts would have been made of wood. Wood would have rotted away by now. This is a good answer because the toy carts that have survived are made of clay which does not rot. Wood usually rots when it is buried (except in special conditions).
3. There might be some carts that the archaeologists have not found. This is possible.
4. The people were very tiny. This is wrong because other things that have been found (such as houses and beads) show that they were about the same size as people today.

#### Answers to Skills Book page 28

Answers will vary.

## Lesson 4: The people of ancient Mohenjo-Daro

### Learning outcomes

Students should be able to:

- describe artefacts from the past, what they were used for and the people who made or used them
- describe objects made by the ancient Mohenjo-Daro people

## Resources

- Pupil's Book pages 44–45
- Skills Book page 29 Indus Valley seals

## Pupil's Book steps

1. Remind the children of what they have already learned from buildings and objects that archaeologists have found and written about. Explain that sometimes archaeologists are not sure what the objects they find were used for or who the people in pictures or statues were.
2. Tell the children that they are going to look at pictures and read about objects from the Indus Valley city Mohenjo-Daro. Tell them that archaeologists are not sure what these objects were used for but they have given us some ideas about what they think.
3. Read the bottom part of page 44 and the upper part of page 45 with the children. Ask different children to describe an object in the pictures. They could talk about what they can see, what the object is made of, and anything it reminds them of.
4. Ask, *What can we learn about the Mohenjo-Daro people from the objects? (Examples: they knew how to make things from clay, they drew pictures and wrote.) Why did they call the clay tiles 'seals'? (They looked as if they could stamp a picture in a soft material.) Why do you think people have called this statue 'the king-priest'? (He looks important and is wearing a patterned robe that might be a special robe for a priest or for a king.)*

## Skills Book steps page 29 (Indus Valley seals)

1. Ask the children to look at page 29. Invite one of them to read the first sentence about the seals.
2. Ask other children to say what they can see on the seals.
3. The children can then complete the sentences about the seals and draw their own.

### Answers to Pupil's Book page 45

There are no right or wrong answers. This gives an idea of the type of answer the children could give.

1. On his face is a short beard. His eyes are long and thin. His lips are closed. His hair is short. On his head, he is wearing a band with a brooch on it. On his arm, there is a band with a brooch on it, like the one on his head. His clothes are made of a thick cloth with a pattern like flowers or leaves.
2. I think the man in the statue was a king because he is wearing rich clothes.

### Answers to Skills Book page 29 (Indus Valley seals)

The children write what they think the seals show (animals which look like a bison, a buffalo, and a rhinoceros; marks that look like a type of writing.) The children draw their own seals.

## Further activities

The children could make some seals from clay. Ask them to make them look like the Indus Valley seals they drew.

## Lesson 5: The end of the Indus Valley civilization

### Learning outcomes

Students should be able to:

- explain that some past civilizations ended and that we do not know why
- list the reasons why historians think the Indus Valley civilization ended
- compare objects from the past with modern objects
- suggest how our heritage can be looked after for people of the future to learn from

### Resources

- Pupil's Book pages 45–46
- Skills Book page 30 Indus Valley vs modern cities

### Pupil's Book steps

1. Read the last section of page 45 and the first paragraph of page 46 with the class. Ask, *What happened to the ancient Indus Valley cities? (They became ruins.) Did the people suddenly leave the cities? (No) How do we know? (They traded with other places for a long time and they were constructing new buildings.)*
2. Read the rest of page 46 with the children. Ask, *What happened to the rivers? (They changed their courses over time. Some dried up.) Would this make the people go away? (perhaps—if there was no water for them to drink or for their crops or animals) Do you think the people were killed in battles? (No. The skeletons show that many died from malaria.) What else could have made them go away? (a big flood or earthquake) Why do archaeologists think it was a peaceful time? (They cannot find any evidence of battles.)*
3. Show them the picture of the ruins of Harappa and read the caption with them. Ask, *Where did many of the bricks from the ancient buildings go? (to make a base for the railway between Karachi and Lahore) How can we keep the ruins safe for people of the future to learn from? (Stop people taking bricks away or damaging the sites in any other way. Repair any weather damage.)*
4. Point out that the old cities were forgotten for many years. Compare what happened with our modern cities and ask if they could become forgotten. Encourage the children to give reasons for their answers; for example, cities might be destroyed in wars; people might move away because life becomes too dangerous; there might be a serious disease that spreads among the people. *What might make the people of a modern city go away? (earthquake, volcano, flood or other disaster, war) How would people of the future know about the city? (They might find remains of buildings and other objects, and skeletons, writing, and so on.) How could they find out what happened to the people? (by studying their skeletons)*
5. Ask the children to look at the pictures of Harappa and to imagine they are walking through the city for a television programme about it. Encourage them to talk about what they can see. Help them to write a few sentences about what they see—as if they are looking at it.

### Skills Book steps page 30 (Indus Valley vs modern cities)

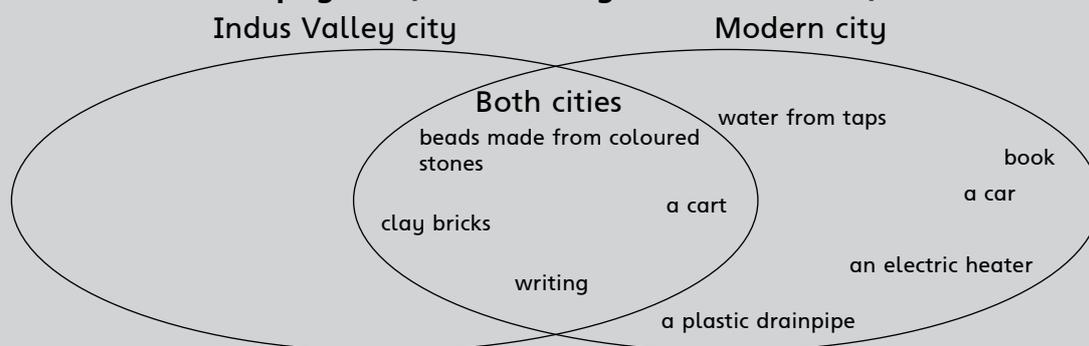
1. Ask the children the meanings of 'ancient' and 'modern'. Ask, *Is Mohenjo-Daro an ancient or a modern city? (ancient) Is Islamabad an ancient or a modern city? (modern) Is Harappa an ancient or a modern city? (ancient) Is Peshawar ancient or modern? (ancient but it has many modern buildings)*

- Tell them that they are going to look at some pictures of objects and decide whether they are from an ancient or a modern city—or whether they could be from both ancient and modern cities.
- Explain how to use the chart to record their answers: they should write the names of objects from the Indus Valley city in the left-hand oval and those from the modern city in the right-hand oval. Any objects that could be from both cities should be written in the part in the centre where the two ovals overlap. Ask, *could any of these objects only be from a modern city? Which ones? How do you know? Could any of them only come from an Indus Valley city? Which ones? How do you know? Could any of them come from both an Indus Valley city and a modern city? Which ones? How do you know?*

### Answers to Pupil's Book page 46

There are no right or wrong answers. The children imagine they are walking through the remains of an old Indus Valley city. They use the pictures in the book to help them to write about what they see.

### Answers to Skills Book page 30 (Indus Valley vs modern cities)



### Answers to Pupil's Book exercise page 47

- Different answers are acceptable. The children should explain their answers, for example, They were clean places because there were drains, toilets, and running water.
- They made their clothes from cotton and wool because they grew cotton and kept sheep.
- 

What we know about the Indus Valley people	How we know
They made jewellery.	Archaeologists found jewellery workshops, tools and jewellery.
They knew how to make wheels and how to use them.	Archaeologists found toy carts with wheels. These did not rot because they were made of clay. The real carts, made of wood, have probably rotted away.
They could write.	Archaeologists found clay seals with writing on them.

### Further activities

Name some modern objects (and, where possible, look at the objects or pictures of them) and compare them with the pictures of the remains of Indus Valley cities. Ask if the people of the ancient Indus Valley cities could have had anything like this. *How would it be like this? How would it be different?*

# Unit 8 Gandhara

## Background knowledge for Unit 8

### The Gandhara Kingdom

The kingdom of Gandhara lasted from around the beginning of the first millennium BCE to the 11th century CE. It was in the area that is now northern Pakistan and parts of eastern Afghanistan, mainly in the low land around Peshawar, the Potwar plateau, and along the Kabul River to where it meets the Indus. The area had human inhabitants long before that time: Archaeologists have found evidence that people lived in the area at least 30,000 years ago. Gandhara was the location of many tales from the Hindu scriptures, and Taxila is named in old texts, so the city might be up to four thousand years older than the Gandhara kingdom.

At different times in its history, Gandhara was ruled by various groups of people. These include Buddhist kings, Greeks, a Hindu dynasty, and Muslims. The name Gandhara was no longer used after Mahmud of Ghazni became king in 1021 CE.

We know about Gandhara from different sources, including excavations of the ruins of cities such as Taxila, Sirkap, and Peshawar; Buddhist and Greek art; the writing of Al-Biruni from the tenth to eleventh centuries, Kalhaṇa of Kashmir in the twelfth century, Chinese writers, and nineteenth century British soldiers and officials.

### Expected learning outcomes for the unit

Most children should be able to:

- identify Gandhara as an ancient kingdom in Pakistan
- explain that different groups of people ruled Gandhara at different times and that they brought different religions: the three main ones were Hinduism, Buddhism, and Islam
- explain how settlements grow in certain places: for example, Taxila grew where important ancient trade routes met.

They will learn how to:

- use sources such as the remains of buildings, coins, and works of art to find out about how people lived in the past
- ask questions and draw conclusions about evidence from the past

They will begin to understand:

- where old trade routes developed and the goods that were traded
- how people traded in the past
- how civilisations were organised and ruled

## Lesson 1: An ancient kingdom in Pakistan

### Learning outcomes

Students should be able to:

- explain how archaeologists find out about the past from the remains of buildings, objects, and old texts
- describe ancient trade routes
- explain how some of our cities have developed
- explain why settlements developed in certain places

## Resources

- Pupil's Book pages 48–49
- a map of the Pakistan and Afghanistan area, showing the location of the main part of the Gandhara kingdom, including Taxila

## Pupil's Book steps

1. Tell the class that they are going to read about an ancient kingdom in Pakistan, Afghanistan, and India named Gandhara.
2. Explain the meanings of some words on the page that they might not know:  
**ancient:** very old. Ask the children to name anything they can think of that is ancient. Tell them that we usually use ancient to talk about things that are about two thousand years old or more.  
**route:** a word for a road, path or track. It means a way of getting from one place to another. The children could talk about their routes to and from school.
3. Read page 48 with the children. Explain that settlements, such as cities, grow in places where people can get things they need, and that sometimes they get some of these by trading. Explain that trading means buying and selling, or exchanging, things. Point out the Silk Roads on the map and show where they went to.
4. Discuss why the city of Taxila grew in that place. Ask, *Why did people come and live in Taxila?* (It was on an ancient road.) *What made it a good place for trade?* (It was on the Silk Road, which had been used for a long time by traders crossing Asia.)
5. Tell the children about the Silk Roads: they were not roads like the ones we have today, but tracks across valleys, mountains, rivers, and so on, that linked different settlements. Ask why travellers kept on using the same roads: perhaps other travellers had worn a track, cut away bushes, and so on. Perhaps they used these roads because they followed the easiest path across the land. Ask, *Why did people in ancient times make these old roads that went for hundreds, even thousands, of miles across land and over mountains?* (to trade) *What did the ancient traders carry? Where from?* (silk from China) *Why were the old roads called the Silk Roads?* (Since ancient times, silk traders used the same tracks and these became roads.) *Where did they go from and to?* (from China westwards into the rest of Asia and Europe. They went to seaports on the coasts of the Arabian Sea and the Mediterranean Sea.)
6. Ask the children to read the definitions at the top of page 49, to copy them into their notebooks and write the answers.

### Pupil's Book answers page 49

- |             |              |           |            |
|-------------|--------------|-----------|------------|
| 1. Gandhara | 2. Silk Road | 3. passes | 4. valleys |
|-------------|--------------|-----------|------------|

## Further activities

You could look at any local footpaths that people have made over the years, where grass has been worn away and tracks made across fields and through forests. Also find out about the oldest streets in the neighbourhood: what is in them, what places they link, and why people might have made them. Sometimes the names of streets give clues. Ask, *Which places does this path link? Why did people make it? Why do they want to get from the one place to the other? What have you learned about how roads begin?*

## Lesson 2: The ancient city of Taxila

### Learning outcome

Students should be able to:

- identify important features of Gandhara civilization

### Resources

- Pupil's Book page 49–50
- Skills Book page 32 The Buddhist monastery at Jaulian

### Pupil's Book steps

1. Ask the children what they know about Taxila. They should know, from Lesson 1, that it was the ancient capital city of the Gandhara kingdom and was on the Silk Road. Tell them that Taxila is a World Heritage Site and explain that countries that have World Heritage Sites have signed an agreement to look after them.
2. Explain the meanings of some words on the page that they might not know:  
**Buddhist:** Ask if they have heard of this religion and if they know how it got its name. Explain that it is an old religion—but not as old as Hinduism—that began in the area that is now Pakistan and northern India. It is named after its founder, the Buddha ('the Enlightened One')—a prince named Siddhartha Gautama who gave up all his riches to become a holy man.  
**stupa:** a holy building for Buddhists. Show them the picture of a stupa on page 49 and read 'It's a fact' with them.  
**monk** a religious man who devotes his life to his faith.  
**monastery:** a place where monks live and work. Show the children the picture of the monastery on page 50. Tell them that they are going to find out more about it. Also mention that other religions have monasteries, too: there are Christian monasteries.
3. Read page 49 with the children and ask them how many cities Taxila grew from. Ask, *How do we know that there were Buddhists at Taxila?* (There are Buddhist buildings there, such as a stupa and a monastery.) *What is a monastery?* (a place where monks live and work) *How old is the monastery at Jaulian?* (2,500 years) *What are monks?* (religious men who devote their lives to their faith) *What is a stupa?* (a holy building for Buddhists) *What does a stupa look like?* (a mound of stones)
4. Explain that Buddhists, like Hindus, have their bodies burned on a fire after they die. The ashes from the fire are treated with respect and scattered or buried in a special place. All stupas should have some of the Buddha's ashes in them.
5. The children can now copy the words in the exercise into their notebooks and write their meanings.

