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Introduction

The New Oxford Social Studies for Pakistan series has been revised both in terms of text and layout for compatibility with the change in data and the changing demands of the classroom. The series presents updated facts and figures in a well-illustrated, attractive, and user-friendly format. The sequence of topics has been revised and lessons are grouped thematically under Unit headings. The Teaching Guides have also been revised correspondingly and are presented in a new format. A valuable addition is the appendix that provides photocopiable worksheets for students. Furthermore, extensive lesson plans have been included along with more worksheets, as appropriate, to facilitate the teachers. (The duration of a teaching period is generally 40 minutes and the lessons have been planned accordingly.)

The main objective of this Teaching Guide is to give ideas to make teaching and learning enjoyable, interesting, and useful. At this age, it is important that children are taught in a creative, interactive way so that they do not learn by rote, but absorb knowledge meaningfully and also develop crucial skills such as observation, critical thinking, and using their imagination.

The guidelines for each lesson cover mainly four parts. First is the textbook itself. It has been suggested how the teacher may begin the topic and initiate questions and points of discussion that should be incorporated into the introduction and the reading of the text. These points should be referred to repeatedly while doing the other activities/sections as well.

Secondly, there are comments on the questions, Work Pages, and 'Things to do', given in the textbook. These are useful tools for reinforcement. From Class 3 onwards to Class 5, the use of a good children's atlas is strongly advised to help them understand basic geographical concepts and to introduce geographical skills such as map-reading; the Oxford Project Atlas for Pakistan, especially developed for Classes 3, 4, and 5, meets these requirements most suitably and attractively. The Oxford School Atlas for Pakistan may also be used at this level.

In addition to these, in the third part of the guidelines, an art and craft section has been included. Children always enjoy making things themselves and getting them to do a related craft is a fun way to reinforce what has been taught.

Finally, ideas that can be used as homework or developed as worksheets for each lesson have also been included to give the children supplementary material to choose from. For some lessons, related songs, stories, display boards, and excursion ideas have been offered.

Lessons must be planned in advance for the week or month so that the course coverage is assured along with adequate time for assessments.

Teachers may choose to link the lessons for continuity, if required, but it is not necessary to complete each and every suggested activity. The teacher, being familiar with the class and the time frame to be followed, is the best judge to select, adapt, and diverge as appropriate. The lesson should, however, be as interactive and enjoyable as possible, so that the children remain attentive and involved. Happy teaching!

In 1884 the Prime Meridian (0°) was marked at Greenwich, in London, where the Royal Observatory is located.

Suggested activity

- Use a globe or a world map to help students identify the equator, the tropics, the Prime Meridian, and the International Date Line.

How to study a map

- 1 Show the students the use of the grid, on page 4 of the textbook, to locate a place.
- 2 Maps are generally drawn to a scale which is shown on the map. The directions of the compass are marked on the maps and there is also a key to help understand the symbols that mark different features. With the help of the illustration on page 4 of the textbook, explain the use of scale and key on a map.

Answers to questions

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

Work Page

A With the aid of the clues, help the students to label the five given cities of Pakistan by marking each with a large coloured dot.

- B
- 1 latitude
 - 2 Greenwich
 - 3 scale
 - 4 key
 - 5 180°

C Latitudes: Peshawar, 34° north; Chakwal, 33° north; Sahiwal, 32° north.
Longitudes: Landi Kotal, 71° east; Islamabad, 73° east; Nowshera, 72° east.

Things to do

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

Suggested activities

- Ask the students to find out the hottest place in Pakistan. It is Sibi in Balochistan, where the summer temperature crosses the 50°C mark. Then ask them to locate it on a map of Pakistan. They could also find out which is the coldest place in the country.
- Bring a simple thermometer to class to demonstrate how temperature is recorded. Arrange for a glass each of cold and warm water. First dip the thermometer into the cold water and ask the students to come up and note the temperature. Then dip the instrument into the glass of warm water and ask students to observe how the mercury in the bulb rises. They should note the temperature again and compare the difference.

Answers to questions

1. Climate affects how we live: the kind of houses we live in, the food we eat, the clothes we wear, our activities and work, and the way we spend our time indoors and outdoors.
2. There are no forests to cut down for wood, nor is stone available to build houses in the Arctic region. The only building material available is snow.
3. The Arctic and Antarctic Circles, the tropics of Cancer and Capricorn, and the equator.
4. The temperature, the amount of rainfall, the direction and frequency of winds, and the presence of hills and mountains are factors that influence the climate.

Work Page

- A
- 1 The hill station of Murree: 1789.3 mm
 - 2 Nok Kundi: 35.3 mm
 - 3 Quetta: -2.0°C
 - 4 Jacobabad: 36.9°C
 - 5 a) The average winter temperature in Quetta can go as low as -2°C, and the average temperature in summer can also go high to 25.6°C, whereas Murree's average winter temperature is 3.7°C and maximum temperature in summer is 20.6°C.
b) Murree gets 1789.3 mm of rain annually and Quetta gets 260.8 mm.
Both the places have low temperatures. However, Murree gets a lot more rain than Quetta.
- B
- 1 False
 - 2 True
 - 3 False
 - 4 True
 - 5 False

Things to do

- Ask the students to make a weather chart and keep it in the classroom. They should fill in the weather with symbols (clouds for 'cloudy'; sun shining for 'sunny'; raindrops for 'rainy'; breeze blowing bent trees for 'breezy').
- Help the students to make a weathervane, or simply to make a flag, using paper and a straight, foot-long rod, placed at an open and raised point to note the direction of the wind.