### Skills Book steps page 32 (The Buddhist monastery at Jaulian)

1. The monastery had a pool. Ask the children for their ideas about the pool. Ask, *There is no longer any water in it but how do you think the archaeologists know that it is a pool?* (It is lower than the rest of the ground and looks as if it held water.) *What do you think the monks used the pool for?* (washing—perhaps for cleanliness, perhaps for religious purposes)
2. Look at the photograph of the monk's room on page 50 of the Pupil's Book as well as the drawing on this page. Ask the children to describe the monk's room. Ask, *Is it a big*

room? What did the monks use their rooms for? (to sleep and work—work means reading holy scriptures as well as helping to look after the monastery and helping with everyday things like meals and growing food.) Why was the window so high up? Why was the window wide on the inside but narrow on the outside? (That way it let in a lot of sunlight in the daytime but it did not let in too much cold air at night; also this helped to keep wild animals out)

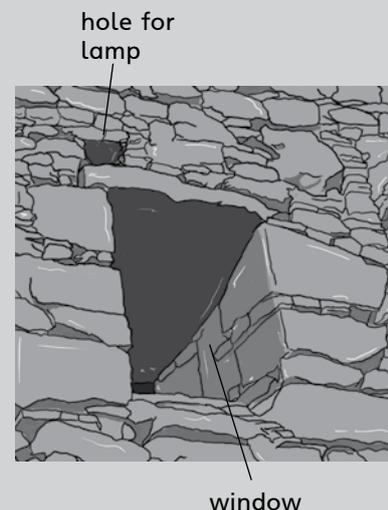
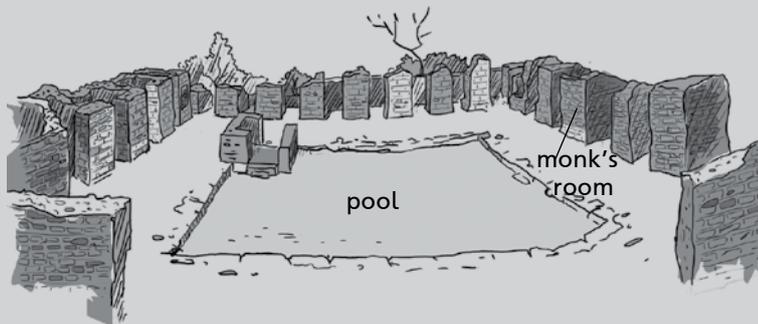
3. Ask the children to look closely at the picture of the monk's room. They should look at the hole in the wall that was for a lamp. Ask, *How did archaeologists know that the hole once held a lamp?* Think about any marks a lamp might make on the wall. (oil stains, soot, burns) *Why did the monks need a lamp?* (so that they could read after dark)

### Pupil's Book answers page 50

1. a religious man who devotes his life to his faith
2. someone who follows the teachings of the Buddha
3. a holy building for Buddhists: it has some of the Buddha's ashes in it.
4. a place where monks live and work

### Answers to Skills Book 3 page 32

A, B, C



There are several possible answers to the questions:

1. I think the room is small because **it was just for one person/it was used only for sleeping and reading/it would cost too much to build a big room for each monk.** Explain that monks do not own many things—only what they need.
2. I think the window is wide inside and narrow outside because **that lets in a lot of sunlight/it helps to keep out too much cold air at night/it keeps wild animals out.**
3. I guess that the monk kept these things in his room: **something to light the lamp, oil for the lamp, books, something to write on, something to write with, a chair, a table, a bed.**

NB. Buddhists do not usually use prayer mats. They do not worship any god, but meditate (think about how to live a good life and how to understand what this means).

### Further activities

Find out about the remains of another Buddhist monastery nearby—Sirkap. Also look at other pictures of Buddhist art from the region.

## Lesson 3: Peshawar

### Learning outcomes

Students should be able to:

- describe the past from pictures of objects and buildings from the time
- describe King Kanishka—a Buddhist ruler of Gandhara about 2,000 years ago

### Resources

- Pupil's Book pages 50–51
- Skills Book page 34
- a map of Pakistan that shows Peshawar (see Unit 2)

### Pupil's Book steps

1. Ask if any of the children have been to Peshawar. They could talk about what they saw there. Ask, *Did you see statues? What did the people look like? Did you see any unusual objects? What were they made of? What do you think they were for?*
2. Explain that although Peshawar now has modern buildings, it is a very ancient city. The first buildings in Peshawar were built more than 2,000 years ago. Tell them that they are going to find out about what Peshawar was like all those years ago when it was part of Gandhara, and about a king who ruled Gandhara.
3. Explain the meanings of some words on the page that they might not know:  
**museum:** a place that looks after and displays historical objects. Ask if they have heard this word before and if they know what a museum is for. Point out the picture of the museum of Peshawar on page 50.  
**excavation:** Remind the children what archaeologists do; tell them that we call this excavating and that a place where archaeologists have dug (excavated) is called an excavation. Show them the picture of the excavation of Gor Khatri in Peshawar (page 51).  
**casket:** Point out the picture of King Kanishka's casket on page 51 and ask the children to describe what they see. Useful words for talking about this are box, special (for keeping something important and precious in). They could say what made this casket special.  
**ruin:** the remains of a building or monument that has been damaged by weather, time, or the actions of people.
4. Ask, *How do we know about King Kanishka? (from the casket, coins found at Peshawar, and from old Chinese texts) How do we know when King Kanishka ruled Gandhara? How do we know that he was a Buddhist? What have you learned about King Kanishka? (He lived about 2,000 years ago; he was king of Gandhara; he was a Buddhist.) What have you learned about Peshawar? (It is an ancient city; people lived there more than 2,000 years ago; it has the biggest and deepest excavation in the world; it has the remains of an enormous stupa; the people who lived there used coins.) If you were a tourist going to Peshawar, what would you see?*

### Skills Book steps page 33 (The people of Gandhara)

1. Read the information at the top of the page with the children. Ask any children who have visited museums and seen objects from Gandhara to talk about what they saw. The others could ask questions: for example, *What was it made of? How big was it? What did the signs tell you about it?*

- Tell the children that they are going to look at some pictures of objects from Gandhara that archaeologists have found and that these are now in museums. Explain that we can find out a lot about people's lives from the objects they made and used.
- Ask them to look at picture 1. Ask, *What can you see?* (a flat circular object with writing on it) *What does it look like?* (a coin) *What does this tell you about the people of Gandhara?* (They used money.)
- Ask the class to look at picture 2. Ask, *What does this look like?* (a key and a lock or handle) *What does this tell you about the people of Gandhara?* (They could shape metal to make things. They had tools for shaping metal. They had doors that locked.)
- Ask the children about Picture 3. *What does this look like?* (a jug or jar) *What do you think it was made of?* (clay) *What do you think it was used for?* (storing liquids such as water, wine, or oil. It has a flat base so perhaps it was placed on a table.) Point out the spouts and discuss why there were three, rather than one. Also point out the smooth, round shape that suggest it was made on a potter's wheel.) *What does this tell you about the people of Gandhara?* (There were potters who could use a potter's wheel to shape pots. They knew how to work clay. They stored liquids such as water, wine, or oil.)
- Point out picture 4 and ask, *What might this be?* (a pot for storing liquids) *Why is it on a stand?* (The base is not flat.) *Discuss why the base might be this shape.*

### Answers to Skills Book page 33 (The people of Ancient Gandhara)

Picture	What I can see	What it was for	What it tells us about the ancient people of Gandhara
1	a round flat disc with writing and a picture on it—like a coin	to use as money for buying and selling things	They could make coins and they used money.
2	a metal object like a key and another that might be a handle	locking doors or drawers	They could shape metal and they had locks on their doors.
3	a pot with a flat base and four spouts	storing and serving liquids such as water, oil or wine	They had potters who could use a wheel for shaping pots. They knew how to work with clay.
4	a long pot with a rounded base, resting in a stand	storing liquids such as water, oil, or wine	They had potters who could use a wheel for shaping pots. They knew how to work with clay.

### Further activities

Choose an object the children will not have seen before. This could be something very old, something connected with a trade, profession, craft, or hobby. Show the children the object and (if safe) let them handle it. Invite them to talk about what they see and feel (and, if appropriate, what they can smell). Then ask them what the object might be or what it might be used for. They should give reasons for their answers: for example, if it is some sort of container, they could say what kind of thing it could hold: e.g. liquids, dry foods such as corn or flour, large amounts or small amounts. Eventually, tell the children what the object is and point out the important features that give clues. Tell them that they have been working as archaeologists.

## Lesson 4: Buddhism

### Learning outcomes

Students should be able to:

- explain Buddhism and its importance in Gandhara

### Resources

- Pupil's Book page 52
- Skills Book page 34 Values

### Pupil's Book steps

1. Remind the children of what they have learned about Buddhism and the Buddhist King Kanishka of Gandhara. Ask, *Where does the name Buddhism come from?* (Buddha—'the Enlightened One'—who founded the religion)
2. Tell the children that they are going to read the story of the Buddha, whose real name was Prince Siddhartha Gautama. Ask, *What does this name tell you about the Buddha?* (He was a prince—from a royal family, so he was probably very rich.)
3. Show the children the picture of the Buddha and ask, *What can you find out about him from it?* (He has long hair piled up on top of his head. He looks as if he is wearing earrings. He has a mark on his forehead. He looks gentle, peaceful, and calm.) *What is he wearing? (a long robe with sleeves) Do his clothes make him look rich or poor? (poor) We know that he was from a royal family, so why do you think he dressed like this?* (He did not want riches. He wanted to be equal with other people.)
4. Read the story of Prince Siddhartha Gautama with the children. Ask, *What did the Buddha think causes suffering in the world?* (greed—people wanting things) *Do you think he was right? Why? What does the name 'Buddha' mean?* (The Enlightened One—knowing all) *Why do you think people gave him this name?* (They thought he was very wise.)
5. Look at the picture at the bottom of the page—'The Great Departure'. Explain that departure means going away. Ask the children what is happening in the picture. *Who is going away?* (Prince Siddhartha Gautama) *Where is he going away from?* (the palace where he lived) *Who are the other people in the picture?* (his parents, family, and perhaps servants at the palace) *What are they doing?* (They are trying to stop him.) *Why are they doing this?* (They want him to stay. Perhaps they think he will not be able to live in the outside world, because he has always lived in the palace.) *Who is he leaving?* (his family) *What is he leaving behind?* (the palace, his rich clothes, jewels, and so on) *Where is Prince Siddhartha going?* (to a quiet place where he can think about why people suffer)
6. Talk about the ways in which people suffer and what causes suffering: for example, being hungry, cold, without a home, frightened, tortured. Ask, *What did the Buddha say would end all the suffering in the world?* (people stopping being greedy and wanting things) The children could discuss some examples: *If no one was greedy for food, but just ate what he or she needed, how could this help to stop others suffering? If people were not greedy for riches: designer clothes, jewellery, palaces, and so on, how could this help to stop the suffering of others?*

## Skills Book steps

1. Tell the children that they are going to discuss in groups what greed means.
2. Divide the class into small groups and choose a picture for each group to talk about. Ask them to listen to one another and to take turns in the discussion so that everyone has the chance to say something. Ask them to talk about whether anyone in the picture is being greedy, who is being greedy, and how.
3. The children can then take turns to tell the class what they have decided about their picture.
4. Ask them to look at the picture again and to discuss what the person being greedy should do instead that is not greedy. They can then agree what to write about the picture. Each pupil could write in his or her book or each group could choose someone to write what they have agreed.

### Pupil's Book answers page 52

1. The children might think of various ways in which people suffer: for example, hunger, thirst, homelessness, poverty, cruelty, disasters such as earthquakes, floods, or war.
2. He said that greed makes people suffer.
3. They could stop being greedy and wanting things.

### Skills Book answers page 34 (Values)

Answers to the first section will vary but the children should notice that the warrior in the first picture is leading an army to take land from other people. They might consider that countries that go to war over land they want to take will cause suffering for people who live there.

In the second picture, they should be able to identify that the girl is being greedy because she is taking a lot of sweets so that she can have more than her fair share.

In the third picture, they should identify that the man in the picture will have more houses than he needs.

In the last picture, they should notice that the boy speaking is eating more than he needs just because he likes it.

Answers to the second section will vary. Here are some examples of what the children might answer:

First picture

You should not invade land but leave it in peace so that people who live there will not suffer.

Second picture

You should just take one sweet and so that there will be plenty for everyone else.

Third picture

This is a difficult choice because many people have more than one house if they can afford it. They might not consider this to be greedy. On the other hand, some children might think there should be a law that no one can own more than one house and that you should just have one house so that there might be enough houses for everyone.

Fourth picture

You should not eat if you are not hungry so that food is not wasted.

## Further activities

You could collect newspaper reports about people who are suffering from causes such as famine, wars, earthquakes, or floods and think of ways to help. Perhaps the class could raise money to support a welfare organisation working with people suffering hardship.

## Lesson 5: Gandhara art

### Learning outcomes

Students should be able to:

- describe our heritage of art from past civilisations
- explain why we should care for our heritage
- describe people and events of the past from their art and buildings

## Resources

- Pupil's Book page 53
- Skills Book page 31
- a map of the world

## Pupil's Book steps

1. Ask if any children have been to Sirkap or the National Museum of Pakistan. If so, they might have photographs or information to bring to school. Ask them what they remember about their visit.
2. Tell them that they are going to look at some art from Gandhara that was found at Sirkap and some that is in the National Museum of Pakistan. Tell them that a Greek king who once ruled Gandhara built the city of Sirkap. Ask, *What country do Greek people come from?* (Greece) *Where is Greece?* (Europe. Point out the location of Greece on a map of the world.)
3. Read page 53 of the Pupil's Book with the class. Ask, them to name some famous Greeks who came to Gandhara. (Alexander the Great and King Demetrius)
4. Ask how Sirkap was built that makes it like an ancient Greek city. Ask, *What is special about the way ancient Greek cities were built?* (The streets were planned in a grid pattern and then the buildings were built according to a plan.) You could draw a grid pattern to show what this means. (The streets are straight and they meet at right angles.)
5. Explain that most of the land in the subcontinent was called India before Pakistan was created; that is why the word 'Indian' is used. Ask, *Why were some of the art and buildings a mixture of Indian and Greek styles?* (Greeks settled there.) *The Buddha was from India, so why does this statue show him with clothes that look Greek?* (A lot of the art of Gandhara was made by Greek artists and other artists copied their style.)

## Skills Book steps page 31 (Temples)

1. Tell the children that they are going to learn more about buildings from Gandhara that look like Greek buildings and that these buildings are temples. Ask if they know what a temple is. (It is a place of worship in some religions.) *Why do people go to a temple?* (It is a holy building. People go there to pray and, in some religions, to leave gifts for their gods.)

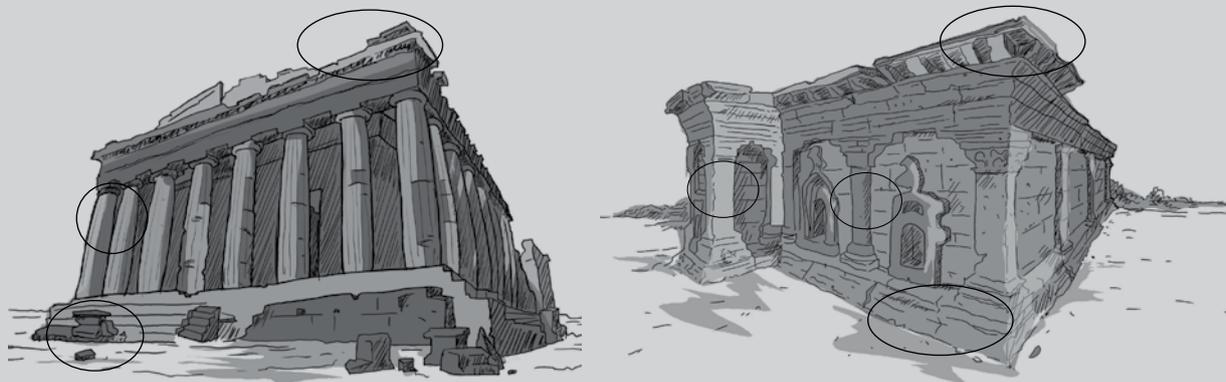
- Look at page 31 with the children and ask them if they notice ways in which the temple in Taxila is like a Greek temple. Point out the tall columns with carvings at the top and bottom. You could explain the word 'column' and point out some columns on the temples (or just the tops and bottoms of columns). Tell them that Greek temples are famous for their columns.

### Answers to Pupil's Book 3

- The art and buildings of Gandhara are a mixture of Indian and **Greek**.
- This is because **Greeks** had settled in Gandhara in ancient times.

### Skills Book Answers page 31 (Temples)

A.



B. Answers will vary but the children should notice the following:

The temples in Taxila are like Greek temples because they have columns/people from Greece built some of them/people in Gandhara copied the Greek style from older Greek buildings in their kingdom.