Food and cash crops: Explain the difference to the students; explain that some food crops are also exported, such as rice and fruit. A country grows crops to feed its people and the surplus (extra) can be sold (exported) to other countries to earn money for the country.

Suggested activity

- Ask the students to make a list of Food Crops and Cash Crops. In a few sentences, they could define the two types of crops and then list the different crops and the areas they grow in, under each heading.

Cotton: Most children seldom see crops in their raw form. Cotton grows as fluffy balls, called bolls, on a stem. It is strange to see a cotton pod, and the children will be quite fascinated by it. Show a sample of a cotton boll to the class. Tell them that some of the clothes we wear are made from the same cotton; briefly outline the process of how cotton is made into yarn and then woven into fabric, from which clothes are made. Tell them that, apart from growing enough cotton for the country's needs, Pakistan exports cotton yarn, cotton fabric, and cotton garments overseas.

Sugar cane: Explain the importance of sugar cane as a crop. We make sugar and *gur* (jaggery) from sugar cane juice. The students will, no doubt, find it difficult to equate the white, refined sugar grains they use, with sugar cane juice, but tell them that the sugar goes through many processes before it reaches our tables.

Explain to the students what type of climate is needed for sugar cane to grow and where it is mostly grown in Pakistan.

Livestock: The word 'livestock' means farm animals, such as cows, buffaloes, sheep, goats, and oxen (bullocks). These are used for various purposes: to pull ploughs and carts to provide meat, milk, skins, and wool. As Pakistan is becoming more industrialized, farmers are increasingly turning to mechanized farming and tractors are more in evidence on the farms. There are also breeding farms where animal numbers are multiplied and used especially for meat and dairy products. Poultry farming is also carried out on small lines for poultry meat and eggs.

Suggested activity

- Guide students to make a class display of various locally produced food products using posters, empty labelled containers/packets, and newspaper and magazine advertisements.

Answers to questions

- The Punjab is the best farming area because of its fertile soil and canal irrigation system.
- Kharif* crops are grown in summer, for example, cotton and rice. *Rabi* crops are grown in winter, for example, wheat.
- Cotton is Pakistan's largest export crop. It is grown in south-east Punjab and parts of Sindh.
- A food crop is one that is grown to feed the community, for example, wheat, rice, sugar cane. A cash crop is grown for sale or export, that is, against which we can get cash. Cotton, tobacco, and also sugar cane are cash crops.
- Livestock is an important part of agriculture as it is reared for meat, dairy products, and hides and skins (leather). Almost all small farms in Pakistan also use cattle to work the land, help till the soil, and provide transport for farmers.
- Staple food means the main or principal food. The staple food crop in Pakistan is wheat.

Work Page

Answers in horizontal sequence.

- | | |
|--|----------|
| A 1 Sugar cane | 2 Pulses |
| 3 Wheat | 4 Rice |
| 5 Millet (<i>jowar</i> and <i>bajra</i>) | 6 Cotton |

Work Page

- | | |
|--------------|-------------|
| A 1 Chromite | 2 Barite |
| 3 Marble | 4 Rock salt |
| 5 Sulphur | 6 Limestone |

- | | |
|---------------|--------------|
| B 1 Hunza | — rubies |
| 2 Krinj | — antimony |
| 3 Quetta | — chromite |
| 4 Skardu | — aquamarine |
| 5 Koh-i-Maran | — fluorite |
| 6 Spin Kan | — magnesite |

Things to do

- This can be developed into a group project for the class, assigning different mineral objects to each group, for a class display.
- Encourage students to take interest in geology and collect rock and mineral samples, as project work, by awarding marks for participation.

Lesson 10 Power resources

Discussion points

- What are fossil fuels?
- What is oil?
- Other than oil, what are Pakistan's sources of power?
- How is power generated?
- What do we use power for?

Fossil fuels are mainly oil, gas, and coal, all found under the Earth's surface, at various depths. The students will be very surprised to know that crude oil, a thick, black, sticky fluid, comes out of the Earth. They will be even more surprised to know that oil is the remains (leftovers) of dead leaves, plants, insects, and animals that existed millions of years ago on Earth! As the vegetation died, it decomposed and became compressed in the layers of the Earth. As different eras came and went, huge land and sea animals, like the dinosaurs and mammoths, died out and were swallowed up by the Earth. Dinosaurs became extinct after the last great Ice Age: where did they go? Ask the students to guess. Over millions of years, this matter made from the remains of plant and animal life, under pressure of the Earth's weight turned into what we know as oil, gas, and coal.

According to research, coal first came into use as early as 4000 BCE in China and around 3000–2000 BCE in Britain. Regular use of coal by Romans in Britain dates back to the 2nd century CE. Mineral oil that just seeped out of the ground, for example in Iran, has been used for lighting for thousands of years. (People also used animal fat for lamps.) The use of coal increased several times over with the development of industry, especially after the Industrial Revolution in the 18th century.

The first people to tap oil resources deep underground were the Americans, in the 1850–60s, in Pennsylvania. Subsequently, oil refineries were set up and oil was used as a power source to run machines. After the discovery and invention of the wheel thousands of years ago, this is the next great achievement of humans.