### Answers to exercises Pupil's Book page 54

- a building to show things from history
- the main city of Gandhara
- a building where monks live
- a word that means 'from Greece'
- King Kanishka's capital city
- a holy building for Buddhists

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M	O	N	A	S	T	E	R	Y		
					G	R	E	E	K	
	P	E	S	H	A	W	A	R		
					S	T	U	P	A	

B. Different answers are acceptable. Examples:

monk: a holy man/a man who devotes his life to his faith

Buddhist: a follower of the Buddha

Silk Road: an ancient road from China to the rest of Asia

ancient: very old/from at least 2,000 years ago

### Further activities

Send for small pictures (such as postcards) of Gandhara art from the National Museum of Pakistan, Taxila, and Sirkap. Make a classroom display of these. The children could write captions for the display, saying what the pictures show, where the art is, and what they like best about it.

# Unit 9 Ancient Egypt

## Background knowledge for Unit 9

### Ancient Egypt

Most of Egypt is desert. The only parts where crops can be grown (including grass for grazing animals) are the strips of land alongside the River Nile. In the past, the Nile flooded every year, leaving a layer of rich, black silt (a soil made up of tiny bits of earth carried by moving water).

A barrier was first built across the Nile in the 1950s to control floodwater. The Aswan High Dam, north of Lake Nasser, which was built between 1960 and 1970, enables modern Egyptians to control the flow of water for irrigation and to use it for hydro-electricity.

The desert lands on each side of the floodplains were useful to the Ancient Egyptians. The hot sandy desert was difficult for invaders to cross so it helped to keep the people of Egypt safe from attack. It was also a good source of precious metals and stones.

Archaeologists have found evidence that the Ancient Egyptians traded with their neighbours: they bought olive oil from their Mediterranean neighbours, such as Greece, as well as incense, oil jugs, wood such as ebony, and tin and copper for making bronze. They imported the blue stone lapis lazuli from as far away as Afghanistan. The main exports of Ancient Egypt were grain, gold, linen, and papyrus, as well as glassware and stoneware made by their artisans.

Most Ancient Egyptians worked on the land as farmers or building workers; there were also crafts such as jewellery-making, carpentry, papyrus-making, baking, cosmetics and perfumery, pottery, weaving, shipbuilding, and the making of musical instruments. There were scribes, soldiers, and other professions, such as science and technology, mathematics, astrology, and medicine. Many people were slaves—owned by other people as workers. Some slaves were from poor families—sold to richer people. Others had been captured in battles. Most slaves carried out physical work or household tasks such as bread-making, cleaning, and cooking. But some slaves were skilled artists and musicians.

The Ancient Egyptians believed in an 'after-life' for human souls (and some animals, such as cats) after they died. Their burial customs were carried out to ensure immortality after death: for example, the body was preserved by mummifying it and the internal organs were removed and preserved in canopic jars. Food was left in the tomb to provide for the soul on its journey to the after-life. To provide comfort in the after-life, people were buried with furniture and everyday items from the home—a model house (soul house) was placed in many tombs. The richer and more important a person was, the grander the tomb (for pharaohs and their wives, the tomb was a pyramid).

Hieroglyphs—the writing of the Ancient Egyptians are a mixture of pictures and symbols that can represent words or sounds. Their meanings became lost and historians had difficulty in deciphering them until the Rosetta Stone was discovered at the end of the eighteenth century. French soldiers who invaded Egypt found the stone at a place called Rashid in the Nile Delta. The Rosetta Stone has a text written in Greek, Egyptian hieroglyphs, and another ancient script called Demotic. Historians used these translations to help them to understand hieroglyphs.

The rulers of Ancient Egypt were called pharaohs. Pharaoh meant 'great house' (the king's palace) and later became the name for the king (or queen), too.

Some pharaohs have become famous because of their tombs, statues or other monuments: for example Khufu (Cheops, who built the Great Pyramid of Giza); Tutankhamun (the boy-

pharaoh whose tomb the British archaeologist Howard Carter found in 1922); Ramesses II ('the Great' whose large statues were found at Abu Simbel at Nubia in southern Egypt; his tomb is in the Valley of Kings); Amenhotep III (there are more statues of him than any other pharaoh—some of them are the Colossi of Memnon); and Akenhaten (Amenhotep IV, whose inscriptions are in the Temple of Karnak and whose first wife—famous for her beauty—was Nefertiti). There were female pharaohs, such as Hatshepsut and Cleopatra.

### Expected learning outcomes for the unit

Most children should be able to:

- identify Egypt as a country on the northern coast of the continent of Africa
- describe how the homes of the Ancient Egyptians were made from local materials and were designed to help the people to live in the hot dry climate
- explain that the Ancient Egyptians worshipped many gods and that we know about them from statues and pictures in pyramids and other buildings
- explain that the Ancient Egyptians mummified dead bodies and buried them with a collection of objects because they believed in an after-life
- explain that Ancient Egyptian rulers were called pharaohs
- describe some of the work and daily life of Ancient Egyptians
- describe the writing (hieroglyphs) the Ancient Egyptians used

They will learn how to:

- use sources such as pictures and writing from the insides of pyramids and other tombs to find out about how people lived in the past
- use maps and geographical details to discover how ancient civilisations survived
- ask questions and draw conclusions about evidence from the past

They will begin to understand:

- how people of the past met their essential needs: food, shelter, clothing, protection from enemies
- how people traded in the past
- slavery
- the work of archaeologists

## Lesson 1: Where is Egypt?

### Learning outcomes

Students should be able to:

- identify Egypt as a country in the continent of Africa
- explain how the geography of Egypt affected people who lived there in the past
- explain how the people of Ancient Egypt made use of the River Nile

### Resources

- Pupil's Book 3 page 55–56
- a map of the world
- a map of North Africa and the Mediterranean, showing the location of Egypt (page 55)
- a map of Egypt that shows the flood plain of the River Nile (page 55)

### Pupil's Book steps

1. Ask the children which continent Pakistan is in. Ask if they know which continent Egypt is in and invite a volunteer to point out Egypt on a map of the world.
2. Tell the children that they are going to read about the people who lived in Egypt in ancient times.
3. Read page 55 with the class. Tell them that settlements, such as cities, grow in places where people can get the things they need. Ask, *Why did the people of Ancient Egypt live near the River Nile?* (It provided water and good land for farming.) *What made it a good place for farming?* (The River Nile flooded and left a rich mud on the land.) *Which other river have you learned about that was useful in the same way?* (the River Indus in Pakistan)
4. Invite different children to talk about how the river helped the people. *What was useful about the river? What food came from it? What other useful materials came from the river banks? What else did the people get from the river? How did the river help with transport?*
5. Ask if they think the River Nile caused problems for the people of Ancient Egypt. *What happened to the river each year that might have caused problems?* (It flooded.) Tell them that they will find out more about this, and about how the people managed to live in a flood area, in a later lesson.
6. Ask, *How have people changed the River Nile in modern times?* (They have built a dam at Aswan.) *How does this help them?* (They can let water out when they need it.)
7. Ask the children to read the questions at the top of page 56, and to write the answers in their notebooks. They could first say the answers. If necessary, write their different ideas on the board for them to choose from and to copy.

### Answers to Pupil's Book 3 page 56

1. The River Nile was useful because it flooded the land and left rich mud that was good for farming. It gave the people water to drink, for washing, and for watering crops and animals. The people could travel in boats along the river. Also, useful plants, such as papyrus, grew along the banks of the Nile.
2. The cities were built along the Nile because people needed to live where they could get everything they needed, such as water, food, materials to build houses, and other everyday things.
3. In modern times, people have built a dam so that they can choose when to let the Nile's water flood the land and control how much water to let out.

### Further activities

You could look at pictures of places along the River Nile today to compare them with ancient times.

What has stayed the same? How has the River Nile changed? Can you see any buildings from ancient times? Which buildings are modern? How can we tell?

## Lesson 2: Houses in ancient Egypt

### Learning outcomes

Students should be able to:

- describe how the Ancient Egyptians used local materials to build their houses
- find information from photographs of objects from the time
- explain how the design of a house can help people to live in a very hot dry climate

## Resources

- Pupil's Book pages 56–57

## Pupil's Book steps

1. Ask the class what materials they think ancient Egyptians had for building homes. Remind them of what they know about Ancient Egypt: most people lived near the River Nile; the Nile flooded; it left mud on the land; there were few trees in Egypt because most of it was desert.
2. Explain any words on the page that the children might not know:  
**fertile:** good for growing crops and other plants  
**reflect:** you could demonstrate the meaning of this. Show the children light reflecting from any shiny surface and from a white surface in a dimly lit place. Say the word 'reflect' and write it on the board. Ask the children to say the word.
3. Read page 56 with the class and ask them what they have found out about Ancient Egyptian houses. Ask, *What were the houses made of?* (mud bricks that were all the same size) *How did they get the bricks all the same size?* (They used moulds. Point out the picture and explain how a mould is used.) *Why did they choose these materials?* *How did they build houses that did not take up too much space?* (They built them two or three storeys high.) *What five things did they do to keep the houses cool?* (They had high windows with no glass; they had a hole in the roof; they painted the walls white; they cooked outside. They lived on the roof in the summer.)
4. Ask how the Ancient Egyptians managed to live on land that flooded every year. *How did they stop their houses filling with water when the River Nile flooded?* (They built them on platforms higher than the floodwater.)
5. Explain why, when people died, they were buried with models of their houses: the Ancient Egyptians believed that a person's soul went on to another life called the 'after-life'. They thought that the soul needed shelter and warmth, as well as food, to keep it safe and comfortable.
6. Read the instructions for the exercise at the top of page 57 with the class. The children then write an advertisement to sell a house in Ancient Egypt. They should make people want to buy it by showing how good it is: for example, it might have a big yard for cooking in; a nice flat roof to live on in the summer; a high platform to keep it safe from floods; three storeys for extra space; sparkling white walls to reflect the sunlight. To help them to get started you could show them some advertisements for real houses from a newspaper.

### Pupil's Book answers page 57

Answers will vary. The children should write sentences about what the house is made from; how it stays cool in hot weather: for example, it has a hole in the roof and a window high up on the wall; an outdoor stove or cooker; it is built on a high platform.

## Further activities

If possible, show the children how to make bricks from clay and leave them to dry in the sun. You could use a mould with 'brick' shapes such as a small plastic tray from chocolates or other food to get the bricks the same size. Press the clay into the tray to make bricks. The children could try using the bricks to build a wall or even a model house.

In science lessons, you could investigate how white or other light-coloured materials reflect sunlight more than dark materials: you need about six pieces of the same material (such as woven woollen materials, paper or cotton) three white and three black. Leave them outdoors in a sunny place for about fifteen minutes and then feel the materials. The black ones should feel much warmer than the white ones. Explain that this is because white reflects all the light that hits it but black absorbs it (soaks it up).

### Lesson 3: Pyramids and mummies

#### Learning outcomes

Students should be able to:

- describe the past from pictures of objects and buildings from the time
- explain the beliefs the Ancient Egyptians had about death and how they treated dead bodies
- demonstrate respect for different beliefs about death

#### Resources

- Pupil's Book pages 57–58
- Skills Book page 35 Harvest in Ancient Egypt
- if possible, travel brochures about Egypt that show pictures of the pyramids
- a map of Egypt (page 55)

#### Pupil's Book steps

1. Ask if any of the children know anything about Egypt. They could talk about pictures they have seen. Ask, *Have you seen pictures of pyramids? What were pyramids for?* (They were tombs—buildings where bodies were placed after people died. Only rich and important people had pyramids.)
2. If possible, let the children look at some travel guides about Egypt. Ask them to find pictures of the pyramids. *What are pyramids like? What are they made of?*
3. Read page 56 with the class. Ask, *What do you know about the Ancient Egyptians' beliefs about death?* (They believed that when people died, their spirits went on to another life.) It is important that, although these beliefs might seem strange to the children, they are discussed respectfully to encourage the children to respect different faiths. *How did the Egyptians show respect to people after they died? Why do you think they wanted to stop the bodies rotting?* (They believed in an afterlife—life after death. Perhaps, people could only get to the afterlife if their body was kept in good condition.)
4. Ask the children to re-read about how the Ancient Egyptians treated dead bodies. They could then give instructions about how to mummify a body: for example: First clean the body. Then rub salt all over it. Next wrap the body in strips of cloth. Ask, *What can we find out about people from their mummies?* (what they looked like, their clothes, hairstyles, objects they owned)
5. Show the children the map of Egypt (page 55) and ask them to find Giza, where the Great Pyramid is. Remind them about what they have learned about where the Ancient Egyptians settled and built villages, towns, and cities.
6. Ask, *What did the Ancient Egyptians believe their gods did when someone died? What might make the person's heart heavy?* (Perhaps the person did many things that were wrong during his or her life.)
7. The children can then complete the exercise at the top of page 58.

### Skills Book steps page 35 (Harvest in Ancient Egypt)

1. Explain that we know a lot about the lives of Ancient Egyptians from pictures and writing and objects in their tombs. Tell them that they are going to look at pictures from the tomb of a rich Egyptian called Menna, who died nearly 3,500 years ago.
2. Explain some of the terms used in harvesting: cutting, winnowing (separating husks from seeds), gathering (collecting the seeds).
3. With the children, read the introduction at the top of the page. Then ask them to look at the first picture and to say what is happening there. Repeat this for the other pictures.
4. Ask the children how they can tell which man is Menna. Remind them that he is rich but the workers are quite poor (many would have been slaves)—so they might be able to tell from his clothes.
5. Read the text (in the boxes) about the pictures and ask the children to match each text box to a picture.
6. After completing this part of the activity, the children could work with a partner to find the picture that shows two girls fighting over some corn. Ask why they think the girls are fighting. (They are from poor families who have sent them out to 'glean' (collect any bits of grain that the workers drop.)

### Pupil's Book answers page 58

1. to make sure the people could go on to the afterlife
2. having a heart that was too heavy

### Skills Book answers page 35 (Harvest in Ancient Egypt)

1.

cattle trampling the grain to take off the husks

2.

gathering (poor people picking up corn that the harvesters drop)

3.

carrying the corn from the field

4.

cutting the corn

5.

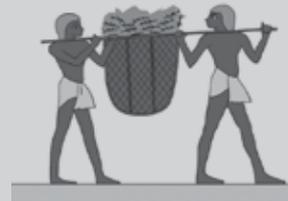
Menna



2



5



3



4



1

## Further activities

Discuss different beliefs about what happens when someone dies. Compare the children's beliefs about this with those of the ancient Egyptians. Point out that people of different faiths today have different beliefs about this.

## Lesson 4: Pharaoh and the people

### Learning outcomes

Students should be able to:

- explain what slavery means, why people have kept slaves since ancient times, and why slavery is illegal

### Resources

- Pupil's Book pages 58–59
- Skills Book page 38 Values
- a map of Egypt

### Pupil's Book steps

1. Tell the children that kings of Ancient Egypt were called pharaohs. Also, tell them that a few pharaohs were women. A famous woman pharaoh was Cleopatra; another was Hatshepsut. Tell them that they are going to look at some of the pyramids of the pharaohs.
2. Read page 58 of the Pupil's Book with the children. Tell them that many rich people and pharaohs built their tombs long before they died. Ask them to name a pharaoh. Ask, *What does 'II' after the name Ramesses mean?* (Explain that when writing in English the Roman numeral II is used for 2. He has this numeral because there was another pharaoh called Ramesses before him.) *What would the next pharaoh called Ramesses have after his name?* (III. There were many more pharaohs named Ramesses.)
3. After the children have looked at the pictures on page 59 and read the captions. Ask, *What did Ramesses II put on the walls of his tombs?* (pictures and stories of his battles) *What do the pictures say about him?* (He wanted people to remember him as a brave, powerful ruler. The pictures show him as a brave warrior-fighter.)
5. Find Abu Simbel on a map of Egypt. Tell the children that Ramesses put four enormous statues of himself there. Ask them to look at the picture of the statue of Ramesses at Abu Simbel on page 59. Describe the statue. *What is it like?* (It is very big and carved from blocks of stone.) *What does it tell us about Ramesses II?* (He wanted to look important. A very big statue makes him look very important. It is made from stone, so it has lasted for more than three thousand years.)
6. Look at the picture of the workers building a pyramid. Ask, *What are the workers doing?* (cutting and moving very big blocks of stone) *What makes this work hard?* (The blocks of stone are heavy to carry and hard to cut.)
7. Ask the children to find the word 'slaves' on the page. Ask, *What was a slave?* (someone who was owned as a worker by another person) *How did people become slaves?* (Poor families sometimes sold their children as slaves; armies captured prisoners in battles and brought them back as slaves; the pharaohs made all the Hebrew people in Egypt work as slaves for a long time.)
8. Explain that many people who owned slaves treated them well. They gave them good food and a clean, cool place to sleep. But slaves were not free. They had to stay with

their owners and do all the work they were given. Tell them that some slave-owners gave slaves their freedom.