Lesson plan 8: Life in the desert

Duration: 40 minutes

Objective: To impart information about the features of a desert

Outcome: Students will be able to

- identify the main features of a desert i.e. climate, land, vegetation, animals, and people

Resources: Textbook; atlas; Teaching Guide for explanation; pictures of various features and lifestyles of the deserts; a small cactus plant

Introduction: 5 minutes

Give a recap of the previous lesson by discussing the first two questions on page 14. Also ask about the different kinds of desert found on Earth. Encourage students' feedback.

Ask them about the homework. The largest desert is the Sahara Desert in Africa. The smallest desert is Carcross Desert in Canada. It is just one square mile in area—so small that many maps of the world do not even show it.

Explanation: 25 minutes

Read the text on the features of a desert, beginning with climate. The desert climate is hot and dry most of the time. Remind the students of the lesson on climate, done in Class 3—places that are far inland have very hot summers and cold winters as they do not get the sea breeze which keeps the land cool in summer and warm in winter. Also, as compared to surface areas of the sea, land areas gain and lose temperature more quickly, hence daytime is usually very hot in deserts but nights are cold. The winds in the deserts are also quite strong because there is no vegetation like trees, or construction and big buildings to slow wind speed at a lower level. Talk about the types of winds discussed in the text.

Show the students pictures of the deserts in Pakistan: Thar in Sind, Cholistan in Punjab, and the Kharan in western Balochistan. Use the map of Pakistan to show students where these deserts are located.

Refer to the Teaching Guide for detail about the vegetation, animals, and the lifestyle and occupation of people living close to the desert. Show the cactus plant to the class. Ask them to note its thick stem and the spines and point out that the cactus roots go deep into the soil to get moisture. The thick, spiny leaves and stem store water in them. Show the students pictures of some very large cactus plants found in the deserts, such as in Arizona and Nevada in the USA.

Also tell the class about oases in the deserts, especially in the Arabian Desert. These are places where underground water may emerge as a spring; tough plants grow and survive here and there will be small settlements around it. The people live mainly by rearing hardy animals like goats and camels, or else by trading, like the Tuaregs of North Africa. Encourage the students to use the school library as a resource to discover more about desert life in their own country and in other countries.

Desert animals: although the desert is not home to as many animals as the rainforests and other jungles and forests, there is a large range of animals that survive in the desert. Show students pictures of animals which live in deserts. Talk about the camel. It is also called the 'ship of the desert' as it can go for several days without drinking water. Discuss the features that help the camel to survive in the desert: its long and thick eyelashes that keep the sand and dust out of its eyes, its broad feet which prevent them from sinking into the loose sand and its hump where it stores fat—not water! Ask students if they know of any other animals that live in the desert. Tell them that reptiles such as vipers, lizards, chameleons, scorpions; insects like beetles and spiders; mammals like the jerboa,

Draw the students' attention to the map of the North Pole on page 21. Ask them what they notice about this area. Tell them that there is no land where the North Pole is marked—it is all water, the Arctic Ocean. Show the class pictures of huge icebergs floating in the sea during winters (easily available on the Internet). Explain that this region is composed entirely of icebergs; there is very little land except for the northern coasts of Asia, Europe, and North America.

Turn to page 22 and compare the map of the South Pole which is in the continent called Antarctica—a large land mass surrounded by the Southern Ocean.

Use a globe to show students the land mass and oceans that comprise the North Pole. Read the text on the Arctic Circle. Ask the students to see the map on page 16 which shows the latitudes for the Arctic and Antarctic Circles, at 66.5° North and South, respectively.

Ask students to calculate how many years have passed since the first explorer ventured into this region: $325(\text{BCE}) + 2012 \text{ CE} = 2337 \text{ years!}$

Do you know? Namira Salim is the first Pakistani to have been to the North and South Poles. She is now training to be the first Pakistani in space on the Galactic spaceship in December 2012. Find out more about Namira Salim.

Read about the icebergs that are so huge and frozen hard that they appear like land masses. Explain why the Inuit do not use bricks to build their homes. It is because the Sun's heat or kilns are needed to dry and harden the bricks, but the Sun in the polar regions is not hot enough and kilns are not an option as there is no adequate supply of fuel. Hence snow blocks are used to build homes called igloos. The snow hardens because of the cold, and the igloos are lined inside with rugs and furs to keep them warm. Ask the students to find out what a kayak looks like. Have they seen a kayak?

Show the class pictures of animals found in the Arctic Circle, such as walrus, seals, polar bears, and huskies which live on the continental coastlands. There are birds too, specific to these regions. Ask how these animals keep themselves warm in the severe cold—point to their heavy fur and explain that these animals have a thick layer of fat below the skin that keeps them warm. It is interesting to know that there are polar bears in the Arctic but no penguins; penguins are found only in Antarctica and off the coasts of South America (Patagonia) and South Africa.

Conclusion: 10 minutes

Discuss the second activity of 'Things to do' with the students. Talk about the difficult and long voyages the explorers had to undertake in order to reach these far flung places, but they saw it as a challenge. Students should find out about any one of the polar region explorers of the 20th century and bring some information about them to the next class.

Some names are given below along with dates.

Arctic explorers

Roald Amundsen, 1906

Robert Peary, 1909

Alexander Kuznetsov, 1948

Richard Weber, Misha Malakhov, 1995

Antarctic explorers

Robert Falcon Scott, 1903, 1912

Sir Ernest Shackleton, 1907

Roald Amundsen, 1911

Richard Byrd, 1928, 1929

Information about them can be researched in encyclopedias in the school library.

Ask the class why a country needs to have ties with international organizations. It is important to have links with international organizations as it helps in discussing and solving problems that may arise, on an international forum. Pakistan is an important country in this region; it is a member of SAARC and of OIC, as well as the UN and some of its bodies, such as FAO, UNICEF and UNCHR. Ask the students to find out and write the full names of the organizations whose initials are given above.

Explain that tourists from all over the world visit Pakistan to see the beautiful northern region of Pakistan. Every summer scores of mountaineers come to Pakistan to climb the towering peaks found in these ranges, such as K-2, Nanga Parbat, Gasherbrum, Tirich Mir, etc.

Besides, Pakistani products e.g. textiles and cotton products, leather goods, Basmati rice, and oranges and mangoes are exported to other countries.

Conclusion: 10 minutes

Discuss Questions 4 and 5 with the students. Note the responses on the board.

Class work: Work page Exercise C can be completed in class.

Discuss the third activity of 'Things to do'. This may be given for homework. Alternately, assign group work to collect information and pictures to make tourist brochures or posters about tourism in Pakistan.

Lesson plan 18: Our country

Duration: 40 minutes

Objective: To inculcate awareness of problems faced by countries and the role of citizens in solving them

Outcome: Students will be able to

- identify the major problems faced by Pakistan
- recognize that each citizen can play a role in making Pakistan a much better place

Resources: Textbook; Worksheet from the Teaching Guide

Introduction: 10 minutes

Ask the students to share with the class their response to Activity 3 from 'Things to do'. Appreciate their efforts. If the brochure or poster task has been assigned, ask about the collection of facts and pictures. Collect and put these aside for the class activity later on.

Explanation: 20 minutes

Read the text from Social Services onwards. Explain that the government is responsible for providing services for the welfare of its people, and to ensure that these services are made available efficiently to all the people. The services are detailed in the text. Ask the students to name some state-run institutions in the city where they live, such as Jinnah and Civil Hospitals in Karachi, the Punjab University in Lahore, Bolan Medical College in Quetta, and similar institutions in Khyber Pakhtunkhwa.

Emphasize that while the government provides these services, it is the duty of the citizens also to pay their taxes and utility bills regularly, and to take care of property and facilities that are there for all citizens.

Read the text about the problems in the country. Discuss with the students what problems they see around them—poverty, lack of hygiene, illness, illiteracy, inadequate facilities for the poor people, etc. The topic 'Pakistan and you' is a very important one. Read through carefully, and stress how children can play their role in solving the problems they see around them. Ask students in what other ways they can help their country to become a better place to live. Discuss their ideas and expand them by adding your own input. This will be the response to Question 3 on page 29.

Conclusion: 10 minutes

Questions given at the end of the lesson are to be first discussed with students. These recap most of the points covered in the last two lessons and provide a review of the topic as well.

Students may write the answers to questions 1, 2, 3, and 6, in their notebooks. Supervise the work by taking rounds and assisting the ones who need help.

Homework: Second activity of 'Things to do'; students can draw the map or trace from the maps given in the textbooks.

Lesson plan 26: Power resources

Duration: 40 minutes

Objective: To enhance students' knowledge about the Sun and wind as energy resources for power generation

Outcome: Students will be able to

- understand how solar and wind power can be used for producing electricity
- realize that fossil fuels will be exhausted as a source of energy hence other sources must be explored

Resources: Textbook, Worksheet 10 from the Teaching Guide; a solar-powered calculator; pictures of solar panels, cars powered by solar energy

Introduction: 5 minutes

Begin with a quick recap of the previous lesson. Collect the homework.