9. Read the instructions for the exercise at the bottom of page 58 with the class. They could talk about this and say their answers before writing them. You could help them by writing what they say. Ask them to read this back to you before they copy it into their notebooks.

### Skills Book steps page 38 (Values)

1. Tell the children that they are going to learn about slavery in Ancient Egypt.
2. Read the information at the top of the page with the children. Ask them about the lives of slaves. They should answer in their own words without looking at the page.
3. The children can then complete the chart about slaves and other poor workers. Ask them to work in pairs, talking about how slaves were like other poor workers and how they were different.
4. Ask them to complete the sentence saying why they think it is now against the law to keep slaves.

### Pupil's Book answers page 58

1. Poor families sometimes sold their children as slaves; armies captured prisoners in battles and brought them back as slaves; the pharaohs made all the Hebrew people in Egypt work as slaves.
2. They were not free to leave the people they worked for.
3. to have plenty of workers to build palaces, pyramids and statues

### Skills Book answers page 38 (Values)

1. The children might think of different answers. Here are some examples:

Same	Different
They had to work hard. They built pyramids, palaces, and statues. They worked as servants in rich people's houses.	They were not free. They were not paid. They could not choose where to work or what kind of work to do. People owned them.

2. The children might think of different answers. Here is an example:  
I think it is against the law to keep slaves because people have the right to be free.

### Further activities

The children could write a story based on one of the pictures of slaves working.

## Lesson 5: Tutankhamun—the boy-king

### Learning outcomes

Students should be able to:

- describe a person from the past using sources from the time
- describe the religious beliefs of people in the past from their art and writing
- explain the religious beliefs of different people

## Resources

- Pupil's Book pages 59–60
- Skills Book page 36 Gods and goddesses
- a map of Egypt

## Pupil's Book steps

1. Show the children a map of Egypt and ask them to find the Valley of the Kings (near the ancient city of Thebes—now called Luxor). Tell them that most of the tombs of the pharaohs of Egypt are in this valley, near the River Nile and that they are going to learn about a pharaoh whose tomb was buried under the sand for more than 3,000 years. Archaeologists knew about him and knew that there must be a tomb somewhere. They thought robbers must have destroyed it and taken everything of value—until 1922, when the British archaeologist Howard Carter found it.
2. Read the paragraph about Tutankhamun at the bottom of page 59 with the class. Ask them what they have found out about Tutankhamun. *Who was Tutankhamun?* (a pharaoh of Egypt) *Why is he famous?* (because of his tomb) *How old was he when he became pharaoh?* (nine) *How old was he when he died?* (seventeen—'nearly eighteen')
3. Help the children to read page 60, including 'It's a fact'. Ask, *What did the archaeologists find in Tutankhamun's tomb?* (big statues of Tutankhamun and Egyptian gods, paintings of his funeral, and a coffin with the mummy of Tutankhamun in it, wearing a golden mask) *Do we know what Tutankhamun looked like?* (yes) *How do we know what he looked like?* (from the mask on his mummy) *What can we find out about the religion of Tutankhamun from his tomb?* *What god/gods did he worship?* (the goddess Isis and other gods) *How do we know?* (from the statues in his tomb) *Why were there statues of gods in his tomb?* (They seemed to be guarding it.)
5. Explain that although scientists can often find out how people from the past died they are not sure about Tutankhamun. They found that he had suffered from diseases, especially malaria, and that he had broken some bones, including his leg, at some time.
6. Read the exercise at the bottom of page 60 with the class and ask them to give their answer to the first question. If necessary, write this for them and ask them to read what you have written. They can then write their answer in their notebook.
7. Show them how to write the diary entry for Howard Carter. Ask them what he might write in his diary on the day he found Tutankhamun's tomb: what he saw when he first went into it, what other things he saw, what it was like to open the coffin, and so on.

## Skills Book steps page 36 (Gods and goddesses)

1. Tell the class that they are going to learn more about the gods the Ancient Egyptians worshipped. Read page 36 of the Skills Book with them and ask what they have learned about the gods of the Ancient Egyptians. *Name some of their gods.* (Horus, Osiris, Isis, and Anubis) *What did Horus look like?* (a man with a falcon's head) *What was special about him?* (He was the god of the sky and war.) *What did Osiris look like?* (a pharaoh with a long beard) *What was special about him?* (He was the god of life after death and the Nile flood.) *What did Isis look like?* (She wore a headdress shaped like a throne.) *What was special about her?* (She was the goddess of motherhood.) *What did Anubis look like?* (He had a jackal's head.) *What was special about him?* (He was the god of funerals and mummies.)

2. Ask the children to think about which of their gods the Ancient Egyptians prayed to at different times, events, or occasions and how they thought this god might help them. *When might they pray to Horus?* (when they were going to fight a battle) *How might he help them?* (He might help them to win.) *When might they pray to Osiris?* (Farmers might pray to him when the flood was due. People with a family member who has died might pray for their life after death.) *How might he help them?* (He might help farmers by sending a flood when it was needed. He might help people's spirits to get to the after-life.) *When might they pray to Isis?* (when women wanted a baby or were going to have a baby soon) *How might she help them?* (She might help to keep them and their babies safe and well.) *When might they pray to Anubis?* (before a funeral) *How might he help them?* (He might look after the person's body and spirit.)

### Pupil's Book answers page 60

1. They put statues of their gods in the tomb to guard the tomb and to look after Tutankhamun in the after-life.
2. The children will write different answers. Here is an example:

What a wonderful day! This morning, we opened the tomb of Tutankhamun. We found big statues of Tutankhamun and Ancient Egyptian gods. One statue was of the goddess Isis. The statues looked as if they were guarding the tomb.

We saw paintings of Tutankhamun's funeral on the walls. We even found paintings of the gods taking him to the next life.

Most exciting of all—we found a wooden coffin covered with gold. When we opened it, we found another coffin inside it. This one was made of wood and was painted. We were really excited when we opened that. Inside we found a solid gold coffin. We were even more excited when we opened that one, however, we thought it might be empty. But inside we found something wonderful. It was the mummy of Tutankhamun with a beautiful golden mask.

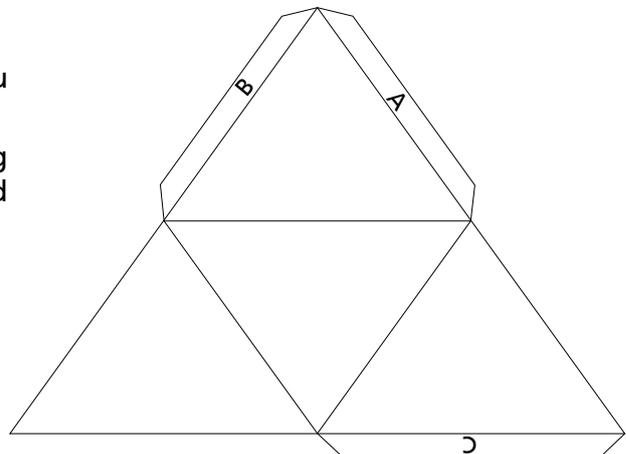
### Skills Book answers page 36 (Gods and goddesses)

1. Someone whose father had just died might pray to Anubis.
2. A farmer who wanted water for his fields might pray to Osiris.
3. A pharaoh who was going to fight in a battle might pray to Horus.
4. A woman who wanted a baby might pray to Isis.

### Further activities

Make a pyramid (tetrahedron) from card. You could use a net like this:

Cut around the outside of the shape. Fold along the lines. The flaps A, B and C should be folded inwards for gluing the shape together.



## Lesson 6: Hieroglyphs

### Learning outcomes

Students should be able to:

- describe a person from the past using sources from the time
- describe the religious beliefs of people in the past from their art and writing
- explain the religious beliefs of different people

### Resources

- Pupil's Book page 61, and page 59, which also shows hieroglyphs
- Skills Book page 37

### Pupil's Book steps

1. Remind the children of what they have already learned about Ancient Egyptian statues, tombs, and mummies and ask them to look at page 59 of the Pupil's Book again. Ask them if they can see any writing in the picture of Ramesses II in battle. Tell them that Ancient Egyptian writing looks like pictures and symbols. Explain that these pictures and symbols are called hieroglyphs and that they are going to learn more about hieroglyphs.
2. Read the first paragraph of page 61 with the children. Ask them what they have found out about Ancient Egyptian writing. Ask, *What did the writing look like? (pictures) What were these pictures called? (hieroglyphs)*
3. Ask the children to read on to find the answer to this question: *What did they write on? (a type of paper made from papyrus) Did the Ancient Egyptians have books? (yes) What were they made of? (papyrus) What were their books like? (They were rolled and tied.)*
4. Read the rest of the information on the page with the children. Ask, *What can we find out about the Ancient Egyptians from their writing? (how they farmed; their work; about the lives of important people; the gods they worshipped; what happened to people after they died)*

### Skills Book steps

1. Tell the children that they are going to learn what some hieroglyphs mean. Explain that some hieroglyphs look like pictures of objects and that they might be able to figure out what they mean. Read the instructions on page 37 with the children. Show them the first set of hieroglyphs. Ask, *Which hieroglyph do you think means chair or throne? (the first one) How can you tell? (It has the shape of a throne.) Which do you think means rain? (the second one) How can you tell? (It looks like a cloud with rain coming down from it.) Which do you think means the Sun? (the fourth one) How can you tell? (It is round, like the Sun.) Which one do you think means water? (the third one) How can you tell? (It looks like the surface of the sea.) Which do you think means mouth? (the fifth one) How can you tell? (It is shaped like a mouth.)*
2. The children can then complete the first activity.
3. Ask them to look at the hieroglyphs for numbers. *How do you think they wrote 2? (II) How do you think they wrote 20? (∩∩) Explain how they repeated each hieroglyph to make larger numbers.*
4. The children can then complete the second activity.

### Skills Book answers page 37 Hieroglyphs

chair or throne	rain	water	sun	mouth
6	20	600	2000	36
24	134	215	462	1243

### Further activities

The children could write other numbers using hieroglyphs. This could be linked with work in maths on thousands, hundreds, tens, and units.

### Answers to Pupil's Book exercise page 62

Answers to the questions on the game board.

Why did the Ancient Egyptians paint the walls of their houses white? (to reflect the sun and keep the houses cool)

What was a 'soul house'? (a model of a person's real house that was put in his or her tomb)

What did Ancient Egyptians do to dead bodies to stop them rotting? (They made them into mummies, cleaned them and rubbed a type of salt all over them, then wrapped them in strips of cloth.)

What did Ancient Egyptians believe happened after they died? (They went on to the 'after-life'.)

Why did Ancient Egyptians put food in tombs? For the person to eat on the way to the after-life

Which pharaoh built the Great Pyramid at Giza? (Pharaoh Khufu)

What is the ancient Egyptian form of writing called? (hieroglyphs)

How do we know what Pharaoh Tutankhamun looked like? (from the golden mask on his mummy and pictures and statues of him in his tomb)

Name an ancient Egyptian goddess. (Isis)

Name one thing that tells us a lot about Egypt's history. (any of these: pictures and writing on the walls of tombs and other buildings, writing on papyrus, objects archaeologists have found)

# Unit 10 Ancient Greece

## Background knowledge for Unit 10

### Ancient Greece

Most of Greece is mountainous. It has little good farmland but olive trees grow well in poor soil in the hot, dry climate of Greece. The Greeks have exported olive oil since ancient times. Separate communities developed in small parts of Greece that were partially cut off from one another by mountains and on the many islands around the coast of Greece. The communities on the mainland developed into city-states such as Athens and Sparta. Sometimes the city-states were at war with one another but they would unite against enemies such as the Persians.

Ancient Greek literature, art, and architecture has influenced western culture up to the present day, and their myths and legends have been passed on through the ages. In addition to the main god, Zeus, other significant deities (and their areas of influence) were Demeter and Persephone (growing grain), Artemis (hunting), Aphrodite (love), Apollo (the Sun, light, healing, and medicine), and Athena (wisdom and learning).

Rich Ancient Greeks paid for temples and shrines dedicated to their gods. Many have survived. They offered gold, silver, and gifts from the harvest to their gods and made animal sacrifices to them. There were also festivals for the gods.

They worshipped a number of deities, all of whom, they believed, were descended from Gaia (the Earth) and Uranos (the sky) and lived on Mount Olympus (in the north of Greece, on the borders of Macedonia and Thessaly).

We know a lot about the Ancient Greeks from their writings (many have survived or were copied), art, and buildings such as homes, jewellery, everyday objects, temples, and public buildings—also from pictures on pots.

Ancient Greek leaders encouraged their people to take part in sports to keep fit (especially men who needed to be fit to be good soldiers). There were four notable sports competitions at Olympia (not to be confused with Mount Olympus). Competitors travelled there from all over the world. The main competition—the Olympic Games—continued until just over 2,000 years ago. A French man, Baron Pierre de Coubertin organised the modern Olympics as a revival of the games; the first of the modern Games were held in Athens in 1896. They have continued until the present day, except during the First and Second World Wars (1916, 1940 and 1944).

Olympia was a temple sanctuary area in Elis (the peninsula in the southwest of Greece) that contained several temples and monuments to the gods. A famous statue there was the gold and ivory statue of Zeus. Nearby were the hippodrome (horse and chariot racing area) and the stadium, where sports were held.

### Expected learning outcomes for the unit

Most children should be able to:

- locate Greece in Europe, on the Mediterranean Sea
- describe the daily life and work of the Ancient Greeks
- explain that the Ancient Greeks worshipped many gods and goddesses and that we know about them from temples and from Ancient Greek literature and art
- explain that Ancient Greeks had no king or emperor but the people could get rid of bad leaders
- describe the ancient Olympic Games
- recount some Ancient Greek myths and legends

They will learn how to

- use sources such as stories, statues, toys, pictures on pots, and the remains of buildings to find out about how people lived in the past
- use maps and geographical details to discover why ancient civilisations developed as they did
- ask questions and draw conclusions about evidence from the past

They will begin to understand

- how people of the past organized their communities
- democracy
- the importance of rules
- how we know about people of the past

## Lesson 1: Life in Ancient Greece

### Learning outcomes

Students should be able to:

- locate Greece in the continent of Europe
- explain how the geography of Greece affected people who lived there in the past
- explain how the people of Ancient Greece made use of the sea that almost surrounded their land

### Resources

- Pupil's Book 3 pages 63–64
- Skills Book 3 page 42
- a map of the world
- if possible, some olive oil, olives, and bread
- a picture of a rowing boat

### Pupil's Book steps

1. Ask, *Which continent is Pakistan in? (Asia) Do you know which continent Greece is in? (Europe)* Invite a volunteer to point out Europe, then Greece on a map of the world.
2. Tell the class that they are going to read about the people who lived in Greece in ancient times.
3. Explain any words on the page that the children might not know, for example:  
**trading:** buying and selling goods; you could ask the class to give some modern examples of the goods we buy and sell.  
**cargo:** the goods a ship carries
4. Read page 63 with the children. Ask, *What was the land in Ancient Greece like? (almost covered with mountains) How did this affect their farming? (It was not good for most farming but it was good for growing olive trees.) What was the most important crop that the Ancient Greeks grew and traded? (olives)*
5. Invite different children to talk about how the sea affected the people's lives. *What was useful about the sea? (They fished in it and sailed to places they traded with.) What food came from it? (fish) What skills did the Ancient Greeks have because they lived near the sea? (ship-building) What three types of ship do you know about that the Ancient Greeks*

*built?* (trading ships, fishing boats, and warships) Explain how the ships moved: the wind blew the sails—the sailors had to make sure the sails were turned in the right direction to catch the wind. If there was no wind they could use oars.) *Have you seen a rowing boat?* Write the word 'oars' on the board and show a picture of a boat with oars. Point out the oars. Explain how oars are used to move a rowing boat.