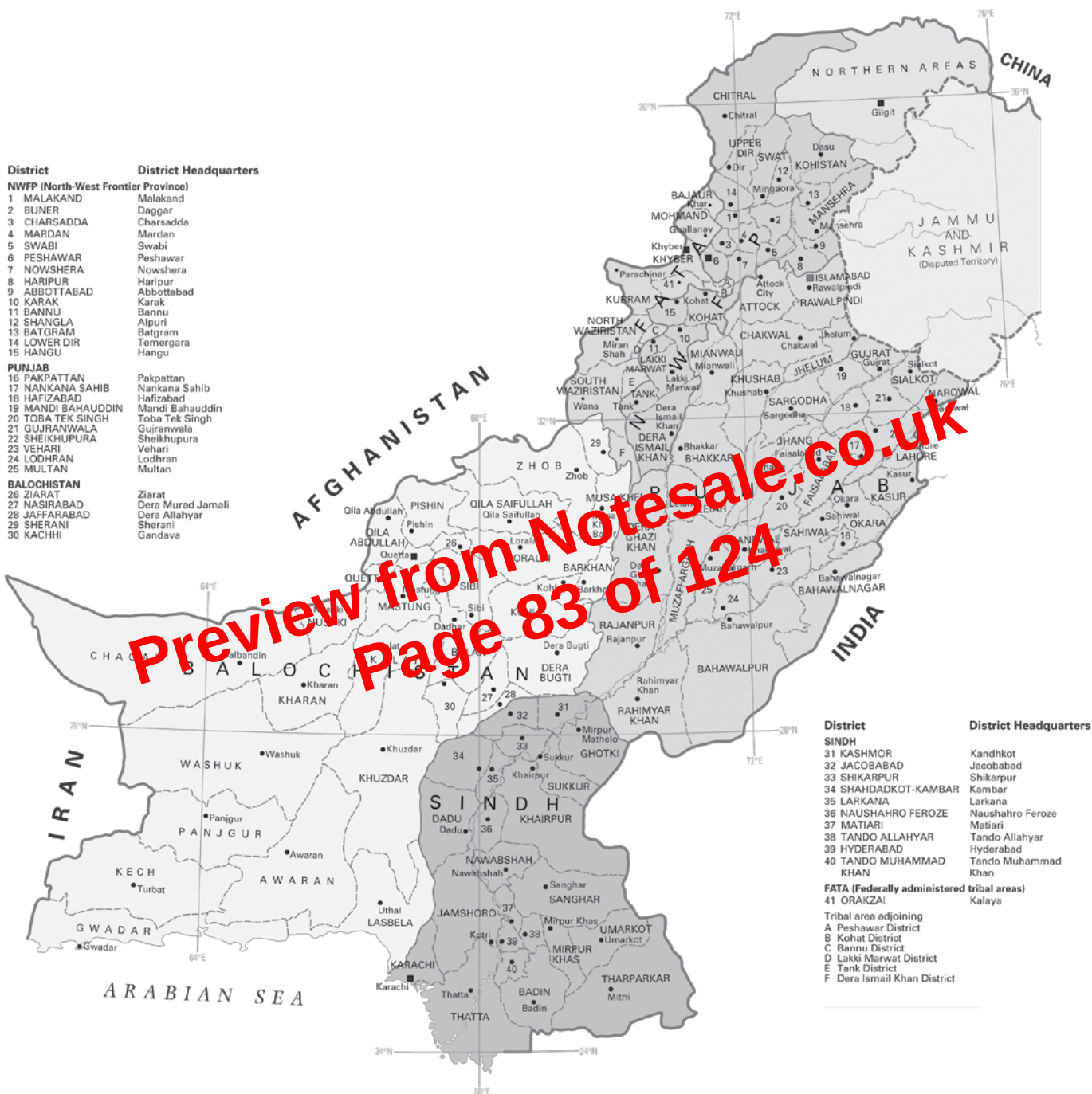
Explanation: 20 minutes

Read the text on other sources of power, i.e. solar and wind power. Sunlight and wind are direct sources of energy as they do not have to be drilled for like gas and oil, or processed like oil, or mined like coal. Hence they are cheaply available. Secondly, they are not created after millions of years underground, but are easily accessible.

Make students aware of the fact that fossil fuels (coal, gas and oil) are being used faster than nature produces them. Moreover, coal and oil release carbons into the air and this adds to pollution as well as global warming. This is why we need to look for alternate sources of energy which are naturally and cheaply available, like sunshine (solar energy) and wind (wind energy). Point out the pictures of solar panels and windmills. Wind farms have been set up in places where the wind blows strongly for long periods; similarly, solar panels have been installed in places which have long periods of sunshine over the year, as in Mediterranean and tropical countries. You may add that waves in the seas and oceans are also potential sources of energy.

Ask students if they know of any machine which uses solar power. The calculator is an example of this. Show students the solar panels given on the calculator. Instead of using batteries we just need to expose the panels to sunshine which is turned into solar energy which runs the calculator. It is cheap and does not require a frequent change of batteries. Show the students pictures of solar-powered cars invented by different countries; however, these are not yet produced for mass markets. Pakistani students of engineering have also designed, produced, and exhibited solar-powered cars in Australia and in Pakistan itself.

Explain that there are some snags in making greater use of these natural energy sources: solar panels are very costly to produce and install; winds and waves can drop in speed and strength, respectively, so they are unstable sources.



District District Headquarters

NWFP (North-West Frontier Province)

- | | |
|--------------|------------|
| 1 MALAKAND | Malakand |
| 2 BUNER | Daggar |
| 3 CHARSADDA | Charsadda |
| 4 MARDAN | Mardan |
| 5 SWABI | Swabi |
| 6 PESHAWAR | Peshawar |
| 7 NOWSHERA | Nowshera |
| 8 HARIPUR | Haripur |
| 9 ABBOTTABAD | Abbottabad |
| 10 KARAK | Karak |
| 11 BANNU | Bannu |
| 12 SHANGLA | Atkari |
| 13 BATGRAM | Batgram |
| 14 LOWER DIR | Temergara |
| 15 HANGU | Hangu |

PUNJAB

- | | |
|--------------------|-----------------|
| 16 PAKPATTAN | Pakpattan |
| 17 NANKANA SAHIB | Nankana Sahib |
| 18 HAFIZABAD | Hafizabad |
| 19 MANDI BAHAUDDIN | Mandi Bahauddin |
| 20 TOBA TEK SINGH | Toba Tek Singh |
| 21 GUJRANWALA | Gujranwala |
| 22 SHEIKHUPURA | Sheikhupura |
| 23 VEhari | Vehari |
| 24 LODHRAN | Lodhran |
| 25 MULTAN | Multan |

BALUCHISTAN

- | | |
|---------------|-------------------|
| 26 ZIARAT | Ziarat |
| 27 NASIRABAD | Dera Murad Jamali |
| 28 JAFFARABAD | Dera Allahyar |
| 29 SHERANI | Sherani |
| 30 KACHHI | Gandava |