7. Ask about the goods that the Ancient Greeks traded. *Why did they buy corn and wheat from other lands?* (They could not grow much of these because of the poor farmland.) *What did they take to other lands to sell?* (olives, olive oil, and earthenware pots)
8. Ask the children to read the questions at the top of page 64. Tell them that they can find the answers on page 63 by reading and looking at the pictures.

### **Skills Book steps page 42 (Ancient Greek children)**

1. Tell the children that they are going to learn about children's life in Ancient Greece.
2. Ask them to read the instructions at the top of page 42 and to decide who might use each toy. They should then draw pictures of these children using the toys.
3. Ask what we can learn about everyday life from toys. *What can we learn about life in Greece in the past from these toys?* (Children played with rattles, tops, dolls, clay animals, and life-sized go-carts. People in Ancient Greece knew how to make and use wheels and used horses and carts; they rode horses.)

#### **Pupil's Book answers page 64**

1. The sea was important because the Ancient Greeks could fish there. They could also sail to other lands to trade with people there.
2. We know from ships that archaeologists have excavated and from pictures on pots and in other places.
3. They had sails: the wind moved them. They also had oars. The sailors rowed with the oars.

#### **Skills Book answers page 42 (Ancient Greek children)**

There are no right or wrong answers, except that a baby would be the most likely to play with a rattle and a girl would be the most likely to play with a doll. The children should explain their answers. You could challenge gender stereotypes: for example, Could girls play with go-carts? Could boys play with dolls?

### **Further activities**

You could take some olives, olive oil, and bread into the classroom to show the children and teach them the words for these. They could taste a small amount of olive oil (dip a piece of bread into some olive oil in a shallow dish). Cut up some olives for the children to taste. Ask if they like the taste of olives or olive oil.

## **Lesson 2: Gods and goddesses**

### **Learning outcomes**

Students should be able to:

- describe the religious beliefs and practices of the Ancient Greeks
- explain how we can learn from buildings and objects from the past

## Resources

- Pupil's Book pages 64–65
- a map of Greece

## Pupil's Book steps

1. Ask the children if they know what a temple is. Explain that it is a place of worship and that some faiths today have temples: for example, Hinduism and Buddhism. Tell them that the Ancient Greeks built many temples.
2. Show the children a map of Greece and help them to find Athens. Point out the picture of the Parthenon on page 64 of the Pupil's Book. Tell them that it is in Athens, the capital city of Greece. Ask them to describe it. You could teach them the words for features such as pillars and capitals (the carved parts at the tops of pillars).
3. Read page 64 with the children and help them to find Mount Olympus on a map of Greece. Ask them what they have learned about Mount Olympus. *Why is Mount Olympus famous?* (The Ancient Greeks believed that their gods lived there. NB. It is not the site of the ancient Olympic Games—see pages 66–67.)
4. Ask the children what they have learned about the religion of the Ancient Greeks. *What did they believe?* (They believed that there were many gods; the gods were like people but could live forever and had magical powers. Gods were in charge of different things and lived on Mount Olympus.)
5. Ask how we know about the Ancient Greek gods. (They made carvings and statues of their gods and wrote stories and plays about them.)
6. Tell them more about Apollo's chariot (a sort of cart with two wheels, pulled by horses). Apollo had a string of horses to pull his chariot. They could fly across the sky. The Ancient Greeks told this story to explain why the Sun seems to move across the sky each day.
7. Point out the picture of Mount Olympus and ask the children that they have learned about it. *What do you know about Mount Olympus?* (It is in north of Greece. The Ancient Greeks believed that it was the home of their gods.)
8. The children can then answer the questions at the top of the page 65.

### Answers to Pupil's Book page 65

1. The Ancient Greeks worshipped one god. **False.** (The Ancient Greeks worshipped many gods.)
  2. There were temples for the different gods. **True.**
  3. We can still see the remains of many temples. **True.**
  4. The Ancient Greeks believed that their gods lived under the ground. **False.** (They believed that their gods lived on Mount Olympus.)
- B. Zeus, Athena, Apollo

## Further activities

Tell the children about some of the other Greek gods. Athena was the goddess of wisdom. They believed that Apollo could tell what was going to happen in the future and even change this. His temple was the Oracle at Delphi. The Ancient Greeks used to go there for advice from him before important events such as wars.

## Lesson 3: Greek myths and legends

### Learning outcomes

Students should be able to:

- retell an Ancient Greek legend
- explain what is meant by 'myths' and 'legends'

### Resources

- Pupil's Book 3 pages 65–66
- Skills Book 3 page 40–41
- a map of the Mediterranean area showing Greece and Italy (including Sicily)

### Pupil's Book steps

1. Ask the children if they can remember the story that the Ancient Greeks made up to explain why the Sun looks as if it moves across the sky each day. (See Lesson 10.1) Tell them that invented stories like this are called myths and that the Ancient Greeks told and wrote many myths.
2. Read the first paragraph on page 62 with the children and ask them to name two types of story that the Ancient Greeks told. *What two types of story are the Ancient Greeks famous for telling?* (myths and legends) *What type of story is the tale of Apollo pulling the Sun across the sky? How is a legend different?*
3. Read the story on page 65 and continued on page 66 (Greek myths and legends) with the children. Ask them about some key points *Who were the Ancient Greeks at war against?* (the Trojans) *Where did the Trojans live?* (Troy—an ancient city state that was in the land now called Turkey)
4. Read the story of the Wooden Horse of Troy with the class. Ask, *What did the Greeks make to trick the Trojans?* (a giant horse made of wood) *What did they do with it?* (Soldiers hid in it and when the Trojans took it into their city, the soldiers surprised them with an attack.)
5. Divide the children into groups of four and give each child a role: A Greek soldier in the wooden horse; a Greek soldier waiting outside the walls of Troy; A Trojan soldier finding the wooden horse; and a Trojan soldier waking up when the Greeks attacked. Explain that they are going to act part of the story of the Wooden Horse of Troy (but not the fighting!). *What will you do? What will you say?*

### Skills Book steps pages 40–41 (A Greek legend)

1. Tell the children that they are going to read another Ancient Greek story about a musician named Arion who was helped by some dolphins.
2. Explain some of the words and names in the story on pages 4–41:  
**musician:** someone who plays a musical instrument  
**contest:** competition  
**Sicily:** an island near the south of Italy  
**dolphin:** a large sea animal that looks like a fish
3. Show the children a map of the Mediterranean area and help them to find Greece and Sicily. They could trace Arion's journey across the sea.
4. Read the picture story with the children: You could ask different children to read the words of Arion, the king, the contest judge, the sailors, the dolphins, and the narrator (or read the part of the narrator yourself).

5. After the last picture, invite different children to say what they think happened next. *Did Arion drown? (no) What do you think happened to him? (Dolphins carried him home.) What do you think he did? (See Answers.)*
6. Tell the children that Arion was a real person: a famous musician who won music competitions. The story happened in real places: Greece and Sicily. The story is a legend because parts have been made up.
7. Invite the children to re-tell the story without looking at the page.

### **Pupil's Book answers page 66**

There are no set answers. The children enact the story.

### **Skills Book answers pages 40–41**

Arion got back home with the help of the dolphins and went to see the king. He told the king what had happened. What do you think happened to the sailors? The king sent his men to get Arion's prize from their ship. Then he had them thrown into the sea tied to heavy stones so that they drowned.

### **Further activities**

Read other Greek myths and legends with the children and help them to draw picture stories to re-tell them. Show them how to write the spoken words in speech bubbles.

## **Lesson 4: The Olympic Games**

### **Learning outcomes**

Students should be able to:

- describe the past from pictures of buildings and artefacts from the time
- explain the importance of the legacy of ancient times

### **Resources**

- Pupil's Book pages 66–67
- Skills Book page 39
- a map of Greece
- if possible, pictures of the modern Olympic Games

### **Pupil's Book steps**

1. Ask the children what they know about the Olympic Games. *What happens at the Olympic Games? (Different countries send athletes to take part in sports.) Where are the Games held? (in a different country around the world each time) What Olympic sports do you know? What do the winners receive? (gold medals, with silver medals for second place, and bronze for third)*
2. Explain that the modern Olympic Games are held every four years, like the Ancient Games, but that a different country hosts them each time. *Where were the last modern Olympic Games held? (London, England, 2012)*
3. Show the children a map of Greece and help them to find Olympia. Tell them that the ancient Olympic Games were held there every four years from more than 2,700 years

ago. The remains of some of the temples can still be seen there and there are texts from the time about the games. The games were held to encourage men to train for the sports. This helped to keep them fit for battle if they were needed.

4. Read page 66 with the children. Ask them what they have learned about the Olympic Games.
  - *Where were the games held?* (in a stadium at Olympia, in Greece)
  - *What sports did they compete in?* (throwing the javelin and discus, fighting in boxing and wrestling matches, racing on foot and on horses)
  - *What did the winners get as prizes?* (a crown of olive leaves)
  - *How do we know about the games?* (from their writing and pictures on walls and vases and from the remains of stadiums and sporting equipment that archaeologists have found)
5. Read the instructions for the exercise on page 67 with the children. They could talk to a partner about the pictures on the vases and compare them with modern sports that they know. Ask them to explain how they can tell what sport is shown in each picture. The left-hand vase shows a race on foot. We cannot tell how long the race is but it looks like a sprint. The right-hand vase shows an archer holding a bow.

### Skills Book steps

1. Tell the class that they are going to look at some pictures of sports from Ancient Greece. Read the instructions on page 39 of the Skills Book with the children. Ask them to describe each picture. *What are these athletes doing? What equipment are they using? How do you win a competition for this sport?*
2. Ask the children to write the correct sport below each picture.
3. For each picture ask, *How is this sport like a modern sport? How is it different?*
4. The children can then look at the picture at the bottom of the page. Ask them to look at the pictures of sports to see if they can find an athlete using these objects.

### Pupil's Book answers page 67

1. racing on foot/running
2. archery

### Skills Book answers page 39

- A. 1. Wrestling      2. Horse racing      3. Running      4. Chariot racing  
5. Discus      6. Javelin      7. Boxing      8. Long jump
- B. These are jumping weights. They used them in the long-jump competition. The athletes held a weight in each hand and threw their arms backwards before jumping. The jumper swung the weights forwards as he jumped to help to push him forwards.

### Further activities

The children could compare the sports of the ancient Olympic Games with the modern Games and draw pictures with captions (and cut out newspaper or magazine pictures of any modern Olympic competitions) to show the differences: for example, the modern discus can be made of solid rubber or a metal core with sides made of plastic, wood, fibreglass, carbon fibre, or metal. The rim is made of metal and has to be smooth, with no finger holds.

## Lesson 5: Athens—a land with no king

### Learning outcomes

Students should be able to:

- describe events from the past using sources from the time
- explain the forms of government in the past from their art and writing

### Resources

- Pupil's Book pages 67–68
- Skills Book page 43
- a map of Greece

### Pupil's Book steps

1. Show the children a map of Greece and remind them of the location of Athens. Explain that the main Greek cities had their own governments: they were city-states. Remind the children about what they have learned about how other ancient civilisations were governed: for example, Ancient Egypt had pharaohs; Ancient Rome had emperors. Read the first two paragraphs of page 67 (Athens—a land with no king) with the children and ask them how Ancient Greece was different. *How did the Ancient Greeks govern their city-states, such as Athens?* (The people chose their leaders by voting. They made the rules and laws.)
2. Demonstrate what is meant by voting by asking the class to vote for their favourite colour and recording the result. Tell them that if the class had to choose something, they could do it that way.
3. Ask the children if they think the people of Athens had a fair way of choosing their leaders and agreeing on rules and laws. Ask, *What was fair? What was unfair? Is voting fair?*
4. Read the information on page 68 ('It's a fact') about how votes were cast in Ancient Greece and ask, *What was good and what was not so good about this? What made it a good way to collect votes and count them? Can you think of anything that could be improved?*
5. Ask, *Do you think Pericles was a good leader? (yes) How can you tell? (because the Ancient Greeks chose him as their leader every year for fifteen years) How did the Ancient Greeks get rid of a bad leader? (They wrote his name on a piece of clay. If at least 6,000 people did this, the leader had to go away for ten years.) Do you think this was a good way to get rid of bad leaders? Why?*
6. Read the exercise on page 68 with the children, divide them into pairs and ask them to discuss their ideas with their partner. Allow about five minutes and then invite different pairs to tell the class what they think. The others should listen and then ask questions about what they said.

### Skills Book steps

1. Tell the class that they are going to learn about rules and laws. Ask them when rules are useful in different places and for different events: *What would sports be like with no rules? How do you use rules when you play?*
2. Read the information at the top of page 43 with the children. Ask them how these are like and unlike rules for modern sports. *Which rules are like the rules for modern sports? Which rules are not like them?*

3. Remind the children that the ancient Olympic Games were held around a temple sanctuary in honour of the Greek gods; that was why there was a rule about showing respect to the temple. Ask, *How would you show respect to a temple during sports?* (They could talk about looking after the temple, leaving it clean and tidy after the sports, behaving in a way that shows respect for other people as well as the building.)
4. Ask the children if they think the rules and punishments were fair, or if not, how they would change them.
5. Divide children into pairs or threes for activity A and ask them to decide with their partner which rule is the best; which rule is second best, and which is third best. Allow about five minutes and then invite the children to tell the class their choices and to explain them.
6. For activities B and C, the children could continue to work in pairs or threes. They should choose a sport or game they play and decide on the two most important rules and what should happen if anyone breaks the rules. Ask, *Why do we need that rule? How does it help? What happens if someone breaks the rule?*

#### **Pupil's Book answers page 68**

1. & 2. There are no right or wrong answers. The children give their opinions and should be able to justify them (orally, but not in writing).

#### **Skills Book answers page 43 (Values)**

There are no right or wrong answers. The children give their opinions and should be able to justify them (orally, but not in writing).

#### **Further activities**

Discuss sports in the news, especially where players have been disciplined for breaking rules. The children could say what they think of the penalties faced by the athletes. Ask, *Was this a good punishment or should it have been tougher or not so tough?*

#### **Answers to Pupil's Book page 69**

- A.
1. Greece is a long way from the sea. **False.** (Greece is almost surrounded by sea.)
  2. Olive trees grow well in Greece. **True.**
  3. The people of Ancient Greece were great shipbuilders. **True.**
  4. All the people in Athens were allowed to vote. **False.** (Slaves and women could not vote.)
  5. The modern Olympic Games are held every four years. **True.**
- B.
1. Zeus or Apollo (or Castor or Pollux) and Athena
  2. The Olympic Games
  3. any three from running, horse racing, chariot-racing, wrestling, boxing
  4. There could be several correct answers: for example, the modern Olympics have extra sports, such as basketball, swimming, gymnastics, and tennis; the winners of the ancient Olympic Games won crowns of laurel leaves, but modern winners get gold, silver, and bronze medals; the ancient Olympic Games were always held at Olympia in Greece, but the modern Olympics are held in a different country each time; both ancient and modern Games were/are held every four years; the equipment has changed because modern materials, such as plastic, are used.
  5. The people of Ancient Athens chose their leaders by voting.