District

- SINDH**
- | |
|------------------------|
| 31 KASHMOR |
| 32 JACOBABAD |
| 33 SHIKARPUR |
| 34 SHAHDADKOT-KAMBAR |
| 35 LARKANA |
| 36 NAUSHAHRO FEROZE |
| 37 MATIARI |
| 38 TANDO ALLAHYAR |
| 39 HYDERABAD |
| 40 TANDO MUHAMMAD KHAN |

FATA (Federally administered tribal areas)

- | |
|-----------------------------|
| 41 ORAKZAI |
| Tribal area adjoining |
| A Peshawar District |
| B Kohat District |
| C Bannu District |
| D Lakki Marwat District |
| E Tank District |
| F Dera Ismail Khan District |

District Headquarters

- | |
|---------------------|
| Kandhkot |
| Jacobabad |
| Shikarpur |
| Kambar |
| Larkana |
| Naushahro Feroze |
| Matari |
| Tando Allahyar |
| Hyderabad |
| Tando Muhammad Khan |

Lesson plan 31: Some important cities

Duration: 40 minutes

Objective: To impart further information about Pakistan's major cities

Outcome: Students will be able to

- learn more about the major cities of Pakistan
- identify the major landmarks and places of interest

Resources: Textbook, Teaching Guide for reference and Worksheet 12; pictures of Rawalpindi, Peshawar, and Quetta

Introduction: 10 minutes

Greet the students and ask them to briefly share the information they have collected on their own city. List all the information shared by the students on the board and add to it if any point has been missed out. The students can add the missing points to their lists. Appreciate students for their efforts.

Explanation: 20 minutes

Read the text on Rawalpindi, which is commonly referred to as Pindi. Explain where its name originates. This city has been important because of its location on the Grand Trunk Road as well as being close to the Silk Route. Today Rawalpindi houses the Pakistan Army Headquarters. Ask students if they have visited Rawal Lake.

Similarly, read the text on Peshawar, and Quetta. Peshawar, like Lahore is an ancient city with a long history. It is famous for its proximity to the Khyber Pass, and for its old bazaars and mosques.

Quetta is the capital of Balochistan. Its name means 'fort' and, surrounded by mountains, it is secure like a fort. The Hannah Lake near Quetta is a popular picnic spot. Quetta is famous for its cherry trees and the old bazaars full of dry fruit and a variety of textile and crockery. Ask the students (i) where Ziarat is located and why it is a special place and (ii) what disastrous event took place in Quetta many decades ago.

The questions on page 59 are to be discussed in the class. This provides a recap of the main points of this chapter and encourages critical thinking in students.

Class work: Exercise A of the Work Page is to be done as pair work. The details required are present in the textbook.

The second activity of 'Things to do' is to be completed by students with the help of an atlas or map of Pakistan. This may be done in class or else given as homework.

Conclusion: 5 minutes

Homework: Worksheet 12 is to be completed for homework.

Note: The first activity of 'Things to do' needs to be done in groups and will require extra time for research and presentation in the class.

Read the text on Afghanistan. Talk about the problems this country has faced in the last 30 years which have affected its economy greatly. Show the students pictures of Kabul and Herat before the Russian invasion in the 1980s. The cities were green with trees and plants, the streets beautiful and wide. Show the pictures of these places after the Russians left in 1989. The trees had been either burnt down or cut and there were charred buildings everywhere. All this damaged the country's infrastructure and education system a great deal. Today Afghanistan has the one of the lowest literacy rates in the world. The ties with this neighbour have been not smooth due to many reasons. A lot of Afghan nationals flooded Pakistan in the 1980s and again after 2001. Many Afghan people are found working in different places in the big cities of Pakistan and some have also set up small businesses like carpets and eateries. Ask the students if they have eaten any Afghani dishes, like Kabuli pulao and Afghani tikka, which are very popular in Pakistan.

Conclusion: 10 minutes

Wind up the lesson by recapping the main points.

Homework: Find out some more interesting facts about Iran and Afghanistan and some pictures or posters, if possible, and bring them to the next class.

Lesson plan 33: Pakistan and her neighbours

Duration: 40 minutes

Objective: To impart information about Pakistan's neighbours

Outcome: Students will be able to

- identify the main features of China and India
- know more about these countries

Resources: Textbook, atlas, pictures of China and India, Teaching Guide

Introduction: 10 minutes

Greet the class and ask them about the homework. Students share some of the interesting information on Iran and Afghanistan. Make two columns on the board and note the information in the respective columns. Students may copy the list in their notebooks.

Explanation: 20 minutes

Ask students what comes to their mind when China is mentioned—most likely it will be Chinese food! Ask them about their favorite dish: maybe noodles or chicken corn soup or chop suey. Ask them if they know the names of other Chinese dishes. Ask what else China is famous for—the Great Wall of China, its beautiful silk fabrics, its ceramic pottery, and its expanding industry.

Read the text on China. Show its location on the map of Asia. It is the biggest country in Asia in terms of size and population, which is also the largest in the world. Point out the picture of the Great Wall of China (page 64), one of the wonders of the world. China has an ancient and interesting history, and has developed ahead of its neighbouring countries—paper-making and printing was done here centuries before it became common in Europe. Ask students to look up more facts on China's progress in the past and now.