# Unit 11 Ancient China

## Background knowledge for Unit 11

### Ancient China

The Ancient Chinese civilisation is one of the oldest in the world. Archaeologists have found evidence of humans who used tools living there more than a million years ago. Civilisations grew around the Huang He and Yangtze rivers. We know about them from records of the time, written with ink on bamboo. Some of these written records are from as long ago as 1700 BCE.

Different dynasties ruled different parts of China until Qin Shi Huang conquered them and united their lands as one kingdom in 221 BCE, and became the first Emperor of China. The main dynasties were Xia, Shang, and Zhao. Archaeologists have found bronze pots that they made with complex engraved patterns.

Qin Shi Huang introduced many changes. Apart from the Great Wall of China, he built numerous roads and canals to make trading easier. He introduced a centralised government and a system of laws that was the same throughout his empire. He also standardized written language, weights and measures, and money throughout the empire. He even standardized the axle length for carts. This helped to standardize all measures used in trading across the empire.

Qin Shi Huang ordered the burning of history books in case they showed that he was not entitled to be Emperor. He had new ones written to tell the history as he wanted it. He also had many scholars buried alive to stop them teaching or writing about the old history.

There are many stories about Qin's search for the 'Elixir of Life'—a magical potion that would make people live forever. He visited Zhifu Island in northeast China (in what is now the Shandong region) several times in his search for the elixir. There is a story that he sent ships carrying hundreds of young men and women there to find a 1,000-year-old magician he had met. The magician is supposed to have invited him to go there to find him so that he could have the magical elixir. The young people never returned, afraid that if they came back without the elixir, he would execute them. The story says that they colonised Japan and settled there.

### Expected learning outcomes for the unit

Most children should be able to:

- locate China in Asia, to the northeast of Pakistan
- identify China as one of the world's oldest civilisations
- name the first Emperor of China as Qin Shi Huang
- describe monuments of Ancient China: the Great Wall and the Terracotta Warriors
- explain some Ancient Chinese beliefs

They will learn how to

- use sources such as the remains of buildings to find out about people in the past
- use maps to find out about trade in ancient times
- ask questions and draw conclusions about evidence from the time: stories, written records and the remains of buildings

They will begin to understand

- why people of the past built barriers such as the Great Wall of China
- the meaning of empire
- trade
- how we know about people of the past

## Lesson 1: The Great Wall of China

### Learning outcomes

Students should be able to:

- explain that China is in the continent of Asia, to the northeast of Pakistan
- describe the walls the Ancient Chinese built to defend their territories

### Resources

- Pupil's Book pages 70–71
- a map of Asia showing China and Pakistan

### Pupil's Book steps

1. Show the class a map of Asia and help them to find Pakistan and China. Show them the compass rose on the map and point out north, south, west, and east. Ask them in which direction they would go to get from Pakistan to China. It might help if they place an arrow cut from card on the map so that it points from Pakistan to China and then compare this with the compass rose.
2. Ask the children what they know about China. Ask, *Can you name anything famous in China that tourists go to see?* (the Great Wall of China) *Why did the Great Wall of China become so famous?* (It is the world's longest wall.)
3. Read page 70 with the class and ask them about the walls the ancient rulers of kingdoms of China built. Ask, *Why did they build walls?* (They probably wanted to defend their lands from enemies.)
4. Ask the children to look at the pictures and map of the Great Wall of China and read the information about the wall. Ask them to point to the wall on the map and follow it across the map. Explain that it is made up of many other walls joined together—that is, it is not in one long piece. Read the panel at the top of page 71 with them. Ask *How long is the Great Wall of China?* (8800 km/5500 miles) *How high are the highest parts?* (7.5 metres) *How wide is it?* (between 4.5 and 9 metres in different parts)
5. Ask why people think it is possible to see the Great Wall of China from the Moon. Tell them that, like lots of other big things, it can be seen from high above the Earth but it is just a story that it can be seen from the Moon.
6. Divide the children into pairs or threes and ask them to read the question on page 71. You could help them by talking about other walls people build today. Ask, *Why do we build walls around our gardens?* (to keep out people who should not be there; perhaps to keep out animals) *Why are there walls around parks and other public places?* (so that people can only go in at certain times—when the gates are open)

### Pupil's Book answers page 71

1. To keep safe, keep animals out, keep animals in, keep young children in, keep thieves out, to let in only the people they want to come in. Explain that rulers of lands used walls in the same way: they wanted to know who and what was coming into or going out of their kingdom.

### Further activities

Look at tourist information leaflets or travel brochures about the Great Wall of China to find out about different parts of it that have survived or have been rebuilt.

## Lesson 2: Building the Great Wall of China

### Learning outcomes

Students should be able to:

- locate China in the continent of Asia, to the northeast of Pakistan
- describe the walls the Ancient Chinese built to defend their territories

### Resources

- Pupil's Book pages 71–72

### Pupil's Book steps

1. Remind the class what they have learned about the Great Wall of China (pages 70–71).
2. Read page 71 with them and ask, *What happened to the oldest parts made of stones and earth?* (Wind and rain have worn them away.) *What happened to the stone from the later parts?* (People took the stone to build houses.) *What else made gaps in the wall?* (People made holes in it for tracks to go through it.)
3. Remind the children of previous learning about World Heritage sites, such as Taxila in Pakistan. Ask them what it means when a place becomes a World Heritage site. *What difference does becoming a World Heritage site make?* (The site has to be looked after.)
4. Ask them about the differences between the older and newer parts of the Great Wall of China. *What were the oldest parts of the Great Wall of China made from?* (stones and earth packed hard) *What were the later parts made from?* (stone cut to the right size and shape) *How long ago did they stop building the Great Wall of China?* (six hundred years ago)
5. Ask what is being done to look after the Great Wall of China. *What has been done to make sure the Great Wall of China does not fall down?* (There are people who work hard to look after it. They repair it and clear away rubbish.) *Do people still take the stones to build with?* (No. This is not allowed.)
6. Ask the class to look at the pictures on page 72 and read the information with them. They can compare the pictures of the old and newer parts of the Great Wall of China. They can then answer the questions on this page.

### Pupil's Book page 72 answers

- A. 1. They were made of earth and stones. Rain and wind wore them away.  
2. People took it away for other buildings. They made gaps in the wall for tracks and roads.
- B. It has to be looked after.

### Further activities

The children could draw pictures and write sentences about the Great Wall of China for an information leaflet.

## Lesson 3: The first Emperor of China

### Learning outcomes

Students should be able to:

- describe a person from the past
- explain the meaning of 'empire'

### Resources

- Pupil's Book 3 pages 72–73
- Skills Book 3 page 44 Qin Shi Huang's conquests

### Pupil's Book steps

1. Tell the children that they are going to learn about the first Emperor of China. Explain that an emperor rules an empire. Explain that an empire is land that has been captured: it used to be part of different countries or kingdoms. Explain that different families, called dynasties, ruled different parts of China and that most of the settlements were near the main rivers of China: Huang He and Yangtze. Then, about 2,200 years ago, Qin Shi Huang took all these kingdoms in battles. He made a huge empire, so he became the emperor.
2. Read the paragraph about the First Emperor of China on page 72 with the class. Continue to page 73. Ask them how Qin Shi Huang changed China. *What did he pull down?* (some of the old walls) *What did he build?* (a new wall) *Why do you think he wanted a wall along the north of his empire?* (to keep out enemies who could attack from the north)
3. Read 'It's a fact' and ask the children what they think about Qin Shi Huang. *What did he burn?* (history books about China) *Why do you think he did this?* (perhaps he wanted to write a new history that made him seem good) *Was he being honest as a ruler?* (no)
4. Ask the class to read 'It's a fact' and to look at the picture and read the caption. Ask *What have you learned about Qin Shi Huang?* (He wanted to live forever and he believed a medicine could help him to do this. He sent ships to look for it.)
5. Ask the children to read the instructions in the activity at the bottom of the page. The two parts of the first sentence are matched for them. Ask them to read the sentence and then write it in their notebooks. They should then try to match the two parts of the second, third, and fourth sentences and then write them. At the end of the lesson, invite different children to read out the sentences they have written.

## Skills Book steps

1. Tell the class that they are going to learn how the first Emperor of China, Qin Shi Huang created his empire.
2. Show them the map of the old states of China on this page. Read the names of the different states and the information at the beginning of the page with them. Then help them to find the land that Qin Shi Huang ruled (Qin). They can then colour this land.
3. Tell the children that they are going to read sentences about all the land that Qin Shi Huang captured from other kingdoms. As they read each sentence, they colour the piece of land that Qin captured, until all the states of China are coloured to show that he ruled them.

### Pupil's Book page 73 answers

1. Qin Shi Huang wanted to live forever.
2. The people of Ancient China built walls to keep their land and homes safe.
3. The first Emperor of China was Qin Shi Huang.
4. The wall that Qin Shi Huang built became the Great Wall of China.

### Skills Book answers Page 44 (Qin Shi Huang's conquests)

The state of Qin should be coloured.

1. The states of Qin and Han should be coloured.
2. The states of Qin, Han, and Zhao should be coloured.
3. The states of Qin, Han, Zhao, and Wei should be coloured.
4. The states of Qin, Han, Zhao, Wei, and Chu should be coloured.
5. The states of Qin, Han, Zhao, Wei, Chu, and Yan should be coloured.
6. The states of Qin, Han, Zhao, Wei, Chu, Yan, and Qi should be coloured.

## Further activities

1. Discuss what is meant by 'empire' and 'emperor.' The children could talk about other empires they have learned about. An empire is created when a ruler captures other kingdoms or lands. An emperor rules the land. The people have no say in what happens there. This is different from Ancient Greece, which had no king or emperor.
2. Ask the children about the magical medicine Qin Shi Huang was looking for. *What would it do to him? Was this really possible? Why might he have believed this?* Ask the children if they can think of anything that a rich, powerful person today might try to do that is similar: for example, some people pay to have their bodies frozen after they die in case scientists in the future find a way to bring them back to life. Discuss why people do these things (perhaps they want to be immortal, like the Ancient Greeks believed their gods to be).

## Lesson 4: The Terracotta Army

### Learning outcomes

Students should be able to:

- describe a famous collection of statues from Ancient China
- explain how we can learn from the work of archaeologists

## Resources

- Pupil's Book page 74
- Skills Book page 45 Belief about death
- Skills Book page 47 Values
- a map of China showing the location of Xian

## Pupil's Book steps

1. Show the children a map of China and help them to find Xian. Tell them that they are going to learn about some famous statues that were found there.
2. Read the first paragraph of page 74 to the children. Ask, *How do you think the farmers felt when they dug up the statues?*
3. Give the children the Pupil's Book and show them the pictures of the Terracotta Army. Ask what they think of them. Ask, *What kind of person do you think had these statues made? What for?*
4. Read the rest of the information on the page with the children and ask, *Who had these statues made?* (Historians think it must have been Qin Shi Huang.) *What for?* (perhaps they were meant to guard his tomb) *Why do you think he wanted guards for his tomb?* (to keep it safe from robbers or vandals) *Which other people in ancient times did this?* (ancient Egyptians: the pharaoh Tutankhamun had statues of the gods he worshipped guarding his tomb)
5. Ask the class what they have learned about Emperor Qin Shi Huang from this page. *What kind of person was Qin Shi Huang? What do you think he believed about death?* (He wanted his tomb to be guarded so perhaps he believed in a life after death. He was a powerful emperor; perhaps he wanted an army after he died so that he could stay powerful even after he died.)
6. Read the questions at the bottom of the page with the children. They should copy each sentence, decide whether it is true or false and, if false, write a corrected sentence too.

## Skills Book steps page 45 (Belief about death)

1. Tell the class that they are going to learn about the Ancient Chinese people's beliefs about death. Read the information at the beginning of the page with them. Ask them what they have learned. *What did the Ancient Chinese think happened when they died?* (They went on to another life and would carry on doing all the things they did when they were alive.) *How did they prepare for dying?* (They prepared their tombs.) *How did they choose what to put in their tomb?* (They chose all the things they would need in the next life: these were things they used while they were alive: for example, an emperor would need soldiers.)
2. Help the children to read the words beside the first picture. Talk about the person in the picture. Ask what kind of life he had. Ask them what a soldier needed in his tomb, and why. *What does a soldier do?* (fights battles for his country) *What things did a soldier in Ancient China need?* (armour and weapons, such as a lance or spear and a sword) There are clues in the picture: weapons and special clothes. If they need help, show them how to complete the sentences.
3. Repeat this for the next two pictures. *What does a farmer do? What did this farmer need?* (a plough to dig the fields, an ox to pull the plough) Tell the children that a married woman's work was to look after her husband and children: cooking for them and so on (unless they were rich enough to have servants). *What was this woman's work? What did she need?*

### Skills Book steps page 47 (Values)

1. Tell the class that they are going to learn about the beliefs of a famous Ancient Chinese thinker named Confucius who thought a lot about how people should behave and tried to teach people this.
2. Read the information on the page with them and invite one of them to read out what Confucius taught people (the words in the speech bubble).
3. Ask, *What do you think this means?* It is easier to begin with things people should not do, so ask, *If you agreed with Confucius, what kinds of things would you not do at school? What kinds of things would you not do at home? What kinds of things would you not do in shops? Is this a good way to live? Why?*
4. Then discuss what they should do if they agreed with Confucius: for example, helping people; being friendly. *How could you help someone? What do you do to be friendly?*
5. Ask the children to think about what you have just discussed and to complete the lists.
6. Divide the class into pairs or threes and ask them to discuss their lists and to choose the most important thing they have written. They can then write this on the line provided.

### Pupil's Book page 74 answers

1. Terracotta is a type of metal. **False.** (Terracotta is a type of clay.)
2. The terracotta soldiers are all different. **True.**
3. The statues are bigger than real people. **False.** (They are the same size as real people.)
4. The Terracotta Army was made in 1974. **False.** (Farmers found them in 1974. They were made when Qin Shi Huang ruled China.)

### Skills Book answers page 45

1. The soldier needs a sword, a bow and arrows, and armour. He needs these so that he can fight and not be injured.
2. The farmer needs a plough and an ox. He needs these so that he can dig the fields.
3. The woman needs plates, bowls, and cooking things. She needs these so that she can cook meals for her family.

### Skills Book answers page 47 (Values)

There are no right or wrong answers. The children decide what they would do if they want others to treat them well and what this means about how they treat others.

### Further activities

Discuss any other rules the children think would be good for encouraging people to treat one another well.

## Lesson 5: Silk from Ancient China

### Learning outcomes

Students should be able to:

- describe a skill that came from Ancient China
- explain how trade and trade routes have developed since ancient times

## Resources

- Pupil's Book page 75
- Skills Book page 46
- if possible, some silk or clothing made from silk

## Pupil's Book steps

1. If you have some silk or clothing made from silk, show it to the children and let them handle it. Ask them to describe it. Ask, *What colour is the silk? What does it feel like?*
2. Tell them that the first people to make silk were the Chinese. They saw that the caterpillars of a moth that lived in China spun silk thread to make a cocoon. The cocoon was to keep the caterpillar safe while it grew into a moth. Check that they know what a moth is (an insect like a butterfly). Tell them that the Ancient Chinese called the caterpillars silkworms. They feed on the leaves of the mulberry tree.
3. Read the top part of page 75 with the children. Ask them what they have learned about silkworms. *What is a silkworm?* (the caterpillar of the silk moth) *What does the silk moth lay its eggs on?* (the leaves of the mulberry tree) *What does the caterpillar do that is useful to people?* (It makes silk.) *What does it make silk for?* (to make a cocoon) *What is a cocoon?* (It is a covering or case to keep the caterpillar safe while it grows into a moth.)
5. Ask the children to look at the pictures and read the labels. Help them to follow the life cycle of the moth from egg to moth and then to eggs. Invite them to talk about the life of a silk moth. Different children could talk about each picture. Ask, *What is happening in the first picture?* (The silk moth is laying eggs on mulberry leaves.) *What hatches out of the eggs?* (caterpillars) *What does the caterpillar spin?* (silk) *What does it make from the silk?* (a cocoon) *What is the cocoon for?* (to protect it) *What comes out of the cocoon?* (a silk moth) *What does the moth do?* (lays eggs)
6. Read the rest of the information with the children and ask them what they know about the Silk Roads from other civilisations they have learned about. *Which ancient city in Pakistan was on the Silk Road?* (Taxila) *Why did cities grow along the Silk Roads?* (Traders stopped along the way.)
6. Read the questions with the children and ask them to copy the sentences into their notebooks, with the correct words from the brackets.