Talk about China's strong industrial base; it has no shortage of skilled manpower for its industries, and it manufactures and exports goods designed and developed in China as well as many products that are made in China for international brands—from clothes to vehicles and heavy machinery. Inform the students about China's strong friendship with Pakistan; China has always been a support for Pakistan in times of crisis.

Use the world map to show students the spread of Islam under the leadership of the four Rightly Guided Caliphs (RA).

Class work: Exercise B of the Work Page is to be completed.

Conclusion: 5 minutes

Recap the lesson by going through the era of the Khulafa-e-Rashideen (RA) and their main achievements.

Homework: Learn about one important incident about any one of the Rightly Guided Caliphs (RA) that shows his love for the Holy Prophet (SAW), justice, peace, and Islam.

Lesson plan 36: Early history of Islam

Duration: 40 minutes

Objective: To inform the students about the later rulers who followed the Caliphs (RA)

Outcome: Students will be able to

- identify the rulers after the four Rightly Guided Caliphs (RA)
- identify the regions where Islam spread in the later years

Resources: Textbook, world map, atlas, Teaching Guide and Worksheet 14; outline map of world for activity

Introduction: 10 minutes

Begin with asking the students about the homework task—how successful were they at finding out any incident relating to the Rightly Guided Caliphs (RA)? If they have done so, encourage them to share the incident with the class. Tell students that our history is filled with incidents of honesty, sacrifice, justice, love of Allah, love of the Prophet (SAW) and Islam, related to the Rightly Guided Caliphs (RA). Share an incident as well with the students.

Explanation: 20 minutes

Read the text and ensure that no communalist comment is made while talking about different sects. Deal with neutrality when explaining the disagreement between Shias and Sunnis. Stress on unity among all Muslims as reflected in the performance of Hajj and Umra, when Muslims of all shades of faith pray and perform *tawaf* together.

Refer to pages 30–31 of the Teaching Guide to explain about the Umayyad, Abbasid, and Fatimid dynasties. Use the world map while talking about the spread of Islam under the two dynasties. The founder of the Umayyad dynasty was Amir Muawiya ibn Abu Sufyan; he moved the capital to Damascus in Syria. Talk about the long history of Damascus. He is also credited with the development of naval power for Islam. Spain was conquered during Umayyad rule. Tell the students about the Berber general Tariq and his strategy to command his army and how he ordered half his boats to be burnt so that his men had no choice but to march ahead.

It was under Umayyad rule that Islam spread eastwards too. Ask students to recall from lessons in Book 4 how Mohammad bin Qasim, a 17-year-old, came into Sindh: explain the reasons why he was ordered eastward—to deal with pirates off the Arabian Sea coast and recover the goods and people captured by them. (Nowadays we read about pirates attacking cargo ships and kidnapping the crew in the Indian Ocean, using sophisticated methods.) In the short period that Mohammad bin Qasim was in this region (711–712 CE), his governance was so fair and just that Islam spread fast up to southern Punjab.

The Umayyads were followed by the Abbasids who claimed descent from Hazrat Muhammad's (SAW) uncle, Abbas. The Abbasids moved their seat of government eastwards and the city of Baghdad was founded by them. Muslim influence and Islam gradually spread into Persia and Central Asia.

land. They would sell what they had brought with them, buy what they needed, and returned to their countries. In 1600, Sir Thomas Roe arrived at the Mughal Court as the ambassador of Queen Elizabeth I of England. At the end of the same year, the Queen granted the Charter of the East India Company, giving the English licence to trade with India. While Roe waited for nearly two years to meet Jehangir, he surveyed the land and selected sites to set up their factories. The first factory was set up in Surat, Bombay (Mumbai), and then in Kolkata (Calcutta).

Along with the British, the French had also set up their posts along the east coast of India. Pondicherry was one such post. The Portuguese were at the western coast of India. From the 18th century, Mughal power began to decline. The Europeans who had patiently waited in the wings, now made their presence felt.

Read the text till the end. Use an atlas to show students the distance that British, Portuguese, and the French had to cover in order to reach India. Talk about the conditions in the subcontinent that actually helped foreign powers to take over. Among these, the British proved to be the most determined and successful as they eventually drove out the others and made the subcontinent a part of their empire—for 200 years.

Discuss the products that were traded and made the European traders very rich. Refer to the Teaching Guide, page 32, for detail.

Class work: Work Page Exercise A is to be completed individually by the students.

Conclusion: 10 minutes

Discuss the first two questions on page 75 to recap the main points covered.

Talk about Work Page Exercise B: ask the students to imagine themselves in the place of the Europeans—perhaps as a child accompanying an adult, or as a young sailor on one of the ships. What did they see and experience when they landed on the western or eastern coast of India? How was the weather, the food? What did the people look like? Language problems? What did they like about this new place?

Prompt the students, if needed, and note all responses on the board. This will help in completing the task in the next class.

Lesson plan 38: Europeans and the subcontinent

Duration: 40 minutes

Objective: To create understanding of how the foreigners adapted themselves and how they succeeded in their purpose

Outcome: Students will be able to

- better appreciate how the Europeans, especially the British, succeeded
- to know about the exchange of cultures and language
- research further on how Europeans reached and adapted to the subcontinent

Resources: Textbook, Teaching Guide, library, encyclopedia, Internet

Introduction: 10 minutes

Begin by going back to the brainstorming for Exercise B. Ask the students to note the main points.

Explanation: 25 minutes

Re-read the text (from the second line) on page 74 to help understand why the British took over the government of the subcontinent. Explain that the British realized that a weak government or no

Explanation: 30 minutes

Read the text. Show students pictures of signing of the Simla Accord. Students can spot the young Benazir Bhutto in some of the pictures as well. Explain that Yahya Khan resigned after the defeat in East Pakistan—now Bangladesh—and Mr Bhutto took over as President. Explain the importance of the Simla Accord, a treaty signed by Mrs Indira Gandhi, the Indian Prime Minister and Mr Bhutto. As a result, the 93,000 Pakistani prisoners of war in India were set free and Pakistani land in the West Wing occupied during the war, was returned by India.

Read about Mr Bhutto's achievements: new constitution passed in August 1973, Islamic Summit Conference in Lahore in 1974, trade treaties signed with important countries, and the further development of trade and political ties with China. The Bhutto government continued till July 1977, but the last few months were full of problems. People did not accept the election results of 1977 and protested across the country: the result was army takeover and martial law once again. The army chief, General Zia-ul-Haq, took over as president.

Read about the Zia era (1977–88) and briefly explain the events. Inform the students that after the army takeover in 1977, the Bhutto family was under arrest till 1984 when they were allowed to leave the country. Read about Benazir's return in 1986, when huge crowds turned up to welcome and support her. In the December 1988 elections after Zia-ul-Haq's death, Benazir won and was appointed Prime Minister with Ghulam Ishaq Khan as the President.

Point out that Benazir Bhutto was the first, and youngest, female Prime Minister of a Muslim country.

The constitution of Pakistan: first written in 1956, then re-written in 1973, and again in 1973, which continues to date. Changes to the constitution are called Amendments; many such amendments have been made since 1973 to date.

Read the text further. Discuss with students the causes behind the change of government on 1977 and then in 1988. Explain with reference to the Teaching Guide (pages 39–40).

Show the class pictures of various prominent political leaders—past and present. Ask them to identify as many as they can, and tell the class the names of the others.

Conclusion: 5 minutes

Recap the main points.

Encourage students to look up the lives of any one politician or past prime minister of Pakistan. Ask them to collect and bring the facts to the next class. This is the homework as well.

Lesson plan 45: Pakistan since 1971

Duration: 40 minutes

Objective: To inform students about important events in Pakistan's recent history

Outcome: Students will be able to

- identify the events and personalities that have affected our history
- list the successive governments since 1990
- understand the impact on the country—successes and problems

Resources: Textbook, Teaching Guide and Worksheet 19, Atlas; library

Introduction: 10 minutes

Begin by asking the students about the homework. Students who have collected the facts on the politicians should be encouraged to share them with the class. Appreciate their efforts.

Lesson 4: Life in the forest

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

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

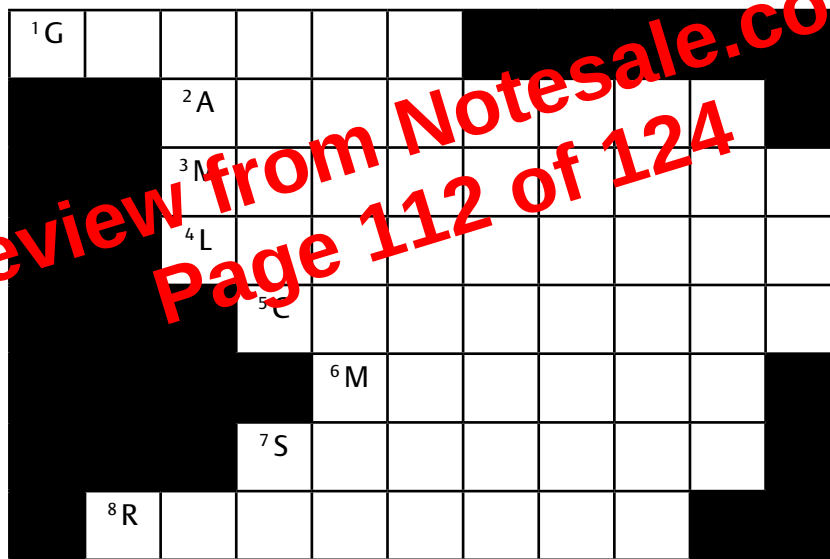
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3. How do the animals living in temperate forests adapt themselves?

Lesson 9: Minerals

1. Find names of four other gemstones besides the ones mentioned in this lesson. Mention their colours too.

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



Clues:

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

UNIT 3: History and Rights

Lesson 14: Early history of Islam

1. Fill in the blanks using information from the lesson.

- i) Hazrat _____ (RA) was the first caliph.
- ii) The first four caliphs are known as the _____.
- iii) The work of compiling the Holy Quran was begun by Hazrat _____ (RA).
- iv) The compilation of the Holy Quran was completed in the caliphate of Hazrat _____ (RA).
- v) The capital of the caliphate was moved from Madina to _____ by _____.
- vi) The point from where the Arabs entered Spain is called _____.
- vii) The Muslims ruled Spain for _____ years.

2. How did Gibraltar get its name?

3. Why are the years 711–712 CE important in the history of Sindh?

Lesson 18: After independence, 1947-71

1. Why did trouble begin in Kashmir in 1948?

2. What two posts did Khwaja Nazimuddin hold in the Pakistan government?

3. What important event took place in 1965?

4. Name the two new political parties in East and West Pakistan, and their leaders.

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