## Skills Book steps

1. The children should turn to page 46 of the Skills Book. Explain that they are going to use what they have learned about silk to help them to fill in the missing words in sentences on this page. Read the instruction and the words in the boxes with them.
2. The children should read each sentence in the boxes and write the word that is missing. Explain that the missing words are in the boxes at the top of the page and that they can also read about the silk worm again on page 75 of the Pupil's Book. If they need help, read the sentences with them, leaving a gap for the missing word.
3. Invite different children to read out a completed sentence from the page, beginning with the silk moth laying its eggs. Remind them that this is a life cycle, which means that it goes on and on, with each new moth laying eggs.

### Pupil's Book page 75 answers

1. Silk comes from a caterpillar.
2. The Ancient Chinese learned to make silk 5,000 years ago.
3. They took it to other parts of the world along the Silk Roads.

### Skills Book answers page 46 (The making of silk)

1. A silk moth lays its eggs on **mulberry** leaves.
  2. A **silkworm** hatches from an egg. It is really a **caterpillar**.
  3. The caterpillar spins **silk** to make a **cocoon**.
  4. A **moth** comes out of the cocoon.
- B. the caterpillar

### Further activities

Discuss sports that are in the news, especially where players have been disciplined for breaking rules. The children could say what they think of the penalties faced by the athletes. *Was this a good punishment or should it have been tougher or not so tough?*

### Answers to Pupil's Book page 76

- A.
1. The longest wall in the world is the Great Wall of **China**.
  2. The silk traders used these roads.
  3. The model army was made of this clay.
  4. Qin Shi Huang was the first **emperor** of China.
  5. The newer parts of the Great Wall of China were built from this.
  6. a word that means very old

					<b>C</b>	H	I	N	A		
S	I	L	K	R	<b>O</b>	A	D	S			
T	E	R	R	A	<b>C</b>	O	T	T	A		
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				S	T	<b>O</b>	N	E			
					A	<b>N</b>	C	I	E	N	T

- B. There are no right or wrong answers. The children make up some questions and answers about what they have learned about Ancient China.

# Unit 12 Being a good citizen

## Background knowledge for Unit 12

### Being a good citizen

This unit supports the development of children's understanding of what it means to be a good citizen and thus helps them to become good citizens. The focus is on fairness, honesty, kindness, helping others, rules, respect for others, and respect for property.

Pupils are encouraged to discuss different situations in order to make up their own minds about what is the right way to behave, rather than just being told what is right. They can then be encouraged to do what they know is right.

### Expected learning outcomes for the unit

Most children should be able to:

- explain the meaning of fairness
- explain what it means to be kind and show respect to people
- explain what it means to be honest
- explain why and how we should respect our own property, shared property, and property belonging to others

They will learn how to

- judge what is fair and unfair
- decide what behaviour is kind and respectful
- act on what they understand about honesty
- behave in a way that shows respect for property

They will begin to understand

- how to decide what is the right way to behave
- why it can sometimes be difficult to do the right thing

## Lesson 1: Fair play

### Learning outcomes

Students should be able to:

- explain what fair play means
- explain how to apply this knowledge to everyday situations

### Resources

- Pupil's Book page 77
- Skills Book page 48, Fair or unfair

### Pupil's Book steps

1. Tell the class that they are going to learn what it means to be fair in games and sports.
2. Read the introduction at the top of page 77 with them. Ask them what they think Asad has to learn about being fair.
3. Read the picture story with the children. They could take turns to read parts of it aloud. Invite them to give their opinions first of all on what was fair in the story. Ask, *What was fair in this story? (The coach did something to make the race fair.) What did he do? What was unfair? How should Asad have run the race?*

4. The discussion should help the children to answer the question at the end of the story.
5. Divide the children into pairs to discuss the questions in the activity box. They will already have considered question 1 and should easily be able to give an answer. When they discuss question 2, ask them what it would be like if people did not follow the rules of a game they know.
6. Some children might be able to write a letter to Asad, telling him what was wrong with his behaviour and what they think he should do.

### Skills Book steps page 48 (Fair or unfair)

1. Tell the children that they are going to look at some pictures of everyday events and to read what the people in the pictures are saying. Explain that they should think about whether the picture shows something fair or something unfair.

Ask different children to describe what is happening in a picture on this page and another to read the words in the speech bubble.

### Pupil's Book page 77 answers

1. The children give their own views. Examples: Fair—The coach said, 'You must start again.'; Unfair—Asad ran before the coach called 'Go!'; Asad pushed Talha', Asad made Yasir trip.
2. The children give their own views. If they think it is all right to break rules, question them. Ask
  - What is the point of rules if we don't obey them?
  - How do we make a game fair?

### Skills Book answers page 48 (Fair or unfair)

The children give their own views and explanations. Examples:

1. Unfair—both children should help.
2. Fair. The boy has what he needs. His family might think it wasteful to buy a new cricket bat and ball if they already have some; or they might not be able to afford new cricket things.
3. Fair. The girl deserves a reward.
4. Unfair. It is mean not to let her play.

### Further activities

The children could write some rules for making a race fair. First, divide the class into small groups and ask them to discuss what rules we need to make races fair. They can then write their ideas. Let them go and look what other groups have written and then decide whether they want to add more rules or change any they have written.

## Lesson 2: Kindness

### Learning outcomes

Students should be able to:

- explain what being kind means and why it is important
- identify ways in which people can be kind to one another

## Resources

- Pupil's Book page 78

### Pupil's Book steps

1. Read the question at the top of the page. Ask,
  - How could the boy be kind to the others?
  - How could the little girl be kind to the others?
  - How could Mrs Ahmed be kind to the others?
  - How could Dada be kind to the others?
2. Read the list of ways of being kind and, for each one, ask,
  - Who could do this?
  - Who can you be kind to in this way?

### Pupil's Book page 78 answers

There are no right or wrong answers. The children give their own ideas.

### Further activities

The children could keep a diary in which they record any acts of kindness they perform during the week and who they were kind to:

Day	My kind deed	The person I was kind to	How my kind deed helped
Monday			
Tuesday			
Wednesday			

## Lesson 3: Honesty

### Learning outcomes

Students should be able to:

- differentiate between what is honest and what is dishonest
- demonstrate honesty through their own actions

## Resources

- Pupil's Book pages 79–80

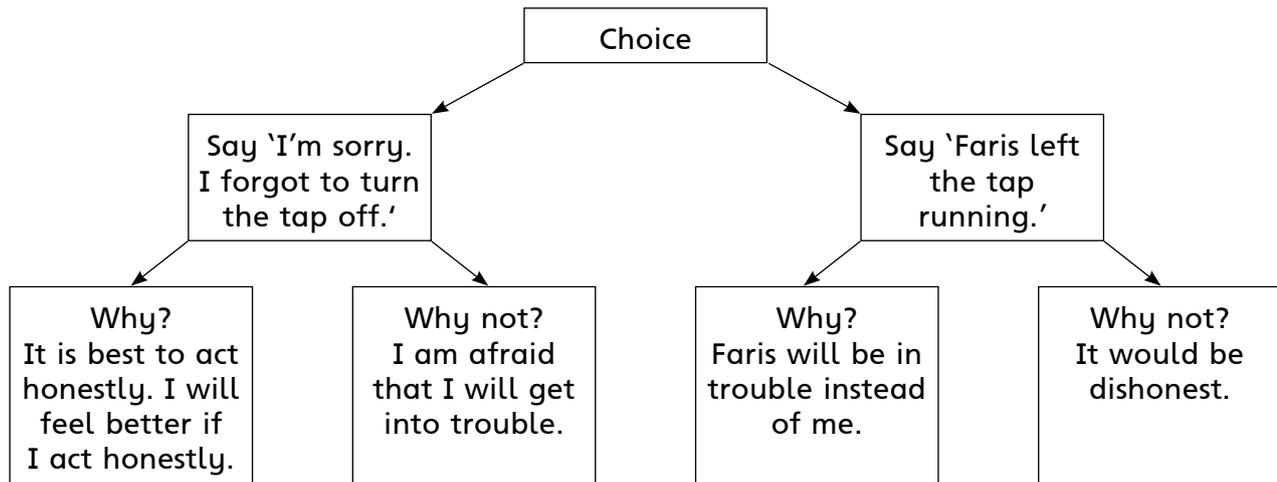
### Pupil's Book steps

1. Tell the class that they are going to read about some everyday actions and decide what is honest and what is dishonest.
2. Read the introduction to this page with the class. Then look at picture a) with them and ask them to read the words in the speech bubble. Ask, *What has happened? Do you think the girl in the picture is telling the truth? Why/Why not? Is this honest?*
3. Repeat this for all the pictures on page 79 and pictures g, h, and i on page 80. If the class think that the child in the picture is being dishonest, ask, why are they being dishonest. (Perhaps they do not want to get into trouble, or perhaps they want to get something for themselves or to win a game.)

4. Ask, *How do you know when an action is honest? How do you know when it is dishonest?*
5. Ask the class to think about what they might do if they were the children in the pictures. *Do they think about whether they are being honest or dishonest?*

### Further activities

Ask the children to think about the examples they have looked at and, for each one, to say what the child could have chosen to do. Write this on the board for them as a 'decision tree', for example: for picture a)



## Lesson 4: Respect for others

### Learning outcomes

Students should be able to:

- differentiate between respect and disrespect

### Resources

- Pupil's Book pages 80–81
- Skills Book page 50 Respecting others
- Skills Book page 49 Working together

### Pupil's Book steps

1. Tell the class that they are going to learn about respect for others. Ask, *What do you think this means? Can you give an example of something that shows respect for others?*
2. Explain that the opposite of respect is disrespect. Ask, *Can you give an example of something that shows disrespect for others?*
3. With the class, read the story that begins on page 80 of the Pupil's Book under the heading *Respect for others*, and continues onto page 81. Ask, *Who showed respect to others? Who did they show respect to? How?* (Sunita showed respect to Mrs Malik by telling Anum not to talk while the teacher was talking to the class. She also showed respect to Mahgul when she helped her to get up after the boy knocked her over and told the boy he had hurt her.)
4. Ask, *Who showed disrespect? Who did they show disrespect to? How?* (Anum showed disrespect to Mrs Malik by whispering when Mrs Malik was talking to the class and by

pulling a face when Mrs Malik was not looking. The boy showed disrespect to Mahgul when he knocked her over. He also showed disrespect to Sunita when he said he would knock her down.)

5. The children can then complete the exercise in the notebooks.

### Skills Book steps page 50 (Respecting others)

1. Tell the class that they are going to think about respectful ways of greeting different people.
2. Ask the class to look at page 50. Read the introduction with them and then ask them to look at picture 1. Ask, *What would you do and what would you say if you were this child?* They should look at the head teacher, smile, and say 'Good morning/Good afternoon Mrs/Miss xxxx'. Point out that it is respectful and polite to look at people you know when you meet them and to greet them.
3. Look at picture with the class and ask, *What would you do and say if you were the child in the picture.* They should look at the market seller, say what they want to buy, and end with 'please'. When they get it, they should say 'Thank you'.
4. Look at picture 3 with the class and ask, *What would you do and say?* They should look at the police officer, ask their question, and end with 'please'. After the police officer helps them, they should say 'Thank you'.
5. Divide the children into pairs and ask them to act each picture story in different ways. Ask them to choose the best way to do this and then invite volunteers to act one of these for the class.

### Skills Book steps page 49 (Working together)

1. Explain that respect can include how we treat property, especially shared property like school grounds.
2. Read the introduction to page 49 with them. Tell them that they are going to think about how they could work together to improve the school grounds.
3. Take them out to look at the school grounds with a copy of the chart on this page. They should list on it the things that are good and bad in the school grounds.
4. Back in the classroom, ask, *What do you think is good about the school grounds?* Write their ideas on the board. *What do you think is bad about the school grounds?* Write their ideas on the board.
5. Invite the class to suggest something from their list that they could help to improve. Write the ideas on the board. For each one, ask, *Would it be possible for you to do anything about this? What could you do?*

### Pupil's Book Answers

1. Anum did not show respect for Mrs Malik in the history lesson because she whispered when Mrs Malik was talking to the class.
2. Mrs Malik showed respect to Anum because she said 'please' when asking her to open her book.
3. Sunita showed respect to for Mrs Malik because she listened to her and tried to get Anum to listen.
4. The boy did not show respect to Sunita because he said he would knock her over.
5. Anum was not being respectful to Mrs Malik at break because she pulled a face when Mrs Malik was not looking.

### Skills Book answers page 50 (Respecting others)

Any suitable answers. Examples:

1. Good morning Mrs...
2. I would like two melons, please.
3. Could you please tell me the way to..... Thank you.

### Skills Book answers page 49 (Working together)

Answers will vary.

### Further activities

The children could make up their own picture story examples of people showing respect to one another in different situations: for example, playing in the park, watching television with their families, eating a meal at home or at a friend's house, meeting someone new, greeting a visitor to their home.

If possible, help the children to carry out one of their ideas for improving the school grounds. It could be something very simple, such as growing seeds, or raising money to buy a seat, or to plant a tree. If they contribute to the care of the school or its grounds, they are more likely to treat them with respect.

## Lesson 5: Rules

### Learning outcomes

Students should be able to:

- explain why we have rules
- explain how rules help in many situations
- make up some rules of their own

### Resources

- Pupil's Book pages 81–82
- Skills Book page 51 Rules

### Pupil's Book steps

1. Tell the class they are going to learn how rules help us.
2. With them, read the story that begins on page 81. Ask, *What problem do the children have?* (No one wants to do the washing up.) *If no one will do it, what will happen?* (There will be no clean crockery or cutlery.) *Who is trying to solve the problem?* (*The boy on the right*) *Is his idea a good one?* (It is good because it is fair. It is also good because he suggests a way to make it work—make a list.)
3. Read the top part of page 82 with the class. Ask, *What did the children have to do that parents normally do for them or make sure they do?* (get food, keep clean, keep the house clean, wash their clothes, go to school, keep safe)
4. Ask them to read what the children in the story said. Ask, *Which were good things to do and which were not? Why? Would they be happy if they did as they liked?* (perhaps at first but they might soon realise that it was not good for them or they might get into trouble)

5. Ask, *How would rules help?* In groups, they could write rules for the children in the story. Ask them to write positive rules that say what they should do rather than starting 'Do not'.

### **Skills Book steps page 51 (Values)**

1. Tell the children that they are going to think about what it would be like if the school had no rules but they could make their own rules.
2. Divide the class into small groups and ask them to discuss the rules they think would be good. Remind them to listen to one another and let everyone have a turn to speak. Then they can say which rules they think would be good.
3. Ask them to look at the chart on page 51, and point out that they should agree on five rules for things they should do and five rules about things they should not do.
4. After they have written their rules, they could vote for the most important one.
5. Invite each group to read out their most important rule and help them to decide on a few rules as possible that they could have: for example, 'Do your best', 'Show respect to others.'

### **Pupil's Book page 82 answers**

The children give their ideas for rules. Examples:

1. Go to school on school days.
2. Take turns to tidy up, clean, cook, and wash up.
3. Keep things tidy.
4. Take care to keep things safe.

### **Skills Book answers page 1**

Any suitable answers

### **Answers to Pupil's Book page 83**

- A. 1. Unfair      2. Fair      3. Unfair      4. Fair
- B. 1. The children write their own ideas.  
2. There are no right or wrong answers. The card they design should give an example of an honest action to congratulate a friend on.

### **Further activities**

Ask the class if places other than schools have rules. Ask for examples of rules for parks, leisure centres, playgrounds, shops, and so on. They could recall signs they have seen in these places and in streets and write a few sentences about their pictures. Make a display on 'Everyday rules', using their pictures and writing.

# Instructions for teachers

1. Photocopy the check-up tests on the following pages for each of the Units—one copy for each child.
2. Explain that this test will help you to know what the children have understood and it does not matter if they get some things wrong.
3. The children should put their books in their bags so that they cannot refer to them.
4. Give each child a copy of the test, a pencil, and some colour pencils. Ask them to write their names at the top. Read the instructions aloud for each stage so that the children know what to do.
5. Ask the children to do the test on their own without helping each other. You may help them to read the words, but do not tell them the answers.
6. Do not press them to finish in a given time, so allow those children who finish early to draw a picture of their choice on the back (which you will not mark).
7. When the children have finished, take in their work, and mark it out of ten.
8. Photocopy the record sheet on page 122. If there are more than thirty in the class, photocopy it twice.
9. Record each child's mark so that you can see which children are struggling and take steps to help them.
10. PLEASE DO NOT TELL THE CHILDREN THEIR MARKS. At this stage of their lives, children do not need to know since they will become demotivated if they have low marks.
11. If you wish, you may share the marks with parents at parents' meetings, but emphasise that children who are slow to read may not be able to show their understanding in the test and that they change rapidly at this age.

# Check-up Test 1

## Grade 3, Units 1 and 2

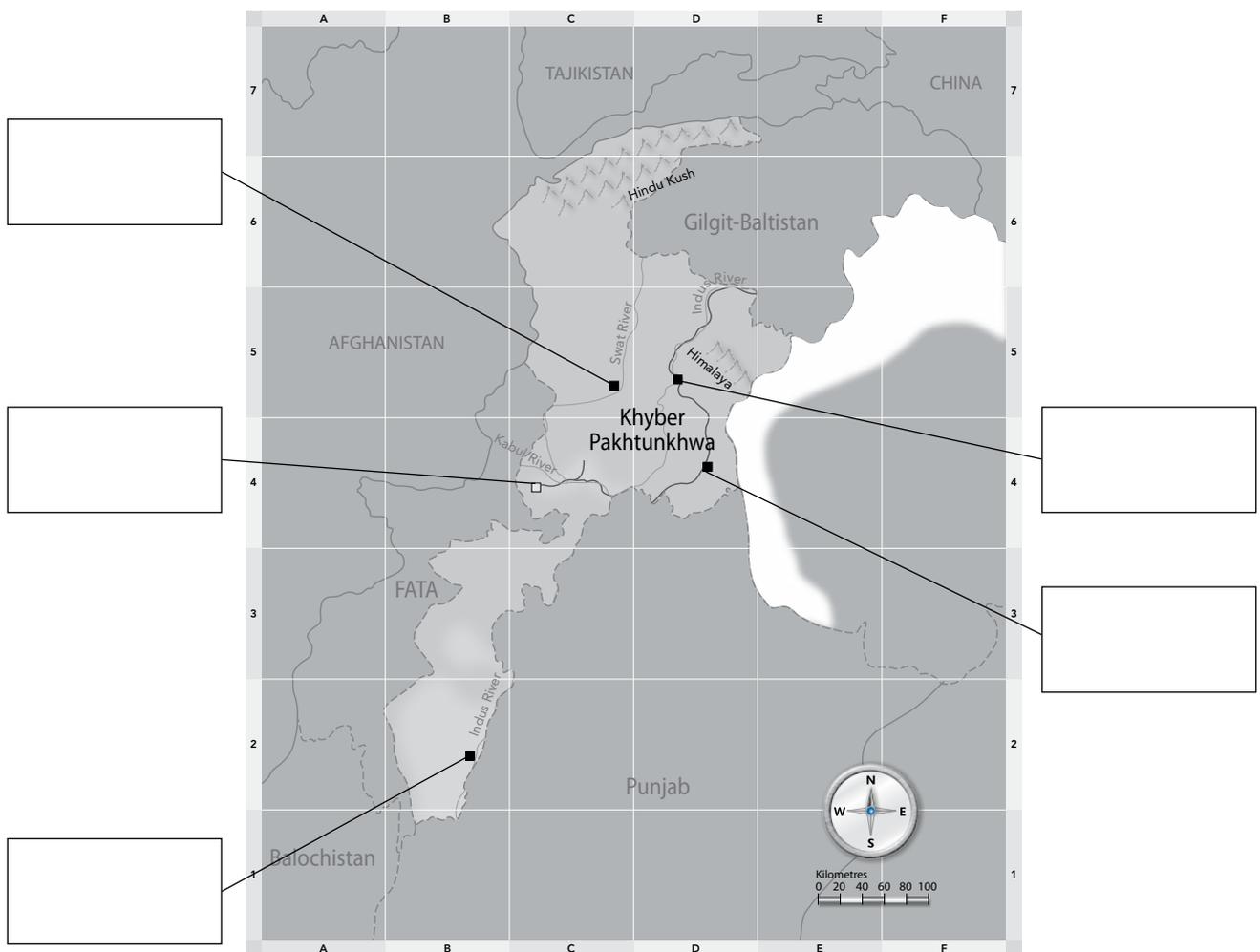
Name: \_\_\_\_\_

### A. Tick the box for the correct answer.

1. Islamabad is
  - a) a modern city that grew from an old city.
  - b) a modern city that was planned.
  - c) an ancient city.
  - d) an old city.
  
2. An important old city near Islamabad is
  - a) Rawalpindi.
  - b) Quetta.
  - c) Lahore.
  - d) Peshawar.
  
3. The hills to the north of Islamabad are called
  - a) the Shakarparian Hills.
  - b) Islamabad Hills.
  - c) Daman-e-Koh Hills.
  - d) Margalla Hills.
  
4. Winter in Islamabad is
  - a) very cold and dry.
  - b) mild and wet.
  - c) hot and dry.
  - d) cold and wet.
  
5. A rare animal that lives in the Margalla Hills is
  - a) the lion.
  - b) the elephant.
  - c) the leopard.
  - d) the giraffe.

**B. Look at the map of Khyber Pakhtunkhwa. Use the grid squares to help you find these cities and towns. Write the names of the cities or towns in the correct boxes.**

6. Peshawar (C4)
7. Abbottabad (D4)
8. Batgram (D5)
9. Mingora (C5)
10. Dera Ismail Khan (B2)



Marks out of 10: \_\_\_\_\_

# Check-up Test 2

## Grade 3, Units 3 and 4

Name: \_\_\_\_\_

### A. Tick the box for the correct answer.

1. The bottom part of a mountain is called
  - a) the base.
  - b) the slope.
  - c) the peak.
  - d) the summit.
  
2. A valley is
  - a) the top of a mountain.
  - b) the side of a mountain.
  - c) low land between hills or mountains.
  - d) high land.
  
3. The highest mountain peak in Pakistan is
  - a) Mount Everest.
  - b) K2.
  - c) Broad Peak.
  - d) Gasherbrum I.
  
4. The highest mountain in Pakistan is in
  - a) the Margalla Hills.
  - b) the Shakarparian Hills.
  - c) the Karakoram range
  - d) the Khyber Pass.
  
5. A house made from mud bricks is called
  - a) an adobe.
  - b) a tent.
  - c) a flat house.
  - d) a mountain house.

6. Things that are made to be thrown away after we use them are called

- a) disposable.
- b) litter.
- c) rubbish.
- d) recycled.

7. Reduce means

- a) make less.
- b) put in the bin.
- c) use things again.
- d) make new things.

8. Recycle means

- a) make into new materials.
- b) use things again.
- c) put your rubbish in a bin.
- d) make less rubbish.

9. Reuse means

- a) put in a bin.
- b) make less.
- c) use things again.
- d) make into new materials.

10. Rubbish that is lying around outdoors is called

- a) disposable.
- b) paper.
- c) plastic.
- d) litter.

Marks out of 10: \_\_\_\_\_

# Check-up Test 3

Grade 3, Units 5 and 6

Name: \_\_\_\_\_

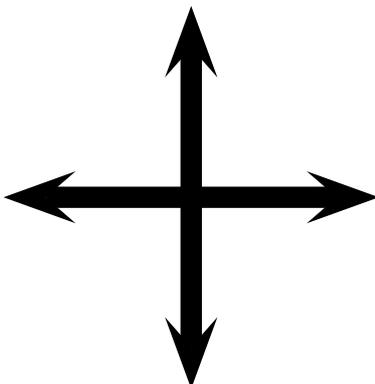
A. Write the direction for each compass point.

1.

2.

3.

4.



B. Tick  the box for the correct answer.

5. The key on a map tells you
- a) where north is.
  - b) what the symbols mean.
  - c) how big the map is.
  - d) about the grid squares.
6. Goods are
- a) objects that can be bought or sold.
  - b) coins.
  - c) things people do to help others.
  - d) work people do.

7. Services are

- a) people who work.
- b) work people do for others.
- c) objects that can be bought or sold.
- d) markets.

8. Services that help us to keep in touch with others are called

- a) goods.
- b) communications.
- c) banking.
- d) markets.

9. A service that looks after our money is

- a) communications.
- b) markets.
- c) goods.
- d) banking.

10. A community service that helps to keep us safe is

- a) the police.
- b) banking.
- c) libraries.
- d) the market.

Marks out of 10: \_\_\_\_\_

# Check-up Test 4

## Grade 3, Units 7 and 8

Name: \_\_\_\_\_

### A. Draw lines to match the words to their meanings.

1. archaeologist

in some religions, the person who leads the worship

king

someone in charge of something like trade

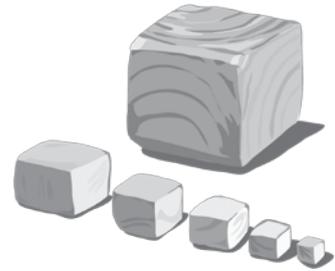
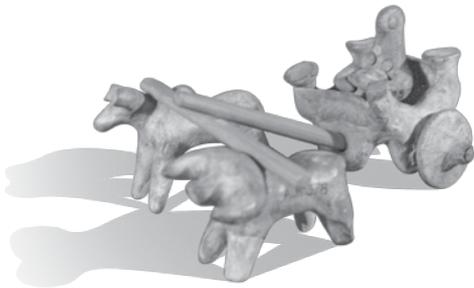
priest

someone who looks for things from the past that have been buried or hidden for a long time

official

a type of ruler that is a man

2–5. Write the correct caption under each picture of something from the ancient Indus Valley civilization.



**B. Tick  the box for the correct answer.**

6. The main city of Gandhara, on the ancient Silk Roads
- a) Islamabad
  - b) Taxila
  - c) Mohenjo-Daro
  - d) Harappa
7. The religion of the people who built the monastery at Jaulian
- a) Buddhism
  - b) Christianity
  - c) Islam
  - d) Hinduism
8. The capital city of King Kanishka of Gandhara
- a) Islamabad
  - b) Rawalpindi
  - c) Peshawar
  - d) Taxila
9. A lot of art and buildings from Gandhara are like those from
- a) Ancient China.
  - b) the Indus Valley.
  - c) Ancient Egypt.
  - d) Ancient Greece.
10. The Greeks built this ancient city of Gandhara with streets set out in a grid pattern
- a) Jaulian
  - b) Taxila
  - c) Sirkap
  - d) Peshawar

Marks out of 10: \_\_\_\_\_

# Check-up Test 5

## Grade 3, Units 9 and 10

Name: \_\_\_\_\_

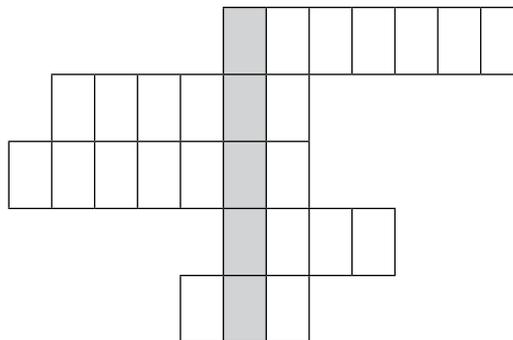
### A. Tick the box for the correct answer.

1. The River Nile was very important to the Ancient Egyptians because
  - a) it was very deep.
  - b) it flowed into the Mediterranean Sea.
  - c) it flooded every year and left rich black mud that was good for farming.
  - d) it helped people to get to the next life after they died.
  
2. A dead body treated with oils and salt and wrapped in strips of cloth was called
  - a) a mummy.
  - b) a pyramid.
  - c) a pharaoh.
  - d) a coffin.
  
3. Ancient Egyptian writing was called
  - a) papyrus.
  - b) hieroglyphs.
  - c) pyramids.
  - d) pictures.
  
4. A ruler of ancient Egypt was a
  - a) prince.
  - b) emperor.
  - c) mummy.
  - d) pharaoh.
  
5. A person who was owned by someone else as a worker was a
  - a) slave.
  - b) mummy.
  - c) pharaoh.
  - d) pyramid.

**B. Complete this puzzle about the Ancient Greeks.**

The shaded squares spell the name of a tree that was very useful to the Ancient Greeks.

6. The mountain where the Ancient Greeks believed their gods lived
7. A building where the Ancient Greeks worshipped their gods
8. These modern games began as an Ancient Greek sporting competition.
9. The Ancient Greeks could do this to choose their leader.
10. The Ancient Greeks built many ships because their land was almost surrounded by this.



Marks out of 10: \_\_\_\_\_

# Check-up Test 6

Grade 3, Units 11 and 12

Name: \_\_\_\_\_

A. 1-5



Write the missing words:

This is the first emperor of China. His name was \_\_\_\_\_. He built the Great \_\_\_\_\_ of China. His workers made statues of \_\_\_\_\_ to guard his tomb. They are called the Terracotta \_\_\_\_\_.

An emperor is the ruler of an \_\_\_\_\_. This is a large area made up of lands that the emperor has won in battles.

B. Complete the sentences that give examples of how to be a good citizen.

6. Be f\_\_\_\_\_.
7. H\_\_\_\_\_ people who need it.
8. Be ho\_\_\_\_\_.
9. Show res\_\_\_\_\_ to others.
10. Obey \_\_\_\_\_.

Marks out of 10: \_\_\_\_\_

# Answers for Check-up Tests

## Units 1 and 2

A. 1. b

2. a

3. d

4. b

5. c

B.

Mingora

Peshawar

Dera Ismail Khan



Batgram

Abbottabad

## Units 3 and 4

A. 1. a

2. c

3. b

4. c

5. a

B. 6. a

7. a

8. a

9. c

10. d

## Units 5 and 6

A. 1. north

2. west

3. east

4. south

5. b

B. 6. a

7. b

8. b

9. d

10. a

### Units 7 and 8

- A. 1. priest—in some religions the person who leads the worship  
official—someone in charge of something like trade:  
archaeologist—someone who looks for things from the past that have been buried  
or hidden for a long time  
king—a type of ruler that is a man  
2–5. captions: toy cart, weights, statue of the King-Priest, seal
- B. 6. b                      7. a                      8. c                      9. d                      10. c

### Units 9 and 10

- A. 1. c                      2. a                      3. b                      4. d                      5. a
- B. 1. Olypmus            2. temple            3. Olympic            4. vote            5 .  
sea

### Units 11 and 12

- A. 1–5. This is the first emperor of China. His name was **Qin Shi Huang**. He built the Great **Wall** of China. His workers made statues of **soldiers** to guard his tomb. They are called the Terracotta **Army**.  
An emperor is the ruler of an **empire**. This is a large area made up of lands that the

# Record of Assessments

Grade \_\_\_\_\_ Year \_\_\_\_\_ Teacher: \_\_\_\_\_

	Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
16.						
